KENDRIYA VIDYALAYA SANGATHAN, NEW DELHI

Continuous Professional Development (CPD) GUIDELINES

Introduction:

The National Education Policy (NEP) 2020 envisions teachers as the cornerstone of educational transformation. As the driving force behind the learning process, teachers are essential change-makers, deeply influencing the evolution of education. In today's fast-paced world, where information is abundant and media is ever-present, it is crucial for teachers to master 21st-century skills and competencies, aligning with UNESCO's Sustainable Development Goals. To support this vision, NEP 2020 advocates for 50 hours of Continuous Professional Development (CPD) each year for teachers, principals, and teacher educators.

Para 5.15 (NEP 2020)- . 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.

Continuous Professional Development aims to empower educators with cutting-edge pedagogical tools, offering them the freedom to tailor their professional growth through a "cafeteria approach," where they can select from a range of offline and online training activities that best suit their needs.

Training and Professional Development in Kendriya Vidyalaya Sangathan:

Training and professional development are integral to the KVS framework, ensuring that teachers are well-equipped to provide high-quality education. By focusing on continuous improvement and embracing innovation, KVS strives to maintain its reputation as a leading educational organization in India. As a part of this campaign, **Suggestive Guidelines** for completion of at least 50 hours of CPD as recommended in NEP 2020 have been framed and presented for all stakeholders concerned.

50 hours CPD training is broadly classified into offline i.e. face to face mode and online /distance mode occupying 30 & 20 hours respectively per academic year.

S.No.	ACADEMIC YEAR/ QUARTER	MONTHS	QUARTERLY TOTAL HOURS	TRAINING/ ASSIGNMENT TO BE UNDERTAKEN IN FACE TO FACE MODE	NO. OF HOURS (face to face)	TRAINING TO BE UNDER TAKEN IN ONLINE MODE	NO. OF HOURS(online)
1	Quarter-1	April May June	12 Hours	Action Research/ Innovative Project/Workshops	6 Hours	Online Courses by KVS, Online Certificate/ Credit Courses by DIKSHA, NISHTHA, NCERT, CBSE, IGNOU, SWAYAM MOOCs etc.	6 Hours
2	Quater-2	July August September	20 Hours	Subject Enrichment Workshops(based on CBL,CBA, PBL)	18 Hours		2 Hours
3	Quarter-3	October November December	9 Hours	Half Day Workshop	3 Hours		06 Hours
4	Quarter-4	January February March	9 Hours	Seminar /e-Content Development at RO/ZIET Level	3 Hours		6 Hours

Note: (I) Implementation and Monitoring of the above CPD Hours for PGT, TGTs, HMs & PRTs will be executed by the Principal at Vidyalaya level and verified at RO level. (II) Implementation & Verification of CPD Hours accomplished by Principals and Vice-Principals will be effectuated by Deputy Commissioner, KVS of the concerned Region. (III) Topics for Workshops may be chosen from Annexure-I of 'Guidelines for 50 Hours of Continuous Professional Development for Teachers, Head Teachers and Teacher Educators' published by NCERT.

Online mode of training can be replaced with face to face mode but not vice-versa.
The suggested activities are based on the guidelines issued by NCERT.
50 hours = 30 (face to face) + 20 hours (Online mode)

Suggestive Areas/ Topics to be covered in CPD courses for the Academic Year 2024-25
Each session will be counted as of 1.5 hours duration.

Vidyalaya Level/ Cluster Level		Regional Level		KVS ZIET/HQ Level	
Face to Face Mode(offline)	**Online Mode**	**Face to Face Mode(offline)**	**Online Mode**	**Face to Face Mode(offline)**	**Online Mode**
Different pedagogical approach	Use of ICT in Teaching Learning Process	Subject Content enrichment	Personality Development	School Safety & Security	Gender sensitization & legal awareness
KVS flagship program	Inclusive Education	Art Integrated learning	Strategies to Improve Reading Habits	Digital library and e-Granthalaya	Inclusive Education
NEP 2020 - features	Communication Skill	Scouts & Guides	Effective use of Clubs and Committees	Child Rights & POCSO Act 2012	Guidance and counselling
Design learning outcomes	NIPUN Bharat	Effective class room management	Understanding Vocational/Pre-Vocational Education & bag-less Days	राजभाषा अधिनियम, नियम एवं संवैधानिक प्रावधान	Inventory Management and Condemnation of Article
Experiential learning approach	FLN	Theatre in Education	Raj Bhasha	Action Research	SQAAF
Integrate 21st century skills	Holistic Report Card	Action research	ACP/AEP/Rupanter/ Inspire Manak award/ IOQM and other Olympiads related training	Records to be maintained by Teachers	Journal writing/ documenting one's teaching experiences
Scheme of studies, syllabus and text book	Cyber Security	Assessment structure	Competencies, Curricular Goals and Learning outcome-in the light of NCF	Role Various stakeholders to implementation in flagship programmes & PM SHRI Schools	SAFAL
preparation of competency based test	Value Education	21st Century Skills	Supportive Classroom Supervision	NCFFS 2022, NCFSE 2023	Assessment Policy of KVS/CBSE
Effective class room management	Story telling pedagogy	UBI/PIMS/UDISE/TARA Portals/ PRASHASHT	ICT tools for Classroom teaching and Assessment	Gender Sensitization including POSH Act 2013	School Processes (NCFSE-2023)
Raj Bhasha	Sports integrated learning & Gamification	Preparation of competency based test	Pedagogical Content knowledge	Purchase Procedure-GFR 2017 GeM Portal	Code of conduct for teachers Article 59 of Education Code (Through Webex/Google meet/You-tube link)
Action research		Pedagogical shift and pedagogies for experiential/Competency based learning	Cognitively guided instructions strategies	Service matters- - Conduct Rules - Disciplinary Rules - Leave Rules - TA/DA Rules - Other allied matters	
Assessment structure		Integrated Learning & Multidisciplinary Approach		Toy Based Pedagogy	
Emotional and mental well being		Competency Based Learning		Inclusive Education & PRASHASHT	
Jadui-Pitara		Competency Based Assessment			

