

## Continuous Professional Development (CPD) of Teachers: The Way Forward

Ranjana Ruhela\*

Chitra Khurana\*\*

Virender Kumar\*\*\*

### Abstract

*Continuous Professional Development (CPD) refers to the ongoing process of providing teachers with learning opportunities to help them acquire new skills, expand their knowledge and reflect on their experiences. The primary aim of CPD is to empower teachers as professionals. This paper explores the evolution of the concept of CPD from the pre-Independence era to the current framework outlined in the National Education Policy (NEP) 2020. It highlights the growing importance of CPD in the light of NEP 2020, which introduces new avenues for teacher development—particularly for Primary School teachers. The paper discusses the fundamental principles of designing effective CPD programmes, the challenges involved and the specific needs of the Primary teachers. Continuous professional development plays a crucial role not only in enhancing student learning outcomes at the foundational stage but also in supporting teachers' career advancement and job satisfaction. With dedicated focus and recommendations on CPD in NEP 2020, it is anticipated that teachers will be better equipped to grow as competent professionals, ultimately contributing to improved student achievement.*

### INTRODUCTION

Professional development is a broad concept that encompasses the process through which individuals acquire new knowledge and skills to enhance their effectiveness and advance in their careers. In the teaching profession,

it involves continuous learning aimed at equipping educators to meet the evolving demands of education and respond to the diverse needs of their students. This includes not only ongoing education and training but also reflective practices that support

---

\*Principal, DIET Rajendra Nagar, SCERT, Delhi

\*\*Principal, RPVV, A-6, Paschim Vihar, Delhi

\*\*\*Principal, Sarvodaya Vidyalaya Sector 2, Rohini, Delhi

personal and professional growth. It refers to, but is not limited to, continuing education and career training (Agus et al., 2018). In the context of teaching as a profession, it refers to updation of knowledge and skills in the light of changes taking place in the field of education (Bugti et al. 2019).

According to the *Guidelines for 50 Hours of Continuous Professional Development for Teachers, Head Teachers and Teacher Educators* (NCERT, 2022), professional development is a lifelong journey that begins with pre-service education and extends throughout a teacher's career. For Primary teachers, CPD is particularly crucial, as it helps them to cultivate the skills required to initiate and support learning in young children who are new to formal education.

Continuous Professional Development (CPD) refers to the ongoing provision of structured learning opportunities that allow teachers to deepen their understanding, refine their teaching practices and adapt to educational changes. The term emerged in the post-World War II era, reflecting the growing recognition of the need for sustained professional learning. While definitions vary, CPD consistently emphasises continuous, intentional learning that enables professionals to remain effective and responsive in their roles.

In the educational context, CPD supports teachers in updating their pedagogical knowledge, adopting

innovative teaching strategies and reflecting on their practice to improve student outcome. It also promotes a shift in teachers' attitude and beliefs, fostering a mindset of growth and adaptability.

The National Council for Teacher Education (NCTE) introduced the term CPD in the National Curriculum Framework for Teacher Education (NCFTE, 2009), using it in place of the more traditional term 'In-service Teacher Education' (INSTE), though the two are often used interchangeably. Historically, in India, CPD has been synonymous with in-service training (INSTE) programmes organised by education departments. These typically include workshops or training sessions aimed at providing teachers with updates on subject matter or pedagogy. According to Earley and Bubb (2004), CPD includes all types of learning insights, while INSTE is a distinct type of training. However, traditional INSTE programmes often treat teachers as passive recipients of information and lack mechanisms for follow-up support or a meaningful reflection. Many of these programmes are rigid and fail to address the specific needs of teachers, limiting their overall impact.

Wallace (2015) describes CPD as the continuation of a teacher's professional journey beyond initial training, encompassing activities, such as attending workshops, pursuing further academic qualifications, engaging in peer

mentoring and participating in institutional development initiatives. This broader perspective highlights the multifaceted nature of CPD and its potential to significantly enhance both teaching quality and professional satisfaction.

### **HISTORY OF CPD: FROM PRE-INDEPENDENCE ERA TO NEP 2020**

The importance of professional development for primary teachers has long been recognised in India, with its roots tracing back to the pre-Independence era. Early efforts took the form of refresher courses and in-service training programmes aimed at improving the teaching quality. The Hartog Committee (1929) was among the first to recommend conferences, refresher courses and capacity-building initiatives for school teachers to enhance the quality of education. This was followed by the Abbott-Wood Report (1937), which echoed similar recommendations, emphasising the value of exposing teachers to broader educational experiences. The Sargent Report (1944), prepared by the Central Advisory Board of Education (CABE), reinforced earlier suggestions by advocating for refresher courses as an integral part of in-service teacher training.

