

Current Status of Educational Institutions - A Study

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Abstract –

In case of the Hon. Courts of India; it is said that they are good only for the Practicing Advocates and the Hon. Judges since they are not giving justice to the common litigants. Likewise; are the Educational Institutions catering to the needs of their stakeholders? This Research Question leads to several other sub-questions.

Are the students getting the Qualitative Inputs; they need? Is the Teaching Fraternity getting the benefits; it deserves? Is the Non-Teaching Staff happy and satisfied? Does current education confer the benefits on the society; at large? Does the Industry get the candidate; it requires? Are the parents satisfied with the Gestation Period of Educational Courses; they are offering to their wards? Is the Government obtaining satisfactory returns from the learned students after investing valuable resources through educational institutions?

The present research is carried out to get the replies to all such Questions.

Key Words –

- (a) Elite Class
- (b) Elementary Inputs
- (c) Rosy Picture
- (d) Brain Drain

Introduction –

In general; in case of the Institutions of Justice- Hon. Courts of India; it is said that they are good only for the Practicing Advocates who get fees; reasonable or exorbitant depending upon the legal complexities involved in the matter and for the Hon. Judges who get handsome remuneration and other privileges even after their retirement – for the lifetime. In other words; so called Institutions of Justice; as a matter of fact; are not giving justice to the common litigants; at the same time; they may be giving justice as an exception to the Politicians; Rich and Elite Class of the Society.

“What we get in the Hon. Courts is not Justice; but a Judgment.” “Justice Delayed; is Justice Denied.” Such kind of criticism levied on the Hon. Courts in itself justifies their ‘Greatness’ beyond a shadow of reasonable doubt. Further; this implies that the Hon. Courts are not; at all; good for the litigants; who are the precious part of the society and are expected to get the justice in reasonable time.

Likewise; it is quite significant at present to test the current status of Educational Institutions. They are expected to cater to the needs or protect the interests of their different stakeholders namely; the Students; the Employees - Teaching and Non-Teaching Staff; Society; Industry; Parents and Govt.; to mention a main few. This test will emerge several Research Questions; as follows.

Research Question and Resultant Sub-questions –

- (a) Are the Educational Institutions protecting the interests of its stakeholders?

Above major Research Question gives rise to the multiple sub-questions; as follows.

- (i) Are the students getting the Qualitative Inputs; they need?
- (ii) Is the Teaching Fraternity getting the benefits; it deserves?
- (iii) Is the Non-Teaching Staff happy and satisfied?
- (iv) Does current education confer the benefits on the society; at large?
- (v) Does the Industry get the candidate; it requires?
- (vi) Are the parents satisfied with the Gestation Period of Educational Courses; they are offering to their wards?
- (vii) Is the Government obtaining satisfactory returns from the learned students after investing valuable resources through educational institutions?

Research Objectives –

1. To Test the Current Status of Educational Institutions
2. To Ascertain the Reasons for the Current Status of Educational Institutions
3. To Study the consequences after Improvement of Current Status of Educational Institutions

Research Scope –

The Research Scope can be studied under two standpoints.

(a) Geographical Scope

It extends to the Educational Institutions located in and around ‘Pune.’

(b) Academic Scope

It extends not only to Graduate but also to Post Graduate Courses offered by Educational Institutions especially affiliated to Statutory Universities.

Research Methodology –

In order to achieve the above mentioned Objectives, the following Research Methodology was adopted.

1. Mobile Survey of individual respondents- Teaching and Non-Teaching Staff in Educational Institutions in and around Pune and Executives working at the Middle Level Management in Small and Large Scale Industries in and around Pune; was conducted in order to collect Primary Data.

The Research is exclusively based on *Primary Data*.

2. For conducting the Mobile Survey; as aforesaid; the Research Tool namely *Unstructured Non-Disguised Questionnaire* was used by the Researcher.

The type of important questions asked for the Mobile Survey was *Open Ended*.

Sources of Primary Data -

Primary Data was collected through *informal or unofficial Mobile interactions* with the respondents with *unstructured non- disguised questionnaire*; as aforesaid.

Mobile Interviews -

Mobile Interviews; of *100 Respondents* consisting of the members of the Teaching and Non-Teaching Staff and Industry Executives working at the Middle Level Management in Large and Small Scale Industries from different organizations; were conducted; quite *flexibly*.

