

## Continuous Professional Development of Teachers in India amid Covid-19 Crisis Leveraging ICT Tools in Online Environment

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### ABSTRACT

**Purpose:** The study aims to find out the measures adopted by universities in India to provide continuous professional development for faculty by using various online tools and techniques during COVID-19 pandemic lockdown.

**Design/Methodology/Approach:** The study was conducted using secondary data available on various online platforms and institutions websites. Secondary data available in the form of external and internal communications issued by universities, colleges and NGOs in the form of e-circulars, e-brochures, academic activity reports of lockdown period were considered for gathering the data. Data in the form of e-banners, brochures, pamphlets related to continuous professional development activities such as webinars, virtual faculty development programmes, online/virtual conferences and workshops was searched on social media such as WhatsApp Groups and other social networking platforms created by academic fraternity to share information for educational purposes. The data collated pertained to continuous professional development activities conducted by educational institutions in India from April 2020 to June 2020 only.

**Findings:** Results of the study showed that central and state-run educational institutions in India took leverage of the technology by successfully conducting numerous professional development activities beneficial for knowledge enhancement and career advancement of university/ college teachers and growth of the educational institution. However, findings also indicated some key challenges faced by institutions and faculty in providing and getting training in online environment during the complete lockdown declared due to COVID-19 pandemic.

**Originality/Value:** The paper is original research work based on secondary data analysis. This paper will provide insight to the policy makers, educational practitioners and trainers into the use of online technology for continuous professional development programmes for career and knowledge advancement of faculty. The paper provides suggestions to make continuous professional development programmes for teacher community more useful and effective in the online environment.

**KEYWORDS** COVID-19 Pandemic | Continuous Professional Development | Online Training | Open and Distance Learning

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## Introduction

Continuous professional development (CPD) ensures maintenance and enhancement of knowledge and skills needed to deliver a professional service to customers, clients and the community (Saipro, 2020). Considering teaching and education as a commendable social and nation building service, continuous professional development of faculty is deemed imperative for both conventional and open and distance learning educational institutions. CPD plays an important role in the career advancement of faculty. Quality of educational transactions, whether through face-to-face classroom lecturing, or via media and technology or through printed self-learning materials, depends heavily on the quality of teachers involved in the teaching-learning process, in terms of their professional expertise, pedagogic skills and mastery in their subject of specialization. Systematic professional development empowers faculty to perform the defined tasks at the level of their mastery and according to educational institution's requirements.

The novel coronavirus outbreak and subsequent lockdown in India impacted all sort of academic activities from classroom teaching to research and training during the lockdown period, which was announced by Government of India on March 24, 2020 (Wikipedia, 2020a). In this period of crisis and uncertainty, ICT tools turned a savior not only for the IT sector and business establishments but for the education and training fields as well. Indian government had realized the potential of ICT in education and training much before the present crisis and initiatives were taken by the Ministry of Human Resource Development (MHRD) by offering NMEICT (National Mission on Education through ICT), MOOCs through *SWAYAM*; National Council of Educational Research and Training (NCERT) coming-out with ICT in education curriculum and Online In-service Teacher Professional Development (ITPD) programs etc. Teachers associated with school education and higher education got benefitted from these and similar other initiatives in the field of technology enabled teaching and learning. But coronavirus outbreak created an extraordinary situation for the education field and this was the time to harness potentiality of ICT enabled teaching and learning tools at the optimum level and in a more extensive way. According to Mohapatra (2020), the education sector has converted challenges into opportunities. Covid-19 drives us to have the digital boom and what we anticipated to attain in the next five years, has been made possible in three months. Amid full or partial lockdown in India, the educational and training institutions were quick to respond to the challenges and offer online capacity building programmes.

## Review of literature

Continuous change in every sphere of life is a reality which society has witnessed from time to time, and when a profound

change occurs in the fundamental model, or to the perception of events that take place, it may be called a paradigm shift (Wikipedia, 2020b). Education is not an exception to it; therefore, pedagogical approaches and curriculum framework keep on changing with evolving societal requirements and emergence of new technologies. According to Peters (2002), paradigm shift in education would mean that certain models no longer exist as they have been substituted by new patterns which are significantly different from the old ones. In this age of paradigm shift, occurring due to novel coronavirus outbreak, CPD of teachers became more necessary for upgrading their teaching skills, proficiency and efficiency level to meet the present requirements. According to Amitha KT (2020), continuous professional development helps teacher learn new ways to teach, broaden mind-set, upgrade skills and prepares them to achieve success. Highlighting the objectives of professional development, OECD (2009) underlined that CPD updates the subject knowledge, skills, attitude and teaching approaches in the light of advancement in transactional techniques, and also creates an opportunity for the exchange of information and expertise among peer groups.

