Guidelines for 50 Hours of Continuous Professional Development for Teachers, Head Teachers and Teacher Educators

Based on National Education Policy 2020







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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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Foreword

The twenty-first century competences and skills are basic requirements for all of us including teachers, head teachers, teacher educators and other stakeholders in the present rapidly changing world. The National Education Policy 2020 emphasises that the teacher has to be brought to the centre of fundamental reforms in education. Thus, teachers assume the central place in the entire scheme of learning process. Consequently, an increased importance has been placed on the necessity for the professional development of teachers and other concerned stakeholders in order to bring a qualitative change in the education system.

It is, therefore, significant to mention that the NEP 2020 emphasises Continuous Professional Development (CPD) for teachers, head teaches and teacher educators with an aim to provide them adequate opportunities for self-improvement and to learn about the latest innovations and advancements in their profession. The policy also expects from them to participate in at least 50 hours of CPD every year for their professional development, driven by their self-interests and with an understanding of the concept of learning as lifelong process.

Keeping focus on the holistic development, the National Council of Educational Research and Training (NCERT) has developed 50-hour CPD guidelines for teachers, head teachers and teacher educators. This guideline covers all the major areas as envisaged in NEP 2020 as well as the most recent pedagogies, such as arts-integrated, sports-integrated and storytelling-based approaches, among others. It also includes a variety of programmes and activities for participants that encourage pro-active learning engagement from the ground level. The blended mode (online and offline) and cafeteria approach suggested in the guideline will provide autonomy to teachers for choosing programmes or activities according to their curricular and local educational needs. This guideline will be of immense help to the institutions offering CPD programme in a blended mode. The guidelines are suggestive and can be adapted or adopted by the States/Union Territories and organisations, such as NVS, KVS, CBSE, EMRS, NIOS, NIEPA, etc., for designing and implementing CPD programmes.

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The Department of Teacher Education (NCERT) deserves high appreciation for the development of these guidelines. The Council welcomes feedback from the users to further enhance the quality and usability of this guideline towards quality education.

New Delhi
July 2022

Dinesh Prasad Saklani
Director
National Council of Educational
Research and Training

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Preface

In this digital era, where the world is converging towards global citizenship, the leading edge of technology amelioration not only connects people across the globe but also aids in knowledge sharing, upgrading skills and hands-on experience, thus augmenting the competencies facilitating the practice of developing a sustainable and human world. And to achieve these aims of global citizenship education, peace education, education for sustainable development, we need to invigorate the process of teaching and teacher education unquestionably to gain ground beyond the boundaries of international and inter-cultural understanding.

Continuous professional development (CPD) is one such pronounced approach in the field of teacher education recommended under the National Education Policy 2020. It provides opportunities to teachers, to aggrandize with the changing world in order to achieve expected learning outcomes of learners.

In this context of continuous professional development, the National Education Policy 2020 proposes at least 50 hours of autonomous and enthusiastic participation of teachers and Head teachers in the orchestrated CPD programmes every year. Multiple modes of partaking including online and offline mode together with workshops, MOOC's, NISHTHA, paper publication, content development, etc., would be open to the applicants.

NCERT has developed suggestive CPD guidelines, covering all the significant areas of teacher education, tailored to the time and needs of teachers and Head teachers. The suggested guidelines under the 50 hours of CPD programme would comprise various programmes and activities for participants with allotted time for each activity. The focus of the suggested pursuit is to encourage proactive learning and community participation following a bottom-up approach. The blended mode and cafeteria approach suggested in the document will provide autonomy to teachers to choose programmes/activities according to their time schedule and curricular needs, thus fostering their first-hand experiences.

The stated guidelines suggest teachers to maintain an e-portfolio which would make it handy for them to analyse their skills, set goals and objectives accordingly. Also, the e-portfolio will be linked to their Career Management and Progression (CMP) and National Professional Standards for Teachers (NPST). Teachers simply have to update their e-portfolio with certificates/evidence

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supporting completion of 50 hours of CPD programme. The e-portfolio will be finally assessed at the end of the session by a notified authority/unit (Head teacher, CRCC, BRCC, DIET Principal, Principal of CTE/IASE, etc.).

The advocated guidelines will prominently help the institutions offering CPD programmes in blended mode (online and offline) as specified directions would definitely assist the teachers in achieving the curriculum and learning objectives with the appropriate and convenient usage of Teaching and Learning Materials. The easy-to-drive suggestions would not only provide autonomy to teachers to participate exuberantly, but this would also conspicuously help them to gain professional prowess while catering to their skill set needs and address their quotidian issues.

I sincerely hope that the CPD guidelines will be found useful by teacher education institutions, administrators, officers, teacher educators, teachers, NGOs and other stakeholders equally.

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New Delhi
March 2022

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Abbreviations

AEES	Atomic Energy Education Society
BITE	Block Institute of Teacher Education
BPOs	Block Project Offices
BRCs	Block Resource Centres
BRCC	Block Resource Centre Coordinator
CBSE	Central Board of Secondary Education
CCE	Continuous and Comprehensive Evaluation
CISCE	Council for the Indian School Certificate Examinations
CMP	Career Management and Progression
CPD	Continuous Professional Development/ Continuing Professional Development
CRCs	Cluster Resource Centre
CRCC	Cluster Resource Centre Coordinator
CTE	College of Teacher Education
CTSA	Central Tibetan School Administration
DCF	Data Capture Format
DIET	District Institute for Education and Training
DIKSHA	Digital Infrastructure for Knowledge Sharing
DPEP	District Primary Education Programme
DPO	District Project Office
ECCE	Early Childhood Care and Education
EDUSAT	Educational Satellite
EMRS	Eklavya Model Residential School
ESD	Education for Sustainable Development
e-TLM	Electronic Teaching–Learning Material
HRDC	Human Resource Development Centre
IASE	Institute of Advanced Studies in Education
ICT	Information and Communication Technology
IGNOU	Indira Gandhi National Open University

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INSET	In-service Training
ISRO	Indian Space Research Organisation
IVRS	Interactive Voice Response System
KRPs	Key Resource Persons
KVS	Kendriya Vidyalaya Sangathan
MCQ	Multiple Choice Question
MoE	Ministry of Education
MOOC	Massive Open Online Course
MSQ	Multiple Select Question
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCFTE	National Curriculum Framework for Teacher Education
NCTE	National Council of Teacher Education
NEP	National Education Policy
NGO	Non-governmental Organisation
NIEPA	National Institute of Educational Planning and Administration
NIOS	National Institute of Open Schooling
NIPUN	National Initiative for Proficiency in Reading with Understanding and Numeracy
NISHTHA	National Initiative for School Heads' and Teachers' Holistic Advancement
NPE	National Policy on Education
NPST	National Professional Standards for Teachers
NRG	National Resource Group
NVS	Navodaya Vidyalaya Samiti
PMMMNMTT	Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching
PMOST	Programme of Mass Orientation of School Teachers
PPT	Power Point Presentation
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RPs	Resource Persons

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RTE	Right of Children to Free and Compulsory Education
SCERT	State Council of Educational Research and Training
SDG	Sustainable Development Goal
SIEs	State Institute of Education
SIEMAT	State Institute of Educational Management and Training
SOPT	Special Orientation Programme for Primary Teachers
SPOs	State Project offices
SRPs-L	State Resource Persons-Leadership
SSA	Sarva Shiksha Abhiyan
SWAYAM	Study Webs of Active–Learning for Young Aspiring Minds
TEIs	Teacher Education Institutions
UDISE+	Unified District Information System for Education
UEE	Universalisation of Elementary Education
UGC	University Grants Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

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I am uncompromising in the matter of woman's rights. In my opinion, she should labour under no legal disability not suffered by man. I should treat the daughters and sons on a footing of perfect equality.

