

KIIT Journal of Management

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Theme-based Special Issue on
**"Dynamics of Education to Employment
 Journey: Opportunities and Challenges"**

[Selected papers of NMC - 2014]



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• NMC Special Issue •

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***Egitim* or *ogrenim*: Education verses Schooling**

In any professional education, there is a need to have the ‘educational-system’ industry or market oriented and to have the ‘products’, industry ready. This was the general feeling, one could get from the academic discourse and deliberations, the experts had, during **7th National Management Convention (NMC)**, on the theme, ‘**Dynamics of the Education to Employment Journey: Opportunities and Challenges**’, organised by KIIT School of Management, KIIT University, during **February 21-22, 2014**.

This special issue is based on the selected papers, presented during that NMC.

In such a situation, what the teachers should do for that kind of, need based ‘education-system’? Suggestions could be many. One can find debates at different fora, at different places. One such long debate, with over-whelming quality contributions from scholars from across the globe, was there in ‘ResearchGate’*.

To a similar question of a research scholar (Helia Jacinto of Lisbon University), hundreds of quality inputs/ suggestions were recorded in **ResearchGate**. One of the simple but appealing answer (out of 1400 contributions) was from Leyla Tekul, from University of British Columbia, whose student life was spent long back, far away in Istanbul. She differentiates ‘education’ from ‘schooling’, with a touching difference.

“In Turkish we have two different words for ‘**education**’. One of them translates rather like ‘education’ the other only ‘schooling’. *Egitim* and *ogrenim*. I think the former one is a term which incorporates the learning of skills for life, together with experience, ethics, do’s and don’ts in general. I believe even a math teacher can ‘model’ a human, of whom students learn ‘life’ other than sheer formulas. Especially in our ‘new World’, where parents mostly work and have less time for their offspring, teachers must ‘model’ an ideal (well almost) person with outlook even “look” and encourage their students to become not only knowledgeable but also ‘ethical, useful, well mannered etc, people for their societies. .. usage of appropriate humour eases the pain of serious work and achievement stress.”

Apropos the NMC-theme, cited above, we can put the question on the very ‘education system’, what actually happens there: ‘education’ or just ‘schooling’ (or simply completion of college degree, just for the certificate). *Egitim* or *ogrenim*? Answer to this could perhaps answer the main issue, taken as the NMC theme.

[Note: Though over 60 research papers were presented during the last NMC, we could only select a few for publication in this journal.]

Changing Dynamics of Hospitality & Tourism Education and its Impact on Employability

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ABSTRACT

Change is the only constant factor in the world. This statement applies to the changing dynamics of tourism and hospitality education in India; to generate employability of young mass in the global competitive scenario. 21st century experiences a radical change in the fashion of education in the knowledge economy. In order to fulfil the required skill set and employability of the gennext youth in India present education system tries to patch up with the industry requirement. It plays a major role in reducing demand supply gap of the employable youth and employability. Tourism industry is one of the most emerging sectors in India. Success of tourism and hospitality sector depends upon the skill set of the human resources; quality training & education shall generate real professionals in this sector. Tourism education is a special branch of education in India to train and nurture individual for providing world class hospitality services.

The main objective of this research paper is to focus on how education tries to fill up the requirement of tourism sector in India. This paper tries to evaluate various scopes and challenges for the education system in tourism and hospitality. It also proposes a multi-disciplinary education design for tourism education in India and highlights the changing role of tourism education in generating youth employability.

On the basis of secondary data analysis this study tries to examine the development of hospitality & tourism education in India. The study discusses the initiatives by the government for enhancing the youth employability in the tourism sector.

Keywords: Tourism education, design thinking, employability, mass oriented teaching, pedagogy.

Introduction

“India does not have the problem of Unemployment but un-employability”

- Dr. A .P.J. Kalam

The world has experienced a radical transformation over the past two decades. The Changing dynamics of demographics, shifting lifestyles ,travel patterns and volatile global economic conditions are mounting pressure on tourism industry players and educational institutions to develop effective, innovative and incredible approaches. More recently, social inclusivity and global competitiveness manifested by tourism experts have amplified the necessity for industry.

Tourism is the foremost socio economic happening of a modern country like India for a giant competitive edge. It is a device for prosperity, employment creation, socio-economic progress and entrepreneurship. It is a significant movement for building sustainable, social up-gradation of the weaker sections and green business through the eco- friendly and socially responsible tourism. In the international scenario, tourism resources in India have become one of the principal attraction to the global tourist community. Travel and Tourism is one of the leading job creator in the world ;for employing more than 98 million people directly, representing over 3 percent of total employment (Rochelle Turner and Zachary Sears, 2013).Tourism connoisseurs both, from Asian and western countries have fittingly understood and evaluated the

dynamics of modern tourism education. Leiper (2000) advocates ‘tourology’ to cheer up research in this ‘cross-copulated field. However, Tribe (2001) put more emphasis on realistic, humanistic and technical interests to devise a program for non-vocational concerns. The concept is showcased in the existing condition of tourism and hospitality education. Though most courses included domains of knowledge, need for a central body of knowledge to uplift the value of tourism education is pivotal.

Efficiency in hospitality and tourism business entail upon the human capital; together with technology too. Education and Training institutions in Indian market are a basis of the supply of skilled manpower to the hospitality and tourism industry. The success of tourism depends on the effective and efficient trained manpower. Proper training & education can help to create the real professional in the emerging field of tourism.

It suggests that tourism as an emerging field need of higher study, policy makers, administrators, and researchers become aware of the importance. Positive impacts of tourism education in Indian higher educational intuitions will raise public awareness and preferences will change. This research is a blend of descriptive and

analytical approach based on the evaluation and interpretation of the secondary data on the dynamics of Tourism education in India. Indeed, few researchers have visualized tourism as a holistic and inclusive discipline.

This article tries to evaluate the progress of hospitality and tourism education in India with a specific focus on the approaches, nomenclatures, offerings and their modules in hospitality and tourism education system of India. Furthermore the need of innovative programmes are discussed along with curriculum development. It also discuss on the role of government as a policy regulator and its interface with educational institutions, local and national bodies for the sustainable prosperity of tourism. The paper concludes by examining the future of

hospitality and tourism education in this growing industry.

Rising Trend of Hospitality and Tourism Education in India: A Paradigm Shift.

According to World Travel and Tourism Council (WTTC) report the

Indian travel and tourism industry is the major employment generating sector contributing 7.6 per cent share of the whole economy employment in 2014 and which is expected to create 30,631,000 jobs by 2023. As depicted in Figure 1.0 and 1.1; Travel & Tourism generated 25,041,000 jobs directly in 2012 which are 4.9% of the total employment. However there has seen a fall by 0.6% in 2013 to 24,899,000 which is 4.8% of the total employment.

Figure:1.0 Contribution of Travel and Tourism to employment

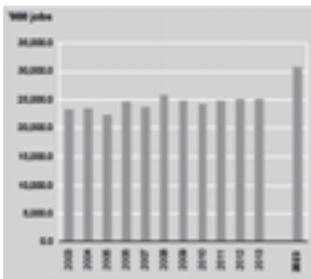
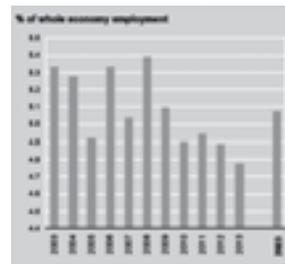


Figure:1.1 Contribution of Travel and Tourism to Whole economy employment



Source : WTTC Travel & Tourism Economic Impact 2013

Hence, tourism and hospitality have huge employment scope both directly and indirectly in hotels and restaurants, travel agencies and transportation services, etc. The sector being highly labour intensive;

tourism industry creates a high proportion of employment and career opportunities for low skilled and semi-skilled workers, particularly for poor, women and youth (Ashish Dahiya, 2013)

Presently tourism sector in India is thriving in a sky-scraping manner. Thus, to provide services there is an urgent need of quality man power at various parts of the country. For awareness of tourism and hospitality education Indian universities have to provide different courses to create trained professionals. UGC approved tourism courses has been included in the curriculum of many Universities to provide bachelor as well as Master degrees. There are number of National Universities facilitating tourism education, ranging from diploma to Ph.D. They are imparting Hotel Management Graduate/ Post Graduate / Degree, PG Diploma's and One Year Diplomas both in regular as well as distance mode. Some of the popular courses in tourism are BSc./B.A./BBA and MSc., MATA (Master in Tourism Education), MTM (Master in Tourism Administration), MBA with Tourism Specialization and PG Diploma in Travel and Tourism, etc. Some private institutes also run short term and diploma courses too.

Growth of Tourism & Hospitality Education in India:

Today Institutes providing tourism and hospitality education are mushrooming in India. Few of them are pioneers to generate high quality human resources. Due to rising trend of tourism, Ministry of

Tourism is now focusing on the development, promotion and research of hospitality and tourism education. With the growth & development of hospitality and tourism in India, various programmes are

gaining tremendous popularity among students. Tourism and Hospitality education was initiated by Govt. of India in 1962 by establishing four institutes of Hotel Management Catering Technology and Applied Nutrition at New Delhi,

Mumbai, Chennai and Kolkata respectively. Then, National Council for

Hotel Management and Catering Technology (NCHMCT) was established in 1982 by Ministry of Tourism for the

Human Resource Development in hospitality sector to provide hospitality education to compete with the changing need of the industry. Presently there are of 21 Central IHMS, 8 State IHMS and 12 private IHMS and 5 Food Craft institutes following National council's curriculum.

Indian Institute of Tourism and Travel Management (IITTM) is one of the premier institutes to provide tourism education since 1983 by Ministry of Tourism. This multi-campus Institute offers various programmes in tourism and related fields as well as Regional Level Guide Training Programme. Amongst the universities Masters Degree in Tourism was firstly initiated in 1990s by Kurukshetra University afterward by HP University Shimla, HNB Garhwal University, Bundelkhand University Jhansi, and Jammu University. The success trend motivated other 20 -25 Indian Universities to run tourism courses at different levels. Amity Institute of Travel & Tourism

(AITT) is a unique institute established to provide the best Travel & Tourism Management education. Aptech Aviation & Hospitality Academy is the Aviation, Hospitality and Travel & Tourism education brand of Aptech Limited. There are also food craft Institutes offering specialized courses in food production, housekeeping operation, front office operation and bakery & confectionary management ,behavioral and etiquette training ,etc.Craft and Vocational courses in different departments and disciplines like food and beverage, production, bakery, house-keeping, chef training and other hotel operations are provided.

Many crash courses are also strategized for the people having direct contact with the tourists. Ministry of Tourism also initiated skill enhancement programmes under the scheme of “*Hunar Se Rozgaar Tak*” to provide hospitality training to young mass of India. The programmes helps the young mass to be placed in various fields of tourism industry ;starting from Railways, Aviation to Tour and Travel Services, Polo Grooms, Spa Therapists, Beauticians and Nutritionists, Nature Guides, Porters, Taxi Drivers, Tour Operators, River Rafting Guides, Security Guards, Mountain and Eco-Rural Guides at Select Destinations.

Hotels Offering Courses:

Apart from these many Hotel groups are trying to start their own hotel management colleges to avoid the problem of recruiting qualified hotel staffs. ITC

Hospitality Management Institute (ITC HMI) offers the best Hospitality Management Training in India for supporting the organizational growth. Students after passing out from ITC-HMI are successfully placed as Executive Director, Vice Presidents, General Managers, Food & Beverage Managers, Front Office Managers, Executive Chefs and Executive Housekeepers across a number of hotels all over the country.

Hotel giant Taj Hotel Group provides world class training and development programs to ensure their employees learn and continuously grow. Taj Hotel Group offers Taj Management Training Programme (TMTP) and Hotel Operations Management Trainee (HOMT) Program which are equivalent to MBA in hospitality to nurture young talents. The Oberoi Group also offers a 3 years training programme known as Systematic Training and Education Programme (STEP) for young students. The Oberoi Centre for Learning and Development is based in Delhi offers a two year post graduate management programmes in Guest Service Management, Housekeeping Management and Kitchen Management. Jaypee Hotels group also has their own Training Centre to provide high quality training in various nomenclatures of hospitality services.

Tourism Education on Talent Creation and Employability Among Gennext

About 120 million gennext youth enter the labor force with a massive

prospective to lead secured and occupied lives and help make economic progress across the world. More than around 75 million of them encounter major hurdles to hunting upright work. Today's corporate houses require to employ skilled youth to compete in the global competitive market and the gennext Indians want decent jobs. Until now there is a mismatch between on companies manpower requirements and the demand skills among prospective human resources. Viewing the rising need of accomplishment, Hilton Worldwide has collaborated with the International Youth Foundation to lend a hand to furnish Indian youth with skill sets and equip them for jobs in the tourism & hospitality industry. With the launch of Bright Blue Futures and other stirring initiatives tourism firms are leveraging the mammoth skilled capital and proficiency that the hospitality companies require from gennext across the globe. The main purpose of the firms are to work unitedly to unlock the talents from Indian gennext to develop, flourish, and go ahead. The tourism industry is undergoing an electrifying stage.

Ministry of Tourism under the scheme of "Capacity Building for Service Providers", has supported Institutes to conduct Skill Development Programmes known as "Hunar Se Rozgar Tak". The programme has been aimed at targeting rural youths with not much means and in need to gain skills to employment and ensure social inclusion.

The hospitality sector has revived from 2009 slowdown and is estimated to swell by more than 45 percent, from \$584 billion in 2010 to \$848 billion by the end of 2015. The tourism industry as a whole (of which the hospitality industry is a component) continues to be one of India's most vital drivers of socio economic development, covering nearly 9 percent of global GDP. It is also the globe's biggest employment creator. More than 255 million people across the globe at present work in the tourism industry, and by the end of 2022, hospitality and tourism industry will employ 328 million human resources; creating 73 million fresh job opportunities.

The International Labour Organization made an approximation that every new employment fashioned in the tourism sector supplements 1.5 jobs along the Hospitality supply chain, with a balanced economic boost. The tourism industry's estimated progress will ensure and encourage economic prosperity Economic growth denotes more job, and jobs bring much more than a paycheck; they yield honour, social status and dignity to human being, fiscal and tax revenue to government and new consumers to business firms.

Opportunities and Challenges for Tourism Education

According to WorldTravel and Tourism Council (WTTC), 2005 report 8.3 per cent of the total global labor force is employed in tourism. According to

IBEF report, 2013; Travel and tourism sector is estimated to create 78 jobs per USD 18,3666 of investment as compared to other sectors. India seems to be enhanced employment potential within the country through tourism sector and foster economic integration through developing linkages with other sectors. Growth and development of Tourism Industry paves the way for employment generation at different departments. With the rise in aviation sector, Travel portals, Luxury Hotels and resorts the need for trained professionals also increased. Hospitality sector is manpower oriented; growth and development is highly dependent upon the service quality provided to the customers. Therefore, professionalism and positive attitude of the staffs appointed plays a vital role. In hospitality services they always need committed staffs having customer friendly attitude. Hence, candidates with good communication skills, linguistic expertise and empathetic towards clients mostly suitable for hospitality sector. At present Tourism and Hospitality having diversified carrier option is gaining popularity among Indian youth. People have also realized the significance of the career growth opportunity in this sector. Tourism education also has huge scope for self – employment generation. Trained professionals can start their own business as tourism and travel consultant, travel journalist, language interpreter, online travel agents, web designer, marketing & sales team and training instructors.

According to the study conducted by Ministry of Tourism, the total employment rate in Hospitality Sector in 12th 5 years plan are depicted in Table-1.0.

Table -1.0 Total employments in Hospitality Sector

Year	Employment (Lakhs)
2011-12	43.84
2012-13	47.26
2016-17	63.79

Source : <http://www.tourism.gov.in/writereaddata/Uploaded/ImpDoc/020220120146055.pdf>

Table -1.1 Requirement Supply Gap in Tourism Sector

Year	Requirement (Lakhs)	Supply (Lakhs)	Gaps (Lakhs)
2011-12	5.83	0.52	5.32
2012-13	6.26	0.56	5.70
2016-17	8.29	0.75	7.54

Source : <http://www.tourism.gov.in/writereaddata/Uploaded/ImpDoc/020220120146055.pdf>

Table 1.1 shows the requirement – supply gap in the tourism and hospitality sector in 12th 5 years plan. It illustrates the supply of manpower from Hospitality Education through youth training programmes by the Ministry of Tourism and the total supply in Lakhs from 2012 to 2017.

Employment of Local Community: Poverty Alleviation

National Tourism and Hospitality Policy is an integral part of poverty

reduction strategy of 12th plan which ensures flow of benefits to the local rural community. Pro poor approach of tourism aims for exploiting natural resources and culture developmental linkage between stakeholders and government authorities. States have to take a massive role in skill development, quality of infrastructure, carbon neutral initiatives and for balancing competing demand and supply. During 12th 5 years plan a budget sum up of USD 2.8 Billion has been approved for the Ministry of Tourism for the development of tourism infrastructure projects including rural tourism and HRD Projects. It has also targeted to create additional employment of about 2.5 crore in the tourism sector during 12th 5 years. According to The Times of India, 2013 sustainable employment to train and equip gennext youth in the next 5 years will be a major challenge for the Government. These Programmes also involve PPP and SHG models in various states of India.

Besides professional development, providing employment to local community has also an impact on the growth of Indian economy. For this reason, to harness direct employment generation facilitation starts from the local community development. With the emergence of rural tourism, eco tourism, village tourism and medical tourism, etc. the local community can be benefited. In recent past many ecotourism projects are operating in Odisha, Karnataka, Kerala, North East India, Tamil Nadu and Goa, etc. Rising levels of awareness for heritage, culture and environmental

consciousness plays a significant role in propelling rural tourism. Rural and village tourism has broader scope for the benefit of the local community.

Hospitality sector has opportunity for poverty reduction, improvement of local community and society. In Gujarat there are 335 'Kaushalya Vardhan Kendras' providing vocational skills to rural youth in various sectors including tourism.

In general, there is a lack of understanding of the potential business benefits and shared value arising from improving community relations. In order to improve employment opportunities for local communities there is, therefore, a need to understand effective approaches to improving capacity within local communities.

Issues and Challenges:

Tourism and Hospitality sector has been acknowledged as a key agent for social and economic development. But in spite of such recognition, the growth is not adequate for the development of a strong infrastructure. Though Tourism and Hospitality sector having remarkable job scope till there is shortage of skilled human resources and there is a huge gap between the demand and supply of manpower.

According to Market Pulse study, 2004 the annual supply of skilled manpower to the hospitality sector was of about 18000 persons which further came down to about 12000 after attrition. Tourism education in India only emphasis

on generating employment to meet industry requirements, but limited attention is given for the development of quality human resources. Therefore, an urgent need for the remodelling of course curriculum in hospitality & tourism education in India is essential. The materials available and the teaching pedagogy are not adequate to bridge the gap between the demand and supply of quality manpower. Lack of industry-academic collaboration in Training Institutes leads to mismatch between skill set of students and industry requirements.

Universities providing tourism education also needs to run vocational courses in the regions having tourism prospective. The education should be in a mass oriented teaching format; so that it can help to reduce skill shortage and support local youth. Training should be given to the local youth at the tourist spots to make them employable in form of Tourist guide, Porter, Life guard, Camera Person and Vending Zone owners, etc.

Yet tourism and hospitality sector is still unable to recruit the best talents due to lack of proper training and education. On the job training for the hospitality employees are not always successful to provide quality service. Hence there are huge requirement for a more focused professional education programme to enhance employability. Moreover highly structured curriculum should be redesigned to provide industry oriented training to the students. Thus universities have to

restructure the traditional course pattern and modernize the syllabus as per the current market scenario. To make the course more appealing experts from tourism and hospitality sector can contribute their experience. Qualified and research oriented faculty resources are also required to impart quality education. On the basis of industry-academia partnership universities can re-organize the curriculum based on the expertise and research inputs. Additionally a value-based tourism curriculum has to be designed to face the new challenges of the industry. Furthermore, there is an essential need for grooming and communication skills enhancement programmes and foreign languages training to the young generation.

Influence of ICT on Dynamics of Tourism education

Today, Information and communication technologies (ICT) has revolutionized every aspects of modern lifestyle. Over the last few years Information and Communication Technology (ICT) has transformed the world into a versatile global village where technological revolution has brought enormous reduction in time, distance and cost. So all the organizations from banking, manufacturing, media and entertainment and education, etc. are rapidly adopting the latest technologies to thrive in the fierce competition. The growth and development of ICT has brought significant changes to the education landscape . Internet

revolution along with digital media are now widely used in education system. Customer's preference and demand are changing in global competitive scenario. So, tourism education also needs to reframe the course curriculum. Gennex youth can excel in the field of hospitality industry being properly trained. Simply redesigning the course curriculum is not sufficient but the way of teaching also matters.

Progressively the job profile for employment in tourism sector is very challenging, so educational institutes have to update their syllabus time to time according to industry requirement. Moreover there is need for value based education with the touch of technology for the development and dissemination of knowledge in sustainable tourism.

Conclusion

Academic barter and research partnerships between tourism industry and higher educational institutions will advance to generate synergy. Holistic development can benefit from a shared learning of the existing concepts, networking, practices and job opportunity. Progress of innovative tourism can benefit all sections of the society. Knowledge transfer interface will augment tourism development in India. The Demand and supply gap of skilled manpower will best be filled up through the close partnership of both public and private sectors in the tourism education industry .

The scale, size and speedy escalation of the hospitality and tourism sector needs effective, innovative and feasible solutions to this gennext employment crisis. In order to attain the predictable target of 5 million global tourists and 170 million in-house tourists by the union tourism department we have to focus on the value centered tourism education in India. The tourism strategists and pundits in India should endorse top priority to the widespread of tourism education in rural India. Indian business giants can invite scholars from next-door nations as well. Even international students and researchers from abroad may be fascinated to know India through the tourism online education. Yet in India semi urban areas have very less scope of E-tourism education infrastructure.

The arguments will not only lessen the thick fissure that subsists between the demand and supply dynamics for trained and skilled tourism resources in India; but will also facilitate the tourism industry in India to come forward as a workable tool for economic, cultural, environmental and social developments in a radical fashion. In a nutshell, it can be expressed that at the dawn of 21st century Indian tourism strategists, educationists, professionals and consultants, etc. should not opt for conventional pathway to the widespread of tourism education; but employ innovative, non-traditional and vibrant approaches to connect tourism education to gennext employability.

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Youth and Education : An Invisible Hand for Development

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ABSTRACT

Indian education has come a long way from its typical gurukul system to modern e-learning technique. With time the format, courses of studies, scope of syllabus and even the tenure of disciplines has been modified. Broadly the various faculties can be segregated into 4 groups- general or traditional education, technical education, management education and medical studies. All with their own pros and cons are still preferred by various sections of pupils.

The findings of this paper can be used effectively while framing new syllabus henceforth. The upcoming students can use the results to mark their choice for graduation and post graduation courses. A demanding syllabus can improve the efficiency and productivity in turn.

Introduction

The definition, nature and concept of the term 'education' have undergone a change with the shift in social, economic and cultural environment of the society. Education for today's generation is a means to earn their livelihood. The greater the expected future earning is the more the market demand and value of the course. When the auspicious and divine value of the education as jotted down in our scriptures is measure against it being another mode of investment, it surely is a setback for the older generation. Rather than indulging in the debate between which generation's view is appropriate or for the

matter of fact profitable, it will be easier to analyse the usefulness of this 'education' from various aspect as of today. Education attained by one generation should provide benefit to all the three generations- past, present and future.

The importance of education can be estimated from the fact that out of the 5 basic needs of life, most of which are freebie for general public, it is one of them. Definitely this education does not involve higher education. Elementary and secondary education is mostly subsidized, on the contrary higher education in the field of engineering, medical and management studies are not. The question then arises is

why are people themselves or government interested to spend for higher education. Obviously they expect something in return of it. If it's a private individual then they expect to add a few more zeros to their account. If its govt. – may it be central or state- it too expects to generate greater revenue in the near future. The next question that pops up in mind is, if everyone is concerned with the return of higher education then what exactly is the 'return' (both private and social) worth of? Is that return proportional to the investment in education? If not then is it more or less than proportional to the invested amount?

EDUCATION POLICY-2013

According to Annual Status of Education Report (Aser) 2013, published by Pratham, scenario in higher education is not rosy. In terms of research productivity, India has 7.8 scientists per 1000 population compared to 180.7 in Canada, 53.1 in South Korea and 21.2 in the US. Harvard University's endowment stands at \$32 billion whereas the total extramural grants provided to Indian universities put together is about Rs 12 billion. There should be a three-pronged plan. One evolution of Right to Education should have greater emphasis on quality at the ground level with achievable goals. Second the investment in higher education should be more than 2 per cent of GDP in five years. Important Bills such as The Protection and Utilisation of Public Funded Intellectual Property Bill and The Higher Education and Research Bill are pending

in Parliament. These Bills need to be cleared in order to provide better financial incentives for talented scientists.

Finally, there has to be a renewed commitment to greater public-private partnerships in the higher and lower education systems.

EDUCATION AND DEVELOPMENT

People usually invest where the expected future return is positive-high or low matters next. So if we assume that it is positive for private individual then the debate will turn towards the motive of govt. investment in higher education. In a democratic country like ours govt. is usually motivated towards welfare. A society can follow the trail of progress only through economic boost, which in turn depends on various factors like factor endowment, environmental factors, political stability, human capital etc. Human capital has always been a part of both theoretical and empirical analyses of development in neoclassical and endogenous growth models. Thus is the importance of human capital in classical theory.

So what exactly is the relationship between higher education and development of a nation, for which GOI is spending quite an amount towards higher education? Many researchers have already established the fact that education has a positive relation to the economic development of a nation. In the short run it may not be so evident but in the long run it's definitely going to yield a greater

impact. Since the relation has already been established and an accepted fact, the suspense that remains is to what degree or to what extent do they respond to one another? Most of the research papers have used Mincer's equation to justify their views. According to Jacob Mincer theory the amount of human capital can be calculated by using the years of schooling and experience combined in one equation. Here the basic assumption - formal education is to be included restricts the study within limited boundary. At the same time ignorance of quality of schooling and individuality of learner acts as a hindrance. Apart from the limitations it's still the favourite of research scholars in this arena.

OBJECTIVE

- To study different parameters that affects the quality of higher education.
- To analyze & interpret each parameter and the position of it among others.
- To rank these parameters according to their contribution among three faculties.
- To suggest different measures that would help in the academic development of the state.

METHODOLOGY

The paper will focus only on technical education, management education and general education. This paper shall be based on questionnaire collected from primary sample survey, consisting of students who are taking various courses

along with the immediate pass outs. The questionnaire was framed with the intent that students can put their desired value against each variable. The range of the value was 0% to 100%, based on their agreement that signified a full 100% or disagreement of 0%. After the collection of the data, each observation was noted down against their respective class interval of gap 10. Then average was calculated using arithmetic mean formula. Once the sub parameter were averaged then grand mean of the groups were calculated. Grand mean here is the mean of means of variables under one heading. Same issues were raised to the immediately passed outs. Taking into consideration that 'time is money' for them instead of % pattern they were asked to express their feelings in Yes/No style- saving time and fulfilling the purpose simultaneously.

