CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS IN HIGHER EDUCATION

Sheeba Afzal
Research Scholar
Department of Education,
Aligarh Muslim University, Aligarh 110068
ORCID: 0009-0007-1373-0212
Email: sheebaafzalamu@gmail.com

ABSTRACT

Teachers have a significant impact on the lives of our children and somewhere they are best known for their role in shaping the nascent minds in the classrooms and thus contributing to the process of nation-building. India is one of the largest populations in the world approximately 4.14 crore enrollments have been reported by AISHE 2020-2021. Therefore, there is a need for more professionally qualified teachers to fulfill the demands of the students and to adapt to the changing educational environment which is based on newer skills and abilities. The need for teachers' professional development has been banging on the door for a long time; now is the moment to open the door and welcome it. The term continuous and comprehensive, which was formerly applied to evaluation, should now be extended to regular training. Continuous and comprehensive up-skilling and re-skilling are now necessary to stay relevant.

Higher Education (HE) is currently one of the pillars of success for any sovereign nation. Consequently, it is crucial to comprehend the possibilities of teachers' professional development in the H.E. The article provides the proper understanding of continuous professional development (CPD) by giving some historical background of higher education as well as teacher's professional development in India from the time of independence to the most recent education policy NEP 2020, and give an overview of existing UGC human resource development centers (HRDC). It also includes the concept of CPD, the need and importance of CPD, its objectives, as well as some suggestions.

Key words: Professional Development, Teacher in Higher Education, Continuous Professional Development (CPD)**.**

INTRODUCTION

Teaching is a lifelong journey of learning. According to Rabindranath Tagore, a lamp can never light another lamp if it doesn't maintain its own flame. In this world of rapid knowledge expansion, even those who are highly educated may find their skills and knowledge outdated. Things are changing at a faster pace. As new technologies are emerging, the classroom is being affected by new socio-psychological circumstances. In this scenario, teachers must regularly develop their skills. Re-education, re-learning, and de-learning are necessary to stay updated and to compete with different learning methodologies. Teachers have a crucial role in ensuring that students succeed in higher education by imparting knowledge, developing their skills and broadening their worldviews. Today's teachers must be passionate about what they do, be knowledgeable about their subjects and have the capacity to comprehend their teaching methods, approaches and appropriate evaluation methods. He/she should also have a firm understanding of his students' psychology and be efficient at motivating them to endeavour toward their ambitions. In this era of globalization, teacher education is to be more innovative and futuristic. Professors play a multifaceted role beyond simply imparting knowledge. They serve as mentors, friends, philosophers, facilitators, guides and instructors.

Investing in the professional development of teachers and ensuring they meet globally recognized standards of excellence is crucial for the advancement of our educational institutions and the nation as a whole. As a result, professionally efficient teachers as well as their professional have received greater attention in the growth plan of the education system at a higher level.

CONCEPT AND DEFINITIONS OF CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD):

In the broader sense, the professional development of a teacher refers to the "professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (Glatthorn, 1995). Previously developed INSET programs in India were built on a "transmission-oriented model," which considered learners as passive receivers of "expert knowledge" which was delivered through one-time presentations, lectures, and workshops. Such programs frequently comprised the conceptual dissemination of content and instructional methods with no follow-up support. Therefore, the majority of INSET lacked significant elements of reflective practice, which are essential for a teacher's professional development. Thus, the traditional way of teacher professional development is somewhat rigid and structured. The Educational Resources Information Centre (ERIC) database defines professional development as "activities that enhance professional career growth." This definition encompasses a wide range of activities, including formal coursework, workshops, conferences, mentoring and self-directed learning. Professional development can help teachers improve their skills and knowledge, advance their careers, and become more effective educators.

As per Day's (1999) definition of professional development- It is a comprehensive and encompassing term that includes all learning experiences, both natural and planned, that contribute to the enhancement of teaching and learning in the classroom. It is an ongoing process that encourages teachers to continuously review, renew and expand their commitment to teaching as agents of change. Thus, CPD refers to the consciously planned actions that will benefit a teacher's teaching career by updating existing knowledge or learning through online and offline modes. Further, Wallace (2015) defines CPD as "continuation of a teacher's professional development beyond their initial training, qualification and induction. This may take many forms, including participating in short courses to update skills or knowledge; longer courses of study, such as diplomas and postgraduate degrees in education; staff development events held within the teacher's own institution; conferences; mentoring; and peer assessment". The National Achievement Survey (NAS) conducted in 2017 and other research studies have highlighted the need for CPD for teachers. This is in line with the emphasis on high-quality education in the National Education Policy (NEP), 2020. In India, it's especially important to give teachers opportunities to improve their skills on a regular basis.

