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**The study of Feedback Analysis of CRT Programme & its Impact on Campus
Placements in Technical Institute**

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Abstract:

The study of feedback analysis of the Engineering students across the core and the circuit branches in view of the Campus Recruitment Training Programme has a lot of significance for fruitful trainings. The whole idea of this research paper is to put things in perspective for all the stake holders like the Industry, college authority, training partner's, students and the Management in particular for a collaborative effort . The academia has always endeavored to provide the best quality resource by imparting the basic technical skills and positive behavioral approach in students, which has been achieved, by innovative teaching and learning methods on a continuous basis which includes hiring reputed educational & technical training firms and In house state of the art and soft skills training programs. This researchpaper mainly tries to understand the issues and concerns of the engineering students facing the campus recruitment selection process. The feedback analysis has provided the necessary insights into finding the key measures to make the CRT programme more effective and acceptable from all the stake holders' point of view. The study was made with a sample of 200 students through a structured questionnaire with close ended questions. Statistical, graphical methods, showing the comparative analysis based on the quantitative and qualitative data collected from the students, which has been utilized to generate practicable solutions and conclusions.

Key words: Aptitude, CRT, feedback, Management, recruitment. soft skills, technical.

1. Introduction

The main idea of the feedback is to analyze the overall quality of campus recruitment training programme imparted to the Final year engineering students. The CRT programme has become an integral part of the overall academics during the course of four years technical education sought by the B.E/B.Tech students in the college. The technical skills acquired by the students during this four year period is not enough to make them employable or to get a satisfactory job and do not suffice the industry expectations either. Therefore, it has been always a big challenge for the Institute and industry to assess the student's academics and technical/soft skills in order to provide the right resource to the company. It is very much essential to emphasis on the soft skills, personality development, understanding the team work dynamics and the behavioral skills of the students for a win-win situation from both the academia and the institute long term perspective. This feedback analysis of students with respect to the CRT programme has been devised to understand the gaps between the training and learning, to satisfy the academic needs of the students which comprise of both technical and communication aspects, which includes technical up gradations, language skills, group discussions, basic aptitude and mock tests and interviews in particular. The research approach has been more holistic and practical in terms of student perspective correction, realization and realistic for career goal setting, which will enable them to build the long term and a successful career in the years to come. Moreover, facilitating the training partners to design the training module in a more simplistic way, easy to assimilate and understand the basic concepts for the students, keeping the students abreast with latest trends and scenarios in the job market, to improve the overall placements scenario and to fulfill the industry expectations and ultimately achieving the Institute's objective of being a preferred

Institute in their respective regions. The research paper in section I has firstly laid down the objectives and methodology, section II comprises the data set & data interpretation, section III focuses on data analysis in the form of tables and graphs with better visualization of statistics and poignant description of data and finally section IV is provided with research findings and suggestions

2. Objectives of the study

Emphasis on making the training more effective by providing the necessary feedback to the training partner and maintaining the overall quality of campus recruitment training programme to fulfill the Industry expectations.

1. To study the mean and deviations in student feedback with respect to objectives of CRT programme.
2. To analyze the variance between training affectivity and level of satisfaction of the students.
3. To evaluate the development in the basic concepts, for various level of the students.
4. To explore the co-relation between understanding the training intricacies & academic level of students.
5. To evaluate the confidence level & self motivation of students post training.
6. To gauge the overall progress in technical & other soft skills of students post training in various academic grades.

3. Research Methodology

The research methodology depicts the flow of the research process and serves as guidance for the research to carry out the research study. It comprises of data source, sample size, sampling techniques and tools of analysis. In this research study, the researcher has used the primary data obtained from 200 respondent's i.e., Students of the Institute.

4. Data Analysis and Interpretations

Primary data was collected through questionnaire comprising of five parameters from the respondents. The information generated through the questionnaire is being reported through the tabulation of categorical variables with graphical representation and the results are discussed below.

Table I to V represents the total five modules on which the CRT programme framework has been designed and developed considering the technical and academic needs of the students. The quantitative data mentioned in Table I to V, shows the five questions written on the left hand side, based on a scale of maximum(4) & minimum(0). The quantitative data i.e. the response received for each question on scale of max.(4) and min.(0) is shown in vertical columns and the respective total score of each column thereafter.

