

**THE POLICIES AND PRACTICES OF CONTINUING
PROFESSIONAL DEVELOPMENT OF ENGLISH
LANGUAGE TEACHERS OF KERALA**

Thesis
Submitted for the degree of
DOCTOR OF PHILOSOPHY IN EDUCATION

by
SEBASTIAN K. M.

Supervised by
Dr. MEERA K P
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**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
2025**

DECLARATION

I, **Sebastian KM**, Research Scholar in the Department of Education, University of Calicut hereby declare that the Ph.D. thesis entitled **“THE POLICIES AND PRACTICES OF CONTINUING PROFESSIONAL DEVELOPMENT OF ENGLISH LANGUAGE TEACHERS OF KERALA”** submitted to the University of Calicut for the award of Degree of Doctor of Philosophy in Education under the guidance and supervision of Dr. KP Meera, Professor, (Rtd.) Department of Education, University of Calicut, Kerala is a record of bona fide research work done by me and no part of the thesis has been presented for the award of any Degree, Diploma, Fellowship, or other similar title or recognition of any University or Institution before. The contents of the thesis are undergone plagiarism check using iThenticate software at C.H.M.K. Library, University of Calicut, and the similarity index found within the permissible limit. I also declare that the thesis is free from AI generated contents.

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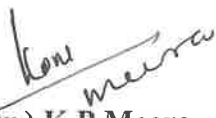
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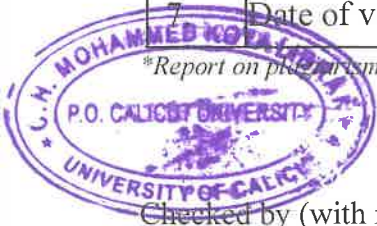


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ABSTRACT

THE POLICIES AND PRACTICES OF CONTINUING PROFESSIONAL DEVELOPMENT OF ENGLISH LANGUAGE TEACHERS OF KERALA

This study investigates the Policies and Practices of Continuing Professional Development (CPD) of secondary school English language teachers in Kerala, examining the alignment between policy intent, programme design, and classroom realities. CPD is widely recognised as a critical determinant of teacher quality and student learning outcomes, yet existing systems in India, including Kerala, are often criticised for being fragmented, top-down, and insufficiently responsive to teachers' contextual needs.

Adopting an Exploratory Sequential Mixed Methods Design, the study integrates qualitative and quantitative approaches. The qualitative phase involved a Critical Policy Analysis of national and state educational frameworks (NPE, NCF, NEP), analysis of CPD modules, and data from the semi-structured interviews and Focus Group Discussions with policymakers, teacher educators, and practitioners. The quantitative phase surveyed 1217 English teachers and 714 parents using validated instruments measuring academic engagement, reflective practices, attitudes, barriers, and CPD needs. Statistical analyses included mean, standard deviation, t-test, ANOVA, and correlation.

The findings reveal a significant policy–practice gap in CPD implementation. While policy frameworks emphasise continuous, reflective, and teacher-centred professional learning, actual practices remain largely compliance-driven, episodic, and top-down. CPD modules prioritise content coverage over reflective and classroom-based application, with limited follow-up and mentoring support. Quantitative results indicate that academic engagement, reflective practices, and attitudes vary significantly across demographic variables, and strong positive correlations exist between reflective practices and both engagement and attitude. However, barriers such as workload, time constraints, and inadequate contextual

relevance remain high, and CPD needs are particularly strong in areas such as language proficiency, digital pedagogy, inclusive education, and 21st-century skills.

The study also highlights systemic issues, including fragmented institutional coordination, inconsistent access to CPD opportunities, and insufficient monitoring of impact. Parental perspectives reveal concerns regarding CPD scheduling during instructional time, indicating the need for more balanced implementation strategies.

The study concludes that Kerala's CPD system, despite strong policy foundations, requires a shift towards a coherent, teacher-centred, and sustained professional learning CPD system. It recommends the development of a unified CPD framework integrating key agencies (SCERT, DIET, Samagra Shiksha etc.), strengthening mentoring systems, embedding reflective practices, and leveraging digital platforms for continuous professional learning.

This research contributes to the limited Indian scholarship that integrates policy analysis, programme evaluation, and teacher perspectives, offering a comprehensive framework for reimagining CPD in English language teaching.

Key words: Continuing Professional Development (CPD), Teacher Professional Development, Exploratory Sequential Mixed Methods, Critical Policy Analysis (CPA), Academic Engagement, CPD Need Analysis, Barriers to CPD

സംഗ്രഹം

കേരളത്തിലെ ഇംഗ്ലീഷ് ഭാഷാധ്യാപകരുടെ തുടർച്ചയായ പ്രൊഫഷണൽ വികസനത്തിന്റെ (CPD) നയങ്ങളും രീതികളും

അധ്യാപന നിലവാരവും വിദ്യാർത്ഥികളുടെ പഠനഫലങ്ങളും മെച്ചപ്പെടുത്തുന്നതിന് അനിവാര്യമായ ഒരു ആജീവനാന്ത, ചലനാത്മക പ്രക്രിയയായി CPDയെ പഠനം നിർവ്വചിക്കുന്നു.

ഈ പഠനത്തിന് 13 ഉദ്ദേശ്യങ്ങളും 7 പരീക്ഷണകളും ഉൾപ്പെടുന്നു. CPD അധ്യാപകവികസനത്തെ എങ്ങനെ സ്വാധീനിക്കുന്നു, അതിനെ ബാധിക്കുന്ന ഘടകങ്ങൾ എന്നിവയാണ് പ്രധാനമായും പരിശോധിച്ചിരിക്കുന്നത്. ഗുണാത്മകവും കണക്കുകളാടിസ്ഥാനമാക്കിയതുമായ സംയുക്ത ഗവേഷണരീതിയാണ് സ്വീകരിച്ചത്. വിവരണാത്മക സ്ഥിതിവിവരക്കണക്കുകൾ, ANOVA, സഹബന്ധ വിശകലനം എന്നിവ ഉപയോഗിച്ചു. ഗുണാത്മക ഘട്ടത്തിൽ വിദ്യാഭ്യാസ നയങ്ങൾ, ചട്ടക്കൂടുകൾ, പരിശീലന മോഡ്യൂളുകൾ എന്നിവ വിശകലനം ചെയ്തു. അധ്യാപകർ, സ്കൂൾ മേധാവികൾ, റിസോഴ്സ് വ്യക്തികൾ എന്നിവരുമായി അഭിമുഖങ്ങളും ഫോകസ് ഗ്രൂപ്പ് ചർച്ചകളും നടത്തി. തുടർന്ന്, കേരളത്തിലെ 8 ജില്ലകളിൽ നിന്നുള്ള 1217 അധ്യാപകരിൽ നിന്നും വിവരങ്ങൾ ശേഖരിച്ചു. കൂടാതെ, മൂന്ന് ജില്ലകളിലെ രക്ഷിതാക്കളിൽ നിന്നും CPD പരിശീലനകാലത്ത് സ്കൂളുകളിൽ ഉണ്ടാകുന്ന പ്രശ്നങ്ങളും ഇംഗ്ലീഷ് പഠനാവസരങ്ങളോടുള്ള ധാരണകളും ശേഖരിച്ചു.

പ്രധാന കണ്ടെത്തലുകൾ

ഇന്ത്യയിൽ വ്യാപകമായ നയചട്ടക്കൂടുകളും പരിശീലന പദ്ധതികളും ഉണ്ടായിട്ടും, CPD പലപ്പോഴും വിഘടിതവും മുകളിൽ നിന്ന് താഴേക്ക് എന്ന രീതിയിലുമാണ് നിലനിൽക്കുന്നത്. പരീക്ഷാധിഷ്ഠിത അധ്യാപനം, ആശയവിനിമയശേഷിയിലെ കുറവ്, ശ്രവണ-സംസാര കഴിവുകളിലെ പരിമിതമായ ശ്രദ്ധ എന്നിവ പ്രധാന വെല്ലുവിളികളായി കണ്ടെത്തി. നയലക്ഷ്യങ്ങളും ക്ലാസ് റൂം പ്രയോഗങ്ങളും തമ്മിൽ ഗണ്യമായ വിടവ് നിലനിൽക്കുന്നു. NEP 2020, NCFTE 2009, KCF 2023 തുടങ്ങിയ നയങ്ങൾ സഹകരണപരവും തുടർച്ചയുള്ള CPDയെ പ്രോത്സാഹിപ്പിച്ചിട്ടുണ്ടെങ്കിലും, പ്രായോഗികമായി ഒറ്റത്തവണ പരിശീലന മാതൃകകളിലാണ് ആശ്രയം.

സ്കൂളുകളിൽ ഭാഷാപരമായ അന്തരീക്ഷത്തിന്റെ കുറവ്, ഘടനാപരമായ സ്ഥാനങ്ങളുടെ അഭാവം, പരിശീലനങ്ങളിൽ പങ്കാളിത്തമുണ്ടെങ്കിലും ആഴത്തിലുള്ള പ്രയോഗത്തിന്റെ കുറവ്, പ്രതിഫലനരീതികളിലെ വ്യത്യാസങ്ങൾ എന്നിവയും ശ്രദ്ധേയമാണ്. സമയപരിമിതികൾ, ഭരണഭാരം, തുടർനടപടികളുടെ അഭാവം തുടങ്ങിയ ഘടകങ്ങൾ CPDയുടെ ഫലപ്രാപ്തിയെ ബാധിക്കുന്നു. എന്നാൽ അധ്യാപകർക്ക് CPDയോടുള്ള പൊതുവായ മനോഭാവം അനുകൂലമാണ്. പ്രൊഫഷണൽ പഠനാഭാവം, അക്കാദമിക് ഇടപെടൽ, പ്രതിഫലനചിന്ത എന്നിവ തമ്മിൽ ശക്തമായ ബന്ധമുണ്ടെന്ന് കണ്ടെത്തി. പുരോഗമനപരമായ നയങ്ങൾ

നിലനിൽക്കുമ്പോഴും, നടപ്പാക്കൽ ഇപ്പോഴും പരമ്പരാഗത സ്വഭാവം തുടരുന്നു. മാതാപിതാക്കൾ CPDയെക്കുറിച്ച് മിശ്രമായ അഭിപ്രായങ്ങൾ പ്രകടിപ്പിക്കുന്നു, പ്രത്യേകിച്ച് പഠനസമയ നഷ്ടത്തെക്കുറിച്ച്.

ഉപസംഹാരമായി, കേരളത്തിലെ ഹൈസ്കൂൾ ഇംഗ്ലീഷ് അധ്യാപകരിൽ പ്രൊഫഷണൽ വളർച്ചയുള്ള സാധ്യതകൾ ശക്തമാണ്. പ്രതിഫലനചിന്ത, അക്കാദമിക് ഇടപെടൽ എന്നിവയിൽ അധ്യാപകർ നല്ല പങ്കാളിത്തം കാഴ്ചവെക്കുന്നു. ഈ സാന്നിധ്യം ഭാവിയിലെ ഗുണമേന്മയുള്ള അധ്യാപനത്തിനുള്ള ശക്തമായ അടിസ്ഥാനമായി മാറാൻ സാധ്യതയുണ്ട്.

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Sebastian K. M.

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IV	Schedule for focus group discussion to gather information on policy provisions of Inservice training/CPD and implementational status
V	Semi structured interview schedule
VI	Critical Policy Analysis Framework
VII	Module Analysis Framework

LIST OF ABBREVIATIONS

AE	: Academic Engagement
AI	: Artificial Intelligence
ALD	: Advance Learners Dictionary
ANOVA	: Analysis of Variance
AR	: Action Research
AR	: Augmented Reality
ASER	: Annual Status of Education Report
ATL	: Approaches to Learning
B.Ed.	: Bachelor of Education
BRC	: Block Resource Centres
CEFR	: Common European framework for Reference
CLT	: Communicative Language Teaching
COPs	: Communities of Practise
CPA	: Critical Policy Analysis
CPAF	: Critical Policy Analysis Framework
CPD	: Continuing Professional Development
CPO	: Chief Planning Officer
CRC	: Cluster Resource Centres
CSSTE	: Centrally Sponsored Scheme of Teacher Education
CTE	: Colleges of Teacher Education
DCE	: District Centre for English
DDE	: Deputy Director of Education
D.El.Ed.	: Diploma in Elementary Education
DIET	: District Institutes of Education and Training
DPC	: District Project Coordinator

DPEP	: District Primary Education Programme
DPO	: District Programme Officers
DRG	: District Resource Group
EFA	: Exploratory Factor Analysis
EFL	: English as Foreign Language
EFL	: English as a Foreign Language
ELT	: English Language Teaching
EU	: European Union
FGD	: Focus Group Discussion
HSA	: High school Assistant
HE	: Higher Education
HM	: Headmaster
HST	: High School Teacher
IASE	: Institutes of Advanced Studies in Education
IB	: International Baccalaureate
ICT	: Information and Communication Technology
INSET	: In-service Training
IT	: Information Technology
KCF	: Kerala Curriculum Framework
KITE	: Kerala Infrastructure and Technology for Education
MA	: Master of Arts
MHRD	: Ministry of Human Resource Development
NAS	: National Achievement Survey
NCERT	: National Council of Educational Research and Training
NCF	: National Curriculum Framework
NCFSE	: National Curriculum Framework School Education
NCFTE	: National Curriculum Framework for Teacher Education

NCTE	: National Council for Teacher Education
NEP	: National Education Policy
NEP	: National Educational Policy
NFG	: National Focus Group
NGO	: Non-Governmental Organisation
NISHTA	: National Initiative for School Heads' and Teachers' Holistic Advancement
NKC	: National Knowledge Commission
OALD	: Oxford Advanced Learners Dictionary
OECD	: Organisation for Economic Co-operation and Development
OPEN	: Online Professional English Network
PBL	: Problem-Based Learning
PCK	: Pedagogic Content Knowledge
PD	: Professional Development
PEN	: Permanent Employee Number
PGCE	: Postgraduate Certificate in Education
PGI	: Performance Grading Index
PLCs	: Professional Learning Community
PLE	: Professional Learning Experience
PSTE	: Pre-service teacher Education
RELO	: Regional English Language Office
RMSA	: Rashtriya Madhyamik Shiksha Abhiyan
RP	: Reflective Practices
RTE	: Right to Education
SCERT	: State Council of Educational Research and Training
SEQI	: School Education Quality Index
SIEMAT	: State Institute of Education Management and Training.

SIET	: State Institute of Educational Technology
SIE	: State Institute of English
SPSS	: Statistical Package for the Social Sciences
SSA	: Sarva Shiksha Abhiyan
SSLC	: Secondary School Leaving Certificate
SWAYAM	: Study Webs of Active-Learning for Young Aspiring Minds
T&LC	: Teaching and Learning Club
TE	: Teacher Education
TEIs	: Teacher Education Institutions
TLCs	: Teacher Learning Centres
TPD	: Teacher Professional Development
UEE	: Universalization of Elementary Education

CHAPTER I

INTRODUCTION

-
- *Need and Significance*
 - *Statement of the Problem*
 - *Meaning and Definition of Key terms*
 - *Variables of the Study*
 - *Objectives of the Study*
 - *Hypotheses of the Study*
 - *Methodology in Brief*
 - *Statistical Techniques*
 - *Scope and Limitations of the Study*
 - *Organisation of the Report*
-

“Teachers truly shape the future of our children - and, therefore, the future of our nation.” (NEP, 2020). This statement encapsulates the profound significance of teachers and their role in shaping the future of a nation. They not only impart knowledge but also shape the character, values, and aspirations of future generations. As the 21st century reaches its quarter point, economies and societies globally are confronted with the pressing necessity to adjust to the emergence of new technologies, including Artificial Intelligence (AI), workplace automation, and novel methods of obtaining information (Brown & Luzmore, 2021, Brown *et al.*, 2022). In this scenario, furnishing forthcoming citizens with the requisite aptitudes, skills, and dispositions to effectively avail these fast-emerging technologies for the acquisition of knowledge and skills are important. Mostly teachers are entrusted with the task of molding individuals who will contribute positively to society, innovate, and lead the nation toward a brighter future. To enable an individual for this great job, one of our nation builders have identified that, “a teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame” (Tagore, 1922). Learning is a lifelong journey, and teachers must continue to learn and evolve to be effective teachers.

It is imperative that teachers are to be provided with ample time and opportunities for Continuous Professional Development (CPD) in order to stay updated and effective in their roles. (Ventista & Brown, 2023). This aspect has gained universal significance. The enhancement of teacher quality and the overall quality of education in numerous countries in the European Union (EU) and the US has been widely attributed to the implementation of CPD programmes for teachers. The prioritisation of teachers' ongoing professional development is steadily gaining importance in numerous countries worldwide. India has long back recognised the importance of quality of teachers, as it is evident from the statement “of all factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important” (NPE, 1968). In 2009, The National Curriculum Framework for Teacher Education (NCFTE, 2009), identified the overarching objectives of continuing professional development initiatives for teachers are as to:

1. “Explore, reflect on, and develop one’s own practice.”
2. “Deepen one’s knowledge of, and update oneself about one’s academic discipline or other areas of school curriculum.”
3. “Break out of intellectual isolation and share experiences and insights with others in the field, as well as intellectuals in the immediate and wider society.”

In spite of the wide range of professional development needs and interests among teachers, the primary option for many educators is in-service training. NCFTE has indicated that the nature, structure, and content of in-service training often fail to address the specific needs of individual teachers. Hattie (2012) remarked that teachers possess the ability to exert the most significant influence within educational institutions. The Organisation for Economic Co-operation and Development (OECD, 2009) pointed out that enhancing teaching performance is potentially the most effective policy approach for achieving significant improvements in student learning outcomes. Furthermore, it has been acknowledged that the enhancement of teacher evaluation can contribute to the improvement of quality among practising teachers (Borg S, 2018).

India is confronted with a significant predicament, as evidenced by numerous studies, wherein it is observed that despite near-universal enrolment at the primary level, children are unable to achieve the expected learning outcomes for their respective grade levels (ASER, 2015; ASER, 2023). The findings of the National Achievement Survey (2018, 2021) indicate a decrease in the levels of learning outcomes at the national level for students in all grades especially three, five, eight, and ten. The enrolment rate is universally acceptable, whereas academic achievement is not universally attained. In recent years, there has been a notable surge in interest and substantial allocation of resources towards the enhancement of teacher development in Kerala and India. Many schemes and projects were started to meet the commitment of the 86th Constitutional Amendment (2002) under Article 21A which directs “the State shall provide free and compulsory education to all children of 6 to 14 years in such manner as the state, may by law

determine.” To meet commitments in timed manner, epoch making national projects were rolled out such as Sarva Shiksha Abhiyan (SSA) Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2009) Centrally Sponsored Scheme of Teacher Education (CSSTE, 2012) Indian Parliament adopted the Right of Children to Free and Compulsory Education in 2009 (RTE, 2009). In 2018, Samagra Shiksha - an overarching programme for the school education sector extending from pre-school to class 12 has been prepared with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. Samagra Shiksha subsumes the three erstwhile schemes of Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan and Teacher Education (TE). Additionally, there are brand-new online national platforms with android/mac versions such as National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTA, Version1 to 4), Digital Infrastructure for Knowledge Sharing (DIKSHA), Epathasala and Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM).

Kerala has initiated its own digital own initiatives like Samagara, and KITE Victors Channel. During covid time, KITE Victors aired online classes for the entire state as First bell 1and 2. Kerala declared four missions in 2016 and education sector has been allotted to ‘*Pothu Vidhyabhyasa Samrakhana Yagnjam*’ (Public Education Rejuvenation Mission). In addition to this, there has been recent federal and state proposals to restructure the District Institutes of Education and Training (DIETs) to prioritise teachers' ongoing professional development and provide support for school-level innovations and research projects (MHRD, 2017, MoE, 2023). Ahead of national restructuring of DIETs in early 2023, Kerala has enacted Special rules for DIETs in 2011 and amended them in 2021 (Special Rules, 2021) which aims transforms DIETs into a robust academic centre of excellence.

English in India

National Focus Group (NFG) in its position paper 2006 on Teaching of English in India remarked that English is in India today a symbol of people’s aspirations for quality in education and a fuller participation in national and

international life. The colonial origin, of English which is presently disregarded or deemed inconsequential, has lost its significance over time. Indian English is being used predominantly in all corners of the country. Kothari Commission (1964-66) had recommended English to be used as “Library Language.” The term “library language” refers to a language that serves as a means of communication within the library setting, allowing individuals to access and navigate the vast array of resources available. It acts as a metaphorical “window to the world,” considering the importance of it, Jawahar Lal Nehru has remarked “English is our major window on the world.” English is a gateway to knowledge and information. But in this century, its colonial origins now forgotten or irrelevant, its initial role in independent India, tailored to higher education (as a “library language”, a “window to the world”), now felt to be insufficiently inclusive socially and linguistically. (Position Paper on Teaching of English, 2006).

In an answer to the question in Lok Sabha, then Minister of State, Home affairs quoted that Hindi along with English continues to be the official language of the Union. “According to Section 3(5) of the Official Languages Act, 1963 (as amended in 1967) use of English language shall remain in force until Resolutions for its discontinuance have been passed by the Legislatures of all the States which have not adopted Hindi as their official language and until after considering the Resolutions, a Resolution for such discontinuance is passed by each House of Parliament.” (OLA, 1967) English is the official language of four states in India: Arunachal Pradesh, Sikkim, Meghalaya and Nagaland while Himachal Pradesh, Karnataka, Kerala, Manipur, Rajasthan, Tamil Nadu it is one of the official languages, whereas English is an additional official language for Goa, Pondicherry, Tripura. India has been ranked 21 in a proficiency index survey conducted among the countries where English is used as official language, published by *Education First* with 54.28 score. (EF English Proficiency Index, 2013).

English is the official language of almost 57 sovereign states whereas it is the *de facto* working language in government or education for 9 sovereign countries and *de jure* official language of 31 non sovereign countries. It is the third most

common native language in the world, after Mandarin and Spanish. (Dash, 2022). English gained prominence via the British Empire and the economic growth of the United States after the war, supplanting French as the language associated with the educated elite in many countries. Nevertheless, the past two decades have witnessed a significant transformation in the function of English due to globalisation, urbanisation, and the advent of the internet. It is unequivocally no longer a symbol of the privileged class. (NCERT, 2006). It is now essential for the whole workforce to possess digital skills, just as literacy has evolved from a privilege for the elite to a fundamental prerequisite for informed citizenry over the past two centuries.

In the present Indian context, there exists a growing need for the English language, which is closely linked to notions of advancement and growth. The necessity for the English language arises from various factors, as acknowledged in the position paper on English language instruction published by the National Council of Educational Research and Training (NCERT) in relation with the National Curriculum Framework 2005. English language in contemporary India serves as a significant emblem of individuals' yearning for excellence in education and comprehensive engagement in both domestic and global spheres. English, as the primary means of communication in the realms of trade, commerce, higher education, and science, holds a unique and unparalleled position that surpasses any other language.

The current state of English education is marked by two main factors. Firstly, there is a wide range of educational institutions and linguistic settings that facilitate the acquisition of English. Secondly, there is a prevalent approach in classrooms that focuses on teaching from a textbook with the goal of achieving success in examinations. This approach is influenced by the beliefs of teachers, which are shaped to different extents by the English-language teaching profession. (Arulmani, G 2000). Teaching competence and pedagogic skills are ensured with formal qualifications such as Diploma in Elementary Education (D.El.Ed.), Bachelor of Education (B.Ed.) etc. But linguistic competencies in all language skills

especially in listening and speaking in English language are not seen taken care of or ensured while recruiting teachers of English in India.

Recent newspaper reports and online news channels have exposed poor standards of teaching of English in India. According to the Oxford Research Encyclopedia (2022) English language teaching in India experiences various challenges: lack of sufficient infrastructure, intricacies of teaching multiple languages, inflexible grammar translation methods and memorization-based practices, excessive focus on exam preparation, prevalent use of unsuitable and culturally insensitive textbooks, and insufficient allocation of resources for teacher training. Along with various associated issues of English language Teaching, teacher recruitment and their continuing professional development are big concerns of all stake holders in the light of “free and compulsory education” under the provisions of RTE, 2009.

The residents of Kerala exhibit a favourable and constructive disposition towards the acquisition of the English language. English language has left a significant impact on various aspects of Kerala's social and cultural existence, including education, politics, religion, trade and commerce, literacy and healthcare.

“The overwhelming presence and entrenchment of English in Kerala's public life is evident to visitors. Even in rural areas, hoardings, sign boards and the nameplates of shops and services are all primarily in English (even when the clientele are unlikely to be English literate), apparently irrelevant and seemingly insensitive to their actual intelligibility to the public at large. It is as though English is free to infiltrate any aspect of public life, and its use symbolically endorses the credibility and authenticity of any product or establishment.” (Nayar, 2008)

Kerala has incorporated English as a second language in the educational curriculum starting from the first grade. (KCF,2007). It can be opted as first language in some special cases too. There is increasing demand among parents from diverse backgrounds for educational opportunities that facilitate their children's English language proficiency. Educational institutions, driven by the demands of society, are

increasingly embracing English language learning. Many school systems now require English study starting in primary school, much as they do math or science (English Proficiency Index, 2013). English language education holds a significance within our particular context. Given the substantial quantity of educators within the profession, effectively reaching and adequately preparing each individual to become a proficient pedagogical practitioner through in-service training consistently presents a formidable obstacle.

Continuing Professional Development (CPD)

The National Council for Teacher Education (NCTE) has identified that professional development programmes provided by both central and state governments tend to prioritise mass training-oriented approaches. These programmes often rely on large-scale cascade models, which offer limited opportunities for tailored and adaptable interventions. The variability of teacher educators' skills and experience, coupled with the prevalence of the lecture method, is a noteworthy observation. However, it is even more concerning that there is a scarcity of follow-up and school-based support, as highlighted by the National Framework for Teacher Education (NCFTE, 2009). Researchers across the globe have also recognised the one-shot approach as a contributing factor to the lack of effectiveness observed in certain in-service programmes (Fullan, 2007; Sandholtz & Scribner, 2006). In a conventional one-shot methodology, a proficient individual imparts information on a specific subject to a sizable audience within a restricted timeframe. In this context, the attitudes of teachers towards the topic are not considered to be relevant. This approach results in the intellectual shallowness of teachers' professional development, as it becomes detached from significant matters concerning the curriculum and learning. Consequently, it becomes fragmented and lacks a cumulative nature (Ball & Cohen, as cited in Yoon, Duncan, Lee, Scarloss & Shapley, 2007). Furthermore, it is widely believed that the deficit-based model exhibits a failure to recognise teachers as valuable sources of knowledge or as active contributors to their own professional development (Darling-Hammond *et al.*, 2009; Sandholtz & Scribner, 2006).

Sandholtz (2002) observes that in developing countries, in-service education often adopts a deficit approach, which assumes that teachers require information from individuals in positions of authority. Sandholtz additionally posits that educators are not regarded as active contributors to their own professional development, nor are they acknowledged as repositories of knowledge. Educators frequently find themselves in a position of limited agency when confronted with the implementation of unidirectional transmission models of education.

Riding in his work published in 2001, described 'traditional' INSET as a fragmented, unproductive, inefficient, unregulated programme lacking in intensity and follow-up. Continuing Professional Development (CPD) programmes are generally ongoing in nature, ensuring that teachers engage in continuous learning and growth and these programmes provide opportunities for both individual reflection and group enquiry, allowing teachers to critically examine their own practice and engage in collaborative learning with their peers.

In a study conducted by Matseliso and Mokhele (2010) in South Africa, it was discovered that a considerable number of teachers express discontentment with the professional development opportunities provided to them within schools. These teachers emphasise that the most impactful development programmes they have encountered were those that they personally initiated. There are several factors that contribute to the perceived ineffectiveness of these programmes. One of these factors is the lack of consideration given to two important aspects: (1) the motivations that drive teachers to participate in professional development, and (2) the typical processes through which teachers undergo change.

CPD is a mandatory requirement that forms an integral component of the code of practice within numerous professional domains, such as accountancy, medicine, nursing, as well as other health-related disciplines and social work, within the United Kingdom. The rate of change is currently faster than it has ever been, which is a characteristic of the contemporary lifestyle in which we live and work. If an individual remains stationary, they will be left behind, as the value of knowledge and skills diminishes over time. Engaging in focused continuing professional

development (CPD) offers opportunities to explore new possibilities, acquire fresh knowledge, and develop new skill sets.

Many governments have recognized the importance of CPD of teachers. For example, The Ministry of Education, Government of Thailand in their policy document -Challenges of Education: A Policy Perspective (1985) has mentioned,” Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes.”

India presents a unique and distinctive case of CPD for English language educators. The National Council for Teacher Education (NCTE) serves as the highest governing body in the field of teacher education. The policies and curriculum for teacher education formulated by the NCTE possess a recommendatory nature with regards to the state governments. The NCTE typically offers a framework for the curriculum of teacher education, instructional days, training methods, and related aspects. NCTE has implemented CPD as an integral component of in-service education. The aims of CPD as enlisted in NCFTE (2009-10) by NCTE are as follows:

- “Reflect & research practice”
- “Prepare for other roles” (teacher education, counseling and curriculum development)
- “Update on own academic discipline”
- “Update on social and educational issues”
- “Collaborate with teachers and other academicians”
- “Transform existing practice towards creation of more child friendly learning environments”
- “Break out of intellectual isolation”

CPD is an ongoing process and continues throughout a professional's career. The national framework is subtitled as NCFTE *Towards Preparing Professional and Humane Teacher*.

The principal objective of CPD is to facilitate the enhancement of teachers' pedagogical skills and educational practices. The purpose of continuing professional development is to provide educators with updated or enhanced skills and strategies to effectively educate students. Additionally, it aims to enhance teachers' confidence, competence, and job satisfaction.

Need and Significance of the Study

This study examined the nature of teacher development as a continuous procedure that spans from initial training to the entirety of a teacher's career. It encompasses the diverse range of requirements and circumstances that are addressed by continuing professional development programmes in the field of English language teaching. The impact on learner achievement is primarily determined by the quality of teaching within the educational institution. The endeavour to enhance teaching is of utmost importance in order to achieve sustained improvement in learner achievement. Hence, it is imperative to comprehend and disseminate instances of practice in the realm of CPD. It is imperative to establish appropriate systems to ensure that development programmes effectively contribute to the quantifiable improvement of teacher and learner performance within the classroom setting. Furthermore, the concept of ongoing professional development extends beyond mere provision of training. It is imperative to establish a robust system of support and mentorship within educational institutions to ensure that teachers are able to effectively apply their acquired knowledge and skills in the classroom setting.

Continuing Professional Development (CPD) is a comprehensive and ongoing process that encompasses various aspects of an individual's professional growth. It can occur within or outside the confines of the workplace and frequently extends beyond the professional realm, permeating into a teacher's personal life as well.

“CPD is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives.” (Day, 1999).

Consistent with this definition, a very broad view of CPD can be arrived and which can be stated as “encompassing activities ranging from formal, ministry/department sponsored in-service teacher training and development programmes for teachers, to small-scale individual initiatives focusing on personal development.” (Hayes, 2014).

Fullan (1991) defined “teachers’ professional development as the sum total of formal and informal learning experiences throughout a teachers’ career from pre-service teacher education to retirement.”

Hara (2001) remarked that formal and informal learning are complementary to professional development and should be leveraged by communities of practice to bridge the two kinds of learning opportunities.

The quality, competence, and character of teachers hold paramount importance in the educational landscape, significantly impacting the learning outcomes and personal development of students. (Indian Education Commission, 1964-66, p.84). The mastery of English, a global lingua franca, is particularly crucial in contemporary education, yet it is often relegated to a mere subject post in some schools, with a glaring absence of dedicated High school Assistant (HSA) English teaching positions in many schools. This oversight undermines the potential for students to engage deeply with the language and limits their ability to participate in global discourse. Government of Kerala created the cadre of HSA in 2002. But teaching post as High School Teacher (HST) - English – was reckoned as a subject post till date. Language post treated as a core subject post.

Moreover, professional development for teachers, which is a cornerstone for maintaining and enhancing teaching quality, is sometimes neglected as one time INSET leading to stagnation in teaching methods and a disconnect with current pedagogical standards pointed in NCFTE 2009. The lack of a vibrant speech community in English within schools further exacerbates this issue, as it denies students and teachers a supportive environment for practicing and improving their language skills.

Continuous Professional Development (CPD) practices, which are essential for the ongoing improvement of teachers, are often not adequately implemented. This shortfall affects the teachers' ability to stay current with new educational trends, research, and methodologies, potentially hindering their effectiveness in the classroom.

Recognizing these challenges is the bedrock for understanding the necessity and significance of the study. It highlighted the urgent need for structural reforms within educational systems to prioritize the establishment of HSA English posts as language post, invigorate CPD practices, and foster English speech communities in schools. Such interventions are vital for elevating the quality of English education, ensuring that teachers are well-equipped to provide students with the competencies required to thrive in an increasingly interconnected world.

This study investigated the professional development involvement and practices, English language teaching background, and challenges that existed within the context of English language education reforms in Kerala, with a specific focus on the professional development of English language teachers. The primary objective of this study is to make a valuable contribution to the enhancement of professional development for English language teachers in Kerala. This is achieved through the utilisation of both theoretical and empirical inquiry methods.

Title of the Study

The Policies and the Practices of Continuing Professional Development OF English Language Teachers of Kerala.

Definition of Key terms

Study

According to Cambridge Dictionary (9th Ed.) The noun word ‘study’ stands for activity of learning.

Oxford Advanced Learners Dictionary refers study as the “activity of learning or gaining knowledge either from books or by examining things in the world.”

Policy

According to Advance Learners Dictionary (ALD) the noun word policy stands for “a plan of action.” Here it refers the broad guidelines that direct the plan of actions. Policies describe the Central and State Government guidelines for the CPD of English Language teachers. Various approaches and plan of actions by the authorities concerned will be taken into account. Both national and international policies come under this scanner.

Practices

Oxford Advanced Learners Dictionary (OALD Ver 11) defines it as “actions rather than theories”. It is locating up-to-date and relevant information about international, national, regional and institutional educational events and implementing in one’s own scenario.

In this study, under the term practices the researcher examined a Continuing Professional Development (CPD) activity in English language teaching that integrates professional and pedagogical strategies in line with current educational policies.

Continuing

Oxford Advanced Learners Dictionary (OALD Ver 11) defines it as “Without a break in continuity; ongoing.” It suggests existing in the same state without change or interruption.

Cambridge dictionary finds it as to “keep happening, existing, or doing something, or to cause something or someone to do.”

Operationally for this study it has been deemed all the reflective activities in English Language Teaching.

Professional

According to Oxford Advanced Learners dictionary it means “a job that needs special training or skill, especially one that needs a high level of education.”

“Cambridge Dictionary relates it as work that needs special training or education.” Here for the convenience of study the investigator considered it as a qualified teacher appointed (HSA/HST) by the government/private aided management in government /aided schools (as the case may be) working in the secondary section in Kerala.

Development

Cambridge dictionary list it as the process in which someone or something grows or changes and becomes more advanced. OALD gives it as gradual growth of something.

For the study it will be seen as the gradual change of a teaching professional from his/her joining in the job to an advanced level.

For the present study, CPD has been reckoned as a planned, job embedded, continuous and lifelong process, small or large, whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their state/department and the development of their schools and their pupils. This definition has been taken as the operational definition and the professional development programmes in English language teaching authorized by the MHRD/MoE, Government of Kerala/Universities NCTE, NCERT, SCERT, DIETs, DCEs, British council, Online Professional English Network (OPEN) managed by Regional English Language Office (RELO) of the US Mission to India. etc. have been considered.

Objectives of the Study

The overarching objectives of the study are:

1. To examine the educational policies of the government with reference to Continuing Professional Development (CPD) in English Language teaching.
2. To analyse the School Curriculum Frameworks of central and state government with reference to Continuing Professional Development (CPD) in English Language teaching.
3. To study of the process of evolving general CPD modules in Kerala.
4. To qualitatively analyse the in-service Continuing Professional Development (CPD) programmes modules designed for practising government aided teachers in English Language Teaching in Kerala.
5. To identify the key perceptions of policymakers, key officers, regarding the CPD programmes in English in Kerala.
6. To examine the issues and challenges in managing the in-service Continuing Professional Development programmes in Kerala.
7. To investigate whether there exists a significant difference on teachers' academic engagement in CPD programmes of ELT in terms of their gender, locale, experience, school management.
8. To find out the current CPD reflective practices of secondary school English language teachers in Kerala.
9. To identify the barriers that influence in-service CPD programmes for English language teachers in Kerala.
10. To study the attitude of English language teachers towards CPD programmes in ELT in terms of their: gender, locale, experience, school management.

11. To find out whether there is significant difference in the CPD needs of teachers in English Language Teaching (ELT) in terms of their: gender, locale, experience, school management.
12. To ascertain whether there is a significant relationship between teachers' academic engagement in CPD programmes and their reflective practices in ELT terms of their: gender, locale, experience, school management.
13. To explore the opinion of parents on teachers attending CPD programmes in English teaching during school working days.

Hypotheses of the Study

Hypotheses are important because they give direction and focus to a study by linking theory with observable data. They are testable statements that help researchers clarify what they expect to find and guide the selection of appropriate methods. Creswell and Creswell (2018).

In other words, hypotheses are the connecting link between the conceptual and the empirical, to maintain the systematic and goal-directed nature of the research.

Hypotheses identified for the study are:

- H1: *Academic Engagement (AE) of practicing secondary school English language teachers of Kerala in various CPD activities is significantly high.*
- H1: *Reflective Practices (RP) of secondary school English language teachers of Kerala is significantly high.*
- H1: *Barriers in participating various CPD programmes are significantly high among secondary school English language teachers of Kerala.*
- H1: *Attitude towards CPD programmes of secondary school English language teachers of Kerala is significantly high.*

- H1: *There exists significant correlation between Professional Learning Experience (PLE) and Reflective Practices (RP) among secondary school English language teachers of Kerala.*
- H1: *There exists significant correlation between Academic Engagement (AE) in ELT and Reflective Practices (RP) among secondary school English language teachers of Kerala.*
- H1: *There exists significant correlation between Attitude towards CPD programmes and Reflective Practices among secondary school English language teachers of Kerala.*

Methodology and Design

Educational Research is a deliberative and reflexive exercise. (Cohen 2019 p109). Research design is a crucial component of any research study. It serves as the blueprint or plan that outlines the overall approach and structure of the research. The design guides the researcher in making decisions regarding data collection methods, sampling techniques, data analysis procedures, and overall study organisation. In essence, the research design provides a roadmap for conducting the study in a systematic and logical manner.

The study has used combined method design with both quantitative and qualitative methods to evaluate the results. Both surveys and interviews will be used in this study to address the research questions.

Research Design

The researcher has employed Mixed Method - Exploratory Sequential Model for the purpose of the study. (Creswell and Plano Clark 2011). The exploratory sequential design is a type of mixed-method research design that is comprised of two distinct phases. In the first phase, qualitative data was collected and analysed. According to Creswell qualitative research is best suited to address a research problem in which one does not know the variables and need to explore. (Creswell 2012, p16). This initial phase was used to explore the research problem

when there are a few, if any, effective theories or models available. The second phase involved collecting and analysing quantitative data, which builds on the findings of the first phase. This second phase was to test the findings obtained during the qualitative phase, through the development of a model or framework and triangulation. Combining quantitative data and qualitative data may strengthen the validity of the research. (Cohen *et al.*, 2019).

Research Paradigm

Pragmatism as a research paradigm is centred around the idea that the function of thought is to guide action, and that truth is perceptual or observed through the results of actions. It combines elements of both positivist and interpretivist paradigms, promoting the use of multiple methods in understanding the research problem. A pragmatic approach is not committed to any one system of philosophy and reality, allowing for the use of a variety of methods, techniques, and procedures in research. (Creswell, 2012). This orientation allows the researcher to select the method or methods that best suit the research problem, rather than being constrained by a particular methodological approach.

Benefits of Pragmatic Design

The pragmatic design provides many advantages. It allows for a more comprehensive and holistic understanding of the research problem by integrating both quantitative (numeric) and qualitative (non-numeric) data. This mixed method provides a more robust approach to data collection and analysis, and it can result in richer, more nuanced insights. Pragmatism provides the flexibility to use the most appropriate methods to answer research questions, regardless of whether these are quantitative or qualitative. It also accommodates and integrates diverse views and perspectives, thereby enhancing the inclusivity and comprehensiveness of the research.

Mixed Methods Integration

Mixed methods integration is the process of bringing together qualitative and quantitative methods in a single study or series of studies. It is an approach that is ideally suited to the pragmatic research paradigm. It acknowledges the strengths and weaknesses of both qualitative and quantitative research and leverages the strengths of each to overcome the other's weaknesses. Integration can occur at several points in a research project, including the data collection, data analysis, interpretation, and reporting stages. By integrating multiple methods, researchers can gain a deeper understanding of the phenomena they are studying. A mixed methods design is useful when either the quantitative or qualitative approach by itself is inadequate to best understand a research problem or the strengths of both quantitative and qualitative research can provide the best understanding. (Creswell 2007). The exploratory sequential design involved a three-phase study where the researcher adopted the constructivist principle.

In the initial stage, researcher delved into a topic 'Policies and practices of CPD of secondary school English language teachers' extensively in India and abroad. As they progressed to the subsequent stage, the researcher adopted the post-positivist principle to ascertain and quantify the variable and find out the relationship statistically. (Creswell & Plano Clark, 2018). The design involved an initial gathering and analysis of qualitative data, followed by the collection and testing of quantitative data. (Schoonenboom & Johnson, 2017; Shorten & Smith, 2017). The design started by gathering and analysing qualitative data. Based on qualitative findings, researcher proceed to develop quantitative tools (Terrell, 2012; Wisdom & Creswell, 2013). These tools were then used to test the identified variable in a quantitative manner, allowing for the interpretation of how the quantitative data extended and generalized the findings (Creswell & Plano Clark, 2018).

Problem-Oriented: Flexible and Contextual

Mixed-methods research, especially under the pragmatic paradigm, is problem-oriented. This means the research is driven by the research problem or

question, rather than by the methods themselves. This approach is flexible, allowing researchers to adapt their methods as the research unfolds. It also takes context into account, recognizing that the way a problem is understood and addressed may change based on the specific setting or situation. This flexibility and attention to context can result in research findings that are more relevant, useful, and capable of making a meaningful impact. As part of the study, detailed content analysis of the policies, frameworks, annual reports, modules and reports were completed. A survey was designed and conducted to produce quantitative data concerning views of representative samples of teachers on CPD, and the characteristics of the sample population. Semi structured interviews with National, State and District officials and Key Resource Persons (Core SRGS) and focus group discussion were held to bring clarity on policy documents and its ramifications. Focus group discussions with school heads, resource persons and teachers were conducted to acquire in depth information relevant to the overall study, as well as clarify some of the main issues highlighted from the findings of content analysis and critical policy analysis and the questionnaire.

Critical Policy Analysis (CPA) Focus Group Discussion (FGD) and Semi Structured Interview

The study of educational policy through a critical frame allows for a holistic understanding of the complexities associated with education from policy creation to implementation to evaluation. (Morrow & Brown, 1994, Young & Diem, 2017). Within the CPA tradition, a variety of data collection and analytic strategies, including: observations, interviews, key informant testimonies, mass media analysis, document analysis, textual and discourse analysis, diffraction, visual methods, examination of statistical databases, and literature reviews (Brewer, 2014, Ulmer, 2016; Young & Reynolds, 2017). Weimer and Vining (2017) define policy analysis as a “systematic comparison and evaluation of alternatives available to public actors for solving social problems” (p. 30). Focus Group Discussion with carefully selected participants will bring out various dimensions of the CPD structure among secondary school English language Teachers in Kerala. Semi structured interview

explored the various policy related issues in managing CPD and logistical issues in the field.

Sample for Qualitative and Quantitative design.

The qualitative phase of the study employed purposive convenient sampling and encompassed a diverse range of participants. This included officials from the Government of Kerala, the Department of General Education, National Council of Educational Research and Training (NCERT), State Council of Educational Research and Training (SCERT), Samagrashiksha, Professors from foreign universities, Deputy Director of Education (DDE), District Project Coordinators (DPC), District Programme Officers (DPO), Principals of District Institutes of Education and Training (DIETs), District Education Officers and school heads.

For the quantitative phase, a stratified random sampling method was utilized. Surveys were conducted among a randomly selected group of English language teachers in schools across 8 districts: Wayanad, Kozhikode, Ernakulam, Kasargode, Malappuram, Palakkad, Alapuzha, and Thiruvananthapuram. In each selected school, the head teacher was requested to distribute questionnaires to two or three English language teachers. The researcher during met District Resource Group members and State Resource Group training personally and requested facilitation timely completion of the survey forms. In addition, Principals of District Institutes of Education and Training (DIET)s and Deputy Directors Education DDEs were contacted requested their directions for data collection. Their support has helped considerably in data gathering. This approach led to the inclusion of potentially up to 1,217 English language teachers from secondary schools in the study. This method was designed to ensure a representative sample that reflects the relative proportions of various subgroups of schools, including those categorized by location (urban and rural) and management (government and aided) gender (male and female). Additionally, the study gathered the opinions of 714 parents from three districts: using convenient probability sampling method from Wayanad, Ernakulam, and Thiruvananthapuram. This data collection was integral to encompassing a broader perspective on the subject matter under investigation.

Tools and Frameworks Used

1. Schedule for focus group discussion to gather information on policy provisions of Inservice training/CPD and implementational status (Sebastian and Meera,2021)
2. Semi structured interview schedule (Sebastian and Meera, 2021)
3. Critical Policy Analysis Framework (CPAF) (Sebastian and Meera, 2021)
4. Module Analysis Framework (Sebastian and Meera, 2022)
5. Tool for Analysing CPD practices of secondary school English language Teachers (Sebastian and Meera, 2023)
6. Questionnaire for analysing the parental perspective on teachers CPD during working days (Sebastian and Meera 2023)

Statistical Techniques Used

Along with the descriptive statistical procedure the study has utilized the test of significance of the difference between mean scores. Also, inferential statistical techniques have been used for the analysis by the investigator.

Limitations of the Study

This research study, while making significant contributions to our understanding of secondary teachers in seven districts, has several limitations that should be acknowledged. Firstly, the geographic restriction to only seven districts may limit the generalizability of the findings. Different districts, regions, or countries might have distinct policies, practices, or cultural contexts that could influence secondary English language teachers' experiences and behaviours.

Another limitation concerns the study's focus on policy implementation difficulties. While important, this focus may not capture all the complexities of the secondary education landscape. There could be other factors at play that influence

teacher experiences and efficacy, such as school culture, leadership style, student behaviour, parental engagement, and access to resources.

Lastly, the limitations of the research methodologies used should also be acknowledged. For example, self-reported data may suffer from bias, and qualitative data, while providing depth, might not represent the larger population. Furthermore, quantitative data may not capture the full nuances of teachers' experiences. These limitations should be kept in mind when interpreting the study's findings and designing future research.

Organisation of the Research Report

Chapter 1: Introduction. This opening chapter sets the stage for the entire research project. It presents the research problem, stating the purpose and significance of the study. It outlines the research questions and provides a general overview of the methodology. The chapter may also include a brief summary of the research findings and their implications, providing a roadmap for what the reader can expect in the subsequent chapters.

Chapter 2: Literature Review. In this chapter, previous studies relevant to the research topic are discussed. This involves synthesizing the existing body of literature, identifying gaps, and showing how the current research aims to fill those gaps. This chapter situates the present study within the broader scholarly conversation, demonstrating how it contributes to our collective understanding of the research problem.

Chapter 3: Methodology. This chapter presents a detailed description of the research design, including the data collection and analysis procedures. For a mixed methods study, this would involve discussing both the qualitative and quantitative approaches used. The goal is to provide enough detail for other researchers to replicate the study, if they wish to do so. This chapter also includes a discussion of the study's ethical considerations.

Chapter 4: Analysis and Findings. This chapter is devoted to presenting the results of the research. For a mixed-methods study, this would typically involve separate

sections for the qualitative and quantitative findings, followed by a section integrating the two. The data should be presented clearly and systematically, often using visuals (tables, graphs, etc.) to aid understanding.

Chapter 5: Discussion and Recommendations. In the final chapter, the research findings are interpreted and discussed in the context of the study's research questions and the existing literature.

Chapter 6: This chapter proposes recommendations based on the findings. These could be practical recommendations for real-world applications or suggestions for future research.

CHAPTER II

REVIEW OF RELATED LITERATURE

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- *Pre-service Teacher Education (PSTE) and In-service Training (INSET)*
 - *The conceptualization of Continuing Professional Development (CPD)*
 - *Developing A CPD Framework for Teachers*
 - *Research studies on CPD*
 - *Research Gaps*
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Conducting a review of relevant research involves examining, recognising, and finding papers that are pertinent to the study subject at hand. The review elucidates the context and historical background of the study, facilitating comprehension of the problem by defining it and establishing an empirical foundation for the future formulation of hypotheses. It shares with the reader the results of other studies that are closely related to the one being undertaken. (Creswell, 2018). Expanding the history and context of the study review of related literature is beneficial.

A literature review is the process of doing a comprehensive examination of books, academic papers, and other relevant materials that are significant to a certain subject, field of research, or theory. According to Cooper, 2010; Marshall & Rossman, 2016 “it relates a study to the larger, ongoing dialogue in the literature, filling in gaps and extending prior studies.” The review provides a comprehensive analysis of the surveyed works, including a description, summary, and critical assessment, in connection to the research subject under investigation. The primary objective of composing a literature review is to provide the reader with a comprehensive summary of the sources you have examined when researching a particular subject, and to elucidate how your own research aligns with the broader scope of the area of study. (Fink, 2014).

Here a conceptual structure of the study and the review of related research in the specific area of English Language Teaching in India, English Language Teacher Education, educational policies and Continuing Professional Development (CPD) presented in detail. It includes a review of the understanding attained through reading various books, articles, articles from journals, and past research studies.

Database and Resource Selection

In the construction of the literature review on Continuous Professional Development (CPD) and English Language Teaching (ELT) in India, a comprehensive approach to database and resource selection was employed. This involved utilizing a range of academic databases renowned for their extensive repositories of scholarly articles and research papers. Key databases included

EBSCO, JSTOR, ERIC, and Google Scholar, each known for its broad collection of educational and linguistic literature. Additionally, Shodhganga was utilized as an invaluable resource for accessing Indian doctoral research, offering unique insights into regional studies and practices. Scopus and Elsevier were included for their international academic publications, ensuring a global perspective. National libraries and repositories also played a crucial role in providing access to government reports, policy papers, and historical documents pertinent to the Indian educational context. This diverse array of sources was meticulously chosen to ensure a rich and varied collection of literature, offering comprehensive insights into CPD and ELT within the Indian educational framework. This strategic selection facilitated a robust and multi-dimensional analysis, encompassing both global trends and local nuances in the field.

Keyword Development

Creswell (2018) suggested that literature review may begin by identifying key words, which is useful in locating materials in an academic library at a college or university. In conducting a literature review on Continuing Professional Development (CPD) and Policies and practices English Language Teaching (ELT) in India, set of keywords and phrases was essential for navigating through academic databases and ensuring the extraction of relevant literature. Central to this search were terms such as, educational policies, Continuous Professional Development (CPD) English Language Teaching in India, ELT within the Indian educational context were used. The term Teacher Training/INSET/PSTE Continuing Professional Development were included to encompass a wide range of aspects related to teacher growth and skill enhancement. Inservice Training was a key phrase targeting literature on training for currently serving teachers, distinct from pre-service or initial training. To capture studies employing innovative research methodologies, Exploratory Design policy, practice, and pedagogical strategies, within the Indian educational landscape were used. The keywords streamlined the search process and ensured to conduct the review comprehensively.

Pre-service Teacher Education (PSTE) and In-service Training (INSET)

Pre-service Teacher Education (PSTE) refers to the training that takes place before an individual begins their teaching profession. This phase is critical since it establishes the fundamental framework on which a teacher's professional practice is constructed. PSTE refers to the education and training that student teachers get prior to engaging in any teaching activities, as stated by educational resources. This stage usually involves a blend of theoretical instruction and hands-on training, frequently involving a practicum or student teaching opportunity in an actual classroom environment. The primary objective of PSTE is to provide prospective educators with the essential information, pedagogical competencies, and attitudes necessary for proficient instruction. It encompasses comprehension of educational theories, curricular material, classroom management practices, and the cultivation of instructional abilities. The PSTE and INSET programmes exhibit distinct characteristics and are not symmetrical in nature.

It is important to note that INSET does not serve as a scaled-down replica of PSTE, as their respective goals and objectives diverge. The INSET programme is designed to achieve specific objectives, how to create tests that are user-friendly for learners. The theoretical knowledge necessary for test construction, such as Bloom's taxonomy, is acquired during the Professional Studies and Training sessions. Once again, due to time limitations, there is limited opportunity to apply various theoretical concepts during the Pre-Service Teacher Education (PSTE). However, these experiments and applications can be adequately addressed during the In-Service Training (INSET) sessions.

PSTE provides the breadth and scope of the various disciplines, which become the teachers' background knowledge. INSET, on the other hand, pinpoints the specific areas by offering a repertoire of techniques to use in a known situation. PSTE should give teachers sufficient knowledge to be able to make their own choices and training to develop skills (Dubin & Wong, 1990).

According to University Education Commission (1948–1949), " People in this country have been slow to recognize that education is a profession for which

intensive preparation is necessary as it is in any other profession.” The statement by the University Education Commission (1948-1949) highlighted a crucial point about the perception of education as a profession at that time. It emphasized that, like any other profession, education requires intensive preparation and should be treated with the same level of seriousness and professionalism. This observation was a call to elevate the status of teaching and education, recognizing it as a skilled and demanding profession. Subsequently, the situation in India has indeed changed significantly. The Education Commission (1964-66) professed, “the destiny of India is now being shaped in her classrooms.” The statement by the Education Commission (1964-66), powerfully underscores the pivotal role of education in shaping the future of the nation. It highlights the belief that the quality of education provided to the young generation directly influences India's progress and development. This perspective places immense value on educational policies and practices, emphasizing that the empowerment and enlightenment of students. National Policy on Education (1986) emphasized “no people can rise above the level of its teachers.” This perspective implies that the progress and enlightenment of a society are intricately linked to the quality and esteem of its teachers.

NEP (2020) remarked that “Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students.”

According to the National Curriculum Framework (NCF, 2005) one of the factors contributing to inadequate teaching in schools is the absence of proficient pedagogical skills among educators. NCF 2005 highlighted significant deficiencies in the training of teachers. It pointed out that teachers frequently lack essential skills in both pedagogy and classroom management. This serves as the guiding document for the development of syllabi, textbooks, and teaching methodologies in the school education programmes of India. The framework observes that pre-service training fails to sufficiently prepare teachers in educational methods and techniques.

Moreover, it notes that in-service training programmes also do not effectively address these shortcomings. This critique underscores a gap in the professional development of teachers, as identified in the NCF 2005. Besides the National Knowledge Commission (NKC 2025) considers teachers as the single most important element of the school system. Recognising the importance of teaching in the same tune as recorded by the University Education Commission (1949). Furthermore, the Education Commission (1966) recommended professionalization of teacher education, development of integrated programmes, comprehensive colleges of education and internship.

The National Commission on Teachers (1985), advocated for the implementation of five-year integrated courses along with internship programmes for teachers. Following this, the National Policy on Education (NPE) of 1986 paved way for the initiation of the Centrally Sponsored Scheme of Teacher Education (CSSTE). This scheme included the creation of District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs), and Institutes of Advanced Study in Education (IASEs). Both the NPE Review Committee of 1990 and the National Advisory Committee on Learning without Burden in 1993 emphasized the necessity for qualitative improvements in teacher education, proposing various strategies for enhancement. Specifically, the Review Committee suggested an internship approach for teacher training, starting with a short theoretical introduction, followed by a period of 3 to 5 years of supervised practical teaching in schools, guided by experienced mentor teachers. NCFTE calls for greater convergence among different professional bodies in pre-school teacher education and continuing professional development.

National Curriculum Framework School Education NCFSE (2023) advocated that “a society with individuals who are healthy, knowledgeable, and with capacities and values and dispositions to participate effectively and meaningfully in a democracy, economy, and culture would be a vibrant, pluralistic, and democratic knowledge society.” Such a society can only be enriched with a robust school system. According to NEP 2020, “the quality of teacher education, recruitment,

deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards.”

The seriousness of the situation becomes more pronounced when a teacher possessing a Diploma in Education/Degree in Education (B.Ed.) is required to instruct all the subjects and languages specified in the syllabi in elementary and primary schools. Individuals who lack specific expertise in subject matter or language teaching methodology or pedagogy are tasked with conducting sessions for young learners. This phenomenon has a significant impact on the overall quality of education and instructional effectiveness at the primary level. “Teacher quality is a function of several factors: teachers’ status, remuneration, conditions of work and their academic and professional education.” (NCFTE, 2009) In Kerala English instruction commences in the lower primary level, therefore teachers are required to teach English in Class one. A significant proportion of primary school teachers lack adequate training or orientation in the field of ELT and English as a Second Language (ESL) instruction.

Teaching in schools is not a favoured choice among academically exceptional students, who tend to pursue undergraduate degrees in fields such as engineering, medicine, chartered accountancy, and others. Furthermore, there has been a decline in public funding allocated to the field of initial teacher education since the 1990s. These factors have resulted in a significant recruitment of individuals who lack the necessary qualifications and are under-qualified within the formal education system, as stated in the NCFTE (2009).

The pivotal observation in the NCFSE, 2023 pertains to the prevalent attitude of resignation towards initial teacher education and the fragmented nature of in-service training courses, both of which have a significant impact on the quality of elementary education within the nation. NCF additionally asserts that this unfavourable perspective has contributed to the continued deterioration of the standing of educators within schools and has weakened the professional identity of teachers.

The NCF, 2023 has made an additional noteworthy observation regarding the lack of integration between school teachers and institutions of higher education. It has been noted that the professional development requirements of teachers are often neglected and not adequately addressed. The observations are made by a governmental agency responsible for overseeing the school education and teacher education sectors of the country holds great importance. In addition to the research reports, numerous studies conducted by non-governmental organisations (NGOs) and individual researchers corroborate the aforementioned findings regarding the state of teacher education and teacher development in the country.

Studies of Ramchandran and Pal *et al.* (2005) and Bennel and Akyeampong (2007), Bolitho and Padwad (2013), Ahuja and Jain (2012), Sharma and Kumar (2014) Mishra and Singh (2016) pointed to very “low teacher motivation” in India. The researchers said that “ongoing professional development, i.e. CPD, can be seen in a very restricted, narrow sense and there are limited opportunities and support for the CPD of serving teachers”. In a study report of Pratham, an NGO, remarked that “the current nature of qualifications and usual types of teacher training are not sufficient to guarantee effective teaching.” According to the survey, this observation fits with the finding that as teacher performance goes from below average to above average, the observed mean and median scores in the classroom go up, suggesting that teachers' abilities are positively related to student achievement. This direct relationship between teacher performance and students' achievement mostly points due to weak pre-service and in-service teacher education programmes.

Among the three stages of teacher education, namely preparation, induction, and continuing professional development (CPD), the second and third stages, specifically induction and CPD, tend to receive less attention and investment. Professional preparation encompasses brief pre-service teacher education programmes. The fundamental prerequisite for becoming a primary teacher is the completion of a two-year diploma course, while a Bachelor's degree in education serves as the foundational requirement for secondary.

The requirement to become a high school teacher is often accompanied by limited field exposure and practical relevance. The Bachelor of Education (B.Ed.) programme has undergone a redesign, resulting in a transition to a two-year duration starting from the year 2015. The outcome of this alteration necessitates meticulous examination. Upon completion of these courses, the learners will be able to commence their professional practice. Nevertheless, the current two-year course model is anticipated to be discontinued, and instead, the Ministry of Education has suggested the implementation of an Integrated B.Ed. programme (NEP, 2020).

Another crucial concern regarding pre-service teacher education is the absence of induction time for trainees within the school setting. Currently, the only opportunity for trainees to gain real classroom experience is through teaching practice slots. The trainees do not receive any form of support during their daily classroom teaching procedures. There is currently no established or standardised system of induction. The newly appointed educator is expected to assume responsibility and exhibit autonomy from the outset of their career.