OBJECTIVES OF CPD:

1. To encourage the teachers to apply multidisciplinary and a holistic approach in the humanities, arts and social sciences, in order to uphold the integrity and unity of all knowledge.
2. To prepare teachers to utilize art as a teaching tool to foster students' originality and creativity, as well as to build their social and personal skills for holistic development.
3. To make teachers more aware of the importance of teaching students about the significance of instilling in the students a sense of morality, humanity, and also various constitutional principles like kindness, dignity, respect of service, a love of learning, a deep respect for public property, an appreciation for science, independence, accountability, diversity, and justice.

4. To enable teachers to act as first-level counsellors who are aware of and sensitive towards the physical or emotionally driven, and psychological characteristics of their students.
5. To provide guidance for the inclusion of competency-based learning, experiential learning, artistic integration, athletic integration, toy-based learning, and ICT in teaching, learning, and assessment of the betterment of the student's learning outcomes.
6. To sensitize teachers on how to respect diversity in the workplace, which includes gender, caste, religion, socioeconomic level, or the local culture.
7. To train teachers on the value of language in the teaching and learning process and the development of multilingualism.
8. To enable teachers to break out of their intellectual confinement and share their experiences and thoughts with other teachers and academicians in their field, the regional intellectuals, and society as a whole through offline and online academic participation.

National Education Policy 2020 and CPD:

It was announced on 29th July 2020 and teachers were given top priority in these reforms. It emphasized the concept of "Continuous Professional Development (CPD)" and recommended that the amount of time spent on CPD by teachers and principals is 50 hours per year. In line with recommendations of the CPD "teacher professional development is a lifelong learning process that begins with beginning teacher education and continues until retirement."

As per the UGC guidelines preparing to be a teacher is a task that requires knowledge and perspectives from many different fields, teachers need to be made up-to-date on the most recent innovations in education. Incorporating Indian values, languages, knowledge, culture and traditions, especially tribal traditions, into teaching techniques can enrich the learning experience for students and promote a deeper understanding of India's diverse heritage. One of the major recommendations of NEP 2020 is to create a system of mentorship by experienced, recognized and retired academics. Faculty will be equipped and trained to approach students not only as professors, but also serving as mentors and advisers. The UGC has been actively working to improve the knowledge and abilities of the academic staff at higher education institutions. The UGC has established a comprehensive network of 66 Academic Staff Colleges across India with the aim of organizing orientation and refresher courses for in-service faculty members. The National Mission for Mentoring (NMM) is a crucial initiative aimed at fostering a culture of mentorship and continuous professional development among university and college teachers in India. This mission will establish a vast network of experienced and accomplished senior and retired faculty members, including those proficient in Indian languages, who are dedicated to providing short-term and long-term mentoring and professional support. Using and integrating technology to improve many parts of education will be supported and used, though only when these interventions are evaluated thoroughly and openly in relevant contexts before they are used on a larger scale. The National Educational Technology Forum (NETF) will be set up as an independent group to provide a place for the free exchange of ideas about how technology can be used to improve learning, assessment, planning, administration, etc., both in the schools and in higher education.

Major Recommendation of NEP 2020 concerning CPD:

❖ The National Education Policy (NEP) 2020 emphasizes the need for a comprehensive transformation of India's education system to align it with the aspirations of the 21st century. This transformation requires a thorough revision and rebuilding of all aspects of the educational structure, including regulation and governance. (MHRD, 2020, p.3).

