

Teachers' Continuous Professional Development in South Asia Challenges and Policy Initiatives

SUBITHA GV*

Abstract

The article is a review of teachers' continuous professional development programmes in South Asia. The article, through a review of global reports, policy documents, and research articles argues for providing high quality teacher professional development programmes so as to improve the quality of school education in the South Asian region. With particular focus on countries such as India, Bangladesh, Sri Lanka, Nepal and Pakistan, this article analyses the current nature of professional development programmes for teachers, highlights policy thrusts and interventions in the area and suggests areas of improvement.

INTRODUCTION

During the last decade countries in South Asia have centered their attention on achieving universal access and improving quality at the level of Primary and Secondary education. The investment has been successful with data showing an increase in the net enrolment of boys and girls at the Primary level, reduction in the numbers of Primary school-age out-of-school children

and adolescents and narrowing of male-female gap at least at the primary level (UNICEF, South Asia, 2015).

Despite these significant improvements in the access, enrolment and retention of children in schools, research evidence suggests that schools in South Asia do not guarantee quality in learning (UNICEF South Asia 2015). Brinkmann (2017), highlights the 'learning crises' where

* Assistant Professor, National Centre for School Leadership (NCSL), NIEPA, New Delhi.

the process of completing the full cycle of basic education is difficult for many children in South Asia. Data reveals that for every 100 children in South Asia who start primary education, 36 will not reach the last grade (UNICEF South Asia, 2015). About 11.3 million children at the primary level and 20.6 million children at the lower secondary level continue to be out-of-school and there are still a million children who complete primary education without mastering the foundational skills of basic numeracy and literacy (UNICEF South Asia, 2015).

One prime reason for this dismal situation in education in South Asia is because in the last few decades, the region has focused more on input related factors (for example, access and enrolment) rather than on outputs—with the implicit assumption that the inputs would translate into better learning outcomes (Dundar et al., 2014). Under the present circumstances of low quality school education being provided in schools, education policy debates in the region have emphasised the need for the shift in focus from input related factors to output related factors, thereby paving the way for economic development in the region. South Asia has the largest number of youth population in the world and they need to be provided quality education beyond the basic foundations of literacy and numeracy in order to enable them to navigate in a world of rapid technological

change and increasing global competitiveness. The youth need to be equipped with higher order thinking skills such as, problem solving skills, analytical skills and critical thinking skills, that would contribute to their personal development and further to the regions' communal, societal and economic development.

According to Brinkmann (2017), the solution to deal with the challenge of learning crisis in South Asia, is to move away from the 'right to education' to the 'right to learning'. This situation calls for a renewed focus on improving teaching and student learning outcomes so as to bridge the gaps in learning that accumulate from the point of entry into the school system and widens over time. The situation calls for a competent teaching force in the region. Reforms in the education system in South Asia and improvement in learning outcomes among children can be achieved only with renewed focus on teachers and their professional development. Empirical research has time and again stressed the importance of improving teaching quality in improving pupil outcomes (Glewwe and Kremer, 2006). Teachers' participation in Continuous Professional Development (CPD) have a direct positive impact on boosting student achievement (Yoon et al., 2007) and reducing the performance gap among students (Meissel, Parr and Timperley, 2016). Research studies have documented the

importance of teacher professional development on teacher change (Clarke and Holingsworth, 2002); modifications in teachers' beliefs and classroom practices (Young, 2001) and improvement of student learning outcomes (Vogt and Rogalla, 2009).

The article, through a review of global reports, policy documents, and research articles argues for the need to provide high quality teacher professional development programmes in order to improve the quality of school education in the region. The article highlights the challenges associated with classroom teaching in South Asian region and reviews the traditional methods of teacher professional development programmes adopted in the region. The study highlights policy thrusts and interventions in the area and suggests areas of improvement.

CHALLENGES IN CLASSROOM TEACHING IN SOUTH ASIA

In countries, such as, Bangladesh, research studies (for example, Moyer and Sperandio, 2019, Setty et al., 2019) point out that the quality of public education remains a major dilemma. The study reveals that major attempts at integrating 'best practice' teaching methods through several educational reforms initiatives have met with limited success. The dominant pedagogical approach used by teachers is lecture-based and teacher-centric. Teachers have been characterised as passive and lacking enthusiasm

in their interactions with students (Ahmed, 2009). Research reveals that gaps in teacher's content knowledge (Alam, 2016), uncertainty in how to develop subject-specific literacy and absence of adequate learning opportunities for teachers are key factors that affect learning outcomes (Sarkar, 2013). The Bangladesh Education Sector Review (2013) has concluded that low quality of teaching has resulted in low learning levels among children, inadequate acquisition of non-cognitive skills, inequitable learning among students and a high degree of variation between urban and rural schools.

