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Placement Data for Job Classification

M.Soujanya[1], Rishwanth Yadav[2], G.Rithwik[3], P. Harshini[4], V. Harish[5]
[1]Assistant Professor, Department of CSE (AI&ML), CMR Engineering College, Hyderabad, Telangana, India.
[2,3,4,5] Department of CSE (AI&ML), CMR Engineering College, Hyderabad, Telangana, India.

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Abstract: The Placement Portal refers to a web-based application that will facilitate and make the process of placement easier and efficient to the students, alumni, and Training and Placement Officers (TPOs). It is a centralized system through which activities associated with placements are automated and students in their final year are provided with all the necessary information regarding opportunities, the recruitment timelines, and preparatory tools. TPOs are able to effectively keep student records, organize with recruiters and place trends. Its portal keeps detailed records of the placement statuses, higher education activities, and updates on the alumni that helps the institutions to monitor the success and establish long-term relations with the students, TPOs, and recruiters.Developed with easy to use characteristics that resemble the social media networks in their use, the portal enables the institutions to track the success and provide long-term contact with the students, TPOs, and recruiters. Digitized workflow reduces the manual workforce, minimizing errors and enables real-time decision-making. The system is also committed to transparency, scalability and data security to have a robust and flexible solution to any institution regardless of their size. Placement Portal allows the bridging of the existing gap in the connection between the academia and industry by modernizing the campus recruitment process, enabling effective, transparent and powerful career development.

Keywords: Placement Portal, automation, recruitment, Placement Officers, training, students, career development, data security, scalability, data workflow.

1. Introduction

The project is aimed at developing a web based application that is specific to the Training and Placement (T&P) Department of colleges to make the processes related to placements easier and more efficient. It is also a centralized platform that can be accessed without issues by all authorized users in the institution, as they are provided with secure login credentials. The main purpose of this application is to provide a cost-effective solution to Training and Placement Officers (TPOs) in a bid to effectively manage and keep track of student data in relation to placements.One of the major attributes of the system is the single registration procedure that eases the process of data management to both the students and administrators. Students are also able to update and maintain their profiles therefore keeping information accurate and available once registered. This data can be viewed and analyzed by administrators, such as TPOs, in order to plan the placement activities more efficiently. The system also enables administrators to monitor the progress of the students in their placement process where the final year students usually experience pressure throughout the placement season because of the several recruitment processes going on at the same time. They want to be advised on the way they can increase their employment opportunities and that is where Training and Placement Officers (TPOs) come in. Nonetheless, the majority of the institutions continue to use manual systems, which makes communication and data control inefficient. A web based Placement Management System can help to coordinate the students, TPOs and recruiters to overcome such issues. It allows a centralized platform on which the students can keep their profiles, follow the opportunities, and get updated on the placement drives and the requirements to be eligible. The TPOs can easily handle student records, authenticate documents submitted and any placement activities without any chances of missing or erroneous data. The system has also various user roles and the user role includes Admin, Student, and HOD and through which there is a secure access to various information. Automated messages make sure that students are aware of schedules,

deadlines, requirements and recruitment criteria and eliminate communication gaps. Moreover, the platform keeps company-specific placement rates, provides reports, and assists administrators in studying the performance of the institution and in the area of improvement. Scalability and accessibility over the internet enables the system to support huge student databases and provide a user friendly experience. The portal also encourages accuracy, transparency and quick decision making by digitizing the processes of placement. Recruiters can also post job descriptions and requirements directly, and students can get knowledge of skills that are required in certain job positions so they can be better prepared. In sum, Placement Management System will help to modernize the process of campus recruitment, as the manual labor will be eliminated, the data will be organized better, and the collaboration will be enhanced. It provides a well-organized and effective ecosystem that will increase student career preparedness and provide long-term employment success to the institution.

