

# A Study of Professional Development of College Teachers in Haryana

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## ABSTRACT

In the present study an attempt has been made to study the participation of college teachers in various professional development programmes to assess impact of professional development programmes in terms of their academic progress, and to study the opinion of stake holders in relation to relevance and impact of professional development programmes. The study was carried out on 3 districts of HARYANA under MAHARSHI DAYANAND UNIVERSITY ROHTAK (In each district 35 college teacher) in total 105 teachers were selected randomly constituted the sample. The data were collected through questionnaire for professional development of college teachers developed by the investigators. The simple percentage (%) analysis was calculated to study the professional development of college teachers. The results of the investigation reveal that most of the college teachers have not availed several UGC schemes and very few colleges have availed major research project. It was also found that the orientation I refresher courses helped most of the teachers in various activities of teaching learning process to large extent for their professional development. It was revealed that the consultancy service helped most of the teachers to access study progress, guide for social reformation, and advisor of professional bodies, research personnel, invited teacher and visiting faculty. It was found that most of the teachers have participated in seminar, some teachers organized seminar for their professional development. Lastly it was revealed that most of the teachers were satisfied with motivating incentives like reward, promotional benefit, revision of pay scale, citation, publication in reputed journals - national I international, involvement of team work and exposure to research environment for enhancing professional development to a large extent.

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## INTRODUCTION

The quality of a healthy nation and constructive society depends upon the quality of education and the teachers who imparts it. No one can deny the key role and prime importance of teachers in any system of education prevailing in any society or nation. The success of educational system depends largely on the quality of good teachers. Thus teacher plays pivot role in the educational system for transmission of intellectual and technical skills from one generation to next. Every profession demands commitment, integrity, accountability and honesty. Every profession has some value aspects and fact premise attached to it. The profession reaches to when it keeps the concept of service higher than anything else. Besides to do well in profession sufficient knowledge, management skill to handle man and material resources and technical knowhow are also acquired. Of all the professions teaching occupies a special position because it is the teachers who has to teach morality to his/her wards. In no other professions the value development of the stake holders is given special importance.

A profession professes to serve the society with a conscious understanding to serve the society, sound knowledge and expertise which are required for assuring highest quality service. It is the teachers who produce surgeons, engineers, lawyers, policy makers, statesman, defense personnel, managers, and teachers. Success in any profession depends upon up to date professional knowledge, fullest option and dedication along with ones efficiency and effectiveness. As teaching is a few soon, professional development of teachers is very essential in the context of rapid realization, globalization, liberalization and privatization for doing justice to the few soon. Professional development implies updating, strengthening and sharpening of the signal competencies and development understanding and insights in different process profession. Therefore professional development is essential for the wholesome elopement of an individual's personality and his functioning at the optimum level.

Its anoint systematic grow process for all individuals involved in teaching learning process. For professional development of teachers, a teacher requires several personal trait sell as professional competencies to do his job successfully. Some of

them are-knowledge te. various skills, training programmers, seminar, symposiums and workshops, actions and experimentation, field trip, outing and exchange programmers, awareness technologies, independent reading and study, peer collaboration and study group, dy. conducting action research participation in Educational debate, contribution to at:. Magazines and newspapers on Educational topics etc. es of the study To study the degree of participation of teachers in various professional development programmers. To assess the impact of professional development programmes in terms of their academic progress. To study the opinion of stake holders in relation to relevance and impact of the professional development programmes. To provide credible suggestions for professional improvement of teachers.

### **RESEARCH METHODOLOGY**

The investigators selected 3 districts of HARYANA under MDU ROHTAK. (in each district 35 teachers) in total 105 teachers were selected randomly constituted the sample of the present study. For measuring the professional development of college teachers, questionnaire for professional development of college teachers was developed by the investigators. The teachers were supplied questionnaire with given instructions to fill it properly without leaving any question. They have marked correct sign either one of the three point scale text. The filled up questionnaires were collected to analyze and interpret the data so as to evaluate the necessary conclusion. In order to interpret the collected data and describe meaningfulness of the results the data were analyzed with the help of percentage (%) statistical techniques.

### **MAIN FINDINGS**

The following were the findings of the present study: It was found that among the several schemes of UGC cent percent of college teachers were not provided opportunity of national fellowship, visiting associate ship, visiting professor, teacher fellowship, research scientist, emeritus fellowship, career award, and research associate ship to promote professional efficiency not at all. Only 1.59% college teachers conducted major research project to some extent to promote professional efficiency. Whereas 47.62% college teachers had conducted of minor research project to large extent for professional development. Whereas 6.34% teachers were conducted action research and 7.94% teachers were guided the students for professional development. Only 1.59o/o teachers were conducted major research project to some extent for professional development. Whereas 6.34% teachers were guided the students for professional development. Only 1.59% teachers were conducted major research project to some extent for professional development. 100% teachers were not at all associated I collaborated with research bodies and membership of research bodies.

