

# IMPACT OF FACULTY DEVELOPMENT PROGRAMMES ON THE DEVELOPMENT OF PROFICIENCY AND COMPETENCY OF FACULTY IN HIGHER EDUCATION

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## **Abstract:**

*Globalisation, liberalisation and privatisation have created many challenges in the higher education. Teacher education is a programme which is related to the development of teacher proficiency and competency which would enable and empower teacher to meet the requirement of profession and face the challenges. UGC has introduced Orientation, refresher and subject specific faculty development courses for senior college and University teachers under Career advancement scheme. But these courses have not fulfilled the objective of achieving excellence in education. These courses have not contributed to improve teaching skill, or e-teaching skill. There is need to develop faculty development programme to suit the requirement of modern competitive job market. In this research paper an attempt has been made to mention limitations of existing faculty development programme and ways in which faculty development programme can be improved.*

## **Key words:**

*Faculty Development Programmes Introduced by UGC, orientation programme, Refresher programme limitations of FDP, steps to be taken to improve the quality of Faculty Development Programme.*

## **Introduction:**

Faculty Development Programmes Play an important role in improved student success and student motivation. It creates positive impact on students learning, satisfaction and motivation. Teacher education is a programme which is related to the development of teacher proficiency and competency which would enable and empower teacher to meet the requirement of profession and face the challenges. Teacher education programme aimed at improving teaching skill, pedagogical theory and professional skill. Teaching skill include providing training and practice in different techniques, approaches and strategies that would help teachers to plan and impart instructions, provide appropriate reinforcement and conduct effective assessment It includes effective classroom management skill, preparation and use of instruction material and communication skill. Pedagogical skill includes philosophical, sociological and psychological consideration that would enable teachers to have sound basis for practicing and teaching skills in the classrooms. Professional skill would include techniques, strategies and approaches that would help teachers to grow in the profession and also work towards growth of profession. It includes soft skill, interpersonal skill, computer skill, management skill and life learning skill.

## **Current Scenario of Faculty Development Programme:**

University grants Commission has been making efforts to upgrade knowledge and skills of faculty members in institutions of higher education. For the purpose of organising orientation and refresher courses UGC has established network of 66 Academic Staff Colleges.

Orientation Programme is introduced to develop among Young Lecturers the quality of self-reliance through awareness of social, intellectual and moral environment to discover self-potential and confidence.

Refresher courses provide an opportunity for serving teachers to share experience with their peers and mutually learn from each other to abreast themselves of latest advances in the subject.

UGC HRDC Savitribai Phule Pune University since 1987 has been providing Opportunities to the senior college and University teachers. Till date UGCHRDC has successfully organised 520 refresher programmes to 17344 teachers and 162 orientation programmes.

## Literature Review:

Helaiya (2009) Stated that all life skills such as techno savvy skill, info savvy skill emotional skill and human relation skill must be integrated into teacher education programme.

Madhavi R. L. (2009) The study conducted by Madhvi revealed that research aptitude, educational management aptitude and teacher's education are significant predictor of teacher's education proficiency. There is need to integrate life skill such as self-awareness, interpersonal relationship, effective communication, critical thinking decision making, Problem solving in faculty development programme

Goel Das and Shelat (2003) A sizable number of teacher education institution lack infrastructural facilities such as hardware, software to introduce ITC related skill among teachers.

D.R.Goel and Chaya Goel Stated that personalised teacher education, holistic teacher education, specialised teacher education and integrated teacher education are rarely found in faculty development programme.

In his Call for action For American Education in the 21<sup>st</sup> Century in 1996 Clinton indicated that every community should have talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality into the 21<sup>st</sup> century if we recruit promising teacher into teaching and give them highest quality preparation and training.

## Rationale and Significance of study:

Globalisation Liberalisation and privatisation have created many challenges in the higher education. Some of the challenges are;

1. Changes in technological environment digitalisation have created challenges before educational sector to develop employable skill among students. Employable skill includes, advanced technological knowledge, communication skill, research aptitude, creative thinking and using information technology in learning etc.
2. Existing government aided and nonaided educational institutions are facing many challenges in the form of shortage of infrastructure, shortage of qualified teachers and shortage of funds etc. Government aided colleges are suffering from tough competition from foreign educational institutions and huge autonomous private institutions. These institutions have huge funds, qualified and experienced faculty and huge infrastructure.
3. Digitalisation has created many challenges in the field of higher education. Introduction of online courses by Open Universities have reduced importance of classroom training in colleges and universities. Big giant corporations are providing online courses which has created challenges for educational institutions and Faculty. Educational Institutions are facing tough competition from Open University and digital training institutes. Another challenge is to make student information tech savvy.
4. Educational institutions in rural areas suffers from shortage of funds, inexperienced faculty, corruption, these institutions do not have adequate infrastructure, they are not paying sufficient salaries to the staff.
5. Large number of students in urban colleges have created many challenges for educational institutions in urban area.