Realizing the importance and necessity of CPD among teachers and academics, both conventional and open universities as well as colleges and training institutions planned the curriculum according to the statutory norms and guidelines issued by regulatory bodies like University Grants Commission (UGC), All India Council for Technical Education (AICTE) and Medical Council of India (MCI) etc. Activities related to capacity building of teachers go parallel with student centric teaching and learning activities round the year. Outbreak of Covid-19 pandemic and subsequent strict countrywide lockdown brought unplanned rapid changes in the field of education and training in India. Educational institutions received instructions and advisories from UGC; MHRD to switch to online and open distance learning to maintain social distancing and to follow standard protocol issued by the Ministry of Health and Family Welfare, Indian Council of Medical Research (ICMR) and World Health Organization. Accordingly, educational and training institutions changed the transactional strategies and mode of operations by organizing seminars, meetings, conferences, workshops and FDP in virtual mode, as this was the only option left considering health and safety concerns of teachers and students. However, educationists, policy makers and researchers viewed this change as the disruptive innovation in the educational field. Virtual learning platform has significantly reshaped the innovative ways of teaching and engaging the learners (Almarzooq *et al.* 2020). COVID-19 pandemic led to the digitalization of training, with accelerated adoption of online learning. Mishra *et al.* (2020) described the situation as a pedagogical shift from the traditional method to the modern approach of teaching learning; from the classroom to a virtual platform, and from seminars to webinars.

Accepting the unprecedented challenge as the new normal, and realizing the need for innovative solutions to optimize endeavors towards CPD of faculty, the institutions started revamping curriculum and reshaping the training delivery methods. Educational institutions across India were now providing training to teachers through webinars and virtual workshops. Responses of faculty members towards these online training events seemed encouraging as participation in these online events was in large numbers. As reported by Saboowala and Manghirmalani-Mishra (2020), now the tables had turned, teachers had become learners. Online trainings provided an opportunity to use online tools as teachers as well as students. Covid-19 also highlighted the digital deficit as regards to perceptions, attitudes, and actual preparedness of teachers. Faculty needed help in sharpening IT skills (Hu *et al.*, 2019). Agrawal *et al.* (2020) stressed upon the need to develop strategies for fostering critical digital and cognitive capabilities, social and emotional skills, and teacher's adaptability. The sense of greater satisfaction and achievement in the use of ICT tools during the COVID-19 pandemic lockdown is accompanied by the realization of our weaknesses in the field of ICT and our approach towards teaching tools.

## Objectives

The objectives of the present study were to:

- i. list out different kinds of ICT mediated online capacity building activities conducted by educational institutions between April-June 2020;
- ii. highlight themes, duration, and other relevant aspects of the programmes held; and
- iii. identify challenges in online training and suggest measures to make it more fruitful for stakeholders in future.

## Methodology

The present paper is based on secondary data available on various online platforms, social media, institutional websites and related literature and reports. Considering the nature of data and objectives of the study, qualitative descriptive research methods having positivist approach were applied in this research. Data was collected purposefully from the websites of select educational institutions by retrieving available information related to professional development activities. Qualitative data in the form of external and internal communications issued by universities, colleges and NGOs in the form e-circulars, e-brochures, academic activity reports of lockdown period were considered for gathering the data. Further, the data in the form of e-banners, brochures, pamphlets etc. related to CPD activities like webinars, FDP, online conference and workshops was also retrieved

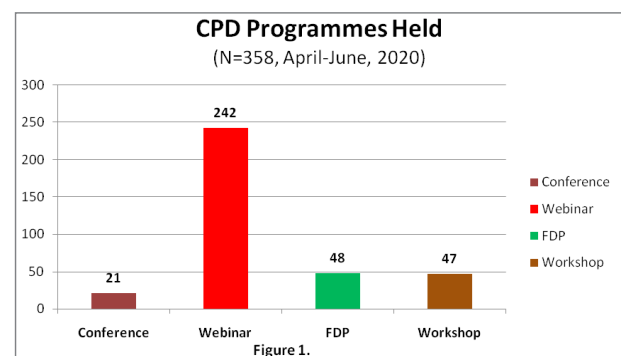
from social media like WhatsApp Groups and other social networking platforms created by academic fraternity to share information for educational purposes only. Review of existing literature related to the present theme also helped in building the discussion. The process of data collection for a three month period started in the month of April 2020 and ended in the month of June 2020.

