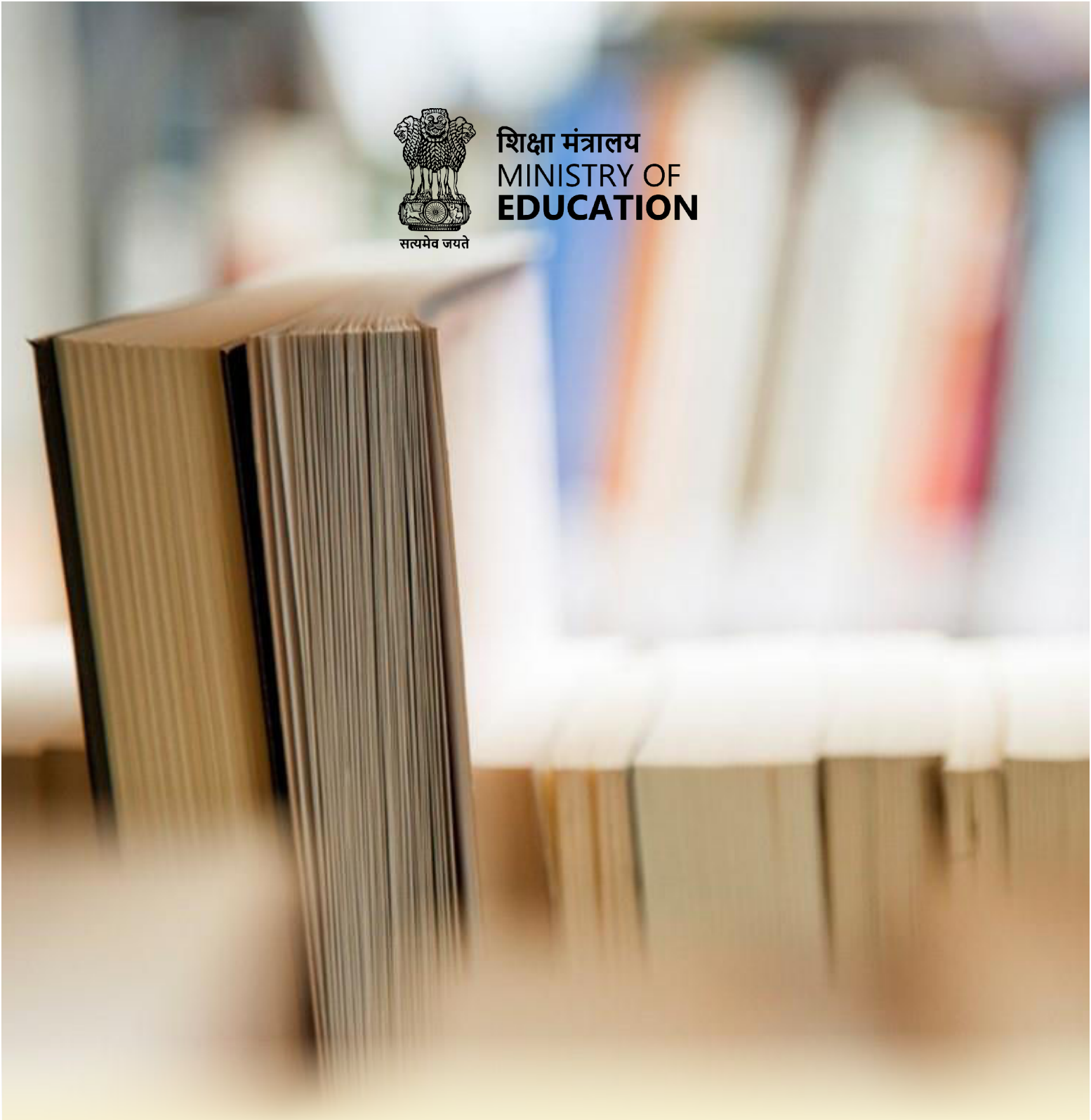


शिक्षा मंत्रालय
MINISTRY OF
EDUCATION

सत्यमेव जयते

# NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS (NPST)

*NPST Guiding Document, 2023*

**Para 5.20, NEP 2020**

*"A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2020, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in counsultation with NCERT, SCERTs, teachers from across level and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The standards would cover expectations of the role of the teacher at different levels of expertise/rank, and the competencies required for that stage. It will also comprise standards for performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programmes. This could be then adopted by States and determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system".*

एक अच्छी शैक्षणिक संस्था वह है जिसमें प्रत्येक छात्र का स्वागत किया जाता है और उसकी देखभाल की जाती है, जहाँ एक सुरक्षित और प्रेरणादायक शिक्षण वातावरण उपलब्ध होता है, जहाँ सभी छात्रों को सीखने के लिए विविध प्रकार के अनुभव उपलब्ध कराए जाते हैं और जहाँ सीखने के लिए अच्छे आधारभूत ढांचे एवं उपयुक्त संसाधन उपलब्ध रहते हैं । ये सब प्राप्त करना प्रत्येक शिक्षा संस्थान का लक्ष्य होना चाहिए । साथ ही विभिन्न संस्थानों के बीच तथा शिक्षा के प्रत्येक स्तर पर परस्पर सहज 'जुड़ाव और समन्वय' आवश्यक है ।

*"A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education".*

**Dharmendra Pradhan**
Hon'ble Education Minister;
Skill Development and
Entrepreneurship
Government of India
Shastri Bhawan
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सत्यमेव जयते

**धर्मेन्द्र प्रधान**
माननीय शिक्षा; कौशल विकास एवं
उद्यमशीलता मंत्री
भारत सरकार
शास्त्री भवन
नई दिल्ली-110001



## Message

National Education Policy (NEP) 2020 serves as a guide towards the educational trajectory of the nation for excellence. Through its forward-thinking approach, it paves the way for the teacher education system that not only imparts knowledge but also instils a passion for learning, critical thinking, and creativity – qualities that are indispensable in preparing the teachers for the challenges and opportunities of the 21st century.

Acknowledging the pivotal role teachers play in shaping the minds of the future generation, the policy recognizes that equipping teachers with the necessary tools and knowledge is paramount. Professional standards for teachers are essential for ensuring the quality of education by delineating the expectations and guidelines for effective teaching practices. These standards play a vital role in shaping the skills, knowledge, and competencies of teachers.

National Council for Teacher Education (NCTE) has developed the National Professional Standards for Teachers (NPST) Guiding Document to be a compendium of guiding principles, articulating the anticipated responsibilities and competencies inherent to the role of a teacher across varying levels of expertise and different stages of a professional career thus serving as a benchmark for the cultivation of a proficient and dynamic teaching force.

I am confident that, with the continued efforts, the educational landscape of our nation will witness positive transformations that will benefit generations to come.

**(Dharmendra Pradhan)**

# Message



**(Annpurna Devi)**
Hon'ble Minister of
State for Education,
Ministry of Education,
Government of India

The National Professional Standards for Teachers (NPST) sets a significant milestone in the commitment to elevating the teaching profession and ensuring quality education for all. NPST Guiding Document has been formulated with rigorous consultation, research, and collaboration with educators, experts, expert bodies, and other stakeholders in the field. These standards encapsulate the essential knowledge, skills, and dispositions that define effective teaching in the 21st Century. The NPST Guiding Document provides a comprehensive framework that not only sets clear expectations for teachers but also fosters a culture of continuous improvement of moral and ethics, subject knowledge and evidence building for career management.

I extend my heartfelt congratulations to the National Council for Teacher Education (NCTE) and all stakeholders who have played a pivotal role in the development of these standards.

**********

# Message



**(Sanjay Kumar IAS)**
Secretary
Department of School
Education & Literacy,
Ministry of Education,
Government of India

National Education Policy (NEP) 2020 has brought transformative reforms in the field of Teacher Education in India. To achieve the goal of holistic and quality education for all, the policy has laid particular emphasis on the development of the teaching profession and has placed teachers at the center of all reforms. The National Council for Teacher Education (NCTE) has developed a comprehensive Guiding Document to achieve a well-designed common set of National Professional Standards for Teachers (NPST) keeping in mind all the objectives of NEP 2020. Based on a series of discussions/consultations and collaboration with different stakeholders, this document has been prepared following a bottom-up approach and various levels of research. I expect the guiding document to be a catalyst in developing teachers' competency and enable them to become teachers at par with global standards.

I extend my congratulations to the NCTE and all the stakeholders involved in this task.

# Message



**(Prof. Yogesh Singh)**
Chairperson, NCTE,
New Delhi

The NEP 2020 lays emphasis on high-quality teaching which indicates the teachers' scope of work and 21st century skills set. The development of the Guiding Document on National Professional Standards for Teachers (NPST) aims towards creation of skilled teachers to meet up educational objectives of our pupils. The NPST provides a platform for the teachers accountable for achieving the highest possible standards in work and conduct. The common standards as defined in NPST focus on the teachers act of moral values and ethics, strong subject knowledge, professional relationships, and plan of career growth & development. I look forward to a holistic collaboration with all stakeholders to promote the spirit of competency in achieving quality education for all.

