

Original Article

Perceptions of CPD for Social Science Teachers in Higher Education

Vijay Jaiswal¹, Saroj²^{1,2}Department of Education, Chaudhary Charan Singh University, Meerut, Uttar Pradesh, India

Received Date: 18 February 2024

Revised Date: 16 March 2024

Accepted Date: 21 April 2024

Abstract: The study attempts to examine the social science teachers' perception about Continuing Professional Development (CPD). The population of the study was consisted of teachers teaching in the subjects like philosophy, history, economics, psychology, sociology, military sc., anthropology, political science, education and education training (only B.Ed & M.Ed. courses) at higher education level in universities and colleges (including self-financed and aided both) of Meerut and Saharanpur Mandals of U.P. A sample of 539 social science teachers was collected from the population using random sampling techniques. The findings of the study showed that the social science teachers have positive perception about CPD. Further, it was also found that aided college/university social science teachers have the better perception towards CPD in comparison to self-financed college/ private university social science teachers.

Keywords: Continuing Professional Development. Social Science Teachers, Higher Education.

I. INTRODUCTION

The distinct ideas of formal training and on-the-job learning contribute to the confusion around the concept of continued professional development (CPD) in education. Nonetheless, Day's (1999) definition of CPD includes all actions meant to bring about change in the classroom: "All natural learning experiences and deliberate, planned activities that aim to directly or indirectly benefit the individual, group, or school constitute professional development, and these in turn enhance the calibre of instruction in the classroom.. In addition to acquiring and critically developing the knowledge, skills, and emotional intelligence necessary for sound professional thinking, planning, and practice with children, young people, and colleagues throughout every stage of their teaching careers, it is the process by which teachers, both alone and in collaboration with others, review, renew, and extend their commitment to the moral purpose of teaching as change agents. Day (1999). Whitehouse (2011) proposes six essential elements that should guide CPD:

- Learning needs that have been identified should guide CPD. Identification of needs facilitates the establishment of goals that are used to assess the value of CPD opportunities; on the other hand, training for the sake of training is ineffective and a waste of money. In proactive organisations, developmental requirements are matched with identified learner needs in certain situations to determine the best fit between training and learner assistance. These needs are frequently derived from appraisal data.
- CPD must be maintained. Studies show that brief interventions or other telescopic training sessions have relatively little effect because they don't help the practitioner internalise the change. CPD can be maintained in a variety of ways; it's not enough to just say that courses must last a long time; continuous interaction with the training's results is also necessary.
- CPD should, whenever feasible, be subject-specific. According to Whitehouse (2011), meaningful classroom development is most informed by training and development when it is connected to subject-based learning. Adoption of the training depends critically on how it is contextualised to its practical use. Since each subject favours a distinct pedagogy and has its own emphasis, it is only fitting that any CPD project demonstrate how the training will be useful in the real world for both teachers and students.
- Concentrating in a classroom. Teachers can decide for themselves how new learning complements, replaces, supports, or fits in with current classroom practice by contextualising CPD back to what might or might not happen in the classroom.
- Collaboration and CPD support one another. Studies substantiate the connections among efficacious continuous professional development, learner outcomes resulting from the CPD, and the cooperative essence of training and development (Whitehouse, 2011). Continuous introspection is a necessary part of teaching, and it is enriched by



experience exchange, mutual reinforcement of both good and bad aspects, and meaningful collaboration with colleagues in related fields or educational settings.

- The application of outside knowledge. An outside viewpoint can be helpful, especially when it comes to providing alternatives to existing practices and the prevalent teaching and learning cultures in educational settings, or even posing potential challenges to them. The importance of interacting with people outside of the regular context can be a helpful corrective measure, regardless of whether an outside trainer is brought into the setting, a consultant is employed to provide an objective perspective, or teachers leave their setting to attend classes.

As long as a teacher stays on the job, they will engage in a continuous cycle of teacher education known as continuing professional development (Alibakhsh & Dehvari, 2015). This cycle begins with basic training. Teachers are motivated to find ways to improve students' achievement since teaching is a social job, which heightens their social expectations (Mushayikwa & Lubben, 2009). One of the key motivations for teachers to participate in professional development events is to acquire new competences and expand their knowledge and skill sets (Bailey, Curtis, & Nunan, 2001). Like other professionals, educators contend that ongoing professional development is critical, particularly in the quickly evolving, technologically-driven world of today. Teachers who want to continuously improve in the adaptation and utilisation of their art and skills—which is essential for their professional development—are more likely to try new innovations and educational technology in teaching theories with their students (Allwright, 2005).

CPD is a self-directed, ongoing, systematic and outcomes-focused approach to lifelong learning that is applied into practice. It involves the process of active participation in formal and informal learning activities that assist individuals in developing and maintaining continuing competence, enhancing their professional practice, and supporting achievement of their career goals. It refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to professional development, including consultation, coaching, and communities of practice, lesson study, mentoring, reflective supervision and technical assistance.

Student achievement is linked to numerous factors, but quality teachers are one of the most important components of student success. If school teachers do not have the tools they need to teach students effectively, their students will suffer. To teach effectively, teachers need access to ongoing teacher professional development. This professional development enables teachers to improve their own education through seminars, workshops, and classes.

