Chapter 1

INTRODUCTION

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1.1 Introduction

Education plays a pivotal role in the development and growth of a country. The UNESCO Global Education Monitoring Report and the Education Commission's Learning Generation Report state that "171 million people could be lifted out of extreme poverty if all children left school with basic reading skills". Education empowers people by fostering independence, confidence, and self-esteem. Education does not limit its role in the development of intellectual skills and knowledge to meet the needs of strategic decision-makers and successful trainers. Furthermore, it is regarded as a tool for instilling values in citizens and eradicating false prejudices and ignorance from their minds. Education is a pre-requisite for employment generation and the development of the workforce in any country. The development of manpower entirely depends upon the education system that is being practised in a country, which contributes towards the development of a civic society.

India holds an important position in the global education industry, with the largest education networks and the largest reservoir of technically competent manpower in the world (Report of the World Bank, 2010). The quality of human resources can be enhanced either through the creation of knowledge or by inculcating skills in them. Knowledge creation is possible by educating the workforce with the intention of transferring the abilities and ideas owned by the older generation and guiding them towards inventions. A country's knowledge creation and dissemination should be advanced enough to place it among the

world's most economically developed nations. In order to ensure long-term sustainability, the higher education system should go through a great degree of transformation and innovation (Mukhopadhyay, 2019). The effectiveness of higher education can be measured in terms of the increase in the number of higher education institutions, the creation of a competent and skilled workforce, learning opportunities, exposure to research, innovative practices, and well-trained faculty members.

Higher education is demanded on the job market, and to enhance critical thinking abilities, the institutions must focus on quality. Along with well-equipped infrastructure, the availability of books and materials, and access to libraries and computer systems, priority must also be given to highly qualified faculty members. The contribution of faculty members to inculcate values and make them socially responsible should be appreciated. As a result, it is critical to focus the efforts of faculty members in higher education to reap the maximum benefits from them.

1.2 Higher Education

Higher education has to be considered an intense instrument to construct the learning-based society of the 21st century. (Nyangau, 2014). Primary education consists of training from the first grade to the fifth grade, where a child is empowered to learn, read, and write and becomes capable of entering secondary education. Senior secondary education includes the eleventh and twelfth grades, with the intention of preparing them for higher education and improving their abilities and crucial aptitudes. Vocational training is also taking place during this tenure. Higher education implies postsecondary or tertiary-level education. Any institution providing instructions and facilities to earn a university degree, diploma, or certificate can be considered an institution of higher education. India, being one of the largest higher education systems in the world, imparts higher education after the completion of senior secondary education. That is, a person will enter the higher education level after completing the secondary level, after the age of 18. The courses are provided either by the universities, affiliated colleges, institutes of national importance, stand-alone institutes, or professional colleges. An enormous number of courses are being provided by the institutes, which range from medicine,

science and technology, arts, music, law, theology, business, and others. Along with imparting knowledge, training is also increasingly included in the curriculum of higher education nowadays in order to create a competitive workforce. The history of higher education dates back to the establishment of universities in Europe in the Middle Ages. The higher education models of France, Germany, Great Britain, and the United States have been set as standards by the world.

1.2.1 Higher Education in Indian Context

India occupies a position of 'vishwaguru' in the context of higher education with her global eminence and wisdom. The Indian universities 'Nalanda,"Takshashila,' and 'Viramshila' are regarded as 'centres for global excellence' as well as the world's oldest. The Indian Higher Education System started its journey ages ago and has a deeply rooted history ranging from 'ancient', 'medieval', 'colonial', 'post-independence,' and 'contemporary'. The country has followed Vedic, Buddhist, Islamic, and English educational systems. In ancient India, religion was the basis for imparting higher education. Hinduism, Jainism, and Buddhism were the prevalent religions in that period. Religious education played a significant role in the growth, development, transformation, and dissemination of knowledge to people in society. (Ghosh, 2001). Two systems of education were developed: Vedic and Buddhist. The Vedic system used Sanskrit as their medium of communication, while Pali was used by the Buddhists. The development of the inner body along with the outer body was a focus at that time. They focused on transferring ethics and values in life like honesty, humility, discipline, self-reliance, and giving respect to all creations of the world. Ashrams, gurukuls, and temples were the study centres at that time, and even pujaris at the temple took part in learning activities. Along with the Vedas, Upanishads, Darshanas, and Tarka Shastra being taught, more emphasis was also given to algebra, geometry, and grammar.

