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# UNIT 16 PROFESSIONAL DEVELOPMENT OF TEACHERS

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## 16.1 INTRODUCTION

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In previous units of this block, we have analyzed various roles of teacher as innovator, action researcher as well as a reflective practitioner. All these roles summarize the role of teacher as a professional. For a professional teacher, continuous improvement and enrichment are key requirements for growing to achieve the ever changing goals of teaching-learning. Why is professional development important for you? What can a teacher do for professional development? What are the means of professional development for teachers, especially at secondary and senior secondary level? Present unit deals with these questions. The unit analyzes the present system of professional development for teachers and suggests new emerging ways to improve and upgrade our professional skills and competencies.

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## 16.2 OBJECTIVES

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After going through this unit, you will be able to:

- understand teaching as a profession;
- realize the importance of professional development for teachers;

- critically analyze present provisions for professional development of teachers;
- identify various ways and means for professional development;
- examine the potential of Open and Distance Learning (ODL) system in continuous professional development of teachers; and
- appreciate the role of Information Communication Technologies (ICTs) in continuous professional development of teachers.

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## 16.3 TEACHING AS A PROFESSION

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In order to understand teaching as a profession, let us first understand what is meant by a profession.

### 16.3.1 What is a Profession?

A profession can be defined as an occupation which requires some specialized study and training, and the purpose of which is generally to provide skilled services and guidance in lieu of a definite fee or remuneration. However, some professionals may provide services without asking for payment.

A profession is a calling and it implies acquisition of a fund of knowledge, range of skills and their application for the service of humanity. The service rendered by a professional may be direct as in the case of teachers and doctors or indirect as it is in the case of teacher educators i.e. teachers of teacher trainees. Further, this service may be rendered to a limited segment of the population, for a limited period of time or phase of life. This service is not rendered to the entire learner population undergoing graduation or post-graduation courses, but, it is rendered to those who have aptitude for the profession. It is rendered for a limited period of time in the sense that an individual is expected to go through training before taking up the profession and then, is expected to update his/her knowledge and skills after a regular interval of time.

There is another way of looking at the same situation. Any professional person provides professional service for a limited period of time when his/her clientele are in an institution or within the institutional framework; for example, a teacher who is a professional person renders his/her service for a period of time when students (clientele) are in educational institutions and within the institutional framework; of a school, college or university. A profession can be practiced independently or within an institution or both. This means if teaching is accepted as a profession, a teacher can teach either independently to students or within a school along with a team of teachers.

So far, we have learnt that a profession is based upon specialized study and training, it provides skilled service and guidance for a definite purpose to a limited section of the population for a limited period of time and can be practiced independently or within an institution.

### 16.3.2 Characteristics of a Profession

A profession indicates certain specific characteristics. They are:

- i) A profession demands possession of a body of specialized knowledge and extended practical training.
- ii) A profession renders an essential social service.

- iii) A profession demands continuous *in-service* training of its members.
- iv) A profession has a clearly defined membership of a particular group, with a view to safe-guarding the interests of the profession.
- v) A profession involves a code of ethics.
- vi) A profession assures its members a professional career.

As stated above, a typical profession exhibits a complex of characteristics. Let us try to understand them with the following clarifications.

The creation of a professional organization, developing a code of ethics, offering a life career to its members, or even granting of action are all shared by trade associations or guides. Then what is the difference? There are two criterias that are basic to a profession. A profession “professes” to do two things: one is to serve and the other is to serve with conscious understanding and efficiency. While all other vocations serve, the profession not only serves but also makes service its prime motive. Even when there is a conflict between the interests of the client and that of the society, selfish interest retreats in favour of the professional interest. The profession and other vocations differ in the sense that a profession is well grounded in its sound knowledge and expertise. It has good qualities like altruism and longing for authentic knowledge on the part of the members which differentiates a profession from a trade.

### 16.3.3 Characteristics of Teaching Profession

We shall try to elicit the characteristics of a teaching profession to understand why teaching is called a profession. The following are the characteristics of a teaching profession:

#### i) It essentially involves an intellectual operation

Teaching, it has been said, is not mere talking. This is so because teaching requires conscious organization of learning activities, deliberate creation of a conducive and supportive learning environment. While providing learning experiences a teacher has to constantly analyze and evaluate classroom climate and evolve a suitable plan of action to achieve the pre-specified desirable change in the behaviour of a group of learners who are constantly varying with respect to their interest and pace of learning. All such operations, which are to be carried out by a teacher, are intellectual operations.

#### ii) It draws material from science

Teaching is not only an art but also a science. On the basis of this assumption, a teacher can be trained. The moment it is accepted as a science, it has definite steps which are followed in training a teacher.

#### iii) It transforms raw material into a practical and definite end

In teaching profession, the learners constitute the raw material. These learners are prepared to teach in a continuously evolving society which has varied expectations. Learners are trained into a practical and definite end by means of providing practical training in teaching and other pedagogical activities.

#### iv) It possesses an educationally communicable technique

As teaching is a science, teaching techniques are systematic and have definite steps to be followed. It is easily communicable.

**v) It tends towards self-organization**

It is self-organized in the sense that the personnels who are engaged in teaching profession are sensitive towards growth and development. They evolve a definite mechanism to sustain and promote the standards of teaching profession.

**vi) It essentially performs a social service**

Teaching is a social service. It has generally been accepted that education is potent tool to bring about changes in any nation. The obvious evidences of such a statement are the developed nations like U.S.A., Russia etc. These and other nations have been able to constantly develop because of high rates of literacy. It is through teaching that a society develops.

**vii) It has a lengthy period of study and training**

Teaching cannot be learnt in a year or so. A person willing to take up this profession has to study for a number of years and acquire a mastery over the contents of the subject matter. After this he/she has to undergo training in teaching.

