TRANSFORMING QUALITY OF EDUCATION IN NEWLY ESTABLISHED PRIVATE TECHNICAL/PROFESSIONAL EDUCATIONAL INSTITUTION AFFILIATED TO G.B.TECHNICAL UNIVERSITY, LUCKNOW- INDIA

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Abstract

Education is a continuous as well as constructive process which keeps people out of darkness, poverty and misery and leads a person on the polls of enlightenment, prosperity and happiness by developing his individuality in all its aspects i.e. physical, mental, emotional and social or all round development. He becomes a responsible, dynamic, resourceful and enterprising citizen of strong and good moral character which contributes towards development of the society, therefore "**TEACHERS ARE CONSIDERED TO BE THE ARCHITECTS OF THE SOCIETY".**

The experience over the last few decades has clearly shown that unlike school education, privatization has not led to any major improvements in the standards of Technical/Professional education. Yet, in the run up to the economic reforms in 1991, the IMF, World Bank and the countries that control them have been crying hoarse over the alleged pampering of Technical/Professional education in India at the cost of school education. The fact of the matter was that school education was already privatized to the extent that government schools became an option only to those who cannot afford private schools mushrooming in every street corner, even in small towns and villages. On the other hand, in Technical/Professional educational courses, relatively better quality teaching and infrastructure has been available only in government colleges and universities, while private institutions of higher education in India capitalized on fashionable courses with minimum infrastructure.

Education, it may be Technical/Professional, is a process of growth in which the individuals are helped to develop their talent, power, interest and ambitions. India is home to 16% of world's total population. The impact of info- dynamics and globalisation has converted India into a vibrant emerging economy. Profound changes resulting there in and their impact are being felt in Technical as well as in Professional Education. The new millennium has brought new challenges in educational field. But has the educational institution or class room situation changed since then? How a professor is visualized in most of the cases. There may be exception and I am not talking about those few islands of excellence. Thus, professor that are supposed to make young people think have themselves ceased to think. The questions are naturally being asked, "Will the so called teacher/ professor never learn"?

More or less, the same situation is being followed in lecture theatres. The typical features of the methodology being followed are 'teacher centred', where teaching is more important than learning, 'reductionist approach' where Technical and Professional Education assume that spoon feeding of learner is necessary in such situation, learners by and large, remain passive learners and receivers of knowledge, passive learner because hardware and software technology is not properly used for the development of the academic profiles. It ultimately leads to surface learning. Creativity, originality and enterprise of learners are not encouraged and the schools/colleges/institutions become centres of curriculum delivery, rather than centres of excellence not having practical aspect.

A reformist attitude may not be able to stop the deterioration, which is slowly destroying the basic structure of Technical and Professional Education. We should transcend the reformist mind set and

aim for comprehensive transformation. If we wait for the inspiration to come from curriculum designers and evaluation experts to initiate this process of change, we will perhaps commit the fallacy of depending on structural reforms for making a beginning. Experience has taught us that a vast and diverse country like India, needs a long time to

put in place new policy prospective in Technical and Professional Education and hence we should and make an effort to concentrate on evolving strategies at micro level or institutional plan to start the process of transformation. By bringing about a little change in the attitude, mind set and prospective of the major stakeholders like the educational administrator, the head of the institution, the Technical and Professional Education, the learner and the parent, we will be able to produce a chain reaction that will ultimately sustain itself for producing the desired results. In short teacher should become mentor in nurturing knowledge, innovation and creativity, instead of doing stereotypes and repetitive exercise which is "more of the same".

So, just having a vision statement and making content rich, we are not going to achieve anything near to quality education, unless and until these rich content is appropriately transacted by motivated Technical and Professional Education through a systematic change in processes. This should be appropriately supplemented by using technology, where ever possible, creatively to transform teaching and learning. Until a total reform (transform) movement is designed to uplift the quality in each of these areas, no tangible results shall be achieved. The situation will not improve by simply doing away with examination. There is no point in blaming the examination system for all the ills in the educational process. We often forget that examinations are only part of a large learning process.

There is no doubt that our country is producing a large number of educated youth every year. But what is the state of their overall quality in terms of knowledge, skills, competencies and capacity of self-learning? While on one hand, it is expected that sizeable employment opportunities, world over, will be grabbed by quality graduates from India in the next decade; as far as G.B.T.U. formerly known as U.P. Technical University, Lucknow, (with which more than 500 technical/ professional colleges are affiliated across the state of UTTAR PRADESH), is concerned, on the basis of quality of education provided by more than 90% private technical/ professional colleges, they are producing approximately 30% employable Technical/ Professional graduates and post-graduates, we have to make a balance between these two extremes.