Medieval India reflected a major phase of social and cultural synthesis. The Arabs and Turks arrival brought some cultural changes, which reflected in the educational sector as well. The education system at that time focused on the Islamic and Mughal systems. The main purpose to be served is the creation of

religious minds among people. Calligraphy and grammar were the most prominent subjects taught by them. Arabic literature, geography, philosophy, mathematics, politics, economics, and history were also taught. More focus on reading and writing in order to reform scripts was encouraged by the emperor Akbar during his period. Maktabs and madrasas were the centres of higher learning at that time. Some of the institutions even enjoyed the status of universities.

The Indian education system went down drastically due to the colonial conquest, and there was a replacement of the old system of education that led to the modern education system that is still followed in our country. During the initial phase, the British paid no attention for providing education to the people of our country. Later, due to the unmanageable size of the territory and to have a command over revenue and administration, educating Indians in English became a necessity in order to procure manpower. The Charter Act of 1813 was the first step taken by the British to modernise the education system in the country by allotting an amount of Rs. 1,00,000 for educating the Indian subjects. Christian missionaries played an active role in imparting education, but more emphasis was given to religious teachings. Macauley's minutes came out by ignoring the value of the oriental languages of India and placing more stress on tutoring western sciences and English literature. A comprehensive plan that conceived mass education in India is Wood's Despatch (1854), which is known as the "Magna Carta of English education in India'. In 1882, the Hunter Commission on Indian Education recommended that mass education be more successful through the adoption of vernacular languages. In 1902, the Raleigh Commission was set up to review the entire university education system in the country, believing that universities were factories producing students with revolutionary ideologies. The Indian Universities Act of 1904 brought all Indian universities under the control of the Government by giving more attention to learning and research activities. The Hartog Committee of 1929 recommended that primary education to be provided but that there was no need to stress compulsory education. The Wardha Scheme of Basic Education by the Indian National Congress (INC) places emphasis on "learning through activity" on the basis of Gandhiji's ideas published in Harijan. The Sergeant Plan of Education by the Central Advisory Board of Education focused on free primary

education and teacher training. There was a skewed growth of higher education in India during colonial rule. The English education system was beneficial to the urban elite class while ignoring others, which led to serious regional and class inequalities in the propagation of higher education in that era. The inherited system of higher education at the time of independence was too small, characterized by regional imbalances. A need for total transformation in the educational set-up was a real challenge to the people of India. Higher education institutions were fewer in number, with 20 universities and 500 colleges dispersed in different parts of the country. It was essential to build a network of universities and affiliated colleges due to the vast diversities in language and culture within the country and to accommodate all. Few women entered the field of higher education, and their participation was limited. Higher education plays an inevitable role in nation-building and economic development. The government of India set up many commissions in order to enrich the educational system of the country. The drastic growth of higher education in India after independence is marked by the appointment of various committees and commissions by the government and five-year plans (Ghosh, 2000a, p. 178).

The Radhakrishnan Commission (1948–49) was the first education commission after independence, which recommended the establishment of the University Grants Commission (UGC). The goal was to assess the state of Indian education and make recommendations for improvement. It has been recommended that both the central and state governments should take responsibility for financing the education sector. The commission also suggests redefining educational goals, standards set in education, courses, curriculum, funding, faculty, and job conditions. The National Council of Education, Research, and Training (1965) placed emphasis on financing higher education. It has been mentioned that the major trouble in upgrading higher education is raising finance because the Indian education system is complex. The Kothari Commission (1966) focused on the prominence of education in the social and economic development of the country. "The Kothari Commission noted that we should accord the highest priority to education and allocate the largest proportion of GNP possible to it" (Tilak, 2007).

The suggestion of spending 6% of national income on education has remained an elusive dream for the country.

