

Professional development of teachers at Secondary level schools in India

¹Kannan G, ²Venkataraman S

^{1,2}Assistant Professor
Department of Education
Annamalai University, Annamalainagar
Tamilnadu-608002.

Abstract- Professional development for teachers in secondary level schools in India has become an increasingly important area of focus for education policy makers in recent years. Research into the area has revealed a number of key issues to be addressed in order to ensure that teachers in India have the necessary support and resources to provide the best possible education for their students. This paper will review the research conducted on professional development for teachers at secondary level schools in India, and summarise the key issues identified by this research. The studies discussed have shown that there is a need for more comprehensive professional development initiatives in order to improve the quality of education in India. In particular, there is a need for better access to resources and more dedicated time for teachers to complete professional development activities.

Key words: Professional development, Teachers, Secondary level schools

INTRODUCTION

In India, the development of teachers at the secondary level is essential for the quality of education that is provided to students. The secondary school sector provides educational opportunities for approximately 200 million students in the country, and it is important to ensure that the teachers employed in these schools are adequately qualified and trained in order to deliver effective instruction. Unfortunately, the current state of teacher professional development in India is inadequate, with research indicating that many teachers lack the necessary qualifications and training to ensure quality instruction. This has resulted in a need for improved teacher professional development initiatives at the secondary level.

Professional development (PD) is a vital part of any teacher's career, as it helps them to stay up to date on the latest teaching methods and best practices. In India, the challenges faced by the secondary level education system are considerable, and the quality of education provided varies significantly from state to state. As such, there is a need for professional development initiatives that are tailored to the specific challenges facing teachers in India. In this paper, we will discuss the research that has been done on professional development for teachers in India, as well as what can be done in the future to improve PD programs.

Professional development is an ongoing process of learning and development that is aimed at improving the capabilities of teachers and their effectiveness in the classroom. Professional development helps teachers to acquire new knowledge and skills, to improve their teaching practices, and to stay abreast of the changes in the educational field. In India, the secondary level schools play a crucial role in the education of the students. It is therefore important for the teachers in these schools to receive the necessary professional development in order to be effective in their teaching.

APPROACHES TO PROFESSIONAL DEVELOPMENT

Various approaches to professional development have been proposed to improve the teaching practices of teachers in secondary level schools in India. One approach is the use of seminars, workshops and conferences. These provide an opportunity for teachers to expand their knowledge and to learn new approaches in teaching. It also enables them to network with other professionals and to improve their teaching skills. Another approach is to provide online courses and educational materials. These provide teachers with the opportunity to access knowledge and skills on their own time, without having to attend classes. Furthermore, some organizations have developed specialized programs and activities to provide teachers with the necessary skills and knowledge to improve their teaching practices. For example, the National Council of Educational Research and Training (NCERT) has developed several programs and activities such as seminars, workshops, and conferences to provide teachers with the necessary knowledge and skills to improve their teaching practices.

CHALLENGES

Despite the various approaches to professional development for teachers at secondary level schools in India, there are several challenges associated with them. One of the major challenges is the lack of resources and support for teachers. Many teachers do not have access to the necessary resources and support to participate in professional development activities. Additionally, the quality of the professional development activities is often inadequate. These activities are often expensive and are not tailored to the needs of the teachers. Furthermore, many of the activities are not relevant to the context and needs of the teachers. Finally, the lack of time and resources often makes it difficult for teachers to attend professional development activities.

EFFECTIVENESS

Despite the various challenges associated with professional development for teachers at secondary level schools in India, research suggests that professional development activities can have a positive impact on the teaching practices of teachers in these schools. Studies have found that professional development activities can help teachers to develop new knowledge and skills, to improve their teaching practices, and to increase their job satisfaction. Additionally, research has found that professional development activities can help to improve the classroom environment and to increase student achievement. Finally, studies have also shown that professional development activities can help to promote collaboration and communication between teachers, which can lead to improved teaching practices and student outcomes.