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Introduction

The centrality of teachers in bringing reforms in education has long been recognised by various policy documents, as well as by the reports of various educational commissions and committees. While recognising the need to restore respect for teachers in society, the recently promulgated National Education Policy 2020 asserts that the teacher has to be brought to the centre of fundamental reforms in education. Thus, teachers are seen as the heart of the learning process. In other words, teachers are not only seen as the most important 'element' that needs to be changed to improve the education system, but they are also recognised as significant agents of change for implementing educational reforms. As a consequence, an increased emphasis has been placed on the need of professional development of teachers. This new emphasis on professional development of teachers is a welcome thing as it recognises the complexity of the work of teachers and also supports the idea of teaching as a profession.

Professional development opportunities are needed for both experienced and novice (beginner) teachers. Professional development not only provides opportunities for new learning, exploration, growth and development, but also promotes the recognition of hard work that experienced teachers do under demanding conditions. Thus, professional development of teachers can be understood as a lifelong learning process, which starts with the pre-service education of teachers, but continues until teachers retire from their service.

A teacher in a school system is expected to perform a number of teaching and organisational functions. Some of the teaching functions include planning, designing and implementing teaching-learning activities, carrying out student assessment, organising different curricular, co-curricular activities, etc. Organisational functions include participation in school administration and management,

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school development, interaction with community, etc. The knowledge and skills required to perform different teaching and organisational functions are generally acquired by a teacher through structured initial teacher education programme. The teaching profession, like any other professional areas always evolves with new knowledge and skills generated through experience, research and development carried out in the field of education. A teacher in the school system needs to be updated with new knowledge and skills emerging out of research. At the same time, a teacher's situated knowledge of their practice, the reflections on the practise and ideas about changing practices also need to be shared with other teachers and experts for wider learning, debate and discussion.

A 'professional' teacher does not only need to have knowledge of 'what' and 'how' of their practice, but also needs to have the knowledge of the 'why' and 'when' of their practice. This means that a professional teacher is not merely a master of their subject and a highly skilled 'technician' (who is able to deliver standardised lessons effectively and implement the objectives decided by experts without giving enough thought to the everyday realities of life in schools and classrooms), but a 'transformative intellectual' (capable of thinking critically and reflexively about why they are doing what they have been doing and constantly striving to understand the nature of schooling and work towards bringing liberatory change to education). Now such professional knowledge of practice does come from keeping oneself abreast with the latest literature in the field as well as from a critical engagement with the field. A systematic and flexible scheme for providing professional development opportunities to teachers will help them develop as individuals with their own 'professional judgments'.

Also, since we are living and working in a rapidly changing world all of us need to be prepared for the unknown future. Thus, both teachers and their students need to develop among them the 21st century skills and key competencies as suggested in Education for

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Sustainable Development (ESD) by UNESCO (UNESCO, Teaching the Sustainable Development Goals, 2015).

Continuous Professional Development of Teachers in India: A Brief History

In post-independence India, several educational commissions, committees, policies, and various other initiatives of the Government of India recognised the importance and utility of teachers' professional development as an important intervention for qualitative improvement of school education. Some of the major initiatives for professional development of teachers have been summarised in the following section:

- The establishment of Extension Services Departments in about 100 Teacher Training Colleges on the recommendation of the **Secondary Education Commission** (1952–53) was the first initiative in post-independence India for the creation of a network of institutions or agencies responsible for imparting in-service education to teachers.
- In order to widen the training network and to ensure universal coverage, the **Education Commission** (1964–66) recommended establishment of 'school complexes' with a nodal school shouldering the responsibility for the professional development of all teachers working in the schools on the complex. In pursuance of the recommendations of the Education Commission, the State Institutes of Education (SIEs) were set up in different states for the in-service education of teachers.
- The **National Policy on Education (NPE)** 1986 made a decisive intervention for the creation of a strong institutional network for imparting in-service education to teachers at all levels. The Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education was initiated in 1987, pursuant to the

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formulation of the NPE 1986. The NPE 1986 recommended the establishment of District Institute for Education and Training (DIET) in each district, and up-gradation of 250 colleges of education as Colleges of Teacher Education (CTEs), and strengthening 50 of them as Institutes of Advanced Studies in Education (IASEs). The DIET was conceptualised as a resource support system for elementary education in the district. The most important function of a DIET was to provide in-service education for a duration of 2 weeks to 600 teachers in a year.

- Before the proposed training network could come up, a need was felt to orient all teachers to the focus areas of the NPE 1986 in the shortest possible time frame. Therefore, the **Programme of Mass Orientation of School Teachers (PMOST)** launched in 1987 did succeed in creating awareness among teachers about the broad features of the NPE 1986 for both primary and secondary teachers. Subsequently, the programme was replaced by another crash programme known as **'Special Orientation Programme for Primary Teachers' (SOPT)** in the early 1990s, which aimed at providing training on the content and pedagogy of school subjects. The cascade model of imparting training was adopted in these programmes involving setting up of a three-tier cascade comprising Key Resource Persons (KRPs), Resource Persons (RPs) and teachers with downward delivery of training from KRPs to RPs and from RPs to teachers.

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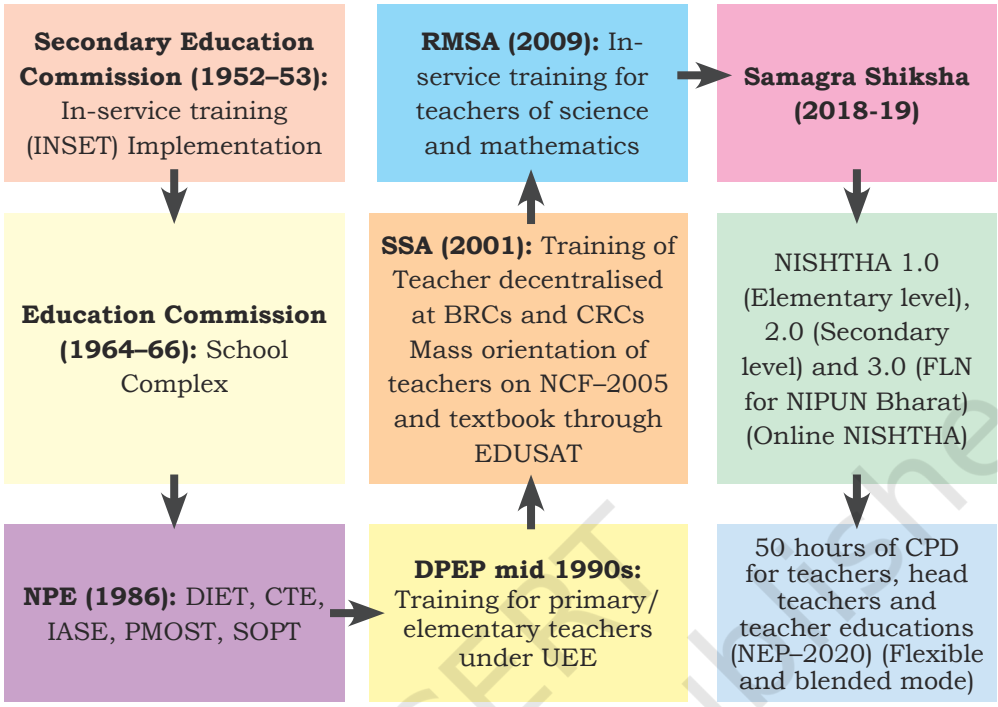


Figure 1: Post-independence efforts for providing professional development opportunities to teachers in India

- The implementation of the **District Primary Education Programme (DPEP)** in the mid-1990s was an important initiative in our journey towards actualising the Universalisation of Elementary Education (UEE). The programme had several components like augmentation of infrastructural facilities, re-orientation of content and pedagogy of primary school subjects, deployment of additional teachers and recurrent training of teachers. The programme, instead of utilising and strengthening the existing institutions, preferred to create new structures like the State Project Directorates, District Project Offices (DPO) and Block Project Offices (BPO). The key contribution of the DPEP has been to create district, block and cluster level structures for in-service education programmes.