India ranks second in terms of higher education networks and first in terms of total higher education institutions, but it lags in terms of average HEI size in terms of student enrollment (Agarwal, 2006). Educational institutions must ensure quality in higher education in order to produce enterprising and creative minds. Indian Higher Education is growing day by day, as is evident from the increase in the total number of Universities to 1047 from 20 and 41935 colleges from 500. The students' enrolment has also achieved a growth percentage of 178.09 on the basis of figures at the time of independence. (University Grants Commission, 2019). On the other hand, Indian higher education is confronted with some challenges that must be overcome in the near future. Poor quality of mentoring, constraints on research and innovation, uneven growth, fewer opportunities, and a low enrolment rate compared to other countries slow down growth (British Council, 2014). 'Expansion', 'Equity', and 'Excellence' are considered to be the major challenges of Indian higher education in the 12th Five-Year Plan (Planning Commission, 2013). As a result, more private players in higher education must be encouraged so that the country can reach new heights.

New Education Policy (1986) highlights the role of education, the national system of education, equality, education for women, scheduled castes and scheduled tribes, backward classes, and adult education. A revision was made to the 1992 Revised National Policy of Education, which introduced a new dimension to education by introducing distance education. Indira Gandhi Open University was one of the outcomes of this policy. Technical and management education, establishing rural universities, innovation, research, development, and declining unemployment were given more attention. The National Assessment and Accreditation Council (1994) was established by UGC as an autonomous body for assessing and accrediting higher education institutions in the country, with more emphasis on quality assurance and enhancement. The National Knowledge Commission (2005) aims to develop a blueprint to equip educational institutions with sophisticated technology and infrastructure in order to meet future challenges.

The Yash Pal Committee (2009) also sticks in renovating and rejuvenating the higher education system followed in the country. The National Commission for Higher Education and Research (NCHER) Bill, 2010, intends to promote the autonomy of higher educational institutions for the free pursuit of knowledge and innovation and to facilitate access, inclusion, and equal opportunity for all. Rashtriya Uchchatar Shiksha Abhiyan (RUSA), an umbrella mission to incentivize the state governments to improve higher education. The primary components of RUSA include the creation of new institutions, the expansion of existing institutions, infrastructural upgrades, establishing bodies such as state higher education councils, accreditation agencies, sectoral affiliations, academic examination reforms, etc. (MHRD Annual Report 2012–2013). NIRF (National Institutional Ranking Framework), a methodology adopted by the Ministry of Education, Government of India, was launched on September 29th, 2015, to rank institutions across the country. With the NIRF ranking procedure, the standard and quality of institutions are improving. The National Education Policy (2020) aims at transforming the Indian education system and making it par with international standards. The emphasis on providing quality education to all focuses on individual needs and a flexible and adaptive education system. The policy also aims for the creation of at least one oversized multidisciplinary HEI in or near every district by 2030.

1.2.2 Types of Higher Education Institutions in India

Any education imparted in post-secondary or tertiary institutions and which confers an academic degree, diploma, or certificate of higher studies upon the completion of the stipulated course is known as higher education. The three-level structure of Indian higher education comprises the university, the college, and the council. Universities are those that have the power to grant degrees and are classified as central, state, private, institutes of national importance, and deemed universities. Colleges are affiliated with universities but don't have the power to grant degrees and have to follow the instructions stipulated by the universities.

Following are the higher educational institutions in India:

Table 1.1

Types of Higher Education Institutions in India

Types of Higher Educational Institutions	Description
a. Central University	A University founded or established under a central act
b. State University	A University set up or established by a provincial act or a state act
c. Private University	A University founded by a sponsoring body through a state or central act, viz., a society registered under the Societies Registration Act, 1860, or any other legislation, a public trust, or a company registered under Section 25 of the Companies Act, 1956.
d. Colleges	Institutions that are not empowered to grant the degree in their own name and are, hence, affiliated with Universities.
e. Institutions of National Importance	An institution incorporated by act of parliament and declared as 'Institution of National Importance'.
f. Stand-alone Institutions	Institutions that are not allowed to provide degrees and therefore, run diploma-level programmes
g. Institutions under the State Legislature Act	An institution founded by a state legislature act.
h. Deemed to be University	High-performing institutions so declared by the Central Government under Sec. 3 of the UGC Act, 1956.

