Volume : 2 | Issue : 5 | May 2013 • ISSN No 2277 - 8160

Research Paper | Education

Faculty Development Programme in Business School for Quality Enhancement of Higher Education-A Study

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ABSTRACT

Faculty Development is regarded to be an important component in the education process. It is a planned program to improve an individual's knowledge and skills in teaching, educational research and educational administration and to prepare institution and faculty members for their various roles. The need and relevance of faculty development has been recognized since the existence of an organized education system in India. The various commissions and committees also stressed the need of the improvement of a teaching faculty.

The present study is simply an attempt to assess the participation of faculties of the business schools of greater Guwahati of Assam, India on various faculty development programmes. For the purpose, 80 faculties have been selected from 4 purposively selected Business Schools. Data were collected by adopting a self-constructed tool named as Faculty Development Programme Questionnaire (FDPQ).

KEYWORDS: Faculty Development Programme (FDP), Business School, Quality Enhancement, Higher Education

Introduction:

Development of a nation, in general, and an individual, in particular, depends on the quality of education. Quality is a multiple concept. According to Oxford Dictionary, quality means 'degree of excellence'. The quality of any product can be measured and compared with other product. But it is difficult to measure the quality of education, as it is a service. In the face of emerging new economy based on liberalized, technological and global competitiveness, it is important to enhance the quality of education. This can be ensured through faculty as it assumes a vital role.

Faculty Development is regarded to be an important component in the education process. It is a planned program to improve an individual's knowledge and skills in teaching, educational research and educational administration and to prepare institution and faculty members for their various roles. The need and relevance of faculty development has been recognized since the existence of an organized education system in India. The various commissions and committees also stressed the need of the improvement of a teaching faculty. The economic policy reforms are making education globally a tradable commodity. The pace of competition has been mounting at a much faster rate. It is seen that the needs and necessities of our society is always dynamic in nature and they keep on changing with the passage of time. These drastic changes undoubtedly have put the Indian business enterprises at competitive prices in terms of providing qualitative products and services so as to satisfy customer's needs and expectations. This, in turn, has put a constant pressure on educational institution to provide a capable and competent manpower to business enterprises. With regard to this, faculty development in educational institutions, has assumed greater significance.

Considering this point in mind, the investigators have selected the following study.

Statement of the Problem:

Faculty Development Programme in Business School for Quality Enhancement of Higher Education-A Case Study

Operational Definition Of the key terms:

1. **Faculty Development Programme**-improvement of an individual's knowledge and skills in teaching and research.
2. **Business School**-refers to a school offering courses in business studies or related studies.
3. **Quality enhancement**-refers to the improvement in the quality of teaching and research.
4. **Higher education**-refers to tertiary education of an academic level higher than that attainable on completion of a full secondary education.

Objectives of the Study

1. To study about the teaching skills adopted by the faculty for development of competence and enhancement of quality in teaching.
2. To find out the participation of faculty in research activity to disseminate knowledge to fellow students.
3. To find out the participation of faculty in seminars and workshops for upgrading their knowledge and information.

Delimitations of the Study:

The investigators are restricted to study about the faculty development programme in business school in the Guwahati city only. Hence the findings cannot be generalized to all the faculties of Assam.

Methodology:

The present study has followed 'Descriptive Survey method' and is mainly based on data collection by questionnaire.

Sample Selection:

The faculties are selected from four (4) purposively selected different business schools of Greater Guwahati Area of Assam. It consists of 80 faculties comprising both male (40) and female (40) for the study. Selection of sample was done as per the convenience of the investigators.

Tools used for data collection:

The investigators prepared a self-made questionnaire which is named as, Faculty Development Programme Questionnaire (FDPQ) to collect the data.

Data Collection:

Rapport was established by contacting the Director of the institution. Firstly they were asked about their background information. Then they were motivated and all their doubts regarding the study were removed. After these, the questionnaire were administered on them. The investigators found that the respondents have given full response to the questionnaire.

Analysis and Interpretation of Data:

After collecting the relevant data, the data are analyzed in the tabular forms as follows:

Table-1: Attendance of the selected faculties in any Faculty Development Program

Attendance	No. of faculty
Yes	60 (75%)
No	20 (25%)

Table shows that out of 80 faculties, 75% have attended the FDP, whereas 25% have not attended the program so far.

Table-2: Topics offered as FDP

Topics offered	No. of faculties
Academic subjects development	16

Technical subjects development	8
New technologies applications	4
Curricular applications	8
Labour market and career information	Nil
Integration of academic and technical curricula	Nil
Use of effective teaching strategies	16
Appreciation of diverse student backgrounds and needs	Nil
Effective use of research in instruction	nil
Use of technology/multimedia/ telecommunications in instruction	8

Total 60

Interpretation: Table-2 shows the topics that were offered to the faculties as FDP**.** Out of 60, 16 faculties each adopted academic subjects development and effective teaching strategies.

Table-3: Application of teaching skills by the faculties

Application	No. of faculty
Yes	80(100%)
No	0

Interpretation: Table 3 shows that all the selected faculties apply their teaching skills in the teaching process.

Table-4: Assessment of performance

Assessment	No. of faculties
Lecture preparation & planning	80
Writing a topic on blackboard	48
Speed of communication(Fast, Medium, Slow)	Fast=8, Medium=64& Slow=8
Practice of speaking while writing	32
Interaction & eye contact with the students	48
Asking thought provoking questions	56
Creation of interest in students	45
Use of proper instances	32
Use of projector as an aid to explain materials	20

Interpretation: Table 4 depicts that all the faculties prepare and plan their lecture before entering the class. It is seen that most of the faculties have eye contact and interact with the fellow students while delivering lecture. It is found that most of the faculties create interest by putting thought provoking questions to their fellow students. Few teachers apply projector to explain materials in their lecture sessions.

Table-5: Research related issues of the faculties

Issues	No. of faculties
Undertaken research activity	16
Publication of research paper	08
Participation in seminar/ workshop	64
Organisation ability of various programmes	24
Undertaken joint assignments with colleagues/ faculty members from different countries	12 (with colleagues)

Interpretation: Table 5 depicts about the various issues related to research activity. It is seen that 16 faculties have undertaken research activity; 8 have published research paper in reputed journals; 64 have participated in seminars/ workshop; 24 have the ability of organizing various programmes and 12 have undertaken joint assignments with their colleagues.

Conclusion:

The economic development of the country can be made possible by creating a corpus of well-trained faculties. An education of high quality definitely enables the fellow students to exploit their potential and make a difference to the chances they have in life.

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