

**CHRIST**(DEEMED TO BE UNIVERSITY)
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Notice for the PhD Viva Voce Examination

Mr Augusty T A, Registration Number: 2170182, PhD Scholar at the School of Education, CHRIST (Deemed to be University) will defend his PhD thesis at the public viva-voce examination on Thursday, 18 June 2026 at 11.00 am in Room No. 044, Ground Floor, R&D Block, CHRIST (Deemed to be University), Bengaluru - 560029, Karnataka, India.

- Title of the Thesis** : **Impact of Teacher Professional Development Programme on Leadership and Mentorship among In-Service Teachers**
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The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

Registrar (Academics)**Place:** Bengaluru**Date:** 09 June 2026

ABSTRACT

In alignment with the National Education Policy (NEP) 2020 and its implementation frameworks, which emphasise the continuous professional development of teachers, this study developed, implemented, and evaluated a teacher professional development programme (TPDP) on leadership and mentorship for in-service teachers. The study employed an explanatory sequential mixed-methods design, utilising the Teacher Leadership Scale and Mentor Efficacy Scale for quantitative and focus group discussions for qualitative assessment of the programme's impact. Phase I of the study included 60 in-service teachers (26 from government schools, 19 from aided schools, and 15 from private schools), who were selected through purposive sampling to ensure diverse representation. Participants in Phase II were 12 teachers purposively selected from Phase I who participated in a focus group discussion about their experiences with TPDP. The study is grounded on the teacher leadership skills framework developed by the Centre for Strengthening the Teaching Profession (CSTP) (CSTP, 2018), the Six-factor leadership model (Xie et al., 2021), and self-efficacy and outcome expectancy in mentoring (Riggs, 2000; Bandura, 1997). TPDP, designed by the researcher according to the ADDIE model, consisted of 24 hours of module sessions and six hours of reinforcement sessions. This study aimed to enhance leadership in six domains: association, professional learning, instruction, assessment, community, and policy leadership, as well as self-efficacy and outcome expectancy in mentoring. The pre-post analysis showed a significant increase in leadership and mentorship. Correlation analysis revealed that both leadership and mentorship are positively related, and regression analysis revealed that self-efficacy in mentorship significantly predicts leadership. Thematic analysis of focus group discussions revealed three themes: professional development, improvement in the school ecosystem, and curation and design of the professional development programme, which helped explain and substantiate the quantitative findings. The study's promising results offer valuable insights for advocating professional development programmes in leadership and mentorship aligned with educational policies, as well as for building and sustaining a professional learning culture, thereby improving the school ecosystem.

Keywords: education policy, in-service teachers, professional growth, teacher leadership, teacher mentorship

Publications:

1. **Augusty, T. A.**, D'Souza, G., & Augustine, V. (2025). Effect of professional development programme on mentorship in enhancing self-efficacy and outcome expectancy of in-service teachers. *International Journal of Educational Reform*, 1- 22. <https://doi.org/10.1177/10567879251323882>
2. **Augusty, T. A.**, D'Souza, G., & Augustine, V. (2025). Effect of professional development program in enhancing leadership skills of in-service teachers in diverse domains of practice. *Leadership and Policy in Schools*, 1–15. <https://doi.org/10.1080/15700763.2025.2497375>
3. **Augusty, T. A.** (2026). Impact of the professional development programme on mentorship among Salesian college faculty. *International Studies in Catholic Education*, 1–17. <https://doi.org/10.1080/19422539.2026.2625319>
4. **Augusty, T. A.** & D'Souza, G. (2025). Teacher professional development programme for leadership and mentorship among in-service teachers [TPDP-LM] (Indian Patent Application No. 202541023405 A). Indian Patent Office.