DEVELOPING STRATEGIES TO MINIMIZING INDUSTRY-INSTITUTE GULF IN INDIA

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Abstract

In the present scenario when only one Indian institute can figure out among top five hundred universities of the world, the quality of academic, technological and professional input being offered is definitely going to be a matter of great concern as it will restrict the nation's growth and limit the future prospects of all who are involved in teaching-learning process. In the era of Liberalization, Privatization and Globalization (LPG) where competitiveness is at its peak and everywhere it remains an acknowledged fact that only the fittest persons will survive and emerge out as the sustainable competitors. The quality education and training inputs are the defining factors based on that one can survive in the industry and can ensure a fruitful and a balanced career growth.

Future does not belong to those who has working knowledge rather to those who has specialization, expertise and excellence to mold the destiny by reshaping and remodeling the society. The cut-throat competition across different industries demands excellence in terms of knowledge and skills. The emerging questions haunting the Indian academic status are; are we really conditioning students in our institutions so well as to be absorbed by the industry and serve the nation? Through this paper authors discuss alarming threats which are emerging at the frontiers of academic horizons and industrial expectations.

Key Words: Industry academia inter-phase, academic, industry requirements, technical education, competence and employability.

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Introduction:-

Academic Ranking of World Universities (ARWU) 2011, which is published by Shanghai Jiao Tong University, China shows that no Indian university could appear among the top three hundred universities of the world. This is for the first time IIT- Kharagpur slips out from the list of top 500 universities of the globe since ARWU started in the year 2003. After this academic downscaling now only IISc-Banglore represents India in this list at the rank range 301-400. A billion's nation whose history boasts to be 'Jagat-Guru', cannot create a single university to compete in top ten. It's time to count accountabilities of academic stakeholders of the nation. The one who could be academically held responsible for running an educational institute and ensuring its level of competence, whether director or principal, should understand the factual importance that, the students are products and the industry is the customer whose needs are to be catered to. Unless and until one does not has a clear picture of the customer's requirements, one cannot deliver desired services or products efficiently. In this era of globalization where the competition is cut-throat, no one can last longer without fulfilling the requirements of the customers. The sustenance of our students in the industry matters in the same way as the longevity or durability of a product matters in the market. Thus it is strictly advisable that any particular institute should run in such a way that every single minute of the staff members, both teaching and non-teaching, as well as of the students is fruitfully utilized. The educational institutions are set up with huge investments and their fee structure is too exorbitant to be tolerated by the parents whose wards take admission. For this and also for the betterment of our future and our nation’s development, whatever is being done in educational institutions should have accountability and the objective and principle behind that should totally be convincing. The products of all the technical Education Institutions should be conditioned on the basis of industry needs. Those who opt for teaching as a profession should have passion for it, a zeal and eagerness to teach, to give knowledge, to inspire and motivate students in right direction. One of the main ways in which industry can contribute towards sustainable development is through industrial exposure to students, through industrial visits at their sites, providing seminars and consultancy to the pursuing engineers. Teaching new topics is also crucial to their dissemination in society and requires the development of methodologies that facilitate understanding of this concept and at the same time, make it attractive to students and to industry leaders. The suggestions coined by this paper may be incorporated in the academic curriculum of teaching-

learning process and based on that pedagogical modifications can be done as per the industrial requirements in order to fetch expected results by effective implementations of infrastructural resources available for having an optimized professional output. This methodology may encourage and help teachers and professionals to brush up their skills in their respective fields. The paper also presents the lacuna at the part of the institutions, staff members as well as students, and also some valuable suggestions to bridging up the gap between changing industrial demands and educational institutions so that a student entering the threshold of industry may not feel as an isolated inhibiting alien seeking advises at every doorstep for incorporating basic competence for his survival and growth.

Reconciliation:-

It would be appropriate here to know that traditional method of teaching in India was considered as one way process, where teacher was all in all and his words were considered as the final unchallengeable verdicts. Later on it was noticed that teaching learning process is a bipolar issue, where both the poles namely the teacher and the taught carry equal importance. But very recently this bipolar theory is also challenged and the Indian teaching learning sphere was marked with a noticeable change on its horizon where teaching learning process became a tri-polar issue, where content/subject emerged as the third pole apart from the existing bi-poles. The process of education itself can be divided into two parts namely, formal and informal education. A person may obtain informal education anytime and anywhere while the formal education comprises of highly sophisticated environment of advanced and established technology enabled classrooms.

