

**GOA UNIVERSITY**

**A PROJECT REPORT ON**

**To study the perception of companies before visiting for campus  
placement of B-school**

By

Vibha Vivekanand Naik

Roll No:-2036

Under Guidance Of

Assistant Prof. Teja  
Khandolkar

YEAR 2020-22

MBA- Part II

Final Internship Report  
At

Goa Business School

## **ACKNOWLEDGEMENTS**

I would like to express my gratitude to all the people who guided and assisted me in forming this report. To my project guide M.S Teja Khandolkar who guided me during my internship and also thankful to my all professors who showed a great amount of support and help during my internship term my humble gratitude to them.

I would like to Mention Professor Dr. Nilesh Borde for giving me the opportunity to intern at the MBA department of Goa Business School.

Special thanks to Mr. Amrut Shet who took out precious time from his work to assist me in various tasks during my internship.

## **DECLARATION**

“I, the undersigned Naik Vibha Vivekanand do here by declare that the Final Internship Report has been composed by me during the period from January 7, 2022 to 30 April 2022, under the guidance of Assistant Prof. Teja Khandolkar (Mentor), towards partial fulfillment of the degree of MBA and that no part thereof has previously formed the basis for the award of any degree or diploma or any other similar title in Goa university or elsewhere”

## CERTIFICATE



गोंय विद्यापीठ

ताळगांव पठार,

गोंय - ४०३ २०६

फोन : +९१-८६६९६०९०४८

फॅक्स : +०९१-८३२-२४५११८४/२४५२८८९



**Goa University**

Taleigao Plateau, Goa-403 206

Tel : +91-8669609048

Fax : +091-832-2451184/2452889

E-mail : registrar@unigoa.ac.in

Website : www.unigoa.ac.in

(Accredited by NAAC with Grade 'A')

May 05, 2022

### TO WHO IT MAY CONCERN

This is to certify that **Ms. Vibha Naik** has undergone Internship Training with us (Goa Business School) from January 07, 2022 to April 30, 2022.

During her Internship with us, we found him sincere, honest and hardworking.

**Prof. Nilesh Borde**

Goa Business School

Programme Director



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## **Brief note on company**

### **Goa Business School**

Goa Business School is established by the merger of departments that can deliver better together. The departments that are merged in the Goa Business School are Masters in Commerce, Masters in Computer Application, M.A. Economics, Masters in Business Administration, Integrated Masters in Business Administration, Masters in Business Administration Financial Services (2011), and Executive Masters in Business Administration.

The Department of Economics has a legacy of a part of the Centre for Post-Graduate Instruction and Research (CPIR) that gave birth to the University. The Department of Computer Science and Technology was established with initial financial assistance from DOE/UGC under the Manpower Development Scheme. The amalgamation would allow the faculty and research students to discover new synergies that remained hidden within department silos, and rebrand and showcase our strengths in research and teaching in these areas together. The students passing out from these departments have been absorbed in the industry within India and abroad in the past.

While the amalgamation is with the defined objectives, we cannot forget the contributions that are made individually by the departments. Therefore, the number of publications made are 610 (1986 - 2018) and the number of theses 109 (1993 -2018) which indicate the strength of these disciplines together. The academic programs of each of these would evolve over a period of time with the sync shortly true that provides challenging opportunities to the students passing out of the Goa Business School.

The school has established good contacts with the industry and business enterprises in and outside Goa for corporate internship and placement services. The programs provide comprehensive knowledge and practice covering various aspects needed in the industry. Goa University has thus become one of the select universities.

## **Brief note on strategic analysis.**

### **INDUSTRY PROFILE**

India's education sector offers a great opportunity with ~26.31% of India's population in the age group of 0 to 14 years. Education sector in India is expected to reach US\$ 180 billion in FY20. India's higher education segment is expected to increase to Rs. 2,44,824 crores (US\$ 35.03 billion) by 2025. India was ranked 34 among the 100 countries in English Proficiency Index 2019. Increasing internet penetration is expected to help in education delivery.

India has over 250 million school going students, more than any other country. It also has one of the largest networks of higher education institutions in the world. Number of colleges in India reached 39,931 in FY19. The number of universities in India reached 1,014 in FY22 (until October 2021), up from 760 in FY15.

As of May 17, 2021, number of universities in India reached 988. India had 37.4 million students enrolled in higher education in 2018-19. In FY21, Gross Enrolment Ratio in higher education in India was 27.1%. Higher education institutes in India are focusing on creating online programs due to the increasing demand from consumers. In India, the online education market is forecast to reach ~US\$ 11.6 billion by 2026. ICAR is one of the largest national agricultural organizations in the world. It has 122 institutes and 67 agricultural universities across India, as of July 2021.

According to KPMG, India has also become the second largest market for E-learning after the US. The sector is expected to reach US\$ 1.96 billion by 2021, with about 9.6 million users from US\$ 247 million and around 1.6 users in 2016.

In 2020-21, there were 9,700 total AICTE approved institutes. Of the total, there were 3,610 undergraduates, 4,768 postgraduates and 3,979 diploma courses in AICTE approved institutes as of August 2021. In FY22 (until June 2021), of the total 8,985 institutes, there were 3,623 undergraduates, 4,787 postgraduate and 3,986 diploma courses approved by the All-India Council for Technical Education.

According to the National Institutional Ranking Framework, 7 positions were bagged by prominent Indian Institutes of Technology out of the top 10 institution rankings in 2020.

As of September 2021, A total of 71 Indian institutions have been qualified for the Times Higher Education World University Rankings 2022, up from 63 in 2020.

As per the QS employability rankings 2022, the Indian Institute of Science (IISc), Bengaluru, six Indian Institutes of Technology (IITs), Delhi University, University of Mumbai, University of Calcutta, OP Jindal Global University, Sonipat and BITS Pilani were among the top 500 universities.

Under the National Education Policy 2021, the government will set up regional, national institutes for virology, >15,000 schools, 100 new Sainik schools and 750 Eklavya model residential schools in tribal areas

Education sector in India remains to be a strategic priority for the Government. The Government has allowed 100% Foreign Direct Investment (FDI) in the education sector through the automatic route since 2002. From April 2000 to June 2021, Foreign Direct Investment (FDI) equity inflows stood at US\$ 6,154.87 million.

In India, the edtech market is expected to reach ~US\$ 3.5 billion by 2022. Indian ed-tech startups have received a total investment of US\$ 2.22 billion in 2020, up from US\$ 553 million in 2019.