The Report, by Justice Verma (2012) titled "Report of the High-Powered Commission on Teacher Education Constituted by the Honourable Supreme Court of India" (2012), offered a critique of the pre-service teacher education curriculum and programme structure implemented in India. The report highlights that the current curriculum solely equips teachers with fundamental skills and operates under the assumption that they can effectively apply their acquired knowledge in any given context (2012). The Commission has observed that a significant number of teacher education programmes, such as Bachelor of Education (B.Ed.) and Diploma in Education (D.Ed.), lack sufficient emphasis on subject knowledge. Another notable observation in the aforementioned report is that a considerable number of teacher trainees who have undergone pre-service teacher education programmes lack the fundamental subject knowledge necessary for effective classroom instruction across different educational levels (Justice Verma, 2020). The emphasis placed on "generic subjects" such as philosophy of education and psychology of education in pre-

service teacher education curricula also has an impact on the quality of subject-specific teaching knowledge.

Hence, it is reasonable to infer that the inadequate emphasis on English Language Teaching (ELT) during pre-service education will inevitably affect the calibre of English language teachers in primary schools. The matter can potentially escalate in the rural sector, where the teacher herself may possess a significantly restricted level of exposure to English language.

Various agencies and stakeholders appear to possess divergent or limited perspectives on Continuing Professional Development (CPD). It is frequently observed that Continuing Professional Development (CPD) is often conflated with in-service training (INSET) programmes, which typically consist of singular, isolated, brief, and infrequent training events. Ahmad and Masih (2012), Grover and Sharma (2013), Panda and Agrawal (2014). Educators, as well, appear to conceptualise Continuing Professional Development (CPD) in relation to formal INSET (In-Service Education and Training) programmes that are specifically designed and conducted by external organisations. The National Curriculum Framework for Teacher Education (NCFTE), a significant policy document of the National Council for Teacher Education (NCTE), employs the terms INSET (In-Service Education and Training) and CPD (Continuing Professional Development) interchangeably (NCFTE, 2009). However, it does delineate several approaches to addressing CPD (NCFTE, 2009).

The conceptualisation of Continuing Professional Development (CPD)

Continuing Professional Development (CPD) plays a crucial role in ensuring that teachers remain an integral component of a proficient and current profession. The concept of continual professional development involves educators utilising their previous knowledge and understanding to acquire current information necessary for their work performance (Ememe *et al.*, 2013). According to Guskey (2000), continuous professional development (CPD) refers to a range of processes and activities that are specifically meant to strengthen the professional knowledge, abilities, and attitudes of educators. The ultimate goal of CPD is to enable educators

to improve the learning outcomes of their students (p. 16). The idea of Continuing Professional Development (CPD) has been interpreted in several ways. However, this study adheres to the definition proposed by Day (1999), which encompasses the diverse elements that constitute CPD and distinguishes it from other related concepts. The individual in question provides a definition for CPD.

“all-natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills, and emotional intelligence essential to good professional thinking, planning, and practice with children, young people and colleagues throughout each phase of their teaching lives.” (Day, 1999).

Education administrators and school managements associate CPD with teachers' capacity to effectively instruct prescribed curricula, maintain classroom management, and promote students' success in examinations. The absence of a critical element in this context is the comprehensive concept of CPD as an ongoing lifelong learning process. This process encompasses both formal and informal methods of learning, initiated by teachers themselves through their conscious efforts and voluntary participation. Furthermore, CPD is further reinforced by the support and involvement of educational institutions and governing bodies.

The Construction Industry Council (CIC) of the United Kingdom formulated a widely accepted definition of CPD in 1986. According to Friedman *et al.* (2000), their research revealed that the definition of CPD they proposal has been widely acknowledged and referenced by various professional organisations in the United Kingdom. This finding has remained consistent over time. The term CPD has been defined by the CIC as “The systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for execution of professional and technical duties throughout the individual’s

working life.” (2000:35). Within this definition, one can observe multiple purposes of CPD, as to uphold and enhance one's knowledge and skills. In contemporary times, this concept can be succinctly described as the preservation of one's competence or competencies. In essence, CPD pertains to the act of ensuring that one remains well-informed and current in their field of expertise. By focusing on future development, CPD enhances and expands one's knowledge and skills.

CPD cultivates the personal attributes essential for the effective execution of one's professional and technical responsibilities. These personal qualities are crucial for attaining the aforementioned objectives.

Continuing Professional Development: Aims & Objectives

NCFTE (2009, pp. 44–45) suggested the following goals of CPD for providing teachers with avenues for their self-development:

- “To reflect, explore and develop one's practice”
- “To deepen one's own education or other areas of the school curriculum”
- “To investigate and reflect on children and their education”
- “To update and understand oneself on education and social issues”
- “To prepare the tasks that are professionally related to education/teaching, such as teacher training, curriculum development, or counseling”
- “Breaking out of one's isolation and sharing one's experiences and insights with others, including teachers, academics working in one's discipline, and intellectuals in one's immediate and larger society”
- “Education and curriculum planners also seek to provide avenues for the professional development of teachers as a part of curriculum reform and strengthening”
- “Enabling teachers to work toward prioritized educational goals such as universalization and inclusion”

- “ To influence social attitudes and generate a greater commitment to constitutional values and overcoming discrimination in the classroom”
- “ To transform current practices into child-friendly methods and methods that will strengthen conceptual learning and understanding instead of learning by rote”
- “To enable teachers to implement and achieve specifically targeted aspects in the curriculum, such as the use of a type of technology, or the addition of topics such as AIDS, population education”
- “In the context where many pre-service teacher training courses are of poor quality and frequently fail to offer enough knowledge to teachers, which may lead to reflective practice, and where state governments have introduced untrained employees in various forms of non-formal (para-teachers) have been hired. Continuing Professional Development becomes important in organisations to meet the unsolved demands of pre-service courses”
- “To prepare teachers to play increased roles in the education system, as headmasters, resource persons”.

NPE of 1986 emphasised the crucial importance of pre-service and in-service teacher education in fostering the growth and development of educators. This led to the establishment of teacher education institutions at regional level and district level respectively as Institutes of Advanced Studies in Education (IASEs) and District Institutes of Education and Training (DIETs). These educational institutions, in conjunction with the State Council for Educational Research and Training (SCERTs) in each state, offer facilities for the implementation of in-service training programmes for teachers. The District Institutes of Education and Training (DIETs) were also tasked with the responsibility of promoting the widespread adoption of elementary education by providing assistance to innovative initiatives and enhancing practical implementation efforts. The District Primary Education Programme (DPEP) is a Centrally-Sponsored Scheme that was initiated in 1994 with the aim of revitalising the primary education system and accomplishing the goal of

universalizing primary education within the period of 1995-2003. The programme officers of the District Primary Education Programme (DPEP) established Block and Cluster Resource Centres.

District Centre for English (DCE)

District Centre for English (DCE) have been established in Kerala in 1990 s as a Centrally sponsored scheme by the Ministry of Human Resource Development, Government of India under the auspicious guidance and support of Central Institute of English and Foreign Languages (CIEFL) Hyderabad and later English and Foreign Language University (EFLU) in collaboration with the Department of General Education Kerala and SCERT Kerala. There were four such Centres in Kerala namely, Kozhikode, Thrissur, Kollam and Thiruvananthapuram districts.

It is started as per Order No PL. (4)40761/97 dt 31 May 1997 from the Office of DPI, Thiruvananthapuram. Both financial and academic support were given by CIEFL(EFLU) Hyderabad, provided the State governments give infrastructural facility. The Centres were established:

- To empower all teachers of English in a district.
- To familiarise the teachers of English with modern methods and techniques of teaching English.
- To enable the teachers to grow and develop professionally.
- To initiate the teachers into a path of self-development.
- To improve the standard of English among the learners.
- To develop a collaborative work culture among the teachers.

The staff structure during the support period of EFLU

In order to full fill the above said objectives the staff structure fixed by CIEFL (EFLU) was one Chief tutor and three tutors and later it was reduced to two tutors, who were paid additional monthly honorarium. The essential qualification for

the appointment as tutors, a three-month Resource Person's training at CIEFL, Hyderabad.

Programmes and Activities conducted.

The Centres conducted the following programmes earlier:

- 10-day teacher Empowerment programme for high school teachers.
- One day Orientation to District Educational Officers & Assistant educational officers.
- One day Orientation to Primary Headmasters.
- One day Orientation to High School Headmasters.
- 10-day teacher Empowerment programme for Primary school teachers.
- One Year (Certificate in Teaching of English) CTE programme.
- Students' literary competitions.
- Follow up and spot rectification programme

Funding Sources

Financial support was given by CIEFL, Hyderabad for a few years. Later it had to be maintained by the State governments. All assistance from EFLU Hyderabad ceased and no other mechanism was made into effect. Now DIETs and SCERT support DCE. All these organs are functioning under the direct control of Department of Education, in Kerala. Every year a fixed amount is released from the Plan fund of the state to DCEs through DIETs. The Chief Planning Officer from DPI Office allotted fund to the Centres.

In 2018 as part of the Public Education Rejuvenation mission (*Pothu vidhyabhyasa samrakshana Yangjam*) 4 existing DCEs were attached to the DIETs of those districts and in other districts new DCEs were inaugurated with language lab facility. This language lab is set up with 20 laptops and headsets in a fully furnished room in every DIET.

Throughout the nation, there exists a deliberate initiative aimed at delivering in-service training to primary school educators in pedagogical methods that prioritise learner-centred approaches. Additionally, this initiative provides school-based support to teachers in their professional development. There has been an effort to transition away from the concept of subject inspectors and school inspectors, and instead embrace the notion of a resource person affiliated with an academic resource and support centre. The Sarva Shiksha Abhiyan (SSA) is a prominent initiative of the Government of India aimed at achieving Universalization of Elementary Education (UEE) within a specified timeframe, as mandated by the 86th amendment to the Constitution of India. This amendment establishes free and compulsory education as a fundamental right for children between the ages of 6 and 14 years. The SSA programme also prioritises the provision of ongoing in-service teacher education, requiring each teacher to undergo a minimum of 20 days of training annually.

In general, there are two prevailing perspectives on Continuing Professional Development (CPD) that are commonly discussed - the narrow viewpoint and the broad viewpoint. The limited perspective perceives Continuing Professional Development (CPD) as the process of imparting or acquiring knowledge and a specific set of skills to address particular new demands. The comprehensive perspective posits that Continuing Professional Development (CPD) possesses a significantly broader and more profound significance, wherein professionals consistently augment not only their knowledge and skills, but also their cognitive processes, comprehension, and personal growth.

This development is not limited to their work-related roles but can also encompass new roles and responsibilities. But the training programmes provided by governmental agencies generally adhere to the concept of Continuing Professional Development (CPD) as a narrow perspective as echoed in NCFTE 2009. This perspective views CPD as the process of imparting or acquiring knowledge and specific skills to address specific new requirements. The majority of INSET programmes administered by education departments exhibit numerous shared characteristics. They utilise either one of the subsequent models or a combination of two or more.

Bell & Gilbert's (1994) identified three aspects of professional learning. They are: personal, social and professional.

- | | |
|--------------|--|
| Personal | <ul style="list-style-type: none"> • teachers' beliefs, values and attitudes are important considerations • interest and motivation need to be addressed |
| Social | <ul style="list-style-type: none"> • relationships between individuals and groups need nurturing • contexts need to be supportive to allow enactment and risk taking |
| Professional | <ul style="list-style-type: none"> • links between theory and practice need to be strong • Intellectual stimulation and professional relevance are required. |

Kennedy (2005) proposed a framework for analysing CPD models. The framework has identified nine key models of CPD. They are classified in relation to their capacity for supporting professional autonomy and transformative practice. Kennedy's framework has been widely used to analyse CPD models and has been influential in the development of CPD policy and practice. (Figure 1)

Figure 1

CPD conceptual framework, Kennedy's (2005)

Model of CPD	Purpose of Model
The training model The award-bearing model The deficit model The cascade model	Transmission Increasing capacity for professional autonomy
The standards-based model The coaching/mentoring model The community of practice model	Transitional
The action research model The transformative model	Transformative

Table 1*Continuing Professional Development models and characteristics*

Sl.No.	Name of the CPD Model	Characteristics	Merits
1	Training Model (ASTD State of the Industry Report, (2022), CCE-Education-University of Chicago-2003	• Clearly defined learning objectives that are aligned with the needs of the school and its teachers. • Content accuracy and relevance. • Appropriate delivery method Appropriate for the subject matter and the target audience. • Engaging and interactive	• Improved job performance, • Increased teacher satisfaction • Reduced turnover Training can reduce turnover by increasing teacher satisfaction. • Improved school performance
2	Award bearing Model	• System of assessing and awarding credits for (CPD) activities. • CPD activities be aligned with a set of professional standards.	• Awarded credits that can be used to progress their professional development. • An effective way of encouraging and supporting participation in CPD activities.
3	Deficit Model	• Focuses on individual learner weaknesses rather than systemic issues. • Emphasizes remediation and improvement of perceived deficiencies.	• Provides a clear framework for identifying and addressing learner needs. • Offers specific strategies for improving learner outcomes • Can be effective in addressing specific skill or knowledge gaps
4	Cascade Model	• Top-down approach to TPD. • Focus on delivering training to large groups of teachers. • Effective in delivering specific skills or knowledge.	• Efficient and cost-effective way to reach large numbers of teachers • Provides a common framework for professional development

Sl.No.	Name of the CPD Model	Characteristics	Merits
			• All teachers receive the same basic training
5	Standards based Model	• Standards provide clear expectations for what students should know and be able to do. • Teachers are guided to design instruction that effectively addresses the standards, promoting higher-order thinking skills and deeper understanding.	• Provide a common framework for assessment • Supports Data-Driven assessment. • Standards align with expectations for college and career success.
6	Coaching mentoring Model	• Coaching is a more focused and directive approach that aims to help individuals develop specific skills or knowledge. • Mentoring, on the other hand, is a more holistic and relationship-based approach that aims to support individuals in their overall professional and personal development.	• Improved skills and knowledge • Enhanced performance • Increased confidence and self-awareness • Improved problem-solving and decision-making skills
7	Community of Practice Model (CoP)	• Focus on shared experiences • Learning in CoPs is typically informal and unstructured, and it occurs through discussions, collaborations, and shared activities. • CoPs are driven by the interests and needs of their members, and they are typically self-organized and self-managed. • CoPs are designed to be sustainable long-term, and they can continue to operate even when there is a change in membership. • Enhanced professional	• Improved knowledge and skills: CoPs can help members to develop new skills and knowledge by providing them with access to a pool of expertise and experience. • Enhanced problem-solving: CoPs can help members to solve problems more effectively by providing them with new perspectives and approaches. • Increased collaboration: CoPs can help to foster

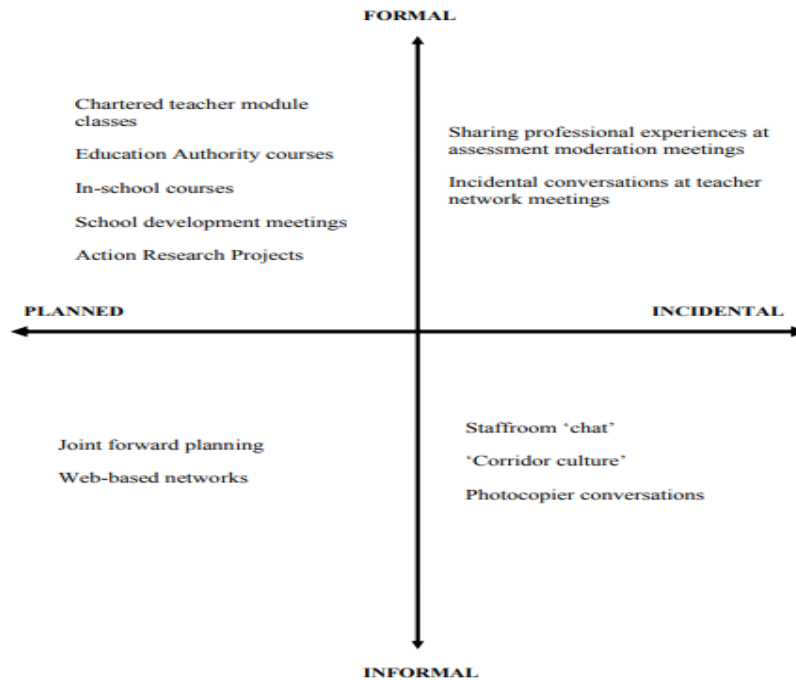
Sl.No.	Name of the CPD Model	Characteristics	Merits
		development: CoPs can provide a supportive environment for professional development.	collaboration and teamwork among members, which can lead to improved outcomes.
8	Action Research Model	• A practical and effective way to improve practice. • It is a cyclical process that allows for continuous improvement. • It is a collaborative process that involves multiple stakeholders. • It is a data-driven process that is based on evidence. • Improving school climate	• Develop and implement a new teaching strategy to improve student achievement. • Improving classroom management -to create a more positive and productive learning environment.
9	Transformative Model	• Focus on critical reflection and self-awareness: Teachers are encouraged to critically reflect on their own practices and to develop a deep understanding of their own values and beliefs. • Emphasis on collaboration and community: Teachers are encouraged to work collaboratively with their colleagues and to build strong communities of practice. • Commitment to social justice: Teachers are committed to creating classrooms and schools that are inclusive, equitable, and just. • Engagement in action research: Teachers are actively involved in action research projects that allow them to experiment with new ideas and to generate knowledge about their own practice.	• Increased teacher autonomy and empowerment: Teachers feel more confident and capable of making decisions about their own practice. • Improved teacher quality and effectiveness: Teachers are able to develop more effective and innovative teaching practices. • Enhanced student learning outcomes: Students are more engaged and motivated, and they learn more effectively. • Created more just and equitable schools: Schools are more inclusive, welcoming, and supportive of all students.

Basically, to comprehend in a better position Kennedy (2005) has divided the nine models into three main models of CPD, namely transmission, transitional, and transformative, in this context. The transmission model emphasises the dissemination of knowledge, usually through lectures or seminars, in which experts impart information to learners. On the other hand, the transitional model is characterised by increased interactivity and active participation, incorporating discussions, workshops, and collaborative learning. Its objective is to effectively connect theoretical knowledge with practical application. The transformative model, which is considered the most advanced, places significant emphasis on critical reflection and personal transformation. It motivates professionals to question established models and participate in transformative learning that results in a profound change in their comprehension and application

Reid (2007) suggested four quadrants of professional development. They are in fact are the various methods through which teachers participate in professional learning, placing equal emphasis on both the formal and informal components of their growth. Teachers frequently acquire knowledge unintentionally, through incidental contacts and experiences, as much as through planned meetings. Assessment moderation sessions serve as a forum for teachers to exchange professional experiences, promoting a shared comprehension and improving assessment criteria. Likewise, school development meetings play a crucial role in debating and planning improvements that affect the entire school, enabling teachers to share their perspectives and gain knowledge from their colleagues.

Figure 2

Reid's Four quadrants of professional development.



(Adapted from Fraser, C., A. Kennedy, L. Reid, and S. McKinney. 2007. Teachers' continuing professional development)

Kennedy (2014) revised her spectrum of CPD models suggested in 2005 adding “malleable” instead of “transitional” in the middle category which is labelled as ‘transitional’ in the original framework. It has been much less widely used. In adapting the framework slightly, and in seeking greater consistency and coherence, Kennedy suggested ‘transmissive’ and ‘transformative’ as categories, rather than ‘transmission’ and ‘transformative’ in the first and last category respectively.

Figure 3*Spectrum of CPD-2014*

Purpose of Model	Examples of models of CPD which may fit within this category
Transmissive	Training models Deficit models Cascade model
Malleable	Award-bearing models Standards-based models Coaching/mentoring models Community of practice models
Transformative	Collaborative professional inquiry models

(Adapted from *A framework of analysis. Professional Development in Education*, 40(3), 336-351)

These frameworks together are called 'triple lens framework' (Fraser *et al.*, 2007) as a means of better understanding the purpose and potential impact of CPD.

Alternative CPD Models: Teacher Groups and Voluntary Forums

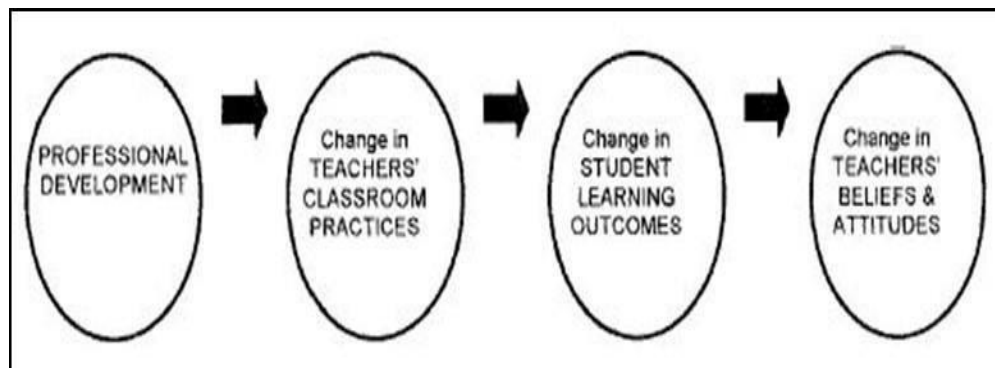
Educational associations have gained significant popularity in Western societies since the 1980s. Scholars in the field of education have extensively examined the various concepts related to support groups for educators. These concepts include 'Collegial Support Groups' (Paquette, 1987), 'Personal Effectiveness Group' (Demeng, 1984), 'Teacher Development Groups' (Plumb, 1988), 'Teacher Study Groups' (Joyce *et al.*, 1989), 'Teacher Support Groups' (Watson & Bixby, 1994), and 'Teacher Support Networks' (Raiser, 1987).

Plumb's Teacher Development Group (TDG) was based on democratic principles. Graham Crooks (2003) traces the success of TDG group to the fact that it was 'organised by teachers, for teachers' and the group functioned on the norms governed by the philosophy of cooperative and shared learning practices.

Gusky proposed a model on the premise that innovation must first demonstrate practical and tangible benefits, and a positive impact on students' learning outcomes: 'The important point is that it is not professional development, but the experience of changing teachers' attitudes and beliefs that is required for successful implementation (Gusky, 2002).

Figure 4

CPD Teacher change model Gusky (2002)



Boyle *et al.*(2004), observed that while conventional methods of CPD, such as attending courses or conferences, may generate initial enthusiasm among teachers, they are generally inadequate in fostering sustained modifications in both the content and methodology of teaching. These activities are generally of extended duration, enabling teachers to engage in training that is integrated into their teaching and ongoing learning activities. The current emphasis for CPD programmes should be directed towards three key elements: the advancement of pedagogical, educational, and scholarly methodologies for achieving academic excellence.

Continuing Professional Development: International context and views

Depending upon the situation, different countries have different rules regarding Continuing Professional Development for teachers. Geldenhuys and Oosthuizen (2015) described many tendencies in teachers' CPD. The first tendency is whether CPD exercises are tied to license renewal, career promotion, or compensation advantages and are voluntary. This is common practice in nations such as Germany, the United Kingdom, Poland, Portugal, Slovakia, and Spain. An analysis of teacher support models in Europe shows that a growing number of countries are developing decentralized CPD systems. (Budowski and Poszytek, 2018).

CPD is seen as a Professional obligation in nations such as France, Greece, and Iceland, however participation is voluntary. This is the practice in South Africa, where teacher is expected to participate in CPD programmes. They also receive different points for taking part in other activities.

A second tendency recognized by Day and Sachs (2004) recognizes that officers can commence CPD actions. This tendency is found in nations such as Australia, the United States, and Japan, but such tendencies have not been successful, and South Africa is no exception, since some Professional Development is unlicensed, unsupported, and imposed on teachers.

Continuing Professional Development (CPD) is frequently associated with the participation of teachers in lectures, workshops, and educational programmes. Although these activities contribute to the professional growth of teachers, there has been significant international effort in recent years to broaden the conventional understanding of CPD. Several significant reviews have been conducted (e.g. Broad and Evans, 2006; Orr *et al.*, 2013; Timperley *et al.*, 2008) that have identified critical attributes of good CPD. CPD can bring positive and sustained impacts on teachers, learners and organisations (Borg, 2015) when:

- ❖ Teachers perceive it as being pertinent to their own needs as well as those of their students.
- ❖ Teachers have a significant role in making decisions regarding the content and methodology of Continuing Professional Development (CPD).
- ❖ The promotion of collaboration and the exchange of expertise among teachers is encouraged.
- ❖ Continuing Professional Development (CPD) is a collaborative endeavour that receives backing from educational institutions, including schools, as well as the wider educational systems.
- ❖ Teachers have access to professional assistance from both internal and external sources.
- ❖ CPD is typically implemented inside educational institutions, specifically in school settings and individual classrooms.
- ❖ CPD is widely acknowledged as an essential component of teachers' professional responsibilities.
- ❖ In the realm of professional learning, inquiry and reflection hold significant value as fundamental practices.
- ❖ Teachers are actively involved in the evaluation and reflection of their own convictions.
- ❖ The pursuit of professional development is driven by the desire to enhance student learning.
- ❖ CPD is commonly perceived as a continuous and continuing activity rather than a sporadic or periodic occurrence.
- ❖ Strategic leadership is a prominent aspect of educational institutions.

Critical Attributes of CPD

Timperley *et al.* (2008) identified critical attributes of good CPD. A good CPD programme is product of these attributes. They reflect various essential features of proactive CPD programme.

Programme	Example
The wider educational context	Formal educational policies
The professional learning context	People and practicalities
The content of the professional learning opportunities	Focus on curriculum or pedagogies
The activities constructed to promote learning of the content	Coaching, mentoring
The professional learning processes promoted	Creating dissonance with current understanding
The responses of diverse teacher learners	High/low levels of teacher engagement
The impact on diverse learners	social, personal, and academic outcomes

Timperley *et al.*, have suggested focusing on effective CPD for experienced educators, need for identifying CPD practices that boost student achievement, insights on high-impact CPD, unveiling CPD strategies for seasoned teachers' growth and the need for bridging the gap between initial training and ongoing mastery.

Developing A CPD Framework for Teachers

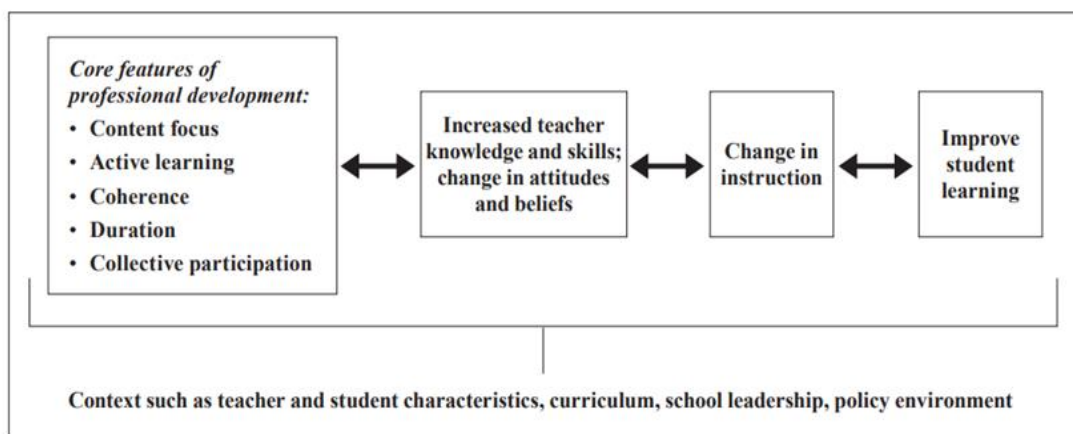
Desimone (2009) proposed a groundbreaking conceptual framework for effective Continuing Professional Development (CPD) in education and training. This framework holds special significance because it shifts the focus from one-off training sessions to a more holistic and sustained approach to professional learning.

Desimone's framework emphasizes five core features:

1. Content Focus: CPD should be aligned with specific learning goals and address relevant knowledge, skills, and attitudes needed for effective practice.
2. Active Learning: Participants should actively engage in the learning process through discussions, problem-solving, and collaboration, not just passively receive information.
3. Coherence: CPD activities should be coherent and build upon each other over time to support ongoing learning and development.
4. Duration: Effective CPD requires sufficient time for participants to fully grasp the new knowledge and skills and apply them in their practice.
5. Collective Participation: Collaboration and peer support are crucial for sustained learning and implementation. CPD activities should foster communities of practice where educators can learn from and support each other.

Figure 5

The core conceptual framework of Professional Development



(Desimone, 2009, p. 184)

Desimone's framework has gained widespread recognition for its emphasis on evidence-based practices and its focus on improving both individual teacher

knowledge and student learning outcomes. It continues to influence the design and implementation of effective CPD programmes around the world.

Resources for Continuing Professional Development

NCFTE (2009) suggested many resources that could prove helpful in improving the existing condition of Continuing Professional Development (CPD) in India. Following are the examples.

- Short and long-term Courses
- Utilization of Distance Media
- Research
- Professional Conferences and Meetings
- Professional Fora, Resource Rooms, and Materials
- Faculty Exchange, Visits and Fellowships

A few exchange teacher fellowships could be provided for each district, to enable selected teachers to go for three months to one academic year to a school in another state within the country, or even outside the country, to teach and learn there.

Apart from the provisions provided by NCFTE (2009) some researchers suggested that can be utilised efficiently to improve the status of Continuing Professional Development (CPD). Waris (2013, p.46) through a case study in Bihar has suggested that School libraries are important on-site avenues for teachers' Continuing Professional Development and can contribute significantly to enhance the efficiency of teachers and of teaching-learning.

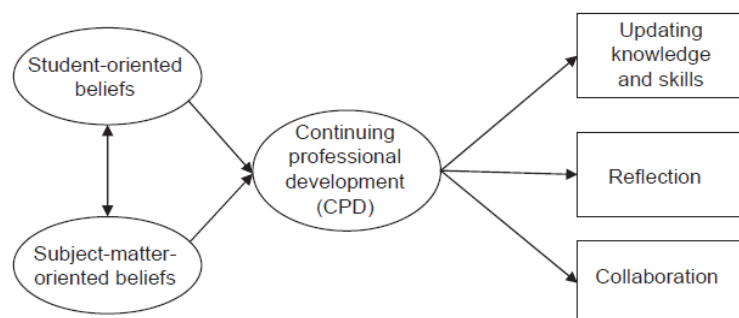
Academic Engagement of English language teachers as a criterion for effectual CPD

In the field of education, Continuing Professional Development (CPD) refers to a job-embedded and lifelong process that is centred on the learner's needs and goals. Educators actively and willingly participate in a variety of formal and informal activities throughout their professional journey, which align with the fundamental objectives of their profession (Day, 1999; Feiman-Nemser, 2001). These activities can be categorised into three distinct groups: the acquisition of knowledge and skills, introspection and contemplation, and cooperation and interaction with peers (Schraw, 1998; Timperley *et al.*, 2007; Verloop, 2003). In order to enhance the quality of teachers and their teaching practices, it has been found that all three categories of activities are effective (Cheetham and Chivers, 2001; Timperley *et al.*, 2007). However, the most crucial factor appears to be engagement in diverse continuing professional development (CPD) activities (Bolhuis, 2009; Schraw, 1998; Timperley *et al.*, 2007) that encompass a range of lesson-related content, including subject matter, didactics, pedagogics, and pedagogical content knowledge (Van Veen *et al.*, 2010; Wayne *et al.*, 2008).

Theoretical model of the links between teachers' beliefs about learning and teaching and their Academic Engagement in CPD

Figure 6

Continuing Professional Development - Theoretical model



Devries et al., 2013

The responsibility for professional learning falls on teachers themselves. When faced with the curriculum reform and changes in the wider community, teachers should plan their Continuing Professional Development (CPD) strategically so that their Professional learning can help prepare them for the challenges. Based on rigorous self-evaluation, teachers identify Professional Development requirements.

The involvement of teachers in the process of planning Continuing Professional Development.

The involvement of teachers in the formulation of staff development plans is increasingly prevalent. As educators become more cognizant of the significance of Continuing Professional Development (CPD) in their professional lives, it is imperative that they receive supportive management and encouragement to actively participate in fostering a culture of CPD within their educational institutions. Educational institutions ought to provide ample opportunities for educators to engage in meaningful dialogues with their peers, wherein they can reflect upon their learning experiences. These discussions should encompass the application of knowledge and skills acquired through Continuing Professional Development endeavours within their day-to-day instructional practices. The school administration has the option to extend invitations to Continuing Professional Development teams from other educational institutions in order to facilitate the exchange of successful experiences pertaining to the implementation of school-based Continuing Professional Development policies.

The act of sharing and networking

As educators actively pursue and generate knowledge, their reservoir of knowledge expands. As educators disseminate their expertise among their peers, both within and across educational institutions, their collective professional knowledge base also expands. It is highly recommended and essential to promote and provide support for the establishment of a cross-school network and community of coordinators for Continuing Professional Development (CPD). This initiative aims to strengthen the collective endeavours of individual schools in effectively

implementing policies related to teachers' Continuing Professional Development. Regular communication and information sharing among coordinators of Continuing Professional Development can contribute to the reduction of disparities in the management of Continuing Professional Development across different educational institutions. Primarily, the collaboration of professional networks consisting of cross-school Continuing Professional Development coordinators can significantly enhance the capabilities of schools and individuals to establish connections, engage in inquiry, and foster innovation collectively.

Sources of Continuing Professional Development

The primary sources of Continuing Professional Development (CPD) encompass local authorities, educational institutions, typically supplemented by external assistance, and universities that bear the responsibility for teacher training. Various national organisations provide educational courses that are available for teachers to enroll in. In addition, certain private enterprises also provide opportunities for CPD. At the municipal level, educational advisers coordinate and arrange professional development courses that are available for teachers to participate in. A significant number of these courses depend on the resources and personnel provided by the local authorities, although external speakers are often engaged.

Institutions facilitating CPD programmes for teachers in India.

The District Primary Education Programme (DPEP), the *Sarva Shiksha Abhiyan* (SSA), the *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) and *Samagarashiksha* have all been important in setting up systems for the ongoing professional development (CPD) of government school teachers in India. These national programmes have made it easier to decentralise in-service teacher education by setting up Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs). These centres are the main places where teachers at the grassroots level can get training, mentoring, and academic support (MHRD, 2018; NCERT, 2020).

The CPD infrastructure is strong in the state of Kerala. Presently, more than 140 BRCs and over 1,500 CRCs function throughout the state under the SSA framework, offering continuous academic assistance and peer networking possibilities for educators (Government of Kerala, 2020). In addition to this decentralised structure, there are 14 District Institutes of Education and Training (DIETs), one in each district. These are the main places where teachers can get training before and after they start working. Kerala also has a number of Institutes of Advanced Studies in Education (IASEs), which do research, create new curricula, and train teacher educators at a higher level (SCERT Kerala, 2019). These groups work together to create a cohesive and multi-layered CPD ecosystem that aims to improve the quality of teachers, classroom practices, and educational fairness across the state. Additionally, there are numerous teacher networks and groups that facilitate collaboration and professional development among educators. Numerous non-governmental organisations (NGOs) and other agencies are actively engaged in the provision of teacher training, frequently incorporating their own curriculum interventions. These entities ought to be acknowledged as platforms and organisations dedicated to the enhancement of teachers' professional development.

Locations and Organisations

By implementing the proposed approach to specialize and delivering training, educational institutions and various organisations associated with teacher development can effectively collaborate to support teachers. This collaboration will yield significant positive outcomes and mutual advantages, rather than isolating teachers and other institutions. Furthermore, it is worth considering the following aspects: For instance, the provision of extension services to school teachers by university and college faculties of science, humanities, and social sciences involves the establishment of dedicated laboratories and libraries that are made accessible to teachers. Through this initiative, teachers are able to collaborate with faculty members, exchange knowledge, and stay updated on the latest advancements and innovative ideas. Teacher Learning Centres (TLCs) located within teacher education institutions have the potential to function as hubs for both pre-service education and the ongoing professional development of in-service teachers. In addition to offering specialized services to their alumni, educational institutions can also provide ongoing guidance and track the professional development of their graduates.

Educational institutions, under the guidance of proactive principals and with the capacity to provide supplementary faculty, have the potential to evolve into resource hubs for nearby schools. These may also encompass educational institutions operated by Non-Governmental Organisations (NGOs) and other private organisations that are committed to enhancing the progress of all schools in the local area regardless of their government or private status, and irrespective of their affiliation with any specific board.

State level organisations such as SCERT, SIEMAT, SIET, KITE etc. are seen doing pivotal roles in the expansion of CPD activities of teachers. College of Teacher Education (CTE), Institute of Advanced Studies in Education (IASE), District Institute of Education and Training (DIET), Block Resource Centre (BRC), Cluster Resource Centre (CRC) may also engage in the exploration and development of training programmes with the objective of enhancing academic performance or addressing the specific requirements of schools or student cohorts within the district. In addition, there is a possibility that they will prioritise the provision of school-based assistance to educators through close collaboration with school administrators.

The National Educational Policy (NEP) 2020 in India stands for a notable change in the perspective towards teacher development and education. The significance of continuing professional development for teachers at every level is stated. These are the fundamental elements of the policy concerning teacher development.

Continuous 50 Hours of CPD for Teachers: The NEP 2020 suggests that all teachers should undergo at least 50 hours of CPD every year.

Opportunities for Self-Improvement: The NEP 2020 guarantees that teachers are offered continuous chances to enhance their skills and knowledge. This approach is designed to assist educators in staying abreast with the most recent trends, innovations, and advancements in their specific areas of expertise.

Diverse Modes of Professional Development: The policy has proposed various modes for teacher development, including local, regional, state, national, and international workshops.

CPD Framework for English Language Teachers

The British Council, (2015) has outlined a comprehensive approach to Continuing Professional Development (CPD) for educators and professionals. This approach was structured around four distinct stages of development and emphasizes twelve professional practices essential for teachers. Four stages are a) Awareness, b) Understanding, c) Engagement and d) Integration.

Twelve professional practices are essential for teachers to bring quality in the class room according to the British council (*British Council, 2015*) are:

Planning Lessons and Courses: This practice involves the strategic design of lesson plans and course structures.

Understanding Learners: This critical aspect focuses on recognizing and appreciating the varied backgrounds, learning styles, and motivations of students.

Managing the Lesson: This practice deals with the effective delivery of lessons.

Knowing the Subject: It is crucial for educators to have a deep and current understanding of their subject matter.

Managing Resources: This involves the efficient use of educational resources, including materials, technology, and human resources.

Assessing Learning: Regular and effective assessment of student.

Integrating ICT: The integration of Information and Communication Technology in education is vital in today's digital age.

Taking Responsibility for Professional Development: Educators are encouraged to actively pursue their professional growth, staying updated with the latest educational trends and practices.

Using Inclusive Practices: This practice emphasizes the need to create an inclusive learning environment.

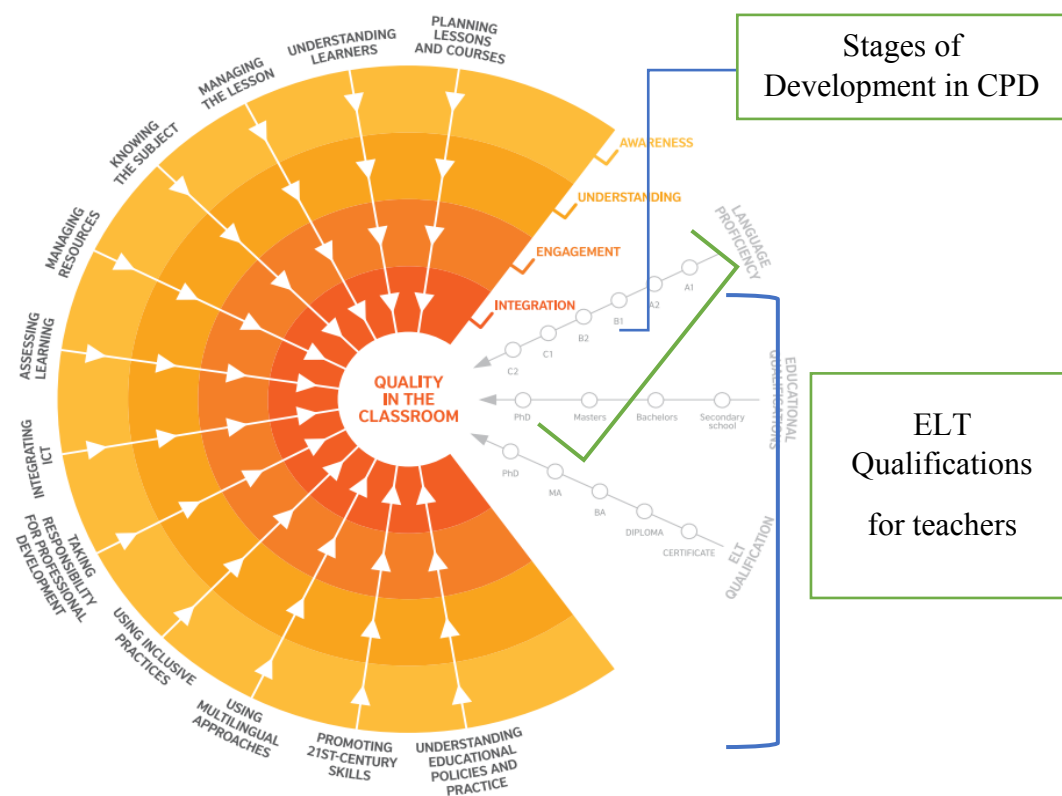
Using Multilingual Approaches: Recognizing and incorporating the multilingual backgrounds of learners.

Promoting 21st-Century Skills: Teachers are tasked with equipping students with critical thinking, creativity, collaboration, and communication.

Understanding Educational Policies and Practice: An awareness of the current educational policies and practices is essential.

Figure 7

Four stages CPD and twelve professional Practices combined for English language Teachers.



The right side of the figure highlights three key elements essential for English Language Teachers: formal educational qualifications, ELT (English Language Teaching) qualifications, and language proficiency. These components collectively form the foundation of a competent and effective English language educator. Formal educational qualifications ensure a broad understanding of teaching methodologies and pedagogical theories, while ELT qualifications specifically hone skills and knowledge pertinent to teaching English as a second or

foreign language. Additionally, high language proficiency is crucial, as it not only enables clear and accurate communication but also serves as a model for learners, demonstrating the practical application and mastery of the English language. The English language proficiency is measured in CEFR scale. A1 to C2, is a widely used system for grading an individual's language proficiency, particularly in European contexts.

Characteristics of Effective CPD

Cambridge University in 2015 published a white paper on “Effective Professional Development: Principles and best practice”, taking into account of the systematic reviews of CPD literature and research studies in the field of Teacher Education and ELT, Cambridge University has outlined core set of principles that characterize effective CPD programme.

Figure 8

Characteristics of Effective CPD (Source: Cambridge Papers, 2018)



Effective programmes are

Impactful: when they cater to the varied requirements of educators and their students.

Needs-based: when teachers granted autonomy in shaping their own (CPD) programme and in establishing CPD objectives.

Sustained: when it last for a long time in order to be effective.

Peer-collaborative: when the methods teachers use to learn through in-practice, teachers learn by doing, dealing with real problems and coming up with workable answers.

Reflective: when they are set up in the context of action research or inquiry cycles.

Evaluated: when institutions and teachers should also look at the quality and effectiveness of their CPD programmes.

It has suggested a new model for professional development. Multiple systematic reviews Robinson *et al.* (2009) Walter and Briggs (2012) have focused on the effects of teachers' professional learning on students' learning through improvements in teacher learning. These reviews have found that enhancing teachers' ability to teach effectively has a substantial impact on students' progress and leads to improved learning outcomes.

The Government of India, through the National Education Policy (NEP 2020), has recommended that every teacher should take part in a minimum of 50 hours of Continuous Professional Development (CPD) every year. This guideline recognises that teachers, like learners, also need continuous opportunities to learn, grow, and adapt to changing educational needs. The 50 hours are not meant to be a mechanical requirement but a meaningful space for teachers to explore new ideas, share experiences, and strengthen classroom practices. These hours can include workshops, online courses, peer mentoring, classroom research, or collaborative projects.

Teachers are encouraged to choose activities based on their interests and classroom needs, making CPD more flexible and teacher-driven. The policy also connects this practice with the National Professional Standards for Teachers (NPST), promoting reflection, innovation, and evidence-based teaching. In essence, the 50-hour CPD framework shifts professional development from a one-time event to a continuous, reflective process that helps teachers remain creative, confident, and future-ready.

Research studies on CPD

Boyalan, (2023) presented a conceptual review on re-imagining transformative professional learning for critical teacher professionalism. The following are the major findings of the review. There is a lack of theoretical development in the field of transformative professional learning. Current literature tends to focus on only a few aspects, such as agency, collaboration, or educational purpose. In this discussion, the researcher argued that transformative professional learning ought to be firmly rooted in a comprehensive understanding of its purpose, knowledge acquisition, and the intricate connection between the acquired knowledge and its application. This study identified various potential approaches to implementing professional learning that can promote the development of critical teacher professionalism. The researcher used a comprehensive method, utilising both narrative and systematic approaches, to review the existing research on transformative professional learning that encompasses educational and social transformation.

Padhiyar (2023) studied CPD level of primary school teachers in the state of Gujarat, India. The study examined the professional development of teachers and the specific CPD activities they are implementing. The current challenges that individuals are encountering, as well as the forms of assistance provided by educational institutions and governmental entities, are discussed. As part of a survey, a total of 835 primary school teachers from various districts of the Gujarat state have provided responses in the inventory. The responses provided valuable insights regarding the present state of Continuing Professional Development (CPD).

A significant portion of individuals exhibited a deficiency in motivation and a lack of initiative in engaging in CPD. Individuals face personal and professional challenges that may hinder their ability to engage in CPD. However, the majority of individuals indicated that they possessed comprehension and engage in the execution of professional development activities that were grounded in a solid foundation. A significant portion of individuals demonstrated a lack of higher education, absence of affiliations with organisations, and a general lack of initiative. The educators exhibited greater engagement in conducting instructional sessions and ensuring timely completion of the curriculum, while comparatively less emphasis was placed on their professional growth. Based on the research questions, it was found that teachers believe that CPD is a distinctive method that can benefit not only teachers, but also students and educational institutions. However, it was observed that school authorities show less enthusiasm in promoting CPD activities. The school management does not prioritise CPD as they perceive it to be time-consuming and an additional burden. However, based on the research findings, it is evident that the collective efforts made by the school management will enable teachers to engage in CPD activities, ultimately leading to the enhancement of the quality of education.

Alison *et al.* (2023) examined the “potentialities and limitations of problem-based learning (PBL) as a model for continuing professional development in the context of teacher professionalism.” Based on extensive international scholarly research, our study centres on five fundamental principles of problem-based learning (PBL): problem identification, self-directed learning, group collaboration, critical reflection, and variation in PBL design. The researcher evaluated the potential impact of these principles on fostering transformative change within the realms of the profession, education, and broader society. Despite the presence of unique national political and institutional obstacles related to the execution of problem-based learning (PBL), they contended that this progressive pedagogical method in higher education has the potential to serve as the future trajectory for teacher professional development. The challenges of the 21st century have compelled

policymakers on a global scale to contemplate the potential reimagining of education.

Kennedy, (2022) conducted a case study in an urban post-primary school setting. The study examined a teaching and learning group, referred to as a Teaching and Learning Club (T&L Club), as a potential model for sustainable professional development among teachers. The cohort comprised 18 individuals selected from a total staff of 90 educators, and had been established for a duration of four years at the time of the study. The research findings indicated that the T&L Club exhibits certain similarities with Communities of Practice (COPs) and Professional Learning Communities (PLCs). However, it sets itself apart from these groups by deliberately excluding accountability measures. The groups members maintain that the emotional benefits derived from their membership serve as an ongoing source of motivation for their professional growth, thereby ensuring the group's long-term viability. Despite not exhibiting all the attributes commonly found in successful Professional Learning Communities (PLCs) and Communities of Practice (COPs), the group were still meeting the professional learning requirements of its members, as stated in the literature.

Abakah *et al.*, (2022) undertaken a study to investigate the existing state of continuing professional development (CPD) among primary school educators in Ghana. This study examined the professional development needs of teachers, the frequency and types of professional development opportunities available to them, and the obstacles that hinder their participation in such activities. The study utilised a cross-sectional survey methodology, which involved a sample size of 456 teachers. The findings of this study revealed that teachers expressed a need for professional development in specific areas, namely "ICT skills for teaching," "research and dissemination," and "teaching students with special learning needs." Additionally, it was disclosed that the prevailing practices for continuing professional development (CPD) encompassed workshops, in-service training, and continuing education. Nevertheless, these practices were infrequently offered and seldom fulfilled the developmental requirements of the educators. The participation of teachers in

continuing professional development (CPD) activities was found to be minimal. This can be attributed to various factors, including the absence of available CPD offerings, insufficient information regarding the prerequisites for CPD activities, and a lack of support from schools. The study draws the conclusion that the present continuing professional development (CPD) situation among teachers in Ghana is indicative of a dearth in the implementation of a comprehensive CPD policy framework. Hence, it is imperative to establish a comprehensive Continuing Professional Development (CPD) policy framework that will effectively govern the provision, engagement, and practices of teachers in Ghana.

Bendtsen, Forsman, & Björklund, (2021) conducted an inquiry into the most effective methods for facilitating sustainable professional development continues to present a formidable challenge. The study is about the framework of Professional Learning Communities (PLCs) as a long-term objective for CPD, employing Action Research (AR) principles as an organisational method. The objective of this study was to examine the manner in which teachers' continuing professional development (CPD) can be organised and supported in order to foster long-term professional growth. In the present context, the term 'sustainable' pertains to the enduring impact of professional learning that extends beyond the timeframe of the specific course under consideration. A case study was conducted using a Continuing Professional Development (CPD) course that incorporated Augmented Reality (AR) technology. The study specifically examined the participants' perceptions of how the course influenced their professional practice, as well as the factors that facilitated this outcome. The data consisted of qualitative interviews conducted with a group of 11 in-service teachers who had successfully completed the course. These interviews were conducted 6 months after the completion of the course. The interviews were analysed using a qualitative content analysis approach, employing an inductive method. The analysis has identified eight distinct categories that pertain to the participants' experiences regarding the impact of the augmented reality-inspired continuous professional development (CPD) process on their professional practice.

Derakhshan *et al.*, (2020) examined the importance of CPD needs and perspectives on research among a cohort of 177 Iranian EFL teachers selected through convenient sampling. The success of teachers was found to have a significant and positive correlation with both their perspectives on research and their attitudes towards it. The CPD requires all of its sub-components, as well. The aforementioned findings were also corroborated by comprehensive evidence. The results of the Structural Equation Modelling (SEM) analysis indicated the perspectives of both teachers regarding research and their perceived perceptions. The needs of CPD were found to be positive and significant predictors of Iranian teachers' high perceptions of Achievement in one's career based on the findings of the current study, it can be inferred that for EFL teachers to achieve success, it was imperative that they possess positive attitudes towards research and its importance.

Sims (2019) argued that teacher professional development (TPD) is more efficacious when it is of a sustained nature, promotes collaboration, focuses on specific subjects, incorporates external expertise, garners support from teachers, and was centred around practical application. The aforementioned consensus perspective has been duly integrated into governmental policies and official guidelines across multiple nations. This paper aimed to critically evaluate the evidence supporting the prevailing consensus by highlighting significant methodological limitations in the reviews upon which it is founded. Specifically, it argued that these reviews suffer from inappropriate inclusion criteria and rely on an invalid inference method. Hence, it is probable that the prevailing perspective is erroneous. There is a contention that researchers could achieve greater advancements in identifying the attributes of effective professional development by seeking congruence between evidence derived from fundamental research on the acquisition of human skills and the characteristics of rigorously evaluated interventions in professional development.

Masoumi, Hatami, Pourkaremi (2019) the examined the strategies employed by education institutions in order to promote the professional growth of faculty members. In an effort to gain insight into the challenges and discrepancies within faculty roles and areas of faculty development in Iran. The primary objective of this

study was to analyse the nature of Faculty Development activities and the manner in which they are implemented. By doing so, the authors aim to provide a comprehensive understanding of the current state of FD in Iran, considering its status as a developing nation. The study employed rigorous design and methodology to investigate the research question at hand. To investigate and delineate the attributes of faculty development and examine the patterns observed a sequential explanatory multiple sources design was employed (Creswell, 2012). This design had two distinct phases. The initial step of this study was the analysis of several papers pertaining to faculty professional development. These documents included decisions, agreements, The Job Structure Memorandum, as well as pertinent policies and documents from the Iranian Ministry of Science, Research and Technology and the higher education institution under investigation. Subsequently, data pertaining to the field was gathered through a series of semi-structured interviews conducted with faculty members inside the designated Higher Education (HE) environment. The results of the study indicated that the examination of the gathered data revealed three distinct topics: policies and procedures, faculties' professional development in practice, and the problems and future opportunities linked with these subjects. The results of this study provided insights on the occurrence and nature of faculty development activities, as well as the identification of problems and complexities in the continuing professional development of faculty members in Iranian higher education.

Forrest (2018) studied about “student-centred teaching and explicit instruction of International Baccalaureate Approaches to Learning skills”. The objective of this study was to engage educators who teach the International Baccalaureate (IB) curriculum in the process of formative assessment and summative evaluation of a continuing professional development (CPD) programme. The data collection method chosen for this study was focus groups, primarily due to its emphasis on the collective perspectives of the participants. The participants in this study consisted of twelve educators who possessed a range of backgrounds and experiences. The findings suggested that the assessment of teachers' development through continuous professional development (CPD) and the development process

itself were complex and challenging. Similarly, distinguishing between "student-centred" and "teacher-centred" teaching in terms of facilitating self-regulated learning was also a complex task. Disparities were observed in the responses and professional growth of experienced teachers, specifically those holding a Postgraduate Certificate in Education (PGCE) qualification, and new teachers, particularly those lacking a PGCE, in relation to their engagement with Continuing Professional Development (CPD) and their progress towards the objectives of CPD. Nevertheless, these concerns were gradually addressed through the CPD program's focus on collegiality and its alignment with prior CPD and IB benchmarks for teaching and learning. The growing proficiency and willingness of students to engage in student-centred teaching have facilitated the professional growth of teachers, shedding light on the role of enculturation in promoting learning. Significantly, the utilisation of formative assessment facilitated the researcher's comprehension of the intricate and gradual process of teachers' growth, while also providing valuable insights into the role of continuous professional development (CPD) in fostering such development. This study provides evidence that short-term implementation of a comprehensive school-wide professional development (CPD) programme, known as the "training model," can effectively improve teachers' focus on student-centredness and enable them to explicitly teach ATL (Approaches to Learning) skills. Additionally, it highlights the value of utilising focus groups for both formative assessment and summative evaluation of teachers' CPD.

Bodil Svendsen (2017) examined the effects of a collaborative teacher professional development programme on teachers' professional growth. The objective of this study was to investigate the perceptions of science teachers towards school-based collaborative teacher professional development programme. The findings in the study were generated through the utilisation of constant comparative analysis on data obtained from three educational institutions. The findings suggested that the teachers who took part in the study perceived a noticeable impact on their pedagogical approach and cognitive processes related to the instruction of science. Furthermore, the results indicated a favourable impact on the educators' perspectives regarding collaborative efforts. The study provided positive insights to additional

analysis on the role of reflection in enhancing the professional development of teachers.

Susan E. Jones, (2016) examined the effect of continuous professional development (CPD) on English language teachers' classroom practice. The study found that continuous professional development had a positive impact on English language teachers' classroom practice. The study found that teachers who participated in continuous professional development were more likely to use student-centred approaches in their classrooms, such as group work and project-based learning. The study also found that teachers who participated in continuous professional development were more likely to use technology in their classrooms, such as online resources and apps. The study also found that continuous professional development had a positive impact on teachers' confidence and self-esteem. The study found that teachers who participated in continuous professional development were more likely to feel confident in their ability to teach English and more likely to feel that they were making a difference in their students' lives.

Mark S. O'Neill in (2015) examined the impact of continuous professional development (CPD) on English language teachers' attitudes and behaviours. The study found that CPD had a positive impact on teachers' attitudes and behaviours, with teachers reporting feeling more confident and effective in their work as a result of the training. The study also found that teachers who participated in CPD were more likely to use technology in their classrooms and to engage in professional development activities outside of work. The study was conducted with a sample of 30 English language teachers in Vietnam. The researchers used a mixed-methods approach, including surveys, interviews, and observations, to collect data. The findings of the study suggest that CPD can be an effective tool for improving English language teachers' attitudes and behaviours. The study also suggests that teachers who participate in CPD are more likely to be successful in their work and to have a positive impact on their students.

Jiang, Y (2015) The study found that the primary teachers who participated in the professional development schools in China were able to develop their

professional knowledge and skills through the programme. The programme also helped to improve the teachers' teaching practices and student outcomes. The study also found that the teachers who participated in the programme were more confident in their teaching abilities and were more likely to take on leadership roles within their schools. The study used a mixed method, approach, including surveys, interviews and observations, to collect data from the teachers who participated in the programme.

Meke, E. S. (2014) in her study presented an analysis of the perspectives held by Primary School teachers in the Zomba Rural Education District in Malawi regarding their preferences for the implementation of CPD programmes. The focus of this study was the observation that, despite the efforts made by the Government of Malawi to establish mechanisms for the effective execution of Continuing Professional Development (CPD) programmes for primary school teachers, there has been a lack of progress in enhancing teachers' instructional methods within the classroom setting. The present study employed a mixed method design, encompassing the collection of both quantitative and qualitative data through the administration of questionnaires, conducting focus group discussions, and conducting interviews. A total of 798 educators, constituting 47% of the teaching staff within the district, provided responses to the survey. The researchers conducted a total of 34 focus group discussions with teachers from a diverse range of schools. Additionally, interviews were conducted with 34 head teachers. The study centred its attention on various elements of Continuing Professional Development (CPD) implementation, including the mode, venue, duration, time of the year, organisation, form of recognition, and nature of the CPD programmes. The findings indicate a disparity between the preferences of educators and the manner in which professional development programmes are executed within the district. This necessitates a collaborative effort between organisers of CPD programmes and educators.

Siebrich, Van de Grift, *et al.*, 2014 investigated the "relationship between beliefs about learning and teaching and collaboration by 452 secondary school teachers." Study found strong relations between subject-matter-oriented beliefs and

a lack of collaboration, as well as between student-oriented beliefs and substantial collaboration. The study found that the correlation between teachers' beliefs regarding learning and teaching and their engagement in continuous professional development (CPD) a noteworthy association between student-centred beliefs and CPD participation. However, no significant correlations were found for subject-matter-oriented beliefs. The findings from the SEM results confirm that student-oriented beliefs play a more significant role in CPD participation compared to subject-matter-oriented beliefs. The correlation between student-oriented beliefs and engagement in continuous professional development (CPD) suggests that teachers who prioritised the needs and interests of their students are more likely to actively participate in activities aimed at updating their knowledge and skills, engage in reflective practices regarding their work, and collaborate with their fellow colleagues. Based on the findings, the researchers concluded that there was no discernible correlation between subject-matter-oriented beliefs and teachers' engagement in CPD.

Abakah, E (2023) examined the effectiveness of a continuing professional development (CPD) programme in a secondary school in the United Kingdom. The study used a mixed-methods approach, including interviews, surveys, and observations, to collect data from teachers and administrators. The findings of the study showed that the CPD programme had a positive impact on teachers' knowledge and skills, as well as their confidence and motivation. The programme also helped teachers to develop their professional networks and to collaborate more effectively with their colleagues. However, the study also found that the programme was not without its challenges, and that it was important for teachers to have adequate time and resources to participate in the programme.