- ❖ NEP 2020 declares, "In-service continuous professional development for college and university teachers will be continued through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education" (MHRD, 2020, p.43).
- ❖ NEP 2020 suggested that teachers should be able to move up in their careers based on their level of competence, which would rise with experience and ongoing professional development (NCTE, 2021). In November 2021, a draft of the National Professional Standards for Teachers (NPST) will be published to reflect this recommendation. The entire teacher education program, including both pre-service and in-service teacher education, would be planned, regulated, and monitored by the NPST. The evaluation report would determine a teacher's promotion rather than their tenure or seniority (MHRD, 2020, p.23).
- ❖ The policy recommends the continuation of existing programs such as orientation programs, refresher courses training through university Human Resource Development centres and online platforms like SWAYAM. (Misra & Tyagi, 2022).
- ❖ Three versions of National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) are now available online: NISHTHA 1.0 for primary students, NISHTHA 2.0 for secondary students NISHTHA 3.0 for Foundational Literacy and Numeracy for NIPUN (**National Initiative for Proficiency in Reading with Understanding and Numeracy)** Bharat through Digital Infrastructure for Knowledge Sharing (DIKSHA) online portal. (NCERT 2022).
- ❖ Formulation of National Professional Standards for Teachers (NPST) for school teachers and NMM for teachers and teacher educators. These programs will provide teachers with the support they need to develop the skills and knowledge they need to be effective educators.

Significance of CPD

The time has come where we need holistic and multidisciplinary education. To handle and resolve complex problems at the local, national and international levels in the future, students must receive a holistic education. For this reason, it is crucial for teachers to stay abreast of developments in their field so that they may better equip their students to thrive in a constantly evolving world. Our teachers can modify their approach, attitude, understanding, and practices with the aid of CPD, which raises the standard for students' learning. We should see it as an opportunity to learn something new or try new tactics in the classroom, and it'll help us develop the skills necessary to deal with the ever-changing nature of education. It enables teachers to implement excellent practices for the betterment of students.

Expansion of subject knowledge: The knowledge domain is expanding every day. In every discipline, new knowledge is emerging. Old things are being replaced by new theories, new facts, new models, new ideas, new concepts etc. The subject knowledge that teachers gained in the past and the knowledge that teachers teach in the classroom now are completely different. Due to this expanding knowledge, teachers have to learn and update their knowledge in their discipline.

Changing pedagogy: The way of teaching-learning i.e. the methodologies are also changing with the new content, new technologies with the new models, with new research on the learners understanding and learning. Thus new pedagogies are emerging, for which we require professional development.

Increasing involvement of media: Media plays a crucial role in all teaching or learning activities whether it is print media, electronic media, traditional television-based media, or modern digital media all have increased their penetration in the classroom and in student's

life. Since media has enhanced knowledge flow, teachers must learn how to deal with circumstances where students are better aware and knowledgeable than them.

Uses of ICT: It is necessary to learn how to interact with students in a synchronous or asynchronous online setting. Teachers should acquire new ICT abilities. For this, professional development is required.

Enactment of policies and schemes: The New education policy is focussing on many transformational changes not only in the curriculum but also in the textbook, in the pedagogy and in the assessment. Hence, for the enactment of the policy and schemes to understand them and to implement these in the true sense, teachers need professional development.

Meeting demands of society and nation: Society and nation demand new values and new skills required for the future citizens of the country, and to meet these demands and to develop the skills, we require professional development. Thus, we can say that teachers' Professional development is not a one-time affair rather an ongoing journey

HISTORICAL BACKGROUND OF TEACHER EDUCATION IN INDIA:

The significance of teacher education has been emphasized by a number of commissions, committees and government initiatives in India. Some of the most significant initiatives in teacher education have been listed below:

University Education Commission (1948-49): This was the first commission in independent India to examine the current curricula for preparing teachers and make recommendations on how to make them more adaptable and sensitive to local circumstances. The panel proposed the following recommendations in this regard: the courses should be modified; suitable schools should be used for practical training and additional time should be allotted for school practice.

Secondary Education Commission (1952-53): The development of Extension Service Departments in approximately 100 Teacher Training Institutes was the first initiative to build a network of institutions or organisations responsible for providing in-service education to teachers in post-independence India.

Education Commission (1964-66): proposed the establishment of "school complexes" with a "nodal school" that would be responsible for the professional development of all teachers in complex schools. This resulted in an expansion of the training network as well as to make sure that everyone would receive training. In response to the Education Commission's recommendations, some states established State Institutes of Education (SIEs) for teacher in-service education.

National Policy Statement on Education (1968): identified teachers as one of the most influential factors in determining the quality of education and their contribution to national development. Thus, by honouring the status of teachers and providing them with adequate salary and benefits, we can attract and retain talented individuals to the profession, ensuring that future generations have access to high-quality education. This investment in human capital will not only benefit individuals but also contribute to the overall growth and prosperity of society.