Through teacher professional development, teachers learn new teaching strategies to improve the quality of instruction. This allows them to make changes in the way they teach their students, incorporating innovative teaching methods in the classroom. It teaches them how to work with a variety of learning styles, since not all students learn the same way. It also helps teachers change their day-to-day teaching methods, encouraging them to accept new methods based on accurate education research.

In recent years, state and national policies have focused more attention on the issue of “teacher quality”—i.e., the ability of individual teachers or a teaching faculty to improve student learning and meet expected standards for performance. Despite the recognition of the critical importance of teacher training, there is still much worry about the actual situation on the ground. Despite the Kothari Commission's (1964–1966) emphasis on the necessity of integrating teacher education within the academic community, teacher education institutes nevertheless function as separate entities today. In order to ensure that every teacher receives two to three months of in-service education every five years of service, the commission strongly recommended that: i) large-scale programmes be organised by universities and teacher organisations at all levels; ii) continuing in-service education be based on research inputs; and iii) training institutions should work on a 12-month basis and organise in-service programmes, such as refresher courses, seminars, workshops, and summer institutes. The National Commission on Teachers' Report (1985) emphasised the lack of systematic need identification as well as the absence of clear strategies and priorities for in-service education. The Commission suggested the concept of teachers' centres, which may serve as a location for instructors in a school to gather. Furthermore, many of the problems with the education system were attributed to the teachers' declining position, which had a negative impact on the quality of education, as stated in the historic National Policy on Education (1986). It established a continuum between pre-service and in-service teacher education. A centrally sponsored plan for improving and reforming teacher preparation was developed and put into action. It was specifically mentioned by the Acharya Ramamurti

Review Committee (1990) that "Refresher and in-service courses should be related to the specific needs of teachers." Future demands for teacher development should be adequately addressed by in-service education; evaluation and follow-up should be a component of the plan. Additionally, the National Curriculum Framework (2005) recommended that in-service education programmes be designed to meet the requirements of practicing teachers and be contextualised within their classroom experiences.

According to the 2009 National Curriculum Framework for Teacher Education, a teacher must be ready to engage with issues of school knowledge, the learner, and the learning process in addition to the requirements and demands that arise in the school context. The advancements in teacher education indicate that there have been multiple attempts in the recent past to improve the programmes' responsiveness to expectations. The endeavours undertaken have not yielded a noteworthy influence in the domain. Derin Atay (2008) claims that the lack of possibilities for teachers to actively participate in their own development and reflect on their teaching experiences makes many existing in-service education and training programmes inadequate. As a result, it's critical to research and record teachers' opinions regarding in-service education programmes, identify any gaps in the curriculum, and improve the programmes' quality in accordance with teachers' demands. In order to gain a general grasp of in-service teacher education, this study looked at instructors' perceptions. While there is a growing body of research on the benefits of in-service education for teachers, little is known about the problems and difficulties these programmes provide (Piplani and Chopra, 2017). Therefore, the purpose of this study is to examine how teachers perceive CPD initiatives and the opportunities and challenges they face.

The following research questions were addressed in this study:

1. What are the perceptions of social science teachers about CPD programmes?
2. What are the possibilities of CPD among social science teachers?
3. What are the challenges in CPD of social science teachers?

A. Objectives of the Study

The objectives of the study are as follows:

1. To study the perception of higher education teachers in social sciences towards CPD.
2. To identify the available opportunities, programs and facilities for higher education teachers in social sciences to engage in CPD.
3. To find out the level of involvement of higher education teachers in social sciences in CPD.
4. To study the problems/challenges faced by higher education teachers in social sciences in practicing CPD.
5. To identify initiatives taken by higher education teachers in social sciences at individual level for their CPD.
6. To give suggestions for ensuring more opportunities and active involvement of higher education teachers in social sciences in CPD on the basis of findings of the study.

B. Assumptions of the Study

Since there is hardly any study on CPD of social science college teachers in the university/college system, the study assumed the following:

1. Social science teachers have positive perceptions about CPD.
2. Social science teachers have so many opportunities of CPD.
3. Social science teachers are actively involved in CPD activities.
4. Social science teachers are facing some problems in practicing CPD.
5. Social science teachers are also taking individual initiatives for practicing

C. Null Hypotheses of the study

The following null hypotheses were formulated in the study:

H₀₁: There is no significant difference between perceptions of aided and self-financed colleges/university teacher educators towards CPD.

H₀₂: There is no significant difference between perceptions of aided and self-financed colleges/university social science teachers towards CPD.

H₀₃: There is no significant difference in opportunities for CPD between aided and self-financed colleges/university teacher educators.

H₀₄: There is no significant difference in opportunities for CPD between aided and self-financed colleges/university social science teachers.

H₀₅: There is no significant difference in problems/challenges in practicing CPD between aided and self-financed colleges/university teacher educators.

H₀₆: There is no significant difference in problems/challenges in practicing CPD between Aided and self-financed colleges/university social science teachers.

H₀₇: There is no significant difference in initiative taken for CPD between aided and self-financed colleges/university teacher educators.

H₀₈: There is no significant difference in initiative taken for CPD between aided and self-financed colleges/university social science teachers.

