**A STUDY ON EMPLOYEES SATISFACTION TOWARDS RECRUITMENT PROCESS IN**

**PROJECT REPORT**

***Submitted by***

**Your Name**

**REGISTER NO: 00000000**

***In partial fulfillment for the award of the degree***

***of***

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**IN**

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**DEPARTMENT OF MANAGEMENT STUDIES**

**PROJECT REPORT**

**JUNE 2014**

This is to certify that the project entitled

**A STUDY ON EMPLOYEES SATISFACTION TOWARDS RECRUITMENT PROCESS IN YOUR COMPANY NAME INFRATECH LIMITED, BANGALORE**

Is the bonafide record work done by

**Your Name**

**Register No: 00000000**

of II year MBA(Master of Business Administration) during the year 2023-24.

**Project Guide Head of the Department**

Submitted for the Project Viva –Voce examination held on

INTERNAL EXAMINER EXTERNAL EXAMINER

**DECLARATION**

I affirm that the main project work titled **“Project title”** being submitted in partial fulfillment for the award of degree of **MASTER OF BUSINESS ADMINISTRATION** is the original work carried out by me. It is not formed the part of any other record work submitted for award of any degree or diploma, either in this or any other University.

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I certify that the declaration made above by the candidate is true.

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**(R.ARUN KUMAR)**

**A STUDY ON EMPLOYEES SATISFACTION TOWARDS RECRUITMENT PROCESS IN YOUR COMPANY NAME INFRATECH LIMITED, BANGALORE**

**ABSTRACT**

**“A Study on Employee satisfaction towards Recruitment process in YOUR COMPANY NAME INFRATECH LIMITED”,** explains the existing recruitment process and various factors involved in it.

Human resources is a term used to describe the individuals who comprise the workforce of an organization. The use of term “Human resources” by organizations to describe the workforce capacity available to devote to the achievement of its strategies has drawn upon concepts developed in organizational psychology.

Recruitment forms a major part of an organization’s overall resourcing strategies, which identifies and secures people needed for the organization to survive and succeed in the short to medium term. Selection is the process in which candidates for employment are divided into two classes, those who are offered employment and those who are not to be.

The data for the study has been collected by the researcher using questionnaire. Analysis of data involves a number of closely related statistical tools that are performed with the purpose of summarizing the collected data and organizing them in such a manner that answer the research questions.

The main objective of the study is to understand and analyze the various sources and the factors influencing the employee’s satisfaction towards the recruitment process of the organization. Both primary and secondary sources were used to collect data. The primary data is collected from employees of Your Company Name through a well constructed questionnaire. The secondary data was collected from various journals, magazines, articles, various sites and company records.

Questionnaire method was used to find out the factors causing the grievances. Twenty five questions were framed and the data was collected from the respondents. Primary data was collected from 200 respondents. The data collected for the study was analyzed by using simple percentage method and chi-square test method. Suggestions were given to improve the recruitment for the organization to select a right person for right job.

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**CHAPTER -1**

**1.1 INTRODUCTION**

**EMPLOYEE SATISFACTION:**

Employee satisfaction is the terminology used to describe whether employees are happy and contented and fulfilling their desires and need at work. Many measures purport the employee satisfaction is a factor in employee motivation, employee goal achievement.

Employee satisfaction, while generally a positive in your organization, can also be a downer if mediocre employees stay because they are satisfied with your work environment.

Factors contributing to employee satisfaction include treating employees with respect, providing regular employee recognition, empowering employees, offering above industry-average benefits and compensation, providing employee perks and company activities and positive management within a success framework of goals, measurements, and expectation.

Employee satisfaction is often measured by anonymous employee satisfaction surveys administered periodically that gauge employee satisfaction.

**RECRUITMENT:**

Recruitment refers to the process of finding possible candidates for a job or function, usually undertaken by recruiters. It also may be undertaken by an employment agency or a member of staff at the business or organization by an employment agency or a member of staff at the business or organization looking for recruits. Advertising is commonly part of the recruiting process and can occur through several means through online, newspaper, using newspaper dedicated to job advertisement through professional publication, using advertisement placed in windows, through a job center, through campus interview etc..

**RECRUITMENT MEANING:**

* Employing the right staff is an important human resource challenge faced by

all employers. Good recruitment and selection can result in.

* Recruitment is an expensive business, which includes the cost of advertising and the cost of current employee’s time interviewing and selecting the right candidate.

**RECRUITMENT:**

**Definition:**

Recruitment is the process of identifying and attracting a group of potential candidates from within and outside the organization to evaluate for employment. Once these candidates are identified, the process of selecting appropriate employees for employment can begin.

**Recruitment practices:**

Better recruitment strategies result in improve organizational outcomes. The more effectively organizations recruit and select candidates, the more likely they are to hire and retain satisfied employees.

**Purpose**

1. The objectives of this study were to:
   1. Identify general practices that organization use to recruit and select employees.
   2. Determine which recruitment and selection practices are more effective.
   3. Determine how the recruitment and selection practices.
2. Recruitment is the process of identifying and attracting potential candidates from within and outside organization to begin evaluating them for future employment. Once candidates are identified, an organization can begin the selection process. This includes collecting, measuring and evaluating information about candidate’s qualification for specified positions.

**Development of Recruitment strategy**

Even though he/she is not a part of the screening process, the hiring supervisor steers the search by developing the recruitment criteria, the position requirements and preferred qualities, the rating scales and interview questions. The recruitment strategy is the stage where the hiring supervisor determines, with assistance from Human Resources, the timing for the search as well as the way that the position vacancy will be communicated.

**Recruitment Sources:**

Once it has been decided that additional employees are needed, than the recruiter is faced with the decision of where to search for applications. The sources of recruitment commonly used can be categorized into

* **Internal sources**
* **External sources.**

**The Internal sources are classified into following category**

* Promotions.
* Transfers.
* Job rotation.
* Rehires and recalls.

**The External sources are classified into following category**

* Employment agencies.
* Walk-ins.
* Employee referrals.
* Professional associations.
* Head-hunting.
* Educational Institutions.
* Temporary help agencies.
* Trade associations and unions.
* Casual or unsolicited applicants.

**RECRUITMENT IN YOUR COMPANY NAME: **

Recruitment is the process of identifying and attracting a group of potential candidates from within and outside the organization to evaluate for employment. Once these candidates are identified, the process of selecting appropriate employees for employment can begin.

There are two types of Recruitment

* Permanent
* Contract to Hire

Recruitment in Your Company Name of two types mainly, they are

* IT- Recruitment
* Non IT- Recruitment

**1.2 INDUSTRY PROFILE**

**The Higher Education System in India and its Impact on the Economy**

**Abstract**

The paper surveys the extent to which the higher education system in India has a bearing on the economy. The subject has rightly assumed unprecedented prominence in the country and continues to be extensively researched and deliberated. The paradox about the coexistence of economic growth and disparity has also been discussed to the point of redundancy. This research inquiry is pioneering in that it places disparity in the economy as well as the country’s economic performance in comparison with other Asian economies in the framework of shortfalls in the higher education system. The authors argue that in order for higher education to contribute constructively to the economy, the systemic lacunae must be isolated and rectified. The paper examines the concern by delving in to a chronological survey of the parallel evolution of higher education and economic growth in the country since independence from colonial rule. Further, the study takes stock of the present Government initiatives that have been undertaken in this regard and makes inquiries into the scope of their application and assessment of their merit.

**Keywords:** skill training, human resource development, national capacity building, GDP, GER,and knowledge economy

**Introduction:**

The direct co-relation between higher education and human resource development is an area of copious research. The two subjects have been studied from a variety of standpoints; notable

among them are skill development, productivity and maximization of the potential for human resource development.

To say that an adequately evolved and broad-based higher education system is indispensable to economic growth and nation building would be a truism. Capacity building in the national context presupposes numerous resources—financial, natural and more—not the least of which is the human resource. Developmental activities require workforce which is skilled across the range in terms of extent: semi skilled, skilled and specialized.

**1. The Indian context:**

The association between higher education and its impact on economy is of immense import to India. The country is positioned in a milieu which makes the two variables inexorable—in more ways than one. In fact, the country’s profile presents itself as a prototype of the inevitable need to drive higher education forward, or else face economic downfall.

It would not be far-fetched to claim that the Indian higher education system has witnessed a metamorphosis of monumental proportions. It has burgeoned from an instrument of colonial ascendancy, as was the case with other former colonies to a system that aspires to be egalitarian and affirmative action oriented. It is imperative to factor in the country’s colonial history to grasp the larger landscape. Further, the economy has had to emerge from being primarily agrarian to one that has a growing industrial and service sector presence.

Powar (2012) argues that the co-relation between higher education and employment is complex in the Indian context as a number of socio-economic and technological variables are involved.

The Indian economy boasts unprecedented growth as well as one of the highest growth rates in the world.

|  |  |
| --- | --- |
| **Year** | **GDP, constant prices** |
|  |  |
| **1980** | **3.6** |
|  |  |
| **1985** | **4.8** |
|  |  |
| **1990** | **5.6** |
|  |  |
| **1995** | **7.3** |
|  |  |
| **2000** | **5.8** |
|  |  |
| **2005** | **9.0** |
|  |  |
| **2006** | **9.5** |
|  |  |
| **2007** | **9.9** |
|  |  |
| **2008** | **6.1** |
|  |  |
| **2009** | **6.7** |
|  |  |
| **2010** | **10.0** |
|  |  |

In order to be conversant with the larger picture it helps to factor in that the Indian higher education system and the economy have to grapple with a plethora of politico-administrative and sociological shortfalls. It would not be fantastic to claim that the two elements have evolved in spite of the system, and not because of it.

**1.1 Chronological evolution of higher education and corresponding impact on the Indian**

**Economy**

**Independence era**: the weight of colonialism hung heavily on the higher education system as well as the economy. The higher education system was manifestly an area of desertion and forsaking. In tandem, the economy was predominantly agrarian; the industrial sector was limited to areas that were directly linked to natural resources such as mining.

**Post independence:** the decade post independence was characterized by Nehru’s strong

socialist leanings coming perhaps from the strong sway of the Soviet Union. The guiding idea was to promote industrialization through central planning. The state invested heavily in higher education in techno-engineering. The rewards of this investment did not come right away as it took years for HEIs like the IITs to build capacity and generate the expected outcome of highly specialized workforce. Nonetheless, the seeds were sowed and the significance of specialized technical training was driven home. The state investment in higher education was matched by investment in PSUs (public sector units).

**The ‘70s and ‘80s** were marked by heavy-handed socio-democratic policy which was characteristically protectionist. There wasn’t much to write home about on the higher education front. Unlike the preceding era, higher education was not an area of priority, and the state investments were not as impressive as the *Nehruvian* period. In this, India did not align itself with the Asian Tigers—the stronger economies of Eastern Asian and South East Asian countries which took deliberate steps to integrate with the West.

**Arguably**, as a result of the above mentioned distancing from the globalization, the country suffered economic downfall that was not short of a crisis situation. The writing on the wall was loud and clear: globalize or perish.

The tendency of being insular ran parallel in the higher education realm too. While countries like Brazil, Japan, UK and US moved away from liberal education in favor of technical and professional education earlier on, India rose to the possibilities far later. Powar (2012) states that in the year 2007-08, humanities/social sciences accounted for 45% of the student population, engineering and technology only 7% and medicine a meager 3%.

