



PROFESSIONAL DEVELOPMENT OF TEACHERS AND TEACHER EDUCATORS

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Abstract: Professional development is a way for people and groups to broaden and/or enhance their pedagogical and subject knowledge. Formal lectures, seminars, and workshops are commonly referred to for professional development, which is sometimes abbreviated as PD. A teacher uses to improve his knowledge of teaching and further his career in education through professional development. Examples include attending conferences relevant to teaching and enrolling in online courses. Professional development can be pursued freely and occasion through funded programmes at the school, district, and state levels. In majority of the time, professional development for teachers focuses on introducing new methodologies, innovative techniques and procedures based on cutting-edge research, as well as implementation strategies. Interpersonal communication is one example of a generic talent that can be the subject for professional growth or altern. Pre-service and in-service teacher training programmes are the two main categories for teacher training programmes in India. Generally speaking, in-service training programmes for teachers are regarded as programmes for teacher professional development. This aspect of in-service teacher education was emphasized in many policy texts. In addition, "school complexes" will help with a nodal school in charge for all teachers' ongoing professional development, according to the Education Commission's (1964-66) recommendation. As a result of these proposals, State Institutes of Education have been established in a number of States. According to the "Teacher and Society" report of the National Commission of Teachers-I (1983-1985), every teacher should participate in in-service training for three weeks once every five years and that it should be connected to career advancement. "Teacher education is a continuous process, and its pre-service and in-service components are interrelated," the National Policy of Education (NPE 1986/92) said explicitly. Numerous measures were suggested in the National Curriculum Framework for Teacher Education-2009 to improve in-service teacher education as a tool for professional growth.

Index Terms - Professional development, Pre-service Teacher Training, In-Service Training.

I. INTRODUCTION

Introduction

Every person's life is dynamically influenced by education, which has an impact on his or her physical, mental, emotional, social, and ethical growth. "The educational process is a constant process of adjustment, having as its main goals" every stage of development and additional capability for expansion is its goals. "Education involves reconstruction (or) restructuring of experience that adds to experience's meaning and that increases ability to affect the direction of following experiences," said Albert Camus. The third five-year plan for India highlights the importance of education in the following sentences.

Education is the single most significant ingredient in achieving rapid economic growth and technical advancement, as well as in building a social order based on the principles of liberty, social fairness, and equality of opportunity. Education's objective is to mould people.

According to the Indian Commission's Report (1964-66)

"Education should be connected to people's lives, needs, and aspirations in order to make it a potent tool of social, economic, and alteration of culture Mahatma Gandhi, the father of our country, correctly noted that those who support basic education see it as a method of achieving development. " The term "education" is used to refer to both the end result of the aforementioned process as well as the academic discipline that studies the nature of the process and its results. Where something is learned that is valuable to the learner, it is typically learned in such a way that the learner can express his or her own individuality through what they learn and can subsequently apply it, and adapt it flexibly, to situations and problems other than those considered when learning it. Teachers should receive enough training in order to improve education.

Meaning and Definitions of Professional Development

According to the thesaurus of the Educational Resources Information Center (ERIC) database, *professional development* refers to "activities to enhance professional career growth." Such activities may include individual development, continuing education, and in-service education, as well as curriculum writing, peer collaboration, study groups, and peer coaching or mentoring. Full an expands the definition to include "the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement". Considering the meaning of professional development in the technological age suggests a broader definition of professional development that includes the use of technology to foster teacher growth: "Professional development goes beyond the term 'training' with its implications of learning skills, and encompasses a definition that includes formal and informal means of helping teachers not only learn new skills but also develop new insights into pedagogy and their own practice, and explore new or advanced understandings of content and resources. A cluster of supports that assist teachers continue to develop their professional skills, understandings, and interests are available thanks to current technology, which offer resources to address these difficulties. Whether or not a person is employed, professional development is necessary for everyone.

A professional development program boosts the individual's career, through travel, research, workshops and seminars and by working with professionals who are experienced. Professional development training courses are also important for professionals such as teachers, technicians, nurses and engineers. Professional Development provides detailed information on Professional Development, Teachers Professional Development, Engineering Professional Development, Continuing Professional Development and more. Professional Development is affiliated with Custom Embroidered Corporate Apparel.

Need of Professional Development

The requirement for teacher development is critical in an environment where educational goals for institutions of higher learning, educators, and students are high. Teachers must help students gain strong conceptual understandings and the capacity for critical, productive thought. Students must synthesise knowledge, solve problems, develop original ideas, create models, and confidently and successfully argue their opinions. As a result, there is a pressing need for teacher development right now. Modern curricula and new ideas also indicate that a change is needed away from practises that excessively rely on exposition and individual seatwork and toward efforts that support students' engagement in developing, applying, and evaluating geographic notions.

