

## Professional Development of In-Service Teachers in India: Issues and the Way forward

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**ABSTRACT:** The notion that of all the factors that critically influence the quality of education, effectiveness of the classroom teacher is by far the most significant one is suggested by various research evidences. The quality of teachers depends upon the quality of teacher education system and professional development opportunities given to teachers. In-service Teacher Professional Development is a system that encourages educators to grow professionally and keep up with the changes in the teaching profession. The overall discussion in this paper makes an attempt to provide an understanding of policies, issues and concerns of professional development programmes for teachers in India. This paper is based on the secondary data and analysis done on existing literature, studies, documents and reports. It is felt that this paper will help policy makers and educational institutions to take necessary action and to move ahead for making the education system better.

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### I. INTRODUCTION

Education is the key for the development of any nation and the quality of an education system does not go beyond the quality of its teachers. This statement no doubt conveys a profound truth. The entire education system depends majorly on quality of teachers but in turn the quality of teachers depends on the quality of teacher education. Teacher education refers to the process of equipping prospective and in-service teachers with the requisite knowledge, skills, behaviors, attitudes, and values which will empower and enable them to meet the requirements of the profession efficiently and effectively and also face the challenges therein (Kumar & Azad, 2016). The process of teachers' professional development, a pre-requisite for their empowerment, is a lifelong process that begins with initial teacher preparation and continues throughout their teaching career. Pre-service professional education, field experiences and continuing education constitute the trio which is essential to make a teacher "empowered practitioner". Pre-service teacher education programmes are being conducted in the country through a diverse organizations and institutions following a variety of modes and materials. At the central and state levels, several organizations and institutions, both in public and private sectors, are engaged in conducting various types PSTE and INSET programmes.

Usually, in-service education and training includes "those education and training activities engaged by the primary and secondary school-teachers and principals, following their initial professional certification, and intended mainly or exclusively to renew and upgrade their professional knowledge, skills and attitudes in order to educate children more effectively". But in India, like many other countries, both developing and developed, in-service teacher education includes the on-the-job training of unqualified (untrained) teachers (sometimes called 'on-site teacher education' or 'ONSET') and professional development of experienced and trained teachers.



Fig.1: Aspects of Teacher Professional Development

Source: MHRD (2010, p.10)

Everyone concerned with the teacher development programme including the teachers need to recognize the fact that teacher professional development is neither linear nor one time or recurrent affair. It is multifaceted and continuous lifelong process. Teachers need to be sensitive enough to capture the opportunities for learning and development from the available sources besides searching for other sources through peer interaction and external support. In this endeavour, INSET provides one of the effective opportunities of teachers' professional development.

During the past five decades, teacher education in India has largely focused its attention on pre-service education. Consequently, most of the committees and commissions while examining the teacher education system in its entirety or some of its selected aspects, articulated their concern regarding the neglect and inadequacies of in-service teacher education.

In order to sustain hearts, mind and physical presence of teachers, continuous professional development (CPD) have to be perceived as an essential ingredient required to their cognitive, emotional needs and effective assume professional responsibilities at different times and in different school and classroom contexts as well as those of their department and/or organization. CPD is necessary for teachers because it updates them about the changes in the curricula, curricula, teaching approaches, the conditions in which they work and the broader external environmental, socio-economic and cultural factors which affect them and the education system as a whole (Day & Leitch, 2007). CPD is an important professional support for the teachers during his or her career. In the contemporary scenario, CPD are necessitated on account of changes in educational and social realities' and also in view of obsolescence as well as explosion of knowledge.

### **Professional Development of Teachers in Post-Independence India**

The systematic preparation of teachers has been repeatedly emphasized in policy documents and various Commissions appointed by government of India from time to time. Professional development of in-service teachers has its own historical roots. Its journey is characterized by various policy statements and recommendations of different commissions and committees. It has grown from a mere concept to a process and has gained importance for the teachers' professional growth and development. Several measures aimed at enhancing the competence of teachers have been initiated in pursuance of the recommendations made by commissions and committees over the decades.

University Education Commission (1949) observed that 'a teacher to keep alive and fresh, should become a learner from time to time', which highlighted the importance of in-service education of teachers.

Secondary Education Commission (1952-53) also recommended arrangement of refresher courses, short courses in special subjects, practical training in workshops and professional conferences as a normal part of work of teacher training colleges. The recommendation further built a base for institutional responsibility towards in-service education of teachers.

National Council of Educational Research and Training (NCERT-1961) was established and entrusted with the responsibility of extension, research and training for the improvement in school education. As a further step, the State Institutes of Education (SIEs) were set-up in 1964 for providing greater coverage and regional specificity in the programmes of in-service education and training of the teachers and other, educational personnel concerned with primary education.