**1.2 India: prospects for emerging as a knowledge economy**

The Prime Minister, Dr. Manmohan Singh (2005) has optimistically forecast that the 21st

Century will be the “knowledge century”, by which he refers to the socio-economic transformation that the country is projected to go through in the 21st century as a result of knowledge creation. Mattoo (2009) explicates the notion succinctly: “The whole idea of building a knowledge society is the idea of empowering young men and women through education and ensuring that all our delivery systems are built on the premise of the latest knowledge” (as cited in Bhatia and Dash, 2010, p. 46).

In the next few decades, India is speculated to have the world’s largest set of young people.

While the correlation between higher education and nation building is indisputable, the working age population can be an asset only if their potential employability is brought to fruition. Conversely, if the state does not harness the endowment, this demographic group can turn out to be a heavy economic and social millstone.

The Prime Minister, Mr. Singh affirmed the Government’s avowal thusly: “the time has come to create a second wave of institution building and of excellence in the field of education, research and capability building so that we are better prepared for the 21st century”. With the singular purpose of modeling recommendations and means to tap into this reservoir, the Government founded the National Knowledge Commission (NKC) in 2005. The *raison d'être* was expressed in the following declaration: “our demographic profile, with 550 million below the age of 25, has the potential to constitute one-fourth of the global workforce by 2020” (as cited in Bhatia and Dash, 2010, p. 47).

The Commission aims to provide a channel to harness the country’s vast human capital, more specifically the demographic dividends that accrue from the working age population. The decision to set up the Commission suggests the Government’s cognizance of the importance of developing the appropriate paradigm in which to invest in intellectual capital by developing the skill set of the population and encouraging research, innovation and entrepreneurship.

It is important to take note of the concern that no development schema is complete without plans that address inclusion and welfare of all the beneficiaries. The idea of a knowledge economy is bogus without egalitarianism and welfare priorities; it is imperative not to get carried away by the pockets of excellence in higher education—IITs and IIMs, for instance. The sobering fact of the matter is that there is a latent ongoing crisis in higher education; the proportion of the population in the age group between 18 and 24 that enrolls in higher education is in the range of seven per cent—a meager figure which is only one half of the average for Asia. This paucity is only compounded with a corresponding shortfall in quality of higher education. **Thus, we infer** **that if the higher education system in India is to benefit the economy it has to be revamped systemically so it can reach as wide a base as possible without watering down the merit.**

It is helpful to be mindful of the following key points and statistics:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **No of institutions/enrolment** |  |  | **Year (2010-11)** | |
|  | |  |  |  |  |
|  | **Universities** |  |  | **523** |  |
|  |  |  |  |  |  |
|  | |  |  |  |  |
| **Colleges** | |  | **33023** | |  |
|  | |  |  | |  |
|  | **AICTE Technical Institutions** |  |  | **11809** |  |
|  |  |  |  |  |  |
|  | |  |  |  |  |
| **Distance teaching Univ./Institutions** | |  | **200** | |  |
|  | |  |  | |  |
|  | **Enrolment in Univ. and Colleges (in lakhs)** |  |  | **169.75** |  |
|  |  |  |  |  |  |
|  | |  |  |  |  |
| **Enrolment in Open Distance Learning (in lakhs)** | |  | **37.45** | |  |
|  | |  |  | |  |
|  | **Enrolment in post sec./post grad diploma (in lakhs)** |  |  | **18.56** |  |
|  |  |  |  |  |  |
|  | |  |  |  |  |
| **AICTE approved technical programs** | |  | **10364** | |  |
|  | |  |  | |  |
|  | **Intake in AICTE approved technical programs (in lakhs)** |  |  | **26.15** |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  | |  |  |  |  |

1. The number of higher education institutions in India has seen more than 50 fold growth in the last six and half decades.
2. On a sobering note, the GER figure is 16.0% for the year 2010-11 (source: MHRD 2011). Further, it is inequitably distributed across gender, socio-economic and the rural-urban divide.
3. The considerable majority of higher education institutions in the vocational and professional sphere are privately owned and managed.
4. India boasts one of the most daunting distance education systems in the world—14 open universities and 120 distance education institutions.
5. It is slated to be the most populous country by 2030. More relevant to the discussion at hand is the fact that more than half its population is younger than 25.

6.The number of higher education institutions in India has seen more than 50 fold growth in the last six and half decades.

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10.It is slated to be the most populous country by 2030. More relevant to the discussion at hand is the fact that more than half its population is younger than 25.

In spite of the fact that the vast majority of the population falls in the workforce bracket, the skill level of the man power is inadequate, resulting in markedly low productivity.

Pivotal to the discussion is the paradox that a significantly large number of graduates are unemployed or under-employed along with an acute shortage of skilled workers in the knowledge-intensive industry. Paucity of skill intensive education is compounded by a parallel dearth of soft-skills. The outcome is workforce that is far from globally competitive. This was acknowledged and addressed by the Government’s eleventh five year plan.

**It would be safe to infer that relevance and quality in higher education in India are goals worth striving for.**

**1.3 The Government of India initiatives to impact economy through higher education**

The Government of India (GoI) has been wise in taking note of the gains we stand to accrue from investing in higher education. The following list of initiatives undertaken by the Government is by no means comprehensive; nonetheless it exemplifies the scope and nature of endeavors that are underway.

**1.3.1 The University Grants Commission (UGC) 12th plan:**

An initiative of the University Grants Commission, the Plan is structured to remedy the fundamental lapses in the Indian higher education system. The plan mandates that those autonomous colleges that show promise will be identified as “colleges with potential for

excellence” (CPE) and upgraded into universities. To this end, the UGC has allotted over Rs 1,84,740 crore.

The guiding idea is to ease the load of universities which are typically overburdened in terms of limited budget and administration of more colleges and students than is adequate. Parallel to the idea is the goal of greater autonomy to existing colleges and universities. It does so in very concrete terms: universities are not to have more than fifty affiliated colleges; further, the total enrollment is not to exceed 50,000 students.

The advancement of both state and central colleges to universities is firmly grounded in tangible performance evaluation; the criteria are spelled out clearly enough to leave little room for distortion and misrepresentation.

The other stipulations are definitively welfare and affirmative in principle. The Plan mandates more funds for the singular goal of increasing enrolment so as to improve the national gross enrollment ratio (GER). The amendment will make grants available to 20,000 more government and government aided colleges. The funds are made available with the larger aim of banding together these colleges into “college cluster universities”.

**1.3.2 The National Skill Development Corporation India (NSDC)**

The NSDC is remarkable in that it is a “public-private partnership”. It aims to promote skill development by fostering vocational institutions. It operates through advocacy and initiatives supported by the Government of India and industry associations. The advocacy bit is carried out by “sector skills councils” which help identify skill development needs, and “sector specific labor market information system” which assist in the planning and delivery of training.

**1.3.3 The Ministry of Human resource Development (MHRD):**

The responsibility of furthering higher education in accordance with the guidelines laid out by the Government lies with the MHRD at the end of the day. The MHRD sponsored initiatives include projects such as the “National Commission for Higher Education and Research” (NCHER) and the “Education Tribunals Bill 2010”. The Ministry has a division dedicated to working on initiatives to improve internationalization of higher education. The International Cooperation Cell (ICC) is responsible for projects related to institutional collaborations, quality assurance, and scholarships and such. Among the noteworthy initiatives in international cooperation are: India-US Higher Education Summit, Singh-Obama Knowledge Initiative, UK-India Education and Research Initiative, and United States India Educational Foundation; further more, there is a whole gamut of collaborative and leadership programs under the aegis of UNESCO.

**1.3.4 The Confederation of Indian Industry (CII) initiatives in skill development**

The CII is credited with immense contribution to skills development in keeping with the needs of Indian industries so as to further employability of the working population. The CII also works to promote entrepreneurship and enterprise in the country. It has launched its own “Skills Development Initiative” in line with the National Skills Development Agenda with the goal of skill-training a target of 500 million people by the year 2022.

**2. Internationalization of Higher Education in India and its Impact on the Economy**

The internationalization of higher education in India is fallout of the liberalization that the country went through since the early nineties as part of a deliberate politico-economic strategy by the State. This shift in stance took form hand in hand with an ideological paradigm shift spawned by radical advancement in information technology and media all over the world.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Year** |  |  | **1990-91** |  |  | **1992-93** |  |  | **1994-95** |  |  | **1996-97** |  |  | **1998-99** |  |  | **2000-01** |  |  | **2002-03** |  |  | **2004-05** |  |  | **2006-07** |  |  | **2008-09** |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **Students** |  |  | **12,899** |  |  | **12,767** |  |  | **11.888** |  |  | **5,841** |  |  | **5,323** |  |  | **6,896** |  |  | **7,756** |  |  | **13,267** |  |  | **18,391** |  |  | **21,778** |  |  |
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|  | **Asia** |  |  | **5741** |  |  | **4831** |  |  | **3866** |  |  | **10493** |  |  | **16004** |  |  |
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|  | **Africa** |  |  | **6318** |  |  | **4081** |  |  | **2964** |  |  | **2403** |  |  | **4193** |  |  |
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|  | **N and S America** |  |  | **263** |  |  | **309** |  |  | **327** |  |  | **654** |  |  | **614** |  |  |
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|  | **Australasia** |  |  | **35** |  |  | **40** |  |  | **44** |  |  | **71** |  |  | **66** |  |  |
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|  | **Miscellaneous** |  |  | **369** |  |  | **699** |  |  | **405** |  |  | **629** |  |  | **597** |  |  |
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|  | **Total** |  |  | **12899** |  |  | **10087** |  |  | **7785** |  |  | **14456** |  |  | **21778** |  |  |
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|  | **Countries** |  |  | **2004-05** |  |  | **2005-06** |  |  | **2006-07** |  |  | **2007-08** |  |  |
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|  | **Iran** |  |  | **1120** |  |  | **1264** |  |  | **2180** |  |  | **2669** |  |  |
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|  | **Nepal** |  |  | **1352** |  |  | **1411** |  |  | **1728** |  |  | **1821** |  |  |
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|  | **United Arab Emirate** |  |  | **1500** |  |  | **2034** |  |  | **1878** |  |  | **1560** |  |  |
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|  | **Ethiopia** |  |  | **226** |  |  | **302** |  |  | **1033** |  |  | **1289** |  |  |
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|  | **Sri Lanka** |  |  | **582** |  |  | **530** |  |  | **466** |  |  | **997** |  |  |
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|  | **Afghanistan** |  |  | **35** |  |  | **65** |  |  | **422** |  |  | **976** |  |  |
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|  | **Saudi Arabia** |  | **419** |  | **551** | **771** |  | **835** |  |  |
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|  | **Bahrain** |  | **382** |  | **481** | **446** |  | **600** |  |  |
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|  | **Kenya** |  | **418** |  | **523** | **621** |  | **592** |  |  |
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|  | **Oman** |  | **646** |  | **505** | **608** |  | **548** |  |  |
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|  | **Total** |  | **6680** |  | **7666** | **10153** |  | **11887** |  |  |
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**2.1 Politico-diplomatic ties**

The Government of India has expressly proclaimed its intent to take initiatives to strengthen the presence of international students in India in the interest of public diplomacy (Agarwal). Internationalization of Indian universities has more to it than altruistic and symbolic inspirations.

From the political perspective, India’s hegemonic position as the provider of higher education in the region strengthens its overall diplomatic and ambassadorial status.

**2.2 Contribution to Regional development**

An interesting point here would be the extent to which the city or region where the university base or headquarters are situated is a factor of internationalization of the university. Whitaker (2004) discusses the symbiotic relationship between cities or “cluster regions” and internationalization of universities and colleges. She argues that the agglomeration of services and businesses go to play an important role in attracting international students. The strength of international students, in turn encourages more businesses and services. She describes these economies as “knowledge-based economies”. The concentration of educated and skilled individuals leads to not only greater entrepreneurship, but also research and development.

