

A Study on Professional Development of Women Teachers in Higher Education Institutes in Bankura District, West Bengal

¹Sudipta Mandal and ²Dr. Vandana Bhatnagar

¹Research Scholar, Department of Education, Sri Satya Sai University of Technology & Medical Sciences, Sehore, M.P.

²Research Guide, Department of Education, Sri Satya Sai University of Technology & Medical Sciences, Sehore, M.P.

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ABSTRACT

The aim of this paper is to study to assess the professional development of women teachers at higher education intuitions in Bankura district of West Bengal. 298 women teachers who are working in 29 colleges (professional and non-professional) of Bankura district has been selected as the sample of the study. From the total teachers 178 urban women teachers and 120 rural women teachers. The data was gathered by teacher reflection using questionnaire. To enhance their learning, the teachers read and review literature. This means that some kind of motivation should be applied to break the confidence of teachers who have become used to their present situation. Teachers are pushed to read academic literature, keep up to date, write, and contribute to the intellectual world by applying skills supported by experience and expertise by research. This study also helps to explore the resources available to women teachers in both urban and rural colleges for professional development. The present study revealed that respondents in Bankura district colleges, both urban and rural, have not had opportunities to study in foreign countries with fellowships in the last five years, despite the fact that the UGC has recently given this opportunity to college teachers.

1. Introduction

Teaching is defined as a self-contained career in today's world of expertise and information, requiring a higher level of professional practice and higher standards of professional training. In today's information society, the teacher is a central change agent. Professional women in India have seen a quiet change in gender relations at work and at home over the last ten years. Social beliefs and cultural trends have remained unchanged. While overt discrimination is declining, old gender bias issues can still exist. In India, women professionals lack sufficient skills and confidence to progress in their careers.

Highly educated Indian women regard teaching as the most honorable and comfortable career. Women teachers face many obstacles when it comes to professional development. In India, programmes and policies are required to promote the recruitment and success of women in higher education.

Professional development is the process of obtaining or maintaining professional qualifications such as academic degrees, formal course work, seminars, and other formal learning opportunities in the workplace. It has been characterised as intensive and collaborative, with an evaluative stage ideally occurring in a corporation.

The development of a person in his or her professional role is referred to as professional development. It refers to the provision of ongoing learning and development opportunities for employees in relation to their duties and responsibilities in order to extend and expand their professional capacities. A profession is described as a job that necessitates specialised knowledge or advanced training.

When an individual joins the world of work, they must have certain skills in order to be successful. A individual does not become an effective professional simply by selecting a career and completing the requisite training. To be a successful

professional, one should participate in continuing professional development programmes, attend specific training, national and international conferences, seminars, and workshops, keep up to date with information through regular private research, and participate networked learning communities.

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 quality of teachers, whether they teach in schools, colleges, or universities, determines the strength and success of an educational system. The educational level of a nation's population determines its overall quality. Actually, a country's educational standard is determined by the quality of its teachers, who in turn are determined by the education they have received. — Personal characteristics, educational credentials, professional experience, management skills, and the role a teacher holds in schools or colleges, as well as in the community, all contribute to the quality of his teaching (Vedanayagam, E.G, op.cit.p:216).

Apart from the traditional pedagogical abilities, teachers in the twenty-first century must have technology and preaching skills. They must become lifelong learners and continue to improve their professional skills in order to be able to bridge theory and experience in the classroom and develop a high-quality learning atmosphere. A strong nation can be created with the help of experienced skilled teachers who are competent, resourceful, and technologically focused. Only those teachers who are equipped with information and technical skills will be able to deliver successfully in today's world.

A teacher who attends faculty growth training, conferences, and workshops with a simulated environment for teaching activities on a regular basis will be able to become familiar with new teaching patterns, methods, and methodologies, and therefore will be able to set the standard for the profession.

Professional development is a continuous, systematic process that needs the teacher's constant attention, whether he is in a school, college, or university. Teachers, as educators, are at the centre of educational growth, and many of them serve as both teachers and administrators (Hay, Richard, op.cit. P: 53).

Formal activities such as attending seminars, educational meetings, and mentoring, as well as informal experiences such as reading professional journals, watching television, and films about an academic discipline, will provide teachers with assessment criteria (Ganser, T, 2000).

Teacher professional development is a lifelong process that starts with initial teacher training and continues until retirement. If a teacher evaluates his or her teaching in a systematic way, it contributes to professional development (Glatthorn, A, 1995).

