

Campus Placement as a Key Driver of Human Resource Development in Indian HEIs : A Practical Canvas

Dr. Pooja

Assistant Professor

Department of Commerce, AMPGC, Banaras Hindu University, Varanasi

ABSTRACT

A skilled workforce is the most important asset of any civic society. Nowadays, education is not just the dissemination of knowledge, but also the provision of students with the proper skills and abilities to take on new challenges, thereby developing society and helping them achieve their career objectives. Final-year and post-graduation students are required to demonstrate their ability to work in an active work environment. That is why campus placement provides tremendous opportunities for students to gain knowledge and improve their marketability in front of world-class employers, which, in turn, plays a vital role in human resource development. In the field of education, Commerce is a mainstream discipline that is crucial from the viewpoints of industrial development, socio-economic development, & digital commercial enhancement, and also plays a crucial role in the management and growth of human resource development in an economy.

With this background, the study aims to analyse and explore Commerce students' expectations and the impact of campus placement in higher education, with special reference to regular Commerce courses. A structured questionnaire was used in the study, with simple random sampling of final-year appearing commerce students. The primary data were collected from 257 respondents within the sampling framework. The study used descriptive analysis, the Garrett ranking method, and reliability analysis. Along with these, charts and diagrams are used wherever relevant.

Keywords : Perceptions, Motivation, Human Resource Development, Academic Excellence, Organisational Efficiency

Background

The 21st century is entering a highly competitive job market, and the educational landscape is changing rapidly. In such a situation, having a degree is not sufficient, because education is one of the most important services for the civilisation of human beings. Human asset development is the opportunity to provide employees with direction to develop individual, professional, and knowledge-based skills. It includes tremendous possibilities such as training, career development schemes, coaching, key employee recognition,

performance management and development, mentoring, succession planning, tuition assistance, and organisational development. Precisely, the focus of H.R.D. is on developing a superior workforce within an organisation and the economy to accomplish their goals and serve society.

In this regard, higher education is a powerful tool for building a knowledge-based society. With evolving measures and varying qualities across the higher education sector, especially in terms of courses, administration, and geographical scope, it has become vital to build a robust database. To

build a strong foundation and pillar in higher education, campus placement plays a significant role, offering several advantages to both companies and students.

Students are motivated and prepared for campus placement by securing jobs they can take up in their working lives, anytime and anywhere. Keeping this in view, the study focuses on analysing and exploring commerce students' expectations and the impact of campus placement in higher education, with special reference to regular UG & PG commerce courses, unlike professional management courses. Likewise, the first section of the study provides an overview of the study's background and a description of the research paper's structure. The second section deals with the theory building with the conceptual framework of campus placement, its benefits for the students, the role of campus placement in higher education and H.R.D., the benefits of Commerce in H.R.D. and campus placement, and the status of campus placement in Commerce in Varanasi District of Uttar Pradesh, followed by an analysis of the study. The last section of the study focuses on the results, their discussion, application, and conclusion, followed by appropriate suggestions, the further scope of the study, and relevant references.

Review of Literature

1. Bansal et al. (2024) examined perceptions of employability among management alums, faculty, and employers in Delhi, highlighting significant gaps in KSA expectations, particularly in problem-solving, analytical skills, and research methods. The study underlines the misalignment between academic training and industry needs, as well as the need for closer faculty-industry collaboration and curriculum reform.
2. HirePro (2024) observed a "phygital" trend in campus placements, blending offline and digital valuations, and highlighted an increasing reliance on finishing schools and diversified hiring from Tier 2/3 institutions.
3. It has been stated that job placement provides students with the opportunity to gain knowledge and experience. Along with this, the study also emphasises important issues students face, such as first-time experiences, stress, connection with family, and implementation of curriculum activities (Report by All About Careers, 2021).
4. It is observed that students' growing fondness for liberal arts programs indicates that learners are seeking breadth of learning rather than in-depth technical knowledge in a single subject. Based on current trends in the job market, some of the proposed enabling factors for the individual student include a focus on judgment-driven skills, lifelong learning, personalised learning, differentiated associates, a tactical outlook, and the integration of technology (Ernst & Young LLP & FICCI Team, 2016).
5. FICCI Higher Education Summit (2014) The report highlights India's urgent need to reform higher education to align with the global shift toward knowledge-driven, service-oriented economies. It identifies key challenges, such as low employability, weak research output, and a lack of entrepreneurship orientation, and stresses the need for globally competitive institutions and stronger industry-academia linkages.
6. The placements significantly enhance graduate employability by allowing students to develop essential skills such as communication, teamwork, and time management. It highlights the value of

applying academic knowledge in real-world settings, building industry networks, and refining career goals through experiential learning (National College of Ireland, n.d.).

