

Continuous Professional Development (CPD) of In-Service School Teachers in India

A Systematic Review

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ABSTRACT

A systematic review of the articles, research papers, books, policy documents and practices related to Continuous Professional Development (CPD) in India reflects that CPD is a continuous process of developing, maintaining and documenting a teacher's professional skills. Through CPD, teachers get a chance to enhance their knowledge, skills, competence and expertise. The independent India has provided this facility of CPD for school teachers in various ways as reflected in its policies, and practices as reviewed and given in this paper. It has also been found that the COVID-19 situation in India expedited the rapid shift in CPD practices from face-to-face to online learning. Accordingly, mobile screens replaced blackboards and electronic documents replaced notebooks. However, to keep abreast with the changes and prepare their students for the future, teachers will have to further develop themselves continuously. They need a lot of things like latest subject knowledge, strong understanding, good analysis and ability to use digital skill, and practical application of knowledge to qualify as good teachers. Realising the importance of CPD for teachers, National Education Policy 2020 suggested that each teacher is expected to participate in a minimum 50 hours in-service annual training for them. Programmes like NISHTHA, MOOCs, OERs of NCTE, DIKSHA provide training opportunities to a large segment of school teachers. Special training programmes were also conducted for in-service teachers so they can use platforms like Google Classroom, Zoom, Google-meet and Webex to continue the online teaching for students. To prepare efficient teachers, teachers need to

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be constantly top-notch in their profession. It is only possible, if they can sustain their continuing professional development. Accordingly, all related reflections given in this paper have been elaborated and reflected on the basis of the systematic review.

Keywords: *Continuous Professional Development (CPD), In-service School Teachers and Systematic Review*

Introduction

A teacher with holistic knowledge and excellent skills is the most needed asset for a human society. On the contrary, a teacher with partial out-dated knowledge and skills is a barrier for true education of students. Hence, the self-propelled habit of Lifelong Learning (LLL) is pivotal for knowledge and skills to be an effective teacher. In other words, we can also say that professional development of a teacher has to be a continuous process. Only an efficiently skilled teacher can best serve the need of students, school and society. It also holds well in light of the National Education Policy 2020 which states, “Teachers truly shape the future of children, therefore the future of a nation. Only the very best and most learned became teachers. Society gave teachers what they needed to pass on their knowledge, skills and ethics optimally to students” (p. 20). Obviously, it is true because students get more benefits from qualified, experienced and knowledgeable teachers. Their ability to communicate is equally important. The school teachers need to learn how to acquaint the students with the latest knowledge through innovative modes of teaching. So, it is important for the teachers to participate in such programmes, be it pre-service or in-service. According to Gartia and Sharma (2013), Continuous Professional Development (CPD), especially helps the in-service school teachers learn to cope with new knowledge and skills. It enhances teachers’ capabilities, competencies and enables them to keep abreast of the current issues. This paper focuses on the results of a systematic review related to the concept and need of CPD for school teachers, overview of policies related to CPD of school teachers in post-independent India and the CPD practices prevailing in school education at present. It also reflects in brief about the post COVID-19, and NEP 2020 developments, needs and challenges.

Concept and Need of CPD for School Teachers

As more emphasis was given to make the professional development (PD) programmes continuous and on-going, a new term Continuous

Professional Development emerged. There are some definitions given below, traced after review to explore the concept of CPD:

- “CPD is the process by which teachers maintain, and develop knowledge and skills related to their professional lives. It combines a variety of approaches, ideas and techniques to help teachers manage their own learning and growth.” (Bosschieter, 2016, p. 71)
- “On-going divergent activities (formal, non-formal and informal) that aims at developing teachers’ intellectual abilities (cognitive domain), self-confidence, attitude, values and interest (affective domain), and skills and competencies (Psychomotor domain) for improving personality, and to carry out the responsibilities of the teaching profession properly in accordance with the changing times and needs of the prospective teacher and society.” (Srinivasacharlu, 2019 p. 30)
- “A CPD programme is one which provides continuous, ongoing, work-embedded support to the teachers throughout their career span. As a systematic and planned programme, it helps teachers to continually acquire and document relevant knowledge and skills.” (Bhaumik and Priyadarshini, 2020)

Accordingly, based on the definitions given above by Bosschieter (2016), Srinivasacharlu (2019), Bhaumik and Priyadarshini (2020) the concept of CPD can be summarised in two points given below:

1. CPD is a continuous process of developing, maintaining and documenting a school teacher’s professional skills. These skills may be gained formally through courses and training, informally through watching other teachers or non-formally by visiting other institutions and field trips. It is the sum total of formal, informal and non-formal learning experiences throughout a teacher’s career, i.e., from pre-service teacher education to retirement.
2. CPD goes beyond the term training with its implications on learning skills of the teacher. It helps teachers to learn new skills, develop new insight into pedagogy, and explore new or advanced understanding of content and resources.

