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The Evolving Role of Placement Officers: Post Placement Processes and the challenges in campus recruitment

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Abstract:

In continuation to the framework developed for the placement officer, the comprehensive series to the draft framework established upon the foundational framework of roles and responsibilities (Part One published in the Journal of Interdisciplinary Cycle Research, Volume XVII, Issue I, April / 2025) and the academic qualifications and skill sets (Part Two published in the Journal of Interdisciplinary Cycle Research, Volume XVII, Issue IV, May / 2025), and the final part analyzing the placement process in detail (Part Three published in the International Research Journal of Humanities and Interdisciplinary Studies, Volume 6, Issue 12, December 2025) this paper examines the post placement phase of the campus recruitment process and highlights the contemporary challenges faced by the placement officers in securing the employment of the fresh graduates of the higher education institutions. The article further recommends corrective measures that a placement officer can undertake to overcome those challenges. As global shifts in employability patterns, technological advancements, the current dynamic geopolitical scenario, and industry expectations accelerate, placement officers are increasingly required to adapt with foresight and innovation. With emphasis on career guidance and counselling practices, data-driven approaches, digital transformation, globalization, skills training, career development practices, and sustainable partnerships, this study proposes some dynamic strategies and adaptive approaches necessary for the placement officers to effectively prepare the students for the jobs of tomorrow, ensuring sustainable employability and fostering institutional responsiveness to evolving workforce needs. This article aims to provide a forward-looking road map for enhancing student success and institutional growth in an increasingly competitive global job market.

Keywords: Campus Placement, placement officers, employability trends, challenges in placement, globalization, innovation, higher education.

Introduction:

The role of a placement officer has undergone a significant transformation, evolving from a

purely facilitation function to a strategic imperative within educational institutions. The preceding three parts of this article series have meticulously laid the groundwork for understanding this strategic profession in higher educational institutions. Part One of the draft framework article provided a robust framework detailing the multifaceted roles and responsibilities of placement officers, emphasizing their pivotal position as a bridge between academia and industry. Following this, Part Two of the draft framework delved into the specific academic qualifications, essential skill sets, and career progression pathways crucial for excelling in this field, aligning national standards with global occupational classifications. Part Three of the draft framework article explained the process of campus placement in detail, highlighting the necessary steps and the process that a placement officer undertakes in ensuring the desired positive outcome of the placement process.

Building upon these foundational discussions, this additional instalment to the series turns its attention to the post-placement phase of the campus recruitment and the significant challenges that placement officers encounter in their day-to-day operations, as conceptualized in the initial article of January 2025, "A Draft Framework for the Roles and Responsibilities of Placement Officers." That foundational document underscored the importance of a streamlined placement process for student success and institutional reputation, while also shedding light on the inherent complexities and obstacles.

This article will examine the necessary post-placement phase of the campus recruitment process and address the persistent challenges faced by placement officers, including the evolving skill requirements of industries, managing student expectations, navigating economic fluctuations, fostering strong industry partnerships, and leveraging technology effectively. By examining these critical aspects in detail, this article aims to provide actionable insights and strategic recommendations to enhance the efficacy of placement activities and better equip placement officers to navigate the intricate landscape of student employability in an ever-evolving global job market.

The Placement Process: Implementation and Strategies:

Placement officers hold a crucial position in shaping the future of fresh graduates, serving as the bridge between academic institutions and the professional world. Their work goes far beyond arranging campus interviews, and they are responsible for preparing students to meet the expectations of employers by helping them to develop the necessary technical know-how, enhancing soft skill sets, including communication skills, and workplace readiness. The post placement phase represents some of the important activities in the overall process of campus recruitment, and the placement officers need to be adequately trained in formalizing the entire recruitment process.