Another outcome is that enterprises resulting from these “knowledge-based economies” are more competitive in the global economy and more likely to result in consumer satisfaction.

**2.3 Educational expertise as one of the many goods and services of export**

The discourse on the economic impact of internationalization of higher education would not be conclusive without viewing it in the context of an economic model that contributes to revenue generation just as well as other goods and services. The pivotal idea here is to establish co-relationships between the two variables and measure quantifiable impact of one on the other. In this backdrop, international higher education is the industry and inbound international students are the industrial output. The following are commonly identified economic outcomes associated with the inflow of international students:

* 1. Generation of employment and business
  2. Strengthening of ancillary industries such as tourism
  3. Expenses incurred: tuition and living expenses

1. **The parallel growth of higher education and the economy in India: trends and facts**

“*For India to maintain its economic growth in a global marketplace fueled by the knowledge* *economy, it needs to nearly double its number of students in higher education by 2012. Fifty-one percent of India’s population is under the age of 25. Without proper access to education the country’s demographic dividend could turn into a demographic disaster”.* (Dukkipati, 2010)

Dukkipati (2010) postulates that the Government of India expenditure on education, and more specifically higher education does not correspond with the country’s economic growth. The author points out that in the year 1950, higher education expenditure as a proportion of GNP was 0.19 percent and rose to 1 percent in 1980; however by the mid-1990s it fell to 0.4 percent.

“*Without proper access to education the country’s demographic dividend could turn into a demographic disaster”.*

Dukkipati (2010) postulates that the Government of India expenditure on education, and more specifically higher education does not correspond with the country’s economic growth. The author points out that in the year 1950, higher education expenditure as a proportion of GNP was 0.19 percent and rose to 1 percent in 1980; however by the mid-1990s it fell to 0.4 percent. In this backdrop the author makes a case for increasing the budget expenditure. It is also argued that given the limited national and state resources for drawing on funds, the budgetary support must be supplemented with foreign and private sources.

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|  | **Year** |  |  | **1951-52** |  |  | **1960-51** |  |  | **1970-71** |  |  | **1980-81** |  |  | **1990-91** |  |  | **2000-01** |  |  | **2004-05** |  |  |
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|  | **Expenditure on education as %** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **0.67** |  |  | **1.56** |  |  | **2.31** |  |  | **3.12** |  |  | **4.12** |  |  | **4.40** |  |  | **3.54** |  |  |
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|  | **of GDP** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**3.1 Skill as the principle impetus for economic growth in India**

Dukkipati’s (2010) contention that skill/knowledge has spurred economic growth in the country is perhaps the most important line of reasoning in this discussion. The author argues that unlike

China and the “Asian Tigers”, India’s economic growth has not been impelled by manufacturing; instead, it is the skilled workforce that has allowed India to step up on the economic ladder speedily. The author cites ICRIER to report that India boasts the world’s largest pool of techno-engineering talent; while India generates 400,000 engineers each year, the US only 60,000! The crux of the author’s argument is that to continue with this upward trend—at the very least to sustain the current growth rate, the country’s gross enrollment ratio (GER) would have to increase from 12 to 20 percent by 2014.

As impressive as the phenomenal growth of higher education in India is, more concerted efforts are required to keep the momentum going.

“According to ICRIER, in 1950, India had 263,000 students enrolled in 750 colleges, which were affiliated with 30 universities. By 2005, the numbers had grown dramatically: 11 million students in 17,000 colleges affiliated with 230 universities. Another 10 million students were enrolled in 6,500 vocational institutions. Despite this phenomenal growth, India would have to nearly quadruple existing college seats and more than quadruple the number of professors to achieve the 20 percent GER by 2014 cited in the Venture Intelligence report” (Dukkipati, 2010).

**3.2 The neglect of research**

Dukkipati (2010) contends that the irrefutable association between research and higher education has been ignored by the Indian Government. The author illustrates the case with stark statistics:

“only 4 percent of research expenditure is made through universities. In the United States the corresponding figure is 17 percent and in Germany it is 23 percent. Moreover, India’s higher education institutions are poorly connected to research centers. China’s investment in research manpower, estimated at 708 researchers per 1 million people, is six times that of India’s”. Gupta & Gupta (2012) uphold Dukkipati’s contention about the Government’s desertion of research. The authors record that the Government expenditure on research and development in science and technology as percentage of GDP was 0.8% during 2005-06 in India. By way of comparison, the equivalent figure for Israel was 5%, Sweden (4%), Japan (3%), US (2.77) and China (1.5%).

**3.3 The relationship between GER and GDP in India**

Prakash (2007) draws attention to the direct correlation between “gross enrolment rate” (GER) in higher education and the per capita GDP of a nation. He cites comparative GER figures to drive home the point about the long way ahead for India:

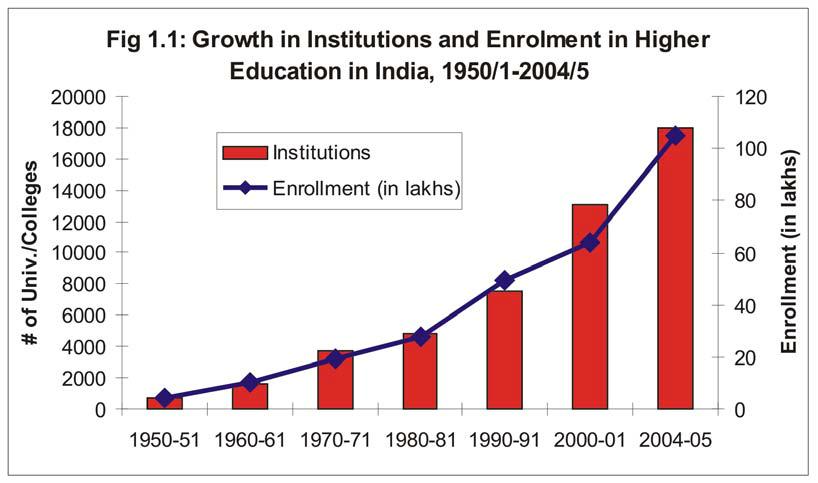
“Considering the demand for higher education, the GER in India relative to many of the developed countries is quite low (around 12 per cent) compared to the average of the developing countries (13 per cent), the world (26.7 per cent) and the developed nations (57.7 per cent)”.

He goes on to assert that if we are to stay true to our commitment to the avowed goal of making our economy in the 21st century a “knowledge economy”, we ought to address the growing demand for skilled manpower by aiming to increase the GER to the tune of 20%. The author outlines that the Government has not been consistent in according importance to the cause of boosting GER in higher education:

“It is important to underline the fact that from the Second to the Sixth Five-Year Plan period, higher education grew reasonably well with increasing attention coupled with rising allocations of public resources. But from the Seventh Five-Year Plan onwards, higher education did not receive the attention it deserved”.

He aligns this discrepancy to the corresponding inconsistency in the growth of higher education over the years; this has, in turn resulted in negatively impacting “access, equity, relevance and excellence” in higher education.

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| **Year** | **1950-51** |  | **1960-61** | **1970-71** | **1980-81** | **1990-91** | **2000-01** | **2004-05** |
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| **Enrolment 000** | **174** |  | **557** | **1956** | **2752** | **4925** | **8399** | **10481** |
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The author also points out that variation in higher education manifests itself not only in the

Government’s allocation of funds but that it is also pronounced in other spectrums such as demographic divides across gender, caste and religion, disparity in the quality of education across institutions etc.

**Concluding observation:**

In conclusion, the Indian economy is impacted by its higher education in a systemic manner. The two have shared a causal relationship since India’s colonial past, and have continued to evolve in a directly correlated fashion. The higher education system contributes enormously to nation building given India’s demographic make-up, the lacunae that we have inherited from the British Raj as well as the plain fact of being a developing economy. A cursory survey of chronological evolution of the two systems reveals that insularity and parochialism have stunted our growth on both the fronts. Thankfully, our failings have been driven home to the policy makers and the

Government has taken deliberate measures to reinvent ourselves as “knowledge economy”—an apt expression that captures the leadership’s cognizance of the importance of the impact of higher education on economy.

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**1.3 COMPANY PROFILE**

**Your Company Name: Powering the Knowledge Economy**

Your Company Name is more than a mere technology development company; it is a movement to empower people with knowledge. Knowledge that would enable the creation of a knowledge society which would in turn propel the national economy through a knowledge based eco system. Your Company Name specializes in knowledge management and delivery domain and has rolled out many products and services in the virtual learning space to make learning pervasive. Innovation is our focus. We have many an industry first to our credit like VEDAS - the world's first intelligent assessment system. Your Company Name is a technology company that provides the technology platform in the education segment, more so in the higher education segment. We provide product development and services with end-to-end solutions in e-governance, e-business, virtual learning, digital content management, tele-education system, enterprise management, business intelligence, SOA, EAI and IT consulting.

The innovative technology enabled platform of the company assists the users to access, store, retrieve and reuse implicit and explicit knowledge to power their competency in a knowledge based eco system. The solutions and services are normally delivered under SaaS and MAS respectively by taking care of the entire life cycle of the project, thus giving absolute peace of mind to the customers. Your Company Name has a strong back end IT support system to handle large projects in conformity with international standards of ITSM.

Your Company Name follows industry standard Software Development Life Cycle processes and is in the final phase of being assessed for CMMi L3. The company has in-house Knowledge Resource Centre (KRC) for data mining & data integrity validation, Research & Analysis of knowledge resources and conduct Market Intelligence. Further the Q Circle takes care of the process management within the company while Kalam’s R&D centre incubates the ideas of the ignited minds. Your Company Name has a strong focus on “innovation” and has set up India’s first Knowledge Network Service (K.Net) platform using Business Intelligence and decision support tools by way of user defined Learning Path and Dash boards. The company has a very strong people focus and has been recognized as one of the “Top 15 emerging and exciting companies to work for” by NASSCOM. The entire suite of technology products and services are built for scalability, Interoperability and are robust enough to handle business volume.

**Mission**

Technology to the common man

**Vision**

Interpreting knowledge and powering competency of our clients using innovative technologies and establish leadership in the knowledge based eco system.

**Your Company Name** has developed products and rolled out services catering to the niche market segments of e-governance, virtual learning, tele education delivery system and real time online assessment system for corporate and academic institutions as "on demand" applications & services.

Large turnkey projects are undertaken in setting up the virtual learning framework for universities, corporate and business enterprises worldwide. The company has specialized in delivering on demand solutions and services for secured online examinations, recruitment examinations and high stake examinations as Managed Application Service (MAS) in a highly secured platform built as per industry standards.

Your Company Name is a sunshine company in its own right by deploying sustainable characteristics in the highly dynamic and evolving disruptive technology that have the capacity to lead the next wave of disruption and innovation all over the globe. Technology is the spine of all human beings and Your Company Name offers state of the art technologies that are not only unique, innovative and futuristic but also aimed at the common man. True to the inherent belief within the company of taking knowledge to the desktop of the users, it creates a “Youniverse” that empowers the individual to decide his own future, at his own pace, on his own terms and in his own time.

**Industry Tie-ups: Recognition from the best**

Your Company Name Infratec Limited is a member of NASSCOM (www.nasscom.org), the apex body of the Indian software industry and a member of Confederation of Indian Industry (www.cii.in), apart from being represented by prestigious trade and industrial bodies world over.