**********

# Message



**(Kesang Y. Sherpa IRS)**
Member Secretary,
NCTE, New Delhi

The National Council for Teacher Education (NCTE) as a Statutory body has taken several initiatives towards improving the quality of teacher education in India. NEP 2020 recognizes high- quality teachers as an essential prerequisite of the quality teaching and learning process. In line with the same, NCTE has come out with the Guiding Document on National Professional Standards for Teachers (NPST) as envisioned in Para 5.20 of NEP 2020. The standards as drawn in the Guiding Document has a table of professional standards for teachers, describing what teachers should know, how they should perform and their career growth towards the effective teaching in 21st century. NPST will cover expectations and the competencies required from a teacher at different levels of expertise and/or experience at various stages of career.

I express my gratitude to all my seniors and the Drafting Committee members who supported the endeavor of developing & designing this Guiding Document on NPST. My commendations to the entire team of NCTE.

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# 1. Introduction

National Education Policy 2020 (NEP 2020) places the teacher at the centre of the fundamental reforms in the education system in India. Education is a continuous process that affects every citizen's life, and the teacher plays a crucial role in that process. The National Professional Standards for Teachers (NPST) seek to fulfil NEP 2020's objectives of ensuring that all students have equitable access to the best possible education. NPST assures that all teachers should be enthusiastic, driven, highly qualified, well prepared, and equipped to teach all learners at all levels of schooling. Thus, drawing the best talent to the teaching profession is the need of the hour.

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.

Students reap the rewards of efforts made in upskilling the teachers. The Professional Standards for Teachers would outline what is expected of teachers at various career stages and at various levels of expertise, as well as the competencies needed for each. The professional standards will be reviewed and revised at the national level in 2030 and every ten years after that based on rigorous empirical analysis of the system's efficacy.

The National Council for Teacher Education (NCTE) is a statutory body created by the National Council for Teacher Education Act (NCTE Act), 1993. It is mandated with the planned and coordinated development of both pre-service and in-service teachers throughout the country. NPST was announced in the Budget 2021 as a mandate of Ministry of Education (MoE) and NCTE was assigned the responsibility to carry out this task. An Expert Committee was constituted to formulate the NPST document based on inputs and suggestions received from various stakeholders on various aspects of NPST. Primary research was exercised through digital consultation, vide MyNEP2020 portal in April 2021, to invite suggestions/inputs under the bottom-up approach for overall

coherence in preparing the document. Further, secondary research was conducted to invite specific comments/inputs through a questionnaire amongst the selected target audience of different domains.

A report on comparative study of NPST documents of four countries was prepared to benchmark the best practices internationally. Through several discussions and revisions done by the Expert Committee, a preliminary draft on NPST was developed and released for public review on NCTE website and on MyGov portal on 17th November 2021. Simultaneously, 15 Open House Discussions with academicians, educational administrators, teacher educators, HoDs, SCERTs, DIETs, Principals, Teachers (Public/Private), NGOs, other Stakeholders were conducted across the country to gather the inputs/ideas on preliminary draft on NPST from the ground level functionaries.

At the same time, 5 in-house consultations were held with teachers, principals, DIETs, SCERTs from across the country for inputs on the descriptors in the preliminary draft as well as to get suggestions on the tools/methods for assessment and evaluation of the competencies mentioned in NPST document. Being the third level of research, the inputs/suggestions of the stakeholders were then used to prepare a final draft on NPST and placed before the committee constituted for NPST on 29th March 2022 which was approved as Field Trial Version. The implementation and impact evaluation of the NPST Guiding Document has been piloted in 75 Central Government owned Schools (25 KVS + 25 NVS + 25 CBSE) with 1175 teachers across the country.

National Professional Standards for Teachers (NPST), as envisaged in Para 5.20 of NEP 2020, aims for equitable access to the highest-quality education for all learners. A Guiding Document on NPST has been developed to achieve the mandate of NEP 2020 in regard to the school education wherein all students are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers. It aims to determine all aspects of teacher career management and other recognitions. It is a statement of quality and defines competencies of teachers at different stages/levels.

National Centre for Teacher Quality (NCTQ), a digital platform has been set up in NCTE which will have the National Repository responsible for operationalization of NPST. Further, the capacity building programme of the stakeholders/implementing agencies for creation of more resource persons/agencies shall be undertaken.

The States/UTs Government may adopt the standards and institutions may implement the same accordingly to meet up the expected skill set of the teachers according to the new pedagogical school structure (5+3+3+4).

# 2. Teaching: A Profession

## 2.1 Teaching as a Profession

Teaching is considered one of the noblest professions globally and is associated with social progress. In ancient times, a teacher was the most respected member of society, and most educated individuals were permitted to enter this profession. Teachers were the centre of the education system and were needed to transmit their knowledge, skills, and ethics optimally to the students. With the evolution in the education system and changing role of teachers, enhancing teacher quality becomes a task of utmost importance for long-term and sustainable nation-building. As a form of social action and social inquiry, teaching is a deeply ethical and normative practice in which professionals need to:

- care for children and love to be with them, honour student diversity, understand children within social, cultural, and political contexts, develop sensitivity to their needs and problems and treat all children equally.
- perceive children not as passive receivers of knowledge, augment their natural propensity to construct meaning, discourage rote learning, and make learning joyful, participatory, and meaningful.
- critically examine curriculum and textbooks and contextualize curriculum appropriate to the local needs.
- not to treat knowledge as 'given', embedded in the curriculum.
- organize learner-centered, activity-based, participatory learning experiences – involving play, projects, discussion, dialogue, observation, visits, and learning to reflect on their practice.
- integration of learning with social and personal realities of learners, responding to diversities in the classroom.
- promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism, and zeal for social reconstruction.

Clarifying and arriving at a consensus on standards through deliberation among stakeholders can lead to:

- greater clarity and commitment to the facets of good teaching.
- understanding of contextual considerations that modulate and support good teaching.
- clarify and reiterate for teachers the essential dimensions of their professional practice and serve to make classrooms learner-centric and to guide their self-reflection.
- a greater understanding of designing and managing the ecosystem and exo-system to support teachers, good teaching, and preparation of teachers for career growth.

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]***

- in conformity with the values enshrined in the Constitution of India to promote a democratic, just, and peaceful society.
- 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.

Thus, enabling each child to lead a life of dignity.

The Constitution of India further draws attention to the need for special efforts to ensure that education is inclusive and supports students from marginalized communities, linguistic and cultural minority groups, scheduled castes, scheduled tribes, and other backward communities and children with special needs. The Right to

Education and indeed the vision of education laid in the NEP 2020 emphasis on inclusive education and diversity in classrooms across all levels of school.

The NEP 2020 draws attention to specific challenges to which teachers' pedagogical practices should be responsive to: ***(Principles of the Policy)***

- shift learning from rote to higher order thinking, critical thinking, inquiry and 21st century skills.
- make learning multidisciplinary, experiential and hands on.
- multilingualism.
- enable students to value and integrate the indigenous legacy of knowledge.

### 2.2 Understanding of Professional Standards

The term 'standards' is defined with different meanings in different contexts and countries. Standards are statements about what is valued in the profession and are generally used to describe and communicate what is most desirable to achieve in terms of learning or practice. In the learning context, standards are defined as learning outcomes, but in a professional or occupational context, standards are defined as the dimensions of competence, i.e., what someone should know and be able to do in order to be considered competent in a particular professional domain. In other words, standards are used as a benchmark or a tool of measurement of a professional's performance to be considered competent for quality performance. The standards are the statements that reflect what is valued in the profession, what is quality teaching with an underlying assumption of what quality learning is. The statements themselves formulate what these values imply for what teachers should know, should believe, and should be able to do.

### 2.3 Significance of Professional Standards for Teachers and Teaching

Descriptions of good and desirable teaching and the qualities and characteristics of teachers are found in several policy documents, explicitly or implicitly. These ideas have informed the aims of in-service education and training with the launch of centrally sponsored missions of education improvement i.e. Sarva Shiksha Abhiyan (SSA). These ideas are implicit in the guidelines laid out in the National Curriculum Framework for Teacher Education (NCFTE, 2009) and have found recent articulation in the development and design of the curriculum framework for the Pre-service Teacher Education programmes as recommended in NEP 2020.

The NEP 2020 proposes that Professional Standards will govern the profession be created and instituted, which are linked to accountability, monitoring, professional development, career pathways within each stage, and vertical mobility. A set of professional standards for teachers could enable:

- defining the nature of a teacher's work
- creating working and service conditions
- reinventing teacher education programmes
- registration of teachers
- promoting life-long learning and career development
- establishing uniformity in teacher qualification and enabling mobility
- evaluating teacher quality
- supporting teacher motivation
- ensuring teacher accountability/duties

The emphasis on aspects of standards may differ based on their specific use; however, a common set of standards would ensure that there is a coherence across policies in the varied matters that pertain to teachers and teaching as a profession.