The Cabinet chaired by the Prime Minister, Mr. Narendra Modi approved the National Education Policy 2020, making way for large scale, transformational reforms in both school and higher education sectors. The policy is built on foundational pillars of Access, Equity, Quality, Affordability and Accountability, and is aligned with the 2030 Agenda for Sustainable Development. According to Union Budget 2021-22, the government allocated Rs. 54,873.66 crores (US\$ 7.53 billion) for Department of School Education and Literacy, compared with Rs. 59,845 crores (US\$ 8.56 billion) in Union Budget 2020-21. The government allocated an expenditure budget of Rs. 38,350.65 crores (US\$ 5.28 billion) for higher education and Rs. 54,873 crores (US\$ 7.56 billion) for school education and literacy. The government also allocated Rs. 3,000 crores (US\$ 413.12 million) under Rashtriya Uchchatar Shiksha Abhiyan (RUSA).

In 2021-22, the Ministry of Education has been allocated US\$ 12.52 billion, the eight-highest figure allocated to all ministries. The allocation constitutes 2.67% of the central government's estimated expenditure for 2021-22.

In September 2021, Amazon launched its global computer science education initiative in India. The aim of this initiative is to offer 1 lakh students the opportunity to study computer science.

In October 2021, Byju's is planning to raise Rs. 2,200 crores (US\$ 300 million) to increase the company's valuation from US\$ 16.4 billion in 2020 to US\$ 18 billion in 2021. This funding will be used to expand the company's business in global markets and focus on more acquisitions.

On September 17, 2021, Mr. Ashwini Vaishnaw, the Minister of Railways, Communications, Electronics and Information Technology, launched Rail Kaushal Vikas Yojana, a programme under the aegis of Pradhan Mantri Kaushal Vikas Yojana (PMKVY), in Rail Bhavan to empower youth by providing entry-level training in industry relevant skills through railway training institutes as part of 75 years of Azadi ka Amrit Mahotsav.

IIT Kanpur's Foundation for Innovation & Research in Science & Technology, India, and Toronto Business Development Centre, Canada, have signed a memorandum of understanding to provide business advisory, investor and industry connections to start-ups—such as Startup Visa and Soft-Landing Programmes—qualifying under the Toronto Business Development Centre's programmes.

In September 2021, The NITI Aayog announced a collaboration with BYJU's. In this partnership, students in government schools in 112 'aspirational districts' will have free access to the company's 'quality learning materials'. BYJU'S will also give free engineering and medical entrance test preparation sessions to ~3,000 deserving students in Classes 11 and 12 through Aakash Institute.



In September 2021, Spherion Solutions developed Skoodos, a school search aggregator aimed at bridging the gap between schools and students by ensuring that the proper education provider meets the deserving candidate and vice versa.

In May 2021, researchers from the Indian Institute of Technology (IIT) Madras announced its collaboration with representatives of the Mobile Payment Forum of India (MPFI) to build voice-based applications in multiple vernacular languages to aid and boost the adoption of digital money transactions in the country.

In April 2021, the Ministry of Education (MoE) and University Grants Commission (UGC) started a series of online interactions with stakeholders to streamline the forms and processes for reducing compliance burden in the higher education sector, as a follow-up to the government's focus on ease of doing business to enable ease of living for the stakeholders.

The Union Minister for Skill Development and Entrepreneurship, Dr. Mahendra Nath Pandey, and Mr. Barry O'Farrell, Australian High Commissioner, participated in a virtual meeting to operationalize and implement VET cooperation to promote development of occupational standards in order to strengthen cooperation in skill development and vocational education and training (VET) between India and Australia.

## **INDUSTRY AND COMPANY ANALYSIS**

### **PEST ANALYSIS**

#### **Political Factors**

- The Cabinet chaired by the Prime Minister, Mr. Narendra Modi approved the National Education Policy 2020, making way for large scale, transformational reforms in both school and higher education sectors.
- According to Union Budget 2021-22, the Government allocated Rs. 54,873.66 crores (US\$ 7.53 billion) for Department of School Education and Literacy, compared with Rs. 59,845 crores (US\$ 8.56 billion) in Union Budget 2020-21.
- The Government also allocated Rs. 3,000 Crore (US\$ 413.12 million) under Rashtriya Uchchatar Shiksha Abhiyan (RUSA).
- On September 17, 2021, Mr. Ashwini Vaishnaw, the Minister of Railways, Communications, Electronics and Information Technology, launched Rail Kaushal Vikas Yojana, a programme under the aegis of Pradhan Mantri Kaushal Vikas Yojana (PMKVY), in Rail Bhavan to empower youth by providing entry-level training in industry relevant skills through railway training institutes as part of 75 years of Azadi ka Amrit Mahotsav.

#### **Economic Factors**

- India's higher education segment is expected to increase to Rs. 2,44,824 Crore (US\$ 35.03 billion) by 2025.
- India was ranked 34 among the 100 countries in English Proficiency Index in the year 2019.
- In India, the online education market is forecast to reach ~US\$ 11.6 billion by 2026.
- From April 2000 to June 2021, Foreign Direct Investment (FDI) equity inflows stood at US\$ 6,154.87 million.
- In India, the edtech market is expected to reach ~US\$ 3.5 billion by 2022. Indian ed-tech startups have received a total investment of US\$ 2.22 billion in 2020, up from US\$ 553 million in 2019.
- In September 2021, The NITI Aayog announced a collaboration with BYJU's. In this partnership, students in government schools in 112 aspirational districts' will have free access to the company's 'quality learning materials'. BYJU'S will also give free engineering and medical entrance test preparation sessions to ~3,000 deserving students in Classes 11<sup>th</sup> and 12<sup>th</sup> through Aakash Institute.

## **Social Factors**

- India's education sector offers a great opportunity with ~26.31% of India's population in the age group of 0 to 14 years.
- India has over 250 million school going students, more than any other country.
- Number of colleges in India reached 39,931 in FY19. The number of universities in India reached 1,014 in FY22 (until October 2021), up from 760 in FY15.
- As of May 17, 2021, number of universities in India reached 988. India had 37.4 million students enrolled in higher education in 2018-19.
- In FY21, Gross Enrolment Ratio in higher education in India was 27.1%
- India's higher education segment is expected to increase to Rs. 2,44,824 crore (US\$ 35.03 billion) by 2025. India was ranked 34 among the 100 countries in English Proficiency Index 2019.