7. Hussain & Hussain (2014) found that people are dissatisfied with the money they incur when finding jobs through recruitment agencies and believe there is no appropriate job match through the agencies.
8. Maidment J (2003) studied the problems students experienced during field placement. He states that different types of problems faced by students during the placement phase, such as safety issues, financial constraints, family problems, stress, conflicts, and work management, have also been addressed with solutions. Further, he explained some of the unique strategies used to solve their problems and to complete the placement task.
9. Nair & Ghosh (2006) found that students with prior work experience were placed in organisations perceived to be better. Further, students with work experience were found to be comparable to freshers for their performance in the entrance examination, group discussion and internship.
10. The placement has been consistently challenging, both in terms of work (assignments and demanding activities that required an in-depth understanding of the subject matter) and in terms of interaction with people. A university work placement scheme is seen as a way of making graduates more employable after graduation by developing workplace skill sets, complementing academic learning, and providing valuable exposure to the working environment (Poulter Ed and Smith Ben, 2006).
11. Rajini, K. M. (2017) defines campus recruitment as a widely used hiring method

in which companies approach educational institutions to select appropriate candidates directly. It highlights both opportunities to secure immediate employment and the challenges institutions face in bridging the skills gap, underscoring the need for programme improvement and employer collaboration to enhance employability.

12. Patel and Patel (2012) found that placement records, faculty experience, computer lab facilities, and academic offerings are the most influential factors for students when selecting management institutes in Gujarat state. The study also emphasised the importance of career alignment, brand reputation, and practical exposure in shaping student preferences.
13. A study by Mathur D. A. (2021) provides insights into the changing campus placement landscape in India post-2020, based on data from 39 companies. It highlights challenges such as revoked job offers and reduced campus engagement, while examining the shift toward online recruitment drives and the implications for future placement strategies.
14. Panakaje et al. (2024) examined the role of training and placement cells in facilitating the transition from students' education to employment. They also emphasised the effectiveness of structured institutional support in enhancing employability and highlighted the evolving expectations of students and employers in a competitive job market.
15. The report Campus Workforce Trends by Deloitte India (2024) highlights a significant transformation in campus hiring, with a pivot toward skill-based recruitment, declining pre-placement offers and compensation, and a growing emphasis on

diversity, Generative AI integration, and industry-academia partnerships.

Research Gap

Based on a possible review of the literature related to the study, it has been found that studies on campus placement, job structure, and perceptions of job placement have been conducted separately by many scholars from different perspectives, viz., educational and industrial levels, at different times. However, none of the studies provides an agenda for the expectations of final-year UG and PG commerce students, with special reference to regular study courses. It facilitates the researcher in carrying out the research study on the topic entitled "Campus Placement as a Key Driver of Human Resource Development in Indian Higher Education Institutions: A Practical Canvas", which seeks to address an existing horizontal research gap.

Statement of Problems

The researcher is looking for answers to the following questions in her research. What does campus placement encompass in higher education? How is it related to H.R.D.? What are the roles of campus placement in higher education? Why is Commerce chosen as a field of education for study, and why is it important in H.R.D.? Why was Varanasi chosen as a sampling area? What factors motivate students to pursue campus placements? What benefits are supposed to be perceived by students through campus placement? What problems are expected to arise for students during the campus placement phase?

Objectives of the Study

- Examining the role of business education and campus placement in human resource development in an economy.

- Assessing the factors influencing students' morale to go for campus placement.
- Analysing the benefits and problems relating to campus placement on the morale of UG and PG final year students in Commerce.
- Exploring the expectations of students and giving suggestive measures for the enhancement of the standards related to campus placement for students from the viewpoint of the hirer and the placement organisers.

Aspect of the Study

As stated earlier, the study is analytical and highlights commerce students' expectations regarding campus placement. The major aspects covered under the study are the role of campus placement in H.R.D., the benefits of Commerce in human resource development in an economy, and the role of Commerce in campus placement. In addition, the study assesses the major factors influencing respondents' morale regarding job placement.

Moreover, the benefits and problems related to campus placement from the respondents' perspective have also been analysed. The study at the end explores students' expectations and provides suggestive measures to enhance the standards of campus placement from the viewpoints of the hirer and the placement organisers.

Research Methodology

- **Nature and Research Design:** The study is analytical, and thus a descriptive research design has been chosen, with the case study method as the specific design.
- **Sampling Framework:** Based on the objectives of the study, the population comprises Higher Education Institutions, including Universities and colleges of Commerce, where regular UG &

PG courses are running. Likewise, the sampling area is Varanasi District, Uttar Pradesh, India, due to its ancient & modern educational culture & importance.