Education Commission (1964-66) strongly recommended that large scale programmes of in-service teacher education should be organized by universities and teacher education institutions at all levels for about two or three months in every five years. The year 1968 marked the beginning of policy inputs which brought about significant structural changes in the systems and initiatives related to in-service education programmes of teachers in an authentic manner.

National Committee on 10+2+3 educational structure (1972) recommended, "It is essential that every teacher is made to undergo in-service training course at least once in 3 to 5 years by taking advantage of summer institutes/vacation courses and other refresher courses". Further, it recommended that training should specially include updating the teacher's knowledge in his/her subject(s) of teaching and cover elements like continuous assessment, remedial teaching, physical education and moral education.

Elementary Education Committee of the National Council for Teacher Education (NCTE, 1975) recommended summer school-cum-correspondence courses as an alternative method for clearing the backlog of untrained teachers. The Curriculum for the Ten Year School - A Framework (1975), laid emphasis on in-service education and recommended short term and long term orientation courses for teachers to acquaint them with the proposed changes in various subject areas and other school programmes. The continuity of pre-service and in-service education of the teachers was first highlighted by the NCTE curriculum frame-work of 1978.

National Commission on Teachers-1(1983) also highlighted the absence of clear-cut policies and priorities for in-service education and lack of systematic identification of training needs. Besides other recommendations, the Commission focused on in-service education and training (INSET) of teachers.

Challenge of Education: A Policy Perspective (1985) emphatically articulated the need for reform of pre-service teacher training and called for effective and recurrent programmes of in-service teacher education.

National Policy on Education (1986) placed in-service teacher education as a continuum with pre-service. The policy made a major recommendation the teacher education as a continuous process and its pre-service and in-service components being inseparable. Immediately after the adoption of NPE-1986, the Government of India implemented a scheme known as “Programme of Mass Orientation of School Teachers” (PMOST) during Seventh Five Year Plan (1986-90) to apprise teachers of the thrust areas of the policy. About 17 lakh teachers were provided training under this scheme. Though the scheme of PMOST received wide-spread appreciation, yet there was a feeling that a one-time crash programme like PMOST needs to be supplemented by recurrent training to sustain its gains and to ensure its enduring impact on the system for which the need for a standing network of training institutions was felt.

Programme of action (POA, 1986) also calls for the overhaul of teacher education as the first step towards educational re-organization. It emphasized that SCERT will plan, sponsor, monitor and evaluate the in-service education programme for all instructors and other educational personnel at school level teachers. A separate branch named as In-service Education, Field Interaction and Co-ordination (IFIC) was visualised in a DIET with a mandate to organize in-service education for 600 teachers every year.

National Curriculum for Elementary and Secondary Education (1988) acknowledged the importance of in-service education of teachers at all levels in order to introduce new curriculum areas and methods of evaluation and recommended networking amongst different institutions to achieve these ends.

POA (1992) recommended, 'national bodies like NCERT and NIEPA should develop induction and continuing education programmes for the DIETs/ CTEs/SCERTs faculty'.

NCTE “Curriculum Framework for Quality Teacher Education” (1998) emphasized that in-service teacher education programme, which would help in preparing teachers to become receptive, innovative and dynamic.

National Curriculum Framework for School Education (2000) has recommended to sensitize teachers in new /emerging curricular concerns, issues and transactional approaches on a continuous basis through cascade and teleconferencing modes.

EDUSAT, 2004, was launched on 20th September 2004; it was the first Indian satellite developed exclusively for educational sector. The Central Institute of Educational Technology (CIET), NCERT has been utilizing satellite technologies. It has gained a wide range of experience in designing and organizing various programmes including in-service training of teachers using such technologies.

NCF, 2005 highlighted that although a network of institutions like DIETs, IASEs, CTEs were established/strengthened to provide In-service education to primary and secondary school teachers, many of them have yet to function as resource centres. In-service training was provided at sub district level through Block Resource Centres(BRCs) and Cluster Resource Centres(CRCs) under District Primary Education Programme (DPEP). In spite of the widespread efforts, the In-service inputs didn't have any noticeable impact on teacher practice. Further it was pointed out that most such programmes are not organized according to actual needs of teachers, the approach remained lecture based, with little opportunity for trainees to actively participate. NCF 2005 suggested to work out a training policy defining parameters such as the periodicity, content and methodology of programmes.

National Council of Educational Research and Training (NCERT, 2006-2009) made a pioneering effort to utilise two way video-conferencing modes to provide training to school teachers concerning the thrust areas of the National Curriculum Framework (2005) and the new textbooks developed by the NCERT. More than 45000 teachers from KVS, NVS and CBSE affiliated schools were oriented on the use of new textbooks developed by NCERT.