# 3. National Professional Standards for Teachers (NPST)

India is undergoing changes in the knowledge landscape. Therefore, it has become important to revamp the education system to meet the demands of the 21st century. India's NEP 2020 is the country's first education policy of the 21st century, and it aims to address the many growing developmental imperatives of our country. Teachers truly shape the future of our children, and therefore, the future of our nation. To achieve the goal of holistic and quality education for all, NEP 2020 has laid particular emphasis on the development of the teaching profession and has put teachers at the centre of all reforms. To inspire the best and brightest to enter the teaching profession and empower teachers and help them to do their job as effectively as possible.

## 3.1 Relevance of NPST

*"A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education 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. The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage. It will also comprise standards for performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programmes. This could be then adopted by States and determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system" [Para 5.20, NEP 2020].*




**Fig. 1 Illustration on Teachers Readiness**

**3.1.1 Teacher Education:** NPST will inform the design of pre-service teacher education programs 4-year, 2-year, and 1-year B.Ed as envisaged in NEP 2020.

**3.1.2 Teacher Role Management:** The standards will cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage. For each stage, NPST will encompass standards for performance appraisal.

**3.1.3 Teacher Career Management:** All aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions.

**3.1.4 Teacher Professional Development:** Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions.

As per NEP 2020, teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, the formation of dispositions and values, and the development of practice under the best mentors. It requires teachers to be grounded in Indian values, languages, knowledge, ethos, and traditions while being well-versed in the latest advances in education and pedagogy. The NPST is a public statement of what constitutes teaching quality and what is required to improve the educational outcomes of students in India. These standards shall be a set of guiding statements that define the expectations of the role of a teacher at different levels of expertise at different stages of a career. The standards also define what effective teaching looks like and what competencies are required to practice as a teacher in 21st century schools at each stage of the teaching career.

### 3.2 Professional Standards for Teachers

The framework of professional standards for teachers draws on the articulations, explicit and implicit, regarding the qualities of good teachers and good teaching. Additionally, it focuses on research on teaching and teacher formation in India, and in a similar context, it also outlines initiatives to define and evaluate teachers and teaching quality.

#### a) Competence

In framing the professional standards for teachers, attention is drawn to a common core set of standards for competencies that are identified essential for teaching profession. By competence, we mean 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 domains are identified as standards:

1. Core Values and Ethics
2. Knowledge and Practice
3. Professional Growth and Development

**c) Teacher Profile**

To the extent that it is possible, the idea of improvement and development of expertise in teaching is drawn upon to signal the nature of growth and advancement in good teaching—setting up both aspiration and pathways for improvement and growth as well as a basis for recognition of higher standards being met by professionals. For NPST, the following three levels are proposed 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

The NPST is a guiding document that helps all the stakeholders involved in preparing and producing high-quality teachers. It provides a clear skills pathway for the teachers right from their decision to become teachers until they complete their teaching journey. The document guides the teacher education institutions to create quality teachers.

The standards have been defined and classified as pre-requisite competencies to reach a particular stage of the teaching profile. A teacher will meet the pre-requisites by acquiring the skills and sharing evidence of the competencies needed to reach the target career stage. After meeting the standards of a stage, a teacher gets certified and

formally progresses to that stage and the teacher shall apply the acquired competencies in the teaching practice and start working on competencies for the next career stage.

The journey of preparing for a successful teaching career is initiated from the very first day of an individual's entry into the Teacher Education Programme (TEP). The NPST charts the competencies that a student teacher should acquire at the initial stage while preparing for a teaching career. Hence, when a prospective teacher decides to join the teaching profession, they will be enrolled in NCTE recognized TEIs. The institution will educate the student teacher on a curriculum that has been created based on the competencies required for reaching the first career stage of the teaching profession. These standards shall be the minimum standards to be met by pre-service teacher education institutions in the curriculum planning and delivery of the programme. The student teacher will develop the requisite knowledge, skills, values and attitudes to support and carry out the teaching and learning process effectively through sustained practice and mentor support in their initial teacher training.

NEP 2020 lays down that a Teacher Eligibility Test (TET), for each of the school stages, shall be a pre-requisite for a student teacher to enter a teaching profession. Thus, TET shall measure and ensure that such candidates are identified, and their TET profile would indicate the extent of their competencies. Once the new teacher settles into the teaching profession, he/she shall be guided towards preparing for the NPST based career stage. The competencies of the teacher would be adjudged by Performance Indicators (PI) indicating the level of achievement across the standards accepted for the profession. The minimum time duration for acquiring stage wise competencies is five years. Quality Assurance and Performance Indicators of the teacher shall be linked with the National Mission for Mentoring (NMM) programme and outstanding teachers may be included in the pool of mentors. It brings an opportunity to leverage cross learning amongst different individuals leading to their professional development.

The three different levels of teachers, on the basis of acquired competencies, are as follows:

1. **Proficient Teacher (Praveen Shikshak):**

At this career stage, a teacher is expected to be professionally independent to demonstrate the skills vital to teaching and learning. The proficient teacher shall be supported by in-school mentors in strengthening the knowledge they have acquired in the professional development programmes and their practice. The school-based

mentors shall help the proficient teachers in improving teaching practice. Once the proficient teacher reaches the best level of performance in implementing the acquired skills, he/she will be guided towards preparing for the next career stage, that is the Advanced Teacher Stage. The teacher will be given opportunities for professional development for the next stage and will be guided towards acquiring skills and developing the evidence related to the next career stage for the same school level. Once the teacher is ready for the next career stage, he/she will be guided for their skill evaluation and achieving the Advanced Teacher Status. The Proficient Teacher will demonstrate to organize curricular content, select resources, use textbooks meaningfully, meet curricular objectives inclusively for students, care and concern for the wellbeing and development of students and effective communication with students. He/she will recognize the need for individualized learning to address the requirement of learning; interact with immediate stakeholders—parents and school management; promote democratic and constitutional values and practices.

**2. Advanced Teacher (Unnat Shikshak):**

At this career stage, a teacher is expected to embody the utmost standards of teaching grounded in best practices relating to the teaching-learning process. He/she will be professionally capable in the application of skills vital to teaching and learning. Advanced Teachers would be taking on the role of peer leader to teachers at the proficient stage. The Advanced Teacher shall be observed for their practice by Principal/Head/senior functionaries and shall be trained accordingly. Once the Advanced Teacher is ready for the next career stage, he/she will be guided in achieving the Expert Teacher Status. He/she at this career stage will be adequately aware to apply, adapt and act with greater agency; being aware of development in subject area; skill integration and working with new curricular content, across curricular content. He/she will be capable of addressing individual as well as diverse learning needs of students; reflecting after understanding learner and teaching context; compare, innovate and solve problems. He/she shall be resourceful to strategies for immediate, medium, and long-term student learning/educational aims, and to address the challenges and work with diverse stakeholders within the school and in the community.

**3. Expert Teacher (Kushal Shikshak):**

At this level, teachers are expected to embody the highest standard with exceptional capacity for the role of mentor or peer leader and shall help other teachers improve their competencies as well as lead the school's professional development programme. At this career stage, a teacher will consistently display the best level of performance in

their teaching practice, work collaboratively and mentor colleagues to enhance their learning and practice. In addition, an expert teacher will continually seek to develop his/her own professional knowledge and practice by reflecting on one's learning needs and those of their colleagues and students. The expert teachers shall be involved in peer observations and responsible for their own and others' learning. The Expert Teacher shall mentor others for advancing to the next career stage. They will be guided towards acquiring skills and developing evidence related to the next career stage. He/she will exhibit an exceptional capacity to improve their own teaching practice and that of others by developing learning communities in the schools.

### 3.3 Growth and Development of Competence

Growth and development of competence in all the described professional domains are both possible and desirable. This growth and development apply to all kinds of competencies related to teaching: knowledge, attitudes, beliefs, skills, dispositions, values, content/subject matter of teaching, understanding of learners, communities, philosophical aims of education, etc. Broadly, there are three pathways lead to such growth:

a) **Experience-** Experience and reflection lead to teachers understanding more about the practice of teaching, deepening their knowledge, understanding of theories and beliefs, context, learners and the learning process as well as their understanding of educational aims. Initially, a teacher's attention is taken up by the need to become more familiar with the routines of teaching and get accustomed to varied professional and workplace demands, which is common for any occupation. Gradually, more mental time is freed up to engage with the core work of teaching and enabling learning and the achievement of educational goals for all students. The significance and value of 'theoretical' learning during the pre-service teacher education phase also become more apparent and valued by teachers. Teachers also form a greater sense of professional identity and understanding of the profession itself. All teachers learn and develop through experience.

b) **Exposure and Interaction-** The social nature of professional learning is now being increasingly acknowledged. Learning by talking to peers and colleagues and exposure to 'how things are done elsewhere' etc., are important sources of learning and growth for teachers. Attending conferences and workshops, being a part of communities of practice and professional learning, and event exposure to workplaces other than education provide teachers with opportunities to reflect and learn.

c) **Continuous Professional Development-** Workshops, capacity building sessions, upskilling courses – online & offline for continuous professional development provide opportunities to learn new knowledge, practices or develop new skill areas and competencies, develop allied competencies thereby leading to new career pathways. Thus, it is an important opportunity to learn about both new areas and to develop greater expertise.