D. Operational Definitions of Key Words

a) Continuing Professional Development (CPD):

In this study, CPD is operationally defined as follows: CPD is a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organizations and their pupils. CPD will involve both voluntary teacher initiatives and programs planned and implemented by Higher Education regulatory bodies.

b) Perceptions:

Perception is a belief or an opinion that people hold about someone or something. In the present study, perceptions of social science teachers towards CPD consist of their beliefs about its meaning, significance, aims, possible activities and benefits that they get from it.

c) Possibilities/Opportunities:

In the present study, possibilities will include all the formal and informal opportunities available for CPD of social science teachers.

d) Problems/Challenges:

In this study, problems are operationally defined as psychological, emotional, institutional, infrastructural, technological etc. barriers faced by social science teachers in practice of CPD.

e) Social Science Teachers:

Teachers of subjects like philosophy, history, economics, psychology, military science, sociology, anthropology, political science, education and education training (only B.Ed & M.Ed. courses) teaching at higher education level (both self-financed and aided institutions) will be taken as social science teachers.

E. Rationale of the Study

It is impossible to overstate the benefits of teacher in-service education. Without a doubt, the minimum teaching qualifications in India for primary, secondary, and higher education are B.T.C. (D.El.Ed.), B.Ed., and M.ED./any PG Degree with NET/Ph.D., respectively, according to the National Policy on Education (1986). As a result, educators are currently participating in some kind of in-service training to make up for their deficiencies and broaden their scope of expertise. Understandably, Okolo (2013) claimed that education is essential to the development of human capital and that system changes and realignments are necessary because stagnant educational systems do not change societies. According to Kpangbam (1992), the following justifies INSET for teachers: 1. Despite the quality of current pre-service teacher education programmes, it is acknowledged that they cannot prepare aspiring teachers for a lifetime of work in the classroom; 2. there is growing recognition of the impact of social, political, and technological changes and the necessity for teachers to be aware of and responsive to these changes; and 3. there are unmistakable signs that teachers belong to a profession with low levels of education and that their working conditions discourage the kinds of peer interaction that would improve performance, 4. There is a rising expectation that educators should change the way they teach since only then can meaningful curriculum development become a regular part of the classroom experience. 5. As teaching years go by, teachers are required to assume an increasing number of specialised administrative roles, such as head of department, head of block, and counsellor. These roles require a high level of judgement and leadership, so performing them effectively calls for specialised training (Willson, 1977, Bolam 1978). Furthermore, Alabi and Ige (2014) emphasised the following justification for teacher in-service education: 1. the majority of unprepared teachers in the educational

system; 2. curriculum enhancement; 3. unfulfilled admissions requirements; 4. unemployment; and 5. subpar exam results by kids 6. A decline in the standard of instruction; 7. A discrepancy in education between India's northern and southern regions. Given the foregoing, it stands to reason that pre-service and in-service teachers should gain certain competencies to advance their careers. These competences were highlighted as follows by Berger and Goldberg (1974):

1. Recognising and respecting the curriculum's educational goals.
2. Being a specialist in one field as opposed to having an integrative education in science and technology that includes science history and philosophy.
3. Seeking creativity.
4. Having a solid understanding of technology.
5. Possessing the ability to engage in divergent thinking, which involves addressing open-minded inquiries with intelligence and transparency, while simultaneously recognising the emergence of new, related problems and the need to define and address them.
6. Expanding one's ability and creativity to improvise.
7. Gaining independence and self-assurance.
8. Ensuring familiarity with the range of resources and instructional materials already in use.
9. Increasing the ability to integrate, or put everything together.

State and federal regulations have given "teacher quality"—that is, a teacher's or teaching faculty's capacity to enhance student learning and perform to expected levels—more emphasis in recent years. The RTE (2009) Act, for instance, mandates that schools disclose the proportion of their teaching staff that satisfies the legal criteria of a "highly qualified teacher" and offers a statutory description of what high-quality professional development entails." According to the statute, a "comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement" is how professional development should be provided. Around the nation, state, district, and school levels may have similar policies that outline expectations for professional development or mandate that teachers fulfil specific requirements for professional development; however, the specifics and goals of these policies may differ significantly from one location to another.

In general, professional development is seen as the main tool that educational institutions can employ to support instructors in their ongoing efforts to learn new things and advance their careers. Furthermore, a great deal of study has been done on the subject in recent decades, and numerous plans and programmes have been created to raise the calibre and efficacy of professional development for teachers. Despite the abundance of theories about professional development, some major characteristics of good professional growth have come to be agreed upon. For instance, training and learning opportunities that are sustained over longer periods of time and directly linked to what schools and teachers actually do on a daily basis are generally thought to be more effective than one-day workshops or conferences that are not directly related to the academic programme of a school or to what teachers are teaching. Professional development that is thought to be of higher quality is frequently described using terms and phases like sustained, intensive, ongoing, comprehensive, aligned, collaborative, continuous, systemic, or capacity-building, as well as relevant to teacher work and connected to student learning. Nevertheless, there are many different beliefs regarding the best types of professional development, as well as conflicting research results.