The significant achievements in the field of in-service Teacher Education and Training can be summarized as under:

- Institutionalization of teachers' in-service education with the establishment of a training network comprising NCERT, NIEPA, SCERTs, DIETs, CTEs and IASEs
- Strengthening of SCERTs by providing financial assistance to the tune of Rs. fifty lakhs with a matching share of the state government during a five year Plan
- Training of 1.7 million teachers under PMOST and 1.5 million teachers under SOPT
- Finalisation of National Action Plan (NAP) for the training of Primary Teachers
- Use of interactive television as a training mode in the four experiments conducted by the NCERT
- Implementation of the project entitled In-service Training of Primary Teachers - An Application of Interactive Television (IPTT-ITV) as a precursor to the implementation of the National Action Plan

- Establishment of sub-district resource institutions like BRCs and CRCs in the districts covered under primary education projects
- Development of self- instructional material for teachers by the national, state and district level institutions
- Orientation of Teachers of Kendriya Vidyalayas (KVs), Novodaya Vidyalayas (JNVs) and CBSE affiliated schools on new textbooks developed in the light of National Curriculum Framework-2005 through Video conferencing
- Orientation of Principals and Head Teachers of KVs on NCF-05 and primary level textbooks brought out in the light of NCF-2005 through Video conferencing.
- Orientation of Fine Arts and Music Teachers
- Orientation of Teacher Educators of SCERTs, DIETs, CTEs and IASEs on NCF-2005. through Video conferencing
- Orientation of Teachers on the issues of Gender in Education
- Orientation on New Trends in Evaluation of Teachers and Teacher Educators
- Strengthening Guidance and Counseling: Orientation of State Level Key Personnel through Video Conferencing

INSET in SarvShiksha Abhiyan (SSA): A shift in INSET programmes was emerging from several experimentations at the elementary education level culminating in adopting a new approach in the DPEP during late 1990s. Selection of themes, designing training modules and transaction followed a participatory approach of the teachers with implicit goal of continuing professional development of teachers; SSA introduced several interventions based on the approaches initiated in DPEP. Besides strengthening the capacity and competence of teachers in pedagogy and subject matters, they were introduced to interventions on several aspects of elementary education like education of girls, SC and ST children, children with special needs, other categories of learners with various disadvantages, community mobilization. These efforts have been instrumental in initiating several innovative practices in elementary education in the country.

SSA made provision for 20 days training (10 days block training at BRC and follow on training in 10 monthly meetings at CRC) under in service education for all primary and upper primary teachers every year.

As a compliance of the RTE Act 2009, the Revised SSA Framework (MHRD, 2011a), designed as a right-based framework, has focused on interventions on ensuring access of every child to schools, addressing issues of equity and social inclusion, education of equitable quality, participation of community and civil society, school development plan, proactive management and monitoring, and protection of child rights through grievance redressal and monitoring. At present, these topics constitute the major inputs for teacher training programme under SSA in addition to subject matters and pedagogy appropriate for elementary level.

The revised SSA Framework states that training needs to be identified, training modules to be reviewed annually to avoid repetition and a long term and sustainable plan for preparation of master trainers to be developed. DIETs, BRCs/URCs and CRCs have been conceptualised to function as academic resource centre for the purpose. The BRCs and CRCs are considered as the most critical units for providing training and on-site support to schools and teachers which will be strengthened under SSA. The revised SSA Framework talks about training of Head teachers also.

A study conducted by S.K. Yadav (2012) reveals variations in implementation of the SSA policy in-service education. The full coverage of teachers in INSET areas in States of Gujarat, Haryana and Tamil Nadu while in other states there was partial coverage ranging from 30% to 70%. The study further reveals that the 10 months follow on meetings as recommended by SSA were not organised in some states and administrative issues were discussed in monthly meetings in many states (Yadav, 2012).

The NCERT in its Report of August 2009 on Comprehensive Evaluation of the Centrally Sponsored Scheme on Teacher Education has underscored the need to restructure the existing BRCs and CRCs to improve the current system of in-service training of untrained teachers.