✓ The sessions for CPD at Vidyalaya level should be conducted in face to face mode (offline mode) only.

✓ The ZIET Level CPD should be undertaken at Regional and Vidyalaya level in a cascading mode for 100% reach-out and effectiveness.

✓ The Training Need analysis should be done at ZIET/Regional Level/Vidyalaya to choose the CPD Area.

✓ 30 hours Face to Face and 20 hours Online CPD must be mandatory. However, ZIET/Regional office and Vidyalaya may choose the mode of CPD for a given CPD Area/Topic.

Continuous Professional Development (CPD) Course conducted by External Agencies-NCERT/CIET/IGNOU/SWAYAM/i-GOT Karmyogi/NISHTHA/DIKSHA/NIOS, or any other Agency/ Knowledge Partner recognized by KVS-

Continuous Professional Development Courses approved by KVS or prior sanctioned course undertaken by the teacher from NCERT/CIET/IGNOU/SWAYAM/i-GOT Karmyogi/ NISHTHA/ DIKSHA/ NIOS/CBSE/NCPCR, or any other Knowledge Partner may be treated as CPD for counting of hours/verification-

Sl.No.	Agency/CPD	No. of hours
1	Courses curated by NCERT/CIET/NISHTHA/DIKSHA/i-GOT Karmyogi/CBSE/ any other Knowledge Partner with definite no. of hours	Actual no. of hours spent in CPD
2	Credit course conducted by IGNOU/SWAYAM	03 Hours for 1 credit point
3	Noncredit course of SWAYAM, or of any other agency	Nil

Other Activities of CPD by Self Learning in KVS /Other organisations in Face to face /On-line mode. These Activities can also be taken and recognised as a part of CPD to meet the requirement or go beyond-

S.No.	Name of Activity	CPD Hours
	Contribution in Vidyalaya/Regional/HQ/National level Publication/Journal/Newsletter/Magazine	
1.	Vidyalaya /Regional Level Publication / Journals and Magazines - Contributor - Editorial Board member	 1 2
2	KVS/National Level Magazine/ Newsletter/publication - Contributor - Editorial Board member	 2 6
	Paper Publication and Presentation	
3	a) Local/Regional Level Publication/ Presentation in Recognized Journals and Magazines: Half Day	3
	b) National Level Publication/ Presentation in Recognized Journals and Magazines: One Day	6
	c) International Level Publication/ Presentation in Recognized Journals and Magazines: Two Days	12
4	E-content development/Student support material / 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. Allotted by RO/HQ Level(per day)	6
5	Half an hour live session/discussion on PM e-Vidya channel	3
6	Pre-approved Expert/resource person in a session in a face-to-face platform and sharing experiences, papers, participation as speaker, etc. (per day) in Workshops/ In-Service Course, seminars, colloquiums, confluence, etc.	3
7	Paper setting of a school subject at RO level	3

General Objectives of Continuous Professional Development

1. To sensitize teachers to exhibit and inculcate ethical, 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.

2. 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.
3. To equip teachers to become informed and responsive to the social, emotional and psychological needs of students as first level counselors.
4. To educate teachers to use art as pedagogy to enhance creativity and innovation among students.
5. To upgrade teachers for creation of an enabling and enriching inclusive classroom environment.
6. To orient teachers to practice multidisciplinary and holistic education.
7. 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.
8. To facilitate teachers for promoting life skills, such as communication, cooperation, teamwork, and resilience during interactions with students.
9. To sensitize teachers to respect diversity, such as gender, caste, religion, socio-economic status and the local context as a professional for lifelong learning.
10. To prepare teachers to adopt activity based teaching-learning processes and move away from rote learning to competency based learning.
11. To equip teachers to develop stress free school based assessment focused on development of competencies.
12. To educate teachers and school heads on new initiatives in school education and implement them in their school.
13. To transform heads of schools into providing academic and administrative leadership for the schools for fostering new initiatives.
14. To make teacher competent to explore, reflect on and develop one's own practice.
15. To enable teachers to research and reflect on learners and their education for improvement of learning outcomes of the students.
16. To upgrade teachers about educational and social issues of local and global concerns and act accordingly.
17. To make teacher competent to align the curriculum with classroom practices rootedness in Indian culture and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions.

