

**RESEARCH PAPER****National Education Policy 2020 and Continuous Professional Development of Teachers****M. Vijaya Lakshmi**

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Received: 20th Feb. 2023, Revised: 10th March 2023, Accepted: 20th March 2023**ABSTRACT**

Continuous Professional Development is an important prerequisite to equip the teachers with all the skills needed in the field of education. Technology has been playing important role in every walk of life and society is also changing accordingly. Education system, students, parents have also changed with the changing times. Therefore, teachers need to change in this scenario. They must become professionally efficient to meet the challenges of present circumstances. Teachers are supposed to perform various duties starting as a guide, counsellor, administrator, academician, leader etc. To discharge all these duties a teacher must be well versed in the fields listed in this article and Continuous Professional Development programmes can lead the teachers towards an efficient discharge of their duties and help them to become a confident individual. An efficient teacher and empowered students will lead society to 'Shreshth Bharat'.

INTRODUCTION

A nation's human development index largely depends upon its educated human resources. Improvement of quality of teachers is most important and required aspect of the quality enhancement of education. After independence so many steps have been taken for the improvement of education. Various committees and commissions have felt it's requirement and made many recommendations. Teachership has been a very prestigious profession from the beginning of our society and the needs of this profession completely depends upon the need of the society. Therefore, in the fast-changing society teachers also need to be changed to meet the requirements of present teaching learning scenario. Teachers are expected to be professionally well developed.

A teacher is expected to perform multiple roles in the institution which include planning, designing and implementing teaching-learning related activities, conducting various curricular and co-curricular activities, assessment of students on different aspects, participation in various management and leadership related activities, community participation, research and development, continuous updating of self, school development, educational trips, exposure visits etc. Therefore it can be said that teachers have to play numerous rolls based on the situation for strengthening themselves for becoming proficient to discharge the assigned duties. For proper accomplishment of duties continuous professional development programmes should be provided to teachers.

Continuous professional development programmes of teachers will empower teachers with the understanding of new types of teaching-learning strategies, growth and development opportunities and individual capacity building. Although there is a structured pre-service teacher education program and various in-service teacher training programs are there for teachers but the world is changing in a very fast pace and every new day is bringing a new challenge in the classroom and schools. To meet these challenges there is a need of professional development which will help the development of 21st century skills and core competencies.

WHAT IS CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)?

According to C.V. Good (1973)- 'the continuing education for adults for occupational updating and improvement conducted by a wide variety of institutions, organisations and businesses which usually consists of short term, intensive, specialized learning experiences often categorised by general field of specialisation, such as continuing medical education or continuing legal education'.

Continuous professional development (CPD) is a lifelong learning process which starts from the beginning of career and runs throughout the professional life where a teacher learns through his own previous knowledge and experiences by constructing new knowledge by interacting with his co teachers and senior teachers. State level, National level and international level pedagogical experts, subject experts, specialised course materials, certain online training modules also play a very important role in acquiring knowledge and being helpful in the professional development of teachers.

As we go through the brief history of CPD programs provided by various institutions, these programs have their own rigid frame where experts used to deliver the content without taking in account the interest, need and ability of teachers hence these were all one-way processes. All these conventional methods of providing training could not full fill the desires of every teacher.

Now the scenario of teaching-learning has changed the classroom practices have shifted from teacher centric to pupil centric. Conventional method has changed to reflective practices. Constructivism is replacing behaviourism. Role of teacher has changed to facilitator from an authoritarian. Classroom teaching-learning activities are demanding reflective practices like enquiry, critical observation and analysis. In this changing scenario teacher is needed to strengthen his capabilities in a different manner. Teacher has to focus on the development of 21st century skills like critical thinking, creative thinking, problem solving approach etc.

A FLEXIBLE AND MODULAR APPROACH

Aflexible and modular point of view should be adopted for the CPD of teachers. A variety of courses should be made available from which they can choose according to their interest, need and capacity. These courses should be short term certificate courses where certain credits can be given to teachers on completion of each course. Further these credits can be converted to a professional degree like MA in education or M.Ed.

