

THE CANADA INDIA INSTITUTIONAL CO-OPERATION PROJECT

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INTRODUCTION :

This paper was originally presented at the 25th Annual Convention of the Indian Society for Technical Educators on Saturday, December 30, 1995, at Nagpur, Maharashtra. It does not give a complete picture of the holistic approach to institutional development which is an important feature of the CIICP model. For example, there is no comprehensive description of strategic planning, Management Development and Management Information Systems, Women in Development, Environment Development, or the important relationship between CIICP and ISTE. Rather, the paper focuses on four areas. First the history and rationale of the project and its achievements; secondly, Industry Institute Interaction; thirdly Continuing Education and, finally Staff Development.

HISTORY AND BACKGROUND :

The Canada India Institution Co-operation Project (CIICP) came into being in 1991 when the Government of Canada and the Government of India signed a Memorandum of Understand-

ing to participate in an Institutional Co-operation Project involving Canadian Community Colleges, Polytechnics in South India, Technical Teacher's Training Institute (TTTTI), Madras, and the Indian Society for Technical Education (ISTE).

The objectives of the Project are :

- To contribute to the strengthening of the institutional capability of polytechnic education in the Southern Region of India (Kerala, Karnataka and Tamilnadu).
- To develop an ongoing network of mutually beneficial linkages and relationships among Indian and Canadian institutions, agencies and industries.
- To develop sustainable methods of polytechnic development that can be replicated in other technical education institutions throughout India.

The Project is funded by the Canadian International Development Agency (CIDA) and executed jointly by the Association of Canadian Community Col-

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leges (ACCC) and the Ministry of Human Resources Development (HRD) of the Government of India. This is the first major project supported by the Government of Canada in the Technical Education Sector in India.

The Project has two components :

- strengthening of the polytechnic system in South India (Southern Operations Plan).
- development of the Indian Society for Technical Education.

To achieve the above objectives, the project chose 12 polytechnics - four from each of the Southern States - Kerala, Karnataka and Tamilnadu- and began to support their institutional development activities. The Association of Canadian Community Colleges (ACCC) manages, administers and oversees the Canadian inputs through the CIICP office in Madras. ACCC is responsible for overall project execution in co-operation with participating Indian institutions.

The main programme areas are :

- management development of polytechnics.
- continuing and non-formal education.
- inservice teacher training and open learning.

RATIONALE (WHY POLYTECHNICS ?) :

Rapidly changing technology, as well as economic reforms in India, has created a need within business, industry and the community for a more highly skilled workforce at the shopfloor level. Persons already on the job also need training in new and emerging technologies as well as in modern business strat-

egies and production methods. With this end in mind, polytechnics, the institutions which supply the major component of technicians to business and industry, were chosen as partners (recipients) in this training and development programme.

FOCUS OF THE PROGRAMME :

CIICP believes that people are the key to Quality Education and to Sustainable Change. Therefore, it focuses on Human Resource Development with special emphasis on skill enhancement in areas of Management, Continuing Education and Teacher Training. In every partner institution dynamic leaders are trained and supported to motivate and manage for change.

CIICP also believes in participative education and training. People within the project polytechnics have been involved at every stage of the project. They have been encouraged to identify the strategic directions in which their institutions must move and analyze their own training needs. They have developed a vision of a better future for their polytechnics and for their society and have taken the responsibility to strive for that vision.

Conceptually, the project has given special emphasis to certain areas and set up concrete action plans which have yielded definite results.

These areas are :

1. Continuing Education
2. Staff Development
3. Industry Institute Interaction
4. Management Development including MIS
5. Women in Development
6. Environment Development

Among the trust areas listed above brief account of Industry - Institute - Interaction activities and its achievement is given below :

INDUSTRY INSTITUTE INTERACTION :

The overall effectiveness and relevance of a polytechnic relies on positive relationships with local business and industry. Positive relationships are only possible when industry-institute interaction is mutually beneficial.

CIICP has attempted to increase the level, range and scope of the linkages between project polytechnics and business- industry organisations within their geographical catchment area. through a participatory process and an attitude of outreach, service and partnership, polytechnics have developed ongoing linkages that benefit both industry and polytechnic.

STEPS TAKEN :

Typically in CIICP polytechnics the following steps were taken in order to operationalize strong liaison with industry :

- Managers and staff were trained in communication, interpersonal and management skills.
- A semi-autonomous Continuing Education Cell has been established in each polytechnic to develop short-term training programmes to meet industry needs.
- Each polytechnic has established an Apex Committee, as well as Industry Advisory Committees, in different programme disciplines.
- A model for positive interaction through consultation with industry

representatives has been developed.

- Frequent visits to industries to develop partnership strategies are made by teachers and students.
- Industry experts are utilised for developing competency-based curricula through DACUM (Developing a Curriculum) process.
- An Industrial Liaison Officer has been appointed in each polytechnic.

BENEFITS TO THE POLYTECHNIC :

- increased access to industry's resources
- more relevant curriculum
- new courses that has relevance to the industrial environment
- increased opportunities for the industrial training of staff and students
- increased job placement of the polys' students

BENEFITS TO INDUSTRY

- increased access to the poly's resources
- affordable tailor-made training programmes
- highly skilled workforce

MUTUAL BENEFITS THROUGH INDUSTRY / INSTITUTE INTERACTION :

1. Curriculum development
2. Con. Ed. Programmes offered to industries
3. Resource persons from industries invited to teach Continuing Education courses.
4. Industrial training offered to polytechnic staff.
5. Resource persons for polytechnic

- management workshops.
6. Experts for the DACUM workshops.
 7. Entrepreneurial development programme for the students- INODA, BYST (including mentors).
 8. Guest lectures, industrial visits, guidance and sponsorship for student projects.
 9. Industrial training for regular and continuing education students.
 10. Job placement for the students.
 11. MOU - signed for industrial development, environmental action and training both for industrial and polytechnic staff (eg., Sygernics, Instronics Campus Industrialists Association)
 12. Collaboration for inter-polytechnic cocurricular activities.

THRUST AREAS :

STAFF TRAINING :

It is essential to develop highly competent staff capable of integrating modern technological advancement and industrial practices to formulate needs-based curricula to enrich their intellectual acumen and to increase the affective and psychomotor skills to face the challenges of technology.

INDUSTRIAL TRAINING AND PROJECT WORK FOR STUDENTS :

For students to face industrial challenges and to increase their employment prospects, industrial training is arranged for students where they are trained, sponsored and guided in project work, thus preparing them to meet the developing industrial needs.

CURRICULUM DEVELOPMENT (BOTH REGULAR & CON. ED.) :

Organised improvement in knowledge and skills of the institute staff, students, industrial staff and the community at large are carried out through developing needs-based curricula and appropriately developed continuing educational programmes.

RESOURCE SHARING :

For the mutual benefit of the institute and collaborating institutes, a system of shared utilisation of manpower, machines and other resources has been established and implemented through optimal use of industrial resources. Creation of scholarship and endowments and a common concern for the environment and mutual recognition of achievement have become evident.

PARTICIPATION IN INDUSTRIAL DEVELOPMENT :

Suitable persons with appropriate skills for their jobs have been trained through needs-based curricula and Con. Ed. programmes and industries also get passive advertisement for their products.

INSTITUTIONAL DEVELOPMENT IN GENERAL :

For the general development of the institute, it is essential to produce knowledgeable and skilled staff, offer good employment opportunities to students, institute scholarship endowments and create common concern for the environment through shared benefits, including adopting individual departments by respective industries.

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