In order to face challenges successfully, it is necessary to appoint well trained faculty and also in-service teachers needs to be trained continuously. UGC has introduced certain faculty development programmes such as orientation and refresher. But there are many limitations and weaknesses. There is need to revamp these faculty development programme in order to achieve excellence in higher education. Ministry of Education Document Challenges of Education A Policy Perspective has mentioned teacher Performance as the most crucial input in the field of education. The application of innovative teaching strategy has pioneer role to play in providing meaningful, experience to students but also to reorient teachers with development in respective field. During 11<sup>TH</sup> Five Year Plan (2007-2012) UGC made study on challenges of higher education and convinced the need for raising quality of higher education.

**Research Problem:**

To face challenges of globalisation, privatisation and liberalisation, teachers in senior college and universities need to update their knowledge, do the research, update themselves about e-learning and use innovative teaching methodology. It has been observed that faculty development programme which are introduced by Academic Staff College are inadequate to meet the requirements of modern education. Newly appointed faculty in senior college and universities possess required qualification but they are not trained in teaching methodology or in innovative methods of teaching. In service teachers are not trained in latest knowledge of their subject. They are not trained in e-teaching. Teachers in rural areas do not get opportunity to attend courses. There is need to revamp the faculty development courses.

**Research Objectives:**

1. To study importance of faculty development programme in the global scenario.
2. To study impact of Faculty Development Programme on teaching Methodology.
3. To study difficulties in Implementation of Faculty Development Programme.
4. To suggest steps to be taken to improve the quality of faculty development programme.

**Hypothesis:**

$H_0$  Faculty Development Programmes introduced by UGC has not resulted in development of teacher proficiency and competency to meet requirement of profession and face challenges.

$H_a$  Faculty Development Programmes introduced by UGC has resulted in development of teacher proficiency and competency to meet requirement of profession and face challenges.

**Research Methodology:**

Research is based on secondary data collected from research articles, books and journals.

**Important findings:**

Faculty development Programme arranged by Academic staff colleges such as orientation Refresher programmes suffer from following limitations

1. It has been observed that newly appointed teachers do not have any training in communication skill, public speaking and teaching methodology. They adopt trial and error method of teaching. They take help of their senior faculty. Management does not organise induction programme for them.
2. In service teachers' perception about faculty development programme is to complete the procedure relating to career advancement scheme. They face many difficulties due to non-cooperative attitude of management of educational institutions.
3. It does not adopt professional approach to impart instructions in teaching methodology.
4. It does not provide adequate training to newly appointed teachers in classroom management, instructions to students.
5. In Orientation and refresher programme not much attention is given to prepare teachers for IT oriented courses.
6. In some subject oriented courses not much attention is given to the practical approach e.g. In case of faculty development programme on GST it is expected that teachers should be acquainted with what is GST return, how it is to be filled
7. Orientation and refresher programmes disturb teaching schedule.
8. At college level no proper infrastructure hardware and software for providing Information Technology based training to teachers. Even though they learn IT based courses they cannot implement it due to lack of hardware, software.

**Steps to be taken to revamp faculty development programme:**

1. Professionalisation of teaching education by establishing stronger linkages with the higher education sector and promoting longer duration pre-service courses for teachers along with continuous in-service professional development opportunities
2. Mentors at faculty development schools and colleges must be properly trained and from industry.
3. Induction Programmes for newly appointed teachers must be conducted as in-house programme

4. Participative methods of teaching and on the job training of new teachers must be introduced. Newly appointed teachers must be observed by experts in teaching methodology during their classroom sessions and valuable inputs must be given by experts.
5. There should be continuous collaboration with Teacher Resource centre. Teachers from rural areas should be invited to urban area centre of faculty development during vacation.
6. Adequate infrastructure must be created by managing committee of educational institutions to provide in house training in communication skill and Information technology skill.
7. Newly appointed teachers must be motivated by the management to improve their communication skill, human relation skill, research aptitude and social skills.
8. It is necessary to strengthen district level Institute of education and training and good mentors need to be appointed.
9. Union government must offer financial, technological and other help to state governments in establishing world class infrastructure for faculty development programme.
10. Management of government aided and private educational institutions must adopt a positive attitude to implement faculty development programme in order to survive in competitive market.

### Conclusion:

Orientation and refresher courses introduced by UGC have not resulted in developing teaching skill which helps teachers to plan and impart instructions, classroom management skills preparation and use of instruction material and communication skill. These courses- also have not developed e- teaching skill which is the need of hour. Management of educational institutions must provide proper infrastructure for arranging orientation courses for newly appointed teachers. Along with government aided colleges government must offer financial aids to unaided colleges. Teachers in Rural areas must be motivated to take benefit of faculty development programme at their door steps. Faculty development programmes must be of longer duration and it should be continuously arranged. In order to make faculty development programme successful all stakeholders such as government UGC, Management of educational institutions and faculty itself must contribute to the success of Faculty Development Programme.

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