



## Effectiveness Of The UGC Faculty Development Program In Higher Education In Assam: A Case Study Of The Barak Valley

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### Abstract:

The study highlights the crucial role of faculty development programs (FDPs) in enhancing the quality of education, particularly in higher education institutions. It underscores the necessity for continuous training and development of teachers to keep up with advancements in pedagogy and technology. The evolution of FDPs, emphasizing the need for programs to address various aspects of faculty development, including curriculum development, interpersonal skills training, and career counseling. It also touches upon the challenges faced by higher education in terms of faculty shortage and the importance of addressing these challenges through proactive measures such as FDPs. It aimed at evaluating the effectiveness of FDPs in enhancing teaching-learning environments, strengthening institutional mechanisms, and developing psycho-social behaviors of teachers. The study utilizes quantitative methods, including surveys and statistical analysis, to gather and analyze data from college teachers who have participated in FDPs. The study also emphasizes the significance of professional development in improving the overall quality of education and meeting the evolving needs of students and institutions. The study highlights the crucial role of faculty development programs (FDPs) in enhancing the quality of education, particularly in higher education institutions. It underscores the necessity for continuous training and development of teachers to keep up with advancements in pedagogy and technology. The evolution of FDPs emphasizes the need for programs to address various aspects of faculty development, including curriculum development, interpersonal skills training, and career counseling. The main objectives and methodology of a study conducted in Assam aimed at evaluating the effectiveness of FDPs in enhancing teaching-learning environments, strengthening institutional mechanisms, and developing psycho-social behaviors in teachers. The study utilizes quantitative methods, including surveys and statistical analysis, to gather and analyze data from college teachers who have participated in FDPs.

**Key Words:** Faculty development, Pedagogy, Curriculum, Psycho-social behaviors.

### Introduction:

Today, in this new millennium, everyone is experiencing unprecedented changes in the world economy due to new developments in science and technology, the media revolution, and internationalization. All these have revolutionized the education sector as well. These rapid advances in technology brought about a knowledge explosion and a knowledge revolution. In the present scenario, the importance of the role of teachers as catalytic agents has become more crucial. In the context of rapid changes, it is imperative that teachers update their knowledge and skills and be conversant with the latest developments in the field. Faculty development as a new concept that arose in the 1970s needs expansion through various activities and special programs. At the first stage of Faculty Development curriculum development, training and diagnosis are practiced.

For personal development, various activities were involved to promote faculty growth through interpersonal skills training and career counseling. While organizational development is meant for improving the decision making of faculties, institutional environments for teaching, and the inclusion of various activities for both administrators and faculties, Managerial development and team building would also be part of organizational development (Centra, 1978). Faculty development programs are made to pinpoint faculty-related issues and determine the various issues' developmental requirements (Schellekens A. et al., 2010, Camblin et al., 2000). The FDP program focused primarily on individual faculties and provided little generalizable knowledge that guided the faculty development program (O'Sullivan et al., 2011). The nature of educational development practice and the underlying assumptions were questioned by the authors using various inquiries. An analysis of the design features of the educational development practices in the research they

reviewed as well as an analysis of the conceptual, theoretical, and empirical literature cited by those articles led to the creation of a framework with six foci of practise (skill, method, reflection, disciplinary, institutional, and action research or inquiry). This six-cluster structure offers a fresh perspective on practice design and a more substantial framework for analyzing the efficacy of educational development practice (Amundsen, C., and Wilson, M., 2012).

It is mentioned in National Education Policy in 1986 and documented that teachers have multiple roles to perform like teaching, research, development of learning and coordinating programs for professional development of teachers. There are standards for professional development for teachers in many American states. For instance, instructors in Arkansas are required to complete 60 hours of professional development each year. The names of professional development credits vary from state to state. For instance, teachers in Georgia are obliged to acquire 10 professional learning units (PLUs), Massachusetts teachers need 150 professional development points every year, and Indiana teachers are expected to obtain 90 continuing renewal units (CRUs) annually. Nurses must do formal and informal professional development learning activities to obtain Continuing education units (CEUs) in order to keep their professional registrations. This requirement applies to nurses in the United States, Canada, and the United Kingdom. There are statutory criteria for professional development for other organizations, such as engineering and geoscience regulating agencies. The Educational Commission (1964-1966) said, "A sound program of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions." Teachers serve as an effective education for man making. The teachers learn this technique through pre-service and in-service teacher education program. A weak program of teacher education cannot serve this purpose. Unlike in the past when the teacher was entrusted with transferring the contents of curriculum to a passive audience of students, today new experiments are being tried out in the classroom that includes project-based learning, development of thinking skills, and discovery of learning approaches. There has been a steep growth in higher education sector in India during last decade. Gross enrolment in higher education in India is 27.1 percent for 2019-20, which is improvement from 26.3 percent in 2018-19. It must be around 29 percent for 2021-22.