**viii) It has a high degree of autonomy**

In our earlier discussion, we mentioned that definite steps have to be followed in teaching as it is a science. However, there is a high degree of autonomy in teaching profession right from curriculum development, planning activities of a year, identifying instructional objectives, deciding upon the method of teaching, deciding upon the use of media, identifying evaluation criteria, using appropriate evaluation techniques to deciding upon the admission and promotion rules, and autonomy in planning and execution of co-curricular activities. Ultimately, all these activities are planned keeping in mind the goals of education which are to be achieved in a limited period of time.

**ix) It is based upon a systematic body of knowledge**

Teaching profession is based upon a systematic body of knowledge which has been derived from social, psychological, historical, political and economic spheres of life. It is also influenced by the religious and spiritual beliefs of a society.

**x) It has a common code of ethics**

All over the globe, teaching profession has a common code of ethics.

**xi) It generates in-service growth**

In teaching profession, the teacher is learning at all the stages of teaching. This leads to growth of a teacher while in-service.

Apart from these, education is a dynamic discipline. New knowledge is continuously being generated with regard to teaching methods and other foundation courses of teaching. A professionally trained in-service teacher, needs to get revamped with new knowledge and update the already acquired knowledge and skills of teaching. This in-service training will ultimately lead to performance of the expected tasks by a teacher in an effective way.

From the preceding discussion, it is clear that the teaching profession has certain characteristics for it to be termed a profession. It is a complex profession in the

sense that it has to take into consideration needs and expectations of an ever changing society. It is affected by both the political ideology and economy of the nation. It learns from the history of not only a nation but other nations too. Students, who are the clientele, vary with respect to such variables as interests, ability, socio-economic background etc. With all such and many other complexities, teaching is a noble profession with the prime motive of rendering service to society.

**Check Your Progress**

**Notes:** a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit.

- 1) List the distinct characteristics of a profession that distinguish it from a vocation or a trade.

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- 2) “Teaching is a complex activity.” Discuss.

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**16.4 NEED AND IMPORTANCE OF PROFESSIONAL DEVELOPMENT**

*“Professional development of teachers is not an event, rather it is a continuous process”*, this is a common statement written in most of the documents dealing with professional development of teachers. There is no doubt that teaching is a profession and has certain professional obligations. Sometimes these obligations are written in terms of code of conduct or many times these are mere conventions. Teaching profession has changed a lot. In India, NCF-2005 has brought radical changes in teaching-learning process. This has influenced role of teachers also. Many such policy changes have influenced teachers’ role. Can you identify few such changes in first 15 years of 21<sup>st</sup> century, which have influenced the role of teachers in an elementary or secondary school?

**Activity 1**

Analyze the major policy changes/documents/schemes which have influenced teaching-learning system during 2000-2015. How these have influenced the role of a teacher in an elementary or secondary school?

Above activity will facilitate you to understand the need and importance of professional development for teachers. You must have noticed that every policy/documents or scheme has demanded something new in teaching learning process. In many cases, teachers teaching since long in the system were not prepared to cope up with these changes due to various reasons.

To understand these reasons in more realistic way, let us read the following case and try to analyze, what will be the solution.

*In a Government secondary school, there were fourteen teachers. Out of which, six were appointed in late 80s whereas four were appointed in 1995. Rests were appointed in 2005. State government has announced for adopting the NCERT textbooks in all its school after NCF-2005. Continuous Comprehensive Evaluation (CCE) Scheme was also adopted by state in 2009. After implementation of RTE-2009, Schools were bound to follow the recommendations of RTE-Act also. School Principal issued circular time to time in this regard and asked teachers to prepare themselves accordingly. Teachers discussed within themselves and tried their level best to adopt all changes. In 2014, a Survey conducted by an independent researcher, it was found that most of the teachers are not using diverse techniques of assessment. Many of them were not aware of assessment indicators and how these indicators should be used in assessment. In the same survey, many teachers have reported that they did not find NCERT textbooks much useful as they are merely activity books with very less content. So they are forced to read other reference books and provide notes to students. They also reported that due to implementation of no detention policy, learners' attendance is decreasing and they are not responding seriously in unit tests and summated examinations. It was also reported that in that school, around 1200 learners are enrolled from class six to tenth. Teachers were of the view that due to increased workload and ever-changing policy, their performance is decreasing and are not satisfied with what they are doing.*

If you analyze this case and identify the reasons, you will find that few of them are:

- implementation of policies
- lack of awareness among teachers,
- difference between assumptions and ground realities

But you should also think that before implementing these changes, if teachers were inducted and oriented properly about all these changes and their importance in teaching-learning, they may not have raised such issues. This is a demand to reflect on requirement of continuous training or orientation opportunity for teachers, which can facilitate teachers in implementing various policies or changes in teaching learning system. Answer to this problem is Continuous Professional Development (CPD) of teachers.

Professional development of teachers does not include giving them only an opportunity to learn a new concept or adopt a new teaching learning methodology, rather it also focus on developing their competencies to deal with changing scenario of teaching learning process and adopt the best for the benefit of learners. Professional development brings changes in teacher's approach, attitude, understanding and practice to enhance level of learning.

A definition of Professional Development for teachers is given below:

*“The process by which ... teachers review, renew and extend their commitment as change agents ... and by which they acquire and develop critically the knowledge, skills, planning and practice... through each phase of their teaching lives” (Day, 1999: 4)*

*Teacher’s Professional Development “is the body of systematic activities to prepare teachers for their job, including **initial training, induction courses, in-service training and continuous professional development** within school settings.” (OECD, 2010)*

Need of professional development for teachers can be summarized under following points:

- Expanding knowledge domain of subjects
- Due to changing pedagogy
- Increasing involvement of media
- Focus of use of ICT
- Enactment of policies and schemes
- Meeting demands of society and nation

You can increase as well as modify this list based on your experiences. In India, we have witnessed the efforts of professional development due to two main reasons: it is initiated either as a plan or policy implementation or teachers are doing this due to its linkage with their promotion and other monetary benefits.