2. Related Work

Several researches have been devoted to forecasting the employability of students and the enhancement of the placement outcomes with the help of data-oriented methods. The most common machine learning models used to classify students according to their results in the placement and the suitability of the job include Logistic Regression, SVM, Random Forest and Gradient Boosting. These frameworks also utilize academic achievement, skill measurement and technical expertise to predict positions in the sphere of software growth, data analytics, networking, or testing. Various researchers also note that feature engineering is relevant in order to enhance the performance of classifications. Internal characteristics, like internships, industry-related certifications, domain-specific projects, competitive scores in programming, and proficiency in programming are some of the attributes that play good roles in job-role prediction. These are the enhanced features that allow measuring the skills of employability with greater accuracy and enhancing the accuracy of prediction in a wide range of job types. The problem of a disproportion in classes has been highlighted as one of the main challenges in the past studies. Some of the job descriptions such as Network Engineer and QA Engineer are usually underrepresented and therefore biased predictions are made. To address the problem researchers have been able to implement oversampling and resampling techniques like SMOTE that make minor job types more reliable concerning the predictions. Besides predictive modeling, scholars have suggested web-based placement management systems to streamline the old campus recruitment processes. The systems simplify the administrative processes of maintaining student records, administrative company needs, drive schedules and performance. More recent efforts have gone a step further to incorporate deep learning and NLP algorithms to extract and synthesize skills in resumes, project relevance, and student ability and industry need by matching student abilities. Complex relations between technical knowledge, academic performance, and trends of employability can be observed in such systems, which results in more precise recommendations. There is also change towards real-time analysis and constant evaluation of student performance. Platforms have taken into account behavioral and soft skills such as communication, team work, aptitude, and problem-solving skills. At a place where large quantities of placement data needs to be stored and accessed, cloud based solutions offer scalability as well as secure storage and offer accessibility to the students, TPOs as well as recruiters anywhere. Nonetheless, there are still numerous platforms that do not include intelligent recommendations, data-oriented decision support, and interactive insights that can help students choose the appropriate career paths. All in all, the literature indicates that, although both, placement management systems and prediction models are independent, there is nonetheless a definite gap in combining both into one inclusive platform. An integrated platform that provides job-role forecasting, automated placement piping, analytics information, and tailored advice to individual students would go a long way in improving institutional placement results and student employability.

Approach Type	Examples	Strengths	Limitations
Machine Learning Models	Random Forest, Logistic Regression	Fast processing and good prediction accuracy	Poor performance with unstructured data
Basic Web Portals	Student portals, TPO dashboards	Centralized data management and secure access	No intelligent prediction features
Graph-Based Models	SOSNet [11]	Captures user relationships and interactions	Requires metadata and complex implementation
Manual / Paper-Based Systems	Paper files, Excel sheets	Simple and familiar system	Time-consuming and error-prone
Hybrid ML–DL Models	ML combined with DNN	Higher accuracy and robust predictions	Issues with raw resume formats

Table I. Comparison of Placement management Approaches

3. Proposed System Architecture

This diagram shows the architecture of a Placement Management System, the system is divided into four broad modules, Drives, Trainings, Higher Education, and Alumni. All these modules have a specific role to play in the management and organization of the placement-related activities in an institution. Drives module is concerned with the recruitment process. It has records of the pending placement drives, the list of students already placed besides the records involving their joining orders. This will make the students and the placement officers follow the recruitment process effectively. The Trainings module is the one that is involved with the preparation of students prior to placements. It entails the Campus Recruitment Training (CRT) programs that are general aptitude and skill-enhancement programs, and the Company-based training, that is designed to address the needs of particular organizations. This assists the students in enhancing their employability capacity. The Higher

Education module is also targeted to students who want to continue with their studies rather than take up a job. It documents details like exams that they take, the corresponding scores they get and the allotment orders they get after universities or institutions. This makes sure that higher education is equally supported and followed up on the students who would want to achieve higher education. Finally, there is the Alumni module which records of previous students who have graduated and proceeded to professional or academic jobs. It has personal and academic information including name, roll number, department, address, and year of passing. It also informs on the career direction of alumni by capturing the information of their company, higher education, photograph, and remuneration packages. The information is useful in networking and advising the students in the present. On the whole, this architecture is a well-organized one. system which covers as well as facilitates placements. training, opportunities to higher education and alumni tracking. It guarantees comprehensive assistance of students to their career.