### 3.4 National Professional Standards for Teachers (NPST)

Standards, in general, are viewed to define and map the quality of teaching in an effective way. They represent "good teaching", as well as identify what "meeting the standards" means. Professionally, these standards are classified on the basis of their purpose and coverage. These standards could be generic or specific to the concerned domains of practice. These can also be defined in a basic manner covering all teaching professionals together or progressively for teachers at different career stages, providing a roadmap from proficient to expert practice level.




**Fig. 2 Illustration on Professional Standards & Competency**

To meet the vision of NEP 2020, the standards across the three domains as mentioned are elaborately defined to cover the lifelong career evolution of teaching professionals. A common guiding set of NPST has been developed in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies, and higher education institutions.

# 4. National Professional Standards for Teachers (NPST) Framework

The career dimensions of the National Professional Standards for Teachers framework can be described through specific aspects of teachers' work. The framework is arranged in the following three interrelated areas called 'Standards' covering multiple domains as described.

**4.1 Standard 1: Core Values & Ethics** - This standard will cover domains related to core values and ethics a teacher is expected to develop. Core values and ethics play a crucial role in the teaching profession. They serve as guiding principles that shape professional development of teachers' values such as commitment to integrity, professionalism, honesty, respect, trust, and mutual understanding within the classroom, and help the teachers to continuously refine their pedagogical skills and lifelong learning. By upholding these core values and ethics, teachers create a foundation of equity and inclusivity.




**Fig. 3 Illustration on Core Values & Ethics**

**4.2 Standard 2: Knowledge & Practice** - This standard covers domain related to what a teacher is expected to know and understand about their students and about teaching-learning in order to function effectively at each career stage. The standard also maps how a teacher designs appropriate learning experiences for children while carrying out the teaching-learning process and learning assessment. The domain of teacher knowledge & practice is vast and encompasses subject matter knowledge and related pedagogical content knowledge, knowledge of ways to present subject matter, knowledge of educational aims and national education systems, policies and history, knowledge of learning theory and specific knowledge of learner contexts, and knowledge of educational practices. Knowledge and practice involve abilities and dispositions to 'do' things, and having a sense of agency: to engage students inclusively and meaningfully, to plan, teach, assess and reflect, to select, develop and use

resources, to design and carry out learning experiences in different curricular sites, including the classroom, the library, the laboratory, 'field trips', corridors and playgrounds, and to support all students to learn and develop holistically.




**Fig. 4 Illustration on Knowledge & Practice**

**4.3 Standard 3: Professional Growth & Development** - This standard covers domain related to what a teacher is expected to do to improve professional knowledge/competence and practice at each career stage through participation in programmes for Continuous Professional Development (CPD). Teachers as professionals need to value their professional identity and constantly make efforts to grow and develop their capacities. As clarified in the operational definition of competency, which is used in this document, competency covers all these forms of knowledge, dispositions, and capabilities.




**Fig. 5 Illustration on Professional Growth & Development**

| Standard 1: Core Values and Ethics | | | |
|---|---|---|---|
| **Core Values and Professional Ethics that a teacher is expected to Manifest** | | | |
| **Domain** | **Proficient Teacher** | **Advanced Teacher** | **Expert Teacher** |
| Constitutional values as enshrined in the Constitution of India | Ability to reason, priorities', reflect and explain with reference to constitutional values | | |
| | Ability to use information ethically, responsibly and ensure dignity of students | | |
| | Awareness and practice of fundamental duty, given in Article 51 A of the Indian Constitution | | |
| | Ability to understand legal obligations, rules, regulations, policies, and morally reason in case of conflicting situation and negotiate complex environments | | |
| Professional Relationships | Interfacing with other professionals and organizations to initiate co- curricular opportunities for learners | | |
| | Acknowledge and understand the role of parents and community in the holistic development of child | | |
| | Ability to maintain mutual linkages between own school and other institutions and community for sharing resources, etc. | | |
| | Ability to nurture relationships and negotiate complex and challenging environments with varied stakeholders inside and outside the school | | |
| | Ability to set goals and strategies to enable the institution to function efficiently and effectively to achieve educational goals inclusively for all students and ensure a conducive work environment and wellbeing for all members of the school | | |

| Standard 2: Knowledge and Practice | | | | |
|---|---|---|---|---|
| What a teacher is expected to know, understand and able to do, in terms of effective pedagogical practices in the classroom | | | | |
| **Domain** | **Sub Domain** | **Proficient Teacher** | **Advanced Teacher** | **Expert Teacher** |
| Recognizing, identifying, and fostering unique capabilities of each child | Child development and impact on learning | Understanding of theories related to different stages and areas of development (cognitive, linguistic, social, emotional, and physical) | Application of knowledge and understanding of child development to identify patterns of learning and development for individuals | Model application of child development theories for peers |
| | Learner diversity | Develop a clear understanding of different types of learner diversity (including learning styles, learning needs, socio- economic status, culture, language, family structure, etc.) and address this diversity in school and classroom | Application of knowledge of learning resources to meet the diverse needs of students and creating an inclusive classroom. | Ability to diagnose and address the diverse needs of individual students based on classroom experience |
| | Learning needs of students with disabilities and gifted students | Demonstrate knowledge of different types of disabilities and their special learning needs as well as needs of gifted children and strategize to support their learning | Application of knowledge of special needs to identify and address needs of various students in the class | Ability to identify special needs that require expert intervention and provide inputs to peers on how to approach such situations |
| Knowledge, conceptual understanding and application of the subject | | Demonstrate capabilities in disseminating knowledge, understanding and application of the subject domain | Apply intra- and inter-subject content linkages and integrate local and indigenous knowledge | Keeping up to date with developments in the subject area and bring new concepts in curriculum transaction |
| Curriculum | Curriculum framework | Develop a clear understanding of the goals of the curriculum and curricular framework in the subject/discipline | Collaboration with colleagues to understand and develop intra- and inter-subject curricular linkages | Modification of curriculum transaction considering latest developments and new knowledge |

| Standard 2: Knowledge and Practice | | | | |
|---|---|---|---|---|
| What a teacher is expected to know, understand and be able to do, in terms of effective pedagogical practices in the classroom | | | | |
| **Domain** | **Sub Domain** | **Proficient Teacher** | **Advanced Teacher** | **Expert Teacher** |
| Content Development for Student Learning | Instructional/ pedagogical strategies and learning taxonomies | Understanding of common instructional strategies, learning taxonomies used in teaching, and common pedagogical methods and resources | Develop developmentally appropriate learning goals/outcomes using learning taxonomies and pedagogical strategies in own subject/teaching area. | Mentor colleagues in selecting learning theories, instructional/ pedagogical strategies and use of learning taxonomies to create engaging lesson plans |
| | Differentiated instruction/ teaching | Exhibit a clear comprehension and understanding of differentiated instruction/teaching strategies and their role in enhancing students' participation in learning | Application of differentiated instruction to engage students in learning | Mentor colleagues in creating developmentally appropriate differentiated activities and strategies to enhance the engagement of students |
| | Strategies and tools for developing life skills like critical thinking, creative thinking and higher-order thinking skills | Show a deep understanding of common pedagogical strategies that develop critical and creative thinking, and/or other higher-order thinking skills. | Use of appropriate pedagogical strategies for developing such skills. | Create new pedagogical strategies based on knowledge of recent developments in this field. |
| Learning Plans | Learning goals and objectives | Understanding of measurable and achievable learning goal and objective | Create measurable and achievable learning goals and objectives for the subject aligned with curricular structure | Ability to set high expectations and develop challenging yet achievable goals, meeting different needs of students and considering their holistic development |
| | Planning of Learning Experiences | Ability to develop a learning plan for a particular learning objective | Create differentiated learning plans incorporating. individual learners' needs | Ability to create a series of inter- linked learning plans based on the curriculum. |

| Standard 2: Knowledge and Practice | | | | |
|---|---|---|---|---|
| **What a teacher is expected to know, understand and do, in terms of effective pedagogical practices in the classroom** | | | | |
| **Domain** | **Sub Domain** | **Proficient Teacher** | **Advanced Teacher** | **Expert Teacher** |
| Assessment of, for and as learning | Assessment strategies | Understanding of different types of assessment strategies and tools | Select appropriate assessment strategies based on students' learning needs | Exhibit knowledge of assessment policies at the organizational, state, and national level |
| | Assessment Data | Derive insights on students, from assessment data | Use assessment data to set targets and create learning plans | Leverage data from multiple sources to form a consolidated view of student/ class performance, and support learning through appropriate remediation |
| | Communication and Feedback | Communicate student performance data with students and parents and provide feedback on progress | Share specific feedback on student performance with student parents and caregivers | Collaborate with parents and community members on guiding student learning |
| Technology use and integration in education | | Understanding the role of technology in education | Use ICT tools to support teaching-learning, assessment and classroom management | Create appropriate technological resources for supporting teaching-learning for self and colleagues. |