Some of the common features of most of the private technical/ professional colleges affiliated to G.B. Technical University (formerly known as U.P.Technical University) in which sub-standard quality of education can be summed up, as under:-

- Outdated Courses in both technical and Management education as course curriculum is provided by the University.
- High faculty turnover ratio.
- Poor coverage of Indian business and socio economic environment with less global prospective.
- More emphasis on theoretical aspect.
- Use of outdated case material.
- Least institute-industry linkage.
- Lack of research base.
- Poor admission procedure.
- Inadequacy of resources and infrastructure.
- Old pedagogy.
- Traditional evaluation system

The impact of global dynamics and knowledge explosion on Technical/ Professional Educational system is pre-dominant and strong. The concept of teacher/professor is accordingly undergoing a tremendous transformation all over the world. We need to realise urgently this fact that Technical and Professional Education of today and yesterday are not the kind of Technical and Professional Education that we need for tomorrow. We need Technical and Professional Education having new mind-sets, new strategies and new processes. We need to come out of the shell educational orthodoxy and conservatism and need to take bold innovation and improvement in curricular, systematic and institutional spheres. So what are immediate goal before us?

The traditional strong points of Indian teacher education have been in languages, mathematics, arts and science which should also be integrated as per the new approach given by CBSE under direction of NCERT. In recent years, computer and information technology can also be added. Today's Faculty Members of Technical and Professional Education are not only regional players; they have to compete in national scenario and also in global situation.

AICTE on Technical and Professional Education Education?

The **All India Council for Technical Education** (**AICTE**), is the statutory body and a National-level council for technical education, under Department of Higher Education, Ministry of Human Resource Development. AICTE is responsible for proper planning and co-ordinated development of the technical education and management education

system in India. The AICTE accredits postgraduate and graduate programs under specific categories at Indian institutions as per its charter.

It is assisted by 10 Statutory Boards of Studies, namely, UG Studies in Eng. & Tech., PG and Research in Eng. and Tech., Management Studies, Vocational Education, Technical Education, Pharmaceutical Education, Architecture, Hotel Management and Catering Technology, Information Technology, Town and Country Planning.

In 2009, the Union Minister of Education formally communicated his intentions of closing down AICTE and related body, the University Grants Commission - due to corruption and inefficiency charges against the bodies - in favour of a larger regulatory body. The AICTE will be superseded by the National Board of Accreditation (NBA). The NBA which currently operates under the wing of AICTE will be converted into an independent body.

In order to improve upon the present technical/ professional education system, the current objectives is to modify the curriculum as follows:

1. Greater emphasis on design oriented teaching, teaching of design methodologies, problem solving approach.
2. Greater exposure to industrial and manufacturing processes.
3. Exclusion of outmoded technologies and inclusion of the new appropriate and emerging technologies.
4. Greater input of management education and professional communication skills.

But how it is going to improve the quality of Technical and professional education on the basis of the facts above?

Effectiveness of ICT if properly implemented in Technical and Professional Education

ICT stands for Information and Communication Technologies and are defined as a "diverse set of technological tools and resources use to communicate, and to create, disseminate, store and manage information". These technologies include computers, the internet, broadcasting technologies (radio and television), and telephony.

For the purpose of ICT policy 2009, information and communication technologies are defined as all digital devices, tools, content and resources, which can be deployed for realising the goals of teaching learning as well as management of educational system.

ICT policy 2009 promotes:-

1. Universal, equitable, open and free access to state of the art ICT and ICT enabled tools and resources to all students and teacher.
2. Development of local and localised quality content and enable students and Technical and Professional Education to partner in the development and critical use of shared digital resources.
3. Development of professional networks of Technical and Professional Education, resource persons and schools to catalyse and support resource sharing, up-gradation, and continuing education of Technical and Professional Education; guidance, counselling and academic support to students; and resource sharing, management and networking of schools managers and administrator, resulting in improved efficiencies in the schooling process.
4. Research, evaluation and experimentation in ICT tools and ICT enabled practices in order to inform, guide and critically utilise the potentials of ICT in school education motivate and enable.
5. Wider participation of all sections of society in strengthening the school education process through appropriate utilisation of ICT.

National level organisations like Central Institute of Educational Technology (CIET), National Council of Educational Research and Training (N.C.E.R.T.), Indira Gandhi National Open University (IGNOU), and state level organisation like state institutes of educational technology (SIETS) will pay a proactive role in developing and sharing of digital content. They will also support the capacity building activities of Technical and Professional Education in digital content development and usage

Capacity building of In-service Technical and Professional Education

Capacity building of Technical and Professional Education will be the key to the widespread infusion of ICT enable practices in the school/college system. A phased out programme of capacity building will be planned. In service training of Technical and Professional Education will comprise of INDUCTION TRAINING as well as REFRESHER COURSES. The induction trainings should be imparted by the State Councils of Educational Research and Training (SCERTs) or such other institutions of the State Government and should preferably be completed before the commencement of the academic year. The refresher trainings should be carried out every year to enable

the Technical and Professional Education to share, learn and keep abreast of the latest trends in ICT based teaching learning processes. The induction training would be followed by teacher's evaluation to ensure that the minimum competency is achieved.

Training in ICT will be integrated with general training programmes organised for Technical and Professional Education and school leaders at all levels in order to popularise its use and to demonstrate effective practices in ICT .

