SMART teachers for Viksit Bharat@2047

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Abstract

The mandate of NEP 2020 vis a vis educational institutes is to encourage the use of technology in education planning, teaching, learning & assessment. The educational institutes need to accelerate the process of increasing access for disadvantaged groups, have digitally equipped educational institutes, provide cultural awareness of our Indian Knowledge Systems, promote traditional arts / Lok Vidya , promote innovation and excellence in society, and disseminate holistic and multidisciplinary education to student teachers. For this multifaceted exposure to students and facilitating quality education, faculty needs to be given opportunities for upgradation through continuous professional development. This research paper is based on the deliberations and feedback received during a faculty development program organized in hybrid mode. 56 participants responded to open-ended questions. The analysis of responses received during the FDP provides several crucial inputs for planning and organizing the continuous professional development of teachers.

Keywords: - Continuous Professional Development, smart teachers, faculty development program, teacher education institutes

Introduction

Education in contemporary times is facing tremendous overhauling at all levels. Educational institutions are the nodal point facilitating the entry of qualified , well groomed professional in society for initiating positive social change. The ripple effect created in the educational institutions has a deep impact on social and national development. Recent studies and policy documents have raised concern over the quality of education and grooming provided in teacher educational institutions.

Objectives of the Study

The objectives of this study were to :

1. Study the perception of teachers on the notion of SMART teachers in contemporary times.

2. Analyse the perception of teachers on the role of the organization in facilitating the continuous professional development (CPD) of teachers in education institutions in contemporary times.

3. Draw insights into the challenges faced by teachers in educational institutions.

4. Consolidate suggestions for themes to be selected for the continuous professional development of teachers in future.

Research Questions

1. What is the perception of teachers on 'SMART

' teacher?

2.　What is the perception of teachers on the role of the organization to prepare skilled teachers who will continuously engage in updating their skills through participation in professional programs?

3.　What is the perception of teachers on the personality of their students?

4.　What is the perception of teachers on factors inhibiting them from doing independent research, and innovation?

5.　What is the perception of teachers on the reasons behind the lack of CPD activities attended by teachers?

Research Design

This study followed an exploratory research design, survey was employed to collect the responses of the participants of this study. The survey consisted of a questionnaire with open-ended questions. 56 participants, in this study were regular teachers teaching in educational institutes (schools and teacher education institutes).

Analysis and Discussion

The analysis and discussion of responses received have been presented in the following sections.

Q1 What is your full form of 'SMART ' teacher?

The responses received to this question have been summarized in Table 1.1 given below:

S	Skilled	Supportive	Sincere	Strong	Set Specific goals and objectives	Systematic	Stupendous	Sensitive		
M	Mastery on subject	Manager	Meritorious	motivator	Meritorious	Miraculous	Mature	Marvellous	Mindful	Motivating and inspiring students
A	Positive Attitude	approachable	Articulative	Accountable	Austere	Awesome	Attentive	Artistic	Active	Adaptable to different learning styles
R	Research Interest	Responsible	Results Oriented	Resourceful in teaching methods and materials	Reflective	respectful,	Reflective	Research-oriented	reasonable	Role Model
T	technologically trained teacher	Tech savvy	Transformative	trustworthy	Tactful	Trained	time-bound	Touches the emotions	Thoughtful	Technologically savvy and innovative

Table 1.1: Showing the summary of key responses

Discussion

As Table 1.1 reveals, most of the participants thought that smart teachers would be skilled, sincere, strong, set specific goals and objectives, and be systematic, and sensitive. The vision of Viksit Bharat @ 2047 envisages transformation in society. Teachers as change agents can lead this change only if they are strong-willed, sincere, systematic, and sensitive to the needs and aspirations of their students.

Further , it was articulated by the participants that teachers need to be masters of their subject, managers who can handle the resources available for optimum utilization, and persons with merit in terms of exemplary work in the field, they should motivate students for the betterment of their future. With these qualities, teachers would be nothing short of being 'miraculous' and 'marvellous'. Students need mature teachers to handle their nature, aspirations, conflicts, and aspirations.