**Check Your Progress**

**Notes:** a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit.

3) Define professional development in your words.

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4) What are major reasons to initiate professional development activities in teacher education?

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Many times, in-service teacher training programmes are considered as programmes for professional development but it is not true in Indian context. In next section, we will examine various models of in-service teacher education programmes and their role in professional development of teachers.

## 16.5 IN-SERVICE TEACHER TRAINING AS PROFESSIONAL DEVELOPMENT

In India, teacher training programmes are generally categorized as pre-service and in-service teacher training programme. In broader sense, in-service teacher training programmes are considered as programmes for professional development of teachers. Many policy documents highlighted this dimension of in-service teacher education.

Role of in-service teacher training was highlighted by **Secondary Education Commission (1952-53)** under the chairmanship of Dr. A. Lakshman Swami Mudaliar which advocated:

*“However excellent the programme of teacher-training may be, it does not by itself produce an excellent teacher. It can only engender the knowledge skills and attitudes which will enable the teacher to begin his task with a reasonable degree of confidence and with the minimum amount of experience. Increased efficiency will come through experience critically analyzed and through individual and group efforts at improvement. The teacher training institution should accept its responsibility for assisting in this in-service stage of teacher-training. Among the activities which the training college should provide or in which it should collaborate are: (1) refresher courses, (2) short intensive courses in special subjects, (3) practical training in workshop, (4) seminars and professional conferences. It should also allow its staff where possible to serve as consultants to a school or group of schools conducting some programme of improvement. (p. 139)”*

**The Education Commission (1964-66)** also recommended that “school complexes” with a nodal school shouldering the responsibility for the continuous professional development of all teachers working in the schools, should be established. State Institutes of Education (SIEs) have come up in various states as outcome of these recommendations.

Report of the **National Commission of Teachers-I (1983-85)** titled “**Teacher and Society**”, also recommended that every teacher must attend in-service training of 3 weeks’ duration once in a block of five years and it should be linked with career promotion.

The National Policy of Education (NPE 1986/92) mentioned categorically that “*teacher education is a continuous process, and its pre-service and in-service components are inseparable.*”

In 1987, a crash programme on a massive scale orientation of five lakh teachers, every year was launched in the name of “Programme of Mass Orientation of School Teachers” (PMOST). Subsequently it was replaced by another crash course in the name of “Special Orientation Programme for Primary Teachers” (SOPT). Both these programme were short term measures and were able to create only awareness among teachers.

Clarifying the role of in-service teacher education as professional development activity, **The Acharya Ramamurthi Review Committee (1990)** explicitly advocated that “in-service and refresher courses should be related to the specific needs of the teachers. In-service education should take due care of the future needs of teacher growth; evaluation and follow up should be part of the scheme.”



Many review reports and documents on teacher education have critically examined the role of in-service teacher education in India. Highlighting the critical condition of in-service teacher education in India, **National Knowledge Commission (NKC) (2006-09)** commented that:

*“In-service training shows problems of inadequate quantity, uneven quality, outdated syllabi, and poor management. A very large proportion of school teachers in the country have received no in-service training at all. In any case, many DIETs are currently understaffed, demoralized, and incapable of giving good quality training to teachers. In part, this is because teacher training positions are often occupied by those who have not themselves been school teachers.”(p.53)*

In terms of remedy, it suggested that *“The teacher training course should not be seen in terms of a finite period of time, but as a process by which the quality of teaching and learning in the classroom can be regularly improved, in a context that fosters an attitude of lifelong learning. Therefore, there should be a mechanism for feedback and subsequent interaction between teachers and the training institutes, especially for pedagogical techniques that are new or require more continuous innovation from the teacher”*. NKC further *“suggests the provision of short term in-service courses (in both contact and distance mode) that teachers can choose from. These could include courses developed outside the DIET/SCERT structure, subject to a thorough review of quality. In addition to being made more flexible, in-service teaching courses need to be incentivized, possibly by making attendance and completion of such courses prerequisites to professional advancement.”(p. 54).*

NKC also suggested that if a web-based teachers’ portal could be developed, it will be a nice platform to interact, share experiences and ideas for teachers. It should be part of in-service teacher training programmes.

The Report by **NCERT (August, 2009)** on **“Comprehensive Evaluation of the Centrally Sponsored Scheme on Teacher Education”** has set out the immediate tasks which form agenda as under:

- 1) To enhance the institutional capacity available at present for ensuring the adequate supply of trained teachers for all levels of school education;
- 2) To utilize all possible kinds of institutions, including university departments of education and teacher training institutions in the private sector, for in-service training of the existing cadre at all levels, in addition to State institutions, including CTEs;
- 3) To recognize teacher education (for all levels of school education, from pre-school to senior secondary) as a sector of higher education and to facilitate co-operation and collaboration between institutes of teacher training and colleges of general education or universities with a view to enabling interaction between different departments of a local college (or university) (e.g. sciences, languages, social sciences) and the institute of teacher training.
- 4) To envision a comprehensive model of teacher education, utilizing the Chattopadhyaya Commission Report and updating its perspective, and ensuring that progress towards a new, comprehensive model is paralleled by necessary

modifications in policies of teacher recruitment, deployment and service conditions, including emoluments;

- 5) To prepare a curriculum policy and framework for teacher education which is consistent with the vision of the NCF, 2005, and to translate it into imaginative syllabi and textbooks for pre-service courses and sets of in-service training material suited to diverse conditions and needs; and
- 6) To bring about synergy between institutional structures operating at different levels, e.g. NCERT and NCTE at national level, SCERTs and boards of education at State level, DIETs and under graduate colleges at the district level and so on.

