Preparing Future Teachers - Focus and Impetus Required at the Training Level: A Review of Teaching Practice in the Light of India's National Educational Policy, 2020

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Abstract

Teacher preparation is the foundation on which aspirations for educational quality, equity, and systems transformation rest. India's National Education Policy (NEP) 2020 places teacher education at the centre of reform, advancing an integrated, practice-rich model that blends disciplinary depth, pedagogical content knowledge, inclusive values, and digital competence. This paper presents a scholarly analysis of how this reform agenda can be realised in practice, based on a month-long teaching training (Phase 1: 5-17 May 2025 and Phase 2: 7-12 July 2025) at Savitribai Phule Balika Inter College, Greater Noida. Based on qualitative, practice-based inquiry, this analysis connects the experiences of the training to the provisions of NEP 2020 and the broader literature on teacher learning, assessment, inclusive education, and technology integration. The paper develops seven thematic streams-pedagogical design and PCK, multilingual and inclusive education, assessment for learning and as learning, technology and blended learning, life skills, values and citizenship, mentoring and reflective practice and school culture as a professional learning ecosystem-each elaborated with cases, research citations and policy discussions. Persistent barriers (large classes, dominance of summative assessment, digital and inclusion gaps, transformative mentoring) are critically examined, followed by a set of programmatic recommendations: pre-training NEP bootcamps, structured observation and feedback cycles, inclusive education practices, stackable ICT micro-credentials, co-teaching arrangements and holistic progress documentation. The paper argues that when internships/trainings are reframed as policy-aligned, feedback-rich, clinically intensive experiences, they become crucial means through which the vision of NEP 2020 can be translated into the

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everyday expertise, ethical commitments and reflective dispositions of India's future teachers.

Keywords*: Teacher Education, NEP 2020, Pedagogical Content Knowledge, Inclusive Pedagogy, Formative Assessment, Professional Development.*

INTRODUCTION

Calls to improve student learning outcomes, expand access, and close equity gaps have centred on one constant: the centrality of teachers.[1] The NEP 2020 recognises, *"teachers truly shape the future of our children-and, therefore, the future of our nation"*[2]. Yet, in practice, systems often ask teachers to do extraordinary things with ordinary preparation. Indian teacher education has long struggled to translate curriculum into classroom potential: too little clinical immersion, variable guidance, summative assessment cultures, and a weak understanding of inclusive and technology-supported pedagogy[3].

This paper considers what kind of focus and impetus is needed at the training level to prepare future teachers who can implement the principles of NEP 2020 in real classrooms. The paper does so by integrating (a) A reflective, practice-based account of a month-long training at Savitribai Phule Balika Inter College, Greater Noida (b) Provisions of NEP 2020 related to teacher education, inclusion, FLN (Foundational, Literacy and Numeracy), assessment and digital learning and (c) Research literature on teacher education, PCK (Pedagogical, Content, Knowledge), inclusive education, formative assessment and professional development. The main claim presented here is that clinical practice, structured feedback and policy-aligned design must be treated as the essential core of teacher preparation - not as peripheral add-ons - to realise the transformative objectives of NEP 2020.

REVIEW OF LITERATURE

Teacher Preparation and Clinical Practice: International evidence shows that clinically rich programs-those that integrate curriculum and school practice through extended placements and coaching-best support new teachers.[4] Consistency in theory and practice, strong mentoring, and structured reflection are repeatedly linked to improved classroom practice.[5] In such models, feedback cycles (planning-teaching-observing-detailing-re-teaching) are the

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[1] L Darling-Hammond, "Teacher Education Around the World: What Can We Learn from International Practice?" 40 *European Journal of Teacher Education* 291 (2017).

[2] Ministry of Education, National Education Policy 2020 (Government of India, 2020).

[3] NCTE, *National Curriculum Framework for Teacher Education* (NCTE, New Delhi, 2014).

[4] *Supra* note 1.

[5] A Clarke, V Triggs and W Nielsen, "Cooperating Teacher Participation in Teacher Education: A Review of the Literature" 84 *Review of Educational Research* 163 (2014).

engines of development.[6]

Pedagogical Content Knowledge and Design: Shulman[7] defined the concept of PCK as a blend of disciplinary understanding and knowledge about how learners perceive, misinterpret, and apply content. PCK is manifested in task design, selection of representations, use of examples and counterexamples, sequencing of questions, and formative probes. Without explicit development of PCK, preservice teachers often rely on "telling" rather than eliciting and building on students' thinking[8].