These courses shall be in addition to the programs currently running. These short term new CPD courses shall include workshops, seminars, short term courses, teacher meetings, certificate and diploma courses related to pedagogy, education, school and social service, administration and leadership etc.

Under the CPD program development of teacher's interest, his continuous education and progression in career should be taken into account. As many opportunities shall be provided to teachers so that they can share their classroom experiences, practices, pedagogical innovations and interventions, educational thoughts with their community and enrich one's knowledge. The focus of CPD shall be on encouraging proactive learning and community participation following a bottom-up approach.

Career progression should be ensured to a well efficient teacher. Professionally well-developed efficient teachers should be given chance to become academic coordinators or supervisors, educational administrators, guide, faculty members at CTE etc. For CPD teachers' access should be ensured to the authentic and recognised and modular programs of education. Professionally efficient teachers should work to improve the quality of education and also shell help to improve the modules related to teacher training programs.

OBJECTIVES OF CPD

According to the document of National Education Policy 2020, the objectives of CPD are to sensitise teachers to exhibit and inculcate ethics and human and constitutional values, re-conceptualise citizenship education in terms of human rights and critical pedagogical approaches; emphasise the environment and its protection, be aware of the social, emotional and psychological needs of students as first level counsellors; be able to use art integrated, toy integrated, story integrated, sports integrated, ICT integrated, activity based pedagogy, be able to visualise the needs of an inclusive classroom, be multidisciplinary, multilingual with good communication skills, to use life skills, to respect all sorts of diversity in the classroom, to be an expert in assessment, proactiveness in leadership and management, to be reflective, creative, innovative, researcher, to develop materials related to content, be aware of local and global issues and above all to be sensitized to practice a rootedness and pride in India.

A BRIEF HISTORY OF CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS IN INDIA

In order to improve the quality of education professional development of teachers must be done. Various commissions and committees under Government of India recommended various programmes for the professional development of teachers, some of them are-

1. Secondary Education Commission (1952-53)- Establishment of extension services department in teacher training colleges for creating a network of institutions to impart in service training to teachers.
2. Education Commission (1964-66)- It recommended establishment of school complexes. For this purpose, state institution of education (SIEs) was established for in-service teacher training.
3. National Policy on Education (1986)- Under its recommendations district institute for education and training (DIETs) were established in each district for supporting elementary education. 250 colleges of education were upgraded to college of teacher education (CTEs) and institutes of advanced studies in education (IASEs).
4. Program of mass orientation of school teachers (PMOST)- It was launched in 1987 and special orientation program for primary teachers (SOPT) in 1990 for creating awareness about the broad features of NEP 1986 and for providing training of content and pedagogy of school subjects. The training was given in a 3-year cascade mode.
5. District primary education program (DPEP) 1990- For universalisation of elementary education creation of district, block and cluster level structures like DPO, BPO etc. was preferred for in-service teacher education.
6. Sarva Shiksha Abhiyan (SSA, 2001)- Under Sarva Shiksha Abhiyan 20 days in-service training to elementary teachers is provided at BRC and CRCs in a year where the teachers share their experience with each other.
7. EDUSAT- This network facility has been allowed by ISRO to CIET for further development of national networks which provides two-way communication for subject experts and students. This facility was utilised for orientation on NCF 2005 from July 2006 to January 2011. It is being used for the enrichment of teacher's professional efficiency in various fields of education.
8. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)- This program was launched in 2009 to conduct in-service training programs for teachers working in secondary education system in science, mathematics, technology and language.
9. Samagra Shiksha- In the year 2018-2019 Government of India integrated SSA, RMSA, and teacher education for better coordination between all the stakeholders from pre-school to class 12 in order to improve school effectiveness. It will create a single administrative structure for improving quality of education.
10. National initiative for school heads and teachers' holistic advancement (NISHTHA)- This flagship program was launched on 21st of August 2021 in face-to-face mode by MHRD under Samagra Shiksha for elementary stage to improve learning outcomes.
11. NISHTHA Online- During Corona lockdown this training was provided in online mode which is now being conducted through Diksha portals (digital infrastructure for knowledge sharing) and coordinated by NCERT for holistic advancement of teachers. This program is being run for CBSE, KVS, NVS, CTSA (Central Tibetan school administration), CISCE (council for the Indian school certificate examinations), AEES (atomic energy education society), Sainik schools, EMRS (Eklavya model residential schools)
Presently it is running in three versions-
 - Nishtha 1.0 for elementary level
 - Nishtha 2.0 for secondary level
 - Nishtha 3.0 (NIPUN Bharat)All these courses have assessment system. 70% and above scoring teachers are eligible for a certificate. The modules of courses are available on Diksha portals. Expert's live sessions and videos are available on DTH Swayam Prabha TV channel.
12. MOOCs (massive open online course)- These online courses are being provided by NPTEL, mooKIT, edX, Coursera and SWAYAM. This is a flexible way through which one can learn new courses, skills, quality materials and educational experiences. These courses help in career