Ryan, Zuzovsky, *et al.* (2012) at the University of Melbourne in Australia, examined the effectiveness of Professional Development (PD) in English language teaching (ELT) in enhancing teachers' skills and improving student outcomes. The study found that PD can significantly improve teachers' knowledge, skills, and confidence, as well as students' achievements in ELT. The study also found that the

effectiveness of PD depends on several factors, including the quality of the PD program, the relevance of the content, and the support provided to teachers. The study concluded that PD can be an effective tool in enhancing teachers' skills and improving student outcomes in ELT, but it is important to ensure that the PD programme is high-quality and relevant to the needs of teachers and students.

Mokhele (2012), found that there is a widespread acknowledgement of the significance of continuing professional development (CPD) programmes in enhancing education. However, critical evaluations of research on professional development consistently highlight the lack of effectiveness in the majority of these programmes. Moreover, numerous educators express discontentment with the professional development opportunities provided to them within educational institutions and assert that the most efficacious development programmes they have encountered have been self-initiated. It is widely acknowledged that numerous continuing professional development (CPD) programmes have yet to fully grasp the concept of professional development as perceived by teachers. These perspectives facilitated comprehension of the motivations behind teachers' participation in these programmes and the impact that these programmes have on both the teachers themselves and their classrooms. This elucidated how professional development programmes can be enhanced. The report shifted the focus of professional development back to the teachers. The study investigated the viewpoints of a cohort of South African educators regarding Continuing Professional Development (CPD) in a comprehensive manner. It delved into their individual interpretations of CPD, as well as its significance within the framework of their professional responsibilities. Through conducting interviews with a selected group of teachers who participated in a professional development programme focused on science and mathematics, the researchers investigated the teachers' perspectives regarding the intervention. This inquiry aimed to understand the significance of the intervention to the teachers and their professional endeavours, as well as the influence it had on their instructional methods within the classroom. The researchers provided a comprehensive analysis of the data obtained from a longitudinal study conducted on the teachers, offering a more in-depth examination of the findings. The researchers posited that, when

considering the data, it can be observed that continuing professional development (CPD), despite its good intentions and effective implementation, is subject to varying reception among teachers due to their individual circumstances and level of commitment to the programme. The researchers subsequently deduced that a stronger alignment between the personal circumstances and motivations of the teachers and those of the CPD intervention increased the likelihood of a meaningful outcome for the teachers involved. It is suggested that policymakers and other providers of CPD should aimed to achieve a cohesive and shared objective.

In the study conducted by Kennedy (2011), an investigation was undertaken to explore the perspectives of stakeholders regarding the desirability of engaging in collaborative continuing professional development (CPD). Additionally, the study sought to identify and analyse potential obstacles that may hinder the implementation of such collaborative CPD initiatives. The analysis is based on two separate research endeavours that investigate the perspectives regarding Continuing Professional Development (CPD) among teachers in Scotland. The dataset comprises of interviews conducted with key informants and practising teachers, along with survey data collected from teachers within a period of 2-6 years. The analysis of the data indicated a perspective that aspires to collaborative continuous professional development (CPD). However, certain data also indicate a practical and occupational approach to CPD, where the structure of the CPD framework was perceived as rigid and not conducive to collaborative efforts. The data were analysed in relation to the triple lens framework, which provided a comprehensive framework for comprehending teacher learning. The analysis examined in relation to the expanding body of literature on collaborative Continuing Professional Development (CPD) and the present policy landscape in Scotland, elucidating significant findings that are applicable to broader European and international contexts.

Sarah E. Howard (2012) studied the Effect of Continuous Professional Development on English Language Teachers' Performance," conducted in an urban school district in the US using mixed-methods approach. The findings of the study were that teachers who participated in continuous professional development had

higher levels of self-efficacy, improved classroom management skills, and increased student achievement in English language.

Dilshad and Iqbal, (2012). conducted to identify and rank the quality indicators associated with teacher education programmes. To achieve this objective, the opinions of teacher educators were surveyed and compared by gender and by traditional and contemporary teacher education institutions (TEIs). The survey method was used to acquire data for this descriptive-natured study. Overall, 526 male and female teacher educators were contacted to acquire data. The study's sample consisted of teacher educators, including the leaders of Education Departments/Institutes at Pakistan's public universities. Frequencies and percentages were utilised to determine the respondents' demographic information. To ascertain the relative significance of quality indicators, the mean response value and 61 standard deviations were calculated. The t-test was used to compare the perceptions of teacher educators regarding quality indicators by gender and institution type. According to the findings, the faculty of Teacher Education Institutions (TEIs) identified 17 indicators crucial, 12 indicators moderately crucial, and one indicator unimportant. "Teachers' professional development" received the highest rating, while "publication of self-assessment reports" received the lowest.

Kothari & Shelat, (2009), in their paper titled "Teacher Education Programme at the Secondary Level: Some Issues" the authors conducted a thorough assessment of the Secondary Teacher Education Programme in the nation. According to the findings of their research, the current state of Secondary Teacher Education in the country presents a combination of forward-thinking goals and innovative approaches, as well as educational distortions and structural deficiencies. Upon retrospective analysis, it becomes evident that there has been an evolution in the terminology used to describe the process. Specifically, the term "training" has transitioned to "education." However, it is noteworthy that the overall system has largely remained unaltered.

The NCERT (2009) conducted a survey with the aim of producing a report on the Comprehensive Evaluation of the CSSTE. The purpose of this evaluation was

to assess the implementation of the Teacher Education Scheme and evaluate the technical and infrastructural capabilities of DIETs, CTEs, and IASEs in all states and union territories of India, in relation to their assigned responsibilities. The study aimed to assess the overall aspects of accessibility, adequacy, and utilisation of physical infrastructure, faculty members, pre-service and in-service programmes, development and extension activities, research and innovation, as well as the adequacy and utilisation of financial assistance (both from central and state sources). Additionally, the study examined the monitoring and evaluation criteria employed to ensure the efficiency and effectiveness of the institution, as well as its networking with national, regional, state, district, and sub-district level institutions and organisations involved in school education and teacher education.

The evaluation survey method was utilised, incorporating both quantitative and qualitative techniques for the purpose of data collection and analysis. The study findings indicate that there is a significant lack of academic and technical staff in all the IASEs. It was observed that most of these institutions have only received a single grant, with no subsequent funding provided for recurring expenses. The position of librarian was found to be unoccupied in approximately 32% of the sampled Institutes of Advanced Studies in Education (IASEs). In over 50% of the Institutes of Advanced Studies in Education (IASEs), there was a lack of appointment of a Physical Education instructor. In half of the sampled institutions of higher education, a fewer than half of the academic positions were filled. Approximately 68% of the International Agricultural Science and Engineering (IASE) institutions experienced a deficiency in personnel with technical expertise in their respective positions. In addition, the majority of Institutes of Advanced Studies in Education (IASEs) also failed to prioritise the development of instructional materials.

D'Andrea, (2007) examined the impact of professional development on English language teachers' student learning. The study found that professional development had a positive impact on teachers' student learning, and that the impact was greater when teachers were involved in ongoing professional development. The study also found that professional development was most effective when it was

tailored to the needs of teachers and their students. The study concluded that professional development should be an integral part of teachers' ongoing professional development, and that it should be tailored to the needs of teachers and their students. The sample for the study was a group of teachers who had participated in a professional development programme. The method for the study was a mixed-method approach, which included a survey and interviews. The findings for the study were that professional development had a positive impact on teachers' student learning, and that the impact was greater when teachers were involved in ongoing professional development. The study also found that professional development was most effective when it was tailored to the needs of teachers and their students, and that it was most effective when it was supported by a school-wide commitment to professional development.

David (2012). reviewed the effects of continuous professional development (CPD) on English language teachers' professional development. The study found that CPD had a positive effect on teachers' professional development, with teachers reporting that they felt more confident in their teaching and that they had gained new skills and knowledge. The study also found that teachers who participated in CPD were more likely to stay in the profession than those who did not. The study was conducted in the UK with a sample of 40 English language teachers. The method was a mixed methods approach, with both qualitative and quantitative data collected. The findings were that teachers felt more confident in their teaching and that they had gained new skills and knowledge as a result of participating in CPD. The study also found that teachers who participated in CPD were more likely to stay in the profession than those who did not.

Van Veen and Slegers (2006). In a small, qualitative examined teachers' perceptions of their work in the present educational reform landscape. Theoretical framework of cognitive social-psychological approach to emotions provides insight into the significance that teachers hold in the context of reforms. Six secondary school teachers from the Netherlands were interviewed, each with distinct professional orientations. The findings demonstrated how educators evaluated the

connections between their professional beliefs and the practical challenges they encounter.

Burchell (2002) in her study investigated the components that comprise evidence of the impact on practice that arises from teachers' involvement in Continuing Professional Development (CPD) courses. The researchers presented two case studies of educators who have successfully obtained a Master's Degree in Education. These case studies provided insights into the personal perspectives of the educators themselves, as well as the perceptions of their colleagues, regarding the influence that their academic pursuits have had on their professional practices within the school setting. The case studies were derived from interviews conducted shortly after the conclusion of the course and one year later. These case studies illustrated various methods by which impact can be exhibited. There was an argument suggesting that this situation has implications for institutions offering higher education courses and schools. These entities were required to exhibit flexibility in their interpretations of the connection between professional development and its impact. The researchers strongly advocated for the attentive consideration of individual narratives pertaining to the experience of Continuing Professional Development (CPD).

Policy Analysis Studies

Jal Metha (2013) The educational policy in the United States underwent significant and expeditious transformation during the period spanning from 1980 to 2001. The concept of accountability was implemented in a domain that had previously exhibited a loose connection. As a result, both major political parties reassessed their longstanding stances, and there was a notable transfer of institutional authority over education to the federal government, marking a significant departure from previous practices in the nation's history. The observed transformations cannot be accounted for by conventional theoretical frameworks, such as interest groups, rational choice theory, and historical institutionalism. Based on an extensive analysis of archival sources and a comprehensive set of over 80 interviews, the present article posits that the aforementioned shift can be attributed

to a modified policy paradigm that effectively reconfigured the political terrain in relation to the reform of education. In a broader sense, it has been noted by previous scholars that policies have the ability to shape political dynamics. However, it is important to acknowledge that paradigms also play a significant role in influencing political processes.

Young (1999) Suggested from an observation that educational policy studies are limited in their theoretical and methodological frameworks. There is a contention that the predominant approach in educational policy studies, which adheres to a conventional rationalist framework, fails to offer a comprehensive comprehension of the policy issues under investigation. Consequently, it is suggested that relying solely on the findings of these studies as the foundation for formulating educational policy is not advisable. The author presented a persuasive argument, delineated a systematic approach, and exemplifies the efficacy of employing multiple theoretical frameworks in educational policy research. In order to elucidate this process, conventional and critical theories and methodologies are employed to scrutinise and assess the identical matter: the correlation between parental involvement policy and the engagement of Mexican-American mothers from an economically disadvantaged community in their children's educational pursuits.

Syed Mahmood, (1895) reviewed Indian Education System. He found that the British came across a comprehensive system of primary and secondary education in India, characterised by a practical focus on the former and a literary, philosophical, and religious emphasis on the latter. The initial phase of British endeavours, concluding in 1823, primarily involved charitable initiatives carried out by missionaries. These endeavours were often characterised by their aesthetic appeal and seclusion. During the subsequent era, spanning until the year 1854, the Government commenced a consistent effort to prioritise the advancement of higher education. This particular period holds greater interest compared to both the preceding and subsequent periods. This is primarily due to the fact that it was marked by extensive discussions and resolutions on crucial matters of principle, such as the status of the English language and the state of elementary education.

Methodological Concerns and Studies

Valzado *et al.* (2023). conducted a study on the aspects of pedagogical skills exhibited by instructors in the context of the "new normal" utilising an exploratory sequential design. The study revealed that the pedagogical skills of teachers had a positive impact on classroom instruction, resulting in improved academic performance among students. The sample consisted of 17 participants who were deliberately chosen. Among them, ten teachers were assigned to in-depth interviews, while seven teachers were assigned to focus group discussions. Additionally, a total of 300 participants were randomly selected. The findings of the thematic analysis indicated that the experiences of teachers' pedagogical skills in the new normal gave rise to eight significant themes. These themes include E-learning, Modular Distance Learning, Home Visitation, Collegial Teaching Practices, Compassionate Teaching, Systematic Teaching Approach, Slow Internet Connection, and Professional Development. Additionally, the findings obtained from the Exploratory Factor Analysis (EFA) indicated the presence of two latent factors: Pedagogical Skills Enhancement and Technological Differentiated Instructions. The evidence suggests that implementing differentiated instruction is a more efficacious approach for improving teachers' pedagogical practices.

Eze *et al.* (2021). examined the obstacles of by the COVID-19 pandemic and its effects on the educational sector in Nigeria. The study employed a sequential exploratory mixed method methodology. The findings of the study indicate that the COVID-19 epidemic has presented various obstacles in the field of education, such as the closure of educational institutions, suboptimal learning outcomes, disparities in access to educational opportunities, and deficiencies in skill development. Moreover, the ongoing pandemic has had a detrimental effect on the field of education, leading to a decline in school enrolment, exacerbating educational disparities, hampering academic performance, compromising the well-being of students inside educational institutions, and presenting obstacles in terms of evaluating student progress and facilitating smooth transitions between educational levels.

The study conducted by Aghabarari and Rahimi (2020) examined the perceptions of EFL teachers on their professional development within the context of a practicum course. The research demonstrates the value of employing a mixed methods approach, incorporating both quantitative and qualitative methodologies for data collection and analysis. In order to collect quantifiable data, a sample of 100 English as a Foreign Language (EFL) instructors was administered a questionnaire. The findings from the examination of quantitative data indicated that the participants held generally good retrospective judgements regarding the practicum course and its impact on their professional growth. The study also revealed that individuals classified as beginner instructors, defined as having 1-5 years of teaching experience, as well as participants who engaged in a practicum course lasting two semesters or more, and those who completed the practicum after a change in the teacher education curriculum, exhibited more favourable attitudes about the practicum course. The findings from the qualitative analysis indicated that the student teachers (STs) expressed overall satisfaction with the content, technique, and assessment of the practicum.

Lund, (2011) provided a detailed explanation of the four overarching benefits associated with the utilisation of the mixed methods approach. An additional objective of this study is to present a 5-phase assessment design and showcase its applicability in the context of mixed methods research. The scope of the account was restricted to examining groups requiring intervention, specifically disadvantaged populations. The benefits of employing mixed methodologies are elucidated through the utilisation of a 5-phase assessment methodology. The fundamental concept entails the comprehensive consideration of all pertinent attributes and alterations pertaining to a vulnerable population throughout all stages. Employing a mixed methods, approach is deemed advantageous as it enables an optimal treatment approach, furnishes a more comprehensive depiction and comprehension of treatment outcomes, and facilitates the generalisation of findings to professional practice.

Ivankova and Cresswell (2006). examined procedural considerations pertaining to the mixed-methods sequential explanatory design. This design involves the systematic collection and analysis of quantitative data followed by qualitative data in two distinct phases within a single study. These concerns encompass the determination of the relative importance or significance assigned to the collection and analysis of quantitative and qualitative data in the study. This article presented a comprehensive examination of the methodological aspects related to priority, implementation, and mixing within the sequential explanatory design. Additionally, it delineated the sequential processes involved in visually depicting the methodologies employed in a study that incorporates both qualitative and quantitative approaches.

Research Gaps

There exists a significant void in the academic literature pertaining to the Continuing Professional Development (CPD) policies in Kerala, especially concerning English instruction at the secondary school level. Firstly, a comprehensive analysis of CPD policies in Kerala is conspicuously missing, leaving a gap in understanding its design, scope, and alignment with the contemporary educational demands. Furthermore, specific exploration focusing on CPD in English for secondary schools remains unobserved. This raises questions about how English educators are being equipped to cater to the evolving linguistic and pedagogical needs of their students. Moreover, a critical evaluation of the existing CPD programmes is yet to be conducted. Such an evaluation is essential to determine their efficacy, relevance, and potential areas for improvement. Similarly, the structures that currently facilitate CPD in the region have not been discussed in detail, leaving uncertainties regarding their adequacy, efficiency, and inclusiveness. One of the most critical gaps is the lack of studies comparing policy designs with actual practice on the ground. Understanding how policies translate – or fail to translate – into effective teaching practices is crucial for any successful educational reform. Addressing these gaps through rigorous research will not only enhance our understanding of CPD in Kerala but will also pave the way for more informed and

effective educational interventions in the region. The researcher with his experience in curriculum development, English language teaching and assessment, using the preliminary data sets both qualitative and quantitative found a strong basis for the continuing study.

Summary of the studies

Review of related studies conducted in various topics are summarised and presented in as given below.

Table 2

Summary of studies related to Continuing Professional Development

Year	Author	Finding
2023	Boyalan	Identified conceptual review on re-imagining transformative professional learning for critical teacher professionalism.
2023	Padhiyar	Examined the professional development of teachers and the specific continuing professional development (CPD) activities implemented in Gujarat.
2023	Alison <i>et al.</i> ,	Suggested problem-based learning (PBL) as a model for continuing professional development in the context of teacher professionalism.
2022	Kennedy	Conducted a case study in an urban post-primary school setting. The study examined a teaching and learning group, referred to as a Teaching and Learning Club (T&L Club), as a potential model for sustainable professional development among teachers.
2022	Abakah <i>et al.</i> ,	Analysed of continuing professional development (CPD) among primary school educators in Ghana. Their professional development needs the frequency and types of professional development opportunities available to them, and the obstacles that hinder their participation in such activities.
2021	Bendtsen, Forsman, Björklund &	Made inquiry into the most effective methods for facilitating sustainable professional development continues to present a formidable challenge and about the framework of professional learning communities (PLCs).
2020	Derakhshan <i>et al.</i> ,	Examined the importance of CPD needs and perspectives on research among a cohort of 177

Year	Author	Finding
		Iranian EFL teachers selected through convenient sampling and enumerated correlating components in CPD.
2019	Sims	Argued that Teacher Professional Development (TPD) is more efficacious when it is of a sustained nature, promotes collaboration, focuses on specific subjects, incorporates external expertise, garners support from teachers and seated in practical application.
2019	Davoud Masoumi, Javad Hatami, Javad Pourkaremi	Examined the strategies employed by education institutions in order to promote the professional growth of faculty members.
2018	Sandra Forrest	Studied about educators who teach the International Baccalaureate (IB) curriculum in the process of formative assessment and summative evaluation of a CPD programme.
2017	Bodil Svendsen	Analysed the effects of a collaborative teacher professional development programme on teachers' professional growth.
2016	Susan E. Jones	Examined the effect of continuous professional development (CPD) on elementary English language teachers' classroom practice.
2015	Mark S. O'Neill	Studied the impact of continuous professional development (CPD) on English language teachers' attitudes and behaviours.
2015	Gopping	Found out that the primary teachers who participated in the professional development schools in China were able to develop their professional knowledge and skills through the programme.
2014	Elizabeth Selemani Meke	Studied of the perspectives of Primary School teachers in Malawi and their preferences for the implementation of CPD programmes.
2014	Kennedy	Suggested spectrum of CPD models suggested in 2005 adding “malleable” instead of “transitional” in the middle category which is labelled as ‘transitional’ in the original framework, She suggested ‘transmissive’ and ‘transformative’ as categories, rather than ‘transmission’ and ‘transformative’ in the first and last category respectively.
2014	Siebrich, Van de Grift, <i>et al.</i> ,	Studied the relationship between belief, learning, teaching and collaboration.
2013	Jessica G.	Examined the effectiveness of a continuing

Year	Author	Finding
	Newbold	professional development (CPD) programme in a secondary school in the United Kingdom.
2012	Ryan, Zuzovsky, <i>et al.</i> ,	Studied the effectiveness of professional development (PD) in English language teaching (ELT) in enhancing teachers' skills and improving student outcomes.
2012	Mokhele	Found that there is a widespread acknowledgement of the significance of continuing professional development (CPD) programmes in enhancing education.
2012	Jennifer D. Pringle	Studied there has also been a increase in the number of teachers who are not engaged in any form of professional development. And this is due to the fact that many teachers do not have the time or resources to engage in CPD activities.
2011	Kennedy	Explored the perspectives of stakeholders regarding the desirability of engaging in collaborative continuing professional development (CPD).
2012	Sarah E. Howard	Studied the Effect of Continuous Professional Development on English Language Teachers' Performance.
2012	Dilshad and Iqbal	Made an attempt to identify and rank the quality indicators associated with teacher education programmes.
2009	Kothari & Shelat	Studied Teacher Education Programme at the Secondary Level and found a combination of forward-thinking goals and innovative approaches, as well as educational distortions and structural deficiencies.
2009	Desimone	Proposed a groundbreaking conceptual framework for effective Continuing Professional Development (CPD).
2009	National Council for Teacher Education (NCTE)	Conducted a survey on the Comprehensive Evaluation of the CSSTE. Suggested factors affecting the growth of DIETs, CTEs, and IASEs.
2008	Timperley <i>et al.</i> ,	Identified critical attributes of good CPD. A good CPD programme is product of convergence of various stake holders.
2007	Rei'd	Suggested four quadrants of professional development and argued that Teachers frequently acquire knowledge unintentionally, through incidental contacts and experiences, as much as through planned

Year	Author	Finding
		meetings.
2007	D'Andrea	Examined the impact of professional development on English language teachers' student learning.
2012	David	Reviewed the effects of continuous professional development (CPD) on English language teachers' professional development. The study found that CPD had a positive effect on teachers' professional development.
2006	Van Veen and Slegers	Qualitatively examined teachers' perceptions of their work in the present educational reform landscape.
2004	Boyle <i>et al.</i> ,	Conventional methods of CPD, such as attending courses or conferences, may generate initial enthusiasm among teachers, they are inadequate in fostering sustained modifications in both the content and methodology of teaching.
2002	Burchell	Investigated the components that comprise evidence of the impact on practice that arises from teachers' involvement in Continuing Professional Development (CPD).

Table 3

Summary of studies related to Policy Analysis

Year	Author	Finding
2013	Jal Metha	The educational policy in the United States underwent significant and expeditious transformation during the period spanning from 1980 to 2001.
1999	Young	Contended that the predominant approach in educational policy studies, which adheres to a conventional rationalist framework, fails to offer a comprehensive comprehension of the policy issues under investigation. It is suggested to critical examination of policies.
1895	Syed Mahmood	Found that the British came across a comprehensive system of primary and secondary education in India, characterised by a practical focus on the former and a literary, philosophical, and religious emphasis on the latter.

Table 4*Summary of studies related to Methodological Concerns*

Year	Author	Finding
2023	Valzado <i>et al.</i> ,	Conducted a study on the aspects of pedagogical skills exhibited by instructors in the context of the "new normal" utilising an exploratory sequential design.
2021	Eze <i>et al.</i> ,	Examined the obstacles by the COVID-19 pandemic and its effects on the educational sector in Nigeria. employing a sequential exploratory mixed method methodology. The findings of the study indicate that the COVID-19 epidemic has presented various obstacles in the field of education, such as the closure of educational institutions, suboptimal learning outcomes, disparities in access to educational opportunities, and deficiencies in skill development.
2020	Aghabarari and Rahimi	Examined the perceptions of EFL teachers on their professional development within the context of a practicum course using mixed method approach.
2011	Lund	Provided a detailed explanation of the four overarching benefits associated with the utilisation of the mixed methods approach.
2006	Ivankowa and Cresswell	Studied the procedural considerations pertaining to the mixed-methods sequential explanatory design and exploratory design.

Conclusion

The relevant literature and studies have been critically reviewed and noted in this chapter. The gaps identified by the investigator are also mentioned. This is followed by a brief explanation of this study and how it differs from the studies evaluated and noted. A thorough explanation of the research design and plan, including the research methodology, sample, tools, and applied statistical techniques and delimitation follows in the next chapter.

METHODOLOGY

Phase 1 - Qualitative

- *Design of the Study*
- *Procedure*
- *Tools and Techniques Used*
- *Sample Used*
- *Statistical Techniques Used*

Phase 2- Quantitative

- *Variables*
 - *Procedure*
 - *Tools and Techniques Used*
 - *Sample Used.*
 - *Statistical Techniques Used*
-

This study followed Exploratory Sequential Design, begins with qualitative data collection and analysis to explore the phenomenon in depth, followed by quantitative data collection to validate or test the findings from the initial phase (Creswell & Plano Clark, 2018). Research design is integral to the coherence, credibility, and overall success of any research endeavor. As the blueprint or plan for the study, it controls the overarching structure and provides systematic guidance for all subsequent stages of the research process (Creswell & Creswell, 2018). Specifically, it clarifies the research questions or hypotheses to be examined, determines the nature of the data to be collected, outlines the sampling procedures, and identifies how data will be analysed.

A pilot study was conducted to explore the feasibility of the research topic, focusing on the suitability of the chosen methodologies, including policy analysis and survey methods, as well as the design and sample collection strategies. The purpose of the pilot study was to test the research procedures, identify any potential issues with the methodology, and refine the instruments to ensure the research process would be both effective and efficient.

Policy Analysis and Survey Method during Pilot study

In the pilot study, policy analysis was conducted on a selected set of documents, including educational policies and curriculum frameworks, to assess the clarity of research questions and the ability of the analytical approach to identify key issues. This process helped in refining the critical policy analysis framework and determining which aspects of the policy needed further exploration in the main study. In addition to the policy analysis, a survey method was tested to gather quantitative data from sample stakeholders. (N=100). The survey instrument was designed to assess opinions on the effectiveness of educational policies and teaching practices, as well as to identify any gaps between policy intentions and implementation. The pilot study enabled the identification of any ambiguous or poorly worded questions and allowed for adjustments to the survey format, ensuring it would collect relevant and reliable data in the main study.

From the pilot study, the research design was finalized as a qualitative-exploratory sequential design. The pilot study confirmed that this mixed-methods approach would be suitable for exploring the complex issues surrounding educational policies and teacher training.

The sample for the pilot study was selected from a small, purposive group of educational stakeholders, including policymakers, curriculum designers, and educators involved in teacher training. The pilot study helped refine the inclusion criteria for the full study's sample, ensuring that participants would represent a range of perspectives relevant to the research questions.

For the policy analysis, a selection of policy documents and curriculum frameworks from various time periods was analysed to identify key areas of focus. Similarly, the survey method was tested with a small group of respondents to ensure that the questions were clear and could effectively capture the intended information. Based on these findings, the research methodology was adjusted to ensure that it would yield rich and reliable data for the full study.

Since the study used an Exploratory Sequential mixed-methods research design, consequently, it has two-distinctive phases and employed mixed method (QUAL- quan) (Morse 1991) research design; involving approaches, both qualitative and quantitative data collections and analysis. A robust research design promotes transparency and replicability, thereby enhancing the trustworthiness of the study's outcomes (Maxwell, 2013). The researcher used the qualitative (exploratory) findings from the first phase to develop the instrument which are used in the second phase to collect and analyse (quantitative) and then triangulate the finding to address the objectives.

Phase 1 Qualitative-Exploratory Sequential Design

The primary objective at this stage is to analyse educational policies and documents, understand the perspectives of key stakeholders, and gain insights into the underlying patterns and themes through both content analysis and semi-structured interviews. This phase employed document collection, content analysis,

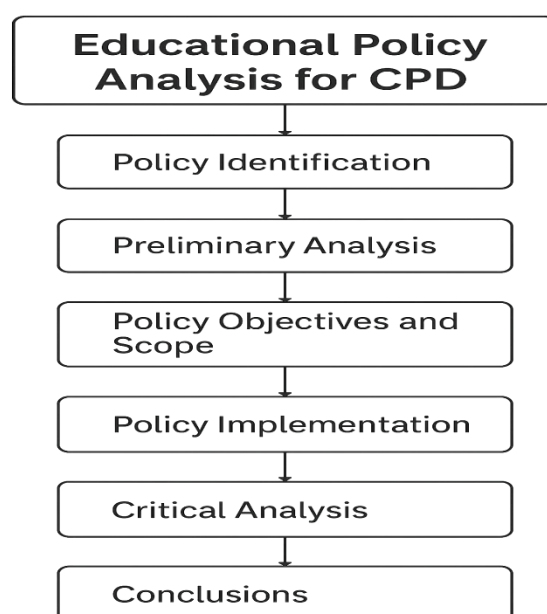
and Critical Policy Analysis (CPA) to examine relevant policy documents and educational frameworks. This was followed by semi-structured interviews with key stakeholders, including policy experts, educators, and administrators, to gain further insights into the subject.

Objectives of the Phase 1

1. To examine the educational policies of the government with reference to Continuing Professional Development (CPD) in English Language teaching.
2. To analyse the School Curriculum Frameworks of central and state government with reference to Continuing Professional Development (CPD) in English Language teaching.
3. To study the process of evolving general Continuing Professional Development (CPD) programmes modules in Kerala.
4. To qualitatively analyse the in-service Continuing Professional Development (CPD) programmes modules designed for practising government and aided teachers in English Language Teaching in Kerala.
5. To identify the key perceptions of policymakers, key officers, regarding the CPD programmes in English in Kerala.
6. To examine the issues and challenges in managing the in-service Continuing Professional Development programmes in Kerala.

Educational Policy analysis for CPD inputs

The following diagram explains the systematic approach taken for the policy analysis in a linear model in the context of Continuing Professional Development (CPD), beginning with policy identification and moving through preliminary analysis, objectives and scope, implementation, critical analysis, and conclusions.

Figure. 9*Scheme of Educational Policy Analysis**(Adapted from Anderson's (2014) framework)*

This systematic approach is in tune with Anderson's (2014) framework of policy analysis. It emphasizes clarity in defining problems, exploring alternatives, and assessing implementation outcomes. The sequential arrangement also echoes Dunn's (2018) argument that policy analysis should be both process-oriented and evaluative, ensuring that policy objectives remain aligned with educational needs over time.

Policy documents put in for Critical Policy Analysis (CPA) with reference to CPD are

1. National Policy on Education (NPE) 1968
2. Secondary Education Commission 1952
3. National Policy on Education (NPE) 1986, and PoA 1992
4. National Education Policy NEP 2020

School Curricular framework put in for document analysis with reference to CPD are

1. National Curriculum Framework (NCF) 2005, 2023
2. Kerala Curriculum Framework, 2007, 2023
3. National Curriculum Framework for Teacher Education (NCFTE) 2009

Various Education Programmes with reference to CPD of Secondary school English language Teachers

1. Sarva Shiksha Abhiyan (SSA) 2008
2. Centralized Teacher Education Programme 2012
3. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) 2012
4. Samagra Shiksha Abhiyan (SSA) 2018
5. Public Education Rejuvenation Programme 2016
6. District Centre for English (DCE)

Selected Teacher Training Modules for High School English Teachers from 2000 to 2024

1. High School (HS) level teacher training module for English. Prior to 2000, 2002, 2009, 2015, 2021, 2023, 2020F, 2024.
2. DCE – Teacher Training modules for HS level English teachers,

Critical Policy Analysis (CPA) of Educational Policies and Frameworks School Education and Teacher Education with reference to CPD

As a part of the study, the investigator decided to analyse the Educational Policies and School Education Frameworks and Teacher Education with reference to CPD. During the pilot study it has been observed unless with clear format policy analysis may go subjective and prejudiced. So, policy analysis CPA was employed

systematically. Weimer and Vining (2017), policy analysis is defined as a “systematic comparison and evaluation of alternatives available to public actors for solving social problems”. This definition frames the study's analysis of educational policies as a structured process of identifying and evaluating the possible alternatives to address issues within the education system. By applying this definition, the research systematically compares different policy strategies and evaluates their effectiveness in achieving educational goals, particularly in terms of teacher professional development and the implementation of NEP 2020.

Development of Critical Policy Analysis Framework (CPAF) for analysing CPD suggestions in the policies and Curriculum Frameworks (Sebastian and Meera, 2021)

CPA Qualitative Framework Development Process

Conceptual Orientation

The development of this qualitative framework draws upon the Critical Policy Analysis (CPA) tradition, which situates policy not merely as a neutral instrument but as a social text embedded with values, ideologies, and power relations (Young & Diem, 2017). In this study, CPA provides a structured yet interpretive lens for examining how teacher education policies and frameworks conceptualise Continuing Professional Development (CPD). It assumes that educational policies are constructed within specific socio-political contexts and that their rhetoric and implementation reflect underlying assumptions about teacher professionalism and reform.

Following Weimer and Vining's (2017) definition of policy analysis, CPA allows us to explore how policy texts address teacher learning and development. The approach helps in identifying implicit meanings, contradictions, and silences within documents—what Cohen, Manion, and Morrison (2018) describe as the “hermeneutic reading of policy language.”

The process of framework development followed the systematic qualitative design logic outlined by **Creswell and Poth (2018)** and **Merriam and Tisdell (2016)**. The design evolved through an iterative cycle of conceptualisation, piloting, expert validation, and refinement.

Theoretical basis - Literature Review

A comprehensive review of related works on CPD (Guskey, 2000; Kennedy, 2014; Desimone, 2009) and policy analysis (Young & Diem, 2017) was conducted to identify the dominant constructs that inform effective teacher professional growth. These studies collectively emphasize vision, approaches, content, implementation, evaluation, and inclusion as critical elements in any policy relating to CPD. This helped in identifying analytical dimensions for CPD in next stage.

Identification of Analytical Dimensions

The researcher during the pilot study and review of the literature has identified 10 analytical components. They were synthesized to guide document analysis. These include: (1) Policy Context and Rhetoric, (2) CPD Vision, (3) Approaches to CPD, (4) CPD Content Areas, (5) Implementation Mechanisms, (6) Resource Allocation, (7) Monitoring and Evaluation, (8) Equity and Inclusion, (9) Gaps and Contradictions, and (10) Recommendations/Implications.

Policy Context and Rhetoric

This dimension focuses on situating the policy or framework within its socio-political, historical, and institutional context. It draws on Weimer and Vining (2017) for systematic policy evaluation and Young and Diem (2017) for critical interpretation.

CPD Vision

Guided by Smith (2018) and Young and Diem (2017), this dimension explores the articulated vision of teacher learning within the document—whether CPD is presented as continuous, collaborative, and reflective, or as compliance-driven and top-down.

Approaches to CPD

Based on Desimone (2009), Guskey (2000), and Kennedy (2014), this dimension analyses how the policy conceptualizes the process of professional learning.

CPD Content Areas

Kennedy (2014), Rachana (2022), and Vinija (2021) identified the thematic focus of CPD programmes.

Implementation Mechanisms

Drawing on Cordingley *et al.* (2015) and Bhaskaran (2022), this component examines the structures and processes through which CPD is delivered.

Resource Allocation

This dimension, anchored in Timperley *et al.* (2007), evaluates the adequacy and equity of resources human, financial, and technological devoted to CPD.

Monitoring and Evaluation

Derived from **Guskey (2002)**, this dimension assesses how CPD outcomes are measured, how teacher feedback is incorporated, and whether reflective practice is built into programme design.

Equity and Inclusion

Based on Villegas and Lucas (2002), this component focuses on whether policies address the diverse needs of teachers.

Gaps and Contradictions

This interpretive dimension aligns with Young and Reynolds (2017) and Morrow and Brown (1994), identifying disjunctions between the policy rhetoric and its operational realities.

Recommendations and Implications

Synthesising across the previous dimensions, this component extracts actionable insights and implications for future policy development. It is consistent with the tradition of critical policy evaluation (Weimer & Vining, 2017; Cohen *et al.*, 2018), ensuring that findings are not merely descriptive but transformative.

Each dimension was defined through cross-referencing international and Indian scholarship on CPD (Timperley *et al.*, 2007; Cordingley *et al.*, 2015; Bhaskaran, 2022; Rachana, 2023; Vinija, 2021).

Framework Structuring

These dimensions were then organized into a Critical Policy Analysis Framework (CPAF), with internal questions for identifying underlying areas allowing systematic comparison across documents. The framework is not prescriptive but analytical. It invites multiple readings that reveal both intended and unintended policy meanings. Internal questions are included helped to pin point observations.

Pilot Application

The draft framework for the qualitative analysis was applied to national educational policy 1968 to assess its clarity and practical adequacy. The pilot study helped to refine terminology and ensured that each category effectively captured policy intent, pedagogical philosophy, and implications for teacher learning. As suggested by Creswell and Poth (2018), such pilot testing strengthens the “trustworthiness” of qualitative tools before large-scale use.

Expert Checking and Refinement

The framework was reviewed by policy framers, DIET faculties, and teacher educators to ensure both content and construct validity (Cohen *et al.*, 2018). Feedback focused on language precision, interpretive balance, and contextual adaptability. The iterative revision process reinforced the credibility, dependability, and confirmability of the tool (Lincoln & Guba, 1985).

Expert Validation and Trustworthiness

The CPA-based framework was subjected to triangulation through multiple perspectives: policy framers, implementers, and researchers. Policy framers clarified the intended policy rationale, implementing officers shared field-level experiences, and academic experts reviewed the conceptual coherence of categories. This multilayered validation strengthened the interpretive reliability of the tool and aligned it with international standards of qualitative rigour (Creswell & Creswell, 2018; Merriam & Tisdell, 2016).

Ethical and Interpretive Considerations

Consistent with critical qualitative traditions, the study acknowledges that policy interpretation is never neutral. Researcher positionality, contextual knowledge, and professional experience influence meaning-making (Cohen *et al.*, 2018). Therefore, reflexivity was maintained throughout, ensuring that interpretations remained faithful to textual evidence while exposing the ideological and pedagogical assumptions underlying policy discourse.

Table 5

Critical Policy Analysis Framework (CPAF)

Sl. No.	Major CPA - Areas	Specific Contexts Analysed	Observations
1	Policy Context and Rhetoric	What is the policy's context (national/regional)? Who authored it? When was it published?	
2	CPD Vision-(Smith, 2018; Young & Diem, 2017)	What is the stated vision/objective for teacher CPD? Is CPD explicitly or implicitly addressed?	
3	Approaches to CPD-(Desimone, 2009; Guskey, 2000, Kennedy, 2014).	What specific CPD approaches or strategies are suggested? - Are they mandatory or voluntary?	

4	CPD Content Areas- (Kennedy, 2014, Rachana 2022, Vinija, 2021)	What areas of professional learning (e.g., pedagogy, curriculum, leadership, digital skills) are emphasized?
5	Implementation Mechanisms- Cordingley, 2015, Bhaskaran 2022).	How is CPD intended to be delivered (workshops, online, mentoring)? Who is responsible for implementation?
6	Resource Allocation- (Timperley <i>et al.</i> , 2007).	What resources (human, financial, technological) are allocated or recommended for CPD?
7	Monitoring & Evaluation-(Guskey, 2002).	Are there mechanisms for evaluating the impact of CPD? How is teacher feedback incorporated?
8	Equity and Inclusion- (Villegas & Lucas, 2002).	Does the policy address CPD needs of diverse teacher groups (e.g., rural/urban, novice/experienced)? How does the policy address potential barriers to participation in CPD activities?
9	Gaps and Contradictions	Are there contradictions or gaps between policy statements and practical suggestions for CPD?
10	Recommendations/ Implications	What recommendations or practical implications emerge for future CPD initiatives?

Internationally recognized research emphasizes the importance of clearly articulated CPD visions and objectives (Smith, 2018; Young & Diem, 2017). Approaches such as workshops, mentoring, and online modules have been extensively evaluated, highlighting the effectiveness of diversified, accessible strategies (Cordingley *et al.*, 2015; Desimone, 2009). Specific content areas like pedagogy, curriculum leadership, and digital competencies are increasingly emphasized as essential for teacher effectiveness (Kennedy, 2014). Effective resource allocation, both human and financial, alongside technological support, has

proven vital for successful implementation (Timperley *et al.*, 2007). Monitoring and evaluation frameworks incorporating systematic teacher feedback are identified as crucial for meaningful CPD outcomes (Guskey, 2002). Addressing equity and inclusion by tackling potential participation barriers for diverse teacher groups is consistently recommended (Villegas & Lucas, 2002). With the studies (Bhaskaran, 2022) Rachana (2023) and Vinija (2022) highlighting the area of contextual challenges and successes of CPD programmes have been included. (NCERT, 2015; Yadav & Bhatia, 2018). Identifying gaps between policy statements and actual practice remains an ongoing priority to ensure practical and sustainable CPD outcomes (Young & Reynolds, 2017).

Validity and Reliability of Critical Policy Analysis Framework (CPAF) for CPD Analysis

To ensure robust validity tool for the Critical Policy Analysis (CPA) in analysing Continuing Professional Development (CPD) policies, a comprehensive methodological framework was established through extensive consultations with subject matter experts, policy framers, implementing officers, and research specialists. The collaborative approach facilitated the triangulation of perspectives, thus enhancing both content and construct validity (Creswell & Creswell, 2018). Policy framers provided insights into the intended policy goals and objectives, clarifying the underlying vision for CPD initiatives. Implementing officers contributed practical insights regarding real-world applicability, resource allocation, and barriers encountered during policy execution (Timperley *et al.*, 2007). Additionally, expert consultations with education researchers helped integrate theoretical frameworks and empirical evidence relevant to CPD effectiveness and evaluation processes (Guskey, 2002).

Key School Education curriculum Frameworks and relevant teacher training guidelines, circulars were analysed to find out suggestions for CPD at secondary level. The analysis focused on the goals, implementation strategies, and the rhetoric used to describe the ideal outcomes, comparing them with real-world evidence of how these policies were carried out.

Development of a Framework for Analysing Teacher Training Module from “CPD” Perspective (Meera and Sebastian,2022)

Identification and Conceptual Grounding

This study adopted a qualitative documentary analysis for the analysis of the in-service CPD modules supported by interpretivist and critical evaluation. The purpose was to analyse English teacher training modules developed in Kerala between 2000 and 2025, tracing the evolution of in-service CPD approaches in relation to national and state curricular reforms. As the modules reflect distinct socio-pedagogical phases from Communicative Language Teaching (CLT) to AI-embedded transformative CPD the analysis followed a multi-phase longitudinal design, integrating thematic content analysis and policy-practice mapping.

Methodological Basis

Following the principles of qualitative document analysis (Bowen, 2009; O’Leary,2021),each module was treated as a cultural and pedagogical artefact, revealing not only instructional content but also underlying assumptions about teacher learning, language pedagogy, and systemic CPD governance. The interpretive analysis focused on understanding how these modules reflect Kerala’s evolving ELT scenario with the frameworks of Kennedy’s (2014), CPD Spectrum and Clarke & Hollingsworth’s (2002) Interconnected Model of Teacher Professional Growth, Desimone’s (2009) CPD objectives and British Council CPD frameworks (2012) and Cambridge University professional development principles (2018).

Drafting Components of Analytical Framework for CPD module analysis.

After the review the researcher identified 6 dimensions to evaluate HS English training module on the basis of CPD principles. In consultation with the experts in ELT and Research Officers (RO) of the SCERT and English Language Teachers these dimensions were finalized. The identified dimensions include multi-dimensional analytical framework integrating CPD theory and ELT pedagogy. Each module was evaluated based on the following dimensions.

1. Contextual Relevance and Policy Alignment
2. ELT and Current Methodological Approach
3. Inclusion and Equity Considerations
4. Integration of Digital and AI-based Pedagogies in ELT
5. Reflective and Collaborative Practice Mechanisms
6. Sustainability and Impact Evidence

Internal questions were identified to scrutinise each component and observations are recorded systematically. Data were coded and clustered using inductive thematic analysis (Braun & Clarke, 2022) to identify recurring pedagogical and developmental patterns and themes. Then all the items were consolidated in table for ready to use with Heading, Serial Numbers, Components, Internal questions, Observations & Analysis as given in the table.

Pilot Application

To ensure the clarity, coherence, and practicality of the developed analytical framework, a pilot application was undertaken using a single SRG training module in English, of 2022. The framework was applied to this document to examine how effectively its categories captured key elements of CPD.

Following qualitative research conventions (Creswell & Poth, 2018), framework was refined. Minor ambiguities in terminology and overlapping indicators were identified and revised through iterative reflection (Miles, Huberman, & Saldaña, 2019). This process enhanced the framework's credibility and dependability (Lincoln & Guba, 1985) and confirmed its capacity to systematically analyse teacher-training modules in alignment with contemporary CPD models (Kennedy, 2014; Clarke & Hollingsworth, 2002).

Expert Validation

Credibility was maintained through triangulation of document types, including curriculum frameworks (KCF 2007, KCF 2013, KCF 2023), national policy documents (NCF 2005, NEP 2020), and module-specific training manuals. Peer debriefing with DIET faculty and validation by SRG experts strengthened interpretive accuracy. Dependability was achieved by maintaining a structured coding protocol and audit trail of analytical decisions. Transferability was ensured through thick description of institutional context and module development processes (Nowell *et al.*, 2017).

Validity and Reliability

To ensure construct validity, the framework was grounded in theoretical models of effective CPD, incorporating elements recognized in both national and international literature (Desimone, 2009; Guskey, 2002). The inclusion of components such as reflective practice, skill application, and career progression pathways allowed the framework to capture the multidimensional nature of teacher professional growth, thus ensuring that the construct being evaluated was fully represented. Face validity was established through expert consultations with English language teacher educators, SCERT Research officers, and other Educational Experts ensuring that the instrument appeared relevant, appropriate, and aligned with practitioner expectations (Creswell & Creswell, 2018). Furthermore, content validity was strengthened by referencing globally endorsed standards and guidance from institutions such as the British Council (2017), which advocates for sustainable, inclusive, and policy-aligned CPD models, and Cambridge University Press (2020), which emphasizes the integration of reflective practice and long-term career impact. Collectively, these validation measures support the credibility and applicability of the framework.

Ethical Considerations

As a document-based study, no human participants were directly involved. However, institutional permissions from SCERT and DIET were obtained, and the

researcher maintained academic integrity by acknowledging all sources and using documents solely for scholarly purposes.

Synthesis and Methodological Justification

This methodological approach aligns with emerging CPD evaluation research that emphasises the interpretive and systemic study of teacher learning environments (Avalos, 2016; Opfer & Pedder, 2019). It situates the Kerala model within a contextualized CPD structure demonstrating how iterative, multi-level module development fosters teacher agency, reflective professionalism, and adaptive expertise in ELT. By employing document analysis, it captures deep curricular, epistemological, and ideological shifts underlying CPD practices—a perspective recommended for evaluating educational change processes (Darling-Hammond *et al.*, 2023).

Sources of Data

Primary data were drawn from eight English teacher training modules developed by the State Council of Educational Research and Training (SCERT), Samagra Shiksha, and the Department of General Education, from 2000 to 2025. Collected these modules from the state and district libraries from SCERT and DIETs respectively.

The analysed modules include:

1. Communicative Language Teaching Module (2000)
2. Training Module Framework (2002)
3. HS Training Module (2009)
4. HS English Module (2015)
5. HS Training Module – Post-COVID Re-entry (2021)
6. English Training Module –Adhyapaka Sangamam (2023)
7. Training Module 2024

Supplementary information was obtained from official procedural documents on module development, and FGD and semi structured interviews revealing that SCERT identifies thrust areas, forms State Resource Groups (SRGs) of five to six experts, and coordinates District Resource Group (DRG) dissemination through DIETs.

Table 6

Qualitative framework for analysing a teacher training module

Sl. No.	Component	Internal questions	Observations & Analysis
1	Contextual Relevance and Policy Alignment	What is the context and purpose of the training module? Who developed it and for whom? Is the module aligned with current educational and CPD policy frameworks (e.g., NEP 2020, NPST 2021, NCF 2023)?	
2	ELT Pedagogical Orientation and content Relevance	What instructional strategies are used (e.g., experiential learning, case studies, group work)? Are they adult-learning friendly? Is the content aligned with classroom realities, curriculum demands, and teacher needs?	
5	Inclusion and Equity Considerations	Is the module accessible for all teacher profiles (novice/experienced, rural/urban, multi-language needs)?	
4	Integration of Digital and AI-based Pedagogies	Has the module incorporated new age teaching technologies?	
5	Reflective Practice	Does the module include opportunities for reflection, self-assessment, or peer feedback?	
6	Sustainability, Follow-Up and Evidence Impact	Does the module offer follow-up support (online communities, mentoring, workshops)? Are there suggestions for ongoing CPD pathways? on the effectiveness of the module in improving teaching practices?	

Teacher Training Modules for High School English Teachers from 2000 to 2024

In addition to policy documents, a thorough analysis of teacher training modules was conducted. These included modules related to teacher professional development (CPD) and in-service training programmes offered by institutions such as DIETs and SCERT. The analysis aimed to examine the alignment between CPD strategies promoted in these modules and the actual implementation of CPD programmes in schools. Modules were selected on the basis of chronological progress.

Selection of the Teacher Training Modules for Secondary school English language Teachers

The selection of teacher training modules from 2003 to 2024 was guided by their close alignment with the major curricular, pedagogical, and transitions that have shaped English language education in Kerala over the past two decades.

Prior to 2002, English was generally taught by high school teachers from other subject backgrounds. With the deputation of specialized HSA (English) teachers from 2002 onwards, there emerged a new phase of subject-focused professional development and a clear demand for structured CPD programmes in English. The period beginning in 2003 thus marks the institutionalization of English-specific in-service training modules. The introduction of the Kerala Curriculum Framework (KCF) in 2007 and the state-wide implementation of revised textbooks by 2009 reflected the shift towards social constructivism and discourse-based activity-oriented language pedagogy. The subsequent curriculum revision in 2013 and the complete textbook renewal by 2015 continued this reform in cognitive interactionist style, emphasizing learner-centred approaches and classroom-based assessment practices.

The inclusion of modules from 2020 to 2024 is equally significant, as these years capture the educational disruptions and innovations triggered by the COVID-19 pandemic. The period witnessed the emergence of digital and blended learning models, online CPD initiatives, and renewed attention to teacher adaptability and

resilience. Moreover, the introduction of the Kerala Curriculum Framework 2023 and the textbook revision process signify another turning point in curricular philosophy and pedagogical design. Together, the modules from 2003 to 2024 may offer a comprehensive continuum that reflect Kerala's evolving vision in CPD in English, from the early structuralist, communicative paradigm to constructivist orientations to contemporary competency-based and technology-integrated paradigms making them an ideal corpus for analysing the development of English teacher education and CPD practices in the state.

Other documents scanned for CPD programmes

Other documents scanned for CPD initiatives included the Performance Grading Index (PGI), School Education Quality Index (SEQI), and National Achievement Survey (NAS, 2017; NAS 2022), which provided data on student learning outcomes and institutional performance indicators linked to teacher development.

Annual Reports of District Centre for English (DCEs), DIETs and SCERTs

The Annual Reports DCEs were analysed to assess the quality, and consistency of CPD programmes implemented across districts. These reports provided insights into training frequency, teacher participation, thematic focus areas, implementation challenges, and follow-up mechanisms, allowing for a grounded understanding of district-level professional development practices.

School Education Quality Index (SEQI), 2019, National Achievement Survey (NAS) reports 2017, 2021 and 23

School Education Quality Index (SEQI) in September 2019 and National Achievement Survey (NAS) reports of 2017 and 2022 were analysed to evaluate the broader impact of CPD initiatives on student learning outcomes. These documents provided quantitative data on student achievement trends across subjects and grade levels, which were cross-referenced with the timing and intensity of teacher training interventions. The analysis helped to identify potential correlations between improved teacher competencies-resulting from CPD programmes-and enhanced

student performance. Additionally, the NAS reports offered insights into regional disparities, learning gaps, and pedagogical effectiveness, contributing to a contextual understanding of how sustained CPD efforts may influence classroom outcomes at a systemic level.

Performance Grading Indices

“The PGI-State provides considerations on the status of the school education in States & UT’s including key levers that drive performance and key areas of improvement.” It is based on “five categories namely Learning Outcomes & Quality, Access, Infrastructure & Facilities, Equity, Governance Processes” (MoE,2023) PGI State with focused objective of assessing districts in six categories namely: ‘Outcomes, Effective Classroom Transaction (ECT), Infrastructure, Facilities, Student Entitlements (IF & SE), School Safety and Child Protection (SS &CP), Digital Learning (DL) and Governance Processes (GP)’ (U DISE Plus,2023)

Phase 1 -Stage 2 Semi-structured interviews

After completing the policy and document analysis using the developed analytical framework, in stage 2 semi-structured interview schedule was designed to explore CPD-related insights in greater depth. Semi-structured interviews were then conducted with key educational stakeholders, including

1. Director – SCERT
2. Project Director Sarva Shiksha and Samagra
3. Professors in Education and ELT
4. Additional director Academic
5. Chief Planning Officer (CPO)
6. Deputy Directors of Education (DDE)
7. Principals DIETs
8. District Programme Coordinator (DPC)

9. Headmaster (HM)

10. State Resource Group Member (SRG)

Their interviews were transcribed and analysed later. The aforesaid officials who were directly involved in the planning, implementation, or evaluation of CPD initiatives. The interview questions were informed by the themes that emerged during the document analysis phase and were aimed at capturing practical challenges, perceived effectiveness, and future directions for CPD.

Semi-structured interviews with officials

Semi-structured interviews were selected as the primary qualitative data collection method due to their flexibility and depth. This format allows the researcher to explore predetermined themes while also providing the opportunity to probe unexpected issues as they arise during the conversation (Kallio *et al.*, 2016). In the context of CPD analysis, this method was particularly effective in eliciting nuanced perspectives from educational stakeholders, such as policymakers and administrators, who could elaborate on the rationale behind CPD initiatives, contextual challenges, and institutional realities. Unlike structured interviews, the semi-structured format fosters a more open dialogue, which helps uncover implicit beliefs, localised practices, and critical reflections that may not surface through document analysis alone. This approach also ensures consistency across interviews while allowing adaptability based on participants' roles and experiences, thus enhancing both content validity and contextual richness in qualitative research.

Phase 1 Stage –3 Focused Group Discussion

Focus Group Discussion 1 (8th December 2021, DIET Wayanad)

As part of the exploratory qualitative phase of the study, two Focus Group Discussions (FGD) were conducted on 8th December 2021 at DIET Wayanad and on 9th May, 2022 at Ernakulam. Preparation for the FGD included the development of a semi-structured discussion guide, pre-distribution of informed consent forms, and scheduling to accommodate inter-district availability. Participants were briefed

in advance regarding the objectives, confidentiality protocols, and technical logistics. Hybrid FGDs are widely accepted as effective for engaging geographically dispersed stakeholders while ensuring inclusive participation (Lobe *et al.*, 2020). The session was recorded with consent and transcribed for thematic analysis. This FGD provided valuable comparative insights from across districts, enhancing the study's transferability and data richness.

Purposive sampling technique (Patton, 2015) was employed in FGDs to ensure the inclusion of participants with rich experiential knowledge. The FGD-1 included 10 participants: 4 School Heads, 1 BRC Trainer, 2 District Resource Persons (English), and 3 High School Teachers in English (HSTs).

Focus Group Discussion 2

The 2nd Focus Group Discussion (FGD 2) was organized to further explore the perspectives of school leadership on CPD practices, implementation gaps, and cross-district variations. (Yulianti *et al.*, 2021, Archibald *et al.*, 2019). The discussion involved 2 DIET faculties, 2 HST SRGs, 1HST DRG, 2 HST (Eng), 2 Headmasters from Govt and aided, each representing one of eight districts, including the HM Forum Secretary from Wayanad.

In FGD-3, two DIET faculties, three tutors of the DCEs, three practising SRG and DRG members in English, and a HM were selected using purposive sampling technique. Their diverse roles within the educational system offered a multi-layered understanding of CPD implementation and challenges. Details of FGD are given in Table 7.

Table 7

Details of Focus Group Discussions

Sl No.	Date of FGD conducted	No. of participants	Venue
1	8 th December 2021	10	DIET -Sulthan Bathery
2	9 th May 2022	8	Ashirbhavan- Ernakulam
3	16 th May 2022	10	Thalassery -Kannur

Demographic details of the participants in FGD 1, 2 and 3 is given in Table 8.

Table 8

Demographic details of the participants in FGD 1

FGD	Sl No	Name	Gender	Age	Qualification	Designation
FGD 1	1	P1	Female	51	MA B.Ed.	HM HS Govt
	2	P2	Female	52	MSc B.Ed.	HM-HS Govt
	3	P3	Male	54	MA B.Ed.	HM-HS Aided
	4	P4	Female	43	MA B.Ed.	HM-HS Aided
	5	P5	Male	38	MA, B.Ed.	HST- Trainer
	6	P6	Male	35	MA, B.Ed.	HST -DRG Member
	7	P7	Male	38	MA B.Ed.	HST- DRG Member
	8	P8	Female	28	MA B.Ed.	HST- Eng Govt
	9	P9	Female	37	MA B.Ed.	HST- Eng Govt
	10	P10	Male	35	MA B.Ed.	HST- Eng Aided
FGD 2	1	P1	Male	50	MA, M.Ed.NET	DIET Faculty
	2	P2	Male	45	MA, M.Ed.	DIET Faculty
	3	P3	Male	50	Ph.D., MA, M.Ed.	HST – SRG Member
	4	P4	Male	38	Ph.D., MA, M.Ed.	HST – SRG Member
	5	P5	Female	39	Ph.D., MA, M.Ed.	HST - DRG Member
	6	P6	Female	41	MA, B.Ed., SET	HST English
	7	P7	Female	37	MA B.Ed., NET	HST English
	8	P8	Female	49	MA MEd, NET	HM – Aided
	9	P9	Female	36	MA BEd	HM - Govt
FGD 3	1	P1	Female	51	MA B.Ed.	HM Govt
	2	P2	Female	52	MSc B.Ed.	HM Aided
	3	P3	Male	54	MA B.Ed.	HM Govt
	4	P4	Female	43	MA B.Ed.	BRC- Trainer
	5	P5	Male	38	MA, B.Ed.	BRC - Trainer
	6	P6	Male	35	MA, B.Ed.	BRC - Trainer
	7	P7	Male	38	MA B.Ed.	HST- DRG Member
	8	P8	Female	28	MA B.Ed.	HST- Eng Govt
	9	P9	Female	37	MA B.Ed.	HST- Eng Aided
	10	P10	Male	35	MA B.Ed.	HST- Eng Aided

In order to ensure reflexivity and minimize interpretive bias, the process of bracketing was consciously employed throughout the data collection and analysis

phases (Tufford & Newman, 2010). Bracketing, also known as *epoche*, involved the researcher identifying and setting aside personal assumptions, prior experiences, and theoretical orientations that could influence data interpretation. Field notes were maintained, and analytic memos were used to monitor and reflect on the researcher's influence during interaction and coding.

The FGD was audio-recorded with informed consent, transcribed verbatim, and analysed thematically using the six-phase framework proposed by Braun and Clarke (2006). Key themes were identified through a process of coding, categorization, and theme generation. Trustworthiness of the findings was enhanced through member checking, whereby participants reviewed synthesized interpretations, and peer debriefing, where another qualitative researcher reviewed the coding structure and emerging insights for alignment and validity.

This Focus Group Discussion contributed significantly to the development of grounded thematic constructs and informed the design of subsequent research tools and phases, ensuring that the voice of the practitioner remained central throughout the study.

Ethical considerations

In adherence to ethical research protocols, the official designations and years of service of the interviewees have been intentionally withheld in this report, as these details could potentially lead to the identification of individual participants. All interviews were conducted with informed consent and in accordance with institutional ethical guidelines to ensure confidentiality and data integrity.

Data Analysis in Phase 1-Stage 1

Critical Policy Analysis (CPA) framework

Rooted in the work of scholars such as Ball (1994), Morrow and Brown (1994), and Smith (2018), CPA enables a deeper understanding of the disjuncture between policy rhetoric and its implementation. The analysis focused on key policy documents and institutional texts, including national and state education policies,

DIET and SCERT annual reports, CPD module guidelines, and frameworks such as the National Education Policy (NEP 2020), National Curriculum Framework for Teacher Education (NCFTE), the Performance Grading Index (PGI), and the School Education Quality Index (SEQI). These documents were critically examined to identify how CPD is framed, whose voices are prioritized or marginalized, and what assumptions underlie the programmes and practices. Details of the analysis are given in next chapter.