National Policy of Education (NPE) in its program of action 1986 proposed a comprehensive teacher professional development program in higher education and recommended that teacher education should be a continuous process that includes both pre-service and in-service training. It makes a pointed reference to the crucial link between teacher motivation and the quality of education. To address this issue, UGC suggested "in-

service training" introduction and refresher courses for teachers. The UGC launched the Academic Staff College (ASC) Scheme, which was later known as the Academic Staff Orientation Scheme, in 1987 and built 45 Academic Staff Colleges in universities nationwide; till now its number has increased to 66, and the same is presently known as UGC human resource development centres (HRDC).

Objectives of the Academic Staff College:

❖ To recognize the significance of education as a whole and higher education specifically within the framework of global and Indian societies.

❖ To learn how education contributes to economic, social, and cultural development, with a focus on the Indian polity's commitment to democracy, secularism, and social equality.

❖ To understand how a college or university is run as well as the part that teachers play in the larger educational system.

❖ To develop and enhance fundamental teaching abilities at the college/university level in order to meet educational objectives.

❖ To stay up with the most recent advances in their specialized fields.

❖ To use available resources to utilise opportunities for development of personality, initiative and creativity.

❖ To encourage Internet use and computer skills.

Philosophy:

The philosophy behind the ASC is to keep the teachers at the centre of the whole education system and provide enough opportunities for their professional growth within the framework of the knowledge society. It is also acknowledged that a teacher's role should extend beyond merely imparting knowledge; instead, s/he should guide students toward developing life skills that will help to become more than just skilled professionals but also a better citizen.

Functions of an ASC:

Planning, organizing, implementing, overseeing, and evaluating orientation programs for newly hired college/university lecturers will include the responsibilities of an academic staff college. Also, an ASC will organize orientation sessions for senior administrators and department heads, principals, officers, etc., as well as refresher courses for currently employed teachers.

Course Preparation for Refresher Programs:

It is the responsibility of the departments that offer refresher programs to revise and modify the course curriculum in consultation with the Director to ensure that the course curriculum is kept up-to-date. The course should cover a minimum proportion of core material, a minimum percentage of emerging and priority areas of the subject, a minimum percentage of laboratory and practical components, and a minimum percentage of computer application with relevant advancement.

EXISTING PROFESSIONAL DEVELOPMENT PROGRAMMES:

There are five kinds of programme offered by the existing professional development programmes:

1. **Orientation programmes:** These programs are usually organized by academic staff colleges or centres for professional development, which operates under the University Grants Commission (UGC) in India. The programmes are designed to provide newly appointed or inexperienced teachers with the necessary skills, knowledge, and insights to effectively carry out their teaching responsibilities. Also, ensuring that educators are up-to-date with modern teaching methodologies and contribute to the overall improvement of higher education quality in the country. The orientation program consists of a number of events designed to enlighten new employees and/or students about the institution and make them aware of their responsibilities therein. It's a 3 weeks duration programme, 18 working days and 108 contact hours, which is equivalent to 6 hours per day for six days a week for all new lecturers. The orientation course curriculum may include the following four components:

   ❖ **COMPONENT A:** Awareness of linkages between society, environment, development and education.

   ❖ **COMPONENT B:** Philosophy of education, Indian education system and pedagogy.

   ❖ **COMPONENT C:** Resource awareness and knowledge generation.

   ❖ **COMPONENT D:** Management and personality development.

2. **Refresher courses:** It consists of 2 weeks i.e. 14 working days or 72 contact hours, or 6 hours per day for six days a week designed for serving teachers and teacher fellows, research associates and post-doctoral fellows. Regarding the refresher courses concerned, the emphasis has been on to:

   (1) Provide opportunities to teachers who are in service to share their experiences and learn from one another;

   (2) Offer a place where current educators can discuss developments in their fields of expertise.

   (3) Establish a learning and self-improvement culture among teachers;

   (4) Provide them the chance to undertake research in order to increase their depth of understanding;

   (5) introduce participants to cutting-edge techniques and innovations in higher education so that they can come up with their creative approaches to teaching;

   (6) Release publications that will improve teachers' capacity to educate and conduct research.

3. **Interaction programme:** The programme aims to facilitate interactions between Ph.D. and postdoctoral scholars and teachers, taking place in the form of workshops and

seminars. The program, with a duration of three to four weeks, can accommodate 15 to 20 participants. It may be held once a year.