The Report states that “*Block and Cluster Resource Centers were established during DPEP in some selected districts after which these centres were expanded across the country as part of the SSA programme, for improving the quality of elementary education. Thus, the staff duties and responsibilities are presently based on the SSA Framework of Implementation and its objectives. But due to successful implementation of SSA programme the enrolment at secondary stage has increased. Besides this, universalisation of secondary education is also under active consideration. Keeping this in view, there is an urgent need to change the role and functions of BRCs and convert these into Block Level Institutions of Teacher Education (BITEs).*”

**National Curriculum Framework for Teacher Education (NCFTE)-2009**, proposed many initiatives to strengthen in-service teacher education as a mean of professional development. Chapter 4 of NCFTE deliberates in detail about continuous professional development and support for in-service teacher education.

#### **Activity 2**

Go through the principles to design in-service teacher education programme, as suggested by National Curriculum Framework for Teacher Education, 2009, pages 66-67. Analyze any one in-service teacher education programme in the light of these principles and prepare the report.

**NCFTE is available on [http://ncte-india.org/ncte\\_new/pdf/NCFTE\\_2010.pdf](http://ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf)**

It also suggested that various agencies can play a vital role in providing in-service professional development for teacher. Teachers could also be provided short-term fellowships and funding support (based on proposals) to either come to the DIET, CTE, IASE and University Department or carry out specific activities for the school children and teachers in their own district.

- University and college faculties of sciences, humanities and social sciences could include extension services for school teachers, opening up their labs and libraries to teachers and sharing with them advances and new ideas.
- Colleges of pre-service teacher education could include extension activities which would also enable their learners and faculty to keep in touch with active teachers. Teacher Learning Centres (TLCs) in teacher education institutes can act as the hub of both pre-service education as well as continued professional development for teachers in service. They could also provide special services to their alumni, continuing to mentor and keep track of their developments.
- Schools, under the leadership of interested principals and able to support additional adjunct faculty, could themselves develop into resource centres for neighbouring

schools. These could also include schools run by NGOs and other private agencies interested in contributing to the development of all schools in the neighbourhood, both government and private, and affiliated to any board.

- IASEs, CTEs, DIETs, BRCs and CRCs could also research and develop training aimed at overall school improvement or to target the needs of special schools or groups of children in the district. They could also focus on providing school based support to teachers, by working closely with the school heads.

**The Revised Implementation Framework of SSA (2011)** has recommended strengthening of the BRCs, Urban Resource Centres (URCs) and CRCs for providing academic support to teachers. BRCs/URCs and CRCs are the most critical units for providing training and on-site support to schools and teachers. Given the significance of these structures SSA, will strengthen faculty and infrastructure support to BRC/URC and CRCs. States must focus on improved selection criteria for the coordinators and faculty of BRC/URC and CRCs. The selection criteria should take into consideration experience, qualifications and aptitude for training and research. States must provide facilities for continuous skill enhancement of BRC/URC and CRC coordinators and faculty. Functional linkages between BRCs/URCs and CRCs and DIETs and district level resource groups should be strengthened. The norms governing the support under SSA for BRC/URC and CRC have been specified in the Framework.

Department of School Education and Literacy, Ministry of Human Resource Development, Government of India has come up with guidelines for implementation for Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education, in June, 2012. In the guidelines it has been suggested that,

*“The in-service teacher education programmes would work for the development of Master Resource Persons (especially for training at the block level) as well as direct work with teachers with a view to continuously enhance understanding of and better quality of planning and implementation of all parts of the curriculum. DIETs are also expected to organize specially designed courses for Head Masters, Officers of the Education Department upto Block level, members of VECs, SMCs, Community Leaders, Heads of PRIs, BRC/CRC coordinators.” (p. 32)*

In these guidelines, a shift was advocated as follows:

**Table 16.1: Shifts Required in Teacher Education**

To Enact a Shift in Perspectives and Practices	
From	To
Teacher directed, fixed designs	Learner-centric, flexible processes
Learner receptivity	Learner agency, participation in learning
Knowledge as “given”, fixed	Knowledge as constructed, evolving
Learning as an individual act	Learning as a collaborative, social process
Disciplinary focus	Multidisciplinary, educational focus
Assessment judgmental, mainly through competitive tests for ranking, through narrow measures of achievement, leading to trauma and anxiety	Assessment for Learning, self assessment to enhance motivation, through continuous non-threatening processes, to record progress over time

Source: *Guidelines for Implementation for Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education*, pp. 32-33

Report of the High-Powered Commission on Teacher Education constituted by Hon'ble Supreme Court of India (2012), titled “**Vision of Teacher Education in India: Quality and Regulatory Perspective**”, commonly known as Justice Verma Commission, suggested to set up a model INSET policy, which should focus on following issues:

- The in-service teacher education as a strategy for continuing professional development must address all categories of educational personnel in the school system i.e., teachers at all levels, school heads, supervisors, library staff, etc. It also advocates that teachers working in private unaided schools are out of domain in various centrally sponsored schemes for professional development. New INSET policy must make provisions for inclusion of teachers of private schools also for in-service education.
- It should be obligatory for every teacher to participate in the in-service education programmes, at a time of his/her choice and convenience.
- The parameters of successful completion of a training module in a training cycle need to be defined and should be linked with some incentives in the form of advancement in career or in terms of financial gains.
- Separate training modules have to be developed for elementary stage (primary and upper primary), secondary and senior secondary teachers, heads of schools, supervisors and library staff, etc.
- There is need to develop a national as well as state action plans to implement INSET policy in desired manner.
- Institutions imparting in-service teacher education need to be strengthened in several ways- learning resources, academic support from universities and other institutions, qualified resource persons, etc.
- There is shortage of institutions for imparting training to teachers at secondary and senior secondary levels. Hence, existing CTEs should be strengthened and new training centers can be established.
- A training center cum resource center should be established in ODL as a resource center for continuous professional development of teachers.
- The institutions of educational technology along with ODL institutions shall have to undertake programmes for development and production of audio-visual programmes.
- The success of in-service education depends on the strength of each of its four pillars: content of training, overall ethos of the training venue, resourcefulness and ingenuity of trainers and receptivity and involvement of the trainees.