The National Skill Development Corporation (NSDC, 2008) examined the need for instructors and training in India through 2011 across the major sectors of the education and skill development sector in their report on Human Resource and Skill Requirements in the Education and Skill Development Services Sector. In contrast to the established norm of 15:1, the teacher-student ratio for higher education was found to be substantially higher in this study at 26:1. In addition, it was estimated that between 2008 and 2022, approximately 31,71,000 additional teachers would be needed in higher education in order to maintain a student-teacher ratio of 20:1, which would be a difficult challenge for the nation. This estimate took into account changes expected in technology, content delivery, e-enabled learning, and other areas. Thus, the major challenges to quality education which is a shortage of well-trained faculty in a higher education.

Faculty Development Program (FDP) are those effective program which introduced by UGC for their faculties. UGC has been making proactive efforts to upgrade the knowledge and skills of faculty members in the institution of higher education. A nationwide network of 66 Academic Staff Colleges has been formed and is supported by the UGC in order to provide in-service faculty members with workshops, refresher courses, and orientation programs. The UGC (University Grants Commission), which upholds its standards, counsels the government, and aids in coordination between the Center and the states, is the primary governing body at the tertiary level.

We can identify easily that direct or indirect the teacher or faculty are the only one who are able to make our generation or youngster bright and future oriented, but for that it become important to our higher education system to work on faculty development program. In this project report an effort has been made to focus on importance and need of FDP for faculties to make education system more effective by achieving the whole objectives of FDPs.

The National Policy on Education (NPE) 1986 in its programme of action makes a pointed reference to the crucial link between teacher's motivation and the quality of education. The NPE recognized the need for improving quality of teaching and proposed to provide opportunities for professional and career development so that teachers may fulfill their role and responsibility within the system of higher education. It was proposed to enhance their motivation skills and knowledge through systematic orientation in specific subjects, techniques and methodologies, and thereby inculcate in them the right kind of values that would in term encourage them to take initiative for innovative and creative work.

Keeping the above objectives in view, the following steps were proposed:

- 1) To organize specially designed orientation programmes in pedagogy, educational Psychology and Philosophy and Socio economic and political concerns for all new entrants the level of college teachers;
- 2) To organize such Orientation Programmes, Refresher Courses and Workshops for serving teachers, covering every teachers at least once in three to five years;
- 3) To organize specially designed OP/ RCs in IT for new entrants as well as for in service teachers, and
- 4) To encourage teachers to participate in seminars, symposia, Workshops etc.

In order to achieve the above, a scheme of setting up Academic Staff Colleges (ASCs) in suitable Universities in the country was initiated by the University Grant Commission (UGC). The UGC, in pursuance of the National Policy on Education 1986 and it's Programme of action, had set up 66 Academic Staff Colleges (ASCs) in different Universities/

Institutions in the country. The Academic Staff Colleges (ASCs) are conducting specially designed Orientation Programmes for newly appointed College teachers and Refresher Courses for in service teachers.

At the time of independence, there were 500 colleges and 20 universities. Currently, there are 504 State Universities, 243 State Private Universities, 53 Central Universities, 40 Deemed Universities, 130 Institutions of National Importance established under Acts of Parliament, 33 Institutions established under different State legislations, and 5 Universities and university-level institutions. There are also 25,951 colleges, including 2,565 women's colleges. Out of 25,951 colleges, 7,362 colleges (28%) have received Section 2(f) recognition, and 5,997 colleges (23%) have received Section 12-B recognition. Universities and institutions have a combined enrollment of 136.42 lakh students, with 16.69 lakh students (12.24%) enrolled in university departments and 119.73 lakh students (87.76%) enrolled in affiliated institutions.

