

RECOMMENDATIONS AND IMPLICATIONS

9.1 *Recommendations of the Study*

9.2 *Implications of the Study*

9.1 Recommendations of the Study

Based on the findings of the study, the following recommendations are made:

9.1.1 Recommendations related to Regulators/ Management/Superiors

1. The personal factors such as gender, age, years of experience, and designation of faculty members do not differ significantly in the case of Government and Aided colleges. Hence, it is advisable to frame common procedures and policies for the entire academic fraternity of Government and Aided colleges, rather than making separate policies for each category.
2. Organisational culture and policy, followed by department culture, are the organisational factors that contribute the most to engagement. Hence, the authorities or management should gear up to create and maintain a culture that boosts the commitment level of faculty members. Furthermore, to ensure better teaching experiences, HEIs must be equipped with basic infrastructure and cutting-edge technology.
3. Equip the faculty members with the mission, vision, and policies of the organisation.
4. Superiors/ Head of the departments should allocate the subjects according to the preference of faculty members which may contribute to high level of performance.
5. Leadership is a crucial factor that contributes to engagement. Excellent faculty members with high academic and service credentials could be identified, and with proper training, they could be posted in leadership positions at the college level.

6. It is critical to create platforms for networking opportunities in order to share faculty members' innovative skills, creative pedagogies, achievements in the field of research and their social commitments and with one another, as personal networks have been shown to contribute to faculty engagement.
7. It is advisable to replace the traditional means of education with alternative modes of quality education methods wherever found to be necessary. To meet current and future needs, digital platforms for teaching, research, and service-related activities must be optimised and expanded.
8. Continuous monitoring of the duties performed by the faculty members will yield greater results. Faculty members must be assigned tasks that must be completed within time constraints, which leads to greater commitment to their work.
9. Superiors/authorities must recognise the efforts and contribution of the faculty members. They should consider the good suggestions put forward by the faculty members and try to implement it and also give credit to that faculty who suggest it.
10. Superiors/ authorities must provide an environment for free communication and they must act as a mentor or counsellor or problem solver with subordinates.
11. The passion and dedication of faculty members should be recognised properly and encourage them to become more accountable.
12. Sufficient authority must be given to faculty members to participate in substantive decisions.
13. Regulators/ Universities/management must consider the morale of faculty members while dealing with the complaints raised by the students. Before making a final judgment, they must hear both the parties and make a quality judgment.
14. Regulatory bodies must also empower the faculty members to develop innovative teaching, research, and service practices within the approved framework.

- 15.** It is highly recommended to fix the student-teacher ratio in a scientific manner for effective teaching and mentoring of students. It could also enable the faculty members to find more time for research and other academic activities.
- 16.** Teaching is not merely dictating the syllabus to the students. In order to deliver a one hour class, the faculty members have to read a lot, prepare extra notes, etc. So, the Universities or regulators must design the curriculum of each programmes which can be completed with adequate teaching time in each semester.
- 17.** The current higher educational set-up, the system which confers graduation with three or four years of continuous assessment has changed and replaced with the one with Multiple Entry and Exit System (MEES) where they are able to attain either a certificate or diploma or degree according to their preference. The faculty members must be adaptable and equip themselves with these growing demands and ensure active participation of students. For this purpose, it will be necessary to redesign the curriculum and promote the use of flipped classrooms for attracting the students.
- 18.** Authorities should consider the basic requirements of the faculty members. They must promote the research and service culture of the faculty members and provide sufficient infrastructure and financial assistance for the same.
- 19.** As one of the most important factors in increasing engagement, faculty members must be sufficiently incentivized through appropriate rewards, recognitions, and promotions, and faculty members who fail to perform their duties must be held accountable.
- 20.** A fast-track promotion system with a merit-based structure must be developed, with greater weight given to high-impact research and other contributions. It may assure the engagement of faculty members.
- 21.** Authorities must revise salaries and pay scales and implement it on time.
- 22.** Administrators should develop and implement appropriate training and induction programmes to facilitate the transition of faculty members into effective educators in all aspects.

- 23.** Regulators/management must organise various Faculty Development Programmes (FDPs) through which faculty members could be able to get new ideas and knowledge which build confidence in the work they perform, which in turn creates commitment among them towards oneself and towards the profession and institution at large.
- 24.** Overlapping of even and odd semesters, university exams, centralised valuation camps etc. affect the quality of teaching-learning processes. So universities/ regulators must prepare an academic calendar in a scientific manner.
- 25.** Regulators must develop a systematic and sustained multiple assessment strategy that includes measurable outcomes, the development of rubrics to evaluate student outcomes, research outputs, and the documentation of activities performed. A continuous performance appraisal system for faculty members is highly required, with several parameters including peer and student reviews, professional development activities, innovations in teaching, research, and other activities performed in the institution.
- 26.** For faculty members, the list of clerical jobs seems to be endless and exhaustive. Minimise duplication of work and develop a systematic method to update the files, through which time saved could be used for meaningful research and other productive purposes.
- 27.** As per the norms propounded by the authorities, 16 hours in a week has been allotted for a faculty member for teaching. Likewise, it is necessary to fix hours for faculty members to spend on research and other activities. That is, a complete bifurcation of working hours for teaching, research, and service-oriented activities should be made, which will help them to perform all the tasks that they are expected to perform, which in turn makes them more engaged.
- 28.** Despite of the fact that many schemes and grants have been developed to instil a research culture, the statistical model indicates that faculty members are not heavily involved in research. In order to create a research culture among faculty members, regulators should review the existing schemes and policies.