Formative Assessment and Holistic Evaluation: Formative assessment[9], short cycles of evidence collection and feedback to adjust instruction, has a broad impact on learning[10]. Assessment for learning and as learning involves clarifying success criteria, obtaining evidence of learning during instruction, providing actionable feedback, and developing student self-assessment[11]. NEP-aligned guidance in India[12] extends this to a holistic progress card, which includes cognitive, social-emotional, and behavioural indicators.

Inclusive and Multilingual Education: Inclusive pedagogy emphasises that diversity is a resource, not an exception that must be "accommodated"[13]. Universal Design for Learning (UDL) encourages multiple modes of engagement, representation, and expression[14]. In India, the Rights of Persons with Disabilities Act (2016) and the National Education Policy 2020 call for inclusive practices, early identification, and barrier-free learning environments, including multilingual frameworks and mother tongue-based education in the early years[15].

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[6] J Hattie, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (Routledge, London, 2009).

[7] L S Shulman, "Knowledge and Teaching: Foundations of the New Reform" 57 *Harvard Educational Review* 1 (1987).

[8] D L Ball, M H Thames and G Phelps, "Content Knowledge for Teaching: What Makes it Special?" 59 *Journal of Teacher Education* 389 (2008).

[9] P Black and D Wiliam, "Assessment and Classroom Learning" 5 *Assessment in Education: Principles, Policy & Practice* 7 (1998).

[10] *Supra* note 6.

[11] S M Brookhart, *How to Give Effective Feedback to Your Students* (ASCD, Alexandria, 2nd edn., 2017).

[12] NCERT, *Guidelines for Holistic Progress Card* (NCERT, New Delhi, 2021).

[13] L Florian and K Black-Hawkins, "Exploring Inclusive Pedagogy" 37 *British Educational Research Journal* 813 (2011).

[14] CAST, *Universal Design for Learning Guidelines Version 2.2* (2018), *available at*: http://udlguidelines.cast.org (last visited on: Aug. 25, 2025).

[15] *Supra* note 2.

Technology Integration and TPACK: The TPACK framework (Technological, Pedagogical, and Content Knowledge) suggests that technology use in classrooms should be based on pedagogical objectives and content requirements, not gadgets[16]. Effective technology integration ranges from low-tech strategies (print, manipulative, audio) to blended learning that leverages open platforms (e.g., DIKSHA) and digital assessment tools[17].

Professional Identity, Mentorship, and Reflective Practice[18]: Teacher identity and professional judgment are shaped in situ, through guided experience and reflection[19]. When mentoring is consistent, evidence-based, and practice-focused, it increases new teachers' self-efficacy, retention, and teaching quality[20]. Structured reflective tools—journals, video analysis, student work protocols—aid in understanding and improvement[21].

NEP 2020 and Indian Teacher Education Reform: The National Education Policy 2020 primarily proposes a four-year integrated B.Ed. by 2030, competency-based curriculum, inclusive pedagogy, emphasis on FLN, and digital readiness. It calls for stronger school-IHE (Institute of Higher Education) partnerships, improved training design and continuous professional development[22]. National bodies (NCTE, NCERT) have issued guidelines on internships/training, assessment[23], value education[24] and overall progress documentation[25].

CONTEXT AND METHODOLOGY

School Context: Savitribai Phule Balika Inter College is a CBSE-affiliated girls' school located in Greater Noida that provides education to girls from diverse socio-economic backgrounds. The school emphasises academic achievement, extracurricular activities (Eco Club, Heritage Club) and value-based education. The infrastructure includes science

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[16] P Mishra and M J Koehler, "Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge" 108 *Teachers College Record* 1017 (2006).

[17] C Redecker, *European Framework for the Digital Competence of Educators* (Publications Office of the European Union, 2017), *available at*: https://doi.org/10.2760/159770 (last visited on: Aug. 25, 2025).

[18] D A Schön, *The Reflective Practitioner: How Professionals Think in Action* (Basic Books, New York, 1983).

[19] B Larrivee, "Transforming Teaching Practice: Becoming the Critically Reflective Teacher" 1 *Reflective Practice* 293 (2000).

[20] R M Ingersoll and M Strong, "The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review" 81 *Review of Educational Research* 201 (2011).

