CHAPTER I

INTRODUCTION

1.0 Introduction

In the modern world of knowledge and information teaching is characterized as a self consistent profession, requiring the higher degree of professional practice and higher standard of professional training. Teacher is the key agent of change in the present knowledge society. Though the teacher occupies a key position in the society as an agent of change yet, the teaching profession is undergoing turbulence. Lots of problems have to face by the teaching community. The profession has found under great pressure recent years. Professional demands accountabilities, bureaucratization of institutions; financial constraints have all challenged the professoriate.

Over the past ten years professional women in India have witnessed a quiet revolution in gender relations at work and family relations at home. Traditional social attitudes and cultural patterns have not changed. Overt discriminations may be receding but the old gender bias concerns may still be operational. The skills and confidence for carrier advancement are not fully acquired by woman professional in India.

Teaching is accepted as most honorable and comfortable profession by highly educated Indian women. For professional up-grading, woman teachers have to face lots of constraints. There is need of programs and policies to support the recruitment and success of women professional in higher education in India.
1.1 Concept of Profession

‘Profession’ stands for an occupation which requires some specialized study and training to provide skilled services and guidance. A profession implies acquisition of a fund of knowledge, range of skills and their application in the service of humanity. Carr Saunders has defined a profession in this way “A profession based upon specialized intellectual study and training the main purpose of which is to supply skilled service and advice to others for a definite fee or salary”.¹ In simple language a profession is a way of livelihood.

A profession is something a little more than a job, it is a career for some one that want to be part of society who becomes competent in their chosen sector through training, maintains their skills through continuing professional development and commits to behaving ethically to protect the interest of the public.²

Army Guttmann (1987) identifies four rewards of professionalism—the pleasures of performance, high salary, status and the exercise of authority over other people.³ Knowledge may be the fact that distinguishes these professionals from other works. Some of the major characteristics of a profession as follows—⁴

- A profession demands possession of a body of specialized and extended practical training.
- A profession renders an essential social service.
- A profession demand continues in-service training of its members.
- A profession has a clearly defined membership of a particular group with a view to safeguard the interest of the profession.
- A profession assures its members a life career.
- A profession evolves its own professional organization.

1.2 Professional Development

Professional development is learning to earn or maintain professional credentials such as academic degrees, formal course works, conferences and formal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally in corporation an evaluative stage.\(^5\)

Professional development is the development of a person in his/her professional role. It refers to the provisions of constant learning and developing opportunities to extend and broaden the scope of professional capacities of employees in relation to their roles and responsibilities. Profession defined as an occupation which required specialized knowledge or advanced learning.

A person enters the world of profession requires certain skills to perform it effectively. Merely choosing a profession and undergoing the necessary training does not make an individual an effective professional. To be an effective professional the person should enrolled himself in continuing professional development programs, attending specified training, national and international conferences, seminars and workshops, updating knowledge by regular private study and becoming a part of networked learning communities.
1.3 Teaching as Profession

Teaching is considered as a noble profession. ‘Teaching is not only a profession but it is the mother of all Professions’. Teaching as a profession implies that a candidate who has joined teaching he should take it as vocation that he has the aptitude of teaching. Teaching skills can be developed with the help of training program. It involves more than job skills and aptitude of teaching. There are some ethical considerations and social accountabilities and responsibilities. He/she should look like a teacher and behave like a teacher. It is said that a teacher has no personal identity like other profession. He/she should be an ideal person of a society as his students follow or imitate to a teacher. He is an architect of younger generation.

Teaching is also described as a higher-level decision making process. The act of teaching requires substantial amount of professional and practical knowledge. Teachers make professional decision each day for which they require thinking process of the higher- order and this professional thinking and planning goes on throughout the day in and out of the classroom.

More than a degree in the respective subject and other higher degrees, the teacher must possess the requisite qualities which distinguish an ordinary teacher from a resourceful teacher. Resourceful teachers are required who will constantly motivate students to transform them into vibrant personalities who will in the end serve the community and the nation with devotion and commitment. Education facilitates to a great extent, the socialization of the individual which by and large, takes place in the campus of educational institutions. Indeed, an excellent teacher makes an invaluable contribution to the community by producing capable, worthy and diligent students who
will become exemplary citizens possessing good character and caliber. In the world of teaching as a profession a person uses her/his effort to be a good teacher. Teaching has to become a mission. The moment it become so, the teacher is a very simple and direct value creator.

The teacher is expected to transform himself into a versatile professional; he/she must be so resourceful that he could pay equal attention to activities like seminar, group discussion, debate, quiz, public speaking, sports, community service and student council activities which are all essential for the overall development of the personality of a student. In this case, the teacher has to provide an inspiring ethos to student so that they move from the curricular to the co-curricular or extracurricular activities without feeling overburdened.