## **Technological Factors**

- Higher education institutes in India are focusing on creating online programs due to the increasing demand from consumers.
- In September 2021, Amazon launched its global computer science education initiative in India. The aim of this initiative is to offer 1 lakh students the opportunity to study computer science.
- In May 2021, researchers from the Indian Institute of Technology (IIT) Madras announced its collaboration with representatives of the Mobile Payment Forum of India (MPFI) to build voice-based applications in multiple vernacular languages to aid and boost adoption of digital money transactions in the country
- In April 2021, the Ministry of Education (MoE) and University Grants Commission (UGC) started a series of online interactions with stakeholders to streamline the forms and processes for reducing compliance burden in the higher education sector, as a follow-up to the government's focus on ease of doing business to enable ease of living for the stakeholders

## **PORTER'S FIVE FORCES ANALYSIS**

### **Threat of Entry-HIGH**

- Number of colleges in India reached 39,931 in FY19. The number of universities in India reached 1,014 in FY22 (until October 2021) up from 760 in FY15.
- As of May 17, 2021, number of universities in India reached had 37.988. India, 4 million students enrolled in higher education in 2018-19.
- Many private institutes are set up due to rising demands in various skills. Also many undergraduate colleges increase their courses to post graduate course. These institutes offer similar courses or hybrid courses that meets students demand with even similar fees along with good placements.

### **Threat of Substitute-HIGH**

- Many Colleges and Universities in India offering similar courses to that of Master's program at University that steal away the demand for higher education (e.g. HR subjects taught for students pursuing Arts and Commerce students, Marketing subjects taught to Geology students or Entrepreneurship subject has being optional students respective of belonging to any stream. Advertising subject taught for Mass Communication student etc.).
- Colleges offering MBA-Distance learning Programmes where students can complete their full time MBA from their home.
- Companies offering MBA programs others online courses so that employees don't leave their company and complete their full-time master's program.

### **Bargaining Power of Suppliers-MEDIUM**

- The quality of faculty reflects on the brand name, Goa Business School does not have the highest reputation nor the worst, it is in the middle as the faculties, job opportunities, infrastructure and other facilities compensate for the rest.
- Due to the publications, consulting work and on the criteria's, Goa University on an overall scale ranks high.

### **Bargaining Power of Buyers-HIGH**

- The urge for students to earn at young age hinders their goal to study further.
- Due to increasing competition on for higher studies and companies preferring MBA students and offering high salary to MBA students
- Students prefer institutes that are flexible in the course structure. Also, the fees of these new institutes are similar to Goa Business School.
- Establishment of new emerging B-schools and providing international syllabus as additional curriculum

### **Competitive Rivalry-LOW**

- In Goa there are only two Management colleges which offer MBA Program both colleges have vast difference in their MBA program neither competing with each other.

## **SWOT ANALYSIS**

### **Strengths**

- Operating for a longtime, 30+ years of teaching MBA program, thus a huge alumni base.
- Umbrella Brand of Goa University offering 7 different courses pertaining to management studies making it one' stop education hub for corporates.
- Well experienced faculty with some professors having over 20+ years of teaching & research experience and visiting guest lecturers by Indian industrialist, working practitioners and professors from various other top Indian and foreign Universities.
- Offering German Exchange and study Japan Program.
- Education hub to many international student—Iran, Afghanistan Etc.
- Huge Campus with all necessary amenities – Smart Classrooms, Playground, Stadiums, Health Centre, Bank, Post Office etc.
- All India ranks 40 (THE WEEK 2021), Govt. Uni rank 20 (INDIA TODAY 2019)

### **Weaknesses**

- Out datedness of syllabus and curriculum, no industry focused specializations.
- Product cannibalization—M.B.A. (Financial service) attracting M . B . A ( G e n e r a l ) Students
- General negative attitude of Goans towards Goa University.
- Low brand awareness
- Low brand value

### **Opportunities**

- Going online in terms of lecture/course delivery—having a distance learning segment.

### **Threats**

- Establishments of well reputed Management colleges, Universities and B- Schools in neighboring states of Goa offering good placements and High Packages with similar fee structure. E.g.: - Colleges of Maharashtra and Karnataka.
- Many colleges offering online Distant learning program E.g.: -Symbiosis, Amity University.
- Establishment of Open schools/universities/Universities e.g. IGNOU
- Companies offering Online education technology acquiring Indian Market e.g.: -UDEMY.
- Emergence of international school bringing in modern curriculum and private Indian players taking a more collaborative or franchisee type of approach with the international entities. –Bits Pilani, SPJain Global Management.
- In future establishment of franchise of highly ranked colleges in Goa, like XIME, JAIN College, KLES, SP JAIN Global Management, BITS PILANI.

## **VRIN ANALYSIS**

VRIN analysis is a strategic tool which helps our organization to uncover and protect the resource and capabilities that give a long –term competitive advantage. VRIN stands for Valuable, Rare, Imitable and Non Substitute resources which covers identification of all the potential key resource.

<b>Resource</b>	<b>Valuable</b>	<b>Rare</b>	<b>Imitable</b>	<b>Non -Substitute</b>
Faculties	Yes	No	Yes	No
Courses	Yes	No	Yes	No
Customers (Students)	Yes	No	Yes	No
Brand Value	Yes	No	Yes	No
Infrastructure	Yes	No	Yes	Yes
Library	Yes	No	Yes	Yes
Counseling	Yes	No	Yes	No
Computer Facilities	Yes	No	Yes	No
Hostel	Yes	No	Yes	Yes
Canteen	Yes	No	Yes	Yes

Conclusion: While working as a Marketing intern for the placement cell I got to know past information about campus placement through M.B.A department that for past few years very few companies come for campus placement for M.B.A (General) students also, there no was repeated visit of these companies every year for campus placement.

## **ABSTRACT**

Campus recruitment is a very important component of any College/University. It plays an important role in students' life after completion of their degree, students getting selected through campus placement is an achievement for them.

This study will help us to analyze the important factors that companies consider before selecting a particular B-school for campus placement. Using this, the Goa Business School can properly focus and improve on factors that companies consider before conducting campus placement for B-school.

## **INTRODUCTION**

The global business landscape is constantly evolving with new trends hitting the market every other day. In such a scenario, organizations around the world are constantly on the lookout for talented MBA professionals who have knowledge and skills that are in tandem with the contemporary market demands. Especially in the post-pandemic scenario when major sectors of the global economy are recuperating from massive losses, the demand for MBA professionals has grown like never before. But as the demand increases, so do the expectations of the employers.

Apart from regular academics, employers seek individuals who possess several other skills that make them stand out and give them an edge over their competitors.

Top B-school applications are down since 1998, and many of the large recruiters are beginning to create their own training programs instead of looking to buy on the open market (Merritt, 2005). In addition, the absence of a synthetic, objective measurement of the quality of education and training offered by B schools is leading to an increase in the influence of media rankings, with extremely negative effects on the substance and professionalism of business education (Gioia & Corley, 2002; Trank & Rynes, 2003).