- **Sampling Technique & Size of Sample:** For the present study, a simple random or cluster sampling method has been used to collect the relevant information. For analysis, the researcher has considered a sample size of 280. However, 227 questionnaires have been received from respondents. Of the received questionnaires, 176 were found to be completed in all aspects and were used for analysis.
- **Nature and Collection of Data:** The study is based primarily on primary data, with secondary data used where relevant. Primary data has been collected through a well-structured questionnaire designed for UG and PG final-year commerce students. The questionnaire comprises dichotomous, multiple-choice, ranking questions relating to said study. In addition, the personal interview method has been used to collect primary data. The secondary data have been collected from prominent sources, i.e. books, journals, newspapers, magazines, reports, and web materials.
- **Analysis and Interpretation:** The data collected from different sources have been properly tabulated, analysed, and interpreted using relevant statistical techniques. The major statistical tools used for the study are descriptive analysis, frequency tabulation, and the Garrett ranking method. The data have also been presented using a line graph, a bar graph & pie chart.

Limitations of the Study

Every research is going through some limitations, and the particular study suffers from certain limitations, which have been mentioned below:

- The year-wise data on the placement cell's placements of students in different state and central universities and colleges in Varanasi is not available on the official website. That's why it was difficult for the researcher to gather data properly.
- The sampling area of the study is limited only to Banaras Hindu University and its affiliated colleges: Mahatma Gandhi Kashi Vidhyapith, Udai Pratap Autonomous College, SMS, SHEPA, etc., in Varanasi district, Uttar Pradesh.
- Only students in the commerce field have been included in the study, as other fields were not considered due to the nature of the study.

Role of Campus Placement in H.R.D.

Campus placement is an initiative conducted within educational institutions to provide students with jobs while pursuing or completing their programme. The major objective of campus arrangement is to recognise gifted and qualified experts who have recently completed their education. Several advantages are offered to both the companies and the job applicants. On the other hand, students have the advantage of getting a good job commensurate with their qualifications, even before completing their academic college course.

India is prominently placed on the global higher education map, with more globally renowned institutions, significant student and faculty mobility, and collaborations with high-quality international institutions (V. T. Shailashri et al., 2017). A culture of research, innovation and entrepreneurship can empower high economic growth in the Country. The Higher Education sector has witnessed tremendous progress since independence. The sector boasts of 1114 universities, including 56 Central Universities, of which more than 40 are under the purview of the Ministry of Human Resource Development, 479

State Universities, 455 State Private universities, 124 Deemed to be Universities, 51 Institutions of National Importance (established under Acts of Parliament) under MHRD as on 14 November 2023 (Ansari, S. 2015). The purpose of MHRD is to provide the 'coaching' needed to strengthen and grow the knowledge, skills, and abilities that an employee already has. MHRD not only focuses on skill development but also on employees' personal development, because people's needs and expectations are ever-changing.

Paybacks of Commerce Education in H.R.D.

The field of Commerce aims to meet the growing needs of industry and business for professionally qualified young men and women in H.R.D. In a liberalised Indian economy, H.R.D. experts are among the key personnel needed for corporate strategic planning and control. Further, existing personnel specialists need to develop fresh perspectives to cope with the changing role of personnel and industrial relations departments of corporate organisations.

A Catalyst Role of Commerce Stream in Campus Placement

Commerce encompasses diverse fields of education and research across different aspects of the business environment. It incorporates marketing, financial management, bookkeeping, human resource management, business enterprise improvement, commercial and trade law, etc. It is helpful in one's life and in a vocation. Commerce is useful for all professionals. Its primary objective is to prepare people to enter a business career and to render more efficient service. Commerce is the field of education that develops the knowledge, attitudes, and skills required for the successful management of trade, Commerce, and industry to serve the socio-economic development of any country or region. That is why recruiters must select and recruit the

genius minds of Commerce to support the socio-economic development of the economy, thereby reducing the time an industry takes to pick candidates to meet its needs.

Status of HEIs & Campus Placement in Varanasi District of Uttar Pradesh in India

In Varanasi, more than 40K students are enrolled in the commerce discipline. The programmes of these Universities are designed based on central and state-level curricula, to equip participants to assume their respective roles in real-life situations and to face the challenges they pose. Students of most commerce disciplines are getting placed in campus recruitments.