The teacher must possess confidence to keep abreast of the changes which impact the educational process. All teachers may not be aware about the changes taking place in their profession due to lack of information about the progress of the profession. Those teachers who are part of professional bodies or professional community networks take advantage, especially from the pertinent ideas circulated. At any cost teachers are expected to join the professional bodies both national and international and learn more about their subject and the modern practices followed in the teaching of their subjects.

1.4 Professional Development of Teacher

“A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame”. -Robindranath Tagore.

The strength and success of an educational system depends on the quality of teachers whether they teach in schools, colleges or universities. The quality of a nation
depends on the quality of education of its citizens. Actually the quality of education of a nation depends on quality of teachers in turn depends upon education teachers themselves have had. “A teacher’s personal qualities, educational qualifications, his professional training, his managerial skills and the place he occupies in the schools or colleges and in the community contribute to the quality of his teaching”.  

Teachers of the twenty first century have to possess technology and preachers skills, apart from the usual pedagogical skills. They have to become lifelong learners and kept on upgrading their professional skills so that they are able to bridge theory and practice and create a high quality learning environment in the classroom. With the support of accomplished professional teachers who are knowledgeable, resourceful and technologically oriented, strong nation can be built. In modern time only those teachers who are empowered with knowledge and technological skills would be able to deliver effectively.

A teacher, who periodically attends the faculty development training, seminars and workshops with simulated environment for teaching practices will be able to familiarize himself with the new trends, techniques and methodologies of teaching and thereby can form the standard of the profession.

Professional development is an ongoing systematic process which requires constant attention by the teacher whether he is working in a school, college or university. Teachers as professionals at the heart of educational development and in many cases play a dual role both as teachers and as administrators.

Formal experiences such as attending workshops professional meetings, mentoring etc and informal experiences such as reading professional publications,
watching television, documentaries related to an academic discipline etc. can provides teachers the parameters of assessment.  

Professional development of teacher is a lifelong process which begins with the initial preparation that a teacher receives and continues till retirement. Teaching experience leads to professional growth if a teacher examines his/her teaching systematically.

One of the characteristics of professional development is the realization of one’s potentials and shouldering the aspirations of the society. Another is self-steam and self-confidence in one’s own capacities. Teachers having a professional mindset will naturally follow certain key strategies to improve their professional conduct, like continuing professional development programs, attending specialized training, National and International conferences, seminars and workshops, updating knowledge by private study, engaging in serious research and becoming a part of the networked learning communities. In addition, they would publish book and articles, attending training programs or faculty development programs for upgrading skills, publication of papers at least 3 to 4 within two to five years, in national or international journals.

1.5 Need of professionalism in teachers of Higher Education

It has been found that the spirit of professionalism either in technical or non-technical field is not as expected. As a result satisfactory bench marking is not seen must in higher education. A number of Commissions after Independence of the country suggested improve mental measures for expansion and quality in higher education. But a number of factors are standing as obstacles in bringing quality in higher education
particularly lack of professionalism of teachers. Moreover to instill professionalism the following aspect need to be developed:

- **Self-introspection**: Professional development of an individual depends to a great extent on his self-introspection about work.
- **Self-Direction**: Teachers need to be encouraged to seek directions for themselves so that they may develop decision-making qualities as well as courage.
- **Self-Confidence**: If their collaboration occurs within the framework of mutual respect, acceptance and help, they would not only develop self-confidence but also be able to determine self-direction.

**The Objectives of Professional Development of Teachers in Higher Education**

- To enrich, elevate and empower teachers be able to access professional and personal growth of avenues.
- To empower the teachers serving in the higher education segment.
- To meet the 21st century knowledge explosion which is taken at a furious speed.
- To prepare committed, competent and professionally well qualified teachers who can meet the demands of the systems.
- To face the challenges of education system including higher education.
- To cater to the ever changing demands of the social system.
- To add more to their knowledge base and to acquire new skills.
- To build self-confidence and subject knowledge.
- To develop positive attitude, self confidence and proactive qualities.
To build on the collective knowledge and experience of employees and provide them with opportunities to acquire, practices and adopt new knowledge thereby enhancing individual, group and organizational learning and capacities.

To equip teachers with necessary skills to identify some of the challenges in their classroom and also to find suitable solutions.

To ensure better learning outcomes and offer opportunities for teachers to interact with teacher education.

1.6 Concept of Teaching Competency

‘A competency is best described as a complex combination of knowledge skills, understandings, values, attitudes and desire lead to effective embodied human action in the world, in a particular domain’ (Deakin Crik 2008).  

Teaching constitutes one of the major tasks of a teacher. Competency over this task of teaching is the essence of a successful educational system. The development of teaching competency among teachers is most essential. With more than half a century of research in this area, there has been no consensus regarding the meaning of the terms ‘teaching’, ‘competency’ and hence ‘teaching competency’ itself.