Today, with industries becoming more selective and demanding candidates who can discharge responsibilities and can contribute from day one, the placement officers face significant challenges such as skill mismatches, fewer recruitment opportunities, and constantly changing corporate

requirements. To overcome these hurdles and challenges, they rely on a mix of strategies like building strong ties with industry partners, organizing skill training and internship programs, and encouraging curriculum updates that reflect the market needs. In doing so, they strive to ensure that graduates are not only employable but also equipped to thrive in a competitive job market.

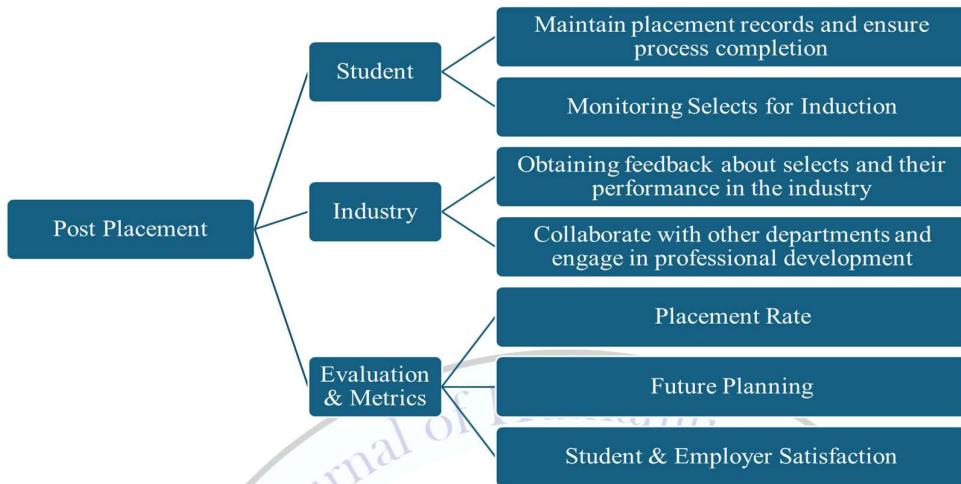


Figure 1: The Post Placement Phase

Post Placement Phase: The final phase in the placement process is the post placement phase, where further processing of the campus placement activities takes place. The post-placement phase involves the following steps:

1.1 Maintain placement records and ensure process completion: In the post-placement phase, one of the most important responsibilities of the placement officer is to maintain comprehensive placement records and ensure the formal completion of the recruitment process. After offer confirmations are received and selections are finalized, the placement officer compiles a detailed placement report, capturing key data points such as:

- Number of students placed (per department/program)
- Company-wise and sector-wise distribution
- Job roles and compensation details
- Placement ratios and comparative analysis with previous years
- Student feedback and recruiter observations

Simultaneously, the placement officer ensures that all post-offer formalities are completed. This includes the following essential activities, among others:

- Acknowledgement of offer letters by students,
- Sharing of joining instructions or onboarding materials received from companies,
- Addressing queries or concerns from students regarding relocation, documentation, or role clarity,
- Coordinating with recruiters for internship-to-placement conversions, if applicable.

This step ensures that the placement cycle is not just concluded but also well-documented, professionally managed, and institutionally beneficial, reflecting the commitment of the placement cell to quality, transparency, and student success, thus highlighting that the necessary data inputs are gathered.

1.2 Monitoring Selects for Induction: Following offer acceptance and documentation, the next critical step in the post-placement phase is monitoring the selected students for induction into their respective organizations. From the placement officer's perspective, this step ensures a smooth transition from campus to corporate life and reinforces the institution's credibility with recruiters. The placement cell actively tracks all selected students to ensure they are well-prepared, informed, and compliant with the induction requirements shared by their employers. This includes:

- Verifying acceptance of offer letters within the stipulated timelines,
- Assisting students in submitting necessary documents (e.g., degree certificates, ID proof, background verification forms, accepting offers, and signing contract papers if any),
- Guiding them on pre-joining formalities, dress codes, or training modules as outlined by the employer,
- Ensuring they are aware of reporting dates, induction schedules, and joining locations.

