



CAMPUS SELECTION ACTIVITIES OF TECHNICAL INSTITUTES – (A CASE STUDY OF TECHNICAL INSTITUTES UNDER NORTH MAHARASHTRA UNIVERSITY REGION)

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1. Introduction

From ancient times Science and Technology are the founder system of technical skills and has a major impact on the socioeconomic and cultural conditions. The Food, Clothing, and Shelter are the basic fundamental needs of the society and in the development of these essential requirements are related to science and technology. The human used the more high-quality articles such as Weapons; ornaments, fabric, utensils shows the base of the Technical Skills.

The technology existed since the 18th century but became popular after World War II with the expansion of technical education, associated with the new needs created by industrialization. The Industrial Revolution was a period from the 18th to 19th century where significant changes in manufacturing, agriculture, mining, transport, and technology had a profound effect on the socioeconomic and cultural conditions. The history of formal technical education in India started in the 19th century, although, it got its momentum in the 20th century. The Industrial Revolution indicated a vital turning point in the human history and also introduced new elements in the concept of production, distribution, and laid the foundation of techno savoring civilization. It based on the fast developments in science and its applications.

2. Campus Selection Activities

The campus placement is to search the talented and qualified technocrats before they complete their education. This process reduces the time for companies to pick the candidates according to their needs. It is a time consuming, and cumbersome process and hence the majority of the companies find it difficult to identify the right talent. Many students have not understood the significance of campus placement. Parted, whether it is technical or soft skills.

Campus placement activities help in the overall development of the students by promoting, contributing and supporting the intellectual, cultural and social well-being.

Education regarded as a means towards economic stability and progress. Increase in productivity of the workforce is mainly due to the rise in the education and training of the people. Training is an arranged activity aimed at imparting information and directions to improve the recipient's performance or to help him, or she attain a required level of knowledge or skill. In today's competitive world, the numbers of companies are increasing, and several unoccupied positions need to fill with the right candidate. Campus placement is one of the best methods for firms to conduct interviews in business school campuses and select bright students to fulfill these job vacancies. This technique is not only useful for companies in getting the right candidate with less cost involved in the recruitment process but also beneficial for the institution in creating their credit in the market regarding campus placement.

Placement Cell Activities commonly arranged by the Technical Institutes.

I. Campus Placements

Campus interviews organized by inviting various companies for the placements of the students. It accomplishes dual purposes, one for students securing their future career, and industry, ensuring the best fresh talents available in the region

II. Industry Meet

Training and Placement Cell organizes an industrial meet at the institute. Industrial events are proving fruitful for the students, faculty and the industry personnel.

III. Industry's involvement in course curriculum design

In various academic bodies, there is an adequate representation of industry specialist which makes the curriculum vibrant and relevant to entrepreneurs.

IV. Expert Lectures

Training and Placement Cell arranges specialist lecture series during the expert's lectures at the department level and with the coordination of student's organizations. Such lectures familiarize the students and the faculty with the state - of - art industry practices and their correlation with the textbook material.

V. Continuing Education Program

The institute has enough expertise to arrange the training programs for people working in the industry.

VI. Industrial Training for the Students

Training is an integral portion of the study to acknowledge them for real-world problems. Students are placed in various industries and under supervision and guidance of industry personnel. The faculty regularly carries out monitoring and evaluation.

VII. Industrial Visit – Study Tour

In each semester, industrial visits of the students with faculty members organized to the relevant industries at various locations. It serves the objective of exposing to large-scale practical applications of theoretical aspects to the students.

VIII. Student Projects

Students prepare the projects considering the needs and problems of the industry. Institute's faculty interacts with industry personnel for successful implementation of such projects.

IX. Training for the Faculty

The faculty appointed to the industry to gain firsthand experience on industrial plants and processes. This exposure enhances the teaching capability of the teacher and allows them to enrich their classroom delivery.

X. Career Orientation Programs

The awareness programs about industry expectations organized for students. Additional seminars an undertaken in each semester to improve learning in the areas of Personality Development, Literature Survey, Group Discussion and Presentation Skills. Moreover, opportunities for Technologies for communication skills enhancement.