The participants also emphasized that teachers need positive attitude towards learners , colleagues , teaching -learning process, and their learning organization. Some participants opinionated that if a teacher is approachable, articulative, and austere, they will serve as a role model to students. The challenging contemporary times generate contexts that are at times indiscernible and confusing, some participants believed that when teachers have adaptive ability , and are artistic and active it will help them resolve crisis situations.

While interpreting the 'R' in SMART , participants vehemently emphasized the research aptitude, result-oriented, responsible nature, reflective, respectful behaviour towards student, colleagues, heads , parents, and other stakeholders. Teachers can be called SMART if they are resourceful in teaching methods and materials.

The participants vehemently believed that teachers aspiring to contribute to Viksit Bharat @2047 need to be thoughtful, technologically savvy, trustworthy, trained , touch the emotions of students, believe in transformation power of teachers..

Q2 What systemic changes would you recommend in your organization to prepare skilled teachers who will continuously engage in updating their skills through participation in professional programme?

The responses received to these questions are given below in Table 1.2.

Formation of various clubs to do activities. Projects of all methods.

No changes can be made as approach of management at private institutions is different from that of teacher educators.

Regular Refresher courses

Developing the persona of the pupil teachers not only for teaching...but also embrace the profession wholeheartedly.

Help build my self-esteem and my Skills.

Organization should work on teacher's mental health.

Establish a Professional Development Framework,

Allocate Dedicated Time for Professional Development

Create a Mentorship Program

Encourage Collaborative Learning Communities/ Professional Learning Communities

Incorporate Technology-Enabled Learning,

Offer Incentives for Professional Development

Support Attendance at Conferences and Workshop

Regularly Update Curriculum and Teaching Materials

Conduct Regular Needs Assessments

Promote a Growth Mindset

Space and freedom for teachers to take initiative

Introduce the hot buzz topics and call experts with more credibility and stakes so that their name and level of expertise would attract participant to attend, interact, and listen to the content presented.

To use more advanced tools and techniques in teaching domain

Develop a comprehensive framework that outlines the structure, goals, and expectations of professional development for teachers. Individualized Professional Development Plans- Encourage teachers to create personalized professional development plans based on their unique strengths, areas for improvement, and career goals. Mentorship Programs : Implement mentorship programs where experienced teachers can guide and support newer colleagues in their professional development journey.

Flexibility in working

Continuous professional development and then based on it evaluation of the teacher for the promotion and incentives

Digitalization is at the peak of for the teachers as well as Students. Professional Programme related to the digital skills will help to prepare skilled teachers.

By organising more workshops and seminars related to skill development.

Providing at least one day a week for the teachers to reflect upon their learning and maintaining records for themselves so that they can identify the areas to update accordingly considering the needs of learners as well.

Updating teacher education curriculum

Training programs both online and offline sessions

In-service refresher courses and certification and workshops.

Select high-impact instructional strategies that are active, relevant, and developmentally appropriate. Create an environment where students are actively participating and engaged both independently and collaboratively. Purposefully use multiple strategies and technology to engage students. Start small, think big. Utilize the latest technologies. Prioritize student relationships. Empower parents to be your ally. Ensure your curriculum knowledge.

Creating more awareness programmes

FDP at least two annually.

Provision for seminars, workshops, excursions during working hours and periodic discussions about such achievements and promoting appraisals for educators.

Focus on reflective teaching, regular in-service training

More time for academic work

More FDP

Professional development programmes

Create a structured framework and offer incentives such as recognition, career advancement opportunities, or financial support to motivate teachers to actively engage in professional programs.

Updating their knowledge and by giving them real-life experience

Creating a robust system for continuous teacher development involves several key steps. Establishing a structured framework that blends mandatory and optional professional programs, incentivizing participation, allocating dedicated resources, fostering mentorship, and offering flexible learning opportunities are crucial. Regular evaluation and feedback mechanisms further refine and enhance these programs, ensuring they align with evolving educational needs. Such systemic changes cultivate a culture where teachers are encouraged, supported, and recognized for their ongoing commitment to updating their skills, ultimately preparing a cadre of skilled educators committed to lifelong learning and professional growth.

