

Teacher Training and Professional Development: Lessons from International Practices

Yasmeen Anwer^{1*}

¹English Lecturer, Digambar Jain Girls Inter College Sadar Meerut.

Abstract

Education is a critical factor in the formation and maturation of an individual's psyche. As a result, teaching emerges as a highly significant vocation, and the NEP 2020 further underscores the condition of educators by offering ongoing professional development opportunities to equip them with the necessary skills to excel in their role and contribute more effectively to the well-being of their students and nation at large. With an international perspective, this paper attempts to analyze the NEP 2020's implications for the professional development as well as practices of Teachers.

Keywords: NEP 2020, Teachers, CPD, International practices, Opportunities.

1 Introduction

The National Education Policy (NEP) 2020 was introduced by the Indian government on July 29, 2020, with the aim of restructuring the country's entire educational system. Its basis is built around the tenets of equity, affordability, quality, and responsibility. This strategy aligns with the 2030 Agenda for Sustainable Development and aims to transform India into a knowledge-driven nation and global powerhouse. The NEP 2020 aims to make education more transdisciplinary, flexible, comprehensive, and suitable for the challenges of the twenty-first century. It aims to draw attention to the unique characteristics of each student's learning. It will prepare India's youth for a wide range of current and future local and international concerns. (Sabar, 2024)

The first education policy of the twenty-first century, National Education Policy 2020 attempts to address the numerous and increasingly pressing needs of our nation's development. By offering high-quality

* ISBN No. - 978-81-973048-8-0

education to everyone and establishing India as a global knowledge superpower, this National Education Policy envisions an education system rooted in Indian ethos that directly contributes to transforming India, or Bharat, into an equitable and vibrant knowledge society in a sustainable manner. According to the Policy, our institutions' curricula and pedagogy must instil in students a strong feeling of respect for the Constitutional values and Fundamental Duties, a sense of national identity, and an understanding of their roles and responsibilities in a world that is constantly changing (NEP-2020).

1.1 Teacher training outlined in NEP 2020

1. Integrated Teacher Education Program (ITEP)

The implementation of an "Integrated Teacher Education Program" (ITEP) by NEP 2020 signifies a deviation from the conventional methodology employed in teacher education. The objective of this integrated four-year B.Ed. program is to furnish prospective educators with an all-encompassing repertoire of abilities, including subject expertise, pedagogical approaches, and hands-on classroom involvement. Through the integration of professional education and general education, ITEP endeavors to cultivate educators who are not only proficient in their selected fields but also cognizant of efficacious pedagogical approaches. By placing significant importance on hands-on experience gained from internships and school visits, prospective educators are sufficiently equipped to navigate the intricacies of the classroom setting. ITEP signifies a substantial advancement in the pursuit of enhancing the quality of teacher education in the nation through the promotion of a comprehensive and hands-on methodology to instruction.

2. Continuous Professional Development (CPD)

The emphasis of NEP 2020 on "Continuous Professional Development" (CPD) acknowledges the criticality of educators engaging in lifelong learning. The implementation of "National Professional Standards for Teachers" (NPST) guarantees a uniform and elevated level of instruction throughout the nation by establishing a structure for evaluating and improving the performance of educators. Consistent participation in in-service training sessions allows educators to remain updated on developments in instruction and evaluation practices, technological pedagogical methods, and technological innovations. NEP 2020 aims to foster a culture of ongoing teacher development by allocating resources towards continuing professional development (CPD), with the ultimate goal of improving the quality and efficacy of instruction for the benefit of students.

