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## **Faculty Development Programmes: Does the Mode Matters?**

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### **Abstract**

Professional development of the teachers is essential to keep up with the latest development in their field. Faculty development programs (FDPs) are not just a means to enhance the professional skills of teachers; they act as a catalyst for students' growth and success. The NEP 2020 also emphasizes on continuous in-service professional development of teachers. Does the mode of faculty development programmes matter? Which mode of FDPs is convenient to attend, interact, learn, and get assessed? The present study aimed at assessing the impact of mode of FDPs on the various dimensions of the FDPs. The Findings of the study shows that the online mode of FDPs can attract greater number of participants, provide greater flexibility, economical and convenient to attend. On the other hand, the offline mode of FDPs provide greater opportunities for hands-on experience, interaction with the resource persons and the participants, greater level of knowledge gain and skill development as well as honest assessment of the participants.

**Keywords:** faculty development programmes, mode

## Introduction

Faculty development programs are integral to the continuous growth and success of teachers, as well as the positive impact on their students. The current era demands adaptive and innovative teaching methods to help students reach their full potential. How can these methods be cultivated? Where can educators acquire the necessary skills to meet modern teaching demands? What are the tangible benefits for both teachers and students? Let's delve into these questions.

Faculty development programs often aim to enhance teaching effectiveness by offering workshops, coaching, and resources designed around the latest educational theories and pedagogies. They provide educators with opportunities to engage in peer observations, reflection, and constructive feedback, thus helping them to refine their teaching practices. This continuous growth enables them to keep pace with the ever-changing demands of modern education.

Investment in faculty development translates to improved academic performance for students. By arming teachers with the latest teaching strategies, methodologies, and technological tools, students receive a more enriched and targeted education. The teachers' continuous growth and adaptation to modern educational practices can lead to more effective learning, thus contributing to better grades and understanding of the subjects. Faculty development programs are not just a means to enhance the professional skills of teachers; they act as a catalyst for students' growth and success.

Continuous professional development is the processes and learning activities professionals undertake to enhance their knowledge, skills, competence, and expertise. It records

what professionals learn, experience, and apply in their field.

Instead of being reactive and passive, teachers who engage in continuous professional development become proactive and apply the newly acquired skills and knowledge to teach more efficiently. They attend conferences, workshops, online training classes, or e-learning courses to develop themselves professionally.

### **Aim of the study**

1. To Assess the impact of online and offline mode on the Faculty Development Programmes for teachers.

### **Objectives of the Study**

1. To study the effectiveness of online and offline Faculty Development Programmes FDPs w.r.t various dimensions.
2. To compare the effectiveness of online and offline Faculty Development Programmes w.r.t various dimensions.

### **Methodology of The Study**

The researcher has used Descriptive and Survey Method to carry out the research.

**Sample** - The sample for the present study included 90 teachers teaching at different stages of schooling in Mumbai

**Sampling Technique** – Convenience sampling technique was used.

**Tool** - The researcher prepared a two-point Rating scale containing 16 items having Online FDPs and Offline FDPs as options. The data was collected using a google form

### Analysis of the Data

	Online FDPs	Offline FDPs
1. Participation in which type of FDPs is convenient for you?	58.9 %	41.1 %
2. As a teacher, organizing which type of FDPs you feel is easier and economical in today's time?	67.8 %	32.2 %
3. In which type of FDPs you feel interaction with the resource person can be more?	11.1 %	88.9 %
4. In which type of FDPs you feel your attention can be maximum?	21.1 %	78.9 %
5. In which type of FDPs you feel you have greater scope to interact with the other participants?	5.6 %	94.4 %
6. In which type of FDPs you feel you have greater scope to have hands-on experience?	10 %	90 %
7. In which type of FDPs you feel you can have greater flexibility?	56.7 %	43.3 %
8. In which type of FDPs you feel you can have greater possibility of personal touch?	8.9 %	91.1 %

9. In which type of FDPs you feel confident to raise your queries and doubts?	38.9 %	61.1 %
10. Which type of FDPs give you higher level of satisfaction in terms of knowledge gained?	25.6 %	74.4 %
11. Which type of FDPs give you higher level of satisfaction in terms of skill development?	16.7 %	83.3 %
12. Which type of FDPs can attract a greater number of participants?	65.6 %	34.4 %
13. Which type of FDPs you feel are financially affordable?	73.3 %	26.7 %
14. Which type of FDPs you feel are economical in terms of time?	78.9 %	21.1 %
15. Which type of FDPs you feel honest assessment/evaluation of the participants for certification is possible?	23.3 %	76.7 %

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### Findings of the Study

1. **Convenience:** 58.9 % of teachers felt participation in the online FDPs was convenient whereas 41.1 % teachers felt participation in offline FDPs was convenient. Attending the online FDPs from home or workplace is convenient for most of the teachers.

