



Top- Notch Higher Education Institutions – Challenges and opportunities

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Abstract: *This article sets to analyze the manpower planning and management in respect of the higher education institutions. The arguments used intend to demonstrate that strategic governance and long-term human resource planning, commonly used in the context of demand economy, are two important aspects in higher education system. The earlier studies have proved the connections and the variations between long-term plans of the institution and higher education outcomes, in an attempt to better assess the feasibility of manpower planning in the higher education system. This shows the importance of recruitment strategy, training, research and development, restructuring mechanism and collaboration strategies. This provides an additional outlook on the practical and conceptual limitations of normative long term planning. This insists on forecasting the needs of professionals five to ten years in advance and to bridge the gap between the institute and the industry. All this should emphasize the all-round development of the individual by striking a balance between the body and the soul which paves the way for building a healthy nation.*

Key Words: *Strategic governance, human resource planning, higher education, professionals*

Method: The study utilized the descriptive method of research. The literature was reviewed to gather information related to the techniques of manpower planning. The data were collected by reviewing all available information on the institutions involved in the study.

In the present global scenario there is a growing demand for premier higher education institutions. The present statics show that the importance is given to the quantity rather than quality as there is an enormous increase in the number of higher education institutions in our state in the last two decades.

In order to assess, plan and restructure the strategies to be implemented in all higher education

institutions for enhancing the standards, to mould the students to edge over their counterparts from all quarters in the recruitment process as well as to help them soar greater heights in their careers, it is inevitable to give a glance at the infrastructure facilities and recruitment of faculty in the higher education system in ancient India which was acclaimed as the best education system in the world and the changes brought into the system during British rule and after independence.

Our ancient India was famous for its oldest universities like Nalanda, Takshasila, Ujjain, Varanasi and many more. For example Nalanda University which was one mile long and one mile wide had 7 halls and 300 rooms, very big hostels with 11'X10' single rooms and 3



multi storied library buildings. 10,000 people lived in the campus and 1510 faculty members worked. The teacher-pupil ratio was 1:7. The qualities sought in a teacher (Desiko Navalakshanaha) were: Suchir - Vachasvi - Varchaswi - Dhritiman - Smritiman - Kriti - Namrataha - Utsahi - Jijnasu (Character, Communication, Personality, Moral courage, Memory, Writing, Humility, Enthusiasm, Insatiable hunger for knowledge). There used to be intimacy between the teacher and the taught.

From 18th to 20th centuries East India Company and the Missionaries ran education institutions who secretly taught Christianity. Later in British India Macaulay introduced English Education. In 1853 education became state responsibility. The General Committee Public Instruction prepared plan and programme of action for the whole country. Slowly religion got separated from education and Indians began to start their own institutions.

Several changes were brought into the education system in independent India based on the recommendations of many committees and commissions. Radha Krishna committee recommended change in teaching methods, emphasized the quality of education, tutorial system, closer contact between teacher and pupil, moral education, promotion of research, examination reforms etc. which are not yet completely done and still sought after in the present education system.

As academics form the back bone of any education institution, along with the importance given to the infrastructure and other physical facilities, equal importance is to be given to recruit highly qualified, efficient and committed faculty. After recruiting fresh

candidates, training is to be imparted to make them aware of the new technologies and to make them abreast of the developments in their field. Higher education institutions should encourage their faculty to improve their qualification and involve them in research and development by giving them incentives and leave. At regular intervals depending on the contributions of the faculty there is every need to restructure the organisation by reallocating responsibilities to them in order to help achieve the set institution goals. Even though a meticulous plan is prepared, there will be limitations in making all theoretical aspects practically possible.

“Human resource planning is the ongoing process of systematic planning to achieve the best use of an organisation's most valuable asset - its human resources.” It identifies present and future human resource needs of an organization to achieve its goals and serves as a link between human resources management and the overall strategic plan of an organization which includes creating an employer brand, recruitment and selection strategy, retention strategy, flexibility strategy and talent management strategy.