NASSCOM is India's National Association of Software and Service Companies, the premier trade body and the chamber of commerce of the IT software and services industry in India. NASSCOM is a global trade body with over 950 members, of which over 150 are global companies from the US, UK, EU, Japan and China. NASSCOM's member companies are in the business of software development, software services, software products and IT-enabled/BPO services. CII is a non-government, not-for-profit, industry led and industry managed organization, playing a proactive role in India's development process. Founded over 111 years ago, it is India's premier business association, with a direct membership of over 6000 organizations from the private as well as public sectors, including small and medium enterprises as well as multi national companies and indirect membership of over 98,000 companies from around 342 national and regional sectoral associations.

**Credentials: Where Your Company Name created footprints**

Your Company Name has been certified with the following, having adhered to international standards of excellence.

* **ISO 9001:2008 for Quality Management System (QMS).**
* **ISO 27001:2005 for Information Security Management System (ISMS**)
* **BCP (formerly known as BS7799) by TUV Rheinland**
* **CMMi L3 compliant and currently undergoing the assessment process**
* **Dun & Bradstreet has rated Your Company Name to have good credit rating**

* **Red Herring Asia 2007 - Finalist in Red Herring Asia 2007**
* **D&B has recognized Your Company Name as "India’s Top IT companies" in 2007 and 2008**
* **Deloitte has recognized Your Company Name as "Technology Fast 500 Asia Pacific" in 2008**
* **Red Herring Asia 2008 - Winner in Red Herring Asia 2008**

**Your Company Name Campus: The hearth of ideas**

Your Company Name is the first IT Company in India to have been assessed for TUV Star rating. The assessment was based on the best practice on nine independent criteria - corporate governance, social responsibility, occupational health safety, quality, environment, information security, financial disclosure, brand / innovation and fair trade & competition

A sprawling 150,000 sq feet campus in Bangalore houses its corporate office, R&D center, development centre, knowledge resource center. The world class infrastructure includes an auditorium, conference halls, library, cafe, play area apart from a mélange of green spaces. The company is knowledge driven and people focused. This is showcased in its low attrition rate. It has emerged amongst India’s most exciting innovation companies providing highly flexible, scalable and affordable technical services and solutions in the knowledge domain.

**SOLUTIONS AND SERVICES:**

**SOLUTIONS:**

Your Company Name is a technology development company specialized in the domain of knowledge management & delivery. Your Company Name has rolled out many products and services in the virtual learning space to make learning pervasive. The innovative technology enabled platform assists users to access, store, retrieve and reuse, implicit and explicit knowledge to power their competency in a knowledge based eco system.

Your Company Name portfolio of services also includes IT consulting, contract R&D, large application development, Enterprise Application Integration (EAI) and E-business applications. The solutions and services are normally delivered under SaaS and MAS respectively by taking care of the entire life cycle of the project, thus giving absolute peace of mind to the customers. Your Company Name has a strong back end IT support system to handle such large projects which are in conformity with international standards of ITSM. The entire suite of technology products and services are built for scalability, interoperability and are robust enough to handle business volume. The company has an in-house Knowledge Resource Centre (KRC) for data mining & data integrity validation, Research & Analysis of knowledge resources and conducting Market Intelligence. Your Company Name has a strong focus on “innovation” and has set up India’s first Knowledge Network Service platform called K.net using Business Intelligence and decision support tools by the way of user defined Learning Path and Dash boards.

Your Company Name is widely recognized for its Business Process Innovation - launching EDUCARDS. An Educard is similar to a pre paid SIM card that enables users to access specific knowledge resources through a 16 digit Knowledge Access Code (KAC).

Your Company Name operates in the following broad business domains.

* **Knowledge Process Outsourcing**
* **Process Outsourcing**
* **Online Examination & Skill Assessment**
* **Virtual University Solution**
* **E-Business Solution**
* **IT Consultancy**

**CORPORATE SOLUTION:** The Corporate solution of Your Company Name is

* Knowledge Assessment problem
* Enterprise content management
* Research and analysis
* IT consulting

**ACADEMIC SOLUTIONS**

The Academic solutions of Your Company Name is

* **intelliEXAMS**- Examination Management Solutions



* **Mind Space –** Virtual Education Solution

****

* **intelliCAS -** Certified Authentication System

**ENTERPRISE SOLUTION**

The Enterprise solution of Your Company Name is

* Application Development.
* Contract R&D.
* E – Business.
* E – Governance.
* IT Infrastructure services.
* Multimedia Services.
* Recruitment Process.
* Outsourcing.
* Virtual Education.
* VEDAS.

**SERVICES:**

Your Company Name offers the above services through the following independent portfolios, mainly focusing on knowledge processing, delivery, management and validation using the technology platform VEDAS.

* **Institution - makes Academic deliveries competitive**
* **Corporate - makes deliveries to corporate competitive**
* **Retail - makes retail deliveries competitive**
* **Enterprise - makes Business deliveries competitive**

The above are portfolio discriminators to help establish expertise in the respective business domains and the core objective for the portfolio of services is POWERING COMPETENCY.

**RETAIL SERVICES**

The retail services of Your Company Name are

**Grad First -** India’s first hybrid finishing school

**gardfirstlogo**

**Job Ready Portal –** Job ready for u

**jrplogo**

**YOUR COMPANY NAME INNOVATION CENTER:**

Innovation is not invention – it is not about discovering or building something new but it is about not being static. It is about doing new things or even doing old things in better, faster or more economical ways. It could be small, incremental changes in the current scheme of things or drastic or disruptive changes. Innovation involves constantly fine tuning the business processes, entering new markets, serving the customers better and keeping the employees motivated. Innovation also involves inviting ideas from every sphere, exploring the worth of every idea and implementing every worthy one. We have an Innovation Centre (IC) at Your Company Name which acts like an incubation centre for ignited minds. We encourage employees to come out with brilliant ideas and if found suitable, the same is taken up by IC for implementation, irrespective of the fact, where the ideas emanate from or who has authored the ideas.

IC believes in taking calculated risks and showing commitment for positive growth under the direct supervision of the CEO. We believe that innovation positions a brand forward, as a market leader in a world of competitive environment. In the market today, every brand is vying with another to capture market supremacy. Innovation comes in handy for one who wants to position his brand as a market leader - whether it is a better quality product, better branding or packaging, innovation is an essential every where.

**Innovation @ Your Company Name**

* It is the difference between need and want;
* It is the difference between man and machinel;
* It is the difference between creator and explorer &
* It is the difference between perseverance and pipe dream.

We see endless possibilities; endless opportunities to innovate, empower and enable the user.

Come. Join the mission today. Together we will create a better tomorrow, today !

**INNOVATION SERVICES:**

**Think Global. Act Local** – This is our mantra for innovation and the thirst for innovation. At Your Company Name, it never ends as we are driven by knowledge and powered by technology. Innovation at Your Company Name is not an act. It is a process; sustainable process for sustainable growth and hence “We Innovate to Empower You”.

Innovation is the key for our success and it stays in the system forever. The Innovation Centre (IC) specializes in Innovation services, which it delivers throughout in three main areas viz. education, evaluation and commercialization. The Innovation Centre of Your Company Name assists us to evaluate, develop, protect and commercialize new products and technologies.

By encouraging increased innovation through the effective use of intellectual property, we make it possible for our technology services to establish and maintain international markets, thereby ensuring sustainable business growth.

**An overview of services of the Innovation Centre (IC) is provided below**:

* Innovation advisory consultation
* International product search
* Preliminary international patent search
* Visiting patent attorney service (free consultation)
* Market review
* Literature search
* Regulatory review
* Prototype assessment
* Design review and Commercialization.
* Prototype development

Innovation is a uniquely human trait that can't be duplicated in a laboratory experiment. It is borne through a complex concoction of environmental variables, psychological traits, and life experiences all mixed together on a golf course, ski trip or discussion at the water cooler. It's impossible to use a pre-printed formula for designing a world-class innovative organization.

Making innovation happen means creating an environment that unleashes creativity. Your Company Name creates an environment for innovation where employees are motivated and their efforts recognized, where ideas are evaluated quickly with useful feedback and where the best ideas are identified and developed.

Innovation becomes a closed loop, where innovation breeds more innovation, valuable feedback helps evolve the best ideas, and increased motivation helps make the leap from ideas to big ideas.

Tapping talents and expertise of employees sparks the generation of big ideas on which the future of an organization depends. The most innovative companies derive upwards of 30% of their revenue from innovation developed within the last five years. Improvements and product extensions may keep an organization in the game, but that does drive profits or increase market share. Innovation encourages and rewards great thinking. It helps raise individual visibility while cutting through the corporate clutter that often hampers innovation and lowers motivation.

Innovation is the lifeblood of any prosperous company. A steady stream of new products, and not just a series of product extensions, and improvements is essential to achieving high growth. But most executives would also admit that their companies could do a better job of making innovation work harder.

**MODEL CORPORATE:**

**Your Company Name: A model corporate, in mind and heart**

In an age where technology is slowly complementing our existence to the extent of becoming indispensable, it is important to forecast and embrace change. Especially, when you are driving technology innovation. It is even more imperative to reflect this culture as one force in a company.

At Your Company Name, we believe in it like a religion. Our people and processes are aligned to the vision of the company, driven by the CEO. The goal is clear: Enable technology to deliver knowledge @ the desktop of every user, creating a Knowledge Society by 2020. Interpreting Knowledge and harnessing it to Power Competency for all.

The process of reaching a goal is as important as the goal itself. Which is why, the spirit and mindset of every employee at Your Company Name is ignited with the vision of the company. The best practices, the finest technology, paramount quality, uncompromising beliefs in honesty, values and principles are not just our ethos, but our guiding light that is regularly emphasized in every individual. Because it is people who make a company. Because it is people who drive a business. Because it is people who create a future.

Giving your best each and every time, thinking and working like a whole instead of parts, and rising above individual gains to promote the bigger picture. It is this seamless culture of professionalism and purpose that we strive to reaffirm and excel. This synergy of people, process and value ensure the best, transparent and dedicated result for personal and professional growth, and returns for every employee, stakeholder and customer.

**CORPORATE GOVERNANCE:**

"Corporate Governance" is a system of checks and balances between the board, management and investors that should produce an efficiently functioning corporation, ideally geared to produce long-term value. All corporate governance systems throughout the world are the product of a series of legal, regulatory and best practice elements. Corporate governance has gone from something "nice to do" to "please a few investors" to an essential component of a company's valuation and risk assessment process.

Your Company Name Infratec Limited moves to the next level of corporate identity by adapting to smart governance in all its operations. The growth of the organization depends on its financial success, value proposition it can build for the stakeholders and the confidence it enjoys with its financial partners.

The pace of movement of financial capital has become greater because of the pervasive impact of information technology and the world having become a global village. When investments take place in emerging markets, the investors want to be sure that their investment is safe, properly utilized and RoI is ensured. They also want to ensure that the organization in which they invest has a set of rules, guidelines and ethical practices framed as rules for a good corporate governance. Corporate governance represents the value framework, the ethical framework and the moral framework under which business decisions are taken. In other words, the investors want to be sure that not only is their capital handled effectively and adds to the creation of wealth, but the business decisions are also taken in a manner which is not illegal or involving moral hazard.

Corporate Governance therefore calls for three factors:

* **Accountability**
* **Safeguarding the interests of the stakeholders and the investors**
* **Transparency in decision-making**

Implementation of corporate governance depends upon laying down explicit codes, which enterprises and the organizations are supposed to observe. The codes, however, can only be a guideline.

Ultimately effective corporate governance depends on the commitment of the people in the organization. Corporate governance depends upon two factors. The first is the commitment of the management for the principle of integrity and transparency in business operations. The second is the legal and the administrative framework created by the government.