The term ‘competency’ has also been a debatable term. It refers to the criteria that determine teacher effectiveness. Although the reviews of research on teacher effectiveness (Ebel, 1969) point out the futilities of effort in identifying teacher effectiveness criteria, the recent upsurge in research provides a cautious optimism.  

Arriving at a more comprehensive definition, Rama (1979) defines teacher competency as ‘the ability of a teacher manifested through a set of over teacher
classroom behavior which is a result of the interaction between the presage and the product variables of teaching within a social setting.\textsuperscript{16}

Teaching competencies does not imply teacher’s competency. There are differences between teaching competency and teacher’s competency. Teaching competencies are focused on the role of the teacher in the classroom, directly linked with the craft of teaching with professional knowledge and skills mobilized for action. Teacher’s competencies imply a wider, systematic view of teacher’s profession on multiple levels, the individual, the school or college, the local community professional networks.\textsuperscript{17}

**There are four fundamental aspects of teacher’s competency skill\textsuperscript{-18}**

- Learning to think teacher.
- Learning to know teacher.
- Learning to feel teacher.
- Learning to act teacher.

There are six broad paradigm diagrams which should be seen as integrated, complementary aspects of teaching profession according to Paquay & Wagner\textsuperscript{19} are-

- The teacher as a reflective agent.
- The teacher as a knowledgeable expert.
- The teacher as a skilful expert.
- The teacher as a classroom actor.
- The teacher as a social agent.
- The teacher as a lifelong learner.
Teacher’s continues professional development is highly relevant both for improving educational performance and effectiveness and for enhancing teacher commitment identify and job satisfactory. Although they are interconnect with the feature and constraints of special school system. Teacher’s competencies have powerful effects on student achievement.

Teaching Competency Skills for Teachers in Higher Education

The activities that are performed by a college teacher in the class room may be classified as introducing, demonstrating, citing examples and exceptions, hypothesizing, reporting, conjecturing, conforming, contrasting, explaining, elaborating and concluding. Some of these activities relate to skills of teaching as these activities lead to learning. A college teacher involved in these activities will notice that certain specific activities emerge such as questioning the students, writing on the chalk board, accepting students’ answers, rewarding by nodding, smiling and gesturing, illustrating etc. These interrelated teaching acts which are observable, measurable and controlled and help in attaining the instructional objectives are called teaching skills and use them judiciously in their teaching process. A list of teaching skills developed at Stanford University, California is given below-20

1. Stimulus variation
2. Set induction
3. Closure
4. Teacher silence and non-verbal cues
5. Reinforcing pupil participation
6. Fluency in questioning
7. Probing question
8. Use of high order question
9. Divergent question
10. Recognizing and attending behavior
11. Illustrating
12. Lecturing (explaining)
13. Planned repetition
14. Completion of communication

Allen (1966) has indicated that ‘the identification of representative skills and the devotion of substantial time to this relativity will help teachers not only to become adept in the skills themselves but also to improve their original competences as well’. College teacher can improve their teaching skills, with peer group feedback or video feedback. The integration of teaching skills is expected to result out of continuous practice. The teaching skills which will be useful for college teachers are given below: 

1. Set induction
2. Stimulus variation
3. Questioning
4. Explanation
5. Closure.

Continuing professional development is considered a professional duty for teachers’ perceived need for professional development seems to be greater than the actual opportunities they have.
Teachers need activity to maintain and further develop their careers in an ongoing professional development process which helps at the same time supports the individual engagement and professional profiling of teachers.

To be a competent teacher in higher education teachers should ensure against obsolescence and continue to learn. They must be conversant with developing knowledge in different fields of education by taking full advantage of Academic staff Colleges, short-term courses, seminars, workshops and conferences organized from time-to-time. They need to continue their learning activities in order to be effective and useful to the student community over a period of time. Maintenance of a small professional library for ready reference and reading adds to the status of the profession. As the teachers gain experience in their fields, they should cultivate the habit of writing useful articles and contribute to professional journals. Within their financial recourses, they should purchase and read a few of the professional journals which will enlighten them.

Their professional work must extend to all the twelve month of the year. The teacher’s awareness towards his/her changing role and responsibility in democratic system of education is very crucial. She/he has to act as friend, philosopher and guide of the students and help them to march forward to establish a new social structure.

1.7 Recommendations of Different Commissions and Committees after Independence for Professional Development of Teachers in Higher Education

After independence in 1947, India’s prior aim of education policy was expansion at all levels as it was considered to be the key to national development. As a result,
enormous expansion took place in all the sectors of education. In case of higher education, there were only 20 universities and 700 colleges in the country at the time of independence. Now there are more than 523 university and 33,000 colleges at the end of XIth five year plan.