The collated data was divided into four categories:- 1. Webinar 2. Online Conference 3. Faculty Development Programme and 4. Workshops/Training. Thematic analysis of the programmes was done by the researchers.

For the purpose of analysis, each theme was given an Arabic numerical code and during the analysis, those codes were sorted, and the frequency or percentile of each theme reflected with the help of charts and tables. The same method of thematic classification and coding was applied in category-wise sorting of the universities and colleges. These institutions' themes and codes were created according to their status and affiliation. To analyze monthly trends and duration of the programmes, a method of coding was applied by giving a particular code to each month and duration of the event. By applying appropriate calculation methods, the frequency and percentile were derived and presented in the paper.

## Findings and Discussion

To facilitate digital and online education and training, governmental agencies in India took several initiatives. They also issued necessary guidelines to be followed; media and methods to be adopted by the universities, colleges and other institutions of learning. The higher education and training institutions took note of those advisories and started to plan and offer their activities giving paramount importance to the health and safety of the faculty, support staff and students. During the first three months of the lockdown (April-June), several short term and long term activities like conference, symposium, conclave, webinar, FDP, workshop and training were organized through various online platforms like Google Meet, Zoom, Blue Jeans, WebEx, etc.





While analyzing the data, it was found that total 358 programmes related to professional development of faculty were organised by different institutions during the first three months of lockdown period under investigation. Majority of them were Webinar/Online seminar (242), Workshop/ Training (47), FDP (48) and the number of Online Conference/Conclave and Symposium was 21 as indicated in Figure 1.

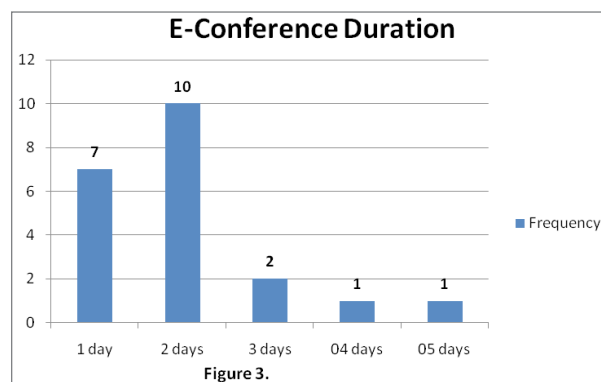
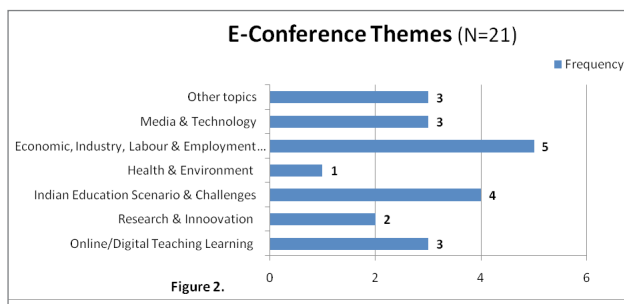
In the case of online conferences; comprising e-conferences, online symposia ande-conclaves, the implications of Covid-19 pandemic for economy, industry, labor and employment emerged as the most popular focus point for the institutions. Five programmes out of a total of 21 programmes in this category covered these themes. 4 online conferences were held on theme 'Indian education scenario and challenges'. This theme covered various topics

**Table 1: CPD programmes conducted by different institutions between April-June, 2020 (N=358)**

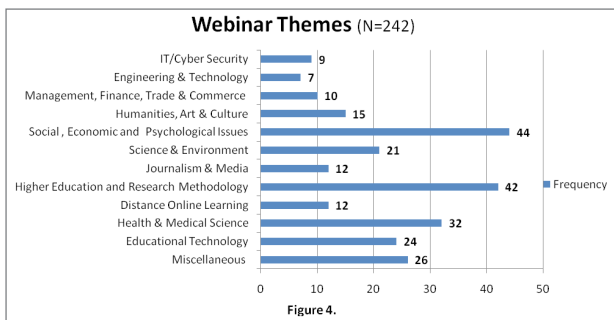
Nature of Institutions	e-Conferences	Webinars	FDPs	Workshops	Total	Contribution in %
Central Universities/Bodies	3	63	11	16	93	25.97
State Universities/Bodies	5	22	9	8	44	12.29
National Open University	0	11	1	11	23	06.42
State Open Universities	1	4	0	1	6	01.67
Private Universities	3	17	4	1	25	06.98
Govt.and Pvt. Colleges	3	59	16	4	82	22.90
Other Organizations	6	66	7	6	85	23.74