3. Mentoring and Peer Learning

Recognizing the importance of collaborative professional development, NEP 2020 places a focus on mentorship and peer learning programs. Mentorship programs establish connections between seasoned educators and inexperienced teachers, offering the former invaluable counsel and assistance during their formative years in the field. Mentor-mentee relationships serve as a catalyst for the exchange of knowledge, expertise, and optimal methodologies, thereby fostering the professional development of each participant. In addition, "Professional Learning Communities" provide platforms for educators to

engage within collaborative problem-solving, exchange novel pedagogical approaches, and engage in self-reflection regarding their instructional methodologies. Through the cultivation of a collaborative and knowledge-sharing environment, NEP 2020 endeavors to leverage the combined proficiency of educators in order to propel ongoing enhancements in educational achievements.

4. Use of Technology in Teacher Training

Recognizing the importance of collaborative professional development, NEP 2020 places a focus on mentorship and peer learning programs. Mentorship programs establish connections between seasoned educators and inexperienced teachers, offering the former invaluable counsel and assistance during their formative years in the field. Mentor-mentee relationships serve as a catalyst for the exchange of knowledge, expertise, and optimal methodologies, thereby fostering the professional development of each participant. In addition, "Professional Learning Communities" provide platforms for educators to engage within collaborative problem-solving, exchange novel pedagogical approaches, and engage in self-reflection regarding their instructional methodologies. Through the cultivation of a collaborative and knowledge-sharing environment, NEP 2020 endeavors to leverage the combined proficiency of educators in order to propel ongoing enhancements in educational achievements.

5. Focus on Pedagogical Innovations

The focus of NEP 2020 on pedagogical innovations signifies a dedication to cultivating learning approaches that are experiential and student-centered. The policy envisions that through the provision of teacher training in cutting-edge pedagogical approaches like inquiry-based learning, project-based learning, and experiential learning, students will be encouraged to actively participate, develop critical thinking abilities, and solve problems. These novel methodologies depart from conventional didactic teaching approaches in favor of collaborative and participatory instructional tactics that accommodate a wide range of learning styles and preferences. NEP 2020 seeks to foster inspiring learning environments that motivate students to achieve their maximum capabilities through the promotion of innovative pedagogical approaches and the modification of teaching methods in response to shifting educational trends.

6. Diverse and Inclusive Training

Acknowledging the significance of catering to the requirements of every learner, including individuals from those who are marginalized and those possessing varied learning abilities, NEP 2020 places considerable emphasis on inclusive and diverse training. Incorporating modules on special needs education, cultural sensitivity, and inclusivity into teacher preparation programs provides instructors with the knowledge and abilities necessary to foster inclusive and supportive learning environments. Through the cultivation of an appreciation for a wide range of viewpoints and life experiences, NEP 2020 endeavors to advance social justice, diversity, and equity within the realm of education. By means of specialised training and initiatives for professional development, educators enhance their capabilities

to cater to the varied requirements of their pupils and guarantee that each individual learner is granted access to high-quality education.

7. Localized and Contextualized Training

Teacher education programs in India must be contextualized to represent the country's rich linguistic, cultural, and scholastic variety, according to NEP 2020. Teachers will be better equipped to handle the possibilities and threats faced by their students in diverse communities if they create training modules and resources tailored to each area. Localized training initiatives serve to augment the applicability and efficacy of teacher education while simultaneously cultivating a more profound rapport between educators and the cultural heritage and personal encounters of their pupils. Moreover, NEP 2020 ensures that education remains open to all for all learners while promoting linguistic diversity as well as cultural preservation through the integration of local languages as well as cultural traditions through the curriculum.

8. Enhanced Quality Assurance

NEP 2020 places a high priority on the implementation of resilient quality assurance systems in order to maintain elevated benchmarks within institutions of teacher education. Regular assessments and accreditation procedures guarantee that teacher preparation programs conform to stringent quality standards and address the ever-changing demands of the education industry. Through the establishment of institutional accountability measures for program quality and outcomes, NEP 2020 aims to foster confidence in teaching profession and advance the standard of educator preparation. In addition, persistent surveillance and evaluation endeavors facilitate the ongoing enhancement and optimization of teacher training programs, guaranteeing their continued applicability, efficacy, and adaptability in light of the evolving educational environment.