The University Education Commission (1948-49), headed by Dr. Radhakrishnan had recognized the lack of faculty development in India. It stated that the U.P. government had started a scheme in 1927 but that had to be abandoned for lack of funds. The Tamil Nadu Government used to have vocation courses for some years, but they too had been discounted. The commission desired refresher courses for high school and intermediate college teachers to be organized by each university. It suggested the certified attendance at such courses once in every four or five years to be made a qualification for promotion till the practice became a tradition. About the location for conducting such courses, it suggested that for humanities and mathematics, some good schools available at hill station during vacation could be used; for natural science however, the courses were suggested to be held at universities only because of the laboratory facilities. During 1960-61, the University Grant Commission Started financing a number of universities and colleges for organizing symposia, summer schools and refresher courses. It was extended during the second five year plan. According to the UGC report for 1960-61, a few summer schools and refresher courses were organized in mathematics and history of science.22

The Education Commission (1964-66) emphasized upon the teacher education and training in general for all stages of education, reiterating that a sound program of professional education of teachers was essential for the qualitative improvement of education. It observed; “Investment in teacher education can yield very rich dividends
because the financial resources required are small when measured against the resulting improvements in the education of millions. In the absence of the other influences, a teacher tries to teach in the way in which he himself was taught by his favorite teachers and thus tends to perpetuate the traditional methods of teaching. In a situation like the present when new and dynamic methods of instruction are needed, such an attitude becomes an obstacle to progress. It can be modified only by effective professional education which will initiate the teachers to the needed revolution in teaching and lay the foundations for their future professional growth. First rate teacher training institutions can thus play a crucial role in the development of education.23

About the professional preparation of teachers in higher education, Dr. D.S. Kothari, Chairman of India Education Commission (1964-66), pointed out “the most important component of a university is the teacher. Competent teachers can make good students and indifferent teachers can only produce students of indifferent quality”.24 The commission also observed that the university teacher had no opportunity to study the syllabus, plan lectures, consult the head of the department or other senior colleagues on the academic performance and on methods of teaching; it further observed that age old tradition on giving lecture and dictating notes had continued from generation to generation without any creativity in teaching. For the professional preparation of teacher in higher education, is reported as under:25

1. Some orientation to professional education is necessary for junior lecturers in higher education and suitable arrangements should be made for the purposes;
2. Newly appointed lectures should be given some time to acclimatize themselves to the institution and should be encouraged to attend lectures of good teachers;26
3. Regular orientation courses for new staff should be organized in every university and where possible, in every college;

4. In the bigger universities or groups of universities, these courses may be placed on a permanent basis by establishing a staff college.

The commission did not emphasize on a full-fledged training course for teachers in higher education.

As a result of the emphasis on the need of teacher development in higher education laid by the Education Commission for providing importance on the improvement and maintenance of the quality of education, the issue of faculty development programs had received more attention from all quarters by the 1970s, and a number of quality development programs were launched by a few institutions. The Maharashtra Government had initiated a scheme of training for lecturers of junior college; the campuses of Bombay and Poona Universities ran regular courses on teaching methods for college lectures; the Calicut University initiated a pre-service course of Master of college Teaching (MCT); the Department of Education of the University of Madras, on the other hand, initiated an in-service course on university teaching methods for the lectures, similar courses were being contemplated by the Osmania and the Mysore University of Baroda decided in 1975, to start an in-service training on methodology of teaching at the university level for fresh and newly appointed lecturers.

The University Grants Commission also initiated a number of programs at the national level for quality improvement and promotion of excellence in teaching and research. Some of such programs are as under-
- The program of summer institutes, seminars, refresher courses and academic conference was initiated to update teachers’ knowledge in their respective fields of work and to update them with modern curricula and techniques of instruction to enable them to improve their professional competence.\textsuperscript{27}

- In 1970-71 a scheme was initiated to organize orientation courses for junior and fresh lectures in methods of teaching.\textsuperscript{28}

- College Science improvement Program (COSIP) was initiated in 1971 for bringing about a qualitative improvement in the teaching of science subject at the undergraduate level in the affiliated colleges by a multi-pronged approach which involved improvements in the subject-matter, methods of instruction, syllabi, curricula, laboratory exercises, workshops, library and teaching materials. As on 31\textsuperscript{st} March 1994 COSIP was being implemented in 314 colleges.\textsuperscript{29}

- Another scheme, Colleges of Humanities and Social Science Improvement Program (COHSSIP) was started in 1974-75: new teaching methods, extension of library services, interdisciplinary programs, examination reforms, remedial teaching and field/project work etc were introduced as part of this program. Up to march 31, 1992, 685 colleges (including 50 teachers training colleges) had been assisted in the first phase, and 99 in the second phase of the program.\textsuperscript{30}

- University Leadership Program was established by the UGC to promote interaction between the faculties of selected departments of universities with similar department of
colleges affiliated to it so as to enhance the professional competence of college teachers. It also started some other faculty Improvement Program in 1974 under which teachers were to be trained for the Ph.D. degree since it was taken as axiomatic that the Ph.D. teachers would be better than the non Ph.D. teachers.\textsuperscript{31}

The National Commission on Teachers (NCT) in higher Education (1983-85)\textsuperscript{32} pointed out that strategies to improve faculty have not met with desired success as only about two-thirds to three-fourths of the college teachers and one third to half of university teachers participated in any seminar, summer school/workshop, training program or research project and hardly a quarter of either college or university teachers availed of the study leave.