Though all the Sample Categories were slightly (not fully) aware about all the Research Questions; they were found suitable to ask a few focused and select Research Questions only.

Such questions were selected after taking into consideration several factors like *Personal and Demographic Profile of the Respondent characterized by the varying factors like Age, Level of Education, Organizational Position, Nature and Kind of Work Experience, Organizational Working Environment (Cooperative, Non-cooperative, Hostile, Agile, Etc.), Overall Level of Maturity and Wisdom, An ability to express Real and 'Inner Feelings (Mental Core), Reporting Authority, Frequency of Interaction with the Superiors, Kinds of Relationships with the Superiors; Colleagues and the Subordinates; (Professional; Informal); etc.*

Sampling Plan for the Field Survey –

(I) Population –

Teaching and Non-Teaching Faculties in Educational Institutions in and around Pune and Executives working at Middle Level Management in Small and Large Scale Industries in and around Pune.

(II) Sample Unit –

- (a) An Executive Working at the Middle Level Management in a Small or Large Scale

Industry in and around Pune

(b) A Member of Teaching or Non-Teaching Staff working in an Educational Institute in and around Pune.

(III) Total Sample Size – 100

Sampling Methodology for Mobile Survey -

The Sampling Methodology adopted for the Mobile Survey was *Non Probability – Stratified (Demographic) resulting into Purposive and Convenience Sampling.*

Sample Category –

The sample consisted of the following four different categories.

Sr. No	Category	Population	The Sample Unit	Sample Size
1	Industry Executives	Executives working at Middle-level Management in Large Scale Industries in Pune	Select Working Executive of Middle level Management in a select Large Scale Industry in Pune	25
2	Non-Teaching Faculty in Educational Institutions	Non-Teaching Faculty Working in Departments like Admission; Administration; Placement etc. in Educational Institutions in Pune	Select Non-Teaching Faculty of a Select Educational Institute in Pune	25
3	Teaching Faculty in Educational Institutions	Teaching Faculty Working as Assistant Professors; Associate Professors and Professors in Educational Institutions in Pune	Select Teaching Faculty (Assistant Professor or Associate Professor or a Professor) in a Select Educational Institute in Pune	25
4	Industry Executives	Executives	Select	25

		working at Middle-level Management in Small Scale Industries in Pune	Working Executive of Middle level Management in a select Small Scale Industry in Pune	
			Total	100

Consolidated Research Findings –

1. Almost all the Educational Institutions; barring a few exceptions; are imparting those Academic inputs which are *strictly mandatory* as per the contents of the curriculum of the specific Course (Subject) as prescribed by the Statutory University.

As a matter of fact; the inputs; referred to; are highly elementary or fundamental in their nature. Further; in case of some subjects; they are back date because the syllabi are not update for all the Universities over a long period. At the same time; in case of some Universities; the syllabi are no doubt; quite updated; however; so called updating is nominal in character (changes introduced are too trivial) as these changes do not add in the depth of the students' knowledge. Moreover; it is an apart fact that even after incorporation of such changes; the syllabi do not meet the need or the standards of the Industry.

The Institutes' Academic Representatives contend that it is not difficult to update the syllabi in consultation with the Industry Experts; yet obtaining competent faculties is indeed experienced too difficult. The Researcher's Personal Experience in this regard is that obtaining a faculty as aforesaid; is quite easy in the Institutions located in the heart of 'Pune;' however; for the Institutions located in the outskirts (around) of 'Pune;' the same is really very difficult.

2. Although in the Advertisement released for various Teaching Posts; say Assistant Professor; Associate Professor or Professor it is mentioned that the particular Educational Institute is approved by a specific Statutory University; affiliated to *A. I. C. T. E.* and governed by the rules of *U. G. C.* and *D. T. E.*; different Rules; Regulations; or Byelaws or Statutes of these Official Bodies meant for the Governance and Administration are; as a matter of fact; not followed.

This factual situation clearly implies that neither the Teaching Faculty nor the Non-Teaching Fraternity derives any benefit of a rule favoring them; as prescribed by the Authorities mentioned above. Indeed; it is no exaggeration that at the time of selection; especially of a Teaching Faculty; the Eligibility Criteria laid down by the Authorities is applied highly rigorously or strictly without slight relaxation or exemption. As a result; both the Teaching Faculties as well as Non-Teaching Faculties are dissatisfied and unhappy under the present Educational scenario.