Source: Adapted from the University Grants Commission, (2021)

1.2.3 Growth Statistics of Higher Education in India

The higher education sector in our country has witnessed a tremendous increase in the number of institutions since independence. Among the HEIs in the country, the quantitative growth of universities acts as a leading element. A university can be defined as "a university established or incorporated under a central act, a provincial act, or a state act, and includes any such institutions as may, in consultation with the university concerned, be recognised by the University Grants Commission (UGC) in accordance with the regulations made in this regard under the UGC Act, 1956". Higher education is shared by the Centre and the States, and the coordination and determination of standards in universities and colleges are entrusted to the UGC and other statutory regulatory bodies. (Ministry of Education, 2022).

According to the Report of 2019–20 by the All India Survey on Higher Education (AISHE), there are 1043 universities and 42343 colleges in India. 78.60% of colleges, including aided and unaided, run by the private sector. Total enrolment in higher education has been estimated at 38.5 million, with 19.6 million males and 18.90 million females. As a result, 49% of the total enrolment is female. The Gross Enrolment Ratio (GER) in higher education in India is 27.10, based on the age group of 18–23 years. The number of students who are enrolled in undergraduate-level programme comes to around 79.5%, and out of the total student enrolment, only 0.5% enrolled in Ph.D. programmes during 2020. More than three-fourths of the colleges run in the private sector, which includes both aided and unaided institutions but caters to 66.30% of the total enrolment. It has been estimated that there are merely 74 female teachers per 100 male teachers in India. State public universities have the highest percentage of Ph. D students, followed by Institutes of National Importance with a percentage of 23.20, Deemed University with a percentage of 13.90, and Central University with a percentage of 13.60. The share of female students is lowest in institutes of national importance, followed by deemed universities and private universities.

Table 1.2

Type and Number of Universities in India

Type of Universities	Number of Universities
a. Central University	48
b. Central Open University	01
c. Institute of National Importance	135
d. State Public University	386
e. Institution under State Legislature Act	5
f. State Open University	14
g. State Private University	327
h. State Private Open University	1
i. Deemed University – Government	36

j. Deemed University- Government Aided	10
k. Deemed University – Private	80
Grand Total	**1043**

Source: AISHE Report 2019-20

1.2.4 Higher Education in Kerala Context

The performance of higher education in the state of Kerala is widely recognised as one of the most advanced in India. The state has attained a high growth rate in literacy, universal elementary education, and enrolment ratios in secondary education. The inequality among social, gender, and economic classes is negligible as compared to other parts of our country. Kerala possesses a higher education system that is capable of providing training and education covering human creative and intellectual endeavours.

The modern education of the state begins in the early 19th century, when it was under the rule of the East India Company. Both Christian missionaries and the colonial administration were keenly interested in establishing educational institutions to serve their personal interests. Likewise, the other states of India, including Kerala, followed the pattern set by the British to replace the indigenous education system with the western education system. The indigenous system of Kerala was well maintained and built in accordance with the caste system that was followed. The knowledge imparted during that period was barely confined to reading, writing, and basic arithmetic. Along with these, basic ideas on astrology and ayurveda were also transferred. It has been believed that it is necessary to have a basic knowledge of astronomy in order to observe nature and natural phenomena and to make predictions about weather and climate, which are crucial factors in agriculture. Imparting education to the artisan profession is done through caste groups. Kalaris are for imparting physical education and martial arts, while Assan and Ezhuthassan are for imparting literary education and are taught in Gurukkal, Vedic education, to Brahmins. Children belonging to the upper and intermediate castes were only permitted to study literary education, and the low caste people were never allowed to take part in any of the above education systems. The learners support the teaching community either with cash or in kind.

Christian missionaries paid special attention for teaching English and vernacular languages during the colonial period as part of implementing western education. The royal rulers of Travancore and Kochi supported the initiative taken by the Christian missionary by donating or leasing out the land and providing financial assistance to build up educational institutions. As a result, western education spread rapidly and substituted for the prevailing caste system of education. The Princely State of Travancore took over the responsibility of setting up schools, and the Government of Kochi followed the Travancore model to expand western education in their province. Later, the government started an institution at Kochi where both English and Western subjects are being taught. In 1854, Wood's Despatch, which is a detailed proposal for expansion of education in India, is forwarded to the Government of India by Sir Charles Wood and is considered to be the foundation on which Indian higher education is built. The proposal to start universities in provinces led to the establishment of universities in Calcutta, Mumbai, and Madras in 1857. Later, presidency colleges were started, which led to the beginning of the system of affiliation of colleges with universities.

