



## **CRITICAL ANALYSIS OF PLANNING OF FACULTY DEVELOPMENT PROGRAM**

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### **Introduction:**

The National Policy on Education (1986), while dealing with reforms in the higher education system, has stressed the need for improving status of the University and College teachers in every respect. The National Policy on Education introduced by the Central Government in 1986 became a landmark for quality improvement in education. It, underlined the crucial link between teacher motivation and quality education. Therefore, it recognized the need for improving professional competence and communication skills of the teachers. It was considered necessary to acquaint the university and college teachers with the latest developments and take care of their academic requirements, so that they discharge their duties in most meaningful and remarkable manner for maintaining high standard of higher education in India. It was also felt that there is a need to have forum for interaction among the teachers of various disciplines from different institutions. In view of this, the Program of Action of National Policy on Education emphasizes the creation of a permanent structure to achieve the above mentioned objectives. Various staff development programs are mainly intended to improve the professional knowledge of the staff, their skills and attitudes to enable them to accomplish their tasks more efficiently and effectively. It is a continuous process, which should take place in an organized manner to help the individuals to acquire deep knowledge, develop skills and improve value-judgment. Staff development allows teachers to develop their own faculties, so that they can participate in formalization of the pedagogical, technical and resource issues related to higher education. They should feel confident about working in a new environment and appreciate its strengths and weaknesses. This is possible only through a proper induction program at the entry level of the teaching profession. Important for career advancement, staff development should aim at benefitting

both, the institution and the individual. The institution benefits if it has a more skilled workforce which becomes a repository for expertise, ideas and solutions to new challenges facing the institution. The individual benefits through gaining a wider range of skills, being more efficient more employable and even by earning more, could play their rightful role in the development and improvement of Indian Higher Education System as well as, they could. Keeping the above in view and realizing the lacunae in the professional development of college / university teachers, the University Grants Commission (UGC) thought of organizing faculty development program for the new entrants and the refresher courses for the in-service teachers at various levels of their profession. The University Grants Commission rightly thought that both the faculty development programs and refresher courses should be organized with an entirely different philosophy so as not to replicate the traditional B.Ed. program. In the seventh five year plan, the University Grants Commission formulated a new scheme, which came to be known as the scheme of establishing Academic Staff Colleges. The creation of these colleges was planned in phases. The University Grants Commission organized five workshops at different university centers in the country and involved all sections of the teaching community and functionaries of higher education in concretizing the concept. The objectives in establishing the Academic Staff Colleges and the model of curriculum for faculty development of young teachers were drafted, discussed and adopted at these workshops. These Academic Staff Colleges were established in various universities all over the country to plan, organize, implement monitor and to evaluate academic staff faculty development programs for newly appointed college and university teachers on a regular basis. Today, they have emerged as a unique and the largest effort to improve higher education in the world.

The purpose of the faculty development programs as prescribed by University Grants Commission is to concentrate on induction of the new entrant teachers to inculcate in them a sense of pride and belonging to their profession, while doing so also to acquaint the new entrants with the nuances of their profession and to train them for better classroom interaction through practical sessions by instilling greater confidence in them.