| Standard 2: Knowledge and Practice | | | | |
|---|---|---|---|---|
| What a teacher is expected to know, understand and do, in terms of effective pedagogical practices in the classroom | | | | |
| **Domain** | **Sub Domain** | **Proficient Teacher** | **Advanced Teacher** | **Expert Teacher** |
| Classroom Components and Dynamics | Safe, nurturing and supportive learning environment | Organize facilities and resources to create a safe and inclusive classroom | Set up an inclusive and supportive learning environment, including encouraging students to share opinions without fear | Involve students in developing a safe and inclusive classroom |
| | Classroom management | Demonstrate the knowledge of classroom management approaches and ability to use them | Understand and accommodate diversity in student behaviour | Develop self-discipline, personal responsibility, and leadership among students (role model) |
| | Effective Classroom Communication | Acquire the ability in understanding various verbal and non-verbal classroom communication strategies | Use and respond to various verbal and non-verbal classroom communication strategies to make learning participatory | Provide constructive feedback to support / guide colleagues in improving their classroom communication |
| | Language diversity and multilingualism | Demonstrate inclusiveness towards all children irrespective of language diversity and proficiency in relevant language(s) | Support colleagues in employing multilingualism in class to facilitate teaching and learning | Advocate the use of multilingualism to facilitate teaching and learning among peers |

| Standard 3: Professional Growth and Development | | | |
|---|---|---|---|
| **Ability to develop and grow in professional practice** | | | |
| **Domain** | **Proficient Teacher** | **Advanced Teacher** | **Expert Teacher** |
| Learning needs | Identify learning needs and establish goals for own professional development | Create a professional development plan based on inputs received from stakeholders | Plan and provide professional development opportunities to colleagues |
| Reflective Practice | Demonstrate understanding of reflective practices | Use reflective practices to modify own teaching practice | Support/mentor colleagues in applying. reflective practices |
| Engagement and participation in a learning community | Participate in learning opportunities within and outside of school | Present their research and learning in conferences, seminars, or webinars | Initiate learning community within the school and organize professional development sessions |

# 5. Implementation

National Centre for Teacher Quality (NCTQ), a digital platform, has been set up in NCTE which will have the repository for teachers and will be responsible for operationalization of NPST. Further, the capacity building programme of the stakeholders/implementing agencies for creation of more resource person/agencies shall be undertaken. The implementation and impact evaluation of the NPST Guiding Document has been piloted in 75 Central Government owned Schools (25KVS + 25NVS + 25 CBSE) with 1175 teachers across the country. The objectives of the pilot programme, as mentioned below, have been achieved:

- Identifying competency level and career stage of the teachers
- Measuring impact of NPST pilot on teacher skill/competencies and teaching practice
- Collecting stakeholders' feedback on NPST implementation strategy

## 5.1 Plan of Action

NPST has the potential to radically transform education by clearly defining standards for mapping teacher quality and indicating a developmental path for teachers to improve their competencies. Implementation plan has been conceptualized and tested during piloting NPST in a controlled manner. The procedure of implementation includes the following steps:

- Registration of the Target Group
- Application of Standards - Identifying Teacher Career Stage
- Qualitative Assessment

As per NPST, a teacher needs to develop their skills and competence throughout their teaching career. Teachers would be able to map their competence with the help of self-assessment tools as well as other assessment tools. The formal assessment will include development of a Teacher Competency Portfolio, which will include evidence of teaching performance, classroom demonstration(s), feedback from stakeholders (360 degree) and/or observation reports from peers & mentors. The tools/material for test/assessment including format of Performance Indicators (PI), etc. may be developed based on the suggestive assessment framework as given in Chapter – 6.

The plan of action for roll out of NPST is as follows:-

a) Launch of NPST Guiding Document and capacity building of the institutions/agencies responsible for implementation.

b) States/UTs adaptation of NPST Guiding Document.

c) Integration of NPST with teacher professional development, capacity building, training etc. as envisaged in Para 5.20 of NEP 2020.

d) Development of Resources/ Material/ Self-Development Guide/ Assessment Tools to enable the teacher to reach the competencies.

### 5.2 Applicability

a) NPST shall be implemented by a suitable entity designated by the appropriate State/UT Government and similarly so in the case of organizations/ bodies under central government.

b) The appropriate designated entity (Central/ State) shall formulate a detailed procedure and lay down the instructions for implementation and integration with NPST Guiding Document for teacher professional development and career management.

c) The appropriate Government shall appoint a Nodal Officer for the purpose of liaising with NCTE on NPST.

d) NCTE would organize meetings/ workshops of the Nodal Officers.

e) Every designated body responsible for implementation of NPST would share the details with NCTE.

f) NCTE shall maintain databases and be the repository of the experts and resources including tools and shall share these with the appropriate Government/ body.

g) NPST will be integrated with teacher professional development and career management across the country as envisaged in Para 5.20 of NEP 2020.

### 5.3 Periodical Review

The professional standards will be reviewed and revised periodically on the basis of rigorous empirical analysis of the efficacy of the standards.

# 6. Assessment Tools Based on NPST Framework (Suggestive)

**Standard 1: Core Values and Ethics**

| **Domain 1: Constitutional values as enshrined in the Constitution of India** |
|---|
| **SD 1.1- Ability to reason, priorities, reflect and explain with reference to constitutional values** |
| 1.1.1. Treats all students and colleagues with respect and fairness.<br>1.1.2. Promotes unity and harmony among all by creating a safe environment where people feel free to share their ideas and feelings. |
| **SD1.2-Ability to use information ethically, responsibly and ensure dignity of students** |
| 1.2.1 Protects student information and does not share it unless required for specific purposes by authorities. |
| **SD 1.3-Awareness and practice of fundamental duty, given in Article 51 A of the Indian Constitution** |
| 1.3.1. Actively instills among all students the love for our country, and pride in our rich and varied heritage.<br>1.3.2. Encourages students to preserve environment, build scientific temper and contribute to national development |
| **SD 1.4-Ability to understand legal obligations, rules, regulations, policies, and morally reason in case of conflicting situation and negotiate complex environments** |
| 1.4.1. Diligently follows stated rules (school as well as state regulations) and is aware of the consequences of ignoring or breaking them.<br>1.4.2. Encourages and supports students and colleagues to follow rules and help them solves problems when they arise. |
| **Domain 2: Professional Relationships** |
| **SD 2.1- Interfacing with other professionals and organizations to initiate co- curricular opportunities for learners** |
| 2.1.1. Collaborates with colleagues and other professionals in school to create diverse learning opportunities for students.<br>2.1.2. Sets realistic goals for students and help them achieve them by creating a supportive learning culture where everyone feels safe and valued. |
| **SD 2.2- Acknowledge and understand the role of parents & community in the holistic development of child** |
| 2.2.1. Builds trusting relationships with parents and the community to ensure students have learning support at home and in society. |
| **SD 2.3- Ability to maintain mutual linkages between own school and other institutions and community for sharing resources, etc.** |

| |
|---|
| 2.3.1. Builds strong relationships with teachers in other schools and the community for enriching students' learning experiences. |
| **SD 2.4- Ability to nurture relationships and negotiate complex & challenging environments with varied stakeholders inside & outside the school** |
| 2.4.1. Manages relationships with patience and trust and ensure that everyone upholds constitutional values and attitudes. |
| **SD 2.5- Ability to set goals and strategies to enable the institution to function effectively and efficiently to achieve educational goals inclusively for all students and ensure a conducive work environment and wellbeing for all members of the school** |
| 2.5.1 Sets realistic goals for students and helps them achieve them by creating a supportive learning culture where everyone feels safe and valued<br>2.5.2 Contributes to a productive work culture for self and colleagues |

