INSTITUTIONAL AND EMPLOYER BRANDING IN CAMPUS PLACEMENTS IN INDIAN CONTEXT WITH SPECIAL REFERENCE TO VIT UNIVERSITY

THESIS

Submitted for the award of the Degree of

DOCTOR OF PHILOSOPHY IN MANAGEMENT

By

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CERTIFICATE

This is to certify that the thesis entitled **"Institutional and Employer Branding in Campus Placements in Indian context with special reference to VIT University"** submitted to **Pondicherry University**, Puducherry – 605 014, in fulfillment of the requirements for the award of the degree of **Doctor of Philosophy in Management,** is a record of original and bonafide research work done by **Mr. V. Samuel Rajkumar** during the period 2008-2014, at Department of Management Studies, School of Management of Pondicherry University, Puducherry – 605 014, under my supervision and guidance and that the thesis has not previously formed the basis for the award of any Degree/ Diploma/ Associateship/Fellowship or any similar title and that the thesis represents independent work on the part of the candidate. I further certify that the work is worth submitting for the award of the said degree.

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DECLARATION

I, **V. Samuel Rajkumar** hereby declare that the thesis entitled **"Institutional and Employer Branding in Campus Placements in Indian context with special reference to VIT University",** submitted to **Pondicherry University**, Puducherry – 605 014, in fulfillment of the degree of **Doctor of Philosophy in Management,** is a record of original research work done by me under the guidance and supervision of **Dr. R. Prabhakara Raya.** I further declare that the thesis has not formed before the basis for the award of any Degree/ Diploma/ Associateship/Fellowship or any other similar title.

Place   : Puducherry – 605 014   **V. Samuel Rajkumar**

Date   :

ABSTRACT

Branding was considered to be an important parameter only in promoting and positioning a product or service. Of late, branding plays a vital role in attracting and retaining good employees for the organization. In Indian context, campus recruitments are considered as one of the major sources for recruiting employees for the industries. Specially, Indian information technology industry is mainly dependant on campus hiring as it sources the fresh graduates for employment through campus recruitments.

More than 15 lakh students graduate every year and the NASCOMM report indicates that only 25 per cent of them are employable. Though there are many educational institutions in India, companies have their own accreditation process in selecting the campuses for campus recruitments. The institutions need to brand themselves by admitting good students, improving the teaching – learning process and increasing the industry engagements- thereby attracting the corporate for campus recruitments.

Similarly, the companies need to brand themselves among the institutions and the student community in order to attract good students and also to get premium recruiting slots in campus recruitments. Though the employable pool is less, students from the premier institutions have the choice of selecting their employer. There has been always a mismatch of perceptions between the industry and the students on the expectations in a recruitment process. While the industry requires certain skills for recruiting a student in a campus recruitment process, the students expect certain parameters relating to compensation, growth prospects, job profile etc.,

This study attempted to analyse three components relating to institutional branding, employer branding and recruitment parameters in campus recruitments with respect to VIT University, a deemed University located in Tamil Nadu, India as a unit for the study. The study covers the institutional branding initiatives of VIT University which helped in emerging as one of the preferred campuses by most of the recruiting companies for campus recruitments.

The study attempted to answer the research questions pertaining to institutional branding and employer branding. The questions included what are the important branding dimensions in institutional and employer branding with respect to campus recruitments, the discriminating branding dimension in the choice of a company, perceptions of the HR managers and students in campus recruitment

parameters. The objectives of the study included identification and analyzing the importance of institutional and employer branding dimensions, analyzing the influence of demographic variables in the choice of the company and to find out if the campus recruitment strategies may be re aligned based on the perceptions of the HR managers and the students.

Though the educational institutions have many stake holders, considering the context of the study, HR managers were chosen as respondents for studying the institutional branding dimensions. Based on the earlier literature and expert opinion (industry and academics), an instrument was developed and tested empirically. The population of the study consisted of 172 HR managers from various industries who have visited VIT in the past for campus recruitments. Stratified random sampling method was used to stratify the HR managers into two groups namely, core engineering and software sectors. A sample size of 86 HRs (50 per cent of the population) was fixed. The random number generation process (through MS-excel) of simple random sampling method was applied to select 43 HR managers from each sector. Repeated reminders through phone and email were given to respondents till the sample size crossed 25 per cent of the population. After removal of questionnaires with missing data, 65 sample respondents were chosen for the final survey, of which, 39 of them were from IT sector and 26 from core engineering sector.

The responses were coded and validated and statistical tools like ANOVA, paired – t tests, mean and standard deviation was used to analyse the data and study the branding dimensions relating to institutional branding.

For employer branding study, 6 IT companies namely Accenture, Cognizant, HCL, Infosys, TCS and Wipro which are considered to be the major campus recruiters were chosen as a special reference. Based on the earlier literature and inputs from the industry and academics, an instrument was developed. The respondents were the final year students of VIT University, who were considered to be the major stake holder for an employer in a campus recruitment process. A total of 2598 final year students were listed. A sample size of 1299 students (50 per cent of the population) was fixed, out of 2598 final year students. The random number generation process (through MS-excel) of simple random sampling method was used to identify the 1299 respondents. A total of 760 responses were received and after data cleaning, a total of 697 usable questionnaires were used for the analysis.

After coding and validating, the responses were analysed using statistical tools like frequencies, mean, standard deviation, discriminant analysis and ANOVA. Frequency tables showed the important employer branding dimensions perceived by the students.

Both the studies captured responses from HR managers and students relating to campus recruitment parameters. Frequency tables and chi square tests revealed the perceptions of both the stake holders on campus recruitment parameters like slot sharing, recruitment season and compensation.

Based on the analysis, suggestions were made to the three major stake holders of the study-institution, employer and the students. Among the branding dimensions studied, it was suggested that the institutions should focus on branding dimensions like placements dimension, leadership dimension, industry dimension and academic infrastructure in building the brand equity in attracting the corporate for campus recruitments. Out of 9 employer branding dimensions, the companies should focus on corporate image dimension and student offering dimension while branding among the student community. It was also suggested that the discriminant dimension (*pre selection process*) of the company (Accenture) selected by majority of the students should be given importance while framing the branding strategies.

It was further suggested that the industry expectations on employability skills should be communicated to the students. The expectations of the students on compensation should be lowered by orienting them about the current job market. The study revealed that the concept of slot sharing was accepted by both the HR managers and the students and will be the model for the future in campus recruitments. The companies should give more importance for branding for getting accepted by the students during the slot sharing process. Their perceptions differed relating to the entry level salaries. The study suggested that the industry through the institution should educate the students on the demand and supply of the graduates which influences the entry level salaries. Months between August and September were identified to be the best period for conducting the campus recruitments.

Based on the findings from the study, a branding model was developed incorporating the important branding dimensions that were identified through the study. This model may be tested with the other institutions and employers by future researchers. Branding dimensions related to other stake holders and other industry sectors also may be studied in future.

ACKNOWLEDGMENT

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LIST OF ACRONYMS

ABET   - Accreditation Board of Engineering and Technology

AMA   - American marketing association

BPO   - Business Process Outsourcing

CGPA   - Cumulative grade point average

CI   - Corporate image

CSR   - Corporate social responsibility

CTC   - Cost to company

DNV   - Det Norske Veritas

EFA   - Exploratory factor analysis

ERF   - Employer Registration form

FB   - Feedback

FDP   - Faculty development programme

FFCS   - Fully flexible credit system

GD   - Group discussion

HR   - Human Resource

IE   - Institutional engagement

IET   - Institution of Engineering and Technology

ISO   - International organization for standardization

IT   - Information technology

ITES   - Information Technology Enabled Services

KD   - Knowledge dissemination

MBA   - Master of business administration

MBNQA   - Malcolm Baldrige National Quality Award (MBNQA)

MNC   - Multinational company

MoU   - Memorandum of understanding

MS   - Materialistic spirituality

NAAC   - National Assessment and Accreditation Council

NASCOMM   - National Association of Software and Services Companies

NBA   - National Board of Accreditation

NIQR   - National Institute of Quality and Reliability

PBL   - Project Based Learning

PoS	-	Post selection
PRS	-	Pre selection
SM	-	Social media
SME	-	Small and medium enterprises
SO	-	Student offerings
SP	-	Selection process
STARS	-	Support the advancement of rural students
TCS	-	Tata Consultancy Services
TQM	-	Total Quality Management
UGC	-	University Grants Commission
VITEEE	-	VIT engineering entrance examination

CHAPTER 1
INTRODUCTION

1.1   INTRODUCTION

One of the foremost priorities of branding is to enable attractive, credible, holistic and sustainable understanding of brands by its target audience. Branding is often and increasingly seen as a sales enabler. The increasing need to brand is perhaps also an effect of the rise of communication platforms. To meet the end objective of profitability and growth, companies operating in similar industry verticals, competing for markets, are vying with each other to promote their own brand equity. The collateral impact of this explosion in the communication platforms has meant that the space is quite crowded and this poses a constant challenge to enhance the brand's top of the mind recall. Whether it is selling of a product or an idea, a well thought through and laid out branding helps.

In what seems to be hyper connectivity and communication led paradigm made possible by various factors such as rising adoption of internet – mobile - social media, shifting demographic profiles, among others (independently as also in combination with each other), is resulting in the contours of branding seeming to have transcended beyond traditional product and corporate segments. Branding is increasingly seen relevant and necessary in the context consumers (product/service), investors and shareholders (corporate/investor relations), past-present-future employees (company / employer) or even general public (beneficiaries of public administration and Government services).

Branding also plays a vital role in attracting good employees to the organization. Similarly, any higher education technical institute has to brand itself so that it can attract its stake holders like industry, students, parents, government, society etc., Students and the industry are considered to be the major stake holders for any educational institution.

This study is based on institutional and employer branding in the specific context of campus recruitments. It is an overlap between two functional areas of practice in the traditional sense – one, talent acquisition that is a human resources

function and two, institutional image building / branding that is a marketing and branding function. In this time and age traditional schemes and practices are rapidly undergoing a metamorphosis and evolving. Various branding activities are done by the higher educational institutions to attract top global companies for campus recruitments and industry-institute interactions. Campus recruitment is among the most critical factors that increasingly parents of aspiring students consider in deciding their ward's admission into an educational institution in this country.

In simple terms, campus recruitment is a process through which the corporate (employer) organization recruits the required talent pool from the academic campuses. The selection process takes place in the final year of a programme for students of both undergraduate and post graduate courses. In India, most of the fresher engineering talent hiring happens through the campus recruitments, out of which, majority of the campus hiring is done by the IT and BPO sector. According to NASCOMM[1] – 2012 report the IT and BPO industry continues to be the major employment generator in India adding more than 2, 30, 000 jobs in India for the year 2012. The sector had provided 2.8 million direct jobs and 8.9 million indirect jobs.

In addition to the IT & BPO[2] sector companies, fresh engineers are also sought and hired by the core engineering companies, but in small numbers compared to the hiring done by the IT and ITES[3] sector. According to a study conducted by TimesJobs.com (2013), approximately 70 to 80 per cent graduates' recruitment is done through campus recruitments. Though there are other sciences and professional programmes in the country, students pursuing engineering courses are considered to be the major target audience in campus recruitments.

The advantages and challenges in campus recruitments can be evident in the following picture representation

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[1] National Association of Software and Services Companies
[2] Business Process Outsourcing
[3] Information technology enabled services

Figure 1.1 Advantages of Campus Recruitments   Figure 1.2 Challenges in Campus Recruitments
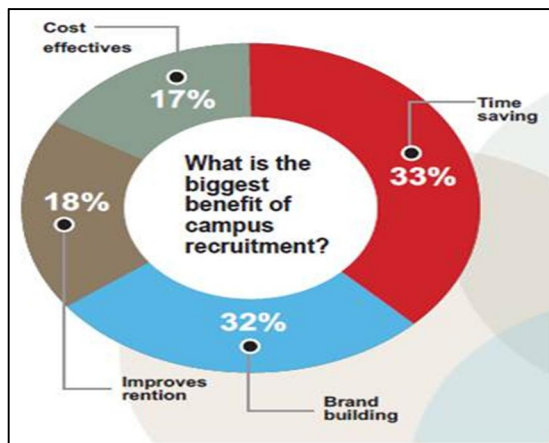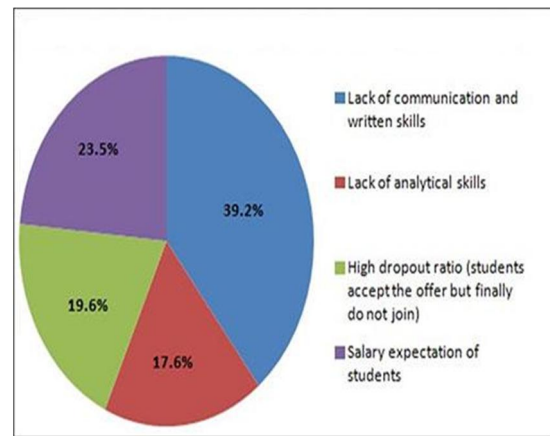
Source : timesjobs.com   *Source : timesjobs.com*

The major advantages of the campus recruitments are cost effectiveness, time saving and also lead to building the brand. Some of the companies that have tried off – campus or just in time hiring have not succeeded in the past because of the uncertainties in the process. In an off campus placement process, there is no certainty in the selected students joining the company. Even though it is the same case with the on campus recruitments (fig 5.2), the level of uncertainty is less. The study also highlighted the salary expectation of the students as a challenge. The other challenges included the lack of communication, written and analytical skills, which is reported in the NASCOMM employability report (2011). These challenges can be overcome if the institutions and industry work together to bridge the gap.

Companies are finding a need to strategize and tide over certain difficulties to gain entry into premium institutions of higher learning for campus recruitment. This is due to the war for talent. There is a competition among various organizations to have access to recruit from the campus on the Day 1[4] generally, on this day most preferred employers as chosen jointly by students, placement cell and management of the institution are invited to conduct their day-long selection process. Sometimes, in certain campuses, students vote to decide which company is invited to college on Day

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[4] Day 1 is a colloquial term used in the educational institutions to describe the first day of placements. It's prized   and reserved for most admired companies

1. A new trend that is emerging is slot sharing[5]. This adds a new dimension and additional pressure on both institutions and companies. Be it voting or choosing between two or among three companies, student exercises his or her discretion based on the perception he has formed about a company through what he or she makes of a company from his/her seniors, friends or relatives as well as from the company's presentation on-campus introducing the various facets and aspects of the company to the students. To a large extent, these perceptions are driven by the company's brand. It is in their own interest therefore that the company takes branding seriously.

A good company builds its repute or leverages its brand equity through many ways including the good vibes it generates based on quality of product or services, values, ethics and employee friendliness. In the context of campus recruitment, more often than not, companies pay more attention to campus recruitment held once in a year than focussing on campus engagement activities preceding it. Of late, the scenario is changing as IT majors are strengthening the industry institute interaction through many campus engagement activities.

Vikram Kapoor (2010) has studied the most important attributes in attracting new talents to the companies and the role of employer branding. A student studying in premier Institution in India has multiple choices among the companies that come for campus placements. By leveraging its branding initiatives, a company may focus on the attributes that may attract the students who may decide to choose among the competitors during campus placements.

M.M. Sutherland, D.G. Torricelli and R.F. Karg (2002) say that attracting knowledge workers is recognised as a critical success dimension by any IT organization .Corporate branding plays a significant role in attracting and retaining the knowledge workers in the organization.

In the present globalised context, institutions and the employers need to brand themselves to sustain in the competitive market. With the fresher hiring numbers

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[5] Slot sharing is a concept in campus placements where multiple companies share a slot and the student is allowed to attend more than one company. The student selects the company, if selected in more than one.

going down due to recession and other external factors, the employers have become choosy with regard to the educational institutions in conducting campus recruitments. On the other hand, the educational institutions have to brand themselves to attract the employers to get their graduates employed. Unlike in other countries, Indian engineering education is directly linked with the admission process and hence much importance is given by the educational institutions in having the major campus recruiting companies on campus. The employers are under pressure to get premium slots from the campuses during the hiring season. It is not only getting the premium campuses but also attracting the best talent pool in getting them recruited to the companies. A talented individual forms a positive and/or negative opinion through individual and recruiting organization level sources (Anthony Celani and Parbudyal Singh, 2011). Hence the employers also brand themselves on campuses by having academic and non academic engagements. Academic engagements include student workshops, faculty development programmes, guest lectures etc., Non academic engagements include participation in cultural fests, extracurricular activities etc., Building an employer brand on campus (Vikram Kapoor, 2010) attracts the best talent to the companies.

Getting a slot from premium institutions is not a cake walk for companies. Institutions pose a problem for companies by not offering a leading slot for campus selection and hence branding efforts of a company alone can meet the end objective. On their part, companies spend time and effort on branding that includes- instituting awards for students and faculty members, sponsoring events, participating in tech fests, guest lectures and seminars and setting up research labs.

Over the last twenty years, campus recruitment has assumed greater significance in the minds of several stakeholders. The following are the important stake holders in a campus recruitment process.

PARENTS

While choosing the college for their children, parents exercise their discretion carefully and seriously. They do a lot of homework before selecting a college. Some of the primary considerations for parents include infrastructure (both college and hostel), library, lab facilities, transport, general discipline and last but not the least,

placements. Of late, out of the parameters listed above, campus placements are given high priority by the parents, while selecting a college or a University. Parents are not hesitant to pay more to get admission into a college that has a consistent placement record rather than admitting in a college which has a low fee structure and also a low placement record. More focus is on campus recruitments as parents do not want to see their children unemployed after completing studies.

STUDENTS

The choice of college for admission is generally a consensual decision between parent and child as the standing of the institution in the market is a critical factor. The reputation of the institution now boils down to campus recruitment record. The esteem of an individual becomes suspect if he or she does not get selected in campus selection process. There is a social stigma attached to unplaced students. That is why students attach more importance to campus recruitment, vie with one another to get selected in a best company. A factor that cannot be discounted for branding: students form views about a company through seniors, friends and close relatives.

INSTITUTION

It is anybody's guess that institutions need campus recruitment for survival. Admissions are advertised and seats are filled based on the percentage of campus recruitments. If absence of campus recruitment is evident, admissions will hit bottom and chances of shutting down a college becomes imminent. Realizing the need for placements, the management of the institution spends on placement infra structure, placement and training budget, resources and accentuate efforts to build industry institution interaction.

COMPANIES

Companies recruit 30 to 40 per cent of headcount every year through campus selection. As the open market is far and wide, clumsy and unwieldy, they take refuge in big institutions that churn out best talents. The companies cannot randomly visit colleges for campus recruitment and hence they have devised an accreditation framework. Whichever institution that conforms to the expected norms become qualified candidates for campus selection.

TRAINING INSTITUTES

Based on the significance campus recruitments have gained over the years, the concept of training for campus recruitments also has emerged. Institutions have started tying up with the training companies in providing training for the students for campus recruitments. The selection process in a campus recruitment process consists of written test, group discussion and personal interviews. The written test component includes quantitative, verbal aptitude and logical reasoning. The selection process differs with the companies. The training companies train the students on all the above aspects before the recruitment process and are now considered to be one of the major stake holder in the campus recruitment process.

REGULATORY AUTHORITIES

Both the industry and institutions have regulatory authorities who are directly or indirectly involved in the campus recruitment process and in turn in the branding. It may include the Governments, accreditation bodies, industry advisory bodies like NASCOMM, CII etc., They are considered to be one of the stake holder as they formulate the campus recruitment policies for the industry.

OTHERS

Other stake holders include the trade unions, suppliers, community, creditors, owners, investors, suppliers who also have significant influence in campus recruitments and branding.

Both the institutions and employers have various stake holders. In this study, only the major stake holder with regard to the campus placements was considered. Accordingly, for institution, the recruiting companies (employers) are the important stake holder and for employers, the students were considered as the major stake holder in campus recruitment.

1.2   VIT UNIVERSITY AND ITS BRANDING INITIATIVES

The present section highlights the salient features of VIT University, Vellore (12.92^{o}N 79.13 E), Tamilnadu, India which has been taken as a special reference for this study. The section covers the branding initiatives done by the University in attracting the corporate for campus recruitments and industry engagements.

1.2.1 ABOUT VIT UNIVERSITY

VIT University, established under Section 3 of the University Grants Commission (UGC) Act, 1956, was founded in 1984 as a self-financing institution called the Vellore Engineering College. The Union Ministry of Human Resources Development conferred University status on Vellore Engineering College in 2001.

VIT has been taken as a special reference in this study, as it topped the campus recruitments in the past 6 years among the other educational institutions in India in software services companies recruitment. Three of the campus hiring numbers has made it to the Limca Book of Records (Indian national record book).

VIT University offers courses in engineering, management and sciences and has more than 26000 students studying in two of its campuses (Vellore and Chennai). VIT is headed by a Chancellor and assisted by Vice Presidents, Vice Chancellor, Pro Vice Chancellors, Deans and other administrative heads. It follows a fully flexible credit academic system and its courses are accredited by Accreditation board of engineering and technology (ABET) and National Assessment and Accreditation Council (NAAC).

Every year more than 1,50,000 students write its B.Tech. entrance examination commonly known as VITEEE and has been ranked among the top 10 institutions in India according to the latest India Today magazine rankings of 2013 is shown below in Figure 1.3.

Figure 1.3 India today magazine's college rankings - 2013

(Source:http://indiatoday.intoday.in/bestcolleges/2013/ranks.jsp?ST=Engineering&LMT=7&Y=2013)
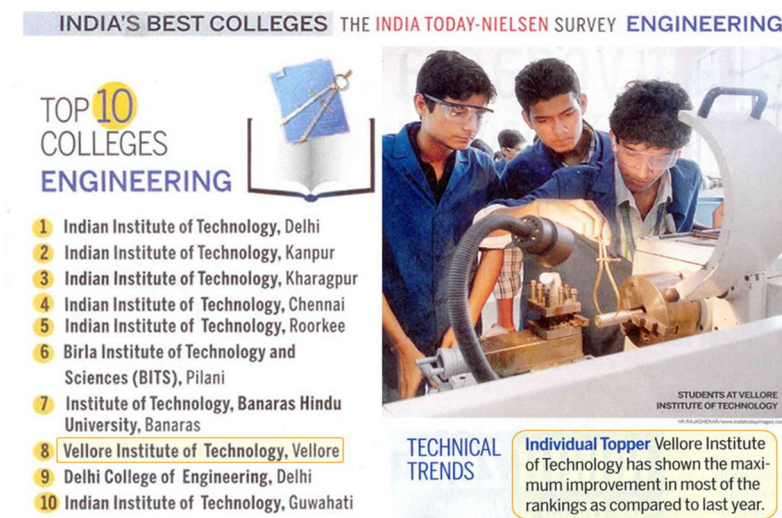
Some of the salient features of VIT University are listed below.

❖ *Established in 1984*

❖ *350-acre eco-friendly campus surrounded by greenery and pollution free at Vellore*

❖ *More than 100-acre eco-friendly second campus at Chennai*

❖ *More than 22,000 students in Vellore and Chennai campuses*

❖ *Students from 47 countries as well as from every state in India*

❖ *Over 1200 faculty and 1275 staff*

❖ *Offers 20 undergraduate, 40 postgraduate and 40 research programmes*

❖ *Programmes at VIT are accredited by National and International agencies such as NBA, NAAC, IET (UK), Energy Institute (UK)*

❖ *Seven of the undergraduate engineering programmes offered at Vellore campus are accredited by the ABET (USA) – the only programmes in India with ABET accreditation.*

❖ *Introduced fully flexible credit system and project based learning (PBL) in academics*

❖ *Ranked 8th among all engineering institutions in India by India Today – AC Nielson survey, 2013*

❖ *Registered national record in campus placements for Day 1 in the last six years with IT majors.*

❖ *Entered Limca Book of Records[6] for slot 1 campus recruitments with IT majors for 2009,2011 and 2012 batch students*

❖ *Fortune 500 companies visited for campus selection: Microsoft, Google, Oracle, Cisco, Intel, Amazon etc., for campus recruitments.*

❖ *Core engineering companies visited for campus selection: ITC, Tata Motors, TVS, Maruti, Ashok Leyland, Mahindra, Cummins etc.,*

❖ *MoUs signed with corporates: Ericsson, TCS, Cognizant, HCL, Wipro Technologies, Accenture etc.,*

(Source : http://www.vit.ac.in/AboutVIT/NAAC_Report/slide1/index.html)

Some of the key differentiators of VIT University are presented below

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6 Limca Book of Records is the Indian equivalent to the Guinness Book of World Records with emphasis on unique achievements of Indians within the country and abroad.

ADMISSION PROCESS

Figure 1.4 Year wise VITEEE Details
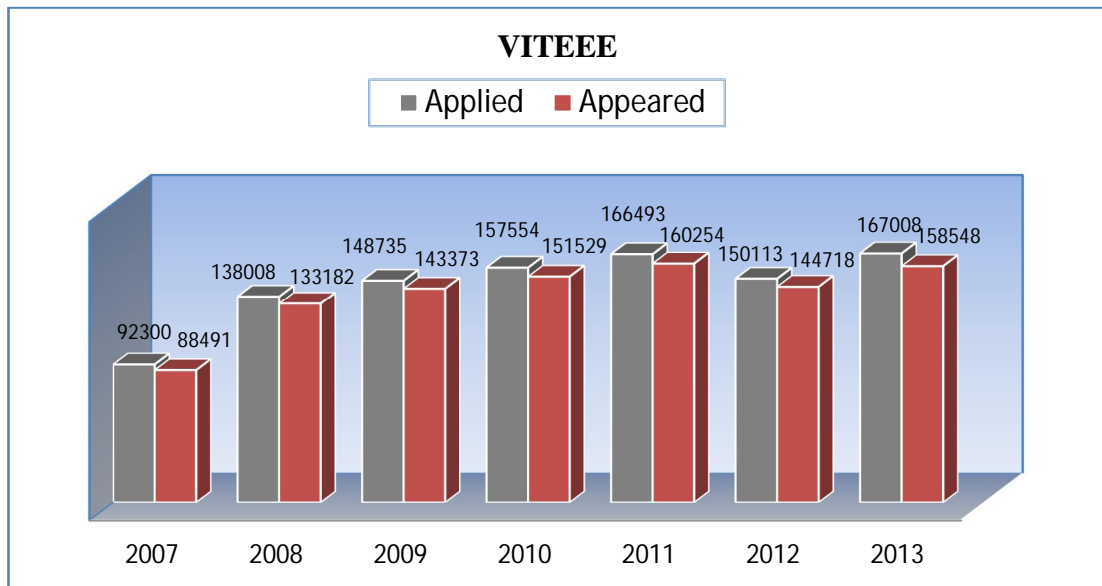
Source: Indian news papers and magazines (Ref.-8-15)

VIT has branded itself in the education market by conducting its own aptitude entrance test popularly known as VITEEE since 2002 for B.Tech. admissions. The phenomenal and consistent increment in the number of applicants to VITEEE year after year is depicted in the graph shown above (Figure 1.4). The students admitted were from all parts of the country and were admitted based on the rank they got in VITEEE. This cultural mix of students has given VIT an edge over the other campuses in campus recruitments as the companies that recruit also need people with various backgrounds to be posted across locations. Since VIT students come from various locations, they do not have any location constraints when they are posted in different locations of the recruiting companies.

FULLY FLEXIBLE CREDIT SYSTEM (FFCS)

VIT offers a fully flexible credit system (FFCS). The students can register the courses of their choice, choose the faculty, time table and the class room. It allows the student to alter the pace of learning, given the frame work and credit requirements.

PROJECT BASED LEARNING (PBL)

VIT as introduced project based learning in addition to the conventional class based learning. It has got multiple benefits. Through the PBL, the students will be able to understand the concepts and it also enhances the soft skills capability.

ACCREDITATIONS

VIT has got international accreditations for its programmes. The Institution of Engineering and Technology (IET), United Kingdom and the Energy Institute, United Kingdom have audited the teaching-learning processes at VIT and accredited the respective programmes, in the year 2004.

The Accreditation Board for Engineering and Technology (ABET) of USA has accredited seven under graduate engineering programmes - civil, mechanical, electronics and communication, computer science, information technology, bio medical and electrical and electronics. ABET accreditation is an assurance that the university programme meets the quality standards established by the profession for which it prepares its students. The other accreditations include TVN-KIDAO-NIQR award instituted by the National Institute of Quality and Reliability (NIQR) for maintaining exceptional quality, ISO 9002 certificate by the DNV (Det Norske Veritas), of the Netherlands, Institution of Engineers accreditation.

All major campus recruiters consider accreditation as one of the parameter in visiting the campus for placements. It gives an insight into the quality teaching learning process, faculty and infrastructure of the Institution. VIT by getting National and International accreditations is able to attract those companies that visit only premier institutions for campus placements. Multinational companies like Tata Consultancy Services (TCS), Cognizant (CTS), Wipro, Accenture, HCL and Ericsson have accredited and signed MoUs with VIT University for academic collaboration.

INTERNATIONAL RELATIONS

VIT has got strong international linkages. VIT has nurtured the vision to evolve as an institution with international standing and repute. Internationalization started with the admission of foreign students followed by the signing of international MoUs. A full-fledged international relations office was established in the year 2002 to

help in the internationalization efforts. VIT has got more than 400 international students from 47 countries making VIT's student group diverse in Indian context. Majority of them come from China. VIT students also have the advantage of learning a foreign language as part of their curriculum. They are taught languages like German, French, Chinese and Japanese.

PLACEMENTS

Campus placement is considered to be a key differentiator at VIT. As indicated earlier, VIT has been topping the slot 1 services' companies' placement in the country for the past 6 years. VIT's slot 1 placements had entered Limca book of Records for three years for having highest number of campus placements done by a single company from a single campus. From the year 2013, VIT has started sharing the slot 1 with more than one company, but retained the national record. Figure 1.5 represents the slot 1 placements record for the past 6 years.

Figure 1.5 Slot 1 placements record
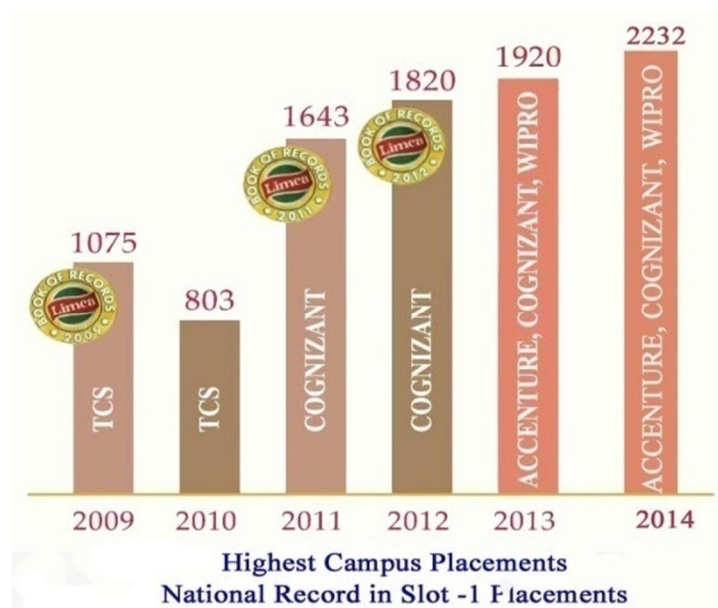
The number of companies that have visited VIT in the last of 6 years is shown below (Figure 1.6).

Figure 1.6 Number of companies visiting VIT for placements – year wise

Bar chart showing number of companies visiting VIT:
- 2008-2009: 135
- 2009-2010: 196
- 2010-2011: 163
- 2011-2012: 188
- 2012-2013: 224
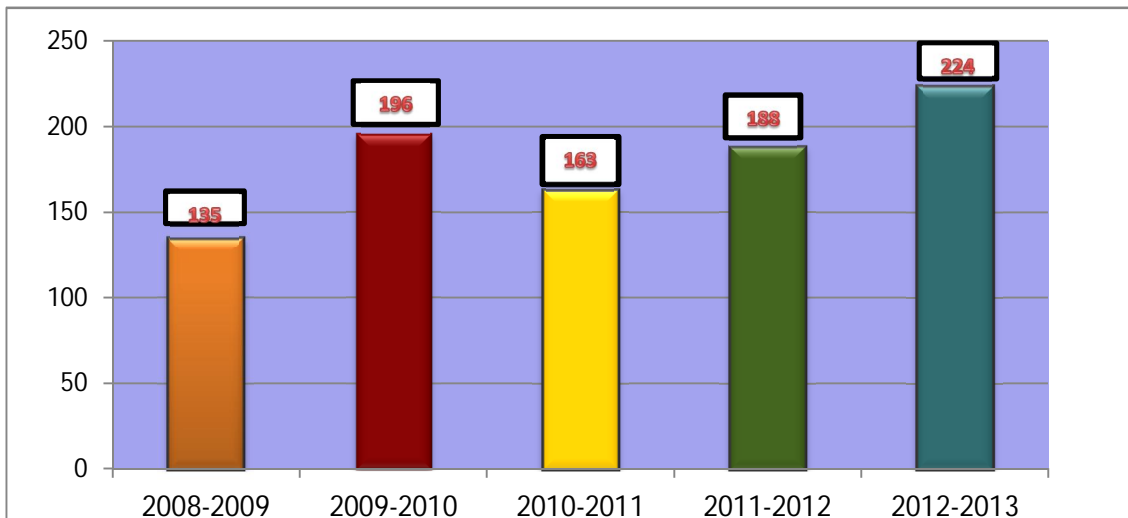
(Source : VIT's placement data)

On an average, VIT attracts 180 companies every year for placements.

HOSTEL LIFE

More than 16000 students stay in the hostels. VIT follows a unique system in hostel counselling. From the second year onwards, the hostel rooms are allotted to the students through counselling based on their CGPA scored in the first year. It motivates the students to study well to get their preferred room in the hostel. Catering is outsourced to multiple vendors and a student council decides on the menu. Students are allowed to choose the caterer based on the food quality and customer treatment. If the number of students for a caterer goes below a certain number, the vendor is removed.

1.2.2 VIT'S BRANDING INITIATIVES IN CAMPUS PLACEMENTS

Dream offer – concept description

VIT introduced the concept of dream offer in the academic year 2006-07 for 2007 batch students. All the final year students were allowed to take one more offer, if he/she was already selected by a company. All the software companies (premium

software companies[7]) that offered a salary of more than INR 4 lakhs (CTC)[8] and core companies (regardless of the compensation) were given a dream company status. This enabled the core engineering companies to hire students from their own domain and the students to choose the company of their choice. The introduction of dream company offer attracted many multinational companies from the core engineering and software services and software product companies to recruit from VIT.

This initiative at VIT gave a huge positive push to VIT's branding among the corporate and the students. Many reputed core engineering companies like Tata Motors, Maruti Suzuki, ITC, Reliance etc., and dream companies like Microsoft, Amazon, eBay, Flipkart, De Shaw etc., that earlier visited only the IITs started visiting VIT for campus placements. The average salary levels of the students increased as some of the dream companies offered more than INR of 10 lakhs per annum (CTC).

VIT introduced the concept of slot sharing in dream offer companies recruitments also in the year 2013. It shared the first slot with the dream companies like DeShaw, Flipkart and eBay. All the three companies offered an INR of more than 10 lakhs per annum. By doing this, VIT was able to attract all the three companies for recruitments.

Concept of slot sharing

The hiring by software services companies is significant because they select big numbers from the campus. Major recruiters like TCS, Cognizant, Wipro, Infosys among others have always insisted on visiting first to a campus to make sure they get as many good students possible to select given their mass-requirement. In campus placement parlance, SLOT 1 refers to first recruitment day given to a major recruiting software services company and so on. VIT has had to balance the expectations of companies from software services sector who have mass-hiring requirements. It is almost impossible to give one recruiter a SLOT 1 and convince another to consider SLOT 2.

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[7] Software companies that offered more than INR 400,000 per annum
[8] Cost to the Company(total compensation including benefits)

VIT also shared the premium slot of dream offer companies like DeShaw, flikart and eBay for 2014 batch. Dream offer companies gave an attractive package of Rs.10 lakhs per annum. By adopting this innovative slot sharing model, VIT University was able to get more number of companies and placements.

Consortium placements

VIT as a part of its corporate social responsibility started a placement consortium to help the students from colleges in and around Vellore to provide campus placements. These colleges are from rural background and were unable to attract companies for placements VIT was able to organise recruitments for these students in companies like Cognizant, Accenture, Wipro etc., This initiative which was started in the year 2007 became one of the biggest branding initiatives of VIT in recent times as it not only helped the good students from other colleges to get placed but also helped the recruiting companies to recruit from a large pool of students.

International industry conclaves

VIT has started doing the international industry conclaves in foreign countries. It is a first of its kind initiative by a private educational institution based out of India and is aimed at bridging the University's global network of Alumni association to work with the partner universities and Industry leaders to help the alumni living all over the world in recruitment, internship and in pursuing higher education. The conclaves have been held at London, United Kingdom (2012), New Jersey, United States of America (2013) and Singapore (2014).

HR get to-gethers

Again VIT was the first to start this initiative in the country. VIT has organised cricket matches for the HR managers on the campus. At the end of every academic year, the HR managers are hosted for an informal get-together, as a goodwill gesture. All these have strengthened the VIT - industry relationship.

1.3   BRANDING INITIATIVES DONE BY THE CORPORATE

For the past one decade, the campus placements in India have been predominantly dominated by the IT companies. Though there are core engineering companies that are recruiting from the campuses, their hiring numbers are very low

compared to that of hiring numbers of IT companies that hired in thousands from the campuses.

In IT sector, TCS, Cognizant, Infosys, Wipro, HCL, Mahindra Satyam (previously Satyam) are considered to be the major recruiters. They are popularly known as *"SWITCH"* companies. In the past 3 years, the other MNCs in India, like Accenture, IBM have become active in campus recruiting. These companies on an average pay a CTC of Rs. 3 lakhs per annum and recruit in large numbers from the campuses. MNCs like Microsoft, Google, Yahoo, Amazon, Ebay, Cisco etc., pay hefty salaries (more than Rs. 7 Lakhs per annum) to the campus hires but recruit in single digit from the campuses.

In core engineering sector, Ashok Leyland, Mahindra, Tata group of companies, TVS group of companies, Maruti are considered to be the major recruiters. They offer an average salary of INR 3 and 4 lakhs per annum to the campus hires. Of late, some of the Indian public sector companies like Indian Oil Corporation, Bharat Petroleum, ONGC etc., that were selecting trainees through all India entrance exams have started to visit some of the premier institutes in India for campus recruitments. Based on 6th pay commission recommendations, they pay salaries more than INR 7 Lakhs per annum.

After the globalization and industrial revolution in India, the concept of corporate branding has gained importance as the students in the premier institutions are well informed and had the choice of choosing the company to begin their careers.

The research study has considered 6 of the major campus recruiters in India for the employer branding study. The companies include Accenture, Cognizant, HCL, Infosys, TCS and Wipro. The companies were chosen based on their hiring numbers from the campuses over the years. It is imperative to study the branding initiatives done by these companies on campuses. Table 1.1 presents the branding initiatives done by these companies on campuses.

