Analytical Study of Training and Placement

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ABSTRACT

There is increasing research interest into the nature of competences required to secure a graduate job. This paper examines the role of the undergraduate work placement in developing such employment competences. In order to do this we draw upon a framework of generic competences developed in a previous project by one of the authors, together with data on how these competences are valued by graduates and employers. We also draw upon a survey of employers and students who have participated in an Aston Business School work placement. For the past years we have conducted a survey of these companies to assess their experience of employing our undergraduates on work placements and to examine the skills and competencies developed by students in the learning process.

Keywords: Process , Benefit OTS , employability, work-based learning.

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We find that most colleges we studied adopted a measured approach that addressed a single limitation without attending to other limitations that contribute to the same overall problem of poor course placement accuracy or inconsistent standards. The "Training & Placement Cell Management" is basically an application which will help the college administration for the training and placement activity of the students. As we all know, getting a job during off campus is very difficult because there is heavy competition in the market. So the best and easiest way is to place through campus interviews. Online/Offline Training and Placement (OOTaP) System automates activities of training and placement cell provides opportunities to the student community to use collective intelligence to increase selection ratio and eases out process of creation of management information automatically. This paper is aim how will manage all the tasks of training with study. Generally last semester provide training for placement so all students not well prepared. Because time is so less and joined private classes learn for GD/PD or Aptitude Test so result is below 17%. In this paper we compare data from both pieces of research to examine how competences developed during the undergraduate work placement contribute to the enhancement of graduate/post graduate employment.

I.   INTRODUCTION:

The goal of Training & Placement Cell is to Provide employment opportunities and world class training to Graduate and Under Graduate Students. The benefit of this assistance are reflected in

the preparation of students who are able to secure lucrative and esteemed positions in recent years. The Training & Placement service operates year round to facilitate contacts between companies and graduates. Staffs are available to respond to student's question and concern of all kinds. This may include advice on placement procedures help with preparation of applications and resumes and practice for interviews.

Training & Placement Portal aims at providing the Facility to automate and simplify the process of registration and list generation of eligible students for placement. This System provide facility to do all the their Work Regarding Placement like Collecting Student Records, Registering the Suitable Students, to check the number and percentage of placed & unplaced students, and important announcements to other departments. The whole work is automated as well as on intranet.

II.   PROCESS

Various companies can access the information. Students can maintain their information and can update it. Notifications are sent to students about the companies. Students can access previous information about placement.

- Student Registration facility
- Student Login
- View Student Profile
- Company Page
- Company Login
- Company recruitment schedule Page
- View Recruitment Schedule
- View Selected List of Students
- Administrator Control Panel
- Updates by the Administrator
- View Updates by the Students

III.   ACTIVITIES

Aptitude test is the most popular method of filtering student in campus interviews, so this department conducts aptitude tests and gives training for same. Students will feed there own basic information and registered themselves. The database stores all this information. Management can access this information.

ACTIVITIES In addition to campus placements the T & P section organizes programs mock interviews, group discussions, case studies, etc. It also organizes the program like:

• "Personality development"

• "Interpersonal & communication skills"

• "Career planning" and "career mapping"

• Program on "Technology and Management"

IV. BENEFITS OF USING AN ONLINE TRAINING SYSTEM

Two types of black hole attack can be described in AODV in order to distinguish the kind of black hole attack.

• **Lower Training Costs:** An online training system considerably reduces the travel, venue hire and catering costs that are associated with classroom-based training sessions, while subsequently increasing employee productivity.

• **Improved performance:** A 12-year meta-analysis of research by the U.S. Department of Education published in June 2009, found that higher education students in online learning generally performed better than those in face-to-face courses.

• **Convenience and flexibility to learners:** This is a self-paced style of learning because everyone absorbs information at a different rate.

• **Increased access:** Online learning opens up opportunities for students who may not previously have been able to access these resources and instructors due to geographical, physical, political or economic constraints.

It has also mixed up a move away from the require for just technical knowledge in industry to calls for a more diverse managerial expertise. In a more competitive global economy this approach has now become essential. Universities have started working with their industrial and corporate colleagues, and new forms of curriculum have developed. This focuses on ensuring that those entering the labor market have both the required technical skills and what are sometimes termed higher level 'soft' skills to apply the techniques appropriately in the workplace.