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- The **Sarva Shiksha Abhiyan** (SSA) 2001 was implemented as India's main programme for universalising elementary education. Its goals included universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. This was further strengthened with the passage of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 which gave a legal mandate to provide free and compulsory elementary education to every child in the age group of 6–14 years. States and UTs were supported in the implementation of the RTE Act, 2009 through the Centrally Sponsored Scheme of SSA. The norms of the Scheme were aligned with the provisions of the Act with effect from September 2010.
- Under the **SSA**, in-service education of elementary teachers envisages 20 days training of a teacher every year, which is further split into two segments of 10 days each. The first segment of training is organised through face-to-face mode at the block resource centres (BRCs) or the DIETs or some other suitable institution with the requisite facilities. The second segment comprises 10 monthly meetings of one day each at the cluster resource centers (CRCs), where teachers working in cluster schools meet once a month to share experiences and learn from each other.
- CIET, NCERT has been utilising satellite technologies for professional development of teachers. The **EDUSAT** (Educational Satellite) configuration has been allowed by the ISRO (Indian Space Research Organisation) to CIET for the development of the network of institutions, together constituting a national network. This network facilitates an on-demand two-way communication between institutions. Every state where EDUSAT project was implemented has a studio for EDUSAT Interactive Network. In this entire network, this studio is called as the teaching end. All other Satellite Interactive Terminals (SITs) spread over states is known as class ends. Network is a two-way communication

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system, the subject experts or teachers who conduct classes from the teaching end can see and interact with the teachers or teacher educators or students who sit at each SITs. Teachers/ teacher educators of each SITs can also see and hear experts and ask their doubts or questions also through the same way. CIET utilised EDUSAT (Satellite technologies) for Orientation of NCF 2005 to the country from July 2006 to January 2011. It has gained a wide range of experiences in designing and organisation of various orientation programmes on different themes, such as new textbook development, fine arts and music, gender issues in education, new trends in evaluation, research methodology for ICT in education, puppets in education, mathematics and action research in education on NCF 2005 of teachers, head teachers, administrators and other stakeholders.

- The **Rashtriya Madhyamik Shiksha Abhiyan (RMSA)** scheme initiated in 2009, demonstrated the government's ambition for a secondary education system that can support India's growth and development. Under RMSA focus was laid on conducting in-service training programme for teachers of science, mathematics, languages and technology.
- The government adopted an integrated approach under **Samagra Shiksha** in 2018–2019 for the implementation of the various centrally sponsored schemes viz. SSA, RMSA, and Teacher Education. This integration recognised the potential gains from convergence for integrating the administrative structures at various levels created for SSA and RMSA in the States. It also supported to achieve productive synergies and better co ordination among stakeholders. Creation of a single administrative structure assisted in developing a school sector-wide strategy stressing on improvement in quality of education. An overarching programme for the school education sector extending from pre-school to class 12 has been prepared with the broader goal of

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improving school effectiveness to be measured in terms of equal opportunities for schooling and equitable learning outcomes in accordance with the Sustainable Development Goal (SDG 4) for Education. (NEP, 2020, p. 3)

- National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) at elementary stage under Samagra Shiksha is a flagship programme of MHRD to improve learning outcomes. The **NISHTHA in face-to-face mode** was launched on August 21, 2019. The first-level training had been provided by the National Resource Group (NRG) to the KRPs and State Resource Persons-Leadership (SRPs-L) identified by the states/UTs. The NRG had been constituted and oriented by the NCERT, drawing members from the NCERT, NIEPA and KVS. KRPs and SRPs-L had provided training directly to teachers at block level reducing the cascading effect of training.
- **NISHTHA Online:** During COVID-19 pandemic, the sudden lockdown affected the conduct of this programme in face-to-face mode. Therefore, for providing training to remaining 24 lakh teachers and school heads, NISHTHA is being customised for online mode and is conducted through Digital Infrastructure for Knowledge Sharing (DIKSHA) portals, which is coordinated by the NCERT. NISHTHA online includes multiple approaches for interaction. This programme has also been rolled out in CBSE, KVS, NVS, Central Tibetan School Administration (CTSA), Council for the Indian School Certificate Examinations (CISCE), Atomic Energy Education Society (AEES), Sainik Schools and Eklavya Model Residential School (EMRS) for holistic advancement of teachers.

  Currently, NISHTHA online programme is being conducted in three versions: NISHTHA 1.0 is elementary, NISHTHA 2.0 is secondary, and NISHTHA 3.0 is Foundational Literacy and Numeracy for National Initiative for Proficiency in Reading with

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Understanding and Numeracy (NIPUN Bharat). The assessment for these online courses are included in every course, 70% and above is fixed as an eligible score for certification. These courses have text modules along with videos and live sessions by the National level Resource Persons on DTH SWAYAM Prabha TV Channel. Interactive Voice Response System (IVRS) are also utilised for interaction with teachers. Here, the KRPs also play the role of mentors for the teachers.

Currently, 19,520,337 certificates have been issued to teachers and head teachers for completing the online training for elementary level (NISHTHA 1.0). (Retrieved on February 24th, 2022).

Several of these landmark efforts have been sought to be covered through Continuous Professional Development (CPD) or In-service teacher training programmes conducted over the years.

Features of Continuous Professional Development Programmes Offered by Various Countries

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. Some countries are already following the hourly model of CPD and other innovative ways to motivate teachers to enroll in courses and complete CPD activities. Table 1 shows the model of some countries which are working on number of hours and other distinctive activities.

Table 1: Features of CPD Programmes offered by various countries

Japan	Professional development courses follow job embedded professional learning including Lesson Study approach, where teachers put their efforts approximately 35% in teaching and remaining time in other engagement basically related to other professional development activities.* It deals with beginner teacher and mid-career veteran teacher.**

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Sweden	CPD programme named as 'lifting the Teachers' where 104 hours or 15 days per year are invested on professional development of the teachers.*
Singapore	100 hours for professional development where currently teachers are trained to use action research project in the classroom*
Australia	The main focus of the Australian National Project is teachers' professional development and state and territory projects focus on teaching standards, conducting research, and communicating research findings.*
South Korea	South Korean teachers need to complete 90 hours of professional development after 4-year completion of their initial teaching phase and then 180 hours of professional training needed for their next eligibility of promotion.*
Finland	Follows a decentralised model for professional development of teachers in place of compulsory in-service training; school based, municipality-based programme run under which teachers are trained to create school plans in relation to their national curriculum and to solve the problem within the school context.*
Indonesia	Professional development of teachers is primarily based on ESD goals.***
New Zealand	CPD programme is mandatory and 20% time is given to first year teachers and 10% time is given to second year teachers.*
Switzerland	Induction programme is mandatory and focus on preparing teacher as a reflective practitioner through collaborative approach.*

* (Darling-Hammond, Wei, & Andree, 2010)
** (Shimojima, 2018)
*** (UNESCO, *Teacher Policy Development Guide*, 2019)

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),

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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".

Day (1999) explains professional development in terms of "all natural learning experiences, where consciously planned activities directly or indirectly benefit individual or group of teachers who review, renew and extend their commitment as change agent to the moral purpose of teaching and acquire skills, knowledge and professional thinking throughout each phase of teaching". 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. Richards and Farell (2005) attempt to

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categorise teacher learning 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.

Compared to concepts like 'career development' (in which a teacher moves through the professional career cycle) and 'staff development/ in-service training' (where a group of teachers attend organised in-service programmes for fostering their growth), CPD is a broader conception. This is because, unlike in-service training (which usually consists of workshops or short-term courses aimed at offering new information related to teachers' work), CPD has been visualised as 'a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the teaching profession' (Villegas-Reimers, 2003, p. 12).

