

## AUTONOMOUS POLYTECHNICS PROJECT, MAHARASHTRA

### Introduction

A new project of providing more autonomy to some polytechnics as conceived by the Director of Technical Education, Maharashtra was initiated by NITTTR Bhopal during 1982 – 84.

Five polytechnics were selected for this purpose namely Victoria Jubilee Technical Institute (VJTI), Shri Bagubai Mafatlal Polytechnic (SBM) and Father Agnel (F.A.) Technical College in Mumbai, Cusrow Wadia Institute of Technology (CWIT) and Food Craft Institute (FCI) in Pune.

The development project included following academic activities in different institutions. .

Academic activities →	Educational Management	Curriculum Development	Student Assessments	Systems Development	Lab innovations	AV Aids
Name of institute ↓						
VJTI Mumbai	√	√	√		√	
SBM Mumbai	√	√	√	√		
FA Mumbai	√		√		√	
CWIT Pune	√	√	√		√	√
FCI Pune	√	√	√			√

In 1982, the institutions prepared development plans for three years (82-85) laying down broad objectives for themselves. Each institution prepared detailed plan of implementation of project under the guidance of NITTTR and U.K. consultants.

### Implementation of Activities

To improve the management process in the selected institutions, task groups and problem solving infrastructures were set up in these institutions.

The aims in the area of Educational Management enabled the task groups and problem solving committees in the autonomous polytechnics to:

- i. Assess the effectiveness of the institutions to handle educational management problems.

- ii. Improve interpersonal relations within the task groups and with other faculty.
- iii. Adopt appropriate decision making strategies to deal with task and process problems.
- iv. Identify and act upon their strengths and weaknesses
- v. Acquire relevant management skills.
- vi. Participate and contribute actively in organisation development thrusts.
- vii. Document and share experiences with other autonomous institutions.

### **Strategies of implementation of plans included**

- i. Focussed group discussions
- ii. Feedback on implementation plans through follow up visits
- iii. Feedback on implementation plans
- iv. Conduct courses to develop knowledge and skills in different areas e.g. laboratory innovations, student assessment etc
- v. Conduct experience sharing workshops
- vi. Support innovations developed by individual/groups
- vii. Working with small groups in the polytechnics to develop different types of instructional materials and assessment procedures etc.

The unique feature of this project was the involvement of NITTTR faculty and the British consultants with many individual institutions based activities and closely working with the faculty members of each institute.

### **Project Outcome**

No. of polytechnics involved:	5
No. of training programmes conducted:	40
No. of teachers trained:	160
No. of follow up visits:	45
No. of documents/reports prepared:	120
Man weeks of NITTTR contribution:	190
Man weeks of British consultancy:	38

### **Outcomes in Different Areas:**

#### **A. Educational Management**

- Appreciation of the importance of educational management efforts for ensuring success of project.
- Development of appropriate structure (task groups/management group/problem solving committees etc.) in the institutions to achieve objectives with roles and functions.
- More effective working in inter-disciplinary groups.
- Understanding of the planning implementation, monitoring and evaluation of educational projects.
- Acquisition of some managerial skills by task group leaders and senior faculty.

- Improved communication process in the institutions.
- More scientific decision making to resolve problems.
- Sharing of information and experiences with other institutions.

B. Curriculum Development

- Revision of curricula in different disciplines using scientific and systematic approach.
- Revision of rules of registration under MPECS.
- Initiating process of awarding their own diploma programmes.
- Developed curricula in latest technology/functional areas to award diploma/degree programmes

C. Laboratory Innovations

- Development of laboratory manuals in different experimentation areas
- Modifications in laboratory experience done as per researches conducted on different groups.
- Development of workbooks for the use of students.
- New mechanism designed for assessment of laboratory experiences.

D. Student Assessment

- Development of question bank in different subjects/programmes.
- Development of sample question papers as per specifications.
- Setting question papers to specifications.
- Designing assessment schemes for term work.

E. Systems Development

- Development of MIS for keeping records of MPECS.
- Computerisation of students records.

F. A-V Aids

- Development of variety of LRs and audio visual aids.
- Production of video films for use in classroom teaching.

Procurement of relevant hardware through external assistance.