Several efforts have also been made to highlight the need of CPD by Tewari (2016), Jaiswal (2017), Srinivasacharlu (2019), Singh, Patel and Mishra (2019). Some systematically drawn observations from them highlighting the need of CPD have been mentioned below:

1. **Finding new teaching strategies:** By participating in CPD, teachers become more skilled and knowledgeable about what they do, and discover new teaching strategies and ways. They also understand the areas, where they can improve and change their styles to be more effective.
2. **Greater self-confidence:** Those teachers who take part in CPD, feel more positive about their work and themselves as a person also.
3. **Remain motivated and improve their learning curve (professional growth):** CPD keeps teachers motivated as they get professional help to become better educators. They learn from experienced leaders and experts, which enhances their learning curve and leadership skills. They also know what are the latest trends in education and how they can improve themselves so they can catch up with the trends.
4. **Set smart, professional goals:** CPD makes teachers better goal setters and helps them to set SMART (Specific, Measurable, Attainable, Relevant and Time-bound) goals. With CPD, teachers can define career goals that are realistic and achievable.
5. **Equip their students for the future:** Today's students will need to equip themselves with new technical skills, people skills and competencies to perform effectively as future professionals. With CPD, teachers will play a key role in preparing their students for the twenty-first century.
6. **Organisational skill and time management:** Apart from teaching, teachers spend a lot of time in developing curriculum, evaluating students and doing other paper work. CPD will enable them to stay organised and manage their time efficiently.

Accordingly, looking at the need and importance of CPD, various educational policies in India have given due place to it, as mentioned below:

Policies Related to CPD of School Teachers in Post-independent India

Under various committees and commissions variety of initiatives were taken to enhance the capacity of school teachers (NCFTE-2009, p.67). The Secondary Education Commission (1952–53) recommended the arrangement of refresher courses, short courses in special subjects, practical training in workshops and professional conferences as a part of teacher training colleges

Singh, Patel and Mishra, 2019, p. 26). At present, the CPD for teachers is organised in the name of INSET or In-service Teacher Training (Tewari, 2016, p. 47). This programme encompasses teaching skills, sound pedagogical theory and professional skills to create the right knowledge, attitude and skills in a teacher (Holistic development of a teacher). Most of the activities identified for CPD were sporadic responses to the recommendations of the various commissions. These activities have been systematically extracted and discussed in the Table 1 given below.

Table 1: Provisions for Professional Development of School Teachers Reflected in Education Commissions, Committees, Policies in India

Education Commissions, Committees, Policies	Provisions for Professional Development of School Teachers
The Education Commission (1964-66)	<ul style="list-style-type: none"> • Universities and teacher organisations should organise in-service education for teachers. It enables every teacher to receive 2 or 3 months of in-service education once in every 5 years. • Training institutions should work on a 12-month basis, and organise programmes like refresher courses, seminars, workshops and summer institutes. (pp. 85-86)
The National Committee on 10+2+3 Educational structure (1972)	<ul style="list-style-type: none"> • Every teacher is made to undergo in-service training courses and other refresher courses at least once in 3 to 5 years by taking advantage of summer vacation. Training should especially include updating the teachers' knowledge in their subject(s) of teaching. (Para-6.12, p. 71) • Training should cover elements like continuous assessment, remedial teaching, physical education and moral education. (Para-6.13, p. 72)
National Policy on Education (NPE)-1986 and Programme on Action (POA)-1992	<ul style="list-style-type: none"> • Establishment of District Institutes of Education and Training (DIETs) in each district, upgradation of 250 colleges of education as Colleges of Teacher Education (CTEs). • Establishment of 50 Institutes of Advanced Studies in Education (IASEs), and strengthening of the State Councils of Educational Research and Training (SCERTs). • Organise especially designed orientation programme for all new entrants and refresher courses for all the teachers at least once in every five years. • In-service and refresher courses should be related to the specific needs of teachers. Evaluation and follow-up should be a part of the scheme. (p. 179)

