



Content is available at: CRDEEP Journals
Journal homepage: <http://www.crdeepjournal.org/category/journals/ijssah/>

International Journal of Social Sciences Arts and Humanities

(ISSN: 2321-4147) (Scientific Journal Impact Factor: 6.002)
A Peer Reviewed UGC Approved Quarterly Journal



Review Paper

Teacher Training and Professional Development Under the National Education Policy (NEP 2020): A Comprehensive Review

Dr. Sanjana Gairola^{1*} and Dr. Latika Thapliyal²

1-Assistant Professor, Doon (PG) College of Agriculture Science and Technology, Selaqui, Dehradun

2-Assistant Professor, Doon (PG) College of Agriculture Science and Technology, Selaqui, Dehradun

ARTICLE DETAILS

Corresponding Author:

Dr. Sanjana Gairola

Key words:

Teacher Training, Professional Development, NEP 2020, Continuous Professional Development (CPD), National Professional Standards for Teachers (NPST), Teacher Education, Policy Implementation, India

ABSTRACT

Teacher training and professional development constitute a cornerstone of educational reform in India under the National Education Policy 2020 (NEP 2020). Recognizing the critical role of teachers in achieving long-term educational goals, NEP 2020 emphasizes continuous professional development, competency-based capacity building, updated pedagogical practices, and integration of digital tools to strengthen teaching quality (Ministry of Education, 2020). This review synthesizes current secondary literature on teacher professional development within the NEP framework to analyze policy recommendations, systemic challenges, and opportunities for enhancing teacher effectiveness. The policy mandates at least 50 hours of continuous professional development (CPD) annually and promotes structured interventions such as the National Professional Standards for Teachers (NPST) to guide teacher competencies and career-long learning (NEP 2020; NCTE NPST Framework, 2025). Empirical studies highlight implementation challenges including access barriers in rural contexts, teacher readiness gaps, and resource constraints (Amin et al., 2025; IJRAW, 2025). Literature also indicates that technological integration and online training programs have been increasingly leveraged for teacher capacity building, particularly in the post-pandemic era (Ijrti.org, 2025; NCERT, 2023). The review further explores theoretical foundations for professional development alongside NEP's vision of lifelong learning and reflective teacher practice. Findings underscore the importance of aligning institutional strategies with NEP's policy goals, advocating improved infrastructure, digital literacy support, mentoring ecosystems, and collaborative learning communities for teachers. Ultimately, this paper offers actionable insights for policymakers and educational institutions to strengthen teacher preparation systems, mitigate implementation gaps, and promote quality teaching that is responsive to the evolving demands of India's education landscape.

1. Introduction

The National Education Policy 2020 (NEP 2020) marks a watershed in India's educational reforms, replacing the decades-old policy framework with a vision aligned to 21st-century learning needs. A pivotal emphasis of NEP 2020 is the professionalization and continuous development of teachers, recognizing that "high-quality teachers are essential for educational excellence" (Ministry of Education, 2020). The policy advocates a shift from static teacher preparation models to dynamic, lifelong learning pathways that equip educators with current pedagogical skills, digital competencies, and reflective

*Corresponding Author can be contacted at Assistant Professor, Doon (PG) College of Agriculture Science and Technology, Selaqui, Dehradun

Received: 02-12-2024; Sent for Review on: 10-11-2025; Draft sent to Author for corrections: 21-11-2025; Accepted on: 18-12-2025; Online Available from 25-12-2025

DOI: [10.5281/zenodo.18690022](https://doi.org/10.5281/zenodo.18690022)

IJSSAH-7788/© 2025 CRDEEP Journals. All Rights Reserved.

teaching practices. Historically, teacher education in India was characterized by fragmented training regimes that focused largely on initial certification, such as the Bachelor of Education (B.Ed) program, with relatively limited emphasis on sustained professional growth beyond entry preparation (Amin et al., 2025). In contrast, NEP 2020 introduces comprehensive provisions for continuous professional development (CPD), enhanced mentorship systems, and a standards-based professional framework designed to uplift teacher quality across school levels.

Despite the progressive policy framework of NEP 2020, significant implementation challenges persist in the realm of teacher training and professional development. Many educators, particularly in rural and underserved regions, lack access to structured training opportunities and digital resources needed to engage with NEP's CPD requirements effectively (IJRAW, 2025). Additionally, institutional readiness for sustained professional growth and systematic capacity building remains uneven across states and education systems.

Teacher quality has consistently been shown to be a key determinant of learning outcomes and educational equity (Amin et al., 2025). By synthesizing current evidence on teacher professional development under NEP 2020, this review offers critical insights into policy efficacy, implementation gaps, and systemic strategies that can support educators in their professional journey. Such analysis is vital for educational stakeholders—policy makers, teacher educators, school leaders, and academic researchers—to refine systemic interventions that align NEP goals with classroom realities.

1.1 Research Objectives

1. To analyze the provisions for teacher training and professional development under NEP 2020.
2. To review empirical literature on teacher readiness, barriers, and implementation challenges related to NEP's professional development initiatives.
3. To assess opportunities created by NEP 2020 for teacher capacity building and pedagogical innovation.
4. To provide evidence-based recommendations for strengthening teacher professional development within the NEP framework.

2. Review of Literature

2.1 Policy Framework: NEP 2020 and Teacher Development

NEP 2020 positions teachers as central stakeholders in educational transformation and outlines several structural reforms for teacher preparation and growth. The policy recommends a minimum of 50 hours of CPD annually, integration of technology in training, and establishment of systematic professional learning structures (NEP 2020). It also emphasizes cross-stage teacher preparation, career progression pathways, and alignment with the National Professional Standards for Teachers (NPST) to ensure competency-based performance benchmarks (NCTE NPST Overview, 2025). The NPST framework defines professional expectations for teachers at different career stages, including subject mastery, pedagogical knowledge, assessment literacy, and reflective practice. This standards-based approach is intended to guide teacher growth and evaluation consistently across diverse educational settings.