Many students of regular UG & PG commerce courses, including BHU and its affiliated colleges, MGKVP, SMS, SHEPA, Purvanchal University, UP college, etc., have received placement offers from world-class companies in recent years. But it is also true that the placement facility is not up to the mark for commerce stream students compared to professional management courses, because of a lack of skills and industry exposure, rather than their degrees, compared to other cities. They need training, and personality development is also an area in which students should work to shift recruiters' and companies' mindsets. (Vinay Sharma) studied Commerce at Banaras Hindu University, 2013). The placement of Commerce students has improved over the past 4-5 batches. For UG students, several companies visit the campus offering placements with packages ranging from 7-8 lakh p.a. For PG students, the package ranges from 11-12 lakh p.a., and optimistically, these numbers seem to be improving year by year.

Analysis, Result and Discussion

The present study is an attempt to analyse and explore the different aspects of commerce

students' expectations towards campus placement. During the study period, it was observed that 100 per cent of respondents admitted they were aware of the term campus placement and agreed that a valuable job placement is vital for career advancement. Moreover, during an opinion survey, it was observed that almost 96 per cent of students stated that they have placement cells in the concerned college/faculty/department in the commerce field and are also in favour of efficient

staff available to encourage them for campus placement.

Study A: Factors Influencing Going for Campus Placement

To determine the motives that influence students to pursue campus placements, an opinion survey was conducted using structured questionnaires. For this purpose, nineteen variables were identified, the results of which have been presented in Table 1

Table 1: Factors which influence Students to go for Campus Placement

Factors	Strongly Agree	Agree	Least Agree	Total	Disagree	Strongly Disagree	Total
Morale boosts up	78	65	12	155	10	11	21
Creative thinking	64	79	14	157	07	12	19
Optimum utilisation of resources	57	91	17	165	03	08	11
Image buildup of the institute	44	67	35	146	17	13	30
Family background	36	40	48	124	39	13	52
Financial constraints	41	63	44	148	20	08	28
Stability after job placement	52	71	27	150	09	17	26
Educational Qualification	84	82	03	169	07	00	07
Personal traits	67	60	28	155	17	04	21
Quick placement after graduation	48	79	31	158	07	11	16
A wide choice of job opportunities	51	83	34	168	05	03	08

Career planning guidance	54	110	12	176	00	00	00
Vision for global competition	61	80	24	165	11	00	11
Location of the job	32	69	63	164	07	05	12
Job Placement Service	34	91	23	148	24	04	28
Easy access to a possible company	43	73	21	137	18	21	39
Learning the language of the industry	48	63	49	160	07	09	16
Build possible career contacts	43	82	21	146	25	05	30
Prestige among colleagues	51	72	32	155	15	06	21

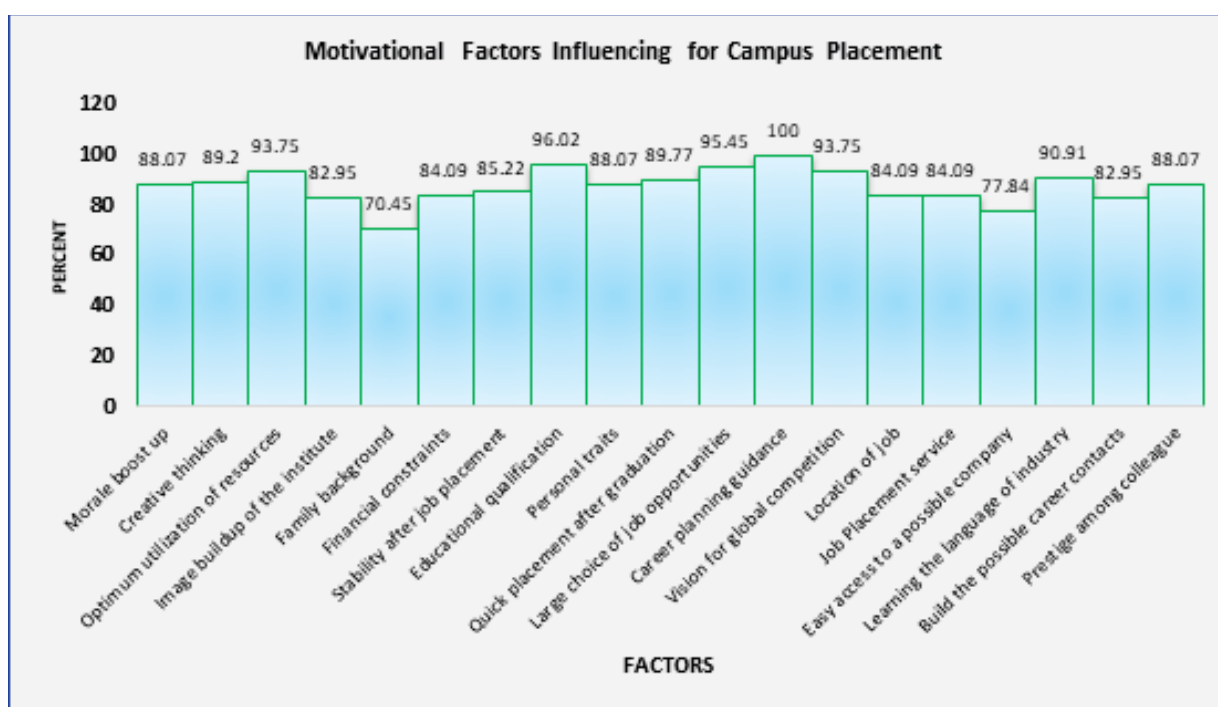
Source: Data compiled by the author.