Post-independence, the significance of teachers' continuous professional development was reiterated by several educational commissions and

policy documents. The University Education Commission (1948–1949) proposed that refresher courses be offered to teachers at least once every four years to address the pressing educational challenges. The Secondary Education Commission (1952–1953) further recommended a range of initiatives, including workshops, seminars, short-term and specialised courses, to improve teachers' professional efficiency.

A major policy shift came with the Kothari Commission (1964–1966), which emphasised that teacher education must be viewed as a continuous process, integrating both pre-service and in-service components. It highlighted the need to enhance the quality and reach of the teacher training programmes and stressed on the importance of contextualised in-service professional development.

Subsequently, the National Policy on Education (NPE) 1986 led to the establishment of State Councils of Educational Research and Training (SCERTs) and District Institutes of Education and Training (DIETs), which were tasked with planning and implementing in-service training programmes for teachers within their jurisdictions.

The mid-1990s saw the launch of the District Primary Education Programme (DPEP), which introduced district, block and cluster resource centres to provide structured in-service training for primary teachers. This

model was expanded under the Sarva Shiksha Abhiyan (SSA), launched in 2001, which recommended 20 days of annual training for Elementary Level teachers.

In 2009, the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) extended this focus to Secondary Level teachers, promoting subject-specific in-service training. The National Curriculum Framework for Teacher Education (NCF-TE 2009) envisioned teachers as reflective practitioners and outlined principles for designing effective in-service training programmes.

More recently, the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA), launched under the Samagra Shiksha scheme in 2019, introduced both online and offline training in a cascade model. NISHTHA aimed to strengthen foundational literacy and numeracy and improve overall learning outcomes at the elementary stage.

The most recent and transformative policy development is the National Education Policy (NEP) 2020, which explicitly recommends 50 hours of Continuous Professional Development (CPD) annually for all teachers, head teachers and teacher educators. For the first time, a per hour CPD model has been formally introduced in India. NEP 2020 grants autonomy to the teachers, allowing them to choose CPD programmes based on their individual professional needs. At the primary level, where school heads often have teaching

responsibilities, this provision is especially relevant, making CPD a shared priority for both teachers and school leaders.

### **NEED FOR CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)**

In today's era of rapid knowledge expansion, the content and methodologies across all subject domains—from languages and sciences to social science and humanities—are constantly evolving. Teachers must remain informed about these developments to effectively engage their learners and respond to the demands of twenty-first century education.

To nurture essential twenty-first century competencies in students, such as critical thinking, complex problem-solving, collaboration, effective communication and self-directed learning, teachers themselves need structured opportunities to refine and update their pedagogical practices (Darling-Hammond et al., 2017). CPD plays a pivotal role in enabling this transformation.

At the Primary Level, where teachers are responsible for teaching multiple subjects, CPD programmes must be designed to highlight both the commonalities and distinctions across disciplines. With new pedagogies, methodologies, technologies and content emerging continuously, CPD becomes essential for equipping teachers with the knowledge and competencies necessary to navigate the challenges of an ever-changing

educational landscape. The need for CPD, especially among the primary teachers, can be understood under the following key dimensions:

1. **Enhancing Teaching Skills:**

CPD offers teachers the opportunity to improve and diversify their instructional approaches. Continuous learning enables teachers to deliver high-quality instruction, engage students effectively, and adapt to the evolving needs of their learners (Guskey, 2002). By staying up to date with the latest educational research, best practices and innovative teaching methods, teachers can deliver more engaging and effective lessons. Beyond classroom instruction, teachers are also expected to take part in school planning, community outreach and various non-teaching activities. While foundational skills are developed during pre-service teacher training, ongoing professional development ensures that teachers continue to grow in response to new challenges, knowledge and innovation in education.

2. **Keeping Up with Educational Changes:**

Education is a dynamic field marked by continuous changes in curricula, assessment models, pedagogical strategies, technological tools and educational policy. CPD helps teachers stay aligned with these evolving standards

and equips them to integrate changes smoothly into their daily classroom practices. This ongoing adaptation is crucial for maintaining relevance and effectiveness in a shifting educational environment.