QUALITY OF EDUCATION

With India ranking 3rd largest academic system and with formulation of national policy on education the fundamental problems of higher education have come into limelight. Education in itself is not sufficient for the overall development of the society. It has to be backed by strong quality. By quality what we mean is the kind of study which will help the students to get a productive job in the world of competition. The quality should be such that its participants that are the degree holders can bank upon.

There is some extent of confusion (many left the question unanswered)

regarding the quality of education in the B.Tech course. Still students have not lost all their hope with respect to the quality aspect (Grand Mean is 60.92). Current technical education fails to help in retention of topics completed within the past two years (42.63)*. Present evaluation mechanism of university/institution is also questionable (56.12). As with the scope of the present syllabus students think it to be too diversified (52.36). There was a tie up on the issue of memorizing of the contents versus understanding of the contents (67). Higher education yet in a good way helps in reducing the stress (52.63) and also strengthens emotional intelligence (deal with emotional breakdown 65.52). There was a strong positive response to the point that with higher qualification technical people develop differences in attitude (82.89).

There is some concern among management students regarding quality of education (61.80). Management education helps in retention of information to a greater extent (57.22) compared to other two. MBA students are well satisfied with evaluation mechanism of university (71.66). Many of them do find the scope of the present syllabus is too diversified though (57.22). Numbers indicate that, management education do not reduce stress for most of them (48.33). but management course does strengthen emotional intelligence (69.44). Management syllabus too focuses on the memorizing (51.66) and simultaneously understanding (62.77) of the contents.

Management people also like technical people develop differences in attitude with more qualifications (76.11).

The situation is better among general education students. They have more faith in their own syllabus (Grand Mean is 65.72). General education do helps in retention of topics completed within the past two years (55.52). Students are also quite ok with evaluation mechanism of university (68.68). But there seems to be some problem with the scope of the syllabus. Students find it too diversified (69.21). Though syllabus mainly focuses on the memorizing (65) of the contents, yet understanding of the contents scores more points (67.11). Like engineering general education also reduces the stress among the pupils (66.58), strengthens emotional intelligence (69.21). General line students agree with their counterpart in technical line but vary in degree to the issue of differences in attitude. They are less aggressive (65.62).

USEFULNESS OF EDUCATION

Education is a kind of service which not only benefits the individual purchasing it but also the entire surrounding. The spill over effect of education is too strong and mostly positive in nature. Higher education benefits the individuals pursuing it monetarily through higher productivity and net earnings, better job opportunities, higher savings and personal and professional mobility; and nonmonetary through educational enrichment, better labour conditions, higher personal status, better job satisfaction, better health and life

expectancies, more hobbies and leisure activities and personal development. At the same time education being a 'quasi- good' can spread from one generation to another generation without much of a cost.

Engineering students perceive their education to be most useful in their future life (Grand Mean 72). Their syllabus completed during academic years shall be able to help them in their practical working life (62.36), in building a strong team (82.36) and completing various projects placed under their team. The course content shall also increase skill and efficiency in the technical market (62.10). They have faith that higher education shall help in gaining self motivation and increment in salary (72.63).

There is 46% concern among general students regarding usefulness of education. Usefulness of general education in practical working life raises a few eyebrows (62.89) . General graduates seem to be less confident while answering to be able to work in group (62.89) than technical students. But they are much confident that their course content shall increase skill and efficiency in the job market (64.47). According to the educates education helps in gaining self motivation (66.31) and increment in salary is governed by higher qualification (70.26).

Management education appears to be useful to the individual (Grand Mean 68.33) . Management candidates think their syllabus shall help in day to day life (66.11) by motivating them (73.88),

building team (69.44), increasing skill and efficiency (71.66) and ultimately higher salary (60.55).

SOCIETY AND EDUCATION

Man is a social animal. Deduct 'social' and we are left with man is an animal. So no matter how much criticism we have to face we still have to live with the society. Actually not live 'with' the society but live 'in' the society. So it won't hurt much if we are able to beautify this society of ours a bit little by little with time. A society runs through its faith, belief and customs. All these are not permanent. They are subject to change. It's more or less a mind-set that pulls the string. So changing the mind or its thinking process can be a great help. With this belief

There is highest (Grand Mean 69.04) concern among these engineering students regarding society and education than general (Grand Mean 65.06) and management (Grand Mean 65.69). At the same line they accept that westernization of education is a setback to traditional belief and culture (61.31). but it's the management youths who care most for belief in traditions and its loss (65) then comes general(60.26). Technical youth are most materialistic than spiritual in thought (83.42), general boys and girls are the lowest in this aspect (57.10), management is in middle (69.44). Technical students believe greater education reduces crime rate in a region (67.10). They support the thinking that higher education can provide safety to women (66.05) and education

as a necessary condition for woman empowerment (87.10). but it's the general students who placed more faith (70.26) on their education in safeguarding the society against crime, unlike management students (56.11).

Green banking is the slogan of the time in the banking sector. Saving every piece of paper is the most we can do to save our planet from being barren. So the paper tried to find how much aware were our present generation to this fact. Technologically upgraded engineering students should and does find using plastic money easier than withdrawal or deposit forms (87.10) compared to general (63.42) or management students (79.44) thus saving paper. Looking from transportation along with fuel prices and its impact on the environmental pollution it's the same engineering students (73.94) who mostly preferred public transport than personal vehicle. Whereas management (71.66) and general students (66.57) showed less interest in public vehicles. Cutting down trees to widen the roads is essential. But strangely management students topped in protecting the trees (71.63) by not agreeing to chop down trees for better infrastructure followed by general (67.66). Engineering students showed least bothered about the falling trees (26.31) may be because their minds are working differently.

IN SERVICE

There is multifaceted concern among in-service students regarding quality of

education which includes education helps in retention of topics completed within the past two years(8%), Present evaluation mechanism of university/ institution is satisfactory(8%), Scope of the present syllabus is too diversified, Higher education helps in reducing the stress(6%), Education strengthens emotional intelligence (deal with emotional breakdown-7%), Syllabus mainly focuses on the memorizing of the contents(0%), Syllabus mainly focuses on the understanding of the contents(7%), With higher qualification people develop differences in attitude(7%).

There is diversified concern among these students regarding usefulness of education which includes The syllabus completed during academic education helps in practical working life, The education attained helps in building team work, The course content increases skill and efficiency in the job market, Higher education helps in gaining intrinsic motivation or self motivation (8%), Increment in salary is governed by higher qualification (5%).

There is various concern among these students regarding society and education which includes Higher education provides safety to women(7%), Westernization of education is a setback to Traditional belief and culture(7%), Educated youth are more materialistic than spiritual in thought(3%), Education a necessary condition for woman empowerment,

Education reduces crime rate in a region, Using ATM is easier than withdrawal or deposit forms (5%), Public transport (Bus or Auto) is preferable than personal vehicle, Cutting down trees to widen the roads is essential(5%).

CONCLUSION

We can conclude that management students have balance preferences for quality of education, usefulness of education and concern towards society as they have to manage these resources. General students are inclined towards both quality of education and usefulness of education as they have to select their career looking into the both. Engineering students are more inclined to usefulness of education as they are from technical field. Service holders have different views regarding quality of education, usefulness of education and concern towards society as they are coming from different sources. This paper does not look into the affordability of the technical or management courses because the samples have already a part of the programs. Affordability is a major debatable topic when it comes to the high profile courses. Equitable distribution of a product like education with strong sense of spill over effect cannot be neglected for long.

POLICY RECOMMENDATION

- Setting up of Central Universities, with high quality of infrastructure for teaching and research

- Setting up IIT and IIM, which are leaders in Technical and Management Education in the country and have earned very high reputation for their graduates internationally
- Opening up the Professional Education Sector to large scale private investment and permitting the investors cost recovery from student fees
- Establishing Indian Institutes of Information Technology both in the Public and Private sectors, and crating a new phase of public/ private partnership in the IT area with the Institutions given Deemed University Status and ensuring active Industry involvement in Governance.
- Implementing the plan for producing the required human resource for the rapidly growing Information Technology Industry permitting private sector to establish a world class institution
- Permitting private sector to establish a world class institution in Management (ISB at Hyderabad) with linkages with world class institutions
- Permitting some deemed Universities to open campuses both in other states and abroad
- To narrow the scope of syllabus and make them more practical oriented

(*) number in the bracket shows the mean value.

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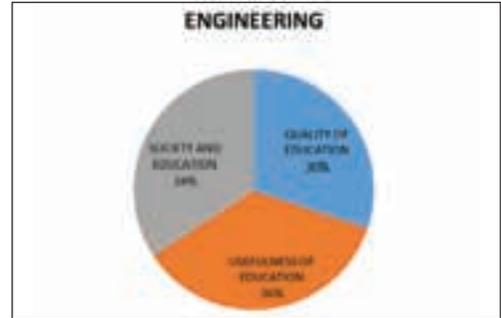
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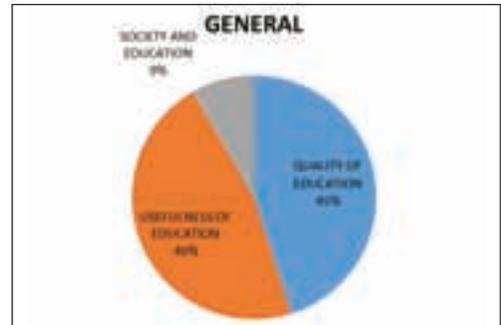
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ANNEXTURE

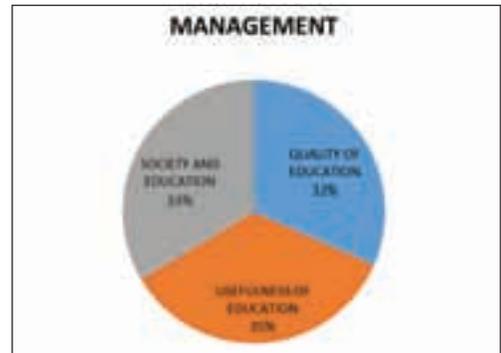
Graph 1- Response of engineering students towards usefulness of education to society and its quality



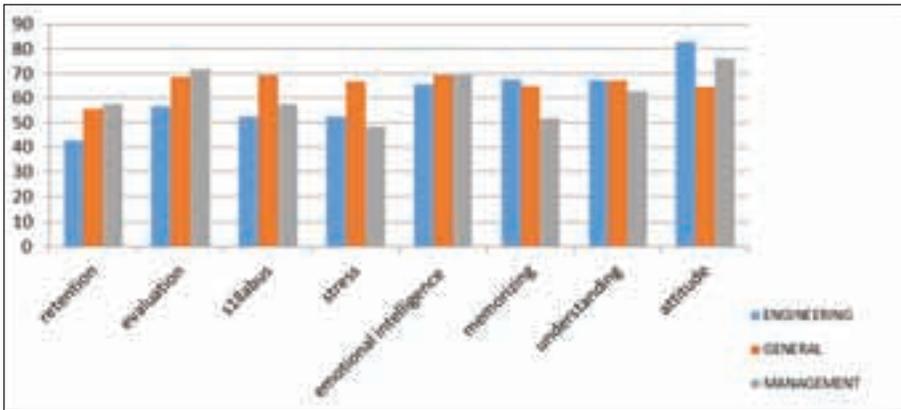
Graph 2- Response of general students towards usefulness of education to society and its quality



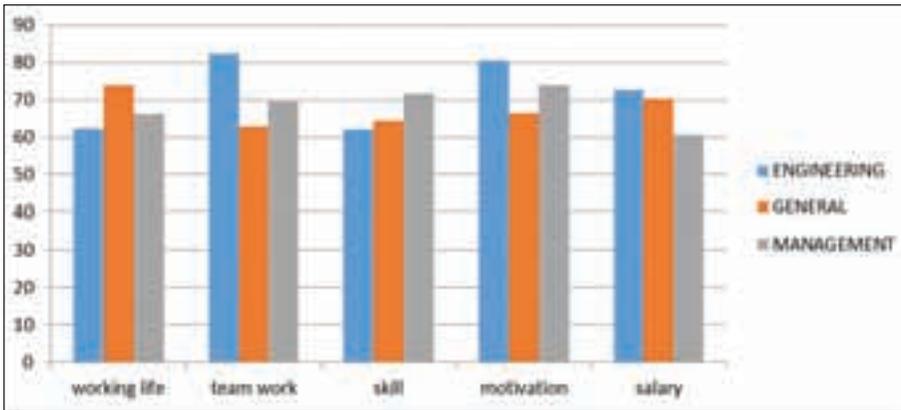
Graph 3- Response of management students towards usefulness of education to society and its quality



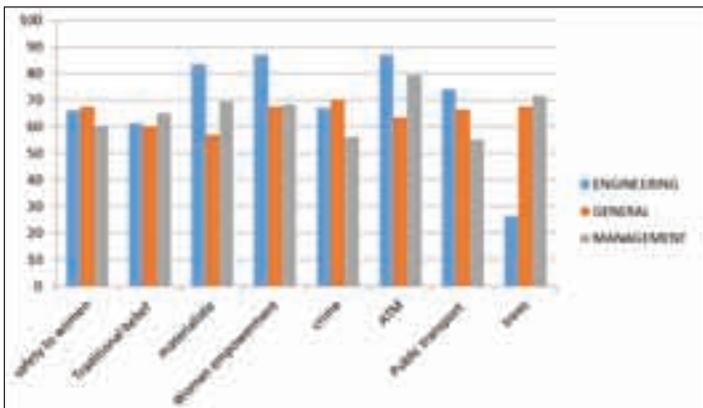
Graph 4- Showing response towards parameters of quality of education.



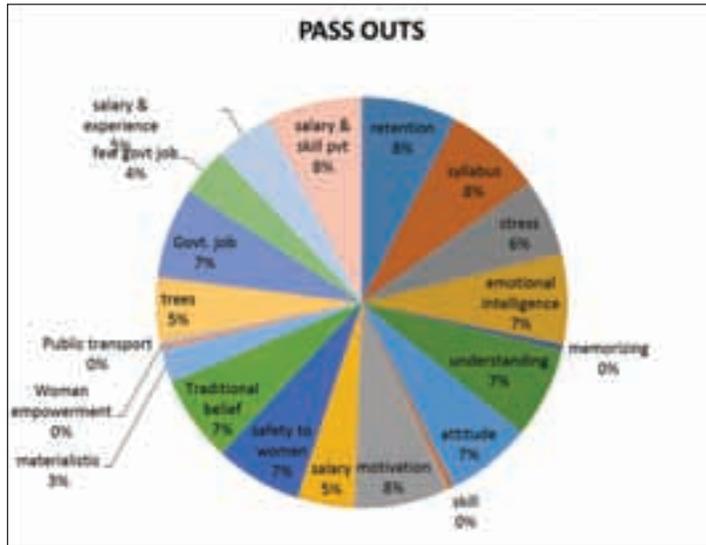
Graph 5- Showing response towards parameters of usefulness of education.



Graph 6- Showing response towards parameters of education and society.



Graph 7- Response of recent pass outs in job towards usefulness of education to society and its quality



Time Fusion : Education and Employment

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ABSTRACT

The Challenges faced by today's growing Economy and Population are Employability and Education. And the convergence of these two parallel paths can only begin through positive incremental human capital development thoughts converted into output. And for this the Central Government of India, State Governments and the people in private sector, academics, and citizens at large are jointly responsible. In this Volatile and Competitive Era, it is the clarion call for us to understand the dynamics of sustainability through productive Employment- which incidentally is also rooted back to Education as its node. So we need to discuss the bottlenecks in the path of 21st century demography based appropriate education from childhood to adulthood, into employability. And to avoid disguised unemployment we need to identify the relevant skill-sets for the right opportunities in employability as well. This paper is an analysis about the differences in mind-sets of the "to do & to act" types given our current socioeconomic conditions in this modern era of Information Highway.

Keywords: *Economy, Population, Education, Employability, Sustainability.*

Introduction

India the biggest democracy in the world has a huge growing population. By 2020 it is expected that average Indian age will be 29 years and almost 116 million of the population will be below 20-24 years. 65% of India is under the age of 35 years and 600 million are below 25 years presently. Over the next 15 years the workforce of the entire world will reduce by 5% and the Indian workforce will grow

by 32%. This huge number will define the frame work for the next generation and will create the world a better place to live. But question here arises that can these generations over the time frame sustain themselves in this era of globalization and make a stand for a greener productivity on the surface of mother earth? Can civilization continue with minimum pollution and resource depletion? All such question

will be answered through a process transformation of animals to human beings is called "Education". Every human being can be said to be the superior animal only if he or she can have the ability to think and produce the output through a design of aesthetic. This ability to think and produce can only be obtained by education. Education is a wholesome package, which imparts knowledge, Character, Personality, Behaviour, Skills and moulds the thinking pattern which makes a difference not just creating employment.

Literature Review

Sean Worth 2002¹ stated that the increasing importance of work-life flexibility and lifelong learning to employment requires flexible approaches to career and education choices, starting at school-leaving age. The empirical research in this area represents lack of academic and political consideration about young people's attitudes towards their prospects in the modern labour market. His findings through survey conducted to show context of flexible employment prospects. The findings revealed the sample to hold a general commitment to a traditional ideal of standard employment,

especially as a return for personal investment in human capital. Interesting distinctions emerged between groups of school leavers, which may have implications for the employability of different groups of young people in a more flexible working future.

Mantz Yorke in 2006² published that employability is a set of achievements which constitute a necessary but not sufficient condition for employment. Employability on the analysis presented, valuing of good learning, the implications for curricular activities in higher education. He stated that while employers might ask for multi-competent graduates, some aspects of employment-related capability can only be developed in the context: work placements of various kinds during a higher education program can portray the competing skills.

Moreland, Neil,³ published that entrepreneurship can be seen as a special form of employability. When educational institutes promote employability, they are also promoting elements of entrepreneurship. According to his analysis students need to understand what it means to be self-employed, what sources of help are available and where the main pitfalls

¹ Sean Worth, "Education and Employability: School leavers' attitudes to the prospect of non-standard work", *Journal of Education and Work*, Volume 15, Issue 2, pages 163-180, 2002, DOI:10.1080/13639080220137825, <http://www.tandfonline.com/doi/abs/10.1080/13639080220137825#.UzR5n4XTEeL>

² Mantz Yorke, "Employability in higher education: what it is, what it is not", Higher Education Academy, 2006, ISBN: 1905788010, © NCVER, <http://www.voced.edu.au/content/ngv16446>

³ Moreland, Neil, "Entrepreneurship and higher education: an employability perspective", York, England: Higher Education Academy, 2006, ISBN: 1905788037, © NCVER, <http://www.voced.edu.au/content/ngv48741>

lie. Higher education already does something to meet these needs but provision is restricted and is not equally available to all students. To his credit the research draw the connections between entrepreneurship, employability and mainstream higher education curricula in all subject areas at postgraduate and undergraduate levels.

Objective

- a) To understand the basic need for education and employability and the impact of time on it.
- b) To study the relationship between education & employment and its role on today's economy.

Paper focusses on the evolving thought process of education to employment, with 'human capital' as a critical resource.

Methodology

Transformation of animals to human beings by education makes them human capital resources. Without education i.e. building up of skill and gaining knowledge a human being becomes machines. Impact of education also helps to builds up character. But to inculcate education the challenges faced can only overcome by defining the bottlenecks which should be studied, identified and then tried to eradicate them and implement the better practices.

The UNDP (United Nations Development Program) defines HDI (Human Development Index) as the major

development Index by which development can be studied and quantified. Among them EI (Education Index) is one such category which defines the HDI. The calculation based on these give us the frame for the development of human capital resources in the process of Education.

This analysis is developed with secondary data available in different reports and employment data here is been obtained from different reports of NSS. Tables are used and are given in the appendix to develop the thought process and to build this paper. This paper is divided into three modules which are as follows:

- i. Conceptual building of the theme of education and Employment on time axis.
- ii. Employment scenario in India
- iii. Policy Lag

Each of the modules is in contrast with demographic division of our country like India and analyzed over the time frame and finally we conclude in the last module.

Conceptual building of theme Education & Employment

For a country to grow it is highly needed that the economy should be self sustained i.e. it should be able in generating revenue or production of goods/services, but to achieve this employability and creation of employment plays a vital role in determining the framework. Education on the other hand plans for the framework to sustain this employment and hence

nurtures it. Education should as such by which character is formed, strength of mind is increased, that intellect is expanded, and by which one can stand on one's own feet i.e. he can lead a sustainable life by producing the desired output as human capital resources.

Through education we say that the journey for development of human beings can be achieved and this can only be studied over two time frames.

- For Short Run-
 - Which is a point of time approach (i.e. it can create GDP for that year)
- For long Run-
 - Resources that can be utilized over a stream of GDP over a time period

For both the cases stated above time axis plays a vital role in determining what kind of action it will be followed and the kind of utilization it will bring for development of human beings and economy of a country at large. These frames can only be achieved with vision to create either short term or long term approach to enhance to production of the economy or in other words to increase the GDP.

Employment scenario in India

Knowledge, Skills & Attitude comprises of an individual's employability package. India needs to nurture its talent. The demographic dividend of the country is widely acknowledged as unleashing the potential entrepreneurship inherent in this talent is something that can really move

India to the next level. Entrepreneurship is not just the province of start-ups and new companies. There's room for entrepreneurship in all walks of life whether you take civil society, political life, government and even in mainstream companies. Not being sure that many of the top 500 or 1,000 companies would merit the epithet 'entrepreneurial'. There are opportunities to nurture entrepreneurship both within themselves and in the system within which they operate. Is it always essential to take out the best of a talented resource? The 1st picture which comes in our mind when we talk about a conventional organization related to its talent development field includes a well structured HR system, with a systematic or in an elite way of sourcing talent, particularly from both branded and new collages and university. But when we look back in respect of INDIA, we always find a very well versed education system, but the source which connects all this doesn't give you a proper track to follow and hunt, which leads the HR to face a loads of informational limitations. As a result it prevents us from hiring from other than known institutes. That means that talent which is distributed across the country is mostly disenfranchised, disconnected from the economic mainstream. There is always a gap find between the demand and supply of employability from both the companies as well as the young employable perspective. Which says or questions to itself that is there something's required to be done?

From facts stated below from the NSS Report 2009-10⁴ states that -

- Both Rural & urban areas, unemployment rate among the educated was higher than that among those whose educational level was lower than secondary.
- Female unemployment was much more both in Rural and urban when education level was higher than secondary or graduate and above.

To draw conclusion from such data, it is a matter to ponder upon that is really education enhancing employability of human resources or is it the curriculum or the way by which education is delivered needs to be analysed once again if such is the case of education both in rural and urban sector irrespective of the gender to draw employability through employment. It can also be analysed in such a way i.e. may be the education is enhancing the knowledge but due to lack of skills unemployment rate is increasing. Questions arise that what kind of skill set, or who should teach to enhance such skill set, are there any kind of provoking required to include the same in curriculum and so on. On the other hand it can also be stated that there is not much of employment created for employability. The capital investment of the country is enhancing to bring more employment to its countrymen but is it really being done

or the policy lag or high involvement of bureaucracy on the same track is creating bottle necks ?

Policy Lag

Vision plays a very crucial and critical medium to define the objective. And implementation of the thought is the major challenge. It defines what will be the future course of action and how thus the objective will be fulfilled. To have a concrete framework in design, the vision policies are made. But it happens that mostly every time that the policy- framework is either not implemented or the policy itself is not designed. Thus it becomes a critical case where there is policy sabotage and the entire economy faces the challenge. So to overcome these challenges, policy should be implemented as a two way approach - One from the Government End and the other from the Private Sector. Both the sectors play a vital role in generating the revenue of the country so if both the tracks work simultaneously then economy blooms and thus gives a higher productivity or growth.

It is seen that global average of allocation of resources for education is 5% of GDP. For developed nations it is generally 6-7% of the GDP. On the other hand if we compare India (post independence) we see that there is a investment which has never crossed 4% of its GDP (both including centre and state). Nordic countries has a allocation

⁴ NSS Report. 537: **Employment And Unemployment Situation In India** , Chapter Six , P G 152-180, 2009-10.

of 1.4-2.3% of GDP in early child education; Austria, France, Hungary generally spend 0.5-1.0 % of GDP whereas India spends 0.001% of GDP on the same. The comparison becomes more vibrant if the demographic dividends of the countries are compared with one of the variables being population. If we further analyse the figures we get that 30% on average is spent on higher education. 65 years after independence we see that 30% i.e. over 300 millions are comprehensively illiterate and another 50% are quasilliterate. 1975 Integrated Child Development Services (ICDS) for early childhood & nutrition of infants established received token rather than adequate annual allocation in Union Budget. i.e. 72 million was received and 86 million was deprived, hence only 10% middle class & upper class enrolled in 2 ,20,000 private preschools of all types, among that 1/3rd receive the contemporary early child education.

Industry- Academic interface is the critical medium that defines the contours of 21st century education dynamics, and the industry needs to participate more in R&D. In India only 1% of GDP is spent on R&D and 80% on this is spent by Government of India. In developed nations including china it's just the opposite. FICCI is here to play the important role-the National Knowledge functional Hub is one such mile stone of the current policy advancement. The reason is behind this is to reverse the order of current

dissatisfaction of the industry with the quality of engineers/ management graduates entering industry. Vocational Training institutes needed in thousands were Indian industry can play a positive role here, not just the government. Promoting equity with justice we need to prepare students to change their behaviour and social interaction patters. Need to make teaching more attractive with a fine balance in communicating. 3 tier education systems needed where there is intellect quality, comprehensive system that train student for employment and education institutions that have easy access and high linked to practical world. Our current gross education ratio (GER) must be 50% and not 19%. Education should be student centric with open academic market and a proactive faculty. Every student ought to have his/ her choice of what he or she wishes to do or achieve in life, rather than not imposed by parents and faculty. The entire education system is still regulated by old colonial laws and there is a need to get out of such boundary as soon as possible. The scopes of private university/ institutions are also limited with discriminatory practices at all levels. Only bottle neck *mantra* is compromise to survive. Institutions transformation through networks, which enables sharing of knowledge/good practices and builds an inter-university cooperation. These networks can assist mutual issues through projects, programmes and events that promote quality education and not wasteful expenditure. This also provides valuable

platform to engage in higher education that encourages research and wider national/international exposure by stimulating debate and discussions on key policy and operational issues.

NSDC has a target of skilling 500 million by 2020 and industry, government and academia can play a proactive collaborative effort on this problem solving sector wise. The industry academia interface also aims to improve employability. It is also required that we need to benchmark the education standards with others and update it as when required. The 12th 5 year plan focuses upon the consolidation and quality of higher education. It is the time we formulate the strategic and acted unison. Our neighbours (China) have implemented it since 1949 were by we are still laggard in this aspect. We need to formulate on quantity and quality trade off in higher education, the dualistic nature of Indian Higher Education system, and the compatibility of 'partners', 'network'. Importance of policy should be emphasised on

- Proper Development of Curriculum
 - Curriculum is being developed on the basis of selling that curriculum depending on the market.
- Government Expenditure
 - Fiscal Expenditure or Fiscal boost for Capital Expenditure

Companies can sponsor colleges to create apprentice programs between the colleges and the companies. The student spends some time in the college, some in the company. This is well-established around the world. In Germany, apprenticeship is a way of life. Second, companies can work with colleges and develop training curriculum. Some of them may be for two year programs, some for three years, some vocational, some degree-granting. The point is that there are several ways in which corporate India can get engaged with education in a much more systematic and condensed way. Some companies are already doing this in India.

