Teacher Professional Development Through the Lens of NEP2020

Sunil Lakra
Assistant Professor
Loyola College of Education, Namchi
Email: sunillakrasj@gmail.com

Abstract

India's National Education Policy (NEP) 2020, which aims to create an inclusive, equitable, and future-ready system, marks the beginning of a revolutionary period in the country's educational landscape. The fundamental role that educators play in fostering creativity, self-determination, and academic achievement is at the centre of this vision. In the context of NEP 2020, this abstract offers a thorough overview of the state of teacher professional development (TPD).It explores the key principles, priorities, and strategies underpinning TPD initiatives, elucidating their critical significance in shaping the quality, relevance, and effectiveness of education delivery. Through an examination of NEP 2020's perspectives on continuous learning, pedagogical innovation, technology integration, inclusive education, assessment practices, collaborative learning communities, and professional recognition, this abstract offers insights into the multifaceted dimensions of TPD in the context of educational reform. By delving into the intersections of policy imperatives, teacher capacities, and educational outcomes, it seeks to contribute to a nuanced understanding of the evolving landscape of teacher professional development in the era of NEP 2020

Keywords: Revolutionary, inclusive, equitable, priorities, innovation

Introduction

In the dynamic landscape of educational reform, the role of teacher professional development (TPD) stands as an essential for sustainable progress. Within this framework, the National Education Policy (NEP) of 2020 in India emerges as a significant landmark, setting forth a visionary roadmap to renew the nation's educational landscape. Central to this revitalization is the imperative to empower teachers through robust professional development initiatives.

This study examines the many facets of teacher professional development in the context of NEP 2020 with the goal of clarifying its tenets, approaches, difficulties, and possible results. It aims to disentangle the complex interactions between institutional processes, policy

imperatives, and the actualities of teacher capacity building in India through a thorough analysis.

This research looks at the theoretical foundations of TPD and places it in the context of NEP 2020 in order to outline a plan for successful implementation. Adapted to the distinct socio-cultural environment and educational terrain of the entire India, it aims to investigate cutting-edge approaches, best practices, and lessons gained from international experiences.

This study mainly serves as inspiration within the parameters of India's National Education Policy 2020, shedding light on the path to a creative teacher professional development journey. With increased understanding of the possibilities and challenges involved. This endeavour seeks to establish educational quality and equity in India. In order to achieve this goal, the educators need to foster coordination, cooperation and collaboration.

The Concept of Continuous Professional Development

The professional development of teachers is a lifelong learning process, which starts from initial teacher education phase and continues till their retirement. This process is generally visualised as a continuum, which comprises stages, such as initial preparatory phase (pre-service), induction phase (beginning in-service teachers), becoming phase or teaching phase (in which those teachers who have completed initial phase of teaching undergo continuous professional development).

In his Dictionary of Education, C V Good (1973) defines Continuing Professional Education as "the continuing education of adults for occupational updating and improvement conducted by a wide variety of institutions, organisations, and businesses, which usually consists of short-term, intensive, specialised learning experiences often categorised by general field of specialisation, such as continuing medical education or continuing legal education".

Further, Wallace (2015) defines Continuing Professional Development (CPD) as "continuation of a teacher's professional development beyond their initial training, qualification, and induction. This may take many forms, including participating in on short courses to update skills or knowledge; longer courses of study, such as diplomas and postgraduate degrees in education; staff development events held within the teacher's own institution; conferences; mentoring; and peer assessment".

Prabhu (2012) indicates four kinds of activities that are likely to start to prompt the professional learning process, i.e. teachers' growth. The first activity is viewing someone else's teaching, either live or video-recorded. The second activity, he suggests, is the teacher

making pedagogic decision in the classroom in light of when it happens and how he perceived it at the time. The third activity is the teacher's communicating of their current pedagogic understanding to a fellow teacher. The fourth activity is teacher interacting with the explicit pedagogic perceptions of specialists in the field as they appear in the professional literature.

The concept TPD can be summarised under three categories, viz.

(i)   Teacher learning as a cognitive process;

(ii)   Teacher learning as personal construction and

(iii)   Teacher learning as reflective practice.

The term, 'professional development' refers to the development of a person in their professional role. Thus, teacher professional development, in its broad meaning, refers to the "professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically".

(Glatthorn, 1995) It means Continuous Professional Development includes the consciously planned activities which will aid in the teaching career of a teacher or head teacher to update the existing knowledge or new learning through online and offline mode.