**Standard 2: Knowledge and Practice**

| **Domain 3: Recognizing, identifying, and fostering unique capabilities of each child** | | |
|---|---|---|
| **Proficient Teacher** | **Advanced Teacher** | **Expert Teacher** |
| **SD 3.1-Child development and learning** | | |
| **Understanding of theories related to different stages and areas of development (cognitive, linguistic, social, emotional and physical)** | **Application of knowledge and understanding of child development to identify patterns of learning and development for individuals** | **Model application of child development theories for peers** |
| 3.1.1. Addresses diverse needs in classrooms in terms for learning ability and achievements. | 3.1.2. Uses understanding of different learning needs of students and incorporates this knowledge appropriately in lesson planning and transaction | 3.1.3. Helps peers understand different learning needs of students and to incorporate this knowledge appropriately in lesson planning and transaction. |
| **SD 3.2-Learner diversity** | | |
| **Develop a clear understanding of different types of learner diversity (including learning styles, learning needs, socio-economic status, culture, language, family structure, etc.) and address this diversity in the school and classroom** | **Application of knowledge of learning resources to meet the diverse needs of students and creating an inclusive classroom** | **Ability to diagnose and address the diverse needs of individual students based on classroom experience.** |

| | | |
|---|---|---|
| 3.2.1. Treats all students equally and encourages participation in school and classroom activities irrespective of their social, cultural, gender or religious backgrounds. | 3.2.2. Offers a variety of resources and encourages students to share personal narratives and express opinions related to their contexts. | 3.2.3. Diagnoses individual learner needs and adapts teaching learning strategies accordingly. |
| **SD 3.3-Learning needs of students with disabilities and gifted students** | | |
| **Demonstrate knowledge of different types of disabilities and their special learning needs as well as the needs of gifted children and strategize to support their learning** | **Application of knowledge of special needs to identify and address needs of various students in the class** | **Ability to identify special needs that require expert intervention and provide inputs to peers on how to approach such situations** |
| 3.3.1. Organizes classroom environment and resources in a manner that is accessible and sensitively arranged for students with disabilities and gifted students.<br>3.3.2. Is patient and considerate towards students having difficulties with classroom tasks, such as those involving reading or mathematics. | 3.3.3. Uses a variety of appropriately challenging resources and instructional strategies based on individual student needs.<br>3.3.4. Strategically organizes student groups based on the students' strengths to help them build on their learning. | 3.3.5. Creates Individualized Education Plans (IEPs) for children with special needs.<br>3.3.6. Mentors peers on pedagogic strategies that could be adopted to make classrooms more inclusive to the needs of learners with disabilities and giftedness. |

| Domain 4: Knowledge, conceptual understanding and application of the subject | | |
|---|---|---|
| **Proficient Teacher** | **Advanced Teacher** | **Expert Teacher** |
| **SD 4.1-Knowledge, conceptual understanding and application of the subject** | | |
| **Demonstrate capabilities in disseminating knowledge, understanding and application of the subject domain** | **Applies intra-and-inter subject content linkages and integrates local and indigenous knowledge** | **Keeps up to date with developments in the subject area and brings new concepts into curriculum transaction** |
| 4.1.1. Uses diverse strategies such as activities, stories, experiments etc. to teach concepts<br>4.1.2. Addresses questions raised by students in class accurately and in detail as required. | 4.1.3. Connects between the concepts of current and previous lessons.<br>4.1.4. Makes linkages with other school subjects and local/ indigenous knowledge wherever applicable | 4.1.5. Innovates new pedagogical techniques to meet the curricular expectations of the subject.<br>4.1.6. Regularly refers to research articles, journals, magazines, or periodicals related to one's own subject or other subjects. |
| **Domain 5: Curriculum** | | |
| **Proficient Teacher** | **Advanced Teacher** | **Expert Teacher** |
| **SD 5.1-Curricular Framework** | | |
| **Develop a clear understanding of the goals of the curriculum and curricular framework in the subject/discipline** | **Collaboration with colleagues to understand and develop intra- and inter-subject curricular linkages** | **Modification and development of curriculum transaction, considering latest developments and new knowledge** |
| 5.1.1. Transacts the lesson keeping in mind the curricular expectation and goals of teaching the subject. | 5.1.2. Transacts the lesson making explicit linkages between the curriculum of the subject and other subjects to enable holistic learning in students. | 5.1.3. Includes latest ideas related to subject to planning and transaction.<br>5.1.4. Applies learnings from workshops, readings or any other source to planning and transaction |

| Domain 6: Content Development for Student Learning | | |
|---|---|---|
| **Proficient Teacher** | **Advanced Teacher** | **Expert Teacher** |
| **SD 6.1-Instructional/pedagogical strategies and learning taxonomies** | | |
| **Understanding of common instructional strategies, learning taxonomies used in teaching, and common pedagogical methods and resources** | **Develop developmentally appropriate learning goals/outcomes using learning taxonomies and pedagogical strategies in own subject/teaching area** | **Mentor colleagues in selecting learning theories, instructional/ pedagogical strategies, and use of learning taxonomies to create engaging lesson plans** |
| 6.1.1. Facilitates open-ended conversations among students to help them understand the content. | 6.1.2. Encourages students to question, discuss and debate their viewpoints on various topics. | 6.1.3. Mentors peers in ensuring a balance in use of multiple structured and unstructured interactions to facilitate peer learning. |
| **SD 6.2-Differentiated instruction/teaching** | | |
| **Exhibit a clear comprehension and understanding of differentiated instruction/ teaching strategies and their role in enhancing students 'participation in learning** | **Application of differentiated instruction to engage students in learning** | **Mentor colleagues in creating developmentally appropriate differentiated activities and strategies to enhance the engagement of students** |
| 6.2.1. Uses a combination of teaching-learning methods and strategies to address the objectives of the curriculum. | 6.2.3. Differentiates questioning / activities for learners within the group who have different learning needs so that learners are appropriately challenged. | 6.2.5. Regularly uses differentiated instruction strategies with adequate space for students to express their own points of view. |
| 6.2.1. Gives thoughtful and considered responses to all learners. | 6.2.2. Differentiates questioning / activities for learners within the group who have different learning needs so that learners are appropriately challenged. | 6.2.3. Regularly uses differentiated instruction strategies with adequate space for students to express their own points of view. |

| **SD 6.3-Strategies and tools for developing life skills like critical thinking, creative thinking and higher-order thinking skills** | | |
|---|---|---|
| **Show a deep understanding of common pedagogical strategies that develop critical and creative thinking, and/or other higher-order thinking skills** | **Use of appropriate pedagogical strategies for developing such skills** | **Create new pedagogical strategies based on knowledge of recent developments in this field** |
| 6.3.1. Uses classroom activities that help children apply concepts to daily life problems.<br>6.3.2. Includes some classroom activities (e.g., meditation, circle time etc.) that address socio-emotional needs | 6.3.3. Regularly provides opportunities to children for analysis, and inquiry as part of classroom instruction.<br>6.3.4. Actively integrates socio-emotional skills development such as social interaction, communication, and collaboration in day-to-day classroom activities | 6.3.5. Creates pedagogical approaches to facilitate critical thinking, exploration, questioning, reflection, etc. for specific subjects or across subjects.<br>6.3.6. Regularly checks on and addresses individual students' socio-emotional needs. |
| **Domain 7: Learning Plans** | | |
| **Proficient Teacher** | **Advanced Teacher** | **Expert Teacher** |
| **SD 7.1-Learning goals and objective** | | |
| **Understanding of measurable and achievable learning goal and objective** | **Create measurable and achievable learning goals and objectives for the subject aligned with curricular structure** | **Ability to set high expectations and develop challenging yet achievable goals, meeting different needs of students and considering their holistic development** |
| 7.1.1. Prepares lesson plans keeping the broad objectives in mind and appropriately maps activities and assessments to learning outcomes. | 7.1.2. Frames learning outcomes to achieve the goals and objectives of the subject | 7.1.3. When required, contextualizes lesson and strategies to suit local context and needs of learners while addressing specific learning outcomes. |

| SD 7.2-Planning of Learning Experiences | | |
|---|---|---|
| **Ability to develop a learning plan for a particular learning objective** | **Create differentiated learning plans incorporating individual learners' needs** | **Ability to create a series of inter- linked learning plans based on the curriculum** |
| 7.2.3. Develops comprehensive lesson plans with content, outcomes, activities, and assessment strategies detailed out. | 7.2.4. Plans specific activities and resources for learners who require additional support (e.g., simpler texts for struggling readers). | 7.2.5. Creates lesson plans that sequentially organizes concepts and chapters based on how children learn the subject as well as their learning in prior classes. |
| **Domain 8: Assessment of, for and as learning** | | |
| **Proficient Teacher** | **Advanced Teacher** | **Expert Teacher** |
| **SD 8.1-Assessment strategies** | | |
| **Understanding of different types of assessment strategies and tools** | **Select appropriate assessment strategies based on students' learning needs** | **Exhibit knowledge of assessment policies at the organizational, state and national level** |
| 8.1.1. Uses strategies such as classroom observation, questioning, and written work in notebooks (end-of-chapter questions) to assess students.<br>8.1.2. Poses open-ended questions to students during teaching-learning processes. | 8.1.3. Regularly uses a range of methods such as projects, presentations, portfolios, experiments, quiz, surveys, case studies) as per student learning needs.<br>8.1.4. Initiates conversations with students to determine what they know and understand about a given topic. | 8.1.5. Implements the best practices of assessments in classrooms as recommended in relevant policy documents.<br>8.1.6. Actively incorporates assessment for learning and as learning in classrooms. |