### 3.2. Present Scenario of higher education in Assam:

The annexation of Assam by the British Empire in accordance with the "Yandabu" treaty in 1826 marked the start of the modern era of educational history in Assam. In 1841, the indigenous educational institutions in the Brahmaputra valley were in a terrible state, according to the report of the late W. Robinson, who was appointed the first Inspector of Schools for the region in 1840. Through the efforts of the government and other agencies, new initiatives were taken to open new schools. With 31,462 students enrolled, there were 1,293 general education institutes in existence by 1875. After India gained its independence in 1947, the area of education had a remarkable expansion. Following Independence, the government of India and the states' top priority was to emphasize more how important education is to both the security and growth of the country. Several commissions and committees looked at the issue of educational reconstruction and reform. Policy on Education (1986), which was adopted at the national level in the latter half of the 20th century.

In Assam, the state's government has been very conscious of the need for, and progress in, education. When putting national policies and decisions into practice in the state, the state government did so in accordance with them. As a result, it complies with the directives of the National Policy on Education (1986) and the Programme of Action (1986; updated in 1992) with regard to the intervention in higher education. Its quality is greatly influenced by the University Grants Commission and the National Assessment and Accreditation Council (NAAC).

As per 2011 census, literacy rate of Assam is 73.18 with male literacy rate 78.81, which is behind the national rate of 74.04 and female literacy rate 67.27 respectively. The female literacy rate with 67.27 stood above the national rate 65.46. In the higher education sector, the state has 10 Universities, 4 government colleges, 189 provincialised colleges, 175 Non-government colleges, 5 adhoc law colleges, 82 provincialised Sanskrit and Pali Tols, 100 non-government Sanskrit Tols and 17 of literary and voluntary organisations.

#### Significance of the Study:

Developmental needs of teachers in these areas should therefore be amongst an organization's major and long-term goals. The development of faculty members and universities depend upon the knowledge, skills, expertise and motivation of human resources. These developmental goals can be achieved by:

- Providing teachers with training opportunities to achieve maximum effectiveness
- Ensuring that faculties develop their skills and capabilities to be able to work efficiently and respond rapidly to changes within their organizations
- Improving performance of their present duties.
- Ensuring that the best use is made of the natural abilities and individual skills of all faculties for the benefit of the organization and their career.

Development and training is a continuous and systematic process. The process of training should necessarily be directed to give every teacher a sense of professionalism, excellence, motivation and student and college satisfaction.

#### Objective of the Study:

The main objectives of faculty development program are:

1. To examine the effectiveness of Faculty development programme in teaching-learning environment.
2. To examine the effectiveness of faculty development programme in strengthening the institutional mechanisms at all levels.
- 3: To examine the development of psycho-social behavior of teachers by faculty development program.

#### Hypothesis of the Study:

H<sub>1</sub>: Faculty development program does not improve the effectiveness of teaching.

H<sub>2</sub>: Faculty development program strengthen the institutional mechanism at all levels.

H<sub>3</sub>: Faculty development program does not develop the psycho-social behavior of teachers.

#### Research Methodology:

This study intended to get the clear meaning of the term Faculty Development Program (FDP) by examining the issues and challenges of Indian higher education system is based on the objectives of the study. This case study was based on primary data. Primary data had been collected from sample size of 135 (one hundred thirty five) college teachers in Assam, who had already participated UGC faculty Development Programs through questionnaire's method. The questionnaire

was related to the development of effectiveness of teachers, competitiveness among teachers strengthens institutional mechanism at all levels and improves the psycho-social behavior of teachers. Further, for the qualitative results of the effect of FDP in the professional development of the concerned college teachers, the statistical data collected from these college teachers had been presented and analyzed.

For secondary data, we had collected data of higher educational status of Assam from various websites, Ministry of Education official data and the official portals of colleges and Director of Economics and Statistics, Govt. of Assam. Several articles of various journals and books both online and offline were also considered as references for the study.