9. Collaboration with Higher Education Institutions

Higher education institutions and schools should work together more closely to improve teacher preparation and professional growth, according to NEP 2020. Through the establishment of collaborations between the classroom and the workplace, educators are granted entry to state-of-the-art research, resources, and knowledge that enhance and inform their pedagogical approach. Moreover, collaborative endeavors serve to foster the amalgamation of principles and implementation, thereby reconnecting the domains of educational research and practical implementation. By means of collaborative training initiatives, research undertakings, and knowledge sharing engagements, NEP 2020 endeavors to cultivate an environment within the teaching vocation that promotes ingenuity, investigation, and ongoing education.

10. Career Progression and Incentives

NEP 2020 aims to enhance the appeal and satisfaction of the teaching profession through the implementation of well-defined career advancement trajectories and the provision of incentives to foster

professional development. Career advancement systems based on merit acknowledge and incentivize exemplary instruction, thereby inspiring educators to pursue opportunities for continuous professional development and enhance their craft. Awards, scholarships, and performance-based incentives serve as additional motivators for educators to strive for excellence in their positions and make valuable contributions towards improving student outcomes. Through allocation of resources towards the development and welfare of educators, NEP 2020 endeavors to bolster employment contentment, employee retention, and general morale among the teaching staff, thereby contributing to the enhancement of education standards in India.

1.2 Continuous Professional Development

Rapidly, the information landscape is transforming across the globe. A multitude of significant scientific and technological progressions, such as the advent of artificial intelligence, machine learning, and big data, may potentially render numerous menial occupations obsolete on a global scale. Mathematicians, computer scientists, data scientists, and those with interdisciplinary abilities in the social sciences, the humanities, and the natural sciences will be in high demand as a result. By implementing substantial reforms that prioritize excellence, fairness, and honesty across the entire system—from early childhood education and care to higher education—it is possible to narrow the disparity between current learning outcomes and the required standards. All individuals are indispensably equipped with the competencies and abilities of the twenty-first century.

"Continuing professional development" (CPD) is an imperative for instructors in the dynamic realm of education, characterized by progressive technological advancements. Continuous Professional Development ensures that educators continue to acquire knowledge, develop professionally, and advance so that they may remain effective amidst shifting work environments. The essay emphasizes the significance of "Continuous Professional Development" (CPD) in shaping the perspectives, personality characteristics, and skills of teachers. This is because CPD ultimately impacts teaching strategies and the academic achievement of students. In order to increase their effectiveness, educators acquire, develop, and fortify their skills and knowledge through CPD.

It is a continuous procedure that evolves in reaction to the dynamic nature of the professional environment. Professional development for educators commences during their initial phase of teacher education and persists until their retirement, constituting an ongoing and enduring learning endeavor. The process is commonly represented as a continuum consisting of distinct stages: initial preparatory phase, induction phase, becoming phase, and teaching phase (continuous professional development for teachers who have completed the initial phase of teaching).

1.3 Opportunities for Engaging in CPD

CPD will be mandatory for educators whatsoever levels of instruction, as guaranteed by the NEP 2020. In order to accomplish this, NEP 2020 intends to establish provisions for providing CPD to various teachers, as stated: "Educators will be afforded ongoing opportunities for self-development and to

acquire knowledge of the most recent developments and innovations in their fields." Workshops at the regional, state, federal, and international levels, as well as online modules for professional development for educators, will all be part of the program.

While NEP 2020 does not specify whether the advantages of CPD will be extended to teachers in private and public institutions, or whether it will primarily benefit teachers employed in government institutions, this information is not disclosed. It is essential to note that current CPD programs, especially in the education sector, primarily assist educators employed by the government or government-aided institutions. Private institution instructors are responsible for planning and organizing CPD at their own expense and initiative. Additionally, the policy stipulates that instructors must augment their responsibilities and serve as facilitators for students. As well as with the instructor, instructors are anticipated to encourage students' active participation with the material, their fellow students, and the instructor. In order to achieve this objective, the policy stipulates that "Educators shall be subjected to comprehensive training in learner-centric pedagogy and the development of their own skills as creators of high-quality online content utilizing online teaching platforms and tools".