**The broad objectives of the faculty development program are:-**

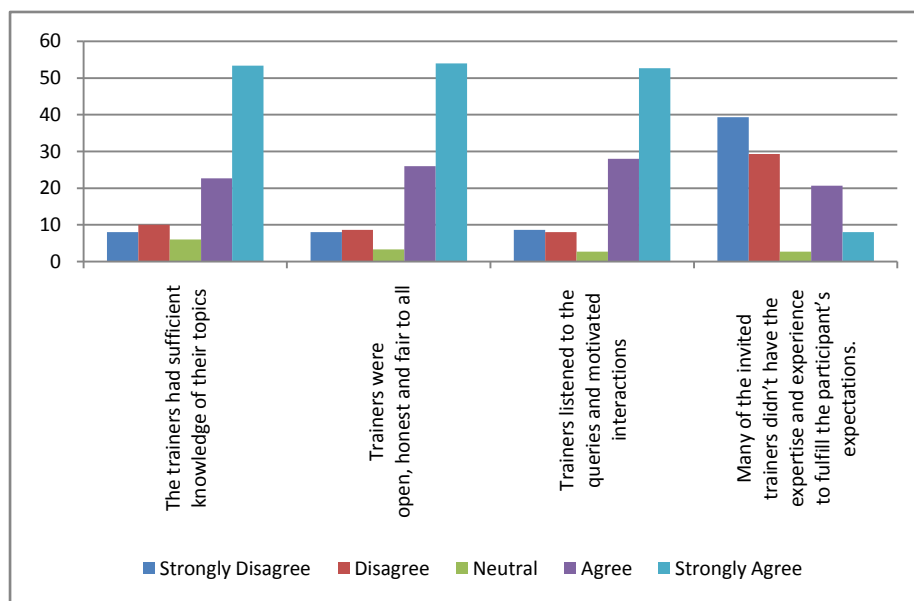
1. To understand the significance to education in general and higher education in particular in the Indian and global contexts.
2. To understand the linkages between education and the socio-economic and cultural development with particular reference to Indian Polity where secularism and egalitarianism are the tenets of society.

3. To understand the role of college / university teacher in the national goal of achieving a secular and egalitarian society.
4. To acquire and improve the skills of teaching at the college and university level.
5. To make the teachers aware of the latest developments in his/her specific subjects.
6. To understand the organization and management of college / university and to perceive the role of the teacher in the total system.
7. To utilize opportunities for the development of personality, initiative and creativity.

**Table No. 4.1.14 Table showing the participants opinion about the trainers / resource persons invited in Faculty development Programs**

Sr. No	Points	1	%	2	%	3	%	4	%	5	%	Total	%
1	The trainers had sufficient knowledge of their topics	1	8	1	10	9	6	3	22.6	8	53.3	150	100
2	Trainers were open, honest and fair to all	1	8	1	8.67	5	3.3	3	26	8	54	150	100
3	Trainers listened to the queries and motivated interactions	1	8.67	1	8	4	2.6	4	28	7	52.6	150	100
4	Many of the invited trainers didn't have the expertise and experience to fulfill the participant's expectations.	5	39.33	4	29.3	4	2.6	3	20.6	1	8	150	100

**Graph No. 4.1.14 Graph showing the participants opinion about the trainers / resource persons invited in Faculty development Programs**



**Description**

Out of total sampled faculty members from Maharashtra, 8% of the faculty members strongly disagree, 10% of the faculty members disagree, 6% of the faculty members is neutral, 22.67% of the faculty members agree and 53.33% of the faculty members strongly agree with the fact that the trainers had sufficient knowledge of their topics.

Out of total sampled faculty members from Maharashtra, 8% of the faculty members strongly disagree, 8.67% of the faculty members disagree, 3.33% of the faculty members are neutral, 26% of the faculty members are agree and 54% of the faculty members strongly agree with the fact that trainers were open, honest and fair to all.

