

# PROFESSIONAL DEVELOPMENT OF TEACHERS IN HIGHER EDUCATION

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## ABSTRACT

This paper presents some aspects of the professional development in higher education Professional development is necessary for all the teachers of an institute (university ,college, school, etc.) .Professional development is a continuous process that usually starts with the pre-service degree and continuous through-out the whole career. The basic purpose of this research is to access the effectiveness of professional development programs and enhancement of the knowledge expertise and competence of teachers at higher level. This research is made over the lecturers of S.D Mahila Mahavidyalya Narwana. Data is collected from the four department of the college (English, Hindi, science and commerce) through survey and questionnaire. This paper is a study of techniques and methods like: seminar, symposium, workshops and research work adopted for professional development. This paper conclude that professional development is essential for teaching and learning in higher education. It helps teachers to overcome difficulties arising in their teaching enterprise. It also sets up professional interaction and support personal research.

## INTRODUCTION

Professional development bring up the advancement of a human being in his or her professional job.we make the assumption that teachers will have sufficient

knowledge and indulge himself/ herself in professional development activities: but actually they want to increase professional development, what facilities and resources are available to them? What do they about research work? Is professional development training opportunities given to them at their workplace to build up confidence? To find out answers to all these questions, research is done on the four departments ( Hindi, English, science, commerce) of sdmmv , Narwana. The results of this study have been subsequently to design professional development programme in an organisation. In this article our objective is to explain or describe the results of the survey, which gives a snapshot of the difficulties faced by teachers ,their Will power and their professional development needs.

## **LITERATURE REVIEW**

Professional development is a process of rising capabilities of teachers through access to education and preparation opportunities on the workplace through external an internal institute ( Luciana,978).it is moderatrly a means of supporting people in the workplace to know more about the surroundings in which they work,the job they do and how to improve it.( Dressel).

Understanding professional; goal and objectives Professional development is a long process that often starts with the pre- service degree and continues through out the carrier journey ( villages- Reimers,2003). The term continuing professional development ( CPD) usually refers to a range of inputs which support the development of teachers.After they have qualified and throughout the carriers (Madden and Mitchell,1993;12 in Jones and Robinson,1997).Define CPD in following term;

The maintainance and enhancement of knowledge, expertise and competence of professional throughout their careers according to a plan formula with regards to the needs of the professional ,the employer,the professions and society.

Ferman(2002) identified a wide range of collaborative and individual activities including working with an educational designer,attending workshops,discussions with peers,presenting at conferences,being mentored and undertaking professional reading.

Baume(1999) suggests that "choosing or making the right development opportunities involves first knowing something about the way you prefer to

learn about teaching". She then details a range of such opportunities including off-the-peg courses and workshops, conference, mentoring, action learning sets, reading, discussions with colleagues, learning by doing and reflection, and development through committees, working group, professional work, job shadowing and exchange.

Becher identified seven categories or modes of learning; Courses and conferences Professional interactions Networking Consulting experts Personal research Learning by doing; and Learning by teaching Becher suggested that

"a clear awareness of the large part played by other forms of interaction (beyond formal courses or events) might perhaps encourage professional schools in HEIS to adjust their own priorities: for example in helping to set up professional interactions, to promote and underpin specialist networks and to support personal research (ibid).

## **RESEARCH METHODOLOGY**

The research has been made on the lectures of SD MAHILA MAHA VIDHYALYA ( NARWANA ). data has been collected by survey and questioners. The lectures of the department of English , hindi, commerce, science were the population of the research. The sample size for this study was 28 . The research analysed and measured the data in statical or numerical form

## **DELIMITATION OF THE STUDY**

1. Due to time constraint a sample size of 28 was chosen to represent the whole teachers based on convenience sampling.
2. Depth study was not possible because of limited time duration, however sufficient data was collected to do justice to the work.
3. The study was limited to college area only.
4. The findings and analysis is completely based on the opinion of the respondents.

The research population includes four departments of sdmmv ( Narwana): Hindi, English, science and commerce. Questionnaire and survey were employed for collecting data. The research is based on four questions:

1. Sdmmv is doing very well in professional development activities.
2. Difficulty in managing research work with teaching workload
3. Lack of time ,lack of information as hurdle in professional development.
4. Lack of financial resources.

This diagram shows that English department assumes that their college has been doing well in professional development activities. No one thinks that, it is not difficult to manage research work with workload in the college. They said conferences are held to increase soft skills and professional skills.

In science department,100% staff members are in favour of professional development activities. Their college organises professional development activities in their campus. All staff members are in favour that research work is very difficult to be managed with their teaching classes.they think that due to lack of financial resources ,difficulty arise in professional development. They told that conferences are not expensive and time consuming.Their opinion is that conferences sharpen knowledge and new ideas and best practices are shared. They learn about the latest investigation and innovation. In conference new contacts are made with other colleagues and industry experts. Conferences create team building among participants.

In Hindi department,100% staff members told that professional development activities are effectively going on .they agreed their college has been doing very well in professional development activities. The college organises time to time workshops , conferences,seminars.All activities help staff members to enhance their knowledge and skills. 50 % of the staff members in Hindi department think that research work is very difficult to be managed with teaching workload during teaching days.extra time is needed to acquire these activities.62.5% teachers of Hindi department assume that lack of time and lack of information is a big hurdle in professional development activities.

Commerce department also assumes that due to lack of time they cannot increase their professional development and can't engage herself in professional development activities because of busy schedule.75% of the staff members say that research work is difficult to be done with classes in college. Because research work needs lot of time and peace of mind.

75% of staff members say that their college is doing well in professional development activities and 25% members say that there is a need to improve

and establish a system where everyone participate and introduce himself/herself to the activities like seminar, conferences,workshop etc.25% of the staff members say that conferences are time consuming and expensive. Teachers think that due to inability to arrive at a decision ,it is time consuming.

## CONCLUSION

Clearly, a major focus of this research was the professional development needs of the teachers. Lectures wants to do much more for their professional growth,but they felt need of organisational support.it was concluded that Hini,English,and science were fully satisfied with professional development activities going on. But only 75% staff members of commerce department says to they were satisfied and 25% staff members wanted more organisational support and professional growth activities.science department said conferences are better option for team building and confidence .The findings help in this research to know about the view of lecturers about professional development activities.

11% of the staff members have more than 15 years' experience in the field of teaching. They think that their college should be engaged more in professional development activities than they actually do. Now it is not enough to be only experts in their respective subjects but their is need of betterment of professional development activities. They think that research work is very difficult to be managed with their teaching classes. They assume a big hurdle in professional development is lack of will power after having experience more than 10 years.

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