## **PROBLEM STATEMENT**

While I was working as an intern at M.B.A (General) department in Goa Business School for placement, through observation and after a personal interview with the placement coordinator and administrative staff, through their information I got to know that recruiters don't come to Goa Business School for campus placement, due to which M.B.A (General) students don't get placement opportunity after completion of their M.B.A from Goa Business School.



## **LITERATURE REVIEW**

Sabina Siebert and Graeme Martin, 2013; This study aims to propose a more relevant contextualised framework for analysing the reputation of business schools that takes cognisance of the national business systems, industry/sector, university and relational contexts of the different stakeholders involved in socially constructing and enacting business school reputations. The authors also seek to explore the tensions between these often competing or unaligned agendas of stakeholders in business schools.

Vicente Safón, 2015; this research examines the causes of business school reputation using two competing perspectives: the meritocratic and the institutional. The institutional perspective highlights the importance of the institutional context in explaining reputation (business school past reputation and parent university reputation), minimizing the effect of outcomes as reputation signals.

Vicente Safón, 2007; this study examines what is valued by MBA recruiters by analysing data from a sample of U. S. business schools. The study reveals that student characteristics act as the main factor in guiding firms' perceptions, above and beyond reputation derived from media rankings and program value.

Vicente Safón, 2009; This article examines predictors of the reputation of top US business schools as perceived by three different stakeholders: business school deans, MBA candidates, and recruiters of MBA graduates.

Deborah Vidaver-Cohen, 2007; This paper responds to these critiques, introducing a conceptual model of business school reputation that applies recent advances in reputation theory and research to the specifics of the business school setting. The literature anchoring the model is reviewed, the variables in the model are introduced and theoretical propositions suggested. The paper concludes with a discussion of the model's practical implications, an analysis of limitations, and suggestions for future research.

Violina P. Rindova, Ian O. Williamson and Antoaneta P. Petkova, 2010; studied two concepts of reputation that use different theoretical perspectives and modelling strategies to analyse the same data are compared. The purpose of this research is twofold: (a) to articulate the consequences of different modelling strategies for studying organizational reputation empirically and (b) to highlight some core theoretical issues concerning the attributes of reputation as an intangible asset. The authors used incoming students' GMAT scores for 1998 and 1999, average faculty experience prior to 2000, media rankings in 1998, faculty publications from 1996 to Fall 2000, and university prestige ranking in 1997. In contrast, the recruiter survey was administered during the last quarter of 2000.

Ken Starkey and Paula Madan, 2001; this research found that the interdisciplinary dynamics shaping the boundaries and development of the management field, the optimal method for interfacing theoretical and practical concerns – how theoretical and operational needs are to be aligned; the best strategies for the communication and distribution of knowledge according to contexts organized according to different institutional logics of action; new ways of evaluating knowledge applicable to the short-term needs of the practice and the longer-term needs of theory development.

## **RESEARCH GAP**

The articles reviewed studied the perception of recruiters for business schools and predictors for the reputation of the business schools and the programs conducted. There is no previous similar study conducted or researched on the perception of companies before visiting for campus placement of B-school.

This current research will fill the research gap and analyze the current perception of companies before visiting for campus placement of B-school.

## **PROJECT QUESTIONS**

- 1) To find out the different sources through which the company finds B-schools for campus placement.
- 2) To find out the criteria which are considered by an organization before approaching a B-school for campus placement.

## **PROJECT OBJECTIVE**

To find out factors, which companies consider while selecting B-school for campus placement.

## **PROJECT METHODOLOGY**

I have prepared a list of questions to be asked through Google forms to the respondents and they have been formed after discussion with my project guide from Goa Business School, also these questions will give us enough information regarding the perceptions of companies before visiting for campus placement of B-school.

For this project, I have personally interviewed the placement coordinator and administrative staff of Goa Business School to get an insight into the problem.

For this project my respondents will be potential recruiters from organizations belonging to the public sector, private sector, and government sector who recruit MBA graduates for their organization by selecting these different sectors will get different types of respondents and it will give us proper clarity about their perceptions.

## **PROJECT DESIGN**

Respondents: Potential Recruiters who recruit MBA graduates for their organization belonging to the public sector, private sector, and government sector

Sample size:-60

The two types of forms of questions are 1) Open 2) Closed

The scales used to evaluate questions are: - The Likert scale, Multiple choice questions (Checkbox)

The questions were framed in a manner in which the Respondents could easily understand and answer.

The design of the questionnaire is short, simple, and arranged in a logical manner

**SAMPLE FRAME**: Public sector, private sector, government sector

## **DATA COLLECTION**

Primary data: - personal interview with placement coordinator and administrative staff of Goa Business School.