Percentage of graduates/post graduates who felt common employability competences are helpful in assisting a smooth transition from education to employment.
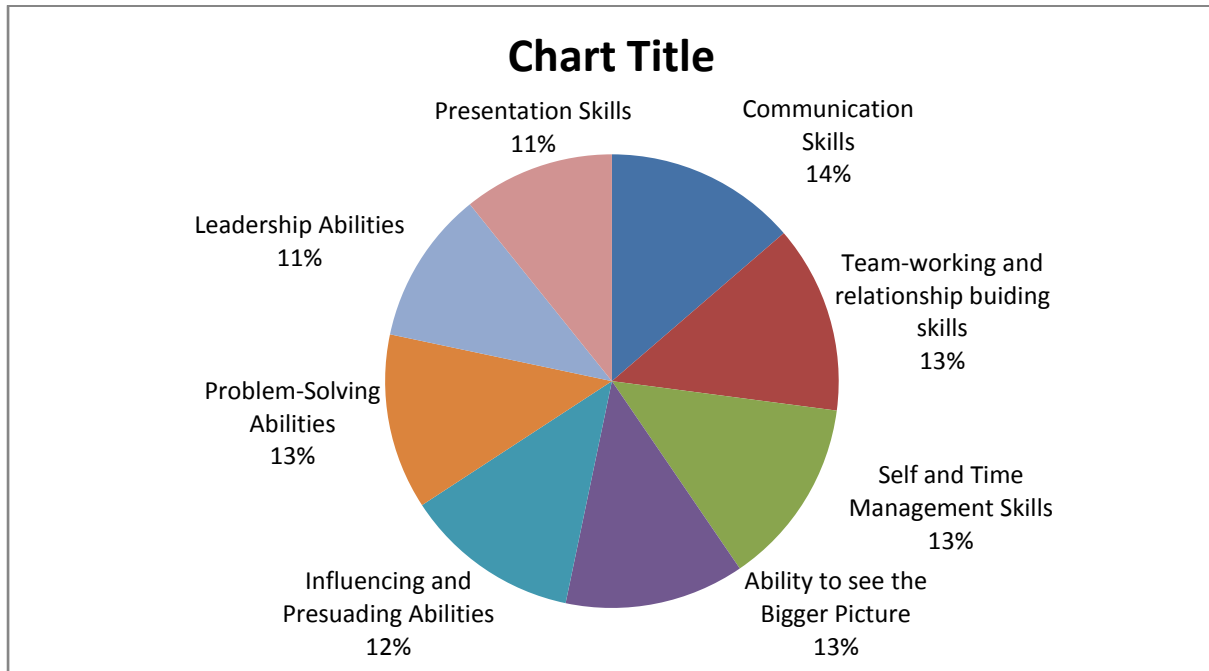
	UG	PG
Communication Skills	94	96
Team-working and relationship building skills	92	85
Self and Time Management Skills	92	82
Ability to see the Bigger Picture	88	74
Influencing and Persuading Abilities	86	78
Problem-Solving Abilities	86	75
Leadership Abilities	75	60
Presentation Skills	74	88

V.   FINDINGS FROM THE PLACEMENT SURVEY

In this section we present the results from the survey of the work placement year. In the placement survey, employers are asked to rate the student in terms of their demonstration of specific competences. Who rated their students as excellent or above average in these specific competences.

That's where the need of Training and Placement Department arises. The Training and Placement officer and it's department plays role off mediator between company and students regarding their campus interviews. But for doing that he has to manage several activities like managing student data and providing it to companies for selecting eligible candidates, conduct training programs for student.

Number of respondents and response 37/50

rate (%) 74

From the survey of employers the relevant question asked employers to comment on the student's progress. From these comments the following key competences were identified. It is important to stress that although these may appear low as percentages, they are significant results in view of how the data was elicited, where respondents were given a blank space to write whatever came to mind.

Students in the placement survey

Competency Number (N=50)

Confidence 21

Interpersonal skills 10

Experience of work environment and office politics 7

Organizational /time management 6

Communication skills and time management are rated highly by employers and students when looking for jobs, although this is relatively low compared to other competences achieved during the placement year.

Team working and relationship building is highly rated in both sets of data, showing that the placement year is contributing significantly to enhancing this employment competence.

VI.   PROPOSED SYSTEM

There are mainly three types of users they are administrator, student and recruiter. The administrator is the master user; he gets the most number of priorities than the other users. The different functions involve the case of an administrator are updating, approval. The administrator can view and approve the various application forms. Students can register and view the details. The recruiter can view the details of the students and can approve or reject their applications.

The proposed system is intended to do the following:

- Online Registration was too much time consuming and also erroneous. So the major need was for the automation for registration by online registration by students themselves.

- The file sheets that too separately for each class of department. These files may be 'confidential'. So there is a special need for security.

- The need arises for the automatic calculation of student marks average/aggregate. a centralized hierarchical structure.

- The alumni data is insufficient and is out of reach of the students. So the proper method to employed to store the alumni data.

VII.   WORK-BASED LEARNING

Work-based learning has been shown to improve students' self-esteem, to teach and reinforce basic academic and technical skills, to promote an understanding of workplace culture and expectations, and to develop a network for future job searches. The persistently low employment rates of youth and young adults with disabilities suggest that these types of experiences should be integral to secondary education for students with disabilities, regardless of the nature of the disability or the need for special education services. This brief provides a rationale for work-based learning, indicators of quality for such experiences, and examples of work-based learning models that have proven effective in boosting the career development of youth with disabilities.

VIII.   CONCLUSION

In the existing system, maximum work goes manually and it is error prone system, takes time for any changes in the system. The big problem is the searching; sorting and updating of the student data and no any notification method available for giving information to student expect the notice board. In the Online Training and Placement System provides automation in all the processes. The system gets automated in the online registration all the user, activation and deactivation of the user, personalization to the user, resources to be provided online, communication between the users, online feedback, other setting option. The admin can see the user information and will validate it, generate the student list based on the company criteria, company details can be provided to the user, searching and sorting can be done, and reports can be generated. Alumni data can be maintained. Overall, all the process of the training and placement department is automated. Quality assurance in teaching learning environment is a tedious process. No customized application is available for maintaining quality procedures in teaching environment.

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