3. **Improving Student Outcomes:**

The quality of teaching directly impacts students' achievement. CPD enables teachers to address diverse learning needs through differentiated instruction, personalised learning strategies and effective assessment practices. Well-designed CPD programmes lead to greater student engagement, improved academic performance and better long-term outcomes for the learners.

4. **Addressing Professional Challenges:**

Teachers face a wide array of challenges, including managing classroom behaviour, accommodating learners with special needs and fostering inclusivity in culturally diverse classrooms. The Organisation for Economic Cooperation and Development (2019) equips educators with practical strategies for tackling these challenges through training in classroom management, inclusive education and culturally responsive pedagogy. This, in turn, contributes to the creation of safe, supportive and inclusive learning environments.

5. **Reflective Practice and Self-improvement:**

An essential

element of CPD is its promotion of reflective practice. It encourages teachers to critically examine their own teaching methods, identify areas for improvement, and actively seek feedback from peers and experts (Wallace, 2015). This process enhances self-awareness, promotes professional growth and leads to the continuous refinement of instructional techniques.

6. **Collaboration and Networking:**

CPD also serves as a platform for collaboration and professional networking. Through workshops, seminars, peer learning groups and online communities, teachers can share their experiences, exchange ideas and gain insights from the collective expertise of their peers (Desimone & Garet, 2015). These collaborative opportunities foster a sense of professional community and mutual support, enriching the teaching experience.

7. **Professional Recognition and Career Advancement:**

Engaging in CPD reflects a teacher's commitment to excellence and lifelong learning. It opens pathways to professional recognition, leadership roles, and career advancement within the educational ecosystem (Day & Sachs, 2004). Teachers who continuously upgrade their skills are better positioned to explore new opportunities, whether within their current institution or in new roles elsewhere. Continuous

Professional Development (CPD) also enhances job satisfaction by empowering teachers to take ownership of their growth and development.

In conclusion, CPD is not merely a supplementary activity, but a fundamental component of an educator's career. It supports teachers in remaining current, competent and confident in their roles, while ensuring that learners receive high-quality education in a rapidly changing world.

### NEED FOR CPD AS PER NEP 2020

The National Education Policy (NEP) 2020 places teachers at the heart of educational transformation in India. Recognising their pivotal role, the policy underscores the urgent need for CPD to empower teachers in keeping pace with evolving pedagogical approaches, curriculum reforms and learners' needs.

NEP 2020 emphasises that teachers must have continuous opportunities for self-improvement, and access to latest innovations and advancements in education. It recommends that these opportunities be offered through multiple modes—including face-to-face workshops at local, regional, state, national and international levels, as well as online teacher development modules. In addition, the policy advocates for the creation of online platforms, where teachers can collaborate, share best practices and learn from one another.



A key recommendation of NEP 2020 is the provision of 50 hours of CPD annually for all teachers, to be selected based on their interests and aptitudes. These professional learning opportunities are expected to cover a range of areas including foundational literacy and numeracy; competency-based learning and assessment; formative and adaptive assessment strategies; experiential learning; and arts-integrated, sports-integrated and storytelling-based pedagogies.

NEP 2020 also extends the requirement of 50 hours of CPD to school leaders, recognising that pedagogical leadership and effective school management are critical for the successful implementation of teaching and learning reforms. These programmes are to address both leadership and content pedagogy, enabling school heads to guide and support their teams in achieving academic excellence.

Another significant recommendation is the integration of CPD into a broader framework of Career Management and Progression (CMP). The policy calls for the development of state-specific or national structures to assess teachers' performance and link it to career advancement and incentives. Parameters for assessment may include peer reviews; attendance and commitment; CPD hours completed; contributions to school and community; and adherence to the proposed National Professional Standards for Teachers (NPST).

In this policy framework, CPD becomes not only a means for individual growth but also a mechanism for systemic change in the quality of education delivery. For primary teachers, in particular, NEP 2020 underscores the importance of CPD in equipping them to address the unique learning needs of young children at the foundational and preparatory stages of education.