<p>National Curriculum Framework (NCF)-2005</p>	<ul style="list-style-type: none"> • In-service training was provided at sub-district level through Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) under District Primary Education Programme (DPEP). • In-service training situated within the context of the classroom experiences of teachers. DIETs, which have the responsibility of organising such training, should do so in a manner in which both teachers and their schools benefit from such training. • Suggested working out a training policy defining parameters such as the periodicity, content and methodology of programmes. (p. 111–113)
<p>National Curriculum Framework for Teacher Education (NCFTE)-2009</p>	<ul style="list-style-type: none"> • Design of in-service programmes for teachers would depend on the specific aim of each programme along with general aims, like content and pedagogical approach. • 20 days of training for all elementary teachers is being mandated by the government. Courses of both short duration (4 to 5 days) and long duration (1 to 3 months) with specific skills or areas of interest offered to teachers over the year. • Use ICT as resources by teachers for wider dissemination of information. • Provide the option of taking a year off (paid or unpaid) to pursue a course for teachers. Avail of duty leave of 3 to 4 days a year attend meetings and conferences connected to their profession. (pp. 67–69)
<p>Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT)-2014–2015</p>	<ul style="list-style-type: none"> • Addressing the need of systematic teacher training and development, providing professional supervision and support, and creating updated teaching-learning environments for teachers. • Create, and strengthen existing institutional structures and mechanisms that enable teachers to transform their pedagogical approaches. • Ensure teachers are properly supported with appropriate academic inputs and resources, including ICTs required for teaching-learning activities and innovative teaching-learning practices. (www.nmtt.gov.in/outcomes, 2022)

The above section reflected a very brief review of CPD provisions for school teachers in independent India. Further, the forthcoming section deals with various practices in the post-independence India.

CPD Practices Prevailing in School Education in India at Present

Various programmes for in-service teachers training programmes were initiated by the Government of India in recommendation of

various commission and policy reports. As per NCF-2005, 500 DIETs, 87 CTEs, 38 IASEs and 30 SCERTs have been set up for providing in-service education to primary and secondary school teachers (p. 112). Researchers such as, Tewari (2016), Singh, Patel and Mishra (2019) pointed out the importance of some programmes by the government to enhance the professional development among school teachers. The systematically drawn overview of these programmes have been mentioned and discussed below in Table 2.

Table 2: Provisions for Professional Development among School Teachers in Different Government Programmes.

Government Programmes	Provisions for Professional Development among In-service School Teachers
District Primary Education Programme (DPEP)-1994 Focuses making Primary education universal	<ul style="list-style-type: none"> • Strengthening the teachers' in-service training and development of new designs for training • Selection and training of master trainers, and resource persons within the district • Training of educational administrators including district- and block-level functionaries • Augmenting the DIETs and other activities required for continuous, and updated training of teachers
Sarva Shiksha Abhiyan (SSA)-2000 Focuses on Universal Elementary Education (UEE)	<ul style="list-style-type: none"> • Provision for 20 days training under in-service education for all primary and upper primary teachers every year. • Besides strengthening the capacity and competence of teachers in pedagogy and subject matters, they were introduced to interventions on several aspects of elementary education like education of girls, SC and ST children, children with special needs, other categories of learners with various disadvantages, community mobilisation.
Revised SSA Framework-2011 As a compliance of the RTE Act 2009	<ul style="list-style-type: none"> • DIETs, Block Resources Center (BRCs) and Cluster Resources Center (CRCs) have been conceptualised to function as academic resource centers for the purpose of PD. Teachers' training needs to be identified, training modules to be reviewed annually to avoid repetition and a long term, and sustainable plan for preparation of master trainers to be developed.

