

Perception of Teacher Educators towards Their Professional Development

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Abstract

This study attempts to find out the perceptions and professional development practices of teacher educators of teacher education institutions of Rajasthan. The major objectives of the study were: 1. To study the perceptions of teacher educators towards the benefits and quality of professional development programmes (PDP) in teacher education. 2. To examine the perceptions of teacher educators regarding the role of departments, institutions, principals, and national educational agencies in promoting professional development. 3. To analyse the perceptions of teacher educators regarding the contribution of regular academic responsibilities and online resources towards their professional development. A Descriptive Survey Research Design was adopted to conduct the study. The sample consisted of 175 teacher educators and 20 Principals/HODs selected through convenience, simple random, available, incidental, and accidental sampling techniques from 20 teacher education institutions. Data were collected using a standardized five-point Likert type Perception Scale adapted from Ravi Ranjan Kumar (2018). The instrument was validated by experts and established satisfactory reliability with a Cronbach's alpha coefficient of 0.837. The collected data were analysed using descriptive statistical techniques. The findings revealed that that continuous professional development, institutional leadership, research engagement, ICT integration, and collaborative academic practices are essential for strengthening the quality and effectiveness of teacher education.

Keywords: Education, Professional Development, NEP-2020, Teacher Educator, ICT, Learners, Principals, HOD.

Introduction

Teacher education has emerged as one of the most essential components of the education system. The teacher educators are highly responsible and play a crucial role in preparing the teachers and shaping the quality of school education (European Commission, 2013; Snoek et al., 2011). Teacher educators are helping prospective teachers acquire pedagogical competencies, skills, and professional values, including contribute to the development of the education system through their role as mediators of knowledge, curriculum developers, researchers, and educational innovators (Gowsmi et al., 2017; Loughran, 2014). There is a growing focus on the qualities and competencies of teacher educators involved in teaching the next generation of teachers, as they strongly influence the initial preparation of student

teachers and often serve as professional role models (Furlong et al., 2000; Lunenberg et al., 2014). The work of teacher educators is very high academic and social importance hence improving their professional quality can lead to wider improvements of the entire education system (Buchberger et al., 2000; European Commission, 2012).

Professional development has therefore become an essential requirement for teacher educators throughout their careers (Smith, 2011). Education itself is a lifelong process that does not end with obtaining a degree or entering a profession. Through incessant professional development, teacher educators constantly enhance their knowledge, skills, competencies, and professional practices, thereby becoming more effective in their academic as well as research and contributing positively to learning outcomes

(Ganser, 2000; Supovitz & Turner, 2000). Contemporary educational discourse increasingly recognizes that teacher educators can continue to function effectively as professionals only when they actively engage in continuous learning and development (Czerniawski et al., 2017; Murray & Male, 2005). The professional development also improves educators' job satisfaction, confidence, and adaptability in changing educational contexts (Beaty, 1998).

Professional development for teacher educators provides a framework of principles that guides them in fulfilling their obligations toward students, colleagues, institutions, and society. It strengthens professionalism by encouraging teacher educators to participate in ongoing learning, reflective practice, research, collaboration, and innovation (Glatthorn, 1995; Loughran, 2014). Teacher educators continuously evaluate their teaching and learning practices, assess the outcome of their professional decisions on students, communities, and modify their approaches to address diverse educational requirements (European Commission, 2013). In this context, professional development includes enhancing academic qualifications, participating in seminars and conferences, conducting research, integrating technology into teaching-learning, and contributing to institutional and professional development (Fox-Norwitz, 2013; Kumar, 2017).

The professional development of teacher educators may occur through formal and informal learning. Formal activities include conferences, workshops, seminars, training programmes, refresher courses, and

academic retreats, whereas informal learning opportunities involve independent study, professional reading, peer discussions, collaborative research, and reflective practices (Ganser, 2000; Glatthorn, 1995). Such experiences help teacher educators remain updated with emerging educational trends, pedagogical innovations, and policy reforms (European Commission, 2012; Smith, 2011).