Results in Table 1 indicate the major (26%) contributions of central universities and various central government bodies towards capacity building of faculty and researchers. These centre-run institutions organized 93 programmes which included online conferences, webinars, FDPs and workshops. Other organisations which included NGOs, private agencies, corporate and industry bodies etc. also contributed significantly by organizing 85 programmes between April and June which is about 24% of total programmes. Government and affiliated private colleges conducted 82 activities which was 23%. State universities, state government agencies and private universities conducted 44 and 25 programmes respectively, and thus their contribution was 12 % and 7%. State open universities organized 06 such programmes, while country's single National Open University conducted 6% of continuous professional development programmes for teachers and academics. The 23 programmes conducted by the National Open University (IGNOU) included activities conducted at the Headquarters, Regional Centres and Study Centres.

mainly related to the challenges before the education sector during the pandemic. Three events each were held on media and technology, online teaching and learning and other topics, while 2 were conducted on research and innovation. One programme was organized in the area of health and environment.

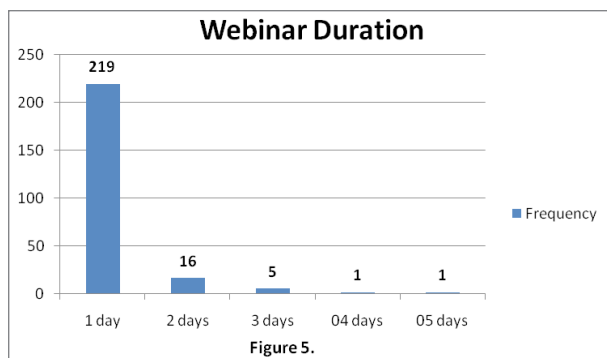


Results also revealed that 10 out of 21 online conferences were of short duration (2 days); 7 of 1 day, 2 of 3 days while 1 each of 4 days and 5 days duration. If we consider the result, it can be said that 17 out of 21 programmes were of short-duration ranging from 1-2 days. Therefore, long duration conferences were less preferred by the educational institutions.



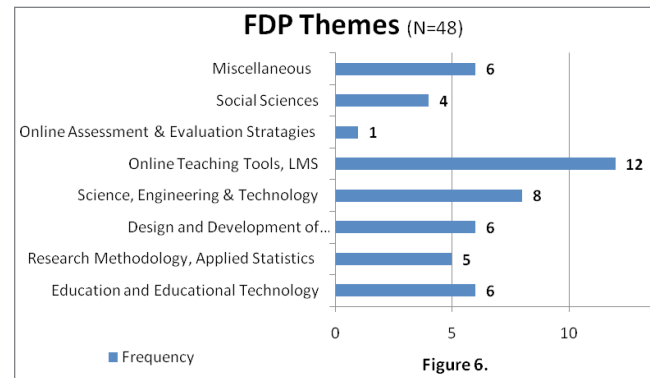
Webinars were the most preferred CDP to be organized (Figure 1). Thematic analysis showed that majority of webinars/online seminars (44) were held on topics related to socio-economic and psychological issues which emerged after the Covid-19 pandemic. Topics like governance, migrant laborers crisis during lockdown, food security, and women safety and empowerment etc. were the main topics discussed under this theme. Second most relevant theme for the webinars was found to be higher education and research methodology as 42 webinars were conducted on this theme, primarily covering post-Covid educational challenges and possible remedies. Topics on research methodology, educational leadership, pedagogical innovations etc. were also part of this theme. 12 webinars on distance and online education were also held which shows ODL gaining attention of conventional institutions. 32 webinars were conducted on topics related to health and medical sciences; this also reflects institutional concerns about health and safety of the society and the need to keep the faculty informed about these issues for their own sake as well as for organizational well-being. Educational technology and science and environment related topics also drew substantial attention and 24 and 21 webinars were held in these two areas respectively.