The following thematic areas have been identified as CPD priorities under NEP 2020, especially relevant to Primary education:

1. Competency-based pedagogy aligned with learners' development across the 5+3+3+4 structure
2. Holistic and multidisciplinary approaches to subject teaching
3. Understanding of subject-specific pedagogy with a focus on similarities and differences across disciplines
4. Inclusive education and support for learners with special needs or talents
5. Vocational education integration at foundational levels
6. Leadership and management skills for teacher-leaders and school heads
7. Multilingualism in classrooms and use of mother tongue/home language in early education
8. Development and integration of digital tools and e-content
9. Promotion of innovative teaching-learning methods that help students become independent learners

10. Inculcation of twenty-first century skills among students
11. Integration of India's cultural heritage and knowledge systems into classroom practices
12. Implementation of reforms in assessment, including 360-degree feedback, holistic progress cards, and portfolio-based evaluations

In essence, NEP 2020 reconceptualises CPD, not as a periodic intervention but as a strategic, ongoing process that supports teachers throughout their professional journey. It reaffirms the belief that empowered and well-supported teachers are key to building an education system that is equitable, inclusive and responsive to the needs of the twenty-first century learners.

### BASIC PRINCIPLES OF AN EFFECTIVE CPD PROGRAMME

An effective CPD programme must be thoughtfully designed and grounded in the following key principles:

1. ***Need-based and Context-specific:*** The foundation of any successful CPD programme lies in addressing the specific needs of teachers and their unique teaching contexts. As NEP 2020 rightly notes, "If the programme is not designed as per the needs and requirements of teachers for whom it has been planned, it holds no relevance". The Kothari Commission (1964) and NCF-TE (2009) emphasised that a one-size-fits-all model

is inadequate. Continuous Professional Development must be aligned with teachers' perceived needs, local teaching conditions and Education for Sustainable Development (ESD) goals, especially for those working in rural, tribal, remote and disadvantaged areas.

2. ***Clarity of Aim:*** A CPD programme must have clearly defined aims and objectives. Designers and implementers should have a strong understanding of what they intend to achieve, and how the structure of the programme will help accomplish those goals. Objectives must be clearly communicated to the participants before the programme begins.
3. ***Well-planned and Structured:*** Following a thorough needs assessment, all activities should be carefully planned and purposefully aligned with the objectives. A structured approach, focused on developing both personal and professional competencies, enhances the effectiveness of the programme.
4. ***Continuous and Ongoing:*** CPD should be viewed as a long-term and continuous process, not a one-time event. Isolated or fragmented training sessions fail to produce meaningful change. Programmes should be delivered at regular intervals and designed to build upon previous learning experiences.



5. **Engaging and Relevant:** A successful CPD programme must be engaging and offer practical solutions to teachers' day-to-day challenges. When participants find the content useful and applicable, their motivation to learn and apply new strategies increases.
6. **Experiential and Relatable:** CPD should offer hands-on, experiential learning opportunities. Content should connect with the teachers' existing knowledge and classroom experiences, offering space for reflection, analysis and experimentation.
7. **Collaborative and Interactive:** Effective CPD encourages collaboration and sharing among teachers. Platforms for interaction—whether in-person or virtual—enable the exchange of ideas, strategies and experiences. Informal peer learning often enhances the impact of CPD. Teachers' situated knowledge must be acknowledged, and peer discussion should be encouraged to foster professional growth and innovation.
8. **Flexible and Adaptive:** CPD programmes should offer flexibility to accommodate teachers' diverse learning preferences and roles. Customisable modules or elective options can help the teachers focus on areas most relevant to their individual goals and teaching environments.
9. **Blended Mode of Delivery:** Depending on context and availability, CPD should be delivered in face-to-face, online or blended formats. Blended learning models ensure accessibility and allow for a self-paced, reflective learning as well as interactive group experiences.
10. **Incorporates Evaluation Mechanisms:** Every CPD programme should include a well-defined evaluation plan to assess its impact on teaching practices and student outcomes. Mechanisms for ongoing feedback, peer support and monitoring should be integrated to refine future programmes.
11. **Provides Follow-up Support:** Support after the programme is crucial to help the teachers implement new knowledge and skills. Opportunities for mentoring, coaching and experimentation should be offered, allowing teachers to adapt innovations to their specific contexts with confidence.
12. **Respects Teachers' Professional Identity:** CPD must honour and build upon the existing professional identities of teachers—their beliefs, values, and practices. While encouraging growth and change, programmes should start from where teachers are, and promote a sense of ownership and self-efficacy in their professional journeys.

This is especially vital for the primary teachers, who often cover a broad range of responsibilities.