Data Analysis in Phase 1-Stage 2

Semi Structured Interview

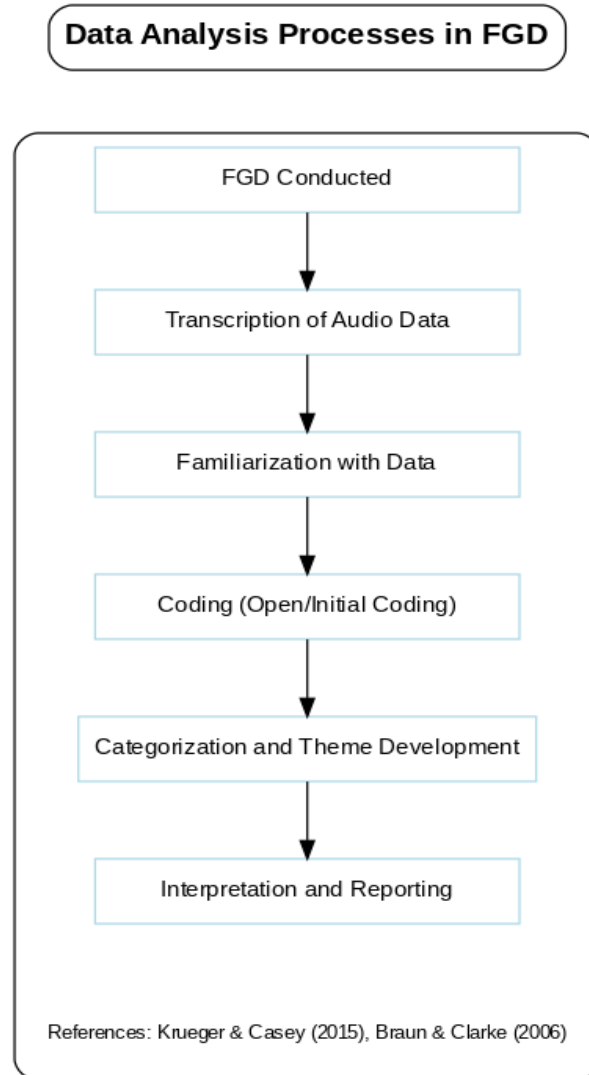
The investigator collected existing CPD perspectives through semi-structured interviews with a selected group of key educational experts and key decision makers in the general education department and leading institutions.

The participants included a Director, Project Directors of Sarva Shiksha and Samagra Shiksha Abhiyan, Curriculum Developers, Professors in Education and English Language Teaching (ELT), Heads of Departments (HoDs), Planning Officers (POs), Deputy Directors of Education (DDEs), DIET Principals, District Programme Coordinators (DPCs), Headmasters (HMs), and members of the State Resource Group (SRG). Their interviews were transcribed and analysed using Braun and Clarke's (2006) six-phase framework for thematic analysis.

Data Analysis in Phase 1-Stage 3

Focus group Discussion

The FGD began with familiarization, during which the researcher immersed in the data by reading and re-reading the materials to gain a comprehensive understanding. This was followed by the generation of initial codes, using where interesting features across the data set were identified and systematically coded. The coded data were then examined to identify patterns and collated into potential themes.

Figure 10*FGD data analysis*

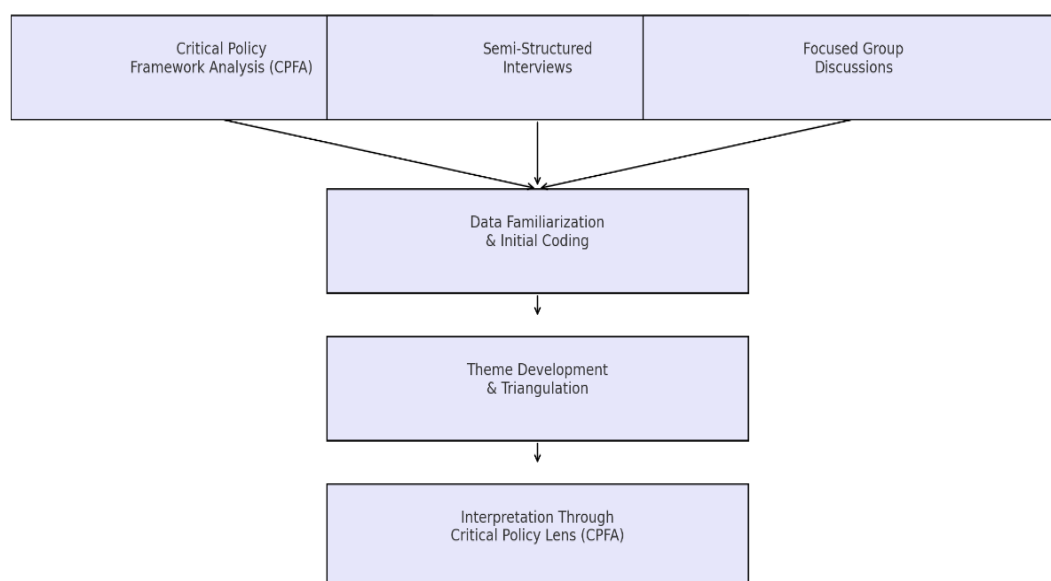
These themes were reviewed to ensure they accurately reflected the coded extracts and the entire data set. Subsequently, the themes were defined and named, resulting in a coherent structure that captured the significant recurring patterns related to Continuing Professional Development (CPD). This rigorous and reflexive analytical process facilitated the identification of core issues, gaps, and stakeholder perspectives, which provided valuable insights into the policy-practice interface in CPD initiatives. Complete analysis of the FGD with relevant inputs are mentioned in chapter 4.

The data analysis in the qualitative phase of the analysis this study employed the Critical Policy Analysis for CPD (CPFA) framework to synthesize evidence from multiple sources and provide a nuanced understanding of teacher professional development policy and practice in Kerala.

The *Framework for Analysing a Teacher Training Module from a CPD Perspective* guided the evaluation of training design, alignment with policy, and sustainability.

Figure 11

Data Analysis in Qualitative Phase



References: Braun & Clarke (2006); Morrow & Brown (1994); Young & Diem (2017); Smith (2018); Krueger & Casey (2015)

Data from semi-structured interviews and FGDs enriched this analysis by giving further the teachers perspectives on policy-practice gaps, implementation challenges, and contextual adaptations. (Nair, 2020; Prasad, R. 2021). So that the first phase of the study i.e. qualitative sequential phase generated data sets that require teachers' opinion to identify logical gaps. Such integration of textual and experiential data reflects critical policy the tension between rhetoric and practice (Mockler, 2018; Lingard, 2021).

Phase 2. Quantitative Phase (Quantitative Analysis)

The second phase of in this sequential exploratory study is quantitative in nature. Building directly on the themes that emerged from CPA, interviews and focus group discussions, a structured survey was developed to examine patterns of “CPD” practices among teachers in Kerala. The researcher tried to validate the earlier findings. This phase broadened their scope, offering statistical evidence on the prevalence and significance of the identified issues reflecting the strengths of the sequential exploratory design (Creswell & Plano Clark, 2018; Plano Clark & Ivankova, 2016).

Objectives of the quantitative phase of the study

1. To investigate whether there exists a significant difference on teachers’ academic engagement in CPD programmes of ELT in terms of their gender, locale, experience, school management.
2. To find out the current CPD reflective practices of secondary school English language teachers in Kerala.
3. To identify the barriers that influence in-service CPD programmes for English language teachers in Kerala.
4. To study the attitude of English language teachers towards CPD programmes in ELT in terms of their: gender, locale, experience, school management.
5. To find out whether there is significant difference in the CPD needs of teachers in English Language Teaching (ELT) in terms of their: gender, locale, experience, school management.
6. To ascertain whether there is a significant relationship between teachers’ academic engagement in CPD programmes and their reflective practices in ELT terms of their: gender, locale, experience, school management.
7. To explore the opinion of parents on teachers attending CPD programmes in English teaching during school working days.

Population and Sample

The population of the study consisted of all the English Language teachers in Kerala. The district-wise distribution of English Language teachers in Government and Aided schools in Kerala is presented in Table 9.

Table 9

Total population of English language teachers in Kerala

Sl. No.	District	English			% of English language Teachers		% out of total
		Male	Female	Total	Male %	Female %	Total%
1	Thiruvnathapuram	94	426	520	1.50	6.78	8.28
2	Kollam	81	360	441	1.29	5.73	7.02
3	Pathanathitta	19	130	149	0.30	2.07	2.37
4	Allapuzha	56	236	292	0.89	3.76	4.65
5	Kottayam	55	208	263	0.88	3.31	4.19
6	Idukki	54	135	189	0.86	2.15	3.01
7	Ernakulam	52	411	463	0.83	6.55	7.37
8	Trichur	34	474	508	0.54	7.55	8.09
9	Palakkad	140	487	627	2.23	7.76	9.99
10	Malappuram	485	739	1224	7.72	11.77	19.49
11	Kozhikode	211	430	641	3.36	6.85	10.21
12	Wayanad	49	127	176	0.78	2.02	2.80
13	Kannur	158	333	491	2.52	5.30	7.82
14	Kasargod	85	210	295	1.35	3.34	4.70
Total		1573	4706	6279	25.05	74.95	100.00

The final sample has been selected using a stratified random sampling technique.

Table 10*Total English teachers in the sample selected*

Sl. No.	District	English			% of English language Teachers		% out of total
		Male	Female	Total	Male -%	Female %	Total%
1	Thiruvananthapuram	94	426	520	1.50	6.78	8.28
2	Allapuzha	56	236	292	0.89	3.76	4.65
3	Ernakulam	52	411	463	0.83	6.55	7.37
4	Palakkad	140	487	627	2.23	7.76	9.99
5	Malappuram	485	739	1224	7.72	11.77	19.49
6	Kozhikode	211	430	641	3.36	6.85	10.21
7	Wayanad	49	127	176	0.78	2.02	2.80
8	Kasargod	85	210	295	1.35	3.34	4.70
Total		1172	3066	4238	18.67	48.83	67.49

Sample of teachers selected for Final Analysis

For data collection, the researcher decided to select 20 per cent of the teachers from the selected districts of Kerala. Teachers included in the final sample are presented in Table 11.

Table 11*Total English teachers selected from each district, and sample selection*

Sl. No.	District	Total English language Teachers	Final Sample		Data Collected
		Total	Selected	Numbers	
1	Thiruvananthapuram	520	20%	104.00	114
2	Allapuzha	292	20%	58.00	82
3	Ernakulam	463	20%	93.00	111
4	Palakkad	627	20%	125.00	217
5	Malappuram	1224	20%	245.00	417
6	Kozhikode	641	20%	128.00	165
7	Wayanad	176	20%	35.00	48
8	Kasargod	295	20%	59.00	63
Total		4238	20%	847.00	1217

Randomization

The researcher designed stratified random sampling frame to reflect the southern, central, and northern regions of the state, as these regions possess distinct socio-cultural and institutional profiles. To get correct data representation, from the southern region, Thiruvananthapuram was included as the administrative and capital, Alappuzha, was selected as a coastal district. In the central region, Ernakulam represented Kerala's most urbanized and Palakkad, a border district with significant number of Tamil-medium schools and bilingual educational settings. From the northern region, Kozhikode was included as the cultural and educational hub of Malabar, while Malappuram—having the highest number of English teachers. Wayanad, a hilly and predominantly tribal district, represented issues of inclusion, access, and teacher preparedness in geographically and socio-economically marginalised contexts. Kasaragod, Kerala's northernmost and most multilingual district, reflected Kannada and Tulu influences. Together, these eight districts offered a balanced and contextually diverse sample, capturing variations across urban, semi-urban, and rural settings; mainstream and tribal populations; and monolingual and multilingual education.

Inclusion criteria: Teachers working in government or aided schools of Kerala with a Permanent Employee Number (PEN).

Exclusion criteria: Teachers on deputation to NCERT, SCERT, Samagra Siksha, KITE, and DIET have been excluded from the sample, as they have greater CPD exposure than the average practising teachers in schools.

Variables used in the second phase of the study.

Variables used for the study are:

- Academic Engagement in CPD programmes
- Reflective Classroom Practices
- Barriers in participating CPD programmes

- Attitude towards CPD programme
- CPD programme Needs
- Parental Perspective
 - Parental belief
 - Parental Concern
 - Parental Views
 - Parental Awareness
- Home School Practices

Classificatory variables are gender, locale of the school, type of management of the school, and experience of the teachers.

Tools used for data collection

Phase 2 of the study commenced with the development and validation of key data-collection instruments to explore various dimensions of Continuous Professional Development (CPD) among secondary school English language teachers. The primary tools included:

- (1) Tool for Analysing CPD practices of secondary school English language Teachers (Sebastian and Meera, 2023).
- (2). Questionnaire for Analysing Parental Perspectives on Teachers' CPD (Sebastian & Meera, 2023), designed to understand how teacher development practices are perceived by parents in relation to student learning and teacher availability.

Structure of the Tools used for the study - Quantitative phase.

Tool-1

Table 12

Components of tool for analysing CPD practices

<i>Part</i>	<i>Title</i>	<i>Number of Items</i>	<i>Purpose</i>
A	Demographic Details	11	To capture background information such as age, gender, qualifications, teaching experience, school type, and ICT access.
B	Academic Engagement in CPD programmes	12	To understand the level of academic engagements of teachers' in CPD programmes using a five-point Likert scale
C	Professional Learning Experience	5	To understand prior participation in CPD programmes and institutional support received.
D	Reflective Practices in English Language Teaching (ELT)	16	To evaluate actual classroom practices and beliefs using a five-point Likert scale.
E	CPD Barriers	5	To assess teacher's perceptions of the quality, relevance, and impact of CPD programmes using a five-point Likert scale.
F	Attitude of teachers towards CPD programmes	17	To evaluate the attitude of teachers towards CPD programmes using a five-point Likert scale.
G	CPD Needs	12	To identify the teachers' self-reported training needs across pedagogical and professional domains.

Data Types and Scaling

- **Parts A–C:** Nominal data (e.g., Yes/No, multiple-choice responses)
- **Parts D–E:** Ordinal data (5-point Likert scale)

Item analysis

In the tool preparation, item analysis benefits to shorten a test and rises validity and reliability of the tool by indicating the entry that can be learned or included. To know whether the test item has the difficulty value or not; the developed item should be analysed. This was done by arranging the scores of selected teachers from highest to lowest. For item analysis, the response of the 120 Secondary School English Teachers were selected and scored. Based on their average score they were classified as high and low groups. The 27 percent of highest value were selected as the higher group and the 27 percent of lowest score were selected as the lower group. The middle groups were discarded. The following formula was used to calculate the t-value of each item.

$$t = \frac{M_1 - M_2}{\sqrt{\left[\frac{\sum fx_1^2 - (\sum fx_1)^2}{N_1} \right] + \left[\frac{\sum fx_2^2 - (\sum fx_2)^2}{N_2} \right]}} \sqrt{N(N-1)}$$

Where,

M1 = the mean score of the higher group for a given statement

M2 = the mean score of the lower group for a given statement

x1 = the score of an individual in the higher group for the statement

x2 = the score of an individual in the lower group for the statement

N1 = number of subjects in the higher group

N2 = number of subject in the lower group

Based on the t-value of each statement, the statement for final tool were selected. The items with a t-value of 1.96 and above were selected and the items with t-value less than 1.96 were rejected at 0.05 level of significance. The items with a t-value of 1.96 and above possess internal consistency and discriminating power. The t-value of the items of Participation of English Language Teaching (ELT)

programmes, English Language Teaching (ELT) Practices, CPD Characteristics/Barriers, and Attitude of teachers' towards CPD programmes is shown in Table 13.

Table 13

Item analysis of tool for CPD practices

Variable	Statements	Lower		Upper		t-value	Result
		Mean	SD	Mean	SD		
Academic Engagement of ELT programmes – Part B	1	1.394	0.899	3.818	1.185	9.363	Accepted
	2	1.364	0.895	3.152	0.755	8.771	Accepted
	3	1.152	0.364	2.879	0.781	11.516	Accepted
	4	1.030	0.174	2.758	1.032	9.484	Accepted
	5	1.879	0.331	3.515	1.544	5.954	Accepted
	6	1.212	0.740	3.061	1.088	8.071	Accepted
	7	1.121	0.331	2.515	1.176	6.555	Accepted
	8	1.091	0.292	2.545	1.227	6.625	Accepted
	9	1.788	0.415	3.182	1.722	4.520	Accepted
	10	1.909	0.292	2.697	1.104	3.965	Accepted
	11	2.576	1.062	3.667	1.291	3.749	Accepted
	12	2.455	0.869	4.758	0.435	13.609	Accepted
	13	3.030	1.075	2.697	0.918	1.355	Rejected
	14	2.818	1.103	2.606	0.864	0.870	Rejected
Reflective Practices ELT-Part D	1	2.152	0.619	4.667	0.479	18.473	Accepted
	2	2.061	0.348	4.576	0.708	18.304	Accepted
	3	1.970	0.305	4.636	0.653	21.265	Accepted
	4	1.091	0.522	3.030	0.984	10.003	Accepted
	5	1.061	0.242	1.909	0.579	7.766	Accepted
	6	1.091	0.384	1.667	0.595	4.669	Accepted
	7	1.091	0.522	2.879	1.341	7.138	Accepted
	8	2.121	0.545	4.455	0.833	13.468	Accepted
	9	2.121	0.485	4.364	0.822	13.496	Accepted
	10	1.818	0.392	2.242	1.119	2.056	Accepted
	11	1.970	0.305	2.879	1.083	4.643	Accepted
	12	1.667	0.777	3.485	1.202	7.296	Accepted
	13	1.939	0.242	3.636	1.295	7.401	Accepted
	14	2.030	0.174	3.000	1.658	3.341	Accepted

Variable	Statements	Lower		Upper		t-value	Result
		Mean	SD	Mean	SD		
CPD Barriers	15	1.970	0.305	2.758	0.830	5.118	Accepted
	16	1.909	0.384	3.515	1.302	6.796	Accepted
	1	3.515	0.795	3.879	0.331	2.424	Accepted
	2	3.788	0.650	4.455	0.506	4.651	Accepted
	3	3.182	0.983	2.758	0.867	1.859	Rejected
	4	3.121	1.317	3.848	1.176	2.366	Accepted
	5	3.818	0.392	3.091	0.947	4.075	Accepted
	6	2.970	1.015	2.606	0.899	1.540	Rejected
	7	3.939	0.429	3.091	1.156	3.955	Accepted
	1	3.727	0.674	4.152	0.712	2.485	Accepted
	2	3.909	0.292	3.394	1.088	2.627	Accepted
	3	3.182	0.983	2.758	0.867	1.859	Rejected
	4	3.848	0.364	4.545	0.666	5.277	Accepted
	5	3.758	0.614	4.606	0.609	5.635	Accepted
	6	3.667	0.890	4.485	0.667	4.226	Accepted
	7	3.182	0.983	2.788	0.960	1.647	Rejected
Attitude of teachers' towards CPD programmes	8	3.848	0.364	4.697	0.467	8.234	Accepted
	9	3.394	0.827	3.939	1.273	2.064	Accepted
	10	3.606	0.827	4.121	1.083	2.172	Accepted
	11	3.727	0.719	4.455	0.506	4.753	Accepted
	12	3.818	0.584	4.636	0.489	6.174	Accepted
	13	2.970	1.015	2.606	0.899	1.540	Rejected
	14	3.970	0.174	4.515	0.508	5.840	Accepted
	15	3.879	0.331	4.242	0.708	2.671	Accepted
	16	3.758	0.663	4.909	0.292	9.133	Accepted
	17	2.000	0.500	4.364	0.822	14.109	Accepted
	18	2.152	0.442	3.303	1.185	5.229	Accepted
	19	2.091	0.522	2.909	0.879	4.597	Accepted
	20	3.182	0.983	2.727	0.876	1.984	Accepted

Reliability Analysis of the Multi-item Tool

Part A – Demographic Details (11 items)

This section gathered general background data including age, gender, academic qualifications, professional qualifications, teaching experience, and school context (rural/urban, medium of instruction, ICT access). Each item was reviewed by a panel of experts to ensure its relevance and clarity. Since the items are factual and descriptive in nature, reliability was ensured through careful construction and standardization of response categories.

Part B – Academic Engagement in CPD Programmes

This section originally contained 14 items designed to measure teachers' classroom practices and pedagogical beliefs. The initial reliability analysis yielded a Cronbach's Alpha coefficient of 0.959, indicating excellent internal consistency. However, after reviewing item-total statistics, 2 items were identified as redundant or misaligned and were omitted to enhance scale precision. The final version retained 12 items, which maintained the high reliability standard while improving item coherence and thematic focus.

Part C – Professional Learning Experiences

This section focused on the respondent's exposure to in-service training and CPD programmes. Items included Yes/No responses regarding participation in recent CPD, frequency of engagement, and institutional support received. Validation was conducted through expert judgment, ensuring alignment with existing CPD frameworks. Internal reliability was supported through item inter-correlation analysis, ensuring consistency in capturing engagement patterns.

Part D – Reflective Practices in English Language Teaching (ELT)

To ensure the internal consistency and reliability of the Multi-item Tool for Analysing CPD Practices of Secondary School English Language Teachers, reliability testing was conducted using Cronbach's Alpha coefficient (0.946). The

analysis focused on Parts D, which comprised ordinal data collected through 5-point Likert scale items.

Part E – Barriers of CPD Programmes

Part E initially included seven items aimed at capturing teachers' perceptions on being absent from the school for CPD programmes, supportive environment at school, and social media participation. The reliability coefficient was calculated to be 0.924, which also represents excellent internal consistency. Based on reliability diagnostics, 2 item was omitted, resulting in a final set of 7 items that robustly represent the construct.

Part F – Attitude of Teachers towards of CPD Programmes

Part F initially included 20 items to understand the attitude of teachers towards CPD programme. The reliability coefficient was calculated to be 0.712, which also represents excellent internal consistency. Based on reliability diagnostics, 3 item was omitted, resulting in a final set of 17 items that robustly represent the construct.

Table 14

Reliability coefficients of tool for analysing CPD practices

Part	Construct Measured	Original Items	Cronbach's Alpha	Items Omitted	Items Retained
B	Academic Engagement	14	0.959	2	12
D	Reflective Practices in ELT	16	0.946	0	16
E	Barriers of CPD Programmes	9	0.924	2	7
F	Attitude of Teachers towards of CPD Programmes	20	0.712	3	17

Part G – CPD Needs

This section aimed to identify areas where teachers felt the need for professional support or additional training. The items were constructed using

insights from existing CPD policies, teacher feedback, and academic literature. Experts in English language teaching and teacher professional development reviewed the items for construct validity. Though primarily composed of nominal (Yes/No) responses, reliability was ensured by maintaining clear operational definitions and avoiding overlapping constructs. Pilot testing showed consistent patterns of response, indicating content and face validity.

Tool 2

Questionnaire for Analysing Parental Perspectives on Teachers' CPD (Sebastian & Meera, 2022)

To collect data on parental perceptions of teachers' professional development, a structured tool titled "Tool for Analysing the Opinion of Parents on Practices of Continuing Professional Development (CPD) of Secondary School English Language Teachers" was developed. The instrument was jointly prepared by the researcher and the supervising teacher in the Department of Education, University of Calicut.

Structure of the Tool

The tool consists of three main sections. They are:

Introductory Section

This part outlines the objectives of the study, clarifies the voluntary nature of participation, ensures confidentiality of responses, and provides contact details of the researchers in tune with the ethical requirements of informed consent and transparency.

Background Information

This section gathers demographic details of respondents, including district, type and location of school (government/aided; rural/urban), student's class and medium of instruction, as well as the age, educational qualifications, and

employment status of parents/guardians. This information enables the analysis of variations across socio-demographic groups.

Opinion Items

The core of the tool contains 37 closed-ended questions and one open-ended prompt. The items are presented in a Yes/No/No Opinion format, covering multiple dimensions such as:

- The appropriateness of CPD timing and duration.
- Perceptions of how teacher absence for training affects students' learning.
- The perceived impact of CPD on teaching quality and students' English proficiency.
- The role of ICT and online alternatives in CPD delivery.
- The adequacy of institutional arrangements when teachers attend training.
- The extent to which teachers apply newly acquired strategies in the classroom.
- Facilities and opportunities in schools and at home to promote English learning (e.g., English clubs, reading corners, theatre, media exposure).
- An open-ended section invites parents to provide additional qualitative feedback on English teaching and school practices.

Validity and Reliability of tool II

Ensuring validity was a key consideration in the design of the tool. Multiple strategies were employed to establish content validity, face validity, and construct validity.

Expert Validation

The tool was reviewed by a panel of subject experts comprising university faculty in Education, experienced teacher educators from DIET, and senior secondary school English teachers. Experts examined each item with the stated

objectives of the study, clarity of wording, and appropriateness for the target respondents (parents). Suggestions for refinement, such as simplifying terminology and avoiding technical jargon, were incorporated.

Face Validity

Face validity was ensured by presenting the draft questionnaire to a small group of parents and teachers who resembled the target population. Their feedback confirmed that the tool appeared relevant, understandable, and acceptable in terms of length and format. Parents also indicated that the introductory and background sections (Sections 1 and 2) created a clear context for the subsequent questions, thereby facilitating meaningful responses.

Construct Validity

The opinion items were structured to reflect multiple constructs central to CPD—such as training timing, impact on learning outcomes, teacher–parent engagement, ICT integration, and institutional support mechanisms. Items were mapped to these theoretical constructs during the design stage, ensuring coherence with the conceptual framework of CPD evaluation. Redundancy across items was intentionally maintained in some areas (e.g., teacher absence, make-up classes) to strengthen construct coverage and reliability.

Content Validity in Sections 1 and 2

Section 1 (Introductory Section) was validated to ensure ethical and procedural clarity, particularly regarding voluntary participation and confidentiality. Experts confirmed its adequacy in meeting academic research standards.

Section 2 (Background Information) was validated to ensure inclusion of socio-demographic variables critical to disaggregated analysis. Expert reviewers confirmed that these variables (district, management type, school location, parental education and employment, etc.) were comprehensive and appropriate for studying patterns in parental perceptions.

Methodological Justification

The tool was designed to capture respondents' voices—an often under-represented but critical stakeholder group in evaluating educational reforms. By linking CPD practices of teachers with students' English learning from the parents' perspective.

Piloting

Reliability of the Instruments

To establish the reliability of the tool, the following steps were undertaken:

Pilot Testing

The instrument was piloted with a small sample of parents from different districts and school types. Feedback was gathered on clarity, ease of completion, and relevance of questions. Minor modifications were incorporated to improve wording and sequencing.

Internal Consistency of tool II

Reliability was measured using Cronbach's Alpha, a widely accepted index for internal consistency. Items under the opinion section (Section 3) were grouped according to thematic constructs (e.g., timing and scheduling, impact on learning, ICT, parental involvement). SPSS Package was used to compute Reliability coefficient Cronbach alpha established using split half method and it was found 0.859. A value of 0.70 or above was taken as the threshold for acceptable reliability, in line with Nunnally & Bernstein (1994).

Procedure for data Collection

After the identification of the sample and preparation of research instrument, was the collection of required data from the sample by using the instrument. The investigator itself made contact with the practising English teachers of the selected schools and had discussion with them in order to get a schedule for administering the tools.

The steps followed for the administration of the tool are: a) Distribution of tool, b) Giving instructions for filling up the necessary information, c) Clearing the doubts and d) ensuring the marking of responses.

Scoring and Consolidation

At the time of scoring the incomplete and irrelevant entries were omitted and the final sample was 1217. The scores on different tools were tabulated. The total sample was classified on the basis of gender, locale of the school, type of management of the schools and experience of the teachers. Each subject was assigned a number and the whole data corresponding to that subject were coded against the number.

The scoring was done by awarding 1 to the 'Yes' response and '0' to a 'No' response. The scores of all the items were summated to obtain the Parental Care of students. The scoring pattern for the variables is shown in the Table 15.

Table 15

Scoring pattern for the variables

Variable	Response and coding				
Academic Engagement / Reflective practices	Always 5	Usually 4	Often 3	Sometimes 2	Never 1
Barriers in participating CPD programmes/ Attitude towards CPD programme	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1

The reverse scoring procedure was used to score the negative statements.

Normality of data

The normality of data is needed to determine the type of statistical test in the study. It was tested by using one sample K.S Test and found that the result showed a non normal data, as $p < 0.05$. So, it is decided to test the Skewness and Kurtosis to see whether the deviation is problematical. The obtained values were within the

acceptable range of ± 2 , indicating that the data is approximately normally distributed. Variables Academic Engagement of ELT programmes (Skewness = 1.375, Kurtosis = 0.831), Reflective Practices in English Language Teaching (Skewness = 0.483, Kurtosis = -1.181), CPD Barriers (Skewness = -0.455, Kurtosis = 0.621), and Attitude of teachers' towards CPD programmes (Skewness = 0.776, Kurtosis = 1.321) are considered as normal.

Statistical Techniques Used for Analysing the Data

Descriptive Statistics such as Mean and Standard Deviation was calculated for all the variables. One sample t-test was applied to know the level of Academic Engagement in CPD programmes, Reflective Classroom Practices, Barriers in participating CPD programmes, Attitude towards CPD programme and CPD programme Needs. The independent sample t-test (parametric t-test) was applied to compare the variables Academic Engagement in CPD programmes, Reflective Classroom Practices, Barriers in participating CPD programmes, Attitude towards CPD programme and CPD programme Needs as well as parents belief, Concern, Views, Awareness, and Home school Practices on attending CPD programmes based on gender, type of management of school and locality of the school. Analysis of Variance (ANOVA) was applied to compare the variables Academic Engagement in CPD programmes, Reflective Classroom Practices, Barriers in participating CPD programmes, Attitude towards CPD programme and CPD programme Needs as well as parents belief, Concern, Views, Awareness, and Home school Practices on attending CPD programmes based on experience of the teachers.

The data collected were subjected to the following statistical techniques:

1. Calculation of Percentage of the responses of students and teachers

The percentages of responses of the teachers are based on the variables.

2. Calculation of Central Tendency and Dispersion of the variables

The central tendency and dispersion of the **variables** in the sample and sub samples were computed to get first-hand information.

3. t - test

As a preliminary step in this data analysis, the **variables** were compared based on gender, type of management of school and locality of the school using t-test for testing the significant difference of their means, for the sample selected and the sub samples.

The formula is:

$$\text{Critical Ratio } t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

M_1 = Mean of the first group

M_2 = Mean of the Second group

σ_1 = Standard Deviation of first group

σ_2 = Standard Deviation of second group

N_1 & N_2 = Number of subject in the respective groups.

4. Analysis of Variance

Analysis of variance (ANOVA) is an operational way to define whether the mean of more than two samples are too dissimilar to attribute the sampling error. Analysis of Variance was applied to test the variation based on the experience of the teachers.

The assumptions of ANOVA test are a) randomness of the samples; b) normality of data; c) independency of data; d) common variation; and e) Total Variation (TV) can split in to two components, each of which has a certain source of variation.

Within sample Variation (WV)

Between sample Variation (BV)

$$TV = WV + BV$$

The procedure of One-way ANOVA is through the following stepwise calculation.

Step 1: Total sum of squares $SS_t = \sum X^2 - \frac{(\sum X)^2}{N}$

Step 2: Between group sum of square

$$SS_b = \frac{(\sum x_1)^2}{n_1} + \frac{(\sum x_2)^2}{n_2} + \frac{(\sum x_3)^2}{n_3}$$

Step 3: Within group's sum of squares $SS_w = SS_t - SS_b$

Step 4: Mean square between $MS_b = \frac{SS_b}{df_b}$

Step 5: Mean square within $MS_w = \frac{SS_w}{df_w}$

Step 6: F-ratio, $F = \frac{MS_b}{MS_w}$

5. Correlation Analysis

To estimate the extent of relationship between variables, the Pearson Product Moment Coefficient of Correlation was used. Verbal Description (Garret, 1996) of r-values: r from 0.00 to ± 0.20 = indifferent or negligible relationship, r from ± 0.20 to ± 0.40 = moderate relationship, r from ± 0.40 to ± 0.70 = substantial or marked relationship and r from ± 0.70 to ± 1.00 = High or very high relationship.

CHAPTER IV

ANALYSIS AND INTERPRETATIONS

Phase 1: Qualitative

Phase 2: Quantitative

The researcher used an exploratory sequential design in this study. Beginning, with a qualitative phase to generate in-depth insights into CPD experiences and implementational challenges from the planning to practice.

The first phase involved systematic collection and analysis of educational policies, government curriculum frameworks and secondary-level English teacher training modules. In the next stage these materials are subjected to deeper scrutiny with particular attention to their CPD-related provisions and recommendations. A content analysis with a specially designed framework was conducted on training modules. The investigator conducted focus group discussions (FGDs) with teachers and experts. Semi-structured interviews with policy decision-makers, carried out to uncover recurring themes, priorities, and policy–practice gaps.

In the quantitative phase, the academic engagement, reflective practices, professional learning experiences, perceived barriers and support systems, and attitudes towards CPD of secondary English language teachers were studied.

Additionally, the survey elicited parents’ opinions on teachers’ professional growth and its perceived impact on student learning. According to Creswell and Plano Clark (2011), exploratory sequential design enables researchers to first “explore a problem qualitatively and then use quantitative data to test or generalise the initial findings” (p. 86). Cohen, Manion, and Morrison (2018) emphasise that qualitative inquiry, when embedded within a mixed-methods framework, provides the necessary depth and contextual grounding to enhance the validity and richness of subsequent quantitative analyses. The details of the analysis are explained under the titles.

Phase 1: Objectives of the qualitative phase

1. To examine the educational policies of the government with reference to Continuing Professional Development (CPD) in English Language teaching.
2. To analyse the School Curriculum Frameworks of central and state government with reference to Continuing Professional Development (CPD) in English Language teaching.

3. The study of the process of evolving general CPD modules in Kerala.
4. To qualitatively analyse the in-service Continuing Professional Development (CPD) programmes modules designed for practising government aided teachers in English Language Teaching in Kerala.
5. To Identify the key perceptions of policymakers, key officers, regarding the CPD programmes in English in Kerala.
6. To examine the issues and challenges in managing the in-service Continuing Professional Development programmes in Kerala.

Original documents have been collected from authentic sources. The libraries of NCERT-RIE Mysore, CHMK Library University of Calicut, SCERT Kerala, RIESI Bangalore, EFL University, Hyderabad and DIET was contacted. Websites of the MoE, NCERT, NCTE, NUEPA, UNESCO, World Bank were checked. The details of the analysis done are explained under the titles.

- 1) Critical Policy Analysis of the National Educational policies for examining the for CPD/In-service training recommendations using CPA Framework. (CPAF)

A. National Policy on Education	1968
B. National Policy of Education and PoA	1986 and 1992
C. National Educational Policy	2020

- 2) Critical Analysis of Various Commission reports for examining the for CPD/In-service training recommendations (CPAF)

A. University Education Commission report	1948-49
B. Secondary Education commission report	1952-54
C. Kothari Commission Report	1964-66
D. Dr. TSR Subramanian Report	2016

3) Critical Analysis of National Curriculum Frameworks for CPD/ In-service training recommendations using (CPAF)

A. National curriculum Framework

NCF (2005)

B. Kerala Curriculum Framework

KCF (2007)

C. National Curriculum Framework for Teacher Education

NCFTE (2009)

D. National curriculum Framework for School Education

NCFSE (2023)

E. Kerala Curriculum Framework

KCF (2023)

4) Critical analysis of Secondary modules of English language teaching for vacation training and DCE teacher Training using

5) Thematic Analysis of FGD and semi-structured interview.

6) Critical Examination of programmes and their expenditure of District Centre for English (DCE)

7) Annual reports of SCERT for identifying CPD programmes

Critical policy analysis (CPA) provides a vital lens for evaluating continuous professional development (CPD) recommendations for teachers. By critically examining existing policies and frameworks, researchers can identify gaps and opportunities for enhancing teacher training and professional growth. Nambissan and Rao (2018). Applying CPA allows stakeholders to scrutinise the assumptions underlying these policies, whether the CPD recommendations are equitable and inclusive. Furthermore, by incorporating feedback from teachers and local communities, policymakers can create more targeted and impactful CPD

programmes that directly address the challenges faced in Indian classrooms (Kumar, 2020).

Objective I

To examine the educational policies of the government with reference to Continuing Professional Development (CPD) in English Language teaching

Critical Policy Analysis of the National Educational policies for examining the for CPD/In-service training recommendations using CPA framework (CPAF)

- | | | |
|----|--------------------------------------|------------|
| A. | National Policy on Education | 1968 |
| B. | National Policy of Education and PoA | 1986 &1992 |
| C. | National Education Policy | 020 |

Content Analysis of all the aforesaid policies was done using CPA framework. A comprehensive analysis of CPD recommendations their context and rhetoric, CPD vision, approaches to CPD, implementation mechanisms, resource allocation monitoring and evaluation is essential to measure impact, equity and inclusion. Ultimately, this process identifies critical gaps and contradictions between the policy's goals and its proposed execution. Content Analysis was done using the CPA framework.

Table 16

Critical Policy Analysis (CPA) for identifying recommendations on CPD in National Educational Policy 1968.

Sl.No.	Major – CPD Areas	Specific Contexts Analysed	Observations/Themes	Remarks
1	Context and Rhetoric	What is the policy's context (national/regional)? When was it published? The Education Commission appointed by the Government of India in 1964 headed by DS Kothari and published during 1968 Post-Independence India looking at modernisation through education reforms.	The rhetoric emphasizes aligning education with social, economic, and technological development goals, and addressing mass illiteracy and educational quality. The committee had consulted renowned experts.	
2	CPD Vision	What is the stated vision/objective for teacher CPD? Is CPD explicitly or implicitly addressed? The vision identifies the importance of teacher development as a critical factor in elevating education standards CPD is addressed within the broader aims to improve educational quality and adapt to changing social and economic needs.	Acknowledging in-service CPD for national progress. Explicit formulations of CPD are limited, given the policy's systemic focus. The approach is predominantly top-down.	

3	Approaches to CPD	CPD approaches are suggested through task forces, expert advisory groups, and involvement of ministries such as Labour, Education, and Agriculture. Strategies include collaboration with cultural institutions and adult education programmes.	Emphasized professional learning areas include pedagogy linked with adult education, social education, and agriculture education, reflecting the socio-economic development priorities. Attention to health education and cultural institutions shows broad-based competency development aspirations. ICT or digital skills are not addressed due to the period's technological context.
4	CPD Content Areas	What areas of professional learning (e.g., pedagogy, curriculum, leadership, digital skills) are emphasized? Delivery mechanisms involve task forces, commissions, and associations working in liaison with government ministries. Workshops, institutional training, and community education frameworks are implied.	Responsibility lies with ministries like Education, Labour, and Food & Agriculture with specific Directors-General and Secretaries named for coordination. No mention of online mechanisms due to historical context.
5	Implementation Mechanisms	How is CPD intended to be delivered (workshops, online, mentoring)? Who is responsible for implementation? Human resources management include a variety of experts, consultants, and government officials.	Financial and technological resource details are general, emphasizing public funding increases without specific breakdowns for CPD.

6	Resource Allocation	What resources (human, financial, technological) are allocated or recommended for CPD? The policy highlights increased government investment in education and scientific research as a foundational priority. Not specifically suggested.	Interim reports and continuous expert guidance are mandated for implementation tracking. However, systematic teacher feedback on training programmes is not addressed.
7	Monitoring & Evaluation	Are there mechanisms for evaluating the impact of CPD? How is teacher feedback incorporated? The Commission's structure, involving members and task forces, suggests built-in mechanisms for ongoing advisory and monitoring roles.	Barriers such as low remuneration and service conditions etc. recognised
8	Equity and Inclusion	The policy addresses widespread educational disparities, including mass illiteracy and access issues.	Task forces included representatives from cultural institutions and adult education to promote inclusion.
9	Gaps and Contradictions	There is a gap between aspirations and practical implementation. For example, in teacher service conditions and remuneration, it is said the teachers are nation builders but when it comes to the salary payment or appointment realities are different.	Future CPD initiatives should incorporate clearly defined, mandatory CPD frameworks, including systematic feedback and evaluation protocols. Enhanced resource allocation specifically targeting teacher development, inclusion of evolving skill areas, and addressing teacher

10	Recommendations/Implications	Lack of explicit CPD frameworks, insufficient focus on monitoring and feedback are the areas identified for strengthening.	welfare substantively are recommended.
		The absence of modern skill areas (digital literacy) reflects technological limitations of the time.	Incorporate clearly defined, mandatory CPD frameworks Systematic feedback and evaluation protocols. Enhanced resource allocation specifically targeting teacher development, inclusion of evolving skill areas, and addressing teacher welfare substantively are recommended.

Conclusion

In-service teacher training model was foundational but underdeveloped in the 1968 policy. As evidenced by research, though the policy said it supported teacher quality in the rhetoric, its recommendations were vague and did not have a systemic implementation framework. As an example, the policy's assertion: "in-service teacher education should be organized on a continuous basis" (Government of India, 1968) was never enacted with concrete mechanisms or adequate funding. Naik (1982) found it very clear that the policy provision for teacher education was for the most part "a statement of intent" that was not accompanied by the requisite administrative or financial underpinning to fulfil its ends.

National Policy of Education and PoA 1986 &1992

Table 17

Critical Policy Analysis (CPA) for identifying recommendations on CPD in NPE 1986 and PoA 1992

Sl.No.	Major - Areas	Specific Contexts Analysed	Observations/Themes	Remarks
1	Context and Rhetoric	The National Policy on Education (NPE) 1986 and its Programme of Action (P o A) 1992, published by the Govt. of India	Comprehensive guidance on teacher training, Established a good link between pre-service and in-service training and professional development of teachers.	
2	CPD Vision	Previous teacher training programmes lacked cohesion and did not adequately prepare teachers with the latest pedagogical knowledge or reflect value orientation and innovation.	Background and Context Teaching is recognised as a critical factor in improving educational quality. The existing system (as of 1986) was seen as inadequate in providing proper economic and social status, professional development opportunities, and motivation to teachers.	
3	Approaches to CPD	What specific CPD approaches or strategies are suggested? Are they mandatory or voluntary? Teacher Recruitment and Career Development Standardise recruitment with a common qualifying test formulated by the University Grants Commission (UGC) to	- Organize orientation programmes in teaching methodologies, educational psychology, and pedagogy for all new entrants at the lecturer level. - Implement refresher courses for all serving teachers, ensuring coverage of at least once every 5 years. - Enhanced Pre-Service and In-Service Training	

		ensure uniform teacher quality.	• Develop orientation programmes at universities and colleges, pooling internal resources and collaboration to make training more systematic and accessible. • Use of Open Universities and Distance Learning • The Indira Gandhi National Open University (IGNOU) to provide special programmes promoting self-learning among teachers, facilitating continual professional development outside the traditional classroom setting.
4	CPD Content Areas	Training Content and Methodology Training programmes should emphasize the use and integration of educational technology and teaching aids to make learning enjoyable and effective. Teachers must be oriented and encouraged to use instructional materials developed under the curricular reforms.	Link career advancement with professional development and performance appraisal, incorporating self-appraisal, peer review, and student feedback as evaluation tools. Remodel university management structures to increase teacher participation in academic administration, thus fostering ownership and engagement. Mass teacher training drives were planned (e.g., summer training in 1987 and 1988) to familiarize teachers with new curricular materials and methodological changes
5	Implementation Mechanisms	How is CPD intended to be delivered (workshops, online, mentoring)? Who	Foster motivation through innovation and creative work, ensuring teachers are given initiatives and training conducive to

		is responsible for implementation?	professional fulfillment
		Improving Teacher Status and Motivation • Address the economic and social status of teachers by reviewing pay scales and recognizing teaching as a respected profession.	
6	Resource Allocation	• The policy suggests culture-specific curriculum and need-based training programmes	Identified the need more funds for raising fund for achieving learning outcomes. The policy views better infrastructure and human resources are prerequisites for teaching quality.
7	Monitoring & Evaluation	Are there mechanisms for evaluating the impact of CPD? How is teacher feedback incorporated? Micro-planning and grassroots engagement encourage teachers and village education committees to monitor attendance and provide support to slow or irregular learners, making teacher involvement community centred.	Emphasise continuous evaluation and reform of textbooks and instructional materials to support teacher effectiveness in classroom teaching. Link innovations in teaching strategies with mass media and educational technology support to reach wider teacher audiences, moving beyond isolated projects.
		Recognise teacher accountability	

		alongside improved support, with norms of performance set and consequences for non-compliance.	
8	Equity and Inclusion	Does the policy address CPD needs of diverse teacher groups (e.g., rural/urban, novice/experienced)? How does the policy address potential barriers to participation in CPD activities?	Proactive policy focus on access and quality parity irrespective of caste, creed, sex, location (Reference -page 130). Special provisions for Scheduled Castes, Scheduled Tribes, minorities, women, and handicapped groups for equity in education- (Reference page 5).
9	Gaps and Contradictions	Preservice and Inservice training has been visualized not as a developmental process	NPE 1986 didn't frame any framework whereas P o A has developed a detailed framework.
10	Recommendations/Implications	What recommendations or practical implications emerge for future CPD initiatives?	Regular refresher courses every 5 years

NPE 1986 & PoA 1992 Suggestions

Pre-service Training and Inservice Training	Mass Orientation programmes (MoP) on pedagogy, psychology, subject methods. Regular refresher courses every 5 years; use of IGNOU programmes
Recruitment & Career Dev.	Common qualifying exams; appraisal and performance-based promotion.
Teacher Motivation	Improved pay, social status, and incentives for innovation.
Use of Technology	Training to integrate teaching aids, mass training programmes.
Special Needs	Training for tribal, minority, handicapped educations.
Working Conditions	Improve school and teacher working conditions for better teaching.
Accountability & Norms	Set performance norms and enforcement mechanisms.

These strategies highlight the NPE 1986's and PoA 1992's emphasis on comprehensive, systematic, and ongoing teacher training and development, connecting educational reforms, curriculum changes, and teacher capacity building as central to improving educational quality.

National Educational Policy 2020

Table 18

Critical Policy Analysis (CPA) for identifying recommendations on CPD in NEP 2020

Sl. No.	Major Areas CPD framework	Specific Contexts Analysed	Observations / Themes	Remarks
1	Context and Rhetoric	National policy (Government of India), authored by Ministry of Human Resource Development; released in 2020. The policy traces the history of educational commissions of India and makes a progressive statement, improving the structure of education Ref 2, 1	Positions education as key to national development; aligns with SDG 4; proposes comprehensive changes in school education and higher education.	First education policy of the 21st century; emphasizes teachers at the centre and equity as a cornerstone.
2	CPD Vision	Stated vision for teacher professionalism and ongoing learning. ➤ National Professional Standards for Teachers (NPST). ➤ CPD aims to ensure quality teaching and accountability, implicitly supporting continuous skill enhancement aligned with holistic student outcomes Ref 10.	teachers and faculty as “the heart of the learning process” Suggest continuous professional development across stages.	Strong vision. Requires state-level CPD policies with measurable targets and pathways.
3	Approaches to	Strategies and modalities proposed for	Mentoring via Cluster Resource Centres;	Approaches mix structured (pre

	CPD	professional development. ➤ CPD is suggested via formal standards, mentoring (National Mission on Mentoring), ➤ Professional accreditation. The approaches appear to be structured and increasingly mandatory, moving away from ad hoc or voluntary practices to a regulated framework (Ref 10, 5)	Scholarships and integrated 4 year B.Ed. Redesigned teacher education Use of DIKSHA and technology. Peer tutoring leadership; Competency based classroom practice NCFSE periodic updates.	service reform) Enabling (technology/mentoring); Explicit CPD hours Mandates are not specified.
4	CPD Content Areas	Domains of teacher learning emphasised ➤ Emphasis is placed on pedagogy, curriculum integration (including 21st-century skills), ➤ Digital proficiency, ➤ Assessment strategies. ➤ Multidisciplinary content to reflect integration in teaching approaches Ref 10, 9, 8.	Foundational literacy & numeracy; multilingual pedagogy; experiential and competency based learning; assessment literacy; inclusive education; digital literacy/coding/AI; ethics & values; vocational integration; arts/sports integration.	Broad curricular sweep supports whole teacher development; Needs localization to state contexts Subject specialisations.
5	Implementation Mechanisms	Who delivers and how CPD is organised. ➤ CPD delivery mechanisms include mentoring programmes ➤ Online platforms for transparent self-	NCERT/SCERTs to frame curricula and resources; school complexes/clusters to support; CRCs to mentor ECCE workers; States/UTs to plan and track missions	Clear role assignment for curriculum and mentoring; operational SOPs CPD delivery cycles and crediting remain to be detailed by States.

		disclosure, and integration with the National Educational Technology Forum (NETF) to facilitate digital learning resources		
		➤ Teacher capacity building. ➤ Responsibility lies with the education ministry and institutional heads (Ref 10, 8, 5.)		
6	Resource Allocation	➤ Human/financial/technological resources indicated or implied. ➤ The policy proposes investment in digital infrastructure, teacher training, and mentoring programmes. ➤ It commits to elevating public education investment to 6% of GDP, which would support enhanced human and technological resources Ref 10, 8, 5.	Merit scholarships for B.Ed.; incentives/housing for rural teachers; reduction of PTR; strengthening Anganwadi's, libraries, digital repositories (DIKSHA), smart classrooms; call for substantial public investment.	Financing principles are outlined at policy level; explicit CPD budget lines and per teacher norms must be specified in state plans.
7	Monitoring & Evaluation	Mechanisms for evaluating impact and feedback. ➤ CPD impact is to be monitored via transparent, online self-disclosure systems and progress cards, promoting public oversight and accountability. ➤ The policy includes tracking	Holistic 360° progress cards; school exams in Grades 3, 5, 8; Establishment of PARAKH as assessment standard setter; Tracking targets for FLN mission; Encouragement of data	Learner outcome M&E is detailed; dedicated CPD effectiveness metrics (e.g., teacher competency rubrics, classroom observation frameworks) need elaboration.

		mechanisms for learning outcomes that indirectly feed into teacher development assessments Ref 10.	driven decision-making.	
8	Equity and Inclusion	Addressing diverse teacher/learner needs and barriers. ➤ NEP 2020 addresses diverse teacher needs through gender inclusion funds, integration of disadvantaged regions via special zones, and ➤ Divyang-friendly educational software. Barriers like digital divides and language diversity are acknowledged with regional language digital content and multi-level support Ref 10, 9, 8, 6.	Focus on SEDGs; medium of instruction in home language till at least Grade 5; ISL standardization; targeted scholarships and local recruitment; flexible pathways, ODL; community/alumni participation.	Inclusive intent is strong; CPD should be differentiated (rural/urban, novice/experienced, subject specific) and accessible in multilingual/digital lite formats.
9	Gaps and Contradictions	➤ Practical implementation challenges such as phased timelines (e.g., 15 years for affiliation phase-out) ➤ Resource disparities across regions may delay uniform CPD effectiveness.	Limited specificity on CPD hours, Accreditation/credit transfer, and Mentor teacher career ladders; The financing power of the state varies	Risk of uneven implementation Unless robust state guidelines, budgeting, and institutional accountability are brought in, many state governments may not follow the suggestions.
10	Recommendations / Implications	➤ Future CPD initiatives should focus on locally adaptive implementation,	Freedom to run and develop state level CPD frameworks with annual hour targets.	Prioritise phased try outs with rigorous evaluation; Publish CPD dashboards;

➤ Capacity building for mentoring, sustained investment in digital platforms, and ongoing evaluation loops incorporating teacher feedback.

➤ Strengthening equity-focused strategies and operational

➤ clarity on mandatory CPD phases is also essential.

Micro credentialing of the sources and CPD programmes

Establish mentor teacher links

DIET/BRC/CRC led coaching cycles

Allocate dedicated CPD budgets;

Integrate DIKSHA/SWAYAM
Ensure differentiated, multilingual CPD

Consider classroom practice and reflective practices for career progression.

Critical Analysis of Various Commission reports for examining the CPD/In-service training recommendations.

Having completed the examining of the Educational Policies post independent era, the researcher examined various commission reports for reviewing the for CPD/In-service training recommendations. Of the three national policies, NEP 2020 clearly enhanced vision on CPD and developed National professional standards of Education. (NPST). The mandatory 50-hour programme will encourage teachers to attend. Various components of the CPD in the three policies are presented in the table

Table 19

Comparison of CPD Vision, Structures & Mechanisms

Dimension	NPE 1968	NPE 1986	NEP 2020
CPD Vision	Implicit, linked to higher education	Ongoing professional process	Lifelong, career-linked progression
In-Service Training	One-shot, summer institutes	Structured institutional model (DIETs/SCERTs)	Modular, blended, digital (DIKSHA, SWAYAM)
Implementation	Minimal, state-led	Cascading model (NCERT → SCERT → DIET)	NMM, NPST, mentoring ecosystem
Monitoring & Evaluation	Absent	Input-based tracking (teacher counts)	Outcome-based digital dashboards (NPST)
Resource Allocation	6% GDP goal (never achieved)	6% goal reiterated Not achieved	6% target redefined for innovation and mentoring

The University Education Commission- 1949

The 1949 University Education Commission report, while focused on higher education, contains several recommendations with significant bearing on continuous professional development in school education. It advocates for structured, research-based teacher training, centralized advisory mechanisms combined with decentralized implementation, emphasis on inclusivity, and integration of indigenous and modern knowledge systems. These reflect a progressive vision of professional learning that remains relevant in contemporary school CPD policies.

Table 20

Critical Policy Analysis for identifying CPD recommendations University Education Commission - 1949

Sl. No.	Major - Areas	Specific Contexts Analysed	Observations/Themes	Remarks
1	Context and Rhetoric	University Education Commission appointed by the Government of India in 1948; report published in 1949.	Independent India (1949), Focusing on expanding university education Marching to self-reliant and capable of meeting the country's intellectual and developmental needs.	
2	CPD Vision	Relevant to Higher Education	Although targeted for universities, the emphasis on teacher training, research, and curriculum reform has implications for school education, Professional development of teachers has been identified with higher education	
3	Approaches to CPD	Expert committees for staff selection and development, suggested mentorship and external expert involvement.	Formal training programmes for physical education teachers, Establishment of central institutes for teacher training, and emphasis on research-informed teaching methods. CPD is largely recommended as a continuous, consultative	

4	CPD Content Areas	What areas of professional learning (e.g., pedagogy, curriculum, leadership, digital skills) are emphasized? Leadership and administration in universities through expert committees and boards. Integration of indigenous knowledge with modern methods in physical education.
		Emphasis on pedagogy, especially in physical education and health sciences. Curriculum development informed by scientific educational testing and appraisal.
5	Implementation Mechanisms	How is CPD intended to be delivered (workshops, online, mentoring)? Who is responsible for implementation? Responsibility primarily lies with government bodies like University Grants Commission, Ministry of Education, and provincial governments, suggesting a top-down but consultative model.
6	Resource Allocation	What resources (human, financial, technological) are allocated or recommended for CPD? Recommended to include institutes for teacher training, workshops, and field visits by commission members for consultative advice. Use of expert panels and boards to guide recruitment and professional standards. Financial grants from central and provincial governments to support cadet corps and physical education programmes. Calls for specialized staff such as directors of physical education with advanced degrees. Infrastructure support for institutes and research centres.

7	Monitoring & Evaluation	Are there mechanisms for evaluating the impact of CPD? irregular learners, making teacher involvement community centred. Formal evaluation mechanisms appear nascent but envisioned in Boards of Examiners and advisory committees.	Recommendation for scientific study and application of educational testing, with expert boards monitoring examination standards. Commission visits and consultations provide qualitative monitoring and advisory oversight.
8	Equity and Inclusion	Does the policy address CPD needs of diverse teacher groups (e.g., rural/urban, novice/experienced)? Recognition of the need for gender inclusion, e.g., Girls' Division in cadet corps and separate programmes for women teachers.	While focused on universities, there is recognition of differing regional capacities, e.g., Provincial involvement for military training units. Suggestion to increase teacher training centre nationwide to address shortages, implicitly benefiting rural and under-resourced schools. Youtube
9	Gaps and Contradictions	Are there contradictions or gaps between policy statements and practical suggestions for CPD? The emphasis on university autonomy conflicts somewhat with suggestions for strong central coordination and government oversight.	The report admits limited exact data for financial estimates, leading to tentative figures. While recommending advanced degrees for university-level physical education directors, there is acknowledgment of the difficulty in rapidly producing sufficient qualified personnel.
10	Recommendations/Implications	Recommendations/Implications for School-Level CPD	School Level CPD identified with higher education

Promote continuous professional consultation through visits and informal advice rather than solely top-down mandates.

Integrate indigenous knowledge and modern science in teacher training curricula to develop culturally informed pedagogy.

Suggestions for establishing centres specializing in key disciplines like physical education and pedagogical methods.

Centralized advisory and monitoring bodies to support evidence-based teacher development and assessment methods.

Although the policy has been designed for improving higher education in post independent India, it has been recognized regional capacities and inclusion of indigenous knowledge. School teachers training seen linked with higher education.

Major implications for continuing professional development are summarized as

- Promote continuous professional consultation through visits and informal advice rather than solely top-down mandates.
- Ensure CPD policies consider diverse regional and gender needs, designing programmes for rural schools and female teachers.
- Integrate indigenous knowledge and modern science in teacher training curricula to develop culturally informed pedagogy.
- Invest in qualified CPD leadership by encouraging advanced qualifications among trainers and education.
- CPD of teachers when linked with higher education alone cannot empower them with practical experiences but it will rather benefit them in theoretical knowledge.
- Institutions with school level experience and expertise have to be entrusted with the idea of modernizing CPD of teachers. Establishing a mutual relationship with higher education and institutes like RIE of NCERT, Universities linked with SCERT, DIETs, Training teachers will benefit them. Transformative Teacher Training Programme (TTP) for higher secondary school teachers implemented in Kerala is good example.

B. Secondary Education commission 1952-54

The Report prepared under the leadership of Dr Lakshnaswamy Mudaliar has two parts; Shortcomings of the then existing system of secondary education and remedies & detailed feature of the secondary education.

Key Excerpts on In-Service Training and CPD

On in-Service Training

The commission has identified

“However excellent the programme of teacher-training may be, it does not by itself produce an excellent teacher... Increased efficiency will come through experience critically analysed and through individual and group efforts at improvement. The teacher training institution should accept its responsibility for assisting in this in-service stage of teacher training. Among the activities which the training college should provide or in which it should collaborate are: (1) refresher courses, (2) short intensive courses in special subjects, (3) practical training in workshop, (4) seminars and professional conferences” (Secondary Education Commission Report, 1952–54).

On networking of teachers, the report has identified

“Training institutions should be in close liaison with the Department of Education and the schools... It would be to the advantage of all concerned if training institutions could keep in touch with their alumni and follow their subsequent careers” (p. 139).

Secondary Education Commission has foreseen early forms of professional networking and alumni-based learning communities. at period when term CPD was not used frequently.

The commission has Recognised reflection and research as essential dimensions of teacher professionalism.

“The training college should in essence be not merely a college for training teachers, but an institution for research work in all aspects of pedagogy... every training college desiring to conduct educational research should have under its control an experimental or demonstration school” (p. 140).

Detailed analysis of the report in CPA tool is included here.