The Mehrotra Committee re-emphasizes the need of professional development of teachers and suggested; (i) orientation program for new teachers, (ii) refresher courses for teachers in general which should focus upon two main facets-(a) exposure to newer materials, and (b) better ways of disseminating the existing and new knowledge.\textsuperscript{33}

Remarkable development can be counted during 1986-87 after the adoption of The National Policy on Education (NPE) and the program of action (POA) for the implementation of the policy. The NPE (1986) lays down Teacher education is a continuous process and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled.” Emphasizing the role of teachers in the formulation and implementation of educational programs as agents for social change, it states the teacher should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs, capabilities
and concerns of the community and also to undertake research and experimentation. The government and the community should endeavor to create conditions which would help motivate and inspire teachers on constructive and creative lines. To implement the NPE, the POA proposed the following—

(a) To organize specially designed orientation programs in teaching methodologies, pedagogy, educational psychology etc. for all new entrants at the level of lectures;

(b) To organize refresher courses for serving teachers to cover every teacher at least once in every five years;

(c) To organize orientation programs by using the internal resources of universities and by bringing a number of colleges together;

(d) To encourage teachers to participate in seminars, symposia etc.

Training of teachers has been specially mentioned in the seventh Five Year Plan laying down that faculty improvement program will be designed to impart knowledge of new methods and techniques of teaching, learning and evaluation, to develop a national value system and to prepare the teachers for the task of restructuring undergraduate courses.

For the implementation of the NPE, POA and in consonance with the Seventh Five Year plan the UGC formulated a scheme for the orientation of newly appointed college and university lecturers called the Academic Staff Orientation Scheme (ASOS). It brought the scheme to the universities and proposed that at least one Academic Staff College would be established in each of the states in the country. Presently 66 ASCs were established. (Source: All India Survey of Higher Education-2014-15)
The need for professional development of college teachers was pointed out by the National Policy on Education in 1986. ‘Education has continued to evolved, diversity and extends its coverage since dawn of education to express and promote its unique socio-cultural identity and also to meet the challenges of time’. These are the words of the National Policy on Education. (NPE1986).37

The Yaspal Committee Report (1993) on learning without burden recommended that the emphasis in these programmers should be on enabling the trainees to acquire the ability for self-learning and independent thinking. In 1993 National Council for Teacher Education (NCTE) established by Govt. of India for the maintenance of standard and improvement of quality of teacher education in the country.

During the last decades, National Council for Teachers Education (NCTE) took up joined hands with the National Assessment and Accreditation Council (NAAC) to foster quality assurance and substance.

The UGC has extended scope of training to administrative staff of all categories in colleges and universities including UGC staff in XIth plan. At present in India UGC have several schemes for up-grading and the professional competency of teachers.

The World Bank in its report has commented that high quality and well motivates supportive professional culture are essential to building excellence (World Bank 1994). Also UNSECO has endorsed the importance of teaching staff and its professional development in higher education by passing a recommendation on the topic at its General Conference in Paris in 1997. 38

The UNESCO report on education (the Report of the Delores Commission on Education for twenty first centuries, 1996) suggested the need to re-define the scope of
learning with focus of four kinds of learning, described as the “four Pillars of learning”. They are:\(^{39}\)

- Learning to Know
- Learning to do
- Learning to live together
- Learning to be

Teachers have to possess new skills and abilities to meet the demands of the twenty-first century. In this context it is advisable to appreciate the other salient points of UNESCO report on education which pinpoints the “New Goals for Education’ in terms of new skills and abilities to be developed, which are given below:\(^{40}\)

- Understand the new century
- Managing change in a rapidly changing society
- Learn to keep on learning
- Develop skills for self-employment
- Skills for improved management of information
- Ability to cope with stress

In the new world, which has been characterized by the deep impact of the ‘Information Age’, ‘Knowledge Society’ in which knowledge has become the central theme and the real power, teachers will have to acquire adequate relevant knowledge and develop appropriate skills to make the new generation learner faces the challenge with confidence.
1.8 Recent steps Taken by UGC for Development of Teachers

Recently various steps taken by UGC for professional development of teacher in higher education, presently 66 Academic Staff Colleges (ASC) have been set up in the university system for conducting specially designed orientation programs of four weeks duration for newly appointed teachers and refresher courses of three weeks duration for in-service teachers in universities and specialized institutions have been identified as UGC Refresher Course Centers (RCC)

Faculty Improvement Program (FIP)

Enhancing the academic and intellectual environment in the institution by providing faculty members with enough opportunities to pursue research and also to participate in seminars/workshops for updating their resources and pedagogy skills.