development, training, lifelong learning, and many more things for their professional development.

13. Paper publication- Many national and international level papers related to different aspects of education are available in reputed journals. Teachers can access and they can publish their papers also.
14. Content development- Content related to different subjects and different aspects covering the education are being developed in central and state agencies with the help of competent teachers. Those who are interested and have the capability can participate in content development of their choice. e-resources for modules, reference books, textbook, etc., will be the part of CPD.

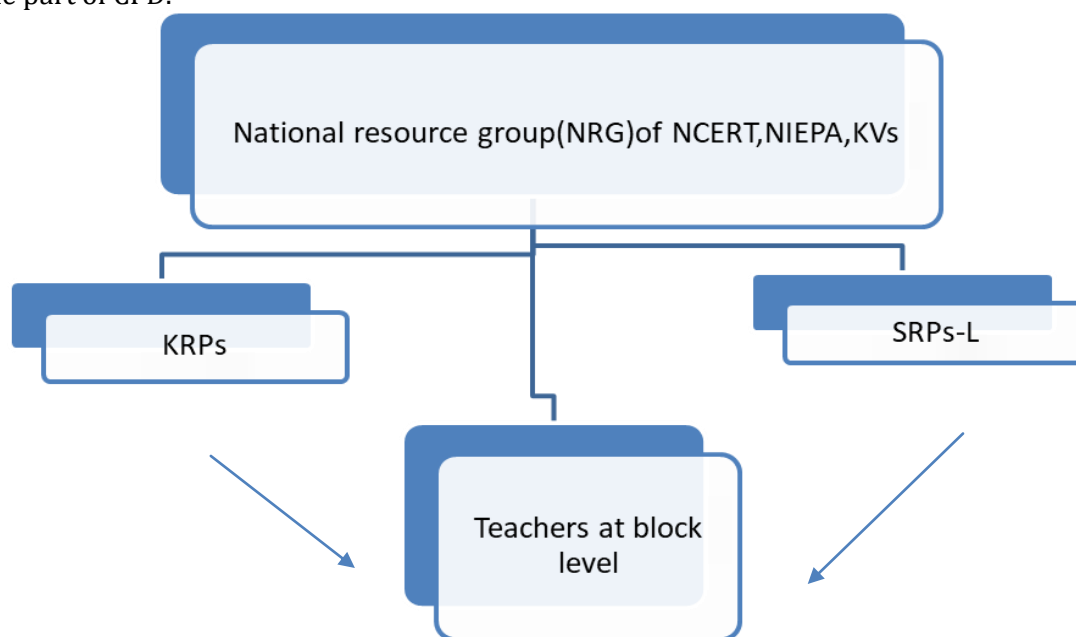


Fig. 1: The Learning Pattern

WHAT DO EARLIER CPD PROGRAMS LACK?

In earlier CPD programs teachers did not have a choice to interact, discuss, and share experiences with their trainers, experts and the administrators resulting in the CPD programs to be mere formal. Also, the existing CPD programs have no link to the career progression of a teacher. The programs organised and conducted by the teacher education institutions have not given much emphasis on the professional and academic need of the teachers. Teachers lose interest in attending such programs.