4. **Short-term courses for Administrators**: The Heads of Department, Deans, and College Principals, besides Professors and Associate Professors/Readers, participate in the 6-day professional development program.

5. **Non-teaching staff training programme**: It is designed for a duration of six days and is open to categories A, B, and C including UGC staff members.

Barriers to existing Professional Development Programmes:

Psychological barriers: They hinder individuals from participating in professional development (PD) programs, thereby limiting their growth and potential. These barriers can stem from various factors, including personal beliefs, attitudes, and experiences. Understanding these barriers is crucial for designing effective PD programs that foster engagement and maximize their impact. Some of these are discussed below:

1. **Lack of Motivation or Perceived Need:** Teachers do not understand the need and potential benefits of PD or don't believe the need to enhance their skills.

2. **Time Constraints and Workload:** For many teachers balancing professional commitments with PD is quite challenging, the demanding nature of teaching jobs and the limited free time available to teachers can make it difficult for them to participate in professional development (PD) programs.

3. **Negative Past Experiences with PD:** Individuals who have had negative experiences with PD programs in the past may be hesitant to participate in future opportunities due to skepticism and a lack of trust. Negative past experiences can create a perception of PD as a waste of time or an ineffective tool for professional growth.

Administrative barriers: Administrative barriers are those obstacle that prevents an individual from accessing or participating in professional development (PD) opportunities. These barriers can be organizational, financial or logistical in nature.

1. **Limited funding**: Institutions may not have the budget to allocate PD opportunities for their teachers.

2. **Lack of time:** Due to the excess workload, teachers may not be willing to give time off to attend PD workshops or conferences.

3. **Inflexible scheduling:** PD opportunities may not be offered at times that are convenient for teachers.

4. **Lack of awareness:** Teachers may not be aware of the PD opportunities that are available to them.

5. **Inaccessible locations:** PD opportunities may be held in locations that are not accessible to all teachers.

SUGGESTIONS:

The following suggestions can be given:

1. **Motivate teachers to pursue Professional Development Programmes:**
   Teachers should be willing to invest their time in evaluating what they want to be rather than just collecting certifications from PD programs. Teachers are already battling with the hybrid mode, so there is a tremendous need for incentives to pursue training for our teachers. They must realize the necessity to pick up new skills

2. **Pedagogical researches and experiments:** We live in a time where there is a lot of information available, so students are quite confused and have no idea as to what they need to study. This is the point where teachers contribute significantly to the whole learning process. To address this issue, pedagogical research is essential from the standpoint of Indian students' mind-sets. As a result, whatever CPD programs teachers learn should be linked to the needs of their learners. These experiments are required for the teaching community and the student community in order to make the teaching-learning process productive and pleasurable.

3. **Need-based teachers training:** Need-based training of the teachers is necessary for an effective training programme. The teacher himself/herself has to choose what they want to learn and in what skill he/she wants the particular training.

4. **Practice-based teacher training:** Formerly, the idea was to connect theory with practice. But, in recent years, practice has become far more important in order for teachers to acquire new pedagogies, act as teachers, and accomplish their actual work.

5. **Teachers' training effectiveness Track:** There should be teacher training effectiveness records that can be assessed through their classrooms. The main aim is to evaluate the training needed to close the gap between the knowledge and abilities that teachers currently possess and those that they should possess.

6. **Mental health training for teachers:** Teachers are already overwhelmed due to academic calendars and hybrid modes of learning, and the new policy's 50 hours of CPD have added to the pressure, therefore training teachers' mental health is essential. The training should not only be one-way, but also two-way, with a platform for instructors to communicate their social, emotional, and psychological requirements. Hence, if we want to achieve good learning outcomes, our government and administration should prioritize the mental health of our teachers. Therefore, the mental health of our teachers should be the prime duty of our government as well as the management if we want effective learning outcomes in their classrooms as only healthy teachers can create a healthy environment for learning.