The point to make is that companies can be on the lookout to plug holes in the entrepreneurial ecosystem. We should be trying to upgrade our entire institutional fabric for re-education over time. It can be seen that the role that the state plays is not particularly well functioning in our country today. Not because the state is not capable of doing it, but it needs some catalysis from the corporate sector and civil society. It's not that the state is entirely asleep. Take a look at the government's fabulous initiative, National Skill Development Corporation (NSDC), for example, which takes skilling seriously, and is intelligently mobilizing corporate in different sector-skill councils and using its resources to edge on (corporate) change. NSDC strikes the right note by working with the private sector. Similarly the private sector has to work with the state,

proactively. In effect, India's corporate will have to engage in the partial private provision of public infrastructure. The loop hole in the Policy Making lies in

– Economy should have GDP expansion and should aim at creating more employment opportunity rather than increasing unproductive conspicuous consumption just by increasing salary bills.

– Emphasis should be given to social sector development of education and youths and it should be treated as capital expenditure made by the Govt. Of India.

– Policy should be providing conducive atmosphere for augmenting private investment which can boost the employment opportunity.

Conclusion

The focus of Indian Education is undergoing a paradigm shift. The Government of India regardless of which party is in power has committed with a set of senior bureaucrats who have accepted the urgent need to change the contours of our education system and is hugely supported by all. These are facts not fiction and if we do not change we shall need to make way for the other waiting change masters. Any change takes its time in a country with uniqueness and weakness as our own. Greed, power and corrupt practices have to be forgotten. India's under development skill set, <30 years of age are creating aspirations and expectations among all citizens. In the battle of the vicious cycle mounts with the

emerging virtuous, which side are you on is the question. So we are reaching a situation where if we do not shape up we shall be shoved out of the system. The choice is ours to make for our children and their offspring. It is now time to fight a battle against TIME rather than CRIME.

Appendix

Table - 1

Rural Male (Unemployment Rate)

	1990	2004	2009
• Non literate	18	27	42
• Literate(primary)	19	30	26
• Secondary	65	65	93
• Higher education	2	7	90
• Youth (25-29)	44	42	76
• Population(millions)	849	1065	1166

Data is tabulated on per 1000 persons.

Table - 2

Rural Female

	1990	2004	2009
• Non literate	22	25	19
• Literate(primary)	26	31	24
• Secondary	145	115	59
• Higher education	2	270	531
• Youth (25-29)	35	60	76
• Population(millions)	849	1065	1166

Data is tabulated on per 1000 persons.

Table - 3

Urban Males

	1990	2004	2009
• Non literate	22	28	22
• Literate(primary)	35	37	26
• Secondary	66	52	27
• Higher education	2	98	158
• Youth (25-29)	73	72	172
• Population(millions)	849	1065	1166

Data is tabulated on per 1000 persons.

Table - 4

Urban Female

	1990	2004	2009
• Non literate	22	25	18
• Literate(primary)	48	40	25
• Secondary	176	158	186
• Higher education	2	185	193
• Youth (25-29)	129	156	185
• Population(millions)	849	1065	1166

Data is tabulated on per 1000 persons.

Table - 5

Highest & Lowest Employment (2011)

• Highest Unemployment		
– Chandigarh (96 mil)	Male 164	Female 511
• Lowest Unemployment		
– Meghalaya(2.9 mil)	Male 3	Female 8
– Dadar & N Haveli (3.4 mil)	51	0

Data is tabulated on per 1000 persons.



Professional Education for Employability: A Critical Review

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ABSTRACT

Employability is just not about getting a job. It also encompasses sustainability and continuity in employment. 'Getting, Keeping and Doing-Well' on a job, appears to be a very apt definition for employability. It also includes those skills which are very basic and fundamental in nature and needs attention at early stage of life of a student; right from childhood, to teenage stage and university education period. Thus proper parenting is called for, to take care of those early years skills development, so that B-school grooming becomes more productive riding on those strong foundation blocks.

Education policy at primary, secondary and higher education stage needs to be looked upon in a holistic manner. It should carry consistency, maintain congruence and coordination within the sequential stages. Professional involvement of the industry is a very critical input for effective contribution in this roadmap of professional education to employability transition. For India to consolidate its position as a service sector global hub, a lot needs to be done to get maximum yield from the demographic advantage we have. Otherwise the huge educated youth manpower can spell disaster for the country, if proper employment skills and abilities are not groomed.

The present paper reviews the present status, close home and tries to draw inspirations from global best practices and makes some doable recommendations.

Keywords: *Employability, Sustainability, Parenting, Policy Framing, Professional Education, Industry Internship.*

Introduction

We have a saying in Odia, that “Cat keeps its eyes closed while having milk”. This was coined in the context, confidence invites trouble. It can also be used to highlight the fact that when we analyse a

problem as experts, we tend to focus & narrow down so much that, we often ignore the broader picture for sake of simplifying the effort and end up getting a wrong or a very limited result.

Whenever we discuss about performance of professional education in general and B-schools in particular, we invariably talk of campus to industry gap. Connecting the dots (linkage between B-schools and companies of placement), has been a common theme for so many workshops. However, it may sound a bit cynical and pessimistic to say that instead of connecting the dots, we rather create more dots and dashes. Yet we think we are moving in the right direction and reaching at a solution to the problem.

Going through research papers related to higher education and industry gaps, you will find a lot of common observations like, lack of analytical skill, communication skill, entrepreneurial abilities etc. Let us not look at it in isolation.

For some governance reason, we have created partitions; Primary, Secondary, Higher Education and Research. Policies made for different levels are done keeping different objectives in mind. Nevertheless, there is no denying to the fact that these stages are actually in sequence.

How can you neglect a parameter at an early stage terming that to be not so important or of least importance and then suddenly wake up at the higher education stage and pick up the same parameter as a matter of high priority. After the die is cast, we are trying to make the material more mouldable. Once the cement is settled, hardened and concrete is formed,

can you pour more water or some chemical to change its shape and orientation?

What has this example got to do with higher education? In our over enthusiasm to ramp up literacy rate and enrolment ratio in higher education, we dole out grace marks very liberally at the primary and secondary level (especially in very basic Arithmetic, English etc.). The same bunch of students go-on and get into various professional/technical courses at a later stage. Then we expect that the Institutes will create some magic in their system, where those very students will exhibit presentation, analytical and operational skills that make them future Indra Nooyis, Vikram Pandits or Subrato Bagchis.

Where is the Gap ?

After more than six decades of independence, we still are creating populist policy by doling out unreasonable levels of grace marks. It is one thing to stretch 20-25 to 30, and it is another entirely meaningless thing to stretch 5-10 to 30 through grace marking and call it a social objective of promoting education.

Subudhi and Paltasingh (2013), in their paper titled “Quest for Quality, World-Class Educational Organization: Strategic Management Issues”, have cited very pertinent studies, wherein regulatory body (like AICTE) and advisory body report, based on admission and place (like ASSOCHAM) also have criticized profile

of colleges during 2010-12, the teaching and placement quality of most brought out a summary report, as given in of the

colleges/ schools. ASSOCHAM the following table.

Course	Percentage of employable	Duration of the course (Year)	Amount spent on the course	Current - Monthly salary
MBA	10% to12%	2 years	0.3 -0.5 million	10,000 to 15,000
MCA	8% to 12%	3.5 years	0.3-0.6 million	15,000 to 25,000

(Amount and salary figures are in Indian Rupees)

‘The Associated Chambers of Commerce and Industry of India (ASSOCHAM) paper on “B-schools and Engineering colleges shut down- Big Business Struggles” reveals that since 2009, the recruitments at the campus have gone down by 40% in the year of 2012 as a result the B-schools and engineering colleges are not able to attract students, more than 180 B-schools have already closed down in 2012 in the major cities Delhi-NCR, Mumbai, Bangalore, Ahmedabad, Kolkata, Lucknow, Dehradun etc. Another 160 are struggling for their survivals. ASSOCHAM has advised to improve the infrastructure, train their faculty, work on industry linkages, spend money on research and knowledge creation, as well as pay their faculty well in order to attract good teachers. Jobs and promise of high pay packages became distant dream to these aspiring managers.’

Let us see what happens at the foundation stage. As per ASER (Annual Status of Education Report) facilitated by NGO Pratham, in Maharashtra schools, only 17.8% of class III students could do a two-digit subtraction, which is lower than

24 % students who managed to do the same problem last year. The number of students in Class V who could read text from Class II textbook stands at 59.5% which is lower than the 73.2% students who managed this task in 2010. (Source: website of Times of India, 17 Jan 2014, 01:07 am IST).

Thus, we see that things are not only bad, it has gone from bad to worse in spite of RTE being in place.

In another paper titled “The Business of Business Schools: Restoring a Focus on Competing to Win” by Robert Simons, the author has explored the possibility that four trends in current MBA curriculums— theory creep, mission creep, doing well by doing good, and the quest for enlightenment—are actually teaching students to be uncompetitive in today’s global markets. He then proposes that business school curriculums should be re-centred around the tough choices needed to compete—and to win.

Let us first understand what we mean by employability, one particular article on the subject actually amused us. The authors

say – Plethora of definitions found on the concept employability. Scholars and researchers have defined employability from their own perspective. (Cited in the article titled “Higher Education and Employability – A Review” by Dr. Sarang

S. Bhola and Sunil S. Dhanawade in PMR Jan-Jun 2012.).

Let us go through employability related skills, as listed out by some global bodies.

Table 1: American Society for Training and Development (ASTD) Skills.

Sr.	Group	Skills
1	Basic Competency Skills	Reading, Writing, Computation
2	Communication Skills	Speaking, Listening
3	Adaptability Skills	Problem Solving, Thinking Creatively
4	Developmental Skills	Self-Esteem, Motivation And Goal-Setting, Career Planning
5	Group Effectiveness Skills	Interpersonal Skills, Teamwork, Negotiation
6	Influencing Skills	Understanding Organizational Culture, Sharing Leadership

Source: (Carnevale, Gainer, & Meltzer, 1990), Cited in the article “Higher Education and Employability – A Review” by Dr. Sarang S. Bhola and Sunil S. Dhanawade in PMR Jan-Jun 2012.

Obviously the various skills build up in a gradual, sequential and developmental manner. But if one minutely observes, we find it so difficult to groom certain basic skills beyond a certain age of the person. Is it possible to groom someone in Problem Solving (Sr. no. 3 in the table) or Analytical skill, if his/her basic

Computation skill (Sr. no. 1) is atrociously poor? Is it possible to groom Negotiation skill (Sr. no. 5), if his/her basic Speaking and Listening skill (Sr. no. 2) is very low?

This clearly brings us back to the fact that there should be a well-designed congruence and systematic coordination between the policies we adopt at various stages of education (primary, secondary and higher education). The whole journey is like climbing up the ladder. You can't design a ladder with its lower rungs made of weak and hollow wood and expect people to climb that ladder without falling. Let us see another global body's list.

The **National Association of Colleges and Employers (NACE)** is a professional association that connects college career services to potential employers. NACE has compiled a list of the top 20 skills requested by employers (2007). These skills in rank order are as follows:

Table 2 : NACE: skills requested by employers

Rank	Skills	Rank	Skills
1	Analytical Skills	11	Leadership And Management Skills
2	Communication Skills	12	Motivation/Initiative
3	Computer Skills	13	Organizational And Time Management Skills
4	Creativity	14	Real Life Experiences
5	Detail-Oriented	15	Self-Confidence
6	Risk-Taker	16	Strong Work Ethic
7	Flexibility/Adaptability	17	Tactfulness
8	Friendly	18	Teamwork Skills
9	Honesty/Integrity	19	Technical Skills
10	Interpersonal Skills	20	Well-Mannered/Polite

(Source NACE 2007)

Accessed through the article “Higher Education and Employability – A Review” by Dr. Sarang S. Bholia and Sunil S. Dhanawade in PMR Jan-Jun 2012.

We feel tempted to draw attention to the fact that these skills are ranked in order, not just random listing. To avoid any unnecessary repetition, let us straight away go to those skills that sound so common, yet fully ignored in our education system (formal or informal) in particular and social system in general.

Friendly (Sr. no. 8), Honesty/Integrity (Sr. no. 9) and Well-Mannered/Polite (Sr. no. 20) are distinctly listed skills as per NACE. Let us honestly admit, what are we doing about these in our education system?

Let us look at the rank order of the skills; Detailed-Oriented at Sr. no. 5 is much higher in order with respect to ‘Leadership & Management’ (Sr. no. 11),

‘Organizational & Time Management’ (Sr. no. 13) and Technical (Sr. no. 19). Yet, in all our interviews we give so much of highly disproportionate importance to ‘Technical Skills’ and ignore to judge all those skills listed from Sr. no. 4 to Sr. no. 9 (Creativity, Detailed-Oriented etc. up to Honesty/Integrity). Probably that is a major cause for those sustainability issues in remaining employed, leading to unpleasant situation for organization and the employee.

Getting, Keeping and Doing Well:

Here is a real life small incident that the Director of an MBA Institute in Mumbai faced. It so happened that he entered into the lift at his work place and found 3-4 very senior managers from Shoppers Stop, who were on a visit to the campus for conducting recruitment interviews. After quick exchange of pleasantries, the Zonal Business Head blurted out, “The handful of students that

we hired in the last batch were generally good and smart, but some of them are atrociously irregular, staying absent frequently without proper procedure and thus mess up our planned activities.” Looks like 2-3 of them would report one day and then stay off the next day and again come the next day.

The Director came back to his room, took a deep breath and rolled back his HR notes to check and tick against which of the employability skills, such students lack in. After a while, it took him to some lateral thinking, that employability also has got a lot to do with parenting (not just grooming at the B-School). Sounds vague and irrelevant! All of us will agree that regularity, punctuality, sincerity etc are not direct skills by definition, but major foundation stones for performance and successful career. A student, who would have got free benefit of liberal grace-marking system in the childhood stage to pass, will ever value those foundation blocks ahead in life. Charity begins at home. It is all the more important to realize that “Sense of duty and responsibility begin at home”.

Of all the definition, we find the following to be the most apt. It hits the bull’s eye for analyzing our problem.

“Those basic skills necessary for getting, keeping and doing well on a job” (Robinson 2000:1).

Stress is on getting, keeping and doing well on a job.

Getting a job is only the beginning. Sustainability (through objective contribution) is a major challenge. At the recruitment and interview stage, the domain experts, psychologists and the OB specialist; all probe for those defined skills in the candidate and select accordingly. Whereas, after joining and may be whatever orientation program the candidate goes through, the seniors and the peers start discovering a lot of mismatch between the job profile and the candidate. Is it not enough to indicate that probably there is some error in the way we define employability skills. This is one angle to doubt our notions.

Let us take another situation. We have seen plenty many professionals doing great job in one organization and utterly failing in another organization of the same industry. What works for one engagement, fails in another engagement. Why, so? Is employability skills definition so narrowed down and pin-pointed that it does not hold good for another similar organization in the same industry?

Let us discuss another situation. We (B-schools) often get a lot of flak from Industry for not producing what they want. Higher Education is a case of bigger mess & confusion. To elaborate what we mean; at primary and secondary level, we have better clarity to understand educational qualification vis-à-vis vocation. Plumbing, Welding, Mechanic are vocational skills and SSC/HSC are qualification. Broadly there is not much of confusion between skills and qualification at that level. But, in

case of professional qualification (say MBA), I always wonder if it is that skill or qualification we are talking of. B-Schools want to produce MBA-Finance, MBA-Marketing, HR and so on. Industry wants ready products for Edelweis, Axis Bank, Big Bazar, Reliance Fresh. As a B-School, I should rather produce an MBA, who would do a specialization in Finance, Marketing or HR etc., and be flexible and mouldable to work in any organisation within the functional domain. Let him/her get more narrowed as the career progresses in the ladder. Why should a BSchool try to become a training centre for a specific organization and specific job-profile, not be holistic in nature.

So employability stretches beyond just getting a job, it also encompasses ability to remain employed.

Employability is not just about getting a job, it also includes so many parameters that actually come into play after getting the job. As stated earlier, there is no deficit of incidents, where the new employee starts facing difficulties after a short honeymoon period (if not immediately on the next day). Superiors as well as peers start noticing things that create discomfort for the new employee and he starts doubting his own self for every mismatch (between candidate vs. job profile). One of the Chief Executive in a very reputed IT company once commented: "Every sales marketing candidate is so impressive in the interview, but appears so disappointing after he joins the organization."

Let us analyze, who is responsible for this? All these so-called senior experienced members who constituted the multimember selection committee or the candidate (a fresher or much less experienced)? Idea is not to finger-point and start a blame game. Let us gracefully admit that we all have failed in defining our problem. We are not accurate in understanding the proper skills and employability factors. Probably that is the reason for what we discussed - a plethora of definition for what is called employability.

Again, that is the reason for our discomfort in the comment made by the senior executives of Shoppers Stop and the likes, about those few students. Let us assume that every MBA institution (other than the handful of Tier-1 institutions) has a certain percentage of students who fall in that category.

Charity begins at home. Sense of Duty and Sense of Responsibility is also something that can't be taught in a syllabus at the Post Graduate level. It has a lot to do with parenting and primary and secondary school level education. Though we are here discussing in the article for Professional Education related matters, it is equally important for any level of job. The point that we want to reiterate here is that the same parameter has been fully ignored at the formative years (our formal education system at primary and secondary level), and we expect that to be developed at a stage the students is already 20+ years of age.

Too much narrowed down specialization spoils the future of the student:

Another criticism - we often see that every micro sector within an industry wants the Institute to give them ready product. For example, a stock broking firm wants that our student should have already done enough of trading in live sessions and he should just join them and start trading on Day 1 and make their wealth grow every minute. Please understand that the Institute would rather churn out good products who have very sound Finance Management Knowledge and with a positive attitude and enough inclination to learn the specific process and micro activities in that organization. Teaching the detailed process and micro activities specific to that organization should be their responsibility, not the Institute's. If we churn out those so-called micro-experts in bulk, say in Stock Trading, and then for some reason the stock broking firms are not doing well for bad economy phase or so, that guy will be completely out of sync with any other finance related industry even. Are we not killing the knowledge span and potential versatility of that future manager for our mean narrow motives. Then, we will make a big hue and cry and say that even a simple BA/BCom is better than the so called MBA.

We must all learn from the recent experience of IT industry. The trend shifted from software development projects to mundane coders' job and then to BPOs, all over a span of 10-15 years. Obviously, the job profile requirement for intellectual

component are drastically different for the three levels that we mentioned. But the industry (including all the biggies) went on recruiting engineering graduates throughout. Then suddenly, to face competitive forces, they started recruiting the general graduates with less than half the salary (given earlier to engineering graduates) and then by the time BPO trend picked up, even 12+ pass students were OK enough for the mundane BPO work with further less salary. Thanks to some KPOs who came up lately and made some recruitment at high-end knowledge workers level. But, obviously the number was missing. As a result, look at the unemployment ratio of even reasonably OK type engineering graduates that almost half the seats are lying empty in engineering colleges and some of them are even closing down.

Employability as a concept or terminology is often interpreted in a narrow or partial manner looking at the context of the situation. The holistic understanding and planning for employability is more often missed out. For a B-school placement cell, employability means just getting a job offer without bothering to look at continuity of employment. For the parents, employability is a guaranteed placement mentioned in the brochure of the Institute, backed by statistics of the past batches and all that is to be bought at a price. For the industry, employability means ready product available to join and he/she should be productive from the day one. They don't have patience and structured

approach for properly orienting the newly joined employee in their micro process steps for their specific business.

In the process, the most central stake-holder, i.e. the candidate, is confused, frustrated and loses self-esteem at a very young stage of life.

For sake of simplifying the issue, we will try to partition the problems and see if how different units are working at cross purpose and hence the failure.

At school level, we give least importance to fundamental concepts that go on to build the pillars of employability at later stage. Basic arithmetic (addition, subtraction, multiplication and division), preliminary aspects of structured communication, time management disciplines are all royally ignored. Yet, we want to boast about our vision of preparing young managers for meeting the challenges of Globalization and India's emergence as a Super Power.

At home, parents have no time for grooming children for basic disciplines in their habits and minimum sincerity in day to day activity. Yet, we want our teen agers to become thorough professionals, commit 100% to their work, exhibit high standards in their sense of duty and responsibility; all these overnight, when he/she becomes 2223 years of age. Just by paying hefty fees to an Institute, parents want to pass the monkey onto someone else's back after fully spoiling the show at the growing stage of childhood and teenage.

Now the Industry – they want ready products only. Candidate's knowledge of Finance Management at deep concept level is of no interest to them. They want the candidates to be already trained in the micro-processes of their organization. He should be able to fill up the MIS report sheet in SAP R/3 ERP that has interface with Oracle Financials and Siebel CRM being used by the regulatory authority (just a classic example of telecom and financial services organizations for explaining purpose). Otherwise, his MBA Finance degree is of no use to the industry.

This debate becomes even more relevant for any high-end professional career in the present globalization scenario. Managers/Supervisors are now handling multiracial, cross-cultural manpower in their team across geography. Business meetings are happening in digital mode (video and audio). Therefore, such skills (as have been ignored often, so far) need to be prioritized if Indian MBA graduates are to be better equipped for global operations. Service sector calls for these skills more (in relative terms) compared to manufacturing sector.

Are we doing good in Quantity?

After having debated the relevance and importance of those not- so-often discussed skills, let us also try to see how effective has been our policy for Higher Education in terms of participation of the population (Higher Education Enrolment Ratio).

Table 3 : Higher Education Enrollment per 100,000 Population
(Total Tertiary Level Students Enrolled/100,000 Population)

Year / Country	1950	1975	1990	2010
France	334	1970	2995	3525
Germany	256	1684	2810	3179
Italy	310	1749	2519	3372
Sweden	241	1985	2248	4910
UK	242	1308	2170	3969
Japan	471	2017	2328	3058
USA	1508	5238	5591	6673
Brazil	98	993	1074	3421
USSR/Russia	770	-	1900	6599
India	73	746	585	1731
China	25	54	186	2344

Sources: Derived from population statistics and following sources; B R Mitchell (1978), *International Historical Statistics; Europe*, New York: Palgrave; B R Mitchell (2003). *International Historical Statistics: Africa Asia and Oceania, 1750-2000*. New York: Palgrave. Table 12; B R Mitchell (2003) *International Historical Statistics: The Americans, 1750-2000*, New York: Palgrave, Table 12, NCES (2007). *Digest of Educational statistics*, Washington, D.C.: NCES. USSR/Russia data are from Federal Service for Government Statistics: *Russian Statistical Yearbook 2009*

[http://www.gks.ru/free_doc/2008/b08_13/07-44.html].

2010 data are from UNESCO, Institute for Statistics, Data Centre. [<http://stats.uis.unesco.org/unesco/tableviewer/document.aspx?ReportId=143>].

Here is an interesting Table and let us first understand why those specific years have been considered as milestones for our context. In the year 1950, India became a republic and the five year plans started rolling out. During mid-70's (1975), India was being noticed as a power in the global corridors after strategic victory in Bangladesh (in spite of USA's support to Pakistan) and our nuclear programme was being noticed by the world (Pokhran-1 happened in 1974). Late 70's, China started its Globalization programme (1978). In 1991 India started off in the Globalization race. Year 2010 gives the last available data for seeing the comparative developments.

Even among the BRIC nations, India still lags in the HE enrolment ratio (one excuse may be that we started off late). Europe, UK and Brazil are more or less on similar track. Brazil, though a BRIC

nation is almost at par with Europe average and ahead of Japan.

Let us see the scene in India and China. China consistently remained at a poor 1/3rd level of India till 1990 and by 2010 it is already 1/3rd more than India.

Is our Education Policy post-globalization, going in the right direction? If China's HE enrolment can grow 12.6 times between 1990 to 2010, why should India achieve a mere 2.96 times growth in that very ratio in the same two decades. Without getting into the reasons, we all should agree that India has failed both in quality and quantity aspects of the higher education enrolment.

It is also a fact that developed countries (USA, Europe etc) have a much more result oriented and effective higher education policy when it comes to employability. Professionally qualified people don't struggle for getting a job and remaining employed. I suppose India would be among those very few nations, where professionally qualified students are either unemployed or under employed. Only last year, we came across the newspaper report that for State Bank of India's clerical recruitment advertisement, some thousands of engineers happily applied and also joined in large number.

A bit of Cross-Check of Quality indicator:

The poor quality standard of our higher education system is also more exposed from the fact that there is a huge

difference in the number of "Indian Students Abroad" and the number of "Foreign Students in India".

In 2009, number of Indian students enrolled in Australian Universities was 97,000 and Australian student in India was 15. For Scotland it is 3625 vs. 3. Unless and until we ramp up our quality in Higher Education, it will continue to be the same. A few foreign students in IIMs, IITs and NITs will not set an international image for India in global education scenario.

As put nicely in the conclusion remark in article titled "Globalization and Internationalization of Higher Education" by Joseph Benjamin in the Journal of Educational Planning And Administration, Volume XXVI, Number 2, April 2012 (ISSN 0971-3859):

"The essential purpose of education is to prepare the students for acquisition of knowledge, encourage development of talents, to provide resources and prepare the youth for the task of nation building. Universities/colleges should come out with new fellowships for poor and deserving students so that they can avail the education anywhere in the world."

Quality improvement in higher education (including professional education) can happen by constant and consistent effort in improvement of content as well as process.

Subudhi and Paltasingh (2013) have also observed that shift in the focus from administration driven education system to

market driven system has taken place. In a rule of ‘survival for the fittest’ game, it is a necessity to have constant improvement of both content as well as the process. This is to be done on the basis of a long term strategy.

Authors have further observed with a mark of caution that such changes could however either be simply *cosmetic* or be really *cosmic*. While the intention could initially be, a quest for becoming a quality, world-class ESP (Education Service-Providers), a myopic strategy could possibly end-up the drive, only in a cosmetic physically attractive change, which might not get desired long term, healthy substance. A few critical questions usually hunt the management of each good institution; such as, what change we need (and why) and at what cost?

CONCLUSION:

Let us sum it up in three distinct categories for actionable efforts. (Let us call it the 3Ps)

i. Policy Framing for Education:

The big talk of demographic advantage of India (largest educated youth manpower that will emerge around 2030s or so) and the service industry super-power (that India is termed as), is not properly backed up with futuristic pragmatic policies by regulatory bodies at one hand and the blame game between IndustryAcademia on the other. All major policy announcements are now rotting at the doorsteps of judiciary for years after

years, with no result coming through. Is it not a laughing matter that even in the same government, one minister follows a drastically different policy visa-vis that adopted by the predecessor. The Mass Education (primary and secondary) policies, should and must dovetail into Higher Education policy. Incongruence and inconsistency is the main reason, and all of us are just beating around the bush to conveniently put the monkey on someone else’s back.

It is time the leaders of the governance system, industry and academia sit together and plan for creating opportunity out of that demographic advantage in terms of proper employability vision. Otherwise that huge unemployed educated youth manpower will be a monster to handle.

ii. Professional Involvement of Industry in Education:

Probably the newly designed 6 years Integrated Program (B.E. plus MBA) and 5.5 years Dual Degree program (BBA and MBA) may be more effective in developing a lot of such skills and employability factors that need more prolonged engagement for grooming. This will enable the colleges to effectively work on all those neglected skill-sets due to availability of students for much longer years of interaction.