Barak Valley of Assam is comprises of three districts such as Cachar, Karimganj and Hailakandi. Again from each district three colleges had been selected randomly. These colleges were G. C. College, Silchar, Silchar College, Singari and S. R. College, Kalain from Cachar district, From Karimganj District PDDUM College, Eraligool, S. V. College, Chandkhira and Karimganj College, Karimganj. Again from Hailakandi District, A. L. C. College, Algapur, S. K. Roy College, Katlichhara and S. S. College, Hailakandi. From each of the selected district 45 samples had been collected through questionnaires methods. The questionnaire was related to the development of effectiveness of teachers, competitiveness among teachers strengthens institutional mechanism at all levels and improves the psycho-social behavior of teachers. Further, for the qualitative results of the effect of FDP in the professional development of the concerned college teachers, the statistical data collected from these college teachers were presented and analyzed. Where, only those teachers who had already participated FDP were considered in the study. However, the total number of sample size of the respondents in the case study was 135 samples.

For evaluating the objectives of the study, primary data were collected by survey method using the well structure and pre-tested questionnaire from sample individuals through personal interview method. The questionnaire was set with a Likert scale where “Strongly Agree (5)”, “Agree (4)”, “Neutral (3)”, “Disagree (2)” and “Strongly Disagree (1)” has been considered. The borrowers were personally interviewed to ensure accuracy and comprehension of the data. To analysed the data, SPSS 26.0 and Microsoft excel have been used in the study.

Various tools and statistical techniques had been used in this study to analyze the data. Multiple regressions, KMO and Bartlett’s test for sampling adequacy, and factor analysis were the test which supports the study in well manner and fulfilled the research objectives. The use of each test is unique and having certain reason behind it as one sample test represents the test of difference, regression analysis to check the impact of independent variable on dependent variable, KMO and Bartlett’s test is specifically for analyzing sampling adequacy and factor analysis to identify the factors used in the study.

Multiple-regression was used where the independent variables were more than one and dependent variable is one. In this study the multiple-regression model was applied to find the impact of various factors on FDP and it was benefit the teachers on the psycho-social behavior on teaching learning environment.

$Y$  (Effect of FDP on PSB) =  $\alpha$  (Intercept) +  $\beta_1 X_1$  (PF) +  $\beta_2 X_2$  (IRF) +  $\beta_3 X_3$  (PRF) +  $\beta_4 X_4$  (FPRF) +  $\mu$  (Error term)

PSB: Psycho-social behavior, PF: Personal Factors, IRF: Institutional related Factors, PRF: Psychology Related Factor, FPRF: Future Prospect Related Factors.

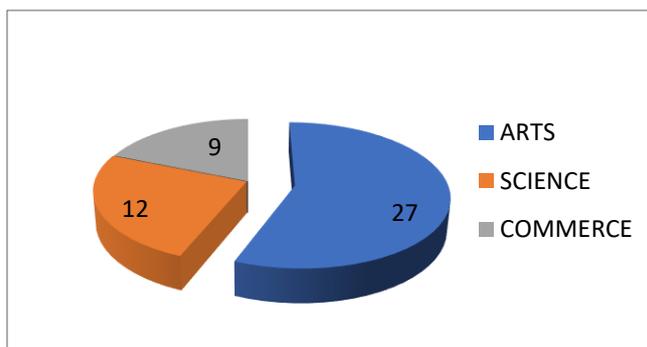
### **Review of Related Literature:**

#### **Major Findings of the Study:**

Faculty Development programme is expected to result in enhanced teaching performance by instructors and improve learning outcome for students. Such improvement included the development of new teaching skills, techniques, improved ways of desiring or implementing curricula, newer ways of viewing the student teacher relation and increased commitment to the education prospective. The outcomes of Faculty Development Programmes are:

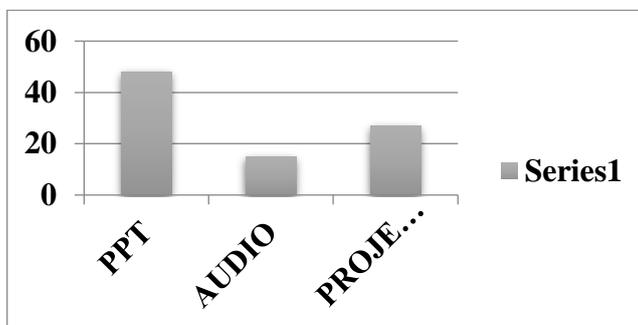
- 1 It Changes attitudes toward teaching and faculty development;
- 2 Gains in knowledge and skills;
- 3 Changing in teaching behavior; and
- 4 Changing in organizational practice and student learning.

