A STUDY ON THE NEED OF THE INSTITUTIONAL POLICY FOR THE PROFESSIONAL DEVELOPMENT OF TEACHERS THROUGH THE USE OF ICT

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Abstract:

In today's rapidly evolving world, Information and Communication Technology (ICT) has become an integral part of our daily lives, transforming the way we work, communicate, and access information. The field of education is no exception, as ICT offers numerous opportunities to enhance teaching and learning experiences. This study explores the need for institutional policies focused on the professional development of teachers through the use of ICT. The integration of ICT in education brings forth significant changes in pedagogical practices, requiring teachers to possess the necessary knowledge and skills to effectively utilize these tools in the classroom. For the present study the researcher has used 20 samples from the entire population and purposive sampling technique is used to collect data from the participants. The result revealed that the need for institutional policies for professional development of teachers through the use of ICT cannot be overstated. These policies play a vital role in equipping educators with the necessary skills, knowledge, and support to effectively integrate ICT into their teaching practices. By investing in professional development, institutions demonstrate their commitment to enhancing the quality of education and preparing students for the challenges and opportunities of the 21st century.

KEY WORDS: INSTITUTIONAL POLICY, PROFESSIONAL DEVELOPMENT and ICT

INTRODUCTION: The most important and latest innovations in the field of education are the integration of information and communication technology in the educational field. Education

can build any economy in the world in a balanced, sustainable and responsible way and bring hope and contentment to the younger generation. As the globalization permeates higher education, therefore the societies also becomes globalized and higher education is also exposed to global standards.

One of the key concerns to boost the standard and maintenance of higher education institutions is the professional development of teachers, as today the educational system is more Child centric and teachers are bound to acquire the prerequisite qualities for effective teaching in the classroom room settings. Johnson (2007) revealed, "Quantity of professional development is strongly connected with standards-based teaching practices in the classroom. The amount of professional development and use of standards-based teaching practices effects maintainable professional development on investigative teaching practices and investigative classroom culture. In the present day context the paradigm has shifted to the traditional chalk and talk method to the ICT based learning. In the earlier days there was a conception that teaching is prerequisite to learning but now the term has got changed, now the learning is no longer strictly confidential to teaching , even today learner can learn from anytime and anywhere. So the term teaching distinguished from learning and now it need more recognition, therefore it needs to develop the desired skills which could foster the professional development of teachers. For such kind of enlargement of teachers in the field of education a particular institution formulate certain policies according to their standards or position like – autonomous institution, private institutions, government institutions so every educational institutions are bound to follow required rules in the context of fostering the skills of teachers for the professional development According to the status of the institution some got privilege to form their own policy and some others has to follow the constituent bodies .Here is this study the policies are mostly related to the professional development of teachers through ICT.

NEED OF THE POLICY: Policies provide guidance, consistency, accountability, efficiency, and clarity on how an organization operates. The desires of these policies are different from discipline to discipline from Government sector to Private sector. A policy is framed in an educational institution for certain purposes. And it runs on an hierarchy ,like division of work, placement of human resources according to their qualifications or standards, it contains everything from teaching to non-teaching staffs .So to run an institution in a smooth way a policy is necessary . It's a guideline or can say that a blue print for any institution which outlines the goal of an organization and offer guidance about how to achieve objectives and it provides clarity about the tasks or the activities that they have to yield over a period of time.

OBJECTIVE OF THE STUDY

- To understand the provisions maintained by the higher educational institutions for the professional development of teachers.
- To analyse the need of policy for professional development at the institution level.
- To understand the role ICT may have in the institutional policy for professional development of higher education teachers**.**

STATEMENT OF THE PROBLEM: The statement of problem in this study is" *a study on the need of the institutional policy for the professional development of teachers in the digital*

era through ICT".

DELIMITION OF THE STUDY

- The study is delimited the member of institutional policy developmental cell and the faculties of Tezpur university, Assam university, Guwahati university, Cotton university and Assam Down Town university.
- The study is delimited by taking only 20 samples.