3. Profile of North Maharashtra University Region

The Research Study area bounded within North Maharashtra University Region from North-West side of the Maharashtra. North Maharashtra University Region is the part of the Khandesh

Region. Khandesh is a former administrative division of British India, which included the present day Jalgaon, Dhule, and Nandurbar districts and a portion of Nashik District in Maharashtra. The jurisdiction of the University extended over three districts, i.e., Jalgaon, Dhule and Nandurbar, a predominantly rural and tribal area of Khandesh region. The University has opened its doors of higher education to mostly "first generation learners" of North Maharashtra University Region.

4. Objectives

- 1) To suggest a sound policy about Campus Selection framework for technical education.
- 2) To evaluate the present Campus Selection Methodology of technical institutes.
- 3) To know the role played by Technical Institutes in society through Campus placement activities.
- 4) To analyze the role of Campus placement in the overall satisfaction level of students of Technical Institutes.
- 5) To analyze the role of campus selection in the research and development activities of Technical Institutes.

5. Research Design

The study conducted at the technical institutes from the North Maharashtra University region. The researcher has considered the problems to develop proper approaches and right direction to the research project. The essential points concerning improvement in campus selection activities of technical institutes based on following parameters.

1. Absentia of large Industries
2. Lack of Confidence
3. Inadequate communication skill
4. Absentia of proper Training and placement framework
5. Remote area
6. Employability of students
7. Lack of expertise faculties
8. Institutional willingness
9. The restricted exposure of students with industry

10. Inadequate industrial liaising
11. Teaching pedagogy
12. Lack of research practices
13. Apathy approach towards accreditation
14. Happy go lucky attitude.
15. Pathetic status of supporting staff.
16. Lack of skill-based advance technological laboratories.
17. The restricted financial budget for training and placement.
18. Unavailability of Common Placement platform.
19. Icebreaking

The primary intention is to get the proper percent beneficence of these determinants of Technical Institutes. It comes up with the different strategy for technical institutes and the training and placement cell to improve the campus placement activities of the technical institutes and the individual betterment.

The various elements of research design are

i) Database Design-The primary data collected from the training and placement officer, administrator and students of technical institutes under North Maharashtra University Region. The secondary data obtained from government records, AICTE website, DTE website, institutes TnP cell Braucher, official documents, journals, textbooks and internet portals.

ii) Variable Design- The data as collected with the help of the questionnaire. The collected data analyzed with Nominal, ordinal and interval and ratio scales.

iii) Sampling Design- The stratified random sampling used for the present research. The total sample size is 263, and the samples collected from the training and placement officer, administrator and students of technical institutes in North Maharashtra University Region. The structure questionnaires distributed among the respondents of entire selected institutions. Out of these 19 questionnaires were found to be invalid due to incompleteness and 244 filled questionnaires were valid. The period of the study from 2010 to 2014.

iv) Statistical design: The appropriate statistical tools and mathematical modeling and techniques used for analysis.

6. Data Analysis

The number of students of technical institutes in NMU Region is vast. The researcher selected 206 students as the representative sample of them. They chosen by Random sampling method.

The researcher used **Secondary data** for developing, understanding of background and trends in technical education. The Secondary data collected from company reports, journals, magazines, newspapers and textbooks and various websites. The study mainly based on the primary data. **Primary data** is collected using **questionnaire method** from multiple respondents.

6.1 Data Presentation and Analysis

Table 1 The Factor considering most, while choosing admission

Factors	Response	Frequency	Percent
Factor considers most while making a choice of the college	Campus Placement	63	30.6%
	Result	17	8.3%
	Quality of Teaching	91	44.2%
	Infrastructure and other amenities	19	9.2%
	Other	16	7.8%
Total		206	100.0%

The above table depicts that overwhelming majority of the respondents(44.2%) consider the factor quality of teaching, 30.6% believe campus placements while 9.2% respondents consider infrastructure and other amenities and remaining respondents 8.3% consider the result. The inference that can draw here is that most of the students consider the quality of teaching for a choice of college for admission.

Table 2 Course that is Pursuing career

Factors	Response	Frequency	Percent
Course that is pursuing the career	Engineering	159	77.2%
	Management	12	5.8%
	Pharmacy	22	10.7%

	Architect	03	1.5%
	MCA	10	4.9%
Total		206	100.0%

The above table shows the course distribution of the respondent. The table indicates that 59(77.2%) respondents are pursuing engineering course as the career. The 22(10.7%) respondents pursuing pharmacy course, 12(5.8%) respondents choose the career in pharmacy, and 10(4.9%) choose a career in MCA while remaining 03(1.5%) respondents pursuing Architect as Career. The analysis implies that the maximum respondents are from pursuing the engineering courses.