To realize the effect of Faculty Developments Programme in teachers professional development, have been included in the case study. In this case study, we have collected data of 135 College teachers (Science, Arts, Commerce excluding medical College, Engineering College and other multi-disciplinary colleges), those who have already participated the FDP programme in the UGC- HRDC. The main focus of this case study is to highlight the changes in teaching behaviour of teachers before and after the FDP programme.



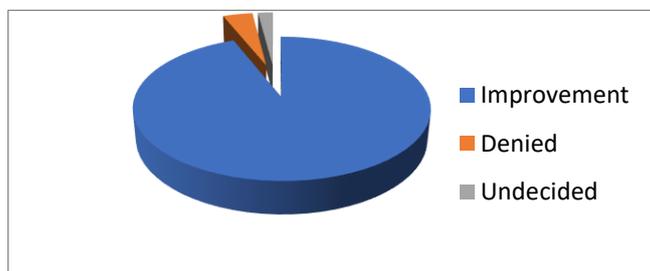
**Fig.: 1 Stream wise College Teachers of Assam**

- ❖ By doing survey through questionnaire method, it is found that, from 135 college Teachers of Assam agreed that Faculty Development Programme improved Professional skills as well as it has improved performance of College Teachers and also FDP has an effective impact on knowledge up-gradation.
- ❖ From our case study we found that College Teachers are very much familiar with new educational technology by which education for students becomes more interactive. We found that all the Teachers who participated FDP agreed that 48% of teachers agreed that Power Point Presentation (PPT) method is more effective. Among them 27% of the Teachers agreed that Projector technique is helpful, and only 17% of teachers agreed that audio teaching method is also effective for teaching.



**Fig. 2 Participants familiar with technologies**

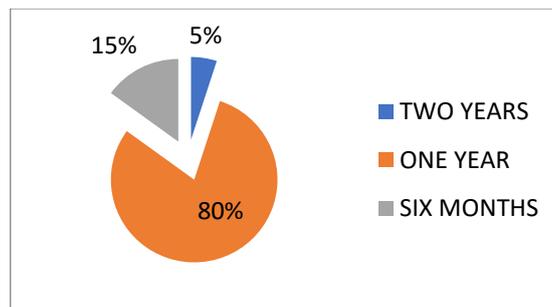
- ❖ It is found that there is significant motivational improvement of College Teachers by UGC Faculty Development Programme. In our case study, all 135 teachers realize that these types of programme really motivate faculties apart from monetary reward, such information will go a long way to suggest how to improve the performance of productivity of faculties.
- ❖ Effective communication is pivotal to achieve organizational goals and objectives. Through our case study, we found that 94% teachers agreed that FDP has significant improvement on communication skill, 4% have denied the significant improvement on communication skill and 2% were undecided.



**Fig. 3. Improvement on Communication Skill**

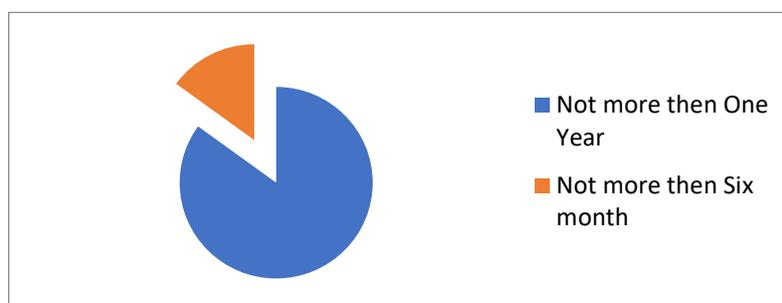
- ❖ The goal of education should be to prepare students for life rather than prepare them for attest. FDP elevates quality without diluting individual teaching style. By this study we identify that all teachers are fully agreed that the Faculty Development Programme is helpful for professional development and performance boosting of faculty by cultivating thinking skills. This FDP gives a complete new dimension of teaching, resulting in gaining information and proficiency that a faculty needs to be an effective mentor.
- ❖ In this case study, all Teachers have accepted that teachers act as “changing agent” in the student’s life and impacting the knowledge to the students is major role played by the teachers. Teachers should develop certain competencies for the welfare of both self and student.

