



Manpower Planning For Higher Education in India: Challenges and Issues

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Abstract:

Various aspects of manpower planning for educational development suggests that the sections responsible for personnel planning and administration for educational development need to create a climate of confidence among educational personnel at all levels based on sound personnel policy. Personnel policies should aspect personnel integrity, ensure fair treatment for all employees, recognize human dignity, treat the employees as individuals, offer reasonable protection to the employees , economic insecurity. The policies should be so designed as to give proper recognition to work and achievements, create safe and healthy working conditions, promote common interests, recognize impact of change on people, encourage employees participation, recognize them.

Keywords: *Personnel policies, educational Planning. Human capital*

Introduction

"The true teacher is he who can immediately come down to the level of the student and transfer his soul to the student's soul and see through and understand through his mind.Such a teacher can really teach and none else."
Swami Vivekananda

Manpower Approaches in educational Planning is a course that discusses a linkage between manpower and educational planning. Human capital concept is the provision of a skilled labour force in relation to educational planning. It therefore involves the training of educated citizens in the acquisition of specific or general skills that will enable them to function effectively and efficiently in the society. Manpower is the 'human capital' that has

acquired specialized skill through formal and / or informal educational training. Manpower, therefore, represents the human resource of the nation in various aspects of human endeavors. It is the education received through the acquisition of specific skills that will enable the individual to cope effectively and efficiently in job performance in any given situation. Strong and innovative staff development is one strategy which guarantees the quality and relevance of higher education in a changing world. On the eve of the 21st century; institutions of higher education are seeking to ensure that these features are their hallmarks. This trend clearly emerged from the recent global reflection on higher education undertaken by UNESCO in partnership with specialists both from Members States and from



intergovernmental and nongovernmental organisations. While different regions face very diverse economic and cultural challenges, their overall aim for higher education is strikingly similar namely, to ensure the production of skilled human resources whose education and training can be placed at the service of society. In this way, higher education contributes to full human and social development which is the guiding force of UNESCO's cooperative action. The achievement of this objective depends on the quality and effectiveness of the higher education community which embraces institutional leaders, policy makers and managers, the professoriate and students the main beneficiaries of the teaching and learning process.

Why Bother About Staff Development?

Higher education institutions, such as universities, colleges and polytechnics, are labor intensive organizations. They depend on people for the delivery of their services. The quality of the staff in institutions of tertiary education is thus central to their effectiveness, in the same way that it is to all people-centered organizations. A recent World Bank paper commented that "a high quality and well-motivated teaching staff and a supportive professional culture are essential in building excellence" (World Bank, 1994). UNESCO has itself recognized the important role of staff in higher education by passing a Recommendation on the topic at its General Conference in Paris in November 1997. In developing countries one of the biggest problems is that of obtaining and then retaining staff. A recent study shows that 22 out of 45 African universities still rely on foreigners to fill 20% or more of their faculty positions (Saint, 1992). Higher salaries in the private and para-

statal sectors often tempt away the best brains from higher education. One of the few weapons in a Vice Chancellor's armory is to offer key academics the staff development opportunities and then the subsequent linkage and international partnership arrangements which usually follow.

Activities required for Manpower Planning: Manpower planning consists of a series of activities, listed as following ways.

1. Forecasting future manpower requirements: Forecasting future based on judgmental estimates. Mathematical projections are done extrapolating factors like Economic environment, development trends in industry etc. On the other hand Judgmental estimates are done depending on the specific future plans of a company by managerial discretion which is based on past experience.

2. Preparing an inventory of present manpower: Such inventory contains data about each employee's skills, abilities, work preferences and other items of information.

3. Anticipating problems of manpower: This can be done by projecting present resources into the future and comparing the same with the forecast of manpower requirements. This helps in determine the quantitative and qualitative adequacy of manpower.

4. Meeting Manpower requirements: This can be achieved through planning, recruitment and selection, training & development, introduction and placement< promotion and transfer, motivation and compensation to ensure



that future manpower requirements are correctly met

Issues in Manpower planning For Higher Education:



Recruitment: Proper selection and placement of new personnel is essential for the development of educational institutions. A faculty recruitment policy inflicts a permanent weakness and liability on the administration. A theoretically good educational structure would be of no avail if those who man the system are incompetent or apathetic to it.

Recruitment is the process of exhausting all the sources for finding prospective employees. It is the process of exhausting all the sources for finding prospective employees. It is the process of finding suitable employees and stimulating them to apply for jobs in the organizations.