Despite the recognition of the critical importance of teacher training, there is still much worry about the actual situation on the ground. Despite the Kothari Commission's (1964–1966) emphasis on the necessity of integrating teacher education within the academic community, teacher education institutes nevertheless function as separate entities today. In order to ensure that every teacher receives two to three months of in-service education every five years of service, the commission strongly recommended that: i) large-scale programmes be organised by universities and teacher organisations at all levels; ii) continuing in-service education be based on research inputs; and iii) training institutions should work on a 12-month basis and organise in-service programmes, such as refresher courses, seminars, workshops, and summer institutes. The National Commission on Teachers' Report (1985) emphasised the lack of systematic need identification as well as the absence of clear strategies and priorities for in-service education. The Commission suggested the concept of teachers' centres, which may serve as a location for instructors in a school to gather. Furthermore, many of the problems with the education system were attributed to the teachers' declining position, which had a negative impact on the quality of education, as stated in the historic National Policy on Education (1986). It established a continuum between pre-service and in-service teacher education. A centrally sponsored plan for improving and reforming teacher preparation was developed and put into action. It was specifically mentioned by the Acharya Ramamurti Review Committee (1990) that "Refresher and in-service courses should be related to the specific needs of teachers."

Future demands for teacher development should be adequately addressed by in-service education; evaluation and follow-up should be a component of the plan. Additionally, the National Curriculum Framework (2005) recommended that in-service education programmes be designed to meet the requirements of practicing teachers and be contextualised within their classroom experiences. According to the 2009 National Curriculum Framework for Teacher Education, a teacher must be ready to engage with issues of school knowledge, the learner, and the learning process in addition to the requirements and demands that arise in the school context. The changes in teacher education indicate that there have been multiple attempts in the last few years to improve the courses' responsiveness to expectations. The endeavours undertaken have not yielded a noteworthy influence in the domain. Derin Atay (2008) states that the lack of possibilities for teachers to actively participate in their own development and reflect on their teaching experiences makes many existing in-service education and training programmes inadequate. As a result, it's critical to research and record teachers' opinions regarding in-service education programmes, identify any gaps in the curriculum, and improve the programmes' quality in accordance with teachers' demands. In order to gain a general grasp of in-service teacher education, this study looked at instructors' perceptions. While there is a growing body of research on the benefits of in-service education for teachers, little is known about the problems and difficulties these programmes provide (Piplani and Chopra, 2017). The purpose of this study is to examine how instructors perceive CPD initiatives and their associated challenges and opportunities.

F. Delimitations of the Study

The present study is delimited to the following:

1. Only social sciences teachers were taken as population of the study.
2. The population is delimited to social science teachers viz. philosophy, history, economics, psychology, sociology, military sc., anthropology, political science, education and education training (only B.Ed & M.Ed. courses) at higher education level in universities and colleges (including self-financed and aided both) of Meerut and Saharanpur mandals of U.P.
3. The sample of the study is consisted of only 539 teachers from social sciences discipline.
4. The descriptive survey method was used in the present study.
5. Only four tools viz. Teachers' CPD Perception Scale, Teachers' CPD Challenges Scale, Teachers' CPD Opportunity Scale & Teachers' CPD Initiatives Scale was used to collect data for analysis purposes.
6. Only percentage, chi-square and t-test were used for data analysis purpose.

II. RESEARCH METHODOLOGY

A. Research Method

Research methods have been defined as tools to be used for answering specific questions and for solving different scientific or practical problems (Enderud, 1984). It is the substance of the matter –the questions to be answered that must guide the selection of methods and not vice-versa. Methods should not become straitjackets. Research is nothing, but the quest of knowledge and truth. For the sake of the aforesaid knowledge, we do adopt different methods of study in the domain of education. In the present study *descriptive survey method* was used.

B. Population of the study

The population of the study was consisted of teachers teaching in the subjects like philosophy, history, economics, psychology, sociology, military sc., anthropology, political science, education and education training (only B.Ed & M.Ed. courses) at higher education level in universities and colleges (including self-financed and aided both) of Meerut and Saharanpur mandals of U.P.

C. Sample of the Study

A sample of 539 social science teachers was collected from the population using random sampling techniques. The sample detail is shown in table – 3.3.1 as given below.

Table 1: Detail of Sample

S. No	Types of Teachers	N
1.	Aided Colleges/Universities Teacher Educators	72
2.	Self-financed Colleges/Universities Teacher Educators	217
3.	Aided Colleges/Universities Social Science Teachers	163
4.	Self-financed Colleges/Universities Social Science Teachers	87
	Total =	539

D. Data Analysis

In this study both qualitative and quantitative data will be gathered from teachers. Quantitative data will be analysed by percentage, chi square etc. whereas qualitative data will be analyzed by some qualitative methods.

E. Tools Used

The following tools developed by Prof. Pradeep Kumar Misra and Chanchal Tyagi were used in the present study:

1. Teachers' CPD Perception Scale
2. Teachers' CPD Challenges Scale
3. Teachers' CPD Opportunity Scale
4. Teachers' CPD Initiatives Scale

F. Statistical Treatment of Data

Before it can be used, the large amount of data known as raw scores that was gathered using a variety of instruments needs to be systematised and arranged, that is, edited, categorised, and tabulated. In this context, editing means examining the collected data to ensure that it is accurate, useful, and complete; classifying means separating the data into various groups, classes, or heads for usage; and tabulating means accurately capturing the classified material in mathematical terms. The following statistical methods, chi-square and percentage, were applied for this:

G. Findings of the Study

1. Assumption-1 "Social science teachers have positive perceptions about CPD" is partially accepted.
2. Assumption-2 "Social science teachers have so many opportunities of CPD" is partially accepted.
3. Assumption-3 "Social science teachers are actively involved in CPD activities." is rejected and concluded that social science teachers have average involvement in CPD.
4. Assumption-4 "Social science teachers are facing some problems in practicing CPD." is fully accepted.
5. Assumption - 5 "Social science teachers are also taking individual initiatives for practicing CPD" is partially accepted.
6. Aided colleges/university teacher educators have the better perception towards CPD in comparison to self-financed colleges/university teacher educators.
7. aided colleges/university social science teachers have the better perception towards CPD in comparison to self-financed colleges/university social science teachers.
8. Aided and self-financed colleges/university teacher educators have the same level of possibilities/opportunities available for CPD.
9. Aided and self-financed colleges/university social science teachers have the same level of possibilities/opportunities available for CPD.
10. Self-financed colleges/university teacher educators have the more problems/challenges in practicing CPD than aided colleges/university teacher educators.
11. Self-financed colleges/university social science teachers have the more problems/challenges in practicing CPD than aided colleges/university social science teachers.
12. Aided and self-financed colleges/university teacher educators have the same level of initiative towards CPD.
13. Aided and self-financed colleges/university social science teachers have the same level of initiative towards CPD.

III. CONCLUSION

Over 50% of social science educators have a favourable opinion on continuing professional development. Additionally, compared to self-financed schools and universities, social science instructors receiving financial aid had a more positive view of continuing professional development. It was shown that college and university social science instructors who are self-financed and those who get financial assistance have equal access to chances for continuing professional development. Teachers in social science participate in CPD to an average extent. It has been noted that social science instructors encounter certain difficulties when it comes to continuing their professional development, and that these difficulties are greater for self-financed college and university social science instructors than for those receiving financial aid. Comparably, the majority of social science instructors—more than 50%—are also pursuing CPD on an individual basis, and social science instructors in colleges and universities, whether supported or not, exhibit the same degree of initiative in this regard.

IV. EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

The study showed that social science teachers have lack of perception and opportunities for continuing professional development. Also they are facing problems in practicing CPD, lack in individual initiatives for CPD, and have average involvement in CPD. Further, aided colleges/university social science teachers have the better perception towards CPD in comparison to self-financed colleges/university social science teachers. Self-financed colleges/university social science teachers have the more problems/challenges in practicing CPD than aided colleges/university social science teachers. Thus, continuing professional development of social science teachers need urgent attention by various stakeholders of higher education with special provision for self-financed colleges/universities teachers.

Additionally, teachers have a big part to play in helping pupils develop their knowledge, abilities, and creativity. The relationship between teachers and students is most important. "The more you polish, the more shine of the student," said a scientist. A teacher needs to be able to foster originality. He or she should use cutting-edge teaching techniques for this, like brainstorming, creative writing, role-playing, questioning, and provocative questioning; also, they should observe and receive sensitivity training; search and experiment; identify discrepancies and gaps; evaluate; make associations and analogies; combine and synthesise; redefine; list attributes; transform; finish the incomplete; and visualise, among other techniques. as opposed to the conventional chalk and talk approach. Furthermore, he or she should value the students' unique ideas, let them to freely voice their opinions and interests, and provide them the chance to test those opinions. Teachers find it difficult to implement teaching tactics for creativity because they fear that students won't finish the required curriculum and that a lot of important time will be lost. More time, flexibility, and more effort are needed for more creative instruction. The teacher shouldn't let these worries deter him or her, even though some of them might be valid. This is due to the fact that incorporating creativity into the teaching-learning process merely mirrors the psychological process of learning while also inspiring, motivating, and stimulating independent study. Research supports the idea that learning through creative expression improves knowledge retention and recall. Better overall learning, self-assurance, and a sense of accomplishment, happiness, and contentment are present. Students who are learning in creative methods are more engaged in their work, more open to the ideas of others, more expressive, more motivated, and more inquisitive. That is, in fact, the greatest incentive for educators to stay inspired and keep up their creative teaching efforts. Only when educators participate in ongoing professional development will this be accomplished.

The necessity for teachers to perform better and increase the bar for students' academic performance makes professional development especially vital. Teachers need chances for ongoing professional development, career growth, and improvement if they are to remain motivated in their work. This understanding informs teachers' professional development. For this reason, research by Emeterom (1992), Fullan (1993), and Olagboye (1999) showed that professional development for effective teachers is essential to ensuring educational quality and that it significantly influences students' academic achievement. Plans for professional development that are effective have the power to advance teachers' expertise and abilities so that they can positively impact students' learning. Numerous studies support the notion that the most crucial elements influencing both teacher success and student achievement are the proficiencies and knowledge of the teachers (Odden, Picus, Goetz, & Fermanich, 2006). Teachers who participate in high-quality professional development programmes eventually get more knowledge and skill in pedagogy, which has an impact on students' success and achievement, according to Alexandrou, Field, and Mitchell (2005).

It is necessary for pre-service and in-service teacher training to be grounded in andragogy rather than pedagogy. Discussion, problem-solving scenarios, simulation exercises, and field experiences are examples of andragogic tactics. It is not appropriate to employ pedagogical strategies including lectures, audiovisual presentations, and self-study. The M. Ed. and M. Phil. in Education curricula should incorporate andragogy; teacher education programmes should place a strong emphasis on skill development. When it comes to developing skills, training that offers opportunities for practice, feedback, and reinforcement is more beneficial than that which does not. A mature student need physical comfort in the classroom. A training program's initial activities should enable learners to participate as much as possible so they can contribute their values and experiences to the learning process. In an educational setting, the dynamic between an instructor and their pupils is one of a dominant educator and a submissive pupil. An adult learner and an adult trainer cannot have such a connection. According to Mishra (2015), the adult trainer must treat the adult learner with courtesy and friendliness. Experience-based learning is also known as experiential education. The method through which knowledge is created by transforming experience is known as experiential learning. The notion of experiential learning states that in order for instructors to improve their skills and competences and acquire the essential knowledge, they must be given projects and assignments.

