



## A STUDY OF PROFESSIONAL DEVELOPMENT OF HIGHER EDUCATION INSTITUTIONAL LEVEL TEACHERS IN YAVATMAL DISTRICT IN THE STATE OF MAHARASHTRA

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### **ABSTRACT**

*The goal of education is to shape the behavior of students so that they become whole individuals and effectively carry out their social responsibilities. The quality and excellence of education is a direct result of the quality of teacher education and is ultimately based on the opportunities provided to teachers for professional development. Bringing about a qualitative change in teacher effectiveness at the institutional level is a difficult task. Professional development programs are not only related to business and management but are also important for professionals such as technicians, engineers, doctors, teachers and others. Some professional development courses are officially recognized and candidates are awarded certificates. of course. The knowledge, understanding and skills acquired by teachers during their pre-service education are insufficient and do little to help them meet the challenges of a rapidly changing world. To address this challenge, in-service education or professional development programs are organized to expand and update teachers' skills and knowledge. Professional development programs support the theory that "teachers are not born" as opposed to "teachers are born". Teachers must know the skills that will help them solve class problems. This paper will provide insight into the professional development of higher education teachers, the need for professional development, types, challenges and recommendations.*

**Keywords:** Higher Education, Teachers, Professional Development.

### **INTRODUCTION**

Education is a continuous process of all the experiences, knowledge, understanding, insight, and wisdom acquired by individuals at various stages of life - formal, informal and non-formal. Education is an action or understanding that produces meaningful results for the individual's personality. It is also seen as a means to change, modernize, reform, and better understand the human experience. It is considered not only as a tool of social change but also as an asset of national development. Education also affects the development process where a person constantly

adjusts himself to his social, physical and spiritual environment in various ways. Education is an important factor in achieving rapid economic growth and technological advancement.

According to the Education Commission of India (1964-66), education should be relevant to the life, needs and aspirations of the people and thus become a powerful tool for social, economic and cultural transformation. Lodge (2014) points out that what is true is what broadens our horizons, deepens our understanding, sharpens our reactions, and stimulates our thoughts and feelings. Mahatma Gandhi (1937) said that Education involves developing all the best things in a child and a person - body, mind and spirit. It is knowledge that allows a person to learn multiple perspectives, skills and gain knowledge and experience, to express and share his identity through learning, and to adapt flexibly.

## **PROFESSIONAL DEVELOPMENT OF TEACHER**

Teaching is considered a noble profession. Teachers have always played an important role in bringing about social change, so they are considered useful for society. The field of education is very specialized and requires professional development to gain experience in this field. Professional development refers to formal education, specialized training, or innovative professional training designed to improve the professional knowledge, skills, abilities, and effectiveness of teachers, administrators, and educators. Professional development for teachers covers a wide range of topics and programs. For multi-year advanced programs, a two-week workshop may consist of a one-day conference. They can influence groups or each other online or in classrooms. Thus, professional development programs are widely recognized as important for organizational and individual effectiveness. Teachers need a certain level of teaching skills to prepare appropriate teaching materials, plan lessons, conduct group and individual lessons, and evaluate student progress. Teachers must also have adequate skills in diagnostic and evaluation skills. Teachers need a variety of professional skills to do their jobs. These professional skills include teaching methods, preparing and planning classroom lessons, classroom management, assessing student progress, mentoring students, and more. Therefore, teachers may need professional development to perform their duties effectively.

## **NEED OF PROFESSIONAL DEVELOPMENT:**

Various commissions and committees have emphasized the need and challenges of professional development for university teachers. In 1950, a US education official introduced the idea of formal teacher training at the university level. Research in the same field began in several universities in the United States, and when the study program appeared in the United States, they were admired and loved by many teachers there. Professional development programs enhance individual careers through research, workshops, seminars, travel and working with experienced professionals. Most professional development programs are either competency-based or general. General professional development provides general skills through basic education, while competency-based programs deal with improving management skills, leadership qualities, current skills, and individual productivity. These programs and courses are designed to develop individual professional skills and competencies.

Education is a lifelong process; it doesn't stop after you graduate or start a job. Continuing education can help a person develop their skills and become more efficient in their job. The need for professional development is

important in universities, where the goal of education is high for students and teachers. In this environment, students are expected to generate new ideas, synthesize information, create models, solve problems, and express themselves, while teachers are required to be critical and critical thinkers and help students as much as possible. The classroom is considered a place where information and ideas are exchanged. The traditional teaching approach is the established style in higher education institutions where teachers often teach in traditional ways and have been teaching for a long time. Therefore, there is a great need for professional development of teachers to break the stereotypes of teaching in universities. New theories and modern curricula recommend a shift from traditional and traditional teaching methods of lectures and individual sittings to activities that encourage student development, problem solving, and active use of knowledge. In order to be a qualified teacher, a teacher must have sufficient knowledge of the assigned subject. He cannot approach his students with confidence and inspire them to learn the necessary skills, attitudes and concepts if he is not effective in the classroom. To be an effective teacher, you must not only know the subject, but also have certain professional skills, such as preparing and planning class lessons, teaching methods, assessing student progress, and tailoring lessons to the needs of students. Teachers will communicate accurately and clearly to students and provide clear feedback to students. Professional development is useful for teachers, some of them are listed below.

