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RE-SKILLING AND UP-SKILLING IN DIGITAL PEDAGOGY FOR TEACHER EDUCATORS

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ABSTRACT
The National Education Policy (NEP 2020) marks a paradigm shift in the Education system of India by emphasizing digital technology integration, competency based learning and professional development of teachers and teacher educators. Education sector is transforming rapidly due to integration of Digital technology in teaching-learning process. Re-skilling and Up-skilling are very important for professional development of Teacher Educators in today's era. Re-skilling and Up-skilling in Digital Technology means adapting teaching through technology. This paper focuses on ways to improve digital tools integration for Up-skilling and innovative ways which can be taken for Re-skilling. This paper explores National initiatives for Digital Education and teacher preparation. Major National initiatives for digital education are National Digital Education Architecture (NDEAR), PM e-VIDYA, DIKSHA, SWAYAM, SWAYAM PRABHA. Some of the innovative ways for Re-skilling and up-skilling are Continuous Professional Development through National Digital Platforms, Research integrated digital training, focus on inclusive education, and Integration of Emerging Technology. This paper deliberates upon the necessity of Re-skilling and Up-skilling of teacher educators in digital pedagogy in alignment with NEP 2020. By addressing these aspects, the paper discusses how empowered teacher educators can lead the transformation towards inclusive, innovative and future-ready teacher education in India.

Key-words: *Digital Pedagogy, Re-skilling, Up-skilling, Artificial Intelligence, Professional Development, Learning Management System, e-Learning*

INTRODUCTION:
Re-skilling and Up-skilling are very important for Teacher Educators in today's era for their Professional development. Major National initiatives for digital education are National Digital Education Architecture (NDEAR), PM e-VIDYA, DIKSHA, SWAYAM, SWAYAM PRABHA. Some of the innovative ways for Re-skilling and up-skilling are Continuous Professional Development through National Digital Platforms, Research integrated digital training, focus on inclusive education, Integration of Emerging Technology. Re-skilling will equip teacher educators with entirely new skills to perform different roles often required during digital shifts like AI adoption or automation. Upskilling will help teacher educators to improve existing skills to adopt to new technology and workflow. There is a necessity of Re-skilling and Up-skilling of teacher educators in digital pedagogy in alignment with NEP 2020.

NATIONAL INITIATIVES FOR DIGITAL EDUCATION:
Various initiatives have been taken by Government of India for Digital Education; Major initiatives are discussed below-

- **National Digital Education Architecture (NDEAR)-** NDEAR was launched on 29th July, 2021, with a vision to create a unifying digital infrastructure to energize and catalyze the education ecosystem.
- **PM e-VIDYA-** A flagship initiative has been launched with the objective to provide online/on-air digital education to enable multi-mode teaching-learning. It will benefit nearly 25 crore school going children across the country. PM e-VIDYA educational programmes are accessible through its various platforms like TV, Internet Radio, Community Radio and Podcasts. Two hundred PM e-Vidya TV Channels on One Class One Channel are broadcasting the content related to 1st- 12th grades.
- **DIKSHA (Digital Infrastructure for Knowledge Sharing)-** DIKSHA national online portal was launched on 5th September, 2017 for students, teachers and parents. Important features of this portal for easy access of e-resources are-

1. **Language-** This portal provides e-resources in varied 18 languages that include English, Hindi, Marathi, Tamil, Telugu and others. Learners can choose any language of their choice for convenience.
2. **Location based-** This portal provides location-based courses that are going on in a particular region from that learners can choose courses of their choice or skill set.

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