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**A STUDY OF PROFESSIONAL DEVELOPMENT OF TEACHERS WORKING  
IN HIGHER EDUCATION SECTOR IN INDIA**

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**ABSTRACT**

Higher education is typically seen as the most potent tool for advancing a country's economic, social, and cultural growth as a whole. Even if there has been significant growth in the higher education sector as a whole due to its remarkable achievement in development, numerous difficulties persist for educators in this field. They include, but are not limited to, a lack of a fair and fast grievance procedure, a lack of resources to assist enhance teachers' living standards, and a lack of support for testing out novel ways to teaching. There is a lack of teacher voice in university decisions, poor working conditions, and a lack of redress processes for teachers. Unfair and inappropriate pay, an unhealthy and polluted physical environment, an uneven teacher-to-student ratio in classes, a lack of facilities, a lack of career advancement opportunities, a lack of identity and resilience, a lack of job security and constitutionalism, and a lack of functional autonomy all work against the growth of teachers' capacities as a whole. Teachers whose work lives are enhanced by their dedication to professional development have a positive effect on their students. Teachers' knowledge and skills, as well as the quality of instruction students get, may be improved via schools' investments in their professional development programs. When educators don't put time and money into their own professional growth, they struggle to keep their own teaching practices and knowledge current. The most critical issue confronting India's higher education system is the quality of its professors, which is largely influenced by their access to continuing education. The teachers' personal teaching talents, competencies, and motivation have a significant impact on effective teaching features including critical thinking, research and innovation, consultation and extension work. The use of ICT and other educational technology in lesson preparation, as well as the improvement of institutional administrative management, are both essential facets of the teaching process. India's educational



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quality has improved significantly as a result of the country's rapidly expanding higher education system. The University Grants Commission (UGC) is India's principal certifying organization for higher education, with jurisdiction over 979 institutions throughout the nation. The UGC acts as a bridge between the central Indian government and the various Indian states in terms of education policy and enforcement of the country's higher educational standards.