3. The Society; at large; would really be interpreted as benefited when there would be responsible educated citizens in the society discharging moral and social obligations expected out of them; quite satisfactorily. Unfortunately; majority of the educated youth is by and large unemployed; also; undesirably their proportionate percentage is increasing at an alarming rate day by day.

In other words; the number of Job Aspirants is more as compared to the Job Opportunities readily available within the Indian Economy; at present. The Governments; both the State as well as Central; are encouraging the establishment of '*Start-ups*;' no doubt; still their orientation is not enough to absorb all the educated youth. One of the major reasons for the Unemployment of the Educated is that there exists a wide gap between the Employers' Needs and Educational Inputs.

4. The Industry does not get the candidate they need to carry out their work. It is true to state that a newly recruited candidate is certainly not expected to be well acquainted with all the *Operating Procedures* of an Industry. Also they differ from an Industry to Industry; however; even after imparting training for reasonable period; he is not found up to the mark. This results because he is found weak while applying the Theoretical Knowledge. He fails to realize the gape that exists between the Practical Knowledge and Theoretical Knowledge.

The Primary task of an Educational Institute is to confer a Degree or Diploma to a candidate on the basis of the syllabi prescribed for a specific subject by the Statutory University. This syllabus is seen more or less theoretical and less practical in nature. Thus; a student alone need not be blamed for lack of practical Knowledge.

5. The parents belonging to the middle class; sometimes; take loans from the Banks and expect that their wards would be in a position to start its repayment preferably immediately after completion of their education. The parents belonging to the middle class who do not take loans wishfully think that their wards would start supporting the family financially preferably immediately after completion of their education.

No all the students get well placed after completion of their education so as to fulfill the wishes of their parents.

6. The Government is investing huge amounts for imparting education; moreover; some Educational Institutions are getting U. G. C. Grant especially for the payment of the Salaries of the Staff. However; there are evidences when these grants too; have actually been misappropriated by the Managements of the Institutions and the funds have been diverted to the Personal Accounts of the members of the Top Management.

Further; the percentage of *Brain Drain* in India is relatively high. This suggests that the amount spent by the Indian Governments is getting wasted and the foreign countries are enjoying the benefits of Indian talent.

Conclusion -

After deep study of the Consolidated Research Findings; the Researcher is compelled to conclude that the Educational Institutions are not catering to the needs or protecting the interests of their stakeholders.

In spite of this fact; a number of Institutions are growing; at present; because these facts are not realized by the stakeholders well in time. After understanding the reality; no doubt; a few stakeholders belonging to all the categories mentioned above would drop out; however; at the same time; new ones get added.

In order to improve the existing Educational Scenario; an awareness should be developed among the stakeholders about the wide gap existing between the Reality and the Rosy Picture created by the Managements of the Institutions. Thereafter; the following consequences will follow.

- (a) The students seeking for the admissions in different Educational Institutions along-with their parents would stop day dreaming.
- (b) The little interest subsisting among the community at large; to join the Educational Institutions either as a Teaching or Non-Teaching Faculty would deteriorate further. It is an apart fact that there is no rush even otherwise; now-a-days; to join as such. The needy job aspirants are not only joining but also continuing to work in the Educational Institutions out of compulsion and not; at all; out of liking.
- (c) The Industry would stop relying on the Educational Institutions as a prime and promising source of Recruitment.
- (d) The Governments may impose more restrictions and initiate rigorous scrutiny before giving grants to the Educational Institutions and carry out through audit of the expenses incurred.

Research Limitations –

The Research study is based on Primary Data based on Human Views. Thus; all the limitations of Human Views as well as Primary Data have direct and deep impact on various views formed; opinions expressed and inferences arrived at by the Researcher. As a result, full intellectual concurrence with all the views; opinions and inferences is certainly not expected.

However; those views; opinions and inferences are based on fully considered; well balanced and sound judgments of the prevailing situations in the Educational Institutions.

Scope for Future Research –

- (a) Reasons for Unemployment of Educated Youth in India – An Exploratory Study

- (b) Ascertainment of Percentage of Brain-drain in India in case of Select Educational Courses - An Empirical Study

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