The recognition of one's potentials and shouldering society's expectations are two characteristics of professional development. Another is self-confidence in one's own abilities and self-esteem. Teachers with a professional mindset will naturally pursue some main strategies to enhance their professional behaviour, such as participating in continuing professional development programmes, attending advanced training, National and International conferences, seminars and workshops, upgrading information through private study, conducting serious research, and joining networked learning groups. They will also write books and essays, participate in training programmes or faculty development programmes to improve their expertise, and publish at least three or four papers in national or international journals within two to five years.

Need of Professionalism In Teachers Of Higher Education

- It has been observed that the spirit of professionalism is lacking in both technical and non-technical fields. As a consequence, in higher education, adequate bench marking is not needed. Following the country's independence, a number of commissions recommended that mental measures be improved in order to expand and increase the standard of higher education. However, a number of factors, especially a lack of teacher professionalism, are posing challenges to bringing quality to higher education. In addition, the following aspects must be developed in order to instil professionalism: (Venkataiah, Dr. N, 2011) -
- **Self-introspection:** An individual's professional development is largely dependent on his ability to reflect on his work.
- **Self-Direction:** Teachers should be encouraged to follow their own guidance in order to improve decision-making skills and courage.
- **Self-Confidence:** If they collaborate in an atmosphere of mutual interest, acceptance, and assistance, they can not only gain self-confidence but also be able to decide their self-direction.

The Objectives of Professional Development of Teachers in Higher Education (Gupta, Anupama (2013)-

- 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 class room and also to find suitable solutions.
- To ensure better learning outcomes and offer opportunities for teachers to interact with teacher education.

Women play an important role in India's family, society, and nation-building. Despite the fact that women have made significant contributions to the development of the country, they have yet to receive the recognition they deserve. A number of obstacles prevent women from attaining the highest level of education, and as a result, in contrast to men, only a small percentage of women are economically empowered. In addition, a small number of women professionals work in the government, public, and private sectors.

Despite the fact that several studies on professional women have been conducted by various scholars in various parts of the world, very few in-depth studies on professional women have been conducted in West Bengal, especially on women in teaching professions at the higher education level. So far, research on women professionals have been insufficiently systematic and precise. As a result, this research will fill a void.

The current research attempted to conduct an in-depth investigation into the limitations faced by women teachers in higher education in terms of professional development. Since no such studies have been conducted in West Bengal previously, it can be justified as a significant field of research. The study aims to suggest necessary changes to the provisions for professional development of teachers in higher education, especially in the Bankura district of West Bengal, where the number of women teachers is lower than that of male teachers. As a result, the study has been justified as important.

2. Literature Review

Joshi Suresh and Pareek Sushila (2003) carried out study, "Impact of Orientation Courses Teachers in Higher Education" According to the researchers programs are conducted for increasing National and Social values, personal attribute and professional skills. According to analysis of data the researcher concluded that all teachers experience marked enhancement of professional commitment as an impact of orientation courses. In addition to this all the female teachers seemed to be more committed in comparison to male teachers by securing high score for upgrading knowledge.

Rajadhyakha and Smita (2004) conducted survey on the help on tend by husbands to their wives which indicated that only thirty % of husbands extended help willingly to their wives. Twenty two % of husbands sometimes helped out but a large proportion still subscribed to the traditional role and did not extend help to their wives.

Trehan, R (2005) conducted research on quality of working life a comparative study of urban and rural school teachers in Punjab. To study the relationship between the quality of working life and the quality of life the findings of the study were that urban get more opportunities for upgrading their profession in comparison to rural teacher. Urban teachers are satisfied with their family pressures, time and constraint of location. Urban teachers have faced constraint of time and location for professional upgrading in comparison to rural teacher.

Pawar I Anand & Chandra Mouli. (2008) conduct the study title, "Impact of Training on University and College Teaching: An Empirical Study" in the study researchers concluded that training is activities that involves the development of hidden talents of individual teachers and use it for the benefit of the institutions of higher education. Before designing a training program keeping in view various factors, like training period, methods which giving more impact on teaching quality. After organizing training program each program should be evaluated, be concluded. Again in different areas, deficiencies have to be identified and rectified.

Kanakala Jayarm (2010) conducted a study on "The Impact of Professional Competency and Creativity on Professional pleasure". The aim of the study was to identify the relationship among the three variable creativity, professional competency and professional pleasure. The influence of various socio demographic and professional variables on the above aspect was also analyzed. The major findings of his study are (i) There is a significant positive correlation between creativity and professional competency (ii) Professional competency has significant positive correlation with professional pleasure and (iii) Demographic variables like age, sex, and locality do not influence professional competency.