- 29.** The Regulators need to identify the faculty members who have a strong desire and interest to take part in research-oriented activities, for providing them with adequate facilities and environment to fulfil their research aspirations.
- 30.** The management should also consider the interest of faculty members in their institution towards research and other activities and need to assure they are provided with facilities and environment to use their potential at the fullest. This will create loyalty and sense of belongingness among the faculty members.
- 31.** In order to promote the research which seems to be beneficial to the society, it is advisable to build a tie-up with local bodies and NGOs through which the researcher could use their analytical skills and problem solving attitude for the good of the society. Moreover, research work which could be practically possible could be developed through the association of faculty members, NGO's, and local bodies.
- 32.** It is highly recommendable to provide sufficient number of leaves to faculty members in order to participate in various kinds of seminars, workshops or conferences, both in national and international level, which improve the research aptitude of faculty members.
- 33.** It is advisable to set up a service unit under each college by assigning responsibilities to a group of faculty members and a set of students, through which greater participation of faculty members in service areas can be assured.
- 34.** It is advisable to include and prioritise community-based services in the curriculum and advise them to perform the services department-wise through which the faculty members could be more immersed in service-oriented activities.
- 35.** The policy makers should take efforts to build policies and regulations to promote service-oriented activities. The regulations and policies in the area of service engagement and community engagement seems to be negligible.

The regulators could identify the best practices which contributes to the society like biodiversity and environmental engagements, women empowerment, participation of various strata of society to interact and share their grievances, extension and outreach, effective implementation of Government schemes and creating awareness about them among public, water and waste management, institutional social responsibility, development of social progress index among students.

36. Superiors should try to provide constructive feedback in order to arouse confidence level of faculty members.
37. Superiors must try to develop healthy interactions with faculty members to make them feel happy and committed.
38. Superiors must consider the talents and skills of faculty members while assigning duties to them.
39. Extension programs and community engagement should be promoted by superiors.
40. Proper encouragement must be given to faculty members in order to help them to become a full-fledged faculty member.

9.1.2. Recommendations related to Faculty Members

1. Faculty members must be well connected the organisational policies.
2. Faculty members must adapt with new teaching-learning methods, learning management systems like MOODLE, Google class room etc. Innovative teaching methods should be incorporated in their traditional teaching methods. They must to try to develop e-contents.
3. Higher education system is rapidly changing. Government, NAAC, UGC & higher education councils encourage blended learning, set various parameters to contribute quality education. In order to cope up with these changing demand, faculty members must be engaged more seriously in their job related activities.

4. The system demands more accountability from the faculty members. So, each of them should take more responsibilities in their institutions. It is recommended that they must avoid blaming others and giving excuses.
5. Try to develop creativity and problem-solving skills to resolve various issues.
6. Faculty members must try to recognise the achievements of their peers which induces more than monetary rewards.
7. Faculty members must take effort to assess their level of engagement and connect it with outcomes. They must be willing to participate in and enjoy all activities that contributes to the growth and development of themselves and the institution, thereby ensuring faculty well-being.
8. Faculty members must try to understand the problems of their students and be a real mentor and tutor for them which will help the active participation of the students' community which in turn boost the performance level of the faculty members.
9. Try to collect feedback from students about overall performance and should consider their valuable suggestions for further improvement.
10. Faculty members should try to strengthen and update knowledge on a daily basis for effective mentoring.
11. As the engagement level of faculty members in the area of research is found to be comparatively low, it is suggested that faculty members devote more time to research activities and understand the significance and role of research.
12. Faculty members should take initiative and interest to generate authentic research output besides participating in internships or workshops. They can also try to build collaborations with national and international Universities through which work culture can be improved.
13. Try to attain good scores in h-index through quality research papers.

14. Faculty members should try to collaborate with members in other educational institutions and industries in the field of research and others to exchange ideas and facilities.
15. Faculty members should understand the benefit of being engaged, as it lead them to experience an enhanced feeling of connection which builds confidence level to work in their roles. The faculty members would also be able to reduce their stress level when they take part in engagement enhancement programmes.
16. Faculty members should try to balance their work and life otherwise they may get exhausted.
17. In order to reduce stress and work-related pressure, faculty members can practice yoga and meditation. They can engage in their favourite extra-curricular activities to reduce strain. More interaction with family and friends helps to curtail their stress level.
18. Faculty members have to focus more on positive side rather than negative side in institutional matters.
19. Faculty should identify their key strengths and should make a clear distribution of their workload through TRCPIE (Teaching, Research, Consultancy, Projects, Innovation and Entrepreneurship). They must be able to pick the components of TRCPIE workload based on their area of interest, domain, expertise, choice, and past track records.
20. Faculty members must try to create a cordial atmosphere in their work place which will boost their confidence level and commitments.
21. Faculty members should take initiative to identify best practices and to implement it.
22. The apex bodies like NAAC, UGC, assess the higher educational institutions based on their overall output. So continuous team work of faculty members will help to acquire more grades in each cycle. Therefore, Faculty members must work together and engage more in the institutional activities.

9.2. Implications of the Study

The present study focuses on the faculty engagement in the arts and science colleges of Kerala. The researcher identifies the factors that contribute to faculty engagement by taking into account the structure of Kerala's arts and science colleges. A faculty member's teaching, research, and service dimensions have been considered, and a comparison of Government, Aided, and Autonomous institutions has been made.

Since, empirical evidence shows that all of the factors are positively correlated with the dimensions of faculty engagement, which are in turn positively related to faculty engagement and its outcomes. More effort should be made by the faculty members and authorities to develop the contribution of factors in creating engagement and improving engagement outcomes. The study comprehends the role of regulatory bodies in enhancing the engagement level of faculty members. By estimating the level of engagement, the study advocates to policymakers how they can stimulate faculty members and make the best use of their talents.

