Enhancing Teacher Training Effectiveness For Viksit Bharat 2047: Aligning With The New Education Policy And Revised National Credit Framework

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ARTICLE INFO	ABSTRACT
	In the pursuit of achieving the ambitious goals outlined in Viksit Bharat 2047, the importance of teacher education and training cannot be overstated. This paper delves into the imperative need for revamping existing teacher training methodologies to align with the paradigm shift introduced by the New Education Policy and the Revised National Credit Framework. The key focus is on how effective teacher training plays a pivotal role in enhancing overall learning outcomes. The research employs a dual-method approach, utilizing both primary data gathered through a comprehensive questionnaire and secondary data analysis. The primary objective is to bridge the prevalent gap between existing teacher training practices and the implementation of the novel educational policies. By doing so, the study aims to contribute valuable insights towards formulating a robust model for teacher training that is in harmony with the evolving educational landscape. The study stresses adapting teacher training to evolving educational needs through analysing current practices and new policy. Its proposed model aims to empower educators with necessary skills, fostering an enriched learning atmosphere, and contributing to a prosperous Viksit Bharat in 2047. **Keywords:** Effective Training Model, New Education Policy, Revised National Credit Framework, Teacher Training, Viksit Bharat 2047.

INTRODUCTION

In the ambitious journey of making India a developed and empowered nation by 2047, a critical cornerstone lies in the role played by our educators. This paper dives into the pressing need for a complete revamp of how we train our teachers, aligning their methods with the new directions set by the New Education Policy (NEP) and the Revised National Curriculum Framework (NCF). It's not just about instructing teachers; it's about empowering them to be effective architects of our future, shaping the minds and characters of generations to come.

In the intricate landscape of education, effective teacher training is not just about acquiring knowledge; it's about applying it in a way that moulds the intellectual and emotional development of our future citizens. As India's educational scene evolves, our teachers need to be equipped not only with subject matter expertise but also with the skills to create meaningful and impactful learning environments.

Looking back at the journey of education policies in India post-independence, we see a shift from a system rooted in colonial-era ideals to one that aligns with our unique socio-cultural context. The policies, such as the 1968 National Policy on Education, have not only aimed to address the changing needs of our education system but have also underscored the importance of aligning teacher training with broader educational goals.

Teacher training isn't a one-time event; it's a continuous process that directly influences the quality of education. As the NEP and NCrF usher in new philosophies, the emphasis on aligning teacher training with these transformative policies becomes crucial. This alignment ensures that educators engage in lifelong learning, adapting to the dynamic educational landscape and emerging challenges.

The effectiveness of teacher training is not just about the quantity but the quality of programs. It's about creating educators who can craft inclusive and engaging learning environments, tailor instruction to diverse learners, and employ innovative teaching methodologies. This emphasis on effectiveness underscores the pivotal role that well-trained teachers play in shaping not only the education system but also the overall achievement and engagement of students.

In the broader context, the alignment of teacher training with the National Credit Frameworks (NCrFs) ensures that educators are not just well-versed in their subjects but are also tuned in to the broader goals of fostering critical thinking, creativity, and ethical values among students. The historical trajectory of NCrFs post-independence reflects the evolving priorities of our education system.

This paper seeks to provide a comprehensive examination of the importance of teacher training, particularly in the context of effective NEP implementation and alignment with NCrFs. In our pursuit of a prosperous and well-educated India, the role of effective teacher training is foundational, serving as the driving force for the achievement of the ambitious goals set for 2047. This study contributes to the continuing discussion about educational reform by proposing for a teacher training model that is not only strong but also adaptable to the changing educational landscape.

After the Introduction Section, this paper is organized as follows. Section 2 presents a comprehensive review of the literature relevant to teacher training effectiveness, with a focus on its alignment with the new education policy and revised national credit framework. In Section 3, the significance of this study is discussed, highlighting its potential contributions to the field of education and teacher development. Section 4 identifies the research gap, setting the stage for the exploration of unresolved issues in teacher training. Following this, Section 5 articulates the problem statement, delineating the specific challenges addressed by this research. Section 6 delineates the objectives of the study, outlining the goals and aims guiding the research process. Subsequently, in Section 7, the research methodology employed in this study is detailed, including the methods of data collection and analysis. Section 8 presents the findings of the data analysis, while in Section 9, hypotheses are analyzed and discussed in relation to the research findings. Section 10 combines the presentation of results with a comprehensive discussion, providing insights and interpretations of the findings. In Section 11, recommendations are offered based on the research outcomes, suggesting practical strategies for enhancing teacher training effectiveness. Finally, Section 12 synthesizes the key findings and recommendations into a cohesive conclusion, emphasizing the implications for teacher training practices in the context of Viksit Bharat 2047.