CONCLUSION:

Overall, the NEP 2020 provides a more comprehensive and holistic understanding of CPD than the previous policy documents. It places equal emphasis on school and higher education in terms of CPD. India's educational system is improving day by day, but there is an urgent need to make various modifications in the current teacher professional development through inclusive practices and barrier-free access to CPD, it is necessary to increase awareness and sensitize the teacher's community. A significant step must be taken at the higher level to prepare teachers and support staff to fulfill the needs of higher education; while quality education is a basic prerequisite for ensuring long-term rehabilitation as well as the prospect

of a better future. Implementing NEP 2020 in a country as big as India is a humongous task and it cannot be completed without the active participation of students, parents, teachers, school principals, the Government and members of Indian society. On the other hand, CPD is an essential investment in shaping the future of education. It is a journey of self-discovery that can open up new possibilities for teachers to collaborate across different fields and have rewarding experiences with immense satisfaction in their work. CPD equips them to deliver high-quality instruction, personalize learning and prepare students for success in an ever-changing world.

REFERENCES

Ali, S. & Shafeeq, N, S. (2021). Professional Development of Teachers at Higher Education Level - Issues and Challenges. *International Journal of Multidisciplinary Educational Research.* 10(9). 67-72.

MOE Department of Higher Education. (2021*) All India Survey on Higher Education 2020-2021.* GOI, MHRD. https://aishe.gov.in/aishe/viewDocument.action?documentId=352

Day, C. (1999). *Developing teachers.* London: Routledge Falmer.

Hasan, M., and Parvez, M. (2017) Professional Development of 21st Century Teachers in Higher Education, *Educational Quest: An Int. J. of Education and Applied Social Science*, *8*(1) 1,145-149.

Ministry of Human Resource Development (MHRD). (1986). *Report of the National Policy on Education.* New Delhi.

Ministry of Human Resource Development MHRD. (1995). *District Primary Education Program Guidelines.* New Delhi. Publication Division, NCERT. http://14.139.60.153/bitstream/123456789/59/1/DPEP%20guidelines.pdf

Ministry of Human Resource Development (MHRD). (2012). *Guidelines for Implementation for Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Educatio*n, pp. 32-33.

Ministry of Human Resource Development (MHRD). (2016). *Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan*.

MHRD. (1992). *National Policy on Education 1986: Programme on Action 1992*. https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf

MHRD. (1998). *National Policy on Education 1986: As modified in 1992*. https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf.

MHRD.(2020). *National Education Policy 2020.* MHRD. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Ministry of Education. G.o.I. (1952). *Report of the Secondary Education Commission.* https://www.educationforallinindia.com/1953%20Secondary_Education_Commission_Report. pdf.

Ministry of Education. G.o.I. (1966). *Report of the Education Commission.* http://www.academics-india.com/Kothari%20Commission%20Report pdf

Mitkovaska, S. J. (2010). The need for continuous professional development. Procedia Social and Behavioral Sciences, 2(2), 2921-2926. https://doi.org/10.1016/j.sbspro.2010.0 3.441.

NCERT. (2022). Guidelines for 50 hours of continuous professional development for teachers, head teachers, and teacher educators: Based on national education policy 2020. NCERT.

Selvaraj N, Alagukanna A. S. & Suganya, M. (2015). Professional Development in Education in India: A View, *Journal of Political Sciences & Public Affairs*, 3(3), 1-6.

Tapas, G. D. (2019). The Role of A Teacher In Higher Education In Changing Times. *Journal of Emerging Technologies and Innovative Research,* 6(3), 49-54.

Tyagi, C., & Misra, P. K. (2022). Teacher professional development practices in ancient India: Evidence from Upanishads (C.800 BCE- C.500 BCE). *International Journal of Research - GRANTHAALAYAH.* 139-153. https://doi.org/10.29121/granthaalayah.v10.i5.2022.4620.

University Grants Commission. (2023). *Guidelines for Training/ Orientation of Faculty on IKS.* New Delhi: University Grants Commission.

Walia, P. & Walia, P. (2022). Continuous Professional Development: A Policy Analysis in Indian Perspective. *Journal of Positive School Psychology.* 6 (7) 2624-2633

About the Author

Sheeba Afzal
Research Scholar, Department of Education
Aligarh Muslim University, Aligarh
ORCID: 0009-0007-1373-0212
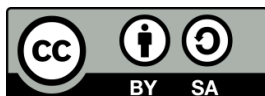Email: sheebaafzalamu@gmail.com

Ethics Statement
Because this study doesn't involve any living entities, an ethics review is not applicable.

Conflict of Interest
The author does not declare any conflicts of interest.

Suggested citation:
Afzal, S. (2024). Continuous Professional Development of Teachers in Higher Education. *Education@ETMA, 3*(1), 53–63.