We at Your Company Name believe, corporate governance is the net result of the individual sense of values, the values held in society or part of a society like professional bodies or business associations and finally the system of public governance. Keeping these factors in mind, Your Company Name has framed a set of rules for the senior management to enable them to observe corporate governance in true spirit. A corporate manual has been put to use as a reference document for all the senior executives.

Under corporate governance initiatives, Your Company Name has taken up various measures that provide tangible value to the enterprise over a period of time. Some of the measures that have been taken up by Your Company Name are practices followed by most global enterprises.

* **Environment Management**
* **FCPA**
* **Occupational Health Safety**

# The Land of Opportunities

# The mind at work

# A sprawling 3.5 acre campus, named Techllano, in Bangalore houses its corporate office, R&D center, development centre, knowledge resource center. The world class infrastructure includes the following at its corporate office in Bangalore:

# 

# Technology development facilities

# Kalam's R&D center

# Technology incubation centre

# STAR Labs

# Product Development center

# MindLabs

# Innovation Center

# Ignited Minds

# Software Component Library

# IT infrastructural facilities

# Enterprise range servers

# Powerful Workstations

# Hi-bandwidth Connectivity

# Information security as per ISO 27001 norms

# Back up, customer support as per Industry standards ITSM framework

# 

# Other facilities

# Vivekananda Hall - 100 seat Mini Auditorium

# Mind Café - Theme based cafeteria

# There are multi functional staff club, large play area and recreational facilities which are housed in 3.5 acres (approx.150,000sq.ft) of land with lush greenery surrounded.

# The campus houses the best infrastructure needed for cutting edge technology work with enterprise range servers, powerful workstations and hi-bandwidth connectivity. Facilities like Software component library, training and conferencing facilities, auditorium cum digital theatre supports in the learning process.

# A café and recreation centre makes working here, more charming and stress-free as well.

# The stress-free work culture is born of the fact that employees are cajoled to respect themselves. They are prompted to be responsible for themselves and in cases, for their teams, so they can be proactive and grow as an individual. Outdoor and indoor games, and personal dates like birthdays are celebrated here to heighten the bonding.

# At Your Company Name, it’s not just work and work. It is a duty with a bigger picture and purpose in mind where a nation's growth story cascades into villages with its Knowledge base; where opportunities can be created endlessly and where every individual is a proud, responsible citizen of a talented country.

# Indian Technology hub

# Your Company Name is situated in Bangalore, which is aptly known as India’s technology hub, all over the world. Bangalore also features among the top ten techno cities of the world. It is located in the state of Karnataka, which is credited to formulate path-breaking IT and BT policies, designed to promote the sectors.

# TECHLLANO - Green Campus

# The entire corporate, R&D, development, testing, multi media, academic, knowledge resource and process centers of Your Company Name is situated in a private estate of 3.5 acres of green land called TECHLLANO. Tec llano is logically divided into three units.

# Corporate office and MindLabs are located in the first unit. Second unit houses the tele-education studio, the multi-media research center and the academic bench. Unit three is Star Labs which is the development center and the research and development center.

# Ignited minds work in this ambience to produce world-class technology for the benefit of the common man. Take a look at Techllano .

# The Your Company Name Campus is a ready mix of formal and casual. On the one hand, the corporate block is official, all fun and entertainment happens at the MindCafe or Dhaba. The technical and research and development takes place in unit three.

# Front Office

# Corporate Block

# Conference Hall

# Vivekananda Hall - Auditorium

# VIP Lounge

# Mindcafe

**PRODUCTS:**

**** The products of Your Company Name are

**MindGenii-** Two way interactive collaborative system

**Mind Lib-** Digital Library

**Minddox**

**MindDox -** Enterprise Content Server

****

**Mind Support –** Interactive customer support tool

**COMPANY DETAILS**

****

Name : Your Company Name Infratec Limited

City : Bangalore/Bengaluru

Pincode : 560048

State : Karnataka

Website : www.Your Company Name.com

Phone : 91-80-28540530/31/32/33

Fax : 91-08-28540534

Email : [info@Your Company Name.com](mailto:info@mindlogicx.com)

Regd office : Hoodi circle, Near Whitefield, Bangalore

Established year : 2002

CEO : Mr.Suresh Elangovan

Employee’s Strength : 450 + employees (HO &PO’s)

**WORKING HOURS**

The working hours for employees is full time, no shift basis,

Morning session - 9.30am to 1.30pm.

Lunch - 1.30pm to 2.15pm

Afternoon session - 2.15pm to 6.30pm

**OFFICIAL BANKERS**

The official banker is AXIS BANK, Bangalore. The banker supports them in a good manner.

**PROJECT OFFICES**

The project offices of Your Company Name are

* **CSVTU** - Chhattisgarh Swami Vivekananda Technical University
* **VTU** - Visvesvaraya Technological University
* **GTU** - Gujarat Technological University
* **MU** - University of Mumbai
* **AU** - Agra University
* **SU** - Saurashtra University
* **CBSE** Board of Education- Chennai, Ajmer and Delhi.

**CHAPTER-2**

**2.1OBJECTIVES OF STUDY**

The objectives of this project are to study and analyze the current Employee satisfaction towards recruitment process.

* To find out the procedure on recruitment process adopted by the organization.
* To assess the effectiveness of recruitment policies of the organization.
* To suggest measures to improve the recruitment in organization.

**2.2 SCOPE OF THE STUDY**

The study is undertaken to analyze the employee’s satisfaction towards recruitment process

* It helps in analyzing the present system followed in recruitment.
* To know the satisfactory level of the employees with regard to the Recruitment procedure.
* To know the changes to be implemented for the betterment.
* To know the future goods to be met by the department.

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**2.3 LIMITATIONS**

* The findings of the study were based on the mindset of the respondents.
* The respondents do not reveal the expected inputs to certain extent.
* The study is limited to a single company.
* The time constraint is another difficulty which the researches faced.
* The difficulty in framing the questionnaire, henceforth to be translated in Regional languages.
* The respondents were too busy with their work during data collection, since the researcher carried out the study in Company.

**3.1 REVIEW OF LITERATURE**

1. According to **Cardon (2007) Volume-35, number -3,** recruitment refers to the process of sourcing, screening and selecting people for a job at the organization or firm or for a vacancy in a volunteer based organization or community group.
2. According to [**Holden G**](http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&Cmd=Search&Term=%22Holden%20G%22%5BAuthor%5D&itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DiscoveryPanel.Pubmed_RVAbstractPlus)**,** [**Rosenberg G**](http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&Cmd=Search&Term=%22Rosenberg%20G%22%5BAuthor%5D&itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DiscoveryPanel.Pubmed_RVAbstractPlus)**,** [**Barker K**](http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&Cmd=Search&Term=%22Barker%20K%22%5BAuthor%5D&itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DiscoveryPanel.Pubmed_RVAbstractPlus) **(2012) volume- 15, “management sciences”** the article focus on the Coronary Primary Prevention Trial, volunteer effects, recruitment sources, the recruitment process, impediments to recruitment, bias in recruitment, the amount of time required to recruit and the impact of recruitment and participation on individuals.
3. According to **Fredn.Paul and Felix Dojike (2006) volume-10, Issue -4**, an excellent student affair staffing programmes begins with hiring the right people and placing them in positions with responsibilities and allow them to maximize the knowledge, skills and talent in the pursuit of the recruiter in appointment of a candidate.
4. According to **Robin . l . Joshua and Gibs . M . Solomn (2006) volume - 25, Issue - 4**, The recruitment and selection of staff should be a very high priority in most if not all units and divisions of student affairs. Recruitment should include procedures directed to analyze the need and purpose of a position, the culture of the institution, and ultimately to select and hire the person that best fits the position. Every position vacancy will be filled based upon a thorough position analysis regardless of the level of the position or the extent of the search.

# According to Lai Wan Hooi (2006) in “International journal of knowledge”, volume – 8, Issue -4, technological advancement, globalization, and increasing shortage of skilled staff and talent workers have made it crucial for companies to implement appropriate recruitment practices to entice practices throughout the world to attract, retain and motivate quality people to lead, manage and serve the company in a competitive environment.

1. According to **Kevin Wheeler (2005) volume-18, no-6**, Kevin’s article does a nice job of articulating the three major steps in recruitment, which are,

* Attracting and finding good candidates.
* Assessing and convincing them to join your organization.
* Monitoring their performance to improve your recruitment processes.

1. According to **Keren Brooking** **(2005)**, the present situation regarding principal recruitment and succession planning, by drawing together existing literature and collecting together unpublished new data. It looks at different types of organization in relation to recruitment and retention differences, such as location, size, state-integrated schools, ethnic minority schools, and special schools.
2. According to **Franze(2005)**, With very low unemployment levels, competition for the best employees is extremely keen. Firms that strive to maximize job candidates’ job offer acceptance should realize increased competitive advantage through more effective recruitment programs.
3. According to **Ian O. Williamson(2005)** , Recruiting new employees is one of the biggest challenges facing small businesses, and a key component of organizational success. Unfortunately, existing human resource literature has almost entirely focused on medium and large firms. This paper attempts to address these potential gaps in the literature by utilizing institutional theory to develop a strategic model of small business recruitment.
4. According to **Dr. Carol royal(2004)** , Building on earlier work of Althauser and Kalleberg, this research explores the workings of the internal and external labor market by adopting an integrative internal labor market framework that goes beyond the three-featured model espoused by Althauser and Kalleberg and that emphasizes recruitment rather than selection criteria . It will also highlight how these practices vary from the perceptions held by both management and employees and from the ideal types outlined in the typology. The paper concludes by emphasizing the significance of expanding the internal labor market typology to include selection criteria for the purpose of differentiating labor market types in an international investment banking institution.
5. According to [**Campbell MK**](http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&Cmd=Search&Term=%22Campbell%20MK%22%5BAuthor%5D&itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DiscoveryPanel.Pubmed_RVAbstractPlus)**,** [**Snowdon C**](http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&Cmd=Search&Term=%22Snowdon%20C%22%5BAuthor%5D&itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DiscoveryPanel.Pubmed_RVAbstractPlus)**,** [**Francis D**](http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&Cmd=Search&Term=%22Francis%20D%22%5BAuthor%5D&itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DiscoveryPanel.Pubmed_RVAbstractPlus) **(2004),**  to identify factors associated with good and poor recruitment to multicentre trials. This paper concludes that while not producing sufficiently definitive results to make strong recommendations, the work here suggests that future trials should consider the different needs at different phases in the life of trials, and place greater emphasis on 'conduct' (the process of actually doing trials).
6. According to **Timothy Mark and Kathleen Shearer(2003)**, the linking of individual repositories has the potential of developing a true knowledge network where the researcher can “harvest” relevant material from any number of repositories across the world. Such an initiative is in the finest traditions of international scholarly collaboration – and libraries would play a central part.
7. According to **Margaret A. Richardson (2003)** Recruitment, as a human resource management function, is one of the activities that helps give better staffing results. While it is understood and accepted that poor recruitment decisions continue to affect organizational performance and limit goal achievement, it is taking a long time for public service agencies in many jurisdictions to identify and implement new, effective hiring strategies.
8. According to [**McDonald AM**](http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&Cmd=Search&Term=%22McDonald%20AM%22%5BAuthor%5D&itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DiscoveryPanel.Pubmed_RVAbstractPlus) **(2003)**, in the search for the next great member of staff, more and more businesses are shunning the outmoded recruitment agency in favour of a more cost-effective alternative. Unsurprisingly, the new recruitment trend is developing online. As reported recently in the Financial Times, web recruit is heading up an innovative breed of companies offering employers a new way of recruiting using online job boards.
9. According to **Alok Vats (2002)**, the job recruitment agencies in India involves identifying those posts, preparing the [job description](http://www.articlesnatch.com/Article/Recruitment-Process-India/253300) and person specification, advertising, management of the response, the prequalification process, organizing meetings, conducting interviews, making decisions, the appointment and action. Most recruitment agencies in India follow three stages in the recruitment process, which are essentially short list of application, preliminary assessment and final interview and selection.
10. According to **M. Van Latham and Peter M. Leddy(2002)**, this study empirically investigated the relationship between recruiting methods and the work attitudes of job involvement, organizational commitment, and job satisfaction. Multivariate and follow-up uni-variate analyses showed strong recruitment source effects, with employee referrals emerging as a better source of recruitment than newspaper advertisements.
11. From the study conducted by **Ashok chanda, university of Australia** on “Recruitment & Selection, Business Strategy & organizational performance”, it examines the degree to which recruitment and selection practices integrates with business strategy and the effect of such strategic integration on organizational performance. It concludes that organization in India have moderate to high level of recruitment & selection strategic integration in both strategic formulation and as well as in business strategic implementation.
12. I found 10 articles and research reports that discuss the challenge of recruiting and retaining young professionals in IT and other fields and present innovative solutions. This literature includes:

**Public Sector Studies:**

* **NCHRP Synthesis 323** examines various state employee recruiting and retention strategies and highlights practices that present the best potential for implementation and success in other DOTs. The report identifies strategies used by nearly 20 state DOTs for recruiting IT professionals, such as internships, career fairs and tuition reimbursement.
* **TCRP Report 77** describes best practices for recruiting and retaining employees and identifies ways to enhance or establish partnerships between management and labor for attracting, training and maintaining a qualified workforce.
* Case studies include New York City Metro-North Railroad’s integrated approach to IT recruiting, training and retention; Santa Clara Valley Transportation Authority IT group’s image campaign and “grow our own” strategy; and Denver Regional Transportation District’s student intern program.

**Private Sector Studies**

* An article in **Federal Computer Week reviews** the recent Federal Office Systems Exposition trade show in Washington, D.C., where a panel of CIOs discussed the barriers to hiring and retaining new IT workers and ways to overcome gaps as older workers retire during the next few years. The panel cited flexible, alternative work arrangements such as tele work as good ways to encourage new hiring and curb turnover. The U.S. Office of Personnel Management has made headway with an initiative that encourages agencies to let talented peopledip into federal work on a temporary, rotating basis or create flexible remote work programs.
* An article in IT People discusses the growing trend among companies to use “employer branding” to attractemployees and keep them engaged. Employer branding initiatives aim to build mindshare in potential recruitsabout the company as a preferred place to work. ArunTadanki, Chief Executive Officer of Monsterindia.com said: “Until recently, employment ads were just showing the job description of the vacancy. The focus in thelast two to three years has shifted and is largely driven by the IT and ITES (information technology enabled services) employers, to create a powerful image for the organization as a ‘dream place to work.’ Whatdifferentiates one ITES company from another is largely its employer brand image.”

**3.2 RESEARCH METHODOLOGY**

**RESEARCH**

Research is a process in which the researcher wishes to find out the end result for a given problem and thus the solution helps in future course of action. The research has been defined as “A careful investigation or enquiry especially through search for new facts in branch of knowledge.

**SOURCES OF DATA:**

**Primary data:**

Primary data are collected afresh and for the first time. It is the data originated by the researcher specifically to address the research problem. In this study, primary data is collected primarily to understand the existing employee’s satisfaction towards recruitment process the organization is using.

**Secondary data:**

Secondary data is collected from internet, registers, records, journals, articles, magazines and annual reports of the organization.

**Data collection instrument:**

All data are primary data. The following instruments are primary data tools. **Questionnaire** Design begins with an understanding of the capabilities of a questionnaire and how they can help in research. If it is determined that a questionnaire is to be used the greatest care goes into the planning of the objectives.

**RESEARCH DESIGN:**

Research is the overall framework of plan used for the collection an analysis of data of the project. One of the objectives of this study is to portray the characteristics of the employees in the sample. This part of the study is descriptive in nature.

* **Descriptive research design:**

Descriptive research studies are those which are concerned with describing the characteristics of a particular individual or a group. One part of the study focuses on the various reasons that influence absenteeism among workers.

**SAMPLE DESIGN:**

A sample design is a definite plan for obtaining the sample from a given population. It refers to the technique the procedure that the researcher would adopt in selecting items for sample. The probability random sampling method is adopted here. This sampling method is one , which do provide every item in the universe with a known chance of being included in the sample. The researcher has simple random sampling for employees.

**DATA SAMPLING:**

Data sampling process includes the following steps that are sequentially shown

* Define the target population
* Define the sampling frame
* Determine the sample size
* Execute the sampling process

**SAMPLE SIZE DESIGN**

It refers to the number of elements to be included in the study. A sample design is a definite plan obtaining a sample from a definite population. It refers to the technique or the procedure the researchers would adopt in selecting items for the sample. It is determined before data is collected. In this study

* 200 samples are collected from employees

**SAMPLING PROCESS**

**Convenience sampling:**

A convenience sampling is obtained by selecting “convenient” population units. The method of convenience sampling is also called the chunk. A chunk refers to that fraction of the population being investigated which is neither by probability nor by judgment but by convenience.

**Statistical Tools used:**

The tools used for analysis is

* + Percentage Analysis.
  + Chi-Square by using SPSS package.

1. **Percentage Analysis:**

Percentage refers to a special kind of ratio. Percentage is used in making comparison between two or more series of data. Percentages are used to describe relationship. Percentage can also be used to compare the relationship. The destruction of two or more series of data.

Percentage of respondents= No. of respondents \* 100

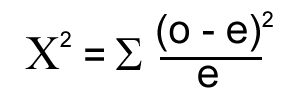
Total no. of respondents

1. **Chi- Square test:**

Suppose we are given a set of observed frequencies obtained under some experiments and we want to test if the experimental results support a particular hypothesis or theory. Karl Pearson developed a test for testing the significance of discrepancy between experimental values and the theoretical values are obtained under some theory of hypothesis. This test is known as goodness of fit.

Literally, an attribute means a quality or characteristics. Examples of attributes is drinking, smoking, blindness, honesty etc..

An attributes may be marked by its presence or absence in a number of a given population.



O = Observed frequency

E = Expected frequency

**CHAPTER-4**

**ANALYSIS AND INTERPRETATION**

**Simple Percentage Method**

**Table No 4.1 Table showing the Respondent’s Gender**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF RESPONDENTS** | **PERCENTAGE(%)** |
| 1 | Male | 105 | 52.5 |
| 2 | Female | 95 | 47.5 |
|  | **TOTAL** | **200** | **100** |

**Chart No 4.1 Chart showing Respondent’s Gender**

**Source: Primary data**

**Interpretation:**

From the above table it is inferred that 52.5% of the Respondent’s are male and 47.5% of the Respondents are female.

**Inference:**

Majority of the Respondents are Male.

**Table No 4.2 Table showing the Respondent’s Age**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF RESPONDENTS** | **PERCENTAGE(%)** |
| 1 | Below 25 years | 42 | 21 |
| 2 | 25-30 years | 81 | 40.5 |
| 3 | 30-35 years | 30 | 15 |
| 4 | 35-40 years | 22 | 11 |
| 5 | Above 40 years | 25 | 12.5 |
|  | **TOTAL** | **200** | **100** |

**Chart No 4.2 Chart showing the Respondent’s Age**

**Source: Primary data**

**Interpretation:**

From the above table it is shown that 21% of the Respondent’s belongs to the age group of below 25 years, 40.5% of the Respondent’s belongs to the age group of 25-30 years, 15% of the Respondent’s belongs to the age group of 30-35 years, 11% of the Respondent’s belongs to the age group of 35-40 years and remaining 12.5% are above 40 years.

**Inference:** Majority of the Respondent’s belongs to the age group of 25-30 years

**Table No. 4.3 showing Respondent’s marital status**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF RESPONDENTS** | **PERCENTAGE(%)** |
| 1 | Married | 120 | 60 |
| 2 | Single | 80 | 40 |
|  | **TOTAL** | **200** | **100** |

**Chart No. 4.3 Respondent’s marital status**

**Source: Primary data**

**Interpretation:**

From the above table it is inferred that 60% of the Respondent’s are married and remaining 40% of the Respondent’s are Single.

**Inference:**

Majority of the Respondent’s are Married.

**Table No. 4.4 showing Respondent’s Educational qualification**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF RESPONDENTS** | **PERCENTAGE(%)** |
| 1 | SSLC | 5 | 2.5 |
| 2 | PUC | 10 | 5 |
| 3 | Degree | 69 | 34.5 |
| 4 | Professionals | 95 | 47.5 |
| 5 | Others | 21 | 10.5 |
|  | **TOTAL** | **200** | **100** |

**Chart No. 4.4 showing Respondent’s Educational qualification**

**Source: Primary data**

**Interpretation**:

From the above table it is inferred that 2.5% of the Respondent’s educational qualification are SSLC, 5% of the Respondent’s are PUC, 34.5% 9of the Respondent’s are Degree, 47.5% of the Respondent’s are Professionals and remaining 10.5% of the Respondent’s are other qualification.

**Inference:**

Majority of the Respondent’s Educational qualification are Professionals.

**Table No. 4.5 Respondent’s Monthly Income**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF RESPONDENTS** | **PERCENTAGE(%)** |
| 1 | Below 10,000 | 65 | 32.5 |
| 2 | 10,000-15,000 | 44 | 22 |
| 3 | 15,000-20,000 | 40 | 20 |
| 4 | 20,000-25,000 | 25 | 12.5 |
| 5 | Above 25,000 | 26 | 13 |
|  | **TOTAL** | **200** | **100** |

**Chart No. 4.5 Respondent’s Monthly Income**

**Source: Primary data**

**Interpretation:**

From the above data it is inferred that 32.5% of the Respondent’s Monthly Income are Below 10,000, 22% of the Respondent’s are 10,000-15,000, 20% of the Respondent’s are 15,000-20,000, 12.5% of the Respondent’s are 20,000-25,000 and remaining 13% of Respondent’s Monthly Income are Above 25,000.

**Inference:** Majority of the Respondent’s Monthly Income are Below 10,000.

**Table No. 4.6 Respondent’s Experience in the Organization**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF RESPONDENTS** | **PERCENTAGE(%)** |
| 1 | Below 1 year | 56 | 28 |
| 2 | 1-3 years | 58 | 29 |
| 3 | 4-6 years | 56 | 28 |
| 4 | 7-10 years | 18 | 9 |
| 5 | Above 10 years | 12 | 6 |
|  | **TOTAL** | **200** | **100** |

**Chart No. 4.6 Respondent’s Experience in the Organization**

**Source: Primary data**

**Interpretation:**

From the above table it is inferred that 28% of the Respondent’s are Experienced Below 1 year, 29% of the Respondent’s are working for about 1-3 years, 28% of the Respondent’s are Experienced for about 4-6 years, 9% of the Respondents are experienced for about 7-10 years and remaining 6% are experienced for about more than 10 years**.**

**Inference:** Majority of the Respondent’s are Experienced for about 1-3 years.

**Table No 4.7 Respondent’s Sources of vacancy in the organization**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF**  **RESPONDENT’S** | **PERCENTAGE**  **(%)** |
| **1** | Newspaper | 18 | 18 |
| **2** | Website | 58 | 29 |
| **3** | Employee Reference | 58 | 29 |
| **4** | Friends & Relatives | 51 | 25.5 |
| **5** | Private Agencies | 15 | 7.5 |
|  | **TOTAL** | **200** | **100** |

**Chart No 4.7 Respondent’s Sources of vacancy in the organization**

**Source:Primary data**

**Interpretation:**

From the above table it is inferred that 18% of the Respondent’s came to know about the vacancy in the organization through Newspaper, 29% of the Respondent’s knew through Website, 29% of the Respondent’s knew through Employee Reference, 25.5% of the Respondent’s knew through Friends and relatives and remaining 7.5% knew through Private Agencies..