Centrally Sponsored Scheme on Teacher Education has been revised in pursuance of the RTE Rules, 2010 under section 38 of the RTE Act for providing pre-service and in-service training of teachers of schools specified in sub-clauses (i) to (iii) of clause (n) of section 2 of the Act, including a monitoring mechanism in accordance with the standards of training. The main components of the revised Scheme are as under (i) Strengthening and up-gradation of State Councils for Educational Research and Training/State Institutes of Education (ii) Strengthening of existing IASEs and up-gradation of Departments of Education of Universities into IASEs (iii) Strengthening of CTEs and establishment of new CTEs (iv) Strengthening of existing DIETs and extending their mandate for training of teachers at the secondary level. (v) Establishment of Block Institutes of Teacher Education (BITEs) in 196 identified SC/ST/ Minority concentration districts as elementary pre-service teacher education institutions (vi) Identification of 50 lead institutions, including Departments of Education in Universities, NUEPA, NCERT, Academic Staff Colleges and other institutions in the non-Government sector to conduct refresher courses for teacher educators. (vii) Provide hardware support, namely provisioning of satellite transmission facilities in the DIETs and provisioning of software support for developing

content for orientation of teacher educators and teachers. (viii) Giving SCERTs and DIETs the mandate to involve not-for-profit organizations for conducting innovative field based programmes relating to teacher education, collaboration in in-service and pre-service teacher education, undertaking impact assessment studies and designing & developing locally relevant material for teachers and student-teachers of teacher education institutions. (ix) Developing and putting in place a comprehensive monitoring mechanism.

Justice Verma Commission, 2012 recommended on developing comprehensive programmes for Continuous Professional Development of teachers. For this, existing institutional arrangements have to be enhanced, along with the strengthening the functioning of BRCs, CRCs, STEs and IASEs.

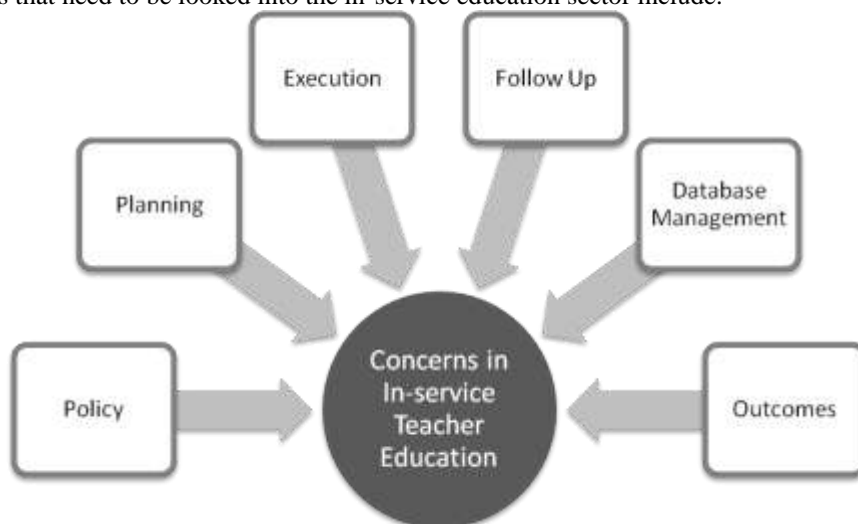
Scheme of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMNMTT, 2014-2015) was initiated by the Government of India with the special emphasis on certain aspects, such as, to focus on coordinated approach to holistically address the various shortcomings regarding teachers and teaching across the educational spectrum by using the best international practices for excellence. For upgarding the training and discipline-wise capacity building of faculty and their periodic assessment for excellence, strengthen the institutional mechanisms at the Centre as well in the States. Also the teachers should empwer through training, re-training, refresher and orientation programmes in certain skills such as, generic skills, pedagogic skills, ICT and technology enabled training and other appropriate interventions.

In India, the continuing professional development of teachers through INSET has been increasingly and actively pursued during last two decades after the NPE 1986/92. During 1990s the INSET programme were initiated and implemented through the TEIs upgraded to DIETs/DRCs (for elementary school teachers), CTEs and IASEs (for secondary school teachers) under the Centrally Sponsored Scheme. The inputs in these programmes were of two types: subject matters and some selected educational themes like TLM Preparation and use, Adolescent Education, Planning and Management, Environment Education, Gender Sensitization, CCE. The planning and conduct of such programmes were entirely left to the respective TEIs and the transaction modes were predominantly transmissionistic. The in-service programmes usually were not conducted using any innovative methodologies or practices. Follow up programmes are not taken up to study the effect of the training inputs. Since the programmes are neither need-based nor oriented towards extending the training received, the in-service programs seemed to be usually very sporadic, without any direction or a purpose (NCERT, 2009).

The importance of the coherence between the initial teacher preparation programmes and continuing professional development has been discussed and debated in various forum and reports. The need of the hour is to make it meaningful by practically connecting the several stages of teacher preparation programmes. The initial teacher education programmes could help a teacher to constitute a solid base of the knowledge and the skills that they will need for their duty, and continuing education programmes allows them to revise this and to adjust it to the changes of the teaching environment. The process of revision and adjustment depends on teacher as well as the programmes they receive. In this sense no one model of continuing professional education programmes can be used for all teachers and for all contexts. Hence we have to think about the possibility of multiple strategies. In the light of the above, the aim of this paper is to find out the major concerns in the professional development of teachers with reference to the policy, planning, execution, follow up, data base management and outcomes.