The placement officer also maintains regular communication with company human resources (HR) teams to confirm student readiness and address any last-minute changes or issues, such as delayed onboarding, revised joining dates, or alternative joining modes (virtual or in-person). Additionally, selected students may be grouped for pre-induction support sessions or alumni interactions to help them prepare for job readiness and their induction into the company. By actively monitoring the induction process, the placement cell not only supports student success but also demonstrates institutional professionalism to recruiters, which in turn strengthens long-term campus recruitment relationships.

1.3 Obtaining Feedback about Selects and Their Performance in the Industry: As a key component of the post-placement phase, obtaining structured feedback from companies regarding the performance of placed students is vital for quality assurance and continuous improvement. In the overall placement process, this important step helps the institution to assess the industry readiness, behavioural traits, and technical competencies of its graduates in real-world job settings.

Typically initiated a few months after students have joined, the placement officer reaches out to the HR managers or team leads of the recruiting organizations to request feedback on various parameters such as:

- Professional behaviour and work ethics
- Technical performance and problem-solving skills
- Communication and interpersonal effectiveness

- Adaptability to corporate culture and teamwork
- Overall satisfaction with the hire(s)

Feedback is collected through structured formats, such as feedback forms, digital surveys, or scheduled review telephone calls. This information is analyzed and shared internally with academic departments, training units, and the career development cell to fine-tune curriculum, hard and soft skill training, and placement preparation modules. Constructive feedback, whether positive or developmental, not only helps improve future batches but also strengthens the relationship with the recruiter by showing a commitment to institutional excellence and responsiveness. Ultimately, this step closes the loop of the placement cycle, transforming it from a transactional process into a continuous feedback-driven partnership between academia and industry, while reinforcing student development and institutional credibility.

1.4 Collaborate with Other Departments and Engage in Professional Development: An essential, ongoing responsibility in the placement officer's framework is to collaborate actively with academic departments and invest in professional development to enhance the effectiveness of placement activities. This step, of the post-placement phase, plays a pivotal role in strategic planning and long-term improvement of the institution's career ecosystem. The placement officer works closely with Heads of Departments (HODs), faculty coordinators, training teams, and curriculum designers to share insights gathered from industry feedback, student performance, and employer expectations. This collaboration supports:

- Curriculum alignment with industry trends and job roles,
- Customization of skilling and training modules for specific departments,
- Identification of high-potential students for niche career paths,
- Planning of industry-academia engagement activities like guest lectures, technical talks, and live projects.

In parallel, the placement officer is encouraged to engage in professional development initiatives such as attending career services conferences, HR summits, industry networking events, and skill enhancement workshops. These activities ensure the officer stays updated on hiring trends, recruitment tools, and employer expectations, which can be translated into actionable strategies for the institution. This dual focus on internal collaboration and external learning allows the placement officer to function not just as a coordinator but as a strategic partner in student success, strengthening both the placement process and the institution's reputation in the eyes of employers and academic peers.

1.5 Placement Rate: Placement rate is one of the most important evaluation metrics in the post-placement phase and serves as a direct indicator of the institution's success in preparing students for the job market. For the placement officer, calculating and analyzing the placement rate is essential for reporting, benchmarking, and strategic decision-making. The placement rate is typically calculated

as the percentage of eligible students who received at least one job offer through campus recruitment out of the total number of eligible and interested students. This metric can be further broken down by:

- Department-wise placement rate,
- Program-wise (UG/PG) placement rate,
- Core vs. non-core placements,
- First-time offers vs. multiple offers,
- Sector-wise or domain-specific placements.

By tracking these variations in the placement rate, the placement officer gains a clear understanding of strengths, gaps, and evolving trends. This data is compiled into institutional reports and submitted to governing bodies, accreditation agencies, and internal quality assurance cells.