Table 1.1 Branding initiatives done by the companies

Company	Branding initiative	Scope	Target audience
COGNIZANT	**Evolve**	Campus Recruitment training	Students
	Transition	Enhance Technical skills	Students
	Insignia	Showcasing career options in niche Area	students
WIPRO	**Mission 10X**	Faculty Development Programme	Faculty
	Talent + +	Technical Skills enhancement	Students
INFOSYS	**Campus Connect**	Technical and Soft Skills training	Faculty and Students
	Aspirations 2020	Enhancing programming skills	Students
TCS	**Academic Interface Programme**	➢ Technical workshops ➢ Best student and project awards ➢ Faculty sabbatical ➢ Sponsorships ➢ Academia meets ➢ FDP	Faculty and Students
	Campus Commune	Online platform for sharing of technical expertise	Faculty and Students
ACCENTURE	**Campus Corridor Programme**	➢ Student internships ➢ Technical Workshops ➢ Sponsorships ➢ FDP	Faculty and Students
	Careers day	Sharing of growth opportunity in Accenture	Students
	Innovation Jockeys	Sharing of innovative ideas	Students
HCL	*Make a difference (MAD)*	Leadership workshop	Students

1.4   STATEMENT OF PROBLEM

The origin of this term "employer branding" dates to around the year 1990 (Simon Barrow, 1990). It has gained traction post globalisation as the industry started focussing on attracting, acquiring and retaining best talent. Given the relatively recent origin of the concept itself, there is much potential to study this with a focus on campus recruitment. Conceptual and empirical studies on employer branding focused on career management (Kristin Bachhaus and Surinder Tikoo, 2004), integral part of corporate social responsibility (Helle Kryger Aggerhol et al, 2011), importance of employer branding on corporate branding initiatives (Carley Foster et al, 2010). There is a dearth of studies in institutional branding. Considering the competition in the higher education sector in India and the importance of industry - institute interaction, the analysis and findings will add to the literature and knowledge base on institutional branding.

Students' perceptions on campus recruitment process that were captured in the earlier literature vary with time and conditions (context). This effectively meant that the key parameters that qualify a brand change from time to time. Campus placements and industry engagements are among those that are considered important features in an educational system. An educational institution has to attract the industry for ensuring placements to its students and academic/research engagements with its faculty. In order to be able to do this, it needs to identify the factors that will enable from a branding perspective. Gilli S Drori (2013) talks about the University branding and how it influences the identity of the University. Similarly, companies have to brand themselves to attract the good students from the campuses. Though in quantity terms the student talent supply is seen to be large in India (given the number of those who pursue their education at the tertiary level), employability of the majority students graduating is seen to be less than ideal. NASCOMM report (2011) says that only 25 per cent of the students who graduate in India have the required employability skills. So, despite the student-base seeming to be large, the companies are forced to target top students belonging to 25 per cent employable segment. This is another cause for companies' focus to brand amongst students.

Recent research (Valentina Franca, 2012) also revealed the importance of employer branding. This research focused on the study of recruiting – the influence of

the brand image communicated to the job market had on the potential job seekers applying to the company. The study also justified that the employer brand is multidimensional which is influenced by various factors. Each company has to analyse its brand strength and accordingly frame their recruiting strategy. Aligning the recruitment strategies towards the stake holder's perception is a prime purpose of any organization who intends to recruit the students from the campus. Bottjen Audrey and Cohen Andy (2001) suggest that building relationship is the key factor in campus recruiting. Offering the students' internships, connecting with the students through the alumni, academic interactions with the faculty etc., increases the visibility of a company on campus. This research study also focuses on capturing the perceptions of the students with regard to campus placements.

1.5   RESEARCH QUESTIONS

1.   What are the important branding dimensions perceived by the stake holder in branding of an institution/ branding of an employer in campus recruitments?

2.   What are the discriminating dimensions in selecting a prospective employer by the stake holder in campus recruitment? and

3.   What are the perceptions on campus recruitment by an employer and a student? Will it help the employer and the institution to re strategize the branding initiatives?

1.6   RESEARCH OBJECTIVES

1.   To identify the branding dimensions in institutional branding in campus recruitments.

2.   To identify the branding dimensions in employer branding in campus recruitments.

3.   To study the importance of internal and external branding dimensions in institutional branding in campus recruitments.

4.   To study the importance of internal and external branding dimensions in employer branding in campus recruitments.

5.   To identify critical discriminating branding dimensions perceived by the students in choosing a company.

6. To analyse the role of demographic variables of a student in the choice of a company.

7. To know employer's perceptions as well as students' perceptions on campus recruitments so that the recruitment strategies may be aligned.

1.7   RESEARCH HYPOTHESES

The study attempts to answer the following hypotheses that are framed based on the earlier review of literature.

Earlier studies showed that the requirements in a campus recruitment process varied with the sector (Clarke, 2008). Software services companies gave more importance to the soft skills (Gokuladas, 2010) during the campus recruitment process compared to the core engineering sector which emphasised more on the hard skills. Hard skills are related to the academics and soft skills deal with the behavioural aspects. By analysing the requirements of core engineering and software services companies, an attempt is made to find out if there is any significant difference in the institutional branding dimensions perceived by the HR managers of both the sectors. Accordingly, the following hypothesis is framed.

H1 :   There is no significant difference between core engineering and software companies in the level of importance attributed to various dimensions that drive (a higher educational institution's) institutional branding.

Campus recruitment numbers varies with the size of the companies. Similarly, the companies' recruitment strategies also vary with the size (Piyali Ghosh and Geetika, 2007). The below hypothesis is framed to test if the branding dimensions also varied with the size of the company.

H2: Company's size (by employee base) casts no significant difference in the 'level' of importance attributed to various dimensions that drive institutional branding.

Earlier studies highlighted that increasing the awareness levels through communicating the information about the institution would enhance the job placements and branding (Brendan Grey et al., 2003). This study attempts to

scientifically understand the awareness levels of institution's various features among the respondents. This awareness will in-turn help develop the institutional brand's value proposition[9]]. Based on this , the following hypothesis is framed.

H3: There is no significant difference between the two groups[10] (based on awareness level) on the importance of institutional branding.

Organisations need to identify the important brand enhancing dimensions which would impress and attract a student in selecting a company in campus recruitment process (Michael Brady et al, 2005). The below hypothesis would test if the discriminating dimension or the important branding dimension would be the same for all the companies that are considered in the study for employer branding.

H4: There is no unique discriminating branding dimension perceived by the students in selecting a particular company.

Arguably, it seems of late, the Indian companies have given preference to undergraduate students[11] in campus recruitments compared to post graduate students. There may be many reasons such as increase in supply of under graduates; requirement to pay more pay packages to post graduates etc., the proposed hypothesis will test if there are any variations in the perceptions of the students based on their educational qualification.

H5: There is no significant difference between two educational qualification groups (UG/PG) on the importance of employer branding dimensions.

Academic grades are one of the important factors in campus recruitments (Lavigna, 1992). Students with good academic grades were able to perform well in the campus recruitment process (Gokuladass,2010). Academic grades are considered as entry level filtering mechanism in any campus recruitment process. The below

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[9] Web based definition / description: The functional, emotional, and self-expressive benefits delivered by the brand that combined provide value to the customer. The brand value propositions provide the rationale (tangible and intangible dimensions and associations) for making one brand choice over other available brand choices.

[10] Respondents were divided into 2 groups (high awareness and low/moderate awareness) based on their responses on the   facts of VIT

[11] http://articles.economictimes.indiatimes.com/2012-12-14/news/35820305_1_btech-students-dual-degree-placements

hypothesis would test if the influence of employer branding dimensions are based on the academic grades of the students.

H6: There is no significant difference among 4 academic grading groups on the importance of employer branding dimensions.

The studies on women perception on working for a company showed them giving importance to external factors (Barber, 1998, Herzberg et al, 1957). Other studies highlighted their perceptions toward work environment, inter personal relations etc., (Bartol, 1974; Bartol and Manhardt, 1979). The later studies (Gokuladass, 2010) revealed that the female students gave more importance to extrinsic factors like brand name, job security, location, remuneration etc., in campus recruitments. The below hypothesis would analyse if there are any significant difference in the importance given to employer branding dimensions based on the gender.

H7: There is no significant difference based on gender on the importance of employer branding dimensions.

Aspiring minds report (2011) on employability skills says that the students from southern region of India lacked employability skills compared to other regions. Many educational institutions in India admit students from various regions. VIT University which was taken as a special reference for the study also has students from various regions of the country. The below hypothesis would test if there is any perception difference on employer branding dimensions based on the region the students hail from.

H8: There is no significant difference between two region groups (south India/ others) on the importance of employer branding dimensions.

Slot sharing is a concept in campus placements where multiple companies share a slot and the student is allowed to attend more than one company. The student selects the company, if selected in more than one. HR managers and the students are

the major stake holders in this concept and the below hypothesis tests whether both the stake holders agree on the same.

H9:   The opinion of the HR managers and students on slot sharing is same.

Of late, salary has not been major influencing dimension in career choice (Gokuladas, 2009), but definitely one of the important factors in campus recruitments. The below hypothesis would test if there is any mutual reconciliation on the part of company HR and students on the salary terms. In other words, is there (or not) a convergence of opinion/view-point between the students' salary expectations and company HR's salary terms).

H10: The opinion of the HR managers and students in expectations on campus hiring salaries is same.

In India, the campus recruitment season/schedule varies annually. Though it is dependent on market conditions, suggestions / guidelines from industry associations / bodies like NASSCOM, etc., HR managers and students' views are critical on the recruitment season. The below hypothesis (H11) would test if there is (or not) a convergence of opinion between students and Company HRs on the campus recruitment schedule/season.

H11:   The opinion of HR managers and students is same with respect to campus recruitment season.

1.8   SCOPE OF THE STUDY

Branding is vital for both educational institutions and employers in campus placements. The study analyses the impact of the branding which resulted in the growth of the institution on one side and attracting good talent by the recruiting companies on the other side.

The study would highlight the major branding dimensions in campus placements for the important stake holders – institution, employer and the students. The study would help the educational institutions of similar stature in attracting major campus

recruiters and the employers in attracting good talent from the campuses with similar attributes.

The study also would capture the perceptions of the HR managers and students on campus recruitment parameters. Some of the campus recruitment parameters include compensation[12], slot sharing concept[13] and placement schedule[14]. Other specific feedback from HR managers on the expectations from the institution and the students and the students' expectations from the industry would also be captured. This would enable the industry and the institution to align their recruitment and branding strategies. For the students, it would help in understanding the requirements of the industry in a campus recruitment process.

1.9   CHAPTER SCHEME

This thesis consists of five chapters in all. The first chapter consists of introduction which covers importance of branding, campus recruitment parameters, various branding initiatives done by the corporate on campus and about the institution (VIT University, considered for the study) and its branding initiatives in campus recruitments. First chapter also includes significance of the study, statement of problem, research objectives and hypotheses. The second chapter is about the review of earlier studies. The second chapter is divided into studies related to branding, higher education, campus recruitments, institutional branding and employer branding. It also highlights the gap and the take away for the thesis. The third chapter discusses the methodology that includes research design, survey instrument, sampling design and analysis plan. Chapter four presents the data analysis and interpretation, ANOVA, discriminant analysis, frequencies and paired t-tests. Chapter five presents the findings of the study, its managerial implications, conclusion, limitations and scope for further research.

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[12] Entry level salary offered to the students who get selected through campus recruitments
[13] More than one company recruiting the same set of students (subject to the individual eligibility criteria prescribed by the companies)
[14] Months in a year in which majority of the campus recruitments take place in an educational institution

CHAPTER 2

REVIEW OF LITERATURE

The review of literature contains the earlier studies relating to the current study. This chapter is divided into five parts and covers the literatures relating to higher education in India, campus recruitment, branding, employer branding and institutional branding. An attempt is made to correlate the significance of the earlier studies to the present study.

2.1   HIGHER EDUCATION IN INDIA

This part of the chapter includes earlier literature relating to the higher education system in India. An attempt is made to collect the literature that would highlight the present policies of higher education system in India, its challenges and opportunities. Suggestions to improve the present system to sustain in the global competitive market are also presented.

India is considered to be the third largest higher education system in India. The Indian higher education system has got both private and government participation. Higher education institutions are the backbone of any economy. They have to play a responsible role in the socio economic development of the nation. The academic management and leadership of the institution are vital in governing the Institution.

The overall funding for higher education in India is grossly inadequate and needs larger public investment and private participation. Pawan Agarwal (2006) emphasizes that the higher education institutions in India should frame progressive policies in order to sustain in the global competition. The institution should have a clear vision, understanding and proactive decision making to be globally competitive.

According to Sakthivel (2007), an institute of higher education in India may attain the status of excellence only if there is a commitment from the top

management. His findings show correlation between the seven TQM variables and overall engineering education excellence (OEEE). Campus facilities and congenial learning environment also contributed greatly to OEEE. The top management should ensure that there is effective participation by all the academics and the administrative staff at all levels. His study revealed that campus factors, congenial learning environment, customer focus and commitment of top management and leadership were the differentiating factors between the government run and private institutes in India.

Under the Section 3 of UGC Act (2000), many reputed private colleges were given deemed University status. Asha Gupta (2008) studied the role of deemed Universities in India in promoting the higher education in India. Though there are some negatives, nobody can deny the role of the private deemed Universities in producing quality talent in India. Due to the academic competitiveness, the private deemed Universities have focused more on the branding aspects rather than the government Universities in India. Her study concludes that private participation is inevitable in higher education in India.

Vikram M Sampat et al (2008) through their study illustrate that providing inter disciplinary education, having differential pricing model and managing the Institution in a professional manner are the key essentials for reforming the present education system in India. The country's competitive advantage in the global context would be short lived if the quality of students produced through the higher education Institution is not increased.

Sandhya (2010) through her study analysed the various parameters that are vital for the administration of a higher education institution. According to her strategic management, two way communication, healthy academic culture, accountability, focused policies, performance incentives are considered to be the major factors in the effective functioning of the higher education institutions.

Kareena Bhatia and Manoj Kumar Dash (2011) compared the Indian education system with that of the other major countries. Their study revealed that government's involvement in providing a conducive learning environment is most important

parameter in ensuring 100% enrolment ratio in higher education institutes. Other studies also revealed that the socioeconomic status is a major influencing factor in the outcome of higher education in the country.

Deepti Gupta and Navneet Gupta (2012) have analysed the structure, statistics and the challenges faced by the present higher education system in India. They emphasized that the Government has to play an active role in reforming the higher education in India. They have suggested that the government should encourage the foreign Universities and private participation in the higher education. It should also facilitate the benefits for the faculty, infrastructure facilities for the students and ensure that the quality education provided at an affordable cost.

Bimal Anjum and Rajesh Tiwari (2012) have analysed the lack of quality of higher education institutes in India. Poor quality supply of graduates at exorbitant prices with poor return on investment is the major problem. Their study suggested the involvement of corporate in promoting the higher education. The strategies formulated should focus on long term and should emphasis on the quality of teaching learning process, industry engagement and research.

Malagi (2012) in the analysis of the progress of the higher education in India during the XI five year plan suggests that the reforms in the curriculum, networking, use of information technology are required for competing globally. In spite of the ongoing strategies for reform, there is a need to address the existing and emerging challenges in the higher education sector Lack of quality teachers, undergraduate colleges, research and doctorate programmes and ignoring the promotion of social and basic sciences and humanities are the biggest challenges in the present scenario.

The enrolment of students into higher education institutions have increased substantially over the years The research conducted by Jitendra Ahirrao (2012), showed that the Indian institutions of higher learning have started moving from traditional academic system into more project based or application oriented learning system. This has started producing more number of quality professionals.

The contribution of open and distance education in India cannot be discounted in the higher education. Gagan Singh and Deepak Paliwal (2012) have emphasized the importance of distance education in their study. Distance education mode offers a great platform for those professionals and students who could not pursue their higher education due to various reasons.

The review of literature highlights the higher education system in India. It also shows the challenges faced by the higher education sector and the pre requisites to compete in the global education market. By reviewing the above literature it is understood that the higher education system has to undergo major reforms in order to sustain in the global market. The institutions have to move away from the traditional teaching learning process toward innovative methods to produce quality graduates. Engagement with the industry is the key factor in making the graduates employable. Government should take active participation in making the learning environment congenial for all the stakeholders. The role of private institutions in India in promoting higher education is significant. Though there are some negatives in the functioning of some of the private institutions, their contribution to this sector cannot be neglected.

2.2   CAMPUS RECRUITMENT

This part of the chapter exhibits the literature pertaining to campus recruitment. It illustrates the process, challenges, parameters and significance of campus recruitments. Campus recruitment is the process by which the corporate recruit students who are about to graduate from the educational institutions. The selection process varies from company to company, may have pre placement talk, written test, group discussion and interviews.

HR systems also play a vital role in communicating the job profile to the potential applicants. The research study conducted earlier (Robert T Bretz Jr, and Timothy A Judge, 1994) emphasise that the organizations need to have specific attributes communicated for different job profiles offered by them. The results of the study showed that the job acceptance is dependant on the fit created between individual characteristics and organisational settings.

The studies (Ruth R Robbins, 1996) that were conducted in 1990s showed that compensation offered by the software companies and the size of the company were considered as the most impacting factors for students in selecting the companies. Other factors like motivation, growth prospects, work environment etc., were secondary. The organizations have to accomplish their reputation to make the job seeker's interested in them. Daniel M. Cable and Mary E. Graham (2000) in their study report that if the organization is able to manage its attributes, it may be able to come closer to the perceptions of the job seekers. In their study they used verbal protocol analysis to analyse the factors that a job seeker would consider in evaluating the organisation's reputation.

Bottjen Audrey and Cohen Andy (2001) suggest that building relationship is the key factor in campus recruiting. Offering student internships, connecting with the students through their alumni, academic interactions with the faculty etc., increase the visibility of the company on campus. In the same vein, James Bailey *et al.,* (2002) report that the corporate should project its right image on the campuses. The corporate should aim for long term relationship with the campuses. This can be not only achieved by formal interactions, but also by organizing social networking meetings between the students, faculty and the corporate executives.

Over the years, the students have preferred working in MNCs rather than small and medium enterprises. The perceptions of the students (Jane W. Moy and Sze M. Lee, 2002) and the benefits offered by the MNCs have made the SMEs as second choice for the graduating students. Even in the Indian context, working for an MNC gives a brand image for the students also. MNCs build their reputation and image among their stake holders through various initiatives on campus and through media.

Christopher J. Collins and Cynthia Kay Stevens (2002) through their research suggested that the pre placement or branding activities done for the engineering students by the recruiting companies would have more influence on the career choice of the students. These firms by communicating their job profiles and company profile would have a strategic advantage over their competitors in attracting the best talent for their organizations.

Both the employer and the job seeker require information during the recruitment process. The employer ideally would like to know about the candidates attributes and the job seeker would like to know more about the organization before making a career decision. Communication plays a vital role in the process. The research studies conducted (Melody Jennings *et al.,* 2003) show the impact of benefit communication in making a graduate to accept the job offer. The job acceptance is influenced by the quality of information communicated by the employer on the traditional and non traditional benefits provided to the job seeker.

Career choices in students are also influenced by intrinsic factors (Zeynep Aycan and Selda Fikret - Pasa, 2003). Career prospects, work environment which were considered to be secondary motivational factors in the 1990s are now considered as primary impacting student factors along with the compensation. Charismatic leadership style is considered to be the most preferred organizational style by the students.

The perceptions and the expectations of the current students have changed compared to the students of yester years. In the present scenario, the students from the reputed institutions choose the organizations they can work for and not the vice versa. They use multiple information resources to analyse an organization on various parameters, before making a choice. Hence it is imperative that the corporate have to brand themselves on campus to attract the best talent. Corporate should connect with the students (Eddy S.W.Ng and Ronald J.Burke, 2006), while on campus regularly to understand their perceptions. By doing students related initiatives on campus, an employer can identify the expectations and the views of the students who are the potential campus recruits.

Bruce Basta et al. (2007), through their study have opined that the campus recruitment process should not be considered as an one-time recruitment process. It should be considered as an ongoing process. Instead of visiting all the campuses, corporate should identify reputed campuses and brand themselves. If there are not many recruitments happening during an year, the corporate should engage the identified campuses through branding activities like Guest lectures, student workshops, sponsorships etc.,

The MBA students from India are influenced by their parents (especially the father) when it comes to career choice (Tanuja Agarwala, 2008). The Indian students considered their own abilities, skills and competencies and education & training as important factors in making a career choice. Students are attracted by the companies through the recruitment media. The brand image built by the companies (Alonzo Johnson *et al*, 2008) through the recruitment media like position advertisements, online job postings, job profile mailings etc., are major student influencing dimensions to choose a company.

As the supply of engineering graduates has increased multifold in India in the past one decade and due to the unpredictability in the hiring by the software services companies, the hiring process followed by the software companies have become more sophisticated, cost – effective and objective. The studies conducted in UK (Mohamed Branine, 2008), reveal that the recruitment process has become person-related than job-oriented. More than the subject knowledge, the recruiters have started focusing on the soft skill aspects of the students like communication, leadership, team work etc., while recruiting the engineering graduates.

Some of the companies that conduct campus recruitments target the students with high CGPA for their selection process. The perception is that students with high academic scores are highly employable. The recent study conducted by Gokuldas (2010) revealed that the higher CGPA or percentage in the pursuing degree had no relevance in the selection of a candidate in campus recruitment. The study also revealed that the students with good soft skills are able to fare well in the campus recruitment process.

Employability skills include both hard and soft skills. Studies on employability (Staffan Nilsson, 2010) revealed that the soft skills that has more importance than technical skills in graduate recruitments. The IT majors that are mass graduate recruiters in India recruit from across all the engineering disciplines. These companies recruit students based on their learnability and soft skills in addition to importance given to academic performance. The engineering curriculum design has to be enhanced frequently to improve the employability of the students.

The decision of engineering students in making their first career choice depends mostly on intrinsic reasons rather than extrinsic reasons (Gokuladas, 2010). The software services companies recruit from all engineering branches with a perception that a student with logical and problem - solving ability may be able to do well in this industry. The study conducted reveal that the companies have to build their image on the campuses to attract good talent. The brand image of the company is considered as a prime influencing dimension by the non-CS / IT students in making their career choice when they have an option of choosing among multiple companies.

Campus recruitment is considered to be a significant factor for both the educational institutions and corporate. The literatures investigated show that there is a mismatch that exist between the students skills and the industry expectations. There are various factors that influence a student to attract him or her for a job offered by a company. More than the technical skills and the subject knowledge, it is the soft sill which is given more weightage during the campus recruitment process. The industry in order to get good talent from the campuses should engage themselves with the campuses through internships, curriculum development, student workshops etc., Companies should identify select campuses and brand themselves to get employable graduates from those campuses. The studies emphasize the characteristics of campus recruitment process. They also highlight its importance for the present student community. They also suggest the skills required to succeed in a campus recruitment process and highlight the campus recruitment trends.

The literature study captured the importance of campus recruitment for corporate and educational institutions, the process, parameters and also suggested the way forward in campus recruitments.

2.3   BRANDING

The below chapter covered the definition of branding, its importance in the present context and its relevance to the current study.

The American marketing association (AMA) defines a brand as a "name, term, sign, symbol or design, or a combination of them intended to identify the goods and

services of one seller or group of sellers and to differentiate them from those of other sellers. The major objectives of the brand, is to be able to convey the message clearly, confirming the credibility, connecting and motivating the stakeholder. It also should ensure the loyalty of the stakeholder.

Branding is the sum total of their outcomes which is based on their perceptions and their experiences. A strong brand retains the customer and ensures that you stay competitive in the market. Therefore it is worth spending time in building a brand through proper research.

John Murphy (1988), opines that branding should be creative. There should be distinctiveness in building a brand. The stakeholder should be able to differentiate the brand from that of the other competitors in the market. The brand has to be clearly defined considering the needs of the stakeholder and the differentiator has to be identified which separates your brand from the others.

In India, the concept of branding is emerging as the corporate and institutes have understood that the branding and positioning (Simon Knox, 2004) of the organization are important factors in the global competitive environment. In the earlier years, branding was associated only with product companies. With the emergence of service industry globally, the branding has started playing in that sector too. Michael K. Brady et al (2005) in their study reveal that building a brand and sustaining it in services industry is vital for its success.

Over the years, the concept of branding has undergone a considerable change. The perceptions of the stakeholders on branding also have changed. The older branding concepts that were related to reputation and ownership have changed to newer concept like brand image (Wilson Bastos and Sidney J. Levy, 2012) which symbolizes a set of perceptions of a stakeholder about a brand. Branding is interdisciplinary in nature (Marc Fetscherin and Jean - Claude Usunier, 2012). Their research revealed that most of the organizations that give importance for branding are based out of US and UK.

The review of literature relating to branding revealed that in the present globalised context, be it a product or a service industry, educational institution or other entities, building a brand image is vital for the sustainability. In India, the concept of branding is emerging as the competition is increased over the last decade. Older concepts of branding which were related to ownership are being changed to building brand image. The corporate in India have started giving more focus on branding activities which is being reflected in the creation of branding departments in the organizations. The managers of the services companies, be it information technology or financial services, have to invest considerable time in researching, defining, building and sustaining the brand.

2.4   INSTITUTIONAL BRANDING

This part of the literature review illustrates the earlier studies relating to institutional branding and its relevance to the present study. There are more than 3000 engineering educational institutions in India. More than 1000 firms to do campus recruitments and hire from the campuses. Nearly 200 institutions are considered to be the top institutions where the campus placements take place. In order to attract employers on campus, the institutions have to differentiate themselves by building a brand in the job market. Branding is important not only in attracting the potential employers but also to attract students (national and international) for admissions, Industries for research collaborations and foreign Universities for research and academic collaborations. The literature reviewed has empirical, descriptive and case studies which examines the importance of institutional branding. It also investigates the branding parameters and the strategies followed by the educational institutions in branding.

Branding of Universities has become more vital after the globalization of economy. The Universities have to brand themselves to attract its stakeholders. The major stakeholders of an institution will be their students, parents and the corporate. The Universities have started allocating budgets for the branding activities. Many institutions have started appointing marketing teams and also appoint some of their faculty members for branding purposes.

The University governance is a prime factor in the success of any University. The performance of any University can be judged by the way it manages its internal resources and projects a favorable image in the market. The faculty members are considered the key stakeholder in any higher education institution and any distrust in them will cause disruption in the administration of the University. William L. Waugh, Jr (1998) reported that by educating the faculty on the roles and the academic mission, the University may be able to avoid conflicts.

The Universities and other educational institutions also have gone for ISO accreditations apart from the regular academic accreditations. The ISO certifications that were more relevant for the corporate earlier can be applied to the educational institutions also. John Peters (1999) reported that the ISO accreditation gives quality assurance of a University. It consists of two broad ideas namely customer satisfaction and efficiency. If the University is able to run its process efficiently it automatically could satisfy its stakeholders. The ISO accreditation ensures that the processes are managed efficiently so that the customers or the stakeholders are satisfied.

Brendan J. Gray et al (2003) explored the branding strategies that are to be followed by Universities in attracting foreign students. With the globalization, Universities have started to attract foreign students and there exists a great competition in Asian markets. Universities have gone global by offering courses in collaboration with other foreign Universities or starting their own venture. The students who come from abroad to join the Universities evaluate the institution on various parameters before joining. In this context, the branding of the University plays a key role in attracting the students. Institution should follow adaptation branding strategy rather than a customization strategy as they deal with international students who come from various cultural backgrounds. Brand adaptation strategy insists that the organisations should adapt the product or services to suit the international markets by establishing a global brand.

Leadership profile and styles at academic institutions are different from that of a traditional corporate organization. Leadership in academic scenario is also defined and dependent on varied factors like the nature of institution (Public, Private, etc), location, nature & extent of autonomy made available to the head of the institution,

etc. Typically, Universities have multiple leaders at various levels of operation who facilitate the functioning. It may have academic as well as administrative leaders to manage the University. Jill Yielder and Andrew Codling (2004) have developed a model illustrating the responsibilities of the academic and administrative leaders in an academic environment. They reported that leadership is a key element in a University and emphasized on the training needs for the identified leaders. The roles and responsibilities have to be specified clearly and any overlapping should be resolved without any conflicts.

Jane Hemsley-Brown and Izhar Oplatka (2006) in their study on higher education marketing divided the parameters into two design categories namely the "problem identification" and "problem solving". They emphasized that the importance of market segmentation and market positioning while dealing with the higher education marketing. The earlier studies on higher education marketing were focusing only on the problem identification whereas the later studies have started focusing on the problem solving.

Many Universities spend vast amount of money for branding purposes without having clarity on the purpose, identity and quality of the brand. Colin Jevons (2006) asserted that the Universities should develop differentiated brands while communicating their strengths to the stakeholders.

The students use various criteria while evaluating an institution before joining. They also differ in their perceptions. Mathew Joseph and Deborah F. Spake reported that branding initiatives may create awareness about the institution among the students but interactions on campus, word-of-mouth from the friends and relatives, representatives from the institution etc., are also major influencing factors in the choice of University by the students.

Malcolm Baldrige National Quality Award (MBNQA) was given by US Department of commerce since 1987 which focused on the improvement of quality and productivity among the American companies. This award is given in three categories namely business, education and healthcare. Rafikul Islam (2007) used the MBNQA criteria to study the higher education in Malaysia. The core values and

concepts were sub divided into seven categories namely leadership, strategic planning, student, stakeholder and market focus, measurement, analysis and knowledge management, faculty and staff focus, process management, and organizational performance results. The study reported that the Baldridge criteria used to study and improve the performance of a company may also be used in educational institutions which would lead to performance excellence.

Jason Lee (2008) and his colleagues studied the strategies used by Troy University in branding itself. They reported that the Universities that have a favourable brand image have a significant impact in the student admissions, corporate partnerships and alumni interaction. They argued that the public perception is the key when the University tries to brand itself.

Many organizations are not clear in formulating their corporate branding strategies. Tamilla Curtis (2009) and others studied the process of corporate brand building. They identified four phased process which included brand audit, positioning evaluations, the formal university positioning statement and marketing campaign and establishing benchmark. They suggested that there should be well defined structure which can manage the process of branding effectively. They also reported through their study, the managing of corporate brand should be assigned to a department in the University.

Kimberly M. Judson, Timothy W. Aurand (2009) and others investigated the internal branding strategies that impact the development of the University brand. They argued that the administrators of the University should have a clear internal branding message, the involvement of the leadership of University in the promotion of the brand and identification of the perceptions of the prospective students. Universities have liasioning offices to communicate their brand internally and externally to their stake holders.

The branding strategies vary with the Universities (Chapleo Chris, 2010) as they face challenges which are relevant to their work environment. Support from the leadership, clear vision, internal support, location are considered to be the key

dimensions in University branding. Effective public relations and wider marketing communication would increase the branding of a University.

Chris Chapleo (2010) explored the objectives of University branding among the UK Universities. He suggested that the objectives of University branding should be clearly specified to avoid misconceptions. He also added that the there should be a clear understanding of the branding metrics. The metrics should be linked to the strategic organizational objectives. This would help in limiting the stakeholders of the unrealistic expectations while promoting the University brand. The cost involved in the branding of Universities is substantially high and by setting the clear objectives and defining the metrics, its complexity may be reduced.

Umayal Karpagam P.L and Suganthi (2010) studied the strategic framework for managing the educational institutions of higher learning. They used balanced scorecard as a strategic tool in their study. They reported that the educational institutions have to concentrate on four dimensions namely the learning growth, internal business, customer satisfaction and financial strength for successful management. A University that is effectively managed may be able to brand itself among its stake holders compared to its competitors. Building a brand effectively increases the revenue of the University though it may cost heavily in the beginning.

Manish Gupta and P B Singh (2010) suggested that branding in educational institutions should act as a catalyst in defining the institution and also identify what it proposes to become from the present state. They identified making the brand promise, enabling the brand promise and delivering the brand promise as three major brand tools that an institution should use in the process of moving from the existing to the desired brand. There are many challenges faced by the educational institutions while branding as they cannot promote themselves like a commercial product. The institutions will have to have a structured brand strategy in effectively communicating the brand to the market.

Irena bakanauskienė (2011) and his colleagues argued that the branding gives an advantage in the job market while attracting and retaining the talented employees. They conceptualized a framework for employer branding and suggested that it begins

with the creation of an employer brand image or value proposition. The company has to convey this value proposition as it what it offers to the prospective employees. These impact the employer attractiveness and also increase the overall performance of the organization.

According to Barbara O' Malley, institutional branding is meant to help an institution to translate its mission to vision using strategies to move from the current position to the desired position. In the global education market, the Universities have to build their brand image to attract the international students. The students analyzed various parameters (Aysegul Tas and Elif Akagun Ergin, 2012) before choosing a particular University. The parameters may be accreditation, financial assistance, National survey ranking, University's brand name, fees etc.; the researchers used analytic hierarchy process (AHP) in identifying the students' perceptions on the Universities. The findings suggested that the Universities with international recognition with high ranking would be able to provide good education and facilitate the students in getting high profile jobs after the graduation.

The Universities also offer courses through distance education mode in India. Some of the courses are offered online too. There has been a huge demand for the courses offered through the distance education mode as it has been helpful for the working professionals. Since there are many Universities that offer these type of courses, branding becomes essential when it comes to attracting the prospective students.

Ethical practices by educational institution help in building a strong brand in the long run. Transparency in admissions, academic practices (Puja Khatri and Yukti Ahuja Sharma, 2011) and placements help in building a strong employer brand among the stake holders. The institutions that follow ethical practices become the choice of the corporate for their placement process.

Parikshat S. Manhas (2012) studied the parameters of University branding with regard to the selection of the University by the students who intend to do online courses through the distance mode. He identified perceived benefits factor, technical

know-how and access factors as major factors that influenced the students in choosing a University that offered the online courses.

The image of the University plays a vital role in the University selection decision. Muhammad Jawad (2012) and his colleagues through their study on Malaysian Universities reported that all the dimensions of the brand equity namely brand awareness, brand acceptance and brand quality are the influencing factors for the students in deciding University selection. The image of the University is enhanced by the quality of education and the other related services provided which in turn influences the students in decision making. Of late, the Universities and educational institutions have started placement cells and counseling centers on campus to facilitate this process of employer – student connect.

In the present globalized market, not only the companies should innovate, the institute of higher learning should also innovate in order to sustain internally and globally. Innovations in teaching - learning process, revision of syllabi, student engagements and placements are essential for the Universities to brand themselves in a global market. A recent study conducted by Rong Zhang and Dennis C. McCornac (2012) on the private universities in Japan indicated that innovations in teaching and development are the key elements and the universities have to be innovative to be able to compete globally.

Franklin John and Senith (2013) studied six branding dimensions of an educational institution from the students perspective. Failure to brand the institution would result in failure to attract good students. Student quality is given high importance by the employers in campus recruitment. Other recent studies (Cristina Calvo-Porral et al, 2013) also revealed that the students emphasis is more on the quality while selecting an institution. Hence, the institutions should concentrate on building the brand image among the students in order to attract good companies on campus for recruitments. Gilli S Drori (2013) explored the University branding and how it changed the identity of the University. He concluded that the branding initiatives done by the Universities have transformed them from research institutions into market players.

2.4.1   SCALES USED IN THE STUDY

Guido Berens and Cees B.M. van Riel (2004) studied the reputation of the company on three dimensions. The dimensions are based on the social expectations from the companies, corporate personality that is attributed to companies and the trust or distrust towards the company. They used Cohen and Fombrun et al scales to study the corporate reputation, Davies et al scale to analyse the corporate personality, Newell and Goldsmith's scale to study corporate credibility and britt's scale to study the corporate imagery mix. From their study they reported that there is not one definite set of corporate associations, as it is multi dimensional.

Betty Kaman Lee (2004) developed an empirical measure called the corporate image scale and used to study the reputation of the organizations. He tried to bridge the gap that existed between the importance of corporate image and the lack of an empirical measure. The seven factors that were studied provided the empirical evidence about the importance of reputation component in corporate image.

Though there were many studies on employer reputation, Sabrina Helm (2005) conceptualized reputation as a formative construct. She identified ten reputation indicators on which the reputation measures were built. This would lead to the efficient reputation management in an organization.

Organizations deal with many stake holders with different perceptions. Rosa Chun (2005) reported that the perceptions of all the stake holders of the organization should be taken into account while analyzing the reputation component. The stake holders may include the customers, employees, suppliers, managers, creditors, media and the society. It is about the organization managing the internal things to influence the external perception.

According to Paitoon Chetthamrongchai (2010), corporate reputation can be measured using two scales which are reputation quotient scale and the corporate character scale. In reputation quotient scale factors such as the emotional appeal, products and services, vision & leadership, work place environment, social environment responsibility and financial performance of an organization is analyzed to study the reputation whereas, in the Corporate character scale, factors such as

agreeableness, competence, enterprise, chic and ruthlessness of the organizations are used to study the reputation .

The above studies suggest that the branding is not only important for corporate but also for the educational institutions in attracting the stake holders. It also emphasise the importance of attracting the corporate to the campus for recruitments and academic engagements. In the present globalised context, be it a product or a service Industry, Educational Institution or other entities, building a brand image is vital for the sustainability. In India, the concept of branding is emerging as the competition is increased over the last decade. Older concepts of branding which were related to ownership are being changed to building brand image. The corporate in India have started giving more focus on branding activities which is being reflected in the creation of branding departments in the organizations.

2.5   EMPLOYER BRANDING

Employer Branding is defined as the image of the organization as a 'great place to work' in the minds of current employees and the key stakeholders in the external market. The objective is to analyse the concept of employer branding, its importance in the present context, the dimensions. The literatures reviewed have both descriptive and empirical studies. The studies reveal the evolvement of Employer branding in a globalised context.

According to Brett Minchinton from the employer brand international, employer branding is defined as the image of the organization as a 'great place to work' in the minds of current employees and the key stakeholders in the external market.

Media ranks the corporate as "Best place to work for" on many parameters. The growth opportunities, working environment, brand identity etc., makes a company attractive for the job seekers. Branding the environment or the work place also adds brand value to the company. Patricia K. Zingheim and Jay R. Schuster (2001) in their study claim that the total rewards offered by a company should include not only the pay but also the growth prospects, positive work place which would

create a high performance culture. Providing such a workplace would motivate the employees which in turn add brand value to the company among the stake holders.

Though there are many attributes that the knowledge workers link with the employer branding, career growth opportunities and challenging work environment were considered as prime factors in associating with an employer brand (M.M. Sutherland et al 2002), compensation was considered to be a secondary factor. Their findings also highlighted that the word of mouth and / or current employees are major carriers in brand communication.

Though the job seekers perceptions differ, certain job seekers perceive corporate social responsibility (CSR) as one of the prime factor in employer attractiveness. Kristin B Backhaus (2002) and his colleagues report that job seekers consider the CSR dimensions like environment, community, relations, employee relations, diversity and product issues while assessing the employer.