Additionally, NEP 2020 foresees online platforms facilitating the exchange of best practices and professional-related ideas among educators. In relation to the more extensive application of technology for continuing professional development (CPD), the policy proposes the following: "The utilization of technological platforms like SWAYAM/DIKSHA for the purpose of online teacher training will be promoted, enabling the rapid implementation of standardized training programs for a substantial number of educators." Additionally, the policy stipulates that instructors in higher education will be granted mentoring opportunities from seasoned and knowledgeable educators. The proposed initiative seeks to facilitate avenues for educators to exchange professional concerns and obtain pertinent responses from individuals who have firsthand knowledge of the system and have encountered comparable challenges or situations. The policy emphasizes the following regarding this initiative: "A National Mission for Mentoring shall be established, comprising a substantial group of distinguished senior/retired faculty members, including those proficient in teaching Indian languages, who are inclined to offer both temporary and permanent mentoring and professional assistance to educators at the university and college levels."

1.4 Recruitment and Development

1. The implementation of the various strategies proposed in the NEP 2020 to enhance teacher professional development is feasible beginning with the recruitment and deployment phase. In order to reduce the high turnover rate among educators, it is important to put safeguards in place throughout the hiring process and grant local students preference when hiring. Planning for teacher requirements by subject will be conducted in order to evaluate vacancies for teachers.
2. It is the belief of NEP 2020 that only exceptionally qualified pupils are qualified to become educators. As a result, plans are underway to implement a four-year Integrated B.Ed. program that will provide special merit-based scholarships to rural students, with a particular emphasis

on female students. These scholarships aim to enable deserving students to successfully complete a high-quality Integrated B.Ed. program as well as excel as educators in their chosen fields. In addition to providing learners to highly qualified instructors, this will also provide them with local role models.

3. Educators assigned to rural regions, particularly those experiencing a scarcity of qualified instructors, will be furnished with specialized amenities. To teach within rural areas, however, each educator must possess a perfect command of the local tongue.
4. Multilingual education is the focal point of the NEP 2020 recommendation to address the issue of school withdrawals caused by language barriers. Teachers will be required to take the TET examination to demonstrate their subject expertise and teaching methodology.
5. In the process of selecting subject teachers for foundation, preparatory, intermediate, and secondary levels of education, individuals will be considered according to their TET or NTA scores in the respective subject. The recruitment of teachers for schools as well as school complexes will place an emphasis on demonstrations and interviews.
6. As per NEP 2020, in order to enhance teacher development and recruitment, an adequate number of instructors are required in the following subject areas: language, vocational education, art, and physical education. Nevertheless, it will be necessary to recruit additional educators to staff a variety of educational establishments under the jurisdiction of the "State or Union Territory Government".
7. Furthermore, it is possible that some community members could be designated as "Master Instructors" to provide instruction within the school complex. These teachers could focus on things like traditional regional arts and crafts, vocational skills, business, farming, or something else entirely. By collaborating with these "Master Instructors," pupils can preserve these traditions while gaining knowledge of local customs and occupations.

1.5 Approaches incorporated into NEP 2020 from international practices

1. Integrated Teacher Education Program (ITEP)

Teacher education programs in countries such as Singapore and Finland are comprehensive and meticulously organized. Teacher preparation in Finland is widely recognized for its comprehensive curriculum, rigorous selection process, and integrated approach—from the outset, aspiring educators partake in theoretical coursework and practical training. An integrated Bachelor of Education (B.Ed.) degree that spans four years and covers both theoretical and practical aspects of education is being proposed by the NEP 2020. The objective of this endeavor is to cultivate educators who are comprehensive in nature, possessing not only a profound comprehension of their field but also the pedagogical proficiencies essential for effective instruction. The objective of the program is to enhance the standing and caliber of teaching profession in India through its adherence to global models.