As a teacher, if you go through these details, you can conclude that our policies are quite concerned about in-service teacher education as a tool for professional development. Many efforts have been made but still there is a large gap between demand and supply. Most of the governmental efforts are limited to teachers of government or government aided institutions and a large number of teachers teaching in private un-aided schools are deprived of it. The discussion also highlighted the efforts in terms of establishment of DIETs, CTEs and IASEs and their present situation. These institutions designed institutionalized methods for professional development of teachers.

**Check Your Progress**

- Notes:** a) Write your answer in the space given below.  
b) Compare your answers with those given at the end of the unit.

5) What are the shifts required in in-service education programmes?

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6) What were the major drawbacks of PMOST and SOPT programmes?

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**16.6 CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)**

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CPD is the process by which teachers acquire, develop and strengthen their skills and know-how to become more effective. It is an ongoing process and is in response to the professional environment, which is ever changing.

**Activity 3**

“CPD must be implemented in every field, specially teaching”. Do you agree with this statement? Discuss the need for professional development in teaching.

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You may analyze your response to the above question and check whether these needs for professional development covers the following points:

- Updating knowledge
- Improving classroom practices
- Dealing with emerging challenges
- Professional networking

.....Think of more points that you may add to this list.

We shall discuss these points briefly.

### 16.6.1 Updating Knowledge

Continuous professional development (CPD) helps teachers as new knowledge is being gained and used for improvement of knowledge. Not only in our subject areas, but also in teaching methodologies and technologies, new knowledge is emerging continuously. For example, in the recent past, we have experienced a shift in the teaching learning process from behaviourist approach to constructivist approach. There are many more such new trends and developments. New discoveries and innovations are leading to increase in the corpus of knowledge base in various subjects. Knowledge domain of subjects ranging from languages to science, arts to social sciences is increasing day by day and a teacher has to be aware of these developments. As teachers we cannot remain oblivious of these developments in our subject area. A well informed feels confident and is respected by his/ her colleagues and the students. A teacher can respond to the queries raised by learners in a better way if s/he keeps him/herself abreast of the developments in his/her field.

### 16.6.2 Improving Classroom Practices

A good teacher is not only a good communicator but is also a facilitator of learning. S/he not only teaches but also learns from classroom experiences. S/he also tries to apply the emerging innovations, techniques and technologies to the teaching-learning process and thus improves his/her teaching learning process. Read the following example.

Mr. Mohit has been teaching at elementary level classes since the last 15 years. He had qualified as a trained teacher long back but is open to new ideas. With the implementation of the National Curriculum Framework-2005 and the changes that came about in the textbooks, he felt a strong urge to make changes in pedagogy. He accessed the internet for information on concepts like interdisciplinary approach, constructivism, active learning and so on. At the secondary level, he then adopted an integrated approach for teaching the content. He linked content areas from various disciplines and also with the daily life of children through suitable examples. He also facilitated the students in carrying out activities but made it a point to let them discuss, narrate and raise questions so that he could ensure that the activities had led to learning.

How did Mohit make professional development possible without attending a training programme? What was the impact of Mohit's attempt for professional development?

### 16.6.3 Dealing with Emerging Challenges

Today teachers are urged to adopt new methods of teaching and learning. They are also urged to integrate technology into the teaching and learning process. All these trends pose challenges to teachers. Managing the classroom without resorting to corporal punishment as a means for maintaining discipline, carrying out formative evaluation, teaching in inclusive classrooms and the like are also challenging. Challenges like dealing with diversity of learners in the classroom, ensuring gender, caste, class, ethnic, religious equity, making classroom inclusive, adopting positive discipline instead of corporal punishment, inculcation of humane values and ensuring social justice, are to be faced by a teacher in today's classroom. Many teachers find it difficult to adopt these new practices. For example, some teachers who are into the traditional educational system for a long time do not feel comfortable with new technology and are reluctant to shift to technology mediated teaching learning process. On the other hand, increasing use of technology by children who are e-savvy make teachers feel that they are not properly equipped to teach them.

## 16.6.4 Professional Networking

Unlike in the past, today it is the age of collaboration rather than competition and individual working. Team work, sharing of resources and networking enhance the capacity of individuals rather than grappling alone with problems. CPD also implies that teachers gain the ability and the attitude for cooperation and collaboration. Hence the ability for technology mediated networking for sharing information, ideas, and experiences, collaboration on projects, and so on is required. Professional networking is needed not only for educational benefits but also for discussing and reflecting collectively on professional issues. In such networked systems, more experienced and knowledgeable colleagues can provide effective guidance and facilitation. Opportunities of CPD provide us with the ability for creating technology mediated network and using the network for benefitting professionally. Now-a-days self-initiated efforts for professional development as life-long learning are also required.

### Activity 4

Apart from the need for CPD mentioned above, there could be many more. You may list them.

You will now agree that CPD is basically meant for equipping teachers with knowledge and skills that are needed to keep pace with the changing world. After this introductory discussion, we will now focus on the role of ICT specially computer and internet for professional development. Our focus will be more on practice in place of fundamentals and technological details.

## 16.7 CPD THROUGH ICT

### 16.7.1 ICT for Access to Resources

Information Communication Technologies (ICTs) have become an essential part of whole teaching learning process. ICT enhances learning opportunities and as you know provides the user the flexibility regarding time and pace of learning. In the following sections we shall discuss the use of ICT for providing opportunities for CPD. However, for CPD, it is required that you just do not read about the technologies mentioned but also use at least some of them for accessing and sharing information.