[21] E A van Es and M G Sherin, "Learning to Notice: Scaffolding New Teachers' Interpretations of Classroom Interactions" 10 *Journal of Technology and Teacher Education* 571 (2002).

[22] *Supra* note 2.

[23] NCERT, *Assessment for Learning* (NCERT, New Delhi, 2021).

[24] NCERT, *Education for Peace and Value Education Manual* (NCERT, New Delhi, 2019).

[25] *Supra* note 12.

laboratories, a library and select classrooms with digital projection; however, access is not uniform across all classes.

Internship Activities: The training included: (a) Classroom observation (social sciences, Hindi), (b) Lesson planning and presentation, (c) Co-curricular involvement (assemblies, clubs), (d) Participation in staff meetings and (e) Maintaining a reflective journal. Teaching strategies tested included storytelling, dramatization, gallery walks, station rotations, hinge questions, exit tickets, peer assessment, bilingual scaffolding and low-tech audio/visual supports.

Methodological Approach: A qualitative, experiential methodology was used, combining autoethnographic reflection[26] with policy-relevant analysis against the provisions of NEP 2020. Data included field notes, lesson plans, student artefacts, and mentor interactions[27]. Thematic coding aligned the observations with seven areas: PCK and design, inclusive/multilingual strategies, assessment, technology/blended learning, life skills/values, mentorship/reflection and school culture.

THEMATIC ANALYSIS: FOCUS AND IMPETUS AT THE TRAINING LEVEL

Pedagogical Design and PCK: From Coverage to Learning: Policy Framework -The NEP 2020 emphasizes "experiential, discussion-based and discovery-oriented" learning[28]. For teacher education, it redefines lesson planning as design for understanding rather than coverage.

Activity 1 (History, Class 8): A unit on nineteenth-century social reform began with a "gallery walk" of reformers (Savitribai Phule, Jyotirao Phule, Vidyasagar). Students guessed each reformer's agenda from the pictures and captions, then dramatized a 60-second "appeal to society." A rubric assessed historical accuracy, clarity, use of evidence, and collaboration. An exit ticket depicted a practice that changed historically and needs to change today. Students' participation was high, and they referenced solid evidence in their dramatisations.

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[26] C Ellis, T E Adams and A P Bochner, "Autoethnography: An Overview" 36 *Historical Social Research* 273 (2011).

[27] E J Bahng, "Hybrid-Mentoring Programs for Beginning Elementary Science Teachers" 1 *International Journal of Education in Mathematics, Science and Technology* 1 (2013).

[28] *Supra* note 2.

PCK in Action: Action design addressed common misconceptions (e.g., viewing improvement as a single-actor event) and countered them by having students synthesise multiple sources and perspectives- a hallmark of PCK[29]. The backwards-design sequence (Results/Outcomes → Evidence → Learning Experiences) clarified formative checkpoints.

Training Implications: Teacher preparation should (a) teach task structure (prompts, formulations, scaffolds, success criteria), (b) create misconception maps for key topics, and (c) include incidental activities (reteach mini-lessons, extension tasks) in lesson plans. Design studios where trainees create prototypes, micro-teach, receive feedback, and iterate can strengthen PCK[30].

Multilingual and Inclusive Education: UDL as Default, Not Exception. The policy framework of NEP 2020 prioritises inclusive, equitable education and multilingualism. The UDL principles-multiple modes of engagement, representation, and expression- are in line with this core spirit[31].

Activity 2 (Hindi Grammar-Conjunctions): Instead of announcing "conjunctions," learners conducted "language searches". They marked the conjunctions in sentences in their notebooks, visualised patterns, and then refined their understanding from teacher-guided examples. Bilingual sentence structures ("I agree because….") promoted classroom interaction. Roles (facilitator, scribe, presenter, checker) distributed participation across heterogeneous groups.

Inclusion in practice: Low-threshold, high-threshold tasks enabled variable entry points, sentence-framework assisted hesitant speakers, role-playing supported low-fluency students and alternative response methods (drawing arrows, underlining, verbal explanations) respected learners' differences. Although direct contact with learners with disabilities (e.g., specific learning disabilities, hearing impaired) was limited during this training, the routines implemented reflected inclusive intent.

Training implications: Programs should mandate a brief practice in inclusive settings (resource room/special school), create conditioning banks (expanded print, text-to-speech,

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[29] *Supra* note 7.