- ❖ Faculty development programme encompasses all the activities that help faculty members to improve their capacity to become more effective instructors as well as to perform other components of their multifaceted tasks such as conducting research, contributing to administrative activities and writing publishable materials. Through questionnaire method from 48 teachers are satisfied that FDP is the preparation of excellent teachers who will in turn able to train and mentor future generations.
- ❖ Through FDP all 135 teachers realized that the growing number of blended, online and distance education courses, programs and degrees offered by higher education offers challenging new opportunities to re-examine teaching and learning. FDP create a culture that support thoughtful focus on teaching, while nurturing the sense of connectedness and collegiality that is vital to continuous innovation. In the data, 77% of agreed that FDP motivated the teachers, 15% of the teachers denied that FDP has not motivated the teachers while 8% teachers were undecided.



**Fig. 4. Time limit of Orientation Programme**

- ❖ FDP is conducted for faculties to ensure their smooth intake, familiarize with the colleges or university facilities, norms and culture, services, semester and examination and many more, while collecting data from 135 College teachers, 15% teachers suggested that Orientation Programme should be done within 06(six) month of joining, 80% teachers suggested that Orientation Programme should be done within one year, and 5% teachers suggested that there should be within two years..
- ❖ According to the survey of 135 College teachers, 85% College teachers suggested that there should not more than one (01) year of gap between OP and RC programme and 15% College teachers suggested that there should not more than 06(six) months of gap in between OP and RC.



**Fig. 5 Gap between Orientation Programme and Refresher Course**

- ❖ For successful FDP to happen, changes must take place at three basic levels—attitudes, process and structure. There must also be serious efforts to identify areas of needs of the targeted programme participants at needs assessment. All 135 College teachers who have already participated Faculty Development Programme suggested that
  - As compared to theoretical lectures, practical lectures should be increased.
  - As a resource person, working faculties should be invited.
  - Taught more participative and leadership activities.
  - Some lectures can be more specific to Humanities and social sciences.
- ❖ FDP encourages faculty members to gain knowledge and provide innovative approaches to develop the right pedagogical tools for the teaching-learning process. In this case study, all the teachers who have participated FDP, accepted that the aim of the programme is to raise quality of teaching process. And after FDP, teachers came up with many changes as they became more confident, able to explore new ideas, how to adjust in new environment and also develop better networking skills.
- ❖ After successful completion of FDP, all participants suggested that different measures of performance should be used in evaluation of FDP such as questionnaires, videotape recordings, student assessments and faculty reports. Student ratings focused on the perceived increase in active- learning, delivery of prompt feedback, clarity of lecture materials while faculty reported increases in their perception of competence and confidence related to lecture based teaching.

**The Development of Psycho-social Behavior of Teachers by Faculty Development Program:**

Exploratory factor analysis (EFA) is an often used multivariate technique of research studies, especially pertaining to social and behavioral science (Eysenck 1969; Cattell 1973). This technique is applicable, when there is a systematic interdependence among the set of observed and latent variables and the research is interrelated in finding out something more fundamental or latent which creates the communality. In the case study, psycho-social behavior of the teacher effects on different factors such as personal factors, institutional factors, psychology related factors, current and future prospect related factors.

In this study, the initial step is to compute a correlation matrix of 23 items of psycho-social behavior of the teacher. In the initial step, the correlation matrix of these items satisfied their significant level i.e. 3.22, which is greater than 0.000. The second reliability of the factor analysis depends on the size of the sample i.e. not less than 100 individuals per analysis (Gorsuch, 1983). In this study, the sample size is 135.

Table 1 shows the results of “KMO and Bartlett’s test”. KMO value is more than the recommended value of 0.6 (Kim and Muller, 1978), which determines that the sample is adequate to perform the factor analysis. The significance value is 0.000, which shows that the correlation matrix is not an identity matrix. Hence, the data fulfills the initial diagnostics of the exploratory factor analysis.

**Table 1: KMO and Bartlett’s test of sphericity and Measure of Sampling Adequacy**

|  |                    |          |
|--|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. |                    | .885     |
| Bartlett's Test of Sphericity                    | Approx. Chi-Square | 7018.522 |
|  | Df                 | 253      |
|  | Sig.               | .000     |

*Sources: Computed from field survey, 2023*

It may be observed from the table 1 shows that the value of KMO is 0.885 which is more than 0.6 hence it confirms the validity of the factor analysis. The value under the significance column is .000 which shows that the null hypothesis shall be rejected viz. The sample is not adequate and an alternative hypothesis will be accepted viz. The sample is adequate (Hair and Black, 1995).