2. Continuous Professional Development (CPD)

Consensus has been reached in the United Kingdom and Canada regarding "ongoing professional development" of educators. These systems guarantee that educators consistently enhance their expertise and understanding in order to remain current with pedagogical developments and progress in the field. The "National Professional Standards for Teachers" (NPST), which establish benchmarks for teacher performance and professional development, are introduced by NEP 2020. Further, the policy stipulates that instructors are required to participate in periodic in-service training and seminars in order to remain informed about emerging pedagogical approaches and modifications to the curriculum. The purpose of this ongoing professional development is to establish an education system that is both dynamic and responsive.

3. Mentoring and Peer Learning

For teacher development, China as well as Japan emphasize the significance of mentoring as well as peer learning. New teachers are mentored by seasoned educators who impart knowledge and techniques for improving classroom efficacy. NEP 2020 promotes the formation of mentoring initiatives in which inexperienced educators provide guidance to their more seasoned counterparts. Additionally, it encourages the formation of "Professional Learning Communities", which promote collaborative problem-solving and peer-to-peer learning. The objective of these initiatives is to foster a cohort of educators who are mutually supportive and committed to perpetually enhancing their pedagogical approaches.

4. Use of Technology in Teacher Training

Technological integration is a defining characteristic of the educational institutions of both South Korea and the United States. In order to augment teacher education, these nations employ online platforms, digital resources, as well as virtual classrooms. Teacher preparation should make extensive use of technology, according to NEP 2020. This encompasses digital learning materials, webinars, and online courses, which offer scalable and adaptable training opportunities. The policy seeks to ensure that all educators, irrespective of their geographical placement, have equitable access to superior professional development materials through the utilization of technology.

5. Focus on Pedagogical Innovations

Finland and Germany lead the way in the implementation of innovative pedagogical practices. These nations promote the adoption and experimentation of novel pedagogical approaches by educators in an effort to enhance learning and student participation outcomes. The importance of providing instructors with training in innovative pedagogical methods, including inquiry-based learning, project-based learning, and experiential learning, is underscored in NEP 2020. The policy seeks to enhance students' learning experience and efficacy by cultivating innovative thinking and critical thinking within the classroom environment.

6. Diverse and Inclusive Training

The objectives of teacher preparation programs in Australia and Canada are to accommodate the needs of pupils from various cultural contexts and those who have special requirements. Teacher training programs are designed to integrate principles of inclusion and diversity as part of NEP 2020. Educators undergo comprehensive training to effectively manage heterogeneous classrooms and implement supportive learning strategies for all pupils, including individuals who are handicapped or belong to marginalized communities. This approach guarantees that all students have access to an education that is fair and impartial.

7. Localized and Contextualized Training

By ensuring that educators are adequately equipped to confront the unique obstacles and prospects of their communities, New Zealand's teacher education programs are adapted to local circumstances and requirements. NEP 2020 supports the creation of teacher training modules that are tailored to specific regions, considering factors such as indigenous languages, cultural norms, and educational obstacles. Through the process of contextualizing training, policy endeavors to enhance the applicability and efficacy of education for students residing in various regions of India.

8. Enhanced Quality Assurance

Singapore and Finland's educational systems are distinguished by the rigorous standards that govern teacher preparation institutions. These nations guarantee the rigor of teacher preparation programs and the classroom readiness of their graduates. Implementation of rigorous accreditation and the standard control protocols is mandated by NEP 2020 for institutions of teacher education. The policy endeavors to safeguard all educators from lack of essential skills and knowledge and to enhance the caliber of teacher preparation through the implementation of rigorous criteria.