The previously designed INSET programmes in India were somewhat based on a 'transmission-oriented model' that treated teachers as passive recipients of the 'expert knowledge', delivered through one-off presentations, lectures, workshops. Such programmes generally include the delivery of content and methods of teaching in a decontextualised manner and did not provide any follow-up support. Thus, the conventional institutional arrangements for providing professional development to teachers have been somewhat rigid and structured. They did little in terms of helping the teacher think reflectively in terms of undertaking classroom inquiry, critical

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observation and reflective analysis of teaching practices. These aspects of reflective practice, crucial for the professional growth of a teacher were by and large missing from most of the INSET programmes. Therefore, in most of the INSET programmes it has been observed that teachers attended such programmes passively, as a routine 'duty' to be completed, without much intrinsic motivation. Also, the earlier operational professional development programmes did not give teachers an opportunity for having meaningful interaction, dialogue, and experience-sharing with one another, with their administrators, with education experts, with parents, and with other community members.

Moreover, the existing INSET arrangements did not directly link teacher professional development with their career progression. Therefore, much research shows that most teachers were demotivated while participating in INSET programmes. Various government agencies and teacher education institutions (TEIs) have been organising INSET programmes every year without giving much consideration to the professional and academic needs of the teachers. The fact that various INSET providers did not plan their activities thoughtfully, taking in consideration the professional and academic needs of teachers, did provide a few opportunities for meaningful engagement, and did not incentivise teachers for their participation in INSET activities. Teachers generally felt demotivated about attending such programmes. As a result, the existing institutional efforts for INSET did not bring significant changes in teachers' knowledge, beliefs and behaviour, teaching-learning practices and students' learning outcomes.

The National Achievement Survey (2017) and other research findings suggested the need for CPD in terms of the emerging need for quality education as discussed in NEP 2020. In India, the need for providing professional development opportunities to teachers on a continuous basis becomes especially important in light of the fact that

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most of the pre-service teacher education programmes of the country have formerly been of poor quality, generally failing to provide enough understanding to teachers for developing as reflective practitioners. Thus, the new concept of CPD provides opportunities which can cater to the unaddressed needs of teachers.

National Education Policy 2020 and Continuous Professional Development of Teachers and School Leaders

National Education Policy 2020 (NEP 2020) envisage that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3–18. Currently, children in the age group of 3–6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better learning, development, and well-being. In this context, NEP in Para 1.7 focusses on preparing an initial cadre of high-quality ECCE teachers in Anganwadis; current Anganwadi workers or teachers will be trained through a systematic effort in accordance with the curricular or pedagogical framework developed by NCERT. In the long term, State Governments shall prepare cadres of professionally qualified educators for early childhood care and education, through stage-specific professional training, mentoring mechanisms, and career mapping. Necessary facilities will also be created for the initial professional preparation of these educators and their CPD (MHRD, *National Education Policy 2020*, p. 8).

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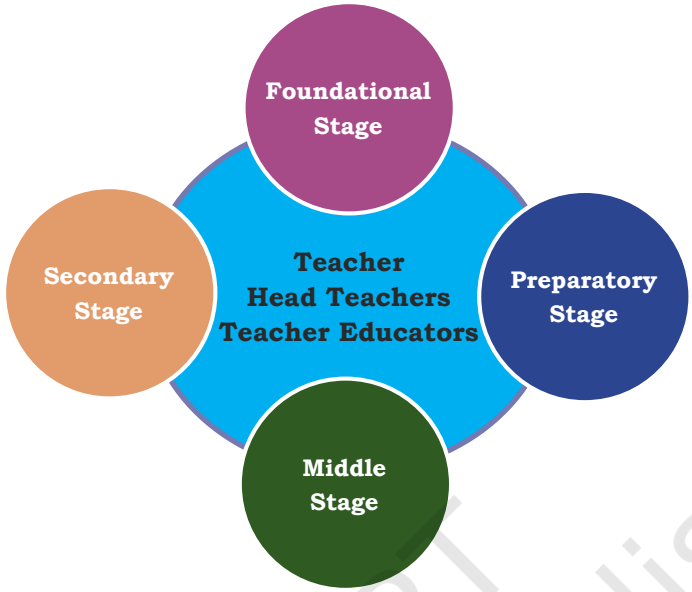


Figure 2: Continuous Professional Development of Teachers, Head Teachers and Teacher Educators

The NEP 2020 also recommend (Para 5.15) 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." (MHRD, *National Education Policy 2020*, p. 22).

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NEP 2020 (Para 5.16) also recommended that "School Principals and school complex leaders will have similar modular leadership/ management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they can share best practices with on one other. 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" (MHRD, *National Education Policy 2020*, p. 22).

In continuation of this, the NEP will be linked to CPD for Career Management and Progression (CMP) of all teachers. In this regard, (Para 5.17) envisages "a system of multiple parameters for proper assessment of performance will be developed for the teachers by State/UT Governments according to 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)" (MHRD, *National Education Policy 2020*, p. 22).

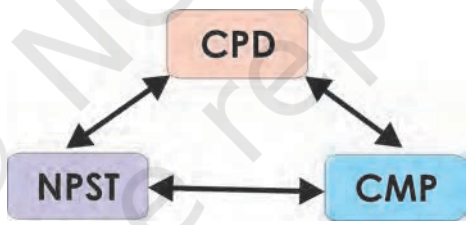


Figure 3: Relationship between Continuous Professional Development (CPD), Career Management Progression (CMP), and National Professional Standards for Teachers (NPST)

Para (5.20) of NEP 2020 states "a common guiding set of NPST will be developed by 2022, that would cover expectations of the role of the teacher including library staff (para 21.9) 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

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the design of pre-service teacher education programmes. This could then be adopted by states and determine all aspects of teacher 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" (MHRD, *National Education Policy 2020*, pp. 22–23).

Objectives of Continuous Professional Development

The National Policy documents suggested that apart from participating in annual in-service training programmes, teachers have also been increasingly becoming members of professional associations of teachers and have also been contributing to textbook preparation, preparation of training modules, etc. Teachers have also been contributing to their professional growth by working as resource persons and by becoming members of various committees entrusted with formulating education policies. However, these documents expressed dissatisfaction with the fact that the whole approach to teachers' professional needs continues to be determined, planned, implemented, and monitored extrinsically, compromising on the concept of the teacher as a professional and with little or no basis for the design of the interventions. Therefore, keeping in view the above aims of CPD and the various purposes and aims of CPD envisaged in the NEP 2020 as well as various national and international researches/reports, the guidelines propose the following broad aims for organising CPD programmes:

- To sensitise teachers to exhibit and inculcate ethics and human and constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice among students;

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- To enable teachers to re-conceptualise citizenship education in terms of human rights and critical pedagogical approaches; emphasise the environment and its protection, living in harmony with one's natural and social environment; and promote skills for a peaceful and democratic way of life;
- To equip teachers to become informed and responsive to the social, emotional and psychological needs of students as first level counselors;
- To educate teachers to use art as pedagogy to enhance creativity and innovation among students; and strengthen their personal-social qualities for their holistic development;
- To upgrade teachers for creation of an enabling and enriching inclusive classroom environment and to help them create a healthy and safe school environment;
- To orient teachers to practice multidisciplinarity and holistic education across the sciences, social sciences, arts, humanities, and sports in order to ensure the unity and integrity of all kinds of knowledge;
- To provide orientation towards the integration of competency-based learning, experiential learning, art-integrated learning, sports-integrated learning, toy-based learning and ICT in teaching, learning, and assessment for the improvement in learning outcomes of the students;
- To educate teachers to promote multilingualism and the power of language in teaching and learning processes;
- To facilitate teachers for promoting life skills, such as communication, cooperation, teamwork, and resilience during interactions with students;
- To sensitise teachers to respect diversity, such as gender, caste, religion, socio-economic status and the local context as a professional for lifelong learning;