Teacher Professional Development (TPD) refers to the process through which educators enhance their knowledge, skills, attitudes, and practices to improve teaching and learning outcomes. It encompasses a range of activities and initiatives aimed at supporting teachers in their professional growth and development throughout their careers.

TPD is a dynamic and ongoing process that recognizes the evolving nature of education and the need for teachers to continuously adapt and refine their practices. It involves opportunities for learning, reflection, collaboration, and innovation, all of which contribute to the enhancement of teaching effectiveness and student achievement.

Teacher professional development is viewed through the lens of NEP2020 with following aims:

1. Continuous Learning and Training:

NEP 2020 emphasizes the need for continuous learning and improvising skills of teachers to keep pace with evolving educational paradigms. TPD programs are designed to equip teachers with the necessary knowledge, skills, and competencies to cater to diverse learner needs and integrate innovative pedagogies. The NEP 2020 recommend 50 hours of CPD for

teachers, head teachers and teacher educators, with the use of latest pedagogy and autonomy given to teachers to choose activities according to their needs.

2. **Emphasis on Pedagogical Practices**:

The NEP highlights the need to replace memorization with holistic, experiential, and inquiry-based learning strategies. The goal of TPD efforts is to develop a deeper knowledge of pedagogical approaches that support students' creativity, critical thinking, problem-solving, and communication abilities.

3. **Technology Integration:**

In order to improve learning outcomes, NEP 2020 promotes the use of technology in education. The main goal of TPD programs is to increase teachers' proficiency with digital tools so they can use them to enhance the teaching-learning process.

4. **Inclusive Education:**

To guarantee fair access and involvement for all students, including those with special needs, the policy places a strong emphasis on inclusive education. Training in inclusive teaching methods, differentiation techniques, and building welcoming learning environments for a variety of learners is offered through TPD initiatives.

5. **Assessment and Feedback:**

Competency-based assessment is prioritized above traditional examinations in NEP 2020. Through TPD programs, educators can improve their abilities in formative assessment, timely feedback, and the use of assessment results to guide instruction and enhance student learning.

6. **Collaborative Learning Communities:**
Both inside and between institutions, the policy promotes the creation of collaborative learning communities. TPD activities encourage teachers to work together to address difficulties facing the teaching profession, discuss best practices, and participate in peer learning.

7. **Professional Autonomy and Recognition:**
NEP 2020 aims to give teachers more possibilities for career progression as well as increased professional autonomy. TPD programs assist educators in acquiring new knowledge, growing as leaders, and being acknowledged for their contributions to high-quality education.

Objectives of Continuous Professional Development:

1. Demonstrate human, ethical, and constitutional values

to make teachers more aware of the need to model and impart human and constitutional values to their students, such as empathy, decency, cleanliness, civility, a spirit of democracy, service, preservation of public property, scientific temper, liberty, responsibility, pluralism, equality, and justice.

2. Enhancement of Skills:

The goal of CPD is to advance and develop specialized skills that are pertinent to a professional's field. Technical proficiency, effective communication, leadership, and any other abilities required for success in their line of work could be included in this.

3. Expanding Knowledge:

Continuing Professional Development (CPD) assists professionals in keeping abreast of the most recent developments, trends, and industry best practices. Gaining information and comprehending new theories, technologies, rules, and procedures are all part of it.

4. Career Advancement:

Through CPD, professionals can get new credentials, licenses, or certificates that will help them progress in their careers. It helps people show that they are dedicated to lifelong learning and growth, which can result in possibilities for job changes, pay raises, and promotions.

5. Professional Networking:

Networking with peers, mentors, experts in the field, and other professionals is an integral part of continuing professional development (CPD) activities. Creating and preserving a strong professional network can offer priceless assistance, guidance, and chances for cooperation and advancement in one's career.

6. Maintaining Competence:

To operate morally and successfully, professionals in many fields need to uphold a particular degree of competency or expertise. Through constant skill and knowledge updating, CPD guarantees that people remain competent in their field of expertise.

7. Adaptation to Change:

In today's rapidly evolving world, CPD helps professionals adapt to changes in their industry, such as technological advancements, economic shifts, regulatory updates, or changes in consumer behaviour. It encourages flexibility, innovation, and resilience in the face of change.

8. Personal Development:

CPD is not just about professional growth; it also fosters personal development. It can improve confidence, self-awareness, resilience, and other qualities that contribute to overall success and well-being.

9. Ethical and Legal Compliance:

Many professions have ethical and legal obligations that professionals must adhere to. CPD can include training on ethical standards, professional codes of conduct, and legal requirements to ensure compliance and uphold professional integrity.