A similar trend has been noticed in the education sector in Sri Lanka too. Senarathne and Gunarathne (2019) highlights that among the many problems in the education system in Sri Lanka, poor quality of education tops the list. An evaluation study by UNICEF (2016) has pointed out that the quality of teaching in Sri Lanka is poor, one of the reasons being the poor quality of teacher training. Teachers are not well prepared for teaching primary classes and lack competency in applying child-centric methods in classroom teaching. Research studies reveal that the reason for the lack of teacher quality in Sri Lanka is also related to other systemic factors, such as, relaxation of the minimum qualification for recruitment, imbalanced deployment of teachers with a surplus of subject teachers in urban areas and shortages in rural areas, and a weak

teacher training system (Dundar et al., 2017; Ministry of Education, Sri Lanka, 2017). Insufficient pre-service training, lack of teacher training facilities, funding limitations, lack of teacher educators and resource centers, dearth of literature in Sinhala and Tamil languages and insufficient focus on training primary school teachers are also quoted as reasons for poor quality teaching in the country (Ministry of Education, Sri Lanka, 2017).

The pedagogical approaches applied by teachers in classrooms has impacted the quality of school education in Nepal (The School Sector Development Plan, 2016). Many classrooms remain textbook and teacher focused and follow didactic teaching methods that emphasise rote learning and uncritical absorption of facts. Poyck et al., (2016) noted that although teachers were being trained, new learning methods are not being transferred to classrooms.

In the case of Indian schools and classrooms, Brinkman (2015) reveals that despite enormous investments in quality improvement initiatives under the *Sarva Shiksha Abhiyaan* (SSA), the National Curriculum Framework (NCF) 2005's vision of child-centric pedagogy being applied in classrooms continue to be elusive. The 'chalk and talk' or teacher instruction still dominates Indian classrooms. Similar concerns were also voiced by reports, such as that of British Council (2019).

RATIONALE OF THE STUDY

Teachers are the most important factors affecting learning in schools and their role will invariably be important in order to fulfill UNESCO's New Education Agenda 2030. Continuous Professional Development (CPD) activities is an integral part of the professionalisation of the teaching workforce as it provides teachers with opportunities for further learning and improvement throughout their careers (Guerriero, 2017). The inclusion of teachers' participation in CPD as an indicator for the achievement of United Nations (UN) Sustainable Development Goals (SDGs) is evidence of the increasing relevance of continuous professional development on the growth and development of teachers. Research studies and reports have highlighted that teacher quality matters more in developing countries than in the developed countries (Bau and Das, 2017; World Development Report 2018, mainly because of the inherent low learning outcomes among children in developing nations. In regions like South Asia, where schools are highly heterogeneous in terms of socio-economic, linguistic and religious backgrounds, and where many of the children are first-generation learners, there is an urgent need for teacher support through professional development programmes. According to Dundar et al., (2014), with the rapid expansion of schooling in South Asia, teachers often have to deal with large multi-

grade teaching situations, which pre-service and in-service training rarely prepares them for. Differences in how teachers engage their students appear to be the single biggest factor determining student learning (Bêteille and Loeb, 2009). Brinkman (2017) observes that getting instruction right is particularly challenging in a context like that of South Asia, and advocates the need for implementation of transformative teacher training models that can bring about successful interventions in changing teacher beliefs and practices, and at the same time develop teacher competencies to ensure holistic outcomes among children that goes beyond foundational skills.

CURRENT STATUS OF TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT IN SOUTH ASIA: A REVIEW

Most professional development programmes in developing countries are centrally planned, formalised and prescribed, and do not cater to the teachers' interests and preference for development of certain relevant skills (UNESCO, 2016). The same trend has also been noticed in South Asia. The Asian Development Bank (2017), reports that teacher training in Bangladesh applies the Training of Trainers (TOT) process, and is implemented by the Training Division at the Central Ministry level. There is minimum involvement of local universities and the teacher training institutes and colleges. The training

programmes are not institutionalised and have to endure lack of government funds and coordination. Further, the training programmes are project-based and are not linked to any incentive or promotion system (Asian Development Bank, 2017). Lack of supervision, support and monitoring mechanisms impedes the successful transfer of training knowledge. Research studies have revealed that teachers learn little from traditional in-service teacher training programmes (Ehsan, Biswas and Ashrafuzzaman, 2012) following which they use traditional lecture methods in classrooms leading to poor student participation and negligible learning. Teachers often complain that in-service training is theoretical and far removed from their daily work experiences.

