

EDITORIAL

QUALITY VISION FOR TTTI'S

TTTI's occupy a significant position amongst the various types of Institutions-the IITs, Regional Engg. Colleges, State Engg. Colleges and polytechnics-imparting Engineering Education in the country. When Established way back in sixties, their aim was "to train teachers of Diploma institutions, Promote research in design and development, classroom teaching and laboratory instruction, curriculum design & development, preparation of teaching aids, collaboration with industries etc." The search for quality in education had not commenced then, but institutions strived to acquire certain standard and fame. Later on, in eighties, TTTI's were assigned the additional tasks of assisting the Govts. in planning of Engineering Education, in educational management, in shaping the educational policy and providing feed back as input to revision and modification of policy, from time to time.

All the 4 TTTI's in the country have carried out this task excellently. Their task, to put it in the modern style is to enhance the quality and excellence in polytechnic Institutes. Even after 3 decades of their existence, TTTI's have marginal visible impact on the polytechnic education system. Some improvement has taken place during last five years due to the World Bank Assisted Project.

There were only four TTTIs located and meant to serve the four regions - East, West, South and North, when established about 30 years back; even today they remain four. Only that TTTI Bhopal has two extension centres and TTTIs Chennai has four. The target population was never considered and the role of TTTIs was never spelled out in terms of the Engineering Education System as a whole. Today, we have 1000 polytechnics in the country with about 50,000 teachers. If training of teachers is key to quality education, training of these teachers in a time schedule of say 5 years has to be planned and the TTTIs and extension centres are to be increased proportionately. There should be now, atleast, one TTTI for each state and to this must be attached, a few extension centres depending upon the area and the number of polytechnics to be served in that state. Today, the system not only has government and govt. aided polytechnics, but a predominately large number of self-financed polytechnics. They are also to be covered if the system of Engineering Education is our concern. A sort of consortium of TTTIs should be established so that the TTTIs can plan and

work for quality and excellence of the system, as a whole.

In the context of privatization, liberalization and open market, the aims and object have to be reset. The TTTIs should take up for themselves Quality Education of the system as a whole as their VISION, MISSION and launch a movement for quality and excellence with a time bound schedule.

In all this, can we allow the Engineering Colleges to be set aside. The centres for education Technology set up in each IIT to serve the Engineering Colleges has had little or no effect on the Engineering Colleges in the country. Hence, we have to widen the scope of TTTIs to include Engineering Colleges, or set up a separate system of TTTIs for Engineering Colleges.

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