In educational institutions besides other personnel, the heads need to be appointed carefully. The success or failure of educational institutions depends to a substantial extent upon the capacity, capability, motivations and perception of the faculty of these institutions. it is thus important to select the right people and train them thoroughly so that they are expert in their substantive field.

Motivation: The educational administrators should motivate the teachers through their involvement, job enrichment, positive reinforcement and effective organizational climate. The greatest efficiency and productivity will flow from the efforts of those who find satisfaction in their work and conditions of service, who sense an awareness of usefulness of heir function, who feel encouraged to move ahead and to meet new challenges, who perceive their working environment as one in which high standards of performance are maintained and rewarded and not one in which indolence and incompetence can be ignored or even protected and rewarded. Motivation can do miracles as a motivated worker can achieve more than an expert with no motivation. Educational administrators must, therefore, devote considerable and effort in planning for achieving high levels of motivation and morale. In such a situation, goal congruence would be achieved, i.e., identity between the individual goals and the organizational goals.



- Living together is beginning
- Keeping together is progress
- Working together is success.

Performance Appraisal: Performance Appraisal is the process of measuring quantitatively and qualitatively an employee's past or present performance against the background of his expected role performance, the background of his work environment and about his future potential for an organization. Performance Appraisal facility developing an organizational climate of mutuality, openness and collaboration towards achievement of individual as well as organizational goals. Performance Appraisal is the process of evaluating the performance and qualifications of the employees in terms of the requirement of the job for which he is employed, for purposes of administration including placement, selection for promotion, providing financial rewards and other actions which require differential treatment among the members of a group as distinguished from actions affecting all members equally. The primary purpose of Performance Appraisal is to help each individual handle his current job better. It is the principal medium through which human talent in organizations may be most effectively utilized. The following criterion is proposed for appraising teachers' performance and effectiveness.

1. Teacher's knowledge of subject matter and relevant transactional methodology ensuring good rapport with students.
2. Workload to teacher both academic and administrative.
3. Communication skill and rapport with students, i.e. whether the

teacher is able to relate to students at their developmental level.

4. Quality of teaching; workload of teacher both academic and administrative.
5. Encouraged creativity among students.
6. Assessment of the progress of students through comprehensive evaluation.
7. Urge and opportunities for professional development through participation in seminars, training workshops visits etc.

Teachers' Associations: Associations of teachers can play an important role in promoting professional standards. Teachers' associations can help in building the image of the teacher and through him of the Nation. NPE suggests, Teachers' Associations must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct. National level associations of teachers could prepare a Code of professional Ethics for Teachers and see to its observance.' Most of the teachers' associations are engaged mostly on getting material benefits.

Promotion: An associated aspect of the conditions of the services is the promotion of Personnel in Education. Promotion programmes are, in fact, one of the most important aspects of personnel management meant to keep the employees contented, disciplined, and efficient and to help retain men of potential ability in service. It serves as a source of inspiration for hard work among employees. The prospecting of candidates for a job depends to a great extent upon the promotional



opportunities available in organization as no qualified and experienced person would join any service and stick to it if the chances of promotion in the service are bleak. The psychological aspects of the promotion system are more important than financial incentives. The Fulton Committee observed: "The right promotion at the right time is an essential part of the process of developing to the full talents of men and women in the service."

No form of promotional system can satisfy all the employees as a large number of employees would always remain dissatisfied because of limited promotional opportunities. Therefore, there is a need to evolve definite principles to ensure impartially and justice.

Indian education service:- to provide leadership in education, IES can draw the best talent into the field of educational administration. Several commissions, committees and conferences had favored the establishment of the Indian Education Service.

Current Challenges in Manpower Planning for Higher Education:

In no country are higher education institutions immune from severe pressures and challenges. Not only do governments talk to one another about funding, but the growing globalization of higher education imposes similar burdens and threats on every institution.

a) **The growth in demand for higher education** is a worldwide phenomenon whether one approaches it from the standpoint of an age participation ratio of 35% or of 5%. UNESCO has charted the expansion in student enrolments from 13 million in 1960 to 65 million in 1991. In many countries the rate of expansion has

exceeded that of the economy, while the reluctance of some countries to contemplate cost sharing (in Africa for example) has posed a major problem for their public sector financing. In institutional terms the expansion of numbers has placed pressures on facilities of all kinds.

