

EDUCATIONAL TECHNOLOGY AND ICT

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Lecture-47

Module-47: Institutions and Professional Development of Teachers (Part-II)

Hello dear learners, welcome to SWAYAM-NPTEL course on Educational Technology and ICT. I am Dr. Sarita Anand from the Department of Education, Vinaya Bhavana, Visva-Bharati, Santiniketan, West Bengal, India. Today we will talk about Module 47 on Institutes and Professional Development of Teachers, Part 2. And this is Lecture 47. Before going into the topic, we will go through the course covered.

Earlier we talked about the institutions and professional development of teachers in Part 1, where we discussed the Teachers Professional Development Portal, national-level institutions for teacher professional development like NCERT and its component NISHTHA, NIEPA, NCTE, NPST, and state-level institutes for teacher professional development like SCERTs. We also discussed SWAYAM's ARPIT.

Now, we will talk about Part 2 of the professional development of teachers. First, we will start with the concept of CPD, Continuous Professional Development of teachers. This professional development of teachers provides opportunities for both experienced and beginner teachers. Professional development not only provides opportunities for new teachers in terms of learning, exploration, growth, and development but also promotes the recognition of hard work and experienced teachers working under demanding conditions. Thus, the professional development of teachers can be understood as a lifelong learning process.

It starts with the pre-service education of teachers but continues until teachers retire from their service. Actually, a teacher never retires; once a teacher, always a teacher. But from academics, one day we will retire. So, Continuous Professional Development is a structured

and lifelong process. Through this, educators enhance their skills, knowledge, and effectiveness in teaching.

It ensures that the teacher remains updated with the latest educational trends, technological advancements and pedagogical innovations. Through CPD, Continuous Professional Development, teachers engage in structured training programs, research initiatives and skill building activities and that contributes to their effectiveness in the classroom. and improving the teaching quality student learning outcomes and carrier progression. So, CPD model for teacher professional growth is talking about different types of activities and this include the first one is the training model like workshops and seminars. to give the, to involve the different teacher professional growth, the structured face to face or maybe online workshops, seminars and training programs facilitated by the expert trainers and the experience experienced educators and covers the curriculum updates and technology integration, pedagogies and subject knowledge etc. for the training of the teachers.

For example, teacher training workshops, different FDPs, faculty development programs, STC, short term courses under NISHTHA or any HRDCs and MMTTCs. Like HRDCs Human Resource Development Centers and MMTTCs is Malaviya Mission Teacher Training Centers. And the second type is the coaching and mentoring model. In this kind of model, it focuses on the personalized one-to-one support for the teachers and the senior educators or the mentors guide less experienced teacher. It means seniors can guide the juniors through classroom interactions or discussions or any other observation method.

It encourages peer collaboration, reflective teaching and feedback mechanisms. For example, induction training program for new teachers in universities organized by different HRDCs and MMTTCs under comes under this model. So, what are the global best practices in CPD. CPD (Continuous Professional Development) is not running only in our country, but almost all the countries are going through the CPD, but I have mentioned two three countries like first one is Finland personalized and research based CPD, how they are working Teachers have autonomy in choosing their professional development path, focused on the action research, self-reflection and collaboration and regular peer mentoring and relation study sessions are conducted in their CPD.

The second one is Singapore: Structured CPD Framework, government mandate 100 hours of professional development annually, it means all the teachers of all level have to complete the 100 hours, encourages mentorship programs, coaching and leadership training and the digital tools like AI driven teaching assignment and different assistance are widely used

here in the CPD and third one is UK, they have made the mandatory CPD for teacher certification and growth. CPD is linked to teacher promotion, salary hikes and career progression like our country cash promotions are connected with the CPD. Teachers engage in workshops, research projects and online courses.

Action research and subject specific training are encouraged in their CPD programs. And in Australia national professional standards for teachers somehow our NPST is also influenced have seen many points are similar to the Australian NPST. So, it requires teachers to demonstrate evidence of CPD completion for certification uses competency-based system to track teacher's growth and emphasizes the culturally responsive teaching and diversity training. And in India we have our own NPST and this NPST 2023 now published and its guidelines also we have the document for called guidelines for 50-Hour CPD and these two things are regulating or giving instruction or guiding to the teaching fraternity for their professional development program. It is mandatory to complete 50 hours of CPD out of which at least 30 hours offline or face to face courses in a year like earlier we had to go for orientation courses or refresher courses.

Similarly, the remaining 20 hours may be completed in offline or online manner we have to be free for choosing that option. However, one cannot complete all 50 hours of CPD in online mode, but one can complete all 50 hours in offline mode. Go through the document for the detailed study I have mentioned the link here you will find it this guideline is especially focusing on the school teachers their heads, but also the teacher educators like us. So, this guideline is focusing what kind of programs or activities can be performed under CPD. How we can attend it and this kind of information is mentioned there. So, national and program professional standard for the teachers this is NPST 2023 proposed under the ah NEP 2020 aim to establish uniform benchmark for teacher competency professionalism and career progression in India.