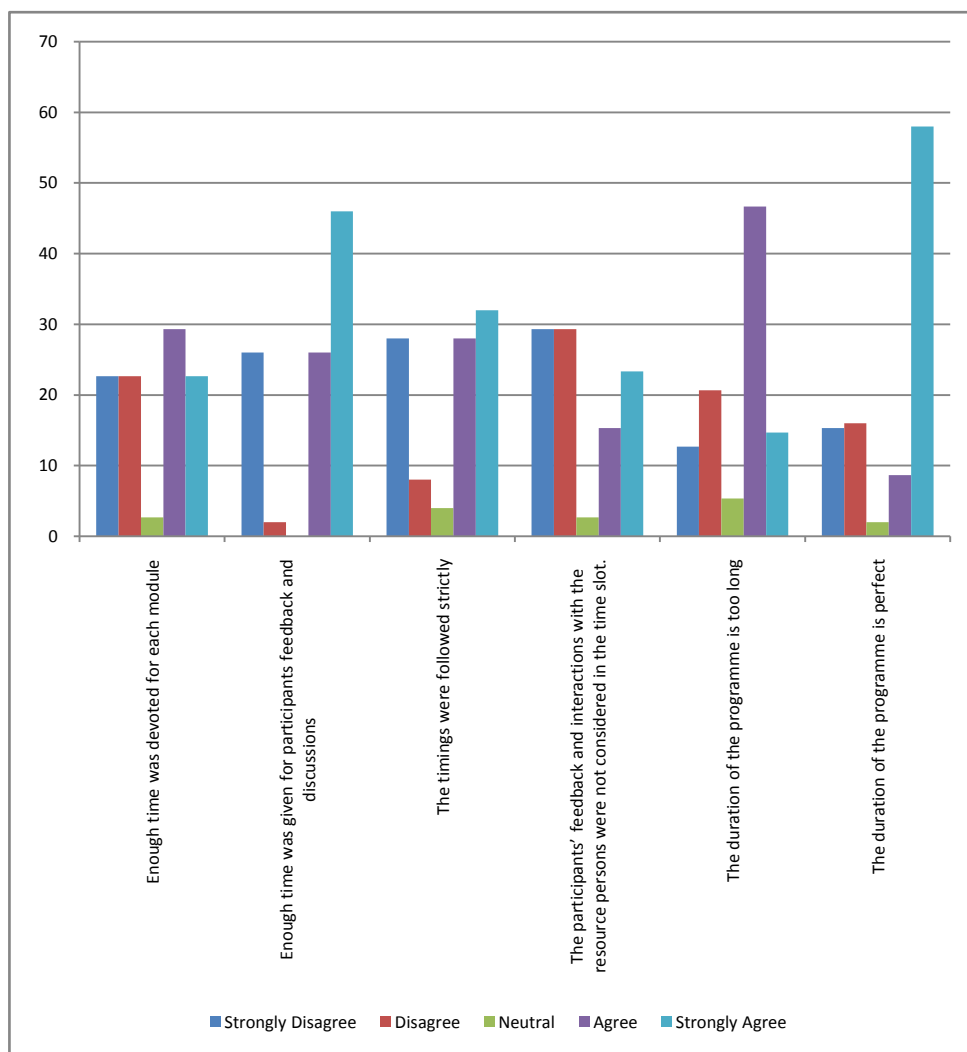
Out of total sampled faculty members from Maharashtra, 8.67% of the faculty members strongly disagree, 8% of the faculty members disagree, 2.67% of the faculty members are neutral, 28% of the faculty members agree and 52.67% of the faculty members strongly agree with the fact that trainers listened to the queries and motivated interactions.

Out of total sampled faculty members from Maharashtra, 39.33% of the faculty members strongly disagree, 29.33% of the faculty members disagree, 2.67% of the faculty members are neutral, 20.67% of the faculty members agree and 8% of the faculty members strongly agree with the fact that many of the invited trainers didn't have the expertise and experience to fulfill the participant's expectations.

**Table No. 4.1.15 Table showing the participants opinion about the time management of Faculty development Programmes**

Sr. No.	Points	1	%	2	%	3	%	4	%	5	%	Total	%
1	Enough time was devoted for each module	34	22.67	34	22.67	44	2.67	44	29.33	34	22.67	150	100
2	Enough time was given for participants feedback and discussions	39	26	32	20	00	00	39	26	69	46	150	100
3	The timings were followed strictly	42	28	12	8	64	4	42	28	48	32	150	100
4	The participants' feedback and interactions with the resource persons were not considered in the time slot.	44	29.33	44	29.33	44	2.67	23	15.33	35	23.33	150	100
5	persons were not considered in the time slot. The duration of the programme is too long	19	12.67	31	20.67	88	5.33	70	46.67	22	14.67	150	100
6	The duration of the programme is perfect	23	15.33	24	16	33	2	13	8.67	87	58	150	100

**Graph No. 4.1.15 Graph showing the participants opinion about the time management of Faculty development Programmes**



**Description**

Out of total sampled faculty members from Maharashtra, 22.67% of the faculty members strongly disagree, 22.67% of the faculty members disagree, 2.67% of the faculty members are neutral, 29.33% of the faculty members agree and 22.67% of the faculty members strongly agree with the fact that enough time was devoted for each module.