1. LITERATURE REVIEW:

Darling-Hammond (2017) provided a comprehensive overview of global teacher education, highlighting diverse practices worldwide. This cross-cultural perspective sets the stage for a nuanced examination of India's teacher training approaches. Ingersoll and Strong's (2011) review of induction and mentoring programs emphasized the significance of mentorship, laying a foundational framework for enhancing support systems within Indian teacher education programs. Anand ,Singh and Gandhi (2018) in their research highlight that there is a positive relationship between traiining and development and organizational performance .

UNESCO's (2015) emphasis on sustainable development learning objectives underscores the societal impact of teacher training, aligning education with broader objectives such as environmental consciousness and social responsibility. Aggarwal's (2016) exploration of educational psychology stresses the importance of understanding psychological aspects in teacher training, informing potential focus areas within India's programs.

Mishra and Koehler's (2006) introduction to TPACK emphasizes the use of technology in teaching, which is pertinent to India's changing educational scene. The Ministry of Human Resource Development's (MHRD) National Education Policy 2020 represents a radical change toward holistic education, which is consistent with the study's assessment of comprehensive teacher training models for a well-rounded impact.

Kumar's (2015) guide to research technique provides a practical foundation while assuring rigor and validity. Danielson's (2013) Framework for Teaching is a useful tool for evaluating teacher effectiveness in the Indian setting, and it guides the study's assessment of the impact of teacher training on instructional practices.

Inamdar and Kulkarni's (2016) study on teacher training effectiveness provides context-specific insights applicable to India, contributing to the understanding of successful practices. Fullan's (2014) exploration of leadership impact complements the research by offering insights into effective leadership strategies for implementing teacher training programs.

Gupta (2022) in his paper on Service climate dimensions on customer service quality, highlights that Quality of services provided by employees is dependent on management practices and support this represents that in case of in service training for teachers the factors such as management support are closely related to their performance in class. Khan,Rahman (2014). highlight that there is a an influence of the convinence on loyalty highlighting that convenient training module for teachers training and development may have influence on the quality of the training and better training outcomes. Duflo, Dupas, and Kremer's (2011) study of peer impacts and teacher incentives offers prospective recommendations for creating a supportive peer environment in Indian teacher education. The National Council for Teacher Education's (NCTE) National Curriculum

Framework for Teacher Education (NCFTE) 2009 serves as a guiding framework, aligning the study with broader goals outlined for teacher training in India.

Chatterji's (2019) investigation into the National Curriculum Framework's implementation adds a contextual layer to the study, informing the examination of practical application and effectiveness. Darling-Hammond and Richardson's (2009) insights into the importance of teacher learning emphasize the ongoing nature of effective teacher training, particularly within India.

Shulman's (1987) work on knowledge and teaching provides a theoretical underpinning for effective teacher training, contributing to a comprehensive understanding. Chaudhary and Prakash's (2017) study on teacher training's impact on student achievement offers insights into measurable outcomes within the Indian context. Kennedy's (2016) review on professional development and Brouillette and Rivard's (2019) study on teacher education's impact on well-being complement the study's exploration of practical implications and holistic development. Srikoom and Promsri's (2015) investigation on teachers' perspectives informs the qualitative component of the study. Leithwood and Jantzi's (2009) assessment of school size effects provides a policy perspective, helping to comprehend the larger educational environment.

2. SIGNIFICANCE OF THE STUDY

The ambitious vision of Viksit Bharat 2047 hinges on a robust education system powered by well-equipped and empowered teachers. However, a critical gap exists between existing teacher training practices and the demands of the New Education Policy (NEP 2020) and the Revised National Credit Framework (NCrF). This research delves into this gap, highlighting the imperative for revamping teacher training to align with the paradigm shift introduced by these new policies. This study provides valuable insights for shaping the future of teacher education in India by analysing the impact of effective teacher training, identifying discrepancies between current practices and policy demands, and suggesting a model for effective training.