Table 2: Important Factors Influencing Students' Morale for Campus Placement

Factors	Total Agreed Opinion		Total Disagreed Opinion	
	In number	In percent	In number	In percent
Morale boost up	155	88.07	21	11.93
Creative thinking	157	89.20	19	10.80
Optimum utilisation of resources	165	93.75	11	6.25
Image buildup of the institute	146	82.95	30	17.05
Family background	124	70.45	52	29.55
Financial constraints	148	84.09	28	15.91
Stability after job placement	150	85.22	26	14.78
Educational Qualification	169	96.02	07	3.98

Personal traits	155	88.07	21	11.93
Quick placement after graduation	158	89.77	16	10.23
A wide choice of job opportunities	168	95.45	08	4.55
Career planning guidance	176	100.00	00	0.00
Vision for global competition	165	93.75	11	6.25
Location of the job	164	84.09	12	15.91
Job Placement Service	148	84.09	28	15.91
Easy access to a possible company	137	77.84	39	22.16
Learning the language of the industry	160	90.91	16	9.09
Build possible career contacts	146	82.95	30	17.05
Prestige among colleagues	155	88.07	21	11.93

Source: Data compiled by the author.



The analysis of Table 1 and 2 depicts that almost all the variables affect the students' morale and mindset to approach campus placement such as Career planning guidance (100.00 per cent), Educational qualification (96.02 per cent), Large choice of job opportunities (95.45 per cent), Vision for global competition (93.75 per cent), Optimum utilisation of resources (93.75 per cent), Learning the language of industry (90.91 per cent), Quick placement after graduation (89.77 per cent), Creative thinking (89.20 per cent), Personal traits (88.07 per cent), Prestige among colleague (88.07 per cent) and Stability after job placement (85.22 per cent) followed by other factors.

Study B: Preference & Expectation towards Gaining Opportunities through Campus Placement

In this study, an attempt has been made to ascertain respondents' views, preferences, and expectations, as well as the benefits they anticipate deriving from campus placement. For this purpose, an opinion survey was conducted, and the results are presented in Tables 3 and 4. The study also reveals that 86.36 per cent of respondents expect to receive different benefits from campus placement. To assign ranks to respondents' expectations and preferences regarding expected benefits, the Garrett ranking method has been employed. Based on Garrett's table, the estimated percentage position is converted into scores, as shown in Table 3.

Table 3: Percentage Position and Garrett Table Value

Rank	Percent Position		Garrett's Table Value
1	$100(1-0.5)/14=$	3.57	84
2	$100(2-0.5)/14=$	10.71	74
3	$100(3-0.5)/14=$	17.86	68
4	$100(4-0.5)/14=$	25	63
5	$100(5-0.5)/14=$	32.14	59
6	$100(6-0.5)/14=$	39.29	55
7	$100(7-0.5)/14=$	46.43	51
8	$100(8-0.5)/14=$	53.57	48
9	$100(9-0.5)/14=$	60.71	44
10	$100(10-0.5)/14=$	67.86	41
11	$100(11-0.5)/14=$	75	36
12	$100(12-0.5)/14=$	82.14	31
13	$100(13-0.5)/14=$	89.29	25
14	$100(14-0.5)/14=$	96.43	16
Source: Calculated from the Garrett Table			