#### Portal for Educational Purposes: SAKSHAT

The screenshot shows the SAKSHAT portal interface. At the top, there is a navigation menu with links: LOGIN, REGISTER, REQUEST INFORMATION, VIRTUAL TOUR, POST A PUBLIC COMMENT, FAQ, RSS FEED, and LEAD FORUM. Below this is the SAKSHAT logo and the tagline 'The National Mission on Education through ICT (NME-ICT)'. The main content area is divided into several sections:

- ANNOUNCEMENTS**: NMEICT
- USEFUL LINKS**: Select Language
- STUDENT'S CORNER**: Support self learning through virtual classes and testing services; nurture learners through guidance and counselling; Manage scholarships under the National Merit Scholarship Scheme.
- TEACHER'S CORNER**: Provides links to teacher's empowerment programmes, uploading project proposals for NME-ICT and announcement of class schedules.
- KNOWLEDGE PLUS**: Explore the world of web-based knowledge resources in the form of e-books, e-journals and open educational resources.
- INTERACT**: Communicate and share knowledge with teacher/mentor or peer group in real time or asynchronously.
- EDUCATION BROADCAST**: A section for educational broadcasts.
- SRINAGAR GOVERNMENT SCHOLARSHIPS - 2014-15**: Website of Sanctioned Projects.

The footer includes 'Launch of Botany eContent', 'Inviting Proposals NME/ICT Connectivity Support Services', and various site navigation links like Privacy policy, Disclaimers, Tell a Friend, Sitemap, Feedback, Contact Us, and About Us. Copyright 2013, Information Provided and Updated by Ministry of Human Resource Development.



Ministry of Human Resource and Development, Government of India has launched a One Stop Education Portal on October 30, 2006 to facilitate lifelong learning for students, teachers and others in pursuit of knowledge, free of cost.

The vision of the project ‘SAKSHAT’ is to cater to the learning needs of more than 50 crore people through a proposed scheme of ‘National Mission on Education through Information and Communication Technology (ICT)’. The scheme is to provide connectivity to all institutions of higher learning to the world of knowledge in the cyber space, to leverage the potential of ICT, in providing high quality knowledge modules with right e-contents, to address to the personalized needs of learners, in order to take care of their aspirations. These modules are to be delivered through ‘SAKSHAT’.

Major benefits of SAKSHAT are that it brings all ICT initiatives from various government organizations at one place and provide information on new developments/ initiatives on integration of ICT in education. In order to understand its benefits, you are suggested to undertake following the activity.

**Activity 5**

Visit the teachers’ corner as SAKSHAT portal and analyze the benefits of various subsections under it for a teacher. Prepare a critical report on role of SAKSHAT in promoting ICT-mediated/supported education in India.

**MOOCs as Life-long Learning Opportunities**  
**Massive Online Open Courses (MOOCs)**

DIGITAL TOOLS » TEACHING STRATEGIES »

**MOOCs for Teachers: Coursera Offers Online Teacher Training Program**

Katrina Schwartz | April 30, 2013 | 4 Comments

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MOOCs are one of the recent innovations in ICT based teaching learning. The philosophy underlying MOOCs visualizes teaching and learning as a lifelong process. MOOCs are ICT based initiatives in distance training programme, which have wide scope in teacher education, which provide ample opportunities for many people



including teachers to get education. MOOCs based teacher training is in initial stage in developing countries like India and most of the initiatives are being taken by individuals and not by organization. Most of the MOOCs teacher training programme are of capsular in nature and focused on basic ICT skills or Content enrichment issues but MOOCs have potential to develop as full-fledged teacher training medium in near future.

In 2016, MHRD, Government of India has also launched its MOOCs platform called SWAYAM. SWAYAM stands for Study Webs of Active-learning for Young Aspiring Minds.

MOOCs can best be utilized for continuous professional development of teachers. Organizations can initiate such projects or teachers can participate in any such course individually.

### Activity 6

Visit following MOOCs based website, enroll yourself in a short duration course and based on your experiences prepare a critical report on benefits of MOOCs on continuous professional development of teachers.

### Using OER Repositories and NROER

You must have heard about Open Education Resources (OERs) and its benefits for learners. OERs are basically the teaching and learning materials made available freely for everyone to use. Anyone, whether he/she is a teacher, a student, an educator, an educational administrator or a freelancer can get benefited by the content provided as OERs. Variety of content including texts, article, lesson plans, techniques and tools of learning and assessments, teacher made designs, laboratory manuals, text and reference books, pictorial quizzes, and many more resources in audio/video forms, picture, graphs, etc., are available as OERs.



The ideology of OER is in tune with collaborative and cooperative nature of teaching and learning. OERs are providing an opportunity to assess quality content to learners and teachers without much investment of time and money. There are many OERs platforms in various institutions but two indigenous models of OERs are –

One is of National Institute of Open Schooling (NIOS) and other is the National Repository of Open Educational Resources (NROER) being managed by NCERT, New Delhi. These OERs can be used by teachers for various purposes.