It recognizes CPD (Continuous Professional Development) as a mandatory and integral component of teachers' and lifelong learning. So, they have mentioned on their website how important it is and what kind of activities can be performed under this NPST. I will request you all to please go through the NPST, whether you are a pre-service or in-service teacher, as you must know the things mentioned in the NPST. Because this NPST is not only talking about CPD but also about the standards for teachers, starting from the preparatory level to the higher level. So, this is the look of the document NPST 2023. This is the link I have provided, and if you are interested in studying it in any other language,

such as Hindi, Bangla, or some other regional languages, those are available on the website. You can go and find it as per your language preference.

So, the impact of CPD on teachers' professionalism and student learning definitely enhances teaching effectiveness by integrating modern pedagogy and research-based practices, improving student learning outcomes by making lessons more engaging and evidence-based. Because if we receive teacher training programs or in-service teacher training programs in the form of CPD, we will learn new things, which will definitely be disseminated to our students and reflected in their learning outcomes. It will increase teachers' confidence and motivation, leading to better classroom management. Learning new things and implementing them in the class will definitely benefit the learners. It strengthens career growth and leadership opportunities for educators and develops a culture of lifelong learning, ensuring continuous adaptation to educational changes. We should always be ready to learn new things because we are teachers, and a good teacher should be a good learner.

So, institutions for CPD-we will start with the term 'Academic Staff College.' This Academic Staff College was earlier in existence. The teacher education, in-service teacher education, and teacher training departments were known as Academic Staff Colleges. ASCs were UGC-sponsored inter-university institutes that focused on professional development for faculty, with the aim of enhancing teachers' teaching and research capabilities and keeping them updated with the latest developments in their fields. I have given here two names of Academic Staff Colleges: one is BHU, and the other is the University of Lucknow.

I have given my own certificate because, If we you will now complete any orientation or refresher course, then you will not I hope you will not get this kind of certificate written academic staff college, because now these academic staff colleges are changed in the name of HRDCs. So, if you will get the certificate, you will find that there will be term it will be written UGC HRDCs. And these HRDCs were formerly ASCs and aimed to adopt the transformative and innovative approaches in higher education. And each HRDC organizes 1, 2 or 3 workshops for academic administrators in year familiarizing them for the philosophy and importance of orientation programs, refresher courses and persuade them to debut teachers.

It enables them to understand new role as a supervisor and facilitate reforms in higher education through appropriate modification of management system at various level. Here

again I have mentioned one of my certificates from University of Lucknow and you can see that earlier in previous certificate it was written ASC academic staff college, but in this refresher course this was, this refresher course on ICT and here you can see that it is written HRDC. So, you can understand the transformation from ASC to HRDC and at present many of the HRDCs are now called as MMTTCs. So, we will go through the first mission and vision of the HRDCs and their mission and vision was to groom the energized, motivated and capable faculty members of higher education institutions at all career stages of promoting a university culture in which faculty divorce necessary time for reflection, assessment and scholarly work, continue to learn, design, develop and teach courses, work as a scholar and artist, encourage interdisciplinary, international and multicultural perspectives and activities and make fresh contributions to program and university governance. I had completed one refresher course multidisciplinary which I had attended with the engineers and doctors, but I am the person from social sciences. And another refresher course was with the different artist. So, these HRDCs are providing the opportunity for the interdisciplinary courses which where we not only learn from the HRDCs, but also with the peer faculty members.

There are 67 HRDCs in India organizing different CPD programs like faculty development program, now the faculty induction program, now we call it *Gurudakshata* also and this intent of teacher education program is to provide a systematic structure of support for beginner teachers this professional development provides the beginner teachers with vital information on topic that are relevant to them during their first year in classroom teaching.

Induction: Teacher's induction is a professional development program that incorporates mentoring and is designed to offer support guidance and orientation for beginning teachers during the transition into their first teaching job before going to the job they are the students and after appointment they are now the teachers and this transition needs some kind of training and this FIP or *Gurudakshata* program is for the new faculty members the Other programs like refresher course, this refresher course is a training course which academia improves their knowledge for skills and learn about the new developments that are related to the job that they do. Lecturers working in the universities and the colleges who are included in the list of colleges and even though they may not yet be fitted with the 12 B or section these are the technical terms may be invited to the participate in refresher course.

The refresher courses run by the HRDC will provide opportunity for the teachers in service to exchange experience with their peers and to mutually learn from each other. Definitely when we are attending especially the face-to-face program organized by different HRDCs

we the teachers learn many things from our peers' fellow learners. The third type is the short-term course.