The University of Travancore was established under an Act by His Highness the Maharaja of Travancore, Sri. Bala Rama Varma, in 1937, which was the first university in the state of Travancore. In order to check out the feasibility of establishing a university in the state, three committees were set up in 1919, 1923, and 1932. Ten colleges transferred their affiliation to the University of Travancore, which had earlier been affiliated with the University of Madras. Later in 1939, the government entrusted the additional responsibility of controlling government colleges to the University of Travancore. In 1949, when the princely states of Travancore and Cochin were merged, all the colleges that were affiliated with the University of Madras also transferred their affiliation to the University of Travancore. Although professional colleges in law, medicine, engineering, and education, along with a few established arts and science colleges, were maintained by the state itself, compared to the other two states, Malabar State was behind in higher education, and colleges were affiliated with the University of Madras.

After independence, social groups were inspired to set up schools and colleges in order to promote and popularise modern education. In Travancore and Cochin, the Christian community has already established schools and colleges. Nair Service Society (NSS) started setting up colleges at Changanaserry, Pandalom, and Thiruvananthapuram. In 1948, Sree Narayana Dharma Paripalana Yogam (SNDP Yogam) at Kollam and Muslims at Faroke set up their first colleges. The number of colleges in Travancore, Cochin, and Malabar increased by 1950. In 1956, Kerala state was formed by uniting Travancore-Cochin with Malabar. The first ministry, led by E.M.S. Namboothirippad and Education Minister Joseph Mundasserry, paved efforts toward the unification of higher education in the state. In 1957, the University of Travancore was replaced by Kerala University, with which the whole state of Kerala was entrusted. In the same year, the Department of Collegiate Education was established as an administrative authority for colleges. The Kerala Education Act, 1958, and the Kerala Education Rules, 1959, were the stepping stones of higher education in the state. The establishment of a second medical college in Kozhikode and a regional engineering college in Kozhikode, TKM Engineering College, Kollam, gave momentum to the higher education sector. The Senate of the University of Kerala decided to introduce two-year pre-university or pre-degree courses as part of college education.

The need for more universities was recognised due to the rising number of colleges in the state. The Kothari Commission Report (1964–1966) also recognised the demand for the establishment of a second university in the state. The Minister of Education, C.H. Mohammed Koya, appointed a committee to evaluate the need for establishing more universities in Kerala. Based on recommendations made by the committee, the University of Calicut was immediately established in 1968, followed by the establishment of Cochin University in 1971. Kerala Agriculture University was also set up in 1971 at Thrissur. An agreement reached between the government and management to overcome the trouble brewing in affiliated colleges is called the "Direct Payment Agreement," through which the fees collected from students will be deposited in treasury, the salaries to the college staff will be paid by the government, and the staff will be selected by a committee where management retains the power of making decisions. These provisions have

to be followed by all the universities, and it also provides quotas to students for getting admission in the ratio of 20% for management, 20% for scheduled castes and scheduled tribes, 20% or 10% for the community, and 40% or 50% on the basis of merit. Later in 1983, Mahatma Gandhi University was established. In 1990's the 'Sree Sankara Sanskrit University' at Kalady and the 'Kannur University' were formed. In 1996, the Indian Institute of Management, Kozhikode (IIM-K) was established, becoming the first national-level institute in the state. Sree Chithira Tirunal Institute for Medical Science and Technology being recognised as an institute of national importance and an autonomous medical school is considered to be a great achievement.

Since the 1990s, higher education in the state has gone through major policy shifts. The crucial one is the wide opening of the education sector to private parties and the flourishing of self-financing colleges. Kerala State Higher Education came into existence in 2007 and acts as a principal higher education policy input provider and strives to attain equity and excellence in higher education. In 2018, the State Assessment and Accreditation Centre were operationalized, becoming the first state-level accreditation agency in the country to function in accordance with the values proposed by NAAC. Recently, Kerala State Higher Education has also taken an initiative to improve teaching and learning outcomes via conducting a survey named the All Kerala Higher Education Survey. It is strongly evident from the above instances that Kerala has covered a long distance to build a strong position in higher education.

