

Role of Training and Placement Cell to Enhance the Competitive Skills Among Students in Finding Right Opportunity

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Abstract: The fundamental goal of any University/College Training and Placement Cell is to conquer any hindrance between the stringent challenge in the business and ability accessible in the college. With sufficient preparing and backing, students upgrade their aptitudes and see how to feature their capacities in the most ideal manner. Not just the Training and Placement Cell offers preparing projects to students to create different huge aptitudes yet additionally encourages the procedure of enlistment for all the qualified students. With a similar mean to give world-class preparing to students, University works its Training and Placement (T&P) Cell which contacts among industry and the organization. Set up with an expect to build up a solid structure for a fulfilling and expert profession, the T&P Cell conducts pre-arrangement instructional meetings to outfit students with important aptitudes in their particular fields. Training and Placement has dual objectives to cater by executing Training to the educated for better Placements with initial requirements through various modes. This can be achieved by providing students with skills aligned to the job market. The cell strives to enable students to recognize their potentialities in different arenas. It endeavours to enhance comprehensive skills, soft skills, over all development and mould them into corporate citizens for better employability

Keywords: training and placement, competitive skills

1. Introduction

The success of any country is naturally connected to its Human Resource. Human capital is one of the most significant resources of a nation and a key determinant of a country's financial exhibition. An expansion in human improvement record would prompt significant levels of financial development in the nation. The quality of a country is subject to its scholarly and adroit residents. A quality human capital originates from quality instruction process. Training and Placement Cell is a fundamental piece of establishment. The foundation needs to give the total framework to viable working of the cell. The cell is sharpened to work all during that time towards producing arrangement and preparing open doors for the understudies. There are many training centers in India who have expertise men power and provide different soft skill and hard skill trainings to the students during vacation and also during regular college hours. The importance of the technical institutions to enhance the capabilities of engineering graduates

by developing talent, creating knowledge through institutional solutions such as creating digital resources and creative technology solutions for class room learning. Training is a sorted out movement went for bestowing data and/or directions to enhance the beneficiary's execution or to encourage him or her achieve a required level of learning. In other words, Training is in fact developing in recipient any skills and knowledge that relate to special useful expertise. Training has specific goal of developing one's efficiency, scope, yield and achievement. However, the purpose of placement is to fit the applicant to the job demand. The placement also identifies the talented and qualified specialists before they finish their education. It provides better job chances to the students who are pursuing or are in the last stage of completing the course. This system indeed minimizes the time for any firm to hook the probable as per the requirements. In the initial years after independence; jobs were mostly in the government sector, choice was limited and recruitment procedures were formal. The need for some kind of a placement service was prompted years later, mostly by pressure from the growing private sector, who increasingly sought the assistance of heads of some of the better institutions or heads of departments of such institutions to meet their growing manpower needs. The main aim behind the establishment of a Training & Placement Cell in an institution is to provide employment opportunities and world class training to the students in leading organizations/industries. The Training & Placements Cell provides a lot of opportunities to students to develop their personality by conducting programs/seminars on communication skills, resume writing, mock interviews, group discussions and other soft skills. The training & placement cell makes the students industry-friendly and trains them to be ready for the industry. The cell should be well equipped with ample infrastructure like seminar halls, group discussion rooms, interview rooms, etc. The cell also arranges four to six weeks training at the end of the session.

In today's world industries have come along with several social responsibilities for which they wish to give their best in academics as well as the future of nation. This enrolls a bond between industry and institute. The training and placement cell is the major relationship center for these industries giving them

the guidance for the right way they could initiate their noble cause. This builds the trust and healthy relations between the industry and institute for a win-win situation to bridge the gap between the two for the sake of the students getting absorbed by the industry and the full-fulfillment of the industrial need getting right talent at right place. The Training & Placement Cell plays an important role in any of the institute. It is the mirror or face of the institute. A student seeking admission in a college looks after the placement of the college. This is the same with the industries willing to recruit the fresher. Many surveys are conducted by government and private organizations, where in the placement department and its facts and figures play a vital role in deciding the ranking of the institute. These surveys are being followed by many industries in choosing the institutes for the recruitment activities. This also acts as a center for career guidance of the students. In this highly competitive job market, the placement indicator is a likely feature which makes strong impact when students think of admission in an institute. Placement cell is the single window of contact from the industry view point. The ambit of activities which the industry wants to take up in an institute is directly dependent on the active role of a placement officer and his team. More energetic and vibrant is the placement officer, more energetic and vibrant is the placement cell.