Further analysis of themes showed that post-Covid challenges related to public health and safety, education, psychological aspects of human being and other issues related to the impact of the pandemic on socio-economic status of India were taken very seriously and deliberated upon by the academia working in different universities and colleges.



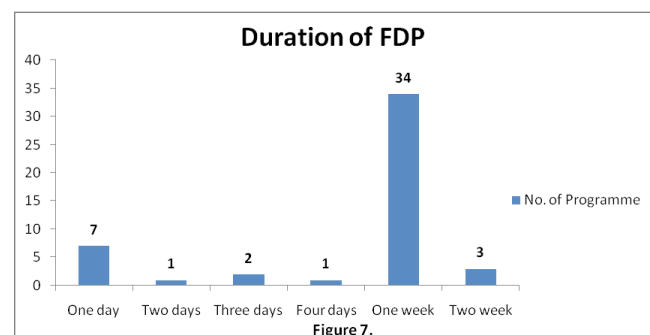
As far as duration of the webinars is concerned, a majority of the webinars; 219 out of a total of 242 webinars conducted, were 1 day events. 16 were 2 day events, 5 were 3 day events

and 1 each were of four and five days' duration (Figure 5). The finding related to duration of webinars indicated that short duration webinars were the general choice for the academic institutions; which appeared less inclined towards long duration online seminars.



Thematic analysis of qualitative data related to FDP highlighted that the number of FDPs conducted in the area of online teaching tools and learning management system was the highest (12). Under this theme the topics considered were creation and use of online tools, LMS and other emerging techniques to be applied in teaching. Eight FDPs were organized in fields related to various disciplines science and technology and 6 each in design and development of self-learning materials, MOOCs, e-content; educational technology and miscellaneous areas. 5 programmes covered various relevant areas of research methods, and applied statistical tools and techniques.

A deeper thematic analysis revealed that themes related to technology enabled online educational transactions were predominant. This may be the result of demand and need to discuss such topics in view of the current situation. However, institutions seemed to be giving less importance to online assessment strategies, as it was found that only a single FDP was organized on this topic in the three months period April-June, 2020.

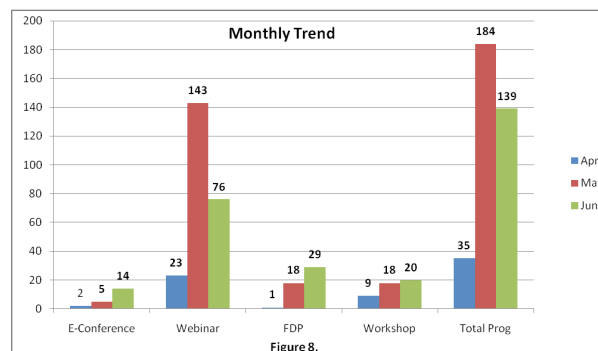


It was also found that the majority of FDPs organized (34) were of 1 week duration, ranging from 5 to 7 days. Institutions' priority to organize 1 or 2 week long faculty development programmes may be mainly due to their



conscious decision, taking cognizance of the fact that long duration FDPs not only develop the faculty, but also help in fulfilling requirements for their career advancement and promotion as per the UGC norms. It may be noted that according to UGC Regulations (2018) related to appointment, promotion of college/university teachers and other academic staff, only the long duration FDPs, orientation programmes, refresher courses, research methodology courses and workshops are considered for promotion from a certain stage to the next stage. The required duration of these programmes is a minimum of 1 week (5 days) and maximum 3 weeks (21 days), and faculty members attend these programmes according to their requirements to fulfill standard criteria set by the UGC, which is a regulatory body for higher education in India. Therefore, beside prominence of 1 week FDPs, 2 weeks faculty development programmes (3) can also be found in Figure 7.

As far as duration of the workshops and training programmes is concerned, short duration (1 and 2 days) events were 43% and 21% of the total, respectively, and long duration (one week) programmes were 26% and mostly planned and organized for the professional development of the faculty (Table 2).