It was revealed that 57.14% teachers contributed articles in books, journals, newspapers, magazines and communicated the thoughts or ideas to books, journals, magazines and newspapers to large extent. 38.10% teachers published research reports, 6.35% teachers involved in the publication of books, 5.71% teachers edited books, 8.25% translated books, 8.27% compiled research studies and 3.17% teachers published their thesis for professional development.

It was found that the orientation I refresher courses helped teachers 100% in various activities like diffusion of knowledge and information improving teaching proficiency, encouraged conducting research, encouraged to collaborating, encouraged to competency in theoretical and applied aspects of research, uses of internet, to understand the principles of pedagogy, to get career advancement, updated the knowledge, enhanced the professional competency, inspired to active, updated and research activities, awareness on new technology, prepare instructional material and to access study progress for professional development. -.94% teachers got help from orientation I refresher courses in guiding students for professional development. The consultancy service helped 100% teachers to access study progress for their professional development. Also consultancy service helped. 44.44% teachers as a guide for ocial reformation and 38.10% teachers as advisor I member of professional bodies. Whereas consultancy service helped 15.87% teachers as a research personnel, 7.94% teachers as an inYited lecturer and 6.35% teachers as visiting faculty.

It was found that cent percent teachers participated in seminar I symposium I workshop for their professional development. Whereas 15.87% teachers organized seminar , symposium workshop for their professional development. Only 1.26% teachers collaborated in exports of different university for their professional development.

It was revealed that the schemes like collaboration in experts of different university, teacher fellowship scheme, guiding dissertation work and availing fellowship to conduct re each inside & outside the country helped teachers 1.26%, 1.26%, 6.34%, 1.26% re.-pectively in improving their professional development. Whereas the schemes I activities state leave for Ph.D level work, short - term leave for research activities, conducting e each project, assisting in departmental project work, exposure to research environment d financial support conduct research project helped teachers 47.62%, 47.62%, 69.84%, -6.19%, 63.49%, 63.49% respectively in improving their professional development to large nent. It was found that teachers were satisfied 100%, 100%, 100%, 79.37%, 100%, 57.14%, - .19o/c, 79.37% respectively with the motivating

incentives like reward, promotional benefit, joining of pay scale, self appraisal report, citation I honor I recognition, publication in red journal -National I International, involvement in team work and exposure to research :ironmen for enhancing professional development. Whereas teachers were satisfied -7%. 25.10% with the motivating incentives like publication of books I text books and in post-doctoral work for enhancing professional development to some extent.

It was revealed that the professional climates such as co-operation of authority, support colleagues emotional I academic, co-operation from students, co-operation from parents munity, understanding community work culture, accountability and teachers for their ional development. Whereas administrative bottleneck of authorities helped only teachers for their professional development to some extent. But 100% teachers utilized library researches for their professional development not at all. Nsion Professional development is possible and all teachers need to become better in order the cause of education. Teachers are having the crucial role in nation-building by among students an unending urge for a perpetual quest for true knowledge. They can also help students to become honest, efficient and productive citizens of the country from the beginning. Any neglect on the part of the teachers will vitiate the process of education and harm the interests of the society at large for generations to come. Professional development leads to job-satisfaction and enhancement of self-esteem among teachers. The planners, educators, governments, UGC, NAAC, and ICSSR also have a vital role to play in this respect.

The colleges should provide all the opportunities of UGC scheme like national fellowship, visiting associate ship, visiting professor, emeritus fellowship career award, major research project to promote professional efficiency which leads to job satisfaction. All the teachers should involve themselves as contribution of articles in books, translation of books for their professional development. The teachers should participate in orientation I refresher course so that they can diffuse of knowledge and information, conduct research project, use interest, aware the new technology, understand the principles of pedagogy and guide the students for research work for profession and development lack of encouragement to guide in research activities was found among the college. The neglected area needs a thorough understanding. The reason may be that research is not treated as thrust area in such course. Authority should give priority if such courses are imparted not only for skill updating. Information transfer but also made for generating ideas pertaining to research guidance.

The teachers should be provided the consultancy service so that they can guide for social reformation, advisor of professional bodies. The teachers should organize the seminars. Symposium, workshop and collaborate in exports of different universities in order to develop their professional efficiency.

The teacher's salary scales, living conditions and academic environment in the institution are important determinants of teacher's performance and should be kept under constant review for periodic up gradation because negative effect due to disincentives, under expectations, lack of interpersonal support, absence of atmosphere for peer-group learning and poor follow-up action and supervision can greatly diminish the effects of the professional development programmers. Measures should be taken to provide college teachers with congenial working environment responsible and need based administrative policies, lucrative monetary benefits, promotion and job incentive etc.

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