Vijaya Lakshmi, Navneetha (2013) have studied and find the issues and problems of women faculty working in educational institutions. Also found that women faculty members underwent severe stress in the process of attending Work Life Balance. Continued work presser resulted in poor performance. The result revealed that many women teachers have neglected their health in the process of improving the life of their family members and their students.

Aziz Fakhra, Dr. Saeed Akhtar Mahmmed, and Rauf Mahamed (2014) conducted a study on "Relationship Between Teachers Competencies and Motivation at Higher Education

Level in Pakistan". Findings of the study 1. A significant positive co-relation between competencies and motivation of all the teachers $r(297) = .531, P < .01$ as was found. This co-relation indicates that teachers with competencies also find to show more motivation. 2. Trainer teachers exhibit more positive co-relation between competencies and motivational on $r(172) = .54, P < .01$ as compare to not trained teachers $r(152) = .453, P < .01$. 3. In the same way male teachers exhibit more positive co-relation between competencies and motivational $r(142) = .596, P < .01$. As compare to female teachers $r(137) = .409, P < .01$.

Rukya (2016), this is a study in career learning for teachers through intervention research experience. The study's participants were 23 English Language Teachers (ELT) who taught in high schools, preparatory schools, and colleges in Debre Markos, Dessie, and surrounding areas in 2014. The data was gathered through instructor meditation and an in-depth interview. The ELT teachers found that participating in Action Research (AR) helped them advance in their careers. They shifted their view of science and their roles as teachers and researchers as a result of their participation in the inquiry. When they do the research, their trust in action research grows. When they do research on their own classroom and atmosphere in relation to English language teaching, their knowledge of EFL teaching grows. AR, according to the teachers, provides opportunities, especially for female teachers who have other commitments at home and in the community. The perception of the teachers demonstrates that they are comfortable doing action studies. In-service action analysis is a cost-effective, reliable, and effective way of professional development. To supplement their learning, the teachers read and explore literature. This means that a kind of push factor should be present to crack the silence of teachers who have become used to what they have. Research encourages teachers to read scholarly literature, stay current, publish, and contribute to the scientific community by bringing skills backed by experience and expertise.

Moghtadaie & Taji (2018) in this study, teachers must prepare themselves with a range of competencies to instruct children who are likely future leaders of the world, as teacher competencies and skills play a significant role in their success and hence the accomplishment of school and educational objectives. In this sense, the current research sought to establish a connection between each of the major dimensions of professional competencies and the major components of Teacher Development (TD) in elementary schools. The thesis employed an applied research design and a survey process. All primary school teachers in Isfahan province (N = 1150) are included in the statistical population. The sample size was 94 teachers using a multi-stage and proportional cluster sampling process. Data was gathered by a review of the literature, interviews with experts, and a questionnaire. Using SPSS and Super Decisions applications, the data was analysed using the association test and the Analytical Network Process (ANP) methodology. According to the findings of the study, the dimension "skill" has the largest effect on TD, and the dimensions "attitudes and habits," "personality characteristics," "information," and "capacity" are the most important dimensions of professional competence in primary school TD from the second to fifth grades..

Vijay(2017) in his work, Teachers' jobs are changing rapidly as a result of political, educational, and social shifts, necessitating more and better Continuing Professional Development (CPD) programmes in order to keep up with the changes and stay important in the teaching profession. Teachers' quality is critical, as evolving needs put greater demands on them, such as dealing with broad classes and learners of various characteristics. This increases the need for teachers to be supported more than ever before, necessitating an increase in teacher CPD, which is often overlooked in developing countries like India.

Research Question: "What is the significance of women teachers' professional development in higher education?"

Objective of the study

To investigate the professional development of women students in Bankura District colleges.

3. Research Methodology

The current work is a descriptive survey of nature. The descriptive study method is without a doubt the most common and commonly used method in education. It helps in the explanation of educational phenomenon in terms of existing conditions such as associations, student, teacher, parent, and expert opinions.

For the present study the population consists of the all women teachers working against permanent post in professional and non-professional colleges of Bankura District of West Bengal . The total number of women teachers selected from the twenty nine colleges is 350 which is the population of the study.

For the current analysis, the purposeful sampling process was used as a sampling technique. In this sampling process, the whole population is used as the study's sample. Purposive sampling is a non-probability sampling method that is chosen based on population characteristics and research objectives.

As the population of the present study is small, the total population i.e. 298 women teachers who are working in 29 colleges (professional and non-professional) of Bankura district has been selected as the sample of the study. From the total teachers 178 urban women teachers and 120 rural women teachers.

Tools used

Tools used for the study is the Self constructed Information Schedule to determine the professional development of women teachers.

