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A Study of Effectiveness of Faculty Development Programmes as perceived by Teacher Educators

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Introduction

With the implementation of NEP 2020, India’s educational system is undergoing major transformation; visualizing to transform itself into a knowledge superpower by providing optimum quality education to all. These major changes demand for a task force of teachers who are well-equipped with current trends and latest methods in educational practices. Moreover there is a demand for professionals who are multitalented and multi skilled to provide best learning experiences to the Gen-Next learners. India is one of the nations having the highest number of educational institutions, making it the country with the largest task force of teachers and faculty members. The exponential rise in the number of educational institutions in the past few decades and the dearth of well-trained teachers has created quality challenges in the field of education. There is a marked need for well-trained faculty to improve educational opportunities for students.¹

With a view to meet the ever-increasing demands of new knowledge economy, a range of Faculty Development Programmes are organized which perceive to help the academicians to improve their professional and personal skills that are imperative to perform their duties as

educators. Faculty development programs are essential for constant development and success of educators. The contemporary age stresses adaptive and pioneering teaching methods to help students attain their full potential. Faculty development programs ever so often intend to improve teaching efficacy by ensuring to offer refresher courses, orientation courses, workshops, training programmes etc. which are designed around the latest needs and demands of the educational system. They offer instructors with prospects to participate in peer interactions, reflective practices and ensuring constructive feedback to help them gain better understanding of their own skills and capacities. This provides opportunities for continuous growth to enable and keep up with the pace of ever-increasing demands of the contemporary education system.²

The teacher training institutes play an undeniable role in developing teachers who in turn become torch bearers to impart innovative and creative knowledge to the future generation. In order to ensure that future teachers are well groomed and armed with skills for optimum performance in their jobs, it is necessary to ensure that teacher educators hone their skills and keep themselves up-to-date with current trends and advances in education.

Need for the Study

Teacher education institutes lay a groundwork for development of future teachers. Teacher Educators serve as role models to trainee teachers and are vital in shaping and instilling the culture of creativity, innovation, problem solving etc. in the budding teachers. Faculty Development Programmes help in enabling the Teacher Educators to hone their skills and capacities to keep abreast with the latest trends and innovations; which in turn result in

benefiting the student-teachers. Hence it is necessary to study the perceptions of teacher educators regarding the Faculty Development Programmes and get their views on the necessary areas that should be focussed to conduct FDP's.

Objectives of the Study

1. To ascertain the extent of involvement of teacher educators in Faculty Development Programmes.
2. To ascertain the areas that teacher educators perceive as necessary to conduct FDP's.
3. To ascertain the effectiveness of Faculty Development Programmes as perceived by teacher educators.

Sample of the Study

The sample of the present study comprised of teacher educators from Teacher Education Colleges in the city of Mumbai. The data was collected from 32 teacher educators from Private Aided and Private Unaided Colleges.

Methodology

The researcher opted for descriptive research design, and collected data from the participants using a questionnaire administered by means of a Google form.

Tools Used in the Study

The researcher used a self-constructed questionnaire to collect the data.

Significance of the Study

The study focuses on finding the areas that are perceived as necessary by the teacher educators for conducting FDP's. It also expects to ascertain the effectiveness of the Faculty Development Programmes from the point of view of teacher educators. Thus, this study will be instrumental in identifying the areas to conduct Faculty Development Programmes in future. It will direct the institutions and organizations and regulatory bodies in the field of education to organize the FDP's that are most preferred as indicated in the findings of this study. It will also motivate the faculty to participate in various FDP's in order to enhance their skills and capacities.

Analysis and Findings

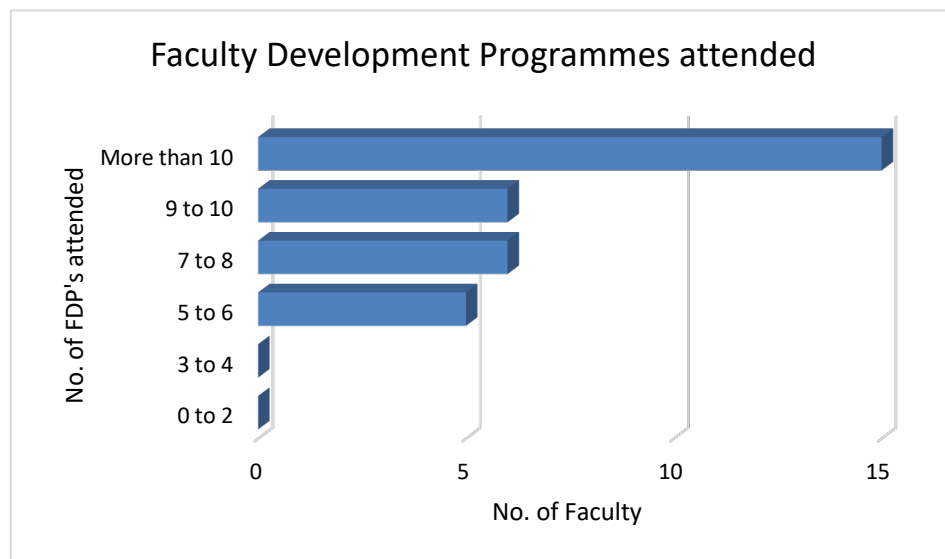
To ascertain the effectiveness of the Faculty Development Programmes as perceived by teachers, following analysis was done on the basis of the data obtained from the teacher educators. The responses of the participants were analysed based on the nature of questions.

