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**Empowering Educators: Navigating Continuous Professional Development In Alignment
With NEP 2020 In India.**

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Abstract

Faculty development programs help in building and reconstructing the growth of teachers professionally and academically. The researcher in this article highlights the outcomes of faculty development programs in India its role in providing Continuous professional development (CPD) to teachers. There is a shift in learning and teaching as one can do these courses online. In this Article a brief review of the objectives CPD and understanding the learners. For upgrading new skills according to the desired need teacher has to be upgraded with the technology and continued learning is the only option. For this NEP-2020 had shed light on CPD. Since the environment in which we live and work is changing quickly, we must all be ready for the unknowable future. Therefore, in order to promote the entire development of learners, educators and students alike must cultivate the 21st century skills and critical competences in education.

Keywords: continuous professional development, nep-2020, educators

Introduction

Opportunities for professional development are necessary for both seasoned educators

and newcomers. Professional development encourages the acknowledgment of the hard work that seasoned educators do in difficult circumstances in addition to offering chances for fresh learning, investigation, improvement, and development. Therefore, it is possible to conceptualise teacher professional development as a continuous process of learning that begins with pre-service teacher education and lasts until the teacher retires from the teaching profession.

In addition to knowing the "what" and "how" of their career, a "professional" teacher must also understand the "why" and "when" of it. Accordingly, a professional teacher is more than just an expert in their field and a highly qualified "technician" who can offer.

The concept of teacher professional development has evolved over time and does not have a specific start date. The idea of supporting and improving the skills and knowledge of teachers has existed for many years, but formal, structured professional development programs for teachers began to attract more attention in the second half of the 20th century.

In the United States, for example, the National Defence Education Act of 1958 marked a significant point in the federal government's involvement in education and included provisions for teacher professional development. Throughout the 1960s and 1970s, there was an increased emphasis on teacher training and development as part of broader educational reforms.

However, it's crucial to note that informal forms of professional development, such as teacher collaboration and mentoring, have likely been happening for much longer. The understanding of effective teacher professional development has continued to evolve, with ongoing research and efforts to improve its impact on teacher practice and student learning.

Concept of Professional Development of Teachers

Faculty development is a continuous process that starts when their professional course is completed and when they enter into their career and it endures until retirement. This process is typically seen as a continuum with several phases, including the pre-service induction phase (for newly hired in-service teachers) and the teaching phase (during which teachers who have finished the initial teaching phase engage in ongoing professional development). A broad range of institutions, organisations, and businesses conduct continuing education for adults for occupational updating and improvement. This form of education typically involves brief, concentrated, specialized programs, often organized based on the broader field of specialization, such as ongoing medical education or continuous legal education. This definition of continuing professional education is found in C. V. Good's Dictionary of Education (1973).

Review of Literature

According to Prabhu (2012), there are various activities that involved in the process of professional development, a teacher should be an enthusiastic learner and should continuously engage in upgrading their professional development through watching educational videos or recorded classes and discussion with their peers and heads. A teacher should always improve their teaching styles and should learn different pedagogy and should apply it in the classroom. Another action is there should be open ended conversation between their peers and subject expert regarding different pedagogies used in the classroom. Richards and Farewell (2005) describes teacher learning as a long cognitive process that requires continuous improvement and the learning should be a never-ending process for teachers. In addition to developing computer skills

and competences, teacher training programmes also contribute positively to the development of positive attitudes and beliefs, all of which are critical for the effective use of ICT. ICT should be viewed by schools as an essential part of the curriculum, and they should encourage instructors from all academic departments to get trained in and use ICT in the classroom. (Prema Basargekar and Chandan Singhavi. 2019).

The new Education Policy aims in building strength in educators by giving them opportunities for their self-development and learn new skills and impart them in their learners. For this a teacher must involve in various activities apart from teaching and should continuously focus on self-development through attending webinars, seminars, workshops and conferences organized by government institutions and agencies. In the national education policy, it is advised that every teacher should complete a specific duration of time like 50 hours in developing themselves professionally. A teacher should learn different pedagogy and should practice experiential learning, arts, sports and their integration into education and should enhance their story telling skills for getting best results in the teaching learning process.