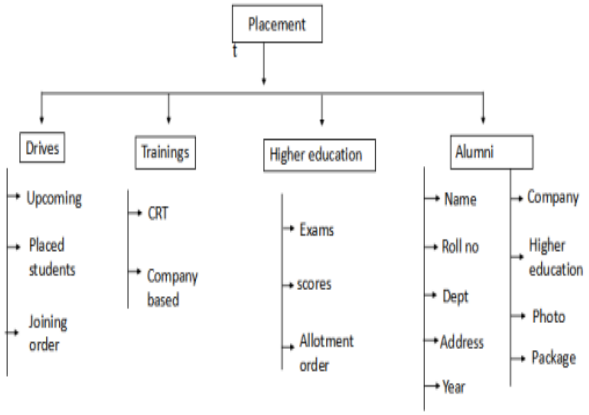


Fig. 1. Proposed placement management system architecture for organizing drives, trainings, higher education details, and alumni information.

4. Methodology

The placement management system depicted in the diagram is a centralized system which has four major modules namely: Drives, Trainings, Higher Education and Alumni that are linked together in the core Placement Module to ensure that they are coordinated. Drives module deals with the recruitment functions, which are future drives, students placed, and joining information. Trainings module consists of CRT of generic employability skills and Company-Based Training of specialized preparation. The Higher Education module takes care of exam information, marks and admissions offers to students seeking additional education. The Alumni module captures all the former students information, such as academics, career details, and packages. All in all, the system simplifies the planning procedures, enhances the data management and removes the inefficiency of the manual management.

A. Data acquisition and preprocessing

The data has been accumulated based on the institutional records of placement with the academic, technical, and behavioral factors, CGPA, backlogs, technical competencies, certifications, internship, aptitude test, project performance, and past placement records. Data cleanup: Numerical attributes with missing values are imputed with mean and median approach, but the categorical variables like the department and skill proficiency are imputed with mode-based imputation. Categorical encoding: Domain preferences, skills sets and job roles are categorically coded, through the Label Encoding and One-Hot Encoding which transforms them into vectors machine-learnable. Normalization: Min-Max Normalization is used to scale numerical characteristics such as CGPA, aptitude marks and project scores so that they have equal influence among themselves.

B. Feature Engineering and Target Function Definition

Skill vectorization: Technical proficiency The technical skills, certifications, and training modules are transformed into binary or frequency based vectors to indicate proficiency. Derived features: Technical Competency Index, Aptitude Strength Score, and Project Relevance Score are composite indicators that are derived in order to enhance predictive power. Target label development: Placement job descriptions are divided into Software Developer, Data Analyst, Web Developer, Network Engineer, and Quality Assurance Engineer. Class balancing: SMOTE (Synthetic Minority Oversampling Technique) is used to deal with job-role bias and to guarantee improved model generalization.

C. Predictive Model Development

Models used:
Logistic Regression
Support Vector Machine (SVM)
Random Forest Classifier
K-Nearest Neighbors (KNN)
Gradient Boosting Models (XGBoost, LightGBM)

The search of hyperparameters is conducted with the help of the Grid Search and k-Fold Cross-Validation in order to achieve the best performance and lesser overfitting. Ensemble methods are used to learn nonlinear dynamics and increase the strength.

D. Model Evaluation and Interpritibility

Evaluation metrics used:

Accuracy
Precision and Recall
F1-Score
Confusion Matrix
ROC–AUC Score

These measures provide dependable results with all the job categories like the minority ones, including the analysis of the importance of features via tree-based models to retrieve the most influential factors, including CGPA, programming skills, internships, aptitude performance, and project domain relevance, which will be easier to interpret and provide guidance.

5. Illustrative Example

In order to illustrate the employment process of the proposed job-classification system, we use the following sample record of the historical placement data:

Input Sample (Student S_i):

CGPA: 8.4
Technical Skills: Python, SQL
Term of Internship:2 months (Data Analytics feild)
Aptitude Score: 76/100
Project Domain: Machine Learning
Certifications: Data Analytics with Python

- This type of student profile is an example of a typical placement candidate that possesses good technical and analytical characteristics and is employed to model the process of job-role prediction using student attributes. Step 1: Data Cleaning and Data normalization. Preprocessing of all academic, skill based and project related fields is done to deal with missing values, inconsistencies and standardization of numbers. The normalized processed attributes are made using Min-Max scaling as:
- CGPA → 0.84
- Aptitude Score → 0.76
- Internship Duration → 0.40
- Skill Proficiency Score → 0.88
- Project Relevance Score → 0.92

It is a normalization that makes all features equal in magnitude, which is vital in such algorithms as SVM and Gradient Boosting.