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- To facilitate teachers to practice a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;
- To prepare teachers to adopt activity based teaching-learning processes and move away from rote learning to competency based learning;
- To equip teachers to develop stress free school based assessment focussed on development of competencies;
- To educate teachers and school heads on new initiatives in school education and implement them in their school;
- To transform heads of schools into providing academic and administrative leadership for the schools for fostering new initiatives;
- To make teacher competent to explore, reflect on and develop one's own practice;
- To orient teachers to deepen one's knowledge and update oneself about one's academic discipline or other areas of school curriculum including twenty-first century teaching skills and competencies;
- To enable teachers to research and reflect on learners and their education for improvement of learning outcomes of the students;
- To prepare teachers for assuming other roles that are professionally linked to school education or teaching, such as development of e-content and other digital resources, curriculum, textbook development and other community engagement activities, etc.;
- To help teachers come out of their intellectual isolation and share their experiences and insights with others in the field, both teachers and academians working in the area of specific disciplines as well as intellectuals in the immediate and wider society through academic participation via offline as well as online mode;

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- To provide orientation to teachers towards the use of innovative child-centric teaching-learning strategies aiming at enabling students to learn 'how to learn' and to construct knowledge on the basis of their own observations, experiences, analysis and reflection;
- To motivate teachers and head teachers to engage and to promote self-regulated professional development practices for teachers and head teachers; and
- To upgrade teachers about educational and social issues of local and global concerns and act accordingly.

Keeping in view the above-mentioned broader aims, the CPD programmes must address all categories of educational personnel in the school system— teachers at all stages of school education, school heads, education supervisors, library staff, etc., including of private schools as the work of all the aforementioned is inter-dependent and mutually reinforcing. While induction level training must be made compulsory for all newly recruited teachers, CPD programmes must especially address the professional development needs of the teachers working in rural, remote and disadvantaged areas. The content of the CPD training modules must be updated in terms of ESD goals and the professional needs of teachers working in diverse contexts.

Schools' administrators should provide a supportive environment to teachers for attending CPD activities conducted in blended mode, giving enough choices to teachers according to their differential needs. All CPD programmes thus designed should be evaluated for their impact on teacher's practices and students' performance and should be systematically tied to appraisals and professional growth along with horizontal and vertical career development.

As has already been said, the NEP 2020 has recommended 50 hours of CPD for each teacher, school leader and teacher educator with participative engagement in CPD, such as local, regional, state, national and international workshop. Here, the nature of CPD is

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understood as a combination of institutional and flexible approach. The institutional CPD will be conducted via face-to-face mode in participative manner and hands-on-experience. This will be based on the teachers' needs and the futuristic vision in terms of updating their knowledge, skills, and competencies for achieving expected learning outcomes.

Apart from this, teachers will get an opportunity to participate in well-structured online, and open and distance mode. This mode will follow the cafeteria approach, in which teachers will be able to select the module according to their professional development needs. This blended approach of CPD will give opportunity to bring an attitudinal change in teachers and motivate them to complete their 50 hours of CPD in a year.

The blended mode and cafeteria approach of CPD will be well planned and designed by respective authorities to cater to the needs of teachers, school leaders and teacher educators. It will also address the 21st century skills and competencies, which are suggested by UNESCO and NEP-2020. CPD is also linked with teachers' CMP, and NPST. Hence, 50 hours of CPD in a year is mandatory for every teacher, school leader and teacher educator and qualitative CPD is expected from the appropriate authorities or identified institutions.

Designing Continuous Professional Development for Teachers and School Leaders

As has already been noted, globally as well as nationally, we are witnessing a lot of initiatives for bringing educational reforms. The teacher has become the centre of these reforms and transformation. The challenge of designing relevant CPD programmes involves developing them in such a manner that they remain useful to their local contexts as well as cater to the national level concerns. Thus, question such as 'what kind of professionalism is needed by teachers?', 'how teacher training should transform into teachers' professional development?',

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'what are the essential pre-requisites for the implementation of CPD?', need to be considered carefully.

A well-rounded CPD programme should, therefore, address some of the following relevant concerns:

Generic concerns for professional development of teachers

- Understanding learners
- Understanding teaching and its complexities
- Understanding cognitive processes of understanding and learning
- Understanding education, school, and society and their interrelations
- Understanding health, yoga and well-being
- Understanding issues of knowledge construction, curriculum development and pedagogical transaction in an inclusive classroom setup
- Understanding gender with reference to school and society
- Understanding the relational idea of inclusion and diversity
- Understanding the development of knowledge base for school curriculum, pedagogy and assessment
- Understanding the importance of language, centrality of language in learning, MLTs
- Revisiting and understanding the policy documents, such as national education policies, reports of commissions and committees, curriculum frameworks, centrally and states/UTs sponsored schemes and RTE Act, 2009
- Understanding rootedness and pride in India and its human and constitutional values, culture and knowledge system.

Subject-specific competency-based pedagogical approach

- Understanding the nature of different school subjects, and their interrelations with other subjects

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- Getting familiar with the recent developments in respective subject areas
- Understanding twenty-first century teaching-learning strategies such as, experiential learning, problem solving, and ICT based teaching-learning
- Strategies for improving classroom practices
- Action research
- Grounded research
- Experiential learning
- Art-integrated learning
- Sports-integrated learning
- Toy-based pedagogy
- ICT-based pedagogy (other than PPT)
- Holistic assessment, adaptive assessment, 360-degree assessment, portfolio assessment, holistic progress card and other examination reforms
- Inclusive pedagogy/education

Systemic concerns

- Understanding supervision, leadership and management in relation to quality attainment in schools
- Understanding vocational education, start-up, and entrepreneurship in relation to vocationalisation of school education
- Implement the 10-day bagless period for 6–12 grade students with local vocational experts, such as carpenters, gardeners, potters, artists, etc., to learn vocational skills through team teaching approach and experiential pedagogies as per the NEP 2020 para 4.26
- Understanding school initiatives and community engagement
- Critically understand policy perspectives related to school education

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(Some other cross-cutting issues and concerns emerging from NEP 2020 and other relevant documents listed in Annexure-I)

Planning of Continuous Professional Development Opportunities

Planning for CPD needs to be done on several levels, from National to Cluster level.

Some of the institutions that can be involved at various levels are mentioned below in the Table 2.

Table 2: Institutions and agencies involved in planning of CPD at various levels

Levels	Institutions and Agencies
National	MoE, NCERT, NIEPA, IGNOU, NIOS, UGC, NCTE, KVS, NVS, CTSA, EMRS, AEES, Sainik schools, CBSE, CISCE, TEIs working under PMMMNMTT, HRDCs in universities, Department of Education of Central Universities, etc.
State	SCERTs, SPOs, SIEMAT, CTEs, IASEs, Department of Education of State Universities, NGOs, etc.
District	DIETs, DPOs, NGOs, CTE, etc.
Block	BITEs/BRCs, BPOs, NGOs, etc.
Cluster	CRCs/School Complex, NGOs, etc.

All above mentioned institutions/agencies will establish network for coordination, cooperation 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.

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Module Development

Module development is essential for the CPD programmes on offline and online mode. So, the module will be developed by appropriate agencies on various themes/subjects/contents/concerns as suggested in Table 3.