AICTE’s new scheme for these integrated and dual degree programmes has still not been fully adopted by many reputed university and institutes for some reason or the other.

This brings us to another point in our debate to address the campus to company gap. It is time we all should take a call that there should be a mandatory 6 (six) months of genuine industry controlled internship for the MBA graduates. We can redesign the syllabus so as to complete all campus deliveries in 1.5 years and ship them out for rigorous/intense industry internship. If the global MBA program can be finished in 1 year or 15 months time frame, why can't we complete our curriculum in 15-18 months. However, genuine intense internship should not be compromised, like what we all have tacitly done for current pattern of Summer Internship and final term project. It is a vicious circle. A major ratio of the students don't get summer internship with stipend, because the companies either think they are not worth it or they have obliged the student to undergo the internship due to acquaintances, reference or some pressure of higher-ups. Therefore, they follow a policy of not giving any serious or authentic assignment and hence no stipend. What a funny and convenient system. It is like aborting a child because he is quite likely not going to be a Newton or Einstein.

We would further suggest that poor and deserving students (with merit) should be financed for higher and professional education by corporate and industries as a part of their CSR agenda and the Government should allow CSR linked tax benefits for such individual financing as well.

Here, there should be serious commitment from Industry that the six months internship will be a true rehearsal for pumping confidence into that MBA finalist, who in turn will be a long term player for the future industry, community and society.

iii. Parenting at formative childhood / teenage stage:

And last but not the least, Parenting should ensure that fundamental skills as already discussed in earlier paragraph (Integrity, Detail-Oriented, Flexibility/ Adaptability, Self-confidence etc. etc.) are taken care at early formative stage.

Sustainable and continuity in employment needs these foundation blocks to be consciously developed in the students.

Both in terms of Policy making and Professional involvement of Industry, if we can not be creative and pragmatic, we can at least try to copy some of the good features and best practices that the developed countries adopt. If you can't be original, there is no harm in copying good ideas from your neighbours and fellow beings.

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Modern Technology & Professional Education

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ABSTRACT

Present day education system has gradually witnessed a sea-change with the advent of different technological advancements and has resulted into a vast change in its nature and deliberation. In fact, regards and recognitions are still due to those gurus for their endeavour of producing intellectual mass to the society. At the same time, there is an emerging need of having a modularized and personalized continuing educational system to cater the basic needs of individualized learning and to make everyone versatile and flexible with the prevailing updated technological advancements. Rapid development of technology has become the supportive strength of today's professional education advancement and has translated the entire education system more systematic and synchronized. Effective education system, backed by sound and structured technological support, largely addresses the entire community efficiently and brings everyone back to the mainstream of growth and prosperity effectively.

The present paper is a sincere attempt in this direction to validate the amalgamation of technology and education with due weightage to various ways and means applied in assuring right professionalism in education system.

Key Words: *Education, Technology, Professionalism.*

INTRODUCTION

In this changing scenario and deliberation. Undoubtedly, the advancement of technology, the education conventional method of teaching practices is no more in focus and is not considered as the sole attraction point. Different advanced mechanisms are introduced and

used for learning and skill enhancement of learners. At the same time, we cannot totally ignore the traditional approaches followed as it has its own fragrance and need, but simply we have to reshape it in a new form so that it can be used to its fullest extent and to achieve the advanced requirements of both teacher and learner.

Different technological developments and advancements have forced to make the educational system a tech-driven approach. Different modern methods of teaching-learning practice are based on information technology, which plays an important role in developing a right set of system and creating a generation of tech-expertise. The traditional “*Gurushishya parampara*” has changed its shape of existence. At present the modern technology has led to the use of different devices in teaching process. Knowledge sharing is never an ending process, but it has adopted different mechanisms in its transformation, it has made the community more focused, transparent, advanced and adaptable in their way of learning. Continuous application of devices and process has a profound effect in the development of ideas, processes, methods, management and in other areas of education. We should also be sure that modern technology does not mean only use of sophisticated gadgets for teaching learning, but also we should make a clear and abstract view that use of different teaching techniques is a part of technological advancements and development.

The use of modern techniques and sophisticated instrument has not only paved a way for professional education but it has made it simpler and time bound. Now-a-days, people are more centric towards their effective use of time and achieving required result within less timeframe. A variety of teaching methods

used to inspire and guide the students involved and show their creativity at par, which enables them not only simply learn the thing but also make them empowered to compete with advanced and developed societal needs and requirements. Apart from all, modern technology makes learner upto date in their knowledge base and implement it in the needful and required settings. By having a proper setting it can lead to a free environment which will make the learner to easily grasp the content and will create a deeper understanding of concepts, which cannot be simply an imaginary assumption but also actual perspective can be imbibed.

Studies indicate that, large scale teaching-learning need involvement of modern learning techniques and its application in its every sphere of existence. Newer technologies have started attracting the students towards their use and serve as an important tool of management of proper set of learning.

SCOPE

- This paper work is a clear and transparent observation evolutionary change of so-called modern technology with due expansion in the sphere of education, resulting to a dramatic transformation of traditional teaching-learning process to more tech-savvy, method and its application.
- This work is also an endeavour to know the impact of technological advancements on learners acceptable

and how it makes them empowered in their approach.

- It also throws some light on impact and use of different advanced techniques and methods aligning with conventional methods and how it works.

BENEFIT OF TECHNOLOGY IN KNOWLEDGE SHARING

Emerging technologies and different technical innovations and developments, has led to the creation of a competitive advantage over others. The emergence of new technologies has changed the so called conventional learning practice to be more structured and systematic skill enhancement process. Needless to say, this has undoubtedly been characterized as simpler and less time consuming mechanism for materializing the basic needs of knowledge, skill and wisdom with a meaningful and purposeful achievement. It won't be wrong to say, that in this present dynamic conditions, technology and education are simply two faces of a coin, one cannot sustain and develop without the other, both have a long and lasting relationship, the advancement of technology has made student learning more practical oriented and exposed to real-time problems. More or less, we can say that technological involvement has created a world of knowledge builders and there has a dramatic change in every sphere of life.

A number of advanced methods and techniques have been accustomed and used by teacher's community which

makes the students sharper in not only solving problems and knowledge gaining but also making them more centric to face current challenges. Different techniques are implied by teachers which has totally reshaped conventional method of teaching and learning, to more knowledge centric and future-oriented approach.

Implementing different such techniques as like project-based learning approach, problem-centric learning are those methods of learning which led the student to cross the four boundaries of classroom and adopt a learning approach to cultivate a spirit which make themselves fit to the real word competitions, which are enormous and varied in nature.

It won't be wrong to address the Present communities of learners as "Fast Learners" who were born and raised in a digital setting and which led to a different thinking process towards learning because of their exposure to technology. From the beginning of their knowledge building and learning, they are exposed to a varied of technological gadgets and techniques which make them more centric to this style of teaching and learning, and create a confidence of building a better future.

Easy-Learning: Undoubtedly, technological advancements have led the teachers to make the teaching process simpler, quicker and transparent, which is not only helpful for the student community but also the teacher community. Physical presence of the teacher is no way an issue for teaching-learning process, now a day's

required content can be posted by the instructors being far away from the place, and the target receiver can access it without any obstacles and problems. It has not only shortened the place constraint but also it has shortened the time-constraint for the student mass. Students can learn the things based on their suitability, availability and accessibility.

Increases Student Motivational Level: Present day student community is undoubtedly computer-savvy and any practice leading to skill enhancement can very well be coped up extensively for a better possible tomorrow. Conventional schools of thought on teaching – learning theories had serious limitations of fruitful outcome matching with present-day needs; hence, the introduction of digital learning has gone a long way away from the so-called *gurukul* practice. Students know becoming more focused and are concentrative to learn things in a faster way rather in the traditional methods, where they use to wait for the instructor to speak on the topic, and learn the things. A number of gadgets and encyclopaedia has made the approach of teaching- learning more motivational and interesting. Even it has been found there has been a drastic change of teaching process in the classroom; which ultimately has increased the positive attitude of students towards the subject matter. By targeting the right receiver by the teacher we can not only make them learn, but also we can increase their interest level and make them more dynamic for further knowledge and skill enhancement.

Extended Opportunities for Learning: Traditional method of imparting knowledge was very cumbersome, student must go to the place where the teacher used to impart his knowledge on the subject, but with the advent of technological improvements and making education system more tech-savvy, the opportunities of learning were many, the accessibility of the student to the course material has now become very easy and the method has become very simple “Press the button and get the material”. Even students are able access the material by sitting in their home, any setting where technology can reach. It has been witnessed that place is no more a constraint for reaching to the required path and source.

Wider audience: Learning approach can be made open for one and all, by the proper implementation of technology, large set of audience can be targeted being far away from the sender, simply with the use of different advanced devices we can reach the audience, but where as traditional methods of teaching-learning has not such scope of existence. To target a large set of audience, even you need to focus on large no of variables, but it is not so we cannot simply target the target the audience but also we can be able to solve the queries posted by them, even they can make themselves clear to the learning topic and process. The audience can take benefit out of the requisite material in correct time and place.

TECHNOLOGY AND EDUCATION

Technology is such a wing which has expanded in every sector, and level of society, even it has expanded its flying wings towards education system of our country. Now, it has become an integral for every sector and institution to make an effective and efficient use of it, to make a better and approachable process of learning.

In the early days, the delivery of a person is confined within a class room, and four walls but now the concept has changed its shape and existence, now learning is more with the use gadgets and instruments, but we cannot say that technological advancement is confined to only gadgets and sophisticated instruments. Using of different methods to make the students learn is also an essential part of education and modern technology. Student Community has become very sharp and more advanced in their approach, they are always in search of new techniques not only simply using gadgets to make them learn but also framing correct usage of strategies to make them understand and gain optimum knowledge, and interest among the young and growing generation.

Gone are, those “*Paramparas*” where student-teacher learning was confined to simply chalk-talk method, but it is age of different types of sophisticated gadgets and not only simply gadgets but also using innovative tricks and technique to make the learning process more interesting and long-lasting approach.

Using Technological concepts and methods, in education has aligned with number of benefits in the classroom and also outside the four walls also, they cannot be confined to any number set but below mentioned are some of the benefits which has an effect on performance and improvement of students learning process.

Exploring the world: It won't be wrong to say that, use of technology in education has made the student more advanced and systematic in their learning process, now they are not making themselves confined to only text books available in the market or given by any institution, they follow different approach to explore the world all around “*Click the button get the data*”. Even not only students but also teachers have changed their search engine for any material know the doors are opened 24×7, to access any material for their learning process. It shows how far modern and advanced techniques has changed the thinking process and approach towards learning and doing experiments by the students, tremendous encouragement and excitement has increased manifold, by students they are very much developed towards a modern and tech-savvy society, not only face today's world but also making themselves developed for tomorrows challenges and risks.

Empower Students Community: Technological advancements has led towards making the students more interactive and approachable, they are no

way limited to only teachers talk, though a teacher plays an vital role but still students are now very empowered to make more advanced presentation and using multimedia tools for different talks and discussion, which led to differentiate it from traditional process to modernized method of education. It not only makes them advance but also feel them proud by the teachers when students mass such progress in their learning approach.

Expert Guidance form Modern World: Guiding the student in every step is an essential aspect of teacher's community, and it won't be wrong to say is it a never ending process. Because of that teachers are always at the top of the pyramid, but technological advancement has aligned everybody in a single chain. Modern techniques have made the students to change their traditional approached and make them smarter and sharper in their decision making and learning styles. Nevertheless, advanced mechanisms had broaden the style of thinking among the students and made them more structured toward learning and adopting right things at right times.

Go Global: Students approach towards viewing the world has been changed to a tip of a finger, and the cost factor is again an important determinant for making education system a more streamlined approach. It has been witnessed by different experts that technology has collapsed all barriers which create problems for learning and expansion. In the traditional the approach

of learning is very monotonous and fixed to boundaries, but now students has started making them go beyond, no one can stop them reaching the destination within a few seconds it can be transferred from one learner to another. Even teachers are also able to make their materials access by all needful.

Self-expression: In the older days, students used to make themselves confined to notebooks and records to express, their ideas and opinions but in this present situation there has been alarming change in expressions, students are maintaining "*Digi Books*" to express their thoughts, ideas and share their knowledge for all, they have started creating different websites, and blogs to make them placed for one and all.

TEACHING PARAMETERS UNDER THE SHADOW OF LEARNING

In the conventional method of teaching-learning, what the teacher speaks is the sole source of learning for the students. But with the broadening of different sphere, the conventional methods are becoming more outdated in their approach by losing their own presentable capacity. Different advanced mechanisms has led the teacher community to express their in different approach and via different channels of presentation, as we know "a single picture speaks thousands words". To improve the style of teaching modern technology plays a leading and essential part of life. Expressing your ideas, views, thoughts through the help of modern gadgets is more accept-

able, so far as a number of teaching techniques are used by the teacher.

Presentation Software: Software is different compatible discs which make the discussion more lively and understandable by the receiver, because seeing has more effect than listening. It stimulates the discussion from both the ends and also makes them go beyond the four walls of classroom. It also leads to more expressive even not only by the sender but also by the receiver, they can clearly note the things and memorize it in later on stages, which act as a stuff for further clarification and elaboration.

Clickers: Students want a fast method of assessment towards their question-answer set, they are now able to wait till they will be corrected by the teachers, as it takes a long time and effort, and also a question arises of biasness, Instant results not only make them more forward but it also increases their level of competition among them and creates a spirit of challenge to prove their knowledge and aspirations.

Information Presentation Tools: It transforms the students from conventional approach of thought process to scientific and advanced method of thinking and transforming ideas into presentations. It helps them to think critically from different point of view and analyze its application to different activities. Learning through conventional has become more monotonous and cumbersome process, but different tools it can be reached and achieved a different path of success.

Crossing Four-walls of Classroom: The main and sole objective any teacher community is to impart knowledge which is not only for exam point of view, but also it will act as a long-term knowledge building source, to make this approach more practical and expressive in nature, we should cross the four walls of the classroom, Sharing of ideas, knowledge expression will become more transparent and qualitative.

PERSPECTIVE OUTCOMES

Technology and learning have crossed different ladders, which has proven different positive outcomes, and framed a sphere of broaden world of knowledge building. Modern technology undoubtedly produces a revolutionary impact on learning habits and processes. Tracking different developments in modern technology, especially in generation of new ideas and new innovations are basically two major outcome of technology. The scope of different techniques are wide in nature and it has a number of effects on development of full potential of a student learning instinct for new concepts and handling varied of challenges and problems not only in professional but also in personal life. Technology and education has different positive consequences in streamlining, the traditional methods of imparting knowledge to the student mass, which led to a dramatic transformation in its outcome and building a break-through mind and creating a community of learners and knowledge builders who will ultimately

shape the society and nation to compete in the national and international forum. Continuous application of technology in education has enormous outcomes and has a profound effect.

Skill Enhancement: Today's student community are more prone towards modern technology, undoubtedly everybody is not perfect in the approach of learning things in correct way and taking out right conclusions. Every set of student community should always be aware that technological advancement has enormous positive outcome, but at same time it has certain negative outcomes also, if it is not used in its proper way, it will lead to more adverse effect on learning approach and society also, so it won't be wrong to failure of right skill-set will make the whole process cumbersome and monotonous. But still, we cannot ignore that modern technology has reshaped and dramatically brought changes in the life of young mass, they are now able create, develop and frame several different projects, which creates and increase the confidence level not only presenting them in national boundaries but also representing in international boundaries also. Varied of skills have been developed by the learners such as problem-solving skill, Diagnostic Skill, Situation-handling skill and these skills has made them fit to compete in the market.

New Idea Generation: - In the conventional method of, of teaching the sharing of knowledge is confined to

oneway process approach, teachers used to impart knowledge, and learners are simply take a copy of it for future reference, which simply close all the doors of mind, but now because of advent of different technological innovations idea develop, generate and implement has become an essential parameter in each and every field of work. Student communities now became very much active participants in the learning process, as they every time face variety of new concepts and techniques which builds up their ability to frame a new world of ideas. Because of modern equipment, they are now able to get knowledge from eminent speakers even if who are far away from their destination place, being in a different coverage area, they can listen, record and store it for further learning, this process of reshaping method of teaching has not only open the doors of the mind of the learner, but also make them more challenging, Creative and Cross-border in their thinking and building.

Creative and Innovative Presentation: Teacher is the key source of teaching, presentation of ideas by teachers and students is always a never ending process. But, with the development of different modern technologies, it has become essential to incorporate different creative and innovative styles of presenting their ideas, thoughts, and aspirations in front of others. Students are no way confined to text books for gaining knowledge; accessibility to different sources of databases has made them more advanced in their style of presentation.

Students are now able to imbibe different real and current upcoming examples which make the presentation more lively and helpful for others, it is all because of necessary developments in the field of technology. It has not only changed the style of presentation of speakers but also made it more responsive in nature. People are able to integrate different ideas and thoughts into a single package, which leads to more structured and systematic designing of information and targeting the right set of audience. Undoubtedly, modern technology has led to the use of different creative tools and techniques in the presentation by the teacher as well as the student's community which enhances the spirit of interest and participation among the target.

Experience and Exposure:- Modern technology has changed the level of commitment and made people more exposed towards new techniques of knowledge gaining and sharing, it has made teacher and students community more focused and acquire systematic and structure from all areas and sectors. Now, learners are able to expand their frame of gaining new concepts beyond crossing not only four walls of the class room, but also national boundaries. They are able to share their ideas, concepts, and processes among all the target audience with the ability to accept new and advanced tools and mechanisms.

Competency and Performance enhancement: Increasing emphasis on practical questions related to the dynamics

of dissemination of the professional education system has focused more on the specific content of general ideas and developed a fuller perspective on a number of issues most directly relevant to the structured education system. Pilot experiments on such emerging issues have considerably convinced that these methods are now cost-effectively feasible and capable of promising to make substantial contributions to fundamental problems in elementary, secondary and professional education.

The efficient and effective use of modern education techniques has certainly made the entire teaching methods of education as more diversified beyond time and space. Modern education techniques have rightly demonstrated the process of liberalization of continuing education as a significant impact on ideas, forms, process, methods, teaching and management of education at large. Application of modern education technology in professional education, in particular, will be a driving force for learners to have an optimistic approach towards new things.

CONCLUSION

Developing a conceptual framework for a large sample of teaching material (hardware, software, curriculum, and teaching methods) has become an established operational practice in the present day scenario. The patterns of acquisition of knowledge and skills, and about the effectiveness of specific forms of teaching and learning have benefits of "novelty ef-

fects” with special expertise and sensitivity. E-learning is one such initiative in this direction to aim at making the learning and teaching process independent of time, place and pace. Sometime it is possible to break conventional classroom boundaries to develop open, low-cost and modern technology through the available modern technology. Therefore, broadly speaking, to sustain, we need to develop and implement new learning systems of learning science, educational technologies and innovations in professional education for the greater interests of community and for the society at large for a roaring success.

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Competent Teams for Challenging Times

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ABSTRACT

Challenges of business activities have become complex and demanding with the passage of time. Skills required to keep pace with the changing requirements of the market have also increased many folds, to the extent that super specialties in every profession and industry has become the norm of the day. The methodology of building talent itself has undergone a sea change. The urge to attain greater heights in the professional arena at a young age in this highly competitive business world is pushing a large number of people towards multifarious academic activities. Mushrooming of educational institutes offering a plethora of certifications and degrees in a variety of fields has further added fuel to the aspirations of the younger generation. While many of these institutions lack even the basic infrastructure, they are nowhere near to providing quality education.

Competency building is a multi-faceted process, which not only involves multiple players but also innumerable processes extending over a long period of time. This long gestation period has its toll, both positive and negative, on the individuals and organizations. The task of assembling and putting into place a highly competent team though an uphill task, efforts invested in this direction pays off in the long run. Organizations who have done it over a period of time have demonstrated the value addition to business objectives accrued by the contributions of their employees. In the backdrop of this situation at ground zero, while the debate on ownership of the final sculpting of these aspirants is on, it has been assumed partially by educational institutions. However, much more needs to be done by organizations to create champions at work places, who can not only deliver but also lead teams through tough time. The question that needs to be addressed is - who should take on this herculean task and how should it be executed?

Introduction

The potential of an earnest man at his work cannot be measured, and every organization has always strived to have earnest men in their teams. The need for competent personnel has never been more critical as of today, with inflation at 9.87%¹

and looking northwards in the days to come; overall efficiency is the need of the hour for every business.

The identification of an earnest man and setting him on the right course on his work is the biggest challenge that organizations face. However, the

moulding of an earnest man is another challenging and daunting task that is undertaken by the educational institutions where the foundations are future growth is laid. While the schooling is the most elementary stage of this task, for the sake of this audience, this discussion will focus on the activities post entry into a degree college. It is from this stage onwards, that a well-informed individual, courtesy the internet and easy access to loads of information, has the liberty of choosing from a variety of career options.

Starting from the early 1990s with the IT boom, coupled with the Y2K rush, saw a phenomenal growth in the demand for employment in specific task oriented domains. One of the beneficiaries of this growing employment demand was the training institutes which mushroomed all over, offering task specific skill development trainings, thereby creating “specialized” resources, and this trend continues even to date. The ingress of IT and ITES across all sectors, construction, manufacturing, administration etc, ensured that the employment of this “specialized” HR pool was gainfully employed on unrelated and isolated tasks over the years.

The practice all along, commencing from about 1980s, has been to create silos of narrowed and specialized task oriented manpower, which has facilitated HR practitioners to circumvent labour laws for selfish and profitable ends. This practice, which has created a mind-set amongst Gen Y on specialized qualifications, has turned educational institutions to production lines,

churning out “incompetent” manpower and dumping them in the marketplace. The dot com bubble burst of 2000 and the global financial crisis of 2008 saw layoffs by the thousands. Along with the tough economic conditions and uncertainty of the future, came the spate of work pressure related deaths and desperate suicides both in India and outside. Studies have revealed that anxiety at work place, erratic job market and work related stresses are some of the major causes of suicides amongst the urban youth,² and amongst the public sector organizations.³ While financial constraints have been a major cause of layoffs, “competency” has been the only factor for segregation and identification of individual employees for laying off. In most of the cases the “frogs” have been the first ones to go, while the “jacks” have continued for longer periods.

Unfortunately the demand for competencies has been manipulated by the market and organizations, with little or no regard to the employees overall growth. A plethora of certifications available in the market provide temporary insulation from market uncertainties and a false sense of security. No wonder, than that, professionals with 20+ years of experience who still crave for ITEL and Black Belt in Six Sigma certifications, continue to remain as “frogs in deep dark wells”!!!!

A study on hiring practices across all industry sectors has revealed that Indian companies have lost ‘2,460 crores in the year 2012 due to bad hiring, and some of

the major reasons identified for this are pressure and urgency to fill up positions, wrong bench marking and poor screening.⁴ In spite of millions of graduates from thousands of technical and management institutions flooding the job market every year, ironically, a global study has revealed that while 35% of employers worldwide are reporting manpower shortages, 61% of employers in India experienced difficulty in “finding” the right staff!!!⁵

Educational Institutions and their role in the current mess

The institutions of professional and higher education have been corporatized to an extent that the administrative teams have a tremendous pressure to generate revenues to justify the ROI to promoters of these institutions. The commoditization of education has been adversely commented in various forums. While a study on the employment trends in IT and ITES industry in India has reported that of the 1.5 million students who graduate out of the 3393 engineering colleges in India, nearly 70% remain jobless on graduation and of this nearly 30% continue to be jobless even after a year⁶.

To justify the hefty fees that institutions charge for professional and management education, these institutions literally play around with the emotions of the students. Feeding information, especially campus placements and salaries offered, they entice many students and also ensure availability of educational loans by tie ups with banks. While it makes business

sense for the banks, the educational institutions are committing a major blunder by unrealistic fueling of the aspirations of prospective students and their parents. Their responsibility ends with the successful completion of the course, and educational institutions got to unimaginable extent to ensure that the student completes the course successfully. Mass copying⁷, innumerable retests, assignments in lieu of tests and presentations, are some of the damaging approaches adopted by institutions to achieve their selfish motive. End result being incompetent students being dumped into the market, who are ignorant and ill equipped on how to fend for themselves in life⁸. The NPA on account of defaulted educational loans amongst the public sector banks as on Jun 2013 was ‘ 832 crores against a sanctioned loan amount of ‘ 8,297 crores⁹, an amount which has been pocketed by the educational institutions. Disappointments when aspirations that define success and happiness are distorted or unmet by the reality faced by young people in a rapidly changing society, has been attributed as one of the main reasons for suicides in India amongst the youth in the age group of 15 – 29 years¹⁰. Such is the catastrophic consequences attributed to the ineffectiveness of educational systems.

Some of the other factors of concern in this regard, which are talked off in the academic circle and do not need any major discussions are inadequacies in faculty capabilities and lack of infrastructural support. While lack of financial incentives

has been cited for demotivated faculty members, it will be worthwhile to look at the satisfaction and pride derived in the success of their students as an immeasurable reward and continues to remain motivated to contribute for the success of this journey.

Roadmap for self-improvement

To enrich the journey from educational institutions to organizational employment, the contribution of all stakeholders in the eco system of education needs a revamp. Nevertheless, one cannot sit idle waiting for things to happen. In our own small sphere of influence, i.e., at individual faculty, individual departments and individual institutions one can experiment with some aspects and in case the results are encouraging, it can be replicated to the next level. In this context some areas where improvements can be internalized within institutions are:-

➤ ***Tiered approach to higher education.*** Statistics of starting salary offered during college placements, at both IIMs and other B Schools; reveal that students with work experience are preferred compared to fresher graduates, with some freak exceptions. This is an indicator to the value given to the combination of experience and knowledge. Even a global study by the ILO has indicated that the unemployment rate at 13.1 % amongst the youth (15 – 25 years) is three times that of adult unemployment rate¹¹. While higher technical education in continuation with the

undergraduate studies makes sense and adds value to the learning, higher management courses without work experience definitely has its limitations on the understanding of management theories and practices, and their applicability in the workplace context. Therefore, to enhance productivity and add value to the acquisition of knowledge through formal higher education, a multi-tiered approach to higher education, especially management education,. A pattern like – basic graduation – work experience (0 – 3 years) – certification courses – back to work (5 – 8 years) – Diploma/ Masters. This approach would not only enrich the learning, but also make the classrooms intellectually challenging. Same theories and principles being discussed in the background of varied experiences from different industries will also challenge the faculties phenomenally and ensure that they also continue to upgrade their knowledge on a daily basis.

➤ ***Redefine eligibility criteria.*** Though there are some basic standards for admissions to many management schools, the efficacy of such screening systems is questioned. In fact even Mr Narayan Murthy had expressed his anguish over the coaching class culture which was instrumental in dumping poor quality students into the IITs and opined to change this commercial approach to education¹². This poor selection procedure has its toll on both the institutions and the individual students. A more robust and realistic assessment system which enables an

individual to decide whether to pursue an expensive higher education program or not will do a lot of good to the entire education system and optimize resource utilization of the system.