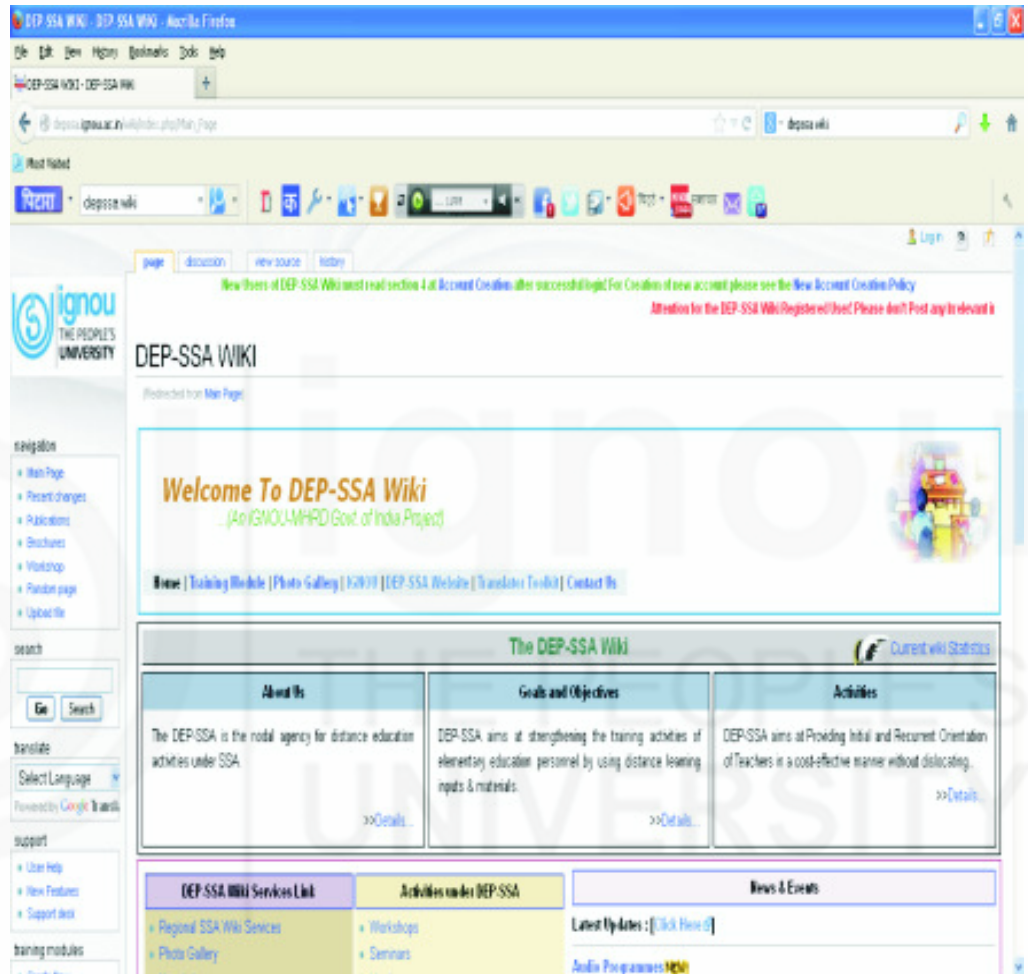
### Activity 7

Visit NROER and select some content/audio-video, which is related to your subject. Use it in your classroom transaction. Make a report highlighting its benefits for teachers and give suggestions to improve it.

## 16.7.2 ICTs for Interaction and Collaboration

### Wiki

Wiki is very interesting and useful web application where people can add, modify, or delete content in collaboration with others. Teachers can use a number of wiki pages available for knowledge updating in their specific field.



Wikipedia is a commonly used source of information. But do you know that you can also use it for creating content and that too collaboratively and also edit it and let other group members edit it? You can thus create your own wiki page and better still do it collaboratively and have a discussion group on wiki to share and discuss various academic and professional issues.

The best way to experience WiKi is to create your own page and practice on it. WiKi provides opportunity to not only share content but you can post audio, video, pictures, graphs and you can give hyperlinks also to other WiKi pages as well as other websites.

You can start an article at [http://en.wikipedia.org/wiki/Wikipedia:Starting\\_an\\_article](http://en.wikipedia.org/wiki/Wikipedia:Starting_an_article) or you can attend some WiKi Tutorials. You can practice on some freely available pages like Create your wiki now at [http://www.wiki-site.com/index.php/Create\\_your\\_wiki\\_now](http://www.wiki-site.com/index.php/Create_your_wiki_now) or at <http://www.wikia.com/Special:CreateNewWiki>. There

are some good tutorials for editing, formatting, links, citation, etc. available at <http://en.wikipedia.org/wiki/Wikipedia:Tutorial> . You can read and practice after that.

### **Blogs and Discussion Forums**

Blogs provide a great way for people including teachers to share experiences, ideas and content like lesson plans, classroom management tactics and other helpful tips. There are blogs on various issues related to teaching and teacher. Some of them focus on specific issues or subjects while some are comprehensive in nature.

Now days you can find many Blogs on ideas for classroom management, sharing of learning material, for engaging learners, etc. Subject focused blogs helps you to keep you updated on particular topics, allowing teachers who need a refresher to quickly glean important facts about historic events and figures.

There are many popular blogs on various aspects of education. If you visit these blogs, you will find that teachers from all around the globe are sharing their experience, content, methods and teaching learning experiments through these blogs with teaching community. Make a habit to visit and follow such blogs, which are beneficial for you not only in knowledge updating but also in sharing and experiencing new ideas and innovations in teaching and learning.

### **Discussion Groups and Forums**

Another use of ICT is for creating discussion groups and discussion forums. Some discussion groups focus on a theme like problems of teachers, or that of teachers of specific subject groups. Online discussion groups and forums are dedicated online platforms where people post, share and discuss some issue in closed group.

People add their comments by posting a block of text to the group. Others can then comment and respond. Discussion groups differ from chatrooms and instant messaging because they usually deal with one topic and personal exchanges are typically discouraged. Discussion groups are often archived. These archives may be organized by thread, which means all the messages that reply to a starting message can be read in some order.

These discussion groups are providing a common platform to like-minded teachers to share, debate, discuss and enrich their knowledge and sharpen their skills. In order to experience its benefits, you are advised to develop your own discussion group or join any discussion group on any topic of your choice.

#### **Activity 8**

Start a discussion forum on a portal providing facility of discussion groups. Make a group of minimum 10 members and discuss about your teaching experiences daily. Prepare a report of your experiences after 15 days.

### **16.7.3 Social Networking**

Social media is one of the most influential innovations of the present times. Development of social networking sites (SNS) has boosted the tremendous growth of internet users. On-line social networking communities such as Facebook, Twitter, LinkedIn and others have become a part of daily life of many teachers and learners as they use these to communicate, share information and to build and maintain relationships. One can share, communicate, read, comment, update, criticize or suggest anything on these sites.