Table 21*Critical Analysis of Secondary Education commission for In-service/CPD 1952-54 recommendations*

Sl. No.	Major Areas	Specific Contexts Analysed	Observations / Themes (with Page References)	Remarks / Implications
1	Context and Rhetoric	Post-independence educational reform; focus on efficiency and modernization of secondary education.	The Commission viewed teachers as “the pivot of the educational process,” vital for democratic nation-building. It stressed that teacher improvement must continue beyond pre-service preparation (p. 139).	Framed teaching as a professional, moral, and national service; early articulation of lifelong professional learning.
2	CPD Vision	Philosophy of teacher growth as a continuous process.	“However excellent the programme of teacher-training may be, it does not by itself produce an excellent teacher.” Continuous improvement through reflection and experience was emphasized (p. 139).	Introduced the idea of lifelong, reflective professional development in India.
3	Approaches to CPD	Methods proposed for in-service learning.	Recommends refresher courses, short intensive subject courses, workshops, seminars, and professional conferences as integral in-service mechanisms (p. 139).	Early model for structured CPD—predates later institutional frameworks like DIETs and SCERTs.
4	CPD Content Areas	Domains for teacher improvement.	Emphasis on pedagogy, co-curricular training, citizenship, and research in education; training colleges to function as research centres with experimental schools (pp. 137–140).	Linked CPD with curriculum innovation, holistic education, and pedagogical inquiry.
5	Implementation Mechanisms	Institutional and administrative supports.	Proposed collaboration between teacher training colleges, education departments,	Established early vision of institutional networking and

			and schools; recommended follow-up with alumni to track professional growth (p. 139).	mentoring.
6	Resource Allocation	Structural and financial provisions.	Suggested formation of Boards for Teacher Training Institutions and scholarships for advanced study (M.Ed.), though without budgetary clarity (pp. 142, 150).	Highlighted need for institutional investment but lacked funding mechanisms.
7	Monitoring and Evaluation	Supervision, research, and appraisal.	Advocated transforming inspection into educational guidance; inspectors as mentors rather than fault-finders (p. 151).	Shifted supervision paradigm toward formative, supportive evaluation.
8	Equity and Inclusion	Addressing diverse teacher and learner needs.	Noted disparities in teacher preparation and access; urged training in areas like physical education, special needs, and citizenship education (pp. 141–142).	Implicit equity approach—contextual and inclusive teacher preparation.
9	Gaps and Contradictions	Policy limitations.	Absence of clear funding, time schedules, or national implementation plan; relied heavily on colleges not yet adequately developed.	Visionary but institutionally premature; overemphasized urban, formal structures.
10	Recommendations / Implications	Key takeaways for future CPD policies.	Institutionalize continuous in-service learning, link training–research–supervision, promote professional networks, and improve teacher status.	Served as the foundation for future CPD policies—NPE 1986, NCFTE 2009, and NEP 2020.

While the *Secondary Education Commission (1952–53)* was visionary in recognizing the need for continuous in-service learning. It placed English at a crucial intersection of India's educational and cultural and recognised English as an **important second language**, essential for higher learning, scientific advancement, and global communication while maintaining that it should never replace the mother tongue or regional languages (p. 89).

The Commission proposed that English teaching should develop a functional command of the language, enabling students to understand, speak, read, and write with clarity and confidence rather than memories rules or literary texts.

Teachers were urged to adopt activity-oriented and communicative methods such as conversation, dramatization, and oral practice to make language learning more meaningful and learner-centred. Recognising the central role of teachers in this process, the report recommended that English language teachers be well-trained in both subject mastery and pedagogy, and that training colleges take responsibility for in-service professional growth by organizing refresher courses, workshops, and seminars to update teachers' language proficiency and classroom strategies.

While the report did not provide a clear funding or monitoring framework, it has outlined a clear vision on teacher professionalism, contextual learning, and continuous improvement. Recommended modern concepts of reflective practice and continuous professional development (CPD). They are relevant, as they position teachers as lifelong learners engaged in collaborative and context-responsive professional growth.

C. Kothari Commission Report 1964-66

Education Commission (1964-66) under the guidance of Dr. D.S. Kothari submitted report in June 1966. Based on the recommendations of the committee, the NPE 1968 was finalized.

Since, as part of the study, the researcher has already analysed NPE 1968 using CPA framework, the commission report itself is not subjected CPAF analysis.

CPD suggestions in the report is summarised in the following words

Future CPD initiatives should incorporate

- Clearly defined, mandatory CPD frameworks
- Enhanced resource allocations
- Inclusion of evolving skill areas
- Addressing teacher welfare

are substantively recommended.

Dr. TSR Subramanian committee Report 2016

T. S. R. Subramanian Committee Report (2016) played a crucial role as it set the stage for the *National Education Policy 2020*.

From the point of continuing professional development, TSR Subramaniam's report highlights:

- continuous professional growth of teachers
- Change in the country comes through education begins with well-supported and motivated educators.
- Reimagining DIETs centres of excellence
- ICT-based training, linking teacher learning with classroom realities, fair access to professional development

were later carried forward into the NEP 2020 framework.

At the same time, gaps remained: the report paid less attention to teachers' own voices, to reflective classroom practices, and to how schools could create time and space for ongoing learning. The researcher has done detailed CPA analysis has been done using CPA tool developed for this purpose.

Table 22

Critical analysis for identifying CPD recommendations in T. S. R. Subramanian, 2016

Sl. No.	Major - Areas	Specific Contexts Analysed	Observations/Themes	Remarks
1	Context and Rhetoric	What is the policy's context (national/regional)? Who authored it? When was it published?	The <i>Report of the Committee for Evolution of the New Education Policy</i> (Government of India, 2016) was prepared by a committee chaired by T. S. R. Subramanian, constituted by the MHRD	
2	CPD Vision	The report envisions teachers as <i>central agents of educational transformation</i> and asserts that “the teacher is the pivot around which the education system revolves.”	The vision integrates teacher motivation, academic autonomy, and institutional capacity-building (DIETs, SCERTs, and BRCs) to ensure sustained quality improvement across the school system. It calls for continuous upgrading of teacher competence and re-professionalization through a national CPD culture.	
3	Approaches to CPD	What specific CPD approaches or strategies are suggested? - Are they mandatory or voluntary? Revamping teacher-education curricula to embed lifelong learning and reflective practice.	Regular in-service training and refresher courses. Integration of ICT-enabled capacity-building for teachers. Establishment of a National Mission for Teacher Professional Development.	

4	CPD Content Areas	What areas of professional learning (e.g., pedagogy, curriculum, leadership, digital skills) are emphasized?	Pedagogical innovation, subject mastery, inclusive education, value education, ICT integration, classroom research, and leadership development.	
5	Implementation Mechanisms	Implementation responsibility is shared among MHRD, SCERTs, DIETs, and school complexes. The committee proposes an All India Education Service for professional accountability and uniform quality standards.	Revamping DIETs into dynamic professional-learning hubs and developing online learning portals for continuous updating of teacher knowledge at grass root level.	
6	Resource Allocation	What resources (human, financial, technological) are allocated or recommended for CPD?	The report recommends enhancing public expenditure on education to 6 percent of GDP and earmarking dedicated funds for teacher-training infrastructure, faculty development, and ICT support.	
7	Monitoring & Evaluation	Are there mechanisms for evaluating the impact of CPD? The report advocates for a National Authority for Regulation and Accreditation in Education, ensuring accountability in both teacher education and in-service CPD programmes.	Periodic evaluation is proposed through performance indicators, accreditation, and professional standards for teachers and institutions.	
8	Equity and Inclusion	Does the policy address CPD needs	High lights the need for special academic	

		of diverse teacher groups (e.g., rural/urban, novice/experienced)?	and professional support to teachers serving rural, tribal, and disadvantaged areas. It recommends contextualized CPD models that address language diversity, gender concerns, and digital divides.	
9	Gaps and Contradictions	Are there contradictions or gaps between policy statements and practical suggestions for CPD?	It lacks clear operational guidelines for teacher agency, collaborative learning, and time allocation for CPD within school schedules. Structural reforms seem to be top-down. Teachers' role in decision making and career are prescriptive are likely to be stagewise	
10	Recommendations/Implications	What recommendations or practical implications emerge for future CPD initiatives?	DIETs as regional CPD resource centres. Systematic teacher-mentoring frameworks. Adequate funding and time for reflective practice. Feedback loops in monitoring CPD outcomes.	

NEP 2020 suggested a fundamental alteration in the way in which Indian teachers' professional development should be shaped moving away from isolated, short-term in-service programmes towards a continuous and ongoing professional development model of teaching in the country Sharma (2020). This transformation demands full re-imagination as to how teacher development is defined, structured, and enabled within education.

Objective No. 2

To analyse the School Curriculum Frameworks of central and state government with reference to Continuing Professional Development (CPD) in English Language teaching.

Critical Analysis of National and State Curriculum Frameworks (NCF, KCF) for CPD/ In-service training recommendations

In the next step of the analysis of the curriculum framework, the researcher studied various undermentioned frameworks to understand teacher development in terms of in-service CPD.

- | | | |
|----|---|---------------|
| A. | National curriculum Framework | NCF (2005) |
| B. | Kerala Curriculum Framework | KCF (2007) |
| C. | National Curriculum Framework for Teacher Education | NCFTE (2009) |
| D. | National curriculum Framework for School Education | (NCFSE (2023) |
| E. | Kerala Curriculum Framework | KCF (2023) |

The researcher, in the light of the educational policies analysed, views a curriculum framework not just as a technical document, but as a framework for the implementation of the policy. Based on this approach, a hybrid model combining Critical Policy Analysis (CPA) as the main framework, supported by Document Analysis (Bowen, 2009) for methodical coding and thematic analysis. It examines how CPD is conceptualized, positioned, and enacted within the framework.

Table 23*Framework for analysis for identifying CPD recommendations –NCF2005*

Sl. No.	Major - Areas	Specific Contexts Analysed	Observations/Themes	Remarks
1	Context and Rhetoric	Executive Summary (pp. viii–ix) situates language within democratic access and equity. Section 3.1 (p.36) identifies language as a medium of inclusion.	English is part of India’s multilingual context, taught as a functional and empowering tool (p.36–37). Integration with lived experiences emphasised.	CPD must help teachers frame English as a means of participation and empowerment.
2	CPD Vision	Vision of language teaching (pp.36–37) links child-centred learning and constructivism with ‘connecting knowledge to life outside school.’	Teachers act as facilitators who promote communication and understanding (p.37). Teaching English supports autonomy and meaning-making.	CPD should develop reflective, constructivist identities among English language teachers.
3	Approaches to CPD	Section 3.1.3 (pp.38–39) recommends communicative, interaction-based approaches rejecting rote drills.	Emphasis contextual, activity-based ELT integrating listening, speaking, reading, and writing (pp.38–39). Grammar taught through communication.	CPD to model communicative, experiential strategies and collaborative task design.
4	CPD Content Areas	Section 3.1.4 (pp.39–40) stresses literacy as comprehension and expression; introduces ‘Language across Curriculum’.	Focus on reading with comprehension, contextual writing, meaningful listening/speaking, grammar as meaning-making (pp.38–40).	CPD modules on reading pedagogy, textual interpretation, and language integration.
5	Implementation Mechanisms	Three-Language Formula (p.39); additive bilingualism and plural textbooks (pp.40–41).	Calls for inclusive curricula and local material adaptation; English through L1 continuity (p.39).	CPD on multilingual teaching and local resource design.

6	Resource Allocation	Chapter 4.6 (pp.89–91) promotes multiple textbooks, libraries, ICT for language learning.	English resources from local stories, oral traditions, media (pp.89–91). Encourages plurality.	CPD on resource curation and ICT-based English learning.
7	Monitoring & Evaluation	Section 3.11 (pp.71–73) calls for formative, diagnostic evaluation replacing rote testing.	Language assessment via observation, projects, portfolios, self-assessment (pp.71–72).	CPD to develop teachers' capacity for continuous, qualitative assessment.
8	Equity and Inclusion	Language policy (pp.36–37) Recognises linguistic hierarchies; teacher reforms (pp.109–110) stress diversity sensitivity.	English learning to be inclusive and additive; multilingual pedagogy for all learners (pp.37, 109–110).	CPD to include translanguaging and culturally responsive teaching.
9	Gaps and Contradictions	Section 5.2 (pp.107–110) notes lack of systemic CPD preparation despite visionary policy.	Constructivist ELT limited by exam-centric culture (p.107). Few structured CPD pathways (pp.109–110).	Institutionalise reflective practice and mentoring networks.
10	Recommendations/Implications	Section 5.2.5 (pp.110–111) and Epilogue (p.124) highlight future teacher development.	Advocates school-based continuous learning tied to curriculum renewal (pp.110–111).	CPD should link reflection to reform and multilingual practice.

NCF 2005, where its deep commitment to learner-centred classrooms quietly hinted at the kind of teacher adaptability that only continuous growth can foster. Secondly KCF 2007 has been analysed for local teacher support systems. NCFTE (2009) then offered a more direct conversation, outlining the architecture of teacher preparation, the crucial role of mentoring, and the institutional duty to nurture a teacher's career-long learning.

NCF 2023 pressed for a shift towards competencies, formative assessment, and digital learning ecologies for teachers themselves.

Table 24

Thematic focus in NCF 2005

Thematic Focus	NCF 2005 Evidence Base (Exact Pages)	Logical Inference for CPD Practice
Democratic and inclusive language policy	viii–ix, 36–37	English positioned as democratic, not elitist → CPD for social-justice-oriented ELT
Constructivist language learning	36–39	Shift from transmission → meaning-making → CPD on active learning design
Multilingual implementation and three-language formula	39–41	Mother-tongue foundation → CPD on additive bilingualism and local adaptation
Assessment reform	71–73	Formative, qualitative evaluation → CPD on alternative assessments
Teacher education and in-service training	107–111	Reflective, school-based learning → CPD networks and mentoring culture

Meanwhile, KCF 2023 outlined reflective practices, the structures for collaborative inquiry, and the practical role of bodies like SCERT in animating teacher growth at the district level.

Table 25*Critical Policy Analysis for identifying CPD recommendations — KCF 2007*

Sl. No.	Major Areas	Specific Contexts Analysed	Observations / Themes	Remarks
1	Context and Rhetoric	Kerala state curriculum framework prepared by SCERT (Vidyabhavan, Thiruvananthapuram); first phase culmination in 2007; conceptualised with reference to NCF 2005; Preface frames goals around quality education for all and future society.	Regional/state-level framework aligned to national vision; positions curriculum reform as socially just and future-oriented; emphasises participatory, transparent drafting and public consultations.	Sets a normative, reformist tone; establishes SCERT and the state as primary stewards of curriculum and associated teacher development.
2	CPD Vision	In-service training described as the mechanism to sustain curriculum reforms and maintain teachers' research aptitude, technical excellence, and professional updating; encouragement of higher degrees.	CPD is addressed implicitly as an enabler of curriculum change and ongoing professional growth rather than as a standalone policy with targets. CPD is addressed as in service training.	Articulate CPD purpose (curriculum-aligned improvement) but lacks a stand alone CPD vision statement and measurable objectives.
3	Approaches to CPD	Annual calendar to converge agencies; one month training after a defined service period; summer training phase to reduce school disruption; long-term programmes via distance education; explicit call to include teacher educators and institutions in CPD; needs-assessment currently weak and agency convergence lacking.	Mixedmode strategy combining periodic face-to-face, vacation-time workshops, and ODL/distance learning; movement toward system coherence and structured scheduling.	Partly mandatory (e.g., one month programme) but implementation depends on inter-agency coordination and monitoring.
4	CPD Content Areas	Processoriented pedagogy and evaluation	Strong emphasis on pedagogy,	CPD should sequence

		(CCE); subject approaches; IT-assisted education to enhance learning and teacher empowerment; health & physical education including adolescent issues and gender equality; integration of population studies in teacher training; leveraging local resources.	assessment literacy, digital competence, health/gender, and contextualised/local learning.	modules across pedagogy, assessment, and digital integration, with contextual/local lenses.
5	Implementation Mechanisms	Delivery through workshops (including summer), distance education, and a statelevel annual CPD calendar; responsibilities distributed among SCERT, DIETs, DPI, local self-government bodies, and PTAs; district seminars and web portal for public inputs; teacher as primary evaluator; parents as informal monitors; strengthened multi-level monitoring.	Decentralised, multistakeholder ecosystem anchored by SCERT/DIETs; consultation-heavy approach; integration of school-community monitoring.	Requires clear governance for agency convergence, standard setting for trainers, and school friendly scheduling.
6	Resource Allocation	Human: trainers, teacher educators, DIET/SCERT faculty; Technological: ITassisted education envisaged to support teaching and teacher empowerment; Community resources: resource mapping with local self-government and PTA; Monitoring assistance needed at multiple levels; financial specifics not detailed.	Relies on institutional and community capacity with technology as an enabler; explicit budget lines are not provided.	Prioritise capacitybuilding for DIETs/SCERT and ensure dedicated funding envelopes for CPD and school-level resource mapping.
7	Monitoring & Evaluation	Continuous and comprehensive evaluation (CCE) with teacher led assessment, portfolio analysis, periodic feedback, and reporting to parents; options such as open-book/online exams; multi-level	Robust M&E architecture for student learning and assessment literacy; openness to innovation; recognition of implementation pitfalls.	Needs teacher capacity building, moderation protocols, and feedback loops to ensure CCE quality and reduce

		monitoring to be strengthened; lessons from previous reforms note subjectivity and detachment of CCE from learning in practice.		subjectivity.
8	Equity and Inclusion (Villegas & Lucas, 2002)	Detailed attention to marginalised groups (tribal, Dalit, differentlyabled); valuing indigenous knowledge; mother-tongue use and culturally sustaining materials; school culture promoting self-esteem and participation; formal 'Policy of Inclusion'.	Strong inclusion rhetoric and actionable guidance (language, culture, participation).	CPD should embed culturally responsive pedagogy, UDL/inclusive strategies, and local language material development skills.
9	Gaps and Contradictions	In service training criticised for unscientific methods, lack of convergence, and absence of training-needs assessments; teacher absence from schools due to training; market-driven preferences (CBSE/unaided schools) and weak support systems hinder reform; CCE often detached from learning and applied subjectively.	Policy intent is progressive, but practice reveals systemic misalignment and capacity constraints.	Undertake rigorous TNA, align CPD with school calendars, ensure follow up/mentoring, and address ecosystem incentives to sustain reforms.
10	Recommendations / Implications	Adopt an annual, converged CPD calendar; mandate participation of teacher educators; use ODL/online modalities for long term CPD; build DIET-led district ecosystems and resource centres; strengthen IT-enabled CPD; embed inclusion (language, culture, disability) and local resource mapping; institutionalise multi-level M&E with portfolios and teacher/parent feedback.	Actionable, system level steps directly derived from KCF provisions and lessons learned.	Prioritise governance, financing, trainer standards, and school embedded mentoring communities to translate policy into practice.

The Kerala Curriculum Framework 2007 is organized into the following chapters

1. Kerala's Educational Scenario: An overview (pages 10-14)
2. Towards the New Approach (pages 15-22)
3. The Perspective on Learning (pages 23-29)
4. The Stages of Education (pages 30-37)
5. Approach to Subjects (pages 38-73)
6. Systemic Reforms (pages 74-84)
7. Appendix (pages 85-86)

Thus, there are 6 main chapters plus an appendix section.

The Kerala Curriculum Framework 2007 provides comprehensive suggestions on teacher education, including pre-service education, in-service training, and integration of technology, as summarized below:

1. Teacher Education Reform (KCF, 2007)

- Emphasizes total reform in teacher education to align with changing school education demands.
- Pre-service teacher education should incorporate experimental pedagogy and latest educational trends to prepare future teachers effectively.
- Teacher education centre must be dynamic, with SCERT playing a key role in curriculum development to relate closely with school curricula.
- Evaluation in teacher education should be transparent, democratic, and include self-evaluation, peer evaluation, and trainer evaluation.
- Democracy in the classroom is stressed, allowing teacher trainees to critically analyse their educational process and trainer performance.

- IT usage in teacher education is supplementary and complementary, not indispensable, and teacher trainers require in-depth ICT training.

2. In-Service Teacher Training

- In-service training should keep teachers updated with research aptitude, technical excellence, and professional knowledge.
- Multiple agencies provide in-service training, but there is a need for convergence, quality monitoring, and follow-up to ensure effectiveness.
- Training needs assessments should be scientific; currently, many unscientific methods are observed.
- Training during school holidays such as summer breaks is suggested to reduce disruption.
- All teachers must undergo a one-month training programme after a certain period of service.
- Long-term in-service programmes are recommended to be delivered via distance education with appropriate monitoring.
- Teacher educators and institutions should actively participate in in-service training.
- An annual calendar for in-service training integrating different agencies with continuous evaluation and improvement is urged.
- Facilities for higher degrees alongside in-service training should be provided.

The position of English in the school curriculum is summarized as follows:

1. Starting Level and Importance

- English learning begins at Class I and is taught as the First Language at the higher secondary level.

- English is Recognised as a universal language important for empowering the individual.

2. Critique of Current Practices

- Current learning materials and pedagogic practices do not sufficiently consider children's innate linguistic ability or natural thought processes; many are based on outdated behaviouristic ideas.
- The existing methods and packages for learning English are limited and do not adequately support natural language acquisition.

3. Principles for Effective English Learning

- English learning should respect the innate linguistic ability in children and be a non-conscious, spiral process developing inner competence.
- Language acquisition requires provision of meaningful, organic discourse experiences that influence the learner emotionally. Free thinking and expression of ideas should be emphasized at all levels.

4. Methodological Suggestions

- Use an integrated approach at the primary level focusing on conversation, rhymes, and stories.
- English learning can start at standard I but should not burden the child.
- Code switching is recommended at lower levels to help students assimilate English discourse forms.
- Written examinations in English should be avoided at the lower primary level.
- At upper primary, more complex discourse forms such as stories, poems, conversations, proverbs, notices, letters, posters, reports, and diaries should be introduced.

The Kerala Curriculum Framework 2007 outlines clear expectations and provisions related to teacher education, especially concerning English language teaching. Key points regarding teacher education in English are:

1. Teacher Qualities and Roles

- English language teachers should demonstrate a keen interest in reading and continuously develop their own knowledge.
- They should cultivate reading habits among children, effectively interact with learners, and be capable of clarifying doubts while kindling inquiry and curiosity.
- Teachers are expected to ask thought-provoking questions, lead learners actively in the learning process, and provide constructive feedback on students' work.
- They should develop and nurture a critical perspective of the world and equip learners to do the same using language critically and creatively.

2. Teacher Empowerment and Quality Assurance

- Well-conceived teacher empowerment programmes are essential and should cover all teachers in the state to enhance English teaching quality.
- A monitoring mechanism involving local self-government bodies, education officers, DIETs (District Institutes of Education and Training), and BRCs (Block Resource Centres) is recommended to ensure quality in curriculum transaction, including English teaching.

3. Implications for Teacher Education Programmes

- The emphasis on teachers' reading habits, critical perspectives, and creative use of language implies that teacher education programmes should train English language teachers to go beyond rote methods and behaviouristic models.

- Teacher education should incorporate insights from applied linguistics and focus on the holistic development of language skills, aligned with the learner-centred and integrated approaches described in the framework.
- Teacher education in English within the Kerala Curriculum Framework 2007 is designed to produce teachers who are knowledgeable, engaged readers, skilled communicators, critical thinkers, and facilitators of natural and meaningful language acquisition through creative and interactive pedagogy. Continuous teacher empowerment and systemic quality monitoring are integral components

National Curriculum Framework for Teacher Education (NCFTE 2009)

National curriculum framework for teacher education drafted by NCTE; approved 2009 and released around 2010; aligned with NCF 2005 and the RTE Act, 2009. NCFTE 2009 Visions for a symbiotic relationship between school education and teacher education with inseparable pre-service and in-service development.

Table 26*Critical analysis for identifying CPD recommendations, NCFTE 2009*

Sl. No.	Major - Areas	Specific Contexts Analysed	Observations/Themes	Remarks
1	Context and Rhetoric	National curriculum framework for teacher education drafted by NCTE; approved 2009 and released around 2010; aligned with NCF 2005 and the RTE Act, 2009.	Positions teacher education as central to educational reconstruction; calls teaching a profession and emphasises humane, reflective practitioners.	Sets a reform tone grounded in constitutional values and SDG consistent equity aims.
2	CPD Vision	Vision for a symbiotic relationship between school education and teacher education with inseparable pre service and in-service development.	Foregrounds “continuing professional development” as a core; proposes Teaching–Learning Centres, process based TE, school-based learning, and reflective practice.	Strong CPD intent; expects states/TEIs to translate vision into concrete CPD pathways and crediting.
3	Approaches to CPD	Modalities suggested for	Mentoring via CRC/BRC structures; TLCs as practice labs; classroom	Mix of face-to-face, school embedded, and ODL approaches;

		teacher learning.	based inquiry; internships; ODL for in-service; peer learning; integration of theory–practice.	mandates not quantified at national level.
4	CPD Content Areas	Domains of professional learning emphasised.	Foundations (learner studies; educational & contemporary studies); curriculum & pedagogy (languages, maths, sciences, social sciences); assessment literacy; inclusive education; gender; peace; sustainability; ICT; health & physical education; vocational education.	Breadth enables whole teacher development; requires contextualisation to stages (ECCE/elementary/secondary).
5	Implementation Mechanisms	Institutional roles and delivery structures.	DIETs, CTEs, IASEs entrusted with pre service and CPD; school complexes/CRCs/BRCs support mentoring; universities to anchor rigorous TE; internships embedded in schools.	Roles are delineated; capacity gaps (faculty, infrastructure, research culture) identified for remediation.
6	Resource Allocation	Human, financial, and technological resources/inputs.	Calls for upgrading duration/rigour (e.g., longer B.Ed.; 4 year integrated pathways), strengthening libraries/labs/TLCs, DIKSHA-like repositories/ODL supports; emphasises qualified faculty for elementary as distinct field.	Resource intent is clear; specific state wise CPD budget lines and norms left to implementation plans.

7	Monitoring & Evaluation	Mechanisms to judge CPD/teacher learning impact.	Advocates comprehensive evaluation protocols for “developing teachers” including attitudes/values/dispositions, not just information recall; promotes classroom observation, portfolios, and process documentation.	Learner outcome link is implied; recommends richer teacher-competency rubrics and school-based evidence for CPD effectiveness.
8	Equity and Inclusion	Attention to diverse teacher/learner needs and barriers.	Centre for inclusive education (disability, learning difficulties), social exclusion (SC/ST, minorities, girls), multilingual realities; urges bias reflection and differentiated pedagogy; promotes community knowledge integration.	Equity lens is strong; CPD to be differentiated by context (rural/urban, novice/experienced) and accessible in low tech modes.
9	Gaps and Contradictions	Tensions between policy ambition and practice.	Acknowledges proliferation of sub standard TEIs; faculty shortages in DIETs/CTEs/IASEs; weak linkage between pre-service and in-service; limited research culture; risk of over-reliance on ODL without human mentoring.	Requires governance, accreditation enforcement, and phased transition to longer programmes with faculty preparation.
10	Recommendations/Implications	Actionable directions for CPD and TE rollout.	Adopt state CPD frameworks with annual hour targets & micro credentials; establish TLCs and mentor-teacher ladders; embed long internships & coaching cycles; strengthen DIET–University	Pilot–evaluate–scale with public CPD dashboards; align career progression with demonstrated classroom performances and practical expertise

			partnerships; allocate dedicated CPD budgets; implement evaluative protocols (portfolios, observations); ensure inclusive, multilingual, and community-linked CPD with judicious ODL use.	
		National curriculum framework for teacher education drafted by NCTE; approved 2009 and released around 2010; aligned with NCF 2005 and the RTE Act, 2009.	Positions teacher education as central to educational reconstruction. Calls teaching a profession and emphasise teachers as humane, reflective practitioners.	NCFTE Recommends CPD training consistent with. current theoretical insights practical ways and means to further teachers' excellence. Features. The document addresses teachers as humane reflective practitioners.

"NCFTE has assessed prevailing teacher education scenario in the country and has outlined several steps to improve deteriorating teacher education of the time.

1. Pedagogical Approach to Language Learning

It also has suggested designing pedagogy courses within the frame of languages (which would include English). This indicates an integrated approach, where language teaching is contextualized within linguistic pedagogy rather than disconnected training including English.

2. Focus on Contextualized, Reflective Learning:

Teacher education courses incorporate observations, reflections, and real context-based learning rather than purely theoretical approaches. For English language teachers, this would mean engaging with learners' sociocultural background, encouraging reflection on language use, and connecting language teaching to the learners' real-life contexts and community language practices.

3. Role of Community Knowledge and Local Context:

Teacher education framework identifies culturally sensitive linking of local linguistic and cultural contexts and formal school knowledge (including languages like English) with community knowledge and local contexts for relevance and better learning outcomes.

4. Professional Qualifications and Preparation:

Although not subject-specific, the framework points out the need for recruiting teacher educators with high professional qualifications, including in language education, supported by advanced degrees and focused preparation for teacher educators. This would apply to English teacher educators as well.

5. Integration of Reflective and Research Skills

Trainee teachers across subjects, including English, are encouraged to develop skills as teacher researchers, engaging in classroom observation, learner analysis, and reflective practices. This helps English language teachers become reflective practitioners, able to adapt language teaching to learner needs.

NEP 2020 has promised to release update NCF 2005 to accommodate growing changes in the millennium and tune school education in tune with the growing demands of the country. It released NCFSE 2023 by National Steering Committee for National Curriculum Framework.

Table 27*Critical analysis for identifying CPD recommendations, NCFSE 2023*

Sl. No.	Major - Areas	Specific Contexts Analysed	Observations/Themes	Remarks
1	Context and Rhetoric	National policy linked to NEP 2020; multilingual ethos (pp. 11–14).	“Aligned with NEP 2020 vision; emphasises multilingualism and Indian knowledge systems (pp. 3–18).”	Specific Contexts Analysed (with Page Numbers)
2	CPD Vision	National policy aligned with NEP 2020 Positions English as tool for communication (pp. 13–14).	Positions English within multilingual education “English to be learnt through the multilingual route; focus on communication and inter-cultural understanding (pp. 215–216).”	National-level policy aligned with NEP 2020; developed by National Steering Committee under NCERT. Discusses multilingual ethos and language–culture linkage (pp. 11–14).
3	Approaches to CPD	Teacher as curriculum designer and reflective practitioner (pp. 12–13). Vision promotes autonomy and local adaptation of pedagogy.	Strengthen link to teacher autonomy and school context found in Part E Ch. 3 “Enabling and Empowering Teachers” (pp. 529–537). “Encourages teacher agency, school-based professional dialogue and peer mentoring (pp. 533–537).”	Teacher as curriculum designer and reflective practitioner (pp. 12–13). Vision promotes autonomy and local adaptation of pedagogy.
4	CPD Content Areas	Practice-based professional learning and mentoring (pp.	Builds teacher agency through reflective English pedagogy, integrating multilingual and	“Practice-based learning, mentoring and peer support (pp.502–537).” Focus on peer

		589–597). Focus on peer observation, action research, and professional dialogue.	communicative methods. (pp. 589–590).	observation, action research, and professional dialogue.
5	Implementation Mechanisms-	Focus on literacy, multilingual education, and creative expression (pp. 133–174).	English education integrates foundational literacy, literature, culture, and critical thinking; reading and writing taught as meaning-making (pp. 165–172).	For English education, implementation anchored in multilingual literacy and creative expression (pp. 215–222).”
6	Resource Allocation	Suggests school-based workshops, mentoring, and online CPD platforms via SCERT/DIET (pp. 589–597).	Emphasises collaborative teacher networks for English pedagogy; DIETs to facilitate localized material creation (pp. 590–592).	Calls for teacher capacity building through school-based workshops and digital platforms (pp. 175–191, 519–523)
7	Monitoring & Evaluation	Encourages ICT integration and open resource sharing (pp. 579–589).	Recommends digital English resource hubs, bilingual libraries, and teacher-led repositories	Encourages monitoring through ICT-enabled feedback and open-resource sharing (pp. 523–528)
8	Equity and Inclusion	Mentions reflective assessment and feedback systems for teacher growth (pp. 589–597).	Advocates self-evaluation journals, peer reflection, and school-based performance tracking for English pedagogy (pp. 594–595).	Promotes inclusive classroom reflection and peer feedback mechanisms for teacher growth (pp. 164–170, 533–537).
9	Gaps and Contradictions	Addresses multilingual inclusion and cultural representation (pp.	English learning should validate local languages and identities, supporting tribal and rural learners (pp. 507–509).	Addresses multilingual inclusion and cultural representation (pp. 503–509). Highlights need for explicit English support for

		503–509).		tribal and rural learners (p.507)
10	Recommendations/Implications	Gaps in teacher preparation for multilingual classrooms (pp. 133–174, 589–597).	Calls for explicit CPD on multilingual ELT practice and alignment with NCFTE (Part C pp. 215–224; Part E pp. 529–537).” Communities of Practice (CoPs) action research (pp. 535–537).”	Highlights gaps in teacher preparation for multilingual classrooms (pp. 133–174, 589–597).
		Strengthen NCF–NCFTE alignment, institutional mentoring, and context-based CPD (pp. 589–597).	Encourages CoPs, reflective English pedagogy, and action research within schools (pp. 595–597).	Strengthen NCF–NCFTE alignment, institutional mentoring, and context-based CPD (pp. 589–597).

The NCF-SE 2023 positions English language education within India's multilingual ethos, seeing English as a means of communication and intercultural understanding. (pp. 11–14). English language teachers are expected to nurture this perspective by linking classroom learning to students' sociocultural realities and local languages. The framework emphasises teacher autonomy, reflective practice, and contextual adaptation. English language teachers are envisioned as curriculum designers who modify methods to suit learners' needs, promote creative expression, and integrate communicative, functional, and critical language skills (pp. 12–13, 165–172). Professional learning is conceived as practice-based and continuous, supported by mentoring, peer observation, and school-based collaboration (pp. 589–597). The NCFSE 2023 gives central importance to language learning, across all stages, from Foundational to Secondary. It is guided by the commitment to multilingualism in NEP 2020 [NEP 2020 4.11-4.22].

NCFSE Recognises that “teachers are responsible for student learning and must be held accountable for it. But Teacher empowerment and autonomy are preconditions for accountability. Accountability is critical but so is autonomy - an empowering culture based on autonomy is a necessary condition for accountability.” (p,596).

Kerala Curriculum Framework -2023 (KCF 2023)

KCF 2023 represents the most recent milestone in Kerala's curriculum reform. Developed under the leadership of the SCERT, Kerala, the 252-page document which released in 2023 sets out a comprehensive vision for transforming education in alignment with contemporary social, cultural, and economic realities. The Framework is organized into three major parts:

- (1) *School Education*
- (2) *Pre-Primary Education*
- (3) *Adult Education and Continuing Education*

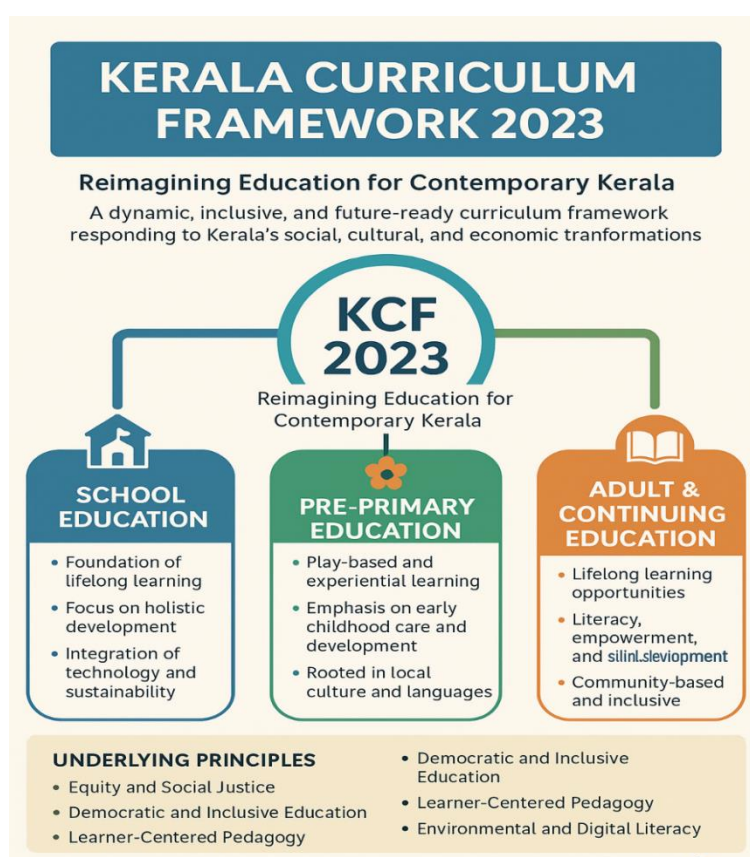
(SCERT, 2023)

For this study, only the first part—*School Education*—has been analysed, using CPFA tool. This section has 11 chapters, addressing themes such as learner-centred pedagogy, curricular goals, subject-wise approaches, assessment, and teacher roles.

The KCF 2023 thus serves not only as a curriculum framework but also as a policy statement on the professional and pedagogical renewal of teachers, making it a critical reference point for examining the state's approach to *Continuing Professional Development (CPD)* and reflective teaching practice.

Figure 12

Kerala Curriculum Framework



The development of the Kerala Curriculum Framework (KCF 2023)

The development of KCF 2023 was a comprehensive and collaborative academic project conducted by SCERT (State Council of Educational Research and Training) under the Department of General Education, Government of Kerala.

Taking cues from, KCF 2007, NEP2020 sustainable Millennium Development SDG Goal No.4, position paper topics were finalized. Every position paper was allocated separate committees: headed by Chairman, Coordinator, and Convener. These positions were entrusted to university department heads or senior professors (both within and outside Kerala), SCERT Research Officers, and principals or senior lecturers at the District Institutes of Education and Training (DIETs). Fourteen DIETs in Kerala were entrusted with the development of the draft position papers and with academic support of SCERT. Fund for the programme was released by SCERT.

The committees prepared draft papers and then subjected to public review in local community forums, classroom dialogues, and feedback sessions with teachers, parents, and students. Based on the rich reflections and feedback from these consultations the final position papers were developed as a dynamic, inclusive, and contextually grounded vision for education in Kerala. These positions were finally organised into three areas as mentioned earlier.

The KCF 2023 thus represents not an update of a 2007 document but a reinvigorated vision of Kerala's collective future educational framework, rooted in social justice, gender equality, environmental sustainability, and human dignity. It sees education as a transformative process of empowering learners to be thoughtful and responsible citizens who, to the end of ensuring equitable life, can help build a knowledge-based, democratic society

English education is given specific focus in the context of the language education with specific focus on communicative competence, cultural connectedness, and multilingualism.

Teacher professional development is seen not as a one-time event, but an ongoing and evolving process that makes sure that teachers remain reflective practitioners and participants in curriculum transformation.

Table 28*Critical Analysis for identifying CPD recommendations, KCF – school education 2023*

Sl. No.	Major - Areas	Specific Contexts	Observations/Themes	Remarks
1	Context and Rhetoric	KCF 2023 developed in the background of KCF 2007, NEP 2020, NCF 2005. NCF 2023	Demands of a knowledge society and a global knowledge economy. English education as the development of confident, reflective, and globally aware learners. (pp. 54–56)	It recognises that education must move beyond content transmission to the creation, sharing, and application of knowledge through critical thinking, collaboration, and innovation. p,4
2	CPD Vision	Transformative professionalism reflective practitioners, academic leaders, and collaborative innovators (p,10,41,77)	Teachers must mentor and lead others, call for collective improvement. Suggest a process of nurturing intellectual, social, and cultural capital essential for a reflective teaching community. (p 10,41,73)	Develop academic depth, scientific temper, and intellectual independence,
3	Approaches to CPD	collaborative reflection, peer learning, community-based mentoring.	Professional learning Communities PLC, Spaces for dialogue, sharing innovations, and mutual growth rather than top-down training programmes. . (pp,101,150)	Advocates communicative, task-based, and context-rich pedagogy where English is learned through interaction, projects, media, and real-life communication

4	CPD Content Areas	Emphasizes strengthening teachers' academic capital (knowledge), social and cultural literacy, and ability to critically examine their own classroom practices	. It also highlights building new competencies in line with emerging curricular and pedagogical trends.	English proficiency is seen as both an academic necessity and a tool for empowerment, participation, and intercultural understanding. (p,150)
5	Implementation Mechanisms	Institutionalize CPD via BRC-District- State networks via mentoring, reflective journals, and collaborative planning.	Mentoring, reflective journals, and collaborative planning.	Reflective Practices and activity groups page p,72
6	Resource Allocation	Relies on human and intellectual resources- teacher expertise, peer mentoring, community collaboration-rather than only funding.	No specific mention on funding but networked district – state level agencies mentioned	Uses authentic materials, digital tools, and cultural resources for experiential learning; teacher's creativity and contextual resource generation are prioritized.
7	Monitoring & Evaluation	Growth assessed through reflective portfolios, peer feedback KCF 2023 favours qualitative reflection and peer review (pp-55-56)	Evidence of classroom transformation. KCF 2023 favours qualitative reflection and peer review (pp-55-56)	Emphasizes performance-based assessment—project work, interaction, creative expression—over rote testing. (pp,204-206)
8	Equity and Inclusion	Promotes inclusive language pedagogy	Valuing learners' home languages and diverse cultural identities.	Advocates confidence in English. (p,150)
9	Gaps and Contradictions	Absence of systemic timeframes, budgetary	Incentive mechanisms for sustaining reflective CPD.	Teacher readiness, resource disparity, and balancing

	provisions,	Institutional capacity remains uneven.	English with mother tongue
10	Establish Communities of Practice (CoPs) at local and state levels.	Strengthen English pedagogy-focused CPD (TBLT, CLT, reflective teaching).	Recognise CPD as a professional right and duty.
Recommendations/Implications	Integrate CPD with curricular renewal and classroom research.	Develop context-based bilingual materials.	Institutionalize reflective mentoring and peer feedback as evaluation tools.
	Embed digital literacy and intercultural awareness in English CPD programmes	Encourage teacher research and innovation in communicative and inclusive practices.	.

Objective 3: To study of the process of evolving general CPD modules in Kerala.

Phase 2 – Content Analysis of the Inservice – CPD training module

The design and implementation of English teacher training modules in Kerala follow a multi-tiered collaborative model directed by Department of General Education, coordinated by SCERT, Samagra Shiksha, KITE., SIET, SIEMAT and DIETs.

The process begins with SCERT identifying the major thrust areas for each academic year in alignment with current curriculum priorities, national education policies, and pedagogical reforms in consultation with the all the stake holders as revealed in the interview with the official. Based on these inputs, SCERT constitutes a Core State Resource Group (SRG)-typically a five-to-six-member team comprising Research Officers, DIET faculties, and expert practising teachers to prepare the preliminary draft of the module. After getting the approval of competent body at the SCRT, these modules will be given to the district education authorities to conduct District Resource Group (DRG) training, during which SRG members often serve as master trainers.

HS ENGLISH TRAINING MODULE DEVELOPMENT IN KERALA: FLW CHART



TEACHER CHANGES AS EXPECTED

Figure 13

Training Module development

The DRG teams, composed of district-level resource persons, lead field-level training programmes for practising teachers across schools. This multi-layered structure ensures vertical coherence and horizontal collaboration—linking policy formulation with classroom implementation—and maintains the quality,

contextualisation, and uniformity of teacher professional development initiatives across the state.

Objective 4: To qualitatively analyse the in-service Continuing Professional Development (CPD) programmes modules designed for practising government aided teachers in English Language Teaching in Kerala.

Analysis of English in-service CPD Modules (2000–2025)

The study systematically examined eight key modules across five reform phases, corresponding to shifts in policy (NCF 2005, KCF 2007, NEP 2020, KCF 2023) and CPD theory. Each module is analysed through critical dimensions such as contextual relevance, policy alignment, pedagogy, inclusivity, digital integration, reflective practice, and sustainability.

Modules analysed are:

1. Communicative Language Teaching (2000)
2. Communicative Language Training Module 2002
3. HS Training Modules 2009
4. HS Training Module October 2021
5. English Training Module 2023 (Revised Adhyapaka Sangamam)
6. Training Module 2023 (Final Edition)
7. Training Module 2024

Major observations (2000–2025) are grouped in four categories

Table 29*Comparison of CPD Training modules*

Year	Module Title / Type	Primary Focus	Notes
Category I: Communicative Reform and early in-service CPD systematisation (2000 – 2002) prior to the appointment of HSA/HSTs as English language teachers.			
2000	Communicative Language Teaching (CLT) Module	Transition from grammar-translation to communicative approach; oral interaction, pair work, role play, situational conversation	First official CLT-based English training package in Kerala.
2002	Training Module Frame 2002 / In-Service Framework	Needs-based orientation; structured 1-day schedule with skill blocks (Listening–Reading–Writing–Grammar)	Institutionalised a uniform CPD session plan and adult-learning orientation.
Category II: Constructivist Curriculum Implementation (2007 – 2009) During KCF 2007 and 2013-15			
2009	HS Training Modules (English)	Activity-Based Learning (ABL), learner-centred constructivism, integration of language skills with classroom discourse	Linked to KCF 2007 / NCF 2005 reforms; limited ICT component.
2015	HS Training Modules (English)	Emerged following the 2013 curriculum revision- Conceptual and pedagogical school education. Introduced Learning Outcomes (LOs)	Cognitive-constructivist orientation, learner autonomy, and problem-solving. cognitive-interactionist approach
Category III – Pandemic Response and Hybrid Pedagogy (2021)			
2021 (Oct)	HS Training Module – Post-COVID Re-entry	Hybrid learning readiness, digital adaptation, teacher well-being and reflection	Connected to First Bell 2.0 / KITE VICTERS platforms.
Category IV – Inclusive, Creative, and AI-Integrated Pedagogy (2023)			
2023	English Training Module – Revised Edition	Inclusion (SEN, POCSO, adolescence), storytelling, dramatization, poetry, AI-assisted language learning	Introduces AI reflection tasks (ChatGPT) and explicit inclusive-education unit.

2023	Training Module 2023 Final – English	Consolidated CPD package aligning with KCF draft 2023; integrates creative writing, critical literacy, and classroom reflection	Acts as bridge toward and vacation 2022 and 2024 teacher empowerment modules.
Category V: Teacher Empowerment & Digital-AI Professionalism (2024)			
2024	Training Module 2024 – 25	Interdisciplinary English, skill- linked pedagogy, media & communication, reflective practice	Multimodal communication.
Category VI: CPD module of DCE			
2024	DCE Training Module 2024 – 25	English, skill-linked pedagogy, media & communication, reflective practices Strong linkage to NEP 2020, KCF 2023, NPST 2021, Peer learning, CoP development, resource-person facilitation	No other subjects

Common theme analysis

A) Integration of Art, Drama, and Multimodal Pedagogies

- 2000: role-play, dramatization already encouraged under CLT.
- 2023–25: theatre/pantomime; tableaux; comic strips; puppet shows; art-integrated poetry/prose processing-now systematic.

Observation: Multimodality evolves from optional technique (2000) to a signature Kerala ELT practice (2023–25).

B) Emergence of Digital and AI-Enhanced Pedagogy

- 2023: AI-assisted poetry appreciation; AI/AR/VR debate in ELT.
- 2025: Samagra Plus (digital TMs, repositories, podcasts) and explicit digital workflows.

Observation: Clear shift from ICT awareness (2021) to embedded AI planning (2023–25).

C) Strong contextualisation & emotional literacy

- 2023: adolescent education + POCSO embedded within English training; story-based language functions provoke empathy and reasoning.
- **2025:** Holocaust/survivor-theme (*In the Attic*)—structured empathy, perspective-taking tasks.

Observation: English CPD consistently frames language as human development (affect, ethics, citizenship).

D) Inclusivity and Differentiation as core threads

- 2023: full Inclusive Education Module + lesson-plan adaptation with special educators.
- 2024: adaptations across VI/HI/SLD/ID/ASD within English units.

Observation: Inclusion moves from implicit (pre-2023) to designed practice (co-teaching, adapted TMs).

E) Linking English pedagogy with life skills & work integration

- 2024: ad jingles (genre/discourse), live news reporting, entrepreneurship (YIP), speech genres integrated with texts.

Observation: English is positioned as medium for employability and civic participation, not only a subject.

F) Embedded reflective & collaborative mechanisms

- 2002: early Need Analysis, demonstration, discussion blocks.
- 2023–25: documentation presentations, peer performances, debates, portfolio-style outputs (TMs, podcasts, questions).

Observation: Reflection evolves from talkback to artefact-based professional evidence.

G) Structural evolution in design & evaluation

- 2000–02: short, trainer-led, skills-segmented days.
- 2023: four-day integrated stack (safety, inclusion, language-arts, AI).
- 2024: multi-session with explicit Kolb cycle checks and platform outputs (Samagra Plus).

Observation: The system moves toward spiral, sustained CPD with digital evaluation artefacts.

When thematic clusters are coded and isolated it seen that all modules except for the first two modules 2000 and 2002 modules all the modules show very good pattern of three robust thematic associations related to CPD theories. They are explained given under each theme

Thematic Clusters (Across All Modules)

A. General Educational Themes

- Transformation of education
- Teacher professional identity & resilience
- Emotional literacy & well-being

B. English Language Education Themes

- Integrated skills pedagogy
- Language through arts, drama, and stories
- Functional grammar and discourse competence
- Critical thinking & creative communication
- AI-mediated language learning

C. CPD and Professional Growth Themes

- Reflective practice & teacher agency
- Collaboration and peer learning
- Sustained follow-up & institutional support
- Technology-mediated CPD
- Evidence-based evaluation & impact tracking

When we look back at the Vacation Training Module of 2000 to 2023, it feels like an important bridge between two eras of English teacher development in Kerala: the post-pandemic recovery phase and the emerging digital-reflective age.

Each module had a clear and necessary purpose: to orient teachers to the newly introduced Kerala Curriculum Framework (KCF 2023), to refresh classroom strategies, and to rebuild confidence after two years of remote learning. Its sessions were energetic and activity-based, with a focus on communicative practices, lesson transaction, and classroom discourse.

However, the training was still largely trainer led. Teachers participated well as authorities maintained strict and compulsory attendance. But there was limited space for deeper reflection or personal inquiry. Inclusivity, digital learning, and emotional engagement were mentioned. Their scope was conceptual rather than practices. In essence, the 2023 module marked a collective reawakening of classroom spirit, but not yet a shift toward teacher autonomy.

DCE Orientation Module 24 represents a more mature and reflective stage in Kerala's CPD journey. It no longer treats teachers merely as recipients of training, but as co-creators of pedagogical knowledge.

Designed under the same policy umbrella - NEP 2020, NPST 2021, and KCF 2023 - it goes a step further by weaving together cognitive interactionism, inclusive education, digital literacy, and emotional literacy. Teachers are not just shown *what*

to *do*, but are encouraged to ask *why* they do it and *how* it connects to learners' realities.

In human terms, what distinguishes the DCE module is its emotional and intellectual depth. It recognises the teacher not just as a “deliverer” of English lessons, but as a thinking professional, capable of interpreting policy, adapting pedagogy, and shaping young minds. While the 2023 training equipped teachers to function effectively within a system, the 2025-26 module empowers them to transform it from within.

In essence

- The Vacation Training Module (2023) was *instructional* - necessary, practical, but bounded by the need to implement a new curriculum quickly.
- The DCE Module (2025–26) is *transformational* - deeper, more personalised, and reflective of a 21st-century vision for teacher development.

Common themes across modules

- **General topic:** child-centred, socially responsive education (safety, adolescence, inclusion) woven into English pedagogy.
- **English-language related:** discourse/genre-based ELT-story, poetry, ads, live news, speeches; language functions taught in context; creative writing & performance.
- **CPD character:** transmissive (2000–09) → reflective/hybrid (2021) → transformative, AI-aware, sustained (2023–25).

Synthesis: core commonalities & directions

1. Kerala's ELT CPD ecology matured from CLT techniques to inclusive, AI-aware, evidence-bearing practice.
2. Language as performance and reflection is a defining identity (arts, multimodality, discourse genres).

3. Platforms & artefacts (Samagra Plus TMs, repositories, podcasts) anchor ongoing CPD and classroom transfer.

The analysis traced that English teacher training in Kerala transitioned from transmissive, trainer-led workshops to transformative, collaborative CPD systems. It's also seen that no systematic training need analysis (TNA) is being done at the state level. "One size fit for all" approach is being adopted. However, using Kennedy's (2014) Spectrum of CPD Models, Clarke & Hollingsworth's (2002) Interconnected Model of Teacher Professional Growth, and Cambridge University's and British Council's effective CPD principles, this analysis identified recurring pedagogical themes: integration of art and multimodal learning, inclusion and differentiation, digital and AI-enhanced pedagogy, contextualisation and emotional literacy, and linkage of language education with life and work skills. These recurring patterns highlight that CPD in English has evolved from promoting linguistic competence to nurturing adaptive expertise, reflective professionalism, and social responsibility among teachers.

One day cluster level training in English has seen implemented which happened at least more than twice in year with a separate module in which teachers plan their class room activities on regular basis. But in some years, it is seen dropped. due to logistical issues. (For eg.2022, 2023 etc.).

Practising teachers when they act as core SRG (normally 5 days) and then as SRG, (normally 5 days and in some cases as days as DRG too) are away from the school for many days. Studies have already identified teacher absenteeism negatively affects students' performances (Muralidharan *et al.*, 2016, Kremer *et al.*, 2005). But fortunately, during the analysis period these training occurred during April and May which were holidays for government and aided schools except for cluster level training.

Objective 5: To Identify the key perceptions of policymakers, key officers, regarding the CPD programmes in English in Kerala.

Objective 6: To examine the issues and challenges in managing the in-service Continuing Professional Development programmes in Kerala.

Teacher Professional Development (CPD) for Secondary school English language teachers in Kerala *Focus Group Discussions*

Factors influencing teacher performance, participation, and impact in CPD programmes, emerged in thematic coding are as follows:

Major themes and subthemes emerged from analysis

Figure 14

Major themes of FGD



6 themes and 17 sub themes emerged from the FGD thematic analysis are represented

1. Teacher-Level Dimensions

A. Professional Competence and Identity

- ❖ Limited linguistic proficiency
- ❖ Lack of familiarity with current ELT theories and practices
- ❖ Incomplete reflective practices
- ❖ Low self-efficacy and confidence in English use
- ❖ Declining engagement with English as a subject
- ❖ Fear of judgment and linguistic insecurity

B. Motivation and Emotional Wellbeing

- ❖ Professional burnout and fatigue
- ❖ Lack of appreciation and recognition
- ❖ Emotional strain, anxiety, and post-pandemic fatigue
- ❖ Absence of intrinsic motivation
- ❖ Declining morale and sense of professional worth

C. Agency and Autonomy

- ❖ Exclusion from decision-making
- ❖ Token participation in CPD planning
- ❖ Lack of freedom to adapt modules or innovate classroom practices
- ❖ Desire for participatory and need-based training design

2. Institutional and Cultural Dimensions

A. School Culture and Leadership

- ❖ Resistive management and poor governance
- ❖ Lack of collaboration and team spirit
- ❖ Absence of mentoring structures
- ❖ Ineffective academic exchanges and cluster meetings

B. Institutional Constraints

- ❖ Heavy workload and role conflict
- ❖ Administrative and clerical duties overshadowing teaching
- ❖ Inadequate infrastructure, large class sizes
- ❖ Gender and role-based challenges (mobility, scheduling)

C. Professional Learning Communities (PLCs)

- ❖ PLCs confined to WhatsApp communication
- ❖ Minimal pedagogical discourse and reflection
- ❖ Isolation and lack of trust among teachers
- ❖ Desire for meaningful collaboration and team building

3. Systemic and Policy Dimensions

A. CPD Design and Delivery

- ❖ Generic and repetitive training topics
- ❖ No need identification or contextualization
- ❖ Inefficient resource persons and poor module quality
- ❖ Fragmented training agencies (SCERT, DIET, SSK, etc.)
- ❖ Absence of unified training policy or progression pathway

B. Monitoring, Accountability, and Evaluation

- ❖ Lack of structured monitoring or feedback
- ❖ No post-training assessment or impact evaluation
- ❖ Weak linkage between CPD and career advancement
- ❖ Poor documentation, transparency, and fund utilization

C. Governance and Policy Rhetoric

- ❖ Overemphasis on government visibility and slogans
- ❖ Lack of convergence among departments
- ❖ Absence of problem-based or data-driven approach
- ❖ Inconsistent application of professional standards

4. Contextual and Socio-Cultural Dimensions

A. Parental and Community Influence

- ❖ Parental beliefs and pressures on exam results
- ❖ Low awareness of communicative English goals
- ❖ Socioeconomic and linguistic diversity in learners

B. Cultural and Linguistic Ecology

- ❖ Dominance of L1 in classroom communication
- ❖ Multilingual classroom management challenges
- ❖ Limited authentic exposure to English
- ❖ Decline in English-speaking confidence

C. Equity and Inclusion

- ❖ Teachers in tribal, coastal, and remote regions face limited CPD access
- ❖ Lack of support for differently-abled teachers or schools with constraints
- ❖ Need for region-specific contextualization of modules

5. Digital and Future-Oriented Dimensions

A. Technology Integration

- ❖ Blended and online training fatigue
- ❖ Poor digital literacy among teachers
- ❖ Overdependence on WhatsApp for CPD communication
- ❖ Unrealized potential for AI-based smart management

B. Aspirations for Innovation

- ❖ Interest in using AI tools in English teaching
- ❖ Desire for action research and evidence-based practice
- ❖ Demand for sustained continuous professional learning

6. Professional Growth and Recognition

A. Career Pathways and Incentives

- ❖ CPD not linked to promotion or appraisal
- ❖ No visible benefit or credit for training participation
- ❖ Lack of professional reward and acknowledgment

B. Mentorship and Peer Support

- ❖ No structured mentorship or follow-up
- ❖ Weak DIET–school–teacher linkages
- ❖ Desire for sustained mentoring and classroom support

C. Professional Standards and Certification

- ❖ Absence of benchmarked teacher competency standards
- ❖ No alignment with national or international frameworks.
- ❖ Need for induction and differentiated CPD for novice and expert teachers.

D. Inventiveness

- ❖ Absence special packages for CPD
- ❖ Supporting teacher from teacher bank when they are absent for CPD
- ❖ Early information sharing on CPD

CPD Initiatives of General Education for English language teachers – Secondary

Othe CPD Initiatives of General Education for English language teachers – Secondary came up for discussion in the FGD. Details are outlined in separate Heading

District Centre for English (DCE)

The history of the DCE is already mentioned in chapter 2 . In 2018 as part of the Public Education Rejuvenation *mission (Pothu vidhyabhyasa samrakshana Yangjam)* Since 4 existing DCEs were attached to the DIETs of those districts and

in other districts new DCEs were inaugurated with language lab facility. This language lab is set up with 20 laptops and headsets in a fully furnished room in every DIET. In language lab specialized were given in 2018 and 2019.

Chief planning Officer in DGE Office look into the administrative aspects of DCE. A Senior Lecturer/Lecturer is given the charge of Chief tutor in every DIETs. If no persons are available with English prescribed qualification, The DIET Principal can entrust a senior HST for the purpose. Administrative head of the of DCE in a district is the DIET Principal and the chief Tutor shall work will take responsibility of academic works.

Since from 2018 onwards, amount of rupees five lakh is being allotted from Plan fund to every DCE through DIETs for conducting various training programmes to improve the quality of English language teaching. Major programmes include

- One day Orientation to District Educational Officers & Assistant educational officers, head teachers on English Class Monitoring.
- A continuous professional training programme for selected 60 master trainers from LP/UP/HS sections.
- A 2-day Proficiency enhancement programme for LP/UP English teachers.
- A 2-day Orientation programme for HS English teachers.
- English Club formation in 5 schools and District Level English fest
- Enhancing Speaking skills and interaction skills for Primary teachers.
- Orientation programme for D.El. Ed Trainees.

Discussion

DCE needs academic support, earlier it had enjoyed the support of EFLU (Former CIEFL) and SIE Kerala. DCE can relate to department of English in universities and premier institutes like RIESI. It good if EFLU continue academic

patronage to support DCE and DCE take up short CPD programmes for the English language teachers Kerala.

Human resource management of DCE needs to be improved with qualified hands joining as tutors. Service of the retired hands may also be employed.

Fund management can be better managed with every DCE preparing Annual work plan and schedule off programmes since many studies have already pointed that CPD is the sole responsibility of the individual, registration fees certification fees can be levied from the participants.

As of now equal fund is being given to DCE to conduct the programme. Fund sharing method irrespective of the size and number of teachers in the district, Affix big district with higher number of English language teachers. Fund allotment is to be rationalised and some kind of mechanism to be placed in considering the number of teachers to be trained in a district in a particular year.

Connecting with faculty of English at the DIETs, DCE can encourage teachers engage in reflective practices, maintain CPD portfolio, organise district level English competitions, organise school level quizzes and create discussion forums for teachers to interact at the sub district or district level. Formation of professional learning communities with the support of DCE will take the existing WhatsApp group communication to a reflective discussion forum where teachers can interact in terms of their pedagogic struggles in the classroom, delivery of lessons and transmission of CPD news to teachers in time.