Brands are considered to be a company's most valuable asset. The corporate focus is more on developing their products and name. If the branding is applied in human resource management of a firm, it is termed as employer branding. Kristin Bachaus and Surinder Tikoo (2004) developed a conceptual framework in defining the employer branding. They studied how the employer brand associations affect the image of the firm, increases the attractiveness towards the firm and enhances the process of value matching between the individual and the organization.

Corporate have multiple ways of communicating their information to attract potential applicants. Of late, the firms that hire knowledge workers use internet and online job portals as a platform in attracting the applicants. The firms post their company profile and job descriptions on the online portals when they have openings in the organization. Studies conducted (Kristin B Backhaus, 2004) have revealed that the use of the portals have effectively communicated the brand.

Last decade has seen the boom in the IT services industry and India could take advantage and leverage the same. Ajitabh Ambastha and Momaya, Kirankumar

(2004) through their study mentioned Indian IT firms that take advantage globally in the next decade should differentiate itself by branding themselves globally.

Media always rank best employers year on year on various parameters like growth opportunities, compensation, work environment etc., The organizations should play a vital role in building best employer brands (Baek-kyoo Brian Joo, Gary N. Mclean, 2006). This would ensure that the organizations to attract, motivate, develop and retain the talented employees and in turn, having a competitive advantage over the competitors.

Branding communication has to be effectively communicated in the job market to evince the interest among the potential job applicants. Simon Knox and Cheryl Freeman (2006) analyzed the impact on job application intentions and the congruency of the employer brand image between the potential recruits and their recruiters. They confirmed that there exists a correlation between employer brand image and prospective applicant applying for a job. The companies have to communicate its processes, profile and prospects effectively in order to increase the interest of a potential candidate applying for the company.

Being the most preferred employer or employer branding is a key strategy used by many organizations for attracting and retaining the talent. Challenging work environment, interesting job profile are the key. Therefore employer branding needs evaluating the organizations work experience and also understanding the employers proposition (Minnesh Kaliprasad 2006).

Culture, brand and customer experience are the prime factors in employer branding (Richard Mosely, 2007). Linking these three factors is the key to success of building a brand. Narumon Kimpakorn and Nicholas Dimmitt (2007) studied the correlation between brand assimilation, brand knowledge and employee perception with the employer brand equity. The study on the luxury hotel industry revealed that the employer branding enhances the brand image and reputation of a firm.

Recruitment strategies of companies differ with the size of the organization (Piyali Ghosh and Geetika, 2007) and play a vital role in branding of the organisation.

It is so predominant in the software industry that employs knowledge workers. Companies plan for both long term and short term recruitments and sources of recruiting the candidates are planned while framing the recruitment strategies.

Organizational culture plays a significant role in the software industries where knowledge workers are employed. The study conducted by Jossy Mathew (2007) confirms that organization culture influences the productivity of the organization. The findings of the study demonstrated that the role of organizational culture is critical in the performance of the employees in knowledge based companies like software companies. It is also considered as a branding parameter for attracting potential employees. John Coleman, co-author of the book - Passion and purpose: Stories from the Best and Brightest Young Business Leaders and a Guest writer at HBR Blog Network (blogs.hbr.org) has in his post titled Six Components of a Great Corporate Culture[15] identified Vision, Values, Practices, People, Narrative and Place as six components that can provide a firm foundation for shaping a new organization's culture. These are of course not exhaustive albeit important factors.

Characteristics of successful employer brands (Lara Moroko and Mark D Uncles, 2008), have been analyzed to identify the key dimensions. Accuracy and attractiveness have been identified as the key dimensions in the employer branding. Employer brand success should be assessed according to the typology, by the use of human resources metrics.

Sanjit Kumar Roy (2008) identified eight dimensions in Indian context that might increase the attractiveness of the employer. The dimensions included application value, interest value, ethical value, economic value, social value, psychological value, career opportunities and development value. He used attractiveness scale developed by Berthon et al (2005) to study the dimensions. These dimensions can be used to build an effective employer brand and enable in attracting good knowledge workers.

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[15] Source: http://blogs.hbr.org/2013/05/six-components-of-culture/

Sowmya Gaddam (2008) through her case study reports that a corporate requires a holistic view on the concepts and applications of employer branding in attracting and retaining the employees. Her study analyzed the branding initiatives done by the major recruiters across the globe in attracting and retaining the knowledge workers. It also talks about the responsibilities of the human resource executives in attracting best talent through branding.

Rakesh Kumar Agrawal and Pragati Swaroop (2009) reported that an attitude of a prospective candidate plays a significant role in making him/her apply for a particular organization. Their study also reveals that responsibility, empowerment in the job, compensation and locational considerations are considered job influencing attributes. Brand association, challenging assignments and empowerment in taking strategic responsibilities are factors reckoned in the choice of career for candidates.

Suman Kumar Dawn and Suparna Biswas (2010) have analysed the employer branding initiatives done by the Indian organizations. They enunciated the external and internal branding activities done by the Indian companies in attracting and retaining the best talent pool available in the job market. They argued that the successful employer branding strategy would have a major impact in the increase of quality of applicants.

The study conducted by Vikram Kapoor (2010) revealed that building an employer brand results in ease of attracting good talent. It also increases the internal hiring percentage and gives recognition as an employer of choice. He also identified that the communicating employer brand images to potential hires and the engagement of senior leadership as challenges in employer brand building. Mission, vision and values of the company, performance management and the leadership engagement are considered to be the most important attributes of employer branding. The outcome of any employer branding initiative can be measured by the increase in the employee turnover, increase in the quality of hire and increase in the internal referral hiring.

Lin Dar Ong (2011) has proposed a framework and investigated the relationship between the functional and emotional aspects of attributes of the employer brand. He studied the functional and emotional aspects of the employer brand attributes and how it influenced the applicants' to apply for a particular company. He argued that the end result of the recruitment is based on the functional aspects of the employer brand attributes and employer brand personalities.

The employer branding concepts are universally similar. Khurram Shahzad (2011) and others studied the two major dimensions of the recruitment function in Pakistan, which are employer branding perceptions and the intention to apply. They also reported that organizations with a good brand image are able to attract more applicants.

Recent research (Valentina Franca, 2012) also revealed the importance of employer branding. This research focused on the study of recruiting – the influence of the brand image communicated to the job market had on the potential job seekers applying to the company. The study also justified that the employer brand is multi dimensional which is influenced by various factors. Each company has to analyze its brand strength and accordingly frame their recruiting strategy.

Social networking sites and the websites of companies are key branding dimensions in the employer branding. The present generation of knowledge workers assesses information through internet rather than any other media that were considered to be predominant information sharers in the earlier years. Tanya Bondarouk (2012) and her colleagues studied how the relationship between employer branding and organizational attractiveness is influenced through websites and social networking sites like LinkedIn. Their study exposed that the websites are considered to be more informative than networking sites like LinkedIn in building the employer brand which result in organizational attractiveness. The major objective of the employer branding is to attract good employees for an organization (Pia Heilmann et al, 2013). It gives a better employer image, improves the efficiency in the recruitments and enhances the job satisfaction.

Employer branding also reduces the recruitment costs and decreases the recruitment time (Siripirabaa and Subha, 2013). In their study, they identified some of the branding factors to be more influential than the others as perceived by the employees. The perceptions have changed over the years as the respondents gave more importance to the career prospects, work environment and job security than factors relating to compensation. It is also confirmed by the study conducted by Elizabeth Mathews and Karulkar (2013) that the present generation of students give more importance to career growth and job profile rather than the compensation.

IT services companies are the major employment providers in India. The majority of the employees working in these companies feel that working in a reputed company increases one's self image also in the society (Kavita Rani and Sanjv Kumar, 2013). The employees would like to change companies if a new company has a strong brand image in the market that would in turn enhance the self image of the employee.

Of late, the IT services companies have started giving more importance to CSR activities that enhances the brand image in the society (Chitramani and Deepa, 2013). The various academic initiatives done by companies like TCS, Wipro and Infosys also improves the brand image among the students. Umarani (2013) opined that companies should use multiple branding strategies to attract and retain the employees instead of sticking on to one particular strategy.

The above studies reveal the importance of employer branding in attracting best employees for the organization. They also highlight the importance of the branding in satisfying the expectations of the stake holders. It also showed the emergence of employer branding. Industry in order to attract the stakeholders, have to project a positive brand image. Branding plays an important role in graduate recruitment too, as the graduates would be attracted to work for an organization which has a good brand image in the market. The outcome of an employer branding can be measured by the employee turnover in the company, its standing in the campuses during the campus recruitment process and the number of potential job applications it receives from the market.

The studies also reveal that compensation and size of the organization which were considered as the prime employer branding factors in the yester years are no more prime factors as the stakeholders consider other parameters like growth, culture, reputation, credibility, CSR activities etc., more important.

CONCLUSION

The review of literature chapter revealed the higher education in India, the parameters of campus recruitment and the concept of branding. It also highlighted the concepts and importance of employer branding and institutional branding. This chapter forms the basis for the present study.

CHAPTER 3
METHODOLOGY

3.1 INTRODUCTION

The study was intended to explore the influencing branding dimensions by employers and institution in branding themselves in campus recruitments.

One of the objectives of this study is to explore the institutional branding paradigm. This deals with various features of an institutional brand key to attracting employer organizations for conducting campus recruitment in the University (VIT University, Vellore). In the process of this research endeavour, an attempt has been made to develop a model for a University to develop its institutional brand so as to attract major recruiters. The other objective of this study is specific to employer branding. In this, the study explored features driving the attraction of software services organizations among students. The study highlights the important features of a company that would like to position itself as an employer. The employer organizations may bear these in mind while framing recruitment policies and branding programmes.

An attempt was made to study the correlation between the perceptions of the students and the recruiters on the campus recruitment parameters. The study highlighted the expectations of both students and the recruiters. This study on institution and employer branding subsumed the existing knowledge in both the sectors.

The following chapter focuses on the research design, sampling method, tools used for data collection and analysis of the primary data. The outcome of the pilot studies discussed formed the basis for the designing the final questionnaire used for collecting the primary data.

3.2 RESEARCH DESIGN

There were many studies that focused on the perceptions and employability skills in campus recruitments but they did not focus on the branding dimensions in campus recruitments.

This study attempted to find out the important branding dimensions for the institution and the employers. The institutional and employer branding variables that were tested for reliability and validity were also examined empirically. The proposed formal research design of exploratory and descriptive nature captured the important branding dimensions that the students perceive while choosing the company for their employment. Similarly, an attempt was made to identify the branding dimensions that were considered by the employers while choosing an institution for campus recruitment / engagement. The reliability and the validity of these dimensions were tested by using appropriate statistical techniques. A formal design was developed.

The study was conducted in VIT University, a deemed University located in Vellore, Tamil Nadu, India. VIT had topped the campus placements for the past 5 years in terms of students hired from the software services companies across India and also branded it among the recruiters. Two of the recruiters in VIT University considered in the study, TCS and Cognizant entered the Limca book of records (Indian national record book) for the highest number of campus placements. The study analysed the branding and recruitment strategies of software services companies and educational institutions, VIT was chosen for institution branding for study.

In addition, this research did not focus on the effect of branding dimensions on other institution selection by the recruiter or recruiter selection by the recruits. Therefore, the formal study was more appropriate to answer the research questions identified in this research.

3.3 SAMPLING DESIGN
3.3.1 SAMPLING UNITS AND AREA OF STUDY

Any educational institution and organization have multiple stake holders that includes parents, students, board of management, government agencies, suppliers, vendors, teaching and non teaching staff, industry, society, alumni, regulatory bodies etc.,

The research study attempted to analyse the branding activities with respect to two levels (a) institutional branding (b) employer branding.

Institutional branding study was intended to analyse the branding aspects for an educational institution (in this case, VIT University) that were considered in

campus recruitment process. Accordingly, the HR managers who are considered to be one of the prime stake holders were chosen as the sample units. HR managers are the primary contact for any organization to liaison with the educational institutions for the campus recruitment process. Based on various internal and external inputs, they decide on the institutions where they can recruit.   The sample units covered both the human resources personnel from software and core engineering sectors. There was also no restriction on the location of the managers. Since the companies that visited from many regions of the country, the location of study from where the managers operated include Chennai, Bangalore, New Delhi, Mumbai, Hyderabad and Kolkata.

For *Employer branding* study, among all the stake holders, students as major stake holders was considered for the sample units. The students were pursuing their final year of programme in VIT University, Vellore, Tamil Nadu, India, constituted the area of study. The students who were in the process of attending the campus recruitment activities considered for sample units include those from programmes in B.Tech., M.Tech., MCA and MS(Software Engineering). They rated and ranked the recruiters on various dimensions (on the questionnaire that was distributed) that results in the branding of that organization. The dimensions included reputation, corporate image, size, financial stability, growth prospects, compensation, job security, social concern etc., of the organization. VIT University is considered to be a preferred institution for campus recruitments by the corporate. As there are more number of recruiting companies visiting the campus for placements, the students have the choice of selecting a company for employment. Earlier, parents and others used to play an important role in influencing a student's decision while choosing a company to work. The present generation of students are well informed and the therefore the degree to which they rely on parents to decide a company to work seem to have significantly reduced. It is however necessary to note that parents, relatives/friends, teachers, seniors do continue to be consulted by students before arriving at a decision)

This study of perceptions in campus recruitment activities would help the corporate to focus on building the brand and in turn attracting the best talent from the campuses. It also would help the students to understand the expectations of the industry.

3.3.2 SAMPLING METHOD AND SAMPLE SIZE

For Institutional branding study, the population of the study consisted of 172 HR managers from various industries who have visited VIT University in the past for campus recruitments.

A pilot study was done with 10 HR managers, 5 from core engineering firms and 5 from the software firms. Corrections were made with respect to the sequencing of the questions. Some questions repetitive in nature were deleted and some new questions were added. Grouping of the questions also was done.

For final survey, random sampling method, namely stratified random sampling method was used to stratify the HR managers into two groups namely, core engineering and software sectors. A sample size of 86 HRs (50 percent of the population) was fixed. This was based on the deductive reasoning technique (Sekaran and Bougie, 2010) in sampling and reliability on larger sample size (Cooper and Schindler, 2006). The random number generation process (through MS-excel) of random sampling method was applied to select 43 HR managers from each sector. Repeated reminders through phone and email were made till the sample size crossed 25 percent of the population. After due care on editing process with questionnaires for missing data, 65 sample respondents were chosen for the final survey, of which, 39 of them were from software firms and 26 were from core engineering firms.

For employer branding study, the survey consisted of pilot study and the final survey. The instrument used for employer branding survey was vetted by the academics (for HR and marketing areas) and industry experts (core and software sectors) before the questionnaire was pre-tested through pilot study. A pilot study was done with 60 final year students of engineering (B.Tech. and M.Tech.), computer applications (MCA) and software engineering (MS) who were pursuing their under graduate and post graduate courses at the institution Some questions that were not clear were re-phrased to make the respondent understand the question clearly.

The final survey was conducted with the final year students from Engineering (UG and PG), MCA, MS (Software Engineering) of VIT University who were eligible to attend the campus recruitments. Students with no current arrears or backlogs were considered as eligible for campus recruitment process. The final year students were

chosen as they are the potential recruits for any organization that planned to conduct the campus recruitment at VIT. A total of 2598 final year students were listed. For the final survey, a sample size of 1299 students (50 percent of the population) was fixed. This was again based on the deductive reasoning technique (Sekaran and Bougie, 2010) in sampling and reliability on larger sample size (Cooper and Schindler, 2006). The random number generation process (through MS-excel) of simple random sampling method was used to identify the 1299 respondents. A total of 760 responses were received and after data cleaning, a total of 697 usable questionnaires were used for the final data analysis.

3.4   SOURCES AND METHOD OF DATA COLLECTION
3.4.1   SECONDARY AND PRIMARY DATA

The primary and secondary data have been used for the study. Secondary data sources include the VIT placement's time series data from the internal reports, the journals from the publishers like Emerald and bibliography database providers like ABI- Inform, EBSCO etc.,

The primary data for both the employer branding and institutional branding were collected by using structured questionnaires. The primary data related to the demographic variables, branding dimensions and perceptions on campus recruitment related activities were captured using the questionnaires.

3.4.2   INSTRUMENT DEVELOPMENT AND VALIDATION

Two structured questionnaires were developed, one for institutional branding and one for employer branding to capture the branding dimensions. Both the questionnaires also captured the perceptions of the HR managers and students on campus recruitments.

For institutional branding, various branding dimensions were identified through critical literature survey. The institutional branding dimensions are: information (18 items), academic (15 items), student (21 items), infrastructure (14 items), events (7 items), reputation (22 items), credibility (9 items), company engagement (12 items), industry (5 items), management (5 items), placement (12 items) and international relations (6 items). After identification, the instrument was

vetted by both industry executives and HR / marketing academics. Based on the response, a true / false question related to the existing parameters, to check the awareness levels of the respondents was added. The true / false questions in questionnaire were used to check if the respondent was aware of the facts about the University. There were modifications done related to some of the variables under dimensions. The branding dimension questions were scaled with 1 as highly influential /extremely important / strongly agree and 5 as no influence at all/extremely low importance/strongly disagree. The questions related to campus recruitment process like slot sharing, recruitment season and salary expectations were also included. The profiles of the HR managers and the companies were added.

The review of earlier literatures highlighted that the image and reputation of as important branding dimensions in any branding studies. Many scales are generally used in the research studies to study the reputation and credibility dimensions. After reviewing the literature, Cohen's corporate reputation scale was identified suitable to study the reputation of the institution and "Newell and Goldsmith's - corporate credibility scale" to study the credibility dimensions of the institution. The items used in the above scales were incorporated in the instrument to study the reputation and the credibility dimensions. The instrument also captured the demographic details of the respondents, size of the organization, year of establishment, association with VIT University, industry sector and the functionality.

All the scales that were developed or adopted were vetted and tested for their reliability. Cronbach's alpha reliability test was used to test the instrument before it was administered. The table shows the Cronbach alpha values.

Table 3.1 Cronbach alpha test for institutional branding

Branding dimension	Number of items	Cronbach's alpha
Source-media	9	0.904
Source-feedback	9	0.876
Academic-system	9	0.907
Academic- faculty	6	0.852
Student dimensions-skills	17	0.935
Student dimensions-academics	4	0.868
Infrastructure -academics	6	0.934
Infrastructure -non academics	8	0.963
Events	7	0.879
Reputation-product	5	0.911
Reputation-customer treatment	5	0.421
Reputation-corporate leadership	3	0.896
Reputation-contribution	2	0.749
Reputation-employer role	7	0.916
Reputation-concern for individuals	9	0.946
Credibility-expertise	4	0.468
Credibility- trustworthiness	5	0.713
Engagement-student	4	0.686
Engagement-institute	8	0.889
Industry branding dimension	5	0.924
Management branding dimension	5	0.953
Placement dimension - pre placement	9	0.949
Placement dimension - post placement	3	0.936
International relations	6	0.951

An average value of 0.86 and above was found. The alpha values ranged between 0.753 and 0.950.

For *employer branding* study, based on thorough exploration on the earlier studies in the areas of the employer branding, the branding variables were identified. Fifty four variables were finally identified and the questionnaire was made incorporating these items. Given below are the branding variables that were used to measure the branding dimensions in employer branding.

Table 3.2   Branding variables in employer branding

S. No.	Branding dimension
1.	Alumni influence
2.	Blogs (company blogs, general third party blogs, etc)
3.	Company is known for research and development
4.	Company website
5.	Company's past selection process (written test, GD, Interview etc.,)
6.	Company's products & services
7.	Company's selection process
8.	Compensation or salary (CTC) offered
9.	Designation offered
10.	Direct email
11.	Employer (company's) reputation and image at large
12.	Engagement with the students before on boarding
13.	Ethical company image
14.	Faculty development programmes
15.	Feedback about opportunities for higher education (sponsorship of advanced courses while in the company)
16.	Feedback on company's on site opportunities
17.	Feedback or recommendation of parents /relatives
18.	Feedback or recommendation of faculty
19.	Feedback or recommendation of fellow students
20.	Feedback or recommendation of placement Office
21.	Fringe benefits – canteen , commuting, health clubs etc.,
22.	Guest lectures
23.	Inspiring leadership
24.	Industrial visits
25.	Interaction with the interviewer / company representative
26.	Job contract - no service agreement
27.	Job profile offered
28.	Job security
29.	Magazines (commercial weekly, monthly magazines on business or subject areas)
30.	Multinational company – Global MNC / Indian MNC
31.	Offered place of posting (Location)
32.	On-boarding the selected students after graduation

S. No.	Branding dimension
33.	Online job portals
34.	Participating in or sponsoring cultural fests like Riviera
35.	Participating in or sponsoring technical fests like GraVITas
36.	Personality development workshops (like Evolve)
37.	Post placement talk on campus
38.	Pre placement Talk
39.	Print advertisements (newspapers, journals, college magazines, etc)
40.	Professional social networking sites –(LinkedIn)
41.	Offering project work
42.	Presenting a clear career path
43.	Ranking as best employer in magazines and media
44.	Size of the company(i.e. the total number of employee)
45.	Social networking sites (Facebook, Orkut, Twitter, etc)
46.	Participation in student technical contests (like paper presentations, coding contests etc.,)
47.	Conducting/sponsoring technical quizzes to students
48.	Organizing student workshops
49.	Offering summer internships
50.	Participating in technical seminars
51.	Technical sponsorships from companies (example, sponsorship of labs, machines, software, manuals, lab equipment, etc.)
52.	Television advertisements & programs (on company culture, people, etc.)
53.	Turnover of the company
54.	Vision and mission statements of the company

The questions were scaled with 1 as highly influential /extremely important / strongly agree and 5 as no influence at all/extremely low importance/strongly disagree. The demographic variables and academic details of the students were added. The questionnaire was vetted by the industry experts and HR/marketing academicians.

Cronbach's alpha reliability test was examined before the instrument was administered. Cronbach's alpha value was 0.975.

3.4.3 METHOD OF CONTACT

The survey method with a structured questionnaire was appropriate for the research design and for the data collection. Online platforms were used to collect the data.

For both the surveys, online platform (Survey Monkey) was used. Institutional branding survey was done between February 2013 and March, 2013 and employer branding survey was done between July 2012 and August, 2012.

The questionnaires were loaded in the online platform and the link for the questionnaire was shared with the respondents (HR managers and students) through emails.

3.5 DATA ANALYSIS PLAN

For institutional branding, after the final data collection, the data was coded, cleaned, labelled and verified for the missing values. Finally, 65 responses that had all the entries were chosen for the analysis, of which, 39 of them were from software and 26 from core engineering sector. SPSS package was used to test the validity and the reliability of the instrument and empirically examine the impact of branding dimensions.

Measures of mean and standard deviation were used to find out the overall top branding dimensions in institutional branding. ANOVA was used to find out the significance of demographic and academic variables in branding an institution. Paired T tests were used to find out the branding dimension importance within the major branding dimensions.

The results are discussed in the following chapters:

The data for employer branding was collected was coded, cleaned, labelled and verified to remove the missing values and incomplete instrument. 697 instruments which had complete responses were chosen for the data analysis. SPSS package was used for the analysis of the data. ANOVA was used to find the importance of branding dimensions with relation to the demographic and academic variables.

Discriminant analysis was used to find out the overall branding dimensions importance when it comes to the choice of a particular company.

The outcomes of the analysis are discussed in the chapters to follow.

3.6   CONSTRUCTS – OPERATIONAL DEFINITIONS INSTITUTIONAL BRANDING

Institutional branding dimensions were grouped into 12 major branding dimensions. The operational definitions for each major branding dimension are discussed below.

Information dimension

Information dimension included the source of the information used by the respondents while branding the institution. The information dimensions were sub divided into two parts namely, media sources and direct feedback to study the impact of the dimensions within the group. The information from the media sources included the source of information was disseminated from the digital and print media. The direct feedback related to the information was generated from the sources like students, colleagues, other managers, VIT representatives etc.,

Academic dimensions

Academic dimensions that impacted the branding decision were included. Academic system and faculty formed the sub group within the group.

Infrastructure dimensions

The dimensions relating to the infrastructure facilities of an institution were grouped together. The major group had academic and non academic sub group of dimensions that were considered as branding dimensions in the study.

Events dimensions

Events that were organized by the institution formed part of this dimension group. The events that were organized internally and externally were grouped together to find out the importance.

Reputation dimensions

The study of reputation of the institution had sub groups that included the product reputation, customer treatment, corporate leadership, contribution, employee role and concern for individuals. The dimensions were based on an adopted scale (Cohen's reputation scale) was used to study the reputation of the institution.

Credibility dimensions

The dimensions that were grouped together to study the credibility of an institution was based on the Newell and Goldsmith's - corporate credibility scale. The dimensions were sub grouped under expertise and trustworthiness.

Company engagement dimensions

The engagements that were done by the corporate for the institution campus were grouped together to study its impact. The engagements included the offerings by the corporate to the students as well as the institution.

Industry dimensions

The industry dimensions like, overall industry norms and visit of several companies that visited VIT influenced the respondents in branding the institution.

Management dimensions

The group of institution governance dimensions were considered as impacting dimensions in the institutional branding by the respondents.

Placement process dimensions

The influence of the placement Office, the placement process and the responsiveness of the placement office were grouped together. The impact of these dimensions – pre placement and post placement were analysed.

International relations dimensions

The international relations component that included both the faculty and the students formed part of this branding dimension. International collaborations, MoUs and exchange programmes done by the institution were part of the international branding dimensions.

CHAPTER 4
DATA ANALYSIS

4.1 INTRODUCTION

Data Analysis and discussion chapter presents the detailed analysis of the primary data collected during the research and also discusses about the findings of the study. This chapter covers the analysis related to 1. Demographic details of the respondents 2. Frequency tables for branding variables and 3. Discriminating branding variables.

4.2 DEMOGRAPHIC DETAILS OF THE RESPONDENTS

In institutional branding, with respect to sector details, out of 65 respondents, 39 (60 percent) were from the software sector and 26 (40 per cent) were from the core engineering sector. With regards to the company size, 23 (35.4 percent) were from the organizations that had an employee strength of less than 50000 and 42 (64.6 percent) were from those organizations with an employee strength of more than 50000. 44 (67.7 percent) of them were male and 21(32.3 percent) of them were female.

Table 4.1 presents the demographic details of the institutional branding study in the research.

Table 4.1 Demographic variables in institutional branding

Demographic variables	Characteristic	Number of respondents	Percentage
Sector	Software	39	60
	Core	26	40
Company size	Employee strength less than 50000	23	35.4
	Employee strength more than 50000	42	64.6
Gender	Male	44	67.7
	Female	21	32.3

For employer branding, the gender, academic grades (CGPA) and region of the respondents were the demographic variables that were analysed and listed in Table 4.2.

In this study the students based on their CGPA were classified into four academic grade groups and were given letter grades. The students with 9 and above CGPA were termed S grade, 8 to 8.9 as A grade, 7 to 7.9 as B grade, 6 to 6.9 as C grade.

Table 4.2 Demographic variables in employer branding

Demographic Variables	Characteristic	Number of respondents	Percentage
Gender	Female	235	33.7
	Male	462	66.3
CGPA	S Grade	64	9.2
	A Grade	429	61.5
	B Grade	174	25.0
	C Grade	30	4.3
Region	South	311	44.6
	Other than south	386	55.4
Educational Qualification	UG	367	52.7
	PG	330	47.3

Out of 697 respondents, 235 (33.7 percent) were female respondents and 462 of them were male respondents (66.3 percent). With respect to the academic grades of the respondents, 64 (9.2 percent) of them had S grade, 429 (61.5 percent) of them had A grade, 174 (25 percent) of them had B grade and 30 (4.3 percent) of them had C grade. The region-wise demographic indicates that 311 (44.6 percent) of them were from southern region and 386 (55.4 percent) were from other than southern region. 367 (52.7) were from under graduate courses and 330 (47.3) were from post graduate courses.

4.3   INSTITUTIONAL BRANDING ANALYSIS AND INTERPRETATION

The following chapter presents the institutional branding analysis and interpretation.

4.3.1   CONSTRUCTS'   MEASURING   INSTITUTIONAL   BRANDING DIMENSIONS

The table presents the constructs measuring the branding variables and their influence on institutional branding.

Table 4.3 Constructs' measuring branding dimensions in institutional branding

Institutional branding dimensions	Institutional branding dimensions	Number of items
Information Sources	Media sources	9
	Direct feedback	9
Academics	Academic systems	9
	Academic faculty	6
Students	Student skills	17
	Student academics	4
Infrastructure	Academic infrastructure	6
	Non academic infrastructure	8
Events	Events	7
Reputation	Reputation - product	5
	Reputation - customer treatment	5
	Reputation – corporate leadership	3
	Reputation - contribution	2
	Reputation – employer role	7
	Reputation – concern for individual	9
Credibility	Credibility – expertise	4
	Credibility – trustworthiness	5
Company engagement	Student engagement	4
	Institutional engagement	8
Placement responsiveness	Pre placement responsiveness	9
	Post placement responsiveness	3
Industry Dimension	Industry	5
Management Dimension	Management	5
International relations dimension	International relations	6

After identification of these institutional branding dimensions, an instrument was used to measure the branding dimensions. Further steps included grouping, generation of questionnaire items, surveying, reliability and validity assessments and confirmation of norms as suggested by Churchill. G. A.(1979).

4.4 ANALYSIS OF INSTITUTIONAL BRANDING VARIABLES BASED ON THE FREQUENCIES

As discussed in the methodology chapter, the primary data with the final instrument was collected from 65 respondents. The instrument was used for

measuring the branding dimensions in institutional branding. Likert, R. (1932) scale from strongly agree / extremely influential / extremely important (measured as 1) to Strongly disagree / No influence at all / extremely low importance (measured as 5) was used to measure the level of influence.

The responses were analysed using the frequency tables and are presented from Table 4.4.

Table 4.4 Level of influence of media sources variables in institutional branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does not really influence	No influence at all	Mean (Standard deviation)
Advertisements by VIT in print media - newspapers and magazines	12 (18.5)	29 (44.6)	17 (26.2)	3 (4.6)	4 (6.2)	2.353 *(1.037)*
Advertisements by VIT in electronic & digital media – TV, internet, FM Radio	8 (12.3)	27 (41.5)	20 (30.8)	6 (9.2)	4 (6.2)	2.553 *(1.031)*
Publicly available news features or articles on latest rankings of institutes published by third-party agencies	13 (20)	35 (53.8)	13 (20)	3 (4.6)	1 (1.5)	2.138 *(0.845)*
News about events at VIT covered in the print media	9 (13.8)	35 (53.8)	14 (21.5)	4 (6.2)	3 (4.6)	2.338 *(0.956)*

Table 4.4 (Continued)

Branding variable	Extremely influential	Quite influential	Partially influential	Does not really influence	No influence at all	Mean (Standard deviation)
News about events at VIT covered in the electronic media (TV / internet)	6 (9.2)	31 (47.7)	22 (33.8)	4 (6.2)	2 (3.1)	2.461 *(0.867)*
Research on the VIT's uniqueness amongst peer companies	16 (24.6)	32 (49.2)	14 (21.5)	2 (3.1)	1 (1.5)	2.076 *(0.853)*
Through various internet discussion forum	9 (13.8)	23 (35.4)	23 (35.4)	9 (13.8)	1 (1.5)	2.538 *(0.953)*
VIT website	11 (16.9)	28 (43.1)	20 (30.8)	6 9.2	0 (0)	2.323 *(0.867)*
VIT specific information shared/streamed on social media like facebook, linked in, twitter, etc	15 (23.1)	23 (35.4)	19 (29.2)	7 (10.8)	1 (1.5)	2.32 *(8.867)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation.

Table 4.4 shows that information provided through the media sources are considered to be influential as the analysis shows that only less than 7 per cent of the HR executives have registered the media resources as "no influence at all". Out of the media sources, research on the VIT's uniqueness amongst peer companies ($\bar{x}$ = 2.076, σ = 0.853) and publicly available news features or articles on latest rankings of institutes published by third-party agencies ($\bar{x}$ = 2.138, σ = 0.845) were rated high by the respondents. Advertisements in media ($\bar{x}$ =2.553, σ =1.031) and the information obtained through internet discussion forums ($\bar{x}$ =2.538, σ = 0.953) were

considered to be less influential as the HR managers have considered these to be subjective.

Table 4.5 Level of influence of direct feedback variables in institutional branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does not really influence	No influence at all	Mean (Standard deviation)
Visit to an event hosted / organized by VIT	19 (29.2)	26 (40)	14 (21.5)	4 (6.2)	2 (3.1)	2.138 (1.013)
Direct emails from VIT introducing VIT and forthcoming placement opportunities / schedules	19 (29.2)	26 (40)	16 (24.6)	4 (6.2)	0 (0)	2.076 (0.889)
Direct meeting with VIT representative at your company	28 (43.1)	25 (38.5)	10 (15.4)	2 (3.1)	0 (0)	1.784 (0.819)
Direct meeting with VIT representative at an industry event	18 (27.7)	32 (49.2)	12 (18.5)	3 (4.6)	0 (0)	2 (0.810)
Direct meeting with VIT students at the Institute	29 (44.6)	32 (49.2)	2 (3.1)	2 (3.1)	0 (0)	1.646 (0.694)
Observation of VIT students' conduct during project / internship in your company	31 (47.7)	22 (33.8)	10 (15.4)	2 (3.1)	0 (0)	1.738 (0.834)
Feedback about VIT (recommendation) from colleagues who are alumni of VIT	31 (47.7)	26 (40)	7 (10.8)	1 (1.5)	0 (0)	1.661 (0.734)

Table 4.5 (Continued)

Branding variable	Extremely influential	Quite influential	Partially influential	Does not really influence	No influence at all	Mean (Standard deviation)
Feedback about VIT (recommendation) from colleagues whose children or relatives are currently studying at VIT	20 (30.8)	22 (33.8)	20 (30.8)	3 (4.6)	0 (0)	2.092 *(0.896)*
Feedback from line managers who have worked with fresher recruits from VIT in the recent past	30 (46.2)	24 (36.9)	8 (12.3)	3 (4.6)	0 (0)	1.753 *(0.848)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation.

Table 4.5 shows that the mean values to be less than 2, which states that the feedback dimensions were considered to have a significant influence in institutional branding. Among the feedback dimensions, feedback from the alumni ($\bar{x}$ =1.661, σ = 0.734), direct meeting with the students ($\bar{x}$ =1.646, σ =0.694) and observation of the students during internships ($\bar{x}$ =1.738) were considered to be high influencing variables. The interaction with the students during the selection process or workshops and during the internships gives the companies a firsthand feel of the students' caliber. Alumni's performance also plays a vital role in institutional brand building.

Table 4.6 Level of influence of academic - systems variables in institutional branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does not really influence	No influence at all	Mean (Standard Deviation)
Proactive curriculum development in partnership with industry experts	31 (47.7)	29 (44.6)	5 (7.7)	0 (0)	0 (0)	1.6 *(0.632)*
Course / syllabus changes aimed at enhancing "employability" of students	36 (55.4)	23 (35.4)	6 (9.2)	0 (0)	0 (0)	1.538 *(0.663)*
Academic system – Fully flexible credit system (and not regular choice based credit system or any other conventional academic system)	31 (47.7)	21 (32.3)	12 (18.5)	1 (1.5)	0 (0)	1.738 *(0.8154)*
Project based learning culture	28 (43.1)	29 (44.6)	8 (12.3)	0 (0)	0 (0)	1.692 *(0.682)*
Research based learning rigor	28 (43.1)	28 (43.1)	8 (12.3)	1 (1.5)	0 (0)	1.723 *(0.739)*
Offers platform (via annual science, engineering & technology (SET) conference) to PG students to apply concepts and publish papers	18 (27.7)	37 (56.9)	7 (10.8)	3 (4.6)	0 (0)	1.923 *(0.756)*
Offers courses and programs for students' holistic and all-round academic & skill development	19 (29.2)	37 (56.9)	7 (10.8)	2 (3.1)	0 (0)	1.876 *(0.718)*
A culture of excellence through setting up of academic centers of excellence	26 (40)	32 (49.2)	7 (10.8)	0 (0)	0 (0)	1.707 *(0.654)*

Table 4.6 (Continued)

Branding variable	Extremely influential	Quite influential	Partially influential	Does not really influence	No influence at all	Mean (Standard Deviation)
Offers courses accredited by reputed agencies like the American bureau of engineering & technology(ABET), National board of accreditation(NBA) etc.	33 (50.8)	24 (36.9)	7 (10.8)	1 (1.5)	0 (0)	1.630 *(0.740)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent Standard deviation.

The above Table 4.6 shows that the academic – systems dimension being considered as high influencing branding dimension, as the mean value is less than 2. It is also observed that none of the respondents have given rating as 5 which is "no influence at all" and less than 5 percent of them have given rating as 4 which is "does not really influence". On an average, more than 75 per cent of them have considered the academic –systems dimension as influential or extremely influential. Among the branding variables, revision of syllabus that enhances the employability ($\bar{x}$ =1.538, σ = 0.663) and curriculum development with industry experts ($\bar{x}$ =1.6, σ = 0.632) were rated as high influencing variables. Industry considers that the gap between industry and academia should be reduced and this may be possible only by pro active curriculum development and revision of syllabus that incorporates the latest developments in the industry.

Table 4.7 Level of influence of academic – faculty variables in institutional branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does not really influence	No influence at all	Mean (Standard Deviation)
Ph.D. qualified faculty and their high quality teaching competencies	32 (49.2)	28 (43.1)	5 (7.7)	0 (0)	0 (0)	1.584 *(0.634)*
Healthy student to faculty ratio	27 (41.5)	32 (49.2)	6 (9.2)	0 (0)	0 (0)	1.676 *(0.640)*
Faculty development programs that encourage them to participate in reputed international conferences	21 (32.3)	31 (47.7)	11 (16.9)	2 (3.1)	0 (0)	1.907 *(0.785)*
Faculty development : encouraging their participation in reputed national conferences	18 (27.7)	35 (53.8)	10 (15.4)	2 (3.1)	0 (0)	1.938 *(0.747)*
Successful bidding and completion of consulting projects for clients from industry	17 (26.2)	36 (55.4)	10 (15.4)	2 (3.1)	0 (0)	1.953 *(0.738)*
Successful bidding and completion of consulting projects for government agencies like the Dept. of science & technology, Dept. of biotechnology, technology business incubator etc.,	13 (20)	33 (50.8)	16 (24.6)	3 (4.6)	0 (0)	2.138 *(0.788)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent Standard deviation.

Table 4.7 indicates that the average mean value to be less than 2, which means that the academic-faculty dimension to be an influencing dimension. The table also shows that the 75 per cent of the HR executives considers the academic-faculty dimension to be influential or extremely influential. Faculty with PhD qualification ($\bar{x}$ =1.584, σ = 0.634) and healthy student to faculty ratio ($\bar{x}$ =1.676, σ = 0.640) were considered to be highly influencing variables. Faculty with PhD qualification and a better student to faculty ratio improves the learn-ability of the students, which in turn improves the students' performance during the campus recruitment process.