The factor analysis has been applied with certain default settings and criteria. The factors have been grouped based on the Eigen values. The minimum Eigen values should be at least 1. Table 1 shows that the total number of variables or statements is 23; hence, 23 factors can be produced from factor analysis. However, with the help of Eigen values (more than 1), it is found from the table only 6 factors have been produced. These 6 factors explain around 84% of the variance which is more than the minimum criteria of variance explained i.e. 66% (Williams et al., 2012).

**Multiple Regression Analysis**

In the process of factor analysis, the factor scores of all the components were saved. These factor scores have been further used as the representative independent variables for their respective items. Since there are 6 factors in this case, hence there are 6 factors scores. In the multiple regression process, these factors scores have been named according to their nomenclature in the factor analysis.

The following multiple regression model was formed

$$Y \text{ (Effect of FDP on PSB)} = \alpha \text{ (Intercept)} + \beta_1 X_1 \text{ (PF)} + \beta_2 X_2 \text{ (IRF)} + \beta_3 X_3 \text{ (PRF)} + \beta_4 X_4 \text{ (FPRF)} + \beta_5 X_5 \text{ (ICRF)} + \beta_6 X_6 \text{ (SRF)} + \mu \text{ (Error term)}$$

PSB: Psycho-social behavior, PF: Personal Factors, IRF: Institutional related Factors, PRF: Psychology Related Factor, FPRF: Future Prospect Related Factors, ICRF: Income Related Factors and SRF: Society Related Factors

**Table 2: Model Summary**

| Model   | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|-------------------|----------|-------------------|----------------------------|
| 1   | .716 <sup>a</sup> | .513     | .503              | .61618                     |
| Predictors: (Constant), Personal Factors, Institutional related Factors, Psychology Related Factor, Future Prospect Related Factors, Income Related Factors and Society Related Factors |                   |          |                   |                            |

*Sources: Computed from Field Survey*

Multiple regressions were applied to find out the effectiveness of faculty development programme on psycho-social behaviour. Table 2 presents the model summary, the overall R is 0.716, and R square is .513 which means that the model explains around 51 % of the variation.

**Table 3: ANOVA<sup>a</sup>**

| Model  | Sum of Squares | Df  | Mean Square | F      | Sig.              |
|--|----------------|-----|-------------|--------|-------------------|
| Regression   | 117.076        | 6   | 19.513      | 51.393 | .000 <sup>b</sup> |
| Residual   | 111.244        | 293 | .380        |        |                   |
| Total  | 228.320        | 299 |             |        |                   |
| a. Dependent Variable: Effect of FDP on Psycho-social behavior of the Teacher  |                |     |             |        |                   |
| b. Predictors: (Constant), Personal Factors, Institutional related Factors, Psychology Related Factor, Future Prospect Related Factors, Income Related Factors and Society Related Factors |                |     |             |        |                   |

*Sources: Computed from Field Survey*

Table 3 presents the value of ANOVA and F value. The value in the significance column of table 8 is .000 which means that one or more variables show significant support for the dependent variable “Effect of FDP on Psycho-social behavior of the Teacher.” The impact of independent variables on the dependent variable “Effect of FDP on Psycho-social behavior of the Teacher” has been explained in table 4.

**Table 4: Coefficients<sup>a</sup>**

| Model                                  | Un standardized Coefficients |            | Standardized Coefficients | t       | Sig. |
|--|------------------------------|------------|---------------------------|---------|------|
|  | B                            | Std. Error | Beta                      |         |      |
| (Constant)                             | 3.840                        | .036       |                           | 107.941 | .000 |
| <b>Personal Factors</b>                | .384                         | .036       | .439                      | 10.765  | .000 |
| <b>Institutional related Factors,</b>  | .151                         | .036       | .173                      | 4.241   | .000 |
| <b>Psychology Related Factor,</b>      | .200                         | .036       | .229                      | 5.626   | .000 |
| <b>Future Prospect Related Factors</b> | .159                         | .036       | .182                      | 4.452   | .000 |
| <b>Income Related Factors</b>          | .284                         | .036       | .325                      | 7.978   | .000 |
| <b>Society Related Factors</b>         | .275                         | .036       | .314                      | 7.705   | .000 |

a. Dependent Variable: **Effect of FDP on Psycho-social behavior of the Teacher**

*Sources: Computed from Field Survey*

Table 4 shows that all 6 variables namely **Personal Factors, Institutional related Factors, Psychology Related Factor, Future Prospect Related Factors, Income Related Factors and Society Related Factors** show a significant effect of FDP on Psycho-social behavior of the Teacher.