Existing workload of English language teachers needs to be reassessed. During the FGD many teachers have argued, they are getting choked up in variety of duties and find little time for reflective practices and engage in continuing professional development activities as they wanted to be. The study has shown that academic engagement and reflective practices have good correlation, engage teachers in reflective practices or in academic engagement, Teachers should get time and then need to be in a relaxed mood. Particularly important as the school nowadays has got number of academic activities and non-academic activities, from

election to enumeration for all activities teachers are selected and appointed. Non-academic works outside the school premises maybe outsourced to unemployed youth of this country. Additional staff may be deployed at the school for this type of non-academic clerical works for example data entry scholarship management conducting surveys distribution of the uniforms exhibited.

Department of General Education organised State Mission for Active and Resourceful Teachers (SMART) training in English as part of developing resourceful teachers.in 2022 and 2023. SMART training programme has been organised in all other subjects. 50 teachers were admitted for the programme. But unfortunately, department did not continue smart programme.

Analysis of the Semi-Structured Interview

Interviews with key educational officials revealed complexities of the management of teacher professional development (CPD) in English across Kerala's education system. Systemic and structural challenges hinder the effective translation of CPD into meaningful classroom impact.

Main themes identified after thematic coding are:

1. Fragmented Institutional Training System
2. Ineffective Use of the Training Management System (TMS)
3. Resource and Capacity Gaps
4. Inconsistency in Training Quality
5. Weak Documentation and Evaluation Practices
6. Persistent Challenges in English Education
7. Policy and Practice Disconnect
8. Strategic Need for Systemic Reform

Discussion

The absence of a unified framework connecting SCERT, Samagra Shiksha, and DIETs. Each agency operates with overlapping mandates but lacks a shared CPD vision in ELT.

As one senior officer noted,

“There is no single nodal mechanism that consolidates teacher data, performance indicators, and feedback loops into a coherent process.”

This fluidity frequently results in duplicated efforts and short-term, compliance-oriented training initiatives, rather than fostering long-term, teacher-driven professional growth.

8. Ineffective Use of the Training Management System (TMS)

The Training Management System (TMS), developed by KITE to streamline teacher data, remains underutilized.

It is primarily used for attendance and registration, providing limited opportunities for reflection, feedback, or portfolio-based monitoring in English.

Several respondents suggested that the system could become a robust professional learning tracker if integrated with appraisal mechanisms and performance indicators.

Participant stated,

“TMS, now available for vacation training, is only a database of attendance - not a learning record system.”

9. Resource and Capacity Gaps

Severe faculty shortages across DIETs and the absence of subject-specific departments at SCERT were identified as key constraints. Frequent changes in resource people lead to inconsistency in training delivery.

Participant of the interview expressed concern that teachers who have received advanced national-level training from RIESI are rarely followed up or mentored in their classrooms. In the absence of systematic monitoring or peer-sharing, their acquired skills remain underutilized. This situation highlights a gap between training investment and sustainable capacity building.

10. Inconsistency in Training Quality

As the module and training reach field level from State Resource Groups (SRG), District Resource Groups (DRG), there is limited consistency in objectives, content, and delivery. Though written modules are available during vacation training many resource persons interpret modules differently, resulting in uneven outcomes.

Teachers frequently attend annual five-day training and cluster meetings without structured follow-up or mentoring support. As one participant remarked,

“Teachers attend training mechanically every year, but without school-based mentoring, classroom practice rarely evolves.”

11. Weak Documentation and Evaluation Practices

Documentation of training outcomes remains a significant weakness within the system. Attendance sheets often serve as the sole evidence of participation, while reflections, feedback, peer reviews and impact studies are rarely compiled. Sometimes the tight schedule of the training programmes chokes the teachers. Participants of the interview remarked that

“There’s no institutional culture of reflective documentation—every year begins from scratch.”

This absence of archival records prevents institutions from learning from past experiences or building cumulative evidence of impact. No systematic TNA is done before vacation training. But Normally Quality Improvement committee (QIP) of the Department meets and finalise the vacation training programme. QIP

committee at the state level consists of representatives from the teaching organisations in Kerala.

One official told that *“Their suggestions and demands in the QIP meeting represent demand of the teachers.”*

If this not carefully scrutinised and verified subject specific need of the teachers may get neglected.

12. Persistent Challenges in English Education and Emergence of English language teaching post in government and aided schools in Kerala

Many schools operate with part-time or temporary teachers or art time teachers in English. Recent verdict from the Honorable high court in a public interest litigation (PIL) 2021 directed departments to post English language teachers in all secondary schools. It has reflected in the interview with officials.

- I. Emergence of English language teaching post in Kerala in government and aided schools are done by chapter 23 of KER inserted on 30th June 1959 as per a special notification. According to it, the name of High School Assistant (HSA) was given to teachers who teach in secondary schools in Kerala in core subjects.
- II. The name, high school language assistant for language teacher came into existence in 1969, in chapter 23 of KER. As per this notification, Malayalam, Tamil, Kannada, Sanskrit, Hindi, Arabic, Urdu, Latin, Hebrew were the languages recognised under language teachers.
- III. English was not considered in this category.
- IV. The concept of core subject and language inserted in KER by July 1972. With these teachers started getting appointment in Social studies Mathematics, Science in the ratio of 3:4:5 and in 1974 January the ratio got revised to 1:1:1

- V. In 1985, the ratio 1:1:1 got revised such that appointment to Physical Science and Biological Science started following a ratio of 3:2. Still no English language teachers were posted though English was the second language under the presumption that every HSA studied English as his/her first language at the degree level.
- VI. In 1994 the director published a chart of posting to be followed in Physical Science, Biological Science, Mathematics and Social Science calculating the number of divisions. During this time also there was no specialised teacher for English in the schools. English was taught High School Assistants of other subjects.
- VII. But the government considering the opinion of the public, decided to absorb English language teachers and train them in 1988 as per government order 177 / 88 dated 7/12/88 to increase the academic level of English language teaching in Kerala. It suggested number of ways to boost the proficiency in English Teaching of other core subject teachers
- i. Special training for high school assistant who teach English
 - ii. Sending experts in English , who are already in the department to teach core subjects to Institute of English either in Kerala or RIESI
 - iii. Refresher courses for high school assistant through state institutes of English.
- VIII. When new teaching posts are created in Social Science, department started appointing qualified persons in English. For Example, when 10 posts in HSA Social Science are advised for posting, it was done in a manner such that every 3rd and 7th post will be given to a person qualified in the select list in English language and literature will be appointed as HSA English. Qualifications of HSA has been accepted as degree in English language and literature with a B.Ed from a recognised University

- IX. But unfortunately basic rules in Kerala Education Rules were not amended during the time and no English post were created until 2001 2002 in government schools.
- X. Government created HSA English cadre from 2002-2003 academic year as per the government order 11/2002 of the general education dated 7th July 2002. In this order basic qualification has been slightly modified such that degree in English with B.Ed. in English was made the final qualification. If no qualified hand is available, qualified persons with B.Ed. in other subject may be considered.
- XI. With this government order, if the total number of divisions in a school is less than three HSA English cannot be posted. A single HSA can be posted when there are four divisions at least and two teachers when 9 divisions are available.
- XII. In 2003 HSA English post has been inserted in Kerala Education Rules (KER) as per order number GO (P) 149/2003 with effect from 7th January 2002.
- XIII. As per this amendment, the title HSA English has been inserted along with language in the chapter 23 of Kerala Education Rules. Now irrespective of the subject or language all teachers teaching in high schools are known as high school teacher abbreviated and known as HST.
- XIV. But unless there are four divisions, an English language teacher cannot be posted. This has been questioned in the High court Kerala and Honorable High court passed the judgement in favour of the petitioners and directed the respondents to revise the posting pattern such that every school get a single English teacher at least respective of number of divisions. With this direction, the ratio of posting continued as 1:1:1:1 between Physical Science, Natural Science, Mathematics, Social Science and English.
- XV. Government constituted an expert committee in 2022 and the committee submitted its report in 2023. The committee gave suggestions that include

appointing in part time teachers as per the divisions available. With four divisions, a full-time teacher in English language may be appointed. Until enough periods are available that is more than 15 periods per week, a guest teacher maybe appointed to teach English.

With the intervention of the honorable High court at least a part time teacher in English is available to teach in class 8 and 9 and 10. When more than 15 divisions available at full time teacher will also be appointed. It was with honourable High Courts interventions every school with single divisions got a teacher in English. The participant of interview remarked that

“The momentum of 1957 Kerala Education Rules is diminishing somewhere in the middle”

13. Policy and Practice Disconnect

A recurring theme was the gap between policy formulation and classroom realities. Training programmes are often designed in a top-down manner, without sufficient teacher consultation or contextual adaptation.

14. Strategic Need for Systemic Reform

Across the interviews, there was a consensus that Kerala must transition towards a more integrated, evidence-based, and sustainable CPD structure in English.

As one of the interviewee concluded,

“A structured CPD programme needs long-term vision, subject focus, and continuity across levels - not fragmented annual programmes.”

Taking in the inputs from analysis of the *Policy documents, curriculum frameworks, focus group discussions and interview* the researcher understands this transition would involve the following measures:

- *A unified state-level CPD framework that links all relevant institutions. Data-driven TNA integrated with TMS analytics.*

- *Establishing subject-specific departments within SCERT. Subject Specific public service commission advised started in DIETs Kerala. For Example, (Lecturer in English, Lecturer in Physical Science Etc.*
- *Monitoring RIESI-trained teachers to ensure classroom application of acquired skills.*
- *Creating a state CPD repository to document materials and outcomes.*
- *Appointing permanent and qualified English language teachers to ensure subject stability. (Avalos, 2011; Opfer & Pedder, 2011; Kennedy, 2014)*

Part II

Quantitative Part of the Study

Profile of the sample secondary school English language teachers in Kerala

As a first step of the analysis the identified demographic factors of the selected sample such as gender, locale, management, designation, experience and district are presented.

Gender-wise distribution of the respondents of secondary school English language teachers selected for the present study is given in Table 30.

Table 30

Gender-wise distribution of the respondents of secondary school English language teachers

Gender	Number	Percent
Male	546	44.9
Female	671	55.1
Total	1217	100.0

The researcher used stratified random sampling method to ensure faithfulness and representation of the population within the sample. The selected

sample with 44.9 percent male and 55.1percent female population balances the findings. Actual field level composition consists as per the data given by the Director of General Education shows 27 percent male teachers and 73 percent male teachers. Majority are female English language teachers.

Locale-wise distribution of the respondents

Locale-wise distribution of the respondents of secondary school English language teachers selected for the present study is given in Table 31.

Table 31

Locale-wise distribution of the respondents of secondary school English language teachers

Locale	Number	Percent
Rural	791	65.0
Urban	426	35.0
Total	1217	100.0

Kerala has a total of 87 municipalities and six corporations in its urban areas, along with 941 rural panchayats. Majority of the secondary schools are situated in rural areas. Therefore most English language teachers are mostly from rural settings (Local self government data, 2024).

School management-wise distribution of the respondents

School management-wise distribution of the respondents of secondary school English language teachers selected for the present study is given in Table 32.

Table 32

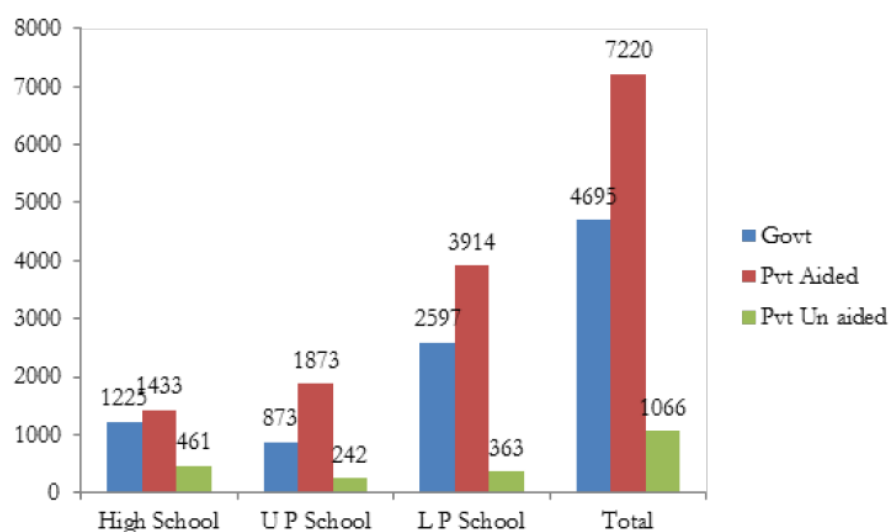
School management-wise distribution of the respondents of secondary school English language teachers

Management	Number	Percent
Government	610	50.1
Aided	607	49.9
Total	1217	100.0

School management-wise distribution of the respondents of secondary school English language teachers shows that 50.1 percentage belongs to government sector and 49.9 percentage belongs to aided sector.

Figure 15

Government and Aided Schools



Adapted from State Economic review 2016-17

Designation wise distribution of the respondents

Designation-wise distribution of the respondents of secondary school English language teachers selected for the present study is given in Table 33.

Table 33

Designation-wise distribution of the respondents of secondary school English language teachers

Designation	Number	Percent
HST English	1162	95.5
HST Others	55	4.5
Total	1217	100.0

Designation-wise distribution of the respondents of secondary school English language teachers shows that 95.5 percentage belongs to HST English and only 4.5 percentage belongs to HST other subjects.

Experience-wise distribution of the respondents

Experience-wise distribution of the respondents of secondary school English language teachers selected for the present study is given in Table 34.

Table 34

Experience-wise distribution of the respondents of secondary school English language teachers

Experience	Frequency	Percent
Upto 2	29	2.4
3 – 5 years	303	24.9
6 – 10 years	370	30.4
11 – 15 years	286	23.5
16 and above	229	18.8
Total	1217	100.0

Experience-wise distribution of the respondents of secondary school English language teachers shows that the percentage of respondents belongs to various experience groups such as upto two years, 3 – 5 years, 6 – 10 years, 11 – 15 years and 16 and above years are 2.4, 24.9, 30.4, 23.5 and 18.8 percentages respectively.

District-wise distribution of the respondents

District-wise distribution of the respondents of secondary school English language teachers selected for the present study is given in Table 35.

Table 35

District-wise distribution of the respondents of secondary school English language teachers

District	Frequency	Percent
Alappuzha	82	6.7
Ernakulam	111	9.1
Kasargode	63	5.2
Kozhikode	165	13.6
Malappuram	437	35.9
Palaghat	217	17.8
Thiruvananthapuram	94	7.7
Wayanad	48	3.9
Total	1217	100.0

Experience as Resource Persons in English

For the smooth functioning of the State Council of Educational Research and Training (SCERT), SMAGRA, SSK, KITE, DIET and DCE, the practicing teachers are deputed for a stipulated period. Practising English language teachers have some exposure as resource person in English are presented in Table 36.

Table 36

Teachers Experience at NCERT/SCERT /SMAGRA/SSK/KITE /DIET/DCE

Response	Number	Percent
No	741	60.9
Yes	476	39.1
Total	1217	100.0

As per table, it is seen that from the total respondents of English language teachers, 60.9 percent are availed the deputation experience in any of the institution. But majority (60.9%) of the English language teachers are not given chance to work on deputation basis in any of the educational institutes.

Professional Learning Experience (CPD Background in ELT)

Practising English language teachers in Kerala come from a diverse range of Professional Learning Experience, each contributing unique skills and perspectives to the field of English language education. Numerous teachers have completed demanding training programmes. The varied Professional Learning Experience of English language teachers in Kerala exemplify the state's dedication to provide top-notch English language education to its pupils. Professional Learning Experience focused on the respondent's exposure to in-service training and CPD programmes. Responses regarding participation in recent CPD, frequency of engagement, and institutional support received are mentioned. Professional Learning Experience of the respondents are presented in Table 37.

Table 37

Professional Learning Experience of practising English language teachers

Professional Learning Experience from	Number	Percentage
RIESI BANGALORE	137	11.3
CIEFL/EFLU	141	11.6
DIET- DCE	871	71.6
Foreign scholarship programmes	12	1.0
English core SRG/SRG/DRG/BRG - SCERT/ KITE/ SAMGRA/DIET	764	62.8

Table discloses that majority of the respondents participated DIET- DCE Training (71.6%) and English core SRG/SRG/DRG/BRG - SCERT/ KITE/ SAMGRA/DIET (62.8%). A mere percentage of teachers attended foreign scholarship programmes (1.0%).

Academic Engagement of teachers in various CPD activities in ELT

Academic Engagement of teachers in various CPD activities in ELT referred as the participation in academic activities like seminars, workshops, etc. It was measured using five-point likert type of 12 academic engagements (activities) with minimum score of 12 and maximum scores of 60. The average score was compared with the test value of 36, which is the midpoint of the scale.

Objective 7: *To investigate whether there exists a significant difference on teachers' Academic Engagement in CPD programmes of ELT in terms of their gender, locale, experience, school management.*

Level of Academic Engagement of teachers in various CPD activities of the practising teachers are presented in Table 38.

Table 38

Level of Academic Engagement of teachers in various CPD activities

Activities	N	Mean	SD	Test value	t-value	p-value
ELT workshops	1217	2.08	1.34	3	-23.664	.000
ELT conferences	1217	1.80	1.14	3	-36.604	.000
ELT seminars	1217	1.67	1.11	3	-41.472	.000
ELT debates	1217	1.55	1.04	3	-48.483	.000
ELT material preparation	1217	2.11	1.05	3	-29.124	.000
Mentoring	1217	1.82	1.16	3	-35.019	.000
Collaboration	1217	1.54	1.05	3	-48.292	.000
Formal ELT	1217	1.48	1.00	3	-52.300	.000
School and University	1217	2.11	0.95	3	-32.433	.000
Publishing	1217	2.09	0.92	3	-34.287	.000
English theatre	1217	3.34	1.21	3	9.835	.000
Action Research	1217	3.37	1.29	3	10.092	.000
Academic Engagement	1217	25.01	10.62	36	-36.074	.000

Table shows that the level of Academic Engagement of teachers in various CPD activities of the practising teachers is significantly high in English theatre (Mean = 3.34 > 3) and Action Researches (Mean = 3.37 > 3). Academic Engagement of teachers in various CPD activities of the practising teachers in ELT workshops (2.08), ELT conferences (1.80), ELT seminars (1.67), ELT debates (1.55), ELT material preparation (2.11), Mentoring (1.82), Collaboration (1.54), Formal ELT (1.48), School and University (2.11) and Publishing (2.09) are significantly low, since the mean scores are less than test value (3) and p-values are less than 0.05. Table also reveals that the level of Academic Engagement of teachers in various CPD activities of the practising teachers is significantly low, since the mean score (25.01) is less than test value (36) and the p-value (0.000) is less than 0.05.

Comparison of Academic Engagement of teachers in various CPD activities of English language teachers based on Gender

Comparison of Academic Engagement of teachers in various CPD activities of English language teachers based on Gender of teachers was done using independent sample t-test and the results are presented in Table 39.

Table 39

Comparison of Academic Engagement of teachers in various CPD activities of English language teachers based on Gender

Gender	N	Mean	SD	t-value	p-value
Male	546	26.07	11.82	3.148	.002
Female	671	24.15	9.44		

Table shows that the mean score of Academic Engagement of English language teachers in CPD programmes in English of Male Teachers is 26.07 with standard deviation of 11.80 and that of Female Teachers is 24.15 with standard deviation of 9.44. It is also seen that the Academic Engagement of Male Teachers in CPD programmes in English (26.07) is significantly higher than female teachers

(24.15). Independent sample t-test discloses that there exists significant difference between the mean scores of male teachers and female teachers in their Academic Engagement in CPD programmes in English, since the p-value ($t = 3.148$; $p = 0.002$) is less than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the Academic Engagement of English language teachers in CPD programmes in English based on gender' is rejected at 0.05 level.

Comparison of Academic Engagement of teachers in various CPD activities of English language teachers based on type of management of school

Comparison of Academic Engagement of teachers in various CPD activities of English language teachers based on type of management of school of teachers was done using independent sample t-test and the results are presented in Table 40.

Table 40

Comparison of Academic Engagement of teachers in various CPD activities of English language teachers based on type of management of school

Type of institute	N	Mean	SD	t-value	p-value
Government	610	24.87	9.77	0.480	0.631
Aided	607	25.16	11.41		

Considering the Academic Engagement of English language teachers in CPD programmes in English, Table shows that the mean score of Government schools teachers is 24.87 with standard deviation of 9.77 and that of Aided school Teachers is 25.16 with standard deviation of 11.41. It is also seen that the Academic Engagement of aided school Teachers in CPD programmes in English (25.16) is slightly higher than government school teachers (24.87). Independent sample t-test explains that there is no significant difference between the mean scores of government and aided school teachers in their Academic Engagement in CPD programmes in English, since the p-value ($t = 0.480$; $p = 0.631$) is greater than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the Academic Engagement of English language teachers in CPD programmes in English based on type of management of school' is accepted at 0.05 level.

Comparison of Academic Engagement of English language teachers in various CPD activities based on locale of school

Comparison of Academic Engagement of teachers in various CPD activities of practising English language teachers based on locale of school was done using independent sample t-test and the results are presented in Table 41.

Table 41

Comparison of Academic Engagement of English language teachers in various CPD activities based on locale of school

Locale	N	Mean	SD	t-value	p-value
Rural	791	26.18	11.33	5.291	.000
Urban	426	22.84	8.76		

Considering the Academic Engagement of English language teachers in CPD programmes in English, Table shows that the mean score of rural school teachers is 26.18 with standard deviation of 11.33 and that of urban school Teachers is 22.84 with standard deviation of 8.76. It is also seen that the Academic Engagement of rural school Teachers in CPD programmes in English (26.18) is significantly higher than urban school teachers (22.84). Independent sample t-test discloses that there exist significant difference between the mean scores of rural and urban school teachers in their Academic Engagement in CPD programmes in English, since the p-value ($t = 5.291$; $p = 0.000$) is less than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the Academic Engagement of English language teachers in CPD programmes in English based on locale of school' is rejected at 0.05 level.

Comparison of Academic Engagement of English language teachers in various CPD activities based on teaching experience

Comparison of Academic Engagement of teachers in various CPD activities of practising English language teachers based on teaching experience was done using analysis of variance (ANOVA) and the results are presented in Table 42.

Table 42

Comparison of Academic Engagement of English language teachers in various CPD activities based on teaching experience

Experience	N	Mean	SD	F-value	p-value
Upto 2	29	21.79	0.77		
3 – 5 years	303	20.23	8.31		
6 – 10 years	370	21.00	9.02	152.98	0.000
11 – 15 years	286	26.05	8.56		
16 and above	229	36.93	9.18		
Total	1217	25.01	10.62		

Table shows that mean score of Academic Engagement of English language teachers in CPD programmes in English of various experience groups of upto two years, 3 – 5 years, 6 – 10 years, 11 – 15 years and 16 and above years are 21.79, 20.23, 21.00, 26.05 and 36.93 with standard deviations of 0.77, 8.31, 9.02, 8.56 and 9.18 respectively. Analysis of variance discloses that there exists significant difference in the Academic Engagement of teachers in various CPD activities of practising English language teachers based on teaching experience, since the p-value (0.000) is less than 0.05. Academic Engagement of teachers in various CPD activities of practising English language teachers is for high for teachers with more experience and it is low for teachers with low experience. However, evidence based on quantum of experience have not collected independently and verified. Analysis has shown that higher the experience, greater the Academic Engagement. Practising English language teachers with high experience, obviously had more opportunities and more exposure in their service. Multiple comparison of mean score of Academic Engagement of English language teachers in CPD programmes in English of various experience groups was done using Scheffe test and the result is given in Table 43.

Table 43

Multiple comparison of Academic Engagement in CPD programmes based on experience (Scheffe test)

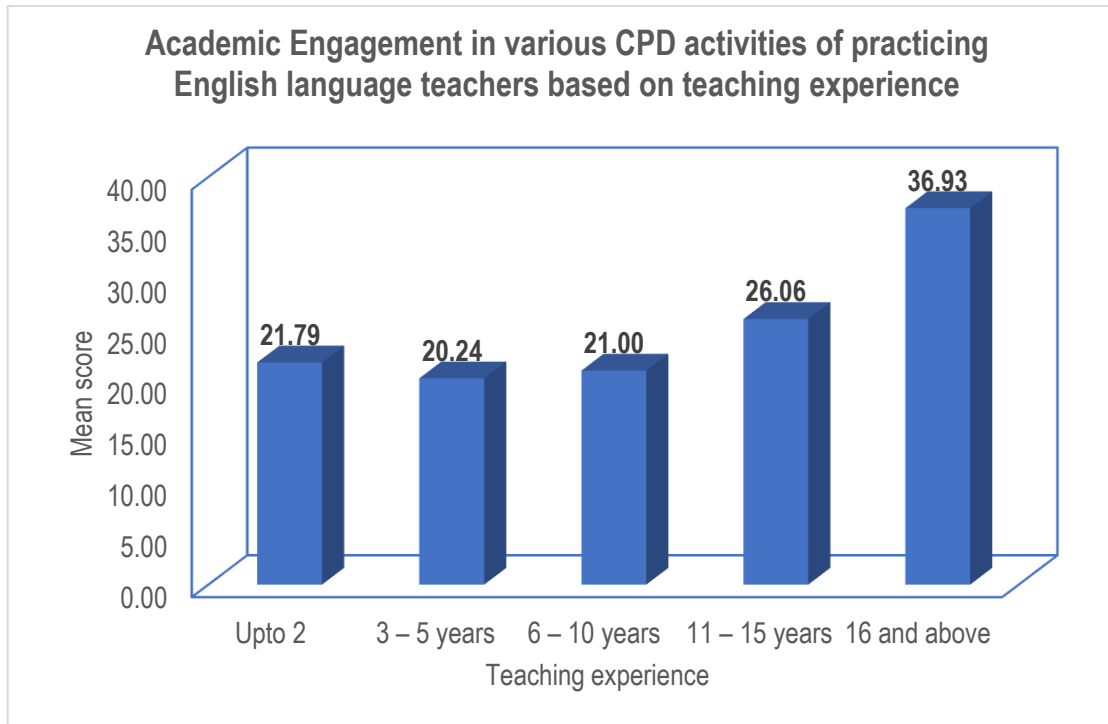
Teaching experience (I)	Teaching experience (J)	Mean Difference (I-J)	Std. Error	Sig.
Upto 2	3 – 5 years	1.55548	1.68579	.931
	6 – 10 years	.79310	1.67240	.994
	11 – 15 years	-4.26634	1.69016	.174
	16 and above	-15.14139*	1.70942	.000
3 – 5 years	6 – 10 years	-.76238	.67195	.863
	11 – 15 years	-5.82182*	.71500	.000
	16 and above	-16.69687*	.75940	.000
6 – 10 years	11 – 15 years	-5.05944*	.68285	.000
	16 and above	-15.93450*	.72920	.000
11 – 15 years	16 and above	-10.87506*	.76906	.000

*. The mean difference is significant at the 0.05 level.

Multiple comparison of mean score of Academic Engagement of English language teachers in CPD programmes in English of various experience groups shows that experience group of upto two years significantly differ with 16 and above experience group ($p=0.000$) and differ with other experience groups. It is also seen that 3-5 year experience teachers differ significantly with 11-15 years ($p=0.000$) and above 16 years ($p=0.000$) group but not significantly differ with 6-10 years group. In the case of 6-10 year experienced teacher, they significantly differ with 11-15 and above 16 years group. Graphical representation of the comparison of Academic Engagement of English language teachers in CPD programmes based on experience is given in Figure 16.

Figure 16

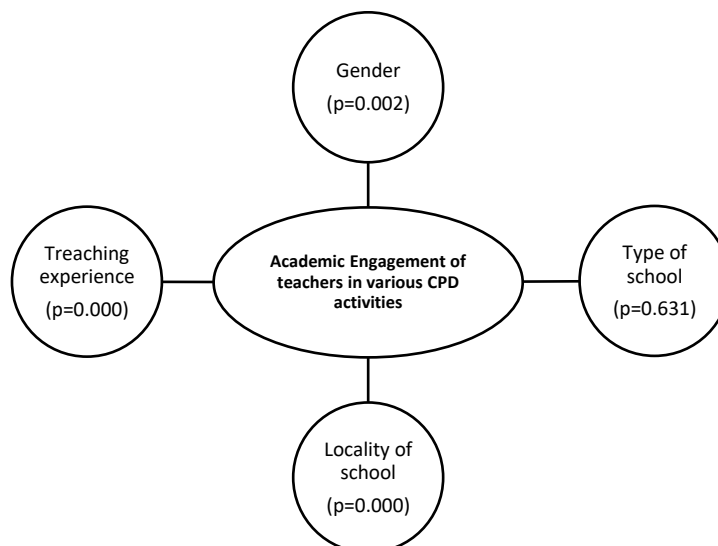
Academic Engagement in various CPD activities of practising English language teachers based on teaching experience



Consolidated result of the influence of gender and teaching experience of the teacher as well as management and locality of the school on Academic Engagement of teachers in various CPD activities of English language teachers is presented in Figure 17.

Figure 17

Academic Engagement of teachers in various CPD activities based on variables



Consolidated result explores that there exist significant influence of gender and teaching experience of the teacher and locality of the school in the Academic Engagement of English language teachers in various CPD activities. But type of management of school has no significant influence in the Academic Engagement of English language teachers in various CPD activities.

Reflective Classroom Practices Promoting CPD of English Language Teachers

This section includes 16 items arranged in 5-point likerst scale on various vibrant classroom practices, which promote reflection in action, on action and for action.

Objective 8: *To find out the current CPD practices of secondary school English language teachers in Kerala.*

Reflective Classroom Practices designed to measure teachers' classroom practices and pedagogical beliefs which contained 16 items of statements with five-point Likert scale. Minmum score of the variable is 16 and maximum scores of 80. The average score was compared with the test value of 48, which is the midpoint of the scale. Reflective Classroom Practices Promoting CPD of English Language Teachers are presented in Table 44.

Table 44*Level of CPD reflective practices of English practising teachers*

Statements	N	Mean	SD	Test value	t-value	p-value
I reflect upon my lessons what went correct, wrong etc. after my class.	1217	3.24	1.29	3	6.51	.000
I make use of Samagra Resource Portal for my English classes.	1217	3.16	1.24	3	4.72	.000
I refer documents, newspapers, research reports, social media for ELT practices.	1217	3.03	1.22	3	0.86	.388
I attend the workshops/ Seminar/ Conference as a paper presenter /Resource Person.	1217	1.82	1.20	3	-33.90	.000
I visit higher education institutions like RIE, (NCERT) RIESI, CIEFL/EFLU.	1217	1.34	0.66	3	-86.32	.000
I make use of Swayam, Diksha etc. portals.	1217	1.69	0.95	3	-47.66	.000
I maintain a CPD portfolio/notebook/journal for all my ELT training.	1217	1.85	1.21	3	-32.78	.000
I personally evaluate my performance as a teacher of English in terms of my student's attainment.	1217	3.17	1.32	3	4.62	.000
I use pedagogical practices that are consistent with policies of the government.	1217	3.10	1.25	3	3.03	.002
After In-service /CPD programmes has anyone evaluated of your new knowledge and skills?	1217	1.92	0.92	3	-40.60	.000
I value the effectiveness of the CPD programme/activities in terms of my experience and requirements.	1217	2.83	1.31	3	-4.35	.000
The professional development programmes that I have attended were in tune with my classroom needs.	1217	2.68	1.07	3	-10.25	.000

There were follow up programmes after the teacher training programme.	1217	2.36	1.02	3	-21.48	.000
My superiors have collected my professional development needs.	1217	2.14	0.87	3	-33.80	.000
I get enough time to plan manage my lessons on regular basis.	1217	2.73	1.18	3	-7.87	.000
Reflective Classroom Practices Promoting CPD of English language teachers	1217	39.20	13.34	48	-22.98	.000

Table discloses that the level of CPD reflective practices of the practising English language teachers is significantly high in ‘reflect upon lessons what went correct, wrong etc. after class’ (Mean = 3.24; SD = 1.29, $t=6.51$; $p=0.000$), ‘make use of Samagra Resource Portal for English classes (Mean = 3.16; SD = 1.24; $t=4.725$; $p=0.000$), ‘personally evaluate performance as a teacher of English in terms of student’s attainment’ (Mean = 3.17; SD = 1.32; $t=4.624$; $p=0.000$) and ‘use pedagogical practices that are consistent with policies of the government’ (Mean = 3.10; SD=1.25; $t=3.035$; $p=0.002$).

Table also reveals that the level of Reflective Classroom Practices Promoting CPD of English Language Teachers is significantly low, since the mean score (39.20) is less than test value (48) and the p-value (0.000) is less than 0.05.

Comparison of Reflective Practices of English language teachers based on Gender

Comparison of Reflective Practices of English language teachers based on Gender of teachers was done using independent sample t-test and the results are presented in Table 45.

Table 45

Comparison of Reflective Practices of English language teachers based on Gender

Gender	N	Mean	SD	t-value	p-value
Male	546	38.79	13.69	0.962	0.336
Female	671	39.53	13.06		

Table shows that the mean score of Reflective Practices in ELT of Male Teachers is 38.79 with standard deviation of 13.69 and that of Female Teachers is 39.53 with standard deviation of 13.06. It is also seen that the Reflective Practices in ELT of Female Teachers in CPD programmes in English (39.53) is slightly higher than male teachers (38.79). Independent sample t-test discloses that there is no significant difference between the mean scores of male teachers and female teachers in their Reflective Practices in ELT, since the p-value ($t = 0.962$; $p = 0.336$) is greater than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the Reflective Practices in ELT of English language teachers based on gender' is accepted at 0.05 level.

Comparison of Reflective Practices in ELT of English language teachers based on type of management of school

Comparison of Reflective Practices in ELT of English language teachers based on type of management of school was done using independent sample t-test and the results are presented in Table 46.

Table 46

Comparison of Reflective Practices of English language teachers based on type of management of school

Type of institute	N	Mean	SD	t-value	p-value
Government	610	39.63	13.21	1.126	0.260
Aided	607	38.77	13.47		

Considering the Reflective Practices in ELT of English language teachers, Table shows that the mean score of Government schools teachers is 39.63 with standard deviation of 13.21 and that of Aided school Teachers is 38.77 with standard deviation of 13.47. It is also seen that the Reflective Practices in ELT of aided school Teachers (38.77) is slightly lower than government school teachers (39.63). Independent sample t-test explains that there is no significant difference between the mean scores of government and aided school teachers in their Reflective Practices in ELT, since the p-value ($t = 1.126$; $p = 0.260$) is greater than 0.05. Hence, the null

hypothesis stated that, ‘There is no significant difference in the Reflective Practices in ELT of English language teachers based on type of management of school’ is accepted at 0.05 level.

Comparison of Reflective Practices in ELT of English language teachers based on locale of school

Comparison of Reflective Practices in ELT based on locale of school was done using independent sample t-test and the results are presented in Table 47.

Table 47

Comparison of Reflective Practices in ELT of English language teachers based on locale of school

Locale	N	Mean	SD	t-value	p-value
Rural	791	41.20	13.46	7.294	0.000
Urban	426	35.47	12.29		

Considering the Reflective Practices in ELT of English language teachers, Table shows that the mean score of rural school teachers is 41.21 with standard deviation of 13.46 and that of urban school Teachers is 35.47 with standard deviation of 12.29. It is also seen that the Reflective Practices in ELT of rural school Teachers (41.21) is significantly higher than urban school teachers (35.48). Independent sample t-test discloses that there exist significant difference between the mean scores of rural and urban school teachers in their Reflective Practices in ELT in English, since the p-value ($t = 7.294$; $p = 0.000$) is less than 0.05. Hence, the null hypothesis stated that, ‘There is no significant difference in the Reflective Practices in ELT of English language teachers based on locale of school’ is rejected at 0.05 level.

Comparison of Reflective Practices in ELT of English language teachers based on teaching experience

Comparison of Reflective Practices in ELT of English language teachers based on teaching experience was done using analysis of variance (ANOVA) and the results are presented in Table 48.

Table 48

Comparison of Reflective Practices of English language teachers based on teaching experience

Experience	N	Mean	SD	F-value	p-value
Upto 2	29	23.31	5.51	206.99	0.000
3 – 5 years	303	32.94	11.40		
6 – 10 years	370	32.89	11.05		
11 – 15 years	286	44.12	10.80		
16 and above	229	53.54	6.69		
Total	1217	39.20	13.34		

Table shows that Reflective Practices in ELT score of English language teachers with various experience groups of up to two years, 3 – 5 years, 6 – 10 years, 11 – 15 years and 16 and above years are 23.31, 32.94, 32.89, 44.12 and 53.54 with standard deviations of 5.51, 11.40, 11.05, 10.80 and 6.69 respectively. Analysis of variance discloses that there exist significant difference in the Reflective Practices in ELT of English language teachers based on teaching experience, since the p-value (0.000) is less than 0.05. Reflective Practices in ELT of English language teachers is high for high experience group and it is low for low experienced group. Multiple comparison of Reflective Practices in ELT of English language teachers based on teaching experience was done using scheffe test and the result is given in Table 49.

Table 49

Multiple comparison of Reflective Practices in ELT based on experience (Scheffe test)

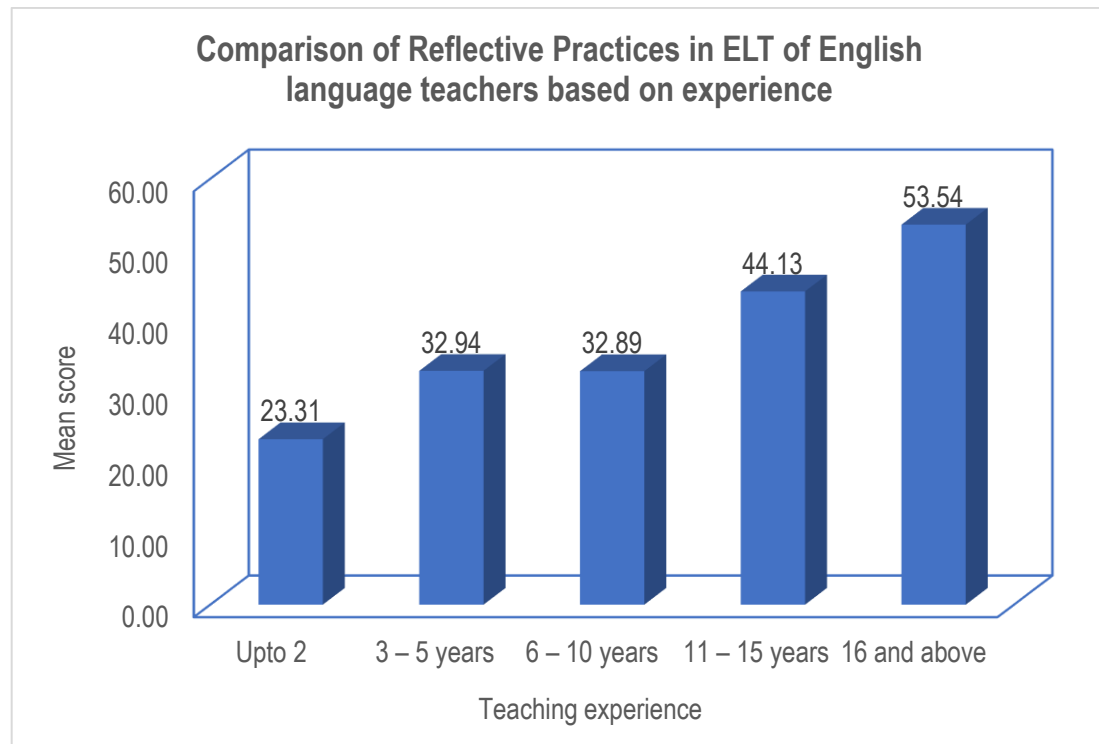
Teaching experience (I)	Teaching experience (J)	Mean Difference (I-J)	Std. Error	Sig.
Upto 2	3 – 5 years	-9.63025*	2.00338	.000
	6 – 10 years	-9.58425*	1.98747	.000
	11 – 15 years	-20.81903*	2.00857	.000
	16 and above	-30.23114*	2.03145	.000
3 – 5 years	6 – 10 years	.04600	.79854	1.000
	11 – 15 years	-11.18878*	.84970	.000
	16 and above	-20.60089*	.90247	.000
6 – 10 years	11 – 15 years	-11.23478*	.81149	.000
	16 and above	-20.64689*	.86658	.000
11 – 15 years	16 and above	-9.41211*	.91394	.000

*. The mean difference is significant at the 0.05 level.

Scheffe test of multiple comparison discloses that there exist significant difference among all experience groups in the Reflective Practices in ELT of English language teachers, since the p-value (0.000) is less than 0.05 for all groups except the experience groups 3-5 and 6-10 years. Graphical representation of the comparison of Reflective Practices in ELT of English language teachers based on experience is given in Figure 18.

Figure 18

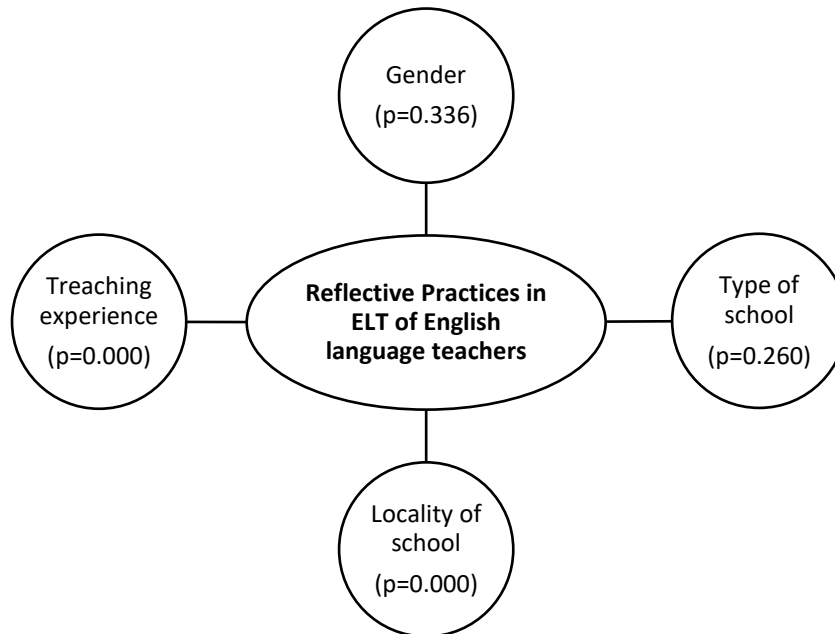
Comparison of Reflective Practices in ELT of English language teachers based on experience



Consolidated result of the influence of gender and teaching experience of the teacher as well as management and locality of the school in Reflective Practices in ELT of English language teachers is presented in Figure 19.

Figure 19

Reflective Practices in ELT of English language teachers based on variables



Consolidated result sightsees that there exist significant difference in Reflective Classroom Practices Promoting CPD of English Language Teachers based on teaching experience of the teacher and locality of school. But there is no significant difference in Reflective Classroom Practices Promoting CPD of English Language Teachers based on gender of teachers and management of the school.

Objective 9: To identify the barriers that influence in-service CPD programmes for English language teachers in Kerala

Barriers in participating CPD programmes among English language teachers

In the present study barriers identified are conflict, commitment to classroom language teaching, support from the school and colleagues, multiple responsibilities in the school, additional workloads, and responsibilities at home hinder the teachers in participating CPD programmes. Commitment to these are responsibilities pushing them away from attending CPD programmes. One likes engaging in CPD activities, but multiple responsibilities choke him or her off the programme. Additional workloads in the way of curricular practices, extra programmes from the

department, in addition to the remedial teaching programme pulls them away from CPD programme. During the FGD participants have remarked that normally an English teacher gets 5 periods a week, in the revised schedule there are 8 periods in a day. But most of the time teachers spend their time with non-academic works like scholarship, u DISE, uniform, Schools festivals, etc.

Barriers in participating CPD programmes among English language teachers are presented in Table 50.

Table 50

Barriers in participating CPD programmes among practising English language teachers

Statements	N	Mean	SD	Test value	t-value	p-value
My absence from school /my class troubles me a lot during in-service /CPD programme.	1217	3.79	0.68	3	40.198	.000
I enjoy supportive environment to pursue my CPD needs at school.	1217	3.88	0.66	3	46.532	.000
My multiple responsibilities at school discourage my CPD initiatives	1217	3.69	0.85	3	28.451	.000
When I go for in-service /CPD activities, it will give additional workload to other teachers.	1217	3.64	0.81	3	27.646	.000
My responsibilities at home will not let me go for CPD programmes as I wish.	1217	3.56	0.97	3	20.179	.000
Barriers in participating CPD programmes	1217	18.59	2.68	15	46.672	.000

Table explains that the level of Barriers in participating CPD programmes of the practising English language teachers is significantly high for all the statement, since the p-value is less than 0.05.

It also reveals that the level of Barriers in participating CPD programmes of the practising English language teachers is significantly high, since the mean score (18.59) is higher than test value (15) and the p-value (0.000) is less than 0.05.

Comparison of Barriers in participating CPD programmes of English language teachers based on Gender

Comparison of Barriers in participating CPD programmes of English language teachers based on Gender of teachers was done using independent sample t-test and the results are presented in Table 51.

Table 51

Comparison of Barriers in participating CPD programmes of English language teachers based on Gender

Gender	N	Mean	SD	t-value	p-value
Male	546	18.63	2.60	0.526	0.599
Female	671	18.55	2.75		

Table shows that the mean score of Barriers in participating CPD programmes in English of Male Teachers is 18.63 with standard deviation of 2.60 and that of Female Teachers is 18.55 with standard deviation of 2.75. It is also seen that the Barriers in participating CPD programmes of Female and Male teachers are almost similar. Independent sample t-test discloses that there is no significant difference between the mean scores of male teachers and female teachers in their Barriers in participating CPD programmes, since the p-value ($t = 0.526$; $p = 0.599$) is greater than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the Barriers in participating CPD programmes of English language teachers based on gender' is accepted at 0.05 level.

Comparison of Barriers in participating CPD programmes of English language teachers based on type of management of school

Comparison of Barriers in participating CPD programmes of English language teachers based on type of management of school was done using independent sample t-test and the results are presented in Table 52.

Table 52

Comparison of Barriers in participating CPD programmes of English language teachers based on type of management of school

Type of institute	N	Mean	SD	t-value	p-value
Government	610	18.19	2.85	5.187	.000
Aided	607	18.98	2.43		

Considering the Barriers in participating CPD programmes of English language teachers, Table shows that the mean score of Government schools teachers is 18.19 with standard deviation of 2.85 and that of Aided school Teachers is 18.98 with standard deviation of 2.43. It is also seen that the Barriers in participating CPD programmes of aided school Teachers (18.98) is higher than government school teachers (18.19). Independent sample t-test explains that there exist significant difference between the mean scores of government and aided school teachers in their Barriers in participating CPD programmes, since the p-value ($t = 5.187$; $p = 0.000$) is less than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the Barriers in participating CPD programmes of English language teachers based on type of management of school' is rejected at 0.05 level.

Comparison of Barriers in participating CPD programmes of English language teachers based on locale of school

Comparison of Barriers in participating CPD programmes of English language teachers based on locale of school was done using independent sample t-test and the results are presented in Table 53.

Table 53

Comparison of Barriers in participating CPD programmes of English language teachers based on locale of school

Locale	N	Mean	SD	t-value	p-value
Rural	791	18.52	2.63	1.245	0.213
Urban	426	18.72	2.77		

Considering the Barriers in participating CPD programmes of English language teachers, Table shows that the mean score of rural schoolteachers is 18.52 with standard deviation of 2.63 and that of urban school Teachers is 18.72 with standard deviation of 2.77. It is also seen that the Barriers in participating CPD programmes of rural school Teachers (18.52) is significantly lower than urban school teachers (18.72). Independent sample t-test discloses that there is no significant difference between the mean scores of rural and urban school teachers in their Barriers in participating CPD programmes in English, since the p-value ($t = 1.245$; $p = 0.213$) is greater than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the Barriers in participating CPD programmes of English language teachers based on locale of school' is rejected at 0.05 level.

Comparison of Barriers in participating CPD programmes of English language teachers based on teaching experience

Comparison of Barriers in participating CPD programmes of English language teachers based on teaching experience was done using analysis of variance (ANOVA) and the results are presented in Table 54.

Table 54

Comparison of Barriers in participating CPD programmes of English language teachers based on teaching experience

Experience	N	Mean	SD	F-value	p-value
Upto 2	29	16.51	2.94		
3 – 5 years	303	18.88	2.90		
6 – 10 years	370	18.40	2.68	7.483	0.000
11 – 15 years	286	18.40	2.62		
16 and above	229	19.00	2.24		
Total	1217	18.59	2.68		

Table shows that Barriers in participating CPD programmes score of English language teachers with various experience groups of up to two years, 3 – 5 years, 6 – 10 years, 11 – 15 years and 16 and above years are 16.51, 18.88, 18.40, 18.40 and 19.00 with standard deviations of 2.94, 2.90, 2.68, 2.62 and 2.24 respectively. Analysis of variance discloses that there exist significant difference in the Barriers in participating CPD programmes of English language teachers based on teaching experience, since the p-value (0.000) is less than 0.05. Barriers in participating CPD programmes of English language teachers is high for high experience group and it is low for low experienced group. Multiple comparison of mean score of Barriers in participating CPD programmes in English of various experience groups was done using Scheffé test and the result is given in Table 55.

Table 55

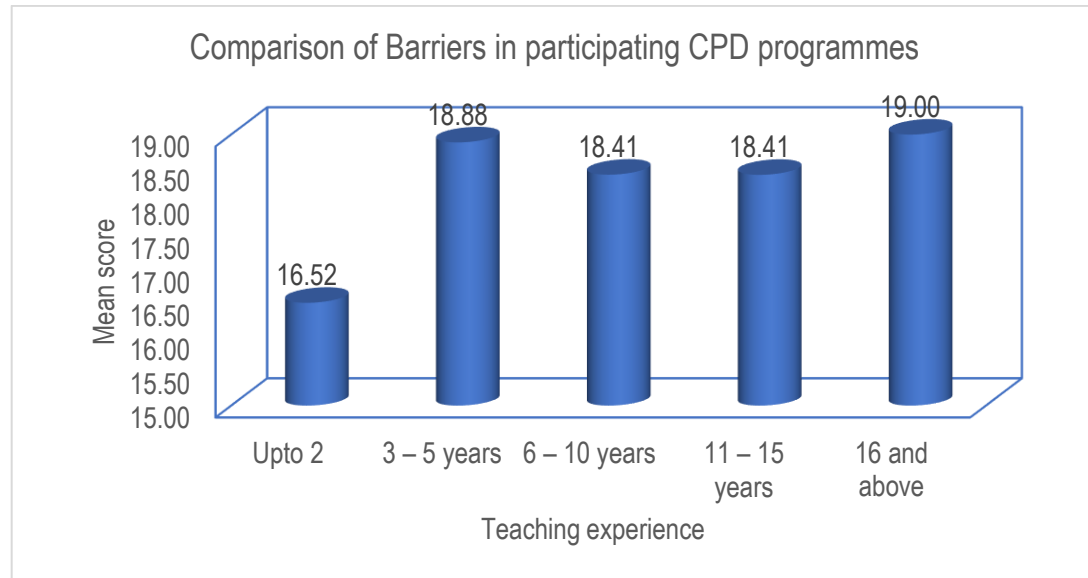
Multiple comparison mean score of Barriers in participating CPD programmes based on experience (Scheffe test)

Teaching experience (I)	Teaching experience (J)	Mean Difference (I-J)	Std. Error	Sig.
Upto 2	3 – 5 years	-2.36725*	.51647	.000
	6 – 10 years	-1.89087*	.51237	.009
	11 – 15 years	-1.88835*	.51781	.010
	16 and above	-2.48276*	.52371	.000
3 – 5 years	6 – 10 years	.47638	.20587	.253
	11 – 15 years	.47889	.21905	.311
	16 and above	-.11551	.23266	.993
6 – 10 years	11 – 15 years	.00251	.20920	1.000
	16 and above	-.59189	.22340	.136
11 – 15 years	16 and above	-.59441	.23561	.174

Multiple comparison of mean score of Barriers in participating CPD programmes in English of various experience groups shows that experience group of upto two years significantly differ with all other experienced groups. But there is no significant difference in the Barriers in participating CPD programmes of English language teachers among age groups of 3 – 5 years, 6 – 10 years, 11 – 15 years and 16 and above. Graphical representation of the comparison of Barriers in participating CPD programmes of English language teachers based on experience is given in Figure 20.

Figure 20

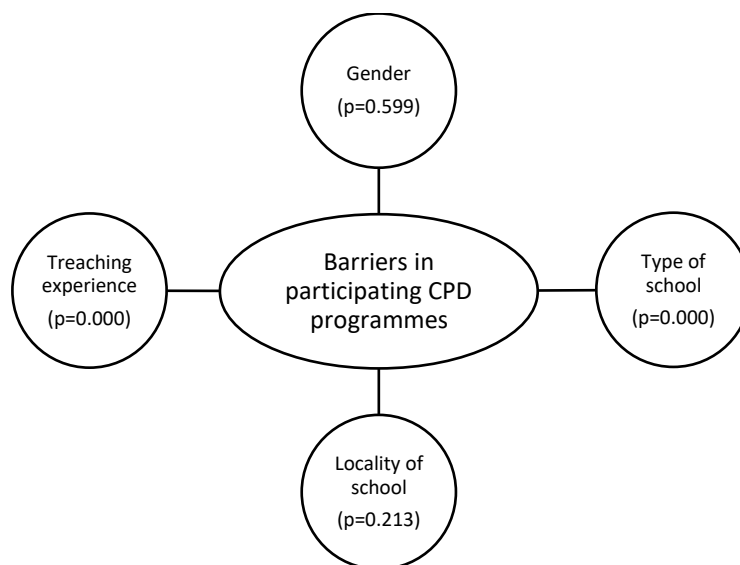
Comparison of Barriers in participating CPD programmes



Consolidated result of the influence of gender and teaching experience of the teacher as well as management and locality of the school in the Barriers in participating CPD programmes of English language teachers is presented in Figure 20.

Figure 21

Barriers in participating CPD programmes of English language teachers based on variables



Consolidated results discover that the gender of the teachers and locality of the school has no significant influence in facing the barriers in participating CPD programmes. Teaching experience of the teacher and type of management of the school has significant influence in facing the barriers in participating CPD programmes.

Result reveals that teaching experience is the influencing factor of the variables Academic Engagement, Reflective Practices and Barriers in participating CPD activities. Gender influences only the academic engagement and type of schools shows influence only on barriers. Locality affects both academic Academic Engagement and Reflective Practices. It reveals that among the variables strongest predictor is the teaching experience suggests that experience-driven professional development programme place a central role in academic engagement.

Attitude towards CPD programme

Attitude towards CPD shows teachers perception, beliefs and emotional adjustments regarding their learning and professional growth. It shows teachers willingness to engage in reflective practices, adopt innovative pedagogies and participate in training or self-directed training experiences. (Guskey, 2002). Scale consists of 17 items of 5-point likert type statements with minimum score of 17, maximum score of 85 and test value is 51 as the middle score of the scale.

Objective 10: To study the attitude of English language teachers towards CPD programmes in ELT in terms of their: gender, locale, experience, school management.

Attitude of practising English language teachers towards CPD programme

Level of attitude of practising English language teachers towards CPD programme is presented in Table 56.

Table 56*Level of Attitude of practising English language teachers towards CPD programme*

	N	Mean	Std. Deviation	Test vale	t-value	p-value
Attd1	1217	3.78	0.65	3	42.080	.000
Attd2	1217	3.86	0.59	3	50.895	.000
Attd3	1217	4.07	0.53	3	70.004	.000
Attd4	1217	4.04	0.47	3	76.869	.000
Attd5	1217	4.09	0.57	3	66.297	.000
Attd6	1217	4.01	0.53	3	65.788	.000
Attd7	1217	3.65	0.82	3	27.936	.000
Attd8	1217	4.05	0.59	3	62.026	.000
Attd9	1217	3.87	0.56	3	54.212	.000
Attd10	1217	4.15	0.64	3	62.267	.000
Attd11	1217	4.04	0.58	3	62.981	.000
Attd12	1217	4.12	0.52	3	74.485	.000
Attd13	1217	4.28	0.56	3	79.195	.000
Attd14	1217	3.05	1.14	3	1.758	.079
Attd15	1217	2.84	1.02	3	-5.155	.000
Attd16	1217	2.80	0.95	3	-7.036	.000
Attd17	1217	3.52	0.87	3	20.852	.000
Attitude	1217	64.33	5.55	51	83.765	.000

Table shows that all the statements of attitude of teachers towards CPD programmes are significantly high, since the mean score is higher than test value (3) and the p-value is less than 0.05 except the statements ‘I am aware of the National professional standards of teaching’, ‘I have heard about CPD during my BEd training level’ and ‘I get the news of training/ scholarships programmes etc. of

prestigious higher education institutions in time'. The overall score of the attitude of teachers towards CPD programmes (Mean score = 64.33) is significantly higher than test value (51).

Comparison of Attitude of English language teachers towards CPD programme based on Gender

Comparison of Attitude of English language teachers towards CPD programme based on Gender was done using independent sample t-test and the results are presented in Table 57.

Table 57

Comparison of Attitude of English language teachers towards CPD programme based on Gender

Gender	N	Mean	SD	t-value	p-value
Male	546	65.06	6.21	4.164	0.000
Female	671	63.74	4.87		

Table shows that the mean score of Attitude of English language teachers towards CPD programmes in English of Male Teachers is 65.06 with standard deviation of 6.21 and that of Female Teachers is 63.74 with standard deviation of 4.87. It is also seen that the Attitude of Male Teachers towards CPD programmes in English (65.06) is significantly higher than female teachers (63.74). Independent sample t-test discloses that there exist significant difference between the mean scores of male teachers and female teaches in their Attitude towards CPD programmes in English, since the p-value ($t = 4.164$; $p = 0.000$) is less than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the Attitude of English language teachers towards CPD programmes in English based on gender' is rejected at 0.05 level.

Comparison of Attitude of English language teachers towards CPD programme based on type of management of school

Comparison of Attitude of English language teachers towards CPD programme based on type of management of school was done using independent sample t-test and the results are presented in Table 58.

Table 58

Comparison of Attitude of English language teachers towards CPD programme based on type of management of school

Type of institute	N	Mean	SD	t-value	p-value
Government	610	64.36	4.86	0.186	0.853
Aided	607	64.30	6.17		

Considering the Attitude of English language teachers towards CPD programmes in English based on type of management of institution, Table shows that the mean score of Government schools teachers is 64.36 with standard deviation of 4.86 and that of Aided school Teachers is 64.31 with standard deviation of 6.17. Independent sample t-test explains that there is no significant difference between the mean scores of government and aided schoolteachers in their Attitude towards CPD programmes in English, since the p-value ($t = 0.186$; $p = 0.853$) is greater than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the Attitude of English language teachers towards CPD programmes in English based on type of management of school' is accepted at 0.05 level.

Comparison of Attitude of English language teachers towards CPD programme based on locale of school

Comparison of Attitude of English language teachers towards CPD programme based on locale of school was done using independent sample t-test and the results are presented in Table 59.

Table 59

Comparison of Attitude of English language teachers towards CPD programme based on locale of school

Locale	N	Mean	SD	t-value	p-value
Rural	791	64.83	6.32	4.292	0.000
Urban	426	63.41	3.55		

Considering the Attitude of English language teachers towards CPD programmes in English based on locale of the school, Table shows that the mean score of Rural schools teachers is 64.83 with standard deviation of 6.32 and that of Urban school Teachers is 63.41 with standard deviation of 3.55. Independent sample t-test explains that there exist significant difference between the mean scores of Rural and Urban school teachers in their Attitude towards CPD programmes in English, since the p-value ($t = 4.292$; $p = 0.000$) is less than 0.05. Hence, the null hypothesis stated that, ‘There is no significant difference in the Attitude of English language teachers towards CPD programmes in English based on locale of school’ is rejected at 0.05 level.

Comparison of Attitude of English language teachers towards CPD programme based on teaching experience

Comparison of Attitude of English language teachers towards CPD programme based on teaching experience was done using analysis of variance (ANOVA) and the results are presented in Table 60.