REVIEW OF THE RELATED LITERATURE

Vladimir M Moskovkin 2014 studied institutional policies for open access to the results of scientific research. Implementation of different institutional policies will not be possible without launching broader initiatives, procedures on open access at the highest governmental levels. The findings revealed that in the world there are currently 24000 journals publishing 2.5 million paper years in average.But most of the University and research organization pay for subscription so that their institution can read and use research results

Nguyen Danh Nguyen, kienTrung Dao (2020) studied effects of institutional policies and characteristics on research productivity at Vietnam science and technology universities. The researcher conducted a survey on faculty staff from 115 universities across the country.The results also supports that a larger university would have more faculty and research researchers involved in research activities to lead a positive outcome. The research also suggested that the institutional policies of universities should expand more on the infrastructure, faculty development program.

Francesco Mantino (2013) studied an institutional model explaining success and failure factors of rural development policies in Europe.The main objective of this paper is to analyse which are the mechanism of the success and failure of policies. The research was conducted in four Italian regions and five rural areas. The findings revealed that the policy when they don't need the planned objectives.

Hui Cuong Nguyen (2015) studied professional development among educational policy makers, Institutional leaders and Teachers. This paper reviews Professional development theories and practices for policy makers, Institutional leaders and teachers because they play vital roles in education

AREA OF THE STUDY: The present study is conducted on two state universities and two central universities, - namely Guwahati university, Cotton university, Tezpur university and Assam university.

SAMPLE: For the present study the researcher has used 20 samples from the entire population. The researchers need to be very cautious while selecting the sample from the population if it is not representative than the outcome of the study will not be fruitful.

SAMPLE TECHNIQUE: In the present research the researcher used purposive sampling technique to collect the data from the respondents. Here the researcher collects qualitative data by using in-depth interviews. The investigator is the primary data collection instrument, his personal experiences and insights are an important part of inquiry and critical to understand the phenomena.

Table .1 Showing institution wise distribution of the sample

NAME OF THE UNIVERSITIES	AFFILIATION	SAMPLE SIZE
GUWAHATI UNIVERSITY	STATE	5
COTTON UNIVERSITY	STATE	5
TEZPUR UNIVERSITY	CENTRAL	5
ASSAM UNIVERSITY	CENTRAL	5
	TOTAL	20

TOOL USED IN THE STUDY: In the present study a self-developed interview schedule was developed for conduct the interview to collect the data from the participants. Personal details and information of the sample were encrypted.

PREPARATION AND ADMINISTRATION OF THE TOOL: For the purposes of this research, in depth interviews were used. In depth interviews are personal and unstructured interviews, whose aim is to identify participant's emotions, feelings, and opinions regarding a particular research subject. The main advantage of personal interviews is that they involve personal and direct contact between interviewers and interviewees, as well as eliminate non-response rates.

With the help of the research guide the researcher prepared the interview schedule. The interview schedule consists of 15 open ended questions to collect the data. The main purpose of the schedule was to know the different aspect and measures of ICT for the professional development of teachers. The questions were developed under viewing the different dimensions and following the objectives of the present study. Before distributing starting the interview, the purpose of the study was clearly explained to the respondent.

OBJECTIVE 1 -.TO UNDERSTAND THE PROVISION MAINTAINED BY THE HIGHER EDUCATION INSTITUTION FOR THE PROFESSIONAL DEVELOPMENT OF TEACHER

Under this objective 5 items were researched to determine the perceived professional Development attained by the higher education Teachers.

Theme - objectives of teachers' professional development in higher education Institutions

The data gathered related to evaluation of what knowledge the participants have regarding the professional development of teachers. The participant's responses "*the main purpose of professional development in higher education institution is to develop the competencies and skills in them so that they can meet the present need of the students*".

Respondent 10 has stated "*the higher education is the building block for the development of a particular Nation, so it is the prime duty to make the teachers more resourceful*".

Many respondents stated that "*the teachers play a great role to provide the quality education to the students, so the teacher must have competency or mastery over the particular subject. Most of them condemn that the teachers should develop qualitatively not quantitatively*".

INTERPRETATION: From the above interpretation it can be said that professional development of teachers in this pre- requisite in the higher education institutions. The

professional development consist all those competencies like, to have mastery over the subject matter, integration of different teaching skills, know the psychology of the students in different stages. To be a teacher of higher education institution they must have all these qualities to get the best output.

Theme- Professional development activities: The data gathered during this statement elicited responses including a number of different activities. The participants mentioned *" yes, there are various programs that are incorporated to the professional development of teachers and the programs were conducted including a number of activities which helped them to learn a lot apart from training of teaching process".* According to most respondents, "*Lectures by eminent speakers or resource person was the most important benchmark as it helps to learn a lot from the experienced persons*".