The contemporary approach is premised on constructivism, in which learning is directly focused on the construction of knowledge, and not the traditional transfer of it from the teacher to the student. However, this constructivist approach often takes teachers far beyond their traditional and familiar roles and practices, requiring changes in epistemological perspectives and knowledge of how students learn mathematics.

Professional Development for Teachers

Professional development is a way for individuals and teams to expand and/or deepen their skills as educators. Professional development (sometimes abbreviated as PD) generally refers to formal classes, seminars, and workshops. However, the term *professional development* can be used to describe any means by which a teacher seeks to increase understanding of teaching and further his or her teaching career, such as attending teaching-related conferences, taking online courses, or even independent study.

Professional development can be either mandatory (at the school, district, or state level) or voluntarily pursued and is occasionally subsidized. Most commonly, the focus of professional development for teachers involves learning new teaching techniques and methodology based on emerging research, as well as strategies for implementation. However, professional development can also focus on general skills, such as interpersonal communication, or corollary subject areas, such as child psychology.

Continuous Professional Development of Teachers in India: A Brief History

In post-independence India, several educational commissions, committees, policies, and various other initiatives of the Government of India recognised the importance and utility of teachers' professional development as an important intervention for qualitative improvement of school education. Some of the major initiatives for professional development of teachers have been summarised in the following.

The establishment of Extension Services Departments in about 100 Teacher Training Colleges on the recommendation of the **Secondary Education Commission** (1952–53) was the first initiative in post-independence India for the creation of a network of institutions or agencies responsible for imparting in-service education to teachers.

- In order to widen the training network and to ensure universal coverage, the **Education Commission** (1964–66) recommended establishment of 'school complexes' with a nodal school shouldering the responsibility for the professional development of all teachers working in the schools on the complex.

In pursuance of the recommendations of the Education Commission, the State Institutes of Education (SIEs) were set up in different states for the in-service education of teachers.

- The **National Policy on Education (NPE) 1986** The NPE 1986 recommended the establishment of District Institute for Education and Training (DIET) in each district, and up-gradation of 250 colleges of education as Colleges of Teacher Education (CTEs), and strengthening 50 of them as Institutes of Advanced Studies in Education (IASEs).

The DIET was conceptualised as a resource support system for elementary education in the district. The most important function of a DIET was to provide in-service education for duration of 2 weeks to 600 teachers in a year.

- The **Programme of Mass Orientation of School Teachers (PMOST)** launched in 1987 did succeed in creating awareness among teachers about the broad features of the NPE 1986 for both primary and secondary teachers. Subsequently, the programme was replaced by another crash programme known as '**Special Orientation Programme for Primary Teachers**' (SOPT) in the early 1990s, which aimed at providing training on the content and pedagogy of school subjects. The cascade model of imparting training was adopted in these programmes involving setting up of a three-tier cascade comprising Key Resource Persons (KRPs), Resource Persons (RPs) and teachers with downward delivery of training from KRPs to RPs and from RPs to teachers.