Table 60

Comparison of Attitude of English language teachers towards CPD programme based on teaching experience

Experience	N	Mean	SD	F-value	p-value
Upto 2	29	61.93	0.25		
3 – 5 years	303	61.50	5.09		
6 – 10 years	370	63.83	3.65	65.582	0.000
11 – 15 years	286	64.93	5.29		
16 and above	229	68.45	6.64		
Total	1217	64.33	5.55		

Table shows that Attitude of English language teachers towards CPD programme with various experience groups of up to two years, 3 – 5 years, 6 – 10 years, 11 – 15 years and 16 and above years are 61.93, 61.50, 63.83, 64.93, and 68.45 with standard deviations of 0.25, 5.09, 3.65, 5.29 and 6.64 respectively. Analysis of variance discloses that there exist significant difference in the Attitude of English language teachers towards CPD programme based on teaching experience, since the p-value (0.000) is less than 0.05. Attitude of English language teachers towards CPD programme is high for high experience group and it is low for low experienced group. Multiple comparison of mean score of Attitude of English language teachers towards CPD programme among various experience groups was done using Scheffe test and the result is given in Table 61.

Table 61

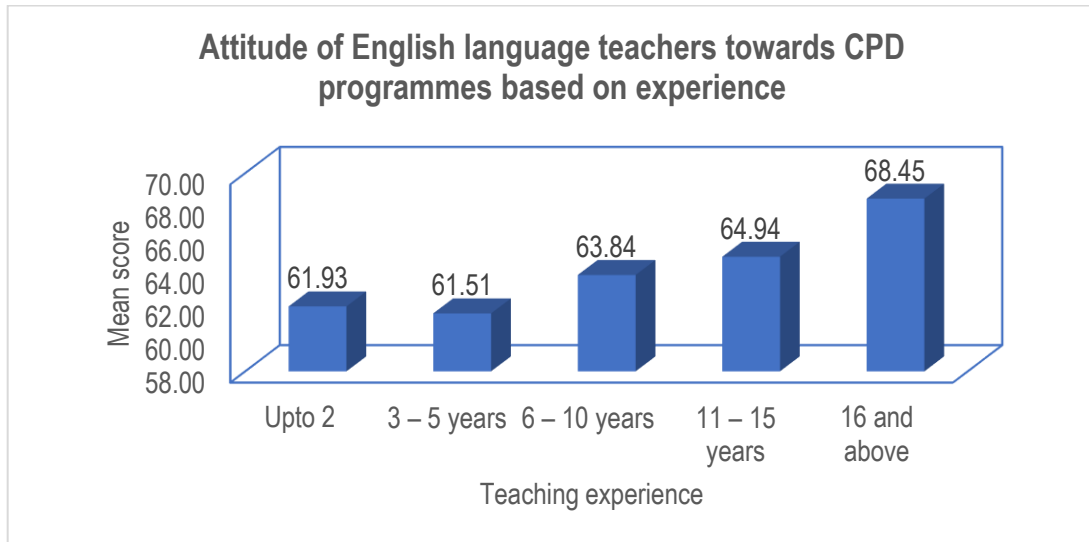
Multiple comparison of Attitude of English language teachers towards CPD programmes based on experience (Scheffe test)

Teaching experience (I)	Teaching experience (J)	Mean Difference (I-J)	Std. Error	Sig.
Upto 2	3 – 5 years	.42608	.98058	.996
	6 – 10 years	-1.90410	.97280	.430
	11 – 15 years	-3.00603	.98312	.054
	16 and above	-6.52311*	.99433	.000
3 – 5 years	6 – 10 years	-2.33018*	.39086	.000
	11 – 15 years	-3.43211*	.41590	.000
	16 and above	-6.94920*	.44173	.000
6 – 10 years	11 – 15 years	-1.10193	.39719	.104
	16 and above	-4.61901*	.42416	.000
11 – 15 years	16 and above	-3.51709*	.44734	.000

Multiple comparison of mean score of Attitude of English language teachers towards CPD programmes in English of various experience groups shows that, there is no significant difference of experience group of upto two years with experience groups of 3 – 5 years, 6 – 10 years and 11 – 15 years. It is also seen that the attitude of English language teachers towards CPD programme has significant difference among experience group of 3 – 5 years with 6 – 10 years, 11 – 15 years and 16 and above. Graphical representation of the comparison of Attitude of English language teachers towards CPD programmes based on experience is given in Figure 22.

Figure 22

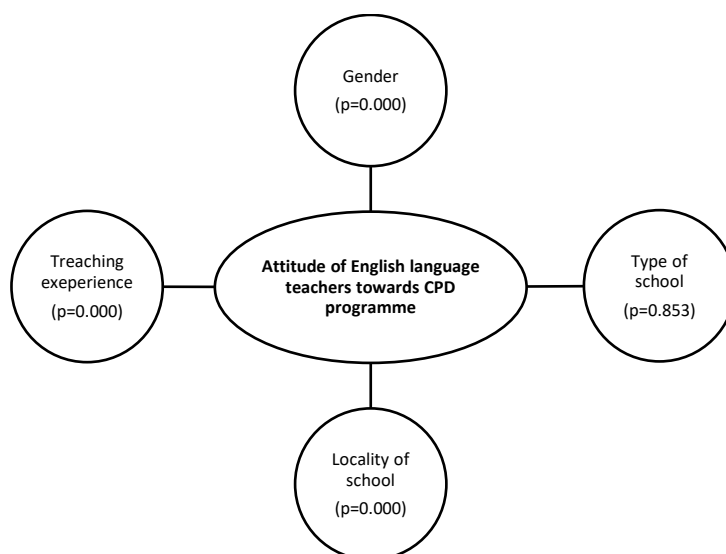
Attitude of English language teachers towards CPD programmes based on experience



Consolidated result of the influence of gender and teaching experience of the teacher as well as management and locality of the school in the Attitude of English language teachers towards CPD programme is presented in Figure 23.

Figure 23

Attitude of English language teachers towards CPD programme based on variables



Consolidated result explores that there exist significant influence of gender and teaching experience of the teacher and locality of the school in the Attitude of English language teachers towards CPD programme. But type of management of school has no significant influence in the Attitude of English language teachers towards CPD programme.

Objective 11: To find out whether there is significant difference in the CPD needs of teachers in English Language Teaching (ELT) in terms of their: gender, locale, experience, school management.

CPD Needs of practising English language teachers in *English language Teaching*

A Training Needs Analysis (TNA) in English Language Teaching serves to identify key areas where teachers require professional support to enhance classroom effectiveness and learner achievement. Teachers often need to refine their language skills by integrating listening, speaking, reading, and writing into communicative lessons while developing awareness of discourse constructions that help learners produce coherent and purposeful texts. Strengthening sociolinguistic skills enables teachers to handle linguistic and cultural diversity with sensitivity, and promoting effective learning strategies supports learner autonomy and reflection. Continuous enrichment in lexis and vocabulary through authentic, context-based approaches, along with improved linguistic competence in grammar teaching, ensures accuracy and fluency in language use. Enhancing assessment practices, particularly formative and performance-based methods, helps align evaluation with communicative outcomes. Exposure to varieties of English encourages appreciation of linguistic diversity, while training in AI-based ELT fosters ethical and innovative classroom integration. Emphasising 21st-century skills such as critical thinking, collaboration, and digital literacy prepares learners for global communication demands. Incorporating theatre techniques promotes creativity and confidence, and adopting inclusive education practices ensures equitable learning opportunities for all students.

Level of CPD Needs of practising English language teachers in English language Teaching is presented in Table 62.

Table 62

Level of CPD Needs of practising English language teachers in English language Teaching

Components	High	Moderate	Low	Total
Language Skills	77.73	20.54	1.73	100.00
Discourse constructions	61.46	35.58	2.96	100.00
Sociolinguistic skills	50.62	42.65	6.74	100.00
Learning strategies	58.67	38.78	2.55	100.00
Lexis- Vocabulary development	56.61	41.08	2.30	100.00
Linguistic Competence (Grammar)	55.71	42.56	1.73	100.00
Assessment practices	45.36	49.14	5.51	100.00
Varieties of English	47.41	45.60	6.98	100.00
AI based ELT	64.09	32.46	3.45	100.00
21st Century Skills and ELT	65.24	33.36	1.40	100.00
Theatre and Teaching	54.64	40.51	4.85	100.00
Inclusive Education	61.71	34.10	4.19	100.00

CPD needs of practising English language teachers in English language Teaching is high for Language Skills (77.73%), Discourse constructions (61.46%), Sociolinguistic skills (50.62%), Learning strategies (58.67%), Lexis- Vocabulary development (56.61%), Linguistic Competence-Grammar (55.71%), Varieties of English (47.41%), AI based ELT (64.09%), 21st Century Skills and ELT (65.24%), Theatre and Teaching (54.64%) and Inclusive Education (61.71%).

Comparison of CPD needs of English language teachers based on Gender

Comparison of CPD Need of English language teachers based on Gender was done using independent sample t-test and the results are presented in Table 63.

Table 63

Comparison of CPD Needs of English language teachers based on Gender

Gender	N	Mean	SD	t-value	p-value
Male	546	31.13	3.12	4.929	0.000
Female	671	30.06	4.22		

Table shows that the mean score of CPD needs of male English language teachers is 31.13 with standard deviation of 3.12 and that of Female Teachers is 30.06 with standard deviation of 4.21. It is also seen that the CPD needs of male English language teachers (31.13) is significantly higher than that of female teachers (30.06). Independent sample t-test discloses that there exist significant difference between the mean scores of male teachers and female teaches in their CPD needs in English, since the p-value ($t = 4.929$; $p = 0.000$) is less than 0.05. Hence, the null hypothesis stated that, ‘There is no significant difference in the CPD needs of English language teachers based on gender’ is rejected at 0.05 level.

Comparison of CPD needs of English language teachers based on management of school

Comparison of CPD needs of English language teachers based on management of school was done using independent sample t-test and the results are presented in Table 64.

Table 64

Comparison of CPD needs of English language teachers based on management of school

Type of institute	N	Mean	SD	t-value	p-value
Government	610	30.99	3.91	4.143	0.000
Aided	607	30.09	3.63		

Table shows that the mean score of CPD needs of English language teachers in English of Government School Teachers is 30.99 with standard deviation of 3.92 and that of Aided School Teachers is 30.09 with standard deviation of 3.64. It is also seen that the Need of Government School Teachers towards CPD programmes in English (30.99) is significantly higher than aided school teachers (30.09). Independent sample t-test discloses that there exist significant difference between government school teachers and aided school teaches in the mean scores of their CPD needs in English, since the p-value ($t=4.143$; $p = 0.000$) is less than 0.05. Hence, the null hypothesis stated that, ‘There is no significant difference in the CPD needs based on type of management of school’ is rejected at 0.05 level.

Comparison of CPD needs of English language teachers based on locale of school

Comparison of CPD needs of English language teachers based on locale of school was done using independent sample t-test and the results are presented in Table 65.

Table 65

Comparison of CPD needs of English language teachers based on locale of school

Locale	N	Mean	SD	t-value	p-value
Rural	791	30.40	4.32	1.853	0.064
Urban	426	30.82	2.54		

Table shows that the mean score of CPD needs of English language teachers of Rural School Teachers is 30.40 with a standard deviation of 4.33 and that of Urban School Teachers is 30.82 with a standard deviation of 2.54. Independent sample t-test discloses that there is no significant difference between rural schoolteachers and urban school teachers in the mean scores of their CPD needs in English, since the p-value ($t = 1.853$; $p = 0.064$) is greater than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the CPD needs of English language teachers based on locale of school' is accepted at 0.05 level.

Comparison of CPD needs of English language teachers based on teaching experience

Comparison of CPD needs of English language teachers based on teaching experience was done using analysis of variance and the results are presented in Table 66.

Table 66

Comparison of CPD needs of English language teachers based on teaching experience

Experience	N	Mean	SD	F-value	p-value
Upto 2	29	31.96	0.68	11.979	0.000
3 – 5 years	303	31.32	2.18		
6 – 10 years	370	30.52	2.96		
11 – 15 years	286	29.35	5.00		
16 and above	229	30.86	4.71		
Total	1217	30.54	3.80		

Table shows that CPD needs of English language teachers with various experience groups of up to two years, 3 – 5 years, 6 – 10 years, 11 – 15 years and 16 and above years are 31.96, 31.32, 30.52, 29.35 and 30.86 with standard deviations of 0.68, 2.18, 2.96, 5.00 and 4.71 respectively. Analysis of variance discloses that there exists significant difference in the CPD needs of English language teachers based on teaching experience, since the p-value (0.000) is less

than 0.05. CPD needs of English language teachers is high for low experience group and it is low for high experienced group. The results indicate that the CPD needs are higher among teachers with less teaching experience, while they are lower among teachers with greater teaching experience.

Multiple comparison of mean score of CPD needs of English language teachers among various experience groups was done using Scheffe test and the result is given in Table 67.

Table 67

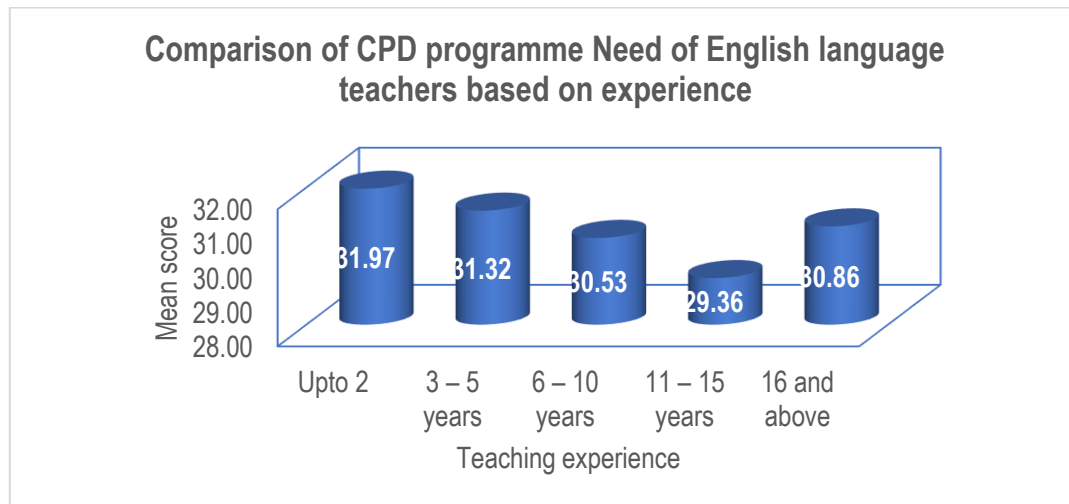
Multiple comparison of CPD needs of English language teachers based on experience (Scheffe test)

Teaching experience (I)	Teaching experience (J)	Mean Difference (I-J)	Std. Error	Sig.
Upto 2	3 – 5 years	.64208	.72657	.941
	6 – 10 years	1.43579	.72080	.411
	11 – 15 years	2.60887*	.72845	.012
	16 and above	1.10089	.73675	.693
3 – 5 years	6 – 10 years	.79370	.28961	.112
	11 – 15 years	1.96679*	.30816	.000
	16 and above	.45880	.32730	.742
6 – 10 years	11 – 15 years	1.17309*	.29430	.003
	16 and above	-.33490	.31428	.889
11 – 15 years	16 and above	-1.50799*	.33146	.000

Multiple comparison of mean score of CPD needs of English language teachers of various experience groups shows that, there exist significant difference of experience groups between upto two years and 16 and above years' experience groups; 3 – 5 and 11 – 15 years; 6 – 10 and 11 – 15 years as well as 11 – 15 and 16 and above years. There is no significant difference among other groups. Graphical representation of the comparison of CPD needs of English language teachers based on experience is given in Figure 24.

Figure 24

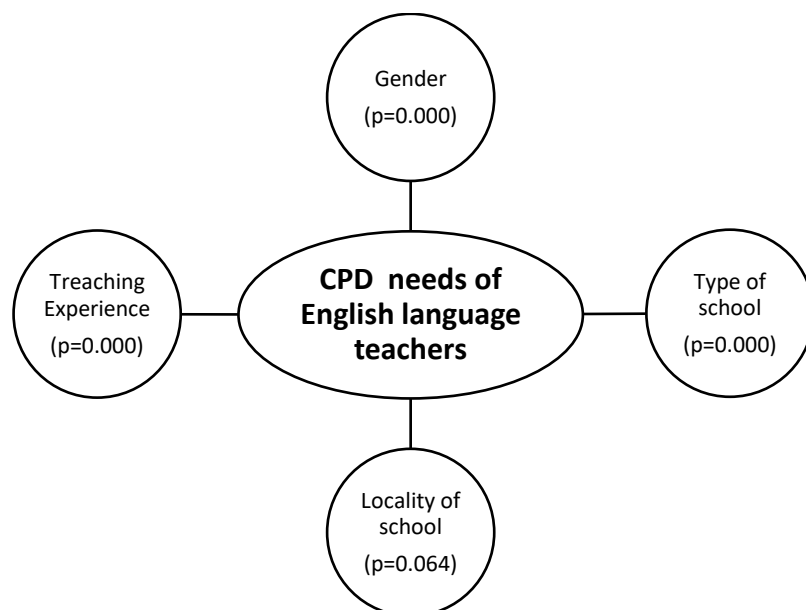
Comparison of CPD programme Need of English language teachers based on experience



Consolidated result of the influence of gender and teaching experience of the teacher as well as management and locality of the school in the CPD needs of English language teachers is presented in Figure 25.

Figure 25

CPD needs of English language teachers based on variables



Consolidated result explores that there exist significant influence of gender and teaching experience of the teacher and type of management of the school in the CPD needs of English language teachers. But locality of school has no significant influence in the CPD needs of English language teachers.

Objective 12: To ascertain whether there is a significant relationship between teachers' academic engagement in CPD programmes and their reflective practices in ELT terms of their: gender, locale, experience, school management.

Correlation of Professional Learning Experience with Reflective Practices

The details of correlation obtained between Professional Learning Experience and reflective practices of English language teachers is presented in Table 68.

Table 68

Correlation of Professional Learning Experience with Reflective Practice

Variables	r	p-value	Percentage Overlap ($r^2 \times 100$)
Professional Learning Experience X Reflective Practices	0.076*	0.008	0.57

** Significant at .05 level*

The correlation obtained between Professional Learning Experience with Reflective Practices is greater than the limits set for significance at 0.05 level, as the p-value (0.008) is less than 0.05. This shows that there is significant correlation between Professional Learning Experience with Reflective Practices. The positive sign of the co-efficient indicates that Professional Learning Experience and Reflective Practices increases or decreases together.

Correlation of Academic Engagement in ELT with Reflective Practices

The details of correlation obtained between Academic Engagement in ELT with reflective practices of English language teachers is presented in Table 69.

Table 69*Correlation of Academic Engagement in ELT with Reflective Practices*

Variables	r	p-value	Percentage Overlap ($r^2 \times 100$)
Academic Engagement in ELT X Reflective Practices	0.770*	0.000	59.29

* Significant at 0.01 level

The correlation ($r=0.770$) obtained between Academic Engagement in ELT with Reflective Practices is greater than the limits set for significance at 0.05 level, as the p-value (0.000) is less than 0.05. This shows that there is significant correlation between Academic Engagement in ELT with Reflective Practices. The positive sign of the co-efficient indicates that Academic Engagement in ELT and Reflective Practices increases or decreases together.

The overlap of the Involvement with Reflective Practices (shared variances) was worked out and was found to be 59.29. This shows that nearly 60 percentage of the variance of Academic Engagement in ELT is attributed to Reflective Practices.

Correlation of Attitude towards CPD programme with Reflective Practices

The details of correlation obtained between Attitudes towards CPD programme with reflective practices of English language teachers is presented in Table 70.

Table 70*Correlation of Attitude towards CPD Programme with Reflective Practices*

Variables	r	p-value	Percentage Overlap ($r^2 \times 100$)
Attitude X Reflective Practices	0.486*	0.000	23.62

* Significant at 0.01 level

The correlation ($r=0.486$) obtained between Attitude towards CPD programme and Reflective Practices is greater than the limits set for significance at 0.05 level, as the p-value (0.000) is less than 0.05. This shows that there is significant moderate correlation between Attitude towards CPD programme and Reflective Practices. The positive sign of the co-efficient indicates that Attitude towards CPD programme and Reflective Practices increases or decreases together.

The overlap of the Attitude towards CPD programme with Reflective Practices (shared variances) was worked out and was found to be 23.62. This shows that nearly 24 percentage of the variance of Attitude towards CPD programme is attributed to Reflective Practice.

The low levels of academic engagement and reflective practices coupled with high barriers suggest systemic limitations in CPD implementation.

Opinion of Parents on Continuing Professional Development (CPD) of Secondary School English Language Teachers

It is essential to know the opinion of parents of a high school student, as their perspective on the Continuing Professional Development (CPD) practices of Secondary School English language teachers. Data was gathered from 714 parents of high school student and the opinions are consolidated and analysed using appropriate methods.

Profile of the parents

Demographic profile of the parents selected for the study such as district, gender, locale, management of school, class and medium of instruction of the students are presented in Table 71.

Table 71*Demographic Profile of the parents*

Profile	Category	Frequency	Percent
District	Ernakulam	243	34.0
	Thiruvananthpura	209	29.3
	Wayanad	262	36.7
Gender	Male	286	40.1
	Female	428	59.9
School Management	Government	317	44.4
	Aided	397	55.6
School locale	Rural	356	49.9
	Urban	358	50.1
Class	10 class	601	84.2
	8 class	33	4.6
	9 class	80	11.2
Medium of instruction	English	401	56.2
	Malayalam	313	43.8
Total		714	100.0

District-wise distribution: The sample includes from three districts as Ernakulam (34.0%), Thiruvananthpura (29.3%) and Wayanad (36.7%).

Gender-wise distribution: The sample includes 40.1 percent of male parents and 59.9 percent of female parents.

School Management-wise distribution of parents: Tables shows that the sample includes 44.4 percent of the parents from government schools and 55.6 percent of the parents from aided schools.

School locale-wise distribution of parents: Tables discloses that the sample includes 49.9 percent of the parents from rural schools and 50.1 percent of the parents from urban schools.

Class-wise distribution: It includes 10 class (84.2%), 8 class (4.6%) and 9 class (11.2%).

Medium of instruction-wise distribution: Table shows that the sample consists of 56.2 percent of the parents of English medium students and rest (43.8%) of the parents are of Malayalam medium students.

Objective 13: To explore the opinion of parents on teachers attending CPD programmes in English teaching during school working days

Opinion of parents on teachers attending CPD programmes in English teaching during school working days was assessed in term of parent's belief, concern, views, awareness and home school practices.

Belief of parents on teachers attending CPD programmes in English

Belief of parents on teachers attending CPD programmes in English teaching during school working days is presented in Table 72.

Table 72

Belief of parents on teachers attending CPD programmes in English teaching during school working days

Statements	Yes	No
Giving teachers quality CPD training contributes to a better learning experience	663 (92.86)	51 (7.14)
Do you think teacher training during class time will take away from my child's study time?	603 (84.45)	111 (15.55)
Do you think that English language teacher attending training during school hours won't negatively impact the child?	375 (52.52)	339 (47.48)
Does the English language teacher of your child incorporate the strategies he/she acquired from CPD training into his/her teaching methods?	647 (90.62)	67 (9.38)
Does the English language teacher of your child involve the guardian in the English learning processes?	548 (76.75)	166 (23.25)
Do you think it is necessary to completely avoid training sessions during school hours?	590 (82.63)	124 (17.37)
Do you believe the CPD training sessions of your child's English teacher contribute to achieving the developmental milestones of your child?	648 (90.76)	66 (9.24)
Is it a good idea for teachers to engage with students online while they are away for training sessions?	519 (72.69)	195 (27.31)
Do you believe that your child's English language teachers' CPD training improves your child's English language skills?	663 (92.86)	51 (7.14)
Does your child's English Language school provide enough assistance to your child in his/her English language studies?	619 (86.69)	95 (13.31)

Values in parentheses are percentage

Comparison of Belief of Parents based on Gender of students

Comparison of Belief of parents on teachers attending CPD programmes in English teaching during school working days based on Gender of students was done using independent sample t-test and the results are presented in Table 73.

Table 73

Comparison of Belief of Parents based on Gender of students

Variable	Group	N	Mean	SD	t-value (p-value)
Gender	Male	286	8.52	1.68	4.307
	Female	428	8.03	1.33	(0.000)

Table shows that the mean score of Belief of parents on teachers attending CPD programmes in English teaching during school working days of parents of Male students is 8.52 with standard deviation of 1.68 and that of parents of Female students is 8.03 with standard deviation of 1.33. It is also seen that the Belief of parents on teachers attending CPD programmes in English teaching during school working days of parents of male (8.52) students is significantly higher than parents of female student (8.03). Independent sample t-test discloses that there exist significant difference between the mean scores of parents of male and female in their Belief on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 4.307$; $p = 0.000$) is less than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the Belief of parents on teachers attending CPD programmes in English teaching during school working days based on gender of students' is rejected at 0.05 level.

Comparison of Belief of Parents based on Management of School

Comparison of Belief of parents on teachers attending CPD programmes in English teaching during school working days based on Management of School was done using independent sample t-test and the results are presented in Table 74.

Table 74*Comparison of Belief of Parents based on Management of School*

Variable	Group	N	Mean	SD	t-value (p-value)
Management	Government	317	8.10	1.45	1.927
	Aided	397	8.32	1.53	(0.054)

Table shows that the mean score of Belief of parents on teachers attending CPD programmes in English teaching during school working days of parents of Government school students is 8.12 with standard deviation of 1.45 and that of parents of Aided school students is 8.32 with standard deviation of 1.53. Independent sample t-test discloses that there is no significant difference between the mean scores of parents of government and aided school students in their Belief on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 1.927$; $p = 0.054$) is greater than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the Belief of parents on teachers attending CPD programmes in English teaching during school working days based on type of management of school' is accepted at 0.05 level.

Comparison of Belief of Parents based on Locale of School.

Comparison of Belief of parents on teachers attending CPD programmes in English teaching during school working days based on Locale of School was done using independent sample t-test and the results are presented in Table 75.

Table 75*Comparison of Belief of Parents based on Locale of School*

Variable	Group	N	Mean	SD	t-value (p-value)
Locale	Rural	356	8.17	1.44	0.860
	Urban	358	8.27	1.55	(0.390)

Table shows that the mean score of Belief of parents on teachers attending CPD programmes in English teaching during school working days of parents of rural school students is 8.17 with standard deviation of 1.44 and that of parents of urban school students is 8.27 with standard deviation of 1.55. Independent sample t-test discloses that there is no significant difference between the mean scores of parents of rural and urban school students in their Belief on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 0.860$; $p = 0.390$) is greater than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the Belief of parents on teachers attending CPD programmes in English teaching during school working days based on locale of school' is accepted at 0.05 level.

Comparison of Belief of Parents based on Medium of instruction

Comparison of Belief of parents on teachers attending CPD programmes in English teaching during school working days based on Medium of instruction was done using independent sample t-test and the results are presented in Table 76.

Table 76

Comparison of Belief of Parents based on Medium of instruction

Variable	Group	N	Mean	SD	t-value (p-value)
Medium	English	401	7.95	1.63	5.562
	Malayalam	313	8.57	1.23	(0.000)

Table shows that the mean score of Belief of parents on teachers attending CPD programmes in English teaching during school working days of parents of English Medium students is 7.95 with standard deviation of 1.63 and that of parents of Malayalam Medium students is 8.57 with standard deviation of 1.23. It is also seen that the Belief of parents on teachers attending CPD programmes in English teaching during school working days of parents of Malayalam Medium (8.57) students is significantly higher than parents of English Medium student (7.95).

Independent sample t-test discloses that there exist significant difference between the mean scores of parents of Malayalam and English medium students in their Belief on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 5.562$; $p = 0.000$) is less than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the Belief of parents on teachers attending CPD programmes in English teaching during school working days based on medium of students' is rejected at 0.05 level.

Comparison of Belief of Parents based on Class of students

Comparison of Belief of parents on teachers attending CPD programmes in English teaching during school working days based on Class of students was done using analysis of variance (ANOVA) and the results are presented in Table 77.

Table 77

Comparison of Belief of Parents based on class of students

Variable	Group	M	Mean	SD	F-value (p-value)
Class of Study	Class 8	33	8.00	0.00	75.763 (0.000)
	Class 9	80	10.00	0.00	
	Class 10	601	8.00	1.48	

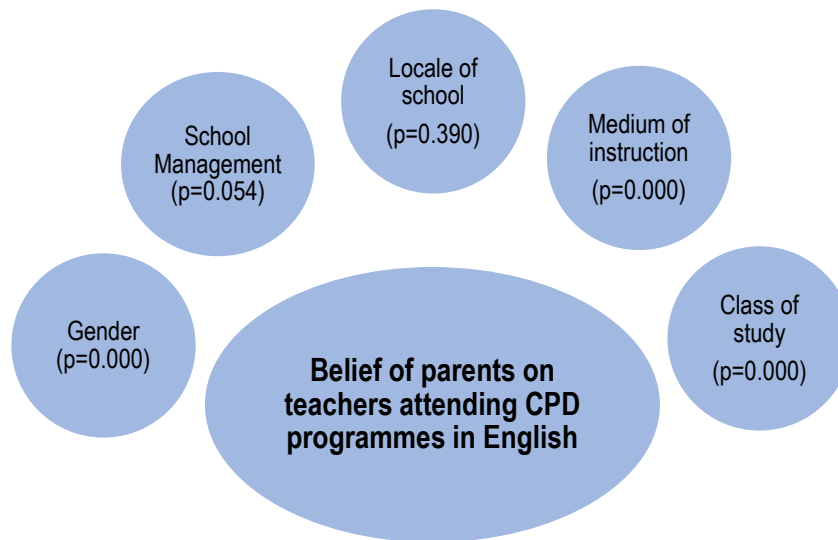
Table shows that the mean score of Belief of Parents of Class 8, Class 9 and Class 10 students are 8.00, 10.00 and 8.00 with standard deviations of 0.00, 0.00 and 1.48 respectively. Belief of parents on teachers attending CPD programmes in English teaching during school working days is high among the parents of Class 9 (10.00) students and it is lower among parents of Class 8 (8.00) students. Analysis of variance gives the result that there exist significant difference in the Belief of parents on teachers attending CPD programmes in English teaching during school working days among parents of various class students, since the p-value ($F=75.763$, $p=0.000$) is less than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the belief of parents on teachers attending CPD programmes

in English teaching during school working days based on class of study' is rejected at 0.05 level.

Consolidated result of the difference in opinion of parents based on gender of parents, locale and management of school, class and medium of instruction of students on belief of attending CPD programmes in English teaching during school working days is presented in Figure 26.

Figure 26

Belief of parents on attending CPD programmes by English language teachers based on variables



Consolidated result explains that there exist significant difference in opinion of parents on belief of attending CPD programmes in English teaching during school working days based on gender of parents, medium of instruction and class of study of the students. But there is no significant difference in opinion of parents on belief of attending CPD programmes in English teaching during school working days based on locale and management of school.

Concern of parents on teachers attending CPD programmes in English

Concern of parents on teachers attending CPD programmes in English teaching during school working days is presented in Table 78.

Table 78

Concern of parents on teachers attending CPD programmes in English

Statements	Yes	No
Do you think English teacher of your child is unable to address your child's learning time loss when the teacher comes back after the training?	294 (41.18)	420 (58.82)
After participating in a training programme, does your child's English teacher catch up on the lessons swiftly using special classes?	419 (58.68)	295 (41.32)
Do you feel that when your child's English teacher is away for training, he/she neglects your child's learning needs?	128 (17.93)	586 (82.07)
Is it more effective to condense CPD training sessions into one or two days rather than extending them across several days?	661 (92.58)	53 (7.42)

Values in parentheses are in percentage

Comparison of Concern of Parents based on Gender of students

Comparison of Concern of parents on teachers attending CPD programmes in English teaching during school working days based on Gender of students was done using independent sample t-test and the results are presented in Table 79.

Table 79

Comparison of Concern of Parents based on Gender of students

Variable	Group	N	Mean	SD	t-value (p-value)
Gender	Male	286	1.96	0.74	3.396
	Female	428	2.19	1.01	(0.001)

Table shows that the mean score of *Concern* of parents on teachers attending CPD programmes in English teaching during school working days of parents of Male students is 1.96 with standard deviation of 0.74 and that of parents of Female students is 2.19 with standard deviation of 1.01. It is also seen that the *Concern* of parents on teachers attending CPD programmes in English teaching during school working days of parents of female (2.19) students is significantly higher than parents of male student (1.96). Independent sample t-test discloses that there exist significant difference between the mean scores of parents of male and female students in their *Concern* on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 3.396$; $p = 0.001$) is less than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the *Concern* of parents on teachers attending CPD programmes in English teaching during school working days based on gender of students' is rejected at 0.05 level.

Comparison of *Concern* of Parents based on Management of School

Comparison of *Concern* of parents on teachers attending CPD programmes in English teaching during school working days based on Management of School was done using independent sample t-test and the results are presented in Table 80.

Table 80

Comparison of Concern of Parents based on Management of School

Variable	Group	N	Mean	SD	t-value (p-value)
Management	Government	317	2.17	1.06	1.980
	Aided	397	2.04	0.78	(.048)

Table shows that the mean score of *Concern* of parents on teachers attending CPD programmes in English teaching during school working days of parents of Government school students is 2.17 with standard deviation of 1.06 and that of parents of Aided school students is 2.04 with standard deviation of 0.78. Independent sample t-test discloses that there exist significant difference between

the mean scores of parents of government and aided school students in their *Concern* on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 1.98$; $p = 0.048$) is less than 0.05. Hence, the null hypothesis stated that, ‘There is no significant difference in the *Concern* of parents on teachers attending CPD programmes in English teaching during school working days based on type of management of school’ is rejected at 0.05 level.

Comparison of *Concern* of Parents based on Locale of School

Comparison of *Concern* of parents on teachers attending CPD programmes in English teaching during school working days based on Locale of School was done using independent sample t-test and the results are presented in Table 81.

Table 81

Comparison of Concern of Parents based on Locale of School

Variable	Group	N	Mean	SD	t-value (p-value)
Locale	Rural	356	2.07	0.82	-0.967
	Urban	358	2.13	1.00	(0.334)

Table shows that the mean score of *Concern* of parents on teachers attending CPD programmes in English teaching during school working days of parents of rural school students is 2.07 with standard deviation of 0.82 and that of parents of urban school students is 2.13 with standard deviation of 1.00. Independent sample t-test discloses that there is no significant difference between the mean scores of parents of rural and urban school students in their *Concern* on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 0.967$; $p = 0.334$) is greater than 0.05. Hence, the null hypothesis stated that, ‘There is no significant difference in the *Concern* of parents on teachers attending CPD programmes in English teaching during school working days based on locale of school’ is accepted at 0.05 level.

Comparison of *Concern* of Parents based on Medium of instruction

Comparison of *Concern* of parents on teachers attending CPD programmes in English teaching during school working days based on Medium of instruction was done using independent sample t-test and the results are presented in Table 82.

Table 82

Comparison of Concern of Parents based on Medium of instruction

Variable	Group	N	Mean	SD	t-value (p-value)
Medium	English	401	1.97	0.74	4.360
	Malayalam	313	2.27	1.08	(0.000)

Table shows that the mean score of *Concern* of parents on teachers attending CPD programmes in English teaching during school working days of parents of English Medium students is 1.97 with standard deviation of 0.74 and that of parents of Malayalam Medium students is 2.27 with standard deviation of 1.08. It is also seen that the *Concern* of parents on teachers attending CPD programmes in English teaching during school working days of parents of Malayalam Medium (2.27) students is significantly higher than parents of English Medium student (1.97). Independent sample t-test discloses that there exist significant difference between the mean scores of parents of Malayalam and English medium students in their *Concern* on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 4.360$; $p = 0.000$) is less than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the *Concern* of parents on teachers attending CPD programmes in English teaching during school working days based on medium of students' is rejected at 0.05 level.

Comparison of *Concern* of Parents based on Class of students

Comparison of *Concern* of parents on teachers attending CPD programmes in English teaching during school working days based on Class of students was done using analysis of variance (ANOVA) and the results are presented in Table 83.

Table 83*Comparison of Concern of Parents based on class of students*

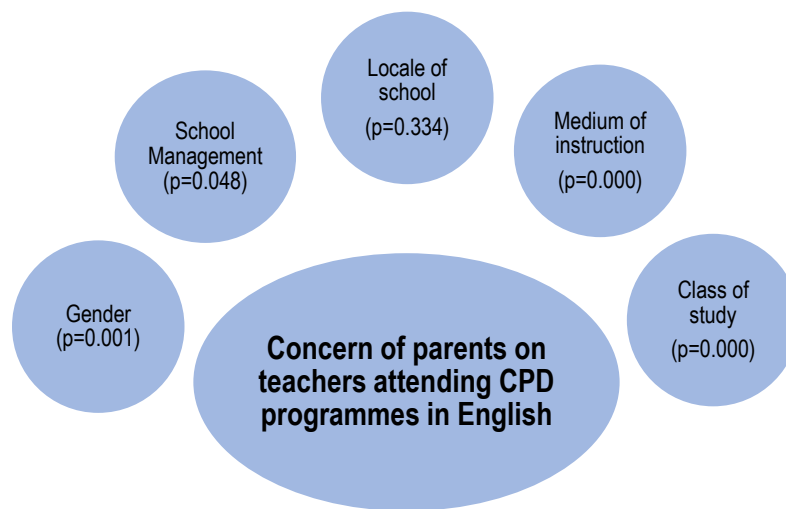
Variable	Group	M	Mean	SD	F-value (p-value)
Class of Study	Class 8	33	2.00	0.00	80.688 (0.000)
	Class 9	80	1.00	0.00	
	Class 10	601	2.25	0.90	

Table shows that the mean score of *Concern* of Parents of Class 8, Class 9 and Class 10 students are 2.00, 1.00 and 2.25 with standard deviations of 0.00, 0.00 and 0.91 respectively. *Concern* of parents on teachers attending CPD programmes in English teaching during school working days is high among the parents of Class 10 (2.25) students and it is lower among parents of Class 9 (1.00) students. Analysis of variance gives the result that there exist significant difference in the *Concern* of parents on teachers attending CPD programmes in English teaching during school working days among parents of various class students, since the p-value ($F=80.688$, $p=0.000$) is less than 0.05. Hence, the null hypothesis stated that, ‘There is no significant difference in the *Concern* of parents on teachers attending CPD programmes in English teaching during school working days based on class of study’ is rejected at 0.05 level.

Consolidated result of the difference in the opinion of parents based on gender of parents, locale and management of school, class and medium of instruction of students on concern of attending CPD programmes in English teaching during school working days is presented in Figure 27.

Figure 27

Concern of parents on attending CPD programmes by English language teachers based on variables



Consolidated result explains that there exist significant difference in the concern of parents on attending teachers in CPD programmes in English during school working days based on gender of parents, medium of instruction, class of study of the students and management of school. But there is no significant difference in opinion of parents on concern of attending CPD programmes in English during school working days based on locale of school.

Views of parents on teachers attending CPD programmes in English

Views of parents on teachers attending CPD programmes in English teaching during school working days is presented in Table 84.

Table 84*Views of parents on teachers attending CPD programmes in English*

Statements	Yes	No
Is it appropriate for teachers to undergo training after the academic year has commenced.	468 (65.55)	246 (34.45)
Do you believe that teachers who teach English should receive Continuing Professional Development (CPD) training in English Language Teaching?	455 (63.73)	259 (36.27)
Do you consider the training sessions that take place during holidays are better than that of working days?	515 (72.13)	199 (27.87)
Do you think that when your child's English teacher is absent for training, the school can make temporary arrangements to handle the situation?	385 (53.92)	329 (46.08)
Do you feel that your child's English teacher should undergo training in advanced ICT methods to boost child's English skills?	490 (68.63)	224 (31.37)
Do you believe that providing quality CPD training to your child's English teacher can improve your child's learning experience?	614 (85.99)	100 (14.01)
Do you think better academic facilities in English will improve English Language skills of my child?	714 (100.00)	0 (0.00)
When training sessions are held during school hours, do you think it's better to be conducted online?	333 (46.64)	381 (53.36)
Do you think that because your child's English teacher needs to remain up-to-date, training sessions during school hours could be essential?	363 (50.84)	351 (49.16)
Is it necessary to provide additional arrangements in the school when teachers are on training?	566 (79.27)	148 (20.73)
Is it a good idea to create a group of same-subject teachers at the district level, so a teacher from this group can temporarily take over until the regular teacher comes back from training?	641 (89.78)	73 (10.22)

*Values in parentheses are percentages***Comparison of Views of Parents based on Gender of students**

Comparison of Views of parents on teachers attending CPD programmes in English teaching during school working days based on Gender of students was done using independent sample t-test and the results are presented in Table 85.

Table 85*Comparison of Views of Parents based on Gender of students*

Variable	Group	N	Mean	SD	t-value (p-value)
Gender	Male	286	8.09	2.29	3.384
	Female	428	7.54	1.96	(.001)

Table shows that the mean score of *Views* of parents on teachers attending CPD programmes in English teaching during school working days of parents of Male students is 8.09 with standard deviation of 2.29 and that of parents of Female students is 7.54 with standard deviation of 1.96. It is also seen that the *Views* of parents on teachers attending CPD programmes in English teaching during school working days of parents of male (8.09) students is significantly higher than parents of female student (7.54). Independent sample t-test discloses that there exist significant difference between the mean scores of parents of male and female students in their *Views* on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 3.384$; $p = 0.001$) is less than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the *Views* of parents on teachers attending CPD programmes in English teaching during school working days based on gender of students' is rejected at 0.05 level.

Comparison of *Views* of Parents based on Management of School

Comparison of *Views* of parents on teachers attending CPD programmes in English teaching during school working days based on Management of School was done using independent sample t-test and the results are presented in Table 86.

Table 86*Comparison of Views of Parents based on Management of School*

Variable	Group	N	Mean	SD	t-value (p-value)
Management	Government	317	7.32	2.19	5.036
	Aided	397	8.11	1.99	(0.000)

Table shows that the mean score of *Views* of parents on teachers attending CPD programmes in English teaching during school working days of parents of Government school students is 7.32 with standard deviation of 2.19 and that of parents of Aided school students is 8.11 with standard deviation of 1.99. Independent sample t-test discloses that there exist significant difference between the mean scores of parents of government and aided school students in their *Views* on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 5.036$; $p = 0.000$) is less than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the *Views* of parents on teachers attending CPD programmes in English teaching during school working days based on type of management of school' is rejected at 0.05 level.

Comparison of *Views* of Parents based on Locale of School

Comparison of *Views* of parents on teachers attending CPD programmes in English teaching during school working days based on Locale of School was done using independent sample t-test and the results are presented in Table 87.

Table 87

Comparison of Views of Parents based on Locale of School

Variable	Group	N	Mean	SD	t-value (p-value)
Locale	Rural	356	7.71	2.03	-0.679
	Urban	358	7.81	2.20	(0.498)

Table shows that the mean score of *Views* of parents on teachers attending CPD programmes in English teaching during school working days of parents of rural school students is 7.71 with standard deviation of 2.03 and that of parents of urban school students is 7.81 with standard deviation of 2.20. Independent sample t-test discloses that there is no significant difference between the mean scores of parents of rural and urban school students in their *Views* on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 0.679$; $p = 0.498$) is greater than 0.05. Hence, the null hypothesis stated that, 'There

is no significant difference in the *Views* of parents on teachers attending CPD programmes in English teaching during school working days based on locale of school' is accepted at 0.05 level.

Comparison of *Views* of Parents based on Medium of instruction

Comparison of *Views* of parents on teachers attending CPD programmes in English teaching during school working days based on Medium of instruction was done using independent sample t-test and the results are presented in Table 88.

Table 88

Comparison of Views of Parents based on Medium of instruction

Variable	Group	N	Mean	SD	t-value (p-value)
Medium	English	401	7.34	2.40	6.074
	Malayalam	313	8.29	1.54	(0.000)

Table shows that the mean score of *Views* of parents on teachers attending CPD programmes in English teaching during school working days of parents of English Medium students is 7.34 with standard deviation of 2.40 and that of parents of Malayalam Medium students is 8.29 with standard deviation of 1.54. It is also seen that the *Views* of parents on teachers attending CPD programmes in English teaching during school working days of parents of Malayalam Medium (8.29) students is significantly higher than parents of English Medium student (7.34). Independent sample t-test discloses that there exist significant difference between the mean scores of parents of Malayalam and English medium students in their *Views* on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 6.074$; $p = 0.000$) is less than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the *Views* of parents on teachers attending CPD programmes in English teaching during school working days based on medium of students' is rejected at 0.05 level.

Comparison of *Views* of Parents based on Class of students

Comparison of *Views* of parents on teachers attending CPD programmes in English teaching during school working days based on Class of students was done using analysis of variance (ANOVA) and the results are presented in Table 89.

Table 89

Comparison of Views of Parents based on class of students

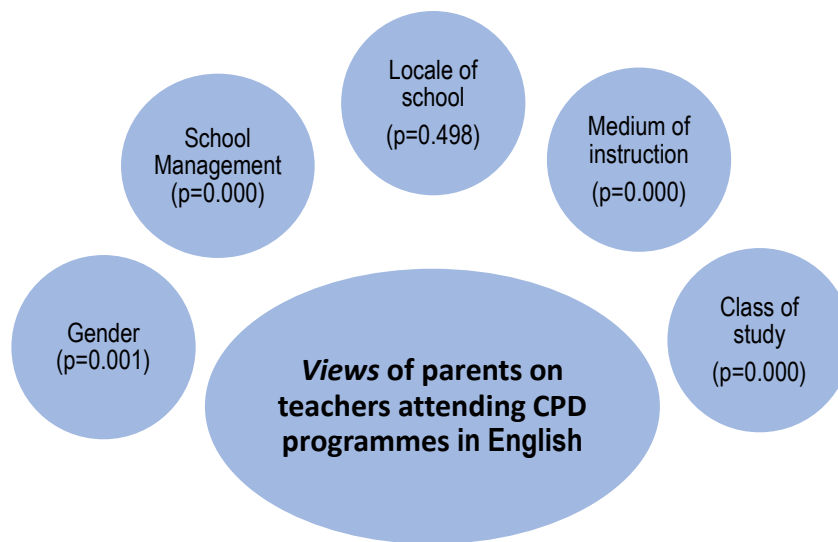
Variable	Group	M	Mean	SD	F-value (p-value)
Class of Study	Class 8	33	9.00	0.00	104.73 (0.000)
	Class 9	80	10.43	0.49	
	Class 10	601	7.34	2.02	

Table shows that the mean score of *Views* of Parents of Class 8, Class 9 and Class 10 students are 9.00, 10.43 and 7.34 with standard deviations of 0.00, 0.49 and 2.02 respectively. *Views* of parents on teachers attending CPD programmes in English teaching during school working days is high among the parents of Class 9 (10.43) students and it is lower among parents of Class 10 (7.34) students. Analysis of variance gives the result that there exist significant difference in the *Views* of parents on teachers attending CPD programmes in English teaching during school working days among parents of various class students, since the p-value ($F=104.738$, $p=0.000$) is less than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the *Views* of parents on teachers attending CPD programmes in English teaching during school working days based on class of study' is rejected at 0.05 level.

Consolidated result of the difference in opinion of parents based on gender of parents, locale and management of school, class and medium of instruction of students on views of attending CPD programmes in English teaching during school working days is presented in Figure 28.

Figure 28

Views of parents on attending CPD programmes by English language teachers based on variables



Consolidated result explains that there exist significant difference in the views of parents on attending teachers in CPD programmes in English during school working days based on gender of parents, medium of instruction, class of study of the students and management of school. But there is no significant difference in opinion of parents on views of attending CPD programmes in English during school working days based on locale of school.

Awareness of parents on teachers attending CPD programmes in English

Awareness of parents on teachers attending CPD programmes in English teaching during school working days is presented in Table 90.

Table 90*Awareness of parents on teachers attending CPD programmes in English*

Statements	Yes	No
Are you satisfied with your child's proficiency in the English language?	482 (67.51)	232 (32.49)
Have you noticed significant improvement in your child's English skills as a result of the teacher's CPD training?	590 (82.63)	124 (17.37)
Do you think that CPD sessions during school hours enable your child's English teacher to stay updated with the latest information?	418 (58.54)	296 (41.46)
Have you organised basic learning facilities to increase the English Language Competence at home? (Dictionaries, magazines, newspaper etc.)	407 (57.00)	307 (43.00)
Does your child's English teacher teach their lessons in English?	479 (67.09)	235 (32.91)
Has your school organized activities such as English Fest, English Club etc. as part of their English teaching strategies?	455 (63.73)	259 (36.27)

*Values in parentheses are percentages***Comparison of Awareness of Parents based on Gender of students**

Comparison of *Awareness* of parents on teachers attending CPD programmes in English teaching during school working days based on Gender of students was done using independent sample t-test and the results are presented in Table 91.

Table 91*Comparison of Awareness of Parents based on Gender of students*

Variable	Group	N	Mean	SD	t-value (p-value)
Gender	Male	286	4.04	1.78	1.157
	Female	428	3.91	1.18	(0.248)

Table shows that the mean score of *Awareness* of parents on teachers attending CPD programmes in English teaching during school working days of parents of Male students is 4.04 with standard deviation of 1.78 and that of parents

of Female students is 3.91 with standard deviation of 1.18. It is also seen that the *Awareness* of parents on teachers attending CPD programmes in English teaching during school working days of parents of male (4.04) students is comparatively higher than parents of female student (3.91). Independent sample t-test discloses that there is no significant difference between the mean scores of parents of male and female students in their *Awareness* on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 1.157$; $p = 0.248$) is greater than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the *Awareness* of parents on teachers attending CPD programmes in English teaching during school working days based on gender of students' is accepted at 0.05 level.

Comparison of *Awareness* of Parents based on Management of School

Comparison of *Awareness* of parents on teachers attending CPD programmes in English teaching during school working days based on Management of School was done using independent sample t-test and the results are presented in Table 92.

Table 92

Comparison of Awareness of Parents based on Management of School

Variable	Group	N	Mean	SD	t-value (p-value)
Management	Government	317	3.71	1.45	4.081
	Aided	397	4.16	1.42	(0.000)

Table shows that the mean score of *Awareness* of parents on teachers attending CPD programmes in English teaching during school working days of parents of Government school students is 3.71 with standard deviation of 1.45 and that of parents of Aided school students is 4.16 with standard deviation of 1.42. Independent sample t-test discloses that there exist significant difference between the mean scores of parents of government and aided school students in their *Awareness* on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 4.081$; $p = 0.000$) is less than 0.05.

Hence, the null hypothesis stated that, ‘There is no significant difference in the *Awareness* of parents on teachers attending CPD programmes in English teaching during school working days based on type of management of school’ is rejected at 0.05 level.

Comparison of *Awareness* of Parents based on Locale of School

Comparison of *Awareness* of parents on teachers attending CPD programmes in English teaching during school working days based on Locale of School was done using independent sample t-test and the results are presented in Table 93.

Table 93

Comparison of Awareness of Parents based on Locale of School

Variable	Group	N	Mean	SD	t-value (p-value)
Locale	Rural	356	3.96	1.36	0.075
	Urban	358	3.96	1.54	(0.940)

Table shows that the mean score of *Awareness* of parents on teachers attending CPD programmes in English teaching during school working days of parents of rural school students is 3.97 with standard deviation of 1.36 and that of parents of urban school students is 3.96 with standard deviation of 1.54. Independent sample t-test discloses that there is no significant difference between the mean scores of parents of rural and urban school students in their *Awareness* on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 0.075$; $p = 0.940$) is greater than 0.05. Hence, the null hypothesis stated that, ‘There is no significant difference in the *Awareness* of parents on teachers attending CPD programmes in English teaching during school working days based on locale of school’ is accepted at 0.05 level.

Comparison of *Awareness* of Parents based on Medium of instruction

Comparison of *Awareness* of parents on teachers attending CPD programmes in English teaching during school working days based on Medium of instruction was done using independent sample t-test and the results are presented in Table 94.

Table 94

Comparison of Awareness of Parents based on Medium of instruction

Variable	Group	N	Mean	SD	t-value (p-value)
Medium	English	401	4.01	1.81	1.040
	Malayalam	313	3.90	0.75	(0.299)

Table shows that the mean score of *Awareness* of parents on teachers attending CPD programmes in English teaching during school working days of parents of English Medium students is 4.01 with standard deviation of 1.81 and that of parents of Malayalam Medium students is 3.90 with standard deviation of 0.75. Independent sample t-test discloses that there is no significant difference between the mean scores of parents of Malayalam and English medium students in their *Awareness* on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 1.040$; $p = 0.299$) is greater than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the *Awareness* of parents on teachers attending CPD programmes in English teaching during school working days based on medium of students' is accepted at 0.05 level.

Comparison of *Awareness* of Parents based on Class of students

Comparison of *Awareness* of parents on teachers attending CPD programmes in English teaching during school working days based on Class of students was done using analysis of variance (ANOVA) and the results are presented in Table 95.

Table 95*Comparison of Awareness of Parents based on class of students*

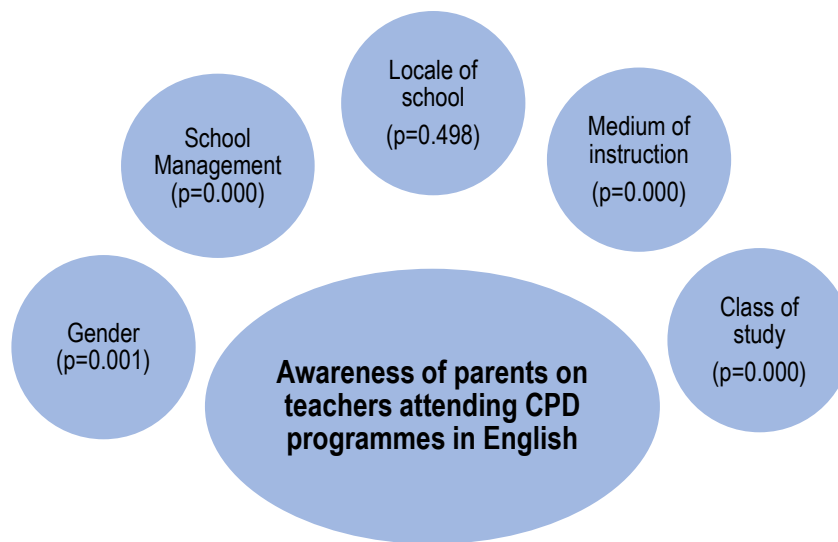
Variable	Group	M	Mean	SD	F-value (p-value)
Class of Study	Class 8	33	4.00	0.00	18.733
	Class 9	80	4.87	0.99	(.000)
	Class 10	601	3.84	1.50	

Table shows that the mean score of *Awareness* of Parents of Class 8, Class 9 and Class 10 students are 4.00, 4.87 and 3.84 with standard deviations of 0.00, 0.99 and 1.50 respectively. *Awareness* of parents on teachers attending CPD programmes in English teaching during school working days is high among the parents of Class 9 (4.87) students and it is lower among parents of Class 10 (3.84) students. Analysis of variance gives the result that there exist significant difference in the *Awareness* of parents on teachers attending CPD programmes in English teaching during school working days among parents of various class students, since the p-value ($F=18.733$, $p=0.000$) is less than 0.05. Hence, the null hypothesis stated that, ‘There is no significant difference in the *Awareness* of parents on teachers attending CPD programmes in English teaching during school working days based on class of study’ is rejected at 0.05 level.

Consolidated result of the difference in the opinion of parents based on gender of parents, locale and management of school, class and medium of instruction of students on awareness of attending CPD programmes in English teaching during school working days is presented in Figure 29.

Figure 29

Awareness of parents on attending CPD programmes by English language teachers based on variables



Consolidated result explains that there exist significant difference in the awareness of parents on attending teachers in CPD programmes in English during school working days based on gender of parents, medium of instruction, class of study of the students and management of school. But there is no significant difference in opinion of parents on awareness of attending CPD programmes in English during school working days based on locale of school.

Home school Practices of parents

Home school Practices of parents in English teaching during school working days is presented in Table 96.

Table 96*Home school Practices of parents in English*

Statements	Yes	No
Have you employed tuition facility for your child?	94 (13.17)	620 (86.83)
Do you inquire about your child's school assignments in English?	714 (100.00)	0 (0.00)
Do you engage in in-depth discussions with your child regarding his/her experiences and learnings in English class?	714 (100.00)	0 (0.00)
Do you believe, as a parent, that you should be briefed when teachers implement new methods after a CPD training session?	620 (86.83)	94 (13.17)
Do you think it's beneficial to inform guardians when teachers leave for professional development sessions?	674 (94.40)	40 (5.60)

Values in parentheses are in percentage

Comparison of *Home school Practices* of Parents based on Gender of students

Comparison of *Home school Practices* of parents in English teaching during school working days based on Gender of students was done using independent sample t-test and the results are presented in Table 97.

Table 97*Comparison of Home school Practices of Parents based on Gender of students*

Variable	Group	N	Mean	SD	t-value (p-value)
Gender	Male	286	3.95	0.55	.139
	Female	428	3.94	0.57	(.890)

Table shows that the mean score of *Home school Practices* of parents in English teaching during school working days of parents of Male students is 3.95 with standard deviation of 0.55 and that of parents of Female students is 3.94 with standard deviation of 0.57. Independent sample t-test discloses that there is no significant difference between the mean scores of parents of male and female

students in their *Home school Practices* in English teaching during school working days, since the p-value ($t = 0.139$; $p = 0.890$) is greater than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the *Home school Practices* of parents in English teaching during school working days based on gender of students' is accepted at 0.05 level.

Comparison of *Home school Practices* of Parents based on Management of School

Comparison of *Home school Practices* of parents in English teaching during school working days based on Management of School was done using independent sample t-test and the results are presented in Table 98.

Table 98

Comparison of Home school Practices of Parents based on Management of School

Variable	Group	N	Mean	SD	t-value (p-value)
Management	Government	317	4.10	0.52	7.169
	Aided	397	3.81	0.56	(.000)

Table shows that the mean score of *Home school Practices* of parents in English teaching during school working days of parents of Government school students is 4.10 with standard deviation of 0.52 and that of parents of Aided school students is 3.81 with standard deviation of 0.56. Independent sample t-test discloses that there exist significant difference between the mean scores of parents of government and aided school students in their *Home school Practices* in English teaching during school working days, since the p-value ($t = 7.169$; $p = 0.000$) is less than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the *Home school Practices* of parents in English teaching during school working days based on type of management of school' is rejected at 0.05 level.

Comparison of *Home school Practices* of Parents based on Locale of School

Comparison of *Home school Practices* of parents in English teaching during school working days based on Locale of School was done using independent sample t-test and the results are presented in Table 99.

Table 99

Comparison of Home school Practices of Parents based on Locale of School

Variable	Group	N	Mean	SD	t-value (p-value)
Locale	Rural	356	3.87	0.58	3.493
	Urban	358	4.01	0.52	(0.001)

Table shows that the mean score of *Home school Practices* of parents in English teaching during school working days of parents of rural school students is 3.87 with standard deviation of 0.58 and that of parents of urban school students is 4.01 with standard deviation of 0.52. Independent sample t-test discloses that there exist significant difference between the mean scores of parents of rural and urban school students in their *Home school Practices* in English teaching during school working days, since the p-value ($t = 3.493$; $p = 0.001$) is less than 0.05. Hence, the null hypothesis stated that, ‘There is no significant difference in the *Home school Practices* of parents in English teaching during school working days based on locale of school’ is rejected at 0.05 level.

Comparison of *Home school Practices* of Parents based on Medium of instruction

Comparison of *Home school Practices* of parents in English teaching during school working days based on Medium of instruction was done using independent sample t-test and the results are presented in Table 100.

