

## A STUDY OF PROFESSIONAL DEVELOPMENT STATUS OF RURAL ACADEMICS COLLEGES TEACHERS

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### **ABSTRACT:**

*Improving the quality of education hinges directly on the caliber of teachers and the teacher education system. This, in turn, relies on the availability of professional development opportunities for college-level educators. Enhancing the effectiveness of the academic college teacher education system presents a significant and formidable challenge, particularly given the evolving landscape of the last two decades. Consequently, it is imperative to reevaluate the professional development of academic college teachers.*

*The professional development of academic college teachers is grounded in the belief that teachers are crafted through learning and development rather than being inherently gifted. Teaching is often regarded as both an art and a science, requiring educators to not only acquire knowledge but also hone skills, often referred to as the "tricks of the trade." This paper aims to shed light on the concept of professional development for academic college teachers within the context of higher education institutions, with a focus on quality improvement.*

*The study conducted in this paper draws upon primary data gathered from a self-constructed professional development inventory administered to 120 academic college teachers in Nagpur city. The research employed a normative survey method. The findings suggest that the professional development status of the majority of academic college teachers is moderate, with only a small number falling into the low professional development category. This underscores the need for heightened awareness among academic college teachers regarding the enhancement of their professional development.*

*To address this issue, it is recommended that colleges and universities organize annual professional development activities, with mandatory participation for all teachers. Such programs can contribute significantly to the growth and effectiveness of academic college educators, ultimately leading to improved educational outcomes.*

**Key Words:** *Higher Education, Academic College Teacher, Education System, Continuous Professional Development.*

## INTRODUCTION:

Rabindranath Tagore once emphasized the idea that a teacher's ability to educate is contingent upon their own continuous learning. He likened this process to a lamp that can only illuminate others if it consistently sustains its own flame. In today's rapidly evolving era of knowledge expansion, even individuals with the privilege of receiving the most advanced education can quickly find themselves outdated. To remain current and pertinent, and to confront the challenges posed by alternative knowledge acquisition methods, the imperative of ongoing re-education, re-learning, and unlearning becomes evident. In accordance with the definition found in the Dictionary of Education by C.V. Good, education encompasses all formal and informal activities and experiences that equip an individual to take on the responsibilities inherent in the academic educational profession or to fulfill these responsibilities most effectively. The Educational Commission of 1964-1966 concurred, asserting that a robust teacher education program is indispensable for enhancing the quality of education. Investing in teacher education can yield substantial returns, as the financial resources required are relatively modest when compared to the significant enhancements in the education of millions that can result from such investments.

Teachers play a pivotal role in the realm of education, serving as influential architects of human development. They acquire this profound skillset through both pre-service and in-service teacher education programs. It is imperative to acknowledge that a deficient teacher education program is ill-equipped to fulfill this critical mission. In contrast to bygone eras when educators primarily focused on transmitting curriculum content to passive student audiences, contemporary classrooms are witnessing innovative pedagogical experiments. These pioneering approaches encompass project-based learning, the cultivation of critical thinking abilities, and the adoption of discovery-oriented learning methods.

This study falls within the domain of adult education, with a specific focus on the in-service training of teachers. The research was conducted across several colleges in the expansive city of Nagpur. The core objective of adult education is to enhance the capacity to learn effectively, with the ultimate goal of facilitating change, improvement, refinement, enhancement, or evaluation of knowledge, methodologies, or techniques, all in pursuit of dynamic progress, and particularly geared towards enhancing student achievement.

In-service teacher education programs offer valuable opportunities for educators to gain new techniques and adapt to evolving circumstances. These programs enable academic teachers to acquire additional skills and knowledge. It's crucial to recognize that an adult or teacher is fundamentally different from an older child. Even when their ongoing education is intended to address instructional gaps, academic college teachers are civil servants who already hold positions or have experiences that drive and shape their perspectives. These educators are individuals who have embarked on professional careers and can be seen as managers with a wealth of professional experience.

Academic institutions and schools represent esteemed social entities designed to facilitate communication and the dissemination of knowledge, skills, and positive values. The issue of education holds paramount significance for any nation aspiring to progress. This development should encompass social, cultural, intellectual, and economic dimensions concurrently, and overlooking the education sector can perpetuate a state of underdevelopment.

In the contemporary global context, universal education holds a distinct and prominent position within the policy frameworks of numerous countries, particularly those in the developing world. As highlighted in the World Bank report of 2014, education systems, in a general sense, are grappling with issues related to service delivery. While academic institutions and schools may be accessible to some, the malfunctioning of these institutions and schools also has broader implications for society as a whole. The education of students, both in a general sense and, more specifically, that of adults, has been a subject of concern for researchers and scholars for centuries.

**OBJECTIVE OF THE STUDY:**

To study the professional development status of academic higher educational working teachers.

**HYPOTHESIS OF THE STUDY:**

There is no significant difference between the professional development status of academic higher educational working teachers.