Table 3 Ability to develop and manage the career

Factors	Response	Frequency	Percent
Ability to develop and manage the career	Leadership Qualities	61	29.5%
	Team building Skill	15	7.3%
	Achievement Oriented	58	28.2%
	Communication Skill	72	35.0%
Total		206	100.0%

The above table illustrates that the 72 out of 206 students should have the ability of communication skill, 61 out of 206 students should have the ability to leadership qualities, 58 out of 206 students wants the achievement-oriented ability and remaining 15 students should have team building skill. The above result implies that communication skill is the primary ability to develop and manage the career.

Table 4 Training is the primary aspects included in the pre-placement activity

Factors	Response	Response		Percent of Cases
		N	Percent	
Training is primary aspects included in the pre-placement activity	Professional resume writing	32	8.5%	17.0%
	Facing Group Discussion	76	20.1%	40.4%
	Practice Aptitude Exam	71	18.8%	37.8%
	Preparing Mock Exercise	24	6.3%	12.8%
	Skill Development Session & Program	114	30.2%	60.6%
	Recruitment and Placement Session	61	16.1%	32.4%
Total		378	100.0%	201.1%

The table shows that 60.6% students desire skill development session & program as the training aspects in preplacement activity and 40.4% students want to face Group discussion while 37.8% students want the training aspects to practice aptitude exam. 32.4% students desire the recruitment and placement session as training aspects whereas 17.0% students wish to professional resume writing and 12.8% preparing mock exercise as the training aspect included in the pre-placement activity. The inference can draw from the above results that the training and placement skill development session & program is the major aspect of the pre-placement activity.

Table 5 Training and Placement activities are required to build the students' skill

Factors	Response	Frequency	Percent
Training and Placement activities are required to build the	Strongly disagree	4	1.9%
	Disagree	6	2.9%
	Neutral	16	7.8%
	Agree	74	35.9%
	Strongly Agree	106	51.5%
Total		206	100.0%

As per the above table, the 51.5% respondent strongly agree for the training and placement activities are required to build the students skill, and 35.9% agree with that. But 2.9% respondents disagree, and 1.9% strongly disagree and 7.8% respondents stay neutral about it. The inference that can draw from here is that the students have strongly agreed towards T and P Activities are required to build the students activity.

Table 6 Industrial training components enhance the technical skill

Factors	Response	Frequency	Percent
Industrial training components enhance the technical skill	No	17	8.3%
	Yes	189	91.7%
Total		206	100.0%

The 91.7% respondents revealed that the industrial training components enhance the technical skill, but 8.3% respondents do not think. The inference that can draw here is that the students have agreed to feel towards industrial and training components to enhance the technical skill.

7. Finding

- The present research revealed that the quality of teaching is a preferable factor while choosing admission.
- The most of the respondents are from the engineering background.
- The communication skill is the primary ability to develop and manage the career.
- The Training and placement skill development session & program is the primary aspect of the pre-placement activity.
- The students have strongly agreed towards T and P Activities are required to build the students activity.
- Most of the students revealed that industrial training components enhance the technical skills of the students.

8. Conclusion

Training and Placement Cell plays a vital role in student's future. The TPC is one of an indispensable pillar of the Institute. The TPC always strives to help students in their career goals

by getting employment skills and eventually to accomplish anticipated employment. The TPC is the proficient department which building a strong partnership between alumni, industries, students, and faculty members

9. Recommendation

It's a period of a blend of technical education in India. Institutes have to improve their teaching systems to survive. The major lacuna associated with technical education in India is a lack of technology-based pedagogy. The training and placement activities should mandatory to each student across the second year. The faculty of the college must be active in the activities that link them to an industry such as training, consultancy, and live projects. The institute management gives them enough space and resources to faculty members. Technical sessions, Seminars, training, guest lectures and hiring visiting delegates from industry. The industrial persons should increase the linkage with industry to contribute the knowledge as well as good placements.

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