Bhaskaran, R. (1994) reveals the Importance and emergence of Training & Placement Department/Cell in the Indian Technical Education Institution. Earlier Career guidance and Career Counselling services were not present in any form in most of the institutions. Many Institutions did not have proper Training and Placement Cell/Department to look after the placements of students for short-term practical training and in permanent jobs. After the 1988 report, the AICTE guidelines influenced more and more institutions to setup or to strengthen Training and Placement Cell/Department. The Training and Placement Cell/Department in IITs and REC at that time carried out by the head of the departments in different institutions, including teaching, liaison with industry and other prospective employers, arranging in-plant training and on-campus training, some of them were responsible for arranging industrial visit/tour for students and some provided career counselling and career guidance for students. In the present scenario number of institutions have started the Training and Placement Cell/Department, the competence of an institution is judged by the number of students getting jobs through Campus Placements. The other factors for the emergence of Training and Placement Department/Cell in the Institutions was the employers. There has been a tremendous industrial expansion in the country in the recent past, mainly in the private sector. Huntington, Stephen and Eld (1999) studied this topic and found that there should be the implementation of formal assessment of work placement in the institution. There should be a change in the system of placement monitoring from undergraduates. Placements should be divided into three components: professional practice, personal skills and

placements projects. The success of assessment system relies on the briefing and preparation of students from the 2nd year onwards, supported by detailed placement documentation outlining roles, responsibilities, systems and procedures. Murray and Robinson (2001) studied this topic and analysed that university placement should start forming their relationship with the student who are in 2nd year. Placement cell should start exercising upon the areas like developing soft skills, communication skills, CV preparation from the 2nd year, so that when they reach in the final year they are well prepared for the placement.

2. Research Methodology

This paper is mainly considers the importance of training as a part of curriculum for the engineering and management students of Haryana. The paper is focusing on the training as a part of curriculum of the students like as advantages of training, challenges in training, scope of training in future placements. The paper reviewed from the questionnaire prepared, different journals, books, reports and websites which are most important source of study. The paper covers wide collection of academic literature on the importance of training in the curriculum. The present study is descriptive and qualitative in nature and based upon primary and secondary data.

3. Result and Discussions

Keeping in view the above facts and scenario, this study was conducted in educational institutions of Haryana to find out the role of training and placement cell. During this study it was found that training and placement cell has a unique role in calculating the confidence level among students to improve their skills and as a result in choosing the right opportunity in their career.

Table 1
Regular Check on the performance of the students

Performance of Students	Frequency	Percentage
Yes Regularly	53	47.3
Oftenly	44	39.3
No Check	12	10.7
May Be	3	2.7
Total	112	100.0

Source: Primary Data

Table 1 describes about the scenario of check on the performance of the students in their respective institutions. 47.3 percent teachers and TPOs agree that they check the students' performance on the regular basis. 39.3 percent teachers and TPO opinion that they oftenly check the performance of the students in their college/university. 10.7 percent teachers and TPOs believe that they do not check the student's performance in their institutes. 2.7 percent respondents are confused to answer about performance checking of the students on regular basis. It can be said that majorly of teachers and TPOs regularly check the performance of their students.

Table 2
Impact of Regular Monitoring on Overall Performance

Performance of Students	Frequency	Percentage
Increased	71	63.4
Decreased	14	12.5
Same	19	17.0
NA	8	7.1
Total	112	100.0

Source: Primary Data

Table 2 elaborates about the impact of regular monitoring on overall performance. 63.4 percent respondents believe that the overall performance of the students has increased after the regular monitoring. 17.1 percent respondents are of the view that there is no change in the performance. 12.5 percent respondents is of the opinion that the performance of the students goes down after check on the regular basis, however it is highly surprising aspect 7.1 are confused to answer the question. It can be said that the overall percentage/performance of the students increased when noticed on the regular basis in the performance of the students.

Table 3
Frequency of Visiting Industry for Campus Placement Drives

Visit to industry for invitation	Frequency	Percentage
Once in a week	13	11.6
Once in two weeks	21	18.8
Once in a month	32	28.6
None	46	41.1
Total	112	100.0

Source: Primary Data

Table 3 explains about the teachers/TPO visits industries to invite them for the campus placements in their institutions. 41.1 percent respondents accepts that they never visit the industries to invite them for the campus placements. 28.6 percent respondents agree that they visit once in a month in the industries to invite them for the campus placements. 18.8 percent respondents agree that they visit once in two weeks in the industries to invite them for the campus placements. 11.6 percent respondents are of the opinion that they visit once in a week in the industries to invite them for the campus placements. From the table it can be said that institutions do not regularly visits the industries to invite them for the campus placements.

Table 4
Frequency of Industries visits in University/College during this Session

Industries Came to Institute	Frequency	Percentage
0-10	41	36.6
11-20	24	21.4
More than 20	42	37.5
None	5	4.5
Total	112	100.0

Source: Primary Data

Table 4 describes that how many industries came to your university/college during the session for the placements of the students. 36.6 percent respondents agreed that only upto 10 industries came to their institute during the session for the placements of the students. 37.5 percent respondents agreed

that more than 20 industries visited their campus while 21.4 percent respondents claimed this around 20 industries came for the purpose. It is ironical that 4.5 percent campuses could not manage any visits of the industries. Therefore, it can be concluded that scenario is not very encouragingly as far as placements are concerned.