Tahira, Hassan, Malik and Yousuf (2020) and Ali (2011) reveal that in Pakistan, most in-service training programmes are donor funded, and focus on achieving quantitative targets rather than qualitative changes. The teacher training programmes are funded by donor agencies and lack a database of trained teachers. Most often the master trainers are not adequately trained, there is insufficient monitoring and poor support system, and lack of accredited institutions to certify teachers (Tahira et al., 2020).

Sri Lanka follows a cascade model of teacher professional development. Teachers have expressed their disapproval of the cascade teacher training model where knowledge

provided during the training face risk of distortion and dilution down the line (ADB, 2017). The National Institute of Education (NIE) provides institutional support for in-service teacher education in Sri Lanka. According to The National Education Commission (2016), in-service programmes are designed as short-term programmes by NIE and Provincial Education Authority (PEA). These programmes do not have a long-term perspective and are not need-based. The usual procedure is for NIE is to train In-service Advisors (ISAs) to function as trainers in the provincial and zonal teacher training programmes. In-service teacher training in Sri Lanka face issues of unattractive lectures that lack relevance, lack of infrastructure and physical facilities; inadequate travelling and subsistence payments that discourage participants.

In Nepal, Poyck et al., (2016) highlight that poor teacher training is one of the reasons for low student achievement and poor learning outcomes. The School Sector Reform Plan (SSRP) reports that cascade model is followed for teacher development and that has resulted in poor quality of teacher training in the country. The report also quotes that the training modules are not need-based and that the teacher trainers themselves do not have the necessary training in pedagogical skills. The report further argued that the quality of teacher training can be improved with added emphasis on change in ethos,

attitude and motivation of teachers—an outcome which the cascade model of training is not endowed to deliver. Gurung and Sharma (2013), reveal that though National Centre for Education Development (NCED) has authorised the Resource Centres (RCs) for empowering basic level teachers and Lead Resource Centres and Educational Training Centres (ETCs) for training of secondary school teachers, lack of availability of trained resource persons has hampered the effectiveness of the training programmes. Resource Centres are overloaded and they do not have sufficient willingness or capability to provide training to lower secondary school teachers. Shrestha (2008) highlights that NCED is not equipped with quality professionals to discharge important professional tasks and the institution does not have a mechanism to use professional institutions and individuals to develop plans and programmes on teacher development.

Bolitho and Padwad (2013) pointed out that in India, in-service training programmes, are generally short-term events, infrequent and usually conducted once a year. Saigal (2012) and National Council of Educational Research and Training (2016) observed that in-service training adopts the cascade model of knowledge dissemination. Brinkman (2015), highlights that in India, teachers have deep cultural beliefs which one-time training workshops are hardly able to address. Therefore teachers'

beliefs remain unchanged because the training programmes fail to address the culturally rooted values in which their practice is grounded. Therefore, though policies are attempting to change teacher practices from teacher-centric to learner-centric, in most classrooms, the dominant pedagogy used is teacher-centric.

The above mentioned reviews highlight the lack of a sound teacher professional development programme in South Asia which in turn has impacted classroom teaching quality. Brinkmann (2017) points out that at the heart of the learning crisis lay the teacher-centric pedagogy that dominates majority of the classrooms in South Asia. Teaching in South Asia is still dominated by reading directly from the text book, having students follow along and repeat, and having students copy directly from the textbook into their notebooks (Setty et al., 2019).

POLICY INTERVENTIONS IN SOUTH ASIA FOR IMPROVING TEACHER PROFESSIONAL DEVELOPMENT

Policy initiatives in South Asia are indeed moving towards a shift from input related factors to output related factors with focus on improving student learning. The following paragraph provides a summary of the policy initiatives that countries in the region are initiating in order to improve the quality of teacher professional development.

a. Bangladesh: The Bangladesh Education Sector Review

(2013) articulated the role of institutions such as National Teacher Education Council (NTEC), NTRCA (Non-Government Teachers' Registration and Certification Authority) and Technical Teachers Training College (TTCs) for the development of a well-trained teacher force for secondary education in Bangladesh. The report suggested the need to strengthen and formalise partnership with universities in order to improve the quality of in-service training. The report suggested that TTCs should provide a one-year diploma course focusing on pedagogy to improve the quality of secondary teachers and institutions. The report also highlighted the need for Continuous Professional Development (CPD) programmes through mentoring and on-site support for teachers via a network of field-based District Teacher Educators (DTEs) and Teacher Educators (TEs) located in high schools and teacher education colleges. The Asian Development Bank (2017), highlighted the need to set up an institution for teacher development policy; for formulation of a strategic development plan covering both pre-service and in-service training and for acknowledgment of in-service training programs as an essential part of teachers' CPD.