➤ ***Industry – Academia interface.***

The current state of Industry – Academia interface has to be taken to a different level. The industry involvement should primarily include identifying gaps in the existing curriculum which needs to be plugged to increase the employability of students¹³ rather than only for campus placements. Also, guest lectures on non-academic subjects by seasoned professionals from the industry will definitely be a value addition, which will go a long way in giving a better perception of the work place requirements and expectations.

➤ ***Inculcating life skills.***

Management is all about people management. It is the behaviour and performance of team members that managers have to manage to align performance to organizational objectives. Tolerance, identification, acceptance and correction of shortcomings of self and other team members, attitude management, moral courage to accept failure and move in in life are some essential life skills which students should be encouraged to master. Failure to develop life skills will not only induce stress in individuals and also spread amongst the team like wildfire. Life skills ensure emotional and professional stability in the functioning of individuals, failing

which erratic behaviour can prove costly. Suicides, murders and other forms of vengeance display at workplace have become common phenomenon, hitherto unimaginable¹⁴.

Policy enactment to standardize practices across the nation requires success stories from all quarters, and unless every educational institution courageously experiments with new thoughts and ideas, the right approach will always remain elusive.

CONCLUSIONS

It is the set of the sails, and not the direction of the wind that determines which way we go. Educational institutions should undertake this task of teaching how to set the sails rather in teaching aligning the ship to the direction of the wind. Learning institutions actively engaged in knowledge enhancement add value to the society than those which are just mass production units, who justify their existence only by numbers enrolled, graduated and placed. There is a collective responsibility of all stakeholders in this transformation which educational institutions must undertake to revolutionize the journey from education to employment.

In times of drastic changes, it is the learner who inherits the future. The learned usually find themselves equipped to live in a world that no longer exists. -Eric Hoffer.

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Transforming Management Education in Line With Youth Expectation

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Introduction

Education is considered to be a powerful tool as it provides people the ability to take charge of their lives. Despite the persistent stress laid on education, there is still a dearth of skilled manpower to tackle the rising needs and demands of the economy. The economic slowdown is increasingly creating problems for the global job market. Joblessness remains high and youth unemployment is reaching crisis proportions. At the same time, employers are also facing the paucity of right kind of high-skilled employees to improve their bottom line and contribute to the GDP growth.

As per the report released by ILO “The Global Employment Trends 2014”¹ employment growth remains weak, unemployment continues to rise, especially among young people, and large numbers of disheartened potential workers are still outside the labour market. The report also

focused on the need to add young people into the labour force. As per the report, approximately 74.5 million youth under the age of 25 are jobless, marking global youth unemployment rate of over 13% which is almost three times as high as the adult unemployment rate.

Today unemployment and underemployment are two of the serious problems with which India is grappling. Interestingly, in India unemployment rate amongst illiterate youth is lower than educated youth as per Labour Bureau’s “Third Annual Employment & Unemployment Survey 2012-13” released in November 2013. While unemployment rate among illiterate youth increased to a mere 3.7% for the age group 15-29 years in 2012-2013, from 1.2 % in 2011-2012, the unemployment amongst the graduate youth increased to 32 % during 2012-2013 from 19.4% in 2011-2012. India is facing a skill deficit on account of the huge demand-supply gap.

1 http://www.ilo.org/global/research/global-reports/global-employment-trends/2014/WCMS_233931/lang-en/index.htm

This data points towards an extremely large pool of untapped talent. If young people who have worked sincerely to become qualified and skilled cannot secure decent jobs and loose interest in looking for an appropriate job, then it is a matter of concern for the society. The long-term effects of continuous high youth unemployment rate and likely outbreaks of violence are likely to become more serious if our education system continues to ignore the voices of youth/students.

These facts impel us to revisit our education system and find the existing gap between the expectations of youth enrolled in several academic courses to meet their career objective and the service providers (institutes and universities in this case).

In order to address youth unemployment, few elements that need to be scrutinized are:

- i. Is the existing education system able to meet youth expectations
- ii. What are the kind of skills developed by the students through academics
- iii. Are these skills helpful enough to fulfil their career aspirations

This paper attempts to understand and come up with suggestions required for improving our education system. This research piece tries to connect education to employment, facilitate a student to become an employee and above all manage the youth expectation and help in development of a healthy society and economically progressive nation.

The following areas comprise the focus of the literature search and review:

- a. Expectation of young people: how young people perceive their preparedness for the industry, how young people perceive the challenge of workplaces; their apprehensions, and what deters and stimulates them; and what is their expectation from the system
- b. Young people's requirements (including skill needs) in entering the workplace; and
- c. Steps to smoothen the transition to work; the role of educational institutes as well as employers to make workplaces amenable to young people

Literature review

A survey of the available research literature found that there is a relative abundance of survey research on employer expectations in case of young recruits generally termed as "employability skills". But in contrast, little research was found to examine youth expectation prior to obtaining employment, or employer strategies for making the journey from education to employment a smooth one.

Surveying the available research in 1999, Morris et al, concluded at the time that, "No good quality research literature has been discovered on young people's attitudes towards employers or the structure of work" (1999:64). Besen-

Cassino (2008) in his work pointed that youth employment has been studied extensively from the point of view of parents, educators, and policy-makers, but the main characters of the play – young people themselves – have been somewhat neglected and young people’s objective behind work remain virtually unexplored. More recently, Price et al (2011) concluded that there are few studies available that focus primarily on young people. As per these researchers, this lack of focus on youth has led to a situation where we have little understanding of how young people cope with creating their identity as employees and how they relate to their first jobs.

On conducting a survey of the literature, we concluded that there is a scantiness of published work relating to young people’s expectations of jobs and employment. There appears to be little recently-published research conducted in India relating to young people entering the job market against the background of the economic downturn and tightening job market since 2009. This study puts in place a potential research strategy to address this gap in research and prepare policies to overcome this situation the coming years.

We have chosen to organize the study into sections relating to:

- i. Young people’s views and expectations of job and employment
- ii. Employer’s expectations from the new recruits,

- iii. And means of smoothing their transition to work so as to manage the youth expectations

Research and Analysis

To carry out this study, a survey was conducted among young people from the supply side and among employers from the demand side. Survey was conducted among young people studying in management colleges in Bhubaneswar to gauge the youth expectations, while data to measure demand side expectations was collected from employers across India. Much of the qualitative research profiled in this review is small-scale in nature.

The research participants were divided into two groups:

- i. Young people who are coming to the end of management study and are intending to take up fulltime work.
- ii. The employers who hire these students from campus

Survey of these two groups helped us understand the gap between the expectations of youth and expectations of the employers. Due to paucity of data a more quantitative analysis could not be carried out.

The research and analysis is presented in two sections:

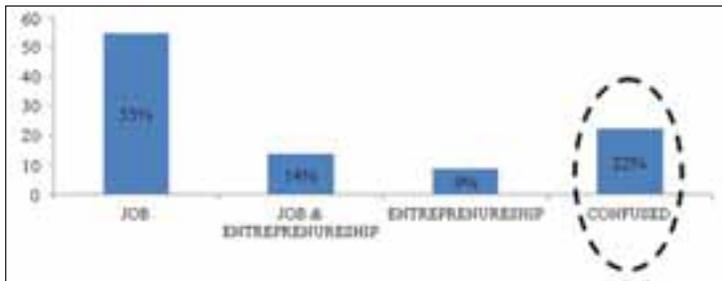
Student’s views on job and job market

This study indicates that youth expectations about work and the degree of prior knowledge of work are not same in case of young potential employees.

This survey revealed that 22% of the youth were undecided about their aim of life where as 10% of the students were still confused of choosing this course as a career perspective. This can be attributed to low information dissemination about higher studies/professional studies in India. Students said that they were not well informed when making decisions about postsecondary education, though they

mentioned, internet being their most preferred medium of gathering information. As a result, youth are quick to detour from the education-to-employment journey.

Fig-1 : Students Define their Aim of Life

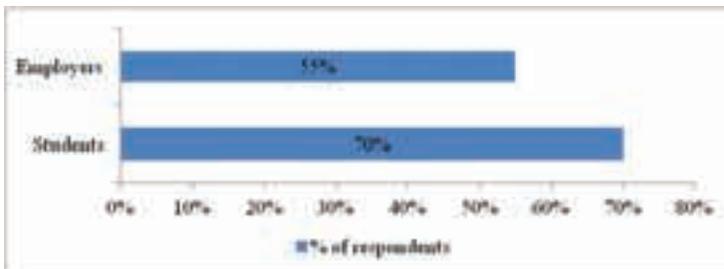


This research found that most of the youth/students had a sense of the changing employment opportunities and knew that many jobs demanded skills and credentials that they did not have. However, they were confident of finding both exciting and reasonably well-paid job.

a scale of 1-5, they rated themselves as 3.5 on an average which is more than 70%. This statistics alarmed us, as this displayed their over confidence because the employers on the other hand mentioned that only 65% of all new recruits were aware about their Key Result Area (KRA). And, only 55% of all new recruits were able to achieve their KRA.

It was interestingly found that when students were asked to rate themselves on

Fig 2 : Different views on Job preparedness



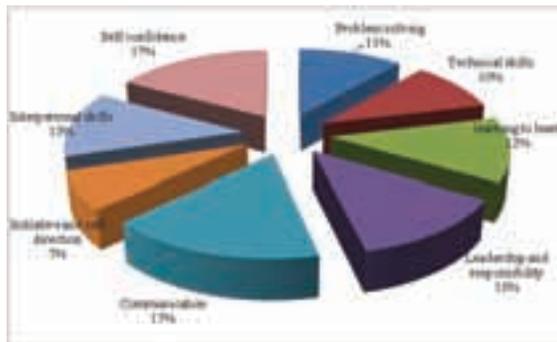
These findings highlighted an apparent disconnect between young people and employers, due to a mismatch in perceptions relating to their skills. All the employers surveyed, hired people from campus and they believed that young people lack critical self-awareness, and face difficulties understanding their strengths, weaknesses, and gaps in skills.

Thus, it will not be incorrect to say that young people are largely unaware of areas of weakness prior to employment, particularly in relation to their lack of desired skills.

To analyse their preparedness for jobs, young students were asked to rate the skills required for campus recruitment in order of priority as per their own understanding.

Students generally believed that to get an entry level job, **the top three skills** required were – Self-Confidence, Communication and Leadership & Responsibility skills. According to them, Problem Solving skill, Technical skills and Initiative and Self-direction, were the least important skills.

Fig 3 : Skills Required for Placement



This was in sharp contrast with the top three skills required for selection were employer findings, related to their order – Problem solving, Initiative & self of prior-

ity for selection of students for an direction and Self-confidence in terms of entry-level job. As per the employers, the priority.

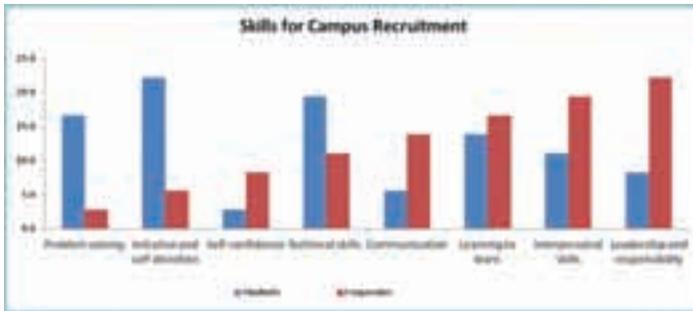
Table 1 : Ranking of Skills for Campus Recruitment

Skill Set	Student	Employer
Problem solving	6	1
Initiative and self-direction	8	2
Self-confidence	1	3
Technical skills	7	4
Communication	2	5
Learning to learn	5	6
Interpersonal skills	4	7
Leadership and responsibility	3	8

Here, if we see methodically, it will not be difficult to understand the gap between expectations of youth and expectations of the corporate world. To put it another way, there has been

fundamentally different understandings of the same situation (refer Fig 4) and thus leading to a bumpy ride for youngsters when they have to venture in the corporate.

Fig 4 : Skill Set Expectations



When these youngsters were asked to rank priority wise training area(s) to enter into their dream sector, most of them ranked Communication at the top. But, as per the employer survey, Communication was not the top most criteria for an entry-level job. Here, the reason for confusion is due to the choice of language used in communication. As

per the students, if they are unable to express themselves in English, then for them the candidate is poor in communication. Whereas, this is not true! When employers ask for good communicators, they only mean that their employee should be able to speak to the stakeholders and customers of the company and put the point across clearly.

Table 2 : Priority wise training area(s) identified by the students

Skills Required	Priority-based Ranking
Communication	1
Self confidence	2
Problem solving	3
Technical skills	4
Initiative and self-direction	5

Most of the students in the survey expressed a couple of measures listed expected the education process to be

below to make them fit for the corporate more practical oriented. Students world:

- Practical exposure to management problems
- Regular Corporate Interface
- Intra and inter college competitions
- Seminars, management events & webinars on topics related to management education
- ◆ Functional Training
- ◆ Team work and bonding
- ◆ Communication skills
- ◆ Company to corporate

This was all about youth expectations before joining the corporate.

Employer's View about students

Our study also focused on how the organizations monitored the new recruits once they were inducted in the system.

Companies were asked about the training programs offered by them to the new recruits. It was found out that employers generally invested only in those specialized skills whose value could be captured; they were unwilling to spend money on employees who might take their expertise elsewhere. Some of the findings from employers regarding their training program were:

- More than 70% of the companies provide Skill Development Programs (apart from induction program)
- Approximately 67% of the new recruits were open and adaptable to the training programs.
- Training programs designed for new recruits from the campus included:

Thus, we get to see that the students training expectations are not met as per their requirement. Most of the training modules are generic and cater to the mass instead of being customized for the new recruit. This leads to nervousness and many youngsters find it difficult to relate to their bosses, and in striking a balancing between pressures of work and life. Moreover, new recruits are not trained on socializing in the workplace. This can also be distressing for many new employees and cause anxiety in them.

Apart from training programs offered by the employers for new recruits, only 30% of the organizations surveyed, were involved with educational institution in designing, implementing and evaluating the course-curriculum. These companies try to ensure that the content of the curriculum is aligned with their needs.

Though, there are a few employers who are engaged with educational institutes but there needs to be intensive collaboration between the two and both sides need to define their requirements at every level.

In terms of feedback and mentoring system offered by the employers, the data was not very encouraging. Here are some of the findings:

- 70% of the organizations said, they have feedback mechanism especially designed for new recruits
- Most of the organizations have monthly or half yearly feedback evaluation mechanism

Employers are also struggling as they are faced with the dearth of quality manpower. As a part of this survey, employers are requested to provide their suggestions. Most of the employers suggested that:

- Instead of theory based lectures, institutes should consider real world issues and concerns to address the scope of learning Educational institutes should customize their course curriculum to address the day to day issues and concerns as there is always a large amount of customization happening everywhere

How to make a Smooth Transition?

This section is an attempt to explain how we can redefine the education to employment journey for the young minds. The discussion has been divided into two sections, explaining the role of each body for a smooth transition process:

1. Role of Educational institutions
2. Role of Employers

Role of Educational institutions

i. Information dissemination

Our education system is focused on designing course-curriculum and delivering them with high quality standards. But in the process, it fails to share all the information about the designed course. Approximately 25% of the students surveyed were absolutely confused in defining their career objective.

Therefore, we need a system which can be used to educate stakeholders, build transparency, and manage expectations. Young people need to be facilitated to make informed choices about their career and education. Educational institutes can work on the following for better results:

- a. Collate data and prepare a database comprising current and projected job openings
- b. Appraise them of skill set required for particular job openings
- c. Discuss estimated salary as per their skill set

This kind of information exchange is expected to help students plan for a given occupation.

ii. Industry ready Course-curriculum

It is high-time that educational institutions accept that students do not want only class lectures or Guest lectures by industry personnel. Our survey pointed out that only 12% of student viewed class lectures to be the most preferred medium to know about their dream sector.

Educational institutes have to become more student friendly and industry ready. Some of the steps which educational institutes can adapt are:

- a. Embed transferable, work-based skills into the curriculum
- b. Initiate a form of accreditation for businesses that create partnerships with educational institutions
- c. Develop a graduation system that values soft skills, decision making, problem solving and aptitude related to work-readiness

iii. Sector-wise Employer Collaboration

70 % of the employers surveyed said they did not work with educational Institutes on matters such as, designing, implementing and evaluating the course curriculum. Those who did, even for them, partnerships were limited. Very few employers were involved with the institutes, for just designing the course that too this involvement was once in a year. This is alarming, because students expect to learn the recent practices adapted in corporate house, to be well armed to face the challenges when they step out to work. But unfortunately, our current system does not provide this opportunity.

To meet the student expectation, it is important that educational institutes have:

- Sector based collaboration with the organizations based on student need

- Educational institutes can invite companies to run training programs for the students or at least oversee these training programs as per sector specific requirement.

This is sure to maintain a balance between demand and supply of quality manpower and create a win-win situation for both.

iv. Socializing students to the work culture

Students find it difficult to adapt to the new work environment with specific rules and regulations. They find it extremely challenging and anxiety generating.

Educational institutions are expected to play a role in preparing young people for the complex web of social relations within workplaces. If the educational institutes frequently arrange for on- the job training, students will get an opportunity to acclimatize themselves with day to day interactions at the workplace. They can interact with other employees, and supervisors within the context of the workplace which is most important in helping ease young people's transition to work.

Role of Employers

i. Active Employer - Student interface

The increase in youth unemployment and unrest forces us to see and analysis

the entire system with a new perspective. The existing education system is unable to meet student expectations in terms of practicality. Today, students have quick access to information at a click; they can read the best books available across on their high-end gadgets but the important question here is: are they able to validate and differentiate the plethora of information available to them. Is the readily available information making them corporate ready?

These doubts strongly advocate greater involvement of employers in the education system as a means of assisting the transition of young people into employment.

Employers can build closer links with students through educational institutes and provide high quality work experience placements; the various ways in which employers can create a result-oriented education system are:

- a. Reinforcing messages from teachers about skills, qualifications and the work environment
- b. Identifying employment opportunities in their company and encouraging young people to apply for jobs in their enterprises
- c. Providing details of available jobs in the local area in their industry
- d. Influencing and creating interest among young people regarding their choice of occupation

ii. Part-time work experience and Internship programs

Benefits of work experience and internship programs are increasingly becoming visible in corporate houses. Work experience while pursuing education, helps student in carrying out multiple tasks like an employee but with an emphasis on the learning aspects of the experience.

Internship programs and other short duration programs offered by the employers can help the student to make an informed decision in choosing a career path. The part-time job opportunities also is expected to help them learn and develop, in terms of — self-management, increased self-esteem, improved communication and interpersonal skills, organizational and decision-making skills, team-skills, learning and attaining skills and employability skills such as supervising/ training others, and dealing directly with customers. The more the student is expose to the workplace environment, broader is the job opportunities for him.

iii. Customized Preliminary Induction Program

After conducting this survey, about induction systems for young people starting jobs, the lack of employability skills, was not reflected during the program. This was contrary to the strongly held belief that young employees are deficient in employability skills.

Approximately 65% of employees felt that new recruits were aware of their Key

result area (KRAs) and 55% of employers said that the new recruits were able to achieve their KRAs most of the times.

This mismatch happens because the same induction process is implemented for all the new employees. Their past experience, educational background etc. is not considered while designing the induction program. The processes which employers described as inductions, tended to cover the first few days when new recruits were introduced to the organization. A general induction program comprise a wide variety of practices and content, such as company rules and regulations, pay and other facilities, hours of work, safety issues, some task specific instruction and workplace orientation. It was also found that the subject matter covered in employee induction program varied between industry and job type. But then the program was rarely customized for different types of new recruits.

In fact, the induction sessions should be designed with specific consideration of first-time employees. Rather, then being generic and applicable to any worker new to the organization, it should be tailored to the specific needs of the new recruits based on their past experience and educational background.

iv. Empathetic Hand-holding System

It is important that organizations should go beyond their induction process to help the novice employee. Employers

may implement some formal processes listed below to assist new recruits adapt to the new workplaces, including:

- a. Buddying and mentoring systems
- b. Different types of training specific to the job requirement
- c. Frequent Meetings, assessments and appraisals
- d. Managing mistakes, performance and conflict
- e. Explicit mechanism to award/reward a new recruit's contribution

Apart from these formal processes, individual interactions with the new recruits, socialization strategies such as involving them in social events, providing clear instruction, praising good work and giving non-threatening feedback are expected to engage a new young recruit into the organization.

CONCLUSIONS

Today, the society is not able to support the youth in terms of their expectations and need. They are a generation with quick access to technology and high energy. We have to address them with great care to prevent formation of a disgruntled lot. We have to design altogether a new methodology to build a health society. This study involved students/youth as well as the employers to know their perspective and thereafter do a gap analysis. It was found that each of the parties involved in the education process had to work in col-

laboration with each other. Be it the educational institute or the corporate house or any third party service provider, no one can think of working in isolation anymore if we want our youth to develop.

We have to redefine the education to employment journey and in the way, involve all the stake holders who contribute to this process. As suggested by the students and employers we have to adapt a practical approach to teaching and gradually do away with the class lectures. Employers on the other hand, have to be proactive in course design and implementation, have a robust and customized induction processes, close managerial or supervisory support, buddying and mentoring schemes, and means of 'socialising' young workers to the workplace culture.

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Challenges Faced By Educators In Management Education

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ABSTRACT

The mushrooming of the management institutes and the spiraling number of MBA aspirants faced with dearth of good faculty at almost all B-schools has brought management education at the forefront of growing scrutiny wherein the management educators need to wrestle with questions of how to prepare students for their roles and careers in increasingly complex organizations. The Management educators with the responsibility of imparting world class managerial and leadership training to their aspiring students are not able to justify their role as they are facing some major challenges in their roles.

The objective was to allow the educators to reflect on their teaching experience that would generate sufficient insights as to how the MBA market place is changing in a big way and how the faculty is coping with the challenges. They are feeling an intensified pressure to deliver differential pedagogy techniques as the student expectations have increased.

The more daunting challenges faced by the educators pertain to predefining parameters and criteria for continuous evaluation. The students today have access to a myriad of internet based sources for completing their assignments and reports. The educators find it tough to develop the critical thinking and writing skills of their students. More challenges pertain to the development of the right mental attitude and the ethical code of conduct including the soft leadership aspects among the students. This paper discusses at key challenges faced by the community of management educators and ways to address the same.

Keywords: Management education, management educator challenges, student aspirations, pedagogical tools

Introduction

Business education today is at crossroads. The MBA marketplace is changing in a big way.

Management education in India is under the vibrant transition attributed by the increasing demands in the market place and industry, growing competition, globalization and socio cultural factors. The growing demand of management education leads to an increase in challenges faced by management educators to offer a value proposition keeping in tune to the paradigm shift in management culture.

With the increasing number of management institutes sprouting out over the years has been on the rise leading to a myriad of issues that educational entrepreneurs as promoters and management educators need to respond to. It becomes imperative for the management educators to understand the underlying challenges and unlock competitive strategies that are key to the secret of effective management institutions. Management educational institutes being a service organization need to ensure the best service delivery mechanism.

The mission of responsibly running a management institute keeping the main focus to inspire and champion management education, lies not only with the faculties but also with the educational entrepreneurs who act as promoters in case of private institutions. To respond to the growing global perspective of the students and to defend from the distinctive forces of the

industry, educational entrepreneurs and management educators need to turn to and adopt some distinctive measures. The onus of meeting the new pressures and needs lies with both the educational entrepreneurs as well as the faculties of the management institutes. Unless the management institutes emerge as a great differentiator;

are an addition to the concept of 'surplus society' propounded by of

Nordstrom and Ridderstrale (2001) with a surplus of similar institutes, employing similar faculty, with similar educational backgrounds, working in similar jobs of teaching and research, coming up with similar ideas, producing similar things, with similar remuneration and similar quality (Sharma, 2009).

For enhancing the quality of management education, business educators and promoters of the institution need to do a detailed review and investigate the challenges that the management institutes face in the area of academics, development of infrastructure and financial support. The educational entrepreneurs as promoters and business educators face the challenge to adopt those competitive strategies that would keep the institutes far away from ill functioning. The management institutes with the assistance of the faculty members need to overcome the challenge and continuously strive to produce world class quality of education thereby not compromising at the cost of quality.

Challenges Faced By Educators In Management Education

Promoters and faculty members constantly face the threat of the dynamic market forces and the vagaries of the demanding corporate world. There is a dire need to identify the emerging market dynamics and integrate it in the most effective manner by designing a robust course structure and applying it in the classroom pedagogy that helps to boost the student skills and develop them as versatile professional managers.

Management educators wrestle to respond to the profound transition of the management culture marked by demanding students, the need to provide world class facilities, meeting the faculty crunch, developing the best curriculum, deciding on the evaluation techniques and the onus of producing ethical professionals are on the rise. With the mushrooming of B-schools, it becomes difficult to find qualified and trained faculties who can be vested with the responsibility to mould and develop the budding managers to grapple with the present scenario.

Management educators need to understand the critical phase of management education and therefore take measures to mend the gaps as expected by the industry and the classroom delivery of knowledge. With the economic reforms and the shelling out of management institutes, management educators face the challenge to ensure that the institutes not only grow in terms of quantity but also flourish qualitatively.

2. Challenges faced by management educators

2.1 Campus requirement

A well-constructed business school campus can help to stimulate and inspire its occupants, helping them to work in teams, make brilliant presentations, and connect with the rest of the B-school community as well as the outside world. (Smith, 2012) The onus of setting up a good campus lies with the educational entrepreneur. The educational entrepreneurs as promoters need to ensure that the participants benefit from the school's unique campus set up.

Campus requirement in terms of buying or leasing it out calls for a decision. With the rising social expectations of the students, well furnished total infrastructure needs to be created which attracts a large pool of participants. Attracting is only a small of part of the whole process, but making them comfortable by providing world class facilities and putting them at ease with issues related to accommodation, residential facilities, recreation and refreshment needs to be addressed which continues to be a challenge for the educational entrepreneur in order to promote a good word of mouth.

Educational entrepreneurs as part of business educators grapple with questions related to the access of technology by the students. To cater to the growing anticipation of the students, and to gain a global presence, business educators strive to create a well furnished campus

facilities, air conditioned classrooms, good residential facilities so as to attract a quality crowd.

Providing a good campus is not sufficient to offer, the faculty members and promoters also find it crucial to develop, establish and nurture strong connections with business communities to flourish as a world class institution. To nurture and train the young minds , the educational entrepreneur need to ensure that the institutions are managed by competent professionals as part of the administrative decisions. Good HR practices needs to be introduced to manage the pool of teaching and non teaching staffs.

Likewise, educational entrepreneurs need to address the challenge of making decisions by striking a good balance using a set of financial criteria as well as the larger dimensions of qualitative issues of management education. Educational entrepreneurs as business educators need to assert the enormous commitment of time and money vested by the students as a major stakeholder. This involves adopting a holistic approach and taking a hard look at their value propositions in order to emerge as one of the leading management institutes.

2.2 Paradigm shift in management sector/curriculum

Faculty body fails to reassert the limitations of the theories that are being taught. Majority of the faculty members fail to deliver application related content that attempts to fill the disconnect between

academia-industry interface. As professional managers one need to understand the contemporary challenges. B school faculties mostly discuss cases that deal with western styles and issues, written by professors of international repute.

Management educators emphasize the strong focus on analytical models and the academic rigor which is not well suited to respond to the transformation of the marketplace. The too standardized management education does not suit the heterogeneity of the given business situations and fail to deal with the emerging industry trends.