Table 4: Expected Benefits of the Commerce Students by Campus Placement

Sr. No.		Ranks														Total	Total Score	Mean Score	Rank
		1	2	3	4	5	6	7	8	9	10	11	12	13	14				
	Garrett's Table Value	84	74	68	63	59	55	51	48	44	41	36	31	25	16				
1	Gaining practical experience	32	19	17	32	16	00	04	03	03	10	06	06	03	01	152	9593	63.11	II
2	Improved job opportunities.	2688	1406	1156	2016	944	00	204	144	132	410	216	186	75	16	152	7552	49.68	VII
		19	01	00	08	11	17	12	08	33	11	04	16	07	05				
		1596	74	00	504	649	935	612	384	1452	451	144	496	175	80				
3	Study awareness and contacts	03	21	13	19	08	12	00	04	05	23	11	05	24	04	152	7589	49.93	VI
		252	1554	884	1197	472	660	00	192	220	943	396	155	600	64				
4	Improved employability skills	11	33	14	10	09	25	07	01	09	03	08	12	01	09	152	8607	56.63	III
		924	2442	952	630	531	1375	357	48	396	123	288	372	25	144				
5	Enhance employment prospects	01	03	12	04	03	13	12	16	05	23	11	17	12	20	152	6352	41.79	XII
		84	222	816	252	177	715	612	768	220	943	396	527	300	320				
6	Improve the ability to compete in the recruitment marketplace	02	14	07	05	13	03	20	32	10	10	19	08	02	07	152	7427	48.86	VIII
		168	1036	476	315	767	165	1020	1536	440	410	684	248	50	112				
7	Accelerate personality development	29	20	22	17	08	12	07	13	06	04	06	00	01	07	152	10133	66.67	I
		3192	1480	1496	1071	472	660	357	624	264	164	216	00	25	112				
8	Increased self-awareness	10	07	15	12	22	11	09	12	28	04	07	09	03	03	152	8122	53.43	IV
		840	518	1020	756	1298	605	459	576	1232	164	252	279	75	48				
9	Better remuneration packages	17	11	13	07	02	06	15	05	08	08	03	16	20	21	152	7140	46.97	X
		1428	814	884	441	118	330	765	240	352	328	108	496	500	336				
10	Improved self-marketing skills	01	04	03	05	13	11	13	15	09	13	19	20	22	04	152	6501	42.77	XI
		84	296	204	315	767	605	663	720	396	533	684	620	550	336				
11	Increase career planning knowledge	06	10	09	05	11	25	17	07	17	09	07	08	05	16	152	7396	48.66	IX
		504	740	612	315	649	1375	867	336	748	369	252	248	125	256				
12	24/7 access to a career counsellor	06	00	03	08	01	04	16	16	08	09	28	06	28	19	152	5994	39.43	XIV
		504	00	204	504	59	220	816	768	352	369	1008	186	700	304				
13	Provide a large number of job opportunities	03	01	12	16	09	03	12	08	07	13	07	17	20	24	152	6346	41.75	XIII
		253	74	816	1008	531	165	612	384	308	533	252	527	500	384				
14	Morale boost up	12	08	12	04	26	10	08	12	04	12	16	12	04	12	152	7664	50.42	V
		1008	592	816	252	1534	550	408	576	176	492	576	372	100	192				
Source: Calculated from Garrett's Table Value																			

It is obvious from Table 2.2 that Accelerate personality development (66.67, I), Gaining practical experience (63.11, II) and Improved employability skills (56.63, III) are the most significant expected benefits of campus placement. Increased self-awareness (53.43, IV), Morale boost (50.42, V), Study awareness and contacts, (49.93, VI), Improved job opportunities (49.68, VII), Improved ability to compete in the recruitment marketplace (48.86, VIII) and Increase career planning knowledge (48.66, IX) are the important aspects liked and preferred by respondents towards the expected benefits of campus placement in the view of respondents. Moreover, Better remuneration packages (46.97, X), improved self-marketing skills (42.77, XI), enhanced employment prospects (41.79, XII), provide a large choice of job opportunities (41.75, XIII), and 24/7 access to career counselling (39.43, XIV) are the lesser expected and preferred benefits of campus placement in higher education.

Study C: Possible Problems & Challenges in Campus Placement

During the survey, respondents were asked about potential problems they might face during the campus placement. In this regard, it has been observed that 81.82 per cent of respondents agreed that they may face various problems during the campus recruitment process; the results are presented in Table 5.

Table 5 shows that the students considered Lack of communication skills (65.20, I), Low vacancies (59.31, II), Severe competition among students (58.54, III), and Extra stress (58.15, IV) as the most probable problems they may face during their placement. In addition, the gap between market demand and knowledge of students (52.34, V), Lack of quality infrastructure (47.98, VI), Time frame of placement (47.74, VII), Financial Pressure (49.68, VIII), and Placement charges (45.32, IX) are the possible causes of problems in

campus placement in the view of respondents. Besides, respondents also considered that they may face least possible problem in form of Malpractices (44.94, X), Disturbance in regular studies (44.28, XI), Not eligible for fulfilling recruitment criteria (41.67, XII), Absence of experienced staffs in placement cell (41.14, XIII) and Absence of placement cell in college/ faculty / department (37.13, XIV) during the phase of campus placement.