b. Nepal: According to the Ministry of Education, Nepal, School Sector Development Plan (2016),

teachers need to take up in-service training based on a National Teachers' Competency Framework and the National Framework for Teacher Development and Professional Preparation, with added mentoring by peers and head teachers. National Centre for Educational Development (NCED) needs to prepare courses to suit the professional development needs of the teachers with emphasis on subject knowledge, child-centric and active learning, inclusive education, and formative assessment to meet the learning needs of every child. The Education Training Centres (ETCs) needs to be strengthened and professional development packages are to be developed at district levels to allow contextualisation. Teachers are to be linked with senior teachers for peer mentoring and encouraged to undertake self and peer assessment to identify their professional development needs. Poyck et al., (2016), recommends the need to expand TPD as school-based teacher training programme for all teachers and also develop Resource Centre level networks for sharing innovation after the direct training. The Asian Development Bank (2017), recommended the need to convert Resource Centers and ETCs to Learning Centers, and make ETCs as autonomous training centers to enable them to utilise the existing facilities and services.

The report recommends that Resource Centers should continue to organise thematic workshops while encouraging subject-wise meetings of teachers. The Centers should develop need-based ICT-based materials and make them available to teachers.

- c. Sri Lanka:** The National Education Commission (2016) recommends that selected TTCs have to be either upgraded to the level of National Colleges of Education (NCoE) or restructured as TTCs. The documents highlight the need to strengthen school-based teacher development programmes in order to improve the quality of education. The other suggestions include linking teacher appraisal, teacher promotion, to define and establish a set of Teaching Standards in order to ensure teacher quality and teacher evaluation. The Ministry of Education Training and Development Plan: 2017–18, recommends that the training impact has to be evaluated and suggested facilitation and rewarding of training participation. The National Education Commission (2016) envisions changes along three pronged ways (a) at the organisation level: National Colleges of Education (NCOEs) are to empower teachers to build a future generation of students who would be able to meet the demands of the new economy in terms of their ability; (b) At task level: there will be changes in the

subject matter, delivery methods (learner-centric methods) and assessment of learning. New subjects will be introduced particularly in the technology. (c) At the person level: development of the personal self of teachers in terms of self-understanding, motivation, ability to work as a team and to be able to innovative. The Commission suggests that every in-service programme should be need-based and should also include teacher professional development plan which should be communicated to the In-service Advisor (ISAs) through the principals. ISAs should identify the needs of the teachers and should develop a comprehensive in-service programme. School-based teacher development programmes that are designed and developed by school principals should be promoted in schools. These programmes should have inbuilt mentoring by senior teachers and formation of peer groups of teachers to provide mutual support in teaching and self-improvement.

- d. India:** In India, NEP 2020 has outlined that teachers would be provided CPD at different levels including those at the local, regional, state, national, international as well as through online workshops. Teachers are supposed to participate in at least 50 hours of CPD opportunities every year to increase their opportunities for professional

development. The teachers are expected to be updated on the emerging pedagogies regarding foundational literacy and numeracy, assessment, competency-based learning, etc. NEP 2020 also envisions creation of school complexes for building a vibrant teacher community and a vibrant teacher knowledge base. School complexes would be platforms where teachers can share innovative teaching practices with each other and work cooperatively and collaboratively towards improving student learning outcomes. NEP 2020 envisages the use of platforms such as, SWAYAM, DIKSHA, etc., for supporting online training of teachers. National policies in India historically have been concerned with the quality improvement and indigenisation of teacher education, reflected in the recommendations of various commissions and committees appointed by the Government of India such as The University Education Commission (1948) and Acharya Ramamurthy Committee (1990). The Kothari Commission (1964–1966), acknowledged that teacher education programmes are largely divorced from the realities of the school and emphasised the need for improving quality in teacher education programmes through rooting the teacher education curriculum in Indian conditions. The National Policy on Education

(NPE-1986) asserted the need to modify teacher education curriculum in tune with the contemporary educational needs of the society and envisaged pre-service and in-service education as two ends of a continuum. Following the recommendations of the National Policy on Education (NPE-1986), the National Council of Teacher Education (NCTE) was established. NCTE devised the National Curriculum Framework for quality teacher education in the year 1998, followed by a revised National Curriculum Framework for Teacher Education (NCFTE) in the year 2009. The NCFTE 2009 envisaged a teacher education course that is constructivist and focuses on experiential and collaborative learning. At the same time, the Right to Education Act (RTE 2009) highlighted the significance of teachers within the education system by setting norms for availability of trained teachers in the school system, specified the academic duties of the teachers and set norms of pupil-teacher ratio in primary and upper primary schools. The Justice Verma Commission Report on Teacher education (2012) identified challenges to teacher education and in-service training and provided suggestions on revamping, improving and monitoring of teacher education and teacher performance in India. The report also reviewed whether the regulatory norms and

procedures laid down by NCTE are being properly enforced. In 2017, NCTE launched DIKSHA (diksha.gov.in)—a national digital portal to support teachers in class teaching with resources, content and opportunities to interact with online teacher communities. The National Curriculum Framework 2005, expected that teachers have to be facilitators for students learning and reinforced a constructivist approach to teacher-student classroom interaction. The framework called for a reorientation of teacher educators in the emerging pedagogies who are trained in conventional methods and are used to conventional pedagogies.

