



## NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS IN INDIA IN NEP 2020 ERA

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**ABSTRACT** Teachers are the pivot of the system of education. They are the ones who can assure equity, equality, and quality of education. When it comes to putting all education reforms into practice at the local level, teachers are thought to be the most important component. National Education Policy 2020 has given importance to teacher education and seeks to raise the standard of teacher education by tackling issues like out-of-date curricula, lack of subject-specific training, and inefficient teaching techniques. Therefore, NEP2020 has proposed to develop a guideline on National Professional Standards for Teachers (NPST) to restore the high respect and dignity of the teachers in the society. This paper reviews relevant documents related to NPST and tries to get a holistic understanding about the concept and purpose of NPST in our country and also be aware of the guiding document given by NCTE.

**KEYWORDS :** National Education Policy (NEP2020), National Professional Standards for Teachers (NPST), National Council of Teacher Education (NCTE).

### INTRODUCTION

Teaching is regarded as one of the most honourable occupations in the world and is closely linked to all forms of social advancement. A teacher's worth is consistently recognized and valued. In ancient times, most educated people were allowed to work as teachers and they were the most esteemed members of society. They were regarded as the focal point of the educational system and were required to impart their ethics, knowledge, and skills to the students. Now the changing scenario, the role of teachers has also been changed. Improving teacher quality becomes a critical issue for enduring and sustainable nation-building.

### History of Professional Standards for Teachers in India:

The educational policy documents across the globe are unanimous that teacher quality is one of the most significant factors in raising student outcomes (Misra, 2015). National Policy on Education (1986) of India also described that no system of education can rise higher than its teachers. The Right to Education (RTE) Act, 2009 lays out the expectations from teachers and quality of teaching that will ensure that the child in school will have positive educational experiences that lead to empowerment through education. As envisioned in the RTE Act, 2009 teaching must be: [Section 29/2, RTE Act 2009] adherence to the principles outlined in the Indian Constitution lead to the holistic development of the learner. build up the student's knowledge, potential, and talent. develop the student's physical and mental abilities to the fullest extent. enable learning to take place through activities, discovery, and exploration in a child-friendly and child-centered manner. take place to the extent possible and is practicable in the student's mother tongue. ensure that learning takes place free of fear, trauma, and anxiety, and help the student to communicate freely. involving continuous comprehensive evaluation of both understanding and ability.

Both explicit and implicit definitions of intended and successful teaching, as well as characteristics of teachers, can be found in a number of policy texts. Centrally sponsored missions for educational development like Sarva Shiksha Abhiyan (SSA) emphasized regular in-service teacher training. These ideas are implicit in the guidelines laid out in the National Curriculum Framework for Teacher Education (NCFTE, 2009). The NEP 2020 has highlighted the role of teachers and the desirable qualities of teachers for nation-building, keeping in mind the importance of teachers in the educational system. The policy seeks to provide mechanisms that enable educators to carry out their duties more effectively.

### NEP 2020 ON PROFESSIONAL STANDARDS FOR TEACHERS:

In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country. (Para 15.7, NEP2020)

In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time. (Para 15.10, NEP2020)

A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers. (Para 15.11, NEP2020)

The NEP–2020 stated that a common guiding set of NPST will be developed by 2022. The NEP–2020 entrusts the responsibility of developing NPST on National Council for Teacher Education (NCTE) in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions (MHRD, 2020, p.23).

The NPST facilitates identifying the qualities of teachers at various career stages. In addition, it focuses on the preparation, practice and performance improvement of all teachers. The standards and related policies are in line with the fundamental NEP 2020 principles, which will guide the education system and will support the policy initiatives vision of NEP 2020 to provide high-quality education to all. The NPST will also help in designing pre-service teacher education programme and in determining all aspects of teacher career management.

### NPST BY NCTE:

The National Professional Standards for Teachers (NPST) Guiding Document was proposed by the National Council for Teacher Education (NCTE) as a collection of guiding principles.

The NPST serves as a guide for all parties engaged in training and generating excellent instructors. From the time they decide to become teachers until they finish their teaching career, it offers a defined skills pathway for them.

To produce quality instructors, the document serves as a guide for teacher education institutions. It focuses on three major aspects of teaching career.