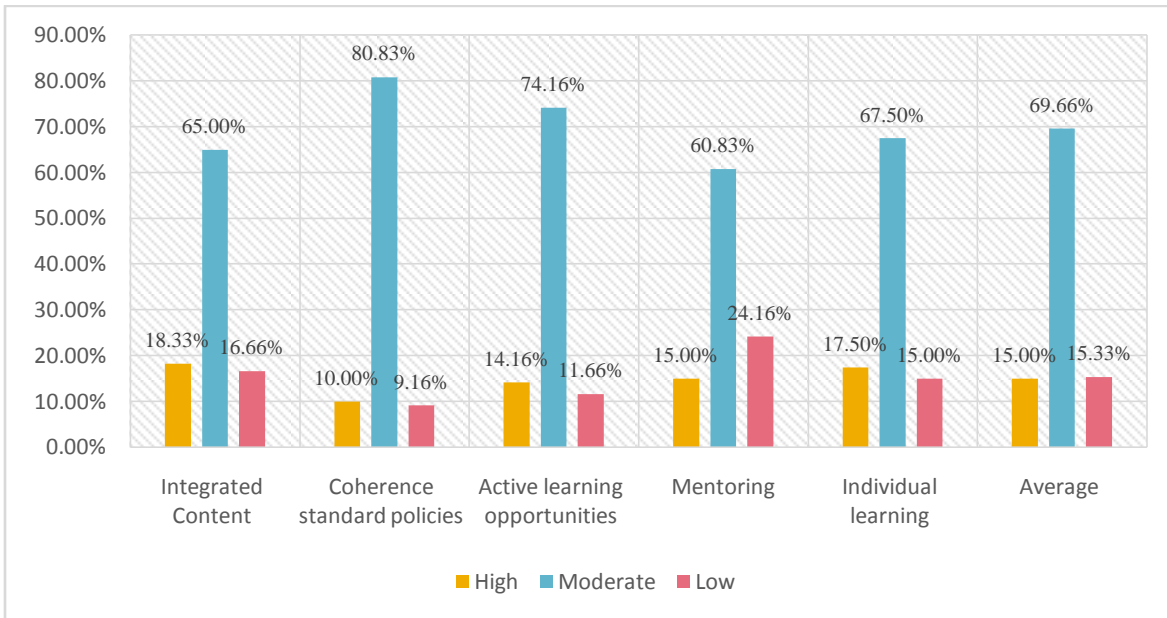
**RESEARCH METHODOLOGY:**

Normative survey method was use for this study. This study was the subject of quantitative research to analyze data collected from a professional development inventory. The target population was identified as academic college’s teachers in Nagpur city, the accessible population was selected based on the interest of the research, based on non-probability sampling known as convenience sampling. Total 120 academic colleges’ teachers were selected for this study. Analysis of data through frequency distribution, percentage and chi square test. Etc.

**DATA ANALYSIS:**

**Table no.1.1**  
**Professional Development status of academic colleges teachers.**

	Professional development	High		Moderate		Low		Chi square
		N	%	N	%	N	%	
1	Integrated Content	22	18.33%	78	65.00%	20	16.66%	54.20
2	Coherence standard policies	12	10.00%	97	80.83%	11	9.16%	121.85
3	Active learning opportunities	17	14.16%	89	74.16%	14	11.66%	90.15
4	Mentoring	18	15.00%	73	60.83%	29	24.16%	42.35
5	Individual learning	21	17.50%	81	67.50%	18	15.00%	63.15
	Average	18	15.00%	83.60	69.66%	18.40	15.33%	71.28



From the above table shown that, the professional development status of academic colleges teachers. It's indicated that, professional development of academic college teachers component of integrated content 18.33% academic college teachers belonging in high level of integrated content professional development, 65.00% academic college teachers belonging moderate level of integrated content professional development and 16.66% academic college teachers are belonging in low level of integrated content professional development status.

Professional development of academic college teachers component of Coherence standard policies 10.00% academic college teachers belonging in high level of Coherence standard policies professional development, 80.00% academic college teachers belonging moderate level of Coherence standard policies professional development and 9.16% academic college teachers are belonging in low level of Coherence standard policies professional development status.

Professional development of academic college teachers component of Active learning opportunities 14.16% academic college teachers belonging in high level of Active learning opportunities professional development, 74.16% academic college teachers belonging moderate level of Active learning opportunities professional development and 11.66% academic college teachers are belonging in low level of Active learning opportunities professional development status.

Professional development of academic college teachers component of mentoring 15.00% academic college teachers belonging in high level of mentoring professional development, 60.83% academic college teachers belonging moderate level of mentoring professional development and 24.16% academic college teachers are belonging in low level of mentoring professional development status.

Professional development of academic college teachers component of individual learning 17.50% academic college teachers belonging in high level of individual learning professional development, 67.83% academic

college teachers belonging moderate level of individual learning development and 15.00% academic college teachers are belonging in low level of individual learning professional development status.

Professional development of academic college teachers 15.00% academic college teachers belonging in high level of professional development, 83.60% academic college teachers belonging moderate level of professional development and 15.33% academic college teachers are belonging in low level of professional development status.

## CONCLUSION

The findings of this research bring to light several crucial observations that are imperative for ensuring the productivity of academic college teachers. The data generated from this study underscores that academic colleges are not adequately preparing their faculty for the challenges that future generations will face. These findings strongly imply the need for academic college administrators to prioritize the professional development of their teaching staff.

In the realm of educational research, the continuous quest for fresh insights is pivotal to enhancing the educational landscape. To confront the demands of operating colleges in the 21st century, academic college administrators must commit to ongoing self-education, positioning themselves as enduring mentors for their teaching staff.

If substantial improvements in education are to be realized, and if colleges are to enhance student performance and achievements, it is imperative to have effective leadership and a proficient teaching workforce. In order to sustain a skilled teaching workforce, prioritizing professional teacher training should be the utmost concern for educational leadership.

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