• Collection of primary data

At first the Primary data were collected through Information Schedule. In the preparation of the schedule and attempt was made to have as many structured questions as possible. In the study self constructed information schedule was used. Personal academic background of the respondents and Professional profile focusing the professional development of the respondents.

The distribution of questions in the information schedule is Personal academic profile and Professional development of respondents 23 items.

• Collection of Secondary Data

This research thesis is primarily focused on primary sources of data, but secondary sources are also used to validate information gathered and enrich the knowledge gained from primary sources of data. The investigator has visited various universities and libraries in West Bengal and other parts of the world.

Aside from this, secondary evidence are gathered from books, scientific papers, Ph.D. theses, M. Phil. dissertations, and M.Ed. Dissertation, survey results, and government reports on the issues The investigator has also gathered various materials and knowledge from the internet and educational websites.

Statistical Techniques:

The data were classified and tabulated according to the requirements of the objectives of study and the research questions. Following statistical techniques have been used in interpreting and analyzing the collected data- Simple percentage calculation.

These appropriate techniques have been used according to the requirement of the study.

4. Data Analysis

The investigator conducted both quantitative and qualitative analyses based on assumptions established in accordance with the study's objectives. The survey was carried out using the whole population as the study's sample. However, answers from 80 percent of respondents were discovered. As a result, the study was performed on the 80 percent of respondents. The data is shown in the table as a frequency and percentage.

Table-1.1: Academic profile of the respondents

	Percentage Of marks	Urban		Rural		Total	
		Count	%	Count	%	Count	%
Degree	Above 60%	62	43.4	43	44.8	105	43.9
	Below 60%	81	56.6	53	55.2	134	56.1
PG Degree	Total	143	100.0	96	100.0	239	100.0
	Below 60%	106	74.13	65	67.7	17	71.55
	Total	143	100.0	96	100.0	239	100.0
Bachelor Degree	Above 60%	78	54.5	52	54.2	130	54.4

Higher Secondary	Below 60%	65	45.4	44	45.83	109	45.61
Secondary	Total	143	100.0	96	100.0	239	100.0
	Above 60%	81	56.6	51	53.1	132	55.2
	Below 60%	62	43.36	45	46.9	107	44.77
	Total	143	100.0	96	100.0	239	100.0

The detailed analysis of the table 1.1 shows that in PG degree level, above 60% marks-holder respondents are 62 out of 143 i.e. 43.4% in urban and 43 out of 96 i.e. 44.8% in rural located colleges. In bachelor degree level, above 60% marks-holder respondents are 37 out of 143 i.e. 25.9% in urban and 31 out of 96 i.e.32.2% in rural located colleges. In higher secondary level, above 60% mark-holder respondents are 78

out of 143, i.e., 54.3% in urban and 52 out of 96, i.e., 54.2% in rural located colleges. In secondary level, above 60% marks holder respondents are 81 out of 143 i.e.56.6% in urban and 51 out of 96 i.e. 53.1 in rural located colleges. It is inferred from the analysis that there is no difference in academic career of respondents irrespective of whether they are working in urban located colleges or rural located colleges.

Table- 1.2 Professional Qualifications of the Respondents

Degree	Frequency of respondent	% from 239
B.Ed.	71	29.7
M.Ed.	15	6.3
LL.B.	16	6.7
M. Phil.	84	35.1
Ph.D.	54	22.6
Others	8	3.3

It has been found from the table 1.2 that in case of professional degree or diploma 71 out of 239 i.e. 29.7% respondents have B.Ed. degree, 15 out of 239 i.e. 6.3% respondents have M.Ed. degree, 16 out of 239 i.e. 6.7 % respondents have LL.B degree. On the other hand, in case of M. Phil. Degree, 84 out of 329 i.e. 35.1% respondents have given positive response which is highest in number in comparison to all other degrees. In terms of Ph.D. Degree 54 out of 239 i.e. 22.6% have given positive response and other professional-related diploma 8 out of 239 that is 3.3% respondents have given positive responses.

from P.G degree for their professional development.It is clearly observed through that the percentages of respondents are high in case of B.Ed. degree. M. Phil degree and Ph.D. Degree. On the other hand, the percentages are low in M.Ed. degree, L.L.B degree and other professional diploma.

Short-term Professional Courses undertaken

It is inferred from the analysis of the data collected about the short term professional development courses undertaken by the respondents that only a small number of respondents i.e. 8 out of 239, i.e. 3.3%, have undertaken short-term professional courses during last 5 years.