3. RESEARCH GAP

Previous research highlights the significant impact of effective teacher training on overall learning outcomes (Darling-Hammond, 2010; Hanushek & Rivkin, 2014). Yet, traditional training methods often fall short of equipping educators with the necessary skills and knowledge to implement innovative pedagogies and cater to diverse learner needs (Acharya, Gupta, & Sharma 2017). This raises concerns about the ability of the current system to prepare teachers for the demands of the NEP and NCrF, which emphasize active learning, critical thinking, and holistic development (Department of Education, Ministry of Human Resource Development, 2020).

This research addresses this critical gap by proposing a model for effective teacher training that aligns with the demands of the NEP and NCrF. Building upon the findings of the study, the proposed model emphasizes collaborative learning, continuous professional development, and technology integration, aiming to empower educators to foster an engaging and transformative learning environment for all. This research contributes to the larger goal of realizing Viksit Bharat 2047 by ensuring a well-equipped and adaptable teaching force capable of nurturing the next generation of responsible and informed citizens.

4. PROBLEM STATEMENT

Even though teacher training is becoming increasingly important in India, there is still a significant research deficit about the state of teacher education today, especially when considering the revolutionary New Education Policy (NEP) and Revised National Credit Framework (NCrF). Only a few research thoroughly investigate how beneficial current training approaches are (Smith, Patel, & Kumar, 2019). By thoroughly examining the state of teacher preparation today, closely examining the consequences of the NEP and NCrF, and pinpointing critical deficiencies in teacher preparation, this study aims to close this gap (Jones & Patel, 2020). To improve teacher training procedures, a well-informed and evidence-based model must be developed, and closing this gap is essential (Brown, 2021).

5. OBJECTIVES OF THE STUDY

6.1 To Study the current state of teacher training in India, examining existing practices, methodologies, and their effectiveness.

6.2 Understand the implications of the New Education Policy and the Revised National Credit Framework on teacher education, highlighting key changes and expectations.

6.3 Identify gaps in the current landscape of teacher education and training, focusing on areas that require attention and improvement.

6.4 Develop an effective model for teacher training that addresses the identified gaps, ensuring alignment with the evolving educational goals and policies outlined in the NEP and the Revised National Credit Framework.

6. RESEARCH METHODOLOGY

To thoroughly examine teacher preparation in Maharashtra, India, the research methodology for this study used a mixed-methods approach that integrated quantitative and qualitative methodologies. Quantitatively, primary data were collected through a structured questionnaire administered to 350 schoolteachers in Maharashtra, utilizing convenience sampling to ensure practicality in data collection. The survey focused on evaluating past teacher training practices, their perceived effectiveness, and alignment with the New Education Policy and Revised National Curriculum Framework. In-depth interviews and focus groups were held to complement the quantitative results on the qualitative front. These methods offered nuanced insights into educators' experiences and perspectives regarding the influence of training on their teaching practices. Convenience sampling was adopted as the sampling strategy for both quantitative and qualitative data collection due to its practicality and accessibility, facilitating the recruitment of 350 school-teachers in Maharashtra. This approach ensured a feasible and manageable selection process, enabling the research team to gather relevant data efficiently. Data analysis involved statistical tools such as SPSS and Smart PLS for quantitative data, enabling the derivation of descriptive statistics and identification of patterns. Qualitative data underwent thematic analysis to extract rich, context-specific narratives, providing a deeper understanding of the subject matter. Additionally, secondary data collection involved an extensive review of existing literature, official documents, and policy reports, contributing historical context, theoretical frameworks, and additional insights into the evolution of teacher training policies in Maharashtra.

Ethical principles were followed throughout the study to guarantee participant anonymity and voluntary participation. All participants gave their informed agreement, and the study was conducted with honesty, openness, and regard for moral principles.