| **SD 8.2-Assessment Data** | | |
|---|---|---|
| **Derive insights on students, from assessment data** | **Use assessment data to set targets and create learning plans** | **Leverage data from multiple sources to form a consolidated view of student/ class performance, and support learning through appropriate remediation** |
| 8.2.1. Uses assessment data to identify and address common issues and alternative conceptions in classroom learning. | 8.2.2. Uses assessment data to modify lesson plans and pedagogy adequately to suit specific learning needs of students. | 8.2.3. Synthesizes information on student learning collected using multiple assessments to identify areas of improvement in instruction and planning.<br>8.2.4 Identifies areas of improvement in instruction and planning, and plan specific interventions |
| **SD 8.3-Communication and Feedback** | | |
| **Communicate student performance data with students and parents and caregiver.** | **Share specific feedback on student performance with student parents and caregivers.** | **Collaborate with parents and community members in guiding student learning.** |
| 8.3.1. Gives specific qualitative feedback to students while checking their tasks or responding to their answers.<br>8.3.2. Discusses children's performance with parents and caregivers mainly in terms of their marks and classroom participation during PTA meetings organized by the school | 8.3.3. Provides detailed feedback to individual students on their own performance with specific suggestions for improvement on a regular basis.<br>8.3.4. Shares specific and detailed feedback to parents/caregivers on student performance. | 8.3.5. Actively encourages students to reflect on their performance by enabling self and peer assessments.<br>8.3.6. Provides parents/caregivers with specific and well-considered guidance on how to support their children's learning at home. |

| Domain 9: Technology use and integration in education | | |
|---|---|---|
| **Proficient Teacher** | **Advanced Teacher** | **Expert Teacher** |
| **Understands the role of technology in education** | **Uses ICT tools to support teaching - learning, assessment and classroom management** | **Creates appropriate technological resources for supporting teaching- learning for self and colleagues** |
| 9.1. Identifies the appropriate ICT resources that could improve the effectiveness of teaching specific concepts. | 9.2. Effectively adapts existing ICT resources to creatively modify teaching practices as well as assessment practices. | 9.3. Creates own ICT resources for supporting teaching learning activities of self as well as peers |
| **Domain 10: Classroom Components and Dynamics** | | |
| **Proficient Teacher** | **Advanced Teacher** | **Expert Teacher** |
| **SD 10.1- Safe, nurturing and supportive learning environment** | | |
| **Organizes facilities and resources to create a safe and inclusive classroom** | **Sets up an inclusive and supportive learning environment, including encouraging students to share opinions without fear** | **Involve student in developing a safe and inclusive classroom** |
| 10.1.1. Sets routines and procedures in place for classroom functioning. | 10.1.3. Sets flexible classroom routines taking into consideration student suggestions. | 10.1.5. Co-evolves classroom routines with students taking ownership. |
| 10.1.2. Ensures a stress-free classroom environment that encourages movement, dialogue and communication amongst students. | 10.1.4. Encourages students to openly share opinions and hold discussions on relevant day to day issues (e.g., feelings of anxiety, issues of bullying, trust building etc.) | 10.1.6. Co-creates norms for the classroom that are reflective of the spirit of safe, inclusive, and accommodative classrooms. |
| **SD 10.2- Classroom management** | | |
| **Demonstrates the knowledge of classroom management approaches and ability to use them** | **Understand and accommodate diversity in student behaviour** | **Develops self-discipline, personal responsibility and leadership among students (role model)** |
| 10.2.1. Sets one's own rules and norms in the classroom and student behaviour is checked and corrected at relevant junctures. | 10.2.2. Connects student behaviour with their context and responds appropriately. | 10.2.3. Co-evolves expectations with students democratically and encourages them to reason out these expectations by themselves. |

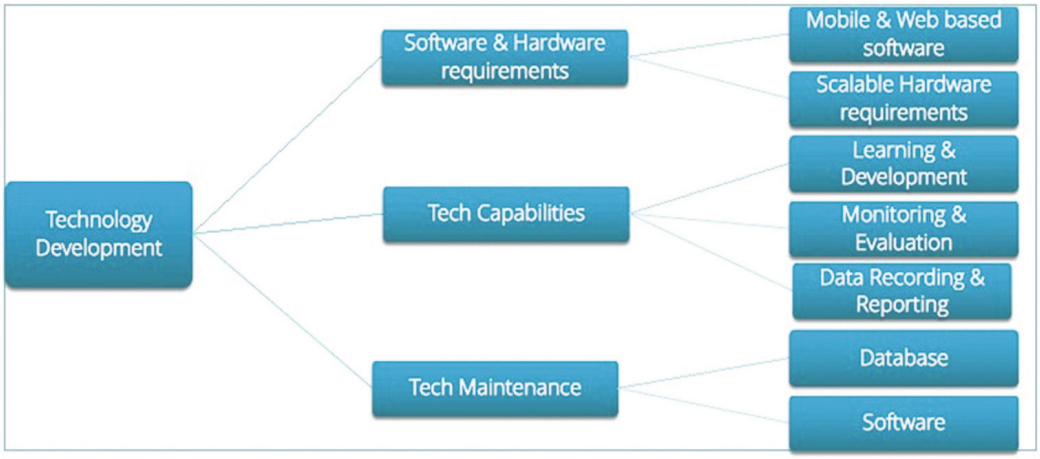
| SD 10.3- Effective Classroom Communication | | |
|---|---|---|
| **Acquire the ability in understanding various verbal and non-verbal classroom communication strategies** | **Use and respond to various verbal and non-verbal classroom communication strategies to make learning participatory** | **Provide constructive feedback to support / guide colleagues in improving their classroom communication** |
| 10.3.1. Demonstrates appropriate verbal and non-verbal communication strategies such as eye contact, gestures, prompting etc. | 10.3.2. Uses various appropriate verbal and non-verbal communication strategies to encourage student participation<br>10.3.3. Interprets individual students' non-verbal communication and makes appropriate adjustments in one's own communication strategies while teaching. | 10.3.4. Mentors peers in implementing effective classroom communication strategies. |
| **SD 10.4- Language diversity and multilingualism** | | |
| **Demonstrate inclusiveness towards all children irrespective of language diversity and proficiency in relevant language(s)** | **Supports colleagues in employing multilingualism in class to facilitate teaching and learning** | **Advocates the use of multilingualism to facilitate teaching and learning among peers** |
| 10.4.1. Switches between medium of instruction and local language as required during classroom transactions. | 10.4.2. Mentors peers on strategies adopted in a linguistically diverse classroom. | 10.4.3. Demonstrates the need for multilingual pedagogy for better learning in classrooms through practice, by writing articles, in peer group discussions etc. |

**Standard 3: Professional Growth and Development**

| Domain 11: Learning needs | | |
|---|---|---|
| **Proficient Teacher** | **Advanced Teacher** | **Expert Teacher** |
| **Identify learning needs and establish goals for own professional development.** | **Create a professional development plan based on inputs received from stakeholders.** | **Plan and provide professional development opportunities to colleagues** |
| 11.1. Identifies plan to address broad areas of development. | 11.3. Undertakes action research or other proactive measures to address areas of development. | 11.5. Mentors peers in identifying their learning needs and planning suitable measures to meet these needs. |

| | | |
|---|---|---|
| 11.2. Seeks out workshops, meetings, trainings, seminars, conferences, etc for specific learning needs. | 11.4. Writes and/or contributes to articles, book chapters, books, peer reviewed publications. | 11.6. Mentors peers in writing articles for magazines, etc. and undertaking action research. |
| **Domain 12: Reflective practice** | | |
| **Proficient Teacher** | **Advanced Teacher** | **Expert Teacher** |
| **Demonstrate understanding of reflective practices** | **Use reflective practices to modify own teaching practice** | **Support/mentor colleagues in applying reflective practices.** |
| 12.1. Discusses the strengths and weaknesses of own practice.<br>12.2. Discusses the strengths and weaknesses of individual students. | 12.3. Documents reflections on lesson plans and classroom strategies in light of student learning needs.<br>12.4. Gives multiple approaches undertaken to alter practice for better teaching-learning in classrooms. | 12.5. Mentors colleagues in reflective practice.<br>12.6. Takes initiative to build a peer support group for ongoing learning. |
| **Domain 13: Engagement and participation in a learning community** | | |
| **Proficient Teacher** | **Advanced Teacher** | **Expert Teacher** |
| **Participate in learning opportunities within and outside of school.** | **Present their research and learning in conferences, seminars, or webinars.** | **Initiate learning community within the school and organize professional development sessions.** |
| 13.1. Uses various sources/participate(s) in various platforms for shared learning opportunities within and outside the school.<br>13.2. Attends relevant events that promote professional learning and inquiry mostly in the capacity of a participant or observer. | 13.3. Regularly presents own learnings, classroom experiments etc. in state-level conferences/seminars.<br>13.4. Regularly presents own learnings, classroom experiments etc. in national conferences/seminars. | 13.5. Jointly organizes workshops, meetings, trainings, seminars, conferences, etc for promoting learning of colleagues.<br>13.6. Works towards the development of an extended learning community of teachers from neighbouring schools. |