Teachers should be motivated to attend FDP

Establish mentorship programs pairing experienced teachers with newer ones. This can provide guidance, support, and a platform for sharing best practices

To foster a culture of continuous professional development and ensure that teachers in an organization continuously update their skills, several systemic changes can be implemented.

Learning process by focusing on every individual student

Bigger infrastructure

Preparing skilled teachers who are committed to continuous professional development requires a systemic approach within an educational organization. 1.Establish a Culture of Continuous Learning 2.Personalized Development Plans 3.Collaborative Learning Communities

Preparing teacher communities where they can share their concerns and get solutions.

Regular orientation and training
Encourage collaborative lesson planning and observation to facilitate knowledge exchange among teachers

Table 1.2: Showing the key responses received on Q2

Discussion

As can be observed from Table 1.2 , most of the participants called for a personalized development plan by teachers to be prepared by the institutional leadership. It has also been suggested that any kind of FDP must be based on a structured framework and should result in generating incentives. Faculty need motivation to attend and participate in continuous professional development , by means of making it needs based , incentive oriented , planned , structured and based on reflections and real life based experiences. NEP 2020 also calls for systematic , organized continuous professional development to be introduced to develop better teachers who have a 'growth mindset'.

4 In what ways is the personality of your students different from that of your generation?

The responses received on this question emphasized upon the following positive and negative aspects of student's personality. Table 1.4 shows some of the received responses.

POSITIVE	NEGATIVE
Fluency in languages, Excellent at sports and other activities. Good at academics.	They miss the deep-dive desire for knowledge. Thinks when are superficial, won't stand the test of time
sincerity, sensitivity, and approach towards life and relationships.	Access to mobile , internet, social media Attention deficit Rely more on google than teachers
students are more aware and are opinionated	Less motivated , emotionally less stable Less focussed and dedication towards any task
More career-oriented	Generational differences often include shifts in values, technology usage, and societal attitudes
apply their Creative Thinking with full freedom	More distracted have more resources and exposure to unlimited and unrefined knowledge
digital natives , global awareness, Emphasis on Individuality, Increased Exposure to Diversity, Entrepreneurial Mindset, Desire for Practical Relevance, Emotional Intelligence, Flexible Learning Preferences, Social Activism, Adaptability and Resilience	more advanced before age lack perseverance not punctual, sincere and are less hardworking compared to that of our generation which were less dependent on technology
quick learners multi tasker more tech-savvy, open to diversity, and focused on work-life balance They are very advanced more active, multi-tasking and believe in exploration. Exposure to diverse culture	They consider Smart work as significant over hard work. Less patience , excess dependency on technology, less adaptive to new situation, reluctance to take hardship and majority are easy-going
They might also display a more collaborative and global mindset, valuing diversity and social causes Some students today may exhibit an entrepreneurial mindset, being more inclined to explore creative and independent paths rather than adhering strictly to traditional career trajectories.	an inclination towards digital communication over face-to-face interaction. students are exposed to social media more than before and may experience stress, worry and anxiety more due to social media pressures.
today's students may have a broader global awareness and a more interconnected worldview compared to previous generations.	They take receiving education for granted as not as a gift.

Table 1.4 Showing Summary of key responses , categorised as positive and negative attributes

Discussion

The above bifurcation of positive and negative attributes of students of contemporary times clearly emphasizes the need for teachers to be sensitized towards the specific needs of this generation. The continuous professional development designed for teachers must prepare teachers to manage their potential so that each of them contributes to Viksit Bharat@ 2047 mission of our nation.

5 As a teacher which three factors prevent/ inhibit you from doing independent research, and innovation?

The responses received on this question emphasized several factors, some of them are listed below in Table 1.5

Lack of time, value to output, and also the resources.

Time management

Administrative responsibility
Rigid rules for classroom transaction
Incomplete freedom for choosing strategy

Working Culture, resources especially Time, Dynamics of interaction between individuals and community.

Time ,Resources, Institutional support.

Time Constraints, Resource Limitations, Institutional Policies and Priorities

Money,time and professional as well as personal commitment

- massive workload
- work-life imbalances

Lack of time, More data work, more work on students of new generation

Time limitations, heavy workloads related to teaching responsibilities. Additionally, institutional or administrative constraints and a lack of professional development opportunities can also hinder teachers from engaging in independent research and innovative practices.