**Inference:** Majority of the Respondent’s came to know about the vacancy in the organization through Website and Employee Reference.

**Table No 4.8 Respondent’s opinion on the Management consideration for their Job.**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF**  **RESPONDENT’S** | **PERCENTAGE**  **(%)** |
| **1** | Academic Performance | 72 | 36 |
| **2** | Job Experience | 82 | 41 |
| **3** | Reference | 15 | 7.5 |
| **4** | Personal Character | 9 | 4.5 |
| **5** | Others | 12 | 11 |
|  | **TOTAL** | **200** | **100** |

**Chart No 4.8 Respondent’s opinion on the Management consideration for their Job.**

**Source: Primary data**

**Interpretation:**

From the above table it is inferred that 36% of the Respondent’s opinion to their job must be considered through Academic Performance, 41% of the Respondent’s opinion was Job Experience, 7.5% of the Respondent’s opinion was Reference, 4.5% of the Respondent’s opinion was Personal character and remaining 11% opinion was Others.

**Inference:**

Majority of the Respondent’s opinion to their Job must be considered through Job Experience.

**Table No.4.9 Respondent’s Awareness of Recruitment process before joining.**

|  |  |  |  |
| --- | --- | --- | --- |
| SERIAL NO | VARIABLES | NO OF RESPONDENTS | PERCENTAGE  (%) |
| **1** | Strongly Agree | 37 | 18.5 |
| **2** | Agree | 106 | 53 |
| **3** | Neutral | 39 | 19.5 |
| **4** | Disagree | 7 | 3.5 |
| **5** | Strongly Disagree | 11 | 5.5 |
|  | **TOTAL** | **200** | **100** |

**Chart No.4.9 Respondent’s Awareness of Recruitment process before joining.**

**Source: Primary data**

**Interpretation:**

From the above table it is inferred that 18.5% of the Respondent’s Strongly Agree with the Awareness of the Recruitment process before joining, 53% of the Respondent’s Agree,19.5% of the Respondent’s are Neutral, 3.5% of the Respondent’s Disagree and remaining 5.5% of the Respondent’s Strongly Disagree.

**Inference:** Majority of the Respondent’s Agree with the Recruitment process before joining**.**

**Table No 4.10 Respondent’s Satisfaction towards present Recruitment process**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF**  **RESPONDENT’S** | **PERCENTAGE**  **(%)** |
| **1** | Strongly Agree | 43 | 21.5 |
| **2** | Agree | 108 | 54 |
| **3** | Neutral | 42 | 21 |
| **4** | Disagree | 3 | 1.5 |
| **5** | Strongly Disagree | 4 | 2 |
|  | **TOTAL** | **200** | **100** |

**Chart No 4.10Respondent’s Satisfaction towards present Recruitmentprocess**

**Source: Primary data**

**Interpretation:**

From the above table it is inferred that 21.5% of the Respondent’s are Strongly Agree with the Satisfaction towards present Recruitment process, 54% of the Respondent’s Agree, 21% of the Respondent’s were Neutral, 1.5% of the Respondent’s Disagree and remaining 2% of the Respondent’s Strongly Disagree.

**Inference:** Majority of the Respondent’s Agree with the Satisfaction towards present Recruitment process.

**Table No 4.11Respondent’s Satisafction towards the management policies and procedures followed for Recruitment.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Serial No** | **Variables** | **No of Respondent’s** | **Percentage(%)** |
| **1** | Strongly Agree | 62 | 31 |
| **2** | Agree | 92 | 46 |
| **3** | Neutral | 32 | 16 |
| **4** | Disagree | 8 | 4 |
| **5** | Strongly Disagree | 6 | 3 |
|  | **TOTAL** | **200** | **100** |

**Chart No 4.11 Respondent’s Satisafction towards the management policies and procedures followed for Recruitment.**

**Source: Primary data**

**Interpretation:**

From the above table it is inferred that 23% of the Respondent’s Strongly Agree with Satisfaction towards Management policies and procedures for Recruitment, 42.5% of the Respondent’s Agree, 31% of the Respondent’s are Neutral 1.5% of the Respondent’s Disagree and remaining 2% of the Respondent’s Disagree.

**Inference:**

Majority of the Respondent’s Agree with Satisfaction towards Management policies and procedure followed for Recruitment.

**Table No 4.12 Respondent’s Satisfaction towards the Qualification that**

**matches with their present Job.**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF**  **RESPONDENT’S** | **PERCENTAGE**  **(%)** |
| **1** | Strongly Agree | 62 | 31 |
| **2** | Agree | 92 | 46 |
| **3** | Neutral | 32 | 16 |
| **4** | Disagree | 8 | 4 |
| **5** | Strongly Disagree | 6 | 3 |
|  | **TOTAL** | **200** | **100** |

**Chart No 4.12 Respondent’s Satisfaction towards the Qualification that matches with their present Job.**

**Source:Primary data**

**Interpretation:**

From the above table it is inferred that 31% of the Respondent’s Strongly Agree with the Satisfaction towards the Qualification that Matches with their present Job, 46% of the Respondnent’s Agree, 16% of the Respondent’s are Neutral, 4% of the Respondent’s Disagree and remaining 3% of the Respondent’s Strongly Disagree.

**Inference:**

Majority of the Respondent’s Agree with the Satisfaction towards the Qualification that Matches with their present Job.

**Table No 4.13 Respondent’s Satisfaction on their Comfort during the Interview process**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF**  **RESPONDENT’S** | **PERCENTAGE**  **(%)** |
| **1** | Strongly Agree | 78 | 39 |
| **2** | Agree | 84 | 42 |
| **3** | Neutral | 33 | 16.5 |
| **4** | Disagree | 3 | 1.5 |
| **5** | Strongly Disagree | 2 | 1 |
|  | **TOTAL** | **200** | **100** |

**Chart No 4.13 Respondent’s Satisfaction on their Comfort during the Interview process**

**Source: Primary data**

**Interpretation:**

From the above table it is inferred that 39% of the Respondent’s Strongly Agree with Satisfaction on their comfort during Interview process, 42% of the Respondent’s Agree, 16.5% of the Respondent’s are Neutral, 1.5% of the Respondent’s Disagree and remaining 1% of the Respondent’s Strongly Disagree.

**Inference:**

Majority of the Respondent’s Agree with the Satisfaction on their comfort during Interview process.

**Table No 4.14 Respondent’s Satisfaction towards the Questions asked in the Recruitment process.**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF RESPONDENT’S** | **PERCENTAGE**  **(%)** |
| **1** | Strongly Agree | 80 | 40 |
| **2** | Agree | 82 | 41 |
| **3** | Neutral | 38 | 19 |
| **4** | Disagree | 0 | 0 |
| **5** | Strongly Disagree | 0 | 0 |
|  | **TOTAL** | **200** | **100** |

**Chart No 4.14 Respondent’s Satisfaction towards the Questions asked in the Recruitment process.**

**Source:Primary data**

**Interpretation:**

From the above table it is inferred that 40% of the Respondent’s Strongly Agree with the Satisfaction towards the Questions asked in the Recruitment process, 41% of the Respondent’s Agree and remaining 19% of the Respondent’s are Neutral.

**Inference:**

Majority of the Respondent’s Agree with the Satisfaction towards the Questions asked in the Interview process.

**Table No 4.15 Respondent’s Opinion on their Nervousness during the Time of Interview.**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF**  **RESPONDENT’S** | **PERCENTAGE**  **(%)** |
| **1** | Strongly Agree | 54 | 27 |
| **2** | Agree | 69 | 34.5 |
| **3** | Neutral | 56 | 28 |
| **4** | Disagree | 14 | 7 |
| **5** | Strongly Disagree | 7 | 3.5 |
|  | **TOTAL** | **200** | **100** |

**Chart No 4.15 Respondent’s Opinion on their Nervousness during the Time of Interview.**

**Source:Primary data**

**Interpretation:**

From the above table it is inferred that 27% of the Respondent’s Strongly Agree in Opinion with the Nervousness during the time of Interview, 34.5% of the Respondent’s Agree, 28% of the Respondent’s are Neutral, 7% of the Respondent’s Disagree and remaining 3.5% of the Respondent’s Strongly Disagree.

**Inference:**

Majority of the Respondent’s Agree in Opinion with the Nervousness during the time of Interview.

**Table No 4.16 Respondent’s Satisfaction towards the Screening Method followed in the Selection process.**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF RESPONDENT’S** | **PERCENTAGE**  **(%)** |
| **1** | Strongly Agree | 64 | 32 |
| **2** | Agree | 86 | 43 |
| **3** | Neutral | 44 | 22 |
| **4** | Disagree | 6 | 3 |
| **5** | Strongly Disagree | 0 | 0 |
|  | **TOTAL** | **200** | **100** |

**Chart No 4.16 Respondent’s Satisfaction towards the Screening Method followed in the Selection process.**

**Source:Primary data**

**Interpretation:**

From the above table it is inferred that 32% of the Respondent’s Strongly Agree with Satisfaction towards the Screening method in the Selection process,43% of the Respondent’s Agree, 22% of the Respondent’s are Neutral and remaining 3% of the Respondent’s Disagree.

**Inference:**

Majority of the Respondent’s Agree with Satisfaction towards Screening Method followed in Selection process.

**Table No 4.17 Respondent’s Opinion towards important one in considering during Selection process.**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF RESPONDENT’S** | **PERCENTAGE**  **(%)** |
| **1** | Interview Method | 97 | 48.5 |
| **2** | Psychological Method | 24 | 12 |
| **3** | Written test | 39 | 19.5 |
| **4** | Discussion Method | 21 | 10.5 |
| **5** | Others | 19 | 9.5 |
|  | **TOTAL** | **200** | **100** |

**Chart No 4.17 Respondent’s Opinion towards important one in considering during Selection process.**

**Source:Primary data**

**Interpretation:**

From the above table it is inferred that 48.5% of the Respondent’s consider Interview Method as Important, 12% of Respondent’s consider Psychological test, 19.5% of the Respondent’s consider Written test, 10.5% of the Respondent’s consider Discussion Method and remaining 9.5% of Respondent’s consider Others.

**Inference:**Majority of the Respondent’s consider Interview Method is important one for Selection process.

**Table No 4.18 Respondent’s Joining date Informed by HR after Selection.**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF RESPONDENT’S** | **PERCENTAGE**  **(%)** |
| **1** | Immediately | 61 | 30.5 |
| **2** | Within two Days | 59 | 29.5 |
| **3** | Within a Week | 51 | 25.5 |
| **4** | More than a Week | 16 | 8 |
| **5** | Within a Month | 13 | 6.5 |
|  | **TOTAL** | **200** | **100** |

**Chart No 4.18 Respondent’s Joining date Informed by HR after Selection.**

**Source:Primary data**

**Interpretation:**

From the above table it is inferred that 30.5% of the Respondent’s were Informed Immediately after Selection, 29.5% of the Respondent’s were informed Within two days, 25.5% of the Respondent’s were informed Within a Week, 8% of the Respondent’s were informed More than a Week and remaining 6.5% were informed Within a Month.