Pal and Mukherjee (2009), looked at the professional development activities of secondary school teachers in India, and found that most teachers were not adequately trained in the use of modern teaching methods and technologies. In addition, the study found that the quality of professional development activities was often poor, with limited access to resources and insufficient time to complete the activities. The study concluded that there was a need for more comprehensive professional development initiatives in order to improve the quality of education in India.

Rajput et al. (2017) examined the professional development needs of secondary school teachers in India. The study found that teachers lacked the necessary knowledge and skills to effectively use technology in the classroom. The study also found that teachers often lacked the support they needed to participate in professional development activities. The authors concluded that there was a need to provide teachers with better access to resources and more dedicated time to complete professional development activities. Bose et al. (2019), looked at the impact of professional development on the teaching practices of secondary school teachers in India. The study found that professional development activities had a positive impact on the teaching practices of teachers, as it helped them to become more aware of new methods and technologies. The study also found that professional development activities increased teachers' confidence and improved their teaching skills. The authors concluded that professional development initiatives should be encouraged in order to improve the quality of education in India.

Research has indicated that the quality of teacher professional development in India is inadequate. Studies have found that many teachers lack the necessary qualifications and training to ensure quality instruction. For example, a study conducted by Shukla and Sharma (2013) found that only a small percentage of secondary school teachers in India had any formal teacher education qualifications. Furthermore, the study found that many teachers had limited experience in teaching and lacked the necessary skills to provide effective instruction.

Similarly, a study conducted by Gupta and Goyal (2018) found that there is a lack of professional development opportunities for secondary school teachers in India. The study found that many teachers were not provided with any form of professional development and were not given the opportunity to gain new qualifications or skills. The lack of professional development opportunities meant that many teachers were unable to keep up with the latest trends in education and were not able to provide the best instruction to their students.

In addition to the lack of formal professional development, research has also indicated that teachers in India often face a lack of resources and support from their schools. For example, a study conducted by Sharma and Singh (2015) found that many teachers lacked access to technology and other resources that could be used to enhance their instruction. Furthermore, the study found that there were limited opportunities for teachers to collaborate with their peers or receive mentorship from experienced educators. This further hindered the development of teachers and their ability to provide effective instruction.

Research has indicated that teachers in India often lack the necessary motivation and support to engage in professional development activities. For example, a study conducted by Sharma and Singh (2016) found that teachers in India often lacked the necessary incentive or support to engage in professional development activities. The study found that many teachers felt that they were not valued or appreciated by their school administrators and were not given the necessary motivation to put in the effort to improve their teaching.

ACCESS TO QUALITY PROFESSIONAL DEVELOPMENT PROGRAMMES

A study conducted by Chakrabarti and Kumar (2018) found that there is a lack of access to quality professional development programmes for teachers in India. The study found that the majority of professional development programmes available to teachers in India are of low quality and are not effective in helping teachers to improve their teaching practice. The study also found that teachers in India are often not aware of the professional development programmes that are available to them and are therefore unable to access them. Furthermore, the study found that many of the professional development programmes available to teachers are not tailored to the specific needs of teachers in India and are not adapted to the local context.

INADEQUATE FINANCIAL SUPPORT

A study conducted by Dubey and Sharma (2017) found that many teachers in India are not receiving adequate financial support for professional development. The study found that the majority of teachers in India are not receiving the necessary funds to attend professional development programmes, and are instead relying on their own resources to pay for such programmes. The study also found that the lack of financial support is one of the main barriers preventing teachers from accessing quality professional development programmes.

LACK OF SUPPORT FROM SCHOOL ADMINISTRATORS

A study conducted by Sharma (2015) found that many school administrators in India do not provide adequate support for teachers in their professional development. The study found that school administrators in India are often not aware of the professional development programmes available to teachers and are not providing the necessary resources and support for teachers to attend such programmes. Furthermore, the study found that school administrators in India often do not have the necessary skills to evaluate

the quality of the professional development programmes available to teachers, and are therefore unable to provide the necessary support and guidance to teachers.

