

University-Institute-Industry (UII) Model: A way to meet dynamic Industry expectations

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ABSTRACT

The recent trends regarding facilitation of education, not with surety but to some extent are rigid and irresponsible to industrial wants. Also the industrial expectations from the students are changing at a lightning speed. Comparatively the changes adopted in the education dissemination system seem to be running at a speed of turtle. This leads to widen the existing gap between education provided by the institutes and the industrial expectations even more. Therefore, education dissemination by the institutes should come up with the changing industrial expectations which stand to be the need of the hour. The proposed model according to the researcher will definitely bridge the gap and mutually allow the three components University, Institute and Industry to be much more efficient.

Key words: University, Institute, Industry, Model.

INTRODUCTION

The growth of education sector in India has been tremendous .Despite of large proliferation of the education sector the Industrial sector in India is not getting benefitted. It urges the need from within to framework some model nullifying the problem or bridging the gap between Institutes and Industry.

Educational Institutes and the Industrial sector should work hand in hand to achieve mutual benefits. Although the matter of operation and ideologies of both the components is different, the interdependency of them on each other cannot be challenged at any cost.

Industrial Expectations

1. Ability to learn: The industry expects the students to be always ready to get learned new things that will enable the industry to adopt the changing business environment with ease.
2. Team work: Industry is working as a team for the achievement of common goal and so expects the candidates too to be glad to work in teams.
3. Communication Skills: Public relationship has to be maintained at par by the companies to be successful in today's competitive scenario. As such, an expectation of influential communication skills from the student is not a big issue.
4. Right attitude : The importance of positive attitude for a successful career cannot be neglected by the students. It is always productive to improve upon the mistaken situations rather than blaming the situations. That is industry has large expectations as far as attitude of the students are concerned
5. Flexibility: When the industry is always prepared to give flexible facilities to the students going to get recruited ,at the same time industry expects the students to be ready to face the immediately arising hectic situations in the industrial dealings
6. Adaptability: Like flexibility a student is expected by the industry to be adaptable to the situations
7. Self-Motivation: Even though a fresh engineer is at the beginning of the career, the industry expects the students to be clear about his or her short-term and long-term career plans. One can make a remarkable difference by chalking out one's career plans. Having a clear idea of what one wants keeps one motivated.

In other words there are lots of managerial skills that the industry expects .However, the curriculum somewhere falls short of in delivering the skills and fulfilling the corporate expectations.

Academic curriculum

The term 'programme' and 'curriculum' are also used interchangeably, where curriculum is often used to describe a wider conceptual process and context.

It can be highlighted that staff working in higher education have very different understandings of the term 'curriculum', as various as:

- The structure and content of a unit (subject)
- The structure and content of a programme of study
- The students' experience of learning
- A dynamic and interactive process of teaching and learning

It can be clearly seen that the curriculum is less of the skill based which is more expected by the industry. The curriculum design is consisting Lectures and tutorials to be conducted in house within the institutes in a rigid time schedule and structure. However, the skill based education although implemented by the curriculum to some extent falls short of meeting the industrial expectation which is a major expectation.

Gap generation between Industry expectations and education dissemination

There arises a gap between education and industrial expectations Gaps do exist, particularly in skills such as listening, and team work and collaboration; attitudes such as self motivation, self discipline and commitment and dedication; and knowledge such as understanding organization and process; product, solutions, and services; and consumer behavior,” It can be seen that there is lack of managerial skills in the students.

Suggested model for bridging the Industrial-Institute gap

The model proposed by the researcher relies in the information flow between the three major components. According to the model, Industrial expectations are to be conveyed to the University for the Fittest Curriculum Design. The applicable curriculum will be implemented across the Institutes to prepare the students to meet the expectations. Ultimately the differing expectations of the industry could get addressed and lead to the efficiency of the Industry as well as that of the Institute. Consequently the model will enable to achieve overall development of the country. From the longtime the industry has been reporting about the existence of the gap between what they require and what they find in the students. Beyond today's talent issues though, what do manufacturers need to address for future years? And, what is the trajectory of the skills gap over the next decade? The suggested model will at least try to minimize the gap although not eliminate completely.

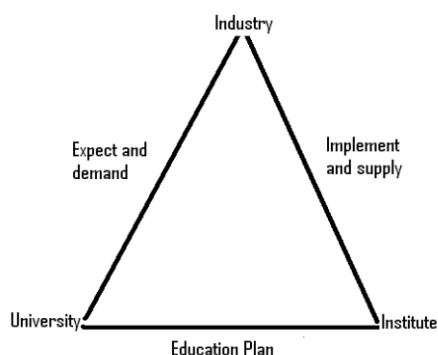


Fig: UII Model for bridging the In

Recommendations

It is the need of the hour that every educational apex bodies taken into consideration the expectations of the industry while designing the curriculum to be disseminated. The success of the model implementation is quite more dependent upon the participation of the apex bodies; likewise, as suggested by the model, there should be continuous information flow within the three components to generate the pool of talent that fits the industry.

Conclusions

The model will definitely reduce the Industry institute gap. The active participation and response of the components of the model plays vital role in the working of the model.

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