Out of total sampled faculty members from Maharashtra, 2% of the faculty members strongly disagree, 2% of the faculty members disagree, 26% of the faculty members agree and 46% of the faculty members strongly agree with the fact that enough time was given for participants feedback and discussions.

Out of total sampled faculty members from Maharashtra, 28% of the faculty members strongly disagree, 8% of the faculty members disagree, 4% of the faculty members are neutral, 28% of the faculty members agree and 32% of the faculty members strongly agree with the fact that the timings were followed strictly.

Out of total sampled faculty members from Maharashtra, 29.33% of the faculty members strongly disagree, 29.33% of the faculty members disagree, 2.67% of the faculty members are neutral, 15.33% of the faculty members agree and 23.33% of the faculty members strongly agree with the fact that the participants' feedback and interactions with the resource persons were not considered in the time slot.

Out of total sampled faculty members from Maharashtra, 12.67% of the faculty members strongly disagree, 20.67% of the faculty members disagree, 5.33% of the faculty members are neutral, 46.67% of the faculty members agree and 14.67% of the faculty members strongly agree with the fact that the duration of the programme is too long.

Out of total sampled faculty members from Maharashtra, 15.33% of the faculty members strongly disagree, 16% of the faculty members disagree, 2% of the faculty members are neutral, 8.67% of the faculty members agree and 58% of the faculty members strongly agree with the fact that the duration of the programme is perfect.

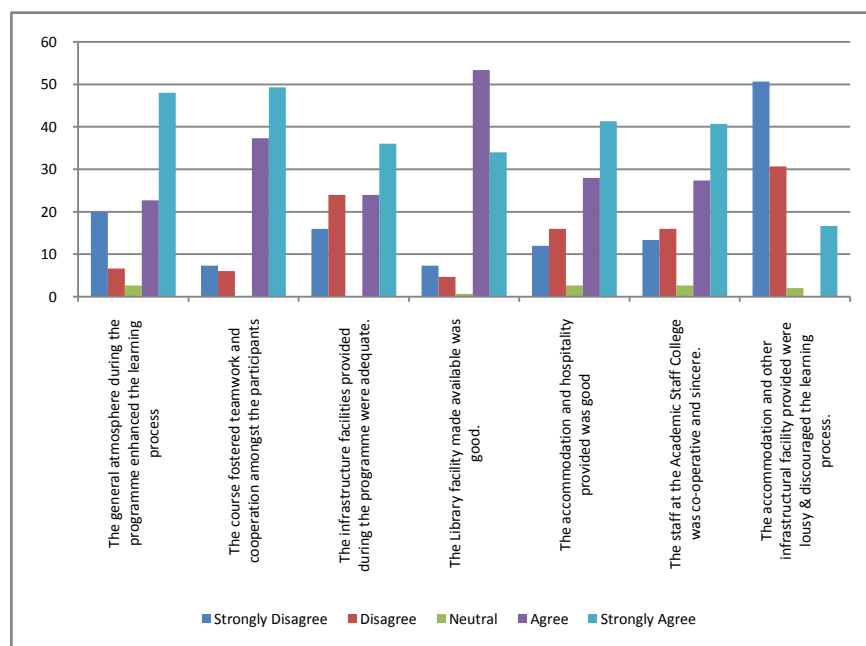
**Table No. 4.1.16 Table showing the participants opinion about the training environment of the Faculty development Programmes**

S r. N o.	Points	1		2		3		4		5		To tal	
		%		%		%		%		%		%	
1	The general atmosphere during the programme enhanced the learning process	30	20	10	6.67	40	2.67	30	22.67	72	48	150	100
2	The course fostered teamwork and cooperation amongst the participants	11	7.33	96	60	00	00	56	37.33	74	49.33	150	100
3	The infrastructure facilities	24	16	36	24	00	00	36	24	54	36	150	100

	provided during the programme were adequate.												
4	The Library facility made available was good. The accommodation and hospitaly provided was good. The staff at the Academic Staff College was co-operative and sincere. The accommodation and other infrastructural facility provided were lousy & discouraged the learning process.	1	7.3	7	4.6	1	0.6	8	53.	5	34	15	10
		1	3		7		7	0	33	1		0	0
5		1	12	2	16	4	2.6	4	28	6	41.	15	10
		8		4			7	2		2	33	0	0
6		2	13.	2	16	4	2.6	4	27.	6	40.	15	10
		0	33	4			7	1	33	1	67	0	0
7		7	50.	4	30.	3	2	0	0	2	16.	15	10
		6	67	6	67					5	67	0	0



