

**PROFESSIONAL DEVELOPMENT FOR TEACHERS IN RESPECT TO NCFTE-
2009 & NEP-2020**

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ABSTRACT

A framework for professional development encourages and helps educators acquire the knowledge, abilities, attitudes, and convictions needed for their intended roles in the classroom, school, and community. The goal of the current study was to determine several approaches to teacher professional development in accordance with NCFTE-2009 and NEP-2020. The notion and significance of professional development for educators were also included in the study. In light of national (Indian) viewpoints, the current study examined professional development techniques for in-service teachers in accordance with NCFTE-2009 and NEP-2020. The current investigation discovered many distinctive approaches and methods for teachers' professional growth. The current study's investigators thought that teacher professional development in India was of the highest caliber.

Keywords: National Perspectives, NCFTE-2009, NEP-2020, Professional Development, Teachers.

INTRODUCTION

One way to conceptualize professional development is as the application of dynamic tasks including knowledge-based management and use, student focus, workplace involvement, and autonomy and judgment. Resources for guided learning are covered in all their facets by professional development. Teachers have the opportunity to break out from their routine and become lifelong learners rather than just educators through professional development. It inspires educators to be excellent educators and makes them aware of the need for outside help to achieve this goal. When educators understand they have the support to be excellent instructors, it inspires them. In general, professional development helps educators who aspire to become authorities in their field. To become good educators themselves, educators must absorb the knowledge of such great educators.

Professional education is a great way to help both teachers and students, but it also gives instructors the opportunity to grow and develop into capable future school administrators. In the end, professional development helps instructors overcome all of their major obstacles and is an ideal approach to design the classroom of their dreams.

A professional is a worker who aspires to a high level of education in order to improve their future. Teachers' educational records clearly outline how they really prepare students for new advances. Professional development refers to personal growth that is pertinent to our careers; in order to advance in our fields, we must keep ourselves abreast of industry developments. It can be carried out in a variety of educational settings, including formal training programs, workshops, conferences, and large-scale career learning initiatives with core support.

OBJECTIVES OF THE STUDY

- 1) To talk about the idea and significance of teacher professional development.
- 2) To determine the various teacher professional development plans in accordance with NCFTE-2009 and NEP-2020.

CONCEPT OF PROFESSIONAL DEVELOPMENT

To improve the consistency and efficacy of their instruction, teachers can benefit from a variety of tools, training opportunities, and supports known as professional development. With the help of these tools, educators may deepen their understanding of their subject matter, receive mentoring, and pick up new teaching techniques. Attendees of seminars or leadership workshops will acquire and hone specialized knowledge, such as scientific, mathematical, and analytical abilities. Acquiring knowledge and skills for one's own and one's career's advancement is known as professional development. Hauge (2019) revealed some importance of professional development for teachers. These are given below:

- Teachers may develop better teaching strategies.
- Teachers can strengthen their organizational and communication abilities.
- Teachers have the opportunity to broaden their subject-matter expertise.
- Assist pupils in achieving improved learning results.
- Teachers who pursue lifelong learning are inspired, given a positive perspective, and given the bravery to face whatever obstacles they may face in their work as educators and learners.

STRATEGIES OF PROFESSIONAL DEVELOPMENT FOR TEACHERS AS PER NCFTE-2009

- **Short and Long Term Courses:-** In order to enhance specialized abilities, NCFTE-2009 advised that short and long term courses be created and offered to in-service teachers to enroll in over a year. For example, a DIET may design and suggest courses in certain areas like "AIDS education," "teaching fractions," and "developing secular attitudes among children."
- **Utilization of Distance Media:-** TV, radio, phone, twitter, and other ICT-related technologies are helpful for providing resources and ideas, as well as for more thorough information dissemination. Distance education should be an easy way for educators to stay connected to other professionals and to facilitate communication between educators and academic practitioners (at institutions). It would be beneficial to alienate educators while promoting a "culture" that values cooperation and intellectual stimulation. That would shatter a lot.
- **Sabbatical for Learning and Investigation:-** Teachers can choose to spend all of their time studying or take a paid year off to attend another institution, university, or nonprofit organization. Such sabbatical information might be linked to a report or publication that is later generated and distributed further. These sabbatical services can also connect the teacher during that time period with an online tutor who is qualified. Small-scale experiments and case studies need to be encouraged in order for educators to discuss, learn from, and refine their methods.
- **Professional Conferences and Meetings:-** Teachers will also need to complete three to four days a year of discipline-specific seminars and workshops as part of their professional development. The cost of traveling to and hosting those meetings may also be covered by funding.
- **Professional Forum, Resource Rooms and Materials:-** In the field of professional education, it is crucial to have a professional setting, which includes having meetings in schools and clusters to evaluate and assess one's work, plan weekly and monthly classes, create annual work schedules for each school, and talk about decisions at the cluster or block level with the school's instructional and resource managers. In order to motivate instructors to discuss classroom management and the teaching schedule, the time chart has to provide for adequate time. It is crucial to make knowledge found in reference books, online databases, and individuals with resources accessible during the cluster stage.
- **Faculty Exchange Visits and Fellowships:-** To encourage selected teachers to study and train at a school in a different state inside or beyond the nation for three months or