### **Issues of In-service Teacher Education**

The main issues that need to be looked into the in-service education sector include:



## II. POLICY

### a. Policy and Schemes

Professional development of teachers and its importance has been discussed in various policies and schemes, i.e. Kothari Commission NPE 1986, Justice Verma Commission, SSA, RMSA, RTE 2009, NCTE 2014, PMMMTTT. However these policies focused only on training aspect of In-service teachers' development. A comprehensive in-service teacher education policy is not available, which includes the organization and institutionalization of ITPDs along with their academic aspects. Therefore, guidelines regarding institutional framework needs to be developed for in-service teacher development programme.

### b. Goals and Objectives

The goals and objectives of in-service teacher development programme includes following:

- Provide opportunities for lifelong learning for all;
- Acquisition or up gradation of knowledge, skills and competencies and
- Orientation towards the use of innovative child-centric teaching learning strategies and latest development in the field of education which affect student learning and implementation of educational reforms respectively.

At present, these goals are being dealt in isolated or piecemeal manner rather than addressing holistically. In order to achieve these goals and objectives of in-service teacher professional development programme, it should be designed in an integrated manner based on the principles of continuous professional development.

### c. Levels

Although the existing policies suggest that the Inservice Teacher Education Programmes to be conducted at each primary, elementary, secondary and senior secondary level. There is discrepancy, generally separate trainings organize for primary teachers, but upper primary teachers training are often clubbed with either primary or secondary level teacher training. For senior secondary teachers, training mechanism is yet to be evolved. Therefore, given the pedagogic concerns, it is suggested to have Inservice Teacher Education Programmes at three levels namely, elementary, secondary and senior secondary level.

## III. PLANNING

### a. Planning and Coordination

There are number of central and state bodies working across the different stages involve in In-service teacher professional development planning under Programme Advisory Committee (PAC) and Project Approval Board (PAB) of SSA and RMSA and various other schemes. Most of these programmes which are planned at the state level don't include all the concerned institutions at different stages. All the concerned organizations work in isolated rather in collaborative manner. Also training programmes conducted by the SCERTs/ DIETs/CTEs/IASEs under PAC have now been reduced due to lack of necessary funds and infrastructure which directly affects the quality of the outcome. In order to overcome the gaps or challenges, following nodal agencies to be identified for ITPD at different stages:

- SCERT – to be identified as nodal agency for the planning and executing in-service teacher development at the elementary stage at the state level compiling all the plan proposals developed at the district levels by the DIETs involving SSA, BRCs and CRCs.
- CTEs- Nodal agency to be identified for secondary stage in-service teacher development at the state level involving state boards, DIETs, RMSA, NGOs(working in this area) for the planning and execution of the programme
- IASE/University Deptt- Nodal agency to be identified for senior secondary stage in-service programmes and the capacity building of teacher educators at the state level involving DIETs, other TTIs and NGOs(working in this area).
- NCERT and NUEPA to be the nodal agencies at the National level for the ITDP for Teacher Educators and State functionaries.

Also adequate funds should be made available for teacher education programmes specifically ITPD.

### b. Need Assessment:

Although several methods are being adopted for need assessment of the target group, but it lacks systematic mechanism. A systematic procedure has to be adopted to assess the needs and requirements of the target group which involves school heads, DIETs, BRCs, CRCs, and NGOs for both elementary and secondary stage. These stakeholders need to be oriented the development and use of various need assessment tools for identifying training needs of the teachers such as observation, interviews, focus groups, questionnaires, job description/job profiles, difficulty analysis, performance appraisals, output from SWOT analysis, etc.

c. Target Groups:

Currently ITPD targets teachers working at different levels, i.e. school principals, master trainers, key resource persons, teacher educators, newly recruited teachers, and state functionaries. But there is no set criteria for selection of these participants at different stages. Need assessment has to be done before planning and conducting ITPD programmes. Following points may also be considered while preparing the criteria:

- For the specific stage training, teacher teaching in the concerned classes need to be selected.
- For subject specific training, teacher who is teaching that subject as his/her major area need to be selected.
- For theme-based training, if teacher has given the need, then he/she may be accommodated in these specific programmes

d. Curriculum

In present, subject specific programmes are mostly based on the syllabus of the stage for which the programmes are being conducted. For other types of programmes, state and national level organizations provide some training material. Generally, the curriculum of the programmes depends upon the resource persons, who many a times are not updated and skilled due to which participants do not get hands on experience and enriched material. Therefore, a curriculum framework need to be provided at every stage, which should include some focus/key areas and assignment for developing pedagogic and assessment skills in teachers along with other necessary content specific themes on the basis of need assessment.