Another respondent stated "*The activities include Seminars, career advancement program, workshops, symposium, Refresher courses, Orientation programs etc*". Respondent 5 has stated *"Yes, it highly encourages our self and helps for the professional development*". Another respondent said in their responses that "*Yes ICT trainings is of great significant or value in modern era of training period".*

INTERPRETATION: From the above analysis, it can be interpreted that the activities conducted during the induction training program met the professional expectations of the participants. These kind of activities need to be organized time to time. The findings stated that teachers have their consent and willingness towards activities conducted during induction program which helped them increase their professional expectations, as it helps them to improve teaching process.

Theme- Motivation provide by the institution to the teachers for continuing the Professional development

The data gathered on this item stated "*see most of the higher educational institution like Universities has its own professional development cell like TLC, IQAC and HRDC. Most of the respondent claimed these type of department has been conducting various programme from time to time for the professional development of teachers and it drives as a motivating factor to take active part in these kind of program.*

Some respondent has claimed "*there is no motivation from the institution, because the academic pressure is more on the teachers so they usually join any professional development program only because for the pressure put down from the institution. But majority of the participants said that institutional guideline strive the motivation to continue their professional development".*

INTERPRETATION: From the above interpretation it can be stated that each institution should have its own professional development cell and each department should attached to it. And they should frame certain guideline for the involvement of teachers in the various activities (seminar workshop,) and so on for the professional development of teachers at a large scale. The guideline should follow certain feasibility in the context of teachers' participation, as there is a large amount of academic load or responsibilities in them. The integration of ICT in the professional development of teachers is a source of motivation.

Theme 4: Official provisions made by institute to guide the professional development activities of teachers.

Most of the respondent stated "*different institutions have its official provisions to guide the professional development activities. See according to my knowledge the provisions include the Development and application of quality benchmarks/parameters for the various academic and administrative activities of the University, Dissemination of information on the various quality parameters of higher education, Organization of workshops, seminars on quality related themes and promotion of quality practices, Documentation of the various programs/activities leading to quality improvement, Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters etc*".

One respondent from the IQAC cell stated "*Quality enhancement being a continuous process, the IQAC becomes a part of the institution's system and works towards realization of the goals of quality enhancement and sustenance. But most of them also stated that the provisions of supervision need to be strong to evaluate the quality of the programs*".

INTERPRETATION: From the above interpretation it is been cleared that each institution has its own professional development cell attached to it and they provide training to the faculties and their basic concern is to Processing of the applications for promotion under CAS, Development of Student Online Feedback System, Recommendations to the authority to ensure Student attendance in the class, Developing guidelines for the Parent Teachers Meet (PTM) in the Academic Departments, Developing the mechanism for quarterly / half yearly / yearly collection of information at IQAC, Organization of quality enhancement programmer for teaching and non-teaching staff, Organizing interaction between the IQAC committee and Cotton University Student Union office bearer once in every six months. All these provisions need to be implemented properly and periodical supervision should be held to check the quality of the programs provided by the institution.

OBJECTIVE 2- Analyze the need of policy for professional development at the institution level

Theme1 – **Position of teachers to take the benefit of professional development activities in the institution**
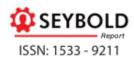
In the above mentioned question the respondents said "*the teachers in our institution got the first priority to take part in the professional development activities. Because departments like TLC provide training to their own institutions rather than faculties from other institution*".

Most of the respondent said" *professional development activities in our institution are totally based on our present needs and demands, and the workshops are mainly organized for the development of our faculties only*".

Most of them said "*in our institution each teacher has the opportunity to participate in the professional development activities, but the thing is that most of the programs are compulsory and most of them are not*".

INTERPRETATION: From the above interpretation it can be interpreted that professional development cells like TLC, IQAC etc. should give the teachers first preference in their own institution. As the IQAC cell has to prepare the Annual Report for forwarding it to Ministry of

Human Resource Development, Govt. of India. And the experts should organize the activities according to the local need of the teachers and interest, and simultaneously for the development of each institution.

Theme2- Institutional policy specifically to guide the professional development activities of teachers

Most of the respondent said "*Yes our institution has The UGC-Human Resource Development Centre, which is to cater to the needs of the teachers/ principals, research scholars/non-academic staff and to enhance their knowledge/skills through systematic course work and methodologies. Besides, it also focuses on different modes of approach in order to meet the challenges of life, to become not merely a trained professional but also a better citizen*".