The main objectives are -

- To provide an opportunity to the teachers to lead to the award of M. Phil/Ph.D. degree.
- To provide an opportunity to young faculty members to spend a short period of two weeks to two months at institution of their choice for a better academic exposure.
- Permanent teachers who are of not more than 45 years of age with minimum of 55% marks and having 3 years of teaching experience on the date of submission of the application for the award of teacher fellowship are abilities.
Bilateral Exchange Programs

UGC has been implementing the provisions of bilateral exchange program in the field of higher education between India and various other foreign countries. During 2009-2010 UGC had implemented cultural and educational exchange programs with 44 countries.

Research Awards/Project /Fellowships/Scholarships:

Major and Minor Research Projects

To promote excellence in research in universities and colleges in all disciplines UGC provides financial support to permanent teachers whether working or retired. Research project may be undertaken by an individual teacher or a group of teachers.

Research Workshop, Seminars and Conferences

Financial assistance to universities and colleges is provided by UGC for organizing programs such as Research, workshops, seminars and conferences both at the national assistance to Indian National Science Congress, Indian Social Congress for the same purposes.

Research Fellowship (JRFS)

Junior Research Fellowship for Indian National Under the scheme students/research scholars who have qualified national level test conducted by the UGC/UGC-CSIR/SE are awarded fellowships to pursue research leading to M. Phil/Ph.D. in various disciplines .The number of JRFs has been increased two times.41
1.9 Status of Women in Higher Education in India

The number of women students enrolling for higher education in India has shot up and Goa stands first and Kerala second in terms of enrolment. Women enrolment in higher education which was less than 10% of the total enrolment at the time of independence has risen to 41.5% in the academic year 2010-11.

Out of 169.75 lakh students enrolled in higher education in 2010-11. Almost 70.49 lakh wear women. Among the states, Goa with 61.2% topped incase of women enrollment followed by Kerala (56%), Meghalaya (51.8%).

Majority of women in the country are enrolled in non professional graduate level course 41.21% of women enrolled in the arts stream followed by 19.14% in the faculty of science and 16.12% in commerce and management. The number of women enrolled in faculty of education was 4.60% medicine was 3.85% and in engineering technology in 2010-11 was 11.36%, women enrolment facilities of Agriculture and Veterinary Science has been miniscule the enrolment position of women students enrolment for master’s level courses has been 12% while a small proportion, that’s 0.8% of the total enrolment.

At the end of the fourth year of XIth plan (2007-2012) the number of university has gone up to 523 and number of colleges to 3023 thus registering an increase of 44% in the number of university and 56% in the number of college in comparison to the figures at the end of Xth Five Year Plan.42

(Source UGC Annual report 2010-11)
1.10 Prevailing Status of Women Professional in Higher Education in India/Assam

As the percentage of women achieving higher education was very less during the period of independent in our country, number of women in teaching profession in higher education level was also negligible. Gradually the percentage was increased with increasing number of women in higher education. Presently almost half of the population in India is occupied by women. They are the half of human recourses. But it is very unfortunate that for long years there have been a strong bias against women and their by there is a tendency to deny equal socio-economic opportunities for them. This neglecting attitude towards women is prominent in many respects, particularly in the higher education field.

The number of total teachers at university level is around 1.56 lakh out of which 68% are male and 32% are female. At College level the numbers of teachers are 10.8lakh with 60% of male and 40% female teachers. Looking at female per 100 male teachers there are 45 teachers at university level and 67 female teachers per 100 male teachers at college level respectively.43 (source: All India Survey on Higher Education 2013-14)

Analyzing the educational progress of our country at various levels it is found that today the educated women playing a very significant role in over all development and progress of education. Though, teaching is accepted as most commonly choose profession for women yet, women have to suffer for the hegemonic masculine ideology. Especially in case of higher education gender inequality found about the number of teacher. The women who are engaged in teaching profession at higher education level have to suffer lots to maintain their dual role home and profession. So, women teacher
have to struggle with effort to maintain the continuity of professional development and to prove their worth and potentialities.

Like other part of the country there is a wide gender gap of teachers in higher education in Assam. The number of total female teachers in college level was 13 in 1961, which was increase up to 65 during 1970.\(^\text{44}\) (Source: Directorate of Public Instruction, Assam). Though the number gradually increased during last Two decade yet, present the number of women teachers in college level is not satisfactory. Presently there are 34.16\% female teachers respectively in college level. (Source: All Assam College Teacher Association Record 2016).

The Percentage of women teacher in the colleges of Nagaon district is near about 35.2\% which is likely to be some with all Assam average. (Source: Record collected from college offices in 2012)

The women who are engaged in teaching profession have to face different constraints in pursuing professional development. Observing the opportunities provided and problem faced by the women teacher in pursuing professional development and development of competency skills, present study has been selected as important area.

