

EDITORIAL

NEED FOR A AICTE POLICY ON TEACHER TRAINING IN ENGINEERING EDUCATION

For quality and excellence in Engineering Education, professional Training of Engineering Teachers has to be given top priority. The four T. T. T. I.'s and their Extension Centres have been assigned the job of training the teachers of polytechnics in their respective Regions. But these cater to the needs of only Government and Government aided Polytechnics. What about the teachers in unaided Polytechnics that have come up in large numbers during the last decade? And who is to train the teachers of Degree Colleges Govt., Govt. aided and private - that have come up in equally large number, particularly, in the Southern States of Andhra Pradesh, Karnataka, Maharashtra and Tamilnadu. The problem has to be dealt with as a whole and not in piece-meal and with a time bound schedule.

The Four T. T. T. I. 's were set up about 30 years back. The situation has undergone change on a massive scale in terms of the number of Engineering Institutions, number of teachers coupled with the demand for quality and excellence due to the international competition that Indian Industry has been called upon to face. Induction Courses funded by AICTE and conducted through an Engineering College here and there, confined, only to summer and winter vacation, for one or two batches of 20 to 30 teachers (even if arranged in each of the Southern States of Andhra Pradesh, Karnataka, Maharashtra and Tamilnadu) is not the answer. This style of functioning indicates lack of understanding of the magnitude of the problem and proper perspective. It is time to take the problem seriously and be dealt with determination and proper planning.

A Council for Technical Teacher Training should be set up at national level, may be under AICTE or as an autonomous body. In each of the four Southern States and in other regions wherever necessary, institutions similar to TTTI should be set up to train the teachers with a time bound... programme of, say 5 years, to cover all teachers in all Engineering Colleges and Polytechnics in the Country.

(1) Such Institutions should conduct induction programmes of different durations say one, two, or three months, appropriate programmes for Teachers, H. O. D.'s and Principals, Programmes for enhancing quality and excellence in all Engineering Institutions of all types, Degree and Diploma, Govt., Govt. aided and unaided. All these should focus on needs of Teaching profession only; leaving the other aspect of enhancement of knowledge in profession of Engineering entirely to the p. g. Institutes and Universities.

If this task is taken up urgently and if a five year programme is drawn up, we should be able to enter the 21st Century with the required degree of quality and excellence in our Engineering education System.

(2) Such Courses should be conducted even by non-government voluntary organisations working in the field of Engineering Education.

(3) The above should be strengthened by arranging Distance Learning mode for Training of Teachers through IGNOU or through a seperate organisation specially set up for this purpose. Distance learning coupled with contact sessions, will be most suitable for tackling this problem which involves 20,000 to 25,000 teachers today and the number will be increasing year by year.

Actually AICTE which has been assigned the task of maintaining Quality and Standards in Engineering Education System should draw up " A Policy on Training of Engineering Teachers" and get it approved by MHRD and the Govt. of India. Implementation of such a policy should be the major concern of AICTE, if our task of quality and excellence is to be meaningful.

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Editor.

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