For teachers across the stages, core in-service teacher development curriculum may contain followings: Part-I: Multiple Roles and Identities of teachers; Developing Self; Understanding learner and addressing diverse needs of children ; Transforming Teaching-Learning Process ; Improving Learning Outcomes; Addressing national priorities and concerns; Leading Innovations and Strengthening partnerships with parents, community and education functionaries for school transformation and Part-II: Subject-specific themes for teachers (need-based) including pedagogic concerns, assessment and integration of ICT

e. Type of programmes

There are different types of programmes that have been identified for in-service teacher professional development depending on the context, i.e. subject specific, theme specific (gender, ICT, inclusion, RTE, etc.), and various other programmes. However these programmes work in isolated fashion. Subject specific programmes rarely touch upon inclusion, ICT, etc. and training on ICT, gender is often conducted in isolation from the subject areas. There is need to have an integrated subject-specific programmes for teachers which will be need based only and specialized programmes on gender, ICT, inclusion, etc. for resource persons/teacher educators and state functionaries.

f. Periodicity for a teacher to attend the programme

It has been noted that there is no specific guidelines regarding the periodicity or number of programmes that have to be attended by teachers. Some teachers attend the programmes on and often in a year. On the other side, some teachers attend one-two programmes in their entire job tenure. So the data base of teachers and teacher educators should be prepared and maintained. Also, arranging periodical professional development programs in which following points may be considered while designing it:

- Newly appointed teachers to be given the orientation programme at the time of appointment (Induction level training), thereafter, training within 3 -year cycle.
- Other in-service teachers need to be given training generally within a cycle of 3 years.
- In case of revision in curriculum and syllabus, all the teachers need to be provided orientation beyond 3-year cycle in mission mode.
- The Nodal agency need to create Training Information Management Information System (TIMIS) for removing repetition and duplication

g. Duration of the programmes

At present, the duration of the programme depends on various aspects. Generally it is of 2-3 days, 5days/one week, 10 days/two weeks, and 3 weeks. However it has been seen that the duration of in-service teacher development programme is decided randomly without considering the needs, knowledge, theme, etc. Duration need to be decided based on the need of the target group, focus, content, design of the programme.

h. Calendar

The general practice of making an annual calendar is to provide a roadmap on dates, venues, etc. of training programmes. The calendar is often not prepared for teacher training at each state, district, and block levels. Generally, teachers and KRPs are not given sufficient time for the preparation for training as at times,

they get the information or invitation only a day before the training starts. An annual calendar should be prepared which provides following information about the in-service teacher training programme:

- Dates
- Venue
- Coordinator contact details
- Type of the programme (subject/theme specific)
- Duration of the programme
- List of the participants
- Resource Persons

i. Funding for the Training

Currently Institution's Programme Advisory Board, PABs of Centrally Sponsored Scheme (CSS) such as SSA, RMSA, UNESCO, UNICEF, etc. provide funding for the training programme. Generally, PAB provide funds for the programme having wide coverage. However, it has been noted that the allocation of funds often get delayed which in turns make suffer the training programmes for the necessary resources. Therefore, nodal agency must get the funds for organizing and conducting ITPD well-on time at the planning stage itself from the states/UTs Government, SSA/RMSA, or any other concerned agencies if any. Also, there should be a synergy between RMSA, SSA and other teacher training institutions.

j. Training Centres

The Inservice Teacher Education Programme are organized in SCERT, DIETs, BRC, and also in some of the schools. There are no adequate infrastructure facilities at majority of training centres. The training centres should be established in institutions having adequate infrastructure, human resources, etc.

For school teachers training centers may be established in the following institutions:

- BRCs/DIETs/Teacher Training Institutes/High Schools for elementary teachers.
- DIETs/CTEs/IASEs/Senior Secondary Schools for Secondary School Teachers.
- SCERTs/SIEs/CTEs/IASEs/Degree Colleges for Senior Secondary Teachers.

For teacher educators, training centers may be established at

- NCERT/SCERTs/SIEs/DIETs/CTEs/IASEs/Department of Education/Psychology/Sociology/Philosophy in the Universities.