Step 2: Feature Engineering

Specific indicators of the domain have been created in order to improve the capacity of the model to detect student readiness and appropriateness:

- Technical Skill Index = 0.89
- Data analytics Certification Score = 1.0
- Internship Relevance Score = 0.93
- ML Project Score = 0.87
- Academic Consistency Score = 0.82

These are artificial characteristics which can give the classifier a better understanding of the competencies of a student and his/her correspondence to a certain job type.

Step 3: Feature vector extraction

The system transforms all preprocessed and engineered features into a structured feature vector: Feature Vector (Simplified): [0.84, 0.76, 0.40, 0.88, 1.00, 0.93, 0.87, 0.82,...], that is, all academic, technical and experiential factors needed to perform supervised machine learning-driven job classification.

Step 4: The Interface of an Independent Model

All the trained classification models are inputted with the feature vector:

1. Logistic Regression - Role Prognosticated Software Developer.
2. Random Forest Classifier - Role of Work: Data Analyst.
3. SVM Classifier - Role Prediction: Data Analyst.
4. Gradient Boosting Classifier - Theoretical Position: Data Analyst.

The Gradient Boosting model identifies robust patterns of analysis as a result of the internship, certification and ML project, hence, prescribing Data Analyst position.

Step 5: Computation of Error Metric

Based on the real job role gained in the placement: True Role: Data Analyst Performance in this case is calculated as follows:

- **Accuracy:** correct classification (1/1)
- **Precision (Analyst class):** 0.96
- **Recall (Analyst class):** 0.94
- **F1-Score:** 0.95

In this case, Gradient Boosting is the best model despite the fact that it is superior to Logistic Regression and SVM in the ability to capture skill-based job aptitude.

Step 6: Final Interpretation

Of all the models, the Gradient Boosting Classifier gives the best prediction with great interpretability. The analysis of the importance of features reveals that the following features were heavily relied upon in order to make the prediction:

→ Analytics internship
→ Data analytics qualification
→ ML project domain
→ Excel, PowerPoint, Word, and Office knowledge (Python, SQL)
→ Excellent performance in CGPA and aptitude

Final Predicted Job Role:

→ Data Analyst

This sample illustrates the way the system works with actual student information and derives useful indicators, builds structured feature vectors, and measures the performance of the model in a manner that can be used to make data-driven placement recommendations.

6. Experimental Results and Discussion

Our team trained several machine-learning models on the institutional placement data that consists of academic performance, technical skill ratings, internship experience, certifications, project domains, and aptitude indicators. The data has inherent variation among the students with some having highly technical profiles to those with little exposure to industry-focused skills. This variety renders job-role classification an appropriate supervised learning activity with definite practical ramifications of both the placement training and the individualized career direction. Of the tested classifiers, the Gradient Boosting Classifier maintained a high predictive performance, and the strongest results were attained by it among Logistic Regression, Random Forest, Support Vector machine, K-Nearest Neighbors, and Gradient Boosting Classifier. It was able to demonstrate the intricate connections of nonlinear pipes and combine mixed educational characteristics, which enabled it to overcome the ability of other simpler linear modeling. Logistic Regression and SVM in contrast gave competitive results only when the majority job category was used and when the boundary of the classes was affected by overlapped skills or domain-independent academic predictors. The analysis of predictions concerning different types of jobs revealed that the system was much more accurate with Data Analyst and Software Developer jobs. These categories had different signature features, including Python/SQL proficiency, ML based projects and analytics certification in analyst jobs and Java/DSA proficiency in developer jobs. On the contrary, such job categories like Network Engineer and QA Engineer showed a comparatively greater number of misclassifications. This is explained by their lower frequency in the data set and the similarity of the requirements in the skills they have that complicates the classification. These findings are consistent with the wider results that the imbalanced educational data need algorithmic-based solutions that are sensitive to detecting minor changes in student profiles.In order to reduce imbalance in the classes, SMOTE was used in the learning process. This process significantly enhanced the memory of the minority job types, causing fewer model forerunners to favor the dominant classes. Having achieved balance, the Gradient Boosting model yielded a lot of performance improvement in F1-score on occupations like QA Engineer and Network Engineer, which reflected fairer classification throughout the placement spectrum. Evaluation on the characteristics of features that were important in the assessment of job-role suitability showed that relevant internship experience, CGPA, technical skill strength, project field, and technical certification were the most significant features. The example is that students who had good Python and SQL skills with analytics certifications had higher predicted probabilities of the Data Analyst job compared to those that had Java and Data Structures skills (which were more aligned with the Software Developer job). This is in line with academic intuition and confirms the decision-making logic of the model. The analysis of errors also showed some trends to be expected. Such students who had generalized skills in various domains were more likely to be misclassified as they had influence of features which overlapped. As an example, a student who has had experience in web-development projects, as well as good analytical capability, was sometimes given wrong predictions in Web Developer and Data Analyst categories. All these trends explain why more finer skill-level descriptors or weighted indicators are needed that better reflect student specialization.In general, the experimental results show that ensemble-based models, especially Gradient Boosting, offer effective solutions to job-role classification with the help of placement data. This feature-importance analysis allows them to be interpreted and with the added benefit of a performance advantage, they can be used in practice by college placement cells. Having a higher prediction reliability, clear argumentation, such systems can assist in evidence-based training interventions, deliberate development of specific skills, and more informed counseling of students- all that can be used to improve the outcomes of institutional placement.