Table 5
Arrangement of Industrial visits for the students

Industrial Visit	Frequency	Percentage
Yes	67	59.8
No	20	17.9
May be	16	14.3
NA	9	8.0
Total	112	100.0

Source: Primary Data

Table 5 disclosed about the arrangements of industrial visits for the students in their educational institutions. 59.8 percent respondents agreed that they arrange industrial visits for the students in their institutions. 17.9 percent respondents are of the opinion that they do not arrange any industrial visits for the students. 14.3 percent respondents agree that they are confused about the arrangement of industrial visits for the students. 8 percent respondents disclosed that they do not need to arrange any industrial visits for the students. From the table 5 it can be concluded that majority of teachers arranged industrial visits for the students in their respective educational institutions.

Table 6
Besides yourself, who has helped you most to make plans for the future

Helped in make future plan	Frequency	Percentage
Teacher	11	4.7
Family Member or Guardian	80	34.5
Training & Placement Officer	10	4.3
Friends	24	10.3
All of the above	100	43.1
Others	7	3.0
Total	232	100.0

Source: Primary Data

Table 6 represents the role that who helped them to make plans for the future, according to the table friends and family members played the dominant role in making a future plan for students. The table represents the 4.7 percent respondents says that the teacher helps to make the plan for future while 4.3 percent respondents says training and placement officer helps to make a plan for future. It can be said that all of the above like family member, friends, teacher and training and placement officer helps more to make the future plan for the students. Its represents that indirect reference group plays the important role for students to make a future plan.

Table 7 shows that who helped the students in getting internship/summer training during the graduation. According to the table, role of individual himself was more to get the interne ship/summer training, followed by the role of the family (19.4 %), role of friends (15.1 %), role of TPO (10.3 %), while role of the teachers was very low (6.9 percent) in getting interne ship/summer training during the graduation of the students.

Table 7

Status of assistance in case of internship/summer training.

Helping Hands	Frequency	Percentage
Teacher	16	6.9
TPO	24	10.3
Family	45	19.4
Friends	35	15.1
Alumni	1	0.4
Yourself	73	31.5
All of the above	38	16.4
Total	232	100.0

Source: Primary Data

Table 8

How much effort does your Training & placement Cell puts in to get your internship/summer training/placements

TPO Efforts	Frequency	Percentage
100	42	18.1
75	64	27.6
50	37	15.9
25	45	19.4
No effort at all	44	18.9
Total	232	100.0

Source: Primary Data

Table 8 represents the efforts of the training and placement cell in getting the internship/summer training/placements. According to the table most of the respondents agree with the efforts of training and placement cell, while 18.9 percent respondents disagree with the efforts of training and placements cell in getting interne ship/summer training/placement.

Table 9

Perception regarding model of Placements suited for the students in University/College

Placement Mode	Frequency	Percentage
Online Interviews	8	3.4
On Campus Placement	130	56.0
Off Campus Placement	3	1.3
All of the above	91	39.3
Total	232	100.0

Source: Primary Data

Table 9 explains regarding the mode of placement which is best suited for the students in university/college. Majority of students (56 %) believe that on campus placement is the best mode for placement. 3.4 believe in the online interview placement mode while only 1.3 percent believe in the off

campus placements. It can be concluded that mostly students believe in the on campus placement activities.

4. Conclusions

Since independence, the initial focus of government policy was to provide the engineers and managers required for the developing economy. The majority of Indian technical institutions did not have the benefit of campus recruitment. There is, no doubt, been some changes in the position since the 1988 report. The All India Council for Technical Education (AICTE) guidelines on the subject and other reasons have prompted more and more institutions to either set up or strengthen the Training and Placement Departments or Training and Placement Units/Sections at all levels. Properly organized counseling services are still, by and large, non-existent in the technical education setup in India. Establishment of training and placement departments was advocated so that engineering and management students could be helped to secure challenging jobs in India and contribute effectively to the country's development. Another important role of the placement service was identified at that stage, namely the academic feedback system. The training and placement departments are supposed to maintain a close liaising with end users of the manpower produced at the institutes and also to conduct follow-up studies of placement to yield valuable information to correct, where necessary. Despite these positive outcomes, a critical analysis of challenges and avenues for engineering and management students is required, therefor it has been found that Training and Placement Cell should play an active role in imparting necessary skills into the students required by the industry such as industrial visits, quality faculty teachers, soft skills workshops, student's interaction with industry experts.

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