Specific Objectives of Training Areas
*These objectives are suggestive and not exhaustive.
1. Pedagogical Shift
   - Develop diverse teaching methods to cater to varied learning styles.
   - Implement active learning strategies like group work and discussions.
   - Transition from traditional teaching methods to student-centered learning.
   - Embrace new teaching strategies like flipped classrooms and blended learning.

2. KVS Flagship Program
   - Improve academic standards and infrastructure in Kendriya Vidyalayas.
   - Enhance teacher training and student support services.

3. NEP 2020 - Features
   - Emphasis on holistic and multidisciplinary education.
   - Focus on foundational literacy and numeracy.
   - Promotion of critical thinking and creativity.

4. Design Learning Outcomes
   - Establish clear, measurable goals for student learning.
   - Align outcomes with curriculum standards and assessment methods.

5. Experiential Learning Approach
   - Encourage learning through experience and reflection.
   - Use real-world applications and hands-on activities.

6. Integrate 21st Century Skills
   - Develop skills like critical thinking, communication, collaboration, and creativity.
   - Incorporate technology and digital literacy in the curriculum.

7. Competency-Based Learning
   - Focus on developing specific competencies and skills in students.
   - Customize learning paths based on individual student needs and progress.

8. Preparation of Competency-Based Test
   - Design assessments that evaluate students' skills and knowledge effectively.
   - Focus on application and understanding rather than rote memorization.

9. Competency-Based Assessment
   - Evaluate students based on their ability to demonstrate specific skills and knowledge.
   - Use diverse assessment methods to capture a comprehensive view of student performance.

10. Effective Classroom Management
    - Implement strategies to create a positive learning environment.
    - Address diverse student needs and manage classroom behavior.
    - Create a positive learning environment through clear rules and procedures.
    - Use strategies to engage students and manage classroom behavior effectively.

11. Raj Bhasha (Official Language)
    - Promote the use of Hindi and other official languages in the education system.
    - Provide training and resources for effective language instruction.

12. Action Research
    - Encourage teachers to engage in research to improve teaching practices.
    - Use data and evidence to inform educational interventions.

13. Assessment Structure
    - Develop a balanced assessment system combining formative and summative evaluations.
    - Use assessments to guide instruction and support student learning.

14. Theatre in Education
    - Use drama and theatre techniques to enhance learning experiences.
    - Foster creativity, empathy, and communication skills through performance arts.

15. Subject Content Enrichment
    - Enhance curriculum content to cover advanced topics and interdisciplinary themes.
    - Update learning materials to reflect current knowledge and practices.

16. Art & Sports Integrated Learning
- Use art as a tool to teach and reinforce academic concepts.
- Promote creativity and holistic development through artistic expression.

17. Integrated Learning & Multidisciplinary Approach
- Facilitate connections between different subject areas for a holistic learning experience
- Encourage interdisciplinary projects and activities.

18. Scouts & Guides
- Develop leadership, teamwork, and survival skills.
- Foster a sense of community service and environmental stewardship.
- Promoting constitutional values, Indianness, and nationalism

19. UBI/PIMS/UDISE/TARA Portals
- Utilize these portals for efficient management of educational data and resources.
- Ensure accurate tracking and reporting of student and school performance metrics.

20. Code of Conduct
   - Establish clear guidelines for behavior and ethics in educational institutions/work place.
   - Promote a culture of respect, responsibility, and integrity.

For other topic and themes related to Cross-cutting Issues and Concerns, Kindly refer to Annexure-I of NCERT CPD GUIDELINES. Link https://ncert.nic.in/pdf/Guidelines50HoursCpd.pdf

Stage wise (Foundational/Preparatory/Middle/Secondary Stage) /Cadre wise Calendar of Continuous Professional Development Plan-

Vidyalaya/Regional Office/ZIETs/Head Quarters may prepare yearly CPD Calendar keeping the following points in view-

- Latest pedagogical and content requirements
- NEP-2020 implementation mandate
- Saturation of training needs of teachers across all levels

Continuous Professional Development Portfolio

Principal will certify all the activities along with completed relevant hours spent on them by the teacher twice in a year i.e., First span- from 16th to 31st October and Second span from 16th to 31st March. During the first span, Principal will review, certify and give suggestions, if needed, to complete the remaining targeted hours of CPD by 15th March. During the second span, in the third week of March, Principal will finally certify the activities and hours after due verification of the certificates/documents/proofs in support of the activities completed by the teacher concerned.

Comment of the Reporting Authority on 50 hours of CPD is to be mandatorily mentioned in APAR of the employee. The area where training is required must be specifically mentioned in the appropriate column.

Teachers, HMs, VPs, and Principals who have completed a minimum of 100 hours in Continuing Professional Development (CPD) during the previous academic session will receive priority consideration for the roles of Resource Person, Associate Course Director or Course Director.