

Guest Editorial



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Engineering education in India is currently undergoing a great amount of transformation, primarily to meet the challenges of the 21st Century. Today, engineering programmes are designed towards new modes of learning. This is centred on OBE (Outcomes Based Education). For accreditation of engineering programmes, it is critical to ensure quality assurance in the process of education to meet the global standards. The quality standards remain the same irrespective of the institution or the country to which it belongs. India could succeed in creating more number of engineering colleges (Quantity) and also widely spread across the country (Access); but it is facing a great challenge in providing Quality engineering education. Quality is wrongly interpreted; it is assumed to be getting an approval from the regulatory bodies. Meeting the minimum standards specified by the regulatory bodies may continue the affiliation but does not reflect quality education processes rendered at the institution. The role of faculty in enhancing the institutional quality cannot be negated by any means. They must be considered as the important factor in producing competent professionals. They are the driving force for change, thus leading to transformation(s) of existing practices into standard and global ones. Faculty development is an essential element of institutional success and adds to its reputation. After all, an institution is nothing but its faculty. It is also believed training and exposure will lead to innovations through proper change management strategies. The extent to which an institution supports faculty development will be strongly reflected in quality levels of performance by graduating students from an institution.

I would like to share with you our "journey of transformation, which began by a few motivated faculty members." In the year 2008, few of our faculty attended FLI (Faculty Leadership Institutes) programme, an initiative by the IUCEE (Indo-US Collaboration for Engineering Education). I assume that most of the readers of this journal are familiar with IUCEE. This was followed by the FLI Training in 2009. This IUCEE initiative inspired this faculty team to contribute for the global recognition through modules on cnx.org and subsequently joining the Global Expert Network. It is an indicator of the impact of 'Exposure' on the global practices and reflects systems thinking. I believe that there is need for learning from the global best practices and bring them in the TLP (Teaching Learning Processes), so that our graduating students get benefitted through high quality learning/ educational experience(s).

It is not enough if only a few faculty members are involved in implementing the best practices. There is a need for a larger participation of faculty & their contributions towards innovations in the TLP. Hence a platform was created at our institution, so that the faculty participated in the IUCEE FLI's shared the learning's with their peers. This led to increased awareness of the importance of global engineering educational practices and its acceptance. Our faculty started believing in the IUCEE Mantra: "I am Teaching, are they (students) Learning". This has also led the change in the attitude of our faculty and immersed them in various class room innovations such as activity based learning, flipped class room, blended learning, use of ICT, social media to measure learning analytics, open ended experiments, innovations in assessment tools, alternate assessment tools, and projects. As a result, we have witnessed enhanced participation of students in learning, as evidenced by their taking part in competitions, be it project or quiz, writing papers and working on multi-disciplinary projects thus leading to interest in research & innovation. Continuous efforts were made to provide the necessary support to the faculty & students to build an eco-system at the institution level for creating value for the student educational experiences. These learnings were a resultant/outcome of the participation of few faculty members in the IUCEE activities which has made the dent and curiosity in all walks for transformation. Thus, IUCEE has become a source of inspiration for learning the global practices in engineering education. This Journal is an important vehicle for nurturing that inspiration.



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