If you visit such social networking sites, you will find many communities of teachers from one organization or one interest area like science teachers, teachers as researchers, action researchers, etc. are collaborating or just sharing content.

Such platforms have been playing very effective role in teachers' professional development. Not only in enhancing content knowledge and pedagogical expertise, but also in sharing professional challenges, issues of classroom management, good experiments and practices in organization of activities are key features of these sites. Teachers can share opportunities for qualification enhancement, professional development events like seminars, workshops, symposia or short term training programmes with their colleagues so that most of the people in teacher community could be benefited.

Professional issues related to teachers' welfare, teachers' problems and issues of criticisms have been discussed on these forums at large. SNS provides a democratic virtual social environment to express views with freedom of expression and promotes healthy debates among professionals.

### **Knowledge Sharing Communities**

Mostly teachers use text or PowerPoint presentations or Audio/video content to communicate with learners. Many times teachers develop their own content in these commonly used forms. There are some dedicated online communities where a teacher can share and get useful material. For examples sharing PowerPoint Slides; Academia to share articles/research papers/experimental outcomes/action research documents; TeacherTube (to share audio/video developed by teachers).

At slide-share, you can share PowerPoint presentation developed by you and post any slide of your interest. Your post can be linked with your social networking site (like Facebook) account and you can inform all members in your list about your presentation. The members of the community can access that content.

On a community named, Academia.edu, you can share your research, publication, experience, article, action research report with academic community in text form. It gives you an opportunity to upgrade yourself about new developments in your field of study as well as to follow the researches and work of other scholars of your field. Your account at this site can also be linked with your Google e-mail account or with Facebook for regular updates.

To share and use audio/video related to education and specific content, mostly teachers use Teacher-Tube, a YouTube based application dedicated to education. Teacher-Tube is one of the largest audio/video repositories on education and many teachers/student share their audio/video through this site with rest of the academic world.

We have discussed about these knowledge sharing communities but to use and interact with these communities, you have to create your account on these sites and share the content developed by you. Many of you may be well aware of MSWord or MS PowerPoint but to develop, edit and upload audio-video in proper format needs more exercise.

### **16.7.4 E-conferences and Webinars**

As a teacher we all are aware of role of seminars and conferences in our professional development. Such events not only provide us opportunity to interact with other

people of our field but also provide us an opportunity to share our experiences and get benefited from experiments and experiences of our colleagues from various institutions. With the advancement of ICTs, traditional conferences and seminars have transformed accordingly. Now-a-days E-conferences and Webinars have been replacing traditional ones. There are a number of web portals providing opportunity to participate in e-conferences and webinars.

Major benefits of E-Conferences and Webinars are:

- Participant can contribute from their work place.
- No restriction on number of participant due to virtual space.
- Every participant can share his/her views with all and get immediate feedback, comment on the post.
- The whole proceeding could be archived for future use.
- Synchronous and asynchronous communication is possible. Recorded sessions are available for future reference.
- People can figure out the activity of their own benefit.
- Boundaries and limitations like regional, national or international are dissolved through these events. Teachers and educationists from many countries can contribute and share their work at one platform.

### Activity 9

Identify one webinar or e-conference of your interest. Prepare an article/research paper and participate in it. Prepare a report on your experiences and compare the traditional approach of seminars/conferences with ICT based webinars/E-conferences.

## 16.8 LET US SUM UP

Present Unit has attempted to provide an idea of opportunities of continuous professional development (CPD). Being an in-service teacher, many times you have to undergo various training programmes, all these programmes are under continuous professional development but many time, due to lack of time or resources, you missed few opportunities. Unit starts with discussion on need and importance of CPD and explains that CPD is required not only for knowledge updating but also for equipping ourselves to deal with emerging challenges and for professional networking. Unit focuses on ICT applications, which are useful for you in your professional development. Discussion on portals like SAKSHAT will help you to explore government initiatives to promote ICT in teaching learning process. E-conferences and webinars are another important application for professional development and networking, which you can utilize as per your convenience and interest. New online teacher training initiatives like MOOCs are discussed to give you an idea about new platforms of collaborative and cooperative learning. Discussion on open education resources and NROER will help to keep you updated about new developments and you could search new resources for quality content to improve learning outcomes of learners.

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## 16.9 UNIT END EXERCISES

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- Organize a discussion on professionalism among teachers at your school. Observe and record the views of other teachers and prepare a report highlighting the major points for discussion, consensus on major issues, challenges and suggestions.
- Visit a CTE/teacher education institutions in your nearby area and critically analyze its role in providing continuous professional development opportunities to teachers at secondary and senior secondary level.
- Do you think, ICT mediated professional development can help you as a teacher? discuss the modalities of using ICT for professional development of a secondary school teacher.

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## 16.10 ANSWERS TO CHECK YOUR PROGRESS

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- 1) Following are the distinctive characteristics of a profession.
  - a) A profession demands possession of a body of specialized knowledge and extended practical training.
  - b) A profession renders an essential social service.
  - c) A profession demands continuous in service training of its members.
  - d) A profession has a clearly defined membership of a particular group, with a view to safe-guarding the interests of the profession.
  - e) A profession involves a code of ethics.
  - f) A profession assures its members a professional career.
- 2) Teaching profession has to take into consideration needs and expectations of an ever changing society. It is affected by the political ideology of a nation, and is influenced by the economy of a nation. It learns from the history of not only a nation but other nations too. learners, who are the clientele, vary with respect to such variables as interests, ability, socio-economic background, etc.
- 3) Answer in your own words.
- 4) Expanding knowledge domain of subjects, Due to changing pedagogy, Increasing involvement of media, Focus of use of ICT, Enactment of policies and schemes, Meeting demands of society and nation
- 5) Refer to table 16.1.
- 6) These programmes were short term measures and were able to create only awareness among teachers.

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## 16.11 SUGGESTED READINGS AND REFERENCES

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