

Editorial

(100th Quarterly Issue)

The Journey of JEE, from 1 to 100 and beyond

I am glad that I am presenting you with the 100th quarterly issue of this Journal- Journal of Engineering Education, being published from Pune, regularly since 1986. I have also the pleasure, privilege and the fortune to be the editor, right from the First issue which was published in August 1986 to date, when the 100th issue is being published.

The aims and objectives of the Journal, as spelled out then, were, in short:-

- 1) To collect and disseminate information and developments on Engineering Education ,
- 2) To work for Quality and Excellence in Engineering Institutions and the System,
- 3) To work for Collaboration between Industry and Education for the mutual benefit of both as Engineering Education is the Supplier of the technical manpower to the Industry,
- 4) To ensure that we produce Engineers who are to be drivers of the growth and development of the Country, help create knowledge and wealth for and work for the prosperity of the nation.
- 5) To keep in touch with the developments of the international plane.

These aims and objectives, in essence, remain the same, but the horizons have widened and new terminology has come up. Now, we talk of the Engineering Education on the global plane, Quality and Excellence of the Global plane, international collaboration and call upon our Engineers of today, to identify global challenges and provide solutions. Today, we want to make our engineers not merely Civil, Mechanical nor Computer Engineers but, we want to train our students to be Global Engineers, capable of tackling Global challenges of warming, Environmental pollutions, Health and removal of Poverty etc. Some Institutions, have already announced that they are trying to train "Global Engineers". India has, yet, to make a start in this direction, not even our IITs and IIMs seem to have thought about this, as yet.

"That Education, particularly, professional Education is, very important for the growth and development of the Country," our politicians say, from each and every platform, but it is only rhetoric. Education has almost no place on their agenda. We simply talk about 6 % of GDP to be earmarked for Education, for the last 65 years of Independence, but the amount allocated is, just about 3 % .of GDP. There is no political will. All the expansion we see today, is because of the private sector participation, which has more than 90% Institutions, under their control. This has resulted in quantitative growth at the cost of Quality. There is no public pressure on the politicians to pay special attention to Education, which it rightly deserves. Not even the opposition parties, care about this situation.

Such public pressure can be developed only from education sector; and for Engineering Education, it is the Engineering faculty which can develop such a pressure. For this, the Engineering faculty will have to be trained and educated. They are the real players on the field and it is they who can study the system, take a critical view, and comment on the Quality of the system. When we say faculty, we exclude fresh teachers and those with less than 10 years experience in teaching. This period, they have to spend in learning and mastering the Art and Science of teaching and learning. But those, with more than 10 years experience and all such senior teachers, should take upon their shoulders the responsibility of studying the Education system in which they are operating, take a critical view and formulate their view/ comments on the merits and demerits of the system. They should, now, be able to give a feedback to the Government on the policies being implemented and also, on the policies being formulated for implementation. They can raise their voice from their respective institutions through their Principals and Management; at the same time they can utilize NGO platforms like the Engineering Education Foundation, their consortia.

It is here, it may be mentioned that NGOs like the Engineering Education Foundation and ISTE have an important role to play. As a matter of fact, there is an urgent need for more NGOs in the field of Engineering Education.

Recently, our Prime Minister said, while addressing a function at IIT, Bombay, that there is a need for leadership in the field of Science and Technology. On the same lines, it can be said that, there is an urgent need for leadership in the field of the Engineering Education. Our Leaders, when in office are bound by the mandate given to them but when they come out, they still are active in the field, addressing meetings and conferences when invited, they take pleasure and pride in this, and I think, they should. But I feel they should also align themselves with some National Issues and challenges in the field, like Quality enhancement, enhancement in employability etc. There are NGOs working in this field, may be very few. These leaders should lead these NGOs and help build a movement for challenges facing the Engineering Education Sector. It is for the Principals, the Management and faculty to consider the suggestions and work for bringing in Quality and Excellence in Engineering Education so that this Sector can make substantial contribution for making "*India a Super power by 2020*" a dream, cherished by the people of India and may not be, by the Govt. of India.

This is the 100th Quarterly Issue, the 1st Issue came out in August 1986. The number 100 has its own significance in our culture and in the mental framework of the Indian Society. When a person lives for a 100 years, he is considered very fortunate. A cricketer getting 100 runs is called "Shatak-veer" – a century scorer. It is a practice of our elderly persons to bless with "Shatayushi bhav", May God bless you with a life of 100 years. When some programme runs for 100 years or 100 times, may, be a drama, it is considered

a peak of unprecedented popularity. When the 100th Issue of a Journal is published & with the same Editor all along, it is significant, in this World of everything instant and just in time.

During this Journey, we have witnessed major Educational developments – Entry of Private sector in Engineering Education, emerging of Technological Universities in India. Engineering Education faculty establishing its identity on the National plane but it is yet to make its impact felt on shaping the policy and providing policy inputs to the administrators and policy makers at the State and the National level.

In Maharashtra, our Government is thinking of bringing in a separate Technological University for all its Engineering Colleges for the last two or more years; but this University, does not seem to be anywhere in sight, as yet. At centre two bills on Higher Education, including one on scraping of AICTE etc. are pending before the Parliaments for more than two years. At the Centre we have only half the minister for MHRD (he is burdened with yet another Portfolio - the Telecommunications). This explains the pending fate of the bills. This is the Engineering Scenario, in India, today.

When 100th Issue of a Journal, may be quarterly, is published, it has his own significance and now we find that we are now publishing our 100th quarterly Issue. And I think this is all by God's grace and I have been only instrumental in this process. Having reached the 100th number, the Journey starts marching towards the 2nd Century, as indicated by combining 100th Issue with the 101st Issue. I am sure all our readers, subscribers and well-wishers are confident that this will be so. We hope, we will continue to get the willing co-operation and active participation from all concerned - the co-editors, the authors, the Institutions, the subscribers and the entire Engineering Education field, at large in our journey towards 200th issue.

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