An MBA student has to undergo many courses. To edify the students about the realities of the organizations, there is a growing plead of practical knowledge, urging management educators to adopt and master the approach of experiential learning. The dichotomy of ‘theory versus knowledge’ (Balasubramanian, 2010) needs a dire attention , where the management educators need to redesign the course structure in such a manner that aims to bring in accordance the organizational realities, the roles and purpose of the business, thereby making students learn to act more creatively and innovatively.

Professors have to be almost be abreast with the industry, so as to keep themselves in tune with the ongoing transitions in the marketplace. Management educators need to keep themselves updated with the recent job

market papers, Economic times, Business Standard and other financial dailies, journals magazines and all business papers in order to deliver a practical and a pragmatic overview. Attending seminars and sharing various inputs from the same and discussing the varied reading materials often adds value to the classroom pedagogy.

Every management student needs to take up courses which are similar to all b schools. The real challenge lies in how educators as facilitators design the course structure with more on focusing to enlighten the students about the business environment. Experiential learning is what needs to be the core area of concentration by the management educators. There would be no dearth of excellent sales and marketing managers who could be working with various organizations in FMCG, industrial and services marketing but there is a great dearth of qualified people who could teach professional selling and sales management at the b- schools. Likewise, there may be any number of economics teachers, but very few who can interface their knowledge of theory with business practices, which is required for teaching economics or any management subject. The Operations research or quantitative techniques faculty are from mathematical disciplines and may only solve a linear programming problem without actually being able to relate it with real business problems or situations. It's quite probable that those who teach business research methods would ever have carried out

systematic research on business issues themselves other than for acquiring a doctoral degree. The students remains clueless as to how it can be applied to solve a typical problem in personal and professional front.

According to Mintzberg, "Conventional MBA programs train the wrong people in the wrong ways with the wrong consequences," He believes MBA programs are schools of business that pretend to develop managers and thus offers a critique of MBA programs and an analysis of the practice of management itself. MBA programs have failed to develop better managers who should be improving their organizations and thereby creating a better society.

2.3 Faculty crunch and inadequate remuneration

With the craze to do MBA, management schools have mushroomed .The burgeoning population of MBA aspirants have led to the establishment of a number of management institutions. Moreover with the establishment of AICTE and the sanction of large number of management institutes; the faculty crunch have evolved as a major issue impacting all these schools. This can also be cited as a short-sightedness on part of the educational entrepreneurs who started the institutes without much of groundwork.

The paucity of trained human resource is common to any sunrise industry, and it would imply long drawn-out, and costly training in industry-specific skills to

potential employees. There is a dearth of trained and quality faculties to serve the needs of the management institutes. The spawning of management institutions have led to a situation where faculties need to deal with a number of courses thereby devoting very little time for research and neglecting the relevance of research work. In most of the leading B schools, the professors clock up long hours of teaching all the year round, leaving themselves with no time or very little time to get involved into various research activities. Its only, but natural that very few faculties engage themselves in Management development programs and consultancy and research related activities with companies.

At the content level almost all B schools have similar courses. Faculties with little of research and industry experience are unable to provide experiential learning. Invariably this leads to a lecture kind of approach and a theoretical and conceptual pattern of pedagogy where there is less of content, heavy reliance on power point presentations which is to be used as an aid rather than the sole mode of teaching and finally leading to fast drying up of contents to share. To run a number of courses and to meet the acute faculty crunch, management institutes resort to appointing faculties on a contract basis or as visiting faculties. Such a situation does not allow the faculties to have higher order of involvement with the students and the institute. Burdened with the classroom duties the management educators faces a

very daunting and a challenging environment which further exacerbates and results in a decline of intellectual growth and original research. Even taking up consulting assignments to make some extra money also becomes difficult. Faculty is a critical resource and yes, shortage of quality faculty in the country is a critical problem,” says Prof. Devanath Tirupati, Director-in-Charge and Dean (Academic) at IIM-B. (Bhattacharyya & Chaturvedi, 2013).

A long term problem is created when there is a paucity of PhD prospects. A considerable amount of time is vested in teaching. In such a situation management institutes need to focus and make arrangements to invest in improving the quality of teaching by imparting training. Management institutes as part of their administrative plans must embark on some systematic faculty induction followed by regular and continuous training for the faculty at periodic intervals. Highly reputed institutes need to take the lead and roll out programs that would help the faculties of mushrooming management institutes in this task. The management institutes often do not realize the importance of arranging sessions that would help the experienced faculties to equip themselves the skills of integrating technology like the use of internet and video satellite sessions in their pedagogy style.

Inadequate remuneration remains one of the issues of disquiet among the management educators. Pay scales are supposed to be designed as per the AICTE

norms, but however most of the B-schools do not abide by the norms. Most of the promoters of the private management schools, who have involved themselves in the business of education because of lucrative returns of the industry, pay the teachers pittance. An MBA graduate has all the incentive to join the industry than as an entry level faculty, as the later profession of an faculty often demands higher qualifications and do not provide attractive remuneration packages as against the earning potential of the MBA graduate joining industry. Although there are institutes which are identified to set faculty packages much higher than the market rate, still they fail to be at par with the corporate packages.

Management educators are often not incentivized to join the education industry as the academic pay packages fail to match to those in industry, professors only have more access to resources that only provide them intellectual satisfaction. Often professors are not aware of the AICTE norms related to compensation and workload which are often not revealed by the managements. The AICTE guidelines and copies related to the norms are not easier to find which leaves the educators in an ambiguous situation showing little signs of monetary incentive to the professors. In today's competitive world, when the only yardstick to measure an individual's status and efficiency is in monetary terms, it's quite obvious that the poor pay packages and remuneration fails to attract the highly competent and qualifies

resource persons but attracts only the less competent to opt for the career of professional education or management education.

2.4 Class diversity and Students' expectations

A typical batch at any management institute is found to have a diverse participants from various fields. Although diversity is the buzzword at all B-schools, it becomes difficult for the management educators to address them and bring them to a common platform. A typical batch ranges from engineers, doctors, commerce graduates to Art graduates. Not only in terms of qualification, a regular management batch also has participants from various socio cultural pockets and gender. Management educators face the challenge of confronting the varied diversity of participants, addressing their special needs and acknowledging broad set of learning, experiences and skill sets.

It is interesting to note along with the given class diversity, how student expectations have evolved over the years which are now of a greater complexity and order. Students' expectations are too high not only in terms of knowledge and skill building but also on account of the outcome i.e., enhanced placement prospects. Students do not find much value and rationale in what is being taught. The students want everything to be taught in class within the stipulated class timings. They are rather not much interested to devote the rest of the time at their disposal

for the enrichment and enhancement of their attitude, knowledge and skill.

The considerable hike in the tuition fees of the management institutes have lead to students acting more like customers. Value for money is what they look for. Management institutes are increasingly seen as part of the service sector. As a result of this, students being the major stakeholder are importantly treated as customers of this service. In contrast to the supplier-driven, take-it-or-leave-it model which most institutions have followed in the past has been superseded by a focus on the student as a customer of this service. With the increasing students' expectations and with the student customer model, the management educators faces many challenges; particularly when the students often shift the onus of learning and placement achievements from themselves to the faculties and the management institutes. This leads to the transfer of accountability from the students to the faculties who are considered to be the service providers of the entire system.

Management institutes over the years have evolved as placement agencies and this lures the students to join the institute. With more focus on enhanced placement expectations, management educators find it difficult to handle the drift in priorities and the changing notion of the students. Understanding and tackling student anxieties at the time of placement season, putting a pause to the high shirking activities remains a big challenge for the

educators. The rising trend of the students being caught in the Abilene paradox; leading to an ambiguous focus ; poses a serious threat to the management institutions and educators. Students fail to understand that there is no magic elixir.

Even with given job offers, students become extremely selective about the job offers and the companies which they wish to join. This selective keenness often drives out companies of the campus making it hard for the educational entrepreneurs and faculty members to retain such companies. It becomes imperative for the faculty members to enlighten the students and apprise them of the market situations and helping them to build more realistic expectations.

2.5 Free riders and performance evaluation of the students

Management educators are largely encountered with 'behavioural issue'. The big challenge the management educators encounter is that; given the cases and reading materials to the students; the class walks in without any preparation. Shirking activities have become a dominant behaviour. To keep them glued to the class remains a predominant challenge.

'Free- riding' behaviour of the students have become an overriding phenomenon leading to a lack of quality discussion and participation in the classroom and carry out the class session without much learning. In these cases, the educator teaches and the class does not learn.

Inevitably educators face a serious problem to manage the 'cold' sessions which fail to generate the desirable outcomes that a particular course is intended for.

Educators find it arduous to tackle the unprepared class and the silent response from the students. Often management educators lament that there has been an increasing trend about the disengagement of the students which has been traditionally termed as 'studying'. The less preparation leads to a monotonous tone, where the lecturer often resort to stereotype teaching technique like more reliance on PowerPoint presentations, conceptual frameworks and even taking a lot of time in discussing topics which were to be dealt by the students in advance.

The unprepared class does not contribute constructive ideas which leads to a drop in carving out innovative solutions, lack of creativity and restricts out of the box thinking. With the advent of a particular course, students who are new to the course, when comes unprepared and with little of advance studies are not able to catch up with the entire class and feels panicky. Management educators feel wary about finding ways to encourage creativity among the participants. Lack of preparation and walking into the class leads to lack of brainstorming. In such a situation, the management educators find it difficult to address the students' apprehension as with stipulated lecture hours not everything can be resolved

unless the students makes any attempt to go through the course materials beforehand and undertakes some preparatory steps.

On the whole the management educators confronts the challenge to decide on the parameters of evaluation. Any time a dissertation or a project is assigned, students have access to internet and hence they tend to do copy paste which becomes extremely difficult for the educators to evaluate. With the plethora of information available in the internet, the students tend to lose their individuality when doing any assignment or project.

Management educators face the daunting challenge of making the students aware about plagiarism. Management institutes and educators find it difficult to assert the relevance to complete assignments and projects by learning and developing skills instead of resorting to shortcuts to complete. The students often engage in 'patch writing' which involves the act of sharing and copying of ideas of others and making little changes to it by adding few words on their own. Students lack the proper planning and time management skills which leads them to complete assignments and projects in a hurry by resorting to a lot of expedient shortcuts. With too many choices available, students often are most tempted to copy materials failing to use their own judgments and finish the assigned task. It becomes very difficult for the management educators to set parameters and the components for

evaluating a students' performance. The rationale for evaluation, and whether one should follow a subjective or objective assessment technique needs to be decided. Some subjectivity definitely creeps in the process and at times the educators have to deal with fairness and justice in their student assessment approaches.

Usually projects and assignments are assigned by forming groups in order to inculcate the group dynamics among students as demanded by the marketplace. Often the educator finds it difficult to put up with the challenges of involving every member to participate and make a meaningful contribution for the completion of the assigned task. Few members burn the midnight oil and works, while others refrain from working exhibiting high shirking activities.

Management educators are often caught in the dilemma to design effective evaluation techniques. An associate professor from Indian Institute of Foreign Trade (IIFT) points out that the group which functions most smoothly is the one which learns the least. This is because the group when assigned a project or a task, breaks down the entire work into parts and divides it among themselves in such a way that every part is handled by students who have already been a deft in a particular portion of the project assigned for completion. For example; when an assignment like preparing a business plan is assigned, only few students shoulder the

work, where the math whiz deals with all the statistical analysis and an English adept completes the analysis. In such a team work, it becomes very difficult for the professors to identify the learning status of the group and grade the group as a whole.

2.6 Inculcating values and leadership skills

Students carry the notion that Bschools are simply the placement agencies. Imparting knowledge is just not adequate, they need to shape their minds to make managers and leaders out of them by emerging as a place, where leadership is promoted and nurtured. A professional management student requires a set of right attitudes of a leader. Many a times the educator is able to impart the knowledge and the skills to analyse numbers, but are not able to inculcate the right mental attitude and the right ethical conduct in their students.

To make business sustainable and socially relevant, managers have to demonstrate competence, leadership character and develop empathy for the needy. Building character and inculcating empathy among the budding managers, which will make them real leaders of the society, remains a perennial challenge for management educators. The work by **Rattani, 2013** has cited what Prof. M.L. Srikant, Dean, S.P Jain Institute of Management and Research opined " Student managers must understand and manage themselves before they can

manage others”. He also mentions the significance of ‘spirituality quotient’ .

Quoting Dr Debashis Chatterjee, Director, IIM-K, “In a situation where one doesn’t know where the economy is headed, whether one has a job or not, or if there is a pay cut lurking, one needs internal cohesion, external resilience, ability to deal with stress and an ability to operate beyond the ego,”. All these can be key lessons from spirituality. The management educators need to take up the challenge of shifting the notion of the students solely from a placement perspective to an overall development of the student investigating and inculcating the leadership qualities which remains the need of the hour.

Although the pay packages remains dazzling; often the management educators face the challenge to impart and instil the ethical behavioural norms and the various useful leadership skills. With the high degree of exposure to the competitive environment, it is essential that the professional managers develop the attitude to build and preserve trusts of the various stakeholders that they deal with in their day to day activities. Only developing skills to analyse a problem is not sufficient to address the business environment, rather a more empathetic behaviour needs to be inculcated among the budding managers through various leadership program orientation.

Management educators train the students to become the best in analysing data and numbers. They develop all the

skills to broil down any number to get an meaningful insight out of it. However management educators are by and large encountered with the challenge of developing soft skills among the students. There is more emphasis on technical skills. Management educators must try to develop leaders that aspire to contribute significantly to the society.

Management educators find it onerous to make the students realize the importance of leadership skills and competencies and often they do not find much rationale in the broad range of education and training imparted. With such a leadership training, the students would be in a position to understand the impact of their doings and the effect of their behaviour on others. It helps them to identify their strengths and weaknesses, values and attitudes. It’s a challenge for the educators to convince them that they must look beyond the bottom line and top line and imbibe the right skill sets and competencies that would broaden their perspectives to handle a range of contemporary issues.

The challenge of turning the MBA students into an insightful leaders who would make a difference to the business and society with their managerial skills, is one of the challenging tasks at the management educators shoulder. MBA students are skilfully trained to focus on profit maximization rather than to face the ethical questions which are necessary to do business. Business educators integrate

the nuances of management but somehow fails to bring in the ethical business practices that brings the economy to the brink. Setting clear cut vision, being perseverant and developing the characteristics of risk tolerance is what business educators are expected to instill among the students, which often meets high resistance from the students as their myopic tendencies are more to achieve enhanced placements and bag high pay packages. Tony Mayo, the faculty of Harvard Business School stresses the importance of 'Contextual Intelligence'.

3. Strategic Approaches to deal with the challenges

To succeed in the dynamic environment, the management educators need to take a holistic approach to address the unmet needs of the participants. This can be made possible with the adoption of the 3 I Model. The 3 I-s postulate making the management education Inclusive, Innovative and Integrative. Inclusiveness will lead to attract a different mix of students, business educators need take a look at their value propositions by balancing the interests of the stakeholders. This approach would help in addressing the challenges of class diversity and students' expectations. The element of innovativeness comprises co-creating ideas and developing compelling mixes of strategies in the face of the existing challenges. This would help to address the challenges of providing well furnished campus, faculty problems and resolve the issue of paradigm shift in management

sector and curriculum. To make it Integrative implies changes that need to be induced in a collective form by the business educators. This aspect would deal with the cultural and social aspects by inspiring the young minds to resort to a more ethical behaviour and have a global mindset. Some more strategies are discussed here:

3.1 Introducing changes in curriculum

The applicability of the theories in practice, the degree and extent of challenges and complexities associated for thoughtful and effective application needs to be addressed effectively. Associated skills and the attitudes required for evaluating specific contexts and drawing correct conclusions needs to be built among the students whereby they develop the right skill sets that connects with the industry and is valued by the companies and the practicing managers.

3.2 Managing faculty crunch

Business educators as promoters and part of the administrative body need to develop competencies within their faculties. This can be promoted by developing the mass of faculty who are skilled at melding the worlds of theory and practice by subtly changing the incentive pattern and by including the policies of academic journals. Another way can be insisting experienced, successful industry professionals to switch careers by entering into academics. Institutes may ask them to undergo a program that would include training in pedagogy skills and familiarizing them with the basic scholarly standards.

3.3 Managing class diversity and students' expectations

Given the broad diversity, a professor who undertakes the responsibility of running a course not only has to start from scratch to bring them to a common platform, but also need to constantly create an engaged learning environment with the diverse audience that the educators encounter in a typical management classroom thereby promoting the culture of class diversity and inclusion.

Student expectations are mostly formed due to the word of mouth at the time of orientation and whom they meet in the college campus. By orienting them initially in the beginning of the program and showing them how the particular course enhance these challenges can be tackled to a great extent. This is especially important in light of evidence (James, 2002) that suggests that student expectations can be shaped significantly by a two way dialogue between 'provider and customer'. As rightly proposed by Schultz (1993) the educators need to adopt an 'outside in; approach instead of the 'inside out' approach.

3.2 Managing 'free riders' and choosing evaluation techniques

To avoid a situation of 'free riders', educators need to resort to strategies and adopt techniques that set a positive and an interactive tone that motivates the students and intrigue their interests. Management educators need to constantly

foster the concept and mechanism of dialectical discussion in the classroom.

3.3 Inculcating values and leadership skills

More attention to be paid to change the myopic outlook of the students. The ability to handle risks and social responsibility and ethics, are what most business educators fail to inculcate among their students. All management professionals must imbibe these prerequisites that blend the characteristics of both a manager and an executive entrepreneur who must be trained to challenge the status quo and continuously strive to develop and co create new ideas.

4. Conclusion

There is no doubt that the management education needs to be redefined and restructured in a way to cater to the changing complex scenario. There is a dire need to acknowledge the growing unmet needs to pacify the dissatisfaction and discomfort of the participants. Although the challenges that the management educators face are deep and pervasive, still there are opportunities to overcome the underlying issues; provided that the business educators react proactively in a fashion to collaborate, share and come forward to revamp the management education scenario.

At this juncture, it can be rightly said that the B-schools would continue to be in a state of peril unless attempts are made to properly define their roles, purpose and functioning. The leading edge of transition

needs to be infused in a way that helps the management educators and the participants to identify and understand the present status quo and respond with the necessary adaptations, resolve the 'fitment' problem, undertake innovations with creative courses and curriculum reforms and make concerted efforts towards faculty development programs.

In the face of these changes, it is recommended that educational entrepreneurs as promoters and faculty members rethink about their offerings and reframe viable models to counter the challenging scenario. It's high time to resort to a holistic approach that would make a meaningful contribution in the field of management education by fulfilling the expectations of all stakeholders.

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Redefining Education to Employment Journey: Changes in Commerce and Management Education

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For our people to benefit from new employment opportunities, we must ensure that every Indian is skilled and educated. Education alone is the foundation on which a prosperous and progressive society is built. I wish to see a revolution in education and skill development in the next five years. We will make India a nation of educated people, of skilled people, of creative people.” Manmohan Singh, the then Prime Minister of India, said at the Red Fort on August 15, 2007.

During the national conference on ‘Development of Higher Education: Expansion, Inclusion and Excellence’ where Vice-chancellors from nearly 400 universities met in Delhi, Mr. Balachandra Mungekar, member, Planning Commission, stated that “only 8-10% graduates get employment. Our education system is devoid of being practical within industries. Seven IITs and a few IIMs cannot be considered as a knowledge base for the entire country,”¹

Even after 65 years of independence, we face the problem of millions of graduates being unemployable for Indian and multinational companies. The Indian education system manufactures 100,000 graduates of which only 53 percent are employable. (Team Lease, 2007, pp.3). A Wall Street Journal article (Anand, 2011) states “75 percent of technical graduates and more than 85 percent of general graduates are unemployable by India’s high growth global industries.”² It is estimated that the percentage of Indian college graduates readily employable in the market is only 15-25 percent of the total talent pool.

For quite some time now, we have been reading or hearing about the 1:4 ratio of employability versus education in the higher education sector. This has been said for general education and management largely and technical education to some extent. Why is this being raised consistently now and how true it is? Is it an indictment of the quality of education

¹ <http://articles.timesofindia.indiatimes.com/2011-12, Dec.7 TNN, B.K. Mishra>

² Anand. G. (2011, April 5). India Graduates Millions, but Too Few Are Fit to Hire. The Wall Street Journal. Retrieved from <http://online.wsj.com>

that prevails in most of the higher education institutions or is it to do with the difficulty of finding a mechanism to catch up with the changing requirements of the job market? If one considers the fact that only about 8% of the total labour force is employed in the organized sector and employment has not registered a noticeable growth during a decade, then the issue of un-employability may be misnomer or is it that the lack of employability have forced the organized sector to restrain their growth potential.

For reasons of regular employment a steady income growth at the desired rate and to stem inflation, employment must shift from the unorganized sector to the organized one and also from the services sector to the manufacturing sector. The latter sector on the other hand would need employable manpower coming from the pure skill imparting institutions or from the higher education institutions on a regular basis.

The gap in employability must be arising from the shortcomings in the curriculum or in the method of delivering the curriculum or both. How is it that the gap has not been addressed for quite some time? What other requirements in this regard are not being addressed to by formal higher education?

This paper addresses many such questions posed above. It also outlines possible modification in the design of the curriculum and pedagogy, mainly in the faculty of commerce and to a small extent in the faculty of management mainly to enhance employability among students.

It relies on discussions with academicians and students of institutions in Bangalore which have done well for themselves in terms of employability and draws from the three decades of experience the author has in various kinds of organizations, some purely academic, some corporate cum academic, some set up by the author himself and two decades of experience as a career counsellor.

The status on higher education in India vis-à-vis employment will through some light on what we set out to probe in the first instance.

Indian higher education system is one of the largest in the world. There were only 20 universities and 500 colleges with 0.1 million students at the time India attained independence. This has increased to 611 universities and university-level institutions and 31,324 colleges as on August 2011 (Table-1).

Table 1 : Number, Nature and Category of Institutions (As on August, 2011)

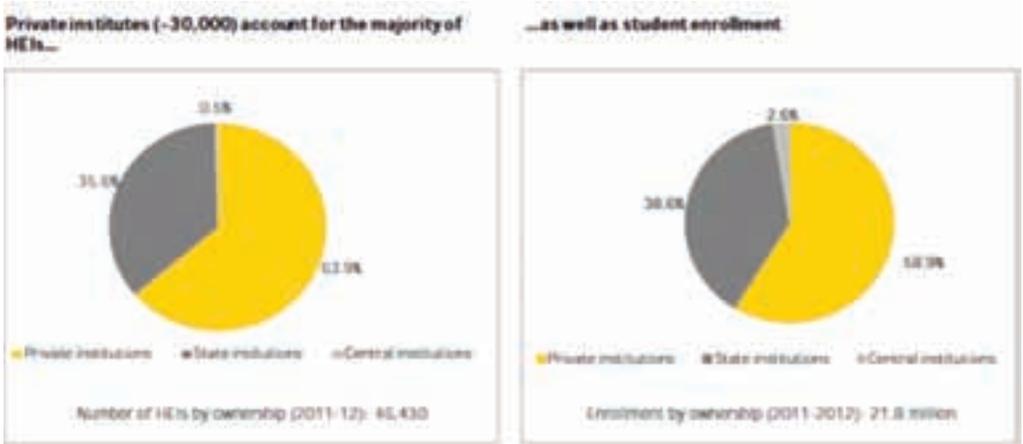
Type of institution	Number
Central Universities	43
State Universities	289
State Private Universities	94
Deemed to be Universities \$	130
Institutes of National Importance + other institutes*	50
Total	611
Total Colleges	31324
Grand Total	31935

*Other Institutes include Indian Institutes of Science Education and Research (IISERs) (5), National Institute of Fashion Technology (NIFT), Rajiv Gandhi Institute of Petroleum Technology (RGIT) and Jawaharlal Nehru Institute of Post-Graduate Medical Education and Research (JIPMER).

\$ Now 129, as Deemed to be University status of one university has been withdrawn.

Source: ‘Inclusive and Qualitative Expansion of Higher Education 12th Five year Plan 2012-2017, university Grants Commission.

Student enrolment in Higher Education:



Source: Twelfth Five Year Plan: Chapter on higher education, UGC report ‘Higher education in India at a glance’ 2012 FICCI Higher Education Summit 2012

The fact file on employment is:

Table 2 : Percentage Distribution of All Workers by Status of Employment—Self-employed, Regular and Casual Workers—in Rural and Urban Areas in Different Years

Years	1993-94	1999-2000	2004-05	2009-10
Rural				
Self-Employed	58.0	55.8	60.2	54.2
All wage workers *	42.0	44.2	39.9	45.9
Regular	6.5	6.8	7.1	7.3
Casual	35.6	37.4	32.8	38.6
Urban				
Self-Employed	42.3	42.2	45.4	41.1
All wage workers*	57.7	57.8	54.5	58.9
Regular	39.4	40.0	39.5	41.4
Casual	18.3	17.7	15.0	17.5

Note: *All wage paid is the sum of regular and casual workers.

Source: Compiled from Various NSSO Rounds

An interesting fact that emerges from the income –employment scenario is that while income from the Services sector has gone up in the contribution to the GDP, the employment growth in this sector has not been encouraging in comparison with the other countries. This adds to the disparity in income distribution among the population. An important aspect of quality of employment in India is the predominance of the unorganised sector. The size of the organised sector, characterised by higher earnings and job security is small, it accounted for less than 6% of the total employment in 2004-05. Around two-thirds of the total organised sector employment is in the public sector. Over the years, organised sector employment has grown slowly than the total employment, reflecting the faster growth of employment in the unorganised sector. As a result, there has been increasing informalisation of employment over the years.

An international labour report notes that high economic growth and growth of quality employment reinforce each other. The Report argues for increasing the share of organised sector employment in total employment of the country, particularly in the manufacturing and service sectors.

The Report firmly puts on the agenda to best utilize the „demographic dividend by focusing on generating gainful employment for youth, in general, and young women, in particular. The Report notes that given very low proportion of skilled workers at present, a suitable and workable framework to enhance the

employability of workers is essential. The same can be achieved by providing training to workers at various levels with emphasis on recognizing local skills and certifying informally acquired skills along with the expansion of skill development institutions.

Thus Higher Educational institutions have a central role to play in providing the necessary skilled manpower to various sectors by a paradigm shift in academic delivery at all levels of higher education.

Here it will be interesting to note that the private institutions have a significant presence in the Higher Education spectrum and enrol a large percentage of the total students. However concerns of quality have been largely attributed to the institutions managed and run by the Government, which does not really hold water as privately run institutions have fared no better on this front. Some of these issues of quality has to do with ‘research’ or the lack of it and some with ‘employability’. The term ‘employability’ is not only about the ability to be immediately employed but also about the trainable quality of the manpower in case the employer is strategically inclined. For the employer it is also about the quantum of investment to be made on ‘training and development’ upon those employed. This leads us to the question of ‘what constitutes ‘un-employability’ in general.