For the heads of the schools, it is recommended that higher authorities should share and motivate their peers for continuous professional development (CPD). National education policy also states that school principals, supervisors and academic heads should learn and attend leadership and management workshops and should develop modules and share their best management skills with their peers and train others professionally. The National education Policy Document recommended that teachers should associate with different training programmes after joining their services apart from regular yearly in-service programmes.

Viewing different needs in the developmental programmes the Government and policy makers

have suggested different guidelines and objectives framed for organising the CPD programmes:

1. To give educators the tools they need to rethink civic education in light of human rights and innovative teaching strategies.
2. To aware the educators with morals and constitutional values.
3. Place a strong emphasis on protecting the environment, living in balance with one's natural and social surroundings, and fostering the qualities necessary for a calm and democratic way of life.
4. To instill the qualities and skills of a councilor in the educators for addressing different psychological needs in their learners.
5. To educate about arts in the teachers and to use it as an effective pedagogical tool for their teaching.
6. To inculcate the sportsmanship skills in their students by integrating sports in education.
7. To establish healthy learning environment in the classrooms
8. To implement a holistic development in the learners.
9. To impart their learners with 21st century skills such as problem solving, decision making, creative thinking, critical analyzing, collaboration and communication.
10. To impart in the life skills.
11. To instill inclusive education and learning with everyone and to become a lifelong learner.

CPDs at Various Levels in India

Continuous professional development for teachers at national, state, district, block and clusters level and their institutions and the agency conducting the developmental programs.

There are different levels of institutions and agencies that government had set up for continuous professional development for teachers like at national level ministry of education sponsored various faculty development programs like national council for education for research and training, National Institute of Educational Planning and Administration, Indira Gandhi national open university, National institute for open learning, University Grants commission, National Council for teacher education, Kendriya Vidyalaya Sanghathan, Navodya Vidyalaya samiti, central Tibetan school administration, Eklaya model residential schools, atomic energy education society, Sainik schools, central board of secondary education , council for the Indian school certificate examinations, teacher education institutes working under human resource development centre and they tie up with the state and national universities and conduct various programs. At state level the agencies and the institutions are State council for educational research and training which are present in every state special course and special program of study, State Institute Of Educational Management And Training, college of teachers education, the institute of advanced studied in education and department of educations in state university. At district block and clusters various agencies such as district institute of educational training, BRITEs and CRCs run different programs for the development of teachers. These institutions co-ordinate, co-operate and share their responsibilities for designing the curriculum and training sessions and also implement courses according to the need at their level.

Teacher's Role

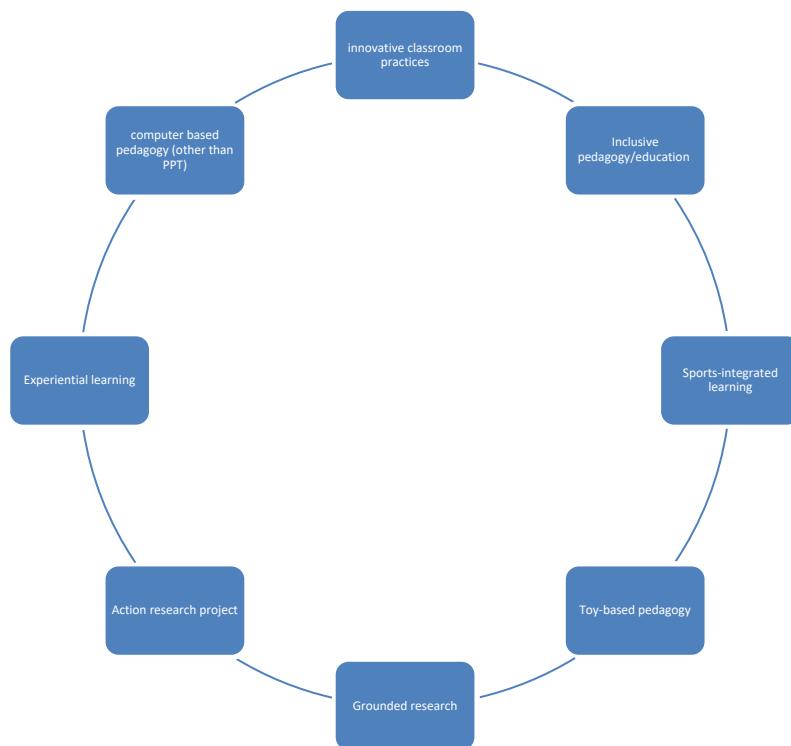
The responsibility of the teacher is to comprehend students, the intricacies of teaching, the cognitive processes involved in learning, and the relationships between education, schools,