It is inferred from the analysis that more than 50% respondents have not achieved any professional degree apart

Table-1.3 :Participation in Refresher Course (age-wise and place-wise)

Age-wise group	No of refresher course participated	Within state		Outside state		Total	
		Response	%	Response	%	Response	%
Up to 45	1	22	9.2	20	8.4	42	17.6
	2	19	7.9	8	3.3	27	11.3
	3	7	2.9	2	0.8	9	3.8
	Total	48	20.1	30	12.6	78	32.6
Above 45	1	26	10.9	11	4.6	37	15.5
	2	24	10.0	11	4.6	35	14.6
	3	7	2.9	3	1.3	10	4.2
	Total	57	23.8	25	10.5	82	34.3
	Over all		43.9		23.0		66.9

The table 1.3 reveals details about the refresher courses done by respondents during the last five years. The investigator has recorded data at state-wise and age-wise level. The responses regarding refresher courses have been

analyzed in two group levels according to age. First level is up to age group 45 years and second level is above age group 45 year. It has been found from the table 1.3 that up to age group 45, refresher courses have been done by 20.1% respondents

within the state. On the other hand, refresher courses have been done by 12.6% respondents in the universities outside the state. The second group, i.e., age above 45 years, 23.8% respondents have done refresher courses within the state and 10.5% respondents have done in the universities outside the state. It has clearly shown that the percentage of respondents in age group up to 45 is less than the respondents above age group 45, both in case of completing refresher courses within state and outside state universities.

It has been found that the percentages of respondents who have done refresher courses both within state and outside state universities are less in age group up to 45 in comparison to age group above 45. It is found that the percentage of respondents who have done refresher courses within the state universities is higher than the percentage that has completed refresher courses in outside the state universities.

Table-1.4 :Participation in Orientation courses

Age-wise group	No of orientation courses attended	Within state		Outside state		Total	
		Frequency	%	Frequency	%	Frequency	%
Up to 45	1	13	5.4	9	3.8	22	9.2
	2	12	5.0	3	1.3	15	6.3
	Total	25	10.5	12	5.0	37	15.5
Above 45	1	8	3.3	3	1.3	11	4.6
	2	23	9.6	4	1.7	27	11.3
	3	1	0.4	0	0.0	1	0.4
	Total	32	13.4	7	2.9	39	16.3
	Over all	57	23.8	19	7.9	76	31.8

From the table1.4 it has been found that total 31.8% respondents have given positive response regarding participation in orientation courses. Among them, 15.5% respondents up to age-group 45 and 16.3% respondents from above age-group 45 have done orientation courses during the last five years. Among 15.5% respondents up to age-group 45, 10.5% have done orientation courses within state universities and 5.0% have done in the universities outside the state. On the other hand among 16.3% respondents from above age-group 45, 13.4% have done orientation courses within the state

universities and 2.9% have participated in the universities outside the state. It is clearly shown that the percentage of respondents is high in case of participation in orientation courses within the state universities than the universities outside the state.

Orientation and Refresher courses are provided by universities for newly joined teachers. But it has been found that the percentages of women teachers who have participated in refresher and orientation courses are very low in both age group levels during the last 5 years.

Table1.5 :Participation in National and International Conferences.

Age-wise group	No of conferences attended	National		International		Total	
		Frequency of respondents	%	Frequency of respondents	%	Frequency	%
Up to 45	1	25	10.5	13	5.4	38	15.9
	2	21	8.8	2	0.8	23	9.6
	3 and more	11	4.6	2	0.8	13	5.4
	Total	57	23.8	17	7.1	74	31.0
Above 45	1	16	6.7	7	2.9	23	9.6
	2	18	7.5	2	0.8	20	8.4
	3 and more	7	2.9	1	0.4	8	3.3
	Total	41	17.2	10	4.2	51	21.3
	Overall	98	41.0	27	11.3	125	52.3

The table 1.5 reveals that 98 out of 239, i.e., 41.0% respondents have participated in national conferences during the last five years. Among them, 23.8% respondents within age-group up to 45 and 17.2% above age 45 have participated in national conferences. Among 23.8% respondents in age-group up to 45, 10.5% have participated once, 8.8% have participated twice and 4.6% have participated thrice in national

conferences. On the other hand, among 17.2% respondents in age-group above 45, total 6.7% respondents have participated once, 7.5% respondents have participated twice and 2.9% respondents have participated thrice in national conferences.

In case of international conferences, total 27 out of 239 i.e. 11.3% respondents have given positive responses. Among them, 7.1% within age-group up to 45 and 4.2% respondents

from the age-group above 45 have participated in international conferences. From the first age-group, i.e., up to 45, 5.4% respondent have attended once, 0.8% respondents have attended twice and 0.8% respondents have attended thrice in international conferences. On the other hand, from the age group above 45, 4.2% respondents have given positive response. Among them 2.9% respondents have attended once, 0.8% respondents have twice, 0.4% respondents have attended thrice in international conferences.