The qualitative data mentioned in Table I to V, shows the five questions written on the left hand side, based on a scale of maximum(4) & minimum(0) with respective total score achieved in absolute figures and percentage scored for each question in horizontal rows towards the right hand side of the each table. The graphical representation is as shown below:

Table I: Module-Web Development - Basic & Advance (sample size -45 students)

Qs No	Question/ Responses	Excellent (4)	V.Good (3)	Good (2)	Average (1)	Below Avg (0)	Score	%
1.	Was the presentation simple & effective?	29	14	2	0	0	162	90.00
2.	Was the content of the module understandable?	29	13	3	0	0	161	89.44
3.	Was the module discussed in depth?	25	17	3	0	0	157	87.22

4.	Were you motivated during discussion/participation?	23	18	4	0	0	154	85.56
5.	Do you feel more confident?	23	17	4	1	0	152	84.44
	Total/Average	129	79	16	1	0		87.33
	Percentage of total responses	57.33	35.11	7.11	0.44	0		

Table II: Module-Android(sample size -45 students)

Q.N	Question/Responses	Excellent (4)	V.Good (3)	Good (2)	Average (1)	Below Avg(0)	Score	%
1.	Was the presentation simple & effective?	10	19	6	6	4	115	63.89
2.	Was the content of the module understandable?	10	14	14	4	3	114	63.33
3.	Was the module discussed in depth?	8	13	13	7	4	104	57.78
4.	Were you motivated during discussion/participation?	9	14	15	5	2	113	62.78
5.	Do you feel more confident?	8	16	13	6	2	112	62.22
	Total/Average	45	76	61	28	15		62.00
	Percentage of total responses	20.00	33.78	27.11	12.44	6.67		

Table III: Module-Linux Amnistration&Security(sample size -45 students)

Q.N	Question/Responses	Excellent (4)	V.Good (3)	Good (2)	Average (1)	Below Avg(0)	Score	%
1.	Was the presentation simple & effective?	29	12	2	2	0	158	87.78
2.	Was the content of the module understandable?	23	14	4	3	1	145	80.56
3.	Was the module discussed in depth?	26	15	4	0	0	157	87.22
4.	Were you motivated during discussion/participation?	25	14	2	3	1	149	82.78
5.	Do you feel more confident?	26	16	2	1	0	157	87.22
	Total/Average	129	71	14	9	2		85.11
	Percentage of total responses	57.33	31.55	6.22	4	0.88		

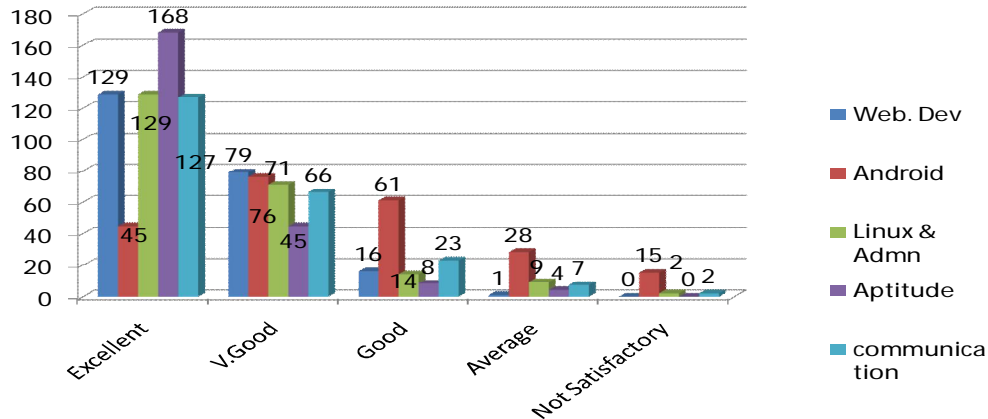
Table IV: Module-Quantitative Aptitude(sample size -45 students)

Q.N	Question/Responses	Excellent (4)	V.Good (3)	Good (2)	Average (1)	Below Avg(0)	Score	%
1.	Was the presentation simple & effective?	38	5	1	1	0	170	94.44
2.	Was the content of the module understandable?	34	9	2	0	0	167	92.78
3.	Was the module discussed in depth?	32	11	1	1	0	164	91.11
4.	Were you motivated during discussion/participation?	32	10	2	1	0	163	90.56
5.	Do you feel more confident?	32	10	2	1	0	163	90.56
	Total/Average	168	45	8	4	0		91.89
	Percentage of total responses	74.66	20.0	3.55	1.77	0		