For school administrators training centres may be established at

- NCERT/NUEPA/SCERTs/SIEs/SIEMATs/DIETs/Management Departments in Universities or Institutes of Management and Administration

k. Mode

Currently in-service teacher professional development programme across the country are delivered through variety of modes such as face-to face, skype, blended, etc. It has been found that generally in face-to-face mode, teacher attendance throughout the duration is less and it is also time taking. Multiple modes should be included such as face-to-face (once in a three-year cycle), split, on-line (full course or separate need based modules as per the need), blended, teachers' seminar, action research/project, peer learning lessons, interactive teacher group, voluntary teachers' net, and many more may be suggested.

l. Monitoring

Majority of teacher education institutions are involved in teacher training with varied extent which lack coordination and monitoring system. Monitoring system is useful for improving the effectiveness of program. It is suggested that the constitution of coordination-cum-monitoring committee at the state level to be constituted with the following membership:

- Education secretary -chairperson in the state government.
- Director of Education,
- Director of SCERT,
- Heads of Open and Distance Learning (ODL) institutions,
- Heads of CTE/IASE
- Heads of Research and Development Institutions and Teacher Education Institutions including NCERT and its constituents.

The duties, responsibilities, functions and powers of the committee should be clearly spelt out. The committee may evolve its own working strategy.



#### **IV. EXECUTION**

##### a. Transactional Modalities

In India educators and trainers are neutral towards adopting innovative methods and experimentation in their teaching and training, mostly lecture method is used in face to face mode. It lacks activities which provide hand-on experience for trainees. In the ITDP, the transactional modalities need to be designed based on the principles of andragogy. These need to include interactive sessions, group work and discussion, presentations by the trainees, hands-on experiences in science, mathematics and computer laboratories, etc.

##### b. Training Material

Some centres have developed and used training material which enhances the quality of outcome of the training program. Training material should be developed as per the requirements of the target group.

##### For Teachers

Training material for teachers should be developed by SCERT involving all stakeholders from schools, cluster, block and district levels. They should involve subject experts and experts from other institutions like RIEs, CTEs, IASEs, Universities, NGOs, etc.

The following steps to be followed for the development of Inservice Training material for teachers:

- Finalise content area and themes based on the needs of the teachers
- Finalise the design of training plan by consulting with experts
- Prepare the draft material
- Discuss with the teachers and try out
- Finalize the draft material

The material may be developed by including objectives, transaction methodology, content with activities and examples, assessment procedure, and follow-up strategy.

##### For Teacher Educators

A separate material/ training package needs to be developed for the orientation of teacher educators in tune with Inservice Training material for teachers.

##### For school administrators

Training material at different levels may be developed by involving National, State, District and other concerned institutions responsible for organizing orientation for school administrators. The materials already available also need to be reviewed while developing training packages.

##### c. Assessment

Assessment is required at every stage of learning and planning. Due to lack of set mechanism for assessment of teachers undergoing teacher training programme, it is difficult to report about the learning of teachers from the programme. Assessment need to be in-built in the very design of teacher development programmes.

There should be guidelines for assessing the performance of teachers during training.

- The teacher educators should assess the performance of teachers during training and provide on-site support.
- The teacher educators should undertake follow-up and research projects for studying the impact of training programme in actual classroom.
- The School administrators have the responsibility to ensure that assessment of the training programmes are made, and ensure that feedback is obtained from trainees. They should commission research studies to a third party to find out the impact of training programme. On-site support to the teacher should also be provided with the help of CRCs/BRCs/DIETs based on these studies.

The above suggested guidelines may be used at National, State, District and Sub District level for organising training and orientation programme of school teachers, teacher educators and school administrators.

#### **V. FOLLOW UP**

##### d. Follow Up

Follow up mechanism is required to ensure and evaluate that these professional development programmes have achieved their objectives and teachers are motivated to implement the learning acquired by the programmes. At few centers, feedback is taken from participants. However, several gaps have identified in these feedback systems which are as follows:

- The upper layer, i.e. Key Resource Persons trained by the National or state level organisations are inadequately utilized by the state/UT for the training of the lower layers i.e. Master trainers and teachers
- Going back to schools/workplace teachers rarely utilize the learning from the training to the classroom situations

Continuous follow-up mechanism to be in-place which includes following.

- Resource Pool (detail list of the identified KRPs and MTs to be developed at the state level and to be provided to the nodal institution in every district).
- State and district level follow-up team will be constituted including state and district level functionaries, educationists and subject-specific experts. District level team will visit some of those schools where teachers undergone in-service teacher training have been teaching. If needed, they will provide on-site support. This team will also visit training programme being conducted at the block and cluster levels if any

e. Training Appraisal

A good planning coupled with proper appraisal mechanism is required for these types of professional development programmes. There is no institution to undertake appraisal for the implementation of in-service teacher development programmes. There is a need for establishing the system of training appraisal.

The following procedure may be followed for establishing the system of training appraisal:

- Identify an institution/organization having expertise in the appraisal of training.
- The identified institution may be provided with terms of reference specifying the parameters of training by the state nodal agency.
- The identified institution is required to undertake appraisal and periodically provide feedback to the institution responsible for the planning and implementation of teacher development programme.