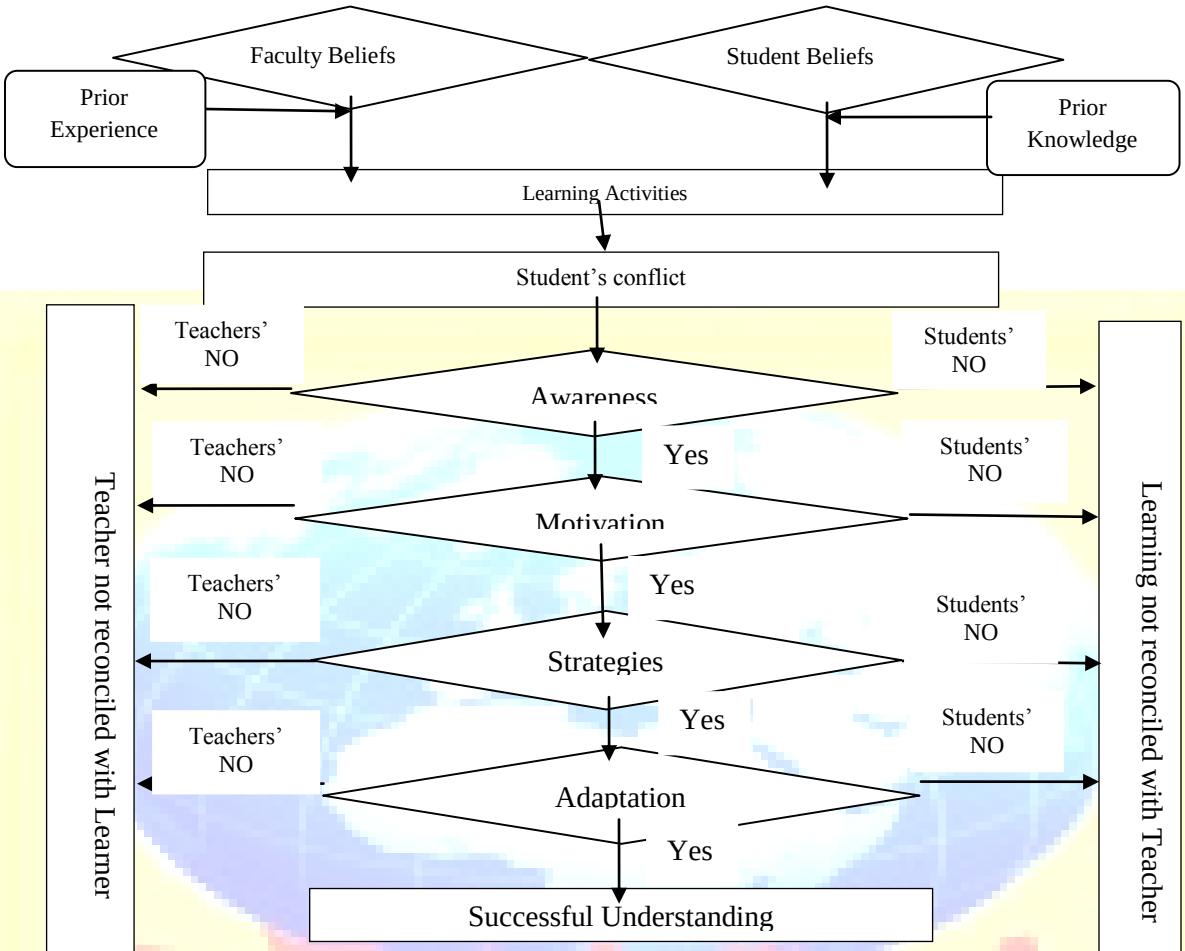

Figure 1 Modeling Reconciliation

The classroom is a place where the process of education is supposed to happen by ng-learning process in an artificially controlled academic environment. The beginning of the process is suppose to take place its origin from the foundation of students' belief that is the outcome of their prior knowledge. Advancing from the prior knowledge of the students faculty stimulates him towards predefined positive goals. From there a teacher is supposed to move forward by taking significant advantages from his own beliefs that sprouts from the repository of his prior work experience and subject knowledge. He, therefore plans and executes accordingly to justify his accountabilities. He further develops course plan and designs pedagogical activities for ensuring flawless functioning of the teaching learning process in order to ensuring the effectiveness of it, which further remains progressive until any conflict is raised from either side. This equilibrium is both desirable and unavoidable for having an ideal and productive output of

teaching learning process. The mind set of both the teacher and taught should remain in this state and further move through the stages of awareness, motivation, strategies, adaptiveness finally leading to understanding. As illustrated in the figure-1, the reconciliation model can be applied to identify the potential, productivity and effectiveness in teaching learning processes. The model identifies relationships among students and the teachers at different levels, but it does not account all the possible factors related to teaching. It only point a finger towards the solution but does not provide any solution.