**Effectiveness:** The main goal of most professional development programs is to make teachers more effective and efficient by doing things better, using different skills and techniques.

**Trust and credibility:** Professional development programs build trust among teachers by providing new insights and perspectives through education.

**Achieving Professional Goals:** Professional development helps teachers achieve their career goals and advance in professional ranks. These programs also help to motivate teachers to do better in their field.

**Stay up-to-date:** Professional development programs allow teachers to stay updated and up-to-date to meet the needs of students. It also helps teachers learn about the innovative approaches and methods that dominate the current system.

**Networking:** When development programs are done in groups, they help teachers network and connect with others and get feedback from them to be more efficient and effective.

**Influence and competence:** Professional development programs help teachers improve their knowledge and become more confident, gain trust, influence others and lead better.

### **OBJECTIVE OF THE STUDY:**

1. To study the professional development status for higher educational institutional teachers respect to their organizational professional development.
2. To study the professional development status for higher educational institutional teachers respect to their Self Motivated Professional Development.

## HYPOTHESIS OF THE STUDY:

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2. To study the professional development status fo higher educational institutional teachers respect to their Self Motivated Professional Development

## SCOPE AND LIMITATION OF THE STUDY:

This study conducted in the affiliated colleges in SGB Amravati university. Respondent for this study were selected in the higher educational institutional working in affiliated college in the district of yavatmal in the state of Maharashtra.

## RESEARCH METHODOLOGY:

In the present study normative study method were use for the respective data collection of the selected respondents for this study. On the base of purposive sampling technique were use for selection of sample for this study total 100 teachers working in higher educational institution was selected for this study. Data collection for this study were use self constructed inventory for the professional development higher educational institutional teachers. It's inventory standardized through five expert in the field of research and professional development area. In the study data analysis for the inferior statistical technique and conclude the result for this study.

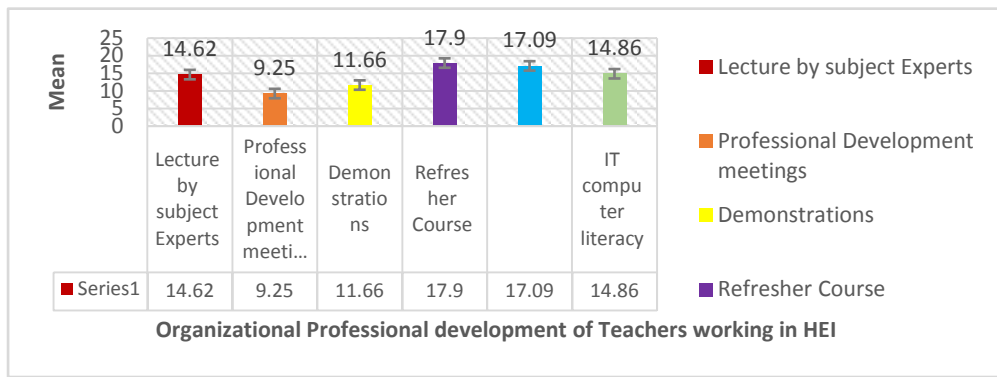
## DATA ANALYSIS

Professional development status of higher educational institutional teachers working at Yavatmal district are as follows.

**Table no. 1.1**

**Organizational professional development status of teacher working at higher educational institution.**

SV	Sum of Squares	df	Mean Square	F-Ratio	Sig.
BSS	43257	5	8651.4	7.927	
WSS	102586	94	1091.34043		
Total	145843	99			