**Table 2: Themes and duration of workshops conducted between April-June, 2020 (N=47)**

Workshop and Training Themes	Frequency		Duration of Workshops/ Training	Frequency	
	Frequency	%		Frequency	%
Technology enabled /mediated teaching strategies	4	8.50	One day	20	42.55
Design & development of online programme /e-resource/Moodle	16	34.04	Two days	10	21.27
Using web counselling tools	8	17.02	Three days	3	6.38
Research methodology	1	2.12	Four days	1	2.12
Video development and editing	11	23.40	One week	12	25.53
Online assessment and evaluation	1	2.12	Two weeks	1	2.12
Miscellaneous	6	12.76			

After the webinars (242) and FDPs (48), workshops and training programmes (47) comprised the third major activity organized by the various government and private universities, colleges and institutions for the capacity building of faculty. The largest proportion of workshops and training programmes (34%) were conducted on the theme of design and development of online programme, creation and development of e-resources and Moodle, while 23% of them were based on the topics related to development of educational videos and editing process. Training in creation and use of web/online counselling tools stood at 17%, while 8% of trainings covered the theme technology mediated teaching and learning. Other themes drew less attention (Table 2). Here also, results indicated that organizations gave priority to developing capacities of teachers in online education and development and application of online tools in view of the pandemic. This may also be considered a good strategy towards tackling the post-Covid-19 educational issues.

Data related to CPD programmes was also analyzed month-wise to ascertain trends about how many programmes were conducted in each month. It was noted that in the month of April, 2020 a total of 35 programmes were conducted, which included 2 conferences, 23 webinars, 1 FDP and 9 workshops and training programmes. This was the month in which educational and training institutes were actually gearing up to accept the new challenges and realities resulting from the pandemic. Therefore CPD linked activities were reported less in this month. However, in the month of May, highest number of capacity building activities were organized which touched the mark of 184, which included 5 online conferences, 143 webinars, 18 FDPs and 18 workshops and training programmes. While in the month of June, total 139 programmes were reported as depicted in Figure 8. The monthly trends of CPD activities may gain further momentum or remain steady in the coming months as well, considering the present atmosphere of uncertainty due to novel coronavirus and its widespread impact. According

to *Times of India* (2020) report, India has become the third country in the world after the US and Brazil to record 1 lakh deaths due to Covid-19.

## Online CPD and Challenges

Deliberations in previous sections of the paper underlined that novel coronavirus outbreak and its impact on teaching and training have been massive, and similarly the responses of both distance and conventional mode of institutions were found to be enormous vis-à-vis their efforts in the field of virtual education and training in India. Thematic analysis of CPD activities also showed that topics pertaining to pandemic related challenges faced by the economy, health, environment, education and research were key areas of concern. Therefore, several CPD programmes focused on developing online courses, e-resources, Moodle etc., and on the use of emerging tools to help tackle the prevailing global crisis. Further, these government and private colleges and universities had organized about 400 programmes within a short span of three months using various online platforms, which seems quite encouraging and creates a horizon of optimism for the education sector. Rony and Awal (2019) in their study on university teachers' online training using online platforms found that online training was possible in present pandemic situation and it can produce a significant outcome in terms of the change of faculty mindset and their perception towards online education, training, virtual class and learning assessment of students. Online learning and e-teaching might have turned quite interesting for teachers. Faculty members who may have been hitherto reluctant to it, now appeared to be increasingly comfortable with it. Post-pandemic education scenario is set to be highly digitized and equipped with digital skills. Covid-19 is nature's way of preparing us for the future (Ahmed & Ikram Khan, 2020).

In this environment of optimism with reference to online professional development of teachers, there are several challenges especially in the developing countries like India in the field of online training which need to be addressed. The concept of online CPD in fully digital and online environment is basically a new concept, at least for the developing world, which has emerged in the forefront after coronavirus outbreak and complete lockdown. Therefore, very few studies are available on the effectiveness of these kind of programmes. However, review of the scarce available literature pointed out some challenges like low interest of senior faculty towards adaptability to new technology, poor internet connection, inadequate troubleshooting skills, and shortage of quality trainers –who are expert in both andragogy and application of educational technology (Rony & Awal, 2019). According to Bordoloi *et al.* (2020), lack of motivation of teachers in altering their teaching methods from chalk-talk to techno pedagogy was a big challenge. Therefore Dogaret *et al.* (2020) advocated the need for extensive training on how to use

online software and troubleshoot specific issues. They also emphasized formulation of new guidelines and policies to improve the quality of online education and training.