b) **Financial constraints in all countries** mean that governments can no longer fund higher education to the same extent as previously. Apart from asking students and their parents to share the cost, their response has been to call for continued efficiency savings (or simple cuts) in institutional budgets, which has led throughout the world to more severe staff student ratios and heavier workloads for academic staff. Another government response is to expect institutions to generate more of their income from non-governmental sources such as industry or commerce. This places new demands on academic staff who are expected to master entrepreneurial skills in converting their specialist knowledge into market-oriented services. One irony of the situation is that institutional budgets for human resource development are often the first to be cut, just when they are most needed, in times of severe financial difficulty. In many countries the reduction in funding for state institutions is leading to a growth in higher education provision by the private sector.

c) **A focus on basic education** has persuaded many developing countries to limit their support for higher education. Many bilateral donors have followed the messages from Jomtien and reduced their funding for higher education. Within many countries the reputation and public image of universities and the students in them has not helped their cause of



getting more finance from either government or industry.

d) **The government and public expectations of universities and other tertiary institutions** are that they will be able to serve wider audiences of students, at different levels, in different ways. Thus among the new expectations will be:

- an ability to handle a growing proportion of part time students (usually meaning longer hours for staff);
- willingness to teach a greater number of mature students;
- the assumption that an institution can serve regional populations using links to associated colleges or providers;
- an ability to offer distance learning and face to face tuition in "dual mode", that is using the same materials and the same staff;
- an expectation that institutions can instill a set of "general transferable skills" in all their graduates so that employers needs are more fully met
- that faculty are all outward-looking and sensitive to the needs of their community;
- that staff have technical competencies which can offer research and consultancy services to industry and commerce in the area.

e) **A concern for quality** of the product has accompanied the expansion in numbers and the reduction in funding. There is an inevitable fear that "more means worse" and quality will suffer as mass higher education becomes a reality. Governments, parents and students are asking questions about the teaching/learning process and are

expecting institutions and funding bodies to monitor the quality of the processes and their outcomes. This questioning adds new pressures to academic staff, not only through the new accountability and reporting procedures, but also through having to be more explicit about the way they conduct themselves and more formal in the way they evaluate the effectiveness of their work. They must also be alert to the different ways in which they can maintain quality with larger class or group sizes.

f) **Technological change affects all disciplines** (but to varying extents) and expects staff members to be alert to the latest innovations in teaching method and research support. It is evident that there are at least three sets of distinguishing factors: the age factor in which younger staff members feel more at home with technology; the discipline factor in which some academic subjects are more affected than others and the developing country factor in which the gulf between "technology haves" and "technology have-nots" is widening. Even though access to the Internet will eventually enable developing country universities to remedy some of the deficiencies in their library and information services, this will only partly help to close the gap.

Effective management demands new skills within institutions which may not always be present among those who traditionally lead at either central or faculty level. There are widespread complaints within institutions about "new managerial cultures" driving out the old academic collegial spirit, yet the very complexity of the demands on senior institutional managers makes it essential for them to be fully professional. In seeking to achieve this they must learn to



adapt commercial management techniques sensitively to the academic environment and never forget the mission of the institution they serve. The technical skills needed by today's institutional managers call into question some of the traditional management structures and job specifications. If it is thought that the answer rests in greater devolution to Deans and other middle level managers, this means that a large number of people in each institution will require management development support.

Suggestions:

- Every institution should prepare a staff development plan as part of its human resource strategy. This should state clearly what policies are as regards the level of staff development and training which each staff member is entitled to. It should define the roles that categories of staff are expected to fulfill and the staff development needs of those roles;
- Institutions should review their institutional policies relating to selection and promotion criteria, confirmation of contracts after probation and award of tenure and consider whether they should be linked to the achievement of any staff development targets;
- Consideration should be given to making participation in staff development a mandatory requirement before promotion or entry to certain posts. This should apply to both academic and administrative staff;
- The head of the institution should give firm backing and support to staff development as an institutional

priority and should ensure that it receives adequate funding;

Conclusion:

A brief description of various aspects of manpower planning for educational development suggests that the sections responsible for personnel planning and administration for educational development need to create a climate of confidence among educational personnel at all levels based on sound personnel policy. Personnel policies should aspect personnel integrity, ensure fair treatment for all employees, recognize human dignity, treat the employees as individuals, offer reasonable protection to the employees, economic insecurity. The policies should be so designed as to give proper recognition to work and achievements, create safe and healthy working conditions, promote common interests, recognize impact of change on people, encourage employees participation, recognize them. Implementation of this p[olicy would generate the tradition of honesty, urge to achieve self-actualization, creativity, high morale and motivation among personnel dealing with education at all levels. Such an environment would automatically take care of all the potential and emerging problems of education.

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