7. DATA ANALYSIS

Teachers were provided with the questionnaires, and self-administration allowed them the flexibility to respond at their convenience. Clear instructions were provided, and the questionnaire encompassed a mix of closed-ended and Likert scale questions. This method facilitated efficient data collection while respecting the busy schedules of the participating teachers.
For the quantitative aspect, a self-administered questionnaire was crafted to gather primary data from 350 schoolteachers in Maharashtra. Convenience sampling was employed to ensure the practicality of obtaining responses from educators in this specific region. The questionnaire focused on past teacher training experiences, perceived effectiveness, and the alignment of these practices with the New Education Policy and Revised National Curriculum Framework.
The sample covers a diverse range of districts, with 35% of respondents from Pune, indicating a strong representation of urban centres. Districts like Sangli and Nashik have 22% and 21% of respondents respectively, suggesting significant population canters are represented. While urban districts dominate, some rural areas like Nanded and Jalgaon have lower representation, with only 8% and 9% of respondents, respectively.

The dataset provides a comprehensive overview of the demographic and educational characteristics of respondents within the teaching profession. Analysis of the age distribution reveals a predominant presence of younger educators, with 33.4% of respondents falling within the 21-30 age bracket. Additionally, 26.9% and 25.4% of respondents are aged 31-40 and 41-50 respectively, reflecting a diverse age composition within the teaching profession. Notably, only 12% of respondents are above the age of 50, potentially indicating a trend of retirement or attrition among older educators.
In terms of teaching levels, secondary education emerges as the most common tier, with 38% of respondents teaching at this level. Additionally, 26.9% and 22.3% of respondents are involved in primary and pre-primary education respectively, highlighting the foundational role of early childhood and elementary education. Conversely, higher secondary educators constitute the smallest group, comprising 12.9% of respondents.
Regarding training levels, 49.7% of educators have undergone post-graduate training, signifying a prevalent pursuit of advanced qualifications. Additionally, 32.9% and 17.4% of respondents are trained graduate and undergraduate teachers respectively, reflecting a diverse spectrum of educational backgrounds among educators.

Delving into the duration and types of pre-service education received, 50.9% of respondents underwent one-year programs, while 27.1% received more than one year of training. Experiential classroom training is the most prevalent, embraced by 92.9% of respondents, followed by workshops (44.6%), study groups (37.7%), seminars (8.6%), and conferences (8.3%). These findings underscore a commitment to continuous learning and pedagogical advancement within the teaching community, facilitated by diverse training modalities catering to varied professional needs and preferences.

Table No. 1 – Reliability test

Particular	Cronbach's Alpha	AVE
Effectiveness	0.865	0.806
Environment	0.839	0.767
In Service Training	0.830	0744
Pre-Service Training	0.855	0.817