Several studies have emphasized the importance of professional development in enhancing the quality and effectiveness of teacher educators. According to Lunenberg et al. (2014), teacher educators perform multiple roles such as teacher, researcher, scholar, and curriculum developer. Similarly, Gowsmi et al. (2017) identified six major roles of teacher educators, namely teacher of teachers, researcher, coach, curriculum developer, assessor, and broker. Kumar (2017) observed that teacher educators recognize the importance of democratic citizenship, truth, and professional excellence. However, Behari (2014) reported that some teacher educators did not exhibit favourable attitudes toward teacher education and faced challenges in teaching areas such as environmental education, value education, and human rights education.

Research also highlights the challenges associated with professional development. Fox-Norwitz (2013) found that teacher educators perceived funding, research opportunities, and additional time as necessary resources for meeting professional challenges. Ansyari (2013) emphasized the importance of constructivist approaches to teacher learning and recognized the value of in-service teachers' experiences in professional growth.

Likewise, Supovitz and Turner (2000) reported that teachers' professional preparation strongly influences classroom practices and school culture.

Globally, the role and identity of teacher educators have attracted increasing scholarly attention because the quality of teacher education significantly affects the quality of teaching and student achievement. The European Commission (2012, 2013) and the European Trade Union Committee for Education (2008) have highlighted the importance of strengthening teacher educators' competencies and professional development. Furlong et al. (2000), Snoek et al. (2011), and Loughran (2014) also underline the significant contribution of teacher educators in preparing future teachers and improving educational quality.

Despite the increasing emphasis on professional development, many teacher educators continue to face various challenges related to insufficient preparation, limited opportunities for growth, lack of institutional support, and inadequate resources. In the Indian context, although several studies have been conducted and focused on teachers' professional development and classroom teaching, relatively fewer studies have examined teacher educators' perceptions toward their own professional development. Therefore, understanding teacher educators' perceptions regarding professional development becomes essential for strengthening teacher education institutions and ensuring quality teacher preparation programmes. The present study emphasised to examine the perception of teacher educators

toward their professional development and the factors influencing their professional growth.

Objectives

1. To find out the perceptions of teacher educators towards the benefits and quality of professional development programmes in teacher education.
2. To examine the perceptions of teacher educators regarding the role of departments, institutions, and national educational agencies in promoting professional development.
3. To explore the perceptions of teacher educators regarding the contribution of academic responsibilities, research, publication and resources towards their professional development.

Methodology

A Descriptive Survey Research Design was used for this research as per the nature and objectives of the study. As the study aimed to observe, describe, and interpret the existing status of professional development practices, institutional support systems, and perceptions of teacher educators without manipulating any variables, Hence the descriptive survey method is suitable for the study as this enables the collection of factual information from a large sample and facilitates systematic analysis of opinions, attitudes, and experiences in natural settings.

Sample and Sampling Procedure

The sample for the present study consisted of 175 teacher educators and 20 HODs/Principals selected from 20 teacher education institutions across three districts of

Rajasthan, namely Bhilwara, Chittorgarh, and Udaipur. The teacher education institutions were selected using a simple random sampling technique. As each teacher education institution had one administrative head, 20 HODs/Principals were selected through available sampling. 175 teacher educators were selected using incidental and accidental sampling techniques. The selected sample provided adequate representation to explore perceptions towards professional development among teacher educators.

Data Collection Instrument

Every research method requires appropriate tools and techniques for the systematic collection of reliable and valid data. A Professional Development Perception Scale developed and standardised by Dr. Ravi Ranjan Kumar (2018) was used to measure various dimensions of professional development among teacher educators. The scale consisted of two sections. The first section focused on collecting demographic and institutional information related to the respondents, such as age, gender, educational qualifications, and institutional background. The second section comprised several statements related to professional development, which teacher educators, HoDs/Principals rated on a five-point Likert scale namely Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). Since the statements aimed to measure perceptions and opinions, there were no right or wrong responses. The scale was validated by subject experts in teacher education, ensuring its content validity and

appropriateness. Further, pilot testing established satisfactory reliability of the scale, with a Cronbach's alpha coefficient of 0.837, indicating a high level of internal consistency.

Data Collection and Analysis Procedure

The data were collected through online and offline modes depending upon the accessibility, and availability of the teacher educators. Prior consents were obtained from the respondents and assured that the information provided by them would be kept confidential and used solely for academic and research purposes before administering the tool. Adequate time was also given to the respondents for completing the instrument carefully and honestly. After the completion of data collection, the responses were systematically classified, tabulated, and analysed using appropriate statistical techniques i.e. frequency and percentage to examine the general perceptions and attitudes of teacher educators towards professional development programmes.