10. Improving Performance and Productivity:

By continually enhancing skills and knowledge, CPD can lead to improved performance and productivity in the workplace. This benefits both the individual and their employer by driving innovation, efficiency, and quality of work.

11. Lifelong Learning Culture:

CPD fosters a culture of lifelong learning within organizations and industries. It encourages individuals to take ownership of their learning and development and creates an environment where continuous improvement is valued and supported.

Conclusion

In conclusion, the National Education Policy (NEP) 2020 provides a comprehensive framework for advancing teacher professional development in India. Through its emphasis on continuous learning, multi-dimensional skill enhancement, and leveraging technology, NEP 2020 highlights the critical role of teachers in shaping the future of education. By promoting autonomy, flexibility, and a culture of collaboration, NEP 2020 creates an environment conducive to fostering innovative teaching practices and nurturing holistic development among educators.

To further educate teachers to meet the diverse needs of 21st-century learners, the NEP 2020 places a strong emphasis on contextualized training programs, mentorship opportunities, and

the integration of global best practices. In addition to improving teaching quality, NEP 2020 encourages a culture of excellence and lifelong learning among educators by coordinating professional development programs for teachers with the changing needs of the educational environment.

Yet, legislators, educational institutions, and other stakeholders must work together to successfully execute NEP 2020's goal for teacher professional development. All teachers must have equitable access to high-quality professional development opportunities, which requires sufficient funding for infrastructure, resources, and capacity-building programs. Maintaining long-term advancements in the educational system also depends on creating a supportive environment that recognizes the knowledge and accomplishments of educators. NEP 2020, as a whole, establishes the groundwork for a revolutionary path that will enable educators to become agents of change and creativity in the field of education. We can unleash the full potential of India's educational ecosystem and guarantee a better future for future generations by making investments in their professional development and well-being.

Reference

1. Collins, J.W. and N.P. O'Brien. 2003. *The Greenwood Dictionary of Education.* Greenwood *CPD Guidelines based on NEP 2020* **41**

2. Darling-Hammond, L., R.C. Wei and A. Andree. 2010. *How High-Achieving Countries Develop Great Teachers.* Stanford Center for opportunity policy in education, California.

3. Day, C. 1999. *Developing Teachers: The challenges of lifelong learning.* Routledge Falmer: Taylor and Francis group, New York.

4. Glatthorn, A. 1995. Teacher Development. In L. Anderson, *International Encyclopedia of Teaching and Teacher Education* (Second ed.). Pergamon Press, London. Good, C.V. 1973. *Dictionary of Education.* Phi Delta Kappa.

5. Jarvis, P. 2005. *International Dictionary of Adult and Continuing Education.* Taylor and Francis.

6. Ministry of Human Resource Development. 2012. *Vision of Teacher Education in India: Quality and Regulatory Perspective.* MHRD, Government of India, New Delhi.

7. Ministry of Human Resource Development. 2020. *National Education Policy 2020.* MHRD, Government of India, New Delhi.

8. Ministry of Human Resource Development, Guidelines for Innovative Pedagogical Approaches and Evaluation Reforms, National Education Policy 2020, , Government of India

9. MoE. 2020. *Policy on School Bag 2020.* National Council of Educational Research and Training, New Delhi.

10. NCTE. 2009. *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers*. National Council of Teacher Education, New Delhi. Pallai, P. 2013. Use of Educational Satellite in Teacher Education.
11. Pallai, P. 2013. Use of Educational Satellite in Teacher Education. *Techno Learn: An International Journal of Educational Technology*. pp. 11–18.
12. Prabhu, N.S. 2012. Teachers' Growth. In *Indian Voices in ELT*. pp. 1–12. Viva, New Delhi.
13. Richards, J.C. and T.S. Farrell. 2005. Professional Development for language Teachers: Strategies for Teacher Learning. *In Cambridge Language Education*. Cambridge University Press, United States of America.
14. UNESCO. 2015. *Teaching the Sustainable Development Goals*. Engagement Global, Bonn.
15. UNESCO. 2019. *Teacher Policy Development Guide*. UNESCO, France Villegas-Reimers, E. 2003. *Teacher Professional Development: An international review of The literature*. International Institute for Educational Planning, UNESCO, Paris.
16. Wallace, S. 2015. *A Dictionary of Education*. Oxford University Press, Great Britain. Education for Sustainable Development (ESD). https://1library.net/article/education-for-sustainable-development