Table 4.8 Level of agreement on student – academics variables in institutional branding

Branding variable	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean (Standard Deviation)
Has a good entrance exam rank(VIT engineering entrance exam (VITEEE)	26 (40)	31 (47.7)	8 (12.3)	0 (0)	0 (0)	1.723 (0.673)
Has consistently good academic scores prior to joining the engineering programme (X, XII etc.,)	24 (36.9)	34 (52.3)	7 (10.8)	0 (0)	0 (0)	1.738 (0.644)
Has a good grade point / percentage in the degree programme	24 (36.9)	35 (53.8)	6 (9.2)	0 (0)	0 (0)	1.723 (0.625)
Has got publications in national / international journals	18 (27.7)	30 (46.2)	14 (21.5)	3 (4.6)	0 (0)	2.030 (0.828)

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent Standard deviation.

Table 4.8 shows that less than 3 percent of the HR executives have a disagreement on the importance of student – academics branding variables. The average mean value is less than 2 which indicates the strong level of agreement on the branding dimension. More than 80 per cent of them either agree or strongly agree on the branding variables listed above. There was a high level of agreement on the entrance exam scores ($\bar{x}$ =1.723, σ = 0.673) and pursuing degree grades ($\bar{x}$ =1.723, σ = 0.625). Since the supply of engineering graduates has increased multifold, many of the recruiting companies are having the academic grades as preliminary filtration criteria in the selection process. The companies would like to know the input criteria

in admissions process. It is considered as the major branding criteria for the institutions.

Table 4.9 Level of agreement on student - skills variables in institutional branding

Branding variable	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean (Standard deviation)
Has got good knowledge of subject matter	19 (29.2)	34 (52.3)	12 (18.5)	0 (0)	0 (0)	1.892 *(0.687)*
Can communicate well	31 (47.7)	29 (44.6)	5 (7.7))	0 (0)	0 (0)	1.6 *(0.632)*
Has got a good aptitude	20 (30.8)	41 (63.1)	4 (6.2)	0 (0)	0 (0)	1.753 *(0.559)*
Has excellent soft skills	24 (36.9)	36 (55.4)	5 (7.7)	0 (0)	0 (0)	1.707 *(0.605)*
Is a team player	19 (29.2)	40 (61.5)	6 (9.2)	0 (0)	0 (0)	1.8 *(0.591)*
Has got good leadership qualities	17 (26.2)	41 (63.1)	6 (9.2)	1 (1.5)	0 (0)	1.861 *(0.634)*
Has participated in technical events (paper presentations, coding contests, workshops etc.,)	16 (24.6)	42 (64.6)	5 (7.7)	2 (3.1)	0 (0)	1.892 *(0.664)*
Has undergone industrial training	13 (20)	39 (60)	10 (15.4)	3 (4.6)	0 (0)	2.046 *(0.738)*
Has done summer internships in an industry	22 (33.8)	32 (49.2)	8 (12.3)	3 (4.6)	0 (0)	1.876 *(0.800)*
Will be doing / doing final semester internship/project work in industry	20 (30.8)	37 (56.9)	6 (9.2)	2 (3.1)	0 (0)	1.846 *(0.712)*
Has been part of industrial visit	10 (15.4)	35 (53.8)	19 (29.2)	1 (1.5)	0 (0)	2.169 *(0.697)*
Is attentive during the placement process	20 (30.8)	36 (55.4)	6 (9.2)	3 (4.6)	0 (0)	1.876 *(0.760)*
Has a well structured resume	16 (24.6)	39 (60)	9 (13.8)	1 (1.5)	0 (0)	1.923 *(0.668)*
Is well behaved during the placement process	23 (35.4)	37 (56.9)	4 (6.2)	1 (1.5)	0 (0)	1.738 *(0.644)*
Follows a neat dress code during the process	25 (38.5	35 (53.8)	4 (6.2)	1 (1.5)	0 (0)	1.707 *(0.654)*
Possess a positive attitude	25 (38.5)	35 (53.8)	5 (7.7)	0 (0)	0 (0)	1.692 *(0.610)*
Has participated in extracurricular activities (sports, culturals etc,,)	19 (29.2)	36 (55.4)	10 (15.4)	0 (0)	0 (0)	1.861 *(0.658)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation.

The mean values of student skills dimensions (Table 4.9) are less than 2 which indicates a high level of agreement. None of the HR managers had a disagreement on the requirements of the student skills dimensions. The Table 4.9 shows the strong level of agreement on communication skills ($\bar{x}$ =1.6, σ = 0.632) and positive attitude ($\bar{x}$ =1.692, σ = 0.610) as they are given high importance by the HR executives during the campus recruitment process. Students who do not possess good communication skills may not be able to express or impress the interviewer during the selection process. Imbibing positive attitude in the students' mind would enable them to take challenging roles when they join an organization.

Table 4.10 Level of influence of academic–infrastructure variables in institutional branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does not really influence	No influence at all	Mean (Standard deviation)
Has adequate land and buildings	33 (50.8)	21 (32.3)	9 (13.8)	2 (3.1)	0 (0)	1.692 (0.827)
Has state of the art lab facilities	40 (61.5)	19 (29.2)	4 (6.2)	1 (1.5)	1 (1.5)	1.523 (0.812)
Has library which is stacked with adequate books and journals	38 (58.5)	21 (32.3)	4 (6.2)	2 (3.1)	0 (0)	1.538 (0.751)
Has excellent internet facilities	36 (55.4)	23 (35.4)	5 (7.7)	1 (1.5)	0 (0)	1.553 (0.707)
Has state of the art computing facilities	39 (60)	20 (30.8)	5 (7.7)	1 (1.5)	0 (0)	1.507 (0.709)
Supports video conferencing facilities	36 (55.4)	21 (32.3)	6 (9.2)	2 (3.1)	0 (0)	1.600 (0.786)

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation.

Table 4.10 shows that the mean values to be less than 2 which signifies that the academic – infrastructure dimension as an influential branding dimension in institutional branding. More than 80 per cent of the respondents have opined that the academic- infrastructure to be a highly influential dimension. Less than 2 percent only have rated as "no influence at all". The respondents have given computing facilities \

($\overline{x}$ =1.507, σ = 0.709) and lab facilities ($\overline{x}$ =1.523, σ = 0.812) high importance. The state-of-the-art computing and other lab facilities are mandatory pre-requisites for any educational institution. In India, majority of the students are recruited by IT and ITES companies through campus recruitments and training the students in computing, regardless of the course of the study would improve the employability and in turn, improve the brand image of the institution.

Table 4.11 Level of influence of non academic – infrastructure variables in institutional branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does not really influence	No influence at all	Mean (Standard deviation)
Has well furnished conference rooms / auditoriums	33 (50.8)	25 (38.5)	5 (7.7)	2 (3.1)	0 (0)	1.630 *(0.761)*
Has well maintained hostel facilities	27 (41.5)	30 (46.2)	7 (10.8)	1 (1.5)	0 (0)	1.723 *(0.718)*
Has well furbished guest house facilities	24 (36.9)	32 (49.2)	7 (10.8)	2 (3.1)	0 (0)	1.800 *(0.754)*
Has banks and ATMs on campus	22 (33.8)	25 (38.5)	14 (21.5)	4 (6.2)	0 (0)	2.000 *(0.901)*
Has modern sports facilities	22 (33.8)	29 (44.6)	12 (18.5)	2 (3.1)	0 (0)	1.907 *(0.804)*
Supports the transport facilities for students and faculty	23 (35.4)	24 (36.9)	14 (21.5)	4 (6.2)	0 (0)	1.984 *(0.909)*
Has on campus round the clock health services	22 (33.8)	28 (43.1)	14 (21.5)	1 (1.5)	0 (0)	1.907 *(0.785)*
Has a well maintained green and clean campus	28 (43.1)	29 (44.6)	7 (10.8)	1 (1.5)	0 (0)	1.710 *(0.723)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent Standard deviation.

Table 4.11 indicates that no respondent gave "no influence at all" rating with an average mean value of less than 2. Among the non-academic infrastructure variables, availability of conference rooms / auditoriums ($\bar{x}$ =1.630, σ = 0.761) and a clean campus ($\bar{x}$ =1.710, σ =0.723) were considered to be influencing variables. Availability of conference rooms and auditoriums enable the institutions to organize more workshops / conferences that enable knowledge transfer smoothly.

Table 4.12 Level of influence of events variables on institutional branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does not really influence	No influence at all	Mean (Standard Deviation)
Techfests (like graVITas)	29 (44.6)	25 (38.5)	8 (12.3)	3 (4.6)	0 (0)	1.769 (0.843)
Cultural fests(like Riviera)	20 (30.8)	22 (33.8)	15 (23.1)	6 (9.2)	2 (3.1)	2.2 (1.078)
International conferences	25 (38.5)	27 (41.5)	9 (13.8)	4 (6.2)	0 (0)	1.876 (0.875)
Annual HR and placement officers' meet	25 (38.5)	25 (38.5)	13 (20)	2 (3.1)	0 (0)	1.876 (0.838)
Faculty development programmes with the help of industry	20 (30.8)	35 (53.8)	9 (13.8)	1 (1.5)	0 (0)	1.861 (0.704)
Student seminars/workshops with the help of industry	21 (32.3)	37 (56.9)	5 (7.7)	2 (3.1))	0 (0)	1.815 (0.704)
Guest lectures by industry experts	23 (35.4)	35 (53.8)	6 (9.2)	1 (1.5)	0 (0)	1.769 (0.679)

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation.

Though the mean values tend to be less than 2, not all variables listed (table 4.12) were considered to be highly influential. Variables like cultural fests ($\bar{x}$ = 2.2, σ = 1.078) were recorded to be partially influential by considerable number (23 per cent) of respondents. The respondents have considered tech fests like gravitas ($\bar{x}$ = 1.769, σ = 0.843) and guest lectures by industry experts ($\bar{x}$ =1.769, σ = 0.679) as

equal and highly influential (Table 4.12). Tech fests act as a forum for the students to exhibit their technical talents.

Table 4.13 Level of agreement on reputation variables in institutional branding

Branding variable	Branding sub group	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean (Standard Deviation)
You can depend on VIT's students on the job performance	*Reputation -product*	23 (35.4)	38 (58.5)	4 (6.2)	0 (0)	0 (0)	1.707 (0.578)
VIT students are of high quality		25 (38.5)	35 (53.8)	5 (7.7)	0 (0)	0 (0)	1.692 (0.610)
VIT students are leaders in their field		12 (18.5)	37 (56.9)	16 24.6)	0 (0)	0 (0)	2.061 (0.658)
VIT students are among the best in appearance		11 (16.9)	37 (56.9)	17 (26.2)	0 (0)	0 (0)	2.092 (0.654)
Performance of VIT students is outstanding		13 (20)	39 (60)	13 (20)	0 (0)	0 (0)	2 (0.637)
It is very pleasant to work/recruit with VIT or their team	*Reputation -customer treatment*	25 (38.5)	33 (50.8)	7 (10.8)	0 (0)	0 (0)	1.723 (0.649)
VIT tries to be fair on the fee charged		8 (12.3)	26 (40.0)	29 (44.6)	1 (1.5)	1 (1.5)	2.4 (0.786)
VIT tries to understand customer needs		19 (29.2)	33 (50.8)	12 (18.5)	0 (0)	1 (1.5)	1.938 (0.788)
VIT treats customers fairly on complaints		15 (23.1)	37 (56.9)	12 (18.5)	1 (1.5)	0 (0)	1.984 (0.695)
Goes out of the way to please the public		0 (0)	1 (1.5)	23 (35.4)	31 (47.7)	10 (15.4)	3.769 (0.723)

Table 4.13 (Continued)

Branding variable	Branding sub group	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean (Standard Deviation)
VIT is one of the progressive private University	*Reputation- corporate leadership*	33 (50.8)	29 (44.6)	3 (4.6)	0 (0)	0 (0)	1.538 (0.588)
VIT is a fast growing and expanding private university		36 (55.4)	26 (40)	3 (4.6)	0 (0)	0 (0)	1.492 (0.589)
VIT is outstanding in bringing new and improved UG/PG programmes		26 (40)	32 (49.2)	7 (10.8)	0 (0)	0 (0)	1.707 (0.654)
VIT has made noteworthy contribution to local/ regional/ national/ international level of education	*Reputation- contribution*	27 (41.5)	30 (46.2)	8 (12.3)	0 (0)	0 (0)	1.707 (0.678)
VIT is the leader in engineering education in private sector		27 (41.5)	31 (47.7)	7 (10.8)	0 (0)	0 (0)	1.692 (0.659)
VIT has modern amenities	*Reputation- employer role*	28 (43.1)	31 (47.7)	6 (9.2)	0 (0)	0 (0)	1.661 *(0.644)*
VIT has good record in steady work		22 (33.8)	38 (58.5)	5 (7.7)	0 (0)	0 (0)	1.738 *(0.593)*
VIT is good in training and advancing employees careers		24 (36.9)	30 (46.2)	11 (16.9)	0 (0)	0 (0)	1.8 *(0.711)*

Table 4.13 (Continued)

Branding variable	Branding sub group	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean (Standard Deviation)
VIT provides outstanding attention to their staffs' on-the-job safety		19 (29.2)	29 (44.6)	16 (24.6)	1 (1.5)	0 (0)	1.984 (0.780)
VIT has excellent benefits for its employees		16 (24.6)	27 (41.5)	22 (33.8)	0 (0)	0 (0)	2.092 (0.764)
VIT tries to deal fairly with its employees		14 (21.5)	32 (49.2)	19 (29.2)	0 (0)	0 (0)	2.076 (0.713)
VIT tries to be fair towards its employees on the pay package		15 (23.1)	28 (43.1)	22 (33.8)	0 (0)	0 (0)	2.11 (0.753)
Helps the nearby colleges in nearby areas with placements		25 (38.5)	31 (47.7)	8 (12.3)	1 (1.5)	0 (0)	1.769 (0.723)
Gives free education/ hostel / food for the toppers of govt. schools(STARS programme)		30 (46.2)	26 (40)	8 (12.3)	1 (1.5)	0 (0)	1.692 (0.748)
Helps the self help groups		24 (36.9)	29 (44.6)	12 (18.5)	0 (0)	0 (0)	1.815 (0.726)
Organises medical camps		24 (36.9)	27 (41.5)	14 (21.5)	0 (0)	0 (0)	1.846 (0.754)
Organises vocational training and placement activities for semi skilled / unskilled workers	*Reputation- concern for individuals*	26 (40)	26 (40)	13 (20)	0 (0)	0 (0)	1.8 (0.754)

Table 4.13 (Continued)

Branding variable	Branding sub group	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean (Standard Deviation)
Conducts special orientation program for headmasters and teachers of schools (primary, high and higher secondary levels) in the district		24 (36.9)	26 (40)	15 (23.1)	0 (0)	0 (0)	1.861 (0.768)
Organising periodical science meets and exhibitions		24 (36.9)	25 (38.5)	16 (24.6)	0 (0)	0 (0)	1.876 (0.780)
Gives endowment awards to encourage meritorious performance among students in rural schools.		22 (33.8)	34 (52.3)	9 (13.8)	0 (0)	0 (0)	1.8 (0.666)
Provides infrastructure facilities to the government schools		28 (43.1)	28 (43.1)	8 (12.3)	1 (1.5)	0 (0)	1.723 (0.739)

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation

The Table 4.13 shows the reputation branding dimension in institutional branding. The reputation dimensions have been recorded using the Cohen's corporate reputation scale. The scale is again sub divided into various sub dimensions and the above dimensions are listed below:

The mean values are found below 2 indicates that the respondents are having high level of agreement on most of the reputation dimensions. Most of the HR

respondents agreed that VIT is a fast growing and expanding private University ($\bar{x}$ = 1.492, σ = 0.589), which is an important branding variable for the institution. There is a high level of agreement on the quality of the VIT students ($\bar{x}$ =1.692, σ = 0.610) dependability of VIT's student's job performance ($\bar{x}$ =1.707, σ = 0.578) which indicates the respondents placing more importance to the students dimensions in an institution. A high mean value ($\bar{x}$ = 3.769, σ = 0.723) of "VIT goes out of the way to please public" confirms the ethical image of the institution, which is again an important branding variable.

The *reputation- product* dimension suggests that the quality of students ($\bar{x}$ = 1.692, σ = 0.610) and the job performance of the students ($\bar{x}$ =1.707, σ = 0.578) have high level of agreement. Another sub dimension, *reputation-customer treatment* indicate that the pleasantness to work with VIT team ($\bar{x}$ =1.723, σ = 0.649) and empathy ($\bar{x}$ =1.938, σ = 0.788) have high level of agreement. Campus recruitment is based on relationships and institutions that maintain good relationship with the companies are able to attract more employers for recruitments. There is a high level of agreement on the fast growing and expanding private university variable ($\bar{x}$ =1.492, σ = 0.589) which was placed under *reputation – corporate leadership* dimension. Institutions that are innovative and have the leadership commitment only would be able to expand and grow in a fast manner and also would be able to brand themselves better. *Reputation – contribution* dimension has high level of agreement on VIT as a leader in engineering education in private sector variable ($\bar{x}$ =1.692, σ = 0.659).

There is a high level of agreement on modern amenities ($\bar{x}$ =1.661, σ = 0.644) and steady work ($\bar{x}$ =1.738, σ = 0.593) of the institution which were part of *reputation–employer role* dimension. Employees are the back bone of any institution and catering to the welfare of them enables the smooth functioning. STARS[16] programme ($\bar{x}$ =1.692, σ = 0.748), providing infrastructure facilities to the government schools ($\bar{x}$ =1.723, σ = 0.739) and helping the nearby colleges with placements ($\bar{x}$ =1.769, σ = 0.723) as a high level of agreement under the *reputation-concern for individuals* dimension. Any organization or institution should contribute

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[16] Support the advancement of rural students programme, where the students(district toppers from government rural schools are given free education, boarding and lodging by VIT University

to the society through the CSR activities. This is considered to be a branding initiative among the stake holders.

Newell and Goldsmith's - corporate credibility scale was used to study the credibility dimension in the institutional branding. The credibility dimension was sub grouped as expertise and trustworthiness and the impact was analysed.

Table 4.14 Level of agreement on credibility branding variables in institutional branding

Branding variable	Branding sub group	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean (Standard deviation)
VIT has a great amount of experience in academic excellence	*Credibility -expertise*	29 (44.6)	34 (52.3)	2 (3.1)	0 (0)	0 (0)	1.584 *(0.555)*
VIT is skilled in what it does		29 (44.6)	30 (46.2)	6 (9.2)	0 (0)	0 (0)	1.646 *(0.647)*
VIT possesses great expertise in academic delivery and excellence		25 (38.5)	36 (55.4)	4 (6.2)	0 (0)	0 (0)	1.676 *(0.589)*
VIT does not have much experience		16 (24.6)	18 (27.7)	5 (7.7)	14 (21.5)	12 (18.5)	2.815 *(1.488)*
One can trust VIT	*Credibility - trustworth iness*	27 (41.5)	31 (47.7)	7 (10.8)	0 (0)	0 (0)	1.692 *(0.659)*
VIT makes claims which are truthful		27 (41.5)	30 (46.2)	8 (12.3)	0 (0)	0 (0)	1.707 *(0.678)*
VIT is honest in its transactions and engagements		20 (30.8)	38 (58.5)	7 (10.8)	0 (0)	0 (0)	1.8 *(0.617)*
One need not believe what VIT tells		16 (24.6)	13 (20.0)	9 (13.8)	19 (29.2)	8 12.3)	2.846 *(1.405)*
VIT is accredited by academic bodies (National assessment and accreditation council etc.,)		29 (44.6)	29 (44.6)	7 (10.8)	0 (0)	0 (0)	1.661 *(0.667)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation

Table 4.14 shows that the respondents high level of agreement on all the credibility branding dimensions. This is confirmed by the mean values of 1.8 and below for both the credibility dimensions.

Among the *credibility-expertise* variables, high level of agreement has been given for academic excellence of VIT ($\bar{x}$ =1.584, σ = 0.555). The table also shows the level of disagreement on "VIT's does not have experience variable" with a high mean value ($\bar{x}$ =2.815, σ = 1.488). This signifies the expertise value of VIT. Institutions with greater academic excellence are able to brand themselves better.

Credibility in terms of trustworthiness is measured with 5 items (Table 4.14) and it is noticed that more than 90 per cent of the respondents have agreed that they can trust VIT. Accreditation ($\bar{x}$ =1.661, σ = 0.667) and trust ($\bar{x}$ =1.692, σ = 0.659) have high level of agreement by the respondents. Any organization would like to associate with an institution that is trust worthy and transparent in its operations. The governing bodies of Indian education system mandate accreditation of all the educational institutions that would ensure quality in academic process.

Table 4.15 Level of importance of student engagement variables in institutional branding

Branding variable	Extremely Important	Important	Neutral	Not important	Extremely low importance	Mean (Standard deviation)
Offer project work for the students	26 (40)	31 (47.7)	8 (12.3)	0 (0)	0 (0)	1.723 *(0.673)*
Offer summer internships for students	28 (43.1)	30 (46.2)	7 (10.8)	0 (0)	0 (0)	1.676 *(0.663)*
Conduct student workshops on campus	31 (47.7)	30 (46.2)	4 (6.2)	0 (0)	0 (0)	1.584 *(0.609)*
Allow students for industrial visits	26 (40)	29 (44.6)	9 (13.8)	1 (1.5)	0 (0)	1.769 *(0.745)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation

The Table 4.15 shows an average mean value of 1.688 which indicates that the respondents (more than 80 per cent) have termed that the students engagement variables as an extremely important branding dimension in institutional branding. It was also supported by seeing that none of the respondents rating 5 (extremely low important) for the student engagements. Organising student workshops ($\bar{x}$ =1.584, σ = 0.609) was rated high among the other student offerings. Engagement of the students on campus through workshops, seminars, guest lectures etc., enhances the branding of the employers.

Table 4.16 Level of importance of institutional engagement variables in institutional branding

Branding variable	Extremely Important	Important	Neutral	Not important	Extremely low importance	Mean (Standard deviation)
Organise guest lectures for faculty on campus	25 (38.5)	34 (52.3)	6 (9.2)	0 (0)	0 (0)	1.707 *(0.630)*
Conduct faculty development programmes on campus	21 (32.3)	37 (56.9)	7 (10.8)	0 (0)	0 (0)	1.784 *(0.624)*
Set up innovation / R&D Labs on campus	25 (38.5)	31 (47.7)	9 (13.8)	0 (0)	0 (0)	1.753 *(0.685)*
Sponsor machines/ Lab equipments for the labs	20 (30.8)	26 (40)	16 (24.6)	2 (3.1)	1 (1.5)	2.046 *(0.908)*
Sponsor lab manuals	19 (29.2)	30 (46.2)	15 (23.1)	1 (1.5)	0 (0)	1.969 *(0.769)*
Provide free licenses of software	15 (23.1)	28 (43.1)	19 (29.2)	3 (4.6)	0 (0)	2.153 *(0.833)*
Participate or sponsors technical fests like GraVITas	26 (40)	29 (44.6)	10 (15.4)	0 (0)	0 (0)	1.753 *(0.707)*
Participate or Sponsors cultural fests like Riviera	20 (30.8)	22 (33.8)	15 (23.1)	6 (9.2)	2 3.1)	2.2 *(1.078)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation

Institutional engagements were also considered to be an equally important branding dimension in institutional branding which is shown in the above table 4.16. Mean value of 2 and below supports the same. Out of the institutional engagement branding variables, organising guest lectures for the faculty ($\bar{x}$ =1.707, σ = 0.630), setting up innovation / R& D labs on campus ($\bar{x}$ =1.753, σ = 0.685) and sponsorships for techfests ($\bar{x}$ =1.753, σ = 0.707) were considered to be important by the respondents under institutional engagement. Guest lectures for the faculty by the industry improves the teaching competencies. Setting up of R&D labs on campus and sponsoring the technical fests improves the visibility of the company among the student community and enhances the brand image.

Table 4.17 Level of agreement on pre placement responsiveness variables in institutional branding

Branding variable	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean (Standard deviation)
Gives a fair chance to all the recruiters	35 (53.8)	25 (38.5)	5 (7.7)	0 (0)	0 (0)	1.538 (0.639)
Follows transparency in the allotment of slots	37 (56.9)	23 (35.4)	5 (7.7)	0 (0)	0 (0)	1.507 (0.640)
Is highly responsive	43 (66.2)	20 (30.8)	2 (3.1)	0 (0)	0 (0)	1.369 (0.546)
Has supportive staff	38 (58.5)	25 (38.5)	2 (3.1)	0 (0)	0 (0)	1.446 (0.559)
Has excellent infrastructure facilities for the conduct of the placement process	47 (72.3)	17 (26.2)	1 (1.5)	0 (0)	0 (0)	1.292 (0.491)
Sends the employer registration form(ERF) at the earliest when requested	43 (66.2)	20 (30.8)	2 (3.1)	0 (0)	0 (0)	1.369 (0.546)
Sends the eligible list of resumes on time	39 (60.0)	25 (38.5)	1 (1.5)	0 (0)	0 (0)	1.415 0.527
Confirms the date for the selection process without delay	40 (61.5)	23 (35.4)	2 (3.1)	0 (0)	0 (0)	1.415 (0.555)
Provides excellent logistics support during the selection process	43 66.2)	20 30.8)	2 (3.1)	0 (0)	0 (0)	1.369 (0.546)

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation

Table 4.17 shows that more than 50 percent of respondents have strongly agreed with the scaled items related to pre placement responsiveness of the institution. It is also noticed that 7 out of 9 items mean score is less than 1.5, which clearly indicates that the respondents have strongly agreed to these statements. Excellent infrastructure for the placement process ($\bar{x}$ =1.292, σ = 0.491), highly responsive placement office ($\bar{x}$ =1.369, σ =0.546), sending the ERF[17] at the earliest ($\bar{x}$ =1.369, σ =0.546) and excellent logistics support ($\bar{x}$ =1.369, σ = 0.546) are considered to be the important variables in pre placement process (Table 4.17). Excellent logistics support which is enabled by good infrastructure and high responsiveness improves the placement numbers and also the branding of the institution.

Table 4.18 Level of agreement on post placement responsiveness variables in institutional branding

Branding variable	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean (Standard deviation)
Sends the acceptance copy of the letters on time	36 (55.4)	28 (43.1)	1 (1.5)	0 (0)	0 (0)	1.461 (0.532)
Communicates post placement information to the recruits on time	40 (61.5)	24 (36.9)	1 (1.5)	0 (0)	0 (0)	1.4 (0.524)
Maintains good relationship with the HR teams even after the placement process	45 (69.2)	18 (27.7)	2 (3.1)	0 (0)	0 (0)	1.34 (0.538)

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation.

The Table 4.18 shows that the variables mean score to be less than 1.5 is an indication that the respondents have strongly agreed to the post placement responsiveness. Maintaining good relationship with the HR after the placement process ($\bar{x}$ =1.34, σ = 0.538) has a strong level of agreement among the other variables in post placement responsiveness. Engagement with the HR after the placement process would lead to more industry – institute interaction apart from the placements.

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[17] Employer registration form, through which the companies share the placement related information with the placement office

Table 4.19 Level of influence of industry variables in institutional branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does not really influence	No influence at all	Mean (Standard deviation)
Has fortune 500 companies visiting the campus for placements	36 (55.4)	24 (36.9)	5 (7.7)	0 (0)	0 (0)	1.523 (*0.640*)
Has industry standard CTC offered by companies to its students	33 (50.8)	25 (38.5)	5 (7.7)	2 (3.1)	0 (0)	1.630 (*0.761*)
Has been accredited by major campus recruiters	36 (55.4)	24 (36.9)	4 (6.2)	1 (1.5)	0 (0)	1.538 (*0.686*)
Has many core engineering companies visiting the campus	40 (61.5)	21 (32.3)	2 (3.1)	2 (3.1)	0 (0)	1.476 (*0.709*)
Has many software product companies visiting the campus	34 (52.3)	25 (38.5)	3 (4.6)	3 (4.6)	0 (0)	1.615 (*0.784*)

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation

Table 4.19 shows that more than 85 per cent of the respondents considered the industry dimension as an influential branding dimension. It is also confirmed by the mean values of less than 1.7. The visit of core engineering companies ($\bar{x}$ =1.476, σ = 0.709) and fortune 500 companies ($\bar{x}$ =1.523, σ = 0.640) were considered to be the highly influencing variables. Campus recruitments by core engineering companies and fortune 500 companies are limited to reputed institutions. It acts as a bench mark for other organizations to visit an institution for campus placements.

Table 4.20 Level of agreement on management variables in institutional branding

Branding variable	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean (Standard deviation)
Is very much involved in industry – academic relationship	32 (49.2)	28 (43.1)	5 (7.7)	0 (0)	0 (0)	1.584 *(0.634)*
Takes engagement with Industry partners seriously	33 (50.8)	27 (41.5)	5 7.7)	0 (0)	0 (0)	1.569 *(0.636)*
Participates in crafting relevant industry relations programs	30 (46.2)	29 (44.6)	6 (9.2)	0 (0)	0 (0)	1.630 *(0.651)*
Takes involvement of industry experts in curriculum planning and taking it seriously	31 (47.7)	27 (41.5)	6 (9.2)	1 (1.5)	0 (0)	1.646 *(0.716)*
Takes active participation in placement process	32 (49.2)	27 (41.5)	6 (9.2)	0 (0)	0 (0)	1.6 *(0.656)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation

The table 4.20 shows that management dimensions as a high level of agreement in institutional branding. This is also confirmed as none of the respondents have disagreed on any of the items listed in the Table 4.18, which is highlighted by the mean value of less than 1.7. Among the variables, engagement with industry partners ($\bar{x}$ =1.569, σ = 0.636) and involvement in industry academic relationship ($\bar{x}$ =1.584, σ = 0.634) have high level of agreement. It would be difficult to brand an educational institution without the commitment and involvement of the top management.

Table 4.21 Level of importance of international relations variables in institutional branding

Branding variable	Extremely Important	Important	Neutral	Not Important	Extremely low Importance	Mean (Standard Deviation)
Has student exchange programmes with foreign Universities	25 (38.5)	33 (50.8)	7 (10.8)	0 (0)	0 (0)	1.723 (0.649)
Has faculty exchange programmes with foreign universities	23 (35.4)	31 (47.7)	11 (16.9)	0 (0)	0 (0)	1.815 (0.704)
Has more number of students going abroad through semester abroad programme	26 (40)	28 (43.1)	11 (16.9)	0 (0)	0 (0)	1.769 (0.723)
Has research collaborations with foreign universities	29 (44.6)	30 (46.2)	6 (9.2)	0 (0)	0 (0)	1.646 (0.647)
Has good number of students and faculty participation in international forums	29 (44.6)	26 40.0)	10 (15.4)	0 (0)	0 (0)	1.707 (0.722)
Has students from foreign countries pursuing degree programs	29 (44.6)	28 (43.1)	8 (12.3)	0 (0)	0 (0)	1.68 (0.687)

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation

Table 4.21 indicates that more than 80 per cent of the respondents giving high importance to the international relations branding dimensions. None of the respondents have termed the international relations as a low important dimension, which was also re confirmed by the mean values less than 2. Among the international relations variables, having research collaborations with foreign Universities ($\bar{x}$ =1.646, σ = 0.647) and students from foreign countries ($\bar{x}$ =1.68, σ = 0.687) were considered to be the important variables in international relations. Branding of the

educational institutions attracts the foreign Universities for collaboration and foreign students for admissions.

4.5   INSTITUTIONAL BRANDING - ANALYSIS USING ANOVA

ANOVA was used to analyse the institutional branding dimensions based on the industry sector, company size and the awareness levels. The results are presented below.

4.5.1   INSTITUTIONAL BRANDING DIMENSIONS IMPORTANCE BASED ON INDUSTRY SECTOR (SOFTWARE VS CORE ENGINEERING)

The HR managers were divided into 2 groups namely software and core engineering. ANOVA was used to find out if there was any difference in the importance given to the branding dimensions. Table 4.22 shows the ANOVA results of branding dimenison importance based on the industry sector.

Table 4.22 Overall importance given to branding dimensions [Across sector]- using One-way ANOVA

Branding dimensions	Core engineering Mean (SD) N=26	Software Mean (SD) N=39	F- Value (sig)
Placement dimension - pre placement	1.329 (.369)	1.470 (.530)	1.384 (.244)
Placement dimension - post placement	1.333 (.410)	1.444 (.553)	.765 (.385)
Industry dimension	1.492 (.537)	1.600 (.686)	.453 (.503)
Reputation-corporate leadership	1.551 (.573)	1.598 (.552)	.110 (.742)
Infrastructure - academics	1.551 (.541)	1.581 (.744)	.031 (.861)
Management dimension	1.576 (.549)	1.625 (.645)	.100 (.753)
Reputation - contribution	1.634 (.656)	1.743 (.560)	.514 (.476)
Academic dimension - systems	1.649 (.609)	1.757 (.492)	.622 (.433)
Engagement-student	1.653 (.515)	1.711 (.467)	.219 (.642)

Table 4.22 (Continued)

Branding dimensions	Core engineering Mean (SD) N=26	Software Mean (SD) N=39	F- Value (sig)
International relations	1.692 (.631)	1.743 (.616)	.106 (.746)
Student dimensions-skills	*1.719 (.515)*	*1.917 (.424)*	2.849 (.096)
Student dimensions-academics	1.730 (.647)	1.852 (.552)	.660 (.420)
Events	1.774 (.602)	1.952 (.645)	1.245 (.269)
Reputation-concern for individuals	1.777 (.591)	1.812 (.6444)	.047 (.829)
Source-feedback	1.782 (.538)	1.940 (.631)	1.098 (.299)
Reputation-product	1.807 (.561)	1.979 (.520)	1.595 (.211)
Credibility- trustworthiness	1.815 (.616)	2.025 (.558)	2.033 (.159)
Academic dimension-faculty	1.820 (.590)	1.897 (.526)	.302 (.585)
Infrastructure –non academics	1.860 (.676)	1.814 (.741)	.066 (.799)
Credibility- expertise	1.865 (.511)	1.974 (.592)	.587 (.446)
Reputation-employer role	1.890 (.610)	1.945 (.565)	.138 (.711)
Engagement-institute	1.971 (.656)	1.875 (.540)	.415 (.522)
Reputation-customer treatment	2.038 (.593)	2.066 (.597)	.035 (.852)
Media sources	2.324 (.751)	2.359 (.682)	.036 (.850)

Table 4.22 highlights that there is no significant difference in the branding dimensions based on the industry sector. The average mean values of two also signify the importance of all the branding dimensions relating to the industry sector.

Among the branding dimensions based on the sector post placement responsiveness ($\bar{x}$ =1.333,1.444), pre placement responsiveness ($\bar{x}$ =1.329,1.470),

academics infrastructure ($\overline{x}$ =1.551,1581), reputation–corporate leadership ($\overline{x}$ =1.551,1.598*)* and industry dimension ($\overline{x}$ =1.492,1.600*)* were given high importance.

It is also observed that though the mean value for information through media sources to be 2, considering the mean values of other branding dimensions, its mean value ($\overline{x}$ =2.324, 2.359) is high which means that importance of information through media is not significantly influential.

Hence, the hypothesis H1 is accepted as there is no significant difference among the two group of HR managers based on sector with respect to institutional branding dimensions.

4.5.2 INSTITUTIONAL BRANDING DIMENSIONS IMPORTANCE BASED ON COMPANY SIZE

The samples were divided into 2 groups based on the size of the companies (size determined based on the number of total employees), namely more than 50000 and less than 50000 employees.

Table 4.23 Overall importance given to branding dimensions (based on company size)-using One-way ANOVA

Branding dimension	Less than 50K Mean (SD)	More than 50K Mean (SD)	F- Value (sig)
Placement dimension - post placement	1.362 (.448)	1.420 (.531)	.199 (.657)
Placement dimension - pre placement	1.410 (.432)	1.415 (.501)	.001 (.970)
Infrastructure - academics	1.594 (.543)	1.555 (.730)	.049 (.825)
Reputation - corporate leadership	1.623 (.495)	1.555 (.592)	.217 (.643)
Management dimension	1.713 (.558)	1.547 (.627)	1.112 (.296)
Industry dimension	1.721 (.643)	1.466 (.609)	2.501 (.119)
Reputation - contribution	1.739 (.637)	1.678 (.582)	.150 (.700)

Table 4.23 (Continued)

Branding dimension	Less than 50K Mean (SD)	More than 50K Mean (SD)	F- Value (sig)
Academic dimension - systems	1.753 (.569)	1.693 (.530)	.184 (.670)
Engagement - student	1.750 (.412)	1.654 (.520)	.571 (.453)
International relations	1.760 (.598)	1.702 (.634)	.131 (.718)
Student dimensions - skills	1.798 (.402)	1.859 (.505)	.257 (.614)
Student dimensions - academics	1.902 (.651)	1.750 (.554)	.987 (.324)
Reputation - concern for individuals	1.985 (.605)	1.695 (.609)	3.374 (.071)
Source - feedback	1.975 (.564)	1.822 (.613)	.979 (.326)
Reputation - product	1.904 (.571)	1.9143 (.528)	.005 (.944)
Credibility - trustworthiness	1.930 (.554)	1.947 (.610)	.013 (.911)
Academic dimension - faculty	1.905 (.570)	1.845 (.543)	.178 (.675)
Infrastructure – non academics	1.929 (.647)	1.779 (.745)	.654 (.422)
Credibility - expertise	1.978 (.405)	1.904 (.631)	.253 (.617)
Events	2.012 (.737)	1.809 (.559)	1.554 (.217)
Reputation – employer role	2.049 (.600)	1.853 (.563)	1.717 (.195)
Engagement - institute	2.087 (.549)	1.818 (.590)	3.221 (.078)
Reputation - customer treatment	2.130 (.548)	2.014 (.615)	.570 (.453)
Media sources	2.550 (.737)	2.2328 (.669)	3.120 (.082)

One way ANOVA (Table 4.23) revealed that there was no significant difference in the importance of branding dimensions based on the size of the company

in the majority of the dimensions. However, some of the dimensions like media dimensions (F=3.120; Sig=.082); concern for individuals (F=3.374; Sig=.071); institute engagement (F=3.221; Sig=.078) showed variance, but considering the 0.10 level of confidence, it was not considered to be significant.

Though the level of importance varied, the respondents have rated all the branding dimensions as influencing dimensions in institutional branding. Among the branding dimensions, high importance has been given to branding dimensions like post placement responsiveness ($\overline{x}$=1.362,1.420), pre placement responsiveness ($\overline{x}$=1.410,1.415), academics infrastructure ($\overline{x}$=1.594,1.555), reputation–corporate leadership ($\overline{x}$=1.623,1.555), management dimension ($\overline{x}$=1.713,1.547).

