Water water every where, But….

Role of competence building in the emergence & evolution of GINs: Case of ICT firms in India

K J Joseph & Vinoj Abraham
CDS, Kerala, India

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An Overview

- The Context: Education & Training System in India
  - An evolutionary Perspective
  - Phase 1: Education & Training (E&T) under the closed innovation system
  - Phase 2: E&T under the open innovation system
  - Phase 3: (2005+???)
- Competence building: Case of Infosys

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1. History "only" matters: Pre-independence period

- Historically, three distinct traditions of scholarships
  - Hindu *gurukulas*, the Buddhist *viharas*, and the Quranic *madarasas*
  - ❖ Modern education - Network of schools and colleges to impart western education in English by the British in the early 19th century - The first college for western education -1818 at Serampore near Calcutta
  - Later a number of colleges Agra, Bombay, Madras, Nagpur, Patna, Calcutta, and Nagapattinam.
  - In 1857, three universities were set up at Calcutta, Bombay and Madras and the 27 colleges were affiliated to them
  - By 1947 there were 19 universities and several affiliated colleges

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Post Independence Period- Phase 1

- **Early phase (till c1985): E&T under the Closed & state driven innovation system**
- **HRD has been considered important**
- **Institutions**
- University Grant Commission (1956) set by the Act of parliament coordinates and regulates higher education
- All India Council for Technical Education (AICTE) set up in 1945 as an advisory body was given a statutory status through an Act of Parliament in 1987
- The main functions of the AICTE include proper planning and coordinated development of technical education in the country, promotion of qualitative improvement regulation and maintenance of norms and standards.
- In order to ensure planned growth of technical education, the Council operates the scheme of National Technical Manpower Information System (NTMIS)
- The objective of this scheme is to generate a database to monitor supply and demand of engineering and technical manpower and to ensure planned development of technical education.

Post Independence Period- First Phase

- Two strategies-
- First setting up of institutions by state
- *'based on Sarkar committee'* (1945) six IITs were set up during 1950-61)
- These institutes impart high quality education in various areas of pure and applied sciences and in engineering and technology at the under-graduate and post-graduate levels and disseminate and transfer the knowledge for the benefit of Indian industry and the other user sectors.
- Second, Grant in aid Institutions (PPP mode) are regulated by UGC or AICTE
- Indian Institute of Science at Bangalore and Indian Agricultural Research Institute at Delhi were declared as deemed to be universities in 1958
- BRAIN DRAIN
- Nature and structure on ICT industry in tune with the nature of manpower

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Post Independence Period: Phase 2

- **Phase 2(c1985-2000) E&T under the open innovation system - entry and expansion of private sector**
- The national policy on education (1986) called for improvement in education
- Increased demand along with budget constraint of the state and changing policy regime setting the stage for the entry of private sector
- Autonomous colleges
- *Distance education providers*
- *Self-financing courses in public institutions*
- Accreditation and & assessment councils

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Post Independence: Phase 2

- **Since 2000: further boost to privatization and entry of foreign universities**
- Between 2000 and 2005, 26 private-sponsored institutions got the deemed university status.
- By early 2005, seven private universities were set up in different states were recognized by the UGC.
- By 2005, 131 foreign education providers were identified to be operating in India.
- Also increasing participation of the industry in GINs facilitated inter alia by new policies.

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Major Actors

- The institutes of national importance & public research labs
- Affiliating universities and various university departments, affiliated colleges and regional engineering colleges under them
- Deemed universities
- Private institutes
- Govt Polytechnics, Pvt Polytechnics

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An array of Institutional arrangements for promotion & regulation

- University Grants Commission (UGC) -Funding, recognition & maintaining overall standards
- All India Council for Technical Education (AICTE)- Approval for technical institutions, and limited funding & quality improvement
- Indian Council for Agricultural Research
- Distance Education Council -IGNOU Act Funding, maintaining standards of open education
- Council of Architects (CoA) - Registration of architects and recognition of institutions for education in architecture and town planning
- Medical Council of India - Registration of medical practitioners and recognition of medical institutions and qualifications
- Pharmacy Council of India: Indian Nursing Council (INC): Dental Council of India: Central Council of Homeopathy (CCH)

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The outcome

- However all is not well with India's higher education system – few islands of excellence in the sea of mediocrity
- New committees since 2006
- Phase 3???

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The challenge & response

- Impressive performance in terms of quantity
- But as the ICT sector was about to move up the value chain – the quality of manpower turned out to be a constraint
- Leading to industry/firm level strategies to help improving the manpower quality – finishing schools at the instance of industry associations…
- What about firm level strategies in E&T?

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Competence Building: a case study

- About the company
- Competence building strategies
  - Campus connect
  - In-house training
- Weakness of the innovation system – a legacy of the past- induced the firms to undertake certain competence building strategies to facilitate the participation in GINs

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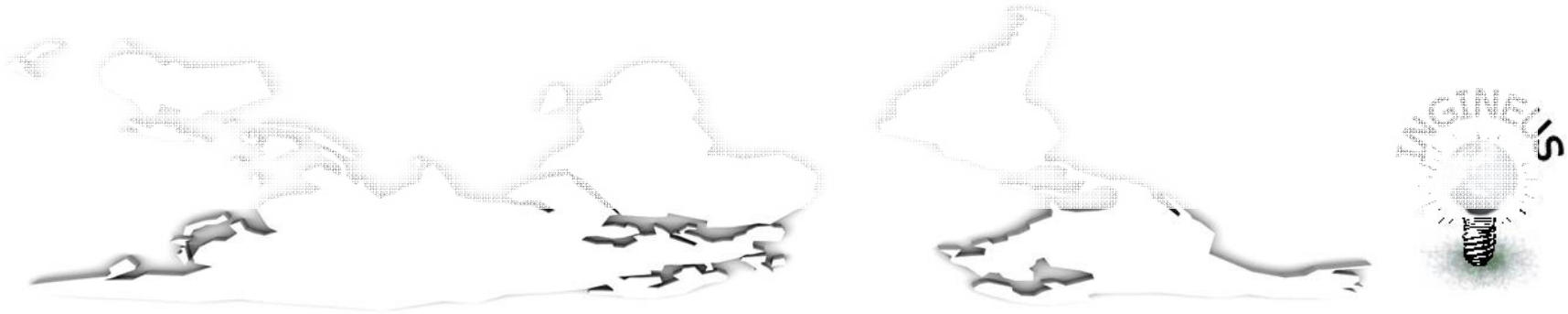
- Thank you