

**ABSTRACT OF Ph.D. THESIS**

**Title:** Teacher educators' perceptions, opportunities, initiatives and challenges in continuing professional development

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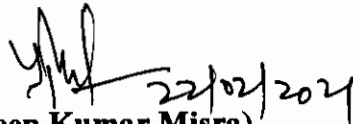
Global research suggests that continuous engagement in professional development activities is a must for teacher educators. But Continuous Professional Development (CPD) of teacher educators has not got enough attention in India. Surprisingly the policy documents in India keep talking about producing quality teachers but remain silent over the issues of the CPD of teacher educators. Considering the lack of research studies in this area, the researcher has decided to conduct a study entitled 'teacher educators' perceptions, opportunities, initiatives and challenges in continuing professional development.' The study mainly focused on knowing the perception of teacher education regarding CPD, assessing the availability of CPD opportunities to teacher educators, identifying the challenges faced by teacher educators to practice CPD, and learning the initiatives taken by teacher educators to engage in CPD.

To conduct the study, the researcher selected a representative sample of 338 teacher educators. The sample was selected by using the cluster sampling technique and consisted of teacher educators teaching in different types of institutions of the NCR region of Uttar Pradesh, i.e., self-financed colleges, aided colleges, and universities. The data for the study was collected by four self-developed and standardized rating scales. The rating scales are named as 'Teachers' CPD Perceptions Scale', 'Teachers' CPD Opportunities Scale', 'Teachers' CPD initiatives Scale', and Teachers' CPD Challenges Scale'. Besides, the researcher also developed an interview schedule to interview teacher educators on various aspects of CPD. The quantitative data were analyzed by using the percentage, 't' test, and one-way ANOVA. Besides, qualitative analysis was also performed to assess the content of interviews.

Findings revealed that the majority of the teacher educators see CPD as a continuous comprehensive process of professional learning but do not discriminate it from in-service education. The majority of the teacher educators think that both CPD and INSET are similar in nature and purpose. The majority of teacher educators also opined that planning and

organization for the CPD of teacher educators is the government's responsibility. The study also revealed that many issues like lack of funds, workload, and unavailability of opportunities are adversely affecting the CPD of teacher educators. Regarding self-initiated CPD activities, the majority of teacher educators reported only a few activities that they practice regularly. These activities included educational discussions with colleagues, helping junior colleagues, lesson planning, listening to academic discussions and debates, consulting online recourses in lecture preparation, and reading books and papers.

Intresetlgily, experienced teacher educators and those teaching in aided colleges were found to have a better perception of CPD. While the teacher educators teaching in self-financed colleges and universities reported significant CPD challenges in comparison to their counterparts in aided colleges. Analysis of the portrayal of CPD of teacher educators in policy documents, since independence, revealed that CPD of teacher educators has been a neglected issue in Indian educational policy documents with a few exceptions, i.e., NCFTE (2009) and PMMMNMTT (2015). The analysis revealed that since independence, only NCFTE (2009) and PMMMNMTT (2015) emphasized the professional development of teacher educators, and proposed a framework. The researcher hopes that discussions and findings from the study will help the policymakers to have a viable mechanism for the CPD of teacher educators working in different types of educational institutions across India.

  
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