Concluding Remarks

Campus placement provides a tremendous opportunity for students to gain knowledge and improve their marketability in front of world-class employers, which, in turn, plays a vital role in human resource development. In the field of education, Commerce is the mainstream, which is not only vital for industrial and socio-economic development & digital commercial growth but also plays a crucial role in the management and development of human resources in an economy.

The study reveals that many factors affect the morale of students to approach campus placement, such as career planning guidance, educational qualification, a large choice of job opportunities, vision for global competition, optimum utilisation of resources, learning the language of the industry, quick placement after graduation, creative thinking, personal traits, Prestige among colleague and Stability after job placement etc.

It has also been found that students expect different types of benefits from campus placement, such as accelerated personality development, practical experience, improved employability skills, increased self-awareness, and a morale boost. Besides, the respondents identified several potential problems, including a lack of communication skills, low vacancy rates, severe competition among students, the placement time frame, financial pressure, and additional stress.

Table 5: Probable Problems to be Faced by the Commerce Students in Campus Placement

Sr. No.	Ranks	Ranks														Total	Total Score	Mean Score	Rank
		1	2	3	4	5	6	7	8	9	10	11	12	13	14				
	Garrett's Table Value	84	74	68	63	59	55	51	48	44	41	36	31	25	16				
1	Extra stress	25	11	13	15	07	21	09	03	15	09	02	06	05	03	144	8374	58.15	IV
		2100	814	884	945	413	1155	459	144	660	369	72	186	125	48				
2	Financial Pressure	13	13	10	09	12	01	03	05	07	17	07	22	09	16	144	6621	49.68	VIII
		1092	962	680	567	708	55	153	240	308	697	252	682	225	256				
3	Absence of a placement cell in the college/faculty/department	04	03	03	06	16	03	04	06	03	06	17	19	18	36	144	5346	37.13	XIV
		336	222	204	378	944	165	204	288	132	246	612	589	450	576				
4	Lack of communication skills	44	17	14	18	03	13	12	08	01	01	03	03	07	00	144	9389	65.20	I
		3696	1258	952	1134	177	715	612	384	44	41	108	93	175	00				
5	Malpractices	03	04	05	11	08	03	21	24	07	17	11	13	06	11	144	6471	44.94	X
		252	296	340	693	472	165	1071	1152	308	697	396	403	150	176				
6	Severe competition among students	04	27	21	17	24	03	05	12	10	12	02	04	01	02	144	8430	58.54	III
		336	1998	1428	1071	1416	165	255	576	440	492	72	124	25	32				
7	Low vacancies	16	29	11	12	14	11	16	12	05	03	00	04	09	02	144	8541	59.31	II
		1344	2146	748	756	826	605	816	576	220	123	00	124	225	32				
8	Not eligible to fulfil the recruitment criteria	07	02	03	08	04	03	05	16	17	15	20	08	25	11	144	6000	41.67	XII
		588	148	204	504	236	165	255	768	748	615	720	248	525	176				
9	The gap between market demand and the knowledge of students	07	03	17	16	15	04	08	22	21	12	08	07	01	03	144	7537	52.34	V
		588	222	1156	1008	885	220	408	1056	924	492	288	217	25	48				
10	The time frame of placement	04	03	05	11	27	17	07	01	11	12	18	12	11	05	144	6875	47.74	VII
		336	222	340	693	1593	935	357	48	484	492	648	372	275	80				
11	Disturbance in regular studies	02	14	08	04	10	19	12	09	19	09	11	10	16	07	144	6376	44.28	XI
		168	1036	544	252	590	715	612	432	836	369	396	310	400	112				
12	Lack of quality infrastructure	01	11	15	05	01	27	15	05	07	08	25	12	03	09	144	6909	47.98	VI
		84	814	1020	315	59	1485	765	240	308	328	900	372	75	144				
13	Placement changes	03	05	11	09	03	17	15	13	17	11	09	07	11	13	144	6526	45.32	IX
		252	235	748	567	177	935	765	624	748	451	324	217	275	208				
14	Absence of experienced staff in the placement cell	11	02	08	05	00	08	12	08	04	12	11	17	22	26	144	5924	41.14	XIII
		924	148	544	315	00	440	612	384	176	492	396	527	550	416				

Source: Calculated from Garrett's Table Value

Suggestions

The present study provides insight into the expectations of commerce students in regular courses regarding campus placement, which is a proactive approach. Based on this study, it is quite clear that:

- Companies should consider all points that are falling short during the placement phase from the students' perspective, which cannot be accurately collected from already placed students.
- The study also provides a guide for placement organising authorities to consider the expectations a youth has during the placement phase regarding employability and skill development.
- All departments/colleges/faculties must introduce the placement members of the concerned department to the final-year students and provide them with opportunities to interact with the placement members on various career- and job-related aspects.