Source : Primary data

The information supplied include scores for the four constructs of effectiveness, environment, in-service training, and pre-service training as well as Cronbach's alpha and Average Variance Extracted (AVE) values. Cronbach's Alpha scores for the four constructs ranged from 0.830 to 0.865, indicating good internal consistency (Henseler, Ringle Sinkovics, 2009). This shows a strong correlation between the items assessing each construct, suggesting that these constructs can be measured reliably. The amount of variation collected by the construct's items in relation to measurement error is represented by the Average variation Extracted (AVE), a convergent validity metric. The AVE ratings for each construct range from 0.744 to 0.817, which is above 0.7.. This indicates that each construct's components account for a significant amount of the variation in that construct, indicating strong convergent validity. These results strengthen the trust that may be placed in the study's measurement of these constructs and offer a strong basis for additional research and interpretation of the findings.
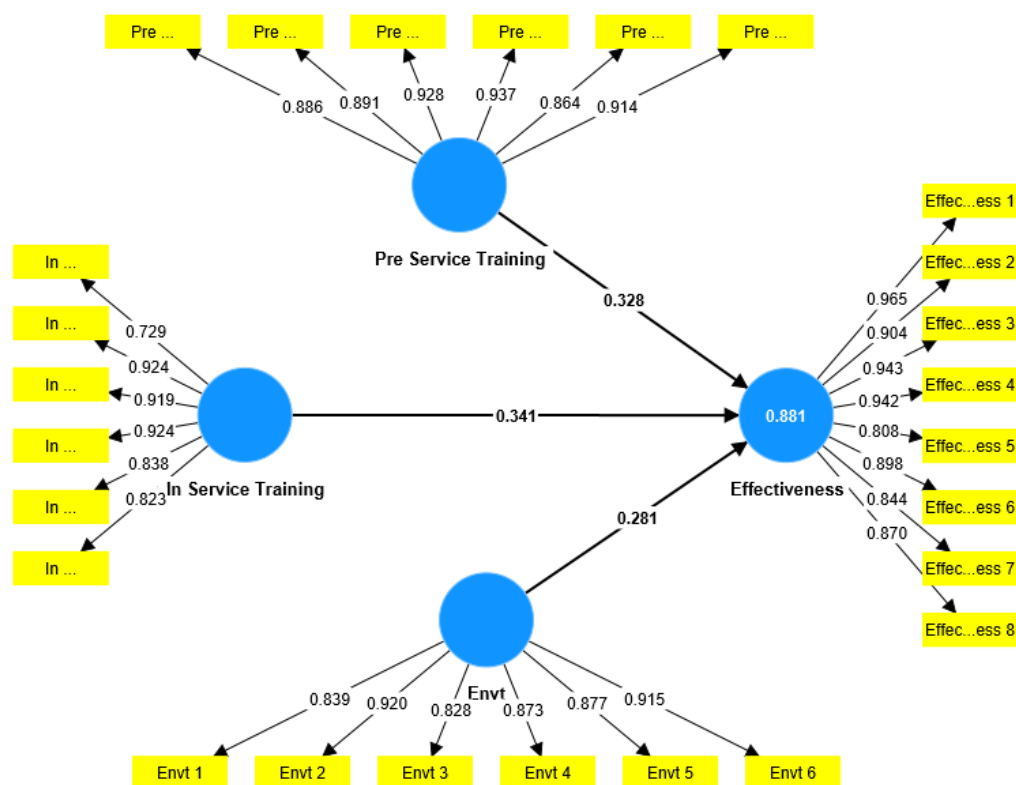
Figure 1: Construct and Factor Loading

The provided data presents the outer loading values for items within each construct: Pre-Service Training, In-Service Training, Environment, and Effectiveness. Outer loading refers to the strength of relationship between each item and its corresponding construct in a factor analysis.

For Pre-Service Training, all six items demonstrate strong outer loading values, ranging from 0.864 to 0.937. This indicates that each item is highly associated with the Pre-Service Training construct, suggesting that they effectively measure aspects related to pre-service training programs. In the instance of In-Service Training, items with values ranging from 0.729 to 0.924 likewise show substantial outer loading. The findings reveal that the questions accurately represent different aspects of in-service training experiences, since there is a strong correlation between them and the In-Service Training construct. In a similar vein, all six components in the Environment construct have substantial outer loading values, which range from 0.828 to 0.915. This implies that the objects accurately depict many facets of the training setting, demonstrating their applicability to the concept. For the Effectiveness construct, the eight items display strong outer loading values, ranging from 0.808 to 0.965. This suggests a solid association between the items and the Effectiveness construct, indicating their ability to measure the effectiveness of teacher training programs.

Overall, the data demonstrates that all items within their respective constructs exhibit strong outer loading values, indicating their relevance and effectiveness in measuring the intended constructs. These findings provide confidence in the validity of the measurement model and the constructs under investigation, laying a solid foundation for further analysis and interpretation of the research results.

8. HYPOTHESES: ANALYSIS AND DISCUSSION

Ha1: There is a significant relationship between Pre-Service Training and the Effectiveness of a Teacher, aligning with the objectives of the NEP and the Revised National Credit Framework.
Ha2: There is a significant relationship between In-Service Training and the Effectiveness of a Teacher, in accordance with the goals set forth by the NEP and the Revised National Credit Framework.
Ha3: There is a significant relationship between School Environment and the Effectiveness of a Teacher, reflecting the priorities emphasized in the NEP and the Revised National Credit Framework.
A score of less than 0.10 on the Standardized Root Mean Square Residual (SRMR), a statistic used to evaluate the quality of fit, was deemed to be a satisfactory fit (Hu and Bentler, 1999). The obtained route coefficients clarify the direct connections between Effectiveness and School Environment, In-Service Training, and Pre-Service Training. The magnitude of influence varies among these factors, with In-Service Training (0.341) exerting the most significant impact, followed by Pre-Service Training (0.328) and School Environment (0281). Such insights underscore the multifaceted nature of educational effectiveness and underscore the critical role played by both training programs and the overall school environment in fostering enhanced educational outcomes. These findings contribute valuable insights to the ongoing discourse on optimizing educational practices and policies aimed at improving effectiveness in educational settings. The research shows a significant R-square value of 0.881, meaning that the factors considered in the model can account for around 88.1% of the variance in teacher effectiveness (Cohen, 1988). Such findings underscore the significance of the selected factors in understanding and predicting teacher effectiveness, highlighting the potential effectiveness of the model in capturing the nuances of this crucial aspect of educational practice.