Some other respondents stated "*Yes we have IQAC cell and it provide Development and application of quality benchmarks/parameters for the various academic and administrative activities of the University and Dissemination of information on the various quality parameters of higher education. Organization of workshops, seminars on quality related themes and promotion of quality practices*"

INTERPRETATION: From the above interpretation it can be interpreted that each institution must have the institutional policy for the professional development of teachers to cater the needs of a particular institution. And the governing bodies should monitor the programs and should made modification it needed.

Theme3 - Specific institutional policy needs to be developed for professional development of teachers.

Most of the respondent stated that *"yes' institutional policies needed to be developed for professional development of teachers. Most of them also said that these policies are framed according to our needs, or to develop our skills*. Whereas most of them stated that "*most of the time the executive officers and coordinators held meetings with the HOD and faculties from different departments to explore the needs of the teachers and accordingly they frame the activities*".

Most of the teachers also said that "*as one institution will be aware of its own strength and weaknesses, so they could have better knowledge to construct such activities for the welfare of the teachers*".

INTERPRETATION: From the above mentioned responses it can be interpreted that each institutions are aware about the need and requirements of its own teachers rather than other institution, so every institution must have its own policy so that present need could catered. The term has cleared from the above respondent that the professional development cells like- TLC, HRDC etc. provide training to other institutions also ,so many a times it has been neglecting the teachers who are belongs to its own institution. So if there will be one particular policy for each institution it will more beneficial.

Theme 4- The specific institutional policy on professional development may better guide the professional development of your own teachers.

Majority of the respondent stated that *"yes, of course the institutional specific policy will better guide the professional development of its own teachers. For better explanation they have given*

certain examples also. Most of them explained like-" see , if our faculties are lacking behind on the proficiency in the use of ICT in education, then the coordinator will organize the activity which will represent or develop the skills of integration of ICT in education amongst the teachers''.

Respondent 1 stated *"yes, as the need varies time to time, so these policies need to be improved."*

They said "*this type of policy represent the Evaluation on existing processes and practices relating to achieving academic excellence with feedback from all stakeholders – administration, faculty, management, technical staff, alumni, students and external experts".*

INTERPRETATION: From the above respondents it has been cleared that Institution specific policy can better guide the teachers for the professional development. Because the policy will lay emphasis on its own institution.Sam Rany (2012) studied The government has actively taken the lead on institutional policies through providing financial support or provisions for academic activities such as research and innovations, national policies, legal frameworks, and regulations. It also has important roles to facilitate the institutional functions and their academic supported service environment. In addition, institutions necessity to have a high commitment to provide excellent support services for facilitating teachers' academic success and education quality.

Theme 5- The specific institution policy on professional development may accommodate the contextual needs of your institution better than a national policy

In the above question most of the responses gathered like- *"yes, I think institutional policy is far better than National Policy".* Most of them explained the question in such a way – "*see national policy has the uniformity amongst all the educational institution in the country, every single institution have to follow the same guideline ".*

Some of them responses *"I think institutional policy can better serve the institution rather than national policy. See most of the time teachers has to go beyond the institution to pursue such kind of professional development program , if we got such kind of opportunity in our own institution so it will more favorable for us. isn't it ?*

There is some stratification of attitude amongst the participants but majority favors the institutional policy.

INTERPRETATION: From the above interpretation it has revealed that National Policy is the umbrella term. This policy upholds the uniformity in the particular nation .For example if one national policy is framed on the secondary education; it will determine the uniform curriculum, course structure, qualification of teacher etc .and every secondary education institution has to follow the same. But an institutional policy varies from institution to institution; on the basis of guideline, professional development of teacher and other aspects also. it means the autonomous power of the higher education institutions to introduce faculty development programme, orientation programme, organise seminar ,symposium, workshop and other professional development programmes in an institution. In this initiative there is not a universal guideline for all academic departments.

Theme 6- can you say that the professional development activities taken by teachers meet

the demand of institution needs in the absence of any specific policy provided by you to teachers?

In the above question most of the respondent stated *"I think specific policy is must to meet the demand of institution needs"*. A policy is the framework to guide the activity and quality of a program. As without a policy it won't be access whether the activities has met or not the demand of institution needs.

INTERPRETATION: These policies are developed from the national policies, and autonomous bodies for the Developing the Professional competencies of Faculties.

