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A Roadmap for improving Campus Placements, GRE/CAT

1. Identify companies that have not visited us and which have visited colleges similar to our standing.
 - a. Identify the HR personnel and other senior technical team of those companies.
 - b. Invite them as Guests for various events in the college.
 - c. Invite a few very senior VPs into our Governing Body as members from a couple of those companies.
 - d. Invite a few others into our Academic Council
 - e. Invite a few others for Guest lectures.
 - f. Develop rapport with those personnel for a couple of years.
2. In course of time, prepare a schedule for visiting those companies.
3. Prepare a separate brochure explaining various activities conducted in the college which have resulted a GCET student more competitive than others.
 - a. Regarding the training provided enhancing Programming skills
 - b. List should include Student Academic and Career Development initiatives
 - c. Project based learning and other teaching-learning practices practiced at our college
 - d. Salient projects executed by our students
 - e. Participation of our students in Hackathons, Project Exhibitions, coding competitions, etc.
 - f. Incubation activities, activities of various student clubs, etc.
 - g. Faculty Development initiatives and how they have been helping the student to get “**Holistic Education**” at GCET resulting in GCET student performing much better than others.
4. Creating awareness among I year students through workshops at least twice in a semester.
5. Offer career guidance programs and provide assistance and resources supporting students in making real life connections to academic learning.
 - a. Equip students with tools such as Psychometric tests to answer the “Life Long Learning” questions.
 - Who Am I?
 - What Am I Doing?
 - Why Am I Here?

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- Where Am I Going?
 - How do I Get There?
- b. Encourage students to open their mind to the numerous opportunities awaiting them.
- c. Explore their interest and talents and to take a realistic look into the world that awaits them.
- d. Organize workshops which expose students to infinite possibilities available in their future; to equip them with the tools they need to plan for future endeavors and to provide continued support and encouragement that they need to be successful in career as well as life.
- e. Enable students to evaluate various career options and embark on their career path to meet their interests by showing them how to assess their interests and talents.
- f. Help students find answers to the following questions which pester them:
- What am I going to do when I leave college?
 - Do I meet the entrance requirements of places of higher education?
 - Can I afford to study further?
 - Will I find a job in my chosen field and place?
 - If I take a gap/break after college, what am I going to do during that break?
 - € Is it worth taking that break?
 - € If I take a break,
 - What would be its impact on my professional and personal life?
 - What would be the competition in the job market?
 - Are some places better to pursue further study than others?
 - € What are the costs involved?
 - € Does my financial condition support it?
 - Is my degree currently pursued, internationally recognized?
 - Will my job earn me the money to live the lifestyle I desire?

Finding answers to these questions is easy if one has a good understanding of himself/herself and his/her choice of careers. It is possible to find a career path for each individual which draws on their strengths and builds on areas requiring improvement.

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- g. Facilitate students realize their career priorities and goals; provide students with skills needed to help manage their career throughout their professional life; to help students assess their aspirations and capabilities; to advice and assist them about study opportunities, fellowships and academic programs in the country and abroad, career choice and decision-making etc.
- h. Help the student, on an individual basis, formulate his/her own career plans as well as determine the nature of assistance needed from the office.
- i. Provide various services, namely:
 - Identifying strengths of students and guiding/counseling appropriately.
 - Appraisal
 - Follow-up
 - Referral (Self; faculty recommendation or formal faculty referral)
 - Relevant information

Further, provide individual counseling through scheduled appointments.

Conduct workshops on career options so that students are better informed of the plethora of career choices.

Through "center for academic and career guidance" that works with students and alumni facilitate students towards the following:

- Broad exploration of various career options
- Pursuing postgraduate studies (M. Tech/M.S. / MBA)
- Finding work that is consonant with one's values, such as long-term economic stability, intellectual challenge, professional prestige, working toward a sustainable environment, and/or balancing family and work.

These goals are achieved through following:

- By maintaining a substantial database of jobs, part-time and full-time post-graduate programs, and help students prepare for their job search through assistance with resumes and interviewing practice.