Policies aside, the countries in South Asia have initiated innovative methods of teacher professional development. The following paragraphs describe innovations in teacher CPD in the South Asian region.

INNOVATIONS IN CPD

1. School based in-service education is a powerful tool for improving quality of teaching (Beeson, 1987). Among the innovative approaches initiated by Bangladesh, one pre-pilot intervention study of an international education development programme in Bangladesh, demonstrated that school-based technology-enhanced support systems impacted classroom practice and helped teachers' professional

development. The study concluded that school-based teachers' professional development through technology-enhanced learning contributed significantly to in-service training in a resource-constrained context (Shohel and Banks, 2012). Along the same lines, Ashrafuzzaman (2016), analysed the programme English in Action (EIA) to improve the quality of English Language learning at the primary and secondary levels of school education. EIA focused on technology-based classroom teaching and included cluster meetings as part of the implementation. The study drew attention to the role of cluster meetings that were supported by audio and visual instructional materials and were conducted based on the interest, demands and problems of the teachers. Wijesundera (2002), studied a school improvement project carried out in Sri Lanka, where a facilitator from a central organisation worked with the principal and tutorial staff of a disadvantaged school for a 2 year period. Ten in-house sessions were conducted over the period. Base line surveys, observations and initial interactions with the staff were used to diagnose the needs of the school and strategies for interventions were planned accordingly. Development planning and self-assessment processes

were used extensively in the interventions. These strategies have been effective in developing leadership and critical reflection habits of teachers. Furthermore, they have been instrumental in making the curriculum more relevant to the needs of the pupils and inducing the need for self-development in the staff.

2. Chang (2014), and Hussain and Ali (1998), drew attention to the role of cluster-based mentoring in Pakistan for teacher professional development in Baluchistan province. In this set up, a mentor teacher, posted at a Learning Resource Center (LRC) collaborated with 25 teachers of school clusters to conduct workshops, generate teaching and learning resources, observe mentee-teachers and give feedback. The study highlighted the role of cluster-based mentoring in changing teachers practices from traditional teaching to a more advanced activity-based teaching.
3. According to Jita and Mokhele (2014), teacher clusters are a recent experiment in teacher professional development. The study reveals that clusters improved teachers' content knowledge and pedagogical content knowledge and instilled process benefits such as the sense of collaboration, instructional guidance and teacher leadership. In India, NEP 2020's vision for school complexes or clusters can

be an example in this direction for teacher professional development using cluster approach.

4. Alam (2016), undertook a participatory action research of teacher collaboration and praxis in Bangladesh, wherein teachers discussed their own and others' practice collaboratively in tune with the needs of the students while reflecting on how they might change their practice to better meet the needs of the students. This collaboration resulted in a teacher learning community and a changed understanding of their roles and practices. The study showcased how a school, situated in a specific context, explored possibilities to do things differently and how the teachers themselves worked collaboratively to identify what was needed to improve their practice.
5. Pouezevara and Khan (2007), studied the use of mobile connectivity to determine whether it was an effective way of in-service teacher training to reach remote and rural teachers in Bangladesh including women and disadvantaged groups. The training process led to the development of learning communities, encouraged group and self-directed learning. The change in teachers was reflected in the new teaching that teachers were implementing in their own schools. Mobile technology improved convenience of training access, created opportunities for ongoing communication, and took into consideration the socio-cultural realities of the school and the country context.
6. The study by Di Biase (2019) asserted that teachers need continuous, localised and school-based professional development in order to enable them to expand their range of pedagogical strategies, such as, facilitating classroom discussion, managing group work, student interaction, monitoring classroom activities. The study attempted to understand the enabling conditions for pedagogy reforms by examining the conditions that influence how education innovations work in real-life practice in the Maldives school context. The study designed a pedagogical intervention in collaboration with teachers and school management, to support enactment of active learning in the school. The intervention provided a framework for teacher practice of active learning methodology by enabling teachers to view teaching as an interaction between teachers and students. The teachers had operational clarity on their roles and practices, and what is feasible and desirable as these were conceived and were compatible with the circumstances of their work. The intervention had the support of the research schools which ensured positive school culture. Teachers' practice was supported by resources and

classroom-based support. The study revealed that innovative practices need to acknowledge contextual conditions and develop a shared vision for change within the school community.