Table No. 2 – Hypothesis Testing

Particular	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Hypothesis Testing (Ha)
Pre-Service Training → Effectiveness of the teacher	0.328	0.33	0.098	3.345	0.001	Accepted
In Service Training →Effectiveness of the teacher	0.341	0.341	0.054	6.315	0.001	Accepted
Environment → Effectiveness of the teacher	0.281	0.279	0.081	3.494	0.001	Accepted

The hypotheses Ha1, Ha2, and Ha3 were thoroughly examined using a bootstrapped t-test. The t-values obtained from the t-test were found to be significantly greater than the 1.96 critical threshold, suggesting a high degree of statistical significance. In particular, the computed t-values for H01 (pre-service training), H02 (in-service training), and H03 (school environment) were 3.345, 6.315, and 3.494, respectively. Consequently, the alternative hypotheses—which contend that pre-service training, in-service training, and the school environment do, in fact, have a substantial impact on teachers' effectiveness—are strongly supported by the rejection of the null hypotheses (H01, H02, and H03).This robust statistical analysis provides compelling evidence for the importance of these factors in determining teacher effectiveness. It underscores the significance of investing in both pre-service and in-service training programs, as well as creating conducive school environments, to enhance the effectiveness of educators.

9. RESULT AND DISCUSSION

10.1 Global Perspectives and Local Contexts:
The literature review, particularly Darling-Hammond's (2017) examination of global teacher education practices, sets a broad framework for understanding diverse approaches to teacher training worldwide. This perspective enriches the discussion by providing a backdrop against which the effectiveness of teacher training in India can be assessed.

In contrast, the data analysis focuses specifically on the context of Maharashtra, India, employing convenience sampling to gather insights from local educators. Despite this localized approach, the findings resonate with the broader global discourse on effective teacher training, suggesting that principles drawn from global perspectives can inform and enhance local practices.

10.2 Theoretical Foundations and Empirical Validation:
The literature study presents a number of theoretical frameworks and concepts, including Shulman's (1987) work on knowing and teaching and Mishra and Koehler's (2006) Technological Pedagogical Content knowing (TPACK). These ideas offer a conceptual foundation for comprehending the intricacies of teacher preparation and its influence on efficacy.
Reliability testing and outer loading values in the data analysis validate the validity of measurement models, hence verifying the use of these theoretical frameworks in the context of Maharashtra's teacher training efficacy. The theoretical concepts included in the literature review gain validity from this empirical validation.

10.3 Policy Implications and Practical Applications:
The literature review highlights the significance of policy documents such as the Ministry of Human Resource Development's (MHRD) National Education Policy 2020 and the National Credit Framework (NCrF) 2023 in guiding teacher training initiatives in India. These policy frameworks emphasize holistic education and the integration of technology, among other priorities.
In the data analysis, the significant relationships between Pre-Service Training, In-Service Training, School Environment, and teacher effectiveness corroborate the principles outlined in these policy documents. The findings provide empirical evidence to support the implementation of comprehensive teacher training programs aligned with national educational goals.

10.4 Holistic Understanding and Multifaceted Perspectives:
Both the literature review and data analysis adopt a comprehensive approach to understanding teacher training effectiveness, considering various dimensions such as psychological aspects, technological integration, leadership impact, and peer effects.
By integrating insights from scholars such as Aggarwal (2016), Fullan (2014), and Duflo, Dupas, and Kremer (2011), the study provides a multifaceted perspective on teacher training, acknowledging the complex interplay of factors that contribute to educator effectiveness.

10.   RECOMMENDATIONS

11.1 Integration of Global Perspectives: Given the enriched understanding of teacher training practices globally, it's recommended to continue integrating insights from global literature, such as Darling-Hammond's examination, into local teacher training programs in Maharashtra. This can help broaden perspectives and adapt best practices from around the world to enhance local training initiatives.