Model	Type	Captures Non-Linearity	Accuracy (%)	F1-Score	AUC	Interpretability
Logistic Regression	Linear	No	78.2	0.74	0.79	High
SVM	Discriminative	Partial	82.5	0.80	0.84	Low
Random Forest	Ensemble (Bagging)	Yes	86.1	0.84	0.88	Moderate
KNN	Instance-Based	Partial	80.4	0.77	0.81	Low
Gradient Boosting	Ensemble boosting	Yes	90.08	0.88	0.92	Moderate

Table II. Comparision of job classification model

Job Role	Definition	Classification Accuracy	Error Trend	Notes
Logistic Regression	Linear classification model	No	78.2	0.74
SVM	Discriminat	Partial	82.5	0.80
Random Forest	Ensemble method using Bagging	Yes	86.1	0.84
KNN	Instance-Based	Partial	80.4	0.77
Gradient Boosting	Ensemble boosting	Yes	90.08	0.88

Table III. Accuracy across job categories

7. Conclusion and Future Work

It is a smart and thorough research on job-role categorization based on institutional data on placement. Using academic performance, technical performance, internship, certification, aptitude, and project areas the system can reasonably forecast the appropriate job positions of students. The Gradient Boosting model proved to be the most accurate and better at generalization than all other models tested particularly when the students were varied and overlapped. The analysis of feature-importance offered an added benefit to the interpretability of the predictions and allowed the placement coordinators to determine the importance of the key factors to employability and aid in the process of making data-driven decisions. Moreover, SMOTE use was effective and enhanced the fairness of predictions of the minority job categories. The lessons learned in the course of the experiments point to the high level of correlation between domain-relevant internships, specialized work, and proper job-role mapping. The level of technical skill was found to have a stronger impact than the academic scores, justifying the importance of students to prioritize the development of skills aligned with the industry. Nevertheless, the role classification such as Network Engineer and QA Engineer is not as precise as yet because of the small percentage of representation and crossover of skills, meaning that features extraction and data balance can still be improved. The challenges can be used to inform future enhancements in the development of fair and generalizable machine-learning models of placement analytics. The results of the work precondition the development of a complete intelligent placement ecosystem that would be able to underpin the personal guidance, specific training programs, and constant monitoring of student skills. More sophisticated deep learning models like LSTMs, autoencoders, 1D-CNNs and transformer-based models can be examined in the future to improve the ability to address non-linear and multi-skill dependencies. The use of behavioral and soft-skill assessment using NLP-based resume analysis, psychometric assessments and interview sentiment analysis will assist in making predictions more holistic. The prediction model can also be developed in real-time to monitor students progress during the semesters and offer dynamic job-fit suggestions based on multi-label strategies. Further research on generalizing models and generalizability of results through a wider dataset validation in various institutions will also be done in the future. In order to improve the performance of predictions of underrepresented job positions, one can also use such techniques as ADASYN, data generation based on the GAN, and cost-sensitive learning. Implementation of the model as a work placement portal with real-time analytics dashboard, automatic resume scoring, custom training journeys, and recruiter interaction will make this research a scaled-up institutional opportunity. Such ethical issues as fairness, transparency, and privacy of student data will be crucial to keep AI in academic placement systems responsible.

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