



Classroom to Corporation: A View

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Abstract:

India has been consistently achieving high economic growth in last decades. It has now become a major player in the global knowledge economy which is the result of large number of qualified and skilled human resource as a fruit of its large higher education system. Therefore, it now is accepted that higher education has been crucial for the emergence of India as one of the most potential nations in the global knowledge economy. But the fact is that higher education of India has many issues that need to be the addressed. National knowledge commission considers Higher education as a "Quite Crises" while Human Resource Minister calls it as a 'a sick child'. Industries of the country routinely points towards huge skills shortage and opine that growth momentum may not be sustained unless the problem of skill shortage is addressed.

Keywords: Classroom, Corporation, HRM, Higher education, Issues

1. Issues of Higher Education in India

In India, endless problem with higher education system has been lingering. Indian Higher education system produces graduates that are unemployable, though there are mounting skills shortages in a number of sectors. A survey indicates that only 10% of graduate are directly employable; and only 25% of engineering graduate are directly employable (Infosys, and IT giant, last year sorted through 1.3 million applicants only to find that around two percent were qualified for jobs). The standard of academic research are low and dealing number of Ph.Ds each year very low-those required by academia is far higher.

An unwisely affiliating system, inflexible academic structure, uneven capacity across subjects eroding autonomy of academic institutions low level of public funding, archaic and dysfunctional regulatory environment are some of its many problems. Finally, it is widely held that it suffers from several systemic deficiencies and it is driven by populism and in the absence of reliable data, there is little informed public debate. Nobel Laureate Amarty Sen, while analyzing the crisis in Indian education, rather than attributing the crisis in Indian education to administrative neglect or to thoughtless action, pointed out that 'grave failure in policy making in the field of education required the analysis of the characteristic of the economic and social forces operating in India, and response of public policy to these forces.' (Amartya Sen, 'The Crisis in Indian Education', Lal Bahadur Shastri Memorial Lectures, 10-11 March 1970). He emphasized that 'due to the government tendency to formulate educational policies based on public pressure, often wrong policies are pursued.' Unfortunately, it is believed that policy making suffers from similar failure even today rather than Pragmatists, it is populism, ideology and vested interests that drive policy. It seems to achieve arbitrarily set goals that are often elusive and more than that pursued half heartedly.

Sam Pirtoda, while keynoting a major remaining on Higher Education Policies in India, China and United States organized by the Bridging Nations Foundation in Washington, DC pointed out that "Higher Education has been key to India's growth in the last couple of decades and it was all

thanks to the country's founding fathers, who recognized the role of Higher Education would play."

Sam Pitroda said that immediately after independence in 1947, they had put in "great deals of efforts on building new institutions like the Indian Institutions of Technology, Indian Institute of Management, buildings Universities and at the same time investing lots of money on research and development for agriculture, medical research, scientific laboratories, atomic energy, space and so forth... And, the result of all these investments and continuing investments thereon, we have been able to provide the kind of manpower in India for 8-9 percent of the growth we have had in the last several years." But Sam Pitroda lamented over the adverse condition of higher education. He said, "Just when India is poised for take-off as a major global power, we have serious problems and we do have skill shortages. Serious problems that have come out of the fact that we really don't have enough capacity in our Higher Education to meet the needs of today as well as tomorrow."

Mrs. Shushma Berlia, the President of Apeejay Satya Group presented the data about institutions taken by Indian government for Higher Education and adverse condition of Higher Education of India. The data has been presented as follow:

2. Access-The Demand Supply Gap

- India has 421 Universities and 20,918 colleges.
- GRE in India-11.3%, average of 25% in developed countries:
 - Total enrolment in Higher Education in 1.86 Crore
 - Expected to reach 2.2 crore by 2012 if India achieves 15% GER
- NKC-Creation of 1,500 colleges & Universities to reach 15% GER by 2015
- Growth of Higher education needed as per five year plan-37%
 - Growth of Higher education increase/year-11%
 - Demand for Higher education increase/year-20%
 - Human resource demand is-increasing/year-18%
 - Short fall in no. of seats required and available-45%

Thus, there is gap between the Aspiration and the Availability; therefore, there is urgent need to meet the rising demand for Higher education. Hence, India surely needs more Higher educational institutions.

3. Skill Development

- India over the next five years will have surplus of un-trained and under-graduated people-1.3 million.
- India will fall short of real talent by about-5.3 million.
- We will have a surplus that we will not need and a deficit that we can not fulfill.
- Further crisis to be caused by mismatch between jobs available and skill shortage.

Thus, there is a gap between the needs of the industry and availability.

4. Conclusion

The present state of affairs pinpoints that there are problems deeply embedded which call for overhaul. The state sponsored education is afflicted with poor governance, dearth of teachers and shortage of funds, what is necessary in the establishment of institutions having the necessary infrastructure and qualified teachers. Thus, the country is going through a major economic and technological flux. The system of Higher education has to prepare its products for participation

in the emerging social, economic and cultural environment. The Union Minister of Human Resource and Development, Kapil Sibal has pitched for developing skills in the youth for the country. The minister has pointed out that vocational education and skill development should be integrated in the educational system. He said, "It has become essential to develop a set of nationally recognized qualifications tailoring the qualifications to the recruitments of industry." These qualifications in turn will help the youth to become productive members of society and economy.

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