9. Collaboration with Higher Education Institutions

Collaboration among schools and institutions of higher education in the United States and the United Kingdom affords educators opportunities for research and practical training. These collaborative alliances enhance the caliber of teacher education as well as cultivate an environment that promotes ongoing progress. NEP 2020 promotes the formation of comparable alliances among universities and institutions in India. The primary objective of these partnerships is to grant educators access to current research and optimal methodologies in the field of education, thus augmenting their professional growth and ultimately elevating the caliber of instruction they deliver.

10. Career Progression and Incentives

The Singaporean education system provides instructors with incentives and well-defined career advancement trajectories, thereby enhancing the allure and satisfaction of the teaching profession. In addition to incentives for educators, NEP 2020 suggests instituting a merit-based career advancement

system. The policy endeavors to elevate the standard of education in the nation as a whole by attracting and retaining exceptional instructors through the recognition and recompense of exemplary teaching.

2 Literature Review

(Meijer, 2020) Teacher education in India originated in the Vedic period. During that period, senior "Brahmin students" were granted the opportunity to mentor junior pupils while simultaneously gaining training. It was European missionaries who initiated the present teacher preparation program in India. An efficacious mechanism for elevating the educational benchmarks of the nation is the revitalization and enhancement of "teacher education system". In order to enhance the content of "teacher education program", there are numerous issues that require urgent attention. Due to the impact of COVID-19, the "teacher education program" has undergone a significant paradigm shift. The reorganisation of the program has been duly recognised as an effort to more efficiently tackle the challenges and obstacles that have arisen within the realm of education.

(Farswan, 2020) Teacher education is a vital component of the human condition. Teacher education plays a significant role in fostering the growth of practical knowledge, accurate information, significant learning experiences, constructive thinking, high-quality knowledge, individual cognitive advancement, positive attitudes, effective teaching abilities, and a wide range of life competencies. Knowledge gained through an effective pedagogical approach is enduring, applicable, and indelible. Teacher education serves as the fundamental basis for all levels of education, guiding children forward in accordance with their aptitudes and interests in light of the present circumstances and circumstances.

(PM & Research, 2021) The caliber of education is decisive for the progress of any nation. Education is key to integration and national development. We require proficient educators in the areas of expertise, commitment, caliber, and ongoing professional growth. Consequently, the educator is the nation's constructor. To fulfill this level of responsibility, educators must be cognizant of their position within society. Today, generating such proficient educators represents a significant obstacle for governments worldwide. The inaugural education policy of the twenty-first century is National Education Policy 2020. NEP 2020 seeks to rectify a multitude of escalating developmental disparities within our nation.

(Misra & Tyagi, 2021) The current global demand is for quality education. Indeed, the caliber of educators significantly influences the overall character of an educational system. Teachers serve as critical junctures that suspend the entire educational system. The learning processes of students and the classroom environment are both significantly impacted by teachers (OECD, 2010). When it comes to increasing student achievement, one of most crucial factors is the expertise of the instructors.

(Bala & Rani, 2022) Education serves as the conduit through which individuals' personalities can be profoundly transformed by fostering in them the capacity for introspection, enlightenment, and critical inquiry. The realization of our potential is facilitated by education, which contributes to our overall growth and development. In this age of scientific and technological progress in every aspect of life, innovative practices and approaches are crucial for gaining a deeper comprehension of the teaching and learning process. It is particularly crucial in context of teacher education, which is concerned with skill-

National Education Policy 2020: The Key To Development In India (Volume-1)

based education for prospective educators, that all aspects of training, be they theoretical or practical, be integrated.

(Mehrotra, 2023) Education serves as the conduit through which individuals' personalities can be profoundly transformed by fostering in them the capacity for introspection, enlightenment, and critical inquiry. The realization of our potential is facilitated by education, which contributes to our overall growth and development. In this age of scientific and technological progress in every aspect of life, innovative practices and approaches are crucial for gaining a deeper comprehension of the teaching and learning process. It is particularly crucial in context of teacher education, which is concerned with skill-based education for prospective educators, that all aspects of training, be they theoretical or practical, be integrated.