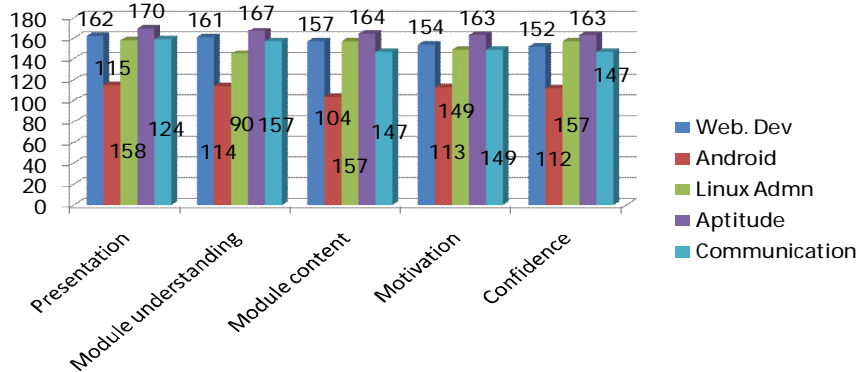
Table V :Module-English Communication(sample size -45 students)

Q. N	Question/Responses	Excellent (4)	V.Good (3)	Good (2)	Average (1)	Below Avg(0)	Score	%
1.	Was the presentation simple & effective?	28	14	2	1	0	159	88.33
2.	Was the content of the module understandable?	27	13	5	0	0	157	87.22
3.	Was the module discussed in depth?	24	12	6	3	0	147	81.67
4.	Were you motivated during discussion/participation?	25	12	6	1	1	149	82.78
5.	Do you feel more confident?	23	15	4	2	1	147	81.67
	Total/Average	127	66	23	7	2		84.33
	Percentage of total responses	56.44	29.33	10.22	3.11	0.88		

Quantitative Analysis(Absolute Responses)



Qualitative Analysis(Scale based Scorecard)



5. Research Findings and Discussions

Table I: Inferences drawn for Web Dev. Module from the data collected.

- The discussion on module depth is towards lower side.
- The student's participation & motivation needs to be addressed with more examples.
- The presentation (simple & effective) of the module though is towards higher side.

Table II: Inferences drawn for Android Module from the data collected.

- 10-15 % of total sample suggests non-satisfactory rating.
- More emphasis has to be on core concepts & in-depth module discussion.

c. The confidence of students about content understanding is on lower side.

Table III: Inferences drawn for Linux Administration & security Module from the data collected.

- a. The sample data is mainly towards lower side on understanding the content.
- b. Giving more examples and focus on basics will help to improve confidence level & better understanding of the subject matter.
- c. The technical scores for the higher grade students have improved but the lower grade student scores have consistently come down.

Table IV: Inferences drawn for language Module from the data collected.

- a. The overall feedback score is good though lower than aptitude test module but appreciated by the students.
- b. The lower grade students are away from threshold to reach towards higher scores post training.
- c. The module depth needs to be improved as the training test difficulty level was higher, which resulted in lower scores for below average grade students.

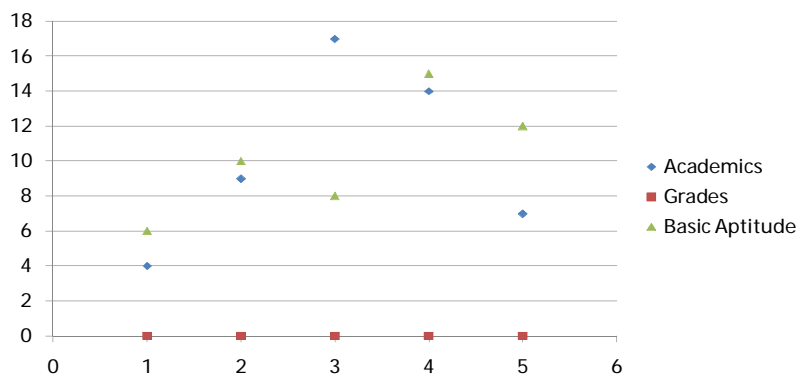
Test scores of students classified based on academic grade post CRT Programme:

From the below two graphs the students belonging to various academic grades “A, B, C D, and E” are compared with their post training test scores of Quantitative aptitude, Language and technical tests respectively.