A close scan of the environment today reveals that, among other factors, un-employability in students emerges mainly from:

1. The inability of the higher education curriculum to keep pace with the all pervasive rapid changes in technology
2. The incompatibility between the learning imparted and the nature of jobs currently allotted to employees or even the ambiguity or vagueness in the jobs allotted
3. The inadequacy of education to address the sales focus in a large number of jobs
4. A global orientation of products, services and processes which the said teaching probably ignores
5. In-adequate technological training at the academic level as against that required for jobs now
6. The lack of English as a language used predominantly by the organized sector
7. The hours of work and the level of performance expected from fresher for which the entrant is underprepared.

The way people perform their work today has changed. Technology has taken over several routine and non-routine parts of a job. Jobs today require more interaction than earlier. Performances are more measurable than decades back. These have changed the expectations from an employee. Whether such expectations have been incorporated in the curriculum for various programs is a question that has

engaged the minds of academicians, HR personnel and institutions. A note by Cisco is worth visiting:

“The question is whether our education system can adapt to this new paradigm. In a globalized workplace the demand for STEM skills (Science, Technology, Engineering and Mathematics) is increasing. Beyond this, the 21st century skills also include the following capacities:

- Problem solving and decision making
- creative and critical thinking
- collaboration, communication, and negotiation
- intellectual curiosity and the ability to find, select, structure, and evaluate information;

And the motivation to be:

- An independent self-starter, who is responsible, persevering, self-regulating, reflective, self-evaluating, and self-correcting
- a lifelong learner who is flexible and able to adapt to change

Learning these skills is imperative for developing countries like India to make the move to a knowledge economy.” (Cisco 2008)¹

Some of the above shortcomings have afflicted a large number of higher

³ Cisco. Equipping Every Learner for the 21st Century. Retrieved from newsroom.cisco.com/dlls/2008/ekits/Equipping_Every_Learner_for_21st_Century_White_Paper.pdf

education institutes since long. It is unfortunate that it has persisted to accentuate the 'Hindu growth rate of 3.5%' till the nation started turning around in 1991. The institutions have failed to address the issues concerning, a strong grounding of the basics, the application based learning and the commitment to the skill part of the curriculum. Post 1991, several institutions have kept a lively if not complete pace with the global standards in education and the market needs. These are both in the privately managed and the government managed ones.

The pedagogy followed in different measures by some of the institutions which the author examined, included:

1. A lot of self-reading material supplied to the student before the commencement of the topic
2. A large number of written assignments for each subject which the student had to submit
3. Class discussion supported by one or more teachers to clarify content in point 1 and to take up application based topics
4. Class-room lectures confined to selected topics generally conceptual –(basic or advanced)
5. Field work (relevant to the subject)
6. External experts to engage upon value added content
7. A choice of additional course to widen the interest and perspective of the student

8. Additional or optional skill enhancement courses which students can opt for

It would be imperative to examine the aspects of Evaluation and Assessment which the institutions adopted as they supported the pedagogy closely.

1. The marking/grading scheme were spread among the components of the pedagogy in a manner which carefully avoided skew among them to a significant extent
2. There were Unit test, mid-term test, end term test (summative but application based and designed to avoid rote learning)
3. A marking scheme for graded attendance in classroom
4. A provision to consult alternative faculty of choice to review an evaluated work

The pedagogy and the evaluation and assessment outlined above clearly requires serious preparation by the faculty before the session begins. This involves a curriculum design which considers the twin objectives of 'research orientation and employment orientation' in addition to other objectives. It requires clear detailing of syllabi and learning outcomes and how such outcomes can be achieved. These involve coordination among the faculty to integrate subjects, adopt a holistic approach and adequately divide the learning time required. It also presupposes a team which is open to constructive criticism and flexibility during and after the delivery of the program.

A part of the purpose of the UGC to promote 'Centers of Excellence' and provide 'autonomy' to several colleges has been to embrace and practice a pedagogy similar to the above or even better. Very few of these colleges/institutions have done so sincerely for whatever reasons. Surprisingly the lack of effort in this front is glaring among the private institutions. Further many institutions specially those under the government may not have the administrative freedom to adopt some of the above methods or develop methods similar to them. There will be constraints of class strength, faculty student ratio, inflexible marking formats and budgets.

It is better to reiterate here that the arguments above are to focus on the 'employability' aspect of higher education in the non-technical disciplines. No reference is being made to quality as in a 'world class institution' or even to 'research'. Given this focus, institutions have to re-engineer themselves if they want to be relevant to the rapidly changing market trends. It cannot be a laid back approach of yonder years as any government on the seat will have to encounter a sizeable populace of young Indians which will steamroll reforms by its sheer size and force.

As set out in the beginning of this paper the second part of this paper will propose a skill based actionable solution or what in common parlance is known as 'practical based' approach to teaching and learning of Commerce and to some extent

Management. This is not comprehensive but eminently thought provoking to facilitate the design of employability focused curriculum and delivery.

Employability is about building capabilities and competencies. It is the capacity to take an overview even when working at the micro level of a function. It is also the ability of looking at the big picture and learn for oneself at an increasing degree of complexity over a period of time. Today employability is also about the ability to communicate effectively. It is about being able to operationalize the learning immediately. One, whose basics are clear, can grasp application of principles and concepts in differing situations. It will be appropriate to refer here the changes which were rendered in the central civil services examinations with effect from the year 2013 on the recommendations of the Y.K. Alagh Committee (2001). While there are controversies regarding the changes after they have been implemented, the committee's observation with regard to the 'job requirement' is worth noting.

"The present testing of optional subjects is based on college/university curriculum. Re-examining the candidates in their own subjects appears to be of doubtful utility. The universities have already done the work... What is important is the relevance of a subject to the job requirements of a civil servant, especially in the changing scenario."⁴

⁴ Purnima S. Tripathi, "Frustrating change", Frontline February 7, 2014

It is also important to observe that “the UPSC made changes to increase the weightage to the general studies paper. It became one of the most important subject in the civil services main examination as opposed to optional subjects. The syllabus of the four general studies papers shows that the commission expects a civil services aspirant to be widely read. ... the candidates are expected to have an understanding of ethics which implicitly requires an understanding of social and legal issues. The new system requires students to have analytical skills and the ability to take a position on controversial issues instead of merely possessing information.”⁵

The above clearly brings out the issue of ‘employability’ for a civil servant in changed circumstances.

Coming back to Commerce, the capabilities expected from a potential employee include numerical proficiency in maintaining financial transactions and evaluating financial performance, comprehending the environment, analysing the impact of economic policies on business, valuing a product or service, knowing legal provisions which impact business and so on.

Commerce is also about understanding how products are made how they are sold and how customers are maintained. In most Indian text books related to commerce the content is written in a generic way with hardly any mention

of any real-time products or companies or processes. In the classroom the students are seldom taught to discover what is missing or wrong and present a solution. They are rather told what is or what is not and then adopt a particular approach only to solve the missing. They are scarcely given scenarios of life and work to grapple with and find solutions. Students are given specific instances with specific details only in most subjects. Application is sorely missing in the sense of finding alternatives and applying the right alternative. Commerce as a discipline is imminently amenable to a high degree of ‘employability’ to be incorporated in both the curriculum and delivery.

An examination of various types of job interviews (by various organizations) provides some insight into the characteristics of employability. These pertain to logical thinking, interpersonal skills, analytical skills etc. Cues can also be taken from the selection procedure of the military services. The appraisal system of various organization also give an insight into the subject of employability. It is a complex phenomenon and could easily be specific to a particular nature of job. Yet there are some common denominators which allow the detection of employability among a group of people. These lead to some basic traits, skills and characteristics which exist in individuals. These then can form part of the curriculum design for most programs and be weaved into the syllabi of courses or offered as a stand- alone

⁵ ibid

course so that learners can imbibe them over a period of time.

Hence there can be generic employability criteria and domain specific ones. Incidentally the internship, required for most programs, is one such course which is supposed to provide a basic peep into a 'work-environment' and offer a fleeting experience of things to come during the actual employment.

Some of the general requisites of employability are:

1. Handling stress
2. Working with team/s
3. Looking for real-time information
4. Interpersonal skills
5. Negotiation skills
6. Product knowledge and comparisons of products
7. Feasibility reports
8. P&L estimation based on demand forecasting
9. Working late hours
10. Handling failure or a negative response
11. Getting market information
12. Making correspondence
13. Office grooming
14. Secretarial work
15. Handling uncertainty
16. Handling execution of work and timelines or lack of them
17. Assessing weak areas for improvement
18. Innovation and new ideas
19. Knowing competitors
20. Knowing the dynamics of an organization

The key activities needed to render a practical orientation to a Commerce or Management education may include:

1. A first- hand knowledge about markets whether small or big—why, how and what of the products being sold by sellers.
2. A first-hand knowledge about some products and how to see the products' attributes
3. A real-time look at bookkeeping and accounts of institutions, small or big
4. Knowledge about real-time costs of products or service
5. Knowledge about documentations to be maintained in offices
6. Real-time impact understanding of economic events on business or otherwise
7. Real-time research on market needs through short primary surveys
8. Real-time knowledge of demand – supply of some products prevalent in the market
9. Real-time knowledge of manufacturing process

The expectation from an employer from a Commerce (under-graduate) student may be:

1. Can the student realize that a business is to be seen holistically

2. Is the student practically aware of the various external service providers whose assistance is imperative for conducting business transactions and some of the documentation to be executed for sub-activities therein such as in Banking, Insurance, transportation, Taxation.
3. Can the value of business be ascertained and a Final Account on an estimated basis be prepared without being given any information directly. Which kind of transactions will change the valuation?
4. How to ascertain the demand for a product/service and thereby prepare estimated B/S and P&L for say 3 years to study the feasibility of a business proposition.
5. How to Plan a real-time event with real-time activities and costs.
6. How the information of market and economic information affects a particular business
5. Valuations of property—market value of property
6. Simulation of Trading in Stock market, treasury and commodity
7. Games for leadership and other behavioral traits.

An example of ‘Book-keeping and Accountancy’ for an entry level student in Commerce is given below:

1. Simulation of a trading shop— Grocery store with some items; stationary; toys; electrical goods; cosmetics—racks with display items and pricing which can be changed. The shop should have other fixtures and furniture. The items present in the shop would help to ascertain the value of the business.
2. The student is to conduct transactions from the simulation—say about 150-200; these have to be entered in cash memos; vouchers, invoices, bills.
3. These should be posted in cash book and general ledger
4. Summary accounts to be then prepared and a P&L and B/S prepared.
5. Excel lessons to make P&L and B/S; to make sales report; and other A/cs
NOTE: can the teacher change the items, prices etc to maintain variety for each student and thereby avoid copying.
6. Once the B/S is made, the value of the capital is divided into shares which can be exchanged. This can be made into a basic trading platform.
1. Exposure to socio-economic and socio-political conditions
2. Environmental scanning and building predictive capability
3. Common business practices in various departments in a stimulated environment
4. Numerical skills using various software on real-time basis

7. Simulation of a passbook and a cash book in case of banking transaction which would trigger the preparation of reconciliation.
8. Preparing bank related documents-such as challans, cheques, draft form etc.

The details given above entail changes in curriculum and the academic delivery. They also obviate changes in evaluation mechanism which appropriately distributes marking system for different capabilities of a student and lays minimum emphasis on term-end formative assessment. The latter should only be used to vet an overall opinion and view or a bird's eye view of a situation or a holistic view of an event or situation. Technology can play a major role in facilitating many of these in a simulated or animated architecture. The suggestions can only be a stimulus to develop a comprehensive curriculum and academic delivery framework. Based on the pedagogy outlined in the earlier part of the paper and the emphasis laid on employability in the later part, an advisable pedagogy can be:

Field work involving, Factory visit, Shop visit, Market visit; Class-room engagement involving Games, Simulations, Real-time scenario solving, Role playing, Live feed of market proceedings, engagement by industry personnel, sample live-documentation of different business functions, lectures on concepts, tutorials on problem solving; Self-engagement using videos of business units, process, application based assignments, readings

and Certification from external training institutes for various skills.

Each element in the pedagogy can be interspersed with the above before, during or after a topic is covered as is relevant for it. The evaluation system can include well designed sketch copy or field visit copy, presentations both individually and in groups, playing games or attending mock business sessions and many more. The topics have to be planned for learning through various components of the pedagogy and the appropriate method of assessment dovetailing into the final assessment criteria. This is a rigorous effort by all stakeholders from the stage of design to final outcome. Many institutions, more than the lack of facilities, find the rigor as the toughest deterrent in undertaking this effort. This is not to undermine some genuine constraints. The constraints are, the size of the class, adoption by the University, the shortage of teachers for each course and implementation bottlenecks.

From time to time it may help to find out what kind of jobs are anticipated in an economy and whether these require a different capabilities to be learnt. This would also reveal the need for offering programs which can fulfil the demand for personnel for these jobs. Thus when the country stands to gain a demographic dividend, it falls upon those who own and run the higher educational institutions, to initiate a bold paradigm shift in the way education is imparted and empower 'young minds' to partake of the fruits of growth.



Education to Employment : A critical model to bridge the gap

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I. Introduction

In the recent past we have witnessed an upward spiral in the number of professional institutions offering vocational, technical and professional courses. The trend is a direct outcome for the need of huge number of Human Resources required to cater to the ever increasing demand for them in the wake of rapid Industrialization, Globalization and advancement in many other fields, especially in developing countries. India is no exception to the scenario. But having said that we cannot overlook a dichotomous situation, where there is a huge hue and cry about the burning issue of unemployment and on the other side increasing employability of the available human resource. And the major chunk of them is technically qualified. So the real issue is not unavailability of human resources but employability of those resources. Several studies have been conducted to throw light on the issue but so far there is no substantial evidence to clearly point out any particular reason or set of reasons for this menace. But some of these studies have talked about the right kind of competencies not being imbibed in the students in their formative years.

Because employability is not only about being qualified, it is also about inculcating the right kind of attitudinal, behavioural, cognitive capabilities and the required competencies for a specific job and environment. There are reports which not only suggest the lack of required competencies for getting employable but also indicate non performance of those resources in the actual workplace. In this study we will try to stress on the factors that contribute to this scenario and provide information regarding the measures being taken and also propose measures which can be implemented to improve upon the situation.

This study focuses on the employability aspects and the existing gaps considering the technical resource: human resource that is technically qualified. As per the Project Implementation Plan by NPIU, Technical education in India encompasses a wide variety of courses at certificate, diploma ,degree, postgraduate and doctoral level at engineering and/or management institutes ,and the central universities, deemed universities, state universities and other private universities (National Project Implementation Unit, 2002) . The technical education covers programmes of education, research,

training in Engineering & Technology, Architecture, Town Planning, Management, Pharmacy, Applied Arts and Crafts and other related areas of Engineering & Technology. (AQIS Guidelines and process Handbook, 201314). In 1947-48 India had 38 degree level institutions with an intake capacity of around 2500 & 53 diploma institutions with an intake of 3670 and the intake for postgraduates was 70. If we compare the figure with 2012-13, the approved intake in total for UG, PG and Diploma is 3449355 . The numbers have doubled since 2009-10 when the approved intake was 1700325. This indicates that more than 3 million are graduating; technically most them having the desire to be part of the elite workforce. But the major concern is out of such a huge technically qualified workforce, a major chunk still lack the required competencies for being employable.

In this paper we present the methodology adopted for the study in section II, followed by the review of related works in section III. Section IV gives a bird's eye view about the measures that are currently being taken by concerned authorities. Section V elaborates on the specific measures that can be adopted and implemented to deal with the issues. Section VI presents the identified gaps which can be further pursued for research and study, based on the issues and the current measures. Finally we conclude in section VII, which is followed by the references.

II. Methodology

Research papers and articles published in different journals and special conferences were searched for scripting the abstract and most of them have been considered for the study. The study in this case is an amalgam of so many areas of research but the thrust will be on technical and management education and the employability aspects of those graduates. The rationale for the mentioned choice is availability of relevant literature to conduct and support the study. But having said that we cannot undermine the fact that high school and pre-university education play an equally important role in developing the required competencies in the students and also affect the career choices made by them in many ways. But there is insufficient literature to support the findings and find the gaps that exist, which directly or indirectly impact the development of the required competencies. Though some studies have been conducted considering the high schools in Southeast Asian countries, but they are not sufficient to make any generalized inference (Nugraini, Koo, Hew, 2010).

For this study the search was focused on the following e-resources and databases from the accessibility point of view.

- ◆ IEEE Xplore (IEE/IEEE)
- ◆ Open Information Systems Journal
- ◆ Business Source Premier (EBSCO)
- ◆ Communications of ACM

- ◆ Springer Link
- ◆ Elsevier

The articles that were searched for the domain of application were restricted in terms of time period. The rationale being the fast changing dynamics of the problem domain. Hence we have tried to restrict the search in terms of time period and the selection of articles was restricted to the time period of 2005 -2013, but some of the Government documents were referred which were published much earlier mostly for factual details. The purpose was to limit the number as well get updated about the latest trends and gaps in the specific domain. But for the purpose of selecting articles in the area of learning styles and classification, the search was not restricted to any time period. The reason being, unavailability of sufficient literature in the area. The mode of search was using the key words – Competency Mapping,

Learning styles, Employability, Technical Education and Classification. After the initial selection, the abstracts and the conclusions were studied for the final consideration. Based on the abstracts and conclusions, a number of articles were chosen for content analysis. After a thorough content analysis, we chose few articles for final review, based upon which we progressed our study and are presenting the final outcome. Apart from referring the literature in the extant list, we also informally discussed with some of the academic representatives of a premier engineering college of Odisha, regarding the real issues behind the problem.

III. Review of Related Literature

For this domain of study we present the review of related literature from several perspectives. They are: Issues in current technical education, challenges faced by employers, unemployability aspects, development models and research gaps (which will be presented in section VI).

For the issues in the current system of technical education in India, instead of relying on several sources we have tried to gather the information available officially from Government repositories. The reason being, the authenticity of the source and availability of compiled information from numerous other sources. As per the information provided in the *Project Implementation Plan* of the TEQIP (Technical Education Quality Improvement Programme) of the Government of India, we present below the issues in the current technical education system in India. The TEQIP “aims to upscale and support ongoing efforts of GOI to improve quality of technical education and enhance existing capacities of the institutions to become dynamic, demand-driven, quality conscious, efficient and forward looking, responsive to rapid economic and technological developments occurring both at national and international levels.” (National Project Implementation Unit, 2002, p.3)

- Several control mechanism and multiple regulatory authorities curb the innovation of the Institutes in recruitment of faculty, admission of students and curricula revision.

- There is a remarkable deterioration in the quality of teaching/ learning process and the competence of faculties due to resource constraints, inefficient utilization of existing resources, and lack of sharing mechanism for physical and human resources.

- Irrelevant curricula and absence of agile methodologies for frequent revision of curriculum in response to the technological advancements and required as well as anticipated market demands.

- Inability of the Institutions to attract and retain quality personnel because of traditional recruitment procedures and failure to provide incentives for quality performance and complete nonexistence or no implementation of staff development policies at the Institute level.

- Poor or rather non involvement in relevant knowledge creation and dissemination.

- Limited or no community interaction.

As far as the challenges faced by the employers is concerned, according to McKinsey Global Institute Survey results out of 360000 engineering graduates only 25 % were employable (M S Rao, 2010) . But before probing further, it becomes imperative to indicate what employability is. As per a widely accepted definition employability refers to a person's capability of gaining initial employment, maintaining employment and obtaining new employment if required (Hillage and

Pollard, 1998). Hence 25 % being unemployable is only part of the problem, because there is no data regarding the percentage of human resource not able to maintain employment or obtain new employment. Though employability skill requirements differ from country to another and industry to industry, there is some consensus regarding most of the generic competencies required at any work place apart from academic capabilities. Various surveys have indicated lack of communication skills, interpersonal skills, critical thinking, creativity and collaboration as prime contributors to the employability gap. Some organizations are concerned due to the lack of organizational and interpersonal proficiency of the employees, while others stress on the lack of team players and problem solvers. Some other employers have cited the lack of motivation, punctuality, flexibility, agility and the ability to cope under pressure as crucial to the deteriorating performance of the employees.

Apart from the issues in current technical education system and the lack of the required employability skills there is another contributing factor to the situation that is the change in business scenario and requirement. To keep pace with the changing business scenario and the global market, the required skill sets have undergone a paradigm shift. The business requirements have changed in terms of strategy where the shift has been from mass production to flexible production, centralized control to decentralized

control, in terms of production the shift has been from fixed automation to flexible automation, in terms of hiring human resources the shift has been from considering workers as a cost, to workforce as an investment and in terms of training the shift has been quite significant as earlier it was never meant for production workers, but now training sessions are meant for everyone and broader skills are sought (Sahu and Rizvi, 2012). This shift in so many realms of business necessitates shift in the required skills of the graduates. Hence the traditional curriculum, the traditional pedagogy also needs to be revamped to suit to the changing skill needs.

IV. Measures

The needs of the industry and the various concerns related to the employability skills prompted different authorities to take necessary actions some proactive and some reactive to deal and improve upon the situation. Some of the measures that have been taken are elaborated below.

TEQIP is a Government of India, Ministry of HRD Initiative, and is being implemented as a World Bank project to improve the technical education system in India. Phase-1 of the programme was implemented in 13 states consisting of 127 institutions and was completed on 31st March 2009. Phase-II of the project is currently under implementation. (National Project Implementation Unit, 2002). Some of the important initiatives taken

under TEQIP for improving upon the situation are:

- Providing central assistance to the informal sector (selected polytechnics and local community)
- Bi-directional sharing of resources with competitively selected network institutions.
- Faculty, technical and support staff development activities in many facets.
- Need based flexible curriculum development.
- Innovative student assessment techniques.
- Building infrastructure and resources for research.
- Physical resource and expertise sharing and joint ventures.

AQIS the AICTE Quality Improvement Schemes is aimed to promote quality in technical education through research and development. (AQIS Guidelines and process Handbook, 2013/14). As it is specifically mentioned in the Clause 1(f) of the handbook the scheme aims to “Promote an effective link between technical education system and other relevant systems including research and development organizations, industry and the community”. The scheme has designed innovative initiatives to cater to the problem under consideration. Some of the specifically relevant schemes are:

- NAFETIC (National Facilities in Engineering and Technology with Industry

Collaboration) which aims to create national facilities in AICTE approved institutions in collaboration with Industry for design, instrumentation, testing and manufacturing.

-NCP (Nationally Co-ordinated Project Scheme) promotes research on themes of national and social importance which involves networking among several institutions and organizations.

Some of the other floated schemes which have a direct or indirect impact under AQIS are EDC (Entrepreneurship

Development Cell), MODROBS (Modernization and removal of obsolence), RPS (Research Promotion Schemes), and IIPC (Industry Interface Partnership Cell).

Apart from various Government Initiatives, Industries are also taking initiatives in various forms to collaborate with Academia in order to bridge the skill gap. Some of the most prominent and successful initiatives are presented below.

A. **Infosys Campus Connect** is an industry-academia collaboration initiative started in 2004 with 60 colleges which has increased to 353 in 2013. It is continuously working with policy making bodies to take steps to improve behavioural skills in technical graduates to make them industry ready. It has several components like Conclaves, Road Shows, and Faculty Enablement Programs (FEP), Industrial visits

through Spark, Sabbaticals, Foundation Programs, Soft Skills Capsule Roll-out, Sponsored Events and Seminars that are tailor made exclusively to cater to effective learning.

B. **TCS Academic Interface**

Programme is an initiative of similar kind which conducts Workshop for students, Faculty Development Programs (FDP) for teachers, Student Awards to encourage healthy competition at colleges, Internship Training opportunity for students, and Global Internship programme.

C. **Delhi Technological University (DTU) and Samsung India Electronics Pvt. Ltd**

has collaborated for setting up a Samsung Software Lab at DTU. Under this collaboration DTU will organize a customized BTech programme for SIEL employees. Samsung will set up a Software Lab at the DTU premises. This initiative is aimed at reducing the gap between lab level research and research required by the industry in developing new technologies to strengthen the knowledge and innovation ecosystem in the country.

D. **Times of India Employability Potential Assessment at Campus (EPAC)**

is a paper based test battery which can be implemented at all

AICTE approved B Schools in the country to test the prospective candidates for communication skills, analytical abilities and managerial capabilities and provide a standard and scientific measure to the corporate for taking recruitment decisions. The major crux here is not ranking the students rather the thrust is on clustering the students into groups based on the specific requirements of the respective companies and job profiles.

- E. **NASSCOM has tied up with UGC** for strengthening the IT workforce of the country by undertaking intensive faculty development programmes for upgrading skill sets and knowledge base of existing technical faculty. This will be done through mentorship programmes, workshops, seminars, projects and development of case studies which can be emulated.

Some of the other prominent initiatives are by Wipro Council for Industrial Research, ICICI Udaan, and Pantaloons Retail.

V. Proposed Measures

After analysing the various issues, challenges and problems associated with the employability gap and presenting the various measures that have been initiated by concerned authorities, we will now propose the various measures that will aim to scientifically deal with the problem. The students or the technical graduates who are the major stakeholders in this issue

have to be analysed from several perspectives. The students differ in terms of their primary and secondary education, societal backgrounds, culture, ethnicity, aspirations and choices hence it would not be appropriate to generalize the acquired and potential competencies. Since the input varies in so many ways the output will vary if a standard procedure is applied to all of them. Moreover whether we will get the desired outcome is never guaranteed. Hence an agile methodology should be adopted in imparting technical education which takes care of the input differences but tries to converge in terms of required output. The methodology should consist of and implement several strategies in tandem with the requirements of the issue. Below we present the strategies which have been formulated after mapping the problems with the available techniques based on relevant literature and using tools like Root- Cause Analysis (RCA). RCA is not a symptomatic approach rather it is a systematic approach which breaks down a process into components and goes to the root of the failure. Though this technique is widely used to analyse process failures, we found this technique combined with brain storming useful to breakdown our problem into components. This method helps us understand the true problem before action is taken. This tool adopts several techniques to present the analysis, but here we will use a Fishbone Diagram to present our problem as it will visually give us an overall idea about the contributing factors to the problem.

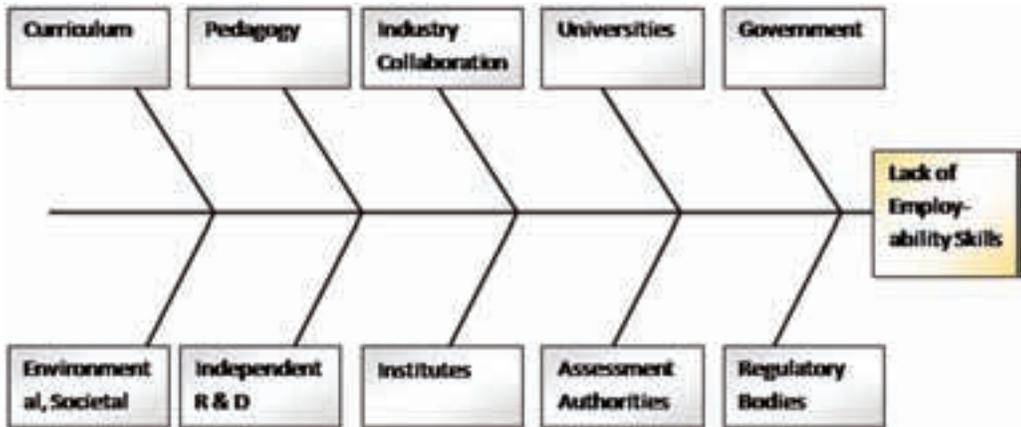


Fig-1 : Fishbone Diagram to represent the RCA for Lack of Employability Skills

Based on the available extant literature, our analysis of the problem situation and the measures already in place, we propose the following measures.