and society. It's critical that educators comprehend the health, wellbeing, and wellness of their students. Recognising gender in relation to education and society, as well as establishing an inclusive classroom in line with curriculum creation, pedagogical transaction, and knowledge construction. As in Indian culture is rich and its roots are widely spread which consist of values, morals and ethics. The constitutional values such as drafting policy documents and reviewing it and formulating policies, commissions and reports for different centrally, state and union territories.

Competency-Driven Instruction in Specific Subjects:

Figure 1

Subject-specific Competency-Based Pedagogical Approach



Exploring Contemporary Teaching-Learning Paradigms: Experiential Learning, Problem Solving, and ICT Integration in the Twenty-First Century. Various methods to enhance classroom practices should be followed like action, n research, experiential learning, grounded research etc for subject specific competency based pedagogical approach.

The National education policy in 2020 had stated that the Professional development program will be must for all. The current education system 10+2 will be permanently discarded and the new framework of the plan will be 5+3+3+4 will be adopted. The new program called Early Childhood care and Education will be starting in for 3 years age students. And their will be child care schools known as Anganwadis, each and every stage of teaching will be given proper training for developing different skills in the learners. There will be proper facilities given for the development of teachers. (MHRD, National Education Policy 2020).

Conclusion and Suggestions

From the above it is concluded that government has been planning for strategic development and continuous development for teachers so it is in addition to developing computer skills and competences, teacher training programmes also contribute positively to the development of positive attitudes and beliefs, all of which are critical for the effective use of ICT. The establishment of periodic monitoring and feedback loops is critical to the design and delivery of high-quality patient care. Providers, be they districts, schools, or others, can establish a cycle of continual development with the use of such monitoring. Desimone, L. M., & Garet, M. S.2015).

ICT should be viewed by schools as an essential part of the curriculum, and they should

encourage instructors from all academic departments to get trained in and use ICT in the classroom.

It is advised that schools allocate enough funds, both in terms of computers and Internet connection, to support ICT-related instruction. Schools that are having trouble raising the necessary cash may want to think about forming a Public-Private Partnership.

The absence of relevant academic content in regional languages is one of the major issues. Several social organisations, such the Kotak Education Foundation and the Pratham InfoTech Foundation, have been actively involved in the subject of digital education in vernacular languages in recent years. It is advised that educational institutions think about working with these groups to develop and implement the curriculum.

Additionally, it is advised that state governments support the creation of an educational environment that embraces ICT by funding and planning teacher preparation courses, providing funding for computer infrastructure, and incorporating ICT even more into the curriculum.

In order to effectively integrate ICT in the classroom, teachers will also need to be more adaptable when it comes to managing their time, assigning assignments, and evaluating their pupils. Reduced emphasis on exam-oriented curricula and learner-centric teaching methodology are also necessary for the effective use of ICT.

For effective CPD teachers and educators should become a good learner and adapt and learn these skills and attend these programs continuously for better growth and development.

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