Beginning with an initial sensitisation through ICT operational skills and ICT enabled subject teaching skills, Technical and Professional Education will become part of online professional groups (e.g. English Technical and Professional Education association) to continue their education, pool in their resources and actively contribute to the strengthening of domain specific knowledge within the country.

Teacher participation in the digital content development process will catalyse its broad based usage in the classrooms. Teacher capacities will be developed in instructional design, selection and critical evaluation of digital content, and strategies for effective use of digital content to enhance student learning.

Capacity building through pre-service Teacher Education.

Teacher educators will be suitably oriented and trained to use ICT in their pre-service teacher training programmes. They will also be expected to enable pre- service Technical and Professional Education to be sensitised to and practice the use of ICT.

All pre-service teacher education programmes will have a compulsory ICT component. The existing curricula for pre- service teacher's training will need to be revised for including the appropriate and relevant ICT course. All teacher trainees passing out of teacher education programmes will have obtained adequate levels of competency in ICT and ICT enabled education. This proficiency will form a part of the eligibility criteria for teacher appointments.

NCTE has already laid down guidelines about availability of ICT infrastructure in each such training institution. NCTE would prescribe appropriate curriculum in ICT, to be revised periodically, for such Technical and Professional Education and also provide necessary funds under its own budget.

Conclusion:

It can therefore be concluded that the existence of an institution depend upon the quality of education and training offered. Principle of " survival of the fittest" holds good even today. As technical and professional education play a pivotal role in preparing the work force for the growth of the country. The Technical and Professional Education serve as intellectual, personal and organizational role models for the students and help shape the expectations of these future architects of the society. It is critical for any good educational institution to ensure that the academic community i.e. the Technical and Professional Education/faculty members understand the vision, mission, policies and practices at the institution and understand how best to align their professional objectives with the institutional goals. At the same time the management and other stake holders must encourage and support the efforts of the Technical and Professional Education in all aspects of academic life, including leadership and governance so that the institution can compete with the finest in the country.

The Faculty members of the private technical/professional educational institution should be aware of the mission of institution where they are employed and should ensure that it gets established as one of the top educational institute in coming years. The Social Architects (Technical and Professional Education) should try to excel in their respective functional areas (Arts, Science, Commerce, etc.) and should incorporate the latest in the field of knowledge in their teaching. They must realize that the process of creating a world class educational institute revolves around dreaming, discovering, designing and delivering the mission of the institution through a shared process. This can be achieved through an interactive process where the Technical and Professional Education are made sensitive to each other, to the institutional goals and are tolerant to ambiguity and uncertainty.

Suggestions:

The action plan for transforming technical/ professional education in private technical/ professional college affiliated to G. B. Technical University (formerly known as Uttar Pradesh Technical University, Lucknow, India) to match a world class, can be summed up in following points:

1. Private Educational Institution affiliated to GBTU, Lucknow, should first of all state its mission in simple and clear terms. The mission statement should provide a clear vision with

values that inspires its various stakeholders to work together for the good of the institution and the publics it serves.

Please note that vision without values is sterile.

2. The Management of Technical and Professional Educational institution should understand its mission statement and translate it into action through teaching, training research and consulting activities benefiting the students, corporate sector and society at large.
3. The Management of Technical and Professional of educational institution should introspect and carefully identify the strengths, weaknesses, opportunities and threats to the Institute (SWOT analysis).
4. It is of critical importance for the educational institution to recognize that it has a life of its own that will continue beyond the life span of the individuals who constitute it at any particular time. Such recognition creates a long-term view that will facilitate objective, essential strategic planning and institutional advancement.
5. The Educational institution should encourage its Technical and Professional Education to present research papers at academic conferences and publish their work in refereed national and international journals. This will develop their competence and will give wide publicity to the Institute.
6. Technical and Professional Education without Ph.D. degrees should be asked to enrol for Ph.D. immediately. The institutions where they are employed should provide them with resources (leave, financial support etc) and library support for this purpose.
7. The Technical and Professional Education should also be encouraged to participate in Technical and Professional Education Training Programmes organized by AICTE, NCTE, NCERT, IGNOU, CIET (Central Institute of Educational Technology), SIETs (State Institute of Educational Technology) and also by other Technical and Professional Education training institutions in order to upgrade themselves and improve their effectiveness as Technical and Professional Education.
8. Teaching pedagogy should involve a mix of lecture, case studies and presentation approach. Every student must give at least one presentation to the entire class in every subject.
9. Feedback of Technical and Professional Education must be taken regularly. The purpose of feedback is not evaluating the teacher but letting them know where to improve.
10. The students should be encouraged to participate in events organized by various schools, colleges and educational institutions in the country. This will enable them to improve their personality.
11. Internet facility should be provided to Technical and Professional Education in their staff-rooms. For this purpose internet connected (via LAN) desktops/laptops can be given to each teacher on joining the institution.
12. Library facility for students and Technical and Professional Education members should be improved and online access of national and international journals should be provided.

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