HRDCs organizes one-week short term program on various themes like academic leadership, climate change, entrepreneurship, research methodology, gender issues or gender sensitization issues and these days they are organizing many other short-term courses. for conducting training program for non-teaching staff also on various administrative procedures including ICT in governance, financial management and interpersonal relationships.

So, these programs are there organized by HRDCs and the fourth one is workshop and others. Different programs like one day, two-day, one-week, two-week workshops for academic administrators and the teachers. in a year formally organized and given by the HRDCs and this provide the opportunity for the both teaching and non-teaching staff also.

Sometimes non-teaching staff also being trained here especially the administrators. It enables them to understand their new roles as a supervisor and the facilitate reforms in higher education through appropriate modification of management system at various levels and this is the screenshot of the HRDC, and you can see the program I mentioned that they are already showing. And now, I will take one example of the HRDC.

This is the Center for Professional Development in Higher Education; we call it CPDHE, DU. I chose it because this HRDC has 'Professional Development' in its title, that is why I have. There are so many HRDCs I mentioned, but I chose CPDHE because I also completed one course here. Now, this HRDC is called MMTTC.

But they have the nomenclature: their name is Center for Professional Development in Higher Education (CPDHE) under Delhi University. So, this HRDC is committed to providing opportunities for professional and career development to teachers across various universities in India. It has an illustrious record of 28 years, established in 1987. I misspelled that it should be 2025, of service to the teaching profession, keeping in view the role of higher education in national development. CPDHE helps build competence in research methodology, pedagogy, expansion of technologies in ICT, science and technology, environment, and education. For making higher education a central hub of academic activity, CPDHE has envisaged a new multidimensional and integrative role through reengineering and professional development programs for teachers.

They organize workshops for faculty involving universities and college administration, orientation, and refresher courses for teachers, aiming to create awareness of linkages

among society, culture, linguistics, environmental sciences, education and development, management, IT, computer awareness, gender issues, and many such areas. The goal of CPDHE is to achieve excellence in higher education. So, I have also mentioned this IUCTE. I think, as a pre-service or in-service teacher, you should know that there is an Inter University Center for Teacher Education. It works similarly to how NCERT works for school education, and this IUCTE works for higher education. This IUCTE at BHU Varanasi is one of the new centers launched by the honorable Prime Minister on 25th December 2014 at BHU, focusing on teacher education and working on the motto '*ACHCHHI SHIKSHA-ACHCHHE SHIKSHAK*'.

So, the vision and the mission of IUCTE is to nurture a sustainable ecosystem for capacity building of teachers to transform higher education. Its mission is to become a center of excellence in higher education through research and innovation in pedagogical and technological interventions, advisory and policy-making, global collaboration, and networking for developing quality teachers. It organizes programs for the professional development of teachers in higher education, such as seminars, workshops, and training programs, etc. I forgot to mention the screenshot because, at present, they are organizing a seminar for the teachers this month. So, now we will come to the latest one, which is MMTTP.

Malaviya Mission Teacher Training Program, and I have already mentioned that CPDHE is now named Malaviya Mission Teacher Training Center. Similarly, NEPA has the Malaviya Mission Teacher Training Center, and many other HRDCs have become the TTCs of this mission. So, this is the cover page of MMTTP. By the name and nomenclature of this program, you can understand that it focuses on teacher training. All kinds of capacity-building programs for teachers are being conducted on this platform. It was launched in 2014 under the Ministry of Education initiative, aiming to enhance teacher education at school and higher education levels.

Especially, they are focusing on higher education. It supports Faculty Development Centers (FDCs) or Teaching Learning Centers (TLCs), now called MMTTCs. Earlier, it was TLC, Teaching Learning Center, and now we call it MMTTCs and Schools of Education in universities. Offering training on innovative pedagogy, educational research, and leadership. The NEP 2020 underscores the need for motivated, energized, and capable faculty members in higher education, and this MMTTP is trying to prepare such teachers. Existing mechanisms, namely Human Resource Development Centers and Pandit Madan

Mohan Malaviya National Mission on Teachers and Teaching Centers, have significantly contributed to faculty training.

However, continuous professional development is essential due to the dynamic nature of teaching and learning. Hence, the MMTP has been relaunched by restructuring the existing mechanism to enhance the capacity and training of teachers and faculty members. The mission aims to transform higher education by integrating Indian values and ethos into teaching, research, publications, patents, and institutional development. There are 117 MMTC Malaviya Mission Teacher Training Centers, or TLCs, in India.

If you visit the website of the MMTTP, you will find that there are 117 centers, and this is what I have shown in the screenshot of my sign-in page, where I completed a certificate program on the sensitization program for NEP 2020 from CPDHE. That is why I mentioned CPDHE, because they display the name of the Continuous Professional Development program, and I have also completed the certificate. So, I have shown you the relationship of this program.