7. Rizvi and Nagi (2016) evaluated a teacher training approach called the Cluster-Based Mentoring Programme (CBMP) for the professional development of government primary school teachers in Pakistan. Data revealed that CBMP was effective in terms of improving teacher practices and student behaviour. The study revealed that the success of CBMP can be attributed to a cohort of teacher educators and experienced government primary school teachers who are selected and developed as mentors, who in turn mentored other teachers in their respective school contexts. The process led to the creation of horizontal mentor-mentee channels of communication that were more conducive for deep learning. The process enabled teachers to develop 'horizontal' learning networks among each other, take charge of their own learning, and keep the process of learning going on.
8. The study by Saigal (2012) examined an innovative model (collaborative apprenticeship model) for teacher support in Rajasthan's government schools. Drawing on the principles of collaborative learning processes, the paper discusses two support strategies in the form of professional dialogic interactions and modeling of pedagogic strategies used by the Educational Research Intermediaries (ERI) to interact with the teachers. The ERIs' supported the teachers through recognising and responding to teachers' 'local knowledge' thereby repositioning the teachers as an active learner.

CONCLUSION

The paper provides insights into the challenges and policy initiatives of countries in South Asia with regard to the CPD of teachers. The paper also provides insights into innovative practices in the area of teachers' professional development so as to enable policy makers to develop need based CPD programmes in their respective countries.

REFERENCES

- AHMED, M. 2009. Implementing the Education Policy—The Instrumental Role of The Sixth Plan. *Bangladesh Education Journal*. Vol. 8, No. 2. pp. 5–18.
- ALAM, S. 2016. *Teachers, Collaboration, Praxis: A Case Study of a Participatory Action Research Project in a Rural School of Bangladesh*. Doctoral Dissertation. University of Canterbury Christchurch, New Zealand.
- ALI, T. 2011. Understanding how Practices of Teacher Education in Pakistan Compare with the Popular Theories and Narrative of Reforms of Teacher Education in International Context. *International Journal of Humanities and Social Science*. 1(8). 208–222. Available on, http://ecommons.aku.edu/pakistan_ied_pdck/84
- ASHRAFUZZAMAN. 2016. Impact of In-service Training on Teacher's Professional Life. Retrieved from https://www.primeuniversity.edu.bd/070513/journals/v_10_n_1_J_J_2016/Impact.pdf
- ASIAN DEVELOPMENT BANK. 2017. Innovative Strategies for Accelerated Human Resource Development in South Asia Teacher Professional Development: Special Focus on Bangladesh, Nepal, and Sri Lanka. <http://dx.doi.org/10.22617/TCS179078>
- BANGLADESH EDUCATION SECTOR REVIEW. 2013. Seeding Fertile Ground: Education that Works for Bangladesh. Report No. 80613-BD. World Bank.
- BAU, N., AND DAS, J. 2017. The Misallocation of Pay and Productivity in the Public Sector: Evidence from the Labor Market for Teachers. Policy Research Working Paper No. 8050. World Bank. <http://documents.worldbank.org/curated/en/565311493912180970/pdf/WPS8050.pdf>. DC. Washington.
- BÉTEILLE, T., AND LOEB, S. 2009. Teacher Quality and Teacher Labor Markets. In G. Sykes, B. Schneider, and D. N. Plank (Ed.), *Handbook of Education Policy Research*. Routledge. London.
- BEESON, G. W. 1987. New Patterns and Directions in the Professional Education of the Teacher. In P. Hughes (Ed.), *Better Teachers for Better Schools*. pp. 103–114. Carlton: Australian College of Education.
- BOLITHO, R. AND PADWAD, A. 2013. *Continuing Professional Development-Lessons From India*. British Council, New Delhi.
- BRINKMANN, S. 2017. Improving Education Quality in South Asia: A Review of UNICEF's Efforts. Retrieved from [https://www.unicef.org/rosa/media/6991/file/Improving%20Education%20Quality%20in%20South%20Asia%20\(I\)_30Aug_019_Web.pdf](https://www.unicef.org/rosa/media/6991/file/Improving%20Education%20Quality%20in%20South%20Asia%20(I)_30Aug_019_Web.pdf).
- BRITISH COUNCIL. 2019. The School Education System in India: An Overview.
- CHANG, F. H. 2014. Teacher Education Policies and Programs In Pakistan: The Growth Of Market Approaches and their Impact on the Implementation and the Effectiveness of Traditional Teacher Education Programs. Doctoral Dissertation. Michigan State University.
- CLARKE, D. AND H. HOLINGSWORTH. 2002. Elaborating a Model of Teacher Professional Growth. *Teaching and Teacher Education*. 18 (8). pp. 947–967.
- DI BIASE, R. 2019. Active Learning Reform in the Maldives: What Works for Whom under what Circumstances. In Setty, R., Iyengar, R., Witenstein, M.A., Byker, E.J., and Kidwai, H. (Eds.). *Teaching and Teacher Education: South Asian Perspectives*. Palgrave Macmillan.