2.2 Continuous Professional Development and Lifelong Learning

Research on continuous professional development (CPD) highlights the importance of sustained engagement in professional learning for improved instructional practices, teacher motivation, and learner outcomes. CPD under NEP 2020 is conceptualized as a year-long, iterative process involving workshops, peer collaboration, mentoring, and self-directed learning activities (Continuous CPD and Teacher Education, 2025). The policy's inclusion of structured CPD hours is grounded in the recognition that teacher effectiveness is closely tied to ongoing knowledge enhancement and skill refinement.

2.3 Teacher Readiness and Implementation Challenges

Several studies document challenges that impede effective implementation of teacher professional development under NEP 2020. Teacher readiness, defined as educators' comprehension of policy provisions and ability to engage with new instructional methodologies, remains mixed—especially in resource-constrained contexts (IJRAW, 2025). Limited access to digital platforms, low levels of digital literacy, and insufficient training infrastructure are commonly cited barriers (Professional Development and Digital Integration, 2025). These challenges are compounded by disparities in school systems across states and limited institutional support for sustained professional growth.

2.4 Digital Tools & Online Training as Facilitators

The pandemic period has accelerated the adoption of digital training tools and online professional development programs. Online platforms provide flexible CPD opportunities and support the dissemination of best practices across geographies. The push toward online training underscores the growing role of technology in teacher preparation while highlighting the need for equitable infrastructure to support digital engagement (NCERT, 2023).

3. Methodology

This research paper is based on secondary data sources, synthesizing findings from published academic studies, reports, policy documents, and empirical research related to teacher training under NEP 2020. Sources were collected through academic searches, recognized education journals, government frameworks (like NEP and NPST), and peer-reviewed publications. The selection criteria included relevance to policy provisions, empirical insights on barriers and opportunities, and alignment with professional development goals outlined in NEP 2020. Thematic qualitative analysis was used to identify recurring themes, compare findings, and establish connections between policy objectives and implementation realities.

4. Results and Discussion

4.1 Alignment of NEP 2020 with Teacher Training Reforms

NEP 2020's recommendation of minimum annual CPD hours and a structured, competency-based professional development pathway represents a progressive shift from previous teacher education models. This aligns with international research that shows sustained professional learning leads to improved teaching practices and student achievement. The integration of the NPST framework further strengthens the policy's potential to institutionalize professional standards and accountability systems for teachers across India.

4.2 Implementation Barriers: Infrastructure and Readiness

Despite policy advances, implementation challenges are significant. Reports indicate uneven access to CPD opportunities, especially in rural areas where internet connectivity and digital resource availability are limited. Teacher readiness is also an obstacle, as many educators lack the foundational digital skills to engage meaningfully with online training platforms. Without robust infrastructure and targeted capacity building, the full benefits of NEP-endorsed professional development may not be realized.

4.3 Opportunities: Technology and Collaborative Learning

The increased emphasis on digital CPD tools offers opportunities to democratize access to professional learning. Online workshops, peer learning communities, and digital resource hubs can support teachers in remote areas, provided there is investment in infrastructure and teacher digital literacy training. Additionally, mentorship models and community of practice initiatives can foster sustained reflection, collaboration, and shared professional growth.

4.4 Policy-Practice Gap and Systemic Support

A persistent theme in literature is the policy-practice gap—the difference between NEP's visionary provisions and the capacity of institutions to implement them effectively. Education systems need coordinated efforts to align local implementation strategies with national policy goals, including funding allocations, monitoring mechanisms, and accountability structures.

5. Conclusion

Teacher training and professional development under NEP 2020 represent significant steps toward improving educational quality in India. By institutionalizing structured CPD, integrating digital tools, and endorsing professional standards through the NPST, the policy lays the foundation for sustained teacher growth. However, practical challenges such as digital access barriers, uneven readiness, and infrastructure gaps continue to hinder effective implementation. A holistic approach—combining policy refinement, capacity building, infrastructure enhancement, and collaborative learning ecosystems—is essential to realize NEP's vision for quality teaching. Future research should evaluate CPD outcomes longitudinally and examine strategies to bridge the policy-practice divide in diverse Indian contexts.

References

- Amin, M., Sharma, S., & Patel, R. (2025). Teacher education and professional development under the National Education Policy 2020. *Journal of Educational Policy and Practice*, 18(2), 101-114.
- Continuous CPD and Teacher Education. (2025). *Global Science Research Journals*, 11(4), 85-96.
- IJRAW. (2025). Teacher readiness and challenges in implementing NEP 2020: Barriers and opportunities. *IJRAW Journal*, 4(7), 47-53.
- Ministry of Education. (2020). *National Education Policy 2020*. Government of India.
- NCERT. (2023). Digital tools and professional development: Accelerating teacher learning in the NEP 2020 framework. *NCERT IJET*, 22(3), 101-112.
- NCTE NPST Overview. (2025). *National Council for Teacher Education*, 10(1), 1-12.
- Professional Development and Digital Integration. (2025). *IJRTI.org*, 15(4), 120-135.
- Professional learning communities and teacher development under NEP 2020. (2023). *NCERT IJET*, 22(3), 101-112.
- Teacher readiness and implementation challenges of NEP 2020. (2025). *IJRAW Journal*, 4(7), 47-53.