2. **Organizing FDPs:** 67.8 % of teachers felt organizing FDPs in online mode was economical whereas 32.2 % teachers felt organizing FDPs in offline mode was economical in today's time. This could be because of less expenses involves and more participation compared to offline FDPs.
3. **Interaction with the resource person:** 88.9 % teachers felt that during offline FDPs interaction with the resource person can be more. This could be because the offline FDPs can provide many opportunities to interact with the resource person such as after the session, during lunch, etc Only 11.1 % teachers felt that during online FDPs interaction with the resource person can be more.
4. **Attention:** 78.9 % teachers felt that they can pay more attention while attending offline FDPs. This could be because of the face-to-face mode and mostly there are no technical issues like online FDPs.
5. **Interaction with the participants:** 94.4 % teachers felt that there was more scope to interact with the fellow participants during the offline FDPs. This could be because of the multiple opportunities available like group activities, group discussion, lunch break, travelling, etc
6. **Hands-on Experience:** 90 % teachers felt that the offline FDPs provide greater opportunities for hand-on experience. As they get individual attention and help.
7. **Flexibility:** 56.7 % teachers felt that there is greater flexibility in the online mode of FDPs whereas 43.3% teachers felt that there is greater flexibility in the offline mode of FDPs. This could be because in the online FDPs participants can work at their own pace

and complete the course at the time convenient for them. Also, if recorded sessions are provided then they can view it multiple times and at their own convenience.

8. **Personal Touch:** 91.1 % teachers felt that there is greater possibility of personal touch during the offline mode of FDPs as they are interacting in face-to-face mode.
9. **Confidence to raise Queries:** 61.1 % of teachers felt confident to raise queries and doubts during the offline mode of FDPs. This could be because of the motivation the participants have during the offline FDPs.
10. **Knowledge Gain:** 74.4 % teachers felt that satisfaction in terms of knowledge gained is greater in offline mode of FDPs. This could be because of the attention paid by the participants.
11. **Skill Development:** 83.3 % teachers felt that satisfaction in terms of skill development is greater in offline mode of FDPs. This could be because of the active participation of the participants during the offline FDPs.
12. **Number of Participants:** 65.6 % teachers felt that online mode of FDPs can attract a greater number of participants. This could be because the online FDPs were found economical, time saving and flexible.
13. **Financial Affordability:** 73.3 % teachers felt that online FDPs are financially affordable for them to attend whereas 26.7 % felt offline FDPs are financially affordable for them to attend. No travelling and food expenses in online FDPs could be the reason for this.
14. **Economical in terms of Time:** 78.9 % teachers felt that online FDPs were economical in terms of time as they are not required to travel.



15. **Assessment/Evaluation:** 76.7 % teachers felt that the honest assessment/evaluation of the participants for certification is possible in offline mode of FDPs. This could be because there are less chances of malpractice in an offline assessment.
16. **85.5 %** teachers felt that the blended mode of FDPs will be more effective in terms of knowledge gain and skills development.

### Conclusion

Face-to-face faculty development programs are traditional and require participants to attend in-person workshops, seminars, and conferences. They foster direct interaction and collaboration among peers and mentors. Some benefits include immediate feedback, more personalized learning, and stronger community building. However, they might lack flexibility for those with tight schedules or remote locations. By focusing on teaching effectiveness, student engagement, and positive learning outcomes, they offer a comprehensive approach to modern education.

Online programs offer virtual workshops, courses, and resources accessible from anywhere with an internet connection. They provide flexibility, scalability, and can cater to a broader audience. The ability to learn at one's pace can be a significant advantage, though the lack of immediate face-to-face interaction might not suit everyone's preferences.

Blended and hybrid programs combine elements of both face-to-face and online learning. These programs allow participants to engage in both synchronous and asynchronous learning experiences, often balancing the immediate interaction of in-person sessions with the flexibility

of online resources. This approach offers a compromise but requires careful planning to integrate both modes effectively.

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