## **TYPES AND APPROACHES TO CPD**

Professional development can take many forms. In addition to formal in-service training, CPD includes a wide array of methods such as:

1. workshops, seminars and conferences;
2. mentoring, coaching and peer consultation;
3. case studies and action research;
4. self-paced learning through books, journals and online content;
5. MOOCs and digital platforms, like DIKSHA, NISHTHA and SWAYAM;
6. curriculum and textbook development;
7. e-content and teaching-learning material creation;
8. participating in field visits or innovative school practices;
9. paper presentations and journal publications;
10. serving as resource persons, reviewers or committee members;
11. developing and sharing innovative practices; and
12. organising professional events or contributing to educational platforms.

According to the *Guidelines for 50 Hours of Continuous Professional Development for Teachers, Head Teachers and Teacher Educators*

(NCERT, 2022) a variety of activities are recognised and awarded with CPD hours. Teachers are also encouraged to maintain a digital CPD portfolio, which:

1. documents their learning progression;
2. records certifications, reflections and competencies; and
3. helps school authorities offer personalised feedback and support.

This e-portfolio acts as a professional learning diary, enabling reflective practice and helping teachers track their development over time.

## **EXPECTED OUTCOMES AND IMPACT OF CPD**

When implemented effectively, CPD has far-reaching benefits for teachers, students and the education system as a whole. Some key outcomes are as follows:

1. Enhanced curriculum transaction skills
2. Access to innovative and effective teaching strategies
3. Improvement in the quality of the teaching-learning process
4. Increased student engagement and achievement
5. Greater teacher confidence and self-belief
6. Openness to experimentation and adoption of new methodologies
7. Improved job satisfaction
8. Clearer career progression pathways

9. Stronger ability to adapt to the changing educational environments

## CHALLENGES IN IMPLEMENTING EFFECTIVE CPD PROGRAMMES

Despite the recognised importance of Continuous Professional Development (CPD) in enhancing teaching quality and student learning, several challenges hinder its effective implementation:

1. **Designing Relevant Programmes:** Creating a CPD programme that is engaging, contextually relevant and tailored to diverse teaching needs is complex. Teachers vary significantly in terms of skills, experience and professional goals, making it difficult to design a single programme that addresses all needs adequately.
2. **Addressing Primary-level Needs:** Designing CPD specifically for Primary School teachers requires an in-depth understanding of the challenges faced in early education, especially when working with first- and second-generation learners. Their unique learning contexts must inform the structure and content of CPD initiatives.
3. **Top-down Implementation Models:** Many CPD programmes follow a top-down approach, where decisions are made by authorities, without an active involvement of teachers.

This limits teacher agency, overlooks local needs, and leads to programmes that are less relevant and harder to translate into classroom practice.

4. **One-off Training Instead of Continuous Learning:** In-service training, the most common CPD format, is often conducted as one-time events with limited or no follow-up.
5. **Insufficient Impact Evaluation:** A major challenge is the lack of robust systems to evaluate the effectiveness of CPD programmes. There is limited research or evidence linking professional development to measurable improvements in teaching practices or student learning outcomes.
6. **Low Teacher Motivation:** Many teachers show limited enthusiasm for CPD due to heavy workloads, both academic and administrative. Previous experiences with ineffective or irrelevant programmes also contribute to disengagement. (Guskey, 2002)
7. **Limited Funding for Private School Teachers:** A significant proportion of Primary School teachers work in non-government institutions, which often lack access to public funding for professional development. As a result, many are excluded from CPD opportunities.

## Overcoming the Challenges

To enhance the quality and impact of CPD, the following strategies must be adopted:

### I. **Administrative and Institutional Support:**

Educational authorities must create an enabling environment for teachers to engage in CPD. School leaders should encourage participation and allow teachers the freedom to choose programmes based on their specific learning needs (OECD, 2019).

### II. **Robust Impact Evaluation:**

Every CPD initiative should include a systematic impact evaluation plan to assess its effect on teaching practices and student outcomes. These evaluations should also inform career progression and performance appraisals, aligning professional development with professional growth.

### III. **Boosting Teacher Motivation:**

Motivating teachers to actively participate in CPD requires incentives and recognition. As recommended in NCERT's *Guidelines for 50 Hours of Continuous Professional Development for Teachers, Head Teachers and Teacher Educators* (2022), rewards may include:

1. promotions and career advancement opportunities;
2. certificates, cash awards or felicitation at educational events;

3. exposure visits (national and international);

4. provision of digital tools (for example, laptops, tablets, etc.); and

5. public recognition via social media or community platforms.