Hence, the hypothesis (H2) is accepted as there is no significant difference in the majority of institutional branding dimensions based on the size of the company.

4.5.3 INSTITUTIONAL BRANDING DIMENSIONS IMPORTANCE BASED ON AWARENESS LEVELS

A set of questions about the existing parameters of VIT was administered to find out the awareness levels of the HR managers. The questions were on VIT's parameters which included fully flexible credit academic system, existence of Chennai campus, international events, alumni placements, HR events in international locations, research output and placement help for other colleges. Based on the responses, the HR managers were grouped into two, namely, high awareness level (answered more than 60% of the questions correctly) and low / moderate awareness (answered less than 60% of the questions correctly).

Table 4.24 Overall importance given to branding dimensions (based on awareness levels)-using One-way ANOVA

Branding dimension	Low/moderate awareness Mean N=24	High awareness Mean=41	F- Value (sig)
Placement dimension - post placement	1.513 (.510)	1.333 (.488)	1.999 (.162)
Infrastructure - academics	1.569 (.533)	1.569 (.738)	.000 (.998)

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Table 4.24 (Continued)

Branding dimension	Low/moderate awareness Mean N=24	High awareness Mean=41	F- Value (sig)
Placement dimension - pre placement	1.578 (.472)	1.317 (.454)	4.873 (.031)
Reputation - corporate Leadership	1.625 (.523)	1.552 (.580)	.251 (.618)
Industry dimension	1.708 (.527)	1.468 (.671)	2.248 (.139)
Management dimension	1.750 (.528)	1.522 (.636)	2.190 (.144)
Infrastructure - academics	1.569 (.533)	1.569 (.738)	.000 (.998)
Reputation - contribution	1.833 (.583)	1.622 (.599)	1.918 (.171)
Academic dimension - systems	1.930 (.524)	1.588 (.515)	6.604 (.013)
Engagement - student	1.812 (.467)	1.615 (.484)	2.558 (.115)
International relations	1.881 (.620)	1.630 (.604)	2.574 (.114)
Student dimensions - skills	1.911 (.359)	1.794 (.521)	.940 (.336)
Student dimensions - academics	2.041 (.569)	1.664 (.563)	6.725 (.012)
Reputation - concern for individuals	1.898 (.616)	1.739 (.620)	.989 (.324)
Source - feedback	2.018 (.564)	1.7940 (.605)	2.184 (.144)
Reputation - product	1.966 (.509)	1.878 (.560)	.404 (.527)
Credibility - trustworthiness	2.058 (.498)	1.873 (.628)	1.518 (.222)
Academic dimension - faculty	2.055 (.539)	1.756 (.531)	4.755 (.033)
Infrastructure – non academics	1.869 (.630)	1.811 (.760)	.102 (.750)

Table 4.24 (Continued)

Branding dimension	Low/moderate awareness Mean N=24	High awareness Mean=41	F- Value (sig)
Credibility - expertise	2.062 (.473)	1.853 (.596)	2.144 (.148)
Events	2.119 (.723)	1.742 (.529)	5.824 (.019)
Reputation - employer role	2.017 (.559)	1.867 (.591)	1.017 (.317)
Engagement - institute	2.020 (.526)	1.850 (.616)	1.280 (.262)
Reputation - customer treatment	2.158 (.651)	1.995 (.552)	1.157 (.286)
Media sources	2.569 (.798)	2.214 (.617)	4.025 (.049)

ANOVA results (table 4.24) revealed that there was a significant difference in some of the dimensions based on the awareness level of the HR managers. Dimensions like media sources (F=4.025; Sig=0.049); academic dimension–systems (F=6.604; Sig=.013) ; academic dimension-faculty (F=4.755; Sig=.033); student dimensions-academics (F=6.725; Sig=.012); events (F=5.824; Sig=.019); pre placement (F=4.873; Sig=.031) showed variance with respect to the awareness of the respondents.

Among the branding dimensions based on the awareness levels, branding dimensions like pre placement responsiveness ($\bar{x}$ =1.578,1.317), post placement responsiveness ($\bar{x}$ =1.513,1.333) and infrastructure – academics ($\bar{x}$ =1.569,1.569) were perceived to be more influential than the other branding dimensions.

Branding of the institutions may be enhanced by increasing the awareness levels of the recruitment managers. Use of internet (web pages), trade shows, open days (Brendan Gray et al, 2003) in disseminating the useful information to the recruiters would improve the awareness on the initiatives done by the institutions which would translate into jobs.

Hence the hypothesis (H3) is partially accepted as some of the branding dimensions showed variance.

4.6   FINDINGS RELATED TO PAIRED SAMPLES

Paired T Tests were used to find out the importance within the major branding dimensions. The major branding dimensions were divided into two subgroups based on the relativity on the dimensions.

4.6.1   PAIRED SAMPLES STATISTICS - DIFFERENCES BETWEEN INFORMATION SOURCES

Paired T-test was done to find the importance based on the information sources through which the HR managers get information about the institution, which help them in branding the institution. Accordingly media and direct feedback was analysed using the paired t-test and the results are presented in Table 4.25.

Table 4.25 paired t-test for information sources

Branding Dimension	Mean	N	Std. Deviation	Std. Error Mean	t-value (Sig.)
Media sources	2.3453	65	.70523	.08747	5.972
Source – Direct feedback	1.8769	65	.59645	.07398	(.000)

Feedback dimension is perceived to be highly influential dimension (μ =1.877, σ =.59645) in comparison with media sources (μ =2.345, σ =.7052). The difference between these two dimensions was found to be statistically significant [t= 5.972, Sig.= 0.000]. Therefore, direct feedback dimension is perceived as highly influential dimension by the HR Managers.

The stake holders get feedback from the customers of the institution. The customers may be internal or external. Of late, internal branding in Universities has gained importance (Kimberly Judson et al, 2009). The internal brand message conveyed to the employees of an organization has become an important parameter in the brand positioning. Internal stake holders act as ambassadors of the brand and act as communicators of the brand to external stake holders (Balmer and Gray, 2003).

Feedback from the key stake holders helps the Universities and gives an added advantage in positioning itself better among the competitors (Tamilla Curtis *et al*, 2012).

4.6.2 PAIRED SAMPLES STATISTICS - DIFFERENCES BETWEEN STUDENT DIMENSIONS

The study analysed the importance of institutional branding dimensions based on the student dimensions. The student branding dimension included the soft skill dimensions which consisted of communication, team work, leadership etc., and the academic dimensions which included their pursuing degree academic grades, entrance exam scores, academic scores prior to the degree and publications. The analysis done is presented below in the Table 4.26.

Table 4.26 paired t-test for student dimensions

Branding Dimension	Mean	N	Std. Deviation	Std. Error Mean	t-value (Sig.)
Student dimensions-skills	1.8380	65	.46898	.05817	0.800 (.426)
Student dimensions-academics	1.8038	65	.59044	.07323	

No perceived difference between these two dimensions [t=0.800, Sig. = 0.426]. Therefore, both the skill and academic dimensions had the same level of agreement by the HR Managers. The earlier studies (Staffan Nilsson, 2010) have shown the recruiters giving more importance on the soft skills rather than the academic scores, when it came for recruitment. This study reports that the recruiters give equal importance to the academics as well as soft skills. Since, the supply of engineering graduates has been increasing, academic scores are considered as a preliminary screening factor in a campus recruitment process. Students who are strong in fundamentals and able to articulate the same during the recruitment process are highly employable. Though employability varies with the sectors (Clarke, 2008), the soft skills have more importance due to the change in the work culture of the organizations.

4.6.3 PAIRED SAMPLES STATISTICS - DIFFERENCES BETWEEN INFRASTRUCTURE DIMENSIONS

Any educational institution will have academic and non academic infrastructure. The level of influence of both the dimensions was analysed using the t-test and the results are presented below in Table 4.27.

Table 4.27 paired t-test for infrastructure dimensions

Branding dimension	Mean	N	Std. Deviation	Std. Error Mean	t-value (Sig.)
Infrastructure –non academics	1.8327	65	.71099	.08819	4.492 (0.000)
Infrastructure - academics	1.5692	65	.66595	.08260	

There was a perceived difference between these two infra dimensions [t=4.492, Sig. = 0.000]. Therefore, it was inferred that, academic infrastructure was considered to be highly influential (μ =1.5692, σ =.6659) rather than non-academic infrastructure (μ =1.8327, σ =.57109) by the HR managers.

Infrastructure is a major contributor in building a world class educational institution (Narayana murthy et al, 2007). Developing an infrastructure needs huge financial commitments and institutions that have built good infrastructure have sustained in the competitive market. Strong infrastructure is a key factor in the Universities that enhances the research output. Academic infra structure is given more importance since it improves the teaching learning process in an educational institution.

4.6.4 PAIRED SAMPLES STATISTICS -DIFFERENCES BETWEEN ENGAGEMENT DIMENSIONS

Industry partners with an educational institution through academic engagements which may benefit institution or students. Table 4.28 highlights the importance of the institutional and students' engagement branding dimensions.

Table 4.28 paired t-test for industry engagement dimensions

Branding dimension	Mean	N	Std. Deviation	Std. Error Mean	t-value (Sig.)
Engagement-student	1.6885	65	.48418	.06006	-4.525
Engagement-institute	1.9135	65	.58669	.07277	(0.000)

There was a perceived difference between these two engagement dimensions [t=-4.525, Sig. = 0.000]. Therefore, it was inferred that, industry engagements towards students was given high importance (μ =1.6885, σ =.4842) rather than industry-engagement towards institute (μ =1.9135, σ =.5867) by the HR Managers.

Student offerings are given more importance than that of institutions. Offering internships, project work, student contests, student workshops give more visibility and branding to the companies (Public accounting report, 2011) among the students, who are the major stake holders in a campus recruitment process. Companies sponsor events – both technical and non technical, labs etc., for the institution, which enhances the branding of the corporate on campus. The study reveals that the HR managers would like to give more emphasis on student engagements rather than institutional engagement.

4.6.5 PAIRED SAMPLES STATISTICS - DIFFERENCES BETWEEN ACADEMIC DIMENSIONS

Academic dimensions were sub grouped into academic dimension –systems and academic dimension-faculty and paired t-test was administered to find out the branding importance. Table 4.29 presents the results.

Table 4.29 paired t-test for academic dimensions

Branding dimension	Mean	N	Std. Deviation	Std. Error Mean	t-value (Sig.)
Academic dimension-systems	1.7145	65	.54076	.06707	-3.517
Academic dimension-faculty	1.8667	65	.54978	.06819	(0.000)

There is a perceived difference between these two academic related dimensions [t=-3.517, Sig. = 0.000] by the HR Managers. System-related academic dimension was considered to be influential (μ =1.7145, σ =.5408) rather than faculty-related academic dimension (μ =1.8667, σ =.5498) by the HR Managers.

Innovations in academic system in Indian higher education system are inevitable for the sustainability of the Universities in the global market. Venkatachalam and Palanivelu (2009) insist that the academic system should have technical skills and academics incorporated which can be used for human capital development. Many of the Universities in India have started following the flexible credit system followed by the western countries. This flexibility impacts the students' knowledge and also gives a choice for him / her to pursue the course of their choice.

4.6.6 PAIRED SAMPLES STATISTICS - DIFFERENCES BETWEEN CREDIBILITY DIMENSIONS

The level of agreement on credibility dimensions of the institution was analysed using the t-tests. Credibility dimensions were divided into expertise and trustworthiness dimensions and was analysed (Table 4.30).

Table 4.30 paired t-test for credibility dimensions

Branding dimension	Mean	N	Std. Deviation	Std. Error Mean	t-value (Sig.)
Credibility- expertise	1.9308	65	.55990	.06945	-0.189 (0.850)
Credibility- trustworthiness	1.9415	65	.58707	.07282	

No statistically perceived difference was found between these two credibility dimensions [t=-0.189, Sig. = 0.850]. Therefore, both the credibility dimensions have equal level of agreement by the HR managers.

Newell and Goldsmith's (2001) 'Corporate credibility scale' analysed the expertise and the trustworthiness of the organization, which may be termed as an institutional branding dimension. Transparency in the operations of an organization or institution increases its credibility with the stake holders (Carolyn Brandon, 2005). Trust can be defined as 'the subjective probability that is assigned to the action of

benevolence by another person or group of persons' (Nooteboom et al., 1997: 311). Trustworthiness is considered to be another important branding dimension in campus recruitments. The companies expect transparency in all the process followed by the institutions. Be it, the admissions or the placement slot allotments, the trust built by the institutions act as a branding dimension and compels the companies to repeat their recruitment visits year after year.

4.6.7 PAIRED SAMPLES STATISTICS - DIFFERENCES BETWEEN PLACEMENT DIMENSIONS

Placement responsiveness of the institution as a branding dimension was analysed by grouping the pre placement and post placement dimensions and testing it with the t-test. The results are presented in Table 4.31.

Table 4.31 paired t-test for placement dimensions

Branding dimension	Mean	N	Std. Deviation	Std. Error Mean	t-value (Sig.)
Pre placement	1.4137	65	.47487	.05890	0.678 (0.500)
Post Placement	1.4000	65	.50069	.06210	

No statistically perceived difference is found between these two placement dimensions [t=-0.678, Sig. = 0.500]. Therefore, both the placement dimensions had the same level of agreement by the HR Managers.

Support provided by the University in organizing the campus recruitment process is considered to be the most important branding dimension in Institution branding. Study conducted on University branding by Chapleo (2010) suggest that the Universities that have the management support in the internal branding which also include the logistics have a successful brand image among the stake holders.

4.7   IMPORTANCE AMONG REPUTATION DIMENSIONS

The corporate reputation scale (Cohen, 1963) was used to measure the reputation dimensions in the study. The importance among the reputation dimensions in institutional branding was analysed using the mean and standard deviation. The results are presented below in Table 4.32.

Table 4.32 importance of reputation dimensions

	N	Mean	Std. Deviation
Reputation-corporate leadership	65	1.579	.55677
Reputation-contribution	65	1.700	.59817
Reputation-concern for individuals	65	1.798	.61923
Reputation-product	65	1.910	.53971
Reputation-employer role	65	1.923	.57978
Reputation-customer treatment	65	2.055	.59109

There was a high level of agreement for corporate leadership ($\overline{x} = 1.579$) compared to the other reputation dimensions.

Reputation of the University plays a vital role in attracting good companies on campus for campus recruitments. Image and identity are the terms used interchangeably with the reputation. Image and identity are considered to be the major components of reputation (Rosa Chun, 2005). Leadership, service to the society and individuals are given more importance. Some studies say that University image and reputation is given more importance than the teaching quality (Mazzarol, 1998).

4.8   INSTITUTIONAL BRANDING - DISCUSSION

The discussion based on the analysis done on institutional branding dimensions is divided into three sections namely a) Discussion based on frequency tables (mean and standard deviation findings b) ANOVA and c) paired T- tests.

4.8.1   DISCUSSION BASED ON FREQUENCY TABLES (MEAN AND STANDARD DEVIATION)

Based on the analysis of the frequency tables, the top branding variables within the institutional branding dimensions were identified based on the mean and standard deviation and is presented in the below Table 4.33.

Table 4.33 Top branding variables within the institutional branding dimensions

Branding dimension	Branding variable	Mean *(Std. deviation)*
Media Sources	Publicly available news features or articles on latest rankings of institutes published by third-party agencies	2.138 *(0.845)*
Direct feedback	Feedback about VIT (recommendation) from colleagues who are alumni of VIT	1.661 *(0.734)*
Academic-systems	Course/syllabus changes aimed at enhancing "employability" of students	1.538 *(0.663)*
Academic-faculty	Ph.D qualified faculty and their high quality teaching competencies	1.584 *(0.634)*
Student-academics	Has a good entrance exam rank (VIT engineering entrance exam (VITEEE)	1.723 *(0.673)*
Student-skills	Can communicate well	1.6 *(0.632)*
Academic-infrastructure	Has state of the art computing facilities	1.507 *(0.709)*
Non academic-infrastructure	Has well furnished conference rooms / auditoriums	1.630 *(0.761)*
Events	Techfests (like graVITas)	1.769 *(0.843)*
Reputation-product	VIT students are of high quality	1.692 *(0.610)*
Reputation-customer treatment	It is very pleasant to work/recruit with VIT or their team	1.723 *(0.649)*
Reputation-corporate leadership	VIT is a fast growing and expanding private university	1.492 *(0.589)*
Reputation-contribution	VIT is the leader in engineering education in private sector	1.692 *(0.659)*
Reputation-employer role	VIT has modern amenities	1.661 *(0.644)*
Reputation-concern for individuals	Gives free education/ hostel / food for the toppers of govt. Schools (STARS programme)	1.692 *(0.748)*
Credibility-expertise	VIT has a great amount of experience in academic excellence	1.584 *(0.555)*
Credibility-trustworthiness	VIT is accredited by academic bodies (National assessment and accreditation council etc.,)	1.661 *(0.667)*

Table 4.33 (Continued)

Branding dimension	Branding variable	Mean *(Std. deviation)*
Student engagement	Conduct student workshops on campus	1.584 *(0.609)*
Institutional engagement	Organise guest lectures for faculty on campus	1.707 *(0.630)*
Pre placement responsiveness	Has excellent infrastructure facilities for the conduct of the placement process	1.292 *(0.491)*
Post placement responsiveness	Maintains good relationship with the HR teams even after the placement process	1.34 *(0.538)*
Industry dimensions	Has many core engineering companies visiting the campus	1.476 *(0.709)*
Management dimensions	Takes engagement with industry partners seriously	1.569 *(0.636)*
International relations dimensions	Has research collaborations with foreign universities	1.646 *(0.647)*

Table 4.33 shows the top institutional branding variables based on the frequencies. Though each branding dimension had multiple variables, the respondents have identified the above variables as highly important or highly influential or had high level of agreement in institutional branding.

Publicly available news articles and articles on ranking are considered to be highly influential. Though there were many rankings by various media sources, institutions should identify those rankings that are given importance by the industry and target them. Information through alumni (Mathew Joseph and Deborah Spake, 2009) has been given more importance than through the media resources. Institutions should establish alumni chapters and have a strong network as it would enhance the branding of the University.

PhD qualified faculty and their teaching competencies and regular revision of course curriculum to suit the industry needs were considered to be highly influential branding variables in the academic branding dimension. The table also highlights that participation of the industry in technical fests like GRAVITAS are considered to be highly influential.

The above table shows that both the industry sectors (software and core engineering) emphasize on the students' skills dimension. In students' skills dimension, communication had a strong level of agreement by the respondents. A student who strives to succeed in the industry should also be strong in the above mentioned soft skill or non – technical skill (Watson and Alexander, 2005). The earlier studies (Lavigna, 1992) showed that the academic grades are the most important factor in a graduate recruitment. Due to change in the work culture in the organizations, soft skills are also given equal importance now. The study conducted by Gokuladass (2010) suggests that the students with good academic grades were good at non- technical skills too.

Reputation dimension included high quality students, fast growing private University, pleasantness to work, leader in education field and modern amenities variables. Reputation of the University is perceived as one of the major branding dimension. Placement opportunities after the graduation, use of technology in teaching – learning process, faculty expertise etc., builds the academic reputation of the University (Conrad and Conrad, 2000).

The visit of more core engineering companies was considered to be a highly influencing variable among the industry dimensions. The overall campus recruitments done by the core engineering companies in India is very less compared to the IT and ITES companies. As their numbers are less, they visit only to very few institutions for recruitments and have a stringent accreditation process. Having more number of core engineering companies on campus would definitely act as a branding dimension in attracting companies from other sectors for placements.

High level of agreement has been given to the industry engagement under management dimension. Campus placements lead to the industry engagements. Industry participating in curriculum development, faculty development, sponsorships etc., would help in the academic reputation. The academic reputation can be built only if there is a strong leadership, clear vision and mission for the University (Jill Yielder and Andrew Codling, 2004). There should be a clearly identified academic structure (Tamilla Curtis, 2009) which would enhance the reputation of the University.

International collaborations also act as a major branding dimension. Having foreign students on campus enhances the cross cultural exchanges and gives a visibility to the institution. Since Indians are strong in IT-related areas, foreign students have started seeing India as a destination for pursuing their higher education. Many Indian companies that have set up their off shore centres abroad also have started doing campus recruitments for foreign students, while they study in India.

Placement dimensions which included the placement infrastructure and relationship had high level of agreement among the other placement dimensions. Placement offices act as a bridge between the institution and the industry. They reduce the cost of hiring (Tonino Pencarelli et al, 2013) for the companies. On-campus recruitments reduces the time and cost involved for the companies in hiring the fresh talent rather than the off-campus interviews. The logistics support provided by the placement cells and the relationship they maintain after the recruitments are the key branding dimensions in campus placements.

4.8.2 DISCUSSION BASED ON ANOVA

Based on the ANOVA results it is observed that there was no perceived difference in the importance given based on the industry sector (software and core engineering). Though the students' skills dimension showed a marginal variance, it was also not significant considering 0.10 level of confidence. The responses in the students' skill dimensions might have varied with the sector because of the difference in the student employability attributes that are required to get employed in software and a core engineering sector.

ANOVA results also reported that there is no significant difference in the importance of branding dimensions relating to size of the companies. It indicates that the institutions may focus on the important branding dimensions highlighted based on the frequencies in improving the brand equity.

Some of the branding dimensions based on the awareness levels of the respondents showed variance (ANOVA). Dimensions like media sources, academic dimension–systems, academic dimension-faculty, student dimensions – academics, events, pre placement showed variance with respect to the awareness of the

respondents. This implies that institutions should increase the awareness levels of the industry representatives with regard to the various parameters. The HR managers should be apprised of the academic system followed by the institution and what way it differed from the other institutions. Institutions should highlight the quality of faculty members they have and also about the teaching learning process followed. Many institutions do not showcase the non- academic achievements / opportunities given to the students. Extra-curricular activities are given due weightage by the recruiters in campus recruitments.

The top institution branding dimensions were almost same if it is based on the sectors or size of the company or the awareness levels of the respondents. Among the top five, the responsiveness of the placement office in the placement process (pre and post) emerged as the top branding dimension. Branding of an institution in campus recruitment is based on the relationship between the HR and the placement personnel and the facilitation support provided by the placement office in conducting the process. This is a major differentiator for any institution in branding itself.

Involvement and commitment of the top management was also given prime importance. Unless the leadership team of the institution is committed and focused, branding efforts would not happen. The top management of the institutions should set the mission and vision clearly and work towards the achievement of academic excellence. This requires continuous assessment, involvement of the stakeholders, constant feedback etc., Clear vision and continuous support of the leadership (Chapleo, 2010) would help the Universities to enhance their brand building.

4.8.3 DISCUSSION BASED ON PAIRED T-TESTS

The branding dimensions were sub divided into smaller homogeneous groups and the importance was analysed using the paired t-tests.

Information sources were grouped under media and direct feedback variables. Direct feedback was given more importance rather than the feedback they get through the media. Every year the media ranks the educational institutions on various parameters and the ranking list is published. The ranking differs among the various media and also within the media. Some magazines may rate a particular institution as

one of the top institution, whereas, the other does not. Though the industry gives due recognition for the media ranking, it has its own measures of selecting the institution for campus placements. Most of the companies have accreditation process through which an institution is selected for campus placements. The companies also take direct feedback from the alumni, students, institutions and other companies. They are given more importance than the indirect feedback they get through the media sources. Recent studies (Chapleo, 2010) also confirm that the traditional marketing communications through advertisements may not be that effective.

The influence of the academic system followed by the institutions and the faculty was studied using the t- tests by grouping the faculty and systems variables. The respondents have considered the academic system more influential than the faculty members in the University. In India, the teaching learning process varies with institutions. The institutions that are private or autonomous are able to customize the course curriculum to meet the needs of the industry where as an institution that is affiliated to a University does not have the flexibility of revising the syllabus. The syllabus may be revised once in a semester or once in a year based on the industry needs. Technology changes very rapidly and the industry wants students who are industry ready. The industry also requires the choice to be given to the students to choose the subjects based on the interest. This is not possible for many of the institutions that follow a conventional academic system. This reflects in the importance given by the industry on the academic system.

Student dimensions were grouped into skills and academics. The level of agreement by the HR managers was equal for both the students' skills and academic dimensions. The companies not only look out for the students with good academic scores but also those who excel in extra-curricular activities. The nature of job in IT services companies require people to work in teams, communicate well and have leadership qualities. As the industry attracts employees from diverse cultures and backgrounds, the soft skills are given due importance during the recruitments. Of late, the Universities have started focusing on the employability of the students (Atif Anis Rao et al, 2011) as it impacts their admissions. The private Universities give more importance as the placements are directly related to the student admissions and industry engagements.

Institution's infrastructure was grouped as academic and non-academic infrastructure and t-test was used to analyse the influence. Academic infrastructure was considered to be more influential than the non academic infrastructure. Adequate buildings, modern labs, full-fledged library, internet-connectivity and video-conferencing facilities were identified as the infrastructure that is required for an institution in making the teaching- learning process more effective. It is not only the availability of the infrastructure; it is the access that is given to the students makes the difference. Inadequate infrastructure (Jitendra Ahirao, 2012) has been a major cause of worry for the institutions. Though the institutions attract the students showcasing the non- academic infrastructure like sports facilities, support facilities etc., the companies give higher importance to the academic infrastructure provided by the institution to the students. It enhances the knowledge of the students to a greater level.

Credibility dimensions were studied using Newell and Goldsmith's (2001) 'Corporate credibility scale'. Two groups namely credibility – expertise and trustworthiness were analysed using the paired t- tests. The results showed all the sub dimensions had equal level of agreement on the importance. Credibility of the institution increases the brand image of the institution which translates into jobs and campus engagements. Employers seek credibility in the functioning of any educational institution from the admissions to learning process to final placements. Institutions with good credibility are regarded high by the potential recruiters.

Companies do lot of engagement activities on the campus to brand themselves. Engagements which constituted institutional engagements and student engagements were studied using the t-test. The engagements are done either at the institutions level or at the student's level or both. At the institutions' level, it includes sponsoring labs, technical events, cultural events, conducting faculty development programmes etc., and at the student's level, it includes offering internships, project works, organizing student workshops, contests etc., The HR managers perceive that the student engagements were more influential as compared to the institution engagements, as the students are the major stake holders in a campus recruitment process.

Placement responsiveness was divided into pre-placement and post placement responsiveness and t-test was administered. There was no perceived difference based

on the level of agreement on the importance given to the placement responsiveness. The logistics support provided by the placement office before and after the selection process was given equal importance.

The above section of the data analysis explained about the parameters of institutional branding. It also captured the perceptions of the HR managers relating to institutional branding in campus recruitments. The section also highlighted the important branding dimensions and its significance relating to the industry sector, company size and awareness levels. The next section of the chapter will capture the perceptions of the students on employer branding in campus recruitments. It also will highlight the important employer branding dimensions in campus recruitments.

4.9   EMPLOYER BRANDING ANALYSIS AND INTERPRETATION
4.9.1   EXPLORATORY FACTOR ANALYSIS

In order to group the employer branding variables, exploratory factor analysis (EFA) was done. The Table 4.34 given below shows the eight dimensions that have emerged from 54 items identified through various literature reviews and expert opinion.

Table 4.34 Exploratory factor analysis – Employer branding dimensions

Branding Dimension	Factor Score	% Variance	Cronbach's alpha
Corporate Image and Student Offerings		17.32	0.930
Job Security	0.755		
Job profile offered	0.753		
Project work	0.723		
Summer Internships	0.712		
Designation offered	0.685		
Compensation or Salary (CTC) offered	0.682		
Provides a clear career path	0.661		
Employer (Company's) Reputation and Image at large	0.637		
Direct Email	0.6		
Industrial visits	0.583		
Multinational company – Global MNC / Indian MNC	0.575		

Table 4.34 (Continued)

Branding Dimension	Factor Score	% Variance	Cronbach's alpha
Company is known for Research & Development	0.545		
Company Website	0.533		
Ethical Company image	0.532		
Feedback about Opportunities for Higher education (sponsorship of advanced courses while in the company)	0.508		
Student Technical contests (like paper presentations, coding contests etc.,)	0.498		
Feedback on company's On Site opportunities	0.424		
Knowledge Dissemination		**9.86**	**0.911**
Faculty Development Programmes	0.778		
Guest Lectures	0.759		
Personality Development Workshops (like Evolve)	0.67		
Technical Seminars	0.645		
Student Workshops	0.59		
Online Job portals	0.416		
Feedback and Communication		**6.46**	**0.913**
Feedback or recommendation) of faculty	0.641		
Alumni Influence	0.598		
Feedback or recommendation of parents /relatives	0.584		
Feedback or recommendation) of fellow students	0.534		
Feedback or recommendation) of Placement Office	0.509		
Print Advertisements (newspapers, journals, college magazines, etc)	0.474		
Ranking as employers in magazines and media	0.418		
Materialistic spirituality		**6.35**	
Turnover of the company	0.389		**0.848**
Size of the company(i.e. the total number of employee)	0.608		
Company's products & services	0.603		
Has Inspiring Leadership	0.549		
Vision and Mission statements of the company	0.499		

Table 4.34 (Continued)

Branding Dimension	Factor Score	% Variance	Cronbach's alpha
Social media		**6.14**	**0.753**
Social Networking sites (facebook, orkut, twitter, etc)	0.709		
Social Networking Sites – Facebook, LinkedIn etc.,	0.646		
Blogs (Company blogs, general third party blogs, etc)	0.645		
Television Advertisements & programs (on company culture, people, etc.)	0.458		
Magazines (commercial weekly, monthly magazines on business or subject areas)	0.418		
Selection process			
Company's selection process	0.766	**5.82**	
Interaction with the Interviewer / Company Representative	0.69		**0.842**
Company's past selection process (Written test, GD, Interview etc.,)	0.63		
Post placement talk	0.557		
On Boarding the selected students after graduation	0.478		
Institutional Engagement			
Participation in or Sponsorship for Technical fests like GraVITas	0.776	**5.44**	**0.872**
Participation in or Sponsorship for Cultural fests like Riviera	0.627		
Technical sponsorships from companies (example, sponsorship of labs, machines, software, manuals, lab equipment, etc.)	0.367		
Post selection process			
Offered Place of posting (Location)	0.661	**4.71**	**0.759**
Fringe benefits – Canteen , Commuting, health clubs etc.,	0.524		
Job contract - No service agreement	0.477		

Table 4.34 (Continued)

Branding Dimension	Factor Score	% Variance	Cronbach's alpha
Pre Selection Process		**4.52**	
Engagement with the students before on boarding	0.829		
Pre Placement Talk	0.811		**0.918**
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.			
a. Rotation converged in 42 iterations.			

17 items were loaded on the dimension one "Corporate image and student offerings" with variance of 17.32 per cent, 7 items converged with the dimension "Knowledge dissemination" with variance of 9.86 per cent, 5 items converged and was named as "Materialistic spirituality" with variance of 6.35 per cent, 7 items converged with the dimension "Feedback and communication" with variance of 6.46 per cent, 5 items loaded with the dimension "Social media" with variance of 6.14 per cent, 5 items converged with the dimension "Selection process" with the variance 5.82 per cent, 3 items converged with the dimension "Institutional engagement" with a variance of 5.44 per cent , 3 items loaded with the dimension "Post selection process" with a variance of 4.71 per cent and 2 items converged with the dimension "Pre selection process" with variance of 4.52 per cent.

Since the corporate image and student offerings was a multidimensional construct, in order to identify the distinctiveness of the branding variables, it was divided into 2 sub dimensions – corporate image and student offerings. Based on the review of earlier literatures (Rafael Bravo et al., 2012, Argenti and Druckenmiller, 2004 , James poon, 2000, Gaston LeBlanc and Nha Nguyen, 1996) and expert opinion on corporate image and student offerings, the variables were grouped and analysed. The Table 4.35 presents the final list of constructs measuring the branding variables and their influence on employer branding.

Table 4.35 Constructs' measuring branding dimensions and their influence on employer branding

Employer Branding Dimensions	Number of Items
Corporate image	13
Student offerings	4
Knowledge dissemination	7
Materialistic spirituality	5
Feedback and communication	7
Social media	5
Institutional engagement	3
Pre selection process	2
Selection process	5
Post selection process	3
Total	**54**

4.9.2 ANALYSIS OF EMPLOYER BRANDING VARIABLES BASED ON THE FREQUENCIES.

As confirmed in the methodology chapter, the primary data with the final instrument was collected from 697 respondents. The instrument was used for measuring the branding dimensions in employer branding. Likert, R. (1932) scale from strongly influence (measured as 1) to No influence at all (measured as 5) was used to measure the level of influence. The results are presented from table 4.36.

Table 4.36 Level of influence of corporate image dimension on employer branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does not really influence	No influence at all	Mean (Standard deviation)
Job security	425 (61)	155 (22.2)	61 (8.8)	30 (4.3)	26 (3.7)	1.675 *(1.049)*
Job profile	386 (55.4)	189 (27.1)	61 (8.8)	33 (4.7)	28 (4.0)	1.748 *(1.063)*
Designation offered	307 (44)	242 (34.7)	76 (10.9)	43 (6.2)	29 (4.2)	1.916 *(1.079)*
Compensation or salary (CTC) offered	362 (51.9)	185 (26.5)	82 (11.8)	36 (5.2)	32 (4.6)	1.839 *(1.110)*
Provides a clear career path	384 (55.1)	192 (27.5)	57 (8.2)	30 (4.3)	34 (4.9)	1.763 *(1.090)*

Table 4.36 (Continued)

Branding variable	Extremely influential	Quite influential	Partially influential	Does not really influence	No influence at all	Mean (Standard deviation)
Employer (company's) reputation and image at large	318 (45.6)	240 (34.4)	84 (12.1)	38 (5.5)	17 (2.4)	1.846 *(0.996)*
Direct email	360 (51.6)	195 (28)	81 (11.6)	37 (5.3)	24 (3.4)	1.809 *(1.058)*
Multinational company – global MNC / Indian MNC	347 (49.8)	198 (28.4)	87 (12.5)	31 (4.4)	34 (4.9)	1.862 *(1.106)*
Company is known for research & development	256 (36.7)	240 (34.4)	127 (18.2)	48 (6.9)	26 (3.7)	2.065 *(1.076)*
Company website	294 (42.2)	251 (36.0)	97 (13.9)	31 (4.4)	24 (3.4)	1.909 *(1.020)*
Ethical company image	257 (36.9)	261 (37.4)	105 (15.1)	55 (7.9)	19 (2.7)	2.021 *(1.039)*
Feedback about opportunities for higher education (sponsorship of advanced courses while in the company)	271 (38.9)	233 (33.4)	109 (15.6)	54 (7.7)	30 (4.3)	2.051 *(1.114)*
Feedback on company's on site opportunities	234 (33.6)	290 (41.6)	106 (15.2)	53 (7.6)	14 (2.0)	2.0286 *(0.986)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation.

Table 4.36 shows the level of influence of the branding variables relating to corporate image on employer branding. The respondents have rated all the branding variables relating to corporate image with significant influence as only less than 10 per cent of them have considered the dimensions as less influential. Out of the branding variables identified, Job security ($\bar{x}$ =1.675, σ = 1.049), Job profile offered

by the company ($\overline{x}$ =1.748, σ = 1.063 and career growth in the company ($\overline{x}$ =1.763, σ = 1.090) are considered to be the high influencing branding variables. Compensation ($\overline{x}$ =1.839, σ = 1.110) which was considered to be the highest influencing variable in the earlier studies has been replaced by variables relating to job security, job profile and career growth. This may be due to the downturn and instability existing in the IT services industry.

Table 4.37 Level of influence of student offerings dimension on employer branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does Not really influence	No influence at all	Mean (Standard deviation)
Project work	396 (56.8)	162 (23.2)	75 (10.8)	32 (4.6)	32 (4.6)	1.769 *(1.1049)*
Summer internships	377 (54.1)	175 (25.1)	75 (10.8)	32 (4.6)	38 (5.5)	1.822 *(1.137)*
Industrial visits	291 (41.8)	222 (31.9)	99 (14.2)	53 (7.6)	32 (4.6)	2.014 *(1.130)*
Student technical contests (like paper presentations, coding contests etc.,)	254 (36.4)	230 (33.0)	136 (19.5)	51 (7.3)	26 (3.7)	2.088 *(1.087)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation.

Table 4.37 presents the respondents perceptions on the level of influence of student offerings variables on the measures of employer branding. More than 70 per cent of the students have registered all the variables as influential or extremely influential. Less than 15 per cent only have considered these variables to be less influential. Out of the 4 branding variables, project work ($\overline{x}$ =1.769, σ = 1.1049) and summer internships ($\overline{x}$ =1.822, σ = 1.137) were considered to be highly influential. Since the institution considered in the study mandates industry-oriented project work and summer internships, the respondents have placed high importance on those

dimensions. Some of the companies hire students for project work and convert them as full time employees based on their performance in the project work. This also is a reason for considering the project work dimension as a high influencing dimension.

Table 4.38 Level of influence of knowledge dissemination dimension on employer branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does Not really influence	No influence at all	Mean (Standard deviation)
Faculty development programmes	169 (24.2)	262 (37.6)	157 (22.5)	64 (9.2)	45 (6.5)	2.360 *(1.135)*
Guest lectures	191 (27.4)	263 (37.7)	160 (23)	52 (7.5)	31 (4.4)	2.238 *(1.071)*
Personality development workshops (like evolve)	278 (39.9)	207 (29.7)	115 (16.5)	60 (8.6)	37 (5.3)	2.097 *(1.174)*
Technical seminars	269 (38.6)	253 (36.3)	107 (15.4)	38 (5.5)	30 (4.3)	2.005 *(1.070)*
Student technical workshops	286 (41)	243 (34.9)	108 (15.5)	36 (5.2)	24 (3.4)	1.951 *(1.039)*
Student Quizzes	212 (30.4)	258 (37)	143 (20.5)	58 (8.3)	26 (3.7)	2.179 *(1.071)*
Online portals	203 (29.1)	245 (35.2)	171 (24.5)	54 (7.7)	24 (3.4)	2.212 *(1.054)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent Standard deviation.

Table 4.38 shows the influence of knowledge dissemination variables on employer branding. The analysis indicates that knowledge dissemination branding variables were not considered to be partially influential compared to other branding dimensions as sizable number of respondents (more than 25 to 30 per cent) have considered the branding variables as partially influential or does not really influence or no influence at all. This is also justified by the mean value of more than 2 for some of the branding variables. Respondents have considered student technical workshops ($\bar{x}$ =1.951, σ = 1.039), technical seminars ($\bar{x}$ =2.005, σ = 1.0770) and personality development workshops as high influencing variables among the variables listed. This

indicates the students' interest in learning the latest technologies from the industry as it takes time for the educational institutions to incorporate the latest developments frequently into the curriculum.