Results And Discussion

This section of the research emphasises on the analysis and interpretation of the collected data from teacher educators and Principals/HODs regarding their perceptions and practices related to professional development. The findings have been presented under different dimensions such as benefits of professional development, institutional support, role of ICT, professional practices, research activities, participation in professional programmes, and collaborative engagements.

Table - 1: Gender wise Principals/HODs and Teacher Educators Respondents

Districts	Principal/HOD		Total	Teacher Educator		Total
	Male	Female		Male	Female	
Bhilwara	4	2	6	23	31	54
Chittorgarh	3	3	6	29	24	53
Udaipur	3	5	8	29	39	68
Total	10	10	20	81	94	175

Table-1 presents the gender-wise distribution of Principals/HODs and Teacher Educators from teacher education institutions in Bhilwara, Chittorgarh, and Udaipur districts. Out of the 20 Principals/HODs, 10 male and 10 female which is showing equal gender representation. Total 175 Teacher Educators (81 male and 94 female). Udaipur recorded the highest number of teacher educator respondents i.e. 68, followed by Bhilwara i.e. 54 and Chittorgarh i.e. 53. It shows that the balanced gender participation, significant representativeness and reliability of the study findings.

Table 2: Age and Teaching Experience of Teacher Educators and Principals/HODs

Age (in Years)		Total	Experience (in Years)			Total
<40	>40		0 - 10	11 - 20	>20	
98	77+20	195	61	97	37	195

Table 2 shows the age and teaching experience distribution of Teacher Educators and Principals/HODs. Out of 195 respondents, 98 were aged below 40 years, while 97 respondents (77 Teacher Educators and 20 Principals/HODs) were above 40 years. Regarding teaching experience, 61

respondents had 0–10 years of experience, 97 had 11–20 years, and only 37 respondents possessed more than 20 years of teaching experience. This indicates that the study included respondents with varied age groups and substantial professional experience.

Table 3: Perception towards Benefits of Professional Development

Sl. No.	Categories	Frequency and Percentage				
		SA	A	UD	D	SD
1	Professional development programme develops positive attitude towards school education and teacher education	107 (61.14)	68 (38.85)	0	0	0
2	Academic discussion promotes Professional development with other colleagues	103 (58.85)	69 (39.43)	0	3 (1.71)	0
3	Professional development helps in developing better attitude towards work	98 (56.00)	67 (38.28)	5 (2.86)	5 (2.86)	0
4	Professional development helps teacher educators to think critically about their own professional practices	102 (58.28)	59 (33.71)	7 (4.00)	7 (4.00)	0
5	Knowledge competency of teacher educators develops through participating in Professional development Programmes	96 (54.86)	71 (40.57)	0	8 (4.57)	0
6	Professional development helps teacher educators to	88 (50.28)	38 (21.71)	11 (6.28)	30 (17.14)	8 (4.57)

	perform their duties					
7	Professional development of teacher educators is continuous process	101 (57.71)	62 (35.43)	0	12 (6.85)	0
8	Participant in Professional development activities develop Teacher Educators leadership qualities	91 (52.00)	49 (28.00)	3 (1.71)	12 (6.85)	20 (11.43)
9	Professional development brings change in teacher educators' professional behaviour	107 (61.14)	63 (36.00)	0	5 (2.86)	0
10	Professional development programme sensitizes teacher educators about professional ethics	88 (50.28)	65 (37.14)	0	15 (8.57)	7 (4.00)
11	Professional development helps teacher educator in self-reflection	89 (50.86)	51 (29.14)	11 (6.28)	14 (8.00)	10 (5.71)
12	Professional development helps teacher educators in career promotion	75 (42.86)	61 (34.86)	11 (6.28)	13 (7.43)	15 (8.57)
13	Professional development programme develops skills for innovation in teaching	81 (46.28)	28 (16.00)	15 (8.57)	32 (18.28)	19 (10.86)

Table 03 shows that teacher educators found professional development programmes as most effective in enhancing professional attitude, competence, and professional practice. 61.14% of the participants agreed and 38.85% strongly agreed that Professional development programme creates adequate positive attitudes towards school education

and teacher education. In addition, the percentage who strongly agreed with the statement "Academic discussion promotes professional development" and agreed with the statement were 58.85% and 39.43%, respectively. Additionally, it showed that 61.14% (strongly agreed to agreed) indicated the positive changes in professional behaviour as a result of professional development, and 57.71% (strongly agreed to agreed) indicated that professional development is a continuous process. Likewise, approximately 50.28% strongly agreed with the question – The professional development programme makes you aware of the professional ethics and self-reflection and approximately 37.14% agreed with the question.