National organisations like the UGC, NCTE, etc. should licence in order to end corrupt practices. A set of performance indicators, such as creating engaging learning experiences, subject matter knowledge and comprehension, learning facilitation strategies, classroom management, assessment and feedback, interpersonal relationships with students, coworkers, and parents, community professional development, research and innovations, etc., should be taken into consideration before granting a licence to teach. TET/NET certification and licensing of teachers/teacher educators be made mandatory for teacher appointments. For certification, Unique Identification Numbers for teachers and teacher educators be introduced at state and national level. Besides this, professional degrees should be made compulsory in Higher Education for inculcating necessary knowledge and, competencies and skills of teaching among the faculty of all disciplines. The license should be provided to all the teachers who are serving both in school and Higher Education and should be renewed after every five years based on their performances. In the beginning, it should be tried on experimental basis. This step will help Indian teachers to develop professionally (Yadav, 2016).

New opportunities are created by technological advancements and free knowledge resources like MOOCs and OER, but they also present technical, financial, and qualitative difficulties for higher education. In terms of completely online or blended learning courses and the calibre of learning results for students, which appear to be on par with or better than in-person instruction, the role of e-learning is expanding. In this regard, MOOCs and Open Educational Resources (OER) can be viewed as ways to support educators everywhere in gaining the proficiencies, know-how, and abilities necessary to succeed in their line of work. The majority of OER users are educators who want to enhance their teaching portfolios; nonetheless, curriculum integration is still necessary for OER adoption. Therefore, it is not always clear how valuable OER is for teaching. Policymakers ought to be pushing seasoned teachers who have produced multiple resources over their careers to make them available as open educational resources (OER), but these materials must be accompanied with pedagogy. However, there is no assurance that open educational resources created in one setting would be utilised in another without repurposing. Young and unskilled educators would consequently be able to submit changes or remixes to OER through the inter-institutional collaboration. Achieving international education goals depends heavily on higher education teachers. By including OER and MOOCs into their professional development process, they can help attain this goal (Joshith, 2016).

In addition, government should create incentives for academics to perform highly in teaching through the introduction of institutional award schemes for teaching excellence. Countries that are most advanced in terms of provision of educational development are those with a longer tradition of student-oriented policies, teacher development strategies and knowledge sharing culture through the globe. A country like India, as a result of the widely diverse academic cultures within the country, there has been no or uneven level of attention to teacher development. So our country with fastest growing economy can give more importance to OER and MOOCs for training the teachers of Higher Education for their professional excellence (Joshith, 2016).

Academic staff development programmes organised by HRDCs and quality of teaching comprise 'the core' of effective learning. Academic staff development programmes build teaching capabilities and encourage teachers to embrace better teaching techniques, methods and processes. Moreover, they present the only potent opportunity to inject essential ideas, concepts and theories so as to enrich teachers who in turn enrich teaching. In other words, academic staff development programmes not only inform but also influence the quality of teaching/teacher. Further HRDCs are not well equipped with the capacity or incentives to improve quality standards and are dependent on physical, human and administrative resource of the host university. HRDCs are not in a position to extend their services beyond a tiny group of people due to lack of necessary, reliable and trained support system and continue to be at the mercy of university bureaucracy. What is more, even the new regulation did not grant sufficient autonomy to the HRDCs; and yet, hopes them to scale the new horizon for success (Rabbani, 2017). Thus, HRDCs must have the authority, autonomy, and revenues to identify, attract and retain talent – the best teacher-trainers.

Indian mindset is a paradoxical mixture of the modern and traditional where tradition and technology sleep in the same bed (Sinha, 2012). Inconsistent and contradictory beliefs, values, norms and practices that not only the different sets of Indians hold, but the same Indians possess them without any discomfort or dissonance (Ronald, 2005). The study contradicts the presumption that simple learning activities lead to change in belief, change in practice and then, change in student learning. Whether or not a teacher learns and then engages in a form of professional change is influenced by the Indian mindset. Indians are highly sensitive to their contexts (Sinha and Kanugo, 1997). They organize their thoughts, feelings and actions in order to meet specific contextual demands. This holistic view enables Indian teachers to believe something else and practice something

else. This is probably one of the reasons to sustain the low quality of teaching in professional courses (Singh & Munda, 2017). Future research is needed to develop and execute CPD in the Higher Education system.