The numbers of the respondents who have attended national and international conferences in both age-groups are very low, differences found between the two age groups. It has been found that, the percentage is high in the first age group that is 31% and then the second age group which is 21.30%. So it is inferred from the study that the number of respondents who have attended national or international conferences during last five years is the matter of dissatisfaction.

Table-1.6 :Participation and presentation of paper in National Seminar

National Seminar				
No of seminars attended	Participation		Paper Presented	
	Frequency	%	Frequency	%
1	12	5.02	49	20.50
2	9	3.76	53	22.18
3	1	0.42	35	14.64
4 and more	4	1.67	35	14.64
Total	26	10.88	172	71.97

The table 1.6 reveals that 26 out of 239, i.e., 10.88% respondent have participated national seminars. Among them, 5.02% have participated once, 3.76% have participated twice and 0.42% has participated thrice and 1.6% has participated in four and more than four national level seminars.

The study also shows that a total 172 out of 239, i.e., 71.97% respondent have presented papers in national seminars. Among them, the percentage of single paper presented by 20.50%, two papers are presented by 22.18%

and three papers are presented by 14.64% and four or more than four papers presented by 14.64% respondents during the last five years. Highest number of papers presented by individual teacher is 20. No satisfactory progress has been found among the respondents to present quality papers in national seminar. Writing research-based paper is most important for the teachers in the field of higher education. It has been reported that 28.03% respondents have not presented paper in national seminars during last five years.

Table-1.7 :Presentation of papers in International Seminars

No of seminar papers presented	International Seminars	
	Frequency	%
1	20	8.37
2	5	2.09
3	1	0.42
4	0	0
Total	26	10.9

It is inferred from the table 1.7 that in case of presentation of papers in International seminar 26 out of 239, i.e., 10.9% have given positive response. Among them, 8.37% have presented once, 2.09% have presented twice, 0.42% have presented thrice in international seminars. No sufficient progress has been found to write quality papers by the respondents during the last five years in urban and rural located colleges of Bankura District.

Presentation of symposium papers

The investigator has collected data from all 239 respondents regarding their contribution in presenting symposium papers during the last five year. Only two positive responses have been found. So, it can be recorded that in terms of symposium paper presentation, no satisfactory effort exerted by women teachers during the last five years in urban and rural located colleges of Bankura district.

Table-1.8 :Publication of papers in ISSN and ISBN research journals

No of papers	ISSN Journals/Books		ISBN Journals/Books	
	Frequency	%	Frequency	%
1	41	17.15	31	12.97
2	8	3.35	15	6.28
3	3	1.26	3	1.26
4 and above	4	1.67	4	1.67
Total	56	23.43	53	22.18

The table 1.8 reveals that in case of publication of papers in ISSN research journals or books total 56 out of 239 i.e. 23.43% have given positive responses. Among them 17.15% have published single paper, 3.35% have published two papers, 1.26% have published three papers and 1.67% have published four or more than four papers

No of papers during the last five years.

The study also shows that in case of publication of papers in ISBN research journals or books, 53 out of 239, i.e., 22.18%

have given positive responses. Among them, 12.97% have single publication, 6.28% have published two papers/ articles, 1.26% of respondent have published three papers, and 1.67% respondents have published four or more than four papers/ articles.

No sufficient development has been found among the women teachers working in professional and non-professional colleges of Bankura District in terms of publication of papers / articles in national or international journals or books.

Table 1.9 :Authors of text book/ reference book

Authored	Frequency of respondent	Frequency of respondent
Frequency of respondent	2	0.84
Reference book with ISBN	2	0.84
Reference book with foreign collaboration	0	0
Total	4	1.68

The table 1.9 shows the frequency and percentage of respondents who have authored text books and reference books. Only 2 out of 239, i.e., 0.84 % respondents has written text book with ISBN number. On the other hand, in case of reference book, same picture is found, only 2 out of 239 i.e.

0.84% have written reference book. In case of reference book with foreign collaboration, no positive responses have been found. No satisfactory effort was found among the respondents to write quality book of their subject, during the last five years in the district.