The results show that teacher educators have positive perceptions regarding the professional development programmes, which include improving professional attitude, reflective practices, ethical awareness, and knowledge development. The results align with those of Guskey (2002) and Day (1999) who stressed the importance of ongoing professional development to improve teacher effectiveness, collaboration and productivity. There is, however, more theoretical disagreement on innovation in teaching and leadership development showing that current programmes have some shortcomings in terms of the practical and transformative aspects. Avalos (2011) also noted that teachers' professional development frequently has a flawed focus on creativity, contextual application and long-term pedagogical innovation.

Table 4: Perception on Role of Dept/Institute/Principal

Sl. No.	Categories	SA	A	UD	D	SD
Frequency and Percentage						
1	The principal ensures that teacher educators are informed about avenues for updating their knowledge & skills	103 (58.85%)	48 (27.43%)	7 (4.00%)	10 (5.71%)	7 (4.00%)
2	The role of principal is to provide innovative directions to teacher educators for their professional development	94 (53.71%)	73 (41.71%)	8 (4.57%)	0	0
3	Supervising work of teacher educators by principal helps in professional development	99 (56.57%)	64 (36.57%)	0	12 (6.85%)	0
4	Institutions provide opportunities to practice new skills acquired during different programmes for professional development	73 (41.71%)	49 (28.00%)	13 (7.43%)	24 (13.71%)	16 (9.14%)
5	Providing opportunities during office time for discussion promotes professional development among teacher educators	79 (45.14%)	88 (50.28%)	0	8 (4.57%)	0
6	Institute must provide facilitator and consultant to help teacher educators for professional development	101 (57.71%)	39 (22.29%)	0	23 (13.14%)	12 (6.85%)
7	Providing facilities to organize seminar under the faculty improvement programme helps in professional development	86 (49.14%)	75 (42.86%)	0	9 (5.14%)	5 (2.86%)
8	Making availability of research journals helps in	88 (50.28%)	79 (45.14%)	0	8 (4.57%)	0

	professional development					
9	Distributing work according to specialization of teacher educators enhances professional development	78 (44.57%)	69 (39.43%)	8 (4.57%)	12 (6.85%)	8 (4.57%)
10	Institute must create learning community for professional development of teacher educators	87 (49.71%)	63 (36.00%)	5 (2.86%)	7 (4.00%)	13 (7.43%)

As can be seen in the data of Table 04, teachers' perceptions about professional development programme regarding role of the department, institution and principal were positive. Twenty-seven percent (27.43%) strongly agreed; and 58.85% agreed principals provide teacher educators with opportunities for learning and updating knowledge and skills. Further, 53.71% strongly agreed and 41.71% agreed that principals provide adequate directions for professional growth. Moreover, 50.28% teacher educators agreed and 45.14% strongly agreed that opportunities for academic discussion during office time to promote professional development.

The above findings reflect that, the teacher educators perceive the role of principals and institutions are highly significant in fostering professional development through proper supervision, academic interaction, through resource support, and collaborative practices. The positive perception regarding leadership support aligns with the findings of Fullan (2007), who emphasized that institutional leadership is central to sustaining teacher learning and educational improvement. Similarly, Hargreaves and Fullan (2012)

highlighted the importance of professional learning communities and collaborative cultures in strengthening teacher professionalism. However, the different opinion viewed that the significant disagreement regarding opportunities to practice new skills and learning communities suggests gaps in institutional implementation. The findings are also supported by Darling-Hammond et. al. (2017), who observed that effective professional development requires continuous institutional support, practical application, and collaborative engagement.