<p>Rashtriya Madhyamik Shiksha Abhiyan (RMSA)- March 2009</p> <p>Focuses making Secondary education universal</p>	<ul style="list-style-type: none"> • In-service teachers and heads of schools will be trained for five days every year. Subject-wise teachers are required to be deputed in every school. Specialised teachers for physical education, art, craft and culture are required to be deputed. • Develop a mechanism, whereby secondary school teachers can share their expertise and experiences and learn from one another, thereby developing a learning community and culture.
<p>Samagra Shiksha (4 August 2021)</p> <p>Focuses on improving the quality of education by focusing on the two T's— Teacher and Technology</p>	<ul style="list-style-type: none"> • Subsumes the 3 schemes, i.e., Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education • Various kinds of dynamic and need-based training programmes are provided for Teachers (Refresher and Induction) and Principals or HMs (Refresher and Residential) for Capacity Building • Focus on strengthening Teacher Education Institutions (TEIs) like SCERTs and DIETs to improve the quality of teachers. SCERT to act as the Nodal institutions for both in-service and pre-service teacher training. (https://samagra.education.gov.in, n.d.)

In India, main organisations for providing professional development to teachers at different levels are DIETs at District level, SCERTs at State level and NCERT at National level. Besides these, agencies like IASES, NIEPA, KVS, Extension Education Centres also play an important role. The role of DIETs, SCERTs and NCERT in teachers' professional development has been discussed in the Directorate of Distance and Continuing Education (DDCE), study material on Teacher Education, which has been summarised in Table 3.

Table 3: Role of Different Organisations on Teachers' Professional Development

Organisations	Role on Teachers' Professional Development
<p>District Institution of Elementary Education (DIET)</p>	<ul style="list-style-type: none"> • Organise training, and orientation programmes for Elementary and Secondary State school teachers (both pre-service and in-service). • Organise seminars and workshops to enhance the abilities of teachers for teaching subjects like mathematics, science, art teaching and yoga at school level. (p. 126)

<p>State Council of Educational Research and Training (SCERT)</p>	<ul style="list-style-type: none"> • Arrange in-service training for different categories of teachers, inspect officers and teacher-educators, and coordinate the work of other agencies operating at the state level. Organise programmes including correspondence-cum-contact courses for professional development of teachers, teacher-educators and inspecting officers. (p. 128)
<p>National Council of Educational Research and Training (NCERT)-1961</p>	<ul style="list-style-type: none"> • NCERT, (2006–2009) made a pioneering effort to utilise two-way video conferencing modes to provide training to school teachers concerning the thrust areas of the National Curriculum Framework (2005) and the new textbooks developed by the NCERT. (p. 127)
<p>National Council for Teacher Education (NCTE)-1995</p>	<ul style="list-style-type: none"> • Monitors the progress and quality of teacher education institutions in the country. It gives guidelines for minimum qualification of teacher educators and teachers. Responsible for giving recognition for starting new courses in teacher training, existing teacher training institutions and formulating the NCFTE for teacher education. (https://ncte.gov.in/website/index.aspx, 2022)

The significant achievements in the field of CPD and its practices in India can be summarised in the following four points along with the follow-up Table 4:

1. CPD programmes for teachers through INSET have been increasingly and actively pursued during the last two decades after the NPE 1986 or 92. During the 1990s the INSET programme was initiated and implemented through the TEIs upgraded to DIETs or DRCs (for elementary school teachers), CTEs and IASEs (for secondary school teachers) under the Centrally Sponsored Scheme.
2. The inputs in these programmes were of two types; subject matters and some selected educational themes, like TLM Preparation and use, Adolescent Education, Planning and Management, Environment Education, Gender Sensitisation, CCE.
3. Institutionalisation of teacher's in-service education with the establishment of a training network comprising NCERT, NUEPA, SCERTs, DIETs, CTEs and IASEs, and establishment of sub-district resource institutions like BRCs and CRCs in the districts covered under primary education projects.

4. Teachers were empowered through training, re-training, refresher and orientation programmes in certain skills such as generic skills, pedagogic skills, ICT and technology enabled training and other appropriate interventions.