#### a) Competence

Here competence denotes a combination of knowledge, skills, understanding, values, attitudes, and desire that lead to effective, embodied human action in a particular domain.

**b) The Domains**

Teacher knowledge and teaching practice (pre-teaching, during teaching and post-teaching) are interrelated domains, and both are related to beliefs, skills, communication capabilities, professional identity, ethics, values, and dispositions. The following three standards constitute the domains of a teacher :

**Standard 1: Core Values and Ethics**

This standard will address areas pertaining to the fundamental principles and values that educators are supposed to cultivate. In the teaching profession, ethics and core values are vital. They act as guiding principles that help teachers continuously improve their pedagogical skills and pursue lifelong learning. These principles encompass a dedication to professional conduct, honesty, respect, trust, and mutual understanding in the classroom. There are further categories for this domain.

1. Constitutional values
2. Professional ethics and values
3. Commitment to students
4. Professional Relationships
5. Commitment to Profession
6. Responsible and ethical use of technology

**Standard 2: Knowledge and Practice**

This standard covers topics related to what a teacher needs to understand and know about teaching and learning in order to function effectively at all levels of their career. The guideline also describes how a teacher creates appropriate learning experiences for students while carrying out the teaching-learning process and learning assessments.

This consists of

1. Knowledge and understanding of the subject area
2. Factors that affect student learning
3. Pedagogical Knowledge
4. Curriculum structures
5. Technology use and integration in education

**Standard 3: Professional Growth and Development**

This standard discusses how teachers can improve their professional knowledge, competence, and practice at every stage of their careers by taking part in Continuous Professional Development (CPD) programs. It consists of

1. Professional Development
2. Learning Needs
3. Reflection
4. Engagement and participation in learning community

**c) Teacher Profile**

NPST has proposed the following three levels as applicable to all domains and competencies of teaching—across the different stages of schooling and subject teaching area. These levels and their descriptions are to be used as enablers to form a view about what teachers are able to do, and areas in which they could develop further. It will also help in placement of the teachers based on evidence of the competencies acquired by them at the following levels:

1. Proficient
2. Advanced
3. Expert

**Proficient Teacher (Praveen Shikshak):**

A teacher at this level of their career should be able to display the abilities necessary for both teaching and learning on their own. In-school mentors will assist the proficient educator in enhancing their practice and the knowledge they have gained from professional development programme. The Proficient teacher will exhibit the ability to plan the curriculum, use resources, use textbooks in a meaningful way, accomplish curriculum goals for all students, show concern and care for students' growth and well-being, and communicate effectively with students. He or she will engage with immediate stakeholders, such as parents and school administration, and advocate for democratic and constitutional ideals and practices. He or she will also acknowledge the necessity of individualized learning to meet learning requirements.

**Advanced Teacher (Unnat Shikshak):**

At this point in their career, teachers are supposed to uphold the highest

standards of instruction based on the best practices for the teaching-learning process. He or she will be able to use abilities essential to teaching and learning in a professional manner.

Principal, Head, and Senior Functionaries will watch the Advanced Teacher's practice and provide appropriate training. At this point in their career, they will be sufficiently aware to apply, adapt, and act with greater agency; they will also be aware of subject-area developments, integrate their skills, and work with new and cross curricular informations.

**Expert Teacher (Kushal Shikshak):**

At this level, educators are required to manage the school's professional development program, assist other educators in developing their abilities, and exhibit the highest standards and extraordinary capacity for the role of mentor or peer leader.

A skilled educator will also always look to improve their own professional practice and expertise by considering their own learning requirements as well as those of their students and colleagues.

**CONCLUSION**

Personnel of a specific professional group are required to follow a set of principles, behaviors, and practices known as professional standards. A profession is characterized by its collective experience and knowledge as well as its dedication to upholding its standards of practice. The interests of each community, society at large, and its members are served by a profession's ethical commitment to upholding its standards. The first draft of National Professional Standards for Teachers (NPST) in India provides us a guideline that identify the role of a teacher at different levels of teaching and at different degree of expertise. The preparation, growth, and development of teachers across their career stages is the primary objective here. Teachers are expected to meet high standards, but rarely given the time and tools to do so. Teachers need time and opportunities to prepare and equip themselves to satisfy the NPST standards in addition to teaching. It is imperative that educators value their professional identities and always work to develop and enhance their skills.

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