## Conclusion and Recommendations

This study tried to show continuous efforts of institutions towards enhancing capacities of faculty and keeping their teaching staff informed through virtual mode. Universities and colleges kept on going by conducting online CPD programmes using various tools and emerging technologies; sometime may be by choice and sometime due to compulsion too, as there was no second choice available to them amidst Covid-19 emergent situation. As reported in the present study, a total of 358 programmes were organized by different educational institutions during the initial three months of lockdown period (April-June 2020) in India. These CPD initiatives were of different categories, and held on various themes. The duration of the programmes was also found to be different, considering their importance and faculty requirements. Institutions used various online platforms to successfully conduct CPD activities during the three month period. However, amidst the positive approaches showed by the institutions, some challenges related to online training also emerged which need to be addressed. Moreover, this is also a fact that the coronavirus pandemic is going to stay in India and other countries for the coming months as well; similarly the technological advances shall also spread their ambit further. Therefore, educational institutions also need to understand that they have to continue with online teaching and training by infusing specific skills related to utilization of emerging tools among teachers. Policy makers and administrators of central/state/private universities and colleges may also consider the following suggestions provided on the basis of findings of the present study and review of relevant literature. These may be useful in conducting CPD activities in a more professional and effective manner:

- i. Before launching a capacity building programme, educational and training bodies should go for need assessment studies to ascertain actual and genuine requirements of faculty. According to Asgar and Mythili (2020), TNA (training needs assessment) helps in planning effective training.
- ii. Institutions should organize long duration (1-3 week) Refresher Courses and Orientation Programmes for faculty, because these programmes were not found in the preference list of the university and colleges.
- iii. The number of workshops conducted on the topic of Online Assessment and Evaluation are very few. Institutions may include this topic in their training curriculum considering its importance in assessing learning objectives and outcomes in the online scenario using different online tools and techniques.



- iv. One week (5-7 days) duration workshops were found more in numbers; therefore institutions may continue this kind of activity oriented programme. The minimum duration of workshops may be of 5 days and maximum 10 days. This shall help faculty and academic fraternity in fulfilling essential requirements for promotion from one stage to the next stage.
- v. Contribution of state open universities towards conduction of CPD programme could have been a bit more as only 6 programmes were conducted by them in the period of three months, while country's single National Open University (IGNOU) had 23 programmes in the same period of April-June, 2020. Therefore SOUs may plan some more professional development activities for distance teachers as considering present trends, the ODL is going to be more prevalent and diversified, and set to play a greater role in the future.
- vi. Teachers need to change their mindset, be self-motivated and gear up to benefit from the available online tools and resources. They will have to update and upgrade themselves.
- vii. Institutions should adopt a proactive strategy towards professional growth of faculty by creating online training environment, making the event interesting, and adopting flexible approach. (Saboovala & Manghirmalani-Mishra, 2020). It may start with embracing a blended learning approach.
- viii. Exclusive orientation and training may be organized for teachers on how to trouble shoot specific issues themselves and use freely available online software and tools.
- ix. Government and private institutions may go for framing new guidelines and policies to improve the quality of online education and training in the present critical situation.
- x. Apart from creating adequate infrastructure in terms of availability and use of e-resources and online tools, institutions should primarily utilize services of those experts who are good in both their subject area and use of teaching tools.
- xi. Government and private universities and colleges should get ready to spend more on procurement of latest devices and training equipment. Institutions will have to double their learning budgets and commit to reskilling (Agrawal et al., 2020).

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## Annexure 1

Submission Date	Submission Id	Word Count	Character Count
24-Aug-2020	D92848817 (Urkund )	5208	33414