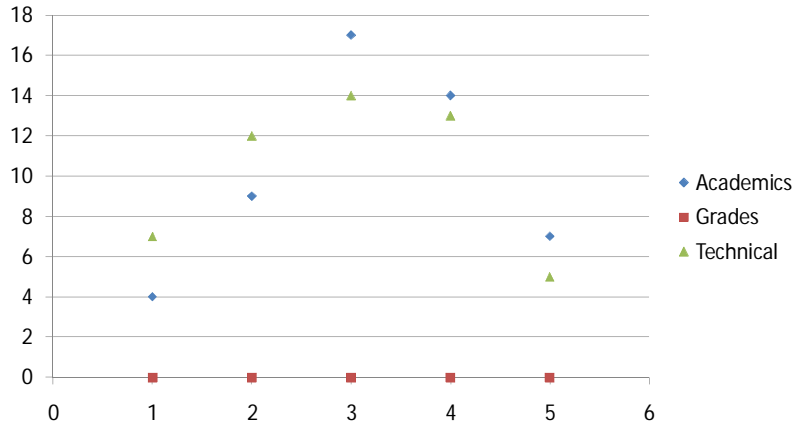
The number of students with improved scores for **Aptitude and Language test** is considerably more compared with academically higher and lower grade students. However, the academically average student’s scores have not shown any progression in test scores post training.

Similarly, the number of students with improved scores for **technical test** has increased in academically higher grades but the average & lower grades has shown decrease in absolute numbers.

Co-relation between Academics and Training Test Results(Basic Aptitude)



Co-relation between Academics and Training Test Results(Technical)



Where:

X-axis

Grades- A (1), B (2), C (3), D (4), and E (5)

Y-axis

Academics -No of students based on the average percentage marks secured by the students in the last six semesters of the University examinations for current academic year-2016-17.

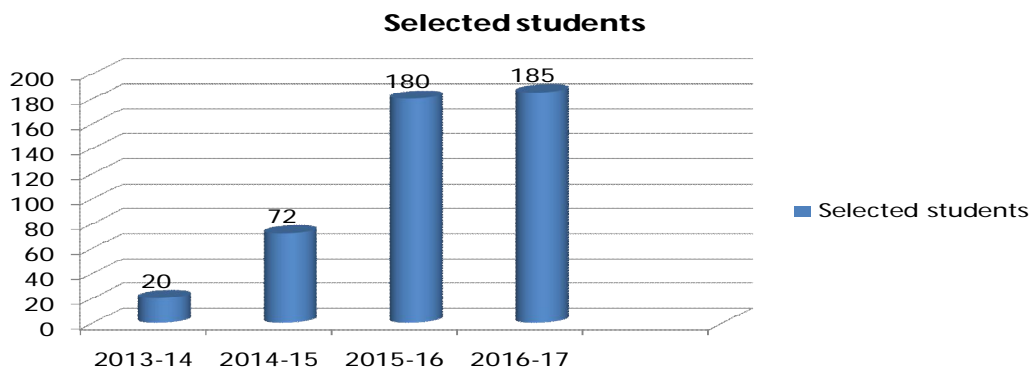
Technical -No. of students based on the scores of the Tests conducted post training.

Campus Placement Record of Last Four Academic Years

S.N	Branch	2013-14	2014-15	2015-16	2016-17
1	Civil	2	14	17	6
2	Mechanical	6	25	31	74
3	EXTC	5	15	61	32
4	CSE	6	14	50	36
5	IT	1	4	18	15
6	EEP	0	0	3	22
	Total	20	72	180	185

The data from the above table illustrates that there has been consistent improvement in the number of placements since the academic year 2013-14 to 2016-17 as shown in the graph below.

Campus Placement Record of Last Four Academic Years



6.

Discussion and Suggestions

The above research findings are very significant in terms of understanding the student's issues regarding their preparedness for campus selection process, the technical knowledge, basic communication skills, future goal setting and career progression aspects. Keeping in view the undergraduate course in engineering is highly specialized and academically challenging, where both theory and practical study has to go hand in hand. It's a very uphill task for the training and placement department to schedule a CRT capsule comprising the technical, basic aptitude and soft skills module during the regular semester for the final year engineering students. The proper time management has played a very important and pivotal role in the successful conduct of the CRT programme. The feedback score given by the students for the various training modules with respect to training content and faculty is very good, however certain areas like the depth of the content and the gap between the difficulty level of the post training test and subject content needs to be addressed. Students with average academic grades have not shown much of improvement in their technical or basic aptitude performance. Similarly, the training content has to be customized and streamlined based on different academic level grades of students for the future training programmes in order to improve the overall training affectivity of the CRT programme.

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