The placement rate also becomes a key performance indicator (KPI) used in strategic reviews, marketing efforts, and student counselling, helping prospective students and stakeholders evaluate the institution's career outcomes. Regularly monitoring this metric allows the placement cell to take evidence-based actions, such as intensifying training in underperforming domains, strengthening industry partnerships, or improving student-employer alignment. In short, tracking the placement rate is not merely a reporting formality; it is a vital feedback and planning tool that supports the continuous enhancement of the placement ecosystem and institutional reputation.

1.6 Future Planning: Future planning is a critical, forward-looking component of the placement officer's framework, driven by a deep evaluation of the placement process and multi-stakeholder feedback. It ensures that the learnings from the current placement cycle are channeled into building a more responsive, inclusive, and industry-aligned strategy for the upcoming academic sessions. At this stage, the placement officer consolidates feedback from key stakeholders:

- Employers share inputs on student performance, professional behaviour, technical readiness, and onboarding effectiveness.
- Students provide feedback on training adequacy, placement process experience, clarity of roles offered, and post-offer support.
- Faculty members and academic departments contribute insights into curriculum alignment with industry needs, student skill gaps, and suggestions for enhancing employability.

These insights, along with placement metrics such as placement rate, offer quality, role diversity, and sectoral spread, form the basis for a structured review. The placement officer uses this comprehensive feedback to:

- Reassess and realign placement targets, training programs, and skill development modules,
- Strengthen collaborations with industry partners and alumni based on hiring trends and recruiter satisfaction,
- Identify new recruitment sectors and job roles that are emerging across industries,

- Design department-specific skilling interventions in consultation with faculty to address domain-specific gaps,
- Improve communication strategies, scheduling, documentation workflows, and student support mechanisms.

In addition, future planning may also involve enhancing MOUs, initiating pre-final year career exposure programs, and organizing joint activities with academic and industry stakeholders to build long-term placement pipelines. By translating feedback into structured action points, the placement officer not only improves the placement ecosystem but also positions the institution as a proactive and adaptive talent hub, ready to meet the demands of an evolving job market.

1.7 Student and Employer Satisfaction: Ensuring student and employer satisfaction is a critical responsibility of the placement officer and marks the formal closure of the placement cycle. It reflects the overall quality and professionalism of the placement process and directly influences future engagement and institutional reputation. This step involves not only gathering feedback but also proactively creating a process that fosters satisfaction through transparency, responsiveness, and support.

Ensuring Student Satisfaction: To ensure student satisfaction, the placement officer:

- Conducts post-placement feedback sessions or surveys to understand students' experience throughout the placement cycle from training and registration to final selection and onboarding.
- Addresses concerns related to offering clarity, joining delays, job role expectations, and communication gaps through structured follow-ups and guidance.
- Maintains a supportive and approachable environment where students feel heard and assisted throughout the placement journey.
- Offers one-on-one counselling, especially to those who may not have been placed, and provides them with alternative placement opportunities, career pathways or further training opportunities.
- Shares timely updates and sets realistic expectations regarding roles, salaries, and timelines to ensure transparency and trust.

Ensuring Employer Satisfaction: On the employer side, the placement officer:

- Engages in formal feedback collection through forms or post-recruitment review meetings to assess the employer's experience with student quality, interview process, logistics, and coordination.
- Ensures smooth execution of recruitment events, from scheduling to infrastructure, minimizing any inconvenience for visiting recruiters.
- Provides prompt and professional communication, including acknowledgment of offers, follow-ups with selected candidates, and assistance with onboarding queries.

- Shows accountability by resolving any post-placement issues or clarifications that the recruiters may raise regarding student availability, document submission, or joining compliance.
- Shares appreciation and expresses gratitude to employers, reinforcing the partnership and inviting them to return in subsequent years.

By placing equal importance on both student and employer satisfaction, the placement officer plays a vital role in creating a balanced, respectful, and results-driven placement environment. These relationships, once built on reliability and satisfaction, often translate into repeat hiring, stronger industry partnerships, and greater trust from students in the institution's career development ecosystem.