Table 4.39 Level of influence of materialistic spirituality dimension on employer branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does Not really influence	No influence at all	Mean (Standard deviation)
Turnover of the company	209 (30)	268 (38.5)	143 (20.5)	62 (8.9)	15 (2.2)	2.147 *(1.016)*
Size of the company(i.e. the total number of employee)	180 (25.8)	248 (35.6)	180 (25.8)	71 (10.2)	18 (2.6)	2.281 *(1.038)*
Company's products & services	275 (39.5)	263 (37.7)	89 (12.8)	45 (6.5)	25 (3.6)	1.969 *(1.050)*
Has inspiring leadership	281 (40.3)	245 (35.2)	99 (14.2)	47 (6.7)	25 (3.6)	1.981 *(1.067)*
Vision and mission statements of the company	195 (28)	256 (36.7)	151 (21.7)	67 (9.6)	28 (4)	2.249 *(1.087)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation.

Table 4.39 shows the materialistic spirituality variables that influence the measures of employer branding. Most of the branding variables have been considered as influential as more than 60 per cent of the respondents have registered the variables to be influential. Among the materialistic spirituality variables, company's product and services ($\bar{x}$ =1.969, σ = 1.050) and inspiring leadership ($\bar{x}$ =1.981, σ = 1.067) were considered to be the high influencing variables. Company's product and services that are well recognized by the market and an inspiring leadership are considered to be the major influencing branding dimensions in the IT services industries, due to the uncertainties in the market. A company recognized by its product and services and an inspired leadership would be able to sustain and compete better even if there is a downturn in the industry.

Table 4.40 Level of influence of feedback and communication dimension on employer branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does Not really influence	No influence at all	Mean (Standard deviation)
Feedback or recommendation of faculty	179 (25.7)	296 (42.5)	131 (18.8)	67 (9.6)	24 (3.4)	2.226 *(1.043)*
Alumni influence	196 (28.1)	275 (39.5)	154 (22.1)	54 (7.7)	18 (2.6)	2.172 *(1.008)*
Feedback or recommendation of parents /relatives	155 (22.2)	289 (41.5)	163 (23.4)	66 (9.5)	24 (3.4)	2.304 *(1.026)*
Feedback or recommendation of fellow students	225 (32.3)	279 (40)	109 (15.6)	63 (9)	21 (3)	2.104 *(1.050)*
Feedback or recommendation of placement office	210 (30.1)	272 (39)	138 (19.8)	52 (7.5)	25 (3.6)	2.153 *(1.048)*
Print advertisements (newspapers, journals, college magazines, etc)	201 (28.8)	249 (35.7)	166 (23.8)	57 (8.2)	24 (3.4)	2.216 *(1.057)*
Ranking as employers in magazines and media	187 (26.8)	281 (40.3)	166 (23.8)	44 (6.3)	19 (2.7)	2.177 *(0.986)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation.

Table 4.40 shows the branding dimension variables relating to feedback and communication variables on employer branding. An average mean value of more than 2 indicates that the feedback and communication branding dimension to be not so influential compared to other employer branding dimensions. Feedback or recommendation of fellow students ($\bar{x}$ =2.172, σ = 1.008), feedback from placement office ($\bar{x}$ =2.153, σ = 1.048) and alumni influence were considered to be the high influencing variables. Students of the present generation are well informed and share information between their peer students and alumni. They also get feedback from the

placement office about the past recruitment trends of a company. Alumni working in the companies would be able to give the insider's view of the company in terms of work environment, job profile, career growth etc., which act as influencing dimensions in students' decision to pursue the career with the particular company.

Table 4.41 Level of influence of social media dimension on employer branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does Not really influence	No influence at all	Mean (Standard deviation)
Social networking sites (facebook & twitter)	212 (30.4)	214 (30.7)	165 (23.7)	73 (10.5)	33 (4.7)	2.284 (*1.143*)
Social networking Site - linkedIn	183 (26.3)	228 (32.7)	156 (22.4)	81 (11.6)	49 (7)	2.404 (*1.192*)
Blogs (company blogs, general third party blogs, etc)	149 (21.4)	257 (36.9)	179 (25.7)	72 (10.3)	40 (5.7)	2.421 (*1.106*)
Television advertisements & programs (on company culture, people, etc.)	150 (21.5)	243 (34.9)	171 (24.5)	87 (12.5)	46 (6.6)	2.477 (*1.152*)
Magazines (commercial weekly, monthly magazines on business or subject areas)	175 (25.1)	269 (38.6)	165 (23.7)	65 (9.3)	23 (3.3)	2.271 (*1.042*)

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation.

Table 4.41 presents the level of influence of social media variables on employer branding. The average mean value of more than 2.2 indicates that the social media variables were not considered to be highly influential compared to other employer branding dimensions.

Magazines ($\bar{x}$ =2.271, σ = 1.0472), Facebook and Twitter ($\bar{x}$ =2.284, σ = 1.143) and LinkedIn ($\bar{x}$ =2.404, σ = 1.192) were considered to be high influencing variables. Within the social networking sites, students have considered Facebook and Twitter as highly influential over Linked In. This may be due to the

amount of time spent on Facebook and twitter rather than LinkedIn. LinkedIn is considered to be a social networking site focusing towards the professional network and at the students' level, it has not gained importance. Technical magazines that carry information about the latest technologies and companies play an influencing role in the employer branding and choice of the company.

Table 4.42 Level of influence of institutional engagement dimension on employer branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does not really influence	No influence at all	Mean (Standard deviation)
Participation in or sponsorship for technical fests like GraVITas	193 (27.7)	255 (36.6)	148 (21.2)	69 (9.9)	32 (4.6)	2.271 *(1.107)*
Participation in or sponsorship for cultural fests like riviera	147 (21.1)	259 (37.2)	185 (26.5)	71 (10.2)	35 (5)	2.408 *(1.081)*
Technical sponsorships from companies (example, sponsorship of labs, machines, software, manuals, lab equipment, etc.)	281 (40.3)	222 (31.9)	118 (16.9)	48 (6.9)	28 (4)	2.024 *(1.100)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation.

Table 4.42 shows the institutional engagement variables' level of influence on employer branding. Though more than 60 per cent of the students have rated the branding dimensions to be influential, the mean values more than 2 indicate that institutional engagement dimension was not comparatively influential compared to other dimensions. Technical sponsorships ($\bar{x}$ =2.024, σ = 1.100) was considered to be the high influencing variable. Technical sponsorships which include sponsorship of labs, machines, software manuals, lab equipments etc., would have more impact and also stay for a longer period than the technical and cultural fests sponsorships.

Table 4.43 Level of influence of pre selection process dimension on employer branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does not really influence	No influence at all	Mean (Standard deviation)
Engagement with the students before pre placement talk	206 (29.6)	222 (31.9)	167 (24)	76 (10.9)	26 (3.7)	2.274 *(1.110)*
Pre placement talk	191 (27.4)	209 (30)	176 (25.3)	86 (12.3)	35 (5)	2.375 *(1.154)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation.

Table 4.43 shows the level of influence of pre selection process variables on employer branding. Students' engagement before the pre placement talk ($\bar{x}$=2.274, σ = 0.709) is given high importance over the pre placement talk ($\bar{x}$=12.375, σ = 1.154) by the respondents. Some of the companies disseminate corporate information before the campus recruitment through social networking sites, flyers, emails, workshops, contests etc., plays a significant role in employer branding.

Table 4.44 Level of influence of selection process dimension on employer branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does not really influence	No influence at all	Mean (Standard deviation)
Company's selection process	179 (25.7)	270 (38.7)	154 (22.1)	71 (10.2)	23 (3.3)	2.266 *(1.054)*
Interaction with the interviewer / company representative	224 (32.1)	229 (32.9)	142 (20.4)	72 (10.3)	30 (4.3)	2.218 *(1.131)*
Company's past selection process (written test, group discussion, interview etc.,)	136 (19.5)	283 (40.6)	180 (25.8)	72 (10.3)	26 (3.7)	2.381 *(1.028)*
Post placement talk on campus	173 (24.8)	263 (37.7)	171 (24.5)	55 (7.9)	35 (5)	2.305 *(1.081)*
On boarding the selected students after graduation	160 (23)	292 (41.9)	164 (23.5)	58 (8.3)	23 (3.3)	2.271 *(1.011)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation.

Table 4.44 highlights the selection process variables that act as influencing dimensions in employer branding. More than 60 per cent of the students have considered all the branding variables related to the selection process to be influential or extremely influential. Interaction with the interviewer / company representative ($\overline{x}$ =2.218, σ = 1.131), company's selection process ($\overline{x}$ =2.266, σ =1.054) and on-boarding the selected students after graduation ($\overline{x}$ =2.271, σ = 1.011) were considered to be the high influencing variables. Students are usually tensed during the selection process. Conducive selection process and a friendly interviewer also brand a company during the campus recruitment process. Due to various reasons, many companies have delayed the on-boarding of the students immediately after graduation and some have denied the joining too. Obviously, the on-boarding variable is given importance.

Table 4.45 Level of influence of post selection process dimension on employer branding

Branding variable	Extremely influential	Quite influential	Partially influential	Does not really influence	No influence at all	Mean (Standard deviation)
Offered place of posting (location)	225 (32.3)	227 (32.6)	124 (17.8)	73 (10.5)	48 (6.9)	2.271 *(1.211)*
Fringe benefits – canteen , commuting, health clubs etc.,	182 (26.1)	233 (33.4)	167 (24)	59 (8.5)	56 (8)	2.388 *(1.188)*
Job contract - no service agreement	263 (37.7)	222 (31.9)	129 (18.5)	46 (6.6)	37 (5.3)	2.098 *(1.138)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation

Table 4.45 shows the influence of post selection process variables on employer branding. Job contract – no service agreement ($\overline{x}$ =2.098, σ = 1.138) was considered as a high influencing variable in choosing a company. Some of the companies insist signing a service agreement for two or more years, if selected. Some of the students would like to pursue higher studies or like to change a company if not satisfied. It is not possible if they sign a service agreement.

4.9.3 DISCRIMINATING DIMENSION IN CHOICE OF THE COMPANY USING DISCRIMINANT ANALYSIS

Six major companies considered for the study were Accenture, Cognizant, HCL, Infosys, TCS and Wipro.

The company selected by the respondents in the survey is shown below in the Table 4.46.

Table 4.46 Choice of company

Company	Frequency	Percent
Accenture	267	38.3
Cognizant	159	22.8
HCL	40	5.7
Infosys	96	13.8
TCS	94	13.5
Wipro	41	5.9
Total	697	100.0

Out of the 6 major recruiting companies that were considered for the study, 267 students (38.3 per cent) chose Accenture, 159 (22.8 per cent) Cognizant, 40 (5.7 per cent) HCL, 96 (13.8 per cent) Infosys, 94 (13.5 per cent) TCS and 41 (5.9 per cent) Wipro.

Discriminant analysis was used to predict the choice of the company using various branding dimensions. The analysis could predict the discriminating dimensions for each company.

Discriminant analysis was applied to find out the dimension that differentiates one company selector from the other. The abbreviations for the dimensions are given below *CI - Corporate Image; SO - Student Offerings; KD-Knowledge dissemination; MS-Materialistic spirituality; FB-Feedback; SM - Social media; SP - Selection process ; IE - Institutional engagement; PoS - Post selection; PRS - Pre selection.*

The Table 4.47 shows the discriminant function coefficients of the six companies that were taken for the study.

Table 4.47 Discriminate function of six software services companies

Standardized Canonical Discriminant function coefficients						
Branding dimension	**Accenture**	**Cognizant**	**HCL**	**Infosys**	**TCS**	**Wipro**
Corporate image	-.312	-1.077	1.231	-1.149	-.198	-.849
Student offerings	-.101	-.306	-.587	.003	.532	.894
Knowledge dissemination	.431	.767	.298	-.641	-1.154	.412
Materialistic spirituality	.106	.161	-.006	.438	.754	.001
Feedback and communication	-.030	-.621	-.967	.276	.628	.001
Social media	-.326	.244	.648	.369	.087	-.213
Selection process	-.680	.738	-.093	1.110	-.050	.844
Institutional engagement	.543	.078	-.137	-.127	.089	-.572
Post selection process	-.325	.340	.184	.309	-.771	-.272
Pre selection process	.830	.207	-.189	-.357	.409	-.026

ACCENTURE

The discriminant function for Accenture selectors is as follows

Z =-0.312 (CI) - 0.101 (SO) + 0.431 (KD)+ 0.106 (MS) - 0.030(FB)

      + 0.326(SM) - 0.680 (SP) + 0.543 (IE) - 0.325 (PoS) + 0.830 (PRS)

Regarding the order of importance with the independent variables in discriminating Accenture selectors from other companies, *pre selection process* dimension had a high discriminating loading of 0.484 followed by post selection process (-0.315) and corporate image with the least factor loading (0.042).

COGNIZANT

The discriminant function for Cognizant selectors is as follows

Z = -1.077 (CI) - 0.306 (SO) + 0.767 (KD) - 0.161(MS) - 0.621 (FB) + 0.244 (SM)-

    0.738(SP) – 0.078 (IE) + 0.340 (PoS) + 0.207 (PRS)

The order of importance with the independent variables in discriminating Cognizant selectors from other companies, *selection process dimension* had a high

discriminating loading of 0.465 followed by knowledge dissemination (0.417) and feedback and communication with the least factor loading (0.009).

HCL

The discriminant function for HCL selectors is as follows

Z =1.231 (CI) - 0.587 (SO) + 0.298 (KD) - 0.006 (MS) - 0.967 (FB) + 0.648 (SM)-0.093 (SP) – 0.137 (IE) + 0.184 (PoS) - 0.189 (PRS)

The order of importance with the independent variables in discriminating HCL selectors from other companies, *corporate image* dimension had a high discriminating loading of 0.581 followed by social media (0.545) and pre selection process with the least factor loading (0.069).

INFOSYS

The discriminant function for Infosys selectors is as follows

Z = -1.149 (CI) - 0.03 (SO) - 0.641(KD) + 0.438 (MS) + 0.276 (FB) + 0.369 (SM) +1.110 (SP) – 0.127 (IE) + 0.309 (PoS) - 0.357 (PRS)

The order of importance with the independent variables in discriminating Infosys selectors from other companies, *selection process* dimension had a high discriminating loading of 0.467 followed by social media (0.248) and institutional engagement with the least factor loading (0.003).

TCS

The discriminant function for TCS selectors is as follows

Z = -0.198 (CI) + 0.532 (SO) - 1.154 (KD) + 0.754 (MS) + 0.628 (FB) + 0.087 (SM)-0.050 (SP) – 0.089 (IE) - 0.771 (PoS) + 0.409 (PRS)

The order of importance with the independent variables in discriminating TCS selectors from other companies, *pre selection process* dimension had a high discriminating loading of 0.401 followed by feedback and communication (0.376) and knowledge dissemination with the least factor loading (0.096).

Wipro

The discriminant function for Wipro selectors is as follows

Z = -0.849 (CI) + 0.894 (SO) + 0.412 (KD) + 0.001 (MS) + 0.001 (FB)-0.213 (SM) + 0.844

(SP) – 0.572 (IE) - 0.272 (PoS) - 0.26 (PRS)

The order of importance with the independent variables in discriminating Wipro selectors from other companies, *corporate image* dimension had a high discriminating loading of 0.461 followed by selection process (0.454) and pre selection process with the least factor loading (0.002).

The branding dimensions act as discriminating dimensions for the students in selecting a particular company. Companies that have an edge over the competitors through their performance, innovative human resource programs are able to attract and retain good employees (Copeland, 2000). Branding plays a vital role in services companies. Managers need to identify the important branding dimensions for framing the branding strategies (Michael Brady et al, 2005). This would help the organizations to sustain the brand over a long period.

Earlier studies (Vikram Kapoor, 2010) showed that leadership, performance management and mission, vision and values are considered to be the influencing dimensions in the choice of the company by the students during campus recruitments.

The study also confirms the findings of Herman and Gioia (2000) that the salary is no more a top discriminating dimension for choice of an employer. The knowledge workers give more emphasis on growth opportunities, challenging work (Branham, 2000), motivational and conducive work environment, good work culture (Simons, 2000).

Hence, Hypothesis (H4) is not accepted as the discriminating branding dimensions varied with the companies.

4.9.4 EMPLOYER BRANDING DIMENSION IMPORTANCE BASED ON ANOVA

ANOVA was used to identify if there was significant difference in the importance of employer branding dimensions based on the educational qualification, academic grades, gender and regions of the students. The below chapter presents the analysis

4.9.4.1 IMPORTANCE OF EMPLOYER BRANDING DIMENSIONS BASED ON THE EDUCATIONAL QUALIFICATION

The respondents were divided into 2 groups based on their courses they pursued (undergraduate and postgraduate). ANOVA was used to analyse if there was any significant difference in the importance of branding dimensions.

Table 4.48 Branding importance based on educational qualification

Branding dimension variable	PG Mean(Sig.) *(N=330)*	UG Mean(Sig.) *(N=367)*	F- Value (sig)
Corporate image	1.7472 (.79)	1.7577 (.766)	.032 (.859)
Student offerings	1.9477 (1.00)	1.9019 (.976)	.371 (.542)
Materialistic spirituality	2.1115 (.863)	2.1240 (.892)	.190 (.663)
Knowledge dissemination	2.1551 (.937)	2.1390 (.799)	.201 (.654)
Feedback and communication	2.1657 (.841)	2.2116 (.777)	.562 (.454)
Institutional engagement	2.2495 (1.021)	2.2216 (.942)	1.035 (.309)
Post selection process	2.2515 (1.000)	2.2543 (.942)	.001 (.970)
Selection process	2.2945 (.833)	2.2834 (.830)	.031 (0860)
Pre selection process	2.3106 (1.096)	2.2834 (.830)	.109 (.742)
Social media	2.4055 (.867)	2.3417 (.787)	1.035 (.309)

The above ANOVA Table 4.48 illustrates the branding dimension importance given by the respondents. One way ANOVA highlighted that there was no significant

difference in the branding dimension importance given by the undergraduate and postgraduate students. Among the branding dimensions based on the educational qualification, corporate image ($\overline{x}$ =1.757,1.747), student offerings ($\overline{x}$ =1.901,1.947), materialistic spirituality ($\overline{x}$ =2.124,2.111), knowledge dissemination ($\overline{x}$ =2.139,2.155) and feedback and communication ($\overline{x}$ =2.211,2.165) were considered to be highly influential. It was also observed that the social media ($\overline{x}$ =2.341,2.4055) was considered to be least influential by the respondents.

Hence, Hypothesis (H5) is accepted as there was no significant difference based on the educational qualification.

4.9.4.2 IMPORTANCE OF EMPLOYER BRANDING DIMENSIONS BASED ON THE ACADEMIC GRADES

The students were grouped into 4 groups based on their academic grades (S, A, B and C) they had at the time of submitting the response. In this study, the students based on their CGPA were classified into four academic grade groups and were given letter grades. The students with 9 and above CGPA were termed S grade, 8 to 8.9 CGPA as A grade, 7 to 7.9 CGPA as B grade and 6 to 6.9 CGPA as C grade. One way ANOVA was used to find out if there was any significant difference in the importance given to the branding dimensions based on the academic grades of the students.

Table 4.49 Branding importance based on academic grades

Branding dimension	Academic grades	N	Mean	F- Value (sig)
Corporate Image	S Grade	64	1.7042 (.788)	.257 (.856)
	A Grade	429	1.7622 (.788)	
	B Grade	174	1.7631 (.782)	
	C Grade	30	1.6595 (.605)	
	Total	697	1.7527 (.779)	

Table 4.49 (Continued)

Branding dimension	Academic grades	N	Mean	F- Value (sig)
Student offerings	S Grade	64	1.8711 (1.071)	.378 (.769)
	A Grade	429	1.9172 (.984)	
	B Grade	174	1.9784 (.983)	
	C Grade	30	1.8083 (.979)	
	Total	697	1.9236 (.991)	
Knowledge dissemination	S Grade	64	2.2344 (1.041)	1.640 (.179)
	A Grade	429	2.1698 (.887)	
	B Grade	174	2.0757 (.946)	
	C Grade	30	1.8556 (.775)	
	Total	697	2.1387 (.914)	
Materialistic spirituality	S Grade	64	2.0437 (.801)	1.564 (.197)
	A Grade	429	2.1758 (.834)	
	B Grade	174	2.0667 (.834)	
	C Grade	30	1.9333 (.780)	
	Total	697	2.1260 (.830)	
Feedback and communication	S Grade	64	2.1120 (.863)	.606 (.611)
	A Grade	429	2.2187 (.785)	
	B Grade	174	2.1657 (.828)	
	C Grade	30	2.0833 (.908)	
	Total	697	2.1899 (.808)	

Table 4.49 (Continued)

Branding dimension	Academic grades	N	Mean	F- Value (sig)
Social media	S Grade	64	2.4250 (.902)	1.397 (.242)
	A Grade	429	2.4107 (.822)	
	B Grade	174	2.2805 (.782)	
	C Grade	30	2.2333 (.951)	
	Total	697	2.3719 (.826)	
Selection process	S Grade	64	2.3813 (.966)	674 (.568)
	A Grade	429	2.3030 (.810)	
	B Grade	174	2.2356 (.823)	
	C Grade	30	2.1933 (.881)	
	Total	697	2.2887 (.831)	
Institutional engagement	S Grade	64	2.4583 (1.051)	3.182 (.023)
	A Grade	429	2.2766 (.977)	
	B Grade	174	2.0805 (.931)	
	C Grade	30	2.0556 (1.01)	
	Total	697	2.2348 (.977)	
Post selection process	S Grade	64	2.2188 (.926)	.269 (.848)
	A Grade	429	2.2347 (.950)	
	B Grade	174	2.3084 (1.023)	
	C Grade	30	2.2667 (1.056)	
	Total	697	2.2530 (.969)	

Table 4.49 (Continued)

Branding dimension	Academic grades	N	Mean	F- Value (sig)
Pre selection process	S Grade	64	2.5859 (1.289)	2.134 (.095)
	A Grade	429	2.3403 (1.067)	
	B Grade	174	2.2299 (1.063)	
	C Grade	30	2.1000 (1.029)	
	Total	697	2.3250 (1.089)	

Among the branding dimensions corporate image ($\bar{x}$ =1.704, 1.762,1.763,1.659), student offerings ($\bar{x}$ =1.871,1.917,1.978,1.808) were considered to be the highly influential based on the academic grades of the students.

Dimensions like institutional engagement (F=3.182; Sig=0.023) and post selection dimensions (F=2.134; Sig=.095) showed variance with respect to the academic grades of the respondents. Academic grades are important in a campus recruitment process. Since the supply of the graduates have increased multi-fold in the years, companies have started using the academic grades as initial selection criteria. The academic grades scored by the individuals are considered as indicators of the technical knowledge acquired by the students in their course of their study (Gokuladas, 2009).

Schick and Kunnecke (1982) highlighted that the students with higher academic grades are likely to get higher performance ratings in the industry. It is also observed that the students with higher academic grades are better performers in a campus recruitment process (Gokuladas, 2009). Roth et al.(1996) suggest that the academic grades are considered to be the indicators of a job performance. It also helps in the performance appraisal (Lavigna, 1992) in the initial stages of a student's career.

Since most of the IT services companies in India hire students from all courses of engineering, academic grades get importance during the hiring process. The companies see the learn-ability of the students regardless of their course of study.

Since the supply of students has increased, the student with higher academic grades becomes eligible for more number of recruitment processes. This in turn gives a student with a higher academic grade to choose a company to begin his/her career. Accordingly, the perceptions on the choice of employer also differ.

It is proved from the study that the choice of the employer is partially influenced by the academic grades scored by the students. Hence, hypothesis (H6) is partially accepted as there was significant difference in some of the branding dimension importance based on the academic grades of the students.

4.9.4.3 IMPORTANCE OF EMPLOYER BRANDING DIMENSIONS BASED ON THE GENDER

The respondents were divided into 2 gender groups namely, male and female and the importance of branding dimension was analysed using ANOVA.

Table 4.50 Employer branding dimensions based on gender

Branding dimension Variable	Female Mean(Sig.) N=235	Male Mean(Sig.) N=462	F- Value (sig)
Corporate image	1.6739 (.698)	1.7928 (.814)	3.650 (.056)
Student offerings	1.8734 (.911)	1.9491 (1.028)	.910 (.340)
Materialistic spirituality	2.0162 (.778)	2.1818 (.850)	5.404 (.020)
Knowledge dissemination	2.0262 (.863)	2.1959 (.934)	.910 (.340)
Feedback and communication	2.0957 (.799)	2.2377 (.809)	6.257 (.013)
Institutional engagement	2.2043 (.981)	2.2504 (.978)	.345 (.557)
Post selection process	2.1716 (.921)	2.2944 (.991)	2.502 (.114)
Selection process	2.2017 (.841)	2.3329 (.823)	3.897 (.049)
Pre selection process	2.3064 (1.040)	2.3344 (1.113)	.103 (.748)
Social media	2.2221 (.778)	2.4481 (1.113)	11.824 (.001)

One way ANOVA revealed that the dimensions like corporate image (F=3.65; Sig=0.056), knowledge dissemination (F=5.404; Sig=.020), materialistic spirituality (F=6.257; Sig=0.13), feedback (F=4.840; Sig=0.028), social media (F=11.824; Sig=.001) and selection process (F=3.897; Sig=0.049) showed variance with respect to the gender of the respondents.

Among the branding dimensions, corporate image ($\bar{x}$ =1.673,1.792), student offerings ($\bar{x}$ =1.873,1.949), materialistic spirituality ($\bar{x}$ =2.016, 2.181), knowledge dissemination ($\bar{x}$ =2.026,2.195), feedback and communication ($\bar{x}$ =2.095,2.237) were considered to be highly influential. It is observed that pre selection process ($\bar{x}$ =2.306,2.334) was considered to be least influential.

Earlier studies on career choice (Barber, 1998) showed no difference based on the gender but the males gave importance to internal factors while the females gave importance towards the external factors (Herzberg et al, 1957). Other earlier studies (Bartol, 1974; Bartol and Manhardt, 1979) also revealed that the women giving importance to work environment, inter-personal relationships etc., while the men placing importance to career growth, self-expression etc.,

However, due to the change in the work culture and life styles over the years, there is partial gender difference in the perceptions, which is also confirmed through the study. Hence, hypothesis (H7) is partially accepted as some of the dimensions showed variance with respect to the importance.

4.9.4.4 IMPORTANCE OF EMPLOYER BRANDING DIMENSIONS BASED ON THE REGIONS

The respondents were divided into two groups based on the region they hailed from namely, south and others and the influence was analysed using ANOVA.

Table 4.51 Branding importance based on regions

Branding dimension	South Mean(Sig.) N=300	Other than south Mean(Sig.) N=397	F- Value (sig)
Corporate image	1.7321 (.742)	1.7682 (.805)	.367 (.545)
Student offerings	1.955 (1.017)	1.8998 (.971)	.529 (.467)
Materialistic spirituality	2.094 (.792)	2.1501 (.857)	.354 (.552)
Knowledge dissemination	2.115 (.904)	2.1565 (.921)	.782 (.377)
Feedback and communication	2.1727 (.789)	2.2027 (.822)	.235 (.628)
Institutional engagement	2.2211 (.965)	2.2451 (.989)	.103 (.748)
Post selection process	2.2322 (.982)	2.2686 (.961)	.241 (.623)
Selection process	2.288 (.845)	2.2891 (.821)	.000 (.985)
Pre selection process	2.32	2.3287	.011 (.917)
Social media	2.3733 (.818)	2.3707 (.833)	.002 (.968)

One way ANOVA highlighted that there was no significant difference in the branding dimension importance given by the students from southern and other regions of India.

Among the branding dimensions, corporate image ($\overline{x}$ =1.732,1.768), student offerings ($\overline{x}$ =1.955,1.899), materialistic spirituality ($\overline{x}$ =2.094,2.150), knowledge dissemination ($\overline{x}$ =2.115,2.150) and feedback and communication ($\overline{x}$ =2.172,.202) as highly influencing dimensions.

Hence, hypothesis (H8) is accepted as there was no significant difference in the importance of branding dimensions based on the regions.

Studies conducted on employability skills by companies (Aspiring minds report, 2011) reported that the students from the northern region of India have better

employability skills (technical and soft skills) than the students from the southern region. Earlier studies on campus recruitments (Gokuladas, 2009) revealed that the perception of the students on placements differed based on the regions. The current study disproved that there would be difference in perceptions based on the region. This may be due to the orientation they get in the institution and the inputs they get from various sources like alumni, immediate seniors, faculty, recruiters etc.,

4.10 EMPLOYER BRANDING - DISCUSSION

The discussion based on the analysis done on employer branding dimensions is divided into three sections namely a) Discussion based on frequency tables (mean and standard deviation findings b) Discriminant analysis and c) ANOVA

4.10.1 DISCUSSION BASED ON FREQUENCY TABLES

Based on the analysis of the frequency tables, the top branding variables within the employer branding dimensions is identified based on the mean and standard deviation and is presented in the below Table 4.52.

Table 4.52 Top branding variables within the employer branding dimensions

Branding dimension	Branding variable	Mean *(Std. deviation)*
Corporate image	Job security	1.675 *(1.049)*
Student offerings	Project work	1.769 *(1.1049)*
Knowledge dissemination	Student technical workshops	1.951 *(1.039)*
Materialistic spirituality	Company's product and services	1.969 *(1.050)*
Feedback and communication	Feedback or recommendation of fellow students	2.104 *(1.050)*

Table 4.52 (Continued)

Branding dimension	Branding variable	Mean *(Std. deviation)*
Social media	Magazines (commercial weekly, monthly magazines on business or subject areas)	2.271 *(1.042)*
Institutional engagement	Participation in or sponsorship for technical fests like GraVITas	2.271 *(1.107)*
Pre selection process	Engagement with the students before pre placement talk	2.274 *(1.110)*
Selection process	Interaction with the interviewer / company representative	2.218 *(1.131)*
Post selection process	Job contract - no service agreement	2.098 *(1.138)*

Table 4.52 shows the top employer branding variables based on the frequencies. Among the employer branding variables listed under the branding dimensions, the respondents have chosen the above variables as highly influential variable.

Job security was given prime importance by the respondents in corporate image dimension. This is a revelation, as the previous studies highlighted compensation, size of the company (Ruth Robbins, 1996), career prospects, work environment (Zeynep Aycan, 2003) as the prime influencing branding dimensions. This may be due to the instability in the job market based on the slowdown. Offering project work was considered as a highly influential variable under the student offerings. Companies due to the lack of infra structure and time are reluctant in offering project works to the students. It puts lot of pressure on the students in the last semester to search for the project work. Student technical workshops was considered as highly influencing variable as the students perceive that the corporate by organizing these workshops may be able to train the students on the latest technologies. Company's products and services create a brand reputation for the company in the market and was considered to be the influencing variable under materialistic spirituality dimension. Company's image plays a vital role in campus recruitment process (Gokuladas, 2010) as the students give much importance while choosing a company for their first job. His study also confirms the findings of this

study that the students give more importance to the internships, which is covered under the students' offerings.

The present generation of students have a greater influence by the fellow students on the career choice, which had resulted in considering the fellow students' feedback or recommendation as a highly influencing variable in feedback and communication dimension. Magazines for social media, participation in techfests like graVITas for institutional engagement, engagement with students before pre placement talk for pre placement process, interaction with the interviewer for selection process, job contract – no service agreement for the post selection process were considered to be highly influencing variables based on the frequencies.

4.10.2 DISCUSSION BASED ON DISCRIMINANT ANALYSIS

Discriminant analysis was used to find out if the discriminating dimension was same for all the six companies that were considered for the study. The analysis reported that the discriminating dimension was different for all the companies. Pre selection process for Accenture, selection process for Cognizant, corporate image for HCL, selection process for Infosys, pre selection process for TCS, corporate image for Wipro were the discriminating dimensions for the respective companies.

The study justified that the earlier studies that the importance of the branding dimensions differed from company to company (Piyali Ghosh and Geetika, 2007). Analysis of the discriminating dimension of the competition also may help in positioning the brand. Accordingly, the companies should focus on the discriminating dimensions of those companies that had the highest selection (in this case, Accenture) in building the brand.

4.10.3 DISCUSSION BASED ON ANOVA

ANOVA revealed that there was no significant difference on employer branding dimensions based on the educational qualification and region. But there was significant difference on branding dimension importance relating to academic grades and gender as some of the branding variables showed variance.

Since the perceptions differed based on the academic grades, a differential branding strategy targeting the student community based on the academic grades also may help (Gokuldas, 2010). The companies also may target the students based on their gender as the perceptions differed. Earlier studies (Smith, 2004) show that the women had constraints in working in technology companies. In the earlier years, women working in the organizations have faced barriers to career success which were not faced by the men (Simpson, 2000). They were also assessed by stringent criteria in performance (Morrison et al., 1987). Due to the change and flexibility in the work environments the perceptions of the women have changed as it is seen in the increase of women employees in software companies.

There is a direct correlation between the employer branding and business success (Sowmya Gaddam, 2008). The survey (2008) conducted by HP confirms this fact. In this study, branding dimensions relating to corporate image and student offerings emerged as the top branding dimensions. Delivering on the promise through proper execution would build the corporate image (Sowmya Gaddam, 2008) in the market. Earlier studies also emphasis that too many advertisements without fulfilling the promise may not enhance the brand image in the market. Employer branding improves the reputation and corporate identity (Suman Kumar et al, 2010) and helps in communicating the brand image to the potential and current employees. Robert & Dowling (2002) say that organisations with good reputation and image will be able to sustain in the competitive markets.

Many factors are involved when a student decides about his/her career. Perception is a major dimension in career decision making process. Students' perceptions play a major role in career choice. Perceptions are developed in a student's mind right from the childhood and are influenced by extrinsic and intrinsic factors (Zeynep Aycan and Selda Fikret-Pasa, 2003). The decision making process on career choice is based on their self beliefs and attitudes and also the information they gather through various sources like media, parents, other family members, peers, faculty, alumni etc., There are also other dimensions like job market condition, career prospects, aspirations etc., that influence the career choice (Edvardsson Stiwne, E., 2005). Employer branding would help the students' to alter the perceptions and make him/her to choose a particular company.

The above section reported the importance of employer branding in campus recruitments. It also highlighted the important employer branding dimensions based on the gender, educational qualification, academic grades and regions of the students. The next section deals with the perceptions of the students and HR managers on campus recruitment parameters.

4.11 CAMPUS RECRUITMENT PARAMETERS - ANALYSIS

A set of questions were administered in both the studies (institutional branding and employer branding) to capture the perceptions of the HR managers and the students relating to campus recruitment parameters which included the placement season, preparation for placements, slot sharing and compensation offered to the fresh graduates. The parameters were analysed based on the frequencies, ANOVA and chi square tests. The results are presented below.

4.11.1 ANALYSIS BASED ON THE FREQUENCIES

The table 4.53 presents the level of agreement of students in the process and preparation for campus recruitments.

Table 4.53 Level of agreement of students on campus recruitment process

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean (Standard deviation)
Having multiple companies to share the slot gives a student to select his/her career of choice	216 (31)	298 (42)	128 (18.4)	41 (5.9)	14 (2)	2.051 *(0.953)*
I would choose a company after doing my own research or homework	134 (19.2)	287 (41.2)	211 (30.3)	51 (7.3)	14 (2)	2.317 *(0.932)*
It is better to have campus placements in last semester as I would be well prepared	151 (21.7)	192 (27.5)	176 (25.3)	130 (18.7)	48 (6.9)	2.615 *(1.207)*
I would like to have one services company's offer before to aspire to have a dream offer	246 (35.3)	291 (41.8)	124 (17.8)	31 (4.4)	5 (.7)	1.935 *(0.877)*

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation

Table 4.53 shows the responses of the students on certain questions pertaining to the campus recruitment process. 73 per cent of the respondents agree that having multiple companies in one placement slot would give them an opportunity to choose a company of their choice. More than 60 per cent of them say that they would select a company after getting information about the company. There was equal level of agreement / disagreement to have the campus recruitments in the last semester. 77.1 per cent of the respondents would like to have an IT services company's offer before they get selected in a dream company. Dream company is termed as core engineering company or a software company that offers more than INR 4 lakhs per annum.

Table shows the students perception on choice of dream company offer over a software services company offer.

Table 4.54 Choice of dream company offer over software services company offer

Question	YES	NO	Undecided
I would be more inclined to take a dream company offer (if selected) and leave the software services company offer which I had earlier	442 (63.4)	60 (8.6)	195 (28)

Table 4.54 shows that 63.4 percent of students would choose a dream company over a software services company, if selected. Dream companies are those companies from core engineering sector or software companies that offer more than INR 4 lakhs per annum as a compensation. 28 per cent of them say that they are undecided, this is due to the uncertainties of on-boarding by the dream companies.

The Table 4.55 presents the level of agreement of HR managers in the process relating to campus recruitments.

Table 4.55 HR perceptions on campus recruitment parameters

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
It is better to have campus placements in the last semester	31 (47.7)	17 (26.2)	11 (16.9)	5 (7.7)	1 (1.5)
As a HR, I would allow my organization's campus recruit to sit for other companies' recruitment	19 (29.2)	10 (15.4)	14 (21.5)	14 (21.5)	8 (12.3)
Sharing slot gives a student a better choice	30 (46.2)	17 (26.2)	7 (10.8)	8 (12.3)	3 (4.6)

The table 4.55 shows that more than 65 per cent of the HR managers feel that it is better to have campus recruitment process in the final semester. There is no strong agreement by the HR managers on allowing the students who are recruited by their companies to sit for other companies' recruitment. 46.2 per cent of the HR managers strongly agree that the slot sharing gives a student to chance to choose his / her career.

The table shows the perceptions of the students and HR managers on the ideal campus recruitment months.

Table 4.56 Ideal period for campus recruitment process

Question		June - July	August - September	October - November	After January
What is the ideal period for the campus placements?	**Students** *(N=697)*	48 (6.9)	395 (56.7)	191 (27.4)	63 (9)
	HR Managers *(N=65)*	9 (13.8)	26 (40)	21 (32.3)	9 (13.8)

Note : Figures in parenthesis are percentage and figures in italics within parenthesis represent standard deviation

Table 4.56 shows that 56.7 per cent of the students feel that august & September as the ideal period and 27.4 per cent feel that October & November as ideal months for the campus placement process. The students feel that June and July would be very early as they would not be prepared for the interviews. October and November months are examination months and after January, they are engaged with their project work and hence these months are less preferred. Most of the companies freeze on their campus recruitment budgets by June / July and hence the HR managers feel that after July is an ideal period for the recruitments.

There is a positive correlation on the recruitment months in the perceptions of the students and the HR managers.

The Table 4.57 shows the perceptions of the students and HR managers on the perceptions of students and HR managers on compensations to be offered to the campus recruits.