Table 4 Summary About CPD Practices Prevailing in School Education in India

Organisations	NCERT, NIEPA, SCERTs, DIETS, CTEs, IASEs, BRCs and CRCs
Modes of INSET	Seminars, Refresher Courses, Workshops, Conference, Study Group, Correspondence Courses, Distance Education, Extension Activities, Field Activities
Models or Approaches for INSET	Cascade Model, Reflective Teaching Model (RTM), Split Model, Site based Model, Self-directed Model

Issues Related to CPD in India Before NEP-2020

From the Government Documents NCF-2005 and NCFTE-2009; articles of Tewari (2016), Singh, Patel and Mishra (2019) researcher pointed out some issues of CPD for teachers in India before New Education Policy (NEP, 2020). Some of these issues are identified and discussed in the paragraph given below:

Present CPD programmes in India focus only on the training aspect of in-service teacher’s development. Its goals aren’t addressing the actual needs of teachers and objectives aren’t designed in an integrated manner. Planning and conduct of such programmes were entirely left to the respective TEIs, not involving teachers. Top-down approach in the present cascade model of CPD has been ineffective in bringing positive results. There is nothing to ensure that what is learnt by the teachers in the CPD programme as feedback and follow up is weak. Other issues like absence of specialised database system about periodicity of CPD and teachers-participants, unavailability of training mechanisms for senior secondary teachers, clubbing upper primary teachers training with either primary or secondary level teachers were also identified. Beside these, due to COVID-19 schools and colleges were closed, which encouraged digitalisation of education, and use of various innovative strategies and methods. There has been a rapid shift from face-to-face mode to online learning. This rapid shift of e-learning prompted by the pandemic has brought a digital divide among teachers. To overcome the above discussed issues and keeping focus on the holistic development

of teachers' various initiatives were taken to improve existing CPD programmes.

Post COVID-19 Initiatives to Improve CPD among School Teachers

The Department of School Education and Literacy (DoSEL) under the Ministry of Education (MoE), Government of India has taken several initiatives related to capacity building of school teachers to ensure professional development post-COVID-19. These initiatives were published by DOSEL Under MoE, India on a report named Compilation of Initiatives or Actions taken to mitigate the effect of Covid-19 pandemic on education of school children. The highlights of the compilation are discussed in the following six points.

1. NISHTHA (National Initiative for School Heads and Teachers for their Holistic Advancement) Online
 - NISHTHA is a capacity-building programme for improving the quality of school education through integrated teacher training. It aims to build competencies among all the 42 lakh teachers and school principals of the country at the elementary stage. The DoSEL has launched the NISHTHA programme under the centrally sponsored scheme of Samagra Shiksha in 2019–20.
 - The objective of this massive training programme is to motivate and equip teachers to encourage, and foster critical thinking in students. The initiative is first of its kind, wherein standardised training modules are developed at national level for all States and UTs. This programme was conducted face-to-face mode before the pandemic. However, it is now conducted in 100 per cent online mode, keeping the needs of teaching and learning during the pandemic.
 - Expected outcome of NISTHA programmes is to train the teachers, so they can use the art of pedagogy for developing creativity and innovation among students, and strengthen personal-social qualities of students for their holistic development. (pp. 11–14)
- i. NISHTHA 1.0 (Elementary Level; Classes I–VIII)—Online (<https://itpd.ncert.gov.in>)
 - ❖ Launched on 6th October, 2020. In this programme, there are 18 modules: 12 for teachers, 5 for school heads, and

- 1 specialised module on teaching and learning during COVID-19 times. 24 lakh teachers and school Heads are covered at primary and upper primary.
- ❖ Each module consists of guidelines, primers, a training package with QR coded e-content, videos on each module and other e-resources. The details of the 18 modules of NISHTHA 1.0 are available in both English and Hindi, and can be accessed on Digital Infrastructure for Knowledge Sharing (DIKSHA) Portal.
 - ❖ CBSE has adopted a few NISHTHA courses for the teachers of its affiliated schools. These courses are available in English medium on DIKSHA portal.
- ii. NISHTHA 2.0 (Secondary Level; Classes IX–XII)—Online (<https://itpd.ncert.gov.in>)
- ❖ Launched on 17 July 2021 and completed on 28 February 2022, targeting 10 lakh teachers and school Heads at secondary level
 - ❖ 12 Generic and 1 Pedagogy Online Courses
 - ❖ 33 States or UTs Initiated in 10 Languages
 - ❖ 8 Autonomous Organisation under Ministry of Education (MoE), Ministry of Defense (MoD) and Ministry of Tribal Affairs (MoTA)
 - ❖ Course Schedule available on <https://itpd.ncert.gov.in/mod/page/view.php?id=48500>
- iii. NISHTHA 3.0 (NIPUN Bharat; ECCE to Classe-V)—Online (<https://itpd.ncert.gov.in>)
- ❖ Launched on 10 August 2021
 - ❖ 12 Online Courses (9 Phases)
 - ❖ 33 States or UTs Initiated in 11 Languages
 - ❖ 5 Autonomous Organisation under MOE, MOD and MOTA
 - ❖ Targeted 25 lakh teacher and school Heads at pre-primary and primary level.
 - ❖ Course Schedule available on <https://itpd.ncert.gov.in/mod/page/view.php?id=48501>
2. Special capacity building of teachers on how to conduct online classes
- CBSE , KVS and JNV undertook a massive exercise to build online teaching capacities of their teachers as soon as the