The above post placement phase of the recruitment process is comprehensive, student-centric, and aligned to the industry. The process emphasizes a structured, data-driven, and collaborative approach towards campus placements and involves all stakeholders: students, employers, faculty, and administration. The placement officers, by following this step-wise framework, can ensure consistent outcomes, stakeholder satisfaction, and contribute significantly to institutional growth and student success.

Challenges in Placement:

In the present era, the placement officer navigates a dynamic and demanding role, confronting multifaceted challenges that significantly impact student success and institutional reputation. They often grapple with persistent issues like student absenteeism on placement day and low selection rates, stemming from skill gaps or mismatched expectations. Similarly, fostering industry engagement is increasingly difficult as companies show disinterest in campus visits, driven by evolving market needs and perceptions of return on investment. Placement officers must constantly bridge the gap between rapidly changing job market demands, including demand for emerging skills, and students' aspirations, while managing a mapping of often unrealistic student expectations. Compounding these operational hurdles is a frequent lack of institutional recognition for the strategic importance of their role, coupled with chronic constraints of inadequate staffing and financial resources, making effective outcomes an uphill battle.

The following are some of the major challenges identified in the panel discussion with the placement officers held at Bharathiar University.

1. **Student no show on placement date:** This absenteeism disrupts schedules, wastes recruiter time, and damages the institution's reputation. It reflects poor student commitment, inadequate pre-placement briefings on professionalism, or students securing offers elsewhere without formally withdrawing from the placement drive. This absenteeism highlights the need for better communication and accountability mechanisms.
2. **Low rate of selection of students:** A low conversion rate from application to job offer signals

significant industry misalignment and inadequate career readiness on the part of the students. Major causes include gaps between students' skills or qualifications and current industry demands, insufficient career preparation, ineffective resume building, or students applying to roles mismatched with their profile, requiring enhanced skill development and targeted training.

3. **Company's disinterest in campus visit:** Declining recruiter engagement suggests the campus is perceived as offering insufficient return on investment on the part of the recruiter. Various factors for this include previous poor hiring experiences (low quality or no shows), cumbersome institutional processes, a limited pool of suitable candidates, or the company shifting to more efficient online hiring methods, or demanding improved candidate quality and streamlined procedures.
4. **Change in the job market and emerging skills:** The rapid evolution of required skills (e.g., artificial intelligence, data analytics, new tech stacks) outpaces curriculum updates. Placement officers struggle to bridge this gap as aligning with the dynamic market needs takes time due to various factors. The ever-changing geopolitical circumstances are also having a phenomenal impact on the current job market, with changes in the political, social, economic and other changes.
5. **Managing and mapping student expectations:** Students often hold unrealistic expectations regarding salaries, job roles, company prestige, or location. Placement officers face the difficult task of aligning these aspirations with actual market realities and available opportunities, requiring continuous counselling and transparent communication about industry trends.
6. **Inadequate staff and financial support:** Chronic under-resourcing severely limits the effectiveness of the placement process. Insufficient personnel cannot manage growing student numbers, company relationships, or essential training programs. Lack of funds restricts travel for industry outreach, access to premium job portals, organizing training workshops, and investing in necessary placement cell infrastructure.
7. **Need for recognition of placement officers:** Despite being crucial for institutional reputation and student success, placement officers are frequently undervalued or not duly recognized for their contribution to the goals of the institution. Their strategic role in industry relations, market analysis, and student outcomes necessitates formal recognition as a core administrative function, impacting resource allocation and career progression within the institution.