Table 4.57 Ideal compensation for campus recruits

Question		Rs.2.4 - Rs.2.80 Lakhs	Rs.2.81 - Rs.3.10 Lakhs	Rs.3.11 - Rs.3.50 Lakhs	Above Rs.3.51 Lakhs
What is the ideal/acceptable salary in your opinion to be offered to a fresh engineering graduate by software services companies	**Students** *(N=697)*	7 (1.0)	16 (2.3)	127 (18.2)	547 (78.5)
	HR Managers *(N=65)*	2 (3.1)	12 (18.5)	21 (32.3)	30 (46.2)

Table 4.57 shows the respondents expectations on entry level salary ranges. The software services companies in India have not increased the entry level salaries for more than 5 years. The average salary per annum offered by the top 5 software services companies range between INR 2.75 and INR 3.36 lakhs per annum for under graduate students and between INR 2.75 lakhs and INR 3.63 lakhs for post graduate students. 78.5 per cent of the students feel that the entry level salary should be INR 3.5 lakhs per annum. 46.2 per cent of the HR managers suggest that the entry salaries should be above INR 3.51 lakhs per annum.

4.11.2 IMPORTANCE OF SLOT SHARING USING ANOVA

ANOVA was used to find out if the perceptions of the HR managers and the students on slot sharing concept were the same.

Educational institution's campus placements follow a hierarchical order where top firms are given the day one slot (which is the first day for the recruitment season) and the rest follow during the campus placement season. Major campus recruiters vie the top slots during the campus placements season. Universities and colleges have to miss out on some of the recruiters as they could not allot preferred slots to all the major recruiters. Of late, Universities and colleges have started to share the premium slots with the major recruiters. This process of accommodating two or more campus recruiters in a slot is called "slot sharing".

Table 4.58 Importance of slot sharing using ANOVA

Parameter	N	Mean (SD)	F-Ratio (Sig)
Students evaluation	697	2.081 (.936)	F= 0.162 (0.687)
Importance given by HR	65	2.030 (1.22)	
Total	**762**	**2.0768 (.963)**	

One way ANOVA results revealed that there was no difference (F=0.162; Sig=0.687) in the perception of the two stake holders (HR managers and the students) on the concept of slot sharing. Hence, hypothesis (H9) is accepted as both the HR managers and students have the same opinion on slot sharing.

Slot sharing has given the students to choose the company of their choice and also the institutions to accommodate most of the major recruiters and get benefitted by the branding initiatives done by the corporate on campus.

Employer branding plays an important role in slot sharing. Since the student has a choice of selecting a company in the slot sharing procedure, companies that carry a good brand image on the campuses have an edge over the competitors in attracting the students. Vikram Kapoor (2010) has studied the most important attributes in attracting new talents to the companies and the role of employer branding. A student studying in premier institution in India has multiple choices among the companies that come for campus placements. By leveraging its branding initiatives, a company may focus on the attributes that may attract the students who may decide to choose among the competitors during campus placements.

4.11.3 ANALYSIS OF SALARY EXPECTATIONS IN CAMPUS RECRUITMENTS USING CHI-SQUARE TEST

Tables 4.59 and 4.60 presents the frequency and chi square test analysis on compensation component in campus recruitment.

Table 4.59 Analysis of salary expectations - frequencies

Group * Range of Salary Cross tabulation							
			Range of Salary				Total
		Salary range	Rs. 3.51 lakh & above	Rs. 3.11 lakh – Rs. 3.50 lakh	Rs. 2.81 lakh – Rs. 3.10 lakh	Rs. 2.4 lakh – Rs. 2.80 Lakh	
Group	Students	Frequency (percentage)	544 (78)	126 (18.1)	19 (2.7)	8 (1.1)	697 (100)
	HR	Frequency (percentage)	30 (46.2)	21 (32.3)	12 (18.5)	2 (3.1)	65 (100)

Table 4.60 Analysis of salary expectations - chi square test

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	52.143[a]	3	.000
a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .85.			

Chi square tests revealed (table 4.60) that there was significant difference (Value=52.43; Sig=0.000) in the perceptions of the two stake holders (HR Managers and students) in terms of the salary expectations. Hence, hypothesis (H10) is not accepted as there was no relationship in the opinion among the HR managers and students regarding the salary expectations.

There has always been a mismatch in the salary expectations of the entry level graduates, which were highlighted by the earlier studies (Briscoe, 2004). Though the salary levels in the IT services sector in India for the campus recruits has not changed for more than 5 years, the attractiveness (Joshi Kailash, 2008) of employment in IT sector has not decreased. Though the entry level salaries are less, the salary levels increase based on the experience they gain over the years. Since the supply of graduates for the IT sector has increased substantially over the years, the industry has not increased the entry level salaries. The entry level salary expectations of the

students have increased due to the rise in the cost of education. They are also under pressure of repaying their educational loans (Mukta Kulkarni and Siddharth Nityanand, 2013).

Though the students consider a revision of entry level salaries, but salary has not been an influencing dimension in career choice (Gokuladas, 2009). The students have given more importance to their career growth and the opportunities that are given for the skill – development.

4.11.4 ANALYSIS OF CAMPUS RECRUITMENT SEASON USING CHI-SQUARE TEST

Tables (4.61 and 4.62) present the analysis of the perceptions of HR managers and students on ideal months for campus recruitments.

Table 4.61 Analysis of campus recruitment season - frequencies

Group * Month Cross tabulation							
			Month				
			June / July	August / September	October/ November	After January	Total
Group	Students	Count % within Group	51 (7.3)	401 (57.5)	180 (25.8)	65 (9.3)	697 (100)
	HR	Count % within Group	9 (13.8)	26 (40)	21 (32.3)	9 (13.8)	65 (100)

Table 4.62 Analysis of campus recruitment season – Chi square test

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.678[a]	3	.034
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.12.			

Both the HR Managers and the students are not of the same opinion on the campus recruitment season, this is supported by the chi square tests (Value=8.678; Sig=0.034). Hence, hypothesis (H11) is not accepted.

There has been always confusion between the industry and the educational institutions in finding out the right season for the campus placements. Industry through the NASCOMM and other regulatory bodies has been changing the recruitment season between July and January. There has been no consistency from the industry on the recruitment season. Educational institutions complain that the students are not ready for a placement process before the last semester. They also lose focus on their studies if they get placed before the final semester.

4.11.5 FEEDBACK BY THE HR MANAGERS AND THE STUDENTS ON CAMPUS RECRUITMENT PARAMETERS

Both the surveys (institutional and employer branding) captured the respondents' (HR managers and students) suggestions and general feedback through open ended questions. The HR managers had suggested the following as feedback:

The institutions should focus on improving the soft skills of the students. The institutions also should cater to the students from rural background in improving their soft skills. The students should be strong in their basics and fundamentals and should be able to apply the theory in real-life situations. Institutions should focus more on improving the industry engagements apart from campus recruitments. They should be able to get more internships from the industry. Improving the quality of students input during the admission process would enhance the brand image of the institution.

The following suggestions were made by the students which were captured by the open- ended feedback question in the employer branding survey:

Majority of the students' feel that the pursuing degree CGPA should only be taken as eligibility criteria while short-listing for the initial selection process, instead of taking the school grades. They also suggested that there should be a common test pattern followed by all the software services companies which would ease the pressure of preparation for the written tests. They also suggest that the companies

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should equally recruit post graduate students compared to under graduate students. Increasing the entry level salary for the campus recruits is another feedback

4.12 CAMPUS RECRUITMENT PARAMETERS - DISCUSSION

The discussion on campus recruitment parameters is divided into three parts namely a) frequencies b) ANOVA and c) Chi- square tests. The results are presented below.

4.12.1 DISCUSSION BASED ON THE FREQUENCIES

The analysis based on the frequencies reported a high level of agreement on slot sharing, selection of a company after doing their research or home work and getting a software services company offer before aspiring for a dream company. There was equal level of agreement / disagreement on having the campus recruitments in the last semester. The analysis also revealed that the students would choose a dream company, if selected and leave a services company's offer. HR managers had a high level of agreement of allowing the students selected by them for other companies' recruitment, if it is a dream company. They also had a high level of agreement on having the campus recruitments in last semester and slot sharing.

4.12.2 DISCUSSION BASED ON THE ANOVA

ANOVA was used to analyse the slot sharing importance of the HR managers and students. The analysis revealed that both the stake holders were of the same opinion on slot sharing. There are many advantages of slot sharing for all the stake holders of the study namely, the institution, the employer and the students. By sharing the slot, the institutions may be able to attract more number of companies for the campus recruitments. This would lead to more recruitment numbers and more importantly more number of industry engagements on campus. For employers, there is an opportunity to recruit from a bigger student's pool. For the students, it gives an opportunity to have a choice of companies, from which he / she can decide to choose a particular company to begin the career.

From the branding context, slot sharing would require more branding rigour from both the institution and the employer. Institutions need to brand themselves to attract companies for slot sharing and for the employers' to make a student select the company during the slot sharing process.

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4.12.3 DISCUSSION BASED ON CHI – SQUARE TESTS

Chi square tests were used to find out if there was any relationship in the opinion of the HR managers and students relating to the salary expectations and recruitment months. The tests revealed that there was no correlation between the HR managers and the students relating to the salary expectations and recruitment months as their perceptions differed. In the previous years, students and the institutions were not choosy when it came for companies that conduct campus placements. Over the years, because of the social networking sites, alumni feedback, media etc., students from premier institutions have become more informed and have the choice to choose among the major campus recruiters.

Companies had to brand themselves on campuses to attract the best students and also to get the premium day slots from the educational institutions in India. Campus branding is considered to be an innovation done by the companies as they started to brand themselves on campuses by conducting faculty development programmes, student workshops, student sponsorships, cultural and technical fests sponsorships, training programmes for students, establishing technological labs on campuses, certification programmes etc., Companies also have to match the expectations of the students when it came for recruitment season or the salary packages. Otherwise, the efforts have to be made to educate the students on the industry salary levels and the recruitment season which may suit the company's policies.

The above section captured the perceptions of the HR managers and the students on campus recruitments. It also highlighted the important parameters the HR managers, institution and the students should focus in campus recruitments. It also suggested the strategies that need to be followed by the HR managers in attracting good students during the campus recruitment process. The section also emphasized on the importance of the employability skills of the students.

CHAPTER 5

FINDINGS, SUGGESTIONS, LIMITATIONS, DIRECTIONS FOR FUTURE RESEARCH AND CONCLUSION

5.1   INTRODUCTION

Branding is considered as an important parameter for any organization to survive and sustain in the present competitive environment. Branding also plays a vital role in attracting and retaining good employees in the organization. Similarly, any technological higher education institution has to brand itself so that it can attract its stake holders. Students and the industry are considered to be the major stake holders for any educational institution.

Higher education institutions have become customer focused (Wright, 2000; Wasmer et al, 1997) as they have started using the latest marketing approaches to attract the stake holders. They have to develop a strong brand identity (Judson et al, 2009) in sustaining and competing in the global market.

Image and reputation are considered to be the major parameters for any organization or institution in building a brand. Berger and Wallingford (1996) confirm that reputation and academics as the important parameters for University branding. This also was confirmed by Sultan and Wong (2012) in their studies. Many Universities strive to improve their reputation by restructuring their marketing strategies (Brown and Geddes, 2006). Improvements in faculty development and innovation in teaching methods (Rong Chang and Dennis, 2013) are the only solution for the private Universities to sustain in the competitive market.

Campus recruitments are the backbone of any educational institution that offers professional courses in India. Companies that recruit from the campuses are considered to be the major job providers for the fresh graduates. IT and ITES industry dominate the campus recruitment market as they recruit from all the branches of study. Long-term relationships between employers, faculty, and students are critical

which helps in effective campus recruiting. Campus engagement factors other than recruiting are also the key parameters (Bruce Basta et al., 2007).

Campus placement is considered to be one of the major parameter by a parent in making his / her ward getting admitted into an educational institution in the country. In order to attract good talent for admissions or research an educational institution has to position itself among the corporate. Various branding activities are done by the institutions to attract MNC companies for domestic and international recruitments and academic collaborations. The reputation of any professional educational institution in the country is measured by the collaborations it has with the industry in terms of recruitment, research, academic and non academic collaborations.

Though the supply of the graduates is increasing multifold and the demand for graduates decreasing, the NASCOMM report (2011) says that only 25 per cent of the engineering graduates are employable. Engineering graduates constitute the major portion of the campus recruits who get recruited every year through campus recruitments. Employability has been researched by many researchers covering the major stake holders, which included the campus recruiters (Moy, 2006), employers (Finch et al, 2012) and faculty (Aistrich et al, 2006). In order to increase the employability of the students, the institutions should focus on linking the programmes and courses offered with the soft-skills which are considered to be important parameter in employability.

Companies also need to brand themselves to attract this 25 percent of the employable graduates. Employer branding ensures that the organizational information that is firm specific is communicated to the stake holders, which differentiates it from its competitors (Backhaus & Tikoo, 2004). Employer branding is given high priority by the companies (Van Mossevelde, 2010). This is because the companies need more skilled workers which increase the profitability of any firm. Recent research (Bhadra J.H. Arachchige and Alan Robertson, 2013) reveals that employees want to work for companies that have good corporate brand in the market. Employer branding enables the organizations not only to attract good employees but also to retain them for a longer period.

Previously branding was considered in developing products and corporate brands. Of late, branding has become more predominant in human resource management (Backhaus and Tikoo, 2004). The branding initiatives support the HR managers in developing an employer brand (Michington, 2008) that attracts potential recruits to the organization. Though there are many benefits of employer branding, the major three include recruitment, retention and engagement (Barrow and Mosley, 2005).

Many Indian IT companies have realized the importance of employer branding (Dawn and Biswas, 2010) and have understood that corporate reputation leads to attracting good talent and retention. This is also confirmed by the recent studies conducted by Kavita rani and sanjiv kumar (2013). College graduates are considered to be the potential employees of an organization and employer branding results in enhancing the reputation by indicating a potential place to work. The Indian IT companies need to use multiple strategies in order to attract and retain the talent (Umarani, 2013).

The study involved exploratory and descriptive research approaches. Based on the review of earlier literature, expert opinion from industry and academia, the branding dimensions were formulated. The pilot study was conducted with the respective stake holders of the study. The final instrument had 155 branding dimensions for institutional branding and 54 branding dimensions for employer branding with demographic details. With random sampling, 65 samples for institutional branding and 697 samples for employer branding were surveyed. The collected data was used for answering the research questions and the objectives identified for the study. Statistical tools like ANOVA, paired T Tests, Discriminant analysis were used through SPSS package to analyse the data. The summary of findings is discussed in the following section.

5.2 DEMOGRAPHIC DETAILS OF THE RESPONDENTS

In institutional branding, out of 65 respondents, 39 (60 percent) were from the software sector and 26 (40 per cent) were from the core engineering sector. With regards to the company size, 23 (35.4 per cent) were from the organizations that have an employee strength of less than 50000 and 42 (64.6 per cent) were from those

organizations with an employee strength of more than 50000. 44 (67.7 per cent) of them were male and 21 (32.3 per cent) of them were female.

In employer branding study, out of 697 respondents, 235 (33.7 per cent) were female and 462 of them were male (66.3 per cent). With respect to the academic grades of the respondents, 64 (9.2 per cent) of them had S grade, 429 (61.5 per cent) of them had A grade, 174 (25 per cent) of them had B grade and 30 (4.3 percent) of them had C grade. The region wise demographic indicates that 311 (44.6 per cent) of them were from southern region and 386 (55.4 per cent) were from other than southern region. 367 (52.7 per cent) were from under graduate courses and 330 (47.3 per cent) were from post graduate courses.

5.3   FINDINGS FROM THE STUDY
5.3.1   INSTITUTIONAL BRANDING

Based on the frequency tables, the following branding variables corresponding to the branding dimension (in italics) were identified to be highly influential. Research done by the peer companies for *media sources*, alumni feedback for *direct feedback*, frequent revision of syllabus for *academic-systems*, PhD qualified faculty for *academic-faculty*, computing facilities for *academic infrastructure*, conference hall facilities for *non academic infrastructure*, techfests for *events*, visit of core engineering companies for *industry dimension* were considered to be highly influential institutional branding variables. Similarly, the HR managers had a strong level of agreement for branding variables like communication and soft skills for *student-skills*, academic grades and entrance examination score for *student-academics*, academic excellence, accreditation and trust for *credibility*, excellent placement infra structure and relationship with the HR managers for *placement responsiveness,* engagement with industry partners for *management*. For *reputation* dimension, the HR managers had a high level of agreement on students' quality, customer treatment, progressive University, leader in the education field, modern amenities and helping the poor students through STARS programme. Branding variables like organizing student workshops for *students' engagement*, faculty guest lectures for institutional engagement, research collaborations with foreign Universities for *international relations* dimension were considered to be highly important by the HR managers.

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Analysis of ANOVA revealed that that there was no perceived difference in the importance given based on the industry sector (software and core engineering) and size of the companies. Based on the ANOVA, it was observed that there was significant difference in the branding dimensions based on the awareness levels of the HR managers.

Paired T-tests revealed that within branding dimensions studied, those dimensions that were considered to be more important than the other. Accordingly direct feedback over media sources for information dimension, academic–system over academic–faculty for academics, academic infrastructure over non academic infrastructure for infrastructure, students engagement over institutional engagement for engagement were given high importance. Placement dimension which had pre placement and post placement responsiveness and credibility dimensions which had expertise and trustworthiness were considered equally important.

5.3.2 EMPLOYER BRANDING

For employer branding study, job security was considered to be the most influencing variable in *corporate image* dimension. Project work offered by the industry was given high importance for *student offerings* dimension. For *knowledge dissemination* dimension, student technical workshops was rated as highly influential. Company's product and services was given high importance for *materialistic spirituality* dimension. Feedback of the fellow students was considered as highly influential variable for *feedback and communication* dimension. Though the media variables were not given high importance compared to other variables, magazines were rated high in *social media* dimension. Technical sponsorships were considered to be highly influencing variable for institutional engagement dimension. Students engagement for *pre selection process*, interaction with the interviewers for *selection process*, no service agreement for *post selection process* were considered to be highly influencing variables.

5.4 SUMMARY OF OBJECTIVES, HYPOTHESES AND FINDINGS

The following table presents the summary of findings based on the objectives and the hypothesis.

Table 5.1 Summary of findings based on the objectives and the hypothesis

Objectives	Hypothesis	Decision	Remarks
1.To identify the branding dimensions in institutional branding in campus recruitments.

2. To study the importance of internal and external branding dimensions in institutional branding in campus recruitments | **H1**: *There is no significant difference between core engineering and software companies in the level of importance attributed to various dimensions that drive (a higher educational institution's) institutional branding.* | Accepted | Both the industry sectors require the same attributes on all the institutional branding dimensions analysed. |
	H2: *Company's size (by employee base) casts no significant difference in the 'level' of importance attributed to various dimensions that drive institutional branding*	Accepted	Institutions should focus on the important branding dimensions for all the companies regardless of the size
	H3: *There is no significant difference between the two groups (based on awareness level) on the importance of institutional branding.*	Accepted	Awareness of the institution's activities and the strong points should be frequently communicated to the corporate
3. To identify critical discriminating branding dimensions perceived by the students in choosing a company.	**H4**: *There is no unique discriminating branding dimension perceived by the students in selecting a particular company.*	Not accepted	Companies should focus on the discriminating dimension of those companies that have a high branding on the campuses. In this study, it is Accenture.

Table 5.1 (Continued)

Objectives	Hypothesis	Decision	Remarks
4. To identify the branding dimensions in employer branding in campus recruitments. 5. To study the importance of internal and external branding dimensions in employer branding in campus recruitments	**H5***: There is no significant difference between two educational qualification groups (UG/PG) on the importance of employer branding dimensions.*	Accepted	Companies should focus on the important branding dimensions regardless of the educational qualifications
	H6: *There is no significant difference among 4 academic grading groups on the importance of employer branding dimensions.*	Partially accepted	Focusing on the branding dimensions of the company that attracted the top graders would help in framing the branding strategies
6. To analyse the role of demographic variables of a student in the choice of a company.	**H7:** *There is no significant difference based on gender on the importance of employer branding dimensions.*	Partially accepted	Branding should be based on the gender as some dimensions showed variance
	H8: *There is no significant difference between two region groups (south India/ others) on the importance of employer branding dimensions.*	Accepted	Branding strategies should be framed regardless of the regions
7. To know employer's perceptions as well as students' perceptions on campus recruitments so that the recruitment strategies may be aligned.	**H9:** *The opinion of the HR managers and students on slot sharing is same*. .	Accepted	Slot sharing requires lot of branding initiatives. Companies should increase the branding initiatives if they want to attract good students in a campus recruitment process.

Table 5.1 (Continued)

Objectives	Hypothesis	Decision	Remarks
	H10: *The opinion of the HR managers and students in expectations on campus hiring salaries is same.*	Not accepted	Industry norms should be communicated to the students to lower the expectations
	H11*: The opinion of HR managers and students is same with respect to campus recruitment season.*	Not accepted	Educating the students on the industry constraints should help.

It was found from one way ANOVA that there was no significant difference in the branding dimensions based on the industry sector (Core / Software). Hence, the hypothesis H1 is accepted as there is no significant difference among the two group of HR managers with respect to institutional branding dimensions. There was no significant difference in the importance of branding dimensions based on the size of the company in the majority of the dimensions. Hence, the hypothesis (H2) is accepted as there was no significant difference in the majority of institutional branding dimensions based on the size of the company. There was significant difference in the importance in the top 5 variables based on the awareness level of the HR managers. Hence the hypothesis (H3) is partially accepted as some of the branding dimensions showed variance.

One way ANOVA highlighted that there was no significant difference in the branding dimension importance given by the undergraduate and postgraduate students. Hence, hypothesis (H5) is accepted as there is no significant difference based on the educational qualification. Some of the dimensions showed variance with respect to the gender of the respondents. Hence, hypothesis (H7) is partially accepted as some of the dimensions showed variance with respect to the importance. There was no significant difference in the branding dimension importance given by the students from southern and other regions of India. Hence, hypothesis (H8) is accepted as there was no significant difference in the importance of branding dimensions based on the regions.

One way ANOVA results revealed that there was no difference in the perception of the two stake holders (HR managers and the students) on the concept of slot sharing. Hence, hypothesis (H9) is accepted as both the HR managers and students have the same opinion on slot sharing. Chi square tests revealed that there is significant difference (HR Managers and students) in terms of the salary expectations. Hence, hypothesis (H10) is not accepted as there is variation in the opinion among the HR managers and students regarding the salary expectations. Both the HR Managers and the students were not of the same opinion on the campus recruitment season and this is supported by the chi square tests. Hence, hypothesis (H11) is not accepted.

5.5   THEORETICAL IMPLICATIONS

There have been many studies focusing on the branding of educational institutions (Chapleo, 2003; Gifford, 2004; Reader, 2003; Holmes, 2003 and Arenson, 2004) targeting the student admissions. The same branding concept may be used to attract the employers by the educational institutions. These articles talk about the use of branding strategies by the Universities in differentiating themselves from the competitors. Earlier studies (Paramewaran and Glowacka, 1995) also indicated that the importance of University branding in having a competitive advantage in the globalised market.

Universities have started to adopt corporate branding strategies to brand themselves as the higher education branding is similar to a commercial business (Melewar and Akel, 2005; Bunzel, 2007 and Goonawardana, 2007). Though there has been contradiction in paralleling the branding of product and services with the higher education branding, the University administrators have understood the importance of University branding as it opens up the opportunities in reaching out to the stake holders (McAlexander et al., 2006). This has resulted in many higher education institutions focusing on public relations, advertising and marketing (Lang, 2005; Blanton, 2007). Through the corporate branding strategies, educational institutions are able to enhance the value of the institution (Blanton, 2007; Heaney and Heaney, 2008). The stake holders tend support those institutions that has some level of brand equity in the market (Blanton, 2007). Of late, institutions have started to promote brand names through their reputation (Lang, 2005), which they have built through the branding strategies. Many institutions have started allocating funds for branding in

their annual budgets (Chapleo, 2007). However, the importance given for the higher education branding has not been uniform among the institutions (Balmer and Liao, 2007). Many of the Indian Universities have not realized the importance of branding.

University branding gives multiple benefits to the institution. Previously, the University branding was to attract only the students for admissions (Chapleo, 2003; Gifford, 2004; Reader, 2003; Holmes, 2003 and Arenson, 2004). Later, it moved to attracting employers for campus recruitments. Campus placements are only one benefit to the institution. But by attracting good recruiters to the campus for recruitments, the institutions are able to engage with the industry in multiple ways. Companies are engaging with the institutions by sponsoring infrastructure, collaborating in research projects, curriculum design, faculty development programmes, student training programmes etc., Though the companies recruit from many campuses, they engage with only very few campuses on the above initiatives. It is here the University branding plays a significant role in attracting the industry for campus engagement activities. According to the Zinnov's (a leading globalization and market expansion advisory firm) survey (2013), MNCs are keen to engage for their research and development activity only with the top institutions, though they recruit from many.

Campus recruitment is similar to the regular recruitment process as it involves a multi level process through which a potential employee is identified based on his skill sets (Barber, 1998; Aiman-Smith et al., 2001). Companies develop many branding strategies to attract good employees to the organizations (Smith and Robertson, 1993). A student gets attracted to a company based on many parameters that may include the job profile (Rynes and Barber, 1990; Taylor and Bergman, 1987; Turban et al., 1998), job security and compensation (Chapman et al, 2005) and work culture (Carless, 2003). Companies brand which is mainly due to the attributes like the work culture, policies, growth prospects, financial stability etc., (Robertson et al, 2005) also play a vital role in the choice of the company by any prospective applicant. This is supported by various earlier literatures (Cable and Judge, 1996; Judge and Bretz, 1992; Judge and Cable, 1997; Ryan et al, 2005). These attributes were supported by the theoretical frame work suggested by Collins and Stevens' (2002). Perceptions of the students also play a key role in selecting an organization. Branding

makes a person to perceive favorably his / her intensions to work for that organisation (Rynes et al., 1991), Agrawal, R.K and Swaroop, P (2009) found that attitudes towards the potential employer significantly affected the application intentions of the students and showed that students' perceptions about 'learning', 'social and cultural dimensions' were less significant predictors of application intentions than challenging assignments and empowerment to take on strategic responsibilities early. Thus the study implied that effectiveness of campus recruiting in India can be increased if the hiring organization focuses on enhancing the brand equity of the organization as an employer.

For majority of respondents of the millennial age group, employee benefits package influences their choice of employers, millennials preferred financial guarantees including income protection benefits stable income and benefits they can choose, such as health, auto and home insurance, dental, vision, life, and disability insurance, paid vacation time, retirement savings plans, and a flexible work schedule, interesting and challenging work, personal development, a custom career plan, and an organization that reflects their values. Millenials demanded work-life balance before making career choices. They also sought employers who offered "democratized" non-tenured workplaces, where authority is earned in a collaborative, casual office. Ideas and work output mattered more than experience and the time put in.

Kapoor, V (2010) in his study on employer branding, found that the top three attributes considered most important in attracting new talent to the companies were "Mission, vision and values", " performance management" and "leadership", while the top three factors an employee considers important about working with his company were one's friends' perception of the company, family's familiarity and their perception of the company important.

Though we talk about the importance of institutional and employer branding in campus recruitments, employability of the students in the institution is the most important parameter. Earlier studies (Lesgold et al., 1997) have reported the mismatch between the students competence and the expectation of the industry. Employers expectations vary based on the type of business, size, location , market requirements etc., Most of the employers give importance to the fundamentals or basic skills

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(Hesketh, 2000). But the soft skills play an important role as the student may not be able to communicate his basic subject knowledge, if he lacked in the soft skills. Research studies of yester years gave weightage to the hard skills which included the academics (Muchinsky and Hoyt, 1973 and Ferris, 1982). Students with good academic scores were rated high (Kunnecke, 1982) and were able to perform well in the industry. It was also considered that academic grades are the predictors of job performance (Roth et al, 1996). Of late the soft skills like leadership skills, inter personal skills, communication etc., are given more importance in recruitments (Fox Terry et al, 2001, Gokuladass, 2010).

In order to sustain the branding, the institutions need to produce more employable graduates. Universities have started focusing on enhancing the employability of the students (Gracia, 2009). The industry emphasizes that it is the duty of the educational institutions to produce employable graduates. For that to happen the institutions should engage the industry while designing the curriculum, re structure the teaching pedagogy by incorporating the latest technologies etc.,(to Heaton, McCracken and Harrison , 2008). Instead of imparting the soft skills separately, the institutions should embed them in the course curriculum (Coopers & Lybrand, 1998).

5.6   MANAGERIAL IMPLICATIONS
5.6.1   INSTITUTIONAL BRANDING

Placement responsiveness, industry dimensions, academic infrastructure and leadership dimensions emerged as the top branding dimensions. The logistics support, the transparency in the allotment of slots and acting as a catalyst/bridge between the industry and the students which were part of the placement dimensions were given high importance. Industry dimensions which included the industry accreditation, other reputed recruiters etc., academic infrastructure which included library facilities, labs, computing facilities and leadership dimensions which included the involvement of the top management in placement and industry engagements were given prime importance, while branding the institution (Jill Yielder and Andrew Codling, 2004). Within the major branding dimensions, the study of importance of sub dimensions highlighted that the industry gave importance to the direct feedback rather than the information they received through media resources, academic infrastructure rather

than non academic infrastructure like sports facilities, guest house etc., students engagement like project work, internships etc., rather than institution engagement like sponsorships, faculty development programmes etc., academic system rather than faculty related dimensions.

The branding dimension importance differed with the company size (based on employee base) and awareness levels. Though media sources, on the whole have not been considered as a high influencing dimension, when it was analysed based on the size of the company, it showed variance. Respondents of the companies with more than 50000 employees have given more importance to the media sources. This is due to the accreditation process the bigger companies follow, where the media inputs also form part of the accreditation component. All the bigger companies (in terms of employee base) have started including the CSR activities as an integral part of their operations, which is reflected in the importance given for CSR activities (concern for individuals). Smaller companies are more focused on campus recruitments than the campus engagements. This is due to their budget and time constraints. This is reflected in the importance given to the institute- engagement dimension. It is also noted from the study, that there is no variation on the importance, when it came for the student engagements as the companies, regardless of the size are ready to invest in student engagements. The branding strategy should also be differentiated based on the size of the company by focusing on the important branding dimensions identified.

With regard to the awareness levels of the respondents, variables relating to the academics (system, faculty and students) showed variance in the importance given. The study suggests that the institution should communicate the academic system, the faculty achievements which may include publications, research etc., and the student's achievements which may include their participation in conferences, contests workshops etc., regularly to the industry. This may be done through soft copy of the newsletters, emails etc., Media sources also showed variance which indicate that the institutions' media presence had less influence. The awareness on placement parameters also needs to be increased by communicating the placement policies and procedures to the recruiting companies regularly. Making the recruiters aware of the institutions important parameters is also vital in brand building. There should be a well defined structure while formulating the branding strategies (Tamilla Curtis,

2009). Within the branding dimensions, the institution should focus more on the branding variables that were highlighted in the sub groups.

Another important finding in institutional branding study is that HRs giving more importance to direct feedback over the media sources in the information sources dimension. The media ranks the educational institutions on various parameters and the ranking differs with various magazines and another input from the study is that employers give weight age to the news articles in media rather than advertisements. Institution's media presence cannot be completely removed as the study also revealed that the bigger companies (based on the employee base) have given to media sources. It is therefore suggested that the institutions should have their branding felt through the media through news items, articles etc., rather than advertisements. Direct feedback dimension which had variables like direct meeting with the institution's representative, internship observation, direct emails, alumni feedback, feedback from managers and colleagues should be given high importance. Alumni play a vital role in branding the institution. They are the institution's ambassadors in an organisation and their performance will induce a company to recruit and engage with the institution. Internships are becoming more important in the present context as most of the MNCs follow the internship model in campus recruitments. Frequent emails about the institution's achievements and follow up meetings with the industry would enhance the branding of the institution.

Figure 5.1 Four stages of institutional branding
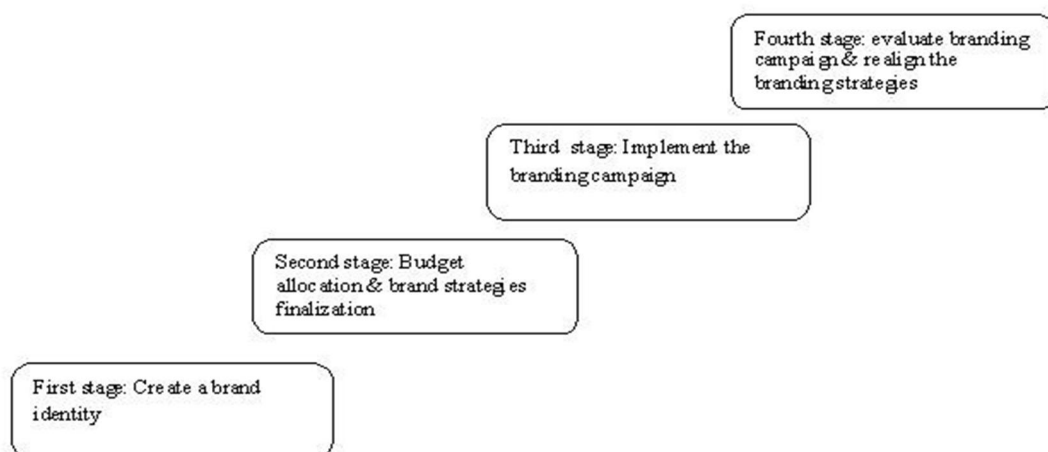
Institutional branding is a four stage process (Hanover Research report, 2010). First stage is that the institutions should create brand identity. It should be based on the market requirements and perceptions. This analysis would help the institution in identifying its strengths so that it may help in differentiating itself from its competitors. The second stage is to allot sufficient funds in the annual budget and frame branding strategies in consultation with the stake holders of the University. Strategies should be formulated in consultation with all the stake holders of the University which may include the faculty, staff, students and the parents. It should not be a top down approach in which only the leadership team is involved. A focused group discussion or surveys with the stake holders may help in framing the strategies. The third stage is to implement the branding campaign. Branding campaigns should aim at targeting the target population and at the appropriate time. The fourth stage is to evaluate the success of the branding campaign and re align the branding strategies according to the feedback. The success may be found by doing focused group discussion or surveys with the industry personnel.

5.6.2 EMPLOYER BRANDING

In the earlier days, employer branding in campus recruitments meant displaying posters on college notice boards. Though it still exists, companies have started using latest technologies in branding themselves among the student community. Some of them include podcasts, social networking sites etc., Company websites, which are considered to be the major information providers, are designed as mobile versions. Pre placement talks which were considered to be rituals in the earlier days have become more focused and much importance is given as it impacts the student community in a greater way. Engaging the students before the pre placement talk through contests, workshops would enhance the brand image.

Based on the hypotheses testing it is found that there was no significant difference in the branding dimensions relating to educational qualification and regions. So the employers should focus on the top branding dimensions that are presented while branding. There was significant difference in branding dimensions relating to gender and the academic grades.

Many of the branding dimensions showed variance based on the gender. This indicates that the perceptions of the male and female students differed on branding dimensions. This is due to the life style followed in India. Though the situations are changing, female employees have constraints on working environment, job location and job profile. Due to family constraints, they would like to travel less, work within the working hours and want to have less work pressure. In the study, these constraints have been translated into their perceptions which resulted in variance. Employers should give special attention to the female students when promoting their company's brand during the campus recruitments. 34.4 per cent and 26.8 per cent of the female students have chosen Accenture and Cognizant. Again, by analyzing the discriminating branding dimensions of these two companies (Accenture – pre selection process; Cognizant – selection process) the companies may be able to attract more female students for the recruitment.

Institutional engagements showed variance with respect to the academic grades. The technical and cultural fests are important institutional engagements at VIT. There is a huge demand among the students to become organisers of those events. Academic grades are considered as an important short listing parameter in selecting the student organisers. This is due to this reason the institutional engagement variable showed variance. Post selection process variable also showed variance with respect to the academic grades. In most of the software services companies the priority in joining dates are given based on the course, branch and academic grades. The companies usually on board students with good academic scores first as they do not want to lose them to other companies. This has resulted in the variance of importance assigned to the post placement process followed by the companies.

It is suggested that the companies by analyzing the academic grades of the students who have opted for them and that of the competitors should align their branding strategies.

Figure 5.2 Symmetrical normalisation on academic grades
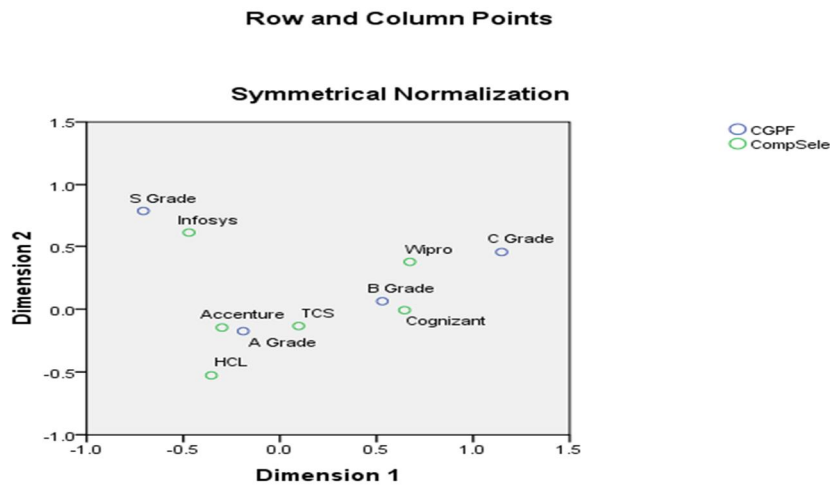
Symmetrical normalization (Figure 5.2) highlighted that students with A grade (61.5 percent) have chosen Accenture and students with S grade (9.18 percent) have shown inclination towards Infosys. Companies should focus on the discriminating dimensions of these two companies (Accenture – pre selection process, Infosys – selection process) by which they can try attracting the higher academic grade students.

Employer branding in campus recruitments has been rapidly evolving – posters and pamphlets were extensively used some years ago (these continue to be used now but not as much). Now, employers are leveraging diversified mix of social networking sites, company's career sites, official and unofficial blogs, among others. Even campus presentations are increasingly much more interactive with the addition of contests, workshops, etc. The earlier studies on campus recruitments did not emphasise on the importance of employer branding. With the arrival of MNCs in India and their requirements increasing year on year, the need for branding has become vital.

Based on the feedback from the students, the study suggests taking the previous year's campus recruits to the institutions during the pre placement talks. Their talk relating to the work profile, culture, responsibilities etc., would help in branding the companies well among the students. The companies should depute the

alumni as champions for their institution and make them connect with the students through placement training sessions or social media.

Based on the hypotheses testing, it is found that each company differed in the discriminating dimension based on which a student as selected a company. So companies should focus on highlighting their strengths which may act as a discriminating dimension in choosing it. It is also suggested that *pre selection process* which was considered as a discriminating dimension for Accenture should be given high importance as more number of students (38.3 percent) have chosen the company. Pre selection process includes engagements done by the companies before they come for campus placements. Some of the engagements done by Accenture are listed below

Accenture careers day (ACD)

Accenture careers day is a program for final year students before they attend the campus recruitment process. It involves presentations and videos that highlight the company's facilities, job profile, work culture etc., and alumni interaction.