Table 3: Area of Content for module development at various levels

Levels	Area of Content
National	Generic subjects with national and international emerging concerns
State	State specific and need based material/module
District	District specific and need-based
Block	Block specific and need-based
Cluster	Cluster specific and need-based

- Module writing should follow the format of NISHTHA/DIKSHA. In this format, there are textual content (4000 words), audio-video 30 minutes, assessment questions, and reflective activities. Refer the document for more details *NISHTHA: Generic Guidelines for Implementation* (https://ciet.nic.in/upload/Generic Guidelines for Implementation.pdf)
- Modules must be interactive in nature and follow specific learning outcomes.
- The content for modules can be: leadership and management, pedagogy, assessment, class-wise, subject-wise, etc.
- Modules should contain appropriate continuous assessment tools, such as MCQ, MSQ, Reflective questions, Field-based questions, Discussion forums, Assignments, Projects, Quiz, Reflective diaries, etc.
- Assessment criteria of NISHTHA can be followed (It is only suggestive). Organising institutions may also create their own assessment design with CPD requirement.

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Implementation of Face-to-Face Mode

- Face-to-face mode must be need-based, interactive, and workshop based with hands-on experiences.
- The organising authorities must provides certificated based on continuous performance assessment of participants along with completion of hours.

Implementation of Online/Open and Distance Mode Courses

- Courses will be need-based and available in cafeteria approach, which will provide flexibility to teachers, so that the teachers and Head teachers can select according to their needs.
- The nature of the courses will be short-term, and it will fulfill the needs of the teacher.
- The short-term courses must have modules and appropriate assessment procedure. Completion certificate must be provided to teachers after every course. This will be a part of their CPD portfolio in a year.
- These online courses will be linked to learning outcomes across the stages of school curriculum as well as subjects.
- The online modules will be interactive and provide the learning activities in a synchronous and asynchronous mode.

Digital Repository of Resource Persons

- The digital repository of RPs will be prepared by respective authorities from National level to cluster level.
- All RPs must have essential qualification, subject knowledge, and experience of relevant area.
- The expert should also have skill and knowledge about andragogy and to use e-resources during their interaction in a workshop (face-to-face mode) and online as well.

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- Expert must also have the knowledge and experience to transact the content in a participative way with hands-on experience.
- The repository must include professionals who have specialised and are experienced in their field as suggested by NEP 2020.
- The repository should be updated regularly and shared from national to cluster level.
- Every repository must create ID of each and every resource person including all the details specialisation, contact details, institutional details, experience, etc.
- The expertise of the RPs may be used in development of online modules, workshops (in face-to-face training), e-content development, assessment, evaluation, etc.

Annual Continuous Professional Development Calendar

- Each state and organisations (such as KVS, NVS, EMRS, etc.) 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 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).

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- 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.

Continuous Assessment during Face-to-Face Workshop, Follow-up and Portfolio Assessment

- Every institution or organisation will continually (periodically) assess the performance of participants in an appropriate way along with constructive motivation.
- The assessment will be done continuously during face-to-face workshop. Institution will issue a certificate of par and performance to the participants after completion workshop
- The online or open and distance mode of CPD will also be a part of their portfolio assessment, which will be developed by the concerned teacher and head teacher.
- The respective authorities will assess the teachers' portfolio (50 hours in a year) for their capacity building and further needs of improvement as well as their CMP. The authorities also need to follow-up at school level or assess the impact of 50 hours of CPD of respective teachers in a classroom transaction, school environment and management, community participation, student performance (learning outcomes) and other recognised performance
- Respective authorities during the follow-up of teachers/head teachers performances will further guide them to strengthen their skills and competencies through online/face-to-face mode.
- The complete assessment procedure must promote motivation and self-regulation among teachers and head teachers.

Financial Support and Sources

For institutions/agencies

- Appropriate authorities will provide financial support to institutions/organisations for conducting smooth face-to-face

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workshop and paper presentation to teachers and head teachers in any regional, state, national and international webinar/ seminar and conferences. Along with these, financial support will be provided for development of modules, e-contents, e-TLM, organising seminar/webinar, conferences, etc. and their dissemination/implementation.

- Financial support will provide for systematic assessment of courses (online and offline), portfolios and school-based/field-based follow-up/assessment, research, and other academic performing activities.
- Ensure and provide sufficient infrastructure, ICT resources, and supporting staff, etc.

For individuals

- Appropriate authorities will provide honorarium and other financial support to the respective teachers and head teachers for smooth completion of their 50 hours CPD in a year.
- The financial incentives will motivate them to participate in CPD activities.

Other Academic Activities

- The 50 hours of CPD also includes teachers and head teachers performing academic activities other than online/offline courses.
- The academic contribution plays a key role in workshops, seminars, and conferences teachers/head teachers act 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.

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- The other CPD activities will have appropriate capping with number of hours (based on valid certificate or supporting document). It is suggested in "other CPD assessment parameters" in Section A and Section B.
- Content development (e-resources as well) for modules, reference books, textbook, etc., will be the part of CPD.

Continuous Professional Development Portfolio

An electronic portfolio (e-portfolio) is a purposeful collection of teachers' 50-hour CPD activities that showcase the teacher's learning progression. The collection can include articles, certificates of paper presentations, workshops, online short-term courses, etc. The collection will also include the analysis of their 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. Authorities will analyse each teacher's portfolio and share feedback in a stipulated time period, as decided by an appropriate authority.

Ways to Motivate Teachers, Head Teachers and Teacher Educators

Most government school teachers, head teachers and teacher educators are paid with allowances and benefits as per the seventh pay commission or as per their respective state government pay scale. Along with these, if the teacher/head teacher/teacher educator successfully completes 50 hours of CPD and performs well (as per NPST) they should be provided with appropriate recognition, rewards and awards from appropriate authorities to encourage them. These motivational perks and benefits may vary as per the knowledge, performance, skills and competencies of respective teachers and head teachers. The perks and benefits that will be awarded may include vertical promotions, some other accountabilities or responsibilities,

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which make them feel proud; cash awards with certificate; facilitation in important educational events/functions; advance increments; paid study leaves; special allowances including wellness allowances; opportunities for exposure visits (National and International); digital devices, such as laptops, tablets and smartphones; promotions of their excellent achievements and performances through social media; festival bonus and other local benefits, etc.

Section A: Suggested Mode for Continuous Professional Development of Teachers and Head Teachers

The CPD content will cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, leadership and management skills, vocational skills, competency-based learning, etc. Pedagogies, such as experiential learning, arts-integrated learning, sports-integrated learning, toy-based pedagogy, ICT-based pedagogy (other than PPT), vocational skills, and local teaching-learning needs and knowledge during the CPD programmes as per the recommendation of the NEP-2020 will be included. Teachers and head teachers will adopt a face-to-face mode, online mode, and other academic performance activities. The suggestive content of the CPD is given in the below box. It may vary from stage to stage.

For Teachers

Pedagogy with assessment + School subjects + Generic subjects with best practices and innovations

For Head teachers/ School Complex Leaders

Pedagogy with assessment + Leadership and Management + Generic subjects with best practices and innovations

Each teacher must complete CPD of 50 hours with the combination of face-to-face mode, online mode, open and distance mode and other activities.

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Face-to-Face Mode

The face-to-face mode must have 1 hour 30 minutes duration per session and each session will have a lecture and hands-on experience/ activity. There can be 4 sessions in a day, which will be 6 hours. The suggestive time-table for face-to-face training/workshop is given in Table 4.

Table 4: Suggestive time-table for face-to-face mode of CPD

Time	Session Plan
9:30 – 11:00	Session
11:00 – 11:30	Tea break
11:30 – 1:00	Session
1:00 – 2:00	Lunch break
2:00 – 3:30	Session
3:30 – 4:00	Tea break
4:00 – 5:30	Session

This suggestive time-table may be flexible (in terms of number of sessions), due to climatic conditions especially in north-eastern states and hilly areas.