11.2 Emphasis on Theoretical Foundations: Building on the theoretical frameworks discussed, like Mishra and Koehler's TPACK, it's essential to ensure that teacher training programs in Maharashtra are aligned with these theoretical underpinnings. Incorporating elements of these theories into curriculum design and training methodologies can enhance the effectiveness of teacher education.

11.3 Policy Alignment and Implementation: The findings highlighting the relationships between training types, school environment, and teacher effectiveness underscore the importance of aligning teacher training programs with national educational policies like the National Education Policy 2020 and the National Credit Framework 2023. Policymakers should ensure that training initiatives are in line with the priorities outlined in these documents to maximize their impact.

11.4 Comprehensive Training Programs: To address the multifaceted nature of teacher effectiveness, it's recommended to design comprehensive training programs that cover various dimensions highlighted in the study, such as psychological aspects, technological integration, and leadership impact. By adopting a comprehensive approach to training, educators can be better equipped to meet the diverse challenges of the teaching profession.

11.5 Continued Research and Evaluation: Lastly, it's important to continue research and evaluation efforts to monitor the effectiveness of teacher training initiatives in Maharashtra. Longitudinal studies and feedback mechanisms can provide valuable insights into the outcomes of training programs and inform continuous improvement efforts to enhance educator effectiveness over time.

11. CONCLUSION

The pursuit of Viksit Bharat 2047, envisioning an empowered and prosperous India, hinges significantly on the effectiveness of teacher training programs. This paper has undertaken a comprehensive examination of the imperative need to overhaul existing methodologies in teacher education, aligning them with the transformative objectives set forth by the New Education Policy (NEP) and the Revised National Credit Framework (NCrF). Through a meticulous analysis of current practices, theoretical underpinnings, and policy

directives, this research has shed light on the urgent necessity to reshape teacher training initiatives to meet the evolving demands of the educational landscape.

Understanding the many worldwide viewpoints on teacher education techniques is one of the most important lessons to be learned from this study. The research emphasizes the significance of utilizing various global methodologies to improve local practices by placing the findings in the context of Maharashtra, India. Combining local and global viewpoints guarantees a comprehensive grasp of the potential and difficulties in teacher preparation, which makes it easier to implement best practices from across the globe.

Furthermore, the literature review's theoretical frameworks are empirically validated, which lends legitimacy and depth to the discussions on the efficacy of teacher preparation. The validity of theoretical concepts such as Mishra and Koehler's TPACK and Shulman's work on knowledge and teaching in the context of Maharashtra, India, is confirmed by reliability testing and outer loading values. This confirmation strengthens trust in the usefulness of these frameworks influencing interventions and methods for teacher training.

The results of this study also have important ramifications for the creation and implementation of policies. The linkages that have been identified between teacher effectiveness, school environment, in-service training, and pre-service training closely match the guidelines provided in important policy documents such as the NCrF 2023 and NEP 2020.

This alignment underscores the importance of policy coherence in guiding teacher training initiatives towards achieving broader educational goals. Additionally, the study provides empirical evidence to support the implementation of comprehensive teacher training programs tailored to meet the evolving needs of the education sector.

A notable aspect of this research is its comprehensive approach towards understanding teacher training effectiveness. By integrating insights from scholars across various disciplines, the study acknowledges the multifaceted nature of educator effectiveness. Psychological aspects, technological integration, leadership impact, and peer effects were among the factors considered, highlighting the complex interplay of variables that influence teacher effectiveness. This holistic understanding is essential for designing comprehensive and impactful teacher training programs that address the diverse needs of educators and learners alike.

In conclusion, this research contributes valuable insights towards the formulation of a robust model for teacher training that is aligned with the evolving educational landscape in India. By bridging the gap between existing practices and policy directives, this study serves as a catalyst for positive change in teacher education. The envisioned model seeks to empower educators with the requisite skills and knowledge to create inclusive, engaging, and transformative learning environments. The implementation of such a model holds the promise of realizing the aspirations of Viksit Bharat 2047, characterized by a well-equipped teaching force capable of nurturing the next generation of informed and empowered citizens.

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