- DUNDAR, H., T. BETEILLE, RIBOUD, M., DEOLALIKAR, A. 2014. Student Learning in South Asia: Challenges, Opportunities, and Policy Priorities. Directions in Development–Human Development, Washington, DC: World Bank. Retrieved from <https://openknowledge.worldbank.org/handle/10986/18407>
- EHSAN, M. A., BISWAS, T. K. AND ASHRAFUZZAMAN, M. 2012. Primary Teachers Training Program in Bangladesh: A Study on Good Practices and Challenges, *Primary Education Journal (NAPE)*. 6 (1). pp. 1–11.
- GLEWEE, P., AND KREMER, M. 2007. Schools, Teachers, and Education Outcomes in Developing Countries. *Handbook of the Economics of Education*. Vol. 2. pp 945–1017.
- GUERRIERO, S. (Ed.,) 2017. Pedagogical Knowledge and the Changing Nature of the Teaching Profession. OECD Publishing, Paris.
- GURUNG, L., AND SHARMA, T.N. 2013. Teachers' Continuous Professional Development with Reference to SSRP. Retrieved from https://www.researchgate.net/publication/351548821_Teacher_Professional_Development_with_reference_to_SSRP.
- HUSSAIN, R. AND ALI, S. 1998. Improving Public School Teachers in Pakistan: Challenges and Opportunities. *Improving Schools*. 13(1). pp. 70–80.
- JITA, L AND MOKHELE, M.L. 2014. When Teacher Clusters Work: Selected Experiences of South African Teachers with the Cluster Approach to Professional Development. *South African Journal of Education*. 34(2). pp. 1–15.
- MEISSEL, K., PARR, J., AND TIMPERLEY, H. 2016. Can Professional Development of Teachers Reduce Disparity in Student Achievement? *Teaching and Teacher Education: An International Journal of Research and Studies*. 58(1). pp.163–173.
- MINISTRY OF EDUCATION, SRI LANKA. 2017. Training and Development Plan 2017–18. Retrieved from <https://moe.gov.lk/wp-content/uploads/2020/06/TRAINING-AND-DEVELOPMENT-PLAN-2017-2018.pdf>
- MINISTRY OF EDUCATION, NEPAL. 2016. The School Sector Development Plan (2016/17-2022-23).
- GOVERNMENT OF INDIA. Ministry of Education, India 1948-1949: REPORT OF THE UNIVERSITY EDUCATION COMMISSION. New Delhi.
- GOVERNMENT OF INDIA. Ministry of Education, India 1953: REPORT OF THE SECONDARY EDUCATION COMMISSION (1952–1953), GOVERNMENT OF INDIA. New Delhi.
- GOVERNMENT OF INDIA. Ministry of Human Resource and Development. 1986: NATIONAL POLICY ON EDUCATION. New Delhi.
- MOYER, A.L., SPERANDIO, J. 2019. Barriers to Effectiveness in the Classroom: Three Cases of Novice Teachers in Bangladesh. In Setty et al., Ed. *Teaching and Teacher Education South Asian Perspectives*. Macmillan, Palgrave, Switzerland.
- NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING. 2016. Evaluation of in-service training programmes of National Council of Educational Research and Training—A report.
- NATIONAL EDUCATION COMMISSION. 2016. Study on the Professional Development of Teachers and Teacher Educators in Sri Lanka. Retrieved from <http://nec.gov.lk/wp-content/uploads/2016/04/2-Final-.pdf>
- NATIONAL EDUCATION COMMISSION. 2016. Proposal for a National Policy on General Education in Sri Lanka.