[30] P Grossman, K Hammerness and M McDonald, "Redefining Teaching, Re-imagining Teacher Education" 15 *Teachers and Teaching* 273 (2009).

[31] *Supra* note 14.

picture vocabulary) and include behaviour-support micro-modules (visual programs, activity breaks, positive reinforcement). Trainees should learn to audit lessons for UDL elements: What barriers exist? What options are available for input and expression?

Assessment for and as Learning: Making Feedback the Spine of Instruction: Policy Frameworks like NEP 2020 and NCERT [32] call for a shift from holistic dominance to merit-based, creative cultures, culminating in holistic progress on the cards.

Activity 3 (Two-cycle creative/formative loop): In the middle of the lesson, "hinge questions" (e.g., "Which of these statements best reflects Vidyasagar's argument for widow remarriage- and why?") were answered on the board. Quick scanning revealed misconceptions, which resulted in 7 minutes of reteaching with contrasting examples. Exit tickets required students to "explain an idea to a younger student" and "ask a question that still remains on your mind." The next lesson began with answering those questions and grouping students as needed.

Why it matters: Formative probes clarify student thinking, providing feedback[33] that "moves learning[34] forward". Co-created, student-friendly rubrics ("What does "using evidence" look like?") increase transparency and improve self-assessment[35].

Training implications: Practicums should include at least two formative checks and a documented instructional adjustment for each observed lesson. Methodology courses should teach rubric writing related to content and transversal skills (e.g., argumentation, collaboration). Assessment courses should simulate moderation and feedback conversations using samples of student work, preparing trainees to make judgements and generate actionable feedback.

Technology and Blended Learning: Purpose Before Platform[36]

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[32] *Supra* note 23.

[33] J Hattie and H Timperley, "The Power of Feedback" 77 *Review of Educational Research* 81 (2007).

[34] *Supra* note 9.

[35] *Supra* note 11.

[36] Blended learning is an educational approach that combines traditional classroom learning with online learning. It allows learners to engage in both face-to-face instruction and digital platforms, enhancing the educational experience by making it more effective and personalized. This method is also referred to as hybrid learning or technology-mediated instruction, and it aims to integrate the best aspects of both in-person and online education.

Policy framework: NEP 2020 emphasizes integration of digital resources, teacher digital literacy, and blended learning[37]. The TPACK approach helps ensure that technology is compatible with content and pedagogy[38].

Observed reality: Despite some digital infrastructure, access to classrooms was uneven; connectivity was inconsistent. Still, low-tech strategies (printed QR codes that link to offline videos, audio clips on portable speakers) boosted engagement and understanding.

Activity 4 (Low technology, high output/results): For a civics lesson on the Preamble to the Constitution, students experienced three phases: (1) Audio: A clear, paced reading of the Preamble, with pauses for interpretation, (2) Manipulative: Jumbled phrases of the Preamble sorted into thematic groups (justice, liberty, equality, fraternity), (3) Application: Pairs rewrote a section in their own words and created a contemporary example. A quick survey showed improvements in recall and conceptual understanding.

Training implications: Create two complementary ICT tracks: Constrained-context pedagogy (Offline content collections, audio playlists, print-digital hybrid) and Enriched-context pedagogy (Introductory apps, interactive slides, short video creation). Programs should also include the basics of assistive technology (Captioning, text-to-speech, screen readers) to promote inclusion.

Life Skills, Values, and Citizenship: Educating the Whole Person

Policy Framework: NEP 2020 envisages holistic development – moral reasoning, environmental protection, empathy, cooperation and communication – integrated into subject pedagogy[39].

Dialogic ethics: After history classes, small "circle" dialogues— "One rule I would like to change", "One small brave thing I can do"—build reasoning, empathy and civic consciousness.

Training implications: Unit plans should include a values-based task with clear norms (ethical reasoning, civic action). Teacher education should enable trainees to provide dialogic

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[37] Deepika and K M Ravi, "Traditional Classrooms to Digital Campuses: An Aim of NEP 2020" 5 *International Journal of Research in Special Education* 30 (2025).
[38] *Supra* note 16.
[39] *Supra* note 24.

space (norms, active listening, respectful disagreement) and document social-emotional development within an overall progression framework.

Mentorship, Feedback, and Reflective Practice: Building the Growth Engine:

Policy Framework: NEP 2020 emphasises continuous professional development and teacher autonomy, which is not possible without feedback-rich mentoring cultures.