OBJECTIVE 3- To understand the role of ICT may have in the institutional policy for professional development of higher education teachers

Theme 1- Role of ICT in the professional development

The data gathered to this question stated "*there is a close relationship between the professional development of teachers and ICT*. Majority of them stated that "*apart from the traditional mode of teaching integration of ICT in education as well as teachers training program is more effective"*.

Most of them said *"we really enjoy participating in that kind of program as we got to know the use of different technologies and their use in the classroom teaching. As now in the pandemic the use of technology or e-learning has emerged rapidly"*. Majority has stated "*the institutions which are equipped with the ICT did not face such challenges to impart teaching through Google classroom, Google meet etc"*, even most of them said that "*we are engaged in the ICT initiatives conducted by MOE like- ePathshala, SWYAM, SWYAMPRABHA. Without the knowledge of ICT it's not possible to cater the need of society"*. The respondent stated the aims were set up by the MHRD*. TLC organizes the program under the guidelines of the MHRD under PMMMNMTT scheme.

INTERPRETATION: The use of ICT is to train the participants in modern teaching methods and strategies. The findings reveal that the use of ICT aims mainly to make the participants know about the functioning, governance, rules and regulations, classroom management, use of modern teachings methods and strategies. Meenu Malik (2016) find out the use of ICT will develop the learning experiences of the students and help them to think and communicate creatively. In India, teachers should be prepared to face the challenges of 21st century for conveying new education with the integration of ICT in such a way that teachers are enabled to face the new demands in their profession.

Theme2- Specific contribution made by ICT in the professional development activities

The data gathered through the statement elicits "*the professional development activities through ICT like seminar, workshops, made the session more interesting and resourceful"*. From the contribution participants said "*we became familiar with most of the technologies used for organizing teaching, learning and in assessment processes , participant teachers procured a lot of online technologies like Google classroom, ICT tools, screencastomatic, etc"*. Most of the respondents state the use of resources such as you-tube, Moodle, MOOCS, zoom app, presentation tube, and many more.

Most of them admitted "*the integration of ICT in the professional development construct*

quality teachers to meet the real need of students".

INTERPRETATION: From the above analysis, it can be discussed that the induction program familiarizes the teachers with the use of different technologies to organize the teaching, learning and assessment processes. Online classes and social media are also helpful to interact with students. The findings revealed that e- classroom is the best way in today's digital world in teaching, learning and assessment process through Google classroom, providing e-resources, MOOCS, zoom app and LMS also helps to organize teaching, learning and assessment processes through technologies.

Theme 3- Ways of using ICT for professional development of teachers

Most of the respondent admitted that "*our institution promote the use of ICT for professional development. As there is a specific department or cell leading to these kind of program. They usually organize orientation program for newly launched curriculum or new technology to be imparted in education, seminar on the topics like -ICT integrated learning and new pedagogic approaches to teaching- learning, assessment tools in higher education, workshop on demonstration of ICT tools and e- learning platforms*". Majority of the respondent had IQAC and HRDC center in their institution which provide quality training to the teachers.

INTERPRETATION: From the above interpretation it is clear that different kind of ICT related activities are organized in the higher education institutions. Most of the faculties are motivated to learn from those programs but some others not. So the institution must have its specific institutional policies to train the faculties on the use of ICT tools, ICT integration in education. There must have some provision or guideline that each of the faculties should participate in those activities.

Theme 4- Place of ICT may have in the institutional policy on professional development.

Some respondent said that apart from the different guiding body *"our institution has its own institution specific ICT related policy for the professional development of teachers and In each month the institution generally organized different workshops, seminars and other training programs which is associated with ICT*. Most of them condemned "*More over ICT has a prominent place in our institution."*

Some respondents stated that "*we are now able to reach out students attentions, assign them group tasks and enhances student participation*". One respondent stated, "*By understanding the fundamentals, I was able to design my content and deliver in a better way*". Some respondents stated that Aspect of two way communication which is dialogue based teaching rather than monologue i.e. the traditional way of teaching learning. *It made us systemize using mind map and making the class more interactive*. Another respondent stated, "*To equipped with the technology parallels to physical classroom teaching.*

INTERPRETATION: From the above analysis, it can be discussed that ICT related program helped the participant teachers to improve their classroom transactions. The finding reveals that it has helped the teachers to make the classes more interactive reaching student's attention by developing different teaching technique. The analysis revealed that the induction program helped a lot in improving classroom transaction through developing hand in employing ICT. The findings show that the teachers were able to design the content and deliver in better way

and better exchange of ideas with the students.