lockdown started, to ensure continuity of learning through online. In this process, CBSE has trained 4,80,000 teachers (during April–September 2020), KVS trained 15855 and JNV trained 9085 teachers all India.

- Several bite-sized modules were prepared and disseminated post-training to augment the capacities of teachers. Special orientation for primary teachers and HMs was organised for sensitising them on handling students, and conducting their classes online. (p. 14)
3. Special Resources for teachers: MOOCS Modules on Experiential Learning and Competency-based Education; realising the urgent need for building capacities of teachers, activity-based and highly engaging modules should be prepared on the pedagogies. The modules should inculcate experiential learning, competency-based education and the need to integrate real-life situations into the teaching and learning process (p. 17). These modules are available on DIKSHA portal at <https://diksha.gov.in/explore-course?selectedTab=course>
 4. Open Education Resources (OERs) for Teacher: National Curriculum for Teacher Education (NCTE) has also taken the initiatives for uploading OERs on its official website, www.ncte.gov.in, and made it available free of cost to all stakeholders consisting of 28 areas or themes, covered under Teacher Education Courses (p. 18).
 5. DIKSHA (Digital Infrastructure for Knowledge Sharing)—one Nation, One Digital, Educational Platform
 - DIKSHA is the ‘one nation; one digital platform’ for school education in 35 States and UTs along with those of NCERT, CBSE and NIOS of the central government. DIKSHA can be accessed through a web-portal and mobile application.
 - It contains modules for capacity building of teachers uploaded in different languages by the States and Centre. It will serve as National Digital Infrastructure for teachers. All teachers across the nation will be equipped with advanced digital technology. It will help teachers to create training content, profile, in-class resources, assessment aids, news and announcements, and connect with the teacher community. (pp. 21–23)

6. National Teacher Platform (NTP): Our teachers are our heroes.
 - NTP contains courses for teachers to enable continuous learning, provide resources for use in classrooms, and a dashboard for progress and assessment. The NTP will be available to all teachers anytime and anywhere.
 - The NTP will cater to the needs of teachers from all stages of school education, i.e., pre-primary, primary, upper primary, secondary and senior secondary, including the development of attitude, skill and knowledge. The platform will continuously develop and evolve in an iterative manner, based on the needs of users and stakeholder's feedback. (<https://www.india.gov.in/spotlight/diksha-national-digital-infrastructure-teachers>, 2022)

NEP-2020 Initiatives for CPD Programme for In-service Teachers

The present NEP-2020, approved by the Union Cabinet of India on 29th July 2020, gives importance to the teachers. National Education Policy 2020 (NEP 2020) envisages 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. As teachers play the most important role in nation-building by creating high quality of human resources in classrooms, NEP-2020 places them at the centre of these changes. It stresses the importance of CPD for in-service teachers and sets a professional standard for them. These initiatives are as follows:

1. Continuous Professional Development (CPD)
 - NEP-2020 (Para 5.15) recommended 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. It will 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.’ (p. 20).