Observed variation: Mentor availability fluctuated due to workload; where feedback was timely, adaptation improved rapidly. In the absence of regular debriefing, trainees relied on peer feedback and student prompts.

Reflective Routine: A three-part habit emerged: planning memo (desired outcomes, possible misconceptions, initial checks), after-action review (evidence observed, decisions made mid-course) and next steps (re-teaching plan, testing techniques). Over the days of training, this routine honed decision-making and self-efficacy.

Training implications: Programs should institutionalize weekly observation cycles with shared rubrics (engagement, questioning, differentiation, formative assessment, environment, inclusion), schedule three-way debriefs (trainee-mentor-peer) and teach feedback literacy (requesting, receiving, acting on feedback). Video snippets and student work protocols can provide the basis for evidence-based conversations[40].

School Culture and Co-Curriculars: The Hidden Curriculum of Professional Identity

Policy Framework: NEP 2020 establishes schools as an ecosystem for holistic development; co-curriculars are integral not secondary.

Cultural affordances: Morning assemblies and student clubs (Echo, Heritage) created opportunities for authentic leadership: conducting, organizing and presenting. For trainees, these were creative spaces to practice professional presence, ethical leadership and community engagement.

Training implications: Trainees should maintain co-curricular leadership logs (planning/facilitating at least one club activity, one assembly segment, one community

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[40] *Supra* note 21.

project), linking them to curriculum competencies and equity audits (Whose voice leads? What languages appear on the walls?).

THE PERSISTENT GAPS IN TEACHER TRAINING -WHY IT MATTERS

Teacher-training experiences provide valuable opportunities for professional development, yet a number of structural and pedagogical shortcomings continue to limit their transformative potential. These shortcomings are not isolated inconveniences but interconnected challenges that shape teaching and learning in real classrooms. These shortcomings affect the quality of feedback, the inclusiveness of teaching, the integration of technology, and the balance between assessment for learning and assessment of learning. Understanding these persistent issues is essential, as they highlight both the constraints of current practice and the deeper systemic patterns that must be addressed to fully align training with the vision of NEP 2020. Specifically, these problems are described below:

- Dominance of summative assessment: High-stakes examinations shape teaching; creative practices are at risk of being marginalised. Without accountability for creative routines, they become inconsequential[41].
- Digital inequality and underutilization: Uneven access and limited confidence limit the potential of blended learning; technology is sometimes treated as an "event" rather than an "infrastructure".
- Opportunities for inclusion are few: Practicum rarely guarantees interaction with learners with disabilities; trainees graduate without practical accommodation experience.
- Barriers to mentorship: Mentor teachers lack time/structure for regular observation and feedback; quality of feedback varies.
- Scale without structure: Large classes and rigid timetables hinder differentiation and co-teaching innovation.

These are not just school-level problems; they reflect systemic design choices – staffing patterns, schedule structures, procurement timelines and performance pressures – that require coordinated measures.

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[41] *Supra* note 9.

RECOMMENDATIONS: PROGRAM DESIGNS THAT PUT TRAINING AT THE CENTER

Targeted and practical solutions are needed to address the teacher training gaps described in the previous section. The recommendations below focus on transforming teacher training into structured, feedback-based, and policy-aligned training experiences—with an emphasis on developing the skills, mindsets, and resources needed for future teachers to excel from day one.

Pre-Training NEP Bootcamp (20-24 hours)

Content: Backward design and PCK, Formative assessment repositories, Multilingual frameworks and UDL adaptations, Low-tech/high-tech blended strategies, Ethics circles and classroom environments, Inclusive behaviour supports[42].

Deliverables: A NEP-aligned unit plan with clear outcomes and checklists, a creative toolkit (Hinge questions, rubrics, exit tickets), and a customised task for diverse needs.

Structured Mentorship and Observation

Structured guidance and observation follow a deliberate, iterative process designed to strengthen teaching practice. Trainees engage in weekly cycles that move from planning and teaching lessons to observation, recap and reteaching opportunities with correction. A common manual, including engagement, questioning, differentiation, formative inquiry, classroom environment, inclusion and clarity, guides both observation and feedback, ensuring continuity.