# 7. Digital Infrastructure Plan for NCTQ on NPST




## Suggested Components of Scope of Work on NPST

- **NPST Portal Creation**
  Teacher Repository, Learning repository, Credential Management, Assessment for NPST (Self and Mentored), NPST digital Scheme for implementation, Institution and Program Management, Self-learning Service with DIKSHA/NISHTHA, Repository for Evidence of Learning/Training/CPD, Creation of e-portfolios for teachers to enlarge the scope of teachers understanding in each domain and standard, Mechanism for teachers to retrieve their scores and performance on various competencies, Self-assessment tools, Developing database of Teachers record.
- **NPST Implementation and Monitoring Software**
  - Continuous Monitoring system for implementation of NPST at State and National Level
  - Tracker for Continuous Professional Development of Teachers
  - Digital Platform for Mentoring Teachers Educators
  - Self-Paced Courses for Continuous Professional Development
  - Web and App Based Learning Solution
  - Creation of National Repository
  - In-service teachers
  - Pre-service Teachers
  - Tracking Evidence of Learning
- **Content management and Data Sharing**
- **Digital Management and Connectivity:**
  - Digital Conferencing platform for immediate communication with the target group/stakeholders

**Fig. 6 Illustration on Digital Development Plan of NCTQ on NPST**

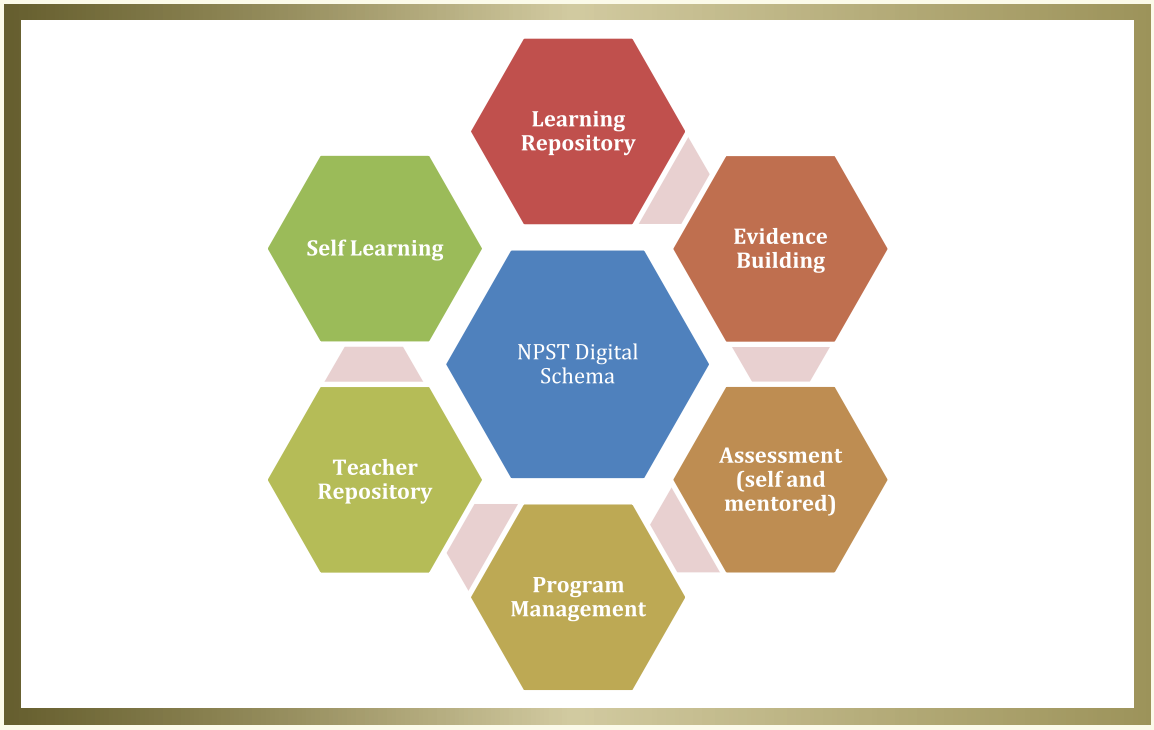



Fig. 7 Illustration on Digital Schema




Fig. 8 Illustration on Pilot Study Implementation

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# Abbreviations

| | |
|---|---|
| ACR | Annual Confidential Report |
| APR | Annual Performance Appraisal |
| CPD | Continuous Professional Development |
| DIET | District Institute of Education & Training |
| DPEP | District Primary Education Project |
| FLN | Foundational Literacy and Numeracy |
| GoI | Government of India |
| ICT | Information and Communication Technology |
| INSET | Inservice Education and Training |
| JNVS | Jawahar Navodaya Vidyalaya Samiti |
| KVS | Kendriya Vidyalaya Sangathan |
| MoE | Ministry of Education |
| NCTE | National Council for Teacher Education |
| NCERT | National Council of Educational Research & Training |
| NCFTE | National Curriculum Framework for Teacher Education |
| NCTQ | National Centre for Teacher Quality |
| NEP 2020 | National Education Policy 2020 |
| NIEPA | National Institute for Educational Planning and Administration |
| NPST | National Professional Standards for Teachers |
| NMM | National Mission for Mentoring |
| PI | Performance Indicator |
| PSTE | Pre-service Teacher Education |
| RIE | Regional Institute of Education |
| RPL | Recognition of Prior Learning |
| RTE | Right to Education |
| SCERT | State Council of Educational Research & Training |
| SSA | Sarva Shiksha Abhiyan |
| TEI | Teacher Education Institution |
| TEP | Teacher Education Programme |
| TET | Teacher Eligibility Test |

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राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक सांविधिक निकाय)

गुरुर्गुरुतमो धाम
NCTE

National Council for Teacher Education
(A Statutory Body of the Government of India)

By e-mail / Hand / Speed Post / Fax

**NCTE-Acad013/2/2021-O/o US(Acad.)-HQ** 31st August 2021

**OFFICE ORDER (Revised)**

It is decided to constitute a committee of the following members on National Professional Standards for Teachers (NPST) within NCTE. The committee would examine the relevance of para 5.20 of NEP 2020 and devise an appropriate strategy for developing & designing a National document on NPST.

| Sl. No. | Name & Address | Designation |
|---|---|---|
| 1. | Prof. CK Saluja, (Rtd). CIE, DU. New Delhi, | Chair |
| 2. | Prof. Anil Kumar Shukla. VC. KMCL University. Lucknow, UP | Member |
| 3. | Dr. Shakila T Shamshu. former OSD. DONE. MoE. New Delhi | Member |
| 4. | Prof Padma Sarangpani, TISS. Maharashtra | Member |
| 5. | Prof. Ranjana Arora, NCERT, New Delhi | Member |
| 6. | Prof K Ramchandran (Rdt) NIEPA. New Delhi | Member |
| 7. | Dr. Vishwajit Saha, Director CBSE. New Delhi | Member |
| 8. | Dr. Robin Chetri, SCERT, Gangtok, Sikkim | Member |
| 9. | Ms. Ramya Vcnkatraman. CENTA, Bangalore, Karnataka | Member |
| 10. | Shri. D K Chaturvedi, Under Secretary. NCTE. New Delhi | Convener |
| 11. | Dr. Parul. Senior Academic Consultant, NCTE, New Delhi | Co-convener |

2. Terms of Reference: -

i. Formulation of pragmatic aspects of the policy of NEP on NPST and Cross linking.

ii. Evolving guideline for the establishment of National Centre for Teachers Quality (NCTQ) under NPST at NCTE lig.. New Delhi.

iii. Structured plan of Action on Implementation of NPST and State grading formula.

iv. Review of data of digital consultations institutional consultation on NPST and developing strategy for National/ State level consultation for preparing this national document.

v. There are many countries which have the mechanism of National Professional Standards for Teachers (NPST). Mapping of NPST of these and some other countries and Development& Design of a draft framework on NPST.

vi. Extensive review of the inputs collected during the consultation period across the country will be done by the expert committee.

Cont. Pg 2/-

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vii. The committee will then undertake a review of the areas of the teacher activities requiring common/current competency level of teachers. The committee will finally formulate the draft going through the several revisions before the NPST Draft is released for public review. Comments by the reviewers from amongst the stakeholders will then be used to prepare a final draft for notification.

viii. Preparation of a Self-Development Guide/Assessment Tools on NPST will also be designed for successful implementation of NPST. This will also include the teacher's professional role and responsibility in terms of quality because of the teacher's growing role beyond the classroom, achievement of standards as well underlying teachers's participation in decision to the education matter at the school/district/sale/national level.

ix. Ensuing Completion of all tasks within 3 months, so as to implement NPST from Academic Session 2022-23.

x. Any other point found relevant to NPST implemention as per the directive of NEP 2020.

xi. To hold discussion/meeting with other stakeholders whenever necessary. The Committee may consult/co-opt teachers / Principals/ Experts as when required.

xii. TA/DA/Sitting fees shall be paid as per the NCTE Rules. The NCTE would provide the secretarial assistance as per requirement.

3. This has approval of the competent authority.



**(Kesang Y. Sherpa)**
**Member Secretary**

Copy to-

1) PS to CP for information please.

2) Deputy Secretary/Under Secretary, GA/Academic/Accounts/EDP, NCTE.

3) Copy to all concerned.

4) Guard file.


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# राष्ट्रीय अध्यापक शिक्षा परिषद

(भारत सरकार का एक सांविधिक निकाय)

# National Council for Teacher Education

(A Statutory Body of the Government of India)