The profile of the faculty from whom the data was collected on the basis of number of years of teaching experience is as follows:

Teaching Experience (in years)	No. of Faculty
0-10	5
11-20	14
21-30	9
More than 30	4

Objective 1

The researcher wanted to estimate the extent of involvement of teacher educators in Faculty Development Programmes. The following graph shows the number of faculty development programmes attended by the faculty who participated in the study.

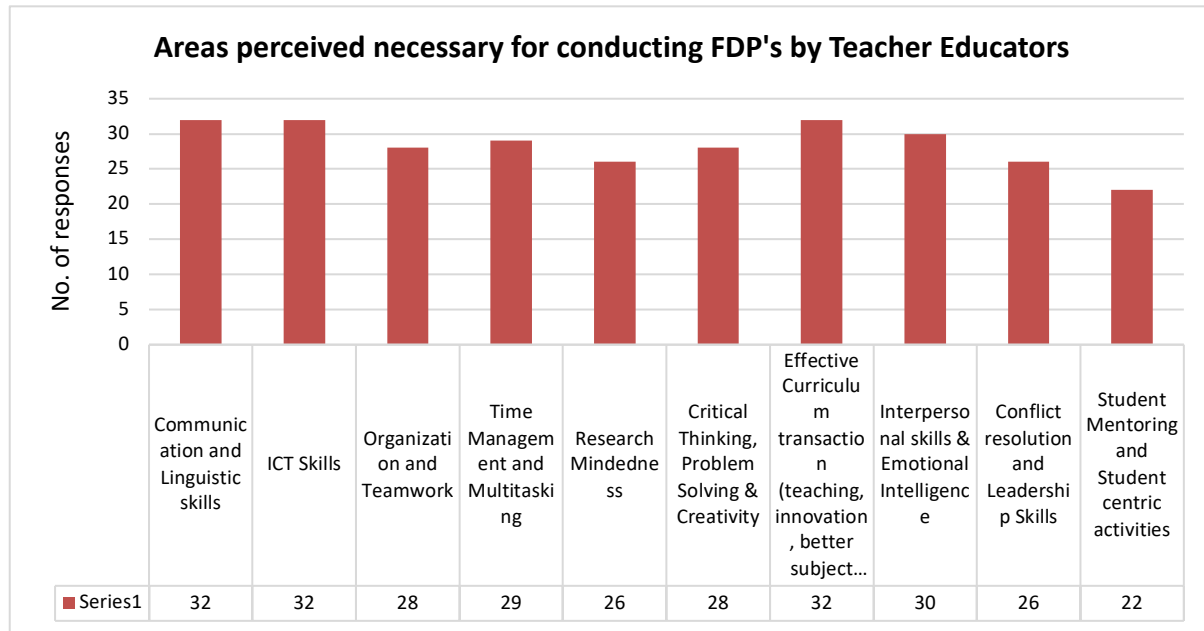


As per the findings depicted in the graph above, a majority of the faculty participated in more than 10 FDP's of various types ranging from Orientation and Refresher Courses, Online and offline Certificate courses, Conferences, training programmes etc. This shows that the faculty of teacher education colleges is highly involved in upgrading their knowledge through various FDP's.

Objective 2

The researcher aimed at finding out the areas that are considered as necessary by the faculty of teacher education for conducting the FDP's. The following graph highlights the areas indicated in the findings of the study; as important for performing duties as a teacher educator

and thus necessary to be considered for organizing FDP's.



From the above graph, it can be concluded that the teacher educators perceive Communication and linguistic skills, ICT skills, Effective curriculum transaction and interpersonal skills of utmost importance for conducting the FDP's. However it is noticed that student mentoring and student centric activities are less preferred. The other skills mentioned viz. Organization and teamwork, time management and multitasking, research mindedness etc. are also fairly perceived as important and thus necessary areas to conduct FDP's.

Objective 3

The researcher also wanted to ascertain the effectiveness of FDP's as perceived by teacher educators. Given below is the small summary of the opinion of teacher educators regarding the effectiveness of the FDP's.

Questions	Opinion of the teacher educators			
	Strongly Agree	Agree	Disagree	Strongly Disagree
1. FDP's enable teachers to get constructive knowledge in precise areas.	59.1%	40.9%	0%	0%
2. FDP's equip faculty with necessary skills and knowledge.	40.9%	59.1%	0%	0%
3. FDP's foster an environment of continual improvement and innovation.	45.5%	54.5%	0%	0%
4. FDP's prepare faculty for latest developments in the field of education.	50%	50%	0%	0%
5. Attending FDP's result in faculty's skill development which ensures better student-teacher success and significantly affects student-teachers' knowledge and satisfaction.	36.4%	63.6%	0%	0%

Thus the above table indicates that the Teacher Educators consider the faculty development programmes necessary to ensure constructive knowledge development from the point of view of up gradation of skills. These programmes ensure fostering of an environment of continuous improvements and aid in preparing the faculty for latest developments in the field of education.

Conclusion

On the basis of the above study it can be concluded that teacher educators are involved in Faculty Development Programmes which are perceived as necessary to ensure faculty's skill development which in turn ensures better student-teacher success and significantly affects student-teachers' knowledge and satisfaction. The study also highlights the areas of Communication and linguistic skills, ICT skills, Effective curriculum transaction and interpersonal skills, organization and teamwork, time management and multitasking, research mindedness etc. of utmost importance for conducting the FDP's.

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