an academic year, each district may provide a number of teacher exchange scholarships. Schools may also provide accommodations for visiting instructors and instruction on how to make the most of their resources while they are there. Teachers who apply to the DIET, CTE, IASE, and university departments or who plan special events for teachers and students in their community will be given short-term funds and fellowships (based on proposals) in support of their work.

- **Language Proficiency:-** NCFTE-2009 recommended that specially crafted teaching programmes and work programming can improve in-service teachers' language skills.
- **Sites and Agencies:-** NCFTE-2009 states that university departments of technology, humanities, and social sciences may consider increasing the materials available to students, inviting instructors to attend their seminars and workshops, and exchanging novel concepts and ideas with them. Aside from focusing on general school success, IASEs, CTEs, DIETs, BRCs, and CRCs can also access and create training programs for special schools or district classes. They should focus their efforts on supplying teachers with materials for the classroom by working closely with the principals of the schools.
- **Content and Pedagogic Approach:-** The layout of in-service training courses offers a broad range of background information and concentrates on the specific goals of every course. However, there are a few broad ideas about the subject matter and pedagogical approach that should be kept in mind while developing and implementing various systems. In order to facilitate the more effective sharing of individual experiences and ideas within teaching groups, the programs must be built around the idea of offering "places" for experience exchange. Teachers should be able to relate to the programs personally and find methods to reflect on these experiences if they are of a high enough calibers.
- **Training Based on Classroom Needs:-** The training design should be based on the learning materials, pedagogical skills and approaches in the administration and organization of the classroom, the understanding of learning strategies, the review of errors, and the evaluation of the learners, as per NCFTE-2009.

STRATEGIES OF PROFESSIONAL DEVELOPMENT FOR TEACHERS AS PER NEP-2020

- **Continuous Professional Development:-** NEP-2020 suggested that every instructor participate in the 50 hours of ongoing professional development opportunities annually, driven by their own aspirations and decisions. The preparation and adaptation to learning outcomes, as well as individualized, skill-based training, will be addressed by the new

pedagogies. Associated pedagogies, such as experiential learning, arts and sport integration, and history-based approaches, will be systematically discussed through opportunities for ongoing professional development.

- **Developmental Opportunities:-** According to NEP-2020, educators will consistently have the opportunity to grow professionally and gain from their field's latest advancements and innovations. To guarantee that every teacher is able to optimize their own professional growth, a modular approach to ongoing teacher development may be put into place. Teachers will have access to online courses for teacher development and teaching seminars at the local, state, national, and worldwide levels. This will allow them to choose the finest materials for their own professional growth.
- **Online Platforms:-** NEP-2020 recommended that In order to exchange ideas and best practice for teachers, online forums such as SWAYAM, DIKSHA etc. will be developed.
- **Merit based Tenure Track System:-** According to NEP-2020, educators who do exceptionally well have to be valued, supported, and compensated in order to inspire other educators to strive for excellence. In order to encourage and accept professionalism and dedication by means of tenure, promotions, and salary increases for each teacher level, a strict merit-based tenure system can be formed in progression, along with a pay scale consisting of several teacher ranks.
- **Assessment of Performance during In-Service Period:-** According to NEP-2020, the State/UT Government should establish a framework with many criteria for accurately assessing the outcomes, taking into account factors like enrollment, participation, peer feedback, CPD hours, and other forms of service provided to the city and schools. These assessments will be used to determine teacher salary increases, tenure decisions, and promotion rates.
- **Career Growth:-** It was suggested by NEP-2020 that all curricular levels (Foundational, Preparatory, Middle, and Secondary) include criteria for in-service equity. Ensuring instructors develop in one school stage (i.e., regarding contracts, promotions, wage increases, etc.) and preventing opportunities for professional progression that would allow them to go from early to later or vice versa in their teaching careers would be the solution. This bolsters the idea that all educational stages require the highest caliber of teachers and that no stage is more important than any other.