Table 1.10 :Participation in UGC sponsored workshops

No. of workshops participated	Response frequency	Percentage
1	54	22.59
2	47	19.67
3	23	9.62
4 and above	23	9.62
Total number of workshop attended	147	61.51

The overall observation of the table 1.10 shows that total number of respondents who have participated UGC sponsored workshops during last five year is 147 out of 239, i.e., 61.51%. Among them, only one workshop has participated by 22.59%, two workshops have participated by 19.67%, three workshops

have participated by 9.62%, four and more workshops participated 9.62% respondents. The study shows that 38.49% respondents have not attended any workshop during the last five years in the District

Table 1.11 :Major and Minor Research Projects.

Types of project	Frequency of respondent conducted research project	Percentage
Minor Project	20	8.37
Major project	3	1.26
Total	23	9.62

The table 1.11 shows the frequency and percentage of respondents who have conducted research projects during the last five years. A total of 23 out of 239, i.e., only 9.62% have conducted research projects. Among them, 8.37% respondents

have conducted minor projects and 1.26 % have conducted major research projects. No positive response has been found about conducting Action Research during the last five years in professional and degree colleges of Bankura district.

Table 1.12 :Participation in other professional activities

Activities done	Frequency of respondent	Percentage
Activities done	180	75.31
Head Examiner	65	27.20
External Examiner	45	18.83
Guide and Supervisor	19	7.95

The table 1.12 reveals the frequency and percentage of respondents who have done different activities apart from teaching during last five years. The respondents who have

done the duty of examiner are 75.31 %, head examiners 27.20%, external examiners are 18.83%, guidance and supervisor duties have done by 7.95% respondent.

Table 1.13 :Subscribing national and international journals.

Types of Journal subscribed	Frequency	Percentage
National	125	52.30
International	14	5.86

The table 1.13 reveals that total 125 out of 239, i.e., 52.30% respondents have subscribed national journals, and 5.86% have subscribed international journals. 41.84%

respondents have not subscribed any national or international journals for their professional development.

Table-1.14 :Internet Approach

Regular touch with internet			Reading online journal	
Response	Frequency	%	Frequency	%
Yes	207	86.6	30	14.5
No	32	13.4	177	85.5
Total	239	100.0	207	100.0

The table 1.14 reveals that 207 out of 239 i.e. 86.6% respondents have regular touch with latest educational development through internet for classroom transaction and professional development. But among them only 30 out of 239 i.e. 14.5% have read online journals.

To observe the above research question, it has been found that the overall analysis and interpretation of the professional aspects of the respondents indicates that the women teachers who have working in higher education level have less professional development. Very small number of respondents has professional degrees apart from needed academic degree. In case of different short term and long term professional courses, no satisfactory progress has been found out. Very less number of respondents has publications of books and articles. Regarding professional development activities like conferences, seminars, workshops etc no satisfactory progress has been found. Very less number of respondents have subscribe national, international or online journal for their professional development.

5. Major Findings of the Study

- The study discovered that when it comes to women teachers' academic careers, there are no gaps between urban and rural colleges. In postgraduate level, 43.4 % of respondents with more than 60% marks were found in urban colleges, while 44.8 % were found in rural colleges. In the graduate level, respondents with more than 60% marks were located in 29.9% of urban areas and 32.3 % of rural areas. Respondents with above 60% marks in higher secondary were found in 54.3 % of urban colleges and 54.2 % of rural colleges. 56.6 % of urban colleges and 53.1 % of rural colleges had students who scored above 60% in high school. In terms of academic history, there is no discernible gap between urban and rural colleges at any level of education.
- Only 9.3 % of women teachers have a B.Ed. degree, 6.3 % have an M.Ed. degree, 6.7 % have an LL.B

degree, 35.1 % have an M. Phil degree, and 22.6 % have a Ph. D. degree, according to the survey. In the district, the number of respondents with a professional degree in addition to the necessary academic degree is insufficient.

- Another important finding of the report is that short-term professional courses were taken by a very small percentage of respondents, 3.3 percent, over the last five years.
- According to the report, the proportion of women teachers who have taken refresher courses in the last five years is very low. Just 32.6 % of respondents under the age of 45 have taken refresher courses, with 20.1 % taking them in state universities and 12.6% taking them outside of state universities. Just 34.3 % of respondents over the age of 45 have taken refresher courses in the last five years, with 23.8 % taking them in state universities and 10.5 % taking them outside the state. Women teachers are usually unable to attend refresher courses outside of state universities due to their responsibilities to in-lows and children.
- Only 15.5 % of the 239 respondents have completed an orientation course up to the age of 45, according to the findings. Just 16.3 % of respondents over the age of 45 have taken an orientation course in the previous five years. In both age groups, the percentages of respondents taking orientation courses outside of state universities were very low. It shows that women teachers face challenges in attending professional development courses that require them to be away from their families for extended periods of time.
- Another research result is that only 41.0 % of respondents attended a national conference in the previous five years. National conferences were attended by 23.8 % of respondents under the age of 45 and 17.2 % of respondents over the age of 45. In the case of international conferences, 11.3 % of

respondents said they had attended in the previous five years. 7.1 % of those under the age of 45 and 4.2 % of those over the age of 45 have attended international conferences.