**Graph No. 4.1.16 Graph showing the participants opinion about the training environment of the Faculty development Programs**



**Description**

Out of total sampled faculty members from Maharashtra, 20% of the faculty members strongly disagree, 6.67% of the faculty members disagree, 2.67% of the faculty members are neutral, 22.67% of the faculty members are agree and 48% of the faculty members are strongly agree with the fact that the general atmosphere during the programme enhances the learning process.

Out of total sampled faculty members from Maharashtra, 7.33% of the faculty members strongly disagree, 6% of the faculty members disagree, 37.33% of the faculty members are agree and 49.33% of the faculty members are strongly agree with the fact that the course fostered teamwork and cooperation amongst the participants.

Out of total sampled faculty members from Maharashtra, 24% of the faculty members are strongly disagree, 16% of the faculty members disagree, 24% of the faculty members are agree and 36% of the faculty members are strongly agree with the fact that the infrastructure facilities provided during the programme were adequate.

Out of total sampled faculty members from Maharashtra, 7.33% of the faculty members strongly disagree, 4.67% of the faculty members disagree, 0.67% of the faculty members are neutral, 53.33% of the faculty members agree and 34% of the faculty members strongly agree with the fact that library facility made available was good.

Out of total sampled faculty members from Maharashtra, 12% of the faculty members strongly disagree, 16% of the faculty members disagree, 2.67% of the faculty members are

neutral, 28% of the faculty members are agree and 41.33% of the faculty members are strongly agree with the fact that the accommodation and hospitality provided was good.

Out of total sampled faculty members from Maharashtra, 13.33% of the faculty members strongly disagree, 16% of the faculty members disagree, 2.67% of the faculty members are neutral, 27.33% of the faculty members agree and 40.67% of the faculty members strongly agree with the fact that the staff at the Academic Staff College was co-operative and sincere.

Out of total sampled faculty members from Maharashtra, 50.67% of the faculty members strongly disagree, 30.67% of the faculty members disagree, 2% of the faculty members are neutral and 16.67% of the faculty members are strongly agree with the fact that the accommodation and hospitality provided was good.

**a) Findings related to the participants opinion about Orientation Program:**

A questionnaire (set of three questions) was prepared for assessing the opinion of the participants (including both Maharashtra and Gujrat) about the orientation program. The questionnaire was designed to capture the participant's responses on multiple parameters like participation in the orientation program to be made compulsory, attendance to the program is a waste of time and every teacher should undergo the orientation program. Further the participants were asked to respond to each of the question in one of the category among the multiple categories viz. Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.

Based on the responses received from the participants from Maharashtra and Gujrat following are the findings on the participant's opinion about the orientation program:

- Substantial percentages of participants in Maharashtra and Gujrat have agreed that the participation in the orientation program should be made compulsory. The percentage of participants who agreed (including count of both agreed and Strongly Agreed) that the participation in the orientation program should be made compulsory was marginally higher in Maharashtra as compared to the response from participants from Gujrat. Overall considering the response from the participants from both the states it was noted that majority of the participants in both the states have strongly agreed that the participation in the orientation program should be made compulsory.
- Secondly high percentage of participants in Maharashtra and Gujrat have strongly disagreed that the participation in the orientation program was a waste of time. The percentage of participants who disagreed (including count of both disagreed and strongly disagreed) that the participation in the orientation program was waste of time was marginally higher in Maharashtra as compared to the response from participants from

Gujrat. Overall considering the response from the participants from both the states it was noted that majority of the participants in both the states have strongly disagreed that the attending the orientation program was a waste of time.

