

NEP 2020 and the Teachers Continuing Professional Development

Dr. Ataur Rahman

Associate Professor, Dhemaji Commerce College, Dhemaji, Assam

Abstract

National Educational Policy 2020, besides making a radical change in the educational structure of the country has devised mechanism for professional development of the teachers. NEP 2020 believes, without teachers' knowledge and information about the latest innovations and advancements in their profession, knowledge dissemination and holistic development of the learner is unthinkable. The policy expects the teachers to participate in at least 50 hours of CPD every year for their professional development. These will be offered in multiple modes, including local, regional, state, national, and international workshops as well as online teacher development modules. NCERT has developed 50 hours CPD guidelines for teachers, head teachers and teacher educators. This article talks about the types and areas of teacher's CPD, modalities of CPD formulated by NCERT as per NEP 2020 guidelines and the assessment mechanism of teachers CPD. The author concludes with the **bottom-up CPD** activities as more important because they are materialized after the teacher feel the need to inculcate those initiatives for improving his/her teaching proficiency.

"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." — R. Tagore

Keywords: NEP 2020, Teacher's Continuous Professional Development, NCERT

Introduction:

Continuing Professional Development (CPD) is "...a planned, continuous and life-long process 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 agency and the development of their organisations and their pupils'. (Padwad and Dixit, 2011:10)

Thus, CPD is the process of teachers' development after joining the profession, a process of life-long learning, both formal and informal, and involves both voluntary teacher initiatives and programmes externally planned and mandated by authorities.

Generally, two views of CPD are talked about-the narrow and the broad. The narrow view considers CPD as the imparting/acquiring of some specific sets of skills and/or knowledge in order to deal with some specific requirements (for example, training teachers to deal with a new curriculum). The broad view considers CPD as a much deeper, wider meaning; in which professionals continuously enhance not only their knowledge and skills, but also their thinking, understanding and maturity. They grow not only as professionals, but also as persons; their development is not restricted to their work roles, but may also extend to new roles and responsibilities. It also implies to teachers love for students and for his own

institution, in moral and ethical values and growth of his desire to give his best to the world of learning and society.

Types and areas of Teachers' CPD:

Gaible and Burns (2005) refers to three types or models of CPD at different levels as follows:

1. **Standardized Professional Development of teachers:** It represents a centralized approach relating to skills, information and training provided to teachers' at large scale. Standardized teacher development programs are conducted by experts of particular field which influences in a comprehensive way and set an example to promote these activities for others.
2. **Site based Professional Development of teachers:** It refers to the courses offered and organized in teacher education institutions at local level within time to time. School teacher practices under local authorities i.e. DIET's work collaboratively to connect with new pedagogical skills, technological advancement, learning resources, development etc. It focuses on situational issues which teachers confront in classrooms day by day.
3. **Self-Initiated or self-directed Professional Development of teachers:** In this type of model, teachers plan for their own professional development. They reflect on their requirements and make efforts to fulfill them through initiating their own proposal, collecting the information of resources, assessing prospects and consequences of any schemes. Meanwhile they can involve a small group of people in their self-directed plan. (Pelgrum and Law, 2003)

Thus, the above three models may again be categorized into two broad approaches of teachers CPD- top-down approach and the bottom-up approach. The first two being top down and the third one is bottom-up approach. Needless to say, that the Top-down support CPD are those that re designed by the educational administrators. These may include the short-term in-service trainings. On the other hand, bottom-up CPD initiatives are those that are taken by the teachers at their own effort for their CPD.

The NEP 2020 recommend that "Teachers will be given continuous opportunities for self-improvement and learning the latest innovations and advances in their professions. These will be offered in multiple modes, including local, regional, state, national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc."

NEP 2020 not only talks about teachers CPD but also recommends that the School Principals need to take similar CPD for development of their leadership and managerial skills. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy, with a focus on preparing and implementing pedagogical plans based on competency-based education.

A system shall be developed by the State/UT governments for assessment of performance of Teachers CPD based on multiple parameters such as peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community or based on National Professional Standards for Teachers (NPST) for Career Management and Progression (CMP).

The NEP 2020 further states that “a common guiding set of NPST will be developed by 2022, that would cover expectations of the role of the teacher including library staff at different levels of expertise, and the competencies required for that stage. It will also comprise standards for performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programmes. This could then be adopted by states and determine all aspects of teachers career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal”.

The NCERT has been entrusted to devise and develop the CPD modalities for all teachers of school education, school heads, education supervisors, library staff etc.

As has already been stated, the NEP 2020 has recommended 50 hours of CPD for each teacher, school leader and teacher educator at the local, regional, state, national and international level activities. The CPD will be conducted via face-to-face and hands-on-experience mode. This will be based on the teachers’ needs and future plan for updating their knowledge, skills, and competencies for achieving the expected learning outcomes. Besides this, teachers will get an opportunity to participate in well-planned online, and open and distance mode. This mode will be based on the cafeteria approach where teachers can select the module according to their professional needs. This blended approach of CPD will provide scope to the teachers to complete their 50 hours of CPD in a year. Both the blended mode and the cafeteria approach will be planned and designed by respective authorities as per the needs of teachers.

Face-to-Face Mode The face-to-face mode shall have 1 hour 30 minutes duration per session and each session will have a lecture and hands-on activity. There can be 4 sessions in a day, which will be 6 hours.

Online Mode and Distance Mode Teachers and head teachers must self-study and participate in online activities for completing some part of 50 hours of CPD. The NISHTHA, the DIKSHA portal provides 4 hours of content and activities for each module. The courses under National Institute of Open School (NIOS)/State Open School/MOOCs should also be included in CPD as per their course hours.