Teacher initiatives that demonstrate commitment to professional growth must be acknowledged and celebrated.

### IV. **Adopting a Bottom-up Approach:**

CPD should follow a bottom-up model, beginning with needs assessment at the teacher level. Programmes must be developed in response to these identified needs, ensuring higher relevance and ownership among participants.

### V. **Ensuring Continuity:**

CPD must be viewed as a long-term process, with modules designed in a progressive sequence. Programmes should be scheduled at regular intervals and built on previous learning in succession to reinforce development (Avalos, 2011).

### VI. **Fostering Teacher Networks:**

Creating offline and online communities of practice allows teachers to share experiences, success stories and challenges. These networks promote peer learning, build professional relationships and support sustained growth.

## CONCLUSION

There is no doubt that teachers are the backbone of a strong education system and play a catalytic role in nation-building by imparting quality education. In a rapidly evolving educational landscape, it is essential for teachers to remain updated on contemporary developments in pedagogy, technology and subject knowledge.

Classroom practices directly influence student learning, and these practices, in turn, are shaped by a teacher's professional competence and confidence. Continuous Professional Development not only improves learning outcomes but also enhances teacher satisfaction, motivation and career growth.

While the need for CPD has long been recognised in India, its implementation remains fragmented and limited in scope. The potential of CPD to improve teaching quality and student outcomes has not yet been fully realised, partly due to limited evidence of impact.

With the advent of NEP 2020, there is a renewed hope and stronger mandate for robust, inclusive and teacher-centred CPD. If implemented effectively, the provisions of NEP can usher in a paradigm shift—empowering teachers as reflective practitioners and enabling them to support their students in achieving holistic, future-ready learning goals.

## REFERENCES

- AGUS, S., K. NORLIAH AND H. HANIPAH. 2018. *Continuous Professional Development to Build Teacher Competencies*. Opcion. Vol. 34, No. 85.
- AVALOS, B. 2011. 'Teacher Professional Development in Teaching and Teacher Education Over Ten Years'. *Teaching and Teacher Education*. Vol. 27, No. 1. pp. 10–20. <https://doi.org/10.1016/j.tate.2010.08.007>
- BUGTI, S.M., M. UMAIR AND R. BASHARAT. 2021. Factors Influencing Continuous Professional Development.
- DAY, C. AND J. SACHS. 2004. *International Handbook on the Continuing Professional Development of Teachers*. Open University Press.
- DARLING-HAMMOND, L., M.E. HYLER AND M. GARDNER. 2017. *Effective Teacher Professional Development*. Learning Policy Institute.
- DESIMONE, L.M. AND M. S. GARET. 2015. 'Best Practices in Teachers' Professional Development in the United States'. *Psychology, Society, & Education*. Vol. 7, No. 3. pp. 252–263.
- DEVELOPMENT OF TEACHER AT UNIVERSITY LEVEL. *Sukkur IBA Journal of Educational Sciences and Technologies*, Vol. 1, No. 1. <https://doi.org/10.30537/sjest.v1i1.664>
- EARLEY, P. AND S. BUBB. 2004. *Introduction: CPD Policy and Practice*. SAGE Publications Ltd, <https://dx.doi.org/10.4135/9781446279601>
- GUSKEY, T.R. 2002. 'Professional Development and Teacher Change'. *Teachers and Teaching: Theory and Practice*. Vol. 8, No. 3. pp. 381–391.

- MINISTRY OF EDUCATION (MoE). 2020. *National Education Policy 2020*. Government of India. [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING. 2022. *Guidelines for 50 Hours of Continuous Professional Development for Teachers, Head Teachers and Teacher Educators*. NCERT.
- NCTE. 2009. *National Curriculum Framework for Teacher Education towards Preparing Professional and Humane Teacher*. New Delhi, India. NCTE. [https://ncte.gov.in/website/PDF/NCFTE\\_2009.pdf](https://ncte.gov.in/website/PDF/NCFTE_2009.pdf)
- ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD). 2019. *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*. OECD Publishing. <https://doi.org/10.1787/1d0bc92a-en>
- WALLACE, M.J. 2015. *Training Foreign Language Teachers: A Reflective Approach*. Cambridge University Press.