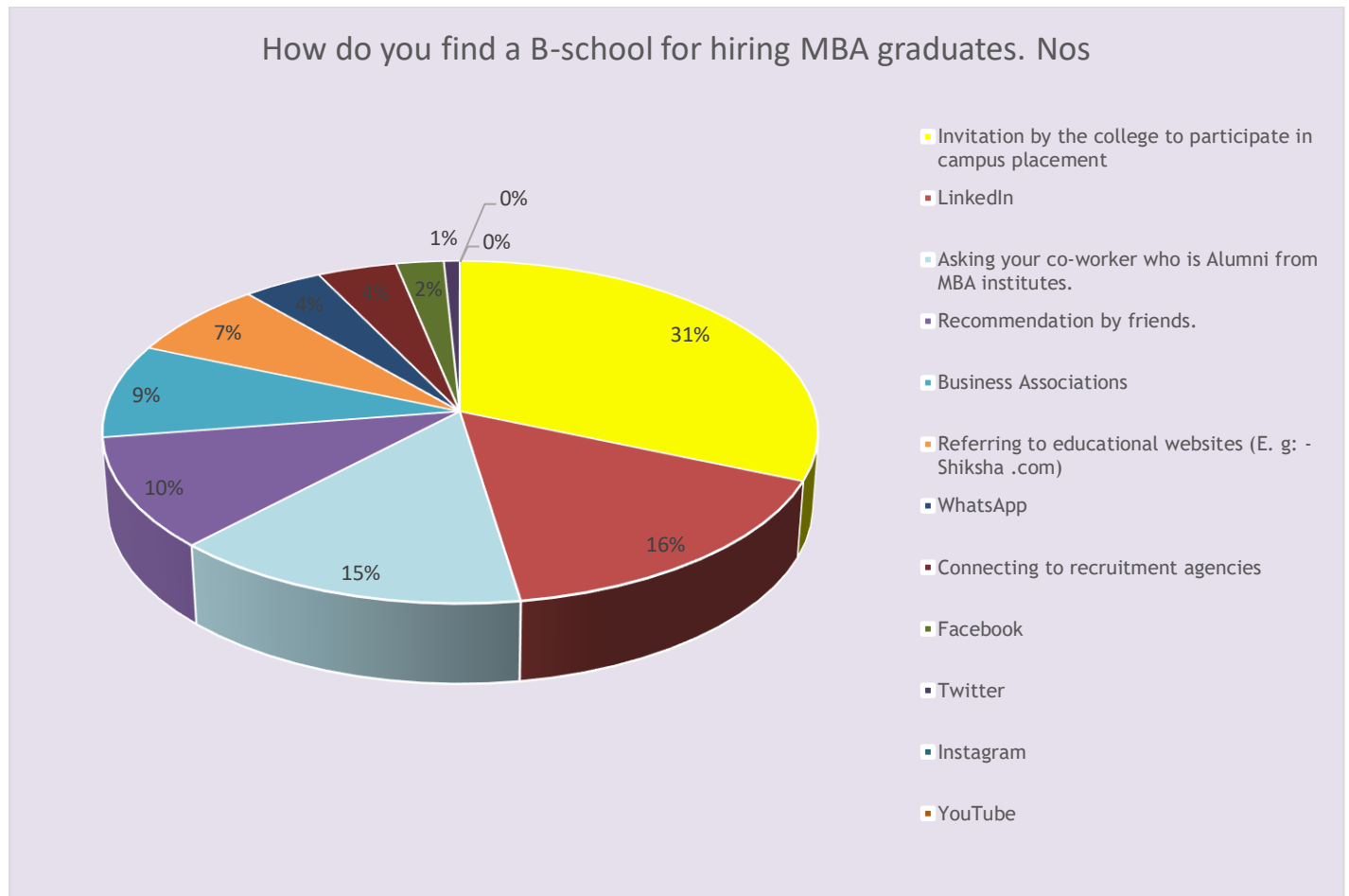
Secondary data: - Collected data from research papers published by Colleges/ Universities / B- school.

## **DATA ANALYSIS**

The collected data from various companies across different states of India is presented in the form of a pie-chart and analyzed total 60 responses we got from companies belonging to different sectors.

Along with responses from different sectors, I have found the various sources through which companies find B-schools for campus placement, and also have found their perceptions regarding different criteria of B-schools.

## 1) Sources which companies find B-school for campus placement for hiring MBA graduates.

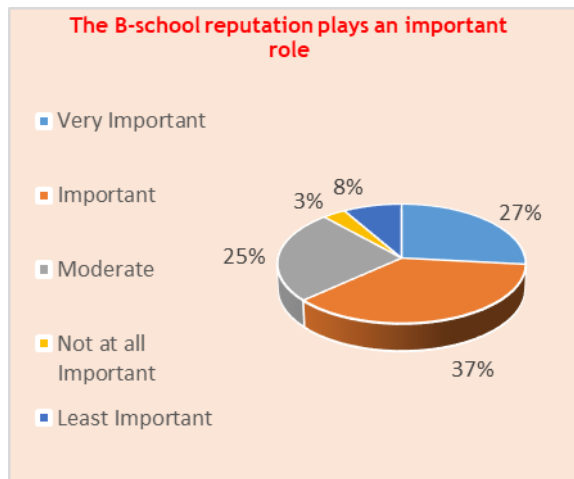


How do you find a B-school for hiring MBA graduates.	
Group Category	% of Total
Invitation by the college to participate in campus placement	31%
LinkedIn	16%
Asking your co-worker who is Alumni from MBA institutes.	15%
Recommendation by friends.	10%
Business Associations	9%
Referring to educational websites (E. g: - Shiksha .com)	7%
WhatsApp	4%
Connecting to recruitment agencies	4%
Facebook	2%
Twitter	1%
Instagram	0%
YouTube	0%

From the adjacent pie- chart we can see that a 31% majority of companies prefer an invitation by the college to participate in campus placement. This is followed by 16 % of companies preferring LinkedIn and 15 % of companies asking their co-worker who are alumni from MBA institutes. 10 % of companies prefer recommendations by friends, 9 % of companies prefer connecting to business associations, 7 % of companies prefer referring to educational websites (E.g:- Shiksha .com), 4 % of companies prefer WhatsApp 4 % of companies prefer connecting to recruitment agencies. 2 % of companies prefer Facebook 1% of companies prefer Twitter and none of the companies prefer YouTube and Instagram which is 0 %.

So barring LinkedIn, which has the distinction of being a business/ professions social media application, online methods are not yet popular with companies planning to recruit fresh talent. Further, based on an overall ranking at no. 2, it is important that student update their profiles at regular intervals, including all that they have done in their page.

2) Criteria's considered by an organization Before approaching a business school for campus placement.

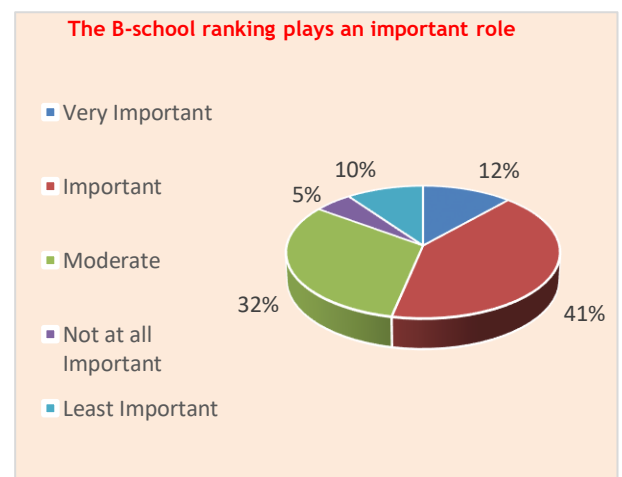


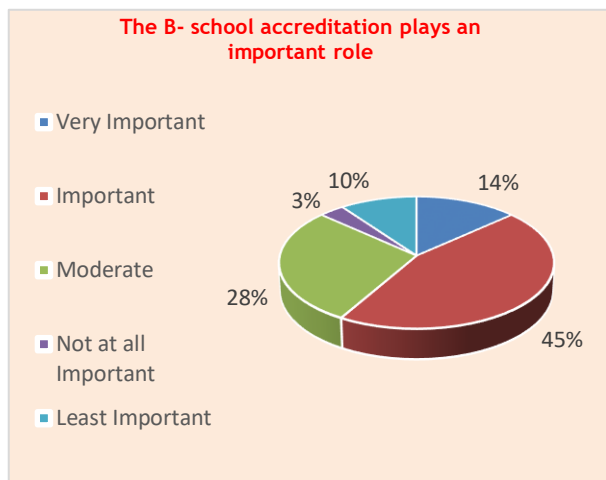
### I. The B-school reputation plays an important role

From the above pie- chart we can see 37% that is majority of the companies says that its important in terms of B-school reputation plays important role in campus placement followed by a 27 % of companies say that it's very important followed by 25 % companies feel moderate in terms of reputation playing important role in campus placement, 8 % companies feel least important and very few companies feel that is 3% not at all important.