- **Vertical Mobility of Teachers Based On Merit:-** As per NEP-2020, it is imperative to guarantee the upward mobility of deserving educators. Exceptional educators possessing established aptitude for organization and communication will be prepared for positions of academic leadership in universities, colleges, schools, BRCs, CRCs, BITEs, DIETs, and government ministries.
- **Professional Standards for In-Service Teachers:-** NEP-2020 recommended that by 2022, NCTE, in partnership with NCERT, SCERTs, teachers from all levels and territories, specialized organizations in teacher training and development, and higher education institutions, establish a shared guideline package of the National Professional Standards for Teachers (NPST). The criteria will go over how different experience and ability levels of teachers view their roles. Additionally, it would include the performance evaluation standards for every rank, which is done once a year. This approach should be used by the member states to assess all aspects of teacher career management, including as tenure, professional development, salary increases, promotions, and other honors earned outside of the probationary/tenure track. Promotions and pay raises are only based on such assessment not on the duration of service or seniority; the technical criteria will be checked and updated based on thorough scientific study of the device performance nationally in 2030, and every ten years thereafter.
- **Organize Innovative Teaching-Learning Activities:-** According to NEP-2020, in-service instructors should plan several cutting-edge teaching-learning activities, such as blended learning, mind mapping, field-based learning, and flipped classrooms. This will assist students in going beyond the textbook and developing higher order thinking abilities. Administrators, other important staff members, and educational authorities ought to be required to support in-service teachers in this.
- **Participation in Co-Curricular and other Co-Curricular Activities:-** In order to support their professional development, NEP-2020 recommended that in-service teachers be required to participate in a variety of subject-related co-curricular activities, such as remedial courses, job training, research visits, student workshops, etc., as well as other co-curricular activities, such as games, cultural programs, NSS, and NCC. Administrators, other important staff members, and educational authorities ought to be required to support in-service teachers in this.
- **Participation in Extension and Dissemination Activities:-** According to NEP-2020, in-service instructors ought to be required to attend specific lectures, discussions, or seminars in order to serve as resource persons and share their knowledge with students.

Administrators, other important staff members, and educational authorities ought to be required to support in-service teachers in this.

- **Participation in Seminars, Conferences, Panel Discussions, Workshops, and Short Term Training Courses:-** In order to broaden their expertise and boost productivity, NEP-2020 advised that in-service teachers be required to attend a variety of seminars, conferences, panel discussions, workshops, and short-term training courses. Administrators, other important staff members, and educational authorities ought to be required to support in-service teachers in this.
- **Involvement in Research and Academic Contributions:-** According to NEP-2020, in-service teachers should be engaged in a variety of research projects and scholarly contributions, such as action research and the writing of books, research papers, articles, and other works. Administrators, other important staff members, and educational authorities ought to be required to support in-service teachers in this.
- **Development of e-Learning Materials:-** It was suggested by NEP-2020 that in-service instructors be required to provide e-learning resources such as blog posts, YouTube lectures, e-content production for MOOCs, and e-module development. Administrators, other important staff members, and educational authorities ought to be required to support in-service teachers in this.
- **Participation in Topic-Centered and Project-Based Clubs with Students:-** As per NEP-2020, educators are advised to accompany their students to several clubs that are related to their studies and projects (e.g., Science, Math, Music Performance, Chess, Poetry, Language, Drama, Debate, Sports, etc.). Teachers that do not attend these clubs or circles at their own schools will be allowed to attend with the support of funding.
- **Knowledge Development on Digital Pedagogy:-** NEP-2020 suggested that educators increase their proficiency in digital pedagogy. Teachers will be able to develop online apps with tests, competitions, evaluations, enrichment materials, and online communities with shared interests once all homes and schools have access to mobile phones or tablets over the internet.
- **Inclusive Teacher:-** According to NEP-2020, educators should be required to expand their understanding of inclusive education. It should be mandatory for multidisciplinary colleges and universities to provide full-time, part-time, or hybrid credential programs for in-service teachers.

- **Autonomy and Academic leadership:-** NEP-2020 proposed that in-service teachers be given greater latitude in selecting pedagogical elements for their classroom instruction, and that they be granted access to academic leadership roles.

CONCLUSION

Teachers are regarded as professionals when they are experts in their field with sufficient knowledge and methodological abilities to instruct. These specific abilities set instructors apart from other professions. The teacher's high caliber of work is an indication of their professionalism in a number of ways. It involves not just knowledge, information management method, and application, but also an attitude. A teacher must be committed to tracking students' learning performance using various methods, have a thorough understanding of the subjects they teach, be ready to learn from their students, be able to think methodically, and be dedicated to becoming a part of the discipline's learning culture in order to be considered a professional.

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