Table 5: Perception on Regular Works/Responsibility for Professional Development

Sl. No.	Categories	SA	A	UD	D	SD
Frequency and Percentage						
1	Working with team helps in professional development	82 (46.86)	88 (50.28)	0	5 (2.86)	0
2	Writing books/research papers contributes for professional development	87 (49.71)	84 (48.00)	0	4 (2.28)	0
3	Undertaking field work like internship in teaching enhances professional development	79 (45.14)	92 (52.57)	4 (2.28)	0	0
4	Attending conferences and workshops helps in professional development	94 (53.71)	78 (44.57)	0	3 (1.71)	0

5	Organizing seminars/conference/symposiums helps in professional development	81 (46.28)	91 (52.00)	0	3 (1.71)	0
6	Engagement in research project promotes professional development	77 (44.00)	83 (47.43)	5 (2.86)	8 (4.57)	2 (1.14)
7	Working for developing new curriculum along with other experts promotes professional development	91 (52.00)	79 (45.14)	0	5 (2.86)	0
8	Guiding M.Phil./Ph.D. scholar brings professional development	78 (44.57)	79 (45.14)	0	11 (6.28)	7 (4.00)
9	Editing journals/books promotes professional development	81 (46.28)	69 (39.43)	5 (2.86)	12 (6.85)	8 (4.57)
10	Closely working with students help in professional development of teacher educators	91 (52.00)	82 (46.86)	2 (1.14)	0	0
11	Involvement in institution activities promotes professional development	95 (54.28)	72 (41.14)	0	8 (4.57)	0

Table 05 shows that teacher educators highly valued regular academic activities and responsibilities for professional development. Most of the teacher educators were (46.86% strongly agreed and 50.28% agreed) agreed that teamwork promotes professional growth, also

49.71% of teacher educators strongly agreed and 48.00% teacher educators agreed regarding writing books/research papers. Further, 53.71% strongly agreed and 44.57% agreed that attending conferences and workshops is beneficial. But 54.28% agreed strongly and 41.14% agreed that participation in institutional activities foster professional development.

The results reveal that regular academic events for teacher education as seen as very important by teacher educators are teamwork, researching writing, curriculum development, workshops and interaction with students. These findings confirm the conclusion of Schon (1983), who identified reflective practice and experiential learning as essential elements for professional learning. Collaborative work and work oriented on the problems is also supported and this is consistent with the importance of the Vygotsky's (1978) work on social interaction and collaborative learning in construction of knowledge. Lower agreement levels were however found for both of the research supervision and research projects, indicating that institutional or workload-related management issues may have arisen. Borko (2004) also said that professional development has a received most benefit when there are sustained support and appropriate resources available.

Table 6: Perception on Quality of Professional Development Programme

Sl. No.	Categories	SA	A	UD	D	SD
		Frequency and Percentage				

1	Professional development programme to be based on the needs of teacher educators	102 (58.28)	68 (38.86)	2 (1.14)	3 (1.71)	0
2	Resource Persons in professional development programmes provide professional learning and content specific resources for teacher educators	89 (50.86)	68 (38.86)	5 (2.86)	8 (4.57)	5 (2.86)
3	Feedback of participants/students helps in professional development	92 (52.57)	81 (46.28)	2 (1.14)	0	0
4	Satisfied with current professional development programmes offered by Department/University	71 (40.57)	66 (37.71)	8 (4.57)	21 (12.00)	9 (5.14)
5	Professional development programmes encourage teacher educators to master on latest methods of teaching	89 (50.86)	81 (46.28)	0	5 (2.86)	0
6	Professional development programmes must be organized on relevant topics	99 (56.57)	72 (41.14)	0	4 (2.28)	0

Teacher educators' perceptions of quality of the professional development programmes are presented in the 06 table, which indicates that a majority of the teacher

educators had positive perceptions. 73.14% were strong about need-based programmes and 77.72% were strong about programmes having a relevant topic. Additionally, 50.86% strongly agreed and 46.28% agreed that such programmes enhance the current teaching practices. The satisfaction with existing programmes was, however, not high with 40.57% strongly satisfied and 37.71% satisfied.