Theme 5- Important provisions related to ICT based professional development policy in the institution.

Most of the respondents said "see *now we are moving towards the MOOC courses SWYAM courses, so the policy should integrate ICT*. One respondent also *stated UGC has framed certain rules for the professional development course that there should be 30% ICT based training materials."*

Most of the respondent stated "*because in the pandemic, the paradigm has shift from the traditional classroom to the online classroom, so the teachers are mostly encouraged to participate in the ICT based professional development activities. The provision is most of the program is mandatory for each faculty of the institution*."

One stated **"*UGC has guided some activities mandatory related to ICT based professional development of teachers, whereas some guideline has framed by the institution itself mandatory for the faculties"*.

INTRPRETATION: From the above responses it can be said that most the professional development activities are organized by the use of ICT In the institution. And even in the pandemic situation most of the programs are taking place in the online mode.

MAJOR FINDINGS OF THE STUDY:

Findings related to the objective – 1

- From the first objective it is found that said that professional development of teachers in the is pre- requisite in the higher education institutions.
- The findings stated that teachers have their consent and willingness towards activities conducted during induction program which helped them increase their professional expectations, as it helps them to improve teaching process.
- The integration of ICT in the professional development of teachers is a source of motivation ,So the institutions should integrate ICT related policies which could be a great source of motivation for them
- Around 95% of the respondent stated they have different provision for the professional development of teachers.

OBJECTIVE 2- To analyze the need of policy for professional development at the institution level

- it is found that professional development cells like TLC, IQAC etc. gives the teachers first preference in their own institution. As the IQAC cell has to Prepare the Annual Report for forwarding it to Ministry of Human Resource Development, Govt. of India.

- From the data it is found that each institution must have the institutional policy for the professional development of teachers to cater the needs of a particular institution.
- The findings stated that the policy will lay emphasis on its own institution . And the vision of these policies will compile to Ensure sustainable academic, research and extension activities aligned with the vision of the University.

- From the data it is found that these policies are developed from the national policies, and autonomous bodies for the Developing the Professional competencies of Faculties.

OBJECTIVE 3- To understand the role ICT may have in the institutional policy for professional development of higher education teachers.

- The findings reveal that the use of ICT aims mainly to make the participants know about the functioning, governance, rules and regulations, classroom management, use of modern teachings methods and strategies.
- It is found that different kind of ICT related activities are organized in the higher education institutions where 90% of the faculties are motivated to learn from those programs but rest 10% are not interested.
- The finding reveals that it has helped the teachers to make the classes more interactive reaching student's attention by developing different teaching technique

EDUCATIONAL IMPLICATIONS

The present study will help to understand the attitude of teachers towards the professional development of teachers.

- ➢ This study will help to understand different programs or activities organized for the professional development of teachers.
- ➢ This study will help to understand the influence of institutional specific policies and the importance of these kinds of policies for the professional development of teacher.
- ➢ The study will help to understand the ICT integrated institutional policy and their contribution on the professional development of teachers.
- ➢ The study is helpful to know the professional development activities taken by teachers can meet the demand of institution needs
- ➢ This present study will help others to know about the different professional development cells and their contribution towards the development of higher education teachers.

SUGGESTIONS FOR FURTHER RESEARCH

- ➢ For the further research it is suggested to take more sample, as my sample is limited only with 20 respondents.
- ➢ In the present study the data is collected through interview schedule, because of the pandemic situation it was to possible to physically visit there and collect data so it was totally phonetic. But in the further researcher can use questionnaire for data collection.
- ➢ The present study is limited with the members, coordinator and assistants of HRDC , TLC and IQAC cell but in future the researcher could take HOD and faculties to know the quality of the activities provide the professional development to teachers.

CONCLUSION

The quality of education is a direct consequence and outcome of the quality of teachers and teacher education system and this consequently depends upon the professional development opportunities to the teachers. The task of bringing qualitative change in institutional efficacy of

the teacher education system in itself is a huge and challenging one. The study has find out that the different provision of the institution drives as the motivating factor to join in the different professional development activities. Where most of the activities are mandatory from the UGC protocol and some guidelines are framed by the institution itself for the professional development of the teachers.

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