The ultimate goal of CPD is improvement of quality of education which can be measured through achievement of learning outcomes but NAS, 2017 and various surveys have pointed towards the need of relevant courses and programs under CPD.

Therefore, national education policy 2020 recommends that by multiple modes like local, regional, state, national and international level workshops and online platforms teachers will be provided multiple and continuous opportunities for self-improvement, innovations and best practices related to their profession. They will be provided many platforms to share their ideas and best practices.

IMPROVEMENT IN CPD PROGRAMS

1. An integrated curriculum for all the levels and subjects shall be prepared in which subject content, pedagogical knowledge of content, knowledge and development of school culture, classroom practices, management, administration, resource sharing, effective money management and leadership for head of the institution shall be prepared.
2. Teachers will be independent to choose their way of learning. They will be provided the opportunities to choose their own way of learning like- from experts, from peer group, self-

directed, workshop mode, blended mode online mode etc. So many kinds of creative ways will be incorporated in it like workshops, discussions, exposure visits, classroom demonstration, online app on different contents etc.

3. It will be mandatory for a teacher to participate in these CPD programs of their choice for at least 50 hours a year.
4. Teachers are suggested to maintain e-portfolio in which they will keep the entire skills certificate they have acquired through CPD programs, later these certificates will be useful in their career progression as it will be linked to their career management and progression (CMP) and National professional standard of teachers (NPST).
5. ICT in CPD will be broadly used. At school and in home teachers will be provided technical platform through internet. It will be completely flexible. For ICT enabled teacher appropriate persons will be selected and trained accordingly.
6. Role of school and society-Head teachers will be responsible for the development of teachers and also for the development of helping school culture where teachers will be able to improve their capacity. It will be well defined in the role of a teacher and also it will be evaluated. For this they can seek the help of community also.
7. Honouring excellent teachers-Those excellent teachers who are good at school, innovative and transformative and are nominated by the students, parents, head teachers should be honoured at various levels on the occasion of annual functions. To motivate and to make them feel proud the teachers appropriate recognition, rewards, benefits and perks should be given on the basis of performance.

HOW TO DESIGN MODULES FOR CPD

As discussed earlier we could see many shortcomings in existing teacher education and training programmes and understood the demand for professional development programs relevant for present times. It has been emphasised in the document of NEP, 2020. Therefore before designing CPD programmes some key points should be kept in mind and it should be made sure that the modules of CPD should be compulsorily develop the understanding of learners, cognitive processes involved in teaching learning, gender, school and society relations, yoga and well-being, constructivism, experiential learning, diversity and inclusion, improved classroom practices, curriculum, pedagogy and assessment, various documents related to education policies and acts, interdisciplinary nature of subjects, latest developments of subject areas, vocational education, bagless periods knowledge of India, 21st century skills, action research, innovative pedagogy, 360-degree assessment, leadership and management etc.

HOW TO PLAN FOR CPD

For planning CPD bottom to top approach must be followed and at cluster, block, district, state and national level institutions should be involved and through a network they shall coordinate and cooperate and share responsibilities for curriculum design, material development (online and offline), planning for training, implementation of training, implementation of online courses, assessment and certification for CPD at their level. For assessment of CPD documents the teacher and head teacher should submit their 50 hours successfully completed CPD documents on e-portfolio and inform their concerned BRC/BEO/DEO. For assessment by a committee, constituted by the district education officer e-portfolio is a purposeful collection 50-hour CPD activities of teachers' showing the progress of teacher's learning. In this collection articles, workshops, certificates of paper presentations, short-term courses, analysis of skills and competencies; setting the goals and objectives; a personal needs analysis; identifying the needs; determining the gaps with existing skills and competencies and regular periodic reviews can be included.

CONCLUSION

Continuous Professional Development is an important requirement to equip the teachers with all the skills needed in the field of education. Technology has been playing important role in every walk of life and society is also changing accordingly. Education system, students, parents have also changed. Therefore, teachers need to change in this scenario. They must become professionally

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