Further Scope

- The present study focuses on Commerce Students' Expectations towards Campus Placement in Higher Education in the Varanasi district. Therefore, further research can be conducted in other universities in India or other cities.
- The study focuses only on Commerce Students' Expectations towards Campus Placement in Higher Education. Thus, further research can be conducted considering another field of study, viz. art, science, social science, education, etc.
- The present study focuses solely on the expectations of commerce students, adopting a proactive approach. Therefore, further

research may be conducted on the same topic, focusing on the expectations of appearing students and the experience gained by placed students in Commerce or other fields of study at a particular central or state university. In addition, a comparative study can also be conducted between two or more universities in India.

References

- Ansari, s. (2015). Role of higher education in promoting holistic development in india. *International Journal of Business and Administration Research Review*, Vol. 2, Issue.9, Jan- March, 2015.
- Bansal, S., Devi, K. A., Bansal, D., & Singh, S. K. (2024). Employability of management graduates: Emerging perspective of employers and faculty members. *Journal of Technology Management for Growing Economies*, 15(1), 20–30.
- Blog. (2024). College placement in India: The evolution, outlook for 2024 and strategies for organisations.
- Deloitte Touche Tohmatsu India LLP, Press Release. (2024). Campus workforce trends 2024: Shifting talent strategies and future of campus hiring in India; Policy Report.
- Ernst & Young LLP and FICCI. (2016). The future of jobs and its implications for Indian higher education; November 2016. Federation of Indian Chambers of Commerce & Industry.
- FICCI (2023). Transformation of Indian higher education: Strategies to leapfrog, best practices and challenges across four themes. Knowledge Report, November 2023.
- FICCI. (2014 & 2021) Higher education in India: Moving towards global relevance and competitiveness. FICCI Higher Education Summit, 2014.

- Hussain Syed Muhammad Waqar & Hussain Munir. (2014). Factors Influencing the Employees' Job Placement through Recruitment Agencies in Karachi, Pakistan, KASBIT Business Journal (KBJ), Vol. 7, No. 2, 79-106, December 2014.
- Maidment, J. (2003). Problems students experienced during field placement: using research findings to inform curriculum design and content. *Australian Social Work*, 56(1), 50-60.
- Mathur, D. A. (2021). A Study on the Future of Campus Placements in India Post the Pandemic: An Industrial Perspective. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(11), 253-263.
- MHRD. (2011). All India Survey on Higher Education, Pilot Report, Ministry of Human Resource Development, Department of Higher Education, Planning, Monitoring & Statistics Bureau, 2011, Statistics Division, MHRD.
- Nair, S.K., & Ghosh, S. (2006). Factors Affecting the Placement Prospects of MBA Students: An Exploratory Study. *Vision: The Journal of Business Perspective* 10(1), 41-49.
- OECD (2024), Reimagining Education, Realising Potential, International Summit on the Teaching Profession, OECD Publishing, Paris.
- Overview of Higher Education in India, University and Higher Education, Department of Higher Education, Government of India, Ministry of Human Resource Development, 19 April 2016,
- Panakaje, N., Parvin, S. M. R., Bhagwath, A. A., Suvarna, H., Madhura, K., Pandavarakallu, M. T., Irfana, S., Anish, A. K., & Yatheen, A. (2024). Exploring the impact of the training and placement cell on career transition to employment. *Journal of Open Innovation: Technology, Market, and Complexity*, 10(4), Article 100383.
- Patel, R., & Patel, M. (2012, January). A study on perception and attitude of students regarding factors which they consider while making selection of institutions in mba programme in gujarat state. *Journal of Arts, Science & Commerce*, 3(1), 116-123.
- Poulter, E., & Smith, B. (2006). A work placement review from an undergraduate's perspective. *Planet*, 16(1), 43-45. Retrieved
- Rajini, K. M. (2017, March). Challenges in campus placements. *International Journal of Science, Technology and Management*, 6(3).
- T, S. V., & Shenoy, S. (2017). Indian Education - Global Relevance. *International Journal of Case Studies in Business, IT, and Education*.