The mentor's contributions are supported through recognition or small stipends tied to timely, high-quality feedback. Reflection is deepened through a three-tier debrief involving the mentor, mentor, and faculty supervisor, using concrete evidence such as lesson video clips or student work to drive targeted, implementable improvements[43].

Inclusive Education Practicum (Minimum 12 hours)

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[42] *Supra* note 14.

[43] EL Education, *Classroom Protocols* (30 May 2017), *available at*:
https://curriculum.eleducation.org/sites/default/files/curriculumtools_classroomprotocols_053017.pdf (last visited on: Aug. 25, 2025).

The Inclusive Education Practicum (minimum 12 hours) enables trainees to meet diverse teaching needs through shadowing in resource rooms or inclusive schools, co-planning with special educators, and acquiring basic skills in assistive technologies such as captioning, screen readers, and text-to-speech. Trainees complete key outputs-an adapted lesson plan, an accommodation checklist and a UDL-based reflection.

ICT Micro-Credential Ladder

- Tracks: (A) Teaching in confined contexts (offline-first), (B) Digital formative assessments (forms/quizzes), (C) Short video creation and OER curation[44], (D) Assistive Technology Essentials.
- Evidence: Micro-lessons recorded using the tool, resource pack, and item analysis from digital exit tickets.

Co-Teaching and Reduced Ratio Days

Co-teaching and low ratio days require trainees to teach at least two co-teaching lessons, using methods such as stations, parallel or alternating teaching, to model differentiation and increase individual attention. During practicum weeks, smaller "low ratio" blocks divide large classes into two rooms, allowing for focused teaching in small groups.

Assessment for Learning Anchors

Assessment for Learning Anchors ensures that each observed lesson includes at least two formative checks, followed by a documented instructional adjustment based on the results. Additionally, a Holistic Progress Snapshot is compiled after every three to four lessons, providing a holistic view of each learner's academic performance, skill development, and personal trends.

Co-Curricular Leadership Requirements

Co-curricular leadership requirements require trainees to participate in at least one club facilitation task, lead a section in a school assembly and contribute to a community project. These activities are assessed using rubrics that emphasise student voice, inclusivity, alignment with curricular competencies and thoughtful reflection on impact.

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[44] Curating OER Curation: *Curation refers to process of identification, evaluation and selection of appropriate information meeting as per requirement (NCERT, n.d.) Systematically selecting, annotating, adapting and integrating OER in the teaching and learning practice (CETE, 2023).*

School-IHE Compacts

School-IHE agreements formalise collaboration through MoUs that define observation schedules, mentoring responsibilities, access to facilities, co-planning time and professional development days. These also include shared learning sessions where mentors and mentees work together on activities such as assessment, moderation and inclusive teaching strategies.

Reflective Practice Infrastructure

The reflective practice infrastructure supports continuous learning through digital reflective journals, which are based on observed evidence, decisions taken, equity considerations and planned next steps. This is complemented by monthly colloquia where trainees present "cases of practice", sharing reflections on problems addressed, interventions implemented, supporting evidence and outcomes.

Resource and Infrastructure Roadmap

The resource and infrastructure roadmap outlines immediate benefits such as portable speakers, offline content drives, shared projectors and laminated task cards. Mid-term goals include room-wise projection setups, improved internet connectivity and shared device pools. It also envisions libraries of task banks with bilingual sentence frames, topic-specific hinge questions, inclusion customisations and ready-to-use rubric templates.

CONCLUSION

NEP 2020 presents both a vision and a mandate: teacher training should be integrated, diagnostic, inclusive, competency-based and digitally enabled. Realising this vision into classroom reality depends on what happens at the training level- in design studios, observation cycles, inclusive practices and reflective debriefs. The training at Savitribai Phule Balika Inter College, albeit brief, demonstrated how purposeful task design, multilingual frameworks, constructive feedback loops and value-based projects can foster engagement and learning, despite constraints.

After analysing all the aspects mentioned above, the necessity of "Preparing Future Teachers-Focus and Impetus Required at the Training Level" is clear. So, it is no exaggeration to say that teacher education providers must redesign practice structures; schools must intentionally host and guide; policymakers must align incentives and infrastructure to reward creative

practice, inclusion, and collaboration. When internships/trainings become feedback-rich clinical experiences rather than check-the-box requirements, they prepare teachers who are not just competent providers of curriculum but capable designers of learning, ethical leaders, and reflective professionals - exactly the kind of teachers that NEP 2020 envisions for India's future.