Some suggested strategies for better CPD activities are as follows:

1. Pursued continuously lifelong learning for personal and professional growth as a teacher;
2. Creating conditions for CPD: Restructure work schedule & incorporate CPD in teachers' daily work;
3. Develop more teaching skills (vs. specialist knowledge): Organisation of workshops for content and pedagogy enrichment;
4. Developing training capacity for action research projects and ICT applications;
5. Development of a set of indicators and benchmarks to track continuous professional development of teachers and the institutions which organise them;
6. Development of short-term courses for continuous professional development and upload on the websites;
7. Devise open and distance learning (ODL) strategies for concurrent/perennial professional development.;
8. Give some more incentives than the present provisions especially career promotion or award for attending;
9. Build CPD in teacher professional attitudes and skills for life-long learning;
10. Sharing resources and opportunities for CPD (wealth of resources for CPD);
11. Autonomous CPD teacher-initiated using teacher's resources: It may be more efficient to consider oneself (the teacher) as the main initiator, manager and resource provider for one's and some colleagues CPD;
12. Demystifying CPD: Fostering wide awareness among teachers that many CPD forms are very accessible to them and cost effective (time and other resources) and where they depend on no one else. The majority of teachers are wholly or jointly responsible for their own CPD planning;
13. Collaborative CPD i.e. networking (Community Building): CPD and collaboration reinforce each other. Research reinforces the links between successful CPD, learner outcomes consequential to the CPD, and the collaborative nature of training and development (Whitehouse, 2011). Teaching involves ongoing reflection, and such reflective practice is enhanced by the sharing of experience, the mutual reinforcement of positives and of negatives alike, and the chance to collaborate meaningfully with peers working in similar subjects and/or educational contexts.
14. Employers need to give employees the right balance of time and financial support especially in self-financed colleges/universities.
15. Most of the Higher Education employers who do not support CPD place the responsibility for CPD planning solely with the employee (teacher). To maintain sufficient levels of CPD, teacher professionals need to take the lead;
16. The government should encourage colleges/universities to pilot a system where teachers access a personal budget to fund their CPD costs and an allocation of time in which to undertake it.
17. Require each college/university's principal/director/HOD to establish and maintain an individual professional development plan for each instructional employee as a seamless component to the college/university improvement plans developed pursuant and include an evaluation component that determines the effectiveness of the individual professional development plan. In order for teachers to develop ownership of professional development, they need to be active participants in its construction, tailoring programs to their needs and motivations.
18. It is possible to support teachers in maintaining their CPD pace in an economical manner without jeopardising the institution's financial stability. Time and money constraints frequently cause people to devote less time to CPD than they would like to. Nevertheless, obstacles related to time and money can be addressed because to the abundance of free CPD activities that are available on demand. This can involve acknowledging stretch assignments as continuing professional development (CPD) activities, providing mentoring and coaching, and motivating educators to interact with online learning resources (e.g., podcasts, online tutorials, and thought-leader interviews);
19. Good CPD grows the knowledge and skills of the individual and enables them to grow their confidence too. Great CPD builds on this by allowing the individual to further shape and improve their work, implementing what they have learnt and benefitting the employer too –enabling them both to reach their goals and thrive.
20. We can choose to develop ECTS CPD (credit-bearing modules), or non-ECTS CPD (training days, workshops, seminars etc.). The decision to develop a certain type of CPD is entirely up to the developer, taking into account the target audience for that particular activity. Many chose to offer modules already available as part of existing programmes as standalone CPD modules, reducing the amount of time involved in developing those modules. Others opt for the non-ECTS offering route, if they feel that their target audience may not be overly interested in university exams or credits, or if they simply have a visiting lecturer available and hosting a seminar. The options are extremely varied.

21. CPD is more than just taking classes. Colleague activities in the workplace can lead to some of the most beneficial professional development. Instructors are urged to adopt a broad perspective. For instance, the list of potential professional learning activities provided by Education Scotland (EURYDICE, 2019):

- Self-analysis and introspection;
- Learning via experience, activity, or inquiry;
- focused reading and research by professionals;
- Planning curriculum-wise;
- Peer assistance, such as tutoring or guidance;
- Visits to and observations from classrooms;
- Job shadowing;
- Collaborative or group instruction;
- taking part in cooperative activities, such as learning circles or professional learning communities;
- Being in charge of or taking part in a task force;
- Organising cross-sectoral or interdisciplinary learning;
- involvement in moderating and assessment-related activities;
- Placements, acting roles, and secondments.

In addition to above some other recommendations are as follows: focus on teachers in low-income and crisis-affected contexts as professionals, learners and individuals; develop, apply, measure and institutionalize standards for teacher's professional development; create professional development opportunities that promote teacher collaboration; provide teachers with ongoing support; invest in high-quality teacher/teacher educators; build instructional leadership at all levels of the educational system, and use Information and Communication Technology (ICT) to provide access to content, professional development and professional learning communities (Burns et. al., 2016) e.g. SWYAM platform or MOOCs may be used for online courses related to professional development of teachers at various levels and in different subjects.