- Classify students based on learning styles. (Lagos and Zapata, 2010)

The very basic fact that learning styles differ from student to another, triggers the need to classify students based on learning styles, so that the pedagogy can be designed as per those styles. In the past there have been several studies suggesting different learning styles, but the diversity in them has offered little to base any approach on the suggested learning styles.

Lagos and Zapata in their work-*Learning Styles, A Correlational Study in Engineering Students*, considered three learning styles suggested by Kolb, Grasha Riechmann and Alonso-Gallego-Honey and tried to find the correlation between them. The results of the study revealed that there was no specific dominance categorization and the students shared two or more styles as these styles are affected by the number of semesters

completed and sometimes by the individual teaching styles of the faculties. The correlation was found to be quite low < 0.5 . Hence those styles have not been relied upon to base any scientific educational approach upon them. (Lagos and Zapata, 2010). The study of various relevant literatures suggests that the most widely accepted technique for learning style classification is Felder-Silverman Approach. Felder Silverman learning style model was developed by Felder and Silverman in 1998. The proposed model categorizes a student's dominant learning style using a scale of four dimensions: active-reflective (how information is processed), sensing- intuitive (how information is perceived), visual- verbal (how information is presented) and global—sequential (how information is understood) and based on these 4 dimensions 16 classes are created (Felder and Silverman, 1998). The most prominent

classifiers that are used to classify students into classes that are created based on the above four dimensions are Neural Networks, Bayesian Networks, Decision Trees and Genetic Algorithms (Ahmad and Shamsuddin, 2010).

- Student modeling based on Student Classification.

Based on student learning styles, preferences and other attributes like knowledge, skills, errors, and misconceptions, affective, cognitive and meta-cognitive factors, several student models have been devised namely Overlay model, Stereotypes, Perturbation, Machine Learning Techniques, Cognitive Theories, Constraint-based model, Fuzzy student modelling, Bayesian Networks, Ontology based modelling (Virvou and Chrysafiadi, 2013). Those models can be used to make pertinent student diagnostics and make predictions regarding their needs so that they can be used to make individualized courses, as a base for Intelligent Tutoring System, personalized instructions and learning materials in tandem with the students learning pace, prepare a effective learning strategy and last but not the least can be used to identify students strengths and weaknesses in order to facilitate deep learning.

- Inferences based on mining the educational data.

After classifying the students into different clusters and creating models it becomes imperative to mine and use the data to make inferences. The inferences can be made based on the gaps that exist

between what has been identified and what is needed. Inferences can be made by mining data from educational databases using *apriori algorithm and k-means clustering algorithm*. Apriori algorithms find association rules and k-means algorithms are used to separate objects (students) into clusters where inter-cluster similarity is low and intra-cluster similarity is high (Parack and Zahid, 2012). In the mentioned work they applied data mining techniques for predicting academic trends and patterns from academic databases. They proposed methods to mine data which can be used to predict behavioural patterns, predict performance, plan and construct course work, schedule classes, provide recommendation for students and predict undesirable behaviour.

- Assessment, evaluation and working upon the faculty attributes relevant to the problem.

Learner (student) modelling, pedagogical categorization cannot only solve the problem; substantial effort is required to find the appropriate resource and fit that resource in the context. As students cannot be generalized and need to be profiled, it would be appropriate not to generalize and allocate the teaching resource; rather a scientific approach should be taken while allocating the teaching load to the faculties. Instead of allocating load to faculties based only on qualification and availability, optimized allocation must be done in a manner which takes care of the required objectives and the constraints as well (Rout and Misra,

2012). The allocation must be done by profiling faculties based on faculty competencies and then mapping the right resource with the right student or cluster of students depending upon the need identified in that particular cluster. The profiling can be done by using the same association rules and clustering algorithms as mentioned above. Assessment and evaluation of the resource can be done by widely accepted techniques like Rasch's Measurement and Blooms Taxonomy (Aziz et al, 2008). Depending upon the assessment appropriate training modules can be designed to take care of the deficits in the required competencies. Moreover the load allocation process can be optimized using proven evolutionary computing techniques.

- Inclusion of appropriate authorities in the curriculum development process.

Sahu and Rizvi in their work "Trait and Skills for New Engineers in the Global Market Scenario" put a lot of stress on the importance of inclusion of the right authorities in the curriculum development process. Since students are required to fulfill the needs of the industry, it is essential that the main stakeholder that is representatives from the Industries must be involved in the curriculum development process. The curriculum development process must be scientific in the sense that it must objectively identify the stakeholders and involve them, identify their respective needs and concerns, identify the potential needs and projected skill sets required by

different industries and standardize procedures for prompt, frequent and proactive revision of the curriculum.

- Institutional measures.

The identified issues, the current measures and the needed measures necessitate that the Institutes put their thrust on certain areas which can be dealt at the Institute level. Those areas have been identified as Training, Research and Development, Curriculum reforms, Instructional Resources and active Industry-Academia collaboration (Sahu and Rizvi, 2012). These thrust areas can be improved upon by regular training and development programmes, conducting workshops, seminars and conferences which serve as an excellent platform for information dissemination as well as creation and nurturing of new ideas, incorporation of required ICT (Information and Communication Technology) infrastructure to enable certain pedagogical and profiling strategies.

VI. Identified Research Gaps

1. Research to formulate strategies and devise techniques to profile students in schools and implement the discussed approaches at the very formative (School and High School) level.
2. Studies to indicate selection and implementation of appropriate student modeling strategy. Appropriate in the sense that it must be suitable to the environment (engineering, management, diploma etc) under consideration.

3. Empirical studies to indicate the amount of contribution (%) a particular factor has on the lack of employability skills.
4. There are multiple regulatory bodies having different standards and procedures, regulating technical institutions. There should be intervention at the state and national level to converge on the standards and procedures so that the institutes have clarity about the required standards. This requires considerable work to devise a standard yet customizable strategy which takes into consideration dynamic review of standards, norms and procedures.
5. Research should be carried out to find whether to standardize or not. By standardization we mean the process of recruitment of technical faculty, assessment and evaluation procedures, implementation of curriculum and pedagogy.
6. Study regarding the efficacy of the current evaluation procedures and examination systems. Strategies to revamp the system and implement innovative assessment techniques. Emphasis must be on techniques which are output oriented and which measure the performance in relative terms not absolute (Kulkarni and Shindhe, 2013).
7. Scientific approach towards curriculum development using techniques like RCA (Root Cause Analysis). Root cause analysis can be used to identify the core causes responsible for certain situations or issues. And the identified causes can be worked upon by analyzing the areas where they have a direct or indirect impact.
8. Devising innovative learning teaching paradigms which link teaching process with the industry. One such pilot project was tested in collaboration with The Boeing Company and The University of Washington (Lidtke, 1996).
9. Categorically identify the employability skills lacked discipline wise, stream wise, branch wise and industry wise, profile the attributes that contribute to the lack and suggest preventive measures.
10. Devising scientific load allocation and competency mapping procedures for sustained motivation and innovation capabilities in faculties.
11. Implementation of knowledge management frameworks for curriculum development (Agarwal, Sharma, Kumar, 2008)
12. Study regarding the skills required to maintain or sustain employment. Are they same with skills required to get employment?

VII. Conclusion

This work attempts to give a holistic view about the underlying problems that embark the journey from education to employment. We presented the issues underlying the problems, the measures that

are currently being taken and proposed several measures to bridge the gap. This work also identified several gaps that exist and can be taken up for further study and research at different levels. From the study it is evident that lot many policies, rules, regulations and strategies exist at different levels but the major problem lies with implementation. Most of the interventions are nullified because of improper implementation and lack of monitoring and control mechanisms. So the major thrust should be on researching and devising sci-

entific techniques incorporating proper control and monitoring mechanisms. Below we present a Swim Lane Diagram representing the process flow specific to this problem, where the horizontal dashed line represents a fork which means the processes above it can be performed synchronously. The process implementation can be done at the Institute and/or Government level. The issues can also be taken up by autonomous bodies and other R&D institutions.

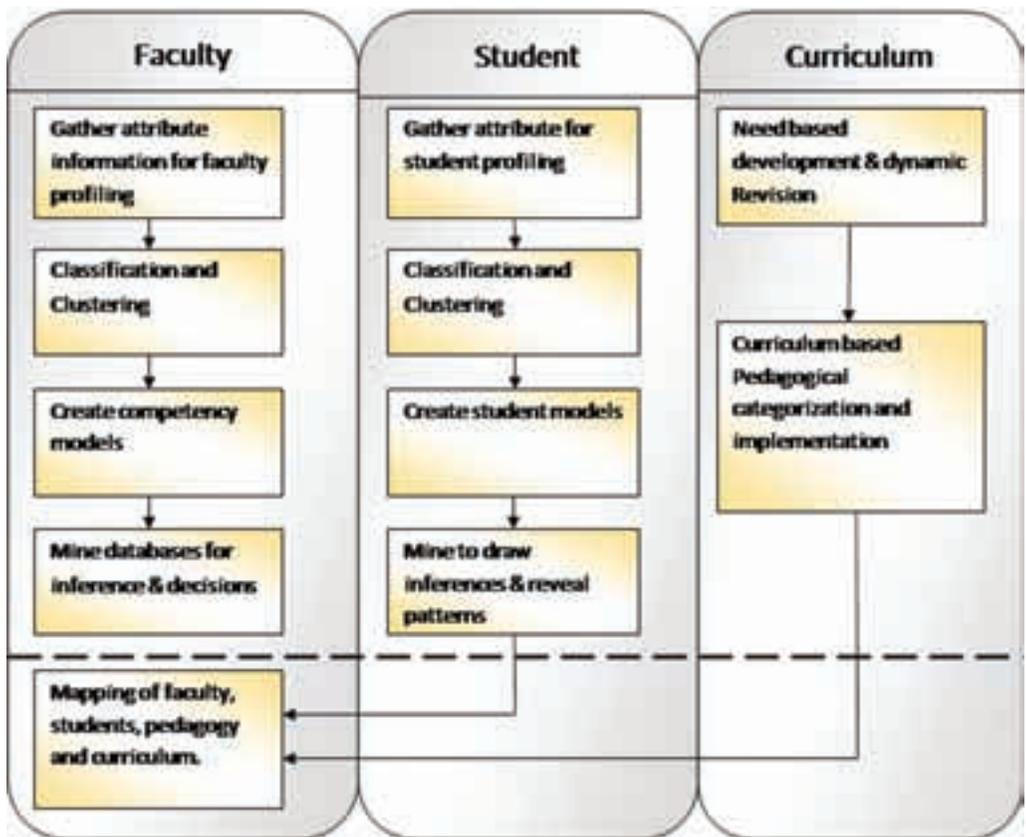


Fig-2 : Swim Lane diagram to represent the required interventions

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Paving the Path from Education to Employment

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Introduction

The paradigm shift in the education system is to improve upon the employability issue. There is a shift in focus from *employment to employability*. Education is perceived as an approach to good jobs and a decent career in life. Parents, children and employers are looking for an institution cum employment exchange.

For acquired Degree, universities smooth the progress of performance indicators so that education can be customised as per the demands of current employment market. Considerable attention is given to individual learning, with skill development to capitulate better employment outcomes for graduates in higher education.

Research Needs

The relationships between education and the employability are the most frequently discussed issues of higher (post secondary) education. We observe vocal

claims of shortage/ oversupply of right skills and the competencies of graduates.

Research and policy literature review give indication that a considerable number of studies have been undertaken and we found the following concerns.

- The impacts of education on graduates' career and the dynamics of employment are surveyed in only a few developed countries and a small number of research studies are available.
- Systematic Information is not available about the employment prospects for graduates and employers requirements. The interface between the educators and the employers are most controversially debated.
- The information on employability skills and work utilization is often asymmetrical or inadequately scrutinized.

- Underlying principle of curriculum development and their impact of the courses offered on employability are not extensively studied.

Evolution of Education

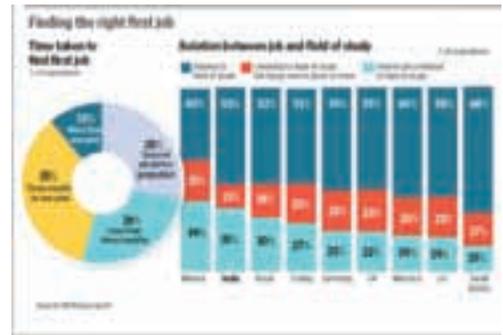
Education is considered to be the progenitors of social transformations and dissemination of knowledge in the context of globalisation.

The common ways in which education is viewed to contribute to social development are: 1. Talent Capital and Capacity Development 2. Liberal Learning 3. Research and Development 4. Academic Research 5. Values and Ethics

Career Education

Although there are different theories and developmental approaches to careers education, the most widely used framework in the UK has evolved from the dynamic relationships between Self, Opportunities, Decisions and Transitions (DOTS):

- *Self-awareness* - the ability to identify and articulate motivations, skills, and personality for career plans
- *Opportunity awareness* - knowledge of opportunities and the ability to research
- *Decision making* - being able to weigh up personal factors to make a sound plan
- *Transition learning* - understanding of how to seek and secure opportunities



The contents of the education system in the evolving knowledge economies need to balance skill development, both the tangible (knowledge of Subject) and the intangible (lifelong learning abilities) with partnerships between institutions, collaboration between experts, government policy- infrastructure and collaboration with local or international businesses to provide internships to students .

University model education

With the input from students, employers and government authorities the progression of higher education systems has been characterised in recent years.

As a result of societal pressures educators have focused on the makeover towards a competence-based learning model to strengthen the employability. The transformation of education system is giving more admittance to the higher education system and universities are improving the professional skills of the students in the current aggressive knowledge-based economy.

Initiatives are being taken in recent years, for streamlining of the university education model. The most important change is from the conventional education model to the model of developing competences and active participation of the student.

Research is required to gauge the level of universities custom-made delivery model to the demands of the employment market so that competence-based learning in university curriculum can be included.

Challenges for Educators

Many educators in developing countries experience some of the challenges e.g. under-resourced, overcrowded, under-funded, brain drain, lack of flexibility that diminishes their ability.

- *Diploma syndrome* -In formal educational system, the credence of educational certificates are the key to obtaining the best paid jobs. People come to make every effort continually for higher degrees for better employability.

- *Skilled unemployment* - The term is given to the rise of being without a job because of oversupply of graduates with the identical degrees and qualifications to find employment due severe competition.

- *Brain drain* - skilled graduates leave your country to flee the unemployment, underemployment and lower payment.

Education Reforms

The need to toughen the quality of foundational skills in school education that provides foundation to students aligned to the higher education levels to be capable of basic arithmetic, communication skills, developing confidence. The current regulatory regime has started empowering institutions to address issues of employability, internship and path to the up gradation of soft skills.

Current era of expanding alternative modes of education to innovative and secure methods of delivery. Expansion of distance education, on-line and virtual education avenues are being explored by increasing access to quality education globally and countering high dropouts in the conventional education system .

Employment and Employability

The concept of employability developed by Yorke in 2004 has been adopted by the UK as :

“Employability is a set of achievements, skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.”

In an another study on the concept of employability, the definition arrived at was: “employability is about having the capability to gain initial employment, maintain employment and obtain new employment if required” (Hillage and

Pollard, 1998, p.1). This is commonly adopted definition of employability goes beyond just finding work but is also about the individual being able to sustain employment (Pool and Sewell, 2007).

Employment is far-reaching in the traditional employment sectors, but relatively weak in newly emerging and informal sectors. The available studies on talent supply demand, job requirements and utilization of competencies often focus on small sector, thus hardly allowing broad conclusions to be drawn.

Employment Reform

Employers' expectations regarding the education system is inconsistent with their recruitment policies. The statements of employer regarding the qualifications are directly taken as the demand in the employment system and about the proactive role higher education could play with regard to the future employment strategies.

There is strong need to establish career centers in public-private partnerships (PPP) model. The internship system is an acknowledged vehicle for effective skill development in the education and HR functions because of the effectiveness of *learning by doing* and *learning while earning*. Employer involvement in Internship enhance the job prospects by providing on-the-job experience. Because of the synthesis of employability and employment, Interns turn out to be employment ready.

There is a need to develop an integrated job framework that can allow real-time interface between the demand and supply of the job markets to not only enable better matching but allow changes to curriculum, job descriptions.

Interface between education and employability

The debate on the mismatch of activities and links between employers, young graduates, educators both at the individual and organisational levels is continuing globally. Research in the university has highlighted that students are accepting challenges to a job related with their degree and individual preferences. Similarly studies evaluating the effects of over-qualification on graduates, shows the pessimistic effects of the education-employment disparity.

The study needed is to analyse the level of match between different degrees and the jobs held by graduates from higher education system and the changes taken place over the last decade in main fields of knowledge in relation to the education job match.

Strategic Organizational Changes and effects on employment

Employers assert that educated and skilled manpower are driving their business to be successful in the current evolving global economy. Most organizations have undergone significant change in the last decade. in terms of downsizing, de-layering, flexible

contractual assignments, outsourcing and working from home. Therefore it is imperative to up-skilling of the work force and the broadening of opportunity. Graduates should be well informed during education process about opportunities and changing nature of fresh jobs. The curriculums ought to extend beyond the boundaries of mastering skills within education or employment.

Involving Employers in the design and delivery of courses

The involvement of employers in the design and delivery of courses in providing guest lectures, workshops, seminars, skill sessions and conducting interview simulations, case study material and data need to be used during program delivery. In technical courses, employers has a supervisory role for project work, making comments and giving feedback to students, but there is no evidence of them being closed involved.

An education institutions often do not involve potential employers in course design as enviable. Career services or Placements cells emphasize on the comments and suggestions of the employers.

Taking account of the employability outline some universities had employment related content in form of short programs that are embedded in academic courses.

Graduate employment ratio is generally taken as the influential factor for evaluating the accomplishment of the educator. But an assessment is needed on the occupational prominence received by graduates at different times in their learning. The professional connotation reflects the impact of education and adding more insights to future program design and delivery.

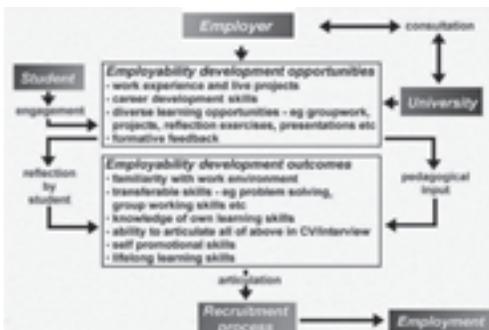
Very few studies had considered the impact of higher education on overall quality index on the returns of university education system.

Conclusions

The literature on graduate employability, and our ongoing research, both reveal that there are some employers and educational Institutes promoting employability of graduates, but still there are gaps between employers and other stake holders responsibility for education policy, approach, prospects and priorities.

The global economic slowdown seen an increase in graduate unemployment. Keeping this in mind, the research paper suggest the following issues for embedding employability.

- Educators and Government should promote strategy-led employability measures to have a greater and sustained impact on graduate employment.



- Higher Education Institutes should take account of graduate employability skills and attributes while planning faculty/departmental level development designs. Appropriate incentives should be implemented as a driver for change in promoting employability measures at faculty/departmental level.
- Educators and employers should adopt to promote employability with integrated placements, internships and work-based learning opportunities of predefined durations.
- Work-related case studies to be done to get evidence that students can use to demonstrate their capacities and skills during education period.

Attention should also be focused on prudent decision-making in the teaching of precise competences for each occupational profile making significant role to the success of new heights in the employment and education.

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Case Study :

Talent Search: A Challenge for Employers

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Human resource is the major resource of an organisation for its growth. The performance of the organisation depends on the human resources which are competent enough to make the optimum use of other resources. By human resource we mean the employees of an organisation. The organizations search for suitable persons for different jobs. They spend huge amounts in the recruitment processes for hiring worthy talents to suit to their requirement. But talent search is considered now as a great challenge faced by the employers around the world. Searching for a suitable talent, fitting to the need of the job in any organization has become a tough task. In the present employment scenario, it is a great challenge to search and find a candidate whose skill, knowledge and attitude will be matching with the specifications of that particular job in the organization.

In the present scenario, there are plenty of jobs available in different organizations, in both technical and non technical domain. Similarly there are numerous education providers offering management, technical or science

education with different types of diploma or degree qualifications. They are producing large number of qualified persons who are searching for jobs in all sectors. Jobs are plenty available and qualified youths are there but most of them don't match to the needs of the organizations. As observed, the young mass passing out with different professional courses are considering themselves as the deserving candidates to get a job as per their qualification. As they start facing the interviews for a job they encounter many hurdles for their suitable placement in any organization, in spite of their best talents and education. This clearly indicates that somewhere, a gap exists in matching the competency of the youth with the job specifications as per the need of the organization.

Recruitment advertisements are published in leading daily newspapers and the response have been very encouraging with the number of CVs received both in soft copies by mail and also hard copies by post. In case of walk-in-interviews also the attendance of candidates is sometimes beyond expectation. It becomes very

difficult to conduct the interview smoothly and effectively. But the end result is not encouraging. In many cases, we have not been able to get the suitable candidates to fill up the posts, as required by the organisation. Candidates are many but suitable candidates with required qualities are very few who can really be the assets for the organisation.

Being a part of many recruitment processes, we have the practical experience of the challenges faced by the organisations for searching worthy talents in the job market for their required jobs. As we have observed, the youth have acquired the required qualifications but their talents have not been adequately processed to match with the need of the particular job they are searching for. In many cases the candidates have more qualifications than the job requirement, but they have the demerits either in knowledge, skill or attitude. They make all efforts to make the CV very impressive but their performance in the interview do not match

with the information presented in the CV. They fail to convince the interview board about their competency of being an asset for the organisation and fitting to that job.

Two cases are presented here, which can reveal the reality as observed in the present employment market. **Panda Travel Mart**, a 40 years old luggage retail showroom at Bhubaneswar has 5 outlets. This organisation has the reputation of excellent human resource management policies. Panda Travel Mart has created an image of employee friendly management in retail sector. There are employees who have been working there for more than 25-30 years. Around 40% employees have completed 15 years of their service in that organisation. This indicates their job satisfaction in that organisation. Recently walk-in-interview was conducted to select suitable candidates for few vacancies in 6 categories of job. The table given below reflects the result of the recruitment process conducted in the month of January and February 2014.

Table-1 - Summary of the Recruitment Activities Conducted by Panda Travel Mart, Bhubaneswar for Six Categories of Job in January-February,2014

Name of Post	Vacancy	Persons Applied (Nos)	Persons Shortlisted for P.I (Nos)	Persons Attended in P.I (Nos)	Persons Selected to Join (Nos)	Persons Joined (Nos)
Floor Manager	1	52	5	5	1	1
Customer Relation Exec.	1	43	5	2	1	1
Sales Associates	5	67	9	6	3	1
Marketing Exec.	1	32	0	0	0	0
Floor Assistant	4	21	5	2	1	0
Warehouse Associate	1	31	3	1	0	0

P.I- Personal Interview

The table-1 indicates that suitable candidates were not found for two categories of job i.e Marketing Executive and Warehouse Associate. One candidate was selected for Floor Assistant, but he did not join. He even did not have the minimum etiquettes to inform the organisation for not joining. The requirement for Sales Associate was 5, where as only 3 persons were found suitable. The irony is that only one person joined out of those 3 selected. Besides the persons who attended the walk-in-interview, around 120 CVs were received by mail for the posts. Those applications were also considered and telephone interview was conducted for selecting them for personal interview. The number of application received was encouraging and the interests of the candidate expressed in the interview was very positive but performance was not impressive.

Another case study is relating to the recruitment of HR Executives in three organisations. The summary has been presented below in the Table-2. The data in the table clearly indicates that there are plenty of candidates searching for HR jobs. All of them have acquired MBA

degrees from different management institutes with specialisation in HR. Most of them are in job but not in core HR domain. They are in different jobs like Placement, Front Office, Back office, Administration, Counselling, Customer Relation etc. In many cases they were having the designation as HR executive but their job description was different from HR. They were mainly into administration work or even few cases miscellaneous works as the management desires. As the candidates did not have practical knowledge in core HR Management, mostly organizations are not interested to take the candidates fresh from institutes or from other work experiences in core HR jobs. Man Management is the crucial area in an organisation which needs to be handled by persons with practical training or experiences in that domain. In those three organisations the persons selected for the post were earlier working in HR department but not exposed to complete core HR functions. Hence they were sent for core HR practical training of 50 hours duration for getting the practical exposure in core HR functions. Now they are performing well as per the need of the organisation.

Table-2, Summary of Recruitment Process for HR Executive in Three Organisations

Name of Organisation	Vacancy	Persons Applied	No of P.I Held	Persons Shortlisted for P.I (#)	Persons Attended in P.I (#)	Persons Selected to Join (#)	Joined
Rithvika Gold	01	54	01	06	05	01	01
Panda Travel Mart	01	92	03	32	22	01	01
KN Multi-Projects & Infrastructure	01	65	03	24	16	01	01

P.I- Personal Interview

The two case studies as presented above indicate the fact that candidates are many but the suitable candidates with proper blending of knowledge, skills and attitude are very few. They have the required qualifications but not adequately educated for understanding their own strength and weakness relating to the job. This shows that there may be some lapses in talent management for empowering oneself employable and sustainable in the employment journey. The lapses were observed in three areas as described below.

Knowledge

The candidates have theoretical knowledge in their subjects, but not the practical knowledge which is required for being suitable to the job. They don't even have the knowledge regarding the job market and their strength and weakness relating to that. Even they don't show adequate interest to acquire the knowledge regarding the need of the organisation for any particular job. Hence they are not in a position to realise the need of their own empowerment for being employable and suitable for the post they are aspiring for. One must have the adequate knowledge about the expectation of the organisation and the process of fitting to that requirements.

Skills

Beside the qualification, one must have the required skills for proving his

competency in his respective areas. This may be life skill, soft skill or technical skill. Candidates are having highest degrees but lacking the minimum life/soft skills for being the asset in any organisation. The life skills or soft skills are the minimum requirements for working in an organisation effectively with good performance. These are the basic foundation for a worthy person suitable fitting to a job. Hence the focus should be on enrichment of life skills along with the professional qualification for making oneself employable.

Attitude

Attitude decides the altitude of a person. Attitude plays a major role in the selection process for a job. The person may be highly qualified and experienced but can't be considered as suitable if he has attitude problem. Many candidates are either over confident or over smart with negative attitude. They can't be the asset for any organisation. It has been observed that many candidates have been rejected due to this attitude problem. Their performance in the interview may be impressive but they can't be trusted. Hence tuning of attitude for being positive and constructive is a must for all the candidates in the employment journey.

Conclusion

This crisis can be solved if the educational institutes can think of including the practical training of the subject in the respective course so that the students will be empowered to face all challenges in the employment journey. The focus should be

on enriching their knowledge, skill and attitude with practical inputs as essential for their employability. Obtaining certificates of any professional qualification will never enable the students to be successful in their job search. Hence along with the professional education their inherent talent should be properly processed to make them employable. They should be properly oriented to assess their own strength and weakness in the employment journey and create the interest for empowering themselves to prove their worth for any job in any organisation.

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