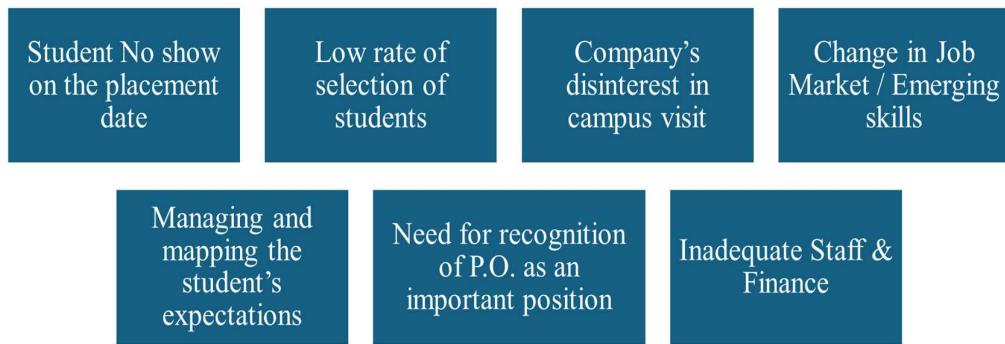


Figure 2: Challenges in Campus Recruitment

Hence, the placement officers operate at a critical yet highly pressured link within academic institutions, confronting a complex web of interconnected challenges. From the immediate operational disruptions caused by the student no-shows and persistently low selection rates to the strategic hurdles of re-engaging disinterested companies and bridging the widening gap between curricula and rapidly evolving market demands, their role is inherently demanding. Addressing these challenges holistically is not merely beneficial but essential for enhancing student employability, strengthening industry partnerships, and safeguarding the institution's reputation in a dynamic job market. Overcoming them requires acknowledging the placement function as a vital strategic priority.

Mitigating the challenges:

As per the panel discussion held at Bharathiar university for the framework on placement officer where the participating placement officers of various institutions from Coimbatore, Tamil Nadu, suggesting various measures taken to mitigate the challenges identified and the research conducted by the authors on mitigating the various challenges in the end-to-end placement process, following are some of the measures to overcome the challenges in the placement process.

- A. **For student no shows**, implement mandatory pre-placement commitments like a signed undertaking, refundable security deposit, and link participation to academic credit. Further use of technology, such as automated SMS/WhatsApp reminders closer to the date of placement, and mentorship by seniors or alumni to emphasize professionalism, can help mitigate this challenge.
- B. **For low selection rates**, integrating industry-aligned skill certification programs of various government and non-government agencies like NSDC, NASSCOM, and SWAYAM, into the curriculum helps in bridging the skills gaps and enhances the employability of the students. Include structured mock interviews and group discussion sessions by trained faculty or external trainers to enhance students' career readiness.
- C. **For disinterested companies**, offer flexible engagement models like virtual drives and target

regional small and medium-sized companies and startups. Sharing detailed, honest student performance analytics and success stories will help change the perception. Building long-term industry relationships by having a memorandum of understanding for projects and internships will aid in overcoming these challenges.

- D. **For changing job market and emerging skills**, establishing a dedicated industry advisory board for regular feedback, promoting faculty development programs on emerging technologies, and encouraging student participation in events like hackathons and online certification will help in bridging the skills gaps and overcoming this challenge.
- E. **For managing student expectations**, conducting structured career counselling from year one onwards, along with using real placement data and salary benchmarks, will help in meeting the student expectations. Further, organizing interactive sessions with the alumni from diverse roles and designations enables the induction of realistic expectations.
- F. **For inadequate staff and finances**, reallocate internal resources (e.g., assigning faculty on rotation, utilizing administrative staff) will help in overcoming this challenge. Also, generating revenue through nominal student placement fees or industry-sponsored internships and training programs, seeking government grants, and corporate social responsibility avenues will help to overcome funding shortages. Various online digital tools can help in placing students in the industry.
- G. **For recognition of placement officers**, formally designate the role as a strategic administrative position in the institution. Linking performance incentives and career progression directly to placement outcomes and industry partnerships will help in mitigating this challenge in the placement process.