Keeping the prevailing status of professional women in higher education especially to women, who generally plays the dual role of homemaker and teacher, an attempt, has been made to undertake a research study on Professional Development and Competency of Women Teacher in Higher Education in Nagaon district of Assam.\(^\text{1.11}\)

**Justification of the Study**

In India the role of women in the family, society and in Nation building is significant. Though women have remarkable contributed to the development of the
nation yet, till now women are not getting the deserve recognition. A number of barriers are obstructing women to elevate the highest level of education, and therefore in comparison to men a small percentage of women are economically empowered. Also a small percentage of women professional employed in Govt. Public and Private Sector.

Although several studies relating to professional women have been conducted by different scholars in different parts of the country, very limited in-depth studies of professional women have been conducted in Assam, especially about women in teaching professional in higher education level. The studies which have been completed on women professional so far lack comprehensiveness and exactitude. Therefore, this study will fill the gap.

In the present study an attempt has been made to undertake an in depth study about the constraints faced by women teacher in higher education for their professional development. No such studies have been conducted earlier in Assam, so it can be justified to be an important area of study.

The study is further directed towards examining the impact of professional development on the teaching competency of women teacher working in rural and urban located colleges, several studies have been conducted on teaching competency of women teacher in primary and secondary education level. But no such study has been found in higher education, so that the present study has been justified as important area. Besides, the study also attempts to suggest the needed modification of the provisions for professional development of teachers in higher education, keep especially in Nagaon district of Assam where the number of women teachers is less than male teacher. So the study has been justified as important one.
1.12 Area of the Study

Assam, (North Eastern Region of India)
Assam (North Eastern Region)

Assam is situated in the North East region of India-bordering seven states viz Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and West Bengal and two countries viz. Bangladesh and Bhutan.

The geographical area of the stat is 78,438 sq. km of which 98.4% area is rural. Assam shares about 2.4% of the country’s total geographical area. It is the largest state in the Region in terms of population and second to Arunachal Pradesh in geographical area. Though the country is rich in natural resources and culture, the state is lagging behind the rest of the country. The socio-economic set up of the state has not been conducive to overall development. Sex ratio of Assam is 958 female per 1000 male in 20. It is contrary to the general perception that women of Assam are as disadvantageous as the women in the rest of the country. In certain respects the position of women in Assam is weaker than that in other States of the Country.

According to 2011 census population of Assam are 31,205,576 of which male 15,939,443 and female 15,266,133. Assam is characterized by a diverse population composition in respect of ethnicity, religions and language having varied Socio-Cultural practices.45

The progress of urbanization in agro-based Assam has been extremely slow. According to 2011 census data 86.09 percent population live in rural area and 14 percent population live in urban areas. Assam is, in fact, lagging behind many of the states of the country in respect of urbanization (The Census report 2011)
The Progress of Education in Assam

According to 2011 census can be analyzed through literacy rate. The total literacy rate is 73.2 percent of which male 78.8 percent and female 67.3 percent. The number of primary schools are 30050, middle school 5849 high school 5714 and higher secondary school 933. In case of higher education, number of affiliated college 485. Total number of university is 9 of which 6 general university and two technical universities. The average enrollment of student per college is 963.46

Status of Women in Higher Education in Assam

Before independence there were only three girl’s colleges in Assam, but the number has increased considerably in the recent years. Both the government and public have been paying increase attention to the education of girls. In the earlier part girls only joined the humanities, but in the recent years many girls have joined in law, commerce science, engineering, medical and other professions. To look after the development of women education several women officers were appointed in the development of education of the government of Assam. State council of women Education was also formed to advise the government on the improvement and expansion of women education in the state. Recently remarkable progresses have been made by the state in case of female enrollment in higher education level.
Table No: A

Enrolment of female students by courses in degree standard and above at different level of higher education in the session 2013-14

<table>
<thead>
<tr>
<th>Courses</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>646</td>
<td>621</td>
<td>1267</td>
</tr>
<tr>
<td>M.A</td>
<td>5514</td>
<td>4114</td>
<td>9628</td>
</tr>
<tr>
<td>M.Sc.</td>
<td>3523</td>
<td>1726</td>
<td>5249</td>
</tr>
<tr>
<td>M.Com</td>
<td>1108</td>
<td>571</td>
<td>1679</td>
</tr>
<tr>
<td>BA&amp;BA (Major)</td>
<td>100604</td>
<td>77430</td>
<td>178034</td>
</tr>
<tr>
<td>B.Sc. B.Sc. (Major)</td>
<td>29604</td>
<td>6782</td>
<td>36386</td>
</tr>
<tr>
<td>B.Com &amp; B.com (Major)</td>
<td>14380</td>
<td>5248</td>
<td>19628</td>
</tr>
<tr>
<td>BE (Eng) Govt.</td>
<td>827</td>
<td>148</td>
<td>975</td>
</tr>
<tr>
<td>LLB/LLM</td>
<td>5920</td>
<td>1726</td>
<td>7646</td>
</tr>
</tbody>
</table>