This is how they organize various types of programs. For faculty members, they offer programs like academic leadership, capacity building on cybersecurity, teacher training for administrative staff, and capacity building on artificial intelligence. They have different programs under different titles, such as capacity building on STEM, capacity building workshops on science and communication, Guru Dakshata or FIP (Faculty Induction Program), Nurturing Future Leadership Program, and these programs are organized by different MMTTC centers, with the entire program governed by the MMTTP website. The next one is NEP-2020 orientation themes, and I have completed this program through MMTTP.

The capacity building from promoting positive mental health, resilience and well-being. And under this they are two three different type of programs like online capacity development sessions, in person capacity building sessions, exemplar visits and national well-being conclave. They are organizing time to time with this conclave and the next one is refresher courses; they are also organizing refresher courses and the short-term programs like STP or FDP. And these are these were the list and the next one is students with special learning disabilities and the teacher connect program. These are two special programs which they are organizing at their centers.

There are many well-known MMTTCs because I have acquainted with these centers that is why I have kept the name here only two three names, but if you will go through the

website of MMTTP you will find that there are 117 centers of this MMTTP. So, let us visit the website of MMTTP, first we have to sign in. So, this is the website. So, if you are interested to register in any program you have to sign in there will be option you have to login and it will ask that you are a resource person or a participant.

So, I think I do not know I remember the password or not maybe I forget. So, I will not enter, but if you are interested you can go login and you can simple process is there that if you will register yourself for any workshop or no need to go anywhere you just login in this platform and choose the center from where you want to do and you have to choose the program what kind of program you want to do and just register yourself, they will intimate you that when is the program, the link of joining, if the offline what will be the arrangement etc. all kind of information you will find here. So, program coordinators list and regional. So, I will go through the program. You see the list whatever I have mentioned these lists are here.

The information whatever I am telling you about the government initiative every information is taken from those websites. So, there is no issue of plagiarism because I am talking about the government initiative and information definitely will be taken from those websites only. So, these are the programs and if you will go through NEP Orientation, you will click and you will find there is several options like Indian knowledge system, holistic multidisciplinary education and many other things are there. If we go for our topic information and communication technology, you will see there are many themes are there.

And as per your interest you go and register yourself by login here and You can go through the program calendar you there are mentioned the different type of programs, but for registration you need to go for login. You register yourself like we are the participant, you give the email id and the password. fill up the required information, and login. Now, you can see this is the dashboard this is my dashboard, but if you are interested that what kind of program you want to attend left side you can see that apply for NEP theme training, any theme training and NFLP program, leadership program and other programs.

So, if you are interested my program is for myself that I have completed you can see that there is the option of downloading the certificate and only one program I have completed from the MMTTC. So, apply for an NEP training theme if I will click on this. So, here is the box you can see that the center you have the enormous option which I have mentioned that 117 centers are there. There are so, many centers you can select as per your preference where you live, you can select the center suppose I want to attend from IIT Kanpur.

So, then in which month you want to attend? Suppose, we are right now in the month of March and in upcoming August or July month we want to check. So, we will see the availability that any program is there yes you can see that there is one program in the month of June that is already completed. So, again you have to check in which month you are interested, the upcoming program is there, if there is a program then they that will show. So, which one is the active MMTTC I hope IIT Gandhinagar any which program we can see, let see in the month of March maybe there is lots of courses will be there.

So, search ok yes, there are the programs already completed. So, these are the list if the program is due or not completed then the definitely you can fill up the form and on every process is online. So, you will complete it in the month of March ok see already they have completed, this one is running you can see the first one 17th of March to 18th March that is running period. So, because this is running that is why the option for clicking and choosing the course is not coming.

So, the this is how you can apply for your Continuous Professional Development Program from the website of the MMTTC, ok. So, now, we will go through the PPT and we will complete the lecture. So, we can conclude for the today's lecture that CPD is a dynamic and essential process for educators aiming the to enhance their teaching and skills they stay updated with the educational advancement and ensure better student learning outcomes by adopting different CPD models implementing innovative strategies following global best practices institutions can empower teachers and create high quality education systems. NPST aims to revolutionize the CPD in India by ensuring the structured competenc- based technology integrated professional development programs.

So, by making CPD mandatory, flexible, and career-linked, NPST may develop a high-quality, future-ready teaching force. So, MMTTP equips teachers with modern pedagogical skills, digital literacy, and subject expertise, which we have seen on the website. The programs foster collaborative learning, research-oriented teaching, and leadership development, ensuring that educators remain adaptable to evolving educational demands. Through a blended learning approach, capacity-building workshops, and innovative teaching methodologies, they can develop their careers by improving educators with continuous professional development opportunities. MMTTP contributes significantly to the realization of high-quality, future-ready education in India. I have given a few for your future studies. I hope you will go through it.

Thank you. Keep learning.