Accenture open education programme (AOE)

AOE is an online certification programme offered to the final year computer science related branch students. This is in done in collaboration with the Carnegie Mellon University. It includes technology training and professional development skills that enhance the employability of the students.

Accenture innovation jockeys

Accenture innovation jockeys is a student contest which is conducted in association with Yahoo. Students are invited to present their innovative ideas to change the way retail, finance and public services function by using technologies such as social media, mobility and analytics.

5.7 SUGGESTIONS TO THE STAKE HOLDERS OF THE STUDY

Institution, employer and the students were the major stake holders of the study. Based on the analysis done, the following suggestions relating to branding and campus recruitment parameters are suggested for the stake holders

5.7.1 INSTITUTION

Top branding institutional dimensions identified were almost same regardless of the company size, sector and awareness levels of the HR managers. Hence it is suggested that the institutions may focus on major branding dimensions in building the branding. Based on the study the following suggestions for institutional branding are presented below taking the 5 major branding dimensions, the institutions may focus on. The institution should also focus on campus recruitment parameters in building the brand image among the corporate.
The details are discussed below.

Placement dimensions

Placement dimensions which included the pre placement and post placement responsiveness have been given high importance by the respondents regardless of the sector, company size or awareness levels. Institutions should strengthen the placement cells in the University by allotting more funding and providing more resources. Placement responsiveness which included sending the ERF to the employer, registration of students based on the eligibility criteria, confirmation of dates for the recruitment and logistics support indicate that recruiters look towards timely and responsible representation of a higher education institution through its placement office. The recruiters also look for the support of the institutions in communicating with their recruits after the placement process which may include sending the offer letters, communicating the joining dates, medical tests etc., Placement team often consists of a head/director, a few full time support resources and a group of students. This team is known by different titles/names in different institutions; most common among them are: (a) Placement Team or (b) Placement Committee or (c) Training & Placement (T & P) Cell. Ultimately, it is necessary to ensure disciplined and regular monitoring of all media like emails, faxes, telephone/mobile calls, text messages as also prompt response and feedback enquiries. The Director / Head of the placements' primary duty is to set clear roles for the team of people at the outset so there is no delay or miscommunication. This only goes on to prove how critical timely and responsible communication is to ensuring good relationship between the company HR and placements team/office of a higher educational institute as well as lead company HR to gain a good impression about the institution's processes, people and competence.

The study also highlights the importance of transparency dimension in placements. Recruiters need a consistent placement policy in allotting the dates / slots in a placement process. The policy should be fair for all the recruiters and should be followed without any bias. For example, if an institution gives a dream status to companies based on the CTC offered, it should be adhered for all the companies at least for that year's placement season. Any changes in the placement policy should be done before the placement season starts and should be communicated to all the prospective recruiters well in advance.

Campus recruitment success is based on the relationships the Universities build with the corporate and an effective placement cell may help in building a stronger relationship.

Leadership dimensions

Leadership dimensions which included the corporate – leadership and management dimensions emerged as one of the top branding dimensions in institutional branding. Commitment by the top management of the institution in stabilising the system and aligning the strategies goes a long way in enhancing the brand image. The study suggests that the leadership should be in corporate style which boosts the reputation of the institution. Earlier literatures (Chapleo, 2010) also suggest the importance of leadership commitment in building a University brand.

Reputation dimension which had the corporate leadership variable highlights that to make an institution to expand and grow faster, the commitment of the University's leadership is most essential. If an institution needs to grow, it has to expand and to expand it has to introduce new courses and to do that it needs support from the corporate in terms of employment. Institutions' reputation depends on the acceptability of courses by the industry. Leadership's clear vision and mission which is supported by viability surveys for the new courses would help in building and sustaining a successful brand among the corporate.

Leadership branding dimension also had the management branding variables. The study revealed that involvement of the University's leadership in building the industry-academia relationship, engagement with the industry partners, curriculum

development with industry's support and participation in placement process are considered to be high impacting factors in institutional branding. Campus placements are the beginning point for the industry – academia relationship. Using that the institutions should build the relationship with the industry by inviting them for guest lectures, workshops, curriculum development, faculty development programmes etc., Industry's inputs are vital in terms of curriculum development and other campus engagement activities because it educates the faculty and students on applying the theoretical knowledge in real life situations. Also, since the technology changes rapidly, only the industry may be able to help the institutions in getting the curriculum revised periodically based on the changes.

Industry dimensions

Institutions should focus on improving the industry dimensions which included the visit of fortune 500 companies, compensation, industry accreditation and core and software product companies' recruitments. Based on the analysis, it is found that the media sources are given less importance by the industry. The institutions should focus on getting reputed companies to the campus. The study suggests that the word of mouth information by the peer recruiters is given more weight age than the advertisements through the media. Industry accreditation adds more value in institutional branding and should be focused on. Institutions should go for international academic accreditations like ABET (Accreditation Board for Engineering and Technology, Inc.) that focuses on industry engagements, which would help improve the brand equity.

Companies always want to know, if a competitor company or a company of similar stature based on the CTC, job profile, company profile visits a campus for recruitments. It motivates the other company to visit the campus for placements. The institutions should communicate the list of visiting companies of similar stature when they target a company for campus recruitments. Most of the companies do not have a formal accreditation process, but add new campuses for recruitments based on this strategy. The recruitment numbers of core engineering companies in India are less as their entry level requirements are also less. Most of the non – IT students are also recruited by the software companies. Even if it is a smaller company, a non IT student would like to work in a company which suits his / her domain of study. The

institutions should focus more on bringing core engineering companies for placements.

Academic infrastructure

Institutions concentrate on building non academic infrastructure which would help them in getting student admissions. Though, the non academic infrastructure like buildings, greenery etc., are important, the study highlighted academic infrastructure as one of the important branding dimension in institutional branding. Adequate academic infrastructure like academic buildings, uninterrupted internet connectivity, state of the art labs and video conferencing facilities are essential for improving the teaching- learning process in any educational institution. With the modern infrastructure the institutions can tie up with the foreign Universities and enable knowledge transfer in a cost effective and time saving manner.

Like in western countries, Indian educational institutions need to realise the importance of video conferencing facility. Though the industry is ready to engage with the educational institutions in terms of knowledge transfer, the cost and time involved are the major constraints. These constraints may be overcome by the use of video conferencing facility.

Campus recruitment parameters

The study also revealed that the recruiters giving importance for both hard and soft skills. It is the duty of the institution to imbibe these skills in the students. Improving the quality of students would attract more number of companies visiting the institution for campus placements and engagements. Based on the feedback collected in the study, it is suggested that the institutions instead of training the students on soft skills just before the placements, should try to embed the soft skills into the curriculum. It should be incorporated from the first year onwards. Institutions also should communicate the student achievements to the industry partners continuously.

The study revealed the interest of non – IT students to work in core engineering companies, even if they get a job in an IT company. Though the recruitment numbers and the CTC are low, the institutions should strive to bring more

core engineering companies. IT companies recruit from all the courses (IT and non IT) and the recruitments happen before the core engineering companies' recruitments. Many institutions have the placement policy of "one man – one job" which disallows a non IT student to sit for core engineering company's recruitment, if he /she had been selected by an IT company. The study suggests that the institutions should introduce the concept of "dream offer", which gives the student a choice to work in a company of his / her domain.

5.7.2 EMPLOYER

Out of the 9 branding dimensions analysed, the study suggests that the employers should focus on the top two branding dimensions which are "Corporate image and student offerings" in employer branding in campus recruitments. It is also suggested that the employers should focus on campus recruitment parameters, while framing branding strategies.

Corporate image

Items like job security, compensation, job profile, career growth, reputation, ethical company image, research and development, website, on site opportunities, MNC, direct communication, higher education opportunities and designation offered formed part of the corporate image dimension. Companies should focus on the above branding variables in building their brand on campuses for attracting the students. Out of the 13 items identified under corporate image, job security and job profile emerged as top branding variables. Since some of the software services companies in India sack the campus recruits after the training period, the students are more worried about the job security. It is very difficult to get into another company, if a student is sacked from a company within one year of his / her joining a company.

Though compensation is an important variable in employer branding dimension, the present generation of students give more importance to the career growth and job profile. Reputation of a company and its corporate image also are considered to be important parameters. The reputation and corporate image are based on the brand built by the company in the market and the study highlights a student, who is fresh out of college would like to start the career with a company that had a good reputation and image in the market. On site opportunities are definitely a

motivating factor for any student to join an organisation. The companies should highlight the on site opportunities, if any, during the pre placement talks.

Job profile, if it is different from the conventional profiles, should be highlighted in the students' communication, which may be through emails / ERFs / Pre placement talks. Students may be more attracted, if the job profile is good and even if the CTC offered is on the lower side.

Student offerings

Student offerings emerged as a top branding dimension ahead of institutional engagement or knowledge dissemination. Companies by offering internships and project works or organizing technical contests and industrial visits will be able to enhance their brand among the student community. This would enable more number of students opting for the company during campus recruitments. Student feedback on campus recruitments was also more on the student offerings. Students want more internships to be offered by the companies. It is supported by the earlier studies on campus branding (Bottjen Audrey and Cohen Andy, 2001).

In India, student internship placements have become part of campus recruitment process nowadays and are considered to be very important. Most of the fortune 500 companies that have enhanced their operations in India give more importance to the internship placements. Companies like Intel, VmWare, Honeywell, IBM, Alcatel Lucent, EMC etc., have started recruiting more number of interns than giving full time job offers at the time of campus recruitment process. The students are paid a stipend during the internship and are offered a full time job after the internship with an attractive salary, if they performed well during the internships. The internship gives an opportunity for the recruiter to analyse the performance of the student. It also gives the student an opportunity to know about the company profile and job profile during the internship and to decide to join the company, if offered after the internship. Even if the recruiting company is unable to offer a job after the internship, the student with the internship experience may be able to get a job in another company. The study recommends that the industry should offer more internship placements along with the full time job offers.

Campus recruitment parameters

The months between August and September were perceived to be the ideal months for recruitment by both the recruitment managers and the students. Slot sharing was also favoured by both the stake holders. Since both the stake holders (HR Managers and the students) have supported the concept of slot sharing and recruitment season, the recruiters should adopt a branding strategy that focuses on the above. There is a mismatch between on the expectations of the salary levels, the recruiters should educate the students on the current industry trends and justify the salary levels to the students. Corporate should connect with the students (Eddy S.W.Ng, Ronald J.Burke, 2006), while on campus regularly to understand their perceptions.

Slot sharing concept was accepted by both the HR managers and the students as a model for the future. The companies need to enhance the branding initiatives to get accepted by the students in a slot sharing model.

5.7.3 STUDENTS

Earlier literatures have highlighted the importance of hard and soft skills of the students. Both hard and soft skills were considered with equal importance by the recruiters. The students should enhance their hard and soft skills before appearing for the campus recruitment process. The students should get trained on programming skills (for software services companies) and also should focus on the practical applications of the subject rather than theory, before appearing for a campus recruitment process.

Students need to do their research on various parameters before choosing a company in a campus recruitment process. The general complaint was that the entry level salaries offered by the software services companies were on the lower side. Based on the feedback from the HR managers, it is suggested that the students should lower the expectations on the entry level salaries as the present salary offered by the software services companies is based on the industry standards taking into consideration the demand and supply of the entry level graduates.

5.8   BRANDING MODEL

5.8.1   INSTITUTIONAL BRANDING MODEL

Though there are other institutional branding models, there are no models relating to institutional branding in campus placements. Based on the branding dimensions studied, the following branding model (Figure 5.3) is proposed.

Figure 5.3 Institutional branding model

All the branding dimensions were grouped into 10 major branding dimensions and the above model is proposed. Based on the findings, in the above model, the placement dimensions (pre placement and post placement responsiveness), leadership dimensions (management and reputation - corporate leadership), academic infrastructure and industry dimensions should be focused on while framing the institutional branding strategies for campus recruitments. This above model may be tested with the other institutions of similar stature and suitable modifications may be made.

5.8.2 EMPLOYER BRANDING MODEL

Earlier employer branding models did not focus on the campus recruitment dimension. Figure 5.4 shows the employer branding model proposed based on the branding dimensions analysed in the study.

Figure 5.4 Employer Branding model
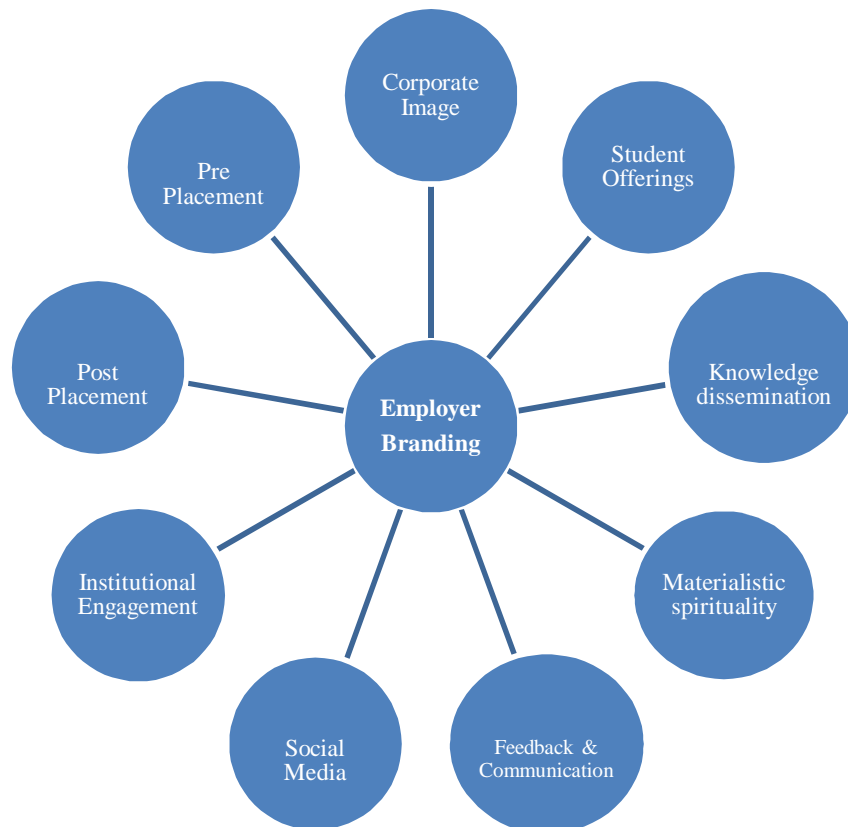
The study suggested that out of the branding dimensions that formed part of the branding model, corporate image and student offerings branding dimensions should be given more importance, while framing the branding strategies.

The above proposed branding model may be tested considering the branding initiatives done by other employers from the same as well as other sectors.

5.9   CONCLUSION

The study highlighted the important branding dimensions for both the institution and employers. In institutional branding, the study highlighted that the perceptions of the HR managers who belonged to the software and core engineering sector were same. Students' academic and soft skills dimension were given equal

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importance by the HR managers of both the sectors. It was also evident that the size of the company did not alter the perceptions of the HR. The study revealed the importance of increasing the awareness levels of the HR managers about the parameters and initiatives of the institution which impacts the branding of the institution. The study highlighted a significant difference in the perception of the HR managers based on the awareness levels.

The most significant finding of the study was that, regardless of the demographics, the HR managers' selecting the placement responsiveness of the institution as the most important branding dimension in institutional branding. Leadership dimensions which included the top management commitment and involvement were also given due importance. Another interesting finding was that the low importance given to the media resources. The institutions should lower their budgets on media advertisements as it has a low bearing on the institutional branding. The study also revealed that the importance given to academic infrastructure, academic systems and student offerings which the institutions should focus on building the brand among the corporate.

In employer branding, the study revealed that the student perceptions based on the regions and educational qualifications were same. But the perceptions differed when it came for the academic grades, discriminating dimension and gender. The study suggested that the branding dimensions should focus on the discriminating dimensions of those companies (Accenture in this study) that were chosen mostly by the students. Pre selection process which was the discriminating dimension for a company that had the maximum selections, should be considered as an important branding dimension by the institutions. Pre selection process component includes the campus engagement activities that are done by the companies before the campus recruitments. The study revealed that more number of campus engagement activities like student contests, workshops, quizzes, certifications, road shows, branding events etc., would definitely help the company to build the brand among the students community.

It is also highlighted that the employers should focus on those branding dimensions that enhance the overall corporate image of the company. Another

interesting finding was that dimensions like job security and job profile emerging more important than the compensation. The present generation of students is more interested in career growth and stability in the career. Companies should promote these dimensions during the campus recruitment process. The study also suggested that the companies should give more importance to student offerings rather than institutional offerings, though it is also important. Offering more number of summer internships, project work, student workshops etc., would improve the brand equity.

The research study also captured the perceptions of the students and the employers in campus recruitments. This would enable the recruiters to rework on the recruitment process that is being followed now. The study highlights the parameters that are need to be given high importance in a campus recruitment process. Though the nature of work is similar in software companies, the selection processes of the software services companies are not same and the content of the written test differs with the companies. The study suggests that a uniform test pattern for the software companies should be followed, if the nature and the job profile are same. This would avoid the confusion among the students while preparing for the campus recruitments.

The study captured the perceptions of the HR managers on the importance of basics, soft skills and the quality of input. It is concluded that the institutions should embed the soft skills in the curriculum and should be given importance right from the first year of the study. The study also suggested that the institutions and the industry should educate the students on the entry level salaries which will help them in lowering the expectations. It is also suggested that the institutions should focus on increasing the industry engagements and getting more internships for the students. The study concluded that the months between august and November will be best suited for campus placements. Based on the students' feedback, the study suggests that the employers should consider only the pursuing degree CGPA as the only initial criteria for the selection process and not considering the school academic scores.

The study concludes that the slot sharing model would be the recruitment model for the future in campus recruitments. This has been accepted by both the recruiters and the students in the study. It gives the student flexibility in selecting a company of his/her choice. It enables the institutions to attract more number of good recruiters on campus. It also improves the industry-institute interaction in campuses as the

companies start to do more campus engagement activities in the institutions to enhance their brand image.

5.10   LIMITATIONS OF THE STUDY

Some of the limitations of the study are listed below.

Admission process and the student input vary among the educational institutions. The cosmopolitan culture and the cultural mix among the VIT students may not be same with other institutions. Governance of the educational institutions (Government/Private) and location of the institution are some of the parameters that should be taken into account, while framing the branding strategies.

Students who were planning for higher studies were not allowed to register for the campus recruitments. Hence they were not included in the study. Their perceptions on the campus recruitments were not captured. VIT also had a significant number of foreign students studying at the time of this study. The perceptions of the foreign students on employer branding was not captured.

Any branding initiative involves lot of cost involved in it. The cost parameter relating to both institutional and employer branding studies was not analysed. Recruitment patterns of the companies change year after year depending on various internal and external parameters. This may effect a change in perceptions of both the recruitment managers and the students relating to campus placements.

The above limitations have to be taken into account, while framing the branding strategies.

5.11   SCOPE FOR FURTHER STUDIES

Based on the important branding dimensions identified, a frame work may be proposed for both institution and the employer branding dimensions. This frame work may be further worked on to build a branding model for both institution and the employer.

Both the institution and the employer have multiple stake holders. The study had analysed the perception of only one stake holder for each study, employers (institutional branding) and students (employer branding), the perceptions of other

stake holders of these entities on branding may be studied. Employer branding study was based on the major software services companies. Future studies may analyse the branding aspects of software product companies and core engineering companies.

The study analysed the overall campus recruitment parameters. The future study may identify individual components of the campus recruitment which may include selection process, compensation, job profile, alumni influence etc., and an in depth analysis may be done to bring out the specific branding dimension within the component.

The study also had proposed branding models for institutions and employers. This model may be further tested with other institutions and employers taking other branding dimensions relevant to the campus recruitments.

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ANNEXURE 1

INSTITUTIONAL BRANDING QUESTIONNAIRE

This objective of this questionnaire is to understand the key factors used by Industry decision makers to select VIT University for recruiting fresh talent. The data collected would be used only for academic purpose and will be kept completely confidential. We are only interested in the analysis of the accumulated data and hence no individual input would find any reference anywhere either during analysis, interpretation or findings stages. I request you to spare about 10-15 minutes on responding to this survey candidly. Thank you in advance for your co operation!

Personal details

- Name (optional):…………………………Age : …………………
  Gender:…………………
- Designation :…………………………. Role/Function:…………………..
- Company(optional) ……………………….. Your base location(city/town):…………………….
- Industry sector (please specify whichever best describes your company's industry classification): ………………………
- Nature of company's ownership(Private/Public ltd/ Government/ Family owned/Semi Govt).
- Company's year of establishment/incorporation: ………………..
- Company's total workforce/employee strength: …………………
- Campus recruitment season adopted by your company :…………………………………..
- Number of years of association with VIT :
- MoUs/partnership with VIT : YES/NO/ Do not know
- Overall numbers of Engineering fresher recruitment done by your company/year (approx., average):

We would be glad to email you a comprehensive summary of the findings once this research project is complete. If you are interested, please share your email ID…………………………………......

1. As you are aware that your organization is hiring from VIT, please rate (by ticking) the importance of the source of information that influenced your decision in choosing VIT *[Scale description: 1-Extremely Influential,2-Quite Influential, 3-Partially Influential,4-Doesn't really influence, 5-No Influence at-all]*

	Extremely Influential	Quite Influential	Partially Influential	Doesn't really Influence	No influence at-all
	1	**2**	**3**	**4**	**5**
Advertisements by VIT in print media - Newspapers and magazines					
Advertisements by VIT in electronic & digital media – TV, Internet, FM Radio					
Publicly available news features or					

articles on latest rankings of institutes published by third-party agencies					
News about events at VIT covered in the print media					
News about events at VIT covered in the electronic media (TV / Internet)					
Visit to an event hosted / organized by VIT					
Research on the VIT's uniqueness amongst peer companies					
Through various internet discussion forum					
Direct emails from VIT introducing VIT and forthcoming placement opportunities / schedules					
Direct meeting with VIT representative at your company					
Direct meeting with VIT representative at an industry event					
Direct meeting with VIT students at the Institute					
Observation of VIT students' conduct during project / internship in your company					
Feedback about VIT (recommendation) from colleagues who are alumni of VIT					
Feedback about VIT (recommendation) from colleagues whose children or relatives are currently studying at VIT					
Feedback from line managers who have worked with fresher recruits from VIT in the recent past					
VIT Website					
VIT specific information shared/streamed on Social media like Facebook, Linkedin, Twitter, etc					

2. Please register your response(by ticking) the following

	True	False
VIT follows a Fully Flexible Credit Academic system		
VIT is located in Chennai as well		
VIT events draw national & international audience		

VIT hosts events for current and prospective recruiters in international locations		
VIT actively supports and participates in placing its alumni who are mid-career professionals located internationally		
VIT's research output is amongst the best in the country and alongside reputed and long established Institutions in India		
VIT's proactively helps other nearby colleges / Universities in placement of students as well		

3. Please rate the importance on the academic factors listed below that have influenced your visit to VIT for placements *[Scale description: 1-Extremely Influential,2-Quite Influential, 3-Partially Influential,4-Doesn't really influence, 5-No Influence at-all)]*

	Extremely Influential	Quite Influential	Partially Influential	Doesn't really Influence	No influence at-all
	1	2	3	4	5
Proactive curriculum development in partnership with Industry experts					
Ph.D. qualified faculty and their high quality teaching competencies					
Healthy student to faculty ratio					
Course / Syllabus changes aimed at enhancing "employability" of students					
Academic system – Fully Flexible Credit System (and not regular choice based credit system or any other conventional academic system)					
Project based learning culture					
Research based learning rigor					
Faculty development programs that encourage					

them to participate in reputed international conferences				
Faculty development : encouraging their participation in reputed national conferences				
Successful bidding and completion of consulting projects for clients from industry				
Successful bidding and completion of consulting projects for Government agencies like the Dept. of Science & Technology, Dept. of Biotechnology, Technology Business Incubator etc.,				
Offers platform (via annual Science, Engineering & Technology (SET) conference) to PG students to apply concepts and publish papers				
Offers courses and programs for students' holistic and all-round academic & skill development				
A culture of excellence through setting up of academic centers of excellence				
Offers courses accredited by reputed agencies like the Accreditation Board for Engineering & Technology(ABET), National Board of Accreditation(NBA) etc.				

4. Please register your level of agreement(by ticking) on VIT's student factors on the following parameters

[Scale description: 1-Strongly agree, 2- Agree, 3-Neutral, 4-Disagree, 5-Strongly disagree]

	Strongly disagree	Agree	Neutral	Disagree	Strongly disagree
	1	**2**	**3**	**4**	**5**
VIT Student					
Has a good Entrance exam rank(VIT Engineering Entrance Exam (VITEEE)					
Has consistently good academic scores prior to joining the Engineering programme (X, XII etc.,)					
Has a good grade point / percentage in the degree programme					
Has got good knowledge of subject matter					
Can communicate well					
Has got a good aptitude					
Has excellent soft skills					
Is a team player					
Has got good leadership qualities					
Has participated in Technical events(paper presentations, coding contests, workshops etc.,)					
Has undergone Industrial training					
Has done summer internships in an industry					
Will be doing / doing final semester internship/project work in industry					
Has got publications in National / International Journals					
Has been part of Industrial visit					
Is attentive during the placement process					
Has a well structured resume					
Is well behaved during the placement process					
Follows a neat dress code during the process					
Possess a positive attitude					
Has participated in extracurricular activities(Sports, Culturals etc,,)					

5. Please rate the Infrastructure factors listed below(by ticking) that influenced you in choosing VIT for campus recruitments

[Scale description1-Extremely Influential,2-Quite Influential, 3-Partially Influential,4-Doesn't really influence, 5-No Influence at-all]

	Extremely Influential	Quite Influential	Partially Influential	Doesn't really Influence	No influence at-all
VIT University	1	2	3	4	5
Has adequate Land and Buildings					
Has state of the art Lab Facilities					
Has Library which is stacked with Adequate books and Journals					
Has excellent Internet facilities					
Has state of the art Computing Facilities					
Has well furnished Conference rooms / auditoriums					
Supports Video Conferencing facilities					
Has well maintained Hostel Facilities					
Has well furbished Guest House facilities					
Has Banks and ATMs on campus					
Has modern Sports facilities					
Supports the Transport facilities for students and faculty					
Has on campus round the clock Health services					
Has a well maintained Green and clean campus					

6. Please register the level of influence which events at VIT attracted you as an employer to visit VIT for campus placements
   [Scale description1-Extremely Influential,2-Quite Influential, 3-Partially Influential,4-Doesn't really influence, 5-No Influence at-all]

	Extremely Influential	Quite Influential	Partially Influential	Doesn't really Influence	No influence at-all
	1	**2**	**3**	**4**	**5**
Techfests(like graVITas)					
Cultural fests(like Riviera)					
International Conferences					
Annual HR and Placement Officers' meet					
Faculty Development programmes with the help of Industry					
Student seminars/workshops with the help of industry					
Guest Lectures by Industry experts					

7. Please register your level of agreement(by ticking) on VIT's reputation on the following parameters *[Scale description: 1-Strongly agree, 2- Agree, 3-Neutral, 4-Disagree, 5-Strongly disagree]*

	Strongly disagree	Agree	Neutral	Disagree	Strongly disagree
	1	**2**	**3**	**4**	**5**
You can depend on VIT's students on the job performance					
VIT Students are of high quality					
VIT students are leaders in their field					
VIT students are among the best in appearance					
Performance of VIT students is outstanding					
It is very pleasant to work/recruit with VIT or their team					
VIT tries to be fair on the fee charged					
VIT tries to understand customer needs					
VIT treats customers fairly on complaints					
Goes out of the way to please the public					

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
VIT is one of the progressive Private University					
VIT is a fast growing and expanding Private University					
VIT is outstanding in bringing new and improved UG/PG programmes					
VIT has made noteworthy contribution to local/Regional/National/ International level of education					
VIT is the leader in Engineering Education in private sector					
VIT has modern labs					
VIT has good record in steady work					
VIT is good in training and advancing employees careers					
VIT provides outstanding attention to their staffs' on-the-job safety					
VIT has excellent benefits for its employees					
VIT tries to deal fairly with its employees					
VIT tries to be fair towards its employees on the pay package					

8. Please register your level of agreement(by ticking) on VIT's credibility on the following factors. *[Scale description: 1-Strongly agree, 2- Agree, 3-Neutral, 4-Disagree, 5-Strongly disagree]*

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	1	2	3	4	5
VIT has a great amount of experience in academic excellence					
VIT is skilled in what it does					
VIT possesses great expertise in academic delivery and excellence					
VIT does not have much experience					
One can trust VIT					
VIT makes claims which are truthful					
VIT is honest in its transactions and engagements					
One need not believe what VIT tells					
VIT is accredited by academic bodies(National Assessment and Accreditation Council etc.,)					

9. Please rate the importance(by ticking) of a company's engagement on campus
[Scale description1-Extremely Influential,2-Quite Influential, 3-Partially Influential,4-Doesn't really influence, 5-No Influence at-all]

	Extremely Important	Important	Neutral	Not important	Extremely low importance
A Company ought to	1	2	3	4	5
Offer project work for the students					
Offer summer internships for students					
Organise Guest Lectures on campus					
Conduct Student Workshops on campus					
Conduct Faculty Development programmes on campus					
Allow students for industrial visits					
Set up Innovation / R&D Labs on campus					
Sponsor Machines/ Lab Equipments for the labs					
Sponsor Lab Manuals					
Provide free licenses of software					
Participate or Sponsors Technical fests like GraVITas					
Participate or Sponsors Cultural fests like Riviera					

10. Please rate the level of influence(by ticking) the following factors have on campus placement at VIT *[Scale description: 1--Extremely Influential, 2-Quite Influential, 3-Partially Influential, 4-Doesn't really influence, 5-No Influence at-all]*

	Extremely Influential	Quite Influential	Partially Influential	Doesn't really Influence	No influence at-all
	1	2	3	4	5
Has fortune 500 companies visiting the campus for placements					
Has industry Standard CTC offered by companies to its					

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
students					
Has been accredited by major campus recruiters					
Has many core engineering companies visiting the campus					
Has many software product companies visiting the campus					

11. Please register your level of agreement on the involvement of VIT's Top Management

[Scale description: 1-Strongly agree, 2- Agree, 3-Neutral, 4-Disagree, 5-Strongly disagree]

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	1	**2**	**3**	**4**	**5**
VIT's Top Management					
Is very much involved in Industry – Academic relationship					
Takes engagement with Industry partners seriously					
Participates in crafting relevant industry relations programs					
Takes involvement of Industry experts in curriculum planning and taking it seriously					
Takes active participation in placement process					

12. Please register your level of agreement on the responsiveness of VIT's Placement Office *[Scale description: 1- Strongly agree, 2- Agree, 3-Neutral, 4-Disagree, 5-Strongly disagree]*

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	1	**2**	**3**	**4**	**5**
VIT's Placement Office					
Gives a fair chance to all the recruiters					
Follows transparency in the allotment of slots					
Is highly responsive					
Has supportive staff					

Has excellent infrastructure facilities for the conduct of the placement process					
Sends the Employer Registration form(ERF) at the earliest when requested					
Sends the eligible list of resumes on time					
Confirms the date for the selection process without delay					
Provides excellent logistics support during the selection process					
Sends the acceptance copy of the letters on time					
Communicates post placement information to the recruits on time					
Maintains good relationship with the HR teams even after the placement process					

13. Please rate the importance of International Relations activities(by ticking) in VIT

[Scale description: 1-Extremely important, 2- Important, 3-Neutral, 4- Not important, 5-extremely low

  importance]

	Extremely Important	Important	Neutral	Not important	Extremely low importance
VIT University	1	2	3	4	5
Has student exchange programmes with Foreign Universities					
Has Faculty exchange programmes with Foreign Universities					
Has more number of students going abroad through semester abroad programme					
Has research collaborations with Foreign Universities					
Has good number of students and faculty participation in International forums					
Has students from Foreign countries pursuing degree programs					

14.Please rate the importance accorded by VIT for CSR / outreach activities
[Scale description: 1-Extremely important, 2- Important, 3-Neutral, 4- Not important, 5-extremely low importance]

	Extremely Important	Important	Neutral	Not important	Extremely low importance
VIT University	1	2	3	4	5
Helps the nearby Colleges in nearby areas with placements					
Gives Free education/ Hostel/ Food for the toppers of Govt. Schools (STARS programme)					
Helps the self help groups					
Organises Medical camps					
Organises vocational training and placement activities for semi skilled / unskilled workers					
Conducts special orientation program for Headmasters and Teachers of Schools (Primary, High and Higher Secondary levels) in the district					
Organising periodical Science Meets and Exhibitions					
Gives endowment awards to encourage meritorious performance among students in rural schools.					
Provides infrastructure facilities to the Government schools					

15. It is better to have Campus placements in the last semester as the students would be well   prepared

    Strongly Agree ( )   Agree ( )   Neutral ( )   Disagree ( )   Strongly Disagree ( )

16. I, as a HR would allow my organisation's campus recruit to sit for other companies recruitment, if the offer or the job profile is better than my company

    Strongly Agree ( )   Agree ( )   Neutral ( )   Disagree ( )   Strongly Disagree ( )

17. Having multiple companies to share the Slot gives a student a better opportunity to select his/her career of choice

    Strongly Agree ( )   Agree ( )   Neutral ( )   Disagree ( )   Strongly Disagree ( )

18. What is the ideal period you think to have campus placements

    a) June / July   b) August / September c) October/ November   d) After January

19. What in your opinion is the ideal / acceptable salary package that can be offered to a fresh engineering graduate (please tick the option you most agree with from the following 4 options)

    Option 1: Rs. 2.5 lakhs – Rs. 2.80 lakhs   Option 2: Rs. 2.81 lakhs – Rs. 3.10 lakhs

    Option 3: Rs. 3.11 lakhs – Rs. 3.50 lakhs   Option 4: Above Rs.3.51 lakhs

20. As a seasoned HR professional and recruitment strategist, what is one word that comes to your mind when you think of VIT University?

21. Please give your suggestions/ feedback on VIT University's capability to churn out best in class students for the corporate world. (if any)

ANNEXURE 2

EMPLOYER BRANDING QUESTIONNAIRE

This questionnaire is to understand the criteria you would use to select a company, while you had an option of choosing another. The data collected would be used only for academic purpose and will be kept confidential.

Personal details

Name (optional):**……………………………………**

Home Town :

Father's Occupation :   Mother's Occupation :

Number of Family members :

Course & Branch:**………………………………**   Year of passing:

SSLC(X) Score :   HSc(XII) Score :

HSC(Board) :

Entrance exams attempted (before joining VIT) :

Entrance exams preparing for :

Gender:…………   Grade / CGPA (so-far):

…………………..

1. Please mention the company you would choose if you have multiple offers, if given an option
   a) Accenture   b) Cognizant   c) HCL   d) Infosys
   e) TCS   f) Wipro

2. Please rate the factors listed below that would influence you in choosing the company

   [Scale description: 1-Extremely Influential,2-Quite Influential, 3-Partially Influential,4-Doesn't really influence, 5-No Influence at-all)]

	Extremely Influential	Quite Influential	Partially Influential	Doesn't really Influence	No influence at-all
	1	2	3	4	5
Alumni influence					
Blogs (company blogs, general third party blogs, etc)					

Company is known for research and development					
Company website					
Company's past selection process (written test, GD, Interview etc.,)					
Company's products & services					
Company's selection process					
Compensation or salary (CTC) offered					
Designation offered					
Direct email					
Employer (company's) reputation and image at large					
Engagement with the students before on boarding					
Ethical company image					
Faculty development programmes					
Feedback about opportunities for higher education (sponsorship of advanced courses while in the company)					
Feedback on company's on site opportunities					
Feedback or recommendation of parents /relatives					
Feedback or recommendation of faculty					
Feedback or recommendation of fellow students					
Feedback or recommendation of placement Office					
Fringe benefits – canteen , commuting, health clubs etc.,					
Guest lectures					
Inspiring leadership					
Industrial visits					
Interaction with the interviewer / company representative					

Job contract - no service agreement					
Job profile offered					
Job security					
Magazines (commercial weekly, monthly magazines on business or subject areas)					
Multinational company – Global MNC / Indian MNC					
Offered place of posting (Location)					
On-boarding the selected students after graduation					
Online job portals					
Participating in or sponsoring cultural fests like Riviera					
Participating in or sponsoring technical fests like GraVITas					
Personality development workshops (like Evolve)					
Post placement talk on campus					
Pre placement Talk					
Print advertisements (newspapers, journals, college magazines, etc)					
Professional social networking sites – (LinkedIn)					
Offering project work					
Presenting a clear career path					
Ranking as best employer in magazines and media					
Size of the company(i.e. the total number of employee)					
Social networking sites (Facebook, Orkut, Twitter, etc)					
Participation in student technical contests (like paper presentations, coding contests etc.,)					
Conducting/sponsoring technical quizzes to students					
Organizing student workshops					

Offering summer internships				
Participating in technical seminars				
Technical sponsorships from companies (example, sponsorship of labs, machines, software, manuals, lab equipment, etc.)				
Television advertisements & programs (on company culture, people, etc.)				
Turnover of the company				
Vision and mission statements of the company				

3. Having multiple companies to share the Slot gives a student to select his/her career of choice

   Strongly Agree ( )   Agree ( )   Neutral ( )   Disagree ( )   Strongly Disagree ( )

4. I would choose the company after doing my own research / homework

   Strongly Agree ( )   Agree ( )   Neutral ( )   Disagree ( )   Strongly Disagree ( )

5. What is the ideal / acceptable salary range in your opinion that should be offered to a fresh engineering graduate (please tick the option you most agree with from the following 4 options)

   Option 1: Rs. 2.5 lakhs – Rs. 2.80 lakhs   Option 2: Rs. 2.81 lakhs – Rs. 3.10 lakhs

   Option 3: Rs. 3.11 lakhs – Rs. 3.50 lakhs   Option 4: Above Rs.3.51 lakhs

6. I would be more inclined to take a Dream company offer (core engineering / Software), if selected and leave any of the above services company offer which I had earlier.

   YES / NO / Undecided

7. It is better to have Campus placements in the last semester as I would be well prepared

   Strongly Agree ( )   Agree ( )   Neutral ( )   Disagree ( )   Strongly Disagree ( )

8. I would like to have one services company offer in hand before I aspire to have a Dream offer

    Strongly Agree ( )   Agree ( )   Neutral ( )   Disagree ( )   Strongly Disagree ( )

9. What is the ideal period you think to have campus placements

    a) June / July   b) August / September   c) October/ November
    d) After January

10. Please give your suggestions/ feedback (if any) :

ANNEXURE III

MAP OF VELLORE