Rationale for 1 hour 30 minutes duration per Session in Face-to-Face Mode

The UGC (under Choice Based Credit System) allotted 1 hour for lectures and 2 hours for the field work of one credit course with 90 hours duration at the UG and PG level for the students. As per the UGC, norms may be flexible in the terms of CPD regarding duration of the session. The duration of the session can be 1 hour 30 minutes because the participants are already working in schools and they have completed essential qualifications before joining the respective post. The CPD guidelines suggests 1 hour 30 minutes for each session in a participative manner with activities or hands-on experiences. The RP/facilitator will cover the latest pedagogies during their session as per the recommendation of the NEP 2020.

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Online Mode and Distance Mode

Teachers and head teachers must self-study and participate in online activities through online mode for completing some part of 50 hours of CPD. Under 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 Continuous Professional Development Activities Assessment Parameters

Paper publication (in recognised journals and magazines) and presentation

- Local/Regional-level paper publication/presentation: Half day (3 hours)
- National level-paper publication/presentation: One day (6 hours)
- International level-paper publication/presentation: Two day (12 hours)

Content development and other academic performing activities

- E-content development/module development/book/chapters in books/translation (Indian and Foreign languages) for school education subjects including generic subjects, such as one e-content/module development, etc.: Two days (12 hours)
- Action research/innovative projects/case studies: Three days (18 hours)
- Field visit in model or innovative schools/community: One day (6 hours)
- Half hour live session/discussion on PM e-Vidya channel/others: Half day (3 hours)

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- One hour or more live session/discussion on PM e-Vidya channel/ others: One day (6 hours)
- Expert/resource person in a session in a face-to-face platform and sharing experiences, papers, participation as speaker, etc. in workshops, seminars, colloquiums, confluence, etc.: Half day (3 hours)
- Paper setting of a school subject: Half day (3 hours)
- Working as an examiner for assessment of answer sheets and acted as an external examiner of the practical/project work as per the schedule of state education boards or CBSE: Working hours may be calculated as per the nature of work and will be decided by appropriate authority.

Assessment Mechanism

The teacher and head teacher should submit their 50 hours successfully completed CPD documents on e-portfolio and inform their concerned BRC/BEO/DEO. These 50 hours CPD documents will be assessed by the committee, which may be notified by the district education officer (DEO). The suggestive assessment mechanism is given in Table 5.

Table 5: Assessment mechanism for teachers and head teachers 50 hours of CPD

Participants	Assessment Committee	Final Result and Reporting	Final Result Upload and Feedback
Teacher	Head teacher + CRCC + BRCC/ BEO	DEO	Upload on UDISE+ and send feedback to respective teacher
Head Teacher/ School Complex Leaders	CRCC + BRCC/ BEO + DIET principal or their nominee	DEO	Upload on UDISE+ and send feedback to respective head teacher/school complex leader

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Single teacher school			
Teacher	Head teacher (From Cluster school) + CRCC + BRCC/BEO	DEO	Upload on UDISE+ and send feedback to respective teacher
Without head teacher in school			
Teacher	Acting Head teacher or head teacher (From Cluster of the school) + CRCC + BRCC/BEO	DEO	Upload on UDISE+ and send feedback to respective teacher

The successfully completed 50 hours CPD data/information of the respective teachers and head teachers may be upload on the UDISE+ portal, which provides various real-time data for school education. These CPD guidelines may be implemented in state government recognised and state education boards affiliated, aided and non-aided schools.

Section B: Suggested Mode for Continuous Professional Development of Teacher Educators

The CPD content will cover the latest participatory competency-based pedagogy approaches linked with developmental needs and interests of learners at different stages of their development, corresponding to the stages like Foundational, Preparatory, Middle and Secondary guided by the 5+3+3+4 design according to the NEP-2020. The pedagogies that must be included are experiential learning, art-integrated learning, sport-integrated learning, toy-based pedagogy, ICT-based pedagogy (other than PPT), vocational skills, and local teaching-learning needs and professional knowledge during the CPD programmes as per the recommendations of the NEP 2020. Teacher educators and institutional leaders should adopt face-to-face mode, online mode,

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and other academic performance activities. The suggestive content of the CPD is given below in the box. It may vary from stage to stage.

Participatory competency-based pedagogy approach + Generic subjects with best practices and innovations + Professional knowledge regarding planning and organising training sessions, seminars, debates, lectures, or group discussions

Each Teacher Educator and Institutional leader must complete CPD of 50 hours with the combination of face-to-face, online, distance, and other activities.

Face-to-Face Mode

The suggestive time-table and rationale for the duration of session for face-to-face mode will be followed as given in Section A.

Online Mode and Distance Mode

Teacher Educator must choose self-study and activities through online mode for completing some part of 50 hours of CPD. Under NISHTHA, the DIKSHA portal provides 4 hours of content and activities in each module. The Indira Gandhi National Open University (IGNOU)/ National Institute of Open School (NIOS), CBSE, CIET, NCERT, State Open School, Universities (HRDCs), Centres under PMMMNMTT, MOOCs should also be included in CPD as per their course hours.

Other Continuous Professional Development Activities Assessment Parameters

Paper publication (in recognised journals and magazines) and presentation

- Local/Regional level paper publication/presentation: Half day (3 hours)
- National level paper publication/presentation: One day (6 hours)
- International level paper publication/presentation: Two day (12 hours)

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- Content development and other academic performing activities
- E-content/Module development/Books/Translation (Indian and Foreign languages) for school education and teacher education subjects including generic subjects, such as one e-content/ module development, etc.: Two days (12 hours)
- Action research, Research, Innovative projects or Case studies: Three days (18 hours)
- Field visits/Faculty exchange programmes: One day (6 hours)
- Expert/Resource person in a session in a face-to-face platform and Sharing experiences, papers, participation as speaker, etc. in workshops, seminars, colloquiums, confluence, etc.: Half day (3 hours)
- Paper setting of undergraduate and post-graduate level: Half day (3 hours)
- Working as a member of committees or boards and examiner for assessment of answer sheets, thesis or projects: Working hours may be calculated as per the nature of work and decided by the appropriate authority.

Content development and other academic performing activities

- E-content/Module development/Books/Translation (Indian and Foreign languages) for school education and teacher education subjects including generic subjects, such as one e-content/ module development, etc.: Two days (12 hours)
- Action research, Research, Innovative projects or Case studies: Three days (18 hours)
- Field visits/Faculty exchange programmes: One day (6 hours)
- Expert/Resource person in a session in a face-to-face platform and Sharing experiences, papers, participation as speaker, etc.,

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in workshops, seminars, colloquiums, confluence, etc.: Half day (3 hours)

- Paper setting of Undergraduate and post-graduate level: Half day (3 hours)
- Working as a member of committees/boards and examiner for assessment of answer sheets, thesis or projects- Working hours may be calculated as per the nature of work and decided by the appropriate authority.

Assessment Mechanism

The teacher educators should submit their successfully completed 50 hours CPD documents on e-portfolio to their concerned DEO or SCERT. These 50-hours CPD documents will be assessed by the committee, which may be notified by SCERT or any relevant authority. The suggestive assessment mechanism is given in Table 6.

Table 6: Assessment Mechanism for teacher educators 50 hours CPD

Participants	Assessment committee	Final Result and Reporting	Final Result Upload and feedback
CRCCs/ BRCCs	Head teacher of School Complex or Model/ Excellent School + BEO + DIET Principal or their Nominee	DEO/DPO (District Project Office)	Upload on UDISE+/ TEI-DCF (Data Capture Format) and send feedback to respective coordinator
Teacher Educators at District Level	Principal of DIET from the respective district + one faculty of CTE/ IASE + one faculty from SCERT	DEO/DPO	Upload on UDISE+/ TEI-DCF and send feedback to respective teacher educator

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Teacher Educators at State Level	Principal of CTE/IASE + Director of SCERT + one faculty from School of Education of university/ Faculty from the centres of PMMMNMTT + Faculty from NCERT + Faculty from NIEPA	SCERT/RSK (Rashtriya Shiksha Kendra)/ Other associated organisation	Upload on UDISE+/ TEI-DCF and send feedback to respective teacher educator

The successfully completed 50-hours CPD data or information of the respective teacher educators or authority may be upload on the UDISE+/TEI-DCF portal, which provides various real-time data on school education and teacher education. These CPD guidelines may be implemented on state government recognised and university affiliated aided and non-aided institutions.