Job responsibilities, family obligations and lack of time.

Curriculum Burden, Assessment Based System and High Strength of students in the Classroom

Restrictions + administration work + no flexibility

Admin Work, No Free time, overload

Although every teacher's circumstances are different, there are some universal elements that could hinder or keep them from conducting independent research and creating on their own.
1. Limited Time
2. Barriers Associated with Technology
3. Alone and Unwilling to cooperate

1. Lack of awareness of Proper channel
2. Busy schedule

Time, sometimes technology and Intrinsic motivation

Time, remuneration and extrinsic motivation.

Distributed responsibilities of life, lack of knowledge of right track and self

Time limit : for doing research one has to find evidences and data, non availability of books for review of literature; one has to explore and meet academicians and also be in touch with the subjects of study.

Time management, lack of flexibility and teamwork

Lack of resources

Commitment, Professionalism and excitement

Lack of time, and opportunities.

More workload in particular

Time Management, different roles and responsibilities, extended support from authority.

Time constraints, parents' resistance to change (though can be dealt with continuous parent-teacher interactions)

Excess non academic tasks

Heavy workload

Motivation to bring positive changes

Heavy Workload, limited opportunities for teachers, Limited access to research materials, funding, and supportive infrastructure etc.

Time, budget and opportunities

All the three are equally important.

Time, work life balance and household pressures

Nothing can prevent anything. All depends on your will and determination.

The demands of a teacher's schedule, including extensive lesson planning, grading, and various administrative tasks, often limit the availability of time for independent research and innovation. Additionally, resource constraints, such as limited access to funding, research materials, or technological support, can hinder teachers' ability to pursue innovative methods or conduct independent research effectively. Furthermore, a lack of institutional encouragement or platforms for sharing innovative practices within educational settings might demotivate teachers from exploring new ideas or conducting research. Overcoming these barriers requires institutional support that allocates dedicated time, resources, and recognition for teachers' independent research pursuits and innovative teaching methodologies.

Set curriculum for syllabus completion, Money for further studies, restricted access to e books

Time bound

Financial, infrastructure, peer group

Teachers often face demanding schedules with limited time for additional activities beyond regular classroom responsibilities. Planning lessons, grading assignments, and meeting administrative requirements consume a substantial portion of their time. The need to balance teaching duties with personal and family commitments leaves little room for independent research and innovation.

Lack of access to resources, including research funds, materials, and technology, can hinder teachers' ability to conduct independent research or engage in innovative practices. Educational institutions that do not prioritize or allocate resources for teacher-led research may limit opportunities for innovation.

The prevailing culture and policies within educational institutions can influence the extent to which teachers are encouraged or discouraged from pursuing independent research and innovation. Institutions that prioritize traditional teaching methods over innovative approaches, or those that lack support for research initiatives, may create barriers for teachers seeking to explore new ideas.

Lack of time
Syllabus deadlines
Structured syllabus

1. Time
2. Support
3. Responsibilities

Heavy workload and rules and regulations and proper understanding of research

Table 1.5 Showing factors inhibiting independent research and innovation

Discussion

Table 1.5 reveals the perception of participants on the factors responsible for inhibiting independent research and innovation. The major culprit is 'time', participants find that their academic and administrative load hardly leaves sufficient time for research and projects. For some participants, positive reinforcement in terms of incentives, promotions , appreciation, recognition, and a supportive environment inhibits the zeal and motivation of teachers to embark on research and innovation.

Conclusion and Suggestions

When we discuss and explore the path to achieve the goal of Viksit Bharat@2047, we find that SMART teachers will be required to teach and groom Smart students. Continuous professional development of teachers needs to be planned meticulously with individual needs in perspectives, collaborative projects, team building, harnessing the available resources to the optimum level, reflective practice, and action-oriented research needs to be performed for national and Individual development. The nation can develop to its best capacity with a growth mindset. Institutional leaders must find ways to nurture a culture in their institutes which sustains a growth mindset.

References

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