

EDITORIAL

THRUST ON IMPLEMENTATION - NEED OF THE DAY

ISTE is celebrating its silver Jubilee this year. It is a national Professional Body representing teaching community of the Engineering & Technology & all those concerned with this field in the country. It has whole hearted & willing co-operation of eminent educators; MHRD is entrusting ISTE important tasks as development of information support service, information dissemination service, preparation of norms & standards for Degree & Diploma courses, review of projects sanctioned to Engineering College & Polytechnics by MHRD; preparing of data bank of engineering expertise & facilities in technical institution; organising national, regional seminars, work shops & conferences on various issues confronting Engg. education. ISTE at present has 20000 members, 10,000 life members, 700 Institutional members; it has 275 chapters and 12 state level sections. It has emerged as a strong representative organisation of Engineering Teachers & has its deep roots & is widely spread in each & every part of the country. It is a reservoir of intellectuals - a powerful think tank.

ISTE Annual conventions have stirred the minds of intellectuals' bank, think tank, whatever you may call it, but only for a while. At these annual conventions, important issues facing the Engg. Education have been presented, discussed, deliberated & recommendations have been made, but there has been no implementations to any appreciable extent. If ideas, thoughts, plans & policies are not implemented, what progress can we make in any field of activity? There is something wrong in the system: may be in our implementation process. We have to formulate a policy and strategy for implementation and work it out faithfully.

For implementation, action is more important. Since implementation involves change which is concerned with habits & attitudes, short term results are out of question. A long term view is essential. Without firm conviction & commitment to the cause of Engineering education, desired objectives cannot be achieved. Special efforts are required to generate a climate which can lead to such conviction and commitment. ISTE has thrown up very promising & potential programs like Training of Teachers, PADS, excellence in Engg. education, Faculty Accountability & work ethics, promise & performance in Engg. Education & so on.

But these programs have remained on paper. Why? Lack of commitment, dedication & devotion. How to inculcate this? A strategy for this has to be worked out as we lack these qualities at all levels - policy makers, planners, administrators & teachers. *The earlier we do it, the better.* This task that involves all of us & we should not expect a straight and simple answer to this. Continuous efforts, individually and collectively, over a long period, is probably the way out. This task is as difficult as that of building up character, ethical & moral values, professional awareness & commitments and an earnest desire to serve the people & the country. As charity begins at home, every individual has to develop & exhibit these qualities and his

achievements could be expected to kindle similar characteristics, habits & attitudes amongst others with whom he comes in contact. The higher position he occupies, be it a academic, administrative, he has greater the potentiality to build up & generate this type of climate, wherein professional awareness, sense of service, dedication & devotion can thrive & take strong roots in the minds of the teachers, administrators, planners, & policy makers involved in the Engg. Education activity. It is only when we have a group of such devoted & dedicated teachers, we shall be able to implement our programs, and translate our dreams into a reality so that our engineering education system really marches ahead in our search for quality and excellence.

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Editor.