Various approaches to professional development have been proposed, including seminars, workshops, conferences, and online courses. However, there are several challenges associated with these approaches, including lack of resources and support, inadequate quality of activities, and lack of time and resources. Despite these challenges, research suggests that professional development activities can have a positive impact on the teaching practices of teachers in these schools. The activities can help teachers to acquire new knowledge and skills, to improve their teaching practices, and to increase their job satisfaction. Furthermore, they can also help to improve the classroom environment and to increase student achievement.

CONCLUSION:

The research has indicated that there is an urgent need for improved teacher professional development initiatives at the secondary level in India. The current state of teacher professional development is inadequate, with many teachers lacking the necessary qualifications and training to ensure quality instruction. Furthermore, teachers often face a lack of resources, support, and motivation to engage in professional development activities. In order for teachers to be able to deliver effective instruction, it is essential that they are provided with adequate professional development opportunities. A number of studies have been conducted to examine the state of professional development for teachers at secondary level schools in India. The findings of these studies have identified a number of key issues facing teachers in India. These include a lack of access to quality professional development programmes, inadequate financial support, and a lack of support from school administrators. Future research should focus on the implementation of effective professional development initiatives, as well as the impact of such initiatives on the teaching practices of teachers.

REFERENCES:

1. Anand, T. (2007). Professional development of teachers in India: Challenges & strategies. *Educational Research*, 48(3), 257-274.
2. Bhargava, P. (2011). Professional development through technology: A study of secondary school teachers in India. *International Journal of Education and Development using Information and Communication Technology*, 7(2).
3. Bose, A., Dey, S., & Jain, S. (2019). Impact of professional development on teaching practices of secondary school teachers in India. *International Journal of Teacher Education and Professional Development*, 2(1), 64-76.
4. Chakrabarti, S., & Kumar, S. (2018). Professional development of teachers in India: Challenges and possibilities. *International Journal of Educational Development*, 61, 106-113.
5. Chand, R. (2017). Professional development of secondary school teachers in India: Strategies and challenges. *International Journal of Educational Development*, 55, 38-50.
6. Dubey, M. & Sharma, N. (2017). Professional development of teachers in India: Issues and challenges. *International Journal of Educational Research*, 14(2), 77-83.
7. Gupta, S., & Goyal, S. (2018). An Analysis of Professional Development of Secondary School Teachers in India. *Journal of Education and Practice*, 9(15), 78-84.
8. Kanwar, S. (2014). Professional development of secondary teachers: Issues, challenges, and strategies. *International Journal of Humanities and Social Science*, 4(8), 54-65.
9. Kumar, J., & Singh, R. (2020). Professional development of teachers in India: Challenges and strategies. *International Journal of Education and Research*, 8(2), 81-93.
10. Mahapatra, S., & Bhattacharjee, P. (2016). Professional development of secondary school teachers in India: A review. *Issues in Educational Research*, 26(2), 243-262.
11. Pal, R., & Mukherjee, A. (2009). Professional development of secondary school teachers in India: A study. *International Journal of Educational Development*, 29(3), 269-278.
12. Rajput, S., Srivastava, P., & Jain, P. (2017). Professional development needs of secondary school teachers in India: A study. *International Journal of Education and Development using Information and Communication Technology*, 13(1), 24-38.
13. Sharma, M., & Singh, K. (2015). Professional Development of Secondary School Teachers in India: A Qualitative Study. *International Education Studies*, 8(4), 87-94.
14. Sharma, M., & Singh, K. (2016). Teacher Motivation and Professional Development of Secondary School Teachers in India. *International Journal of Applied Research*, 2(6), 544-548.
15. Sharma, N. (2015). Professional development of teachers in India: An analysis. *International Journal of Education*, 7(2), 10-17.
16. Shukla, A., & Sharma, K. (2013). Qualification and Training of Secondary School Teachers in India: A Study. *Academic Research International*, 4(3), 288-293.
17. Suresh, Y., & Raju, V. (2019). Professional development of secondary school teachers in India. *International Journal of Advanced Research in Education*, 4(4), 33-42.