- GOVERNMENT OF INDIA. National Education Policy. 2020 MINISTRY OF HUMAN RESOURCE DEVELOPMENT, RETRIEVED FROM [HTTPS://WWW.MHRD.GOV.IN/SITES/UPLOAD_FILES/MHRD/FILES/NEP_FINAL_ENGLISH_0.PDF](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_FINAL_ENGLISH_0.pdf)
- NATIONAL CURRICULUM FRAMEWORK. 2005. National Council of Educational Research and Training (NCERT). www.ncert.nic.in National Curriculum Framework for Teacher Education.
- NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION. 2009. Towards Preparing Professional and Humane Teacher. National Council for Teacher Education, New Delhi. Available on: ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf National Policy on Education, 1986. Available on, www.ncert.nic.in
- POYCK, M. C., KOIRALA, B. N., ARYAL, P. N. AND SHARMA, N. K. 2016. Joint Evaluation of Nepal's School Sector Reform Plan Programme 2009-2016.EU. Kathmandu. http://www.moe.gov.np/assets/uploads/files/Joint_evaluation_of_the_School_Sector_Reform_Programme_2009-16_final_report.pdf
- POUEZEVARA, S.L. AND KHAN,R. 2007. Learning Communities Enabled by Mobile Technology: A case study of school-based, in-service Secondary Teacher Training in Rural Bangladesh. Asian Development bank. Retrieved from <https://ierc-publicfiles.s3.amazonaws.com/public/resources/STEP%20AP%20Bangladesh.pdf>
- RIZVI, M., AND NAGY, P. 2016. The Effects of Cluster-based Mentoring Programme on Classroom Teaching Practices: Lessons from Pakistan. *Research Papers in Education*. 31(2). 159-182. http://ecommons.aku.edu/pakistan_ied_pdck/27
- SAIGAL, A. 2012. Demonstrating a Situated Learning Approach for In-service Teacher Education in Rural India: The Quality Education Programme in Rajasthan. *Teaching and Teacher Education*. 28. pp. 1009–1017.
- SARKAR, M. 2013. Bangladeshi Science Teachers' Perspectives of the Promotion of Scientific Literacy. In J. Greenwood, J. Everatt, A. Kabir, smf S. Alam (Eds.). *Research and Educational Change in Bangladesh*. pp. 135–152. Dhaka University Press, Dhaka.
- SENRATNE, S., AND GUNARATHNE, N. 2019. Outcome-Based Education (OBE) in Accounting in Sri Lanka: Insights for Teacher Education. Setty et al (Ed.,). *Teaching and Teacher Education: South Asian Perspective*. Palgrave Macmillan.
- SETTY, R., IYENGAR, R., WITENSTEIN, M.A., BYKER, E.J., AND KIDWAI, H. (EDS.) 2019. *Teaching and Teacher Education: South Asian Perspectives*. Palgrave Macmillan.
- SHOHEL, M. M. C. AND BANKS, F. 2012. School-based Teachers Professional Development through Technology Enhanced Learning in Bangladesh. *Teacher Development: An international Journal of Teachers' Professional Development*. 16 (1). pp. 25–42.
- SHRESTHA, K.N. 2008.TEACHER DEVELOPMENT AND MANAGEMENT AT SECONDARY EDUCATION IN NEPAL. *Journal of Education and Research*. 1(1). pp. 41–50.
- TAHIRA, M., HASSAN, A., MALIK, A. AND YOUSUF, MI. 2020. Teacher Education in Pakistan: Issues and Problems. Retrieved from <https://files.eric.ed.gov/fulltext/ED608314.pdf>
- UNESCO. 2016. Leading better learning: School Leadership and quality in the Education 2030 agenda. Regional Reviews of Policies and Practices. Retrieved from <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/leadership-report.pdf>
- UNESCO. 2016. Teachers in the Asia Pacific: Career Progression and Professional Development.

- UNICEF. 2016. Sri Lanka Child-Friendly Approach (CFA) Evaluation Final Report.
- UNICEF. 2015. Educate All Boys and Girls in South Asia: The Global Out of School Initiative. Retrieved from <https://www.unicef.org/rosa/reports/educate-all-girls-and-boys-south-asia>.
- VOGT, F. AND ROGALLA, M. 2009. Developing Adaptive Teaching Competency through Coaching. *Teaching and Teacher Education*. Vol. 25 No. 8. pp. 1051–1060.
- WIJESUNDARA, S. 2002. School Improvement: an action-based case study conducted in a disadvantaged school in Sri Lanka. *Educational Action Research*. Vol. 10, No. 2. pp. 169-188.
- WORLD BANK. 2018. World Development Report 2018: Learning to Realize Education's Promise. Washington, DC: World Bank. <http://www.worldbank.org/en/publication/wdr2018>
- YOON, K. S., DUNCAN, T., LEE, S. W.Y., SCARLOSS, B., AND SHAPLEY, K. 2007. Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.
- YOUNG, P. 2001. District and State Policy Influences on Professional Development and School capacity. *Educational Policy*. Vol. 15 No. 2. pp. 278–301.