Other CPD activities may be assessed through -

1. Paper publication (in recognised journals and magazines) and presentation

- A. Paper publication /presentation at the local level: Half day (3 hours)
- B. Paper publication /presentation at the National level: One day (6 hours)
- C. Paper publication /presentation at International level: Two day (12 hours)

2. Content development and other academic performing activities

- A. E-content development/module development/book/chapters in books/translation etc. for school education subjects: Two days (12 hours)
- B. Action research/innovative projects/case studies: Three days (18 hours)
- C. Field visit in model schools or innovative work with the community: One day (6 hours)
- D. Half hour live session/discussion on PM e-Vidya channel: Half day (3 hours) and for one hour or more live session/discussion on PM e-Vidya channel/ others: One day (6 hours)
- E. Expert/Resource Person in a session (in a face-to-face platform)/ paper presentation, participation as speaker in workshops/ seminars etc.: Half day (3 hours)
- F. Question paper setting of a school subject: Half day (3 hours)

- G. Working examiner/ external examiner for evaluating answer sheets/practical/project work as per instruction. The working hours may be calculated based on the nature of work and will be decided by the concerned authority.

Assessment Mechanism The teacher and head teacher should submit their 50 hours completed CPD documents on e-portfolio and apprise their concerned BRC/BEO/DEO. The documents shall be assessed by the committee notified by the District Education Officer (DEO). The successfully completed 50 hours CPD data/information of the respective teachers / head teachers may be upload on the UDISE+ portal. These CPD guidelines may be implemented in state government recognised and state education boards affiliated aided and non-aided schools.

NCERT further sets a guideline for an annual plan of the CPD that may be followed by the states.

- Each state and organisations will plan an annual CPD calendar for face-to-face (workshop) and online CPD activities. Teachers and head teachers will get options to select their courses (online/offline/open and distance mode) as per their needs and availability.
- Annual CPD calendar will be prepared in a scientific way so that teachers and head teachers will complete CPD in a systematic manner. It is suggested that in each quarter a teacher and head teacher must complete minimum 12 hours of CPD activities and remaining 2 hours of CPD can be completed any time in the year.
- If teacher or head teacher attends a face-to-face workshop of 30 hours in a particular month then the remaining hours will be completed in a systematic way as suggested above.
- The calendar will also give appropriate assessment procedure for every CPD activity for systematic assessment of CPD portfolio (50 hours in a year). There will be a separate online CPD portal for portfolio, so that teachers and head teachers will create their own e-portfolio as per suggested guidelines by state government.

Some other academic activities that may be undertaken includes-

- The 50 hours of CPD also includes teachers and head teachers performing academic activities other than online/offline courses. The academic contribution in workshops, seminars, and conferences teachers/head teachers as chairperson, repertoire, speaker, panelist, organiser, etc.
- Publication of paper is also to be included in other academic activities.
- Participation in field, exposure or faculty exchange visits, programmes, etc., will be added in CPD activities.
- Content development (e-resources as well) for modules, reference books, textbook, etc., will also be a part of CPD.

The **bottom-up CPD** activities has much importance because they are materialized after the teacher feel the need to inculcate those initiatives for improving his/her teaching proficiency. Some of the bottom-up initiatives through which the teachers can develop their professionalism.

1. **Observe colleagues class:** The process of observation of colleagues class and provide feedback facilitates discussion and exchange of practical and relevant ideas. Sometimes two observers may be employed for the purpose. In this case, the feedback of both the colleagues need to be compared.

Analysis of the feedback in its true spirit will help us understand our strength and weaknesses in teaching.

2. **Teacher Portfolio study:** It is nothing but a collection of documents and other items that records information about different aspects of teachers work. It is a compilation of professional thoughts, goals and experiences that allows one to reflect on his teaching. It is living documents which presents who you are, what you do, , why you do it, where you have been, where you are, where you want to go and how you plan on getting there.
3. **Feedback from students:** If taken in its true spirit this CPD initiatives can help in the making of a great teacher.
4. **Faculty exchange:** Exchanging faculty from nearby institutions to teach and interact with faculty of the institution on varied aspects of teaching-learning and evaluation.
5. **Coach each other:** Peer coaching and mentoring is increasing in popularity. Peer support and collaboration plays many roles. Continuing peer support can provide a forum for discussion that would not be possible at all time with the outside expertise.
6. **Teachers' diary:** A Diary is for keeping record of a teacher's daily activities associated with the teaching-learning process i.e. what he/she has done at school, home, online, and offline, attending training/ seminars and chatting with friends in social networking sites should be recorded in the diary. Reading the diary every next day would help the teacher in his professionalism.

Conclusion: The 50 hours of Teachers' CPD is expected to bring radical change in the teaching-learning scenario. The monitoring and assessment agency need to be strict and vigil. All the expected changes rests upon the teachers. We cannot be developed; development is something we do to ourselves.

References:

1. Bolitho, Rod and Amol Padwad (2013), Continuing Professional development Lessons from India. British Council, New Delhi: India.
2. Institute of Learning (2009). Guidelines for your Continuing Professional Development (CPD). www.ifl.ac.uk
3. Rose, Jo and David Reynolds (2009). Teachers Continuing Professional Development: A New Approach. 20th Annual World ICSEI, UK.
4. <https://www.education.gov.in> › mhrd › files Retrieved on 16/6/2023
5. <https://ncert.nic.in/pdf/Guidelines50HoursCpd.pdf> Retrieved on 16/6/2023