The results suggested that PD courses would be effective if they are need-driven, relevant, feedback-driven, and on modern pedagogical approaches. The findings agree with those of Knowles (1980) who stated that adult learning is better best understood when connected to the needs and workplaces of adult learners. Feedback and reflection on their work was also strongly supported and is consistent with Schon (1983) who emphasized the importance of reflection and self-evaluation in professional learning. As far as the assessment of existing programmes of satisfaction is concerned, moderate dissatisfaction indicates shortcomings between programme implementation and context relevance. Desimone (2009) also found that professional development is effective only when it is content-focused, collaborative, and a process that is sustained over time.

Table 7: Perception towards Online Resources

Sl. No.	Categories	SA	A	UD	D	SD
Frequency and Percentage						
1	Developing e-Content and video content	61 (34.86)	72 (41.14)	7 (4.00)	23 (13.14)	12 (6.85)

	brings professional development among teacher educators					
2	Using online materials developed by e-Pathashala and PG-Pathashala helps in professional development	69 (39.43)	82 (46.86)	11 (6.28)	13 (7.43)	0
3	Using ICT facilities during professional development programme brings professional development	55 (31.43)	61 (34.86)	12 (6.85)	33 (18.86)	14 (8.00)
4	Attending refresher courses and orientation programmes brings professional development of teacher educators	82 (46.86)	69 (39.43)	0	17 (9.71)	7 (4.00)
5	Use of INFLIB NET	63 (36.00)	72 (41.14)	11 (6.28)	14 (8.00)	15 (8.57)

	helps in professional development of teacher educators					
6	e-Content provides learning material for professional development of teacher educators	75 (42.86)	78 (44.57)	8 (4.57)	10 (5.71)	4 (2.28)
7	On-line resources provide access to huge amount of study materials for the professional development of teacher educators	76 (43.43)	81 (46.28)	3 (1.71)	9 (5.14)	6 (3.42)

The table 07 depicts that the online resources providing access to a huge amount of study materials for professional development received highly positive responses. Around 43.43% strongly agreed and 46.28% agreed, whereas only a few teacher educators disagreed or strongly disagreed on the use of online resources and study materials. This demonstrates that teacher educators significantly value online platforms for their accessibility, flexibility, and availability of diverse academic materials and learning resources.

The findings revealed that the teacher educators generally perceive online resources, e-content, and digital platforms as valuable tools for professional development and continuous learning. Mishra and Koehler (2006), who emphasized that effective integration of technology enhances pedagogical knowledge and professional competence which is accept the findings. The positive perception towards e-resources and online learning platforms also supports the findings of Siemens (2005), who highlighted the significance of digital connectivity and online knowledge networks in professional learning. However, disagreement shows regarding ICT facilities and e-content creation indicates challenges related to infrastructure, digital literacy, and technical support. In this regard concerns were identified by Ertmer (1999), who reported that barriers such as limited resources and inadequate training affect technology integration in teaching and learning.

Table 8: Perception on Role of NCTE/NCERT/UGC/NIEPA/SCERT

Sl. No.	Categories	SA	A	UD	D	SD
Frequency and Percentage						
1	Social networking brings professional development by providing opportunities for sharing information among students	81 (46.28)	69 (39.43)	5 (2.86)	11 (6.28)	9 (5.14)

	and teacher educators					
2	University Grants Commission (UGC) provides awareness about new technology and methodology to upgrade the standard of teacher educators	58 (33.14)	61 (34.86)	15 (8.57)	23 (13.14)	18 (10.28)
3	SCERT publications help teacher educators in their professional development	69 (39.43)	71 (40.57)	15 (8.57)	11 (6.28)	9 (5.14)
4	National Council for Teacher Education (NCTE) is responsible for bringing professional development of teacher educators	68 (38.86)	59 (33.71)	12 (6.85)	21 (12.00)	15 (8.57)
5	UGC provide the grants to the University/ Institute for organizing professional development programme for teacher educators	59 (33.71)	66 (37.71)	11 (6.28)	21 (12.00)	18 (10.28)
6	NCERT provides academic support to	71 (40.57)	68 (38.86)	7 (4.00)	18 (10.28)	11 (6.28)

	teacher educators for professional development					
7	SCERT and NCERT works jointly for the professional development of teacher educators	62 (35.43)	67 (38.28)	13 (7.43)	21 (12.00)	12 (6.85)
8	SCERT provides facilities to organize orientation / in-service programmes for the professional growth of teacher educators	55 (31.43)	67 (38.28)	11 (6.28)	29 (16.57)	13 (7.43)
9	NCERT publications (books, journals, reports) help teacher educators in their professional development	73 (41.71)	68 (38.86)	5 (2.86)	18 (10.28)	11 (6.28)
10	NCERT develops capacity of teacher educators on latest pedagogy and technology	62 (35.43)	55 (31.43)	13 (7.43)	28 (16.00)	17 (9.71)