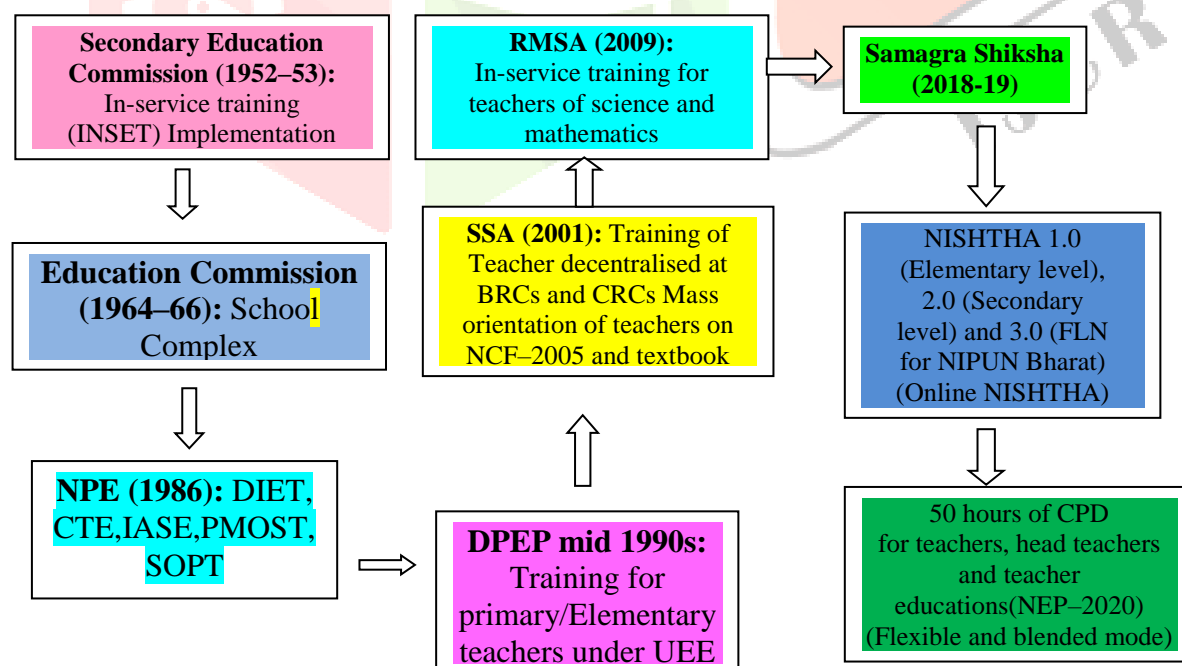


Figure: post-independence efforts for providing professional development opportunities to teachers in India

The implementation of the **District Primary Education Programme (DPEP)** The programme, instead of utilising and strengthening the existing institutions, preferred to create new structures like the State Project Directorates, District Project Offices (DPO) and Block Project Offices (BPO). The key contribution of the DPEP has been to create district, block and cluster level structures for in-service education programmes.

The **Sarva Shiksha Abhiyan (SSA)** 2001 was implemented as India's main programme for universalising elementary education. Its goals included universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. This was further strengthened with the passage of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 which gave a legal mandate to provide free and compulsory elementary education to every child in the age group of 6–14 years. States and UTs were supported in the implementation of the RTE Act, 2009 through the Centrally Sponsored Scheme of SSA.

Under the **SSA**, in-service education of elementary teachers envisages 20 days training of a teacher every year, which is further split into two segments of 10 days each. The first segment of training is organised through face-to-face mode at the block resource centres (BRCs) or the DIETs or some other suitable institution with the requisite facilities. The second segment comprises 10 monthly meetings of one day each at the cluster resource centers (CRCs), where teachers working in cluster schools meet once a month to share experiences and learn from each other.

CIET, NCERT has been utilising satellite technologies for professional development of teachers. The **EDUSAT** (Educational Satellite) configuration has been allowed by the ISRO (Indian Space Research Organisation) to CIET for the development of the network of institutions, together constituting a national network. Every state where EDUSAT project was implemented has a studio for EDUSAT Interactive Network. In this entire network, this studio is called as the teaching end. All other Satellite Interactive Terminals (SITs) spread over states is known as class ends.

The **Rashtriya Madhyamik Shiksha Abhiyan (RMSA)** scheme initiated in 2009, demonstrated the government's ambition for a secondary education system that can support India's growth and development. Under RMSA focus was laid on conducting in-service training programme for teachers of science, mathematics, languages and technology.

The government adopted an integrated approach under **Samagra Shiksha** in 2018–2019 for the implementation of the various centrally sponsored schemes viz. SSA, RMSA, and Teacher Education. National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) at elementary stage under Samagra Shiksha is a flagship programme of MHRD to improve learning outcomes. The **NISHTHA in face-to-face mode** was launched on August 21, 2019. The first-level training had been provided by the National Resource Group (NRG) to the KRPs and State Resource Persons-Leadership (SRPs-L) identified by the states/UTs. The **NISHTHA Online**: During COVID-19 pandemic, the sudden lockdown affected the conduct of this programme in face to- face mode. Therefore, for providing training to remaining 24 lakh teachers and school heads, NISHTHA is being customised for online mode and is conducted through Digital Infrastructure for Knowledge Sharing (DIKSHA) portals, which is coordinated by the NCERT. NISHTHA online includes multiple approaches for interaction. This programme has also been rolled out in CBSE, KVS, NVS, Central Tibetan School Administration (CTSA), and Council for the Indian School Certificate Examinations (CISCE), Atomic Energy Education Society (AEES), Sainik Schools and Eklavya Model Residential School (EMRS) for holistic advancement of teachers.

Currently, NISHTHA online programme is being conducted in three versions: NISHTHA 1.0 is elementary, NISHTHA 2.0 is secondary, and NISHTHA 3.0 is Foundational Literacy and Numeracy for National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat). These courses have text modules along with videos and live sessions by the National level Resource Persons on DTH SWAYAM Prabha TV Channel. Interactive Voice Response System (IVRS) are also utilised for interaction with teachers. Here, the KRPs also play the role of mentors for the teachers.