### Conclusion and policy implications

The gross enrolment ratio (GER) in Higher education in Assam is a below the national average which is only 12.8% while in Delhi it is 41.2%. The 11<sup>th</sup> Five-year plan recognized two numbers of major problems of higher education viz., low enrolment and regional imbalance. The University grants commission report on “Inclusive and Qualitative expansion of higher education” has revealed the main challenges in higher education and suggested reforms for the 12<sup>th</sup> five-year plan. In the 12<sup>th</sup> five year plan the government has proposed the national level mission named “Rashtriya Uchchator Shiksha Abhiyan (RUSA) to achieve quality higher education with access and equity. In Assam's higher education system, a shortage of professors is a recurrent problem. One necessary condition for the state to get funding from the RUSA is the filling of faculty positions. In Assam, a lot of teaching positions are open in the institutions. The state's rural and underdeveloped parts lack suitable educational facilities. A further issue with higher education in the state is a high dropout rate. For the growth and development of human resources that can be accountable for the social, economic, and scientific advancement of our nation, higher education is a crucial sector. The goal of higher education in India is to fully and inclusively use the human resource potential of the nation. The recently announced policy. Any faculty development plan has as its goal improving the caliber of instruction. To ensure seamless faculty induction, familiarize them with the college or university's facilities, norms and culture, services, semester, and exams, among other things, FDP is held. And following FDP, teachers made a lot of improvements because they had more self-assurance, were able to explore new ideas, knew how to adapt to new environments, and had improved networking abilities. Three fundamental layers must alter for FDP to be successful: attitudes, processes, and structures. The targeted programme participants' needs must also be seriously considered while conducting a needs assessment.

### Suggestions:

- Different measures of performance should be used in evaluation of FDP such as questionnaires, videotape recordings, student assessments and faculty reports.
- Student ratings focused on the perceived increase in active- learning, delivery of prompt feedback, clarity of lecture materials while faculty reported increases in their perception of competence and confidence related to lecture based teaching.
- As compared to theoretical lectures, practical lectures should be increased.
- As a resource person, working faculties should be invited.
- Taught more participative and leadership activities.
- Some lectures can be more specific to Humanities and social sciences.

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2. [https://www.google.com/search?q=total+no+of+college+in+india&sxsrf=APwXEdfsAjPo1vnBNkze-mdio8nievk7-A%3A1681544617939&ei=qVU6ZOj1OKrDjuMPhaac2A4&oq=Total+no+of+college+in+India&gs\\_lcp=Cgxnd3Mtd2l6LXNlcnAQAARgAMggIABCABBDLAToKCAAQRxDWBBCwAzoICAAQCBAHEB46BggAEBYQHjoIC4QgAQQywE6CAgAEAgQHhANSgQIQRgAUMkFWPA2YKtFaAJwAXgAgAHZAYgBjheSAQUwLjkuNpgBAKABAcgBCMABAQ&scient=gws-wiz-serp](https://www.google.com/search?q=total+no+of+college+in+india&sxsrf=APwXEdfsAjPo1vnBNkze-mdio8nievk7-A%3A1681544617939&ei=qVU6ZOj1OKrDjuMPhaac2A4&oq=Total+no+of+college+in+India&gs_lcp=Cgxnd3Mtd2l6LXNlcnAQAARgAMggIABCABBDLAToKCAAQRxDWBBCwAzoICAAQCBAHEB46BggAEBYQHjoIC4QgAQQywE6CAgAEAgQHhANSgQIQRgAUMkFWPA2YKtFaAJwAXgAgAHZAYgBjheSAQUwLjkuNpgBAKABAcgBCMABAQ&scient=gws-wiz-serp)
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