## **VI. OUTCOMES**

f. Availability of teacher Support Material

Some good quality materials are available in print and on-line form at the National level and in some states. However, in most of the cases the material is supply driven and not need driven. The quality and variety of materials need to be developed which is also based on the target group requirements.

g. Accessibility of Teacher Quality Material

On-line teacher support material is available and within the reach to all teachers. It is not being utilized because teachers are either not aware of online resources and materials or don't know its implementation. The guidelines should be developed which include details about the on-line teacher support material available on the website and a brief direction on its usage.

h. Teacher Behavior

In-service teacher professional development programme organize with various objectives such as enhance awareness level, positive attitude towards school education and students, content updation/enrichment, pedagogic skills, etc. Due to non-engagement of teachers in the existing one-shot teacher development programme, many a times only enhanced awareness level and content updating are observed. However, attitude and pedagogic skills require these professional development programmes. The policy frame work need to include details of various pedagogies and activities/tasks which engage teachers continuously.

i. Classroom Processes

One of the professional development programme objective is to change classroom processes which focuses conventional method of teaching. However, due to syllabus completion mandate, teachers prefer to promote rote memorization rather than promoting participatory approach. It is to be ensured through proper follow up mechanism that the programme outcome has been achieved.

## **VII. CONCLUSIONS AND IMPLICATIONS FOR POLICY**

This paper has reviewed the historical background and concerns of in-service teacher education in India. It has examined the extent to which teachers' demand for professional development should met and how the various issues have impact on the development of teachers. Now a days, teachers are lag behind in their skills, competencies and performance etc. due to continuous expansion of areas in the field of education on regular basis, hence continuous learning is essential. Therefore, professional development programme of in-service teachers is important and needed. The effectiveness of a programme depends on the various aspects, from planning to follow up of the programme.

The participation is high among the teachers through the development activities. Though it is difficult to expect the maximum participation from the teachers. On the other hand, if it is not possible to engage all the teachers in activities, it is reassuring that virtually all engage in informal dialogue with others to improve the level of their teaching as well to make the effective coordination.

In the absence of coordination and communication gaps at certain point of time teachers not feel fully equipped to carry their work effectively and efficiently. Nonetheless, the extent of unsatisfied demand appear large, and the great majority of teachers face that they need more professional development than they

receive. Though it is difficult to measure the extent of the effectiveness of the teachers' output in term of the task carried by them. This indicates a clear recognition that in the changing scenario with increasingly diverse groups and to address the learning needs of all students in inclusive set up, the teachers do not feel properly equipped to deal with the situation. But one thing is very clear that the policy makers needs to give special space to their continuous professional development, with the focus on holistic approach. As in many studies, such as OECD 2009, it is clearly visible that an "individual level of teacher's development is predictable correlated with the types of activities they have taken part in: teachers engaged in qualification programmes and research activities have to devote more time to these activities than those who attend conferences or workshops. An important discovery from TALIS is that unsatisfied demand exists no matter what activities teachers have engaged in."

The selection procedures, probation period, promotion, job security, emoluments and salaries, leaves and professional development of the teachers and teacher educators need to be taken care of. The major suggestion can be made to improve Professional Development of the teacher. Most importantly, there is need to have a well planned in-service education programme with clearly defined objectives of growth and improvement of instruction and leadership skills. In-service education should be recognized as part of institutional or organizational activities designed by government for staff development and motivation. Organizers of in-service education should focus on job related tasks that are real, practical oriented and relevant to the participants. Efforts should be directed to assist the participants to work in small groups and learn from each other rather than focusing on information dissemination that is not applicable in practical classroom setting or environment.

There is need for the government through the federal and state ministries to set up a slandering committee to regulate the conduct of in-service training for teachers to ensure uniformity of standard in course content, methodology and evaluation. Government should encourage participants in in-service training through adequate funding to cater for some areas of their needs such as tuition fees, cost of textbooks and handouts, transport and boarding facilities. Deliberate efforts should be made by the various institutions to provide adequate tables and chairs, classrooms, laboratories and boarding facilities for participants to facilitate effective instruction.

To meet the requirements of professional development, policy makers need to consider both that how the participations of the teachers can be encouraged and how to ensure that the need of the teachers should be accomplished by the given opportunities. Each and every teacher are to be seriously considered.

In conclusion, it can be argued that the professional development of teachers through in-service programme can be enhanced through the successful implication in the field of monitoring, transactional modalities, developing training material, training of teacher educators, school administrators, need of proper educational assessment, follow up services, training appraisal, strengthening the availability of teacher, creating support material, enhancing quality material for teachers, psychologically boosting the teacher behavior, enriching classroom processes for better teaching learning processes.

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