Present Scenario:-

In the present era of globalization where no other country and its education can claim to stand in isolation, and international ratings and rankings matter a lot, the grim face of Indian academic standards are narrating altogether a different story. Indian universities imparting academic, non - technical, semi-technical and professional education are unable to stand among top 100 universities of the world who otherwise make tall towering claims. It is a matter of great academic crisis that only single institute from India, a nation that otherwise considered as *VISHVAGURU* could figure out among top 500 universities of the world i.e. I I Sc. Banglore. The industries are announcing time and again that the major bulk of engineers that India is producing early is unemployable. This alarming situation needs to be addressed on war footings rest this nation who got freedom after a long tyranny of extended slavery will again be humbled down as a nation suffering from intellectual slavery. technical we find a big lacuna in most of the technical education institution. Our observations are concentrated on the three major factors:

1) Universities/ institutions
2) Faculty
3) Students

Universities/ Institutes:-

a) The syllabus prescribed by most of the Indian universities and institutions must be well attuned with the current trends and directions that technology follows. Today even in the twenty first century universities are working with out dated syllabus that has nothing to do with current

emerging technological trends consequently an outdated technology will produce only out of date professionals.

b) Lack of correlation between theory and practical classes must be addressed.

c) Institutions lack required lab and other infrastructural facilities which are essential to be upgraded.

d) Lack of Industry-Institute interaction are resulting into less industrial exposure to the persons involved in teaching and learning process.

e) The subjects taught in the degree are not in the proper scientific sequence. Most of the times they are irrelevant too.

f) The syllabus emphasizes more on theory part and less on practical exposure.

g) Facilities provided are not utilized with proper optimization.

h) Pedagogical inefficiencies.

Faculty:-

a) The teacher teaches what he knows and not what is required which makes much of the classrooms instructions fruitless and futile.

b) Even today many a technological professors are practicing 'chalk and talk method' which is irrelevant in present scenario as technological interventions has made the classrooms highly upgraded and skill efficient where ICT, LCD's, Computers, Smart Boards are offering a lot to the efficiency of learners. Most of the time of teaching is wasted in drawing diagrams and graphs on the black board, dictating notes etc at the cost of intellectual discussions.

c) Many teachers have no interest in their subjects, which they have to teach. They behave as if they are misfit in the profession.

d) Many teachers lack the practical knowledge.

e) The visiting faculty reflect a very casual sense of responsibility.

f) Teachers feel secure in their own shell, they hesitate to accept the things and their own limitations and demotivate the students in that particular area where they themselves are unable to come out of the age old cocoons of traditional orthodoxies.

g) Demotivation of the teachers particularly working in private and self-financed organizations due to managerial policies and other mental or social pressures affects the very

soul of the teaching learning process as demotivated teachers will always generate demotivated students.

Students:-

a) Students tend to be more examination and achievement oriented than knowledge and skill oriented. They sacrifice ethics for material gains. In a country like India where education system is becoming more and more placement oriented students are ready to apply many carrier shortcuts and so much of the academic processes and procedures are being compromised.

b) In certain cases without having proper guidance and counseling most of the students opt for the stream with incomplete knowledge and wrong information and henceforth by the time when they come across the nature of the stream and its demanding skills which they find an absolute mismatch they lose interest.

c) Students are not interested in attending the lectures, specially the lectures by guest faculty or visiting faculty.

Suggestions :-

a) A strong bond between institute and industry should be made and maintained.

b) Industry people should also be involved in the syllabus framing process.

c) The syllabus must be revised frequently and it should be so flexible as to integrate industrial exposure and practical applications of the theories.

d) Industrial visits and lectures by industry people should be arranged by the institutions.

e) Proper infrastructure and well qualified staff (teaching and non teaching) should be there in the institutions.

f) Synchronization of theory and practical classes should be there.

g) Hi-tech teaching methodologies should be adopted by the faculty so as to devote more time on understanding the topic.

h) Students should be motivated to gaining knowledge rather than only passing the exams.

i) There should be proper Faculty Development Programme for the teachers and they must be encouraged by the institutions to attend such kind of programmes to brush-up their knowledge and polish their skills. Participation in such programmes must not be compromise as it is a widely accepted view that 'feed the mother so that she can feed her baby.

j) Teachers should design the assignments and class tests in such a fashion that it elicits their interests and ensures their maximum involvement.

k) Proper feedback should be taken from the students whose attendance is above 75% on regular basis and should be considered in the course of further planning. Feedback responses of the students who are bunking the classes should be analyzed separately so that pedagogical initiatives and action plan for further remedial teaching may be jotted down as per their academic requirements.

The paper shows methodologies and tools that may encourage and help teachers/ professors and professionals to use this in their lessons.

Conclusion:-

In the present era of post-globalization where glocalization (both global as well as local) trends are fusing frequently and dynamically on the professional horizon, considering the emerging demands of complex professional and technical needs the stakeholders of industry and academia must come under one umbrella to design the course work and contribute to the technical growth by adopting the proper conditioning of the potentials of students. It is very loud and clear that industries are the customers for the institutions with their future needs to be catered to by the academic (all technical, semi-technical, non-technical and professional) universities and professors. Therefore, a proper justice should be done by the teaching community to their job related requirements. In this world of specialization, institutions should understand the industry needs, nurture the temperaments of the students and modify the plans accordingly to pave the way for nation's development. Expecting that this may help in bringing the students to the desired levels of the industry and fetch them placements at the same industries will also understand their future roles in grooming a budding students into the ideal and well skilled professionals who may meet out the demands and requirements of the generations to come.

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