1.3 The role of faculty engagement in the higher education system

Faculty engagement is an employee's commitment to their work, and it is a self-driven process with the goal of achieving psychological satisfaction and meeting physical needs. Employee performance is thought to be the result of adaptability, competency, and engagement. As a result, it is theoretically proven that employee performance has a direct relationship with engagement. Human resources, which are abundant and unique in their own way, could be used more efficiently and effectively if the appropriate strategies were implemented. Teachers are considered to be the most talented and committed workforce available in the

country. Apart from being an economically dependent profession, it is considered as a divine profession by societies like India. The government, universities, and other statutory bodies take great care and measures to improve faculty performance and ensure quality. Many programmes, training sessions, and courses are being conducted by the authorities for the same. A group of well-trained and committed teachers produces the most talented citizens. The authorities should take significant steps to increase faculty engagement because it contributes to the development of society, institutions, and oneself. Engagement results in higher performance, which results in a higher level of satisfaction with the work performed by the employees.

The primary focus of a faculty member is to enhance the learning environment through clear instructions, the inclusion of applied research and scholarly activities, the application of information technology in the teaching process, and service that supports the fulfilment of the mission of the institution. The changing role of faculty members has widened to include effective teaching and learning, advising, academic counselling, being part of committee duties, evaluation of curriculum, the need for continuous assessment, taking part in applied research, other scholarly activities, and all those functions designed for the success of students and accomplishment of institutional mission. It is argued that a focus on enriching students' experiences of the field of study and practice is more closely and directly related to the aims of teaching in higher education. (Dall' Alba, 1993).

The role of the teaching community in higher education is widely spread in the areas of teaching, research, and service, which seem to overlap conceptually and practically. Teaching should intend to develop a student's level of thinking, activities performed, approach towards the subject, and interest in gaining practical knowledge of the concerned study. Hence, faculty members must try to create a platform for experiential learning. Faculty members who engage in active research and intense involvement in their disciplines will instil loyalty to their disciplines rather than their institutions. (Khosla). The institutional level service performed by faculty members includes participation in internal committees, advisory boards, mentoring, advising, and taking part in administrative work as program officers,

unit leaders, or heads. It's very tedious to maintain a balance in these three roles for a faculty member in this changing scenario.

Higher education is undergoing rapid evolution and reform as a result of the use of ICT-enabled services in the teaching and learning process. The faculty members are entrusted with a huge responsibility as knowledge creators for students and engaging them, which replaces their role as mere knowledge transferors. The teachers are supposed to prepare the students for facing the complexities of today's workplace. (Patel, 2018). There was a complete shift from traditional methods of teaching and learning to virtual-based learning, which presents a set of challenges for the teaching community. The set of challenges includes connectivity issues, the inability to assure student engagement, external noise and disturbances, developing innovative methods and strategies, and inculcating interest in students. Preparing online materials, slides, using ICT-enabled tools and applications, evaluating students, and conducting online exams all require significant effort, time, and energy. (Agarwal, 2020). The biggest challenge faced by the teaching community is keeping the students engaged and motivating them, as they are unaware whether they are paying attention to the classes taken or playing games and watching other videos by merely taking part in the online class. (Coderz, 2020). The COVID-19 led to the adoption of the blended learning model by the faculty members, through which video lectures, discussion forums, and doubt clearance can be made without any hindrances. But the sudden shift to a new method of learning may lack orientation and tend to create disengagement in students. (Latino, 2020). Hence, it can be concluded that a faculty member has a significant role in maintaining interest among students and strengthening the entire education system in the country. In this context, the researcher is very interested in studying the factors that contribute to faculty engagement and analysing the outcomes generated by the process. The researcher intends to develop a model for faculty engagement by analysing regulatory authorities' efforts to improve faculty engagement.