### Urkund Analysis Result

<b>Analysed Document:</b>	Continuous Professional Development_ALI ASGAR & AMITESHWAR RATRA_FINAL.docx (D92848817)
<b>Submitted:</b>	8/24/2021 5:55:00 PM
<b>Submitted By:</b>	scholastic.seed@gmail.com
<b>Significance:</b>	7 %
<b>Sources included in the report:</b>	
Seminar Paper Final.docx (D81084202)	
Training Evaluation final paper for IJOL 18.09.2020.docx (D82514285)	
Noor & Dr. Ratra-Paper- Educconn 2020 Turkey.docx (D87015121)	
Innovative Practices and Prospects in Design and Development of.docx (D59801135)	
Chapter 1-Introduction.docx (D69493433)	
<a href="http://www.ignou.ac.in/ignou/aboutignou/icc/stride/staff/detail/Dr_Ali_Asgar-4406">http://www.ignou.ac.in/ignou/aboutignou/icc/stride/staff/detail/Dr_Ali_Asgar-4406</a>	
<a href="https://www.mckinsey.com/business-functions/organization/our-insights/to-emerge-stronger-from-the-Covid-19-crisis-companies-should-start-reskilling-their-workforces-now#">https://www.mckinsey.com/business-functions/organization/our-insights/to-emerge-stronger-from-the-Covid-19-crisis-companies-should-start-reskilling-their-workforces-now#</a>	
<a href="https://ssrn.com/abstract=3646414">https://ssrn.com/abstract=3646414</a>	
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<a href="https://saipro.org/earn-cpd-points/6-the-importance-of-continuing-professional-development-cpd">https://saipro.org/earn-cpd-points/6-the-importance-of-continuing-professional-development-cpd</a>	
<a href="https://educationdocbox.com/Distance_Learning/74045497-Distance-education-in-india-emerging-challenges-and-prospects.html">https://educationdocbox.com/Distance_Learning/74045497-Distance-education-in-india-emerging-challenges-and-prospects.html</a>	
<a href="https://www.researchgate.net/publication/318827619_Research_in_Open_and_Distance_Education_Status_and_Policy_Issues">https://www.researchgate.net/publication/318827619_Research_in_Open_and_Distance_Education_Status_and_Policy_Issues</a>	
<a href="https://educationdocbox.com/Distance_Learning/74457136-Profile-bafnj-k-xka-kh-jk-vah-eqdrfo-fo-ky-indira-gandhi-national-open-university-maidan-garhi-new-delhi-india.html">https://educationdocbox.com/Distance_Learning/74457136-Profile-bafnj-k-xka-kh-jk-vah-eqdrfo-fo-ky-indira-gandhi-national-open-university-maidan-garhi-new-delhi-india.html</a>	
Instances where selected sources appear: 30	

**Reviewers  
Comment**

**Reviewer's Comment 1:** The study was focused on the theme that how the education sector has managed to concentrate on the development of its teachers even during the pandemic times. The study also throws light on the problems faced by the universities and the teachers to access the ICT tool in Online Environment.

**Reviewer's Comment 2:** The study utilised the data from different websites of universities and was based on secondary data. The information processed by the secondary data had led to some valuable suggestions. The suggestions will help the universities to frame the required guidelines and choose the platforms that are easily accessible to the teachers.

**Reviewer's Comment 3:** The author has brought up the challenges in online training and suggests measures to make it more accessible to all the stakeholders. The author suggests to make continuous professional development programmes for the teacher community more useful and effective in the online environment. Primary data collection would have amplified the findings and suggestions of the study.

Asgar, A. and Ratra, A.,  
"Continuous Professional Development  
of Teachers in India amid Covid-19 Crisis  
Leveraging ICT Tools in Online Environment"  
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**Conflict of Interest:** Author of a Paper had no conflict neither financially nor academically.

**Editorial  
Excerpt**

Editorial Excerpt: The article has 7% of plagiarism which is the accepted percentage as per the norms and standards of the journal for the publication. As per the editorial board's observations and blind reviewers' remarks the paper had some minor revisions which were communicated on timely basis to the author (Ali Asgar & Amiteshwar) and accordingly all the corrections had been incorporated as and when directed and required to do so. The comments related to this manuscript are noticeably related to "**Continuous Professional Development of Teachers in India amid Covid-19 Crisis Leveraging ICT Tools in Online Environment**" both subject-wise and research-wise. The article aims to find out the measures adopted by the universities in India to provide continuous professional development for the faculty by using various online tools and techniques during COVID-19 pandemic lockdown. The study was conducted with the help of secondary data available on different university websites. The results of the study indicated educational institutions in India took leverage of the technology by successfully conducting development activities in large numbers for the overall growth of teachers and the institutions. The study also brought to light some key challenges faced by institutions and faculty to access the ICT tools during the lockdown period. The paper will be of importance to the institutions to develop professional programs using ICT tools in the online platform. After comprehensive reviews and editorial board's remarks the manuscript has been categorised and decided to publish under "**View Point**" category.

**Acknowledgement**

The acknowledgment section is an essential part of all academic research papers. It provides appropriate recognition to all contributors for their hard work and effort taken while writing a paper. The data presented and analyzed in this paper by (asgar & ratra) were collected first handily and wherever it has been taken the proper acknowledgment and endorsement depicts. The author is highly indebted to others who had facilitated in accomplishing the research. Last but not least endorse all reviewers and editors of GJEIS in publishing in a present issue.

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