Table 100*Comparison of Home school Practices of Parents based on Medium of instruction*

Variable	Group	N	Mean	SD	t-value (p-value)
Medium	English	401	4.10	0.59	9.126
	Malayalam	313	3.73	0.44	(0.000)

Table shows that the mean score of *Home school Practices* of parents in English teaching during school working days of parents of English Medium students is 4.10 with standard deviation of 0.59 and that of parents of Malayalam Medium students is 3.73 with standard deviation of 0.44. It is also seen that the *Home school Practices* of parents in English teaching during school working days of parents of English Medium (4.10) students is significantly higher than parents of Malayalam Medium student (3.73). Independent sample t-test discloses that there exist significant difference between the mean scores of parents of Malayalam and English medium students in their *Home school Practices* in English teaching during school working days, since the p-value ($t = 9.126$; $p = 0.000$) is less than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the *Home school Practices* of parents in English teaching during school working days based on medium of students' is rejected at 0.05 level.

Comparison of Home school Practices of Parents based on Class of students

Comparison of *Home school Practices* of parents in English teaching during school working days based on Class of students was done using analysis of variance (ANOVA) and the results are presented in Table 101.

Table 101*Comparison of Home school Practices of Parents based on class of students*

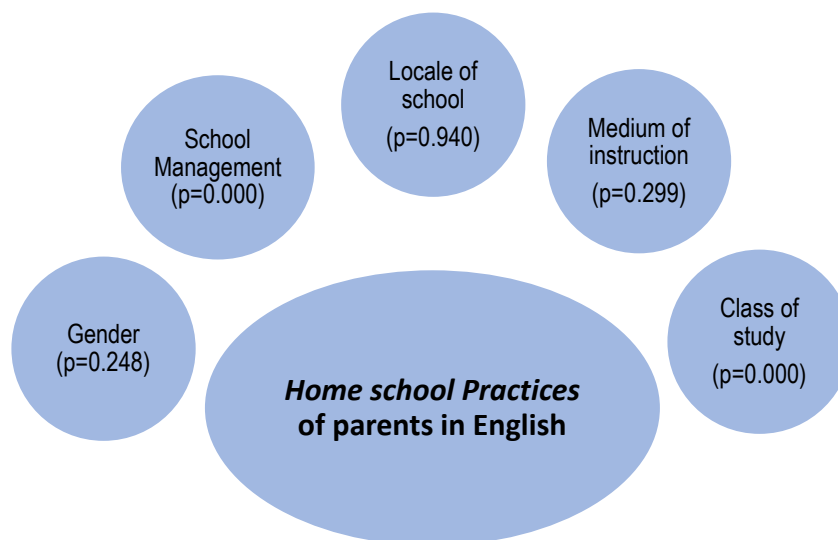
Variable	Group	M	Mean	SD	F-value (p-value)
Class of Study	Class 8	33	4.00	0.00	.665
	Class 9	80	4.00	0.00	(.515)
	Class 10	601	3.93	0.61	

Table shows that the mean score of *Home school Practices* of Parents of Class 8, Class 9 and Class 10 students are 4.00, 4.00 and 3.93 with standard deviations of 0.00, 0.00 and 0.61 respectively. Analysis of variance gives the result that there is no significant difference in the *Home school Practices* of parents in English teaching during school working days among parents of various class students, since the p-value ($F=0.665$, $p=0.515$) is less than 0.05. Hence, the null hypothesis stated that, 'There is no significant difference in the *Home school Practices* of parents in English teaching during school working days based on class of study' is accepted at 0.05 level.

Consolidated result of the difference in opinion of parents based on gender of parents, locale and management of school, class and medium of instruction of students on home school practices in English teaching during school working days is presented in Figure 30.

Figure 30

Home school practices of parents based on variables



Consolidated result explains that there exist significant difference in the opinion of parents regarding home school practices in English during school working days based on class of study of the students and management of school but

there is no difference based on gender of parents, medium of instruction and locale of school.

Awareness on Facilities available for English learning conditions in schools

Parent's awareness on Facilities available for English learning conditions in the schools are presented in Table 102.

Table 102

Awareness on Facilities available for English learning conditions in schools

Facilities	Yes		No		Don't know		Total	
	N	Percent	N	Percent	N	Percent	N	Percent
English library books	550	77.03	72	10.08	92	12.89	714	100
English environment	158	22.13	373	52.24	183	25.63	714	100
English Film/ Documentary	320	44.82	215	30.11	179	25.07	714	100
English fest	142	19.89	293	41.04	279	39.08	714	100
English assembly	136	19.05	347	48.60	231	32.35	714	100
English reading corner	166	23.25	232	32.49	316	44.26	714	100
English newspaper	229	32.07	224	31.37	261	36.55	714	100
English news (TV/ Radio)	43	6.02	419	58.68	252	35.29	714	100
English literature	243	34.03	164	22.97	307	43.00	714	100
English theatre activities	39	5.46	384	53.78	291	40.76	714	100

Table shows that majority of the parents (77.03%) are aware that English library books are available facilities available for English learning conditions in schools.

Conclusion

The present study intended to evaluate the Policies and Practices of Continuing Professional Development of Secondary School English Language Teachers of Kerala. The main objective of the study are critically evaluate professional development policies, Issues and challenging in managing CPD, and CPD modules. The study also intended to analyse Professional Learning

Experiences, Academic Engagement, Reflective Classroom Practices, Barriers in participating CPD programmes, and Attitude of practising English language teachers towards CPD programme in ELT. As part of the study researcher has identified the priority areas of CPD programme needs in ELT.

The CPD Modules are developed by SCERT, Samagra Shiksha, and the District Centre for English (DCE). The modules demonstrate a commitment to teacher learning and reflect Kerala's education position and knowledge economy vision. NEP 2020 has made strong foundations a robust CPD system to be followed and guidelines have already been issued. National Professional Standard of Teaching have released. Now it is for the state to regulate teachers for the same. CPD modules have shown consistency and teacher collaboration. Government has sanctioned HSA English bringing necessary changes in KER. So the Kerala educational scenario is getting ready for CPD jump. But the participation of teachers in various CPD activities and academic engagements and are outlined has been assessed

Study discloses that, Academic Engagement of teachers in various CPD activities of the practising teachers is significantly low. There exist significant influence of gender and teaching experience of the teacher and management of the school in the Academic Engagement of English language teachers in various CPD activities, type of management of school has no significant influence.

Reflective Classroom Practices Promoting CPD of English Language Teachers is significantly low. There exist significant difference in Reflective Classroom Practices Promoting CPD of English Language Teachers based on teaching experience of the teacher and locality of school, but there is no significant difference based on gender of teachers and management of the school.

Barriers in participating CPD programmes of the practising English language teachers is significantly high. Gender of the teachers and locality of the school has no significant influence in facing the barriers in participating CPD programmes, but Teaching experience of the teacher and type of management of the school has significant influence.

Attitude of teachers towards CPD programmes is significantly higher. There exist significant influence of gender and teaching experience of the teacher and locality of the school in the Attitude of English language teachers towards CPD programme, but type of management of school has no significant influence.

CPD programme needs of practising English language teachers in English language Teaching is high for Language Skills (77.73%), followed by AI based ELT (64.09%), 21st Century Skills and ELT (65.24%), and Inclusive Education (61.71%). There exist significant influence of gender and teaching experience of the teacher and type of management of the school in the Need of CPD programme of English language teachers, but locality of school has no significant influence.

There is significant correlation between Academic Engagement in ELT with Reflective Practice. Similarly, there is significant correlation between Attitude towards CPD programme and Reflective Practice.

SUMMARY, MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

-
- *Study in retrospect*
 - *Major findings of the study*
 - *Tenability of hypotheses*
 - *Conclusion*
 - *Educational implication of the study*
 - *Policy Recommendations*
 - *Suggestions for further research*
-

The present study aims to evaluate the Policies and Practices of Continuing Professional Development (CPD) among Secondary School English Language Teachers in Kerala. The main objective is to critically analyse professional development policies, issues, and challenges in managing CPD, as well as the CPD modules. The study also seeks to examine professional learning experiences, academic engagement, reflective classroom practices, barriers to participating in CPD programmes, and the attitudes of practicing English teachers towards CPD in ELT. Additionally, the researcher has identified priority areas for CPD programme needs in ELT.

To arrive at inferences and generalizations based on analysis and interpretation, the data analysis conducted in the previous chapters needs to be discussed within a broader context of the major findings. Therefore, this chapter, namely the summary and conclusions, includes a retrospective study, the study's findings, the conclusions reached by the researcher, the generalizations formulated based on the study, the key findings, and suggestions for further research.

Study in Retrospect

The study was entitled 'The Policies and Practices of CPD of Secondary School English Language Teachers of Kerala.' A sequential exploratory design was employed, commencing with a qualitative phase followed by a quantitative phase, articulated through a total of twelve objectives.

Variables used in the second phase of the study

Variables used for the study are

- Academic Engagement in CPD programmes
- Reflective Classroom Practices
- Barriers participating in CPD programmes
- Attitude towards CPD programme

- CPD programme Needs
- Parental belief
- Parental Concern
- Parental Views
- Parental Awareness
- Home School Practices

Classificatory variables include gender, school locale, school management type, and teachers' experience.

Objectives of the Study

Objectives of the Qualitative Phase 1

1. To examine the educational policies of the government with reference to Continuing Professional Development (CPD) in English Language teaching.
2. To analyse the School Curriculum Frameworks of central and state government with reference to Continuing Professional Development (CPD) in English Language teaching.
3. To study of the process of evolving general CPD modules in Kerala.
4. To qualitatively analyse the in-service Continuing Professional Development (CPD) programmes modules designed for practising government aided teachers in English Language Teaching in Kerala.
5. To identify the key perceptions of policymakers, key officers, regarding the CPD programmes in English in Kerala.
6. To examine the issues and challenges in managing the in-service Continuing Professional Development programmes in Kerala.

Objectives of the quantitative phase of the study

7. To investigate whether there exists a significant difference on teachers' academic engagement in CPD programmes of ELT in terms of their gender, locale, experience, school management.
8. To find out the current CPD reflective practices of secondary school English language teachers in Kerala.
9. To identify the barriers that influence in-service CPD programmes for English language teachers in Kerala.
10. To study the attitude of English language teachers towards CPD programmes in ELT in terms of their: gender, locale, experience, school management.
11. To find out whether there is significant difference in the CPD needs of teachers in English Language Teaching (ELT) in terms of their: gender, locale, experience, school management.
12. To ascertain whether there is a significant relationship between teachers' academic engagement in CPD programmes and their reflective practices in ELT terms of their: gender, locale, experience, school management.
13. To explore the opinion of parents on teachers attending CPD programmes in English teaching during school working days.

Hypotheses of the study

- There is no significant difference in the Academic Engagement of English Teachers in CPD programmes in English based on gender, type of management of school, locale of school, and experience of teachers.
- There is no significant difference in the Reflective Practices in ELT of English Teachers based on gender, type of management of school, locale of school, and experience of teachers.

- There is no significant difference in the Barriers to participating CPD programmes of English Teachers based on gender, type of management of school, locale of school, and experience of teachers.
- There is no significant difference in the Attitude of English Teachers towards CPD programmes in English based on gender, type of management of school, locale of school, and experience of teachers.
- There is no significant difference in the Need of English Teachers towards CPD programmes in English based on gender, type of management of school, locale of school, and experience of teachers.
- There is significant correlation between Professional Learning Experience and Reflective Practice among practising English Teachers.
- There is a significant correlation between Academic Engagement in ELT and Reflective Practice among practising English Teachers.
- There exists a significant correlation between Attitude towards CPD programme and Reflective Practice among practising English Teachers.

Methodology in Brief

The present study used an Exploratory Sequential mixed-methods research design. It “consists of two distinct phases and integrates both qualitative and quantitative approaches” (QUAL-Quan) (Morse, 1991). As part of the study, educational policies, school curriculum frameworks and CPD modules were analysed. FGD were conducted, and semi-structured interviews were conducted and analysed. During the second part of the study, a detailed survey of academic engagement among high school English teachers was conducted, and the data were analysed using descriptive and inferential statistics. Qualitative findings from the initial exploratory phase informed the development of the instrument used in the subsequent quantitative phase. Results from both phases were triangulated to address the research objectives.

Including similar findings at end of each section helps the researcher connect the present results with earlier studies and understand them in a broader context. It strengthens the credibility of the conclusions by showing how they relate to or differ from established evidence. Such comparison also helps explain the uniqueness and contribution of the current study to existing educational research.

Major Findings of the Study

The major findings arrived at from the study are the following:

- 1) NPE 1968 - CPD is not clearly defined as a separate framework; it appears indirectly within broader goals of raising educational quality and meeting social and economic needs. Indirectly acknowledging in-service CPD as vital for national progress.
- 2) Teacher CPD is addressed implicitly within broader aims to improve educational quality and adapt to changing social and economic needs. Early commissions and policy documents treated teacher training as an institutional or administrative responsibility rather than a sustained professional learning process. (Govinda & Varghese, 1993; Natarajan, 2002). Later analyses (Aggarwal, 2010; Kaushik, 2017) also observed that the absence of explicit CPD frameworks limited teachers' autonomy and innovation in classroom practice.
- 3) The vision of NPE 1968 is predominantly top-down, with recommendations for structured group initiatives; however, the specifics of mandatory or voluntary status remain unclear.
- 4) Emphasized professional learning areas with adult education, social education, and agriculture education rather than as classroom pedagogic necessities within the philosophy of education.
- 5) Financial and technological resource details are addressed generally, emphasizing increases in public funding without specific breakdowns for CPD. No in-service policy has been suggested.

- 6) Systematic teacher feedback inclusion or formal CPD impact evaluations are not detailed explicitly in the report.
- 7) Barriers such as low remuneration and service conditions are acknowledged, suggesting awareness of factors impacting equitable professional development. But, as education is in the concurrent list under the 42nd amendment in 1976, the federal government's suggestions remain directive under Article 282. Therefore, fund transfer for centrally sponsored programmes might be at the sole discretion of the federal government.
- 8) Qualitative aspirations of CPD in the documents are high but Practical implementation is compliance model rather than progressive and reflective.
- 9) CPD initiatives should incorporate clearly defined, mandatory CPD frameworks, including systematic feedback and evaluation protocols.
- 10) GDP spending on education has grown more slowly over the period. The 1968 policy's approach to in-service teacher training was foundational yet critically underdeveloped.

Supporting the findings, the analysis of the National Policy on Education (1968) shows that the concept of Continuing Professional Development (CPD) was not clearly articulated as an independent framework but was embedded within broader goals of improving educational quality and national development. Similar interpretations were reported by Govinda and Varghese (1993) and Natarajan (2002), who noted that teacher training during this period was viewed largely as an administrative requirement rather than a continuous professional learning process. Later evaluations by Aggarwal (2010) and Kaushik (2017) also confirmed that the absence of explicit CPD mechanisms limited teacher autonomy, innovation, and reflective practice. These findings align with the view that early education policies in India adopted a compliance-based rather than a developmental model of teacher learning, resulting in limited scope for sustained professional growth.

National Policy of Education and PoA 1986 & 1992 CPA

1. Pre-service and in-service training strategies for professional development, and improvements in teachers' status and functioning. Policy calls for systemic integration.
2. Teaching quality as a critical factor in improving educational quality. The existing system (in 1986) was seen as inadequate in providing proper economic and social status, professional development opportunities, and motivation to teachers.
3. Massive Orientation Programme (MoP) and initiated the District Institute of Education and Training (DIET) in each district.
4. Refresher courses for all serving teachers, ensuring coverage at least once in every 5 years.
5. Beginning of Open Universities and Distance Learning began the Indira Gandhi National Open University (IGNOU)
6. Review of pay scales and recognizing teaching as a respected profession. Rhetoric has changed to "empowerment" and calls united efforts for preparing India for the 21st century.
7. Continuous evaluation and reform of textbooks and instructional materials to support teacher effectiveness in classroom teaching with the help of SCERT and DIETs.

National Educational Policy 2020 in relation to CPD

8. "First Indian education policy of the 21st century.
9. Teachers at the centre and equity as a cornerstone". The rhetoric is ambitious and future-oriented, filled with terms like "transformative," "holistic," "multidisciplinary," and "self-reliant" (Atma nirbhar Bharat), dreaming to position India as a "vibrant knowledge society" with a trillion economy and a global leader.

10. Developed a vision for teacher professionalism and ongoing learning. But requires state-level CPD policies with measurable targets and progression pathways.
11. Strategies and modalities proposed for professional development. 50 hrs. of CPD. Emphasis is placed on pedagogy, curriculum integration (including 21st-century skills, Digital proficiency, Assessment strategies, etc).
12. Risk of uneven implementation; requires robust state guidelines, budgeting, and institutional accountability.
13. NEP 2020 has prioritized phased try-outs with rigorous evaluation and recommended CPD dashboards. It is aligned with teacher appraisal and advancement, demonstrated classroom practice, Career progression, and CPD credentials.
14. The NEP 2020 has declared national professional standards of teaching. They are encouraged to create a CPD portfolio, whether offline or online, and to reflect on their practices.
15. NEP 2020 has promised to strengthen all the existing institutions offering CPD.
16. NEP has suggested career-linked CPD plans and rigorous in-service CPD programmes, and has made teachers responsible for their own CPD.
17. Online or offline CPD programmes have been recognised. Digital platforms like DIKSHA and SWAYAM/Swayam Prabha are recommended. Teachers can choose their own CPD programme using a cafeteria approach. At any time, an aspiring teacher can join a CPD programme at an Indian or foreign university at his/her discretion.

The analysis carried out using the Critical Policy Analysis Framework (CPAF) tool, along with insights drawn from policy reviews, interviews, and focus group discussions, clearly shows how the understanding of Continuing Professional Development (CPD) for teachers in India has gradually evolved through the

National Policies on Education of 1968, 1986, and 2020. The NPE 1968 viewed in-service teacher education mainly as an administrative or institutional requirement rather than as a process of continuous professional learning. Both policy analysis and interview responses revealed that training during this period was mostly top-down, short-term, and compliance-based, with little scope for teacher feedback or reflective practice (Govinda & Varghese, 1993; Natarajan, 2002). The NPE 1986 brought a significant structural shift by establishing DIETs, CTEs, and IASEs to strengthen teacher education and promote quality improvement. However, discussions with teachers suggest that professional learning continued to focus more on input and delivery than on reflection and innovation, making participation largely procedural rather than empowering (Aggarwal, 2010). The NEP 2020, in contrast, represents a transformative approach—it recognises teachers as autonomous professionals and lifelong learners, emphasising continuous upskilling, digital integration, and reflective collaboration aligned with the National Professional Standards for Teachers (NPST, 2021; Ministry of Education, 2020). Teachers in the field acknowledged this positive shift, though they also voiced concerns about uneven access, workload, and limited follow-up mechanisms. Overall, the CPFA-based synthesis highlights a gradual movement from externally imposed, compliance-oriented models of the 1960s to more dynamic, teacher-centred, and technology-enabled approaches today—showing that while India’s policy vision for CPD has matured, realising it fully in diverse classroom contexts remains an ongoing challenge.

Findings from the Analysis of English Language Teacher CPD Modules in Kerala

The CPD Modules are developed by SCERT, Samagra Shiksha, and the District Centre for English (DCE). The modules demonstrate a commitment to teacher learning and reflect Kerala’s education position and knowledge economy vision.

1. All modules demonstrate alignment with national and state curriculum frameworks, including NEP 2020, NCF 2005, and KCF 2023. But activities

and examples are generally generic and seldom reflect the linguistic and socio-cultural diversity present in Kerala. (English and Science Module have same topic for training. General topic)

2. The lack of contextual adaptation highlights has limited scope. Teachers from remote and hilly area cannot adapt urban models policy–practice gap; although the rhetoric of contextualisation is prominent, its implementation within module design remains limited.
3. **Communicative and learner-centred constructivist approaches.** Module structures and activities are often procedural rather than exploratory. The cascade training model (SRG to DRG to Teacher) primarily encourages information transmission rather than reflective practice. Resource persons (RP) typically deliver content rather than facilitate dialogue or classroom-based inquiry.

Pedagogical Orientation and Methodological Approach

4. The DCE module provides a somewhat more participatory environment, enabling teachers to share experiences and co-develop materials. But this training is not given to all English language teachers. Training is limited for newly appointed teachers. reflective practice is largely limited to post-session discussions rather than integrated inquiry cycles. This indicates a predominance of functional and transmissive CPD models (Kennedy, 2014), with limited advancement toward transformative or autonomous models.

Inclusion and Equity Considerations

5. Equity is prominently featured in the preambles of most modules; however, strategies for addressing the needs of rural, tribal, or differently-abled learners are minimal. The Vacation Training Module, in particular, provides limited differentiation for teachers in low-resource or multilingual schools. Both officials and participants emphasized that equity-oriented CPD should move beyond stating inclusion as a goal and instead integrate it through

differentiated pedagogy, local narratives, and flexible classroom applications.

6. The DCE module attempted to include contextual materials, but these were not standardised or scaled up to all English teachers.
7. Integration of Digital and AI-Based Pedagogies
8. Few sessions offer hands-on experience with digital tools for English pedagogy. References to AI-based learning, digital storytelling, or open educational resources Modules infrequently incorporate structured tasks utilizing ICT platforms, online collaboration tools, or language-learning applications.

Reflective and Collaborative Practice Mechanisms

9. A systematic mechanism for reflection, peer dialogue, and classroom-based follow-up are missing. Reflection is frequently limited to the completion of post-session feedback forms or the following days review or the presentation of report of the previous day.
10. Teachers have indicated a need for school-based mentoring, classroom observation, or peer review, none of which are structurally embedded in the current CPD design. Although the DCE module introduces aspects of collegial sharing, there is minimal evidence of sustained professional learning communities (PLCs) that extend reflection beyond the training period. Self-groups (Kerala English Language Teachers Association (KELTA), Quest, Teacher Activity Groups (TAG) and English Language Teacher Forums) are functioning at the teachers level, but not actively engaged in regular meetings or in other CPD activities. These groups don't enjoy departmental patronage. They are mostly confined to discussion on question paper at the time of examination.
11. The SRG/DRG cascade approach reduces reflective engagement due to time constraints and logistical challenges.

Sustainability and Impact Evidence

12. No systematic impact evaluation is suggested in modules are necessary for a CPD module Evidence of classroom change is primarily anecdotal and based on short-term reports rather than longitudinal data.
13. The Training Management System (TMS) monitors attendance but does not track competency growth or classroom implementation. Additionally, frequent turnover of resource persons and limited access to archived modules impede continuity.
14. RIESI-trained teachers receive minimal post-training monitoring, resulting in underutilization of their expertise.

Subject-Specific Gaps in English Education

15. Schools with vacant HST English posts or permanent cannot ensure consistent classroom follow-up.
16. No dedicated English Education Department at the SCERT. State Institute of English (SIE) is not functioning now. This institutional gap directly influences the design, revision, and ownership of English CPD materials and English Language Teaching.
17. Several experts have recommended establishing a National-Level Institute for English Education in Kerala to centralise training, research, and material development efforts, a proposal that received broad support during interviews.

Develop a Coherent CPD Architecture

18. A state-level CPD policy and framework that integrates design, implementation, and evaluation is needed. A coherent framework should:
 - Define clear institutional roles (SCERT, DIETs, KITE, *Samagra*).
 - Link TMS data with teacher competency profiles.
 - Ensure continuity in resource persons.

- Establish a digital CPD repository accessible to all stakeholders.
 - Embed reflective documentation and impact studies into every training cycle.
19. The absence of a unified framework connecting SCERT, *Samagra Shiksha*, and DIETs. Each agency operates with overlapping mandates but lacks a shared CPD vision in ELT.
20. Severe faculty shortages across DIETs and the absence of subject-specific departments at SCERT were identified as key constraints. Frequent changes in resource persons lead to inconsistency in training delivery.

Inconsistency in Training Quality

21. Kerala must transition towards a more integrated, evidence-based, and sustainable CPD structure in English. This transition would involve the following measures:
- A unified state-level CPD framework that links all relevant institutions. data-driven TNA integrated with TMS analytics.
 - Establishing subject-specific departments within SCERT.
 - Monitoring RIESI-trained teachers to ensure classroom application of acquired skills.
 - Creating a state CPD repository to document materials and outcomes.

It has been seen that the findings from the analysis of English teacher CPD modules in Kerala align with national and international research on teacher professional development. Studies indicate that many CPD programmes in India are closely aligned with policy frameworks like NEP 2020 and NCF 2005, yet remain generic and insufficiently contextualised to local linguistic and socio-cultural realities (Senapati & Singh, 2022; Yadav, 2020). Similar to the patterns found in the Kerala modules, cascade training models across states often prioritise content delivery over reflective inquiry, limiting opportunities for sustained professional

dialogue and classroom-based experimentation (Kennedy, 2014; British Council, 2011). The limited inclusion of equity, digital pedagogy, and follow-up mechanisms also reflects earlier findings that Indian CPD practices tend to be functional and event-based rather than transformative or continuous (Mize, 2025; Sharma, 2023). These convergences suggest that while Kerala's CPD efforts demonstrate a strong policy commitment, they still mirror the broader national challenge of moving from procedural training toward reflective, context-responsive professional learning.

Professional Learning Experience

The study found that the majority of respondents participated in DIET-DCE Training (71.6%) and English core SRG/ SRG/ DRG/ BRG - SCERT/ KITE/ SAMGRA/ DIET (62.8%). Only a mere percentage of teachers attended foreign scholarship programmes (1.0%).

Academic Engagement of teachers in various CPD activities in ELT

- Academic Engagement of teachers in various CPD activities of the practising teachers is significantly high in English theatre (Mean = 3.34 > 3) and Action Research (Mean = 3.37 > 3).
- Academic Engagement of teachers in various CPD activities of the practising teachers in ELT workshops (2.08), ELT conferences (1.80), ELT seminars (1.67), ELT debates (1.55), ELT material preparation (2.11), Mentoring (1.82), Collaboration (1.54), Formal ELT (1.48), School and University (2.11) and Publishing (2.09) are significantly low.
- Overall Academic Engagement of teachers in various CPD activities of the practising teachers is significantly low.
- Independent sample t-test discloses that there exists a significant difference between the mean scores of male teachers and female teachers in their Academic Engagement CPD programmes in English, since the p-value ($t = 3.148$; $p = 0.002$) is less than 0.05.

- Independent sample t-test explains that there is no significant difference between the mean scores of government and aided school teachers in their Academic Engagement in CPD programmes in English, since the p-value ($t = 0.480$; $p = 0.631$) is greater than 0.05.
- Academic Engagement of rural school Teachers in CPD programmes in English (26.18) is significantly higher than urban school teachers (22.84), since the p-value ($t = 5.291$; $p = 0.000$) is less than 0.05.
- Analysis of variance discloses that there exists a significant difference in the Academic Engagement of teachers in various CPD activities of practising English Teachers based on teaching experience, since the p-value (0.000) is less than 0.05.

Reflective Classroom Practices Promoting CPD of English Language Teachers

- Reflective Classroom Practices Promoting CPD of English Language Teachers is significantly low, since the mean score (39.20) is less than test value (48) and the p-value (0.000) is less than 0.05.
- Independent sample t-test discloses that there is no significant difference between the mean scores of male teachers and female teachers in their Reflective Practices in ELT, since the p-value ($t = 0.962$; $p = 0.336$) is greater than 0.05.
- There is no significant difference between the mean scores of government and aided school teachers in their Reflective Practices in ELT, since the p-value ($t = 1.126$; $p = 0.260$) is greater than 0.05.
- Reflective Practices in ELT of rural school Teachers (41.21) is significantly higher than urban school teachers (35.48).
- There exists a significant difference in the Reflective Practices in ELT of English Teachers based on teaching experience, since the p-value (0.000) is

less than 0.05. Reflective Practices in ELT of English Teachers is high for high experience group and it is low for low experienced group.

Barriers participating in CPD programmes among English Teachers

- Barriers in participating in CPD programmes of the practising English teachers are significantly high, since the mean score (18.59) is higher than the test value (15) and the p-value (0.000) is less than 0.05.
- Independent sample t-test discloses that there is no significant difference between the mean scores of male teachers and female teachers in their Barriers in participating CPD programmes, since the p-value ($t = 0.526$; $p = 0.599$) is greater than 0.05.
- Barriers in participating CPD programmes of aided school Teachers (18.98) is significantly higher than government school teachers (18.19), since the p-value ($t = 5.187$; $p = 0.000$) is less than 0.05.
- There is no significant difference between the mean scores of rural and urban school teachers in their Barriers in participating CPD programmes in English, since the p-value ($t = 1.245$; $p = 0.213$) is greater than 0.05.
- Barriers in participating CPD programmes of English Teachers based on teaching experience, since the p-value (0.000) is less than 0.05. Barriers in participating CPD programmes of English Teachers is high for high experience group and it is low for low experienced group.

Attitude of practising English teachers towards CPD programme

- The overall score of the attitude of teachers towards CPD programmes (Mean score = 64.33) is significantly higher than test value (51).
- Attitude of Male Teachers towards CPD programmes in English (65.06) is significantly higher than female teachers (63.74), since the p-value ($t = 4.164$; $p = 0.000$) is less than 0.05.

- Independent sample t-test explains that there is no significant difference between the mean scores of government and aided school teachers in their Attitude towards CPD programmes in English, since the p-value ($t = 0.186$; $p = 0.853$) is greater than 0.05.
- Independent sample t-test explains that there exist significant difference between the mean scores of Rural and Urban school teachers in their Attitude towards CPD programmes in English, since the p-value ($t = 4.292$; $p = 0.000$) is less than 0.05.
- Attitude of English Teachers towards CPD programme based on teaching experience, since the p-value (0.000) is less than 0.05. Attitude of English Teachers towards CPD programme is high for high experience group and it is low for low experienced group.

CPD Needs of practising English teachers in *English language Teaching*

- CPD programme needs of practising English teachers in English language Teaching is high for Language Skills (77.73%), Discourse constructions (61.46%), AI based ELT (64.09%), 21st Century Skills and ELT (65.24%), and Inclusive Education (61.71%).
- Need of Male Teachers towards CPD programmes in English (31.13) is significantly higher than female teachers (30.06), since the p-value ($t = 4.929$; $p = 0.000$) is less than 0.05.
- Need of Government School Teachers towards CPD programmes in English (30.99) is significantly higher than aided school teachers (30.09), since the p-value ($t=4.143$; $p = 0.000$) is less than 0.05.
- There is no significant difference between rural school teachers and urban school teachers in the mean scores of their Need towards CPD programmes in English, since the p-value ($t = 1.853$; $p = 0.064$) is greater than 0.05.

- There exist significant difference in the CPD programme Need of English Teachers towards CPD programme based on teaching experience, since the p-value (0.000) is less than 0.05. CPD programme Need of English Teachers is high for low experience group and it is low for high experienced group.

Correlation of Professional Learning Experience with Reflective Practice

- There is significant correlation between Professional Learning Experience with Reflective Practice.

Correlation of Academic Engagement in ELT with Reflective Practice

- There is significant correlation between Academic Engagement in ELT with Reflective Practice.
- Shared variances (59.29), shows that nearly sixty percentage of the variance of Academic Engagement in ELT is attributed to Reflective Practice.

Correlation of Attitude towards CPD programme with Reflective Practice

- There is significant positive correlation between Attitude towards CPD programme and Reflective Practice.
- Overlap of the Attitude towards CPD programme with Reflective Practice (shared variances = 23.62) shows that nearly twenty four percentage of the variance of Attitude towards CPD programme is attributed to Reflective Practice.

Opinion of Parents on Practices of Continuing Professional Development (CPD) of Secondary School English Language Teachers

- There exist significant difference between the mean scores of parents of male and female students in their Belief on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 4.307$; $p = 0.000$) is less than 0.05.

- There is no significant difference between the mean scores of parents of government and aided school students in their Belief on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 1.927$; $p = 0.054$) is greater than 0.05.
- There is no significant difference between the mean scores of parents of rural and urban school students in their Belief on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 0.860$; $p = 0.390$) is greater than 0.05.
- There exist significant difference between the mean scores of parents of Malayalam and English medium students in their Belief on teachers attending CPD programmes in English teaching during school working days, since the p-value ($t = 5.562$; $p = 0.000$) is less than 0.05.
- Analysis of variance gives the result that there exist significant difference in the Belief of parents on teachers attending CPD programmes in English teaching during school working days among parents of various class students, since the p-value ($F=75.763$, $p=0.000$) is less than 0.05.

Concern of parents on teachers attending CPD programmes in English

- There exist significant difference in the concern of parents on attending teachers in CPD programmes in English during school working days based on gender of parents, medium of instruction, class of study of the students and management of school.
- There is no significant difference in opinion of parents on concern of attending CPD programmes in English during school working days based on locale of school.

Views of parents on teachers attending CPD programmes in English

- There exist significant difference in the views of parents on attending teachers in CPD programmes in English during school working days based on gender of parents, medium of instruction, class of study of the students and management of school.
- There is no significant difference in opinion of parents on views of attending CPD programmes in English during school working days based on locale of school.

Awareness of parents on teachers attending CPD programmes in English

- There exist significant difference in the awareness of parents on attending teachers in CPD programmes in English during school working days based on gender of parents, medium of instruction, class of study of the students and management of school.
- There is no significant difference in opinion of parents on awareness of attending CPD programmes in English during school working days based on locale of school.

Home school Practices of parents on teachers attending CPD programmes in English

- There exist significant difference in the opinion of parents regarding home school practices on attending teachers in CPD programmes in English during school working days based on class of study of the students and management of school
- There is no difference based on gender of parents, medium of instruction and locale of school.

Awareness on Facilities available for English learning conditions in schools

- Majority of the parents (77.03%) are aware that English library books are available facilities available for English learning in schools.

Tenability of Hypotheses

The first hypothesis states that '*Academic Engagement of practising secondary school English language teachers of Kerala in various CPD activities is significantly high*'.

Variable	N	Mean	SD	Test value	t-value	p-value
Academic Engagement	1217	25.01	10.62	36	-36.074	.000

One-sample t-test reveals that the level of Academic Engagement of teachers in various CPD activities of the practising teachers is significantly low, since the mean score (25.01) is less than the test value (36) and the p-value (0.000) is less than 0.05. Hence, the hypothesis stated that '*Academic Engagement of practising secondary school English language teachers of Kerala in various CPD activities is significantly high*' is **rejected**.

The second hypothesis states that '*Reflective practices of secondary school English language teachers of Kerala are significantly high*'.

Variable	N	Mean	SD	Test value	t-value	p-value
Reflective Practices Promoting CPD of English Teachers	1217	39.20	13.34	48	-22.98	.000

One sample t-test discloses that the level of Reflective Classroom Practices Promoting CPD of English Language Teachers is significantly low, since the mean score (39.20) is less than test value (48) and the p-value (0.000) is less than 0.05. Hence the hypothesis stated that '*Reflective practices of secondary school English language teachers of Kerala is significantly high*' is **rejected**.

The third hypothesis states that '*Barriers in participating various CPD programmes are significantly high among secondary school English language teachers of Kerala*'.

Variable	N	Mean	SD	Test value	t-value	p-value
Barriers in participating CPD programmes	1217	18.59	2.68	15	46.672	.000

One sample t-test shows that the level of Barriers in participating CPD programmes of the practicing English teachers is significantly high, since the mean score (18.59) is higher than test value (15) and the p-value (0.000) is less than 0.05. Hence the hypothesis stated that '*Barriers in participating various CPD programmes are significantly high among secondary school English language teachers of Kerala*' is **accepted**.

The **fourth** hypothesis states that '*Attitude towards CPD programmes of secondary school English language teachers of Kerala is significantly high*'.

Variable	N	Mean	Std. Deviation	Test value	t-value	p-value
Attitude towards CPD programmes	1217	64.33	5.55	51	83.765	.000

One sample t-test indicates that the Attitude towards CPD programmes of the practising English language teachers is significantly high, since the mean score (64.33) is higher than test value (51) and the p-value (0.000) is less than 0.05. Hence the hypothesis stated that '*Attitude towards CPD programmes of secondary school English language teachers of Kerala is significantly high*' is **accepted**.

The fifth hypothesis states that ‘There exist significant correlation between Professional Learning Experience and Reflective Practices among *secondary school English language teachers of Kerala*’.

Variables	r-value	p-value
Professional Learning Experience X Reflective Practice	0.076*	0.008

The correlation obtained between Professional Learning Experience and Reflective Practice is 0.076, and p-value is 0.008 is less than 0.05. This shows that there is significant correlation between Professional Learning Experience with Reflective Practice. Hence the hypothesis stated that ‘There exist significant correlation between Professional Learning Experience and Reflective Practices among *secondary school English language teachers of Kerala*’ is **accepted**.

The sixth hypothesis states that ‘There exist significant correlation between Academic Engagement in ELT and Reflective Practices among *secondary school English language teachers of Kerala*’.

Variables	r-value	p-value
Academic Engagement in ELT X Reflective Practice	0.770*	0.000

The correlation obtained between Academic Engagement in ELT and Reflective Practice is 0.770, and p-value is 0.000 is less than 0.05. This shows that there is significant correlation between Academic Engagement in ELT with Reflective Practice. Hence the hypothesis stated that ‘There exist significant correlation between Academic Engagement in ELT and Reflective Practices among *secondary school English language teachers of Kerala*’ is **accepted**.

The seventh hypothesis states that ‘There exist significant correlation between *Attitude towards CPD programmes* and *Reflective Practices* among *secondary school English language teachers of Kerala*’.

Variables	r-value	p-value
Attitude towards CPD programmes X Reflective Practice	0.486	0.000

The correlation obtained between *Attitude towards CPD programmes* and *Reflective Practice* is 0.486, and p-value is 0.000 is less than 0.05. This shows that there is a significant correlation between *Attitude towards CPD programmes* and *Reflective Practice*. Hence, the hypothesis stated that ‘There exists a significant correlation between *Attitude towards CPD programmes* and *Reflective Practices* among *secondary school English language teachers of Kerala*’ is **accepted**.

Triangulation of Quantitative and Qualitative Findings

The triangulation of quantitative and qualitative findings provides a holistic understanding of English teachers’ professional learning engagement within Kerala’s CPD landscape. Quantitative data revealed high participation in creative, practice-based activities such as English theatre and action research, while engagement in formal ELT seminars, workshops, and publication remained low. This pattern was substantiated by qualitative narratives in which teachers described formal sessions as “one-way” and “time-bound,” whereas theatre-based and action research activities were perceived as authentic spaces for experimentation and collaboration. Similar trends were reported by Yadav (2020) and Senapati and Singh (2022), who found that Indian teachers are more motivated when CPD connects directly to classroom realities rather than distant theoretical input.

Reflective practice emerged as another area of concern. Survey data indicated that teachers’ reflective engagement was significantly below the test mean, and interviews confirmed that reflection often occurred only at the end of training rather than as a sustained process. This mirrors Kennedy’s (2014) typology, where

functional and transmissive CPD models dominate over transformative forms that promote inquiry and autonomy. Both sets of data emphasized the need for mentoring, peer review, and structured school-based follow-up—echoing Timperley et al. (2007) argument that teacher learning deepens only through continuous feedback and collegial reflection.

The barrier analysis revealed that heavy workloads, lack of incentives, and uneven access to resources limit participation, particularly among aided school teachers. These constraints correspond to earlier national studies noting the persistence of structural and motivational barriers in CPD implementation (Bolitho & Padwad, 2011; Mehrotra, 2023). Interestingly, rural teachers displayed higher engagement and reflective scores, which qualitative evidence linked to stronger collegiality and informal peer mentoring networks in DCE clusters. This aligns with Desimone's (2009) model, which identifies collaboration and sustained duration as core elements of effective professional development.

Despite the systemic limitations, teachers across all demographic categories expressed a positive attitude toward CPD, confirming that intrinsic motivation for professional growth remains strong. This optimism is consistent with findings by Opfer and Pedder (2011), who argued that teacher learning is an interactive system influenced by personal belief, context, and policy. Together, the converging evidence from both data strands and supporting literature underscores that Kerala's English teachers value professional learning but operate within a fragmented and compliance-oriented structure. Moving forward, the evidence suggests the need for an integrated, reflective, and contextually grounded CPD architecture that bridges the policy–practice divide and transforms teachers from passive recipients into active knowledge creators.

Conclusions of the Study

The present sequential explorative study has shed light on how educational policies contribute to the continuing professional development of English language teachers in Kerala.

Regarding English language teaching, both the National Curriculum Framework and the State Curriculum Framework strongly support effective communicative competence. The national professional standards of teaching and the new education policy recommend mandatory professional development hours for teachers.

Teachers who are willing to attend CPD programs need flexible timing, better resource allocation, and stronger morning monitoring and support, especially when they return from training. A professional learning community, managed by DIET/SCERT ROs or a senior English language teacher, will help junior teachers further develop. CoP is a good practice to implement

Module analysis revealed that rhetorical positions on government or general topics are covered for most of the time during the vacation training period. Subject-specific modules are needed. So, a detailed, calibrated training needs analysis and an exclusive training management system with provisions for recording observations, teacher assessments, peer appraisal, community mentoring, etc., need to be implemented.

Reflective practices, academic engagement, and participation are determinants of good English language teaching. Attitude to English language teaching may be analysed before admitting to pre-service education in English language teaching.

Given that high correlation has been observed between academic engagement and reflective practices, the selection procedure for English language teachers needs to be revised less relying solely on the paper-and-pencil test. CPD Portfolio appraisal, social media English-language use, and Academic Engagement and reflective practices during “no job time” should also be taken into account to filter the right candidate for the post.

The researcher sincerely expresses gratitude to everyone who collaborated on this study in building new knowledge.

Limitations of the study

This study is very large, however there are few drawbacks. The sample size and sample selection is restricted to a specific set of districts in Kerala which restricts the generalisability of the data to other regions or contexts.

Second, the data obtained through interviews, focus groups, and document review were self-reported, evidence that is closer to participants' experiences than scientific objective facts and figures.

Third, classroom observations and longitudinal tracking of the outcomes of professional development are not included.

Besides, as the study focused on English language teachers only, professional development across curriculum subjects were not included.

Future research examining teacher professional development in Kerala will need to expand the dataset, employ comparative strategies or mixed methods approaches to further investigate this aspect of teacher education in the state.

CHAPTER VI

RECOMMENDATIONS OF THE STUDY

-
- *Conclusions*
 - *Educational implications of the study*
 - *Recommendations for further research*
-

This study explored educational policies and framework with reference to CPD. As part of the study, professional development, academic involvement, reflective practices and barriers to participation were analysed, English language teaching background, emergence of HST English post in Kerala and challenges that existed within the context of English language teaching in Kerala, with a specific focus on the professional development of English language teachers in terms of CPD have been subjected to analysis.

The primary objective of this study is to make a valuable contribution to the enhancement of professional development for English language teachers in Kerala. This is achieved through the utilisation of both theoretical and empirical inquiry methods. This chapter, namely recommendations and conclusions, includes the educational implications, important recommendations based on findings and suggestions for further research.

Overview of the Research

The present study is entitled as ‘THE POLICIES AND THE PRACTICES OF CONTINUING PROFESSIONAL DEVELOPMENT OF ENGLISH LANGUAGE TEACHERS OF KERALA’. The objectives of the study are examine the educational policies of the government with reference to Continuing Professional Development (CPD) in English Language teaching, To analyse the School Curriculum Frameworks of central and state government with reference to Continuing Professional Development (CPD), To qualitatively analyse the in-service Continuing Professional Development (CPD) programmes modules, To examine the issues and challenges in managing the in-service Continuing Professional Development programmes in Kerala, To find out the current CPD practices of secondary school English language teachers in Kerala, To explore the opinion of parents on teachers attending CPD programmes in English teaching during school working days.

The study used a combined method design, combining quantitative and qualitative methods to evaluate the results. Both survey and interviews will be used in this study to address the research questions. In the initial stage, researchers delved

into the topic 'Policies and practices of CPD of secondary school English language teachers' extensively in India and abroad.

Semi-structured interviews with National, State and District officials and Key Resource Persons (Core SRGS) and focus group discussions were held to bring clarity on policy documents and their ramifications. Focus group discussions with school heads, resource persons and practising teachers were conducted to acquire in-depth information relevant to the overall study, as well as clarify some of the main issues highlighted from the findings of content analysis, critical policy analysis and the questionnaire.

For the quantitative phase, a stratified random sampling method was utilised. Surveys were conducted among a randomly selected group of English language teachers in schools across seven districts: Wayanad, Kozhikode, Ernakulam, Kasargode, Malappuram, Palakkad, Alapuzha, and Thiruvananthapuram. In each selected school, the headteacher was requested to distribute questionnaires to two or three teachers. This approach led to the inclusion of potentially up to 1,217 English language teachers from secondary schools in the study. This method was designed to ensure a representative sample that reflects the relative proportions of various subgroups of schools, including those categorised by location (urban and rural) and management (government and aided), gender (male and female). Additionally, the study gathered the opinions of 714 parents from three districts: using convenient probability sampling method from Wayanad, Ernakulam, and Thiruvananthapuram. This data collection was integral to broadening the perspective on the subject under investigation.

Educational Implications of the Study

In view of the major findings of the present study and the qualitative improvement in English education and academic achievement, the investigator put forth the following recommendations for implementation during the training programme and curriculum transaction at the Secondary level in the state of Kerala.

During the analysis, participants noted that the training facilities' ambience, seating arrangements, food, and accommodation are insufficient to attract them. Therefore training ambience made and a beautiful location for CPD training in English has to be identified

The study shows that a single module is being used across the entire state of Kerala for vacation training, whereas teachers' training needs differ. In this case, several modules may be brought out and several batches of training may be organised in different parts of Kerala, so that the teachers join the training programme as were they are interested, and authorities may follow it

The study has shown that in the vacation training programmeme, 60-70% of the training time is spent on general rhetorical topics. These topics may be the Bell address during the SRG meeting, and subject-specific online training will help participants find them more beneficial.

During the study, it was observed that foreign scholarship programmes and news about them do not reach the respondents in time; therefore, news of training conducted by Elite institutions in the country or abroad should be shared with the teachers' wellness. Once they complete training, they may be selected for module development and made to act as resource persons for the training.

Teachers' academic engagement, except for English theatre and action research, has been very low. Reflective practices such as attending workshops and conferences, presenting papers at seminars, engaging in debates, preparing materials, mentoring, collaborating, and pursuing additional qualifications need to be encouraged among teachers. Incentives for participation in the CPD programme and considering these activities for career progression and promotion will help teachers and promote self-initiated continuing professional development.

Across the sample, nearly 75% of the teachers are female; therefore, they have dual roles—multiple roles at home, at school, etc. When training programmes are planned, flexibility should be built in, and they may attend training as they wish.

Lady teachers' convenience needs to be taken into account while organising training programmes. Especially timing, accommodation, and other facilities.

Generalisations and Recommendations

The study has shown that reflective practices among English teachers are decreasing, especially in attending workshops, visiting higher education institutions, using online courses, and maintaining CPD portfolios. It needs to be strengthened.

The teachers' workload, multiple responsibilities at school, non-academic work, and other responsibilities are attributed to the decrease in reflective practices. Authorities need to realise that if teachers are pressurised non-academically, they might skip reflective practices in class, and teaching becomes redundant and obsolete.

Systematic scientific inquiry into the workload of English language teachers in Kerala in general, and the curriculum syllabus workload to be assessed, considering the practical viability.

The study has also shown that reflective CPD practices improve as teachers gain teaching experience. Therefore, experienced teachers are to be made senior English teachers with academic responsibilities to monitor, inspect, and mentor junior teachers. The senior teacher system may be implemented in all subjects across the state.

This will help reduce the academic workload of the headmasters in monitoring system. Senior teachers maybe made responsible for evaluating the classes of the juniors in schools. Academic quality can be maintained while minimising the workload for senior teachers. Schools may be clustered if single teacher is only available in a particular school.

The attitude of secondary School English teachers towards CPD is not very positive for several reasons. Work pressure and multiple responsibilities are cited as contributing factors. If the selection procedure of the teachers is done with an attitude and aptitude test so that they won't get burnout easily as they progress in their careers.

A training needs analysis done with the study has shown that most of the teachers are interested in workshops.

Attending language skills, discourse constructions, social linguistics skills, learning strategies, lexical vocabulary development, activities, linguistic competencies, ICT-enabled teaching, 21st century skills, and English language teaching, the linguistic elements in English language teaching, and adaptation in English language teaching.

Since these are the dire demands of practising teachers, instead of offering a single vocational training module, several batches of training across different modules across the state may be organised, and teachers may register in advance on the TMS. So that the optimum number of teachers can attend a particular workshop at a particular place.

The study showed that CPD training has been conducted using TNA. It recommends carrying out a more systematic and cohesive needs analysis, along with several CPD training sessions.

Training facilities need improvement, and the study found that GDP spending on education is decreasing. It is important to choose good-quality facilities and suitable locations for CPD training.

The next chance may be given to other teachers, using the same module, maybe updated, and providing training to many teachers across the state, with increased satisfaction and a stronger take-home effect.

Recommendations of the Study

Based on the findings of the study “Policies and Practices of Continuing Professional Development (CPD) of English Language Teachers in Kerala”, the researcher proposes the following recommendations to strengthen policy, planning, and practice of English teacher professional learning in the state and beyond. These recommendations are grounded in the data obtained through policy analysis, interviews, and focus group discussions and reflect the realities of classroom practice, institutional dynamics, and teacher aspirations.

Establish a State-Level CPD Policy Framework

The study reveals that the absence of a state-specific CPD framework leads to fragmentation and inconsistency in programme planning. It is recommended that Kerala develop a comprehensive State CPD Policy Framework for English Teachers, aligned with the National Professional Standards for Teachers (NPST, 2021) and NEP 2020. This framework should outline clear principles, progression pathways, and standards for teacher professional growth, ensuring coherence between pre-service and in-service training.

Institutionalise Training Needs Analysis (TNA)

The researcher finds that CPD design often fails to address teachers' real classroom challenges. Hence, a systematic and periodic Training Needs Analysis (TNA) should be institutionalised at district and sub-district levels. TNAs should be data-driven, involving teacher self-assessment, classroom observation, and learner feedback to identify specific linguistic, pedagogical, and digital competencies requiring improvement.

Finding: The study finds that CPD funding and planning are still largely centralised, with minimal flexibility to address regional priorities. Single-module training formats fail to meet diverse teacher needs, and many rural and tribal schools face logistical barriers to participation.

Suggestion: Allocate dedicated CPD budgets at the central and state levels and mandate multi-batch, modular CPD programmes designed according to teachers' experience, linguistic diversity, and school context. Expand digital and blended learning platforms like DIKSHA, NISHTHA, and SWAYAM for equitable access, and integrate Kerala's English Language Development Mission principles into state policy frameworks.

Develop Modular and Multi-Batch CPD Programmes

No single module can meet the varied needs of English teachers across Kerala's linguistic, socio-cultural, and school contexts. The study recommends designing modular, theme-based CPD programmes that can be delivered across multiple batches according to teachers' experience, school type, and proficiency level. Each module should focus on core domains such as language enrichment, communicative grammar, digital pedagogy, inclusive practices, and assessment literacy.

Strengthen District Centres for English (DCEs) and DIETs

The study highlights that DCEs and DIETs are vital to Kerala's decentralised CPD structure but require more autonomy and academic support. It is recommended to strengthen DCEs as permanent CPD hubs, with dedicated English mentors, digital resource libraries, and funding for district-level action research. DIETs should facilitate collaborative module development, mentoring networks, and follow-up classroom support to ensure that training translates into real pedagogical change.

Promote Reflective and Collaborative Professional Culture

Evidence from focus group discussions shows that teachers desire opportunities for reflection, peer feedback, and ongoing mentoring. The study recommends institutionalising reflective CPD models such as lesson study, peer observation, teacher portfolios, and mentoring circles. DCEs can promote Reflective Circles to foster a culture of professional dialogue and continuous learning.

Integrate AI and Digital Pedagogies in CPD

With AI and digital tools reshaping education, CPD must prepare teachers to integrate these innovations ethically and effectively. The study suggests incorporating AI-supported CPD components, such as adaptive learning tools, virtual classrooms, and digital resource creation workshops, into all major training programmes. Partnerships with organisations like KITE and the British Council can enhance this integration.

Strengthening Monitoring, Evaluation, and Recognition

CPD impact currently lacks systematic evaluation. It is recommended to establish a statewide digital monitoring system within Samagra Shiksha's MIS to record teacher participation, feedback, and classroom application. CPD achievements should be formally recognised through credit-based certification, contributing to career progression and professional reputation.

Enhance Collaboration with Academic and Research Institutions

The study finds limited collaboration between field institutions and universities. Therefore, it is recommended that Kerala's universities, SCERT, and RIE Mysuru jointly design short-term certificate and diploma programmes in ELT pedagogy and CPD facilitation. Locally DIETs can do its monitoring and internship. Collaborative teacher-

research networks should be formed to document classroom innovations and publish reflective case studies, strengthening Kerala's evidence-based CPD culture.

Promote Sustainable CPD Financing

To ensure continuity, CPD should be treated as a long-term investment in educational quality. The researcher recommends earmarking a minimum of 2 percent of the state education budget for in-service teacher development, ensuring adequate provision for DCE operations, resource creation, and mentoring structures.

Promote Reflective and Collaborative Professional Culture

Policy Level

Finding: National and state policies such as NEP 2020 and NPST 2021 recognise collaboration and reflection as key teacher competencies, yet these values are not fully translated into practice. CPD frameworks remain largely top-down and evaluation-oriented.

Recommendation: The policy level should integrate reflective and collaborative practices as mandatory components of in-service teacher education. Guidelines must ensure that every CPD initiative includes reflective documentation, peer feedback, and mentoring as indicators of teacher growth.

Departmental Level (SCERT, Samagra Shiksha, DGE)

Finding: Departmental training structures focus mainly on delivery and content transmission, offering limited opportunities for reflection or follow-up dialogue among participants.

Recommendation: Departments should redesign CPD programmes to include lesson study, peer observation, and mentoring circles as structured elements. SCERT and Samagra Shiksha can develop a Reflective Practice Framework to guide facilitators in creating collaborative learning environments that extend beyond training venues.

District Level (DIETs, DCEs, SRGs, DRGs)

Finding: The study finds that many successful reflective practices originate at the district level but remain confined to small teacher groups without institutional recognition. They are not promoted or getting the attention of the authorities.

Recommendation: DIETs and DCEs should formally institutionalise these reflective initiatives by integrating them into district CPD calendars. Facilitators should document reflective outcomes and share insights through local academic bulletins in communities of practice. DIETs and DCEs can take initiatives and groom them with the assistance of SCERT and RIESI. It will ensure national and international recognition.

Institutional and School Level

Finding: At the school level, English teachers have limited structured time or frameworks for peer collaboration and reflection within the timetable.

Recommendation: Schools should allocate protected time for collaborative planning and reflection, encouraging teachers to maintain professional journals, peer feedback logs, and classroom inquiry portfolios. Head teachers and English convenors can serve as local mentors to ensure that reflective practice becomes part of school culture.

Recommendations for Further Research

Every study conducted in every field has advantages as well as some limitations. For further research the limitations of the earlier studies may be taken into considerations and the gap has to be filled to maintain solidarities in the academic research activity. In the light of the present study the investigator proposes the following suggestions for further study.

1. The present study explored CPD system of secondary schools' teachers in English in Kerala. It has given lots of insightful findings on secondary school English language teaching. Likewise, studies in other subjects may be initiated.
2. **Comparative Studies across Subject Disciplines and Primary and Senior Secondary Level.**

Future research could extend this inquiry beyond English to examine how CPD operates across other subject domains such as Science, Mathematics, and Social Science at both the primary and secondary levels.

3. Class room Observational Studies

Current study employed document and interview-based approach, subsequent studies can incorporate classroom observation as a qualitative and empirical method to assess how far teachers internalize and apply CPD inputs in real classroom settings.

4. Perspectives of Parents and Students on CPD outcomes

Voice of parents and learners in evaluating teacher professional development may be studied.

5. Role of DCE and SCERT/SIE in CPD Leadership

Further research may focus on the District Centre for English (DCE) and the State Institute of Education (SIE), (SCERT) as institutional actors.

6. Historical study of English Language Teaching (ELT) in Kerala

A historical study would illuminate how ideological shifts, policy frameworks (e.g., KCF 2007 & 2023), and sociolinguistic realities have shaped the professional identity of English teachers and their training priorities.

7. Current and Emerging Issues in ELT as a Core Language Discipline

This could include inquiries into how English is conceptualized—as a core subject or as a language of access—and how this influences teacher recruitment, curriculum design, and classroom practices.

8. Studies on the reach and use of AI, Digital Pedagogies, in schools will be better and on ELT Teacher Competence.

9. Longitudinal Study on CPD Sustainability and Teacher Identity

Future longitudinal studies could examine how teachers' professional identities evolve over time through continuous CPD. Such research would capture career trajectories, reflective growth, and professional resilience, offering deep insights into what sustains teacher motivation and classroom innovation in Kerala's evolving knowledge economy.

Specifically following topics are recommended for potential researchers

Policy and System-Level Studies

1. **Comparative Analysis of CPD Policy Implementation Across Indian States**

Study how Kerala's teacher professional development system—especially its integration of SCERT, Samagra Shiksha, DIETs, and DCEs—differs from those in other states like Karnataka or Tamil Nadu. *Focus:* Policy design, funding mechanisms, and institutional coordination.

2. **Impact of the National Professional Standards for Teachers (NPST, 2021) on State-Level CPD Practices**

Explore how NPST guidelines are being localised in Kerala's English teacher CPD frameworks, including the DCE-led reflective clusters.

3. **Institutional Capacity and Leadership of DIETs and DCEs in Sustaining Reflective CPD**

Examine how DIETs and DCEs function as decentralised engines of teacher learning and what systemic supports are needed to sustain their innovation.

School and Institutional Practice

4. **Effectiveness of School-Based Mentoring and Peer Observation Models in English CPD** Investigate how school-level mentoring—often facilitated by DCE-trained teachers—enhances classroom pedagogy and reflective practice.

5. **Developing Professional Learning Communities (PLCs) Through DCE-Led Initiatives** Assess how DCE networks contribute to building communities of practice that encourage collaboration, peer learning, and classroom innovation.

6. **Integration of Digital and AI-Based Pedagogies in CPD for Rural and Tribal English Teachers** Evaluate how blended or AI-assisted CPD models

can reduce barriers faced by teachers in remote areas, using DCEs as digital resource hubs.

Teacher Learning, Reflection, and Motivation

7. **Longitudinal Study on the Impact of DCE-Based Reflective Practices on Teacher Identity** Trace how participation in DCE sessions, mentoring, and collaborative lesson study influences teachers' professional identity, confidence, and innovation.
8. **Teachers' Beliefs, Motivation, and Emotional Engagement in Continuing Professional Development** Explore the psychological and affective dimensions that encourage or hinder active teacher participation in CPD initiatives.
9. **Gender, Locale, and Experience as Determinants of Teacher Engagement in CPD** Extend your current findings to a mixed-method study examining how contextual factors shape professional learning behaviour.

Community and Learner Impact

10. **Linking Teacher CPD with Student Learning Outcomes in English** Investigate how different types of CPD activities—such as DCE workshops, school mentoring, and action research—affect student achievement and language confidence.
11. **Community-Supported CPD Models in Tribal and Multilingual Contexts**
Explore how DCEs can partner with local communities, tribal resource groups, and school management committees to contextualise English learning.

Programme Evaluation and Innovation

12. **Evaluating the Effectiveness and Scalability of the DCE Model in Kerala**
Conduct a comprehensive evaluation of the DCE framework, including its structure, outreach, and pedagogical philosophy, and identify strategies for statewide or national replication.
13. **Developing a Digital CPD Monitoring and Evaluation Framework Using TMS Analytics** Design and test a technology-enabled system linking DCE, SCERT, and Samagra training data to teacher competency growth and classroom outcomes.
14. **Cost-Effectiveness and Sustainability of Multi-Tiered CPD Models (SCERT–DIET–DCE–School)** Analyse how resource allocation, human capital, and institutional synergy can make Kerala’s CPD ecosystem more efficient and sustainable.

The investigator hopes that the finding of this research will illuminate up on the decisions policy decision makers, think tanks, administrators, strategic planner’s, module developers, English language teachers, fellow researchers and parents.

“It was not by merit but by grace”, the researcher could finish the study and submit it to the academic community.

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APPENDICES