There are a lot of promises behind the push to employ MOOCs for Teacher Professional Development (TPD). Initially, MOOCs are drawing intelligent individuals who wish to further their professional development since they "have the instructional design and technology necessary to offer a high-quality education" (Coffman, 2015). Second, MOOCs provide an effective and efficient platform for learning and growth at a lower cost (Florentine, 2015). Third, MOOCs offer the flexibility, accessibility, and expedited completion of recognised courses, which is expected to promote teacher professional development (Kumari, 2016). Fourth, as per Urrutia, Fielding, and White (2016), taking part in MOOCs can aid in the development of specific academic, digital, and instructional abilities. Fifth, MOOCs have the potential to help a lot of inexperienced or undertrained teachers advance to more professional practices and methods (Laurillard & Kennedy, 2017). Sixth, and perhaps most crucially, MOOCs offer professional growth with substitute credentials accepted by companies (Amigot, 2017). Teachers continue to be hesitant or even misinformed about using MOOCs for professional development despite these purported benefits. It follows that in order to encourage the use of MOOCs for TPD, policy makers and the teaching community must be informed about innovative policies and practices. An attempt in this regard can be seen in the proposed "MOOCs for TPD" measures. It is hoped that various nations, establishments, and groups will take note of and put into practice the recommended measures to guarantee the methodical and efficient use of MOOCs to support teachers in maintaining their professional competence and educational relevance on an ongoing basis (Mishra, 2018). As of right now, HRDC is also employing MOOCs to host a variety of courses, including as short-term courses, faculty development programmes, orientation courses, and refresher courses. Professional development tools are a dime a dozen these days. Apps for smartphones and tablets, desktop programmes, books in every format, CDs, DVDs, YouTube videos, mp4 recordings, and much more are available. The researcher would like to cite in the final: *"The quality of an education system cannot exceed the quality of its teachers and their work."*

- Andreas Schleicher (2011), OECD

V. REFERENCES

- [1] Amigot, M. (2017). MOOCs evolve into professional development courses with alternative credentials. IBL studios. Retrieved from <https://www.iblstudios.com/2017/07/08/moocs-evolve-professional-development-courses-alternative-credentials/>
- [2] Burns, Mary et. al. (2016). 7 recommendations to improve teacher professional development in fragile contexts. Retrieved from <https://www.globalpartnership.org/blog/7-recommendations-improve-teacher-professional-development-fragile-contexts>.
- [3] Coffman, K. (2015). The professional development advantages of MOOCs. Delcor. Retrieved from <https://www.delcor.com/resources/blog/the-professional-development-advantages-of-moocs>

- [4] EURYDICE (2019). Continuing Professional Development for Teachers Working in Early Childhood and School Education. Retrieved from https://eacea.ec.europa.eu/national-policies/eurydice/content/continuing-professional-development-teachers-working-early-childhood-and-school-education-89_en
- [5] Florentine, S. (2015). 4 ways MOOCs are changing professional development. CIO. Retrieved from <https://www.cio.com/article/2986306/it-skills-training/4-ways-moocs-are-changing-professional-development.html>
- [6] Joshith, V.P. (2016). Open Educational Resources and Massive Open Online Courses as a Model for Professional Development of Teachers. University News, AIU, New Delhi, Vol. 54(34), Aug. 22-28, pp. 22-26. Ibid, p.23.
- [7] Kumari, A. (2016). MOOCs – An online platform for teacher professional development. Asian Journal of Multidisciplinary Studies, 4(5), 102–107. Retrieved from <http://www.ajms.co.in/sites/ajms2015/index.php/ajms/article/view/1799>
- [8] Laurillard, D., & Kennedy, E. (2017). Moocs can still bring higher education to those who really need it. Times Higher Education. Retrieved from <https://www.timeshighereducation.com/blog/moocs-can-still-bring-higher-education-those-who-really-need-it>
- [9] Mishra, S. K. (2015). Training of Teachers- Search for Appropriate Instructional Strategy. Journal of Indian Education, New Delhi: NCERT, XXXX(04), Feb., 59-64.
- [10] Mishra, Pradeep Kumar (2018). MOOCs for Teacher Professional Development: Reflections, and Suggested Actions. Open Praxis: An International Council for Open and Distance Education, 10(01). Available at: <https://openpraxis.org/index.php/OpenPraxis/article/view/780/425>
- [11] Singh, C. B. P. & Munda, Sidam Singh (2017). Continuing Professional Development of College Teachers: Resolving Conceptual Issues. University News, AIU, New Delhi, Vol. 55(30), pp.24-30.
- [12] Sinha, J. B. P (2012). Cultural Roots of Indian Mindset. The Social Engineer, 13(1-2), pp.6-17.
- [13] Sinha, J. B. P. and Kanugo, R. N.(1997). Context Sensitivity and Balancing in Organizational Behaviour. International Journal of Psychology, 32, pp. 93-105.
- [14] Urrutia, M. L., Fielding S., & White S. (2016). Professional development through MOOCs in higher education institutions: Challenges and opportunities for PhD students working as mentors. Journal of Interactive Media in Education, 1, 1–10. Retrieved from [https://www-jime.open.ac.uk/article/10.5334/jime.427/](https://www.jime.open.ac.uk/article/10.5334/jime.427/)
- [15] Yadav, S. K. (2016). Licensing and Certification for Professional Development of Teachers. University News, AIU, New Delhi, Vol. 54(50), Dec. 12-18, pp.14-17.
- [16] Rabbani, Attar (2017). Academic Staff Development Institutions: From Bad to Better? University News, AIU, New Delhi, Vol. 55(36), Sept. 04-10, pp. 10-16.
- [17] Schleicher, A. (2011). 'The quality of an education system cannot exceed the quality of its teachers', Journal of Teacher Education, March/April, 62 (2), 202-221. Available at: <https://www.pearson.com/uk/educators/primary-educators/making-an-impact/research-summaries/to-teach--to-learn.html>
- [18] Whitehouse, C. (2011). Effective continuing professional development for teachers. Available at: https://cerp.aqa.org.uk/sites/default/files/pdf_upload/CERP-RP-CW-19052011.pdf