Figure 3, Panel discussion with placement officers

Conclusion:

The ever-changing landscape of higher education and industry expectations has redefined the placement process into a dynamic, multifaceted, and multi-stakeholder operation requiring strategic

foresight, coordination, and innovation. Through this detailed analysis of the placement process, from student onboarding and skill mapping to employer engagement and final placement, the multifaceted role of the placement officer has emerged as a central force in shaping career trajectories and contributing towards institutional success.

However, the process is not without its challenges. Emerging issues such as student disengagement, last-minute no-shows, rapidly shifting industry demands, and recruiter expectations continue to pose significant obstacles or challenges. These challenges, if left unaddressed, can undermine institutional credibility and hinder student success. To counter these challenges, the placement officers need to adopt a proactive and structured approach towards placements. This includes formalizing student commitment through pre-placement agreements, enhancing career readiness through counselling and mock assessments, and integrating data-driven tools for real-time tracking and communication. Certain institutional mechanisms, such as accountability systems, stricter shortlisting criteria, and parent engagement, can further fortify the process. These strategies, when implemented effectively, not only reduce no-shows but also inculcate a culture of responsibility and professionalism among students.

As the placement ecosystem continues to evolve, placement officers must position themselves not only as facilitators but as strategic career architects who continuously align institutional outputs with market needs. Their ability to adapt, innovate, and engage with both internal and external stakeholders will define the success of future placement cycles. Success of the placement requires a blend of academic qualifications, technical expertise, and essential soft skills to perform these roles effectively and address challenges. Ultimately, a well-defined, transparent, and student-centred placement process, strengthened by thoughtful interventions, can significantly elevate employability outcomes and reinforce the reputation of the institution.

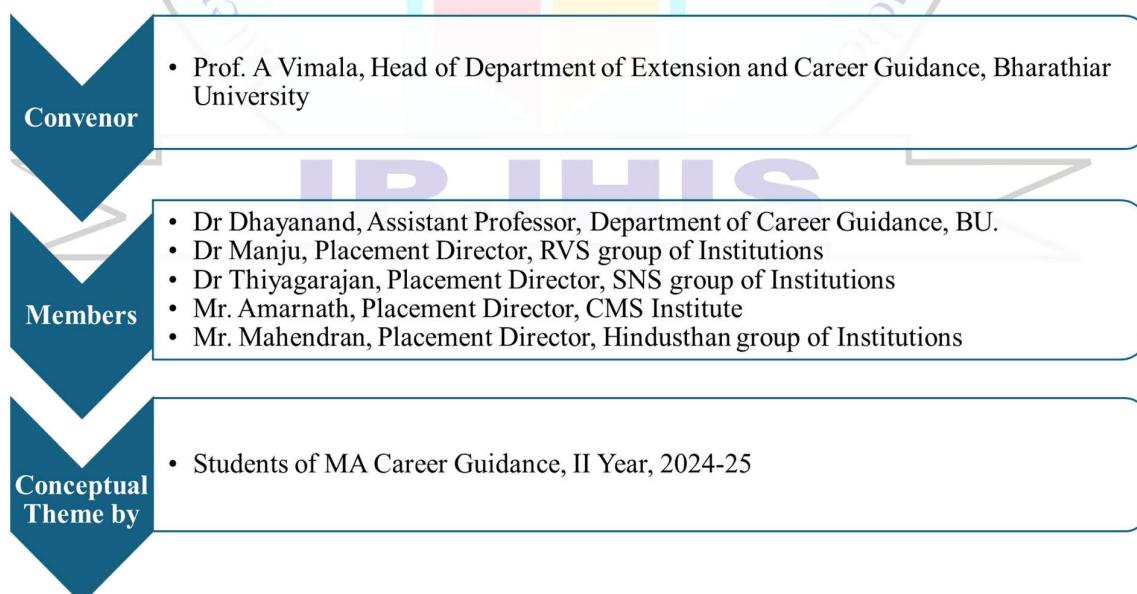


Figure 4: Panel Representatives for discussion on the draft framework.

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