(Jana & Chattopadhyay, 2023) Based on the author's personal experience with teacher education and the National Education Policy 2020, the research paper "Teacher Education: in Light of NEP2020" incorporates pertinent studies, research papers, articles, and research papers to shape its content and substance. In addition to analyzing the fundamental tenets of Teacher Education as delineated by NEP 2020, this paper seeks to illustrate the vision and mission of the Teacher Education as outlined in NEP 2020. This research paper undertakes a critical examination of various challenges, barriers, and impediments that may arise during the implementation of the suggestions that are made for Teacher Education put forth by NEP 2020.

(Laltlansangi, 2023) Education is among the most essential pursuits an individual must undertake if they are to lead a progressive and harmonious existence. Formal, informal, or non-formal education may be obtained through various channels. It also equips an individual with the ability to coexist harmoniously with oneself and others. Teachers have a substantial impact on the formation and maturation of an individual's mind. Consequently, teaching emerges as a highly significant vocation, and the NEP 2020 further underscores specific rationales for providing teachers with essential accommodations, including financial and academic support.

(Babu, 2023) NEP 2020 serves as the inaugural education policy of twenty-first century and replaces the National Policy upon Education, which was established in 1986 and is now 34 years old. With the intention of fostering a dynamic knowledge base in India, our objective is to enhance inclusivity, flexibility, and interdisciplinarity in high school and college education while also recognizing and appreciating the distinct capabilities of every student in the twenty-first century. Society must be transformed into a global superpower of knowledge.

(Rahman, 2023) In addition to implementing a substantial overhaul of the nation's educational framework, the National Educational Policy 2020 has also established a framework to support the ongoing professional development of educators. Without teachers' expertise and information regarding the most recent innovations and developments in their field, knowledge dissemination and the holistic development of learner are inconceivable, according to NEP 2020. Annually, the policy mandates that educators engage in a minimum of 50 hours of continuing professional development (CPD).

(Sharma, 2023) India boasts one of the most substantial educational workforces in the world. Concurrently, teacher shortage and the standard issues have persisted in both the public and private education sectors. The caliber of educators directly influences the standard of schooling; consequently, it has emerged as a primary policy consideration at the national level. The inadequate nature of the current provisions for in-service training and education for teachers has been acknowledged in a number of policy-level documents.

(Waris & Shaheen, 2024) The influence of teaching, an enduring element interwoven into the very structure of education, is immense. Dedicated individuals who are esteemed for impacting young minds and constructing brighter futures serve as the foundation of effective educational systems. By bridging the gap between prior understanding and future potential, educators are the architects of thriving educational environments, both in the classroom and in the community. Their influence on both individuals and society solidifies their position as catalysts for advancement, perpetually indispensable for the progression of education. Despite fluctuations in the obligations, expertise, and educational prerequisites of practitioners, the indispensability for competent educators has endured across the annals of time.

(Sabar, 2024) The National Education Policy (NEP) 2020 of India emphasizes the pivotal significance of educators in fostering continuous professional growth and attaining academic excellence. In order to effectuate a transformation within the Indian education system, the policy was formulated. The significance of the NEP-2020 framework for continuous professional development (CPD) of educators in enhancing academic standards is discussed in this article. An annual completion of 50 hours of CPD across diverse modalities is mandated by NEP-2020 for educators. The objectives of CPD are to foster a commitment to continuous learning, accommodate diverse student populations, remain up-to-date with evolving educational trends, and improve teaching skills.

(Bera, 2024) The "National Education Policy" (NEP-2020) represents India's inaugural educational policy of the twenty-first century. The first education policy was established in 1968, and the "National Education Policy" was implemented in 1986, marking the second. Furthermore, in the year 2020, National Education Policy was officially established. It is merely the final one education policy implemented by India since its independence. The objective of NEP-2020 is to achieve universal education via pre-school to secondary school by 2030, with 100 percent GER in schools.