The teacher educators' perceptions about role of NCTE/NCERT/UGC/NIEPA/SCERT in relation to the professional development programme is displayed in the

table 08. For the statement "Capacity building in latest pedagogy and technology of teacher educators has been comparatively moderate in NCERT, the percentage who strongly agreed or agreed is about 35.43% and 31.43% respectively while a significant percentage (16.00%) disagreed and (9.71%) strongly disagreed. It suggests an analysis of the NCERT initiatives' value and the necessity for supporting and expanding the capacity building programmes in education pertaining to modern pedagogy and integration of technology. The results align with Fullan's (2001) findings which stressed the importance of institutional and policy level support for educational reforms and professional growth. This positive attitude towards the use of social networking and collaborative learning is also concerning with the research published by Siemens (2005), that emphasizes the role of digital networks in knowledge sharing and professional learning. However, issues with technological support and programme implementation imply that there are accessibility gaps, as well as gaps in programme coordination and programme outreach. Meanwhile, Darling-Hammond (2017) saw it as crucial for professional development to be implemented over an extended period with institutional support and equitable mechanisms.

Major Findings

1. All the teacher trainers showed very high positive perceptions for professional development which actually enhanced their professional competency and academic development in taking part in refresher,

seminars, workshops, research activities, introducing ICT, and sharing academic work with colleagues, respectively.

2. Institutional support emerged as a major factor promoting professional development. The principals/ HODs also acted as supportive facilitators in providing participatory opportunities in PDPs and FDPs, infrastructural facilities, ICT facilities, organizing teacher activities and player in innovative teaching and research practices among the teacher educators.

3. While the Teacher educators actively participated in research publications, seminars, conferences, editorial work, institutional committees and academic collaborations comparatively less involvement was seen in areas like curriculum development, policy level committees, plagiarism support systems, tribal education, Env. Education and guidance and counselling.

Conclusion

The results of the study reveal the professional development of teacher-trainers as process is multidimensional and continuous. It is influenced by opportunities for academic learning, research engagement, institutional and other support, cooperation and technology support. Generally, the teacher educators participating in the study had positive perception of professional development and agreed that it is important for strengthening them in four aspects of teaching: competence, professional ethics, leadership and research.

Refresher courses, orientation programmes, seminars, conferences and

workshops, and other academic activities were identified as factors which foster the professional development of teacher educators. They also had the opportunity to enhance their subject knowledge, research skills, and subject identity through their research publications, book writing, editorial jobs, and being academic resource persons.

Furthermore, the study revealed that the institutional leadership plays an important role in teacher educator's professional development. The principals and the Heads of Department can participate by offering academic guidance and encouragement, opportunities for participation, institutional facilities and other academic resources. Likewise, classrooms and research are supported with ICT equipment, Internet and online Journals and professional development. Engaging in a relationship with colleagues, research scholars and students also fosters collaborative thinking and reflection, team working and academic exchanges.

It was also seen that involvement in institutional committees, related activities to curriculum, internship supervision and research coordination also assists in the development of organizational and professional competencies. The survey also highlights some areas that need more focus. This has included better access to more advanced research facilities and software, more opportunities for the use of plagiarism detection software, more opportunities for curriculum development, and more opportunities to participate in curriculum planning and policy related activities. In other learning fields like tribal education,

environmental education, guidance and counselling, and educational psychology, there is a need to increase the focus or emphasis in professional development programs in the future.

Teacher educators' professional development cannot be considered as an ad hoc event, like training program or academic event, but must be seen continuously. It must provide long-term professional engagement, collaboration, research and reflection opportunities. This process can be facilitated in a supporting environment if institutions, academics, technology and professional participation are strong and appropriate technology facilities are available. Building up these areas will help to cultivate competent, confident and professionally committed teacher educators who will impact the quality of teacher education and enhance the overall educational system.

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