

INFORMATICS

I NEWS

Synergy Groups for revamping Education

HRD ministry has set up four synergy groups consisting of noted academicians, officials and captains of industry, to look into the major thrust areas in education. viz. primary, vocational, IITs, and IIMs, for making these systems more effective and paving the way for meaningful interaction among the planners, executers and the end beneficiaries. The group on vocational education will be headed by Sam Pitroda while the group on IITs by industrialist Vinay Kumar Modi.

The synergy group on vocational education will try to strengthen the education-industry linkages and to see how the various courses could be made job-oriented. Overhauling the syllabi; reorientation of teachers and instructors improving the image of the system and on the job training will be some of the other issues before the group.

The groups on IITs and IIMs will look into the educational and economic restructuring which have necessitated close institution industry interaction. They will examine the future requirements of technical and managerial manpower, the need for reorienting curriculum and training research relevant to Indian industry and assisting industries in adoption of technology

and international managerial techniques

FEDERATION OF INDIAN CHAMBERS OF COMMERCE AND INDUSTRY (FICCI.) MOOTS NEW EDUCATION MODEL

The Ficci has offered two models, viz. East Asian Model and the German dual system for revamping education giving greater emphasis on developing skills. That would be relevant to market economics. The models suggest greater private sector participation to work in tandem with the Government.

In the East Asian Models; public funds are utilised to provide universal primary education and private funds cater to the needs of higher technical and vocational training.

Under the German dual system of vocational education; students attend a vocational school and work as apprentices in industrial units gaining as the job experience.

IITs, IISc TIE-UP FOR TECHNOLOGY TRANSFER.

The five IITs and IISc Bangalore have come together to form Technology Development and Transfer Missions in eight generic areas with the industry partnership. The eight generic areas are : integrated design and competitive manufacturing, photonic devices and

technologies, energy efficient technologies and devices, communication, networking and intelligent automation, new materials and genetic engineering and biotechnology. The Missions involve not only major research component but also a commitment to technology development through innovation and its subsequent transfer to public/private sector industry. These missions will set an example for the development of the required indigenous R & D efforts through putting together. Some of the best brains in the academic institution in a co-operative mode and with the involvement of the user agencies.

IITs, IIMs RAISE CORPUS FUND

Five IITs, three IIMs and IISc Bangalore have raised a corpus of Rs. 18 crores in one year through consultancy work and savings in non-plan funds.

This amount raised by the institutes entitles them to a matching grant from the Central Government.

Under the new rules of funding the institutes were encouraged to save and earn more through consultancy.

The faculty member is now entitled to 75% of the earnings from consultancy. While the remaining 25% only will go to the institutes share.

S & T ENTREPRENEURSHIP PARK (STEP)

Bangalore University will soon have an exclusive STEP aimed at interaction with industries and financial institutions to promote entrepreneurship among students.

Students having an entrepreneurial bent of mind will be assisted in identifying projects and preparing feasibility reports for setting up their

own industry. The project involves, construction of industrial sheds to enable testing of proto types; expert guidance, library facilities, product information etc. would be available to the students.

TECHNOLOGY CENTRE AT IIT DELHI

IIT Delhi and PHD Chamber of Commerce and Industry are exploring the possibility of building a technology centre in the campus for medium and small scale industries.

Other areas of industries institute interaction are :

- (i) Exchange of personnel.
- (ii) Industrial trainy programme for undergraduates.
- (iii) Visits by representatives of member industries to IIT to find out and ascertain for themselves what the institute could do for them.
- (iv) Reform problem areas and issues to the institutes and set up joint R & D project.

AICTE ENHANCES INTAKE CAPACITY

AICTE has allowed a five percent increase in enrolment capacity for degree courses in technical education institutions for the academic year 1995-96 and 4% increase for diploma courses.

The AICTE approved 54(23 degree and 31 diploma) new institutions in engineering, technology and pharmacy and approved 81 (2) degree and 54 diploma additional courses. In consultation with State Governments, Universities, state level board of technical edu-

cation, regional committees of AICTE, AICTE bureaus, of manpower and other relevant educational boards.

II VIEWS

Dr. D. Swaminathan Member Planning Commission, GOI during the Seventh A. N. Khosla Memorial Lecture at the Ninth Indian Engineering Congress :

On Deficiencies and Distortions in the Technical Education System :

"The following are the major imbalances, and distortions which need focussed attention".

- (i) "The quantitative expansion has resulted in the learning of standards and there exists a structural imbalance of skill requirements of the industry and business sectors and the traditional curriculum transacted by the educational institutions".
- (ii) "Wastage in the system is enormous viz. 30% at degree level, 35% at diploma level and 45% at postgraduate level".
- (iii) "The infrastructural facilities available in the majority of technical institutions are extremely inadequate".
- (iv) "There is an acute shortage of faculty with about 25-40% faculty position remaining unfilled".
- (v) "In most of the institutions there is hardly R & D activity".
- (vi) "The technical education institutions are functioning in isolation. Linkages and interaction between technical education institution and user agencies are not sufficiently

strong".

- (vii) "There has been an enormous increase in public expenditure on education but little attention has been paid to the strategies for raising non-budgetary, resources and maximising peoples participation."

ON RESOURCE MOBILISATION

There are a number of measures which could be taken up to tackle the inadequate resources situation and lessen its impact. The following measures could be adopted :

- (i) "Avoidance of duplication of investment in technical education institutions located close to each other and proper maintenance of available facilities and instruments".
- (ii) "Developing institutionwise specialisation in respect of courses and technical manpower so that the institutions can have the most sophisticated and modern library and laboratory facilities in their chosen fields".
- (iii) "Weeding out of outdated and stereotyped courses and introduction of relevant courses in emerging areas".
- (iv) "Multiple use of infrastructural facilities through part-time courses continuing education programmes, Consultancy and testing services".
- (v) "Marginal intake in intake capacities in areas of scarce manpower and decrease in intake of low demand areas".

- (vi) "Introduction of multiple or at least (double shifts in technical education institutions".
- (vii) "Maximum use of non-monetary inputs like better planning advanced technologies and practices, better systems of supervision and administration monitory review etc".
- (viii) "Commercialisation of the research output of the institutions".
- (ix) "Raising of fees in government run, government aided and unaided institutions on a graduated scale".
"The measure of raising fees however should be coupled with scholarships for SCs/STs and for students below poverty line and a loan scheme to other students."
- x) "Creation of a corpus fund with contributions from industry, alumni, charitable trusts etc. as well as from government".

- xi) "Implementing the Institution/ University, Industry, National Laboratories, Professional bodies and Academies interaction with all seriousness."

Justice M. N. Venkatachaliah, former Chief Justice of the Supreme Court of India at the Convocation address of Rohilkhand University Bareilly

DIGNITY OF LEARNING

Educational ideals; particularly o University education are indeed independent of utilitarian and economic use and application of knowledge. There is a certain dignity about knowledge and dignity about the process of learning. If this great significance is not grasped, learning becomes a mere tool of economics and denudes learning of its inherent dignity resulting in the de-humanisation of educations.

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