Currently, 19,520,337 certificates have been issued to teachers and head teachers for completing the online training for elementary level (NISHTHA 1.0). (Retrieved on February 24th, 2022). Several of these landmark efforts have been sought to be covered through Continuous Professional Development (CPD) or In-service teacher training programmes conducted over the years.

Features of Continuous Professional Development Programmes Offered by Various Countries

The NEP 2020 recommend 50 hours of CPD for teachers, head teachers and teacher educators, with the use of latest pedagogy and autonomy given to teachers to choose activities according to their needs. Some countries are already following the hourly model of CPD and other innovative ways to motivate teachers to enroll in courses and complete CPD activities. Table shows the model of some countries which are working on number of hours and other distinctive activities.

Features of CPD Programmes offered by various countries

Japan- Professional development courses follow job embedded professional learning including Lesson Study approach, where teachers put their efforts approximately 35% in teaching and remaining time in other engagement basically related to other professional development activities. It deals with beginner teacher and midcareer veteran teacher.

Sweden- CPD programme named as ‘lifting the Teachers’ where 104 hours or 15 days per year are invested on professional development of the teachers.

Singapore- 100 hours for professional development where currently teachers are trained to use action research project in the classroom.

Australia- The main focus of the Australian National Project is teachers’ professional development and state and territory projects focus on teaching standards, conducting research, and communicating research findings.

South Korea- South Korean teachers need to complete 90 hours of professional development after 4-year completion of their initial teaching phase and then 180 hours of professional training needed for their next eligibility of promotion.

Finland- Follows a decentralised model for professional development of teachers in place of compulsory in-service training; school based, municipality-based programme run under which teachers are trained to create school plans in relation to their national curriculum and to solve the problem within the school context.

Indonesia- Professional development of teachers is primarily based on ESD goals.

New Zealand- CPD programme is mandatory and 20% time is given to first year teachers and 10% time is given to second year teachers.

Switzerland- Induction programme is mandatory and focus on preparing teacher as a reflective practitioner through collaborative approach.

National Education Policy 2020 and Continuous Professional Development of Teachers and School Leaders

National Education Policy 2020 (NEP 2020) envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3–18. Currently, children in the age group of 3–6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better learning, development, and well-being. In this context, NEP in Para 1.7 focusses on preparing an initial cadre of high-quality ECCE teachers in Anganwadis; current Anganwadi workers or teachers will be trained through a systematic effort in accordance with the curricular or pedagogical framework developed by NCERT. Necessary facilities will also be created for the initial professional preparation of these educators and their CPD (MHRD, *National Education Policy 2020*, p. 8).

The NEP 2020 also recommend (Para 5.15) that “Teachers will be given continuous opportunities for self-improvement and learning the latest innovations and advances in their professions. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.”(MHRD, *National Education Policy 2020*, p.22).

NEP 2020 (Para 5.16) also recommended that “School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they can share best practices with on one other. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy, with a focus on preparing and

implementing pedagogical plans based on competency based education” (MHRD, *National Education Policy 2020*, p. 22). In continuation of this, the NEP will be linked to CPD for Career Management and Progression (CMP) of all teachers. In this regard, (Para 5.17) envisages “a system of multiple parameters for proper assessment of performance will be developed for the teachers by State/UT Governments according to peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community or based on National Professional Standards for Teachers (NPST)” (MHRD, *National Education Policy 2020*, p. 22).

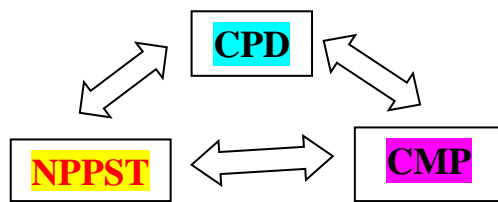


Figure: relationship between continuous professional development (cpd), careermanagement progression (cmp), and national professional standards for teachers (npst)

Para (5.20) of NEP 2020 states “a common guiding set of NPST will be developed by 2022, that would cover expectations of the role of the teacher including library staff (para 21.9) at different levels of expertise, and the competencies required for that stage. It will also comprise standards for performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programmes.

Conclusion:

It is well known that teachers must continually advance their professional skills in order to deliver high-quality instruction. In addition to pre-service teacher education being sufficient for producing effective teachers, in-service teachers also require ongoing professional development. Many countries make efforts towards this by adopting different policies, methods, strategies for their teachers to get fruitful experience. But in India, professional development is not on priority and not compulsory to attain these programmes. All above mentioned documents are still moving around the term in- service education but now NEP 2020 comes with the term CPD, involving provisions for effective teacher education, recruitments, work conditions and motivation of teachers to meet the teaching learning process on desired standards.

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