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Suggested Readings

A list of following suggested reading material may be made available for display at the training centre. This state and district are expected to develop their own list of suggested readings in local languages depending on the availability of the titles.

Guidelines for Development of e-Content for School and Teacher Education (DIKSHA) Version 3.0, Department of School Education and Literacy, MHRD, GoI, New Delhi https://ncert.nic.in/pdf/GuidelinesforeContent3.pdf
Guidelines for the Development of e-Content for Children with Disabilities, MoE, GoI, New Delhi https://ncert.nic.in/pdf/CWSN_E-Content_guidelines_2021_new.pdf
Continuous and Comprehensive Evaluation Guidelines, NCERT, New Delhi https://ncert.nic.in/pdf/announcement/CCE-Guidelines.pdf
Guidelines and Rubrics: Teacher's Self-Assessment, DTE, NCERT, New Delhi https://ncert.nic.in/pdf/announcement/TSAR.pdf
Vidya Pravesh (Guidelines and Modules for Three-month Play-based School Preparation Module for Grade I), NCERT, New Delhi https://ncert.nic.in/pdf/VidyaPravesh_Guidelines_GradeI.pdf https://ncert.nic.in/pdf/vidyapravesh.pdf
Bhasha Sangam, NCERT, New Delhi https://ncert.nic.in/bs-2021.php
Priya - The Accessibility Warrior, NCERT, New Delhi https://ncert.nic.in/ptaw.php
PRAGYATA: Guidelines for Digital Education, Department of School Education and Literacy, MHRD, GoI, New Delhi https://ncert.nic.in/pdf/announcement/PRAGYATA_Guidelines_English.pdf https://ncert.nic.in/pdf/announcement/PRAGYATA_Guidelines_hindi.pdf

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Foundational Literacy and Numeracy (FLN) Resource Tools, Department of School Education and Literacy, MoE, GoI, New Delhi https://diksha.gov.in/fln.html
Virtual Open School, NIOS, New Delhi https://virtual.nios.ac.in/
Reflective Teaching: A handbook towards preparing a Reflective Teacher, NCERT, New Delhi (2021)

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Annexure-I

Topic and Themes related to Cross-cutting Issues and Concerns

- 21st Century Skills and Competencies
- Academic Leadership and Management
- Adult Education and Lifelong Learning
- Aims of Education
- Alternative Assessment
- Alternative Education
- Ancient Indian Knowledge and their Relevance in Contemporary India
- Basics of Professional Education
- Career Management and Progression
- Classroom Management
- Contextualise Textbooks with Local Content and Flavour
- Creating Safe and Healthy School Environment
- Critical and Creative Thinking
- Culturally Responsive Pedagogy
- Curricular Integration of Essential Subjects, Skills and Capacities
- Curriculum Syllabi and Textbook/E-Resources/Module Development
- Cyber Safety and Security
- Developing Social–Personal Qualities
- Developing Understanding of Indian Society
- Differences in the process of learning
- Education for Students with Special Talents
- Education for Sustainable Development
- Education in India
- Educational Administration and Management

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- Educational Contexts
- Educational Entrepreneurship
- Educational Research
- Educational Technology Management
- Educational Theories
- Effective Governance and Leadership for Educational Institutions
- Efficient Resourcing and Effective Governance through School Complexes
- Ensuring Universal Access to Education at all Levels
- Environment Education
- Equitable and Inclusive Education: Learning for All
- Ethics, Human and Constitutional Values
- Foundational Language and Literacy
- Foundational Numeracy
- Global Citizenship
- Guidance and Counseling
- Holistic Development of Learners
- Human Development with a Focus on Adolescence
- Human Resource Management
- ICT Based Assessment
- Indian Constitution and Human Rights
- Indian Languages, Art and Culture
- Infrastructure Management
- Initiatives in School Education
- Instructional Leadership
- Involvement of Parents and Community for FLN
- Language across the Curriculum
- Language and Communication
- Learners Diversity
- Learning Assessment
- Learning Theories

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- Lifelong Learning and Skills
- Mental Health and Emotional Intelligence
- Methods of Teaching
- Monitoring/Supervision
- Motivated, Energised and Capable Faculty
- Multidisciplinary Learning
- Multilingual Teaching in Foundational Years
- Multilingualism in School
- Nature of Knowledge and Knowing
- Networking among Teacher Education Institutions and other Educational Organisations
- Online and Digital Education
- Participation in Education System of Philanthropic Organisations and Communities
- Pedagogical Leadership
- Pedagogical Technological Content Knowledge
- Performing Arts
- Performing Arts and Theatre
- Pre-School Education
- Principles and Purposes of Education
- Process of learning
- Professional Engagement
- Professional Ethics
- Professional Knowledge
- Professional Practice
- Professional Standards for Teachers
- Promotion of Indian Languages, Arts and Culture
- School Based Assessment
- School Complex Development Plans
- School Curriculum and Pedagogy

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- School Leadership Strengthening for FLN: Concepts and Application
- Self-Development
- Shifting towards Competency Based Education
- Strategies for CPD
- Synergy in Curriculum Across all Levels of Education
- Technology Use and Integration: Digital Education- SWAYAM, DIKSHA, PM e-Vidya, NISHTHA
- Textbook Analysis
- Understanding Learners: How Children Learn?
- Understanding Secondary Stage Learners
- Understanding Vidya Pravesh and Bal Vatika
- Value Education
- Workshop Schedule and Session Design

Suggested Readings for Self-reflection

- *A Pedagogue's Romance: Reflections on Schooling*- Krishna Kumar (2008)
- *Ignited Minds: Unleashing the Power Within India*- A.P.J. Abdul Kalam (2002)
- *Little Prince*- Antoine De Saint-Exupery (1943)
- *Danger: School!* (*Khatra School*), Eklavya, Bhopal, India (1999)
- *Totto-Chan: The Little Girl at the Window*- Tetsuko Kuroyanagi (1981)
- *Divaswapna*- Gijubhai Badheka (1931)
- *The Child's Language and the Teacher: A Handbook*- Krishna Kumar (2004)
- *What is Worth Teaching*- Krishna Kumar (1992)
- *Numeracy Counts!*- Anita Rampal, R. Ramanujam and L.S. Saraswat (2016)

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- *Art: The Basis of Education*- Deviprasad (1997)
- *Alternative Schooling in India*- Sarojini Vittachi and Neeraja Raghavan (2007)
- *Pariksha Pe Charcha*- Prime Minister Narendra Modi
- *Hind Swaraj or Indian Home Rule*- M. K. Gandhi (1909)
- *Towards New Education*- M. K. Gandhi
- *To Students*- M. K. Gandhi (1953)
- *Deschooling Society* – Ivan Illich (1970)
- *Teachers as Cultural Workers*- Paulo Freire (2005)
- *The New Meaning of Education*- Michael Fullan (2001)

Suggestive Movies/Documentaries for Self-reflection

- *Lilkee* (2006)
- *Stand and Deliver* (1988)
- *Chalk n Duster* (2016)
- *Black* (2005)
- *Paathshaala* (2010)
- *Hindi Medium* (2017)
- *Hichki* (2018)
- *Taare Zameen Par* (2007)
- *Nil Battey Sannata* (2016)
- *English Vinglish* (2012)
- *Period. End of the Sentence* (2019)
- *I am Kalam* (2011)
- *Dead Poets Society* (1989)
- *Freedom Writers* (2007)
- *Detachment* (2012)
- *Raatchasi* (2019)
- *On the Way to School* (2013)

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राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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