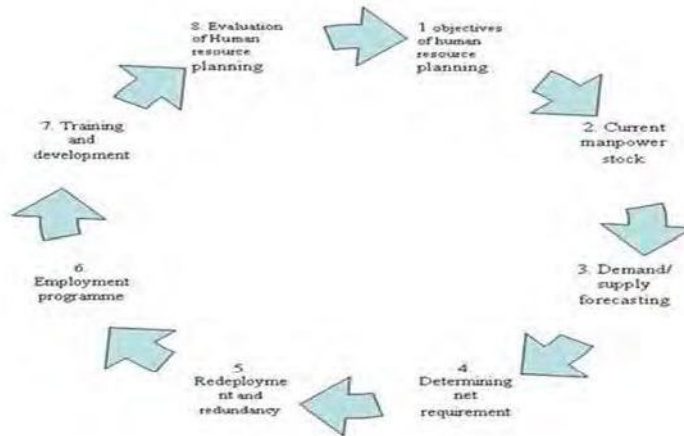
It is important to note the difference between strategic planning and long-term planning. Long-term planning is making future plans and projections, based on history whereas strategic planning is more concerned with analysis of the environment in order to make choices for planning.

“The planning processes of most best practice organizations not only define what will be accomplished within a given time-frame, but also the numbers and types of human resources that will be needed to achieve the defined goals (e.g.,



number of human resources; the required competencies; when the resources will be needed; etc.)” It is not possible to implement the same strategy everywhere

because it depends on several factors like location of the institution, environment, availability of resources, diversity of students, facilities, job opportunities etc.



The above figure depicts various steps involved in man power planning. These strategies and programs are monitored and evaluated on a regular basis to ensure that they are moving the organizations in the desired direction, including closing employee competency gap and corrections are made as needed.

- Deciding objectives of manpower Planning -The ultimate objective of manpower planning is one of matching or fitting employee abilities to the requirements with an emphasis on future needs. The objectives may be laid down for a short term.
- Estimating future manpower requirements —The management must estimate the number and types of employees needed have to be recruited in the organisation at a given point of time. This is determined by many factors like expansion and growth, design and structural changes, management philosophy, government policy, product and human skills and

competition. After estimating the future organisation structure the next step is to draw up the requirements of human resources, both for existing departments and for new vacancies.

- Job-Analysis — After having decided how many persons would be needed, it is necessary to prepare a job analysis which records details of training, skills, qualifications, abilities, experience and responsibilities etc. which are needed for a job. Job analysis includes the preparation of job descriptions and job specification.
- Auditing Human Resources — Once the future human resources needs are estimated the next step is to determine the present supply of manpower resources through "skills inventory". A skills inventory contains data about each employee's skills, abilities, work preferences etc. These should match with job specification.
- Developing a Human Resource Plan — The last step is to develop and to



implement the human resource plan which consists in finding out the sources of man power supply with a view to making an effective use of these sources.

- Recruiting and retaining faculty - The important thing to be decided is whether the personnel to be hired from within the organisation or to be obtained from an outside source. The best policy, which is followed by most organisations fill up higher vacancies by internal sources i.e. promotion etc. and lower level positions by recruitment from external sources.

These will be based upon extent of diversification, expansion plans, development programmes, etc. Training programmes depend upon the extent of improvement in technology and advancement to take place. It is also done to improve upon the skills, capabilities, knowledge of the workers.

Challenges: In the present higher education institutions recruitment is being made as to fulfil the minimum norms specified by the approving and affiliating bodies. All the nine qualities as said above are hardly found in the candidates who wish to take up teaching profession. Faculty student ratio is rarely fulfilled though the required ratio is only 1:15. Due to this there is a tremendous increase in the workload thereby the efficiency of the faculty is drastically drooping down. This leaves no room for their knowledge improvement and skill enhancement.

As there is a considerable delay in the centralised admission process, the prospective student community migrate to the nearby states and deemed universities resulting in the vacancies in higher education institutions.

Majority of higher education institutions are in financial crisis as more than 95% of admitted students have government fee reimbursement eligibility and the institutions suffer due to delay in the release of funds by the government.

Opportunities: There are several lakhs of vacant positions to employ qualified and eligible professionals. So it is mandatory to foresee the industrial needs and the institutions should impart training to students in those areas which are more prospective. Accordingly, the syllabus is to be revised at short intervals and also should include subjects like ethics and morals which result in the all-round development of the students.

Conclusion: If the institutions take necessary measures to overcome the above challenges and achieve the set goals by equipping the students with the domain as well as life skills, students will come out of the institutions in flying colours.

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