Sources: Directorate of Technical Education & Directorate of Higher education Assam
Nagaon District of Assam

Geographical Location

The Nagaon district (spelled by the British as Nowgong) is situated in central Assam at south bank of the river Brahmaputra is one of the largest district of Assam. The district has total geographical area of 3,975 sq. K.M. that cover 4.88 percent of total geographical area of the state of Assam. The district is located between latitude range 26.21’ N and longitude 92.41’ E. The climate of the district is characterized by hot and well-summer and dry and cool winter. The district is surrounded by Golaghat and Karbi Anglong district on the East, by Karbi Anglong on the south. Nagon was declared as district in 1833. The head quarter of the district in Nagaon town was established in 1839.

Administrative Division

On the administrative front, Nagaon district has three civil sub-divisions namely Nagaon, Kaliabor and Hojai with 10 revenue circles and 18 development blocks. Out of 7 towns of the district, Nagaon town tops the list with highest population. The district has 239 gaon panchayats in 1361 inhabited villages.

Population Distribution in Nagaon District:-

As per census 2011, the total population in Nagaon district was 28,23,768 of which male and female were 14, 39,112 and 13, 84,656 respectively. The total population of the district constituted 9.07 percent of the total population of Assam. (Source: Census of India 2011)
**Distribution of Urban and Rural population**

Among the total population, 13.09 percent live in urban areas and 86.91 percent live in rural areas. The total urban population is 3, 69,534 of which male 1,88,127 and female 1,81,407. Total rural population is 24, 54,234 of which male 12,50,985 and female 12,03,249. (Source: Census of India 2011).

**The sex ratio of urban and rural population**

The sex ratio in Nagaon district as per census 2011 stood at 962 female per 1000 males. The sex ratio of urban areas was 964 female per 1000 male. The overall sex ratio of the district for urban and rural areas was higher than the sex ratio of the state. (Sources: Census of India, 2011)

**Transport and communication**

Nagaon is well connected by road links. National Highway No. 36 and No. 37 have provided easy access to important places of Nagaon District. Road distance from Guwahati to Nagaon Town is 123 kilometers. The North-East frontier railway has its divisional head quarters in Lumding which is connected with all important centers in the district. The last Railway station named Silghat is at Kaliabor sub-division. Nearest airport is Lokapriya Goliath Bordoloi Airport at Borjhar, Guwahati.

**Educational Status**

The educational status of Nagaon District according to 2011 census can be discussed through the literacy rate 61.73 percent which is very low than state literacy
rate of which male 68.27 percent and female 54.74 percent. There are eleven Elementary Education Blocks in the District. There are 2230 lower primary schools, 309 high schools, 1 Poly Technic school. In case of higher education there are 24 general degree colleges (All the colleges are affiliated to Gauhati University). Apart from these presently there is a private university which is named as Mahapurush Sri Manta Sankardeva University.50

1.13 Statement of the Problem

The present study has been stated as- ‘Professional Development and Competency of Women Teachers in Higher Education in Nagaon District – A Study.’

1.14 Operational Definitions

a) Professional Development: ‘Professional’ defines in dictionary as competent; worthy of professional, ‘Professional development’ means various degrees, diplomas, short courses, certificate courses, refresher courses, orientation courses or other professional related studies and courses undertaken or completed for enriching and upgrading one’s profession. Here in the study the term is used to find out the completion of various professional courses and professional studies for professional enhancement of teachers.

b) Competency: According to dictionary ‘Competency’ means- A sufficient, fitness, ability to do something well. Competency of teachers means the expertness of teachers in different field like contextual competency, conceptual competency, Content competency, transactional competency, evaluation competency and management competency. Here in the study the term competency is used to find out the level of
competency in teaching in five categories of skills i.e. Planning, Presentation, Closing, Evaluation and Managerial skill.

1.15 Objectives of the Study

1. To study the professional development of women teachers working in the colleges of Nagaon District.
2. To study the facilities provided for professional development of women teachers in urban and rural located colleges.
3. To study the constraints have faced by women teachers for professional development in higher education.
4. To study the teaching competencies of women teachers working in the colleges of Nagaon District.

1.16 Research Questions

1. What is the nature of professional development of women teachers in higher education?
2. Are there equal facilities provided for professional development of women teachers working in urban and rural located colleges?
3. Which constraints are most commonly faced by women teachers for their professional development?
4. Are there any impacts of professional degree on teaching competencies?
1.17 Delimitations

Present Study has the following delimitations:-

- This study is on women teachers who are working in regular post in professional and general colleges of Nagaon district.
- This study focuses professional development and competency of women teacher working in provincial general colleges and govt. and non govt. professional colleges.
- This study focuses only the professional development of women teachers during 2009 to 2013.
- This study focuses only five teaching skills of women teachers in higher education.

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