3 Conclusion

NEP 2020 acknowledges that in addition to pedagogical knowledge, teachers will need training in high-quality content. Approaches are provided at the end of the paper that offer a glimpse of how the NEP has derived lessons from international practices in order to improve the quality of education. The paper has outlined NEP 2020 emphasis on teacher professional development and training via recruitment and ongoing professional development, emphasizing the significance of skilled teachers through a variety of programs and facilities to maximize these practices.

References

- [1]. Babu, D. M. R. (2023). NEP 2020: Issues and Challenges Ahead in Teacher Education. *The International Journal of Indian Psychology*, 11(3). <https://doi.org/10.25215/1103.424>
- [2]. Bala, M. I., & Rani, D. M. (2022). Innovative Teaching-Learning Practices in Context of Teacher. *Ijcrt*, 9(8 AUGUST 2021), 289–297.
- [3]. Bera, P. (2024). Impact of NEP-2020 on School, Higher & Teacher Education level: A holistic approach. *International Journal For Multidisciplinary Research*, 6(1), 1–6. <https://doi.org/10.36948/ijfmr.2024.v06i01.12057>
- [4]. Farswan, D. D. S. (2020). National Education Policy , 2020 Teacher and Teacher Education. *Mukt Sgabd Journal*, January.
- [5]. Jana, T., & Chattopadhyay, D. K. N. (2023). Education for Teachers: Considering the Significance of NEP 2020. *International Journal of Research Publication and Reviews*, 4(8), 1659–1663. <https://doi.org/10.55248/gengpi.4.823.50988>
- [6]. Laltlansangi, C. (2023). Reflection of NEP 2020 on Professional Development of Teachers. *Journal of Emerging Technologies and Innovative Research*, 10(5), 293–296.
- [7]. Mehrotra, V. (2023). Continuous professional development and teacher education post implementation of national education policy 2020. *Global Science Research Journals*. <https://doi.org/10.15651/GJTE.23.11.038>
- [8]. Meijer, P. C. (2020). Innovative Practices in Teacher Education. *Education beyond Crisis*, 13(2), 176–190. https://doi.org/10.1163/9789004432048_010
- [9]. Misra, P. K., & Tyagi, C. (2021). How National Education Policy—2020 Envisions Continuing Professional Development of Teachers? *University News*, May. https://www.researchgate.net/profile/Pradeep-Misra-2/publication/351853231_How_National_Education_Policy-2020_Envisions_Continuing_Professional_Development_of_Teachers/links/60ad40d992851c168e401c1f/How-National-Education-Policy-2020-Envisions-Continuing-
- [10]. PM, L. C. K. & D. F. J. M., & Research. (2021). PREPARING TEACHER EDUCATION FOR CHANGING WORLD-STATUS OF TEACHER EDUCATION IN NEP 2020. *International Journal of Creative Research Thoughts (IJCRT)*, 9(8), 563–569.
- [11]. Rahman, A. (2023). NEP 2020 and the Teachers Continuing Professional Development. *International Journal For Multidisciplinary Research*, 5(5), 1–5. <https://doi.org/10.36948/ijfmr.2023.v05i05.10832>
- [12]. Sabar, M. (2024). A FRAMEWORK FOR TEACHERS' ONGOING PROFESSIONAL DEVELOPMENT. *International Journal of Multidisciplinary Educational Research*, 017(4), 64–72.
- [13]. Sharma, G. (2023). In-Service Teacher Development in India : Policy Shift to Continuous Professional. *Assistant Professor, School of Education Studies*,.

Yasmeen Anwer

- [14]. Waris, N., & Shaheen, D. S. S. (2024). An analysis of teacher education in NEP 2020. *International Journal of Social Science and Education Research*, 6(1), 34–38. <https://doi.org/10.33545/26649845.2024.v6.i1a.76>