**Inference:** Majority of the Respondent’s Selection was Informed Immediately.

**Table No 4.19 Respondent’s Co-Workers were treated Friendly and**

**Co-operated during Joining Period.**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF RESPONDENT’S** | **PERCENTAGE**  **(%)** |
| **1** | Strongly Agree | 114 | 57 |
| **2** | Agree | 70 | 35 |
| **3** | Neutral | 10 | 5 |
| **4** | Disagree | 3 | 1.5 |
| **5** | Strongly Disagree | 3 | 1.5 |
|  | **TOTAL** | **200** | **100** |

**Chart No 4.19 Respondent’s Co-Workers were treated Friendly and**

**Co-operated during Joining Period.**

**Source:Primary data**

**Interpretation:**

From the above table it is inferred that 57% of the Respondent’s Strongly Agree with friendly treatment and Co-operation of Co-workers, 35% of the Respondent’s Agree, 5% of the Respondent’s are Neutral, 1.5% of the Respondent’s Disagree and remaining 1.5% of the Respondent’s Strongly Disagree.

**Inference:** Majority of the Respondent’s Strongly Agree with Friendly treatment and co-operation of Co-workers.

**Table No 4.20 Respondent’s Satisfaction towards the Induction Training provided by the Organization.**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF RESPONDENT’S** | **PERCENTAGE**  **(%)** |
| **1** | Strongly Agree | 87 | 43.5 |
| **2** | Agree | 75 | 37.5 |
| **3** | Neutral | 29 | 14.5 |
| **4** | Disagree | 5 | 2.5 |
| **5** | Strongly Disagree | 4 | 2 |
|  | **TOTAL** | **200** | **100** |

**Chart No 4.20 Respondent’s Satisfaction towards the Induction Training provided by the Organization.**

**Source:Primary data**

**Interpretation:**

From the above table it is inferred that 43.5% of the Respondent’s Strongly Agree with Satisfaction towards the Induction Training provided by the Organization, 37.5% of the Respondent’s Agree, 14.5% of the Respondent’s are Neutral, 2.5% of the Respondent’s Disagree and remaining 2% of the Respondent’s Strongly Disagree.

**Inference:**

Majority of the Respondent’s Strongly Agree with the Induction training provided by the Organization.

**Table No 4.21 Respondent’s Satisfaction towards the HR staffs were Informative and Operative during the Recruitment process.**

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL NO** | **VARIABLES** | **NO OF RESPONDENT’S** | **PERCENTAGE** |
| **1** | Strongly Agree | 40 | 20 |
| **2** | Agree | 126 | 63 |
| **3** | Neutral | 26 | 13 |
| **4** | Disagree | 8 | 4 |
| **5** | Strongly Disagree | 0 | 0 |
|  | **TOTAL** | **200** | **100** |

**Chart No 4.21 Respondent’s Satisfaction towards the HR staffs were Informative and Operative during the Recruitment process.**

**Source:Primary data**

**Interpretation:**

From the above table it is inferred that 20% of the Respondent’s Strongly Agree with the Satisfaction towards HR staffs were Informative and Operative during the Recruitment process, 63% of the Respondent’s Agree, 13% of the Respondent’s are Neutral and remaining 4% of the Respondent’s Disagree.

**Inference:** Majority of the Respondent’s Agree with the Satisfaction towards the HR staffs were Informative and Operative during the Recruitment process.

**CHI-SQUARE TEST**

**To test the classification based on years of working and levels of satisfaction of present recruitment method.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **LEVEL**  **OF SATISFACTION** | **YEARS OF WORKING** | | | | | **TOTAL** |
| **Below 1 year** | **1-3 year** | **4-6 year** | **7-10 year** | **Above 10 year** |
| **H.S**  **S**  **N**  **D.S**  **H.D.S** | -  -  -  -  - | 32  16  12  4  - | 4  44  12  0  - | 4  48  12  4  - | 4  0  4  0  - | 44  108  40  8  - |
| **TOTAL** | **-** | 64 | 60 | 68 | 8 | 200 |

**NULL HYPOTHESIS (Ho)**

There is no association between the years of working and the level of satisfaction ofpresent recruitment method.

**ALTERNATIVE HYPOTHESIS (Ho)**

There is association between the years of working and the level of satisfaction ofpresent recruitment method.

**Chi-square Test**

**X2 =  ∑ ( Oi – Ei )2**

i Ei

Oi = Observed frequency

Ei = Expected frequency

Ei = Rt \*Ct/ / Gt

Rt = Row total

Ct = column total

Gt = Grand total

Expected frequency

|  |  |  |  |
| --- | --- | --- | --- |
| **Oi** | **Ei** | **(Oi – Ei )2** | **( Oi – Ei)2 / Ei** |
| 32  4  4  4  16  44  48  0  12  12  12  4  4  0  4  0 | 14.08  13.2  14.96  1.76  34.56  32.4  36.72  4.32  12.8  12  13.6  1.6  2.56  2.4  2.72  0.32 | 321.12  84.64  120.12  5.01  344.47  134.56  127.23  18.66  0.64  0  2.56  5.76  2.07  5.76  1.63  0.102 | 22.80  6.41  8.02  2.84  9.96  4.15  3.46  4.31  0.05  0  0.188  3.6  0.808  2.4  0.599  0.318 |

X2 = 69.91

d.f (or) r = (r-1) (c-1)

= (5-1) (5-1)

= 4 \* 4

= 16

d.f = 16

Tabulated value of X2 0.05 d.f at 5% level of significance is 26.3

**Conclusion:**

Since the calculated value is greater than the tabulated value, null Hypothesis is rejected. So, we conclude that there is association between the years of working and the level of satisfaction of present recruitment method.

**CHAPTER-V**

**5.1 FINDINGS**

* Majority of the Respondents are Male.
* Majority of the Respondent’s belongs to the age group of 25-30 years
* Majority of the Respondent’s are Married.
* Majority of the Respondent’s Educational qualification are Professionals
* Majority of the Respondent’s Monthly Income are Below 10,000.
* Majority of the Respondent’s are Experienced for about 1-3 years.
* Majority of the Respondent’s came to know about the vacancy in the organization through Website and Employee Reference.
* Majority of the Respondent’s opinion to their Job must be considered through Job Experience.
* Majority of the Respondent’s Agree with the Recruitment process before joining**.**
* Majority of the Respondent’s Agree with the Satisfaction towards present Recruitment process.
* Majority of the Respondent’s Agree with Satisfaction towards Management policies and procedure followed for Recruitment.
* Majority of the Respondent’s Agree with the Satisfaction towards the Qualification that Matches with their present Job.
* Majority of the Respondent’s Agree with the Satisfaction on their comfort during Interview process.
* Majority of the Respondent’s Agree with the Satisfaction towards the Questions asked in the Interview process.
* Majority of the Respondent’s Agree in Opinion with the Nervousness during the time of Interview.
* Majority of the Respondent’s Agree with Satisfaction towards Screening Method followed in Selection process.
* Majority of the Respondent’s consider Interview Method is important one for Selection process.
* Majority of the Respondent’s Selection was Informed Immediately.
* Majority of the Respondent’s Strongly Agree with Friendly treatment and co-operation of Co-workers.
* Majority of the Respondent’s Strongly Agree with the Induction training provided by the Organization.
* Majority of the Respondent’s Agree with the Satisfaction towards the HR staffs were Informative and Operative during the Recruitment process.

**5.2 SUGGESTIONS**

* The Recruitment process followed by the management are satisfied by the employees and making more better could be an advantage in selecting right people for a right job.
* The Employees are satisfied with their job allotment through their experience but still some employees need more knowledge with experience to provide a particular job with which experience not alone needed.
* Most of the employees are satisfied with the job provided which is according to their Qualification, still some employees are not satisfied with their job that is not related to qualification. Making employees placed in right job considering with their experience and knowledge along with their qualification could be effective.

**5.3 CONCLUSION**

This project **“A STUDY ON EMPLOYEES SATISFACTION TOWARDS RECRUITMENT PROCESS”** was helpful to know about the Recruitment process in **YOUR COMPANY NAME INFRATEC LIMITED.** This study inferred that most of the employees are satisfied with the present process. This study was helpful to study the sources of Recruitment techniques and methods used.

The HR professionals are having a big responsibility to hire a best person from the available talent pool. At the same time , one needs to be cost conscious. The employer should judge on individual merits and set the same standards for all. In the present scenario, “It is the biggest challenge for a HR manager to hunt and find out for talents.

**QUESTIONNAIRE**

**Dear Sir/Madam**

I am Arun Kumar. R, doing my II MBA in Hindusthan College of Engineering and Technology, Coimbatore & doing a project entitled “ **A STUDY ON EMPLOYEE SATISFACTION TOWARDS RECRUITMENT PROCESS IN YOUR COMPANY NAME INFRATECH LIMITED, BANGALORE”** for the completion of my master degree. The information provided by you will be surely kept confidential and used for academic purposes only. Kindly co-operate with me in filling this questionnaire.

1. Name:
2. Gender: a) Male b) Female
3. Age

a) Below 25 b) 25-30 c)30-35 d)35-40 e) Above 40 years

1. Marital status

a) Married b) Unmarried

5. Educational Qualification

a) SSLC b) PUC c) Degree d) Professional e) others

6. Department

7. Monthly income

a) Below Rs.10,000 b) Rs.10,000-15,000 c) Rs. 15,000-20,000

d) 20,000-40,000 e) Rs. Above 50,000

8. How long are you working in this company

a) Below 1Year b) 1-3 Years c) 4-6 Years d) 7-10 Years e) Above 10 Years

9. From which source did you come to know about the vacancy in this company?

a) Newspaper b) Website c) Employee reference d) Friends & Relatives

e) Private agencies

10. In your opinion on which factor has the management consider your

application for the job?

1. Academic performance b) Job experience c)Reference d) Personal character

e) Others specify

11. I was aware of the recruitment process about this Company before joining?

a) Strongly agree b) Agree c) Neutral d) Disagree e) Strongly disagree

12. I am satisfied with the present recruitment method?

a) Strongly agree b) Agree c) Neutral d) Disagree e) Strongly disagree

13. I am satisfied with the management policies and procedure followed for

recruitment process?

1. Strongly agree b) Agree c) Neutral d) Disagree e) Strongly disagree

14. I am satisfied with my job profile that matches my educational qualification?

a) Strongly agree b) Agree c) Neutral d) Disagree e) Strongly disagree

15. I was made comfortable during the interview process?

a) Strongly agree b) Agree c) Neutral d) Disagree e) Strongly disagree

16. I was satisfied with the question that was asked during the recruitment

process?

a) Strongly agree b) Agree c) Neutral d) Disagree e) Strongly disagree

17. I was nervous during the time of interview?

a) Strongly agree b) Agree c) Neutral d) Disagree e) Strongly disagree

18. The screening method followed in the selection process was satisfactory?

a) Strongly agree b) Agree c) Neutral d) Disagree e) Strongly disagree

19. In your opinion which one is consider more important in the selection

process?

a) Interview method b) Psychological test c) Written test d) Discussion

method e) others

20. The result of my selection was informed by HR?

a) Immediately b) Within two days c) Within a week d) More than a week

e) Within a month

21. My co-workers were treated friendly and co-operated during my joining

period?

a) Strongly agree b) Agree c) Neutral d) Disagree e) Strongly disagree

22. I am satisfied with the induction training provided in this company?

a) Strongly agree b) Agree c) Neutral d) Disagree e) Strongly disagree

23. The HR staffs were informative and operative during the interview process?

a) Strongly agree b) Agree c) Neutral d) Disagree e) Strongly disagree

24. Would you like to make any other comments to improve the recruitment

process in the company?

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