- According to the report, only 10.88 % of respondents have attended national seminars without presenting articles. In the last five years, however, 71.97 % of respondents have delivered papers at national seminars. Among them, 20.5 % of respondents have presented a paper once, 22.18 % have presented two papers, 14.64 % have presented three papers, and 14.64 % have presented four or more papers. The highest number of papers submitted by a single teacher is 20. Over the last five years, the respondents have made progress in presenting high-quality papers at national seminars. However, it has been recorded that 28.03 % of respondents did not present their paper in its entirety at a national seminar.
- Only 10.9 % of respondents have delivered papers at international conferences, according to the survey. Just one paper is presented by 8.37 % of respondents, two papers are presented by 2.09 percent, and three papers are presented by 0.42 % of respondents, with no more than three papers being presented in the last five years.
- It was discovered that a very small percentage of respondents (only 2 out of 239, or 0.84 percent) have delivered symposium papers in urban and rural colleges in the last five years.
- Another significant finding of the report is that only 23.43 % of respondents, or 23.43 percent, have published papers in ISSN journals and books. In the case of ISBN publication, a total of 22.18 % of respondents said yes. The respondent's publication of papers and publications in ISSN and ISBN journals and books over the last five years is insufficient. Despite the fact that the publishing of articles and papers in ISSN and ISBN numbers of books and journals is critical for the professional development of teachers in higher education, no such development is found among the district's largest number of respondents.
- The study discovered that only 2 out of 239 respondents have written a text book with an ISBN. In the case of reference books, only two out of 239 people responded positively to the publication of one book. In the case of reference books co-authored by foreigners, no positive answer has been found.
- A total of 61.51 % of respondents attended a UGC-sponsored workshop. During the last five years, 22.59 % of respondents have attended a single workshop, 19.67 % have attended two workshops, 9.62 % have attended three workshops, and 9.26 % have attended four or more workshops.
- According to this survey, only 9.67 % of respondents have completed a minor or major research project. During the previous five years, 8.32 % of women teachers completed minor research projects, while 1.26 % completed major research projects.
- No action research has been completed by respondents in urban colleges in the last five years, according to the findings. Despite the importance of action research for teachers in higher education, no positive response has been found from respondents in both urban and rural colleges.
- It was found that respondents in Bankura district colleges, both urban and rural, have not had opportunities to study in foreign countries with fellowships in the last five years, despite the fact that the UGC has recently given this opportunity to college teachers.
- According to the survey, 75.31 % of respondents have performed examiner duties, 27.20 % have performed head examiner duties, 18.83 % have performed internal examiner duties, and 7.95 % have performed direction and supervisor duties in the last five years.
- In terms of respondents' subscriptions to domestic and foreign journals for professional development, it was discovered that national journals were subscribed to by 52.30 % of respondents, whereas international journals were subscribed by just 5.86 % of respondents during the last five years.
- Another finding of the study is that the majority of respondents (207 out of 239, or 86.6 percent) use the internet on a daily basis, but only 30 out of 239, or 14.5 percent, use online journals. It can be inferred that the respondents have access to online journals, but they are unaware of the benefits of doing so for their professional development.

6. Conclusion

This study has made an effort to understand the most essential professional development needed by women faculties teaching in higher education institutes. These competencies can be targeted upon to ensure an effective teaching and learning process. This study also helps to explore the resources available to women teachers in both urban and rural colleges for professional development. The present study revealed that respondents in Bankura district colleges, both urban and rural, have not had opportunities to study in foreign countries with fellowships in the last five years, despite the fact that the UGC has recently given this opportunity to college teachers. When it comes to facilities for respondents' professional development, there is no major gap between urban and rural colleges. Higher education has changed dramatically in the twenty-first century. Teachers are expected to succeed in all areas of higher education, including teaching in the classroom. Teachers in higher education now have a variety of responsibilities, including teaching, curriculum development, and research. Aside from these responsibilities, an instructor must also serve as a counsellor, administrator, policymaker, and so on. Professional development, which includes professional temperament, aptitude, and other factors, is critical in carrying out the various forms of ostensible obligations. As a result, in order to be an effective higher education teacher, one must improve professional competency using the most reliable and effective methods available. And then will the entire higher education sector be productive and able to contribute to the nation's growth and prosperity.

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