### II. The B-school ranking plays an important role

From the above pie chart, we can see that 41% which is the majority of companies feel ranking plays important role in B-school campus placement, followed by 12% of companies that feel very important, followed by 32% feels moderate regarding ranking plays an important role in campus placement where else 10% of companies feel least important and very few companies feel that is 5% not at all important.



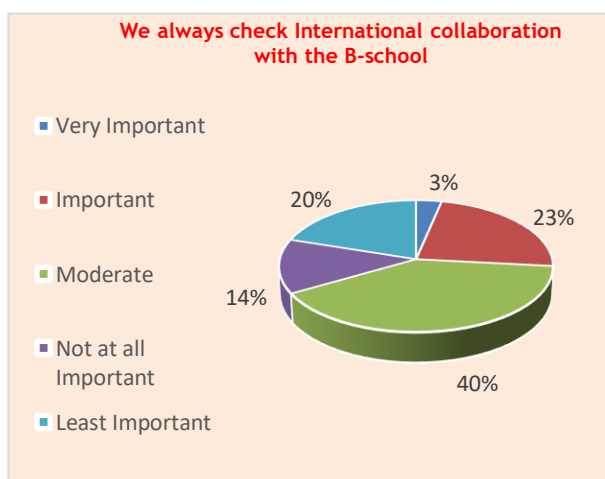
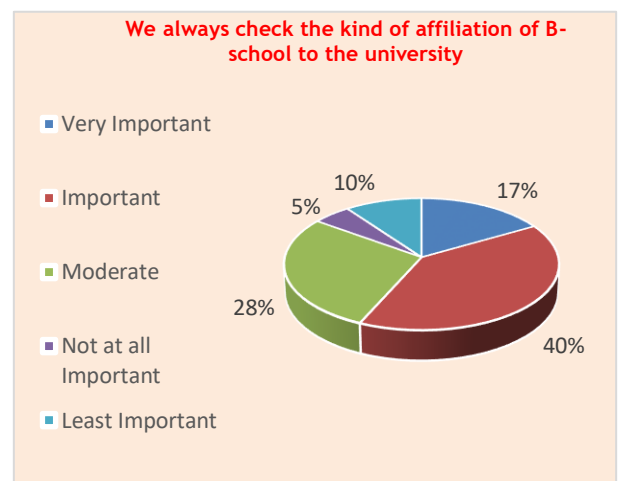


### III. The B-school accreditation plays an important role.

From the above pie chart, we can see that 45 % which is majority of the companies feels important in terms of, The B-school accreditation playing an important role in campus placement, followed by 14 % of companies feels very important, where else 28 % of companies feels moderate about accreditation playing important role in campus placement. 10 % of companies feel its least important and very few that is 10% of companies feels not at all important.

### IV. Affiliation of B-school to the university.

From the above pie chart, we can see that 40% which is majority of companies feels important to check the kind of affiliation of B-school to the university, followed by 17 % of the companies feels very important, where else 28 % companies feels moderate towards checking the kind of affiliation of B-school to the university. 10 % companies feels least important to check the kind of affiliation of B-school to the university very few companies that is 5% feels not at all important.

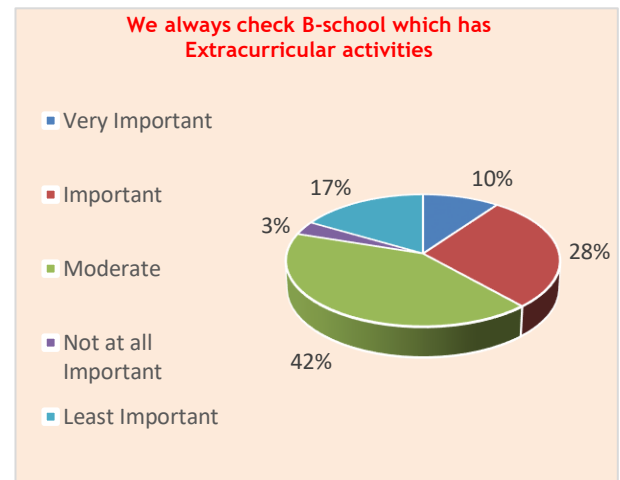


### V. We always check International collaboration with the B-school

From the above pie chart, we can see that only 3% of companies prefer checking international collaboration with the B-school is very important, whereas else 23% of companies feel important, followed by 40 % that is the majority of companies feels moderate towards checking international collaboration with the B-school, 20 % of companies feel least important and 14 % of companies feels not at all important.

## VI. We always check B-school which has Extracurricular activities

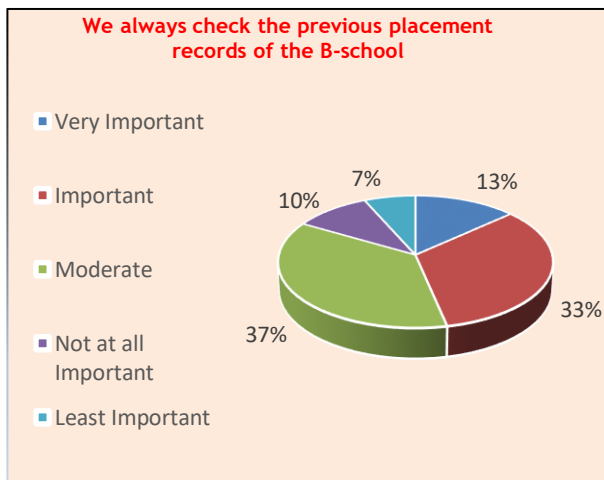
From the above pie chart, we can see that 10 % of companies feel very important towards checking B-school which has extracurricular activities, followed by 28 % companies feel important, where else 42% of companies feel moderate towards checking toward B-school which has extracurricular activities, 17 % of companies feel least important, a very few that 3% of companies feel not at all important.