- Further major percentages of participants in Maharashtra and Gujrat have agreed that the every teacher should undergo the Orientation Programme. The percentage of participants who agreed (including count of both Agreed and Strongly Agreed) that every teacher should undergo the Orientation Programme was higher in Maharashtra as compared to the response from participants from Gujrat. Overall considering the response from the participants from both the states it was noted that majority of the participants in both the states have strongly agreed that every teacher should undergo the Orientation Programme.

Considering the overall response from the participants on the various parameters mentioned above it can be concluded that the participants in both the states Maharashtra and Gujrat were highly satisfied with the orientation program. Majority of the participants in both the states Maharashtra and Gujrat strongly agreed that the orientation program was not at all a waste of time and every teacher should undergo this training and possibly this orientation program should also be made compulsory for the teachers.

**b) Findings related to the participants opinion about the planning and designing of Orientation Program:**

A questionnaire (set of five questions) was prepared for assessing the participants (including both Maharashtra and Gujrat) opinion about the planning and designing or orientation programme. The questionnaire was designed to capture the participant's responses on multiple parameters like programme was planned considering the requirements of teachers, effectiveness of structure of programme, topics and contents, thought put in for structuring the programme and frequent need analysis to revise the contents to make programme more effective. Further the participants were asked to respond to each of the question in one of the category among the multiple categories viz. Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.

Based on the responses received from the participants from Maharashtra and Gujrat following are the findings on the participant's opinion about the planning and designing of orientation programme:

- Substantial percentages of participants in Maharashtra and Gujrat have agreed that the programme was planned appropriately considering the requirements of teachers. The percentage of participants who agreed (including count of both Agreed and Strongly

Agreed) that the programme was planned appropriately considering the requirements of teachers was higher in Gujrat as compared to the response from participants from Maharashtra. Overall considering the response from the participants from both the states it was noted that majority of the participants in both the states have strongly agreed that the programme was planned appropriately considering the requirements of teachers.

- Secondly, high percentages of participants in Maharashtra and Gujrat have agreed that the structure of the programme was effective. The respondents mentioned that the program was structured in a very well manner. The percentage of participants who agreed (including count of both agreed and Strongly Agreed) that the structure of the programme was effective was higher in Gujrat as compared to the response from participants from Maharashtra. In total considering the response from the participants from both the states it was noted that major chunk of the participants in both the states have strongly agreed that the structure of the programme was effective.
- Further good percentages of participants in Maharashtra and Gujrat have agreed that the topics and contents were well thought and analyzed. The percentage of participants who agreed (including count of both Agreed and Strongly Agreed) that the topics and contents were well thought and analyzed was lower in Gujrat as compared to the response from participants from Maharashtra. In all considering the response from the participants from both the states it was noted that majority of the participants in both the states have strongly agreed that the topics and contents were well thought and analyzed.
- High percentage of participants in Maharashtra and Gujrat have disagreed that there was no thought put in structuring the programme and also have disagreed that the structuring of the programme was done as per availability of the resource persons. The percentage of participants who disagreed (including count of both disagreed and Strongly disagreed) that there was no thought put in structuring the programme and also have disagreed that the structuring of the programme was done as per availability of the resource persons was higher in Gujrat as compared to the participants from Maharashtra. Overall considering the response from the participants from both the states it was noted that substantial number of the participants in both the states have strongly disagreed that there was no thought put in structuring the programme and also have strongly disagreed that the structuring of the programme was done as per availability of the resource persons.
- Substantial percentage of participants in Maharashtra and Gujrat have agreed that to make the program more effective a frequent need analysis should be performed based on the

current requirements and if required, the contents should be revised based on the current need. The percentage of participants who agreed (including count of both Agreed and Strongly Agreed) that frequent need analysis is required to be performed was marginally higher in Gujrat as compared to the response from participants from Maharashtra.

To summaries considering the response from the participants from both the states it was noted that a good number of the participants in both the states have strongly agreed that the frequent need analysis should be performed to assess the contents as per the current requirements which will help in increasing the effectiveness of the program. Considering the overall response from the participants on the various parameters mentioned above it can be concluded that the participants in both the states Maharashtra and Gujrat were highly satisfied with the planning and designing of the orientation program. Substantial number of the participants in both the states Maharashtra and Gujrat strongly agreed that the orientation program was planned and designed appropriately.

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