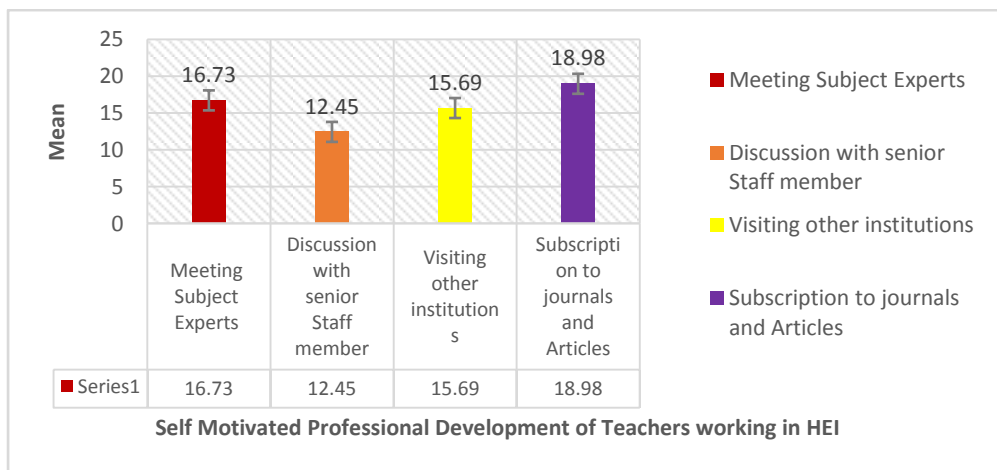


From the above table and graph show that the significant difference between the Organizational professional development status i.e. lecture by subject experts, professional development meetings, demonstrations, refresher course, workshop seminars conferences and IT computer literacy. It's significance related F-Ratio is 7.927. on df BSS 5 and WSS 94. This calculated F-ratio is significant at 0.05 level of significant. It's means that, various activity related to organizational professional development of teachers it's means score is significantly difference. Refresher course professional development status is effective compare to other activity related to organizational professional development. And very low level of status for the professional development meeting activity involvement of teacher in higher educational level.

**Table no. 1.2**

**Self Motivated Professional Development status of teacher working at higher educational institution.**

SV	Sum of Squares	df	Mean Square	F-Ratio	Sig.
BSS	33056	3	11018.6667	9.149	
WSS	115612	96	1204.29167		
Total	148668	99			



From the above table and graph show that the significant difference between the Self motivated professional development status i.e. meeting subject experts, Discussion with senior staff member, visiting other institutions

and subscription to journal and Articles. It's significance related F-Ratio is 9.149. on df BSS 3 and WSS 94. This calculated F-ratio is significant at 0.05 level of significant. It's means that, various activity related to self motivated professional development of teachers it's means score is significantly difference. Subscription to journals and Articles professional development status is effective compare to other activity related to self motivated professional development, and very low level of status for the self motivated professional development discussion with senior staff members activity involvement of teacher in higher educational level.

## **CONCLUSION & SUGGESTION:**

Teachers at all levels face many challenges to achieve high levels of professional development. In general, researchers have identified barriers to professional development as lack of training, lack of physical infrastructure, poor government policies, inadequate management, and insufficient time. Psychological barriers, such as teacher anxiety and stress, teacher frustration, lack of self-confidence in teachers. Lack of teacher interest, Lack of positive attitude towards teachers, Lack of motivation for teachers and teachers who feel incapable. Financial constraints are work environment, family environment, time commitment and energy requirements etc. India's higher education system is developing rapidly. As a result, the role of the teacher is given a lot. Continuous training of teachers is necessary because, due to the continuous development of knowledge in universities, the knowledge acquired during the initial training is lagging behind. Therefore, teachers are expected to excel in all aspects of higher education, especially in classroom practice. The role of teachers in higher education should be expanded as researchers, curriculum designers, managers, policy makers, consultants and service providers in various extension programs. Therefore, teachers must develop professionals to fulfill all these tasks. Professional development means improving teaching skills. Professional development programs include induction programs, orientation programs, refresher programs, workshops, seminars, conferences, etc. log in Therefore, in order to become a highly qualified teacher, one must develop professional effectiveness through effective and efficient methods available. Then only the higher education system will be fruitful and only then can prove itself as an asset of the higher education system and the nation.

Central and state governments should provide funds to teachers to carry out projects and research related to the teaching-learning process. The education department should encourage its staff to obtain higher qualifications to improve the professional qualifications and skills of teachers. A counseling center should be established for university teachers to provide psychological and professional counseling. Regular professional development programs should be organized such as refresher courses, workshops, seminars to help teachers learn about new skills and methods to be adopted for teaching and learning.

For higher education institutions, senior and junior staff meetings should be organized at the institutional level, which can build trust among junior high school teachers and provide an opportunity to exchange ideas that will help in their professional development. Personal verification must be done at the time of election. Teachers should be encouraged to participate in faculty development programs to improve their knowledge and skills in their field. Various programs should be installed to improve the language. Teachers should conduct action research and projects that will help them develop insight and understanding in their field and help them understand problems in their field.

For HEI teachers, teachers must be consistent in their subjects. Teachers should strive to achieve a high level of professional development. They should make the most of the resources available to them. They should use the internet properly to improve their skills. Teachers should participate in various professional development programs. Teachers should regularly share their experiences with other staff, both formally and informally. Teachers should develop the habit of visiting other institutions to learn about the latest strategies in their field.

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