1.4 Need and Significance of the Study

India's higher education sector will continue to play a significant role in preparing the young talent pool as a result of an increase in the young and working-age population. Higher education institutions are faced with increased student diversity, advancement in technology, pedagogical approaches, teaching and learning outcomes, accountability towards society, the need for better engagement of students, globalisation, and the growing importance of research outcomes. (Vilkinas & Ladyshewsky, 2011). The higher education sector of our country is in deep trouble when comparing the higher education standards of foreign countries due to the slow adoption of many corporate management practises. It is clearly evident that Indian universities are lagging behind foreign universities in terms of quality standards and high-standard research publications. (Raghavan, 2017). Around 15,000 arts and science colleges operate in the country, which is a higher number than other HEIs. The student community in the age range of 17 to 23 belongs to arts and science colleges, which are considered to be in a transitional phase of youth, a period considered crucial enough to choose their career and life. There comes the role of faculty members, not only as knowledge disseminators, but also for instilling moral values and ideal behaviour and training them to become good citizens of a country. Moreover, the works performed by faculty members are highly demanding and stressful, and in the long run, this worsens due to lack of necessary resources, which may lead to burnout and other chronic health issues. (Doyle & Hind, 1998; Houston, Meyer & Paweai, 2006; Schaufeli, 2003). It is relevant to note that faculty members have a major role in shaping the future of a country. Hence, it is imperative to ensure that the most outstanding and efficient candidates enter the profession. (MHRD, GOI, 2020). But it is disheartening to know that the quality of teaching in India is struggling due to a wide range of issues relating to selection, on boarding, professional development, and talent management in relation to faculty members. (KPMG, 2019). The lack of emotional and psychological connections is said to have harmed classroom performance. (Raina & Khatri 2015) This lack of emotional and psychological connection may be due to an increase in workload, a lack of sufficient rewards and recognitions, the non-availability of resources, a lack of

interest among students, an unhealthy relationship with co-workers, and a lack of support from management. There comes the role of engaging the faculty members to gain maximum benefits from them for the development of students and the institution.

To highlight the relevance of a faculty member and to achieve the goals of higher education, it is mandatory that the government and institutions introduce various initiatives and measures. Despite the various efforts to improve the status of the academic profession, faculty motivation in terms of teaching, research, and service in HEIs remains far below the desired level. Hence, it is urgently needed to address the factors that contribute to faculty engagement, through which each faculty member could be made enthusiastic, engrossed, motivated, and happier in their work, which will be reflected in their performance. (MHRD, GOI, 2020).

Most of the theories and models for faculty engagement have been developed in a Western cultural context. A country like India, which has its own unique identity in the educational system and has the least similarity with other systems of education, cannot adopt the models and theories formulated by foreigners.

The studies that were done earlier in the Indian context were related to Quality of Work Life (QWL), motivating factors, and satisfaction levels among college teachers. In these studies, engagement is regarded as a predictor variable of job satisfaction, QWL, and faculty motivation. However, in this case, the researcher considers engagement to be the dependent variable, with job satisfaction, organisational citizenship behaviour, employee retention, and innovative behaviour as the outcomes of engagement. Considering this element, the researcher has to study its dimensions to have an understanding and acceptance of the importance of faculty engagement. Committed employees eventually become satisfied, which leads to increased productivity, this study is undertaken to know the determinants and tap a model for engaging the faculty members in the context of Indian higher education. It is crucial to grab the attention of the management and administrators, especially the policy makers, on the factors, dimensions, components, and outcomes of engagement among the faculty members of Arts and Science colleges

in Kerala. Hence, the outcome of the present study will help the regulatory bodies to utilise the potential workforce effectively in the higher education sector for the overall development of the country.

1.5 Chapter Scheme

The thesis is divided into nine chapters.

Chapter 1: Introduction

Chapter 2: Review of Literature

Chapter 3: Research Methodology

Chapter 4: Role of Regulatory Bodies to enhance Faculty Engagement

Chapter 5: Contributing Factors of Faculty Engagement

Chapter 6: Comparison of Faculty Engagement in different types Institutions

Chapter 7: Statistical Model for Faculty Engagement and its Outcomes

Chapter 8: Summary, Findings and Conclusion

Chapter 9: Recommendations and Implications

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