## I. We always check the previous placement records of the B-school

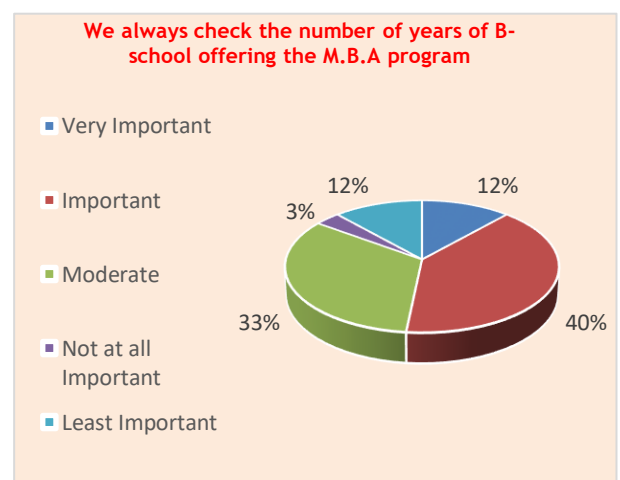
## I. We always check the previous placement records of the B-school.

From the above pie chart, we can see that only 7% of companies feel that checking the previous placement record of B-school, for campus placement is very important, followed by 33% of companies feel important, whereas else 37% of companies which is the majority feel moderate, which means companies neither feel checking previous placement record of B-school for campus placement is very important or not at all important, 7% of companies feel least important, 10% feel not at all important.

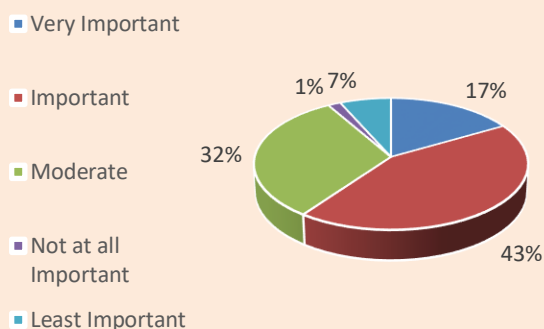


## VIII We always check the number of years of B-school offering the M.B.A program.

From the above pie chart, we can see that 12% of companies feel checking the number of years of B-school offering the M.B.A program is very important. where else 40% which is the majority of companies feel it's important, 12 % companies feel least important, and 3 % companies feel not at all important.



**We always check for B-school information on their website**



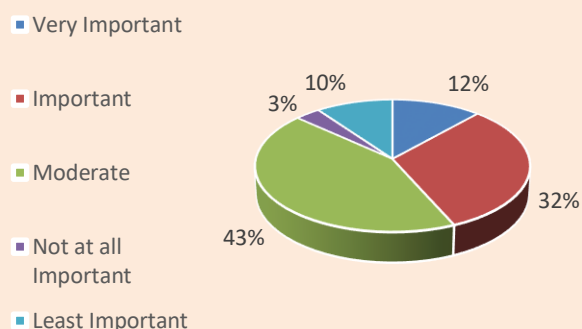
**IX. We always check for B-school information on their website**

From the above pie chart we can see that 17 % of companies feel that checking of B-school information on their website is very important, followed by the majority of companies which is 43% feel important, 32 % of companies feel moderate towards checking B-school information on their website which means companies neither feel it's very important or not at all important, 7 % of companies feel least important and only 1 % of companies feel not at all important.

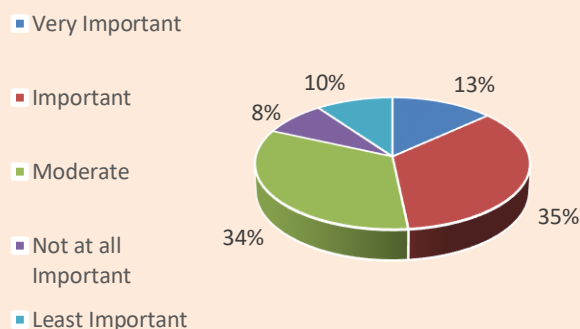
**X. We always check B-school participation in business events.**

From the above pie chart, we can see that 12% of companies feel that checking B-school participation in a business event for campus placement is very important, followed by 32% of companies feel important, whereas else 43% of companies feel moderate towards checking B-school participation in business events, 10% of companies feel least important and 3 % of companies feel not at all important.

**We always check B-school participation in business events**



**We always check awards, recognitions, achievements of B-school**



**XI. We always check awards, recognitions, and achievements of B-school.**

From the above pie chart, we can see that 10 % of companies feel very important to check awards, recognitions, and achievement of B-school, for campus placement whereas else 35 % of companies feel important, followed by 34 % of companies feels moderate towards checking awards, recognition, achievement of B-school, which means companies neither feel it's very important or not at all important, 10 % of companies feel least important, 8 % of companies feel not at all important.



## **PROJECT DATA FINDINGS**

In the data collected and analyzed earlier heading the author found the following findings:

There are various sources through which companies find B-schools and criteria that companies consider important for B-school campus placement.

The majority of companies prefer invitation by the college to participate in campus placement, followed by many companies searching for B-school through LinkedIn.

37% of the companies feel reputation plays important role in campus placement. The majority that is 41% of companies feel that ranking plays important role in the campus placement of B-schools. Many companies feel that accreditation plays an important role. Among most of the companies that are among 60 respondents, 40 % of the companies consider it important to check the affiliation of a B-school to the kind of university.

More number of companies responded towards moderate which means companies feel it very important or not all-important, towards checking of international collaboration with B-school for campus placement, the majority of companies consider checking of extracurricular activities as on moderate side which means companies neither consider it very important or not at all important.

37 % of companies feel moderate towards checking previous campus placement records for campus placement which shows companies neither consider it very important nor not at all important. Most companies consider important to check the number of years of B-school offering MBA programs. Companies highly prefer to check the B-school information on their website. Most of the companies feel moderate towards B-school participation in business events for campus placement which means that companies neither feel it's very important or not at all important. 35 % which is the majority of companies feel awards, recognition, and achievements are important for campus placement, whereas else the almost similar amount of respondents 34% of companies feel moderate, which means companies neither feel it's very important nor not at all important.

## **CONCLUSION**

From all above data findings, I found that criteria's which companies consider very important for a B-school campus placement are reputation, ranking accreditation, affiliation.