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- Assist students with the application process to post-graduate programs, including advising on optimal application strategies, reviewing statement of purpose.
 - The college library is to be resourced with up-to-date resources on career fields, post-graduate programs and information on potential employers.
 - Alumni of the college are to be invited to campus to participate in seminars on career choices and planning to be successful in chosen career, and post-graduate study. The college also shall have to manage a network of alumni career advisors who keep talking to our students.
 - Facilitate employers often visit our campus to speak with students in small groups.
 - Encourage students to try new techniques and expand their skills.
 - Let students know that mistakes lead to better learning. Faculty may share a less-than-successful experience of their own and what it taught them.
 - Encourage students to appear for GATE/ GRE / CAT and other such examinations and provide special guidance.
 - Reassure students of their skills and abilities to succeed.
 - Teach students how to break large scholarly tasks into smaller, more manageable ones to avoid becoming overwhelmed.
6. Prepare separate training modules and schedules with clear learning objectives and learning outcomes starting from I year to III year for placements / GRE / CAT
- a. Sensitize students on importance of professional career growth
 - b. Organize Workshops / Seminars on Career Planning and Accomplishments by Professional Career Counselors
 - c. Explain the importance of Aptitude to all students in I year and as well as in II year too, to get into a job, qualify in GATE, do well in GRE/CAT etc.
 - d. Encourage students and ensure they develop quantitative ability, vocabulary, reading comprehension, and verbal analogies, required for Verbal Ability test which is to be administered from very first year as per prepared schedule.
 - e. Stress on the importance of Logical Reasoning, so essential our professional life, critical for development of programming skills without which it is almost virtually impossible to get a job and administer the same from I year itself.

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- f. Prepare modules on Soft Skills to be imparted for I, II and III year students as per schedule, and administer the same.
 - g. Publish Placement News Letter (once in two months / quarterly)
 - h. Groups IDs for each section using gcet.edu.in and create Discussion Forums
 - i. Create WhatsApp groups under faculty admin for discussion on the importance of the above mentioned skills and also for facilitating students with some puzzles, which would initiate a healthy discussion
 - j. Handbook on procedures for placements (can be shown to companies)
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- In addition, each department should have Placement Coordinator, preferably a senior Professor assisted by two Associate Professors as junior placement coordinators.
 - Head of the Department, Placement Coordinator, Junior Placement Coordinators of each department should interact with Industry Personnel during Campus Recruitment whenever a visit takes place to know about their skill set requirement and as well as their services/products.
 - Further, Junior Placement Coordinators should interact with each student after the written/online test, note down the questions that have appeared in the test, and also immediately after their interview is over and note down the questions asked during the interview.
 - Question Bank must be prepared that contains questions and answers of all companies visited our Campus.
 - Hierarchical structure should be created with placement coordinators (ONE senior faculty and THREE junior faculty from each department), Section In-charges, Group Heads and HoD.
 - These faculty periodically interact with students and monitor the training to be given to students
 - Identify faculty to address students in small groups often
 - Identify brighter lot of students during interaction in the lab (at least 250-300 students) from all departments in First year itself and train them separately, monitor their training with special care so that at least 100 students get placed in top MNCs with 8-10 lakhs per annum packages

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- Programming skills of students, in general and brighter lot, in particular are to be increased to make them get placements with 8-10Lakhs per annum packages.
- All these activities require that the students have a mentor associated for entire duration of their B. Tech program. i.e. without changing mentor every semester.
- Train these mentors to provide career mentoring to students as the job of these mentors is different from what the mentors are doing presently.
- Faculty must build a sound vocabulary, give wide reading acquire skills before asking the students to learn
- Alumni meet once in 3 months is recommended to develop a strong rapport with students and faculty.
- Conduct alumni interactions with students on Saturdays.
- 2nd year students to network with 3rd and 4th year students for better understanding of skills set requirements.
- Implement PBL aggressively so that by the time students enter final year have a good portfolio of having completed about 8 projects or so and would have acquired fairly good skills to perform much better in placements and even in higher education later, if choose to pursue.
- Please keep informing the parents each time an activity is being conducted in the college.
- Share information on student's performance with parents on a regular basis.
- Keep sending placements news letter to parents and as well as with companies who have been recruiting our students and potential employers.