- NEP-2020 (Para 5.16) also recommended that ‘School Principals will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management. It focuses on preparing, and implementing pedagogical plans based on competency and outcome-based education. They will have similar modular workshops and online development opportunities on leadership or management to improve their own leadership and management skills’. (p. 21)

2. Professional Standards for Teachers

- By 2020, a set of National Professional Standards for Teachers (NPST) will be created by the NCTE in consultation with NCERT. It will determine all aspects of teacher career management, including tenure, CPD efforts, salary increases, promotions and other recognitions. The professional standards will be reviewed and revised nationally in 2030 and thereafter, every ten years, on the basis of empirical analysis of the efficacy of the system. (NEP-2020, para 5.20, pp. 21–22)
- A new and comprehensive National Curriculum for Teacher Education (NCFTE) will be developed on the principles of NEP-2020 by NCTE in consultation with NCERT until 2021. (NEP-2020, para 5.20, p. 24)

Issues Related to CPD in India After Implementation of NEP-2020

NEP-2020 pays special importance to the teachers, and their training programmes for upgrading their professional knowledge and skills. The National Council of Educational Research and Training (NCERT) has developed 50-hour CPD guidelines for teachers, head teachers and teacher educators as envisaged in NEP-2020. This guideline covers the needs of teachers and Head teachers, and comprise various programmes and activities for participants with allotted time for each activity. The focus is to encourage proactive learning and community participation, following a bottom-up approach. However, some of the issues are still unaddressed and need to be

given attention. These issues were as follows:

1. Both NEP-2020 and 50-hour CPD guidelines developed by NCERT, suggested that CPD programmes need to be organised according to the needs of teachers. However, there was no provision currently present to know what actually teachers need for their PD. Questions like (i) what kind of professionalism is needed by teachers? (ii) how teacher training should transform into teachers' professional development? must be addressed, while framing objectives and content modules of CPD.
2. Though 50-hours CPD guidelines suggest teachers to maintain an e-portfolio, which would make it handy for them to analyse their skills, set goals and objectives accordingly. However, as if now, it was not available for every teacher.
3. Both NEP-2020 and 50-hour CPD guidelines developed by NCERT supported CPD programmes, should be offered to teachers in a blended mode (online and offline). However, according to Bhaumik and Priyadarshini (2021), many teachers are either still unaware of online CPD (OCPD) or are unable to perceive their benefits. The major barrier perceived by teachers in opting for an OCPD was internet connectivity and lack of supporting devices. Lack of knowledge of computer applications for doing an online course also creates technology fear among teachers. (p. 9)
4. Suggestions like development of Annual Continuous Professional Development Calendar for teachers and Digital Repository of Resource Persons given in 50-hour CPD guidelines by NCERT, however, not implemented it till now.
5. NEP-2020 recommended a new and comprehensive NCFTE, and NPST for teachers' professional development, which was planned to be published in 2020 and 2021, respectively. However, till now, it is not published.

Conclusion

The systematic review of a variety of documents in the form of research papers, articles, books, chapters in books and online learning materials reflect that CPD is an ongoing continuous process of developing, maintaining and documenting a teacher's professional skills. In independent India, the need of CPD has been well realised. Accordingly, it has been given its due place in post-independent policies and practices particularly towards the

end of the last century as already reflected above in related sections of the paper. However, most recently, the transition from face-to-face to online learning took place, owing to COVID-19 and created issues like digital divide, and subsequent related inequalities among teachers. To reduce the digital divide among teachers, they must consult, and empower themselves by developing skill and knowledge through CPD. Like all previous Government policies and frameworks like NPE-1986, NCF-2005 and NCFTE-2009, NEP-2020 too pays special importance to the teachers, and their training programmes for upgrading their professional knowledge and skills. As per NEP-2020, each teacher is expected to participate in Continuous Professional Development (CPD) for a minimum 50 hours in a year. The Department of School Education and Literacy under the Ministry of Education has taken various initiatives for capacity building of teachers through online mode to mitigate the effect of COVID-19 pandemic on education. Programmes like NISHTA, MOOCS modules, OERs of NCTE, DIKSHA provide training opportunities to a large set of teachers. Special training programmes were also conducted for teachers during summer vacation or holidays so that they can use platforms like Google Classroom, Zoom, Google-meet, Webex, etc., to continue online teaching for students. However, there are some issues present in the INSET programmes like top-down approaches, poor feedback and evaluation, less involvement of teachers, absence of reflective practice, and lack of follow-up programmes that must be addressed first in all future programmes. Besides these issues, the other issues like time, money, and infrastructure may also be addressed for implementing motivating and successful CPD Programmes. Success of CPD programme will lead to better equipped motivated school teachers hence, good school education in India.

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