Companies also consider it important to check, the numbers of years B-school offering MBA programs, also companies prefer to check for B-school information on their website. Companies also prefer giving a similar percentage that is important and moderate towards awards, recognition, and achievements of B-school for campus placement of B-school

## **RECOMMENDATIONS**

1. The analysis is clear. Three out of the top five sources for identifying B-Schools to visit are through relationships. 34% of the decisions are taken based on co-workers, friends, and business associations. 16% decide based on LinkedIn and 31% wait for invitations. It is therefore apparent that Industry Connect has to be strong and meaningful. Questions to be asked here by the institution are:
  - a. What is my institute contributing to industry?
  - b. How many associations has the institute developed in the last 12 months?
  - c. What is the institute doing to nurture these relationships?
  - d. How can the institute remain top of mind?
2. To grow the connect:
  - a. Host symposiums
  - b. Invite more and more middle level managers as guest lecturers
  - c. Offer Intern services ending with valuable inputs
  - d. Do industry specific knowledge exchange programmes
  - e. Consistent services to business
3. Building a B-School pedigree is important. Critical is researching industry and sharing 'revenue-boosting' intelligence to the business. Relationships here have to be symbiotic.
4. Impact creation. Standing out amongst the clutter. Keeping the exchange flowing. More time should be spent with industry than in the classroom. Real life case studies should be dissected to offer solutions to the business.
5. Alumni connect plays an important role in ensuring that companies visit the campus. Alumni have an emotional bond with the Alma Mater. It is crucial to keep the emotion alive. Relationships here are advisory. Alumni are guiding students about experience in the real world.
6. Build strong mid-management level ties. It is the middle management that are advocates for the B-School and even if they do not make the final decision, it is their opinion that is called for and they are the ones who will pitch the institute to the decision-maker.
7. Strong connect with HR Heads across the spectrum. In most cases, HR finalizes the list of the institutes to hire from.
8. LinkedIn at 16%, became the second-most important method of identifying colleges/ students. One needs to understand that LinkedIn is today a major professional tool in the workplace and professional space. It is of utmost importance that the institute regularly updates the page, keeps the page at the top of the timeline of all its connections and followers, and is constantly posting relevant material. Students too need to update their personal pages in a similar manner.
9. Connecting HR heads within and outside side Goa, mailing placement brochure to HR heads uploading brochure on Goa business School website. Providing website links on social platforms of Goa Business School.

One needs to understand that change and recognition of the institute, a boost in its ranking, and a better placement record will happen over a period of time with consistent actions mirroring the points mentioned above. A master plan that progressively targets actions over the next 5 years needs to be drawn up and executed.

## **LEARNINGS**

While the author was working as an intern for placement, the roles were to initiate placement opportunities for students.

### **1)Sharing of vacancy post / job offers by companies to students**

I had to send job offers sent by companies or vacancy post which used to be in the form of newspaper advertisement, forwarded message by recruiters, job offers through email by recruiters to the students used to collect interested student details and forward to the placement coordinator for further job application process.

### **2)Created industry wise data base**

By referring, to GCCI (Goa Chamber of Commerce Industry) data where it had list of companies in Goa with their details, created an excel sheets according to industrial area wise like Verna, Pirlene, Karaswada, Kundai, named each sheet with industrial area entered company details which falls under particular industry area, the company details included company name, contact no, email id, address.

### **3)Increased number of Alumni in what's app group of "Alumni connect group".**

Created a google form where alumni had to share their details & circulated the form initially in a research scholar group of Goa Business School.

After collecting the response filtered alumni data according to the batch-wise and contacted alumni from each batch to circulate alumni form amongst their batch mates also requested to share the contact number of their batch mates and shared alumni form through what's app, also contacted alumni through call who were not responding towards form and requested them to fill the alumni form.

By using students register which had all student's data registered when they were admitted to Goa university Department of Management Studies, and tried to connect new alumni through social media platforms like Instagram and LinkedIn and shared the alumni form to fill and requested them to share alumni form amongst their batch mates

After collection of all responses from alumni's their contact numbers were added into the "Alumni connect group "on what's app also sent invitation link through what's app to join the Alumni connect group.

#### **4) Created Placement Brochure**

Created google form to collect students' data for the placement brochure, collected students' data through google form worked on placement brochure after collection of student's data, entered all student's details, information about Goa University, Goa business school, activities conducted in Goa business schools like foment series, masterclasses, pop up market, visit to EDC etc. Had to give reminders to students to send their appropriate detail according to the guidelines on time.

After completion of placement brochure was sent to students to check their details and necessary changes were done.

Re-checking of students' data and other information, to avoid mistakes in brochure.

Sending brochure and getting estimation of placement brochure t vendor for University approval.

Changes were also done after feedback from the placement coordinator which was considered as final changes and brochure was sent to vendor for brochure designing.

5)Assisted in registration of guest visited an event conducted by Goa Business School on "IS IT EASY TO DO BUSINESS IN GOA" in held on 22/4/2022.

6) learned how to communicate and coordinate between students and placement coordinator, during approach by students for placement

7) learned how to add content professionally on brochure, also learned what information contains in a placement brochure, and learned how to create a placement brochure.

8) learned how to connect people through different sources of social media's and following up with them.

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## **Annexure**

### **PROJECT QUESTIONNAIRE**

**TOPIC:** -To study the perception of companies before visiting for campus placement of B-school.

#### **PROJECT OBJECTIVE**

To find out factors, which companies consider while selecting B-school for campus placement.

#### **Project questions**

1) Organization name

\_\_\_\_\_

2) Designation

\_\_\_\_\_

3) Organization address

\_\_\_\_\_

4) Email- id

\_\_\_\_\_

5) Contact No

\_\_\_\_\_

6)How do you find a B-school for hiring MBA graduates.

- Facebook
- Instagram
- LinkedIn
- WhatsApp
- YouTube
- Twitter
- Invitation by the college to participate in campus placement
- Connecting to recruitment agencies
- Asking your co-worker who is Alumni from MBA institutes.
- Business Associations
- Recommendation by friends.
- Referring to educational websites (E. g: - Shiksha .com)
- Any other please mention\_\_\_\_\_

7) Following are the criteria considered by an organization Before approaching a business school for campus placement. Please rate the following criteria.

Sr No	Criteria	Not at all important	Least important	Moderate	Important	Very important
1	The B-school reputation plays an important role					

2	The B-school ranking plays an important role					
3	The B-school accreditation plays an important role					
4	We always check the kind of affiliation of B-school to the university					
5	We always check International collaboration with the B-school					
6	We always check B-school which has Extracurricular activities					
7	We always check the previous placement records of the B- school					
8	We always check the number of years of B-school offering the M.B.A program					
9	We always check for B-school information on their website					
10	We always check B-school participation in business events					
11	We always check Awards, recognition, and achievement of B-school					

8) Any other factors which you feel are considered as important for the campus of B-school, placement please mention

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