

# NEP 2020: NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS IN INDIA AND THEIR SIGNIFICANCE IN 21<sup>ST</sup> CENTURY EDUCATION

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## 1. ABSTRACT:

*Teachers are one of the most influential and powerful forces for equity, access and quality in education and key to sustainable global development. The quality of education is directly related to the quality of instruction in the classroom. The teacher is considered the most crucial factor in implementing all education reforms at the grassroots level. The academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching-learning process. Efforts need to be intensified to accord adequate priority to the effectiveness of teacher education programs and professional development of the in-service teachers in the country. The Legatum Prosperity Index 2021 has ranked India as 101 out of 167. The education index is in the range of 121-150. Hopefully, the implementation of the NPST proposals will help improve these rankings. Teachers not only require time to teach but also to equip themselves to meet the prescribed standards. The NEP 2020 hence, has reiterated the restoration of high respect and status for teachers in the society with empowerment. Accordingly, an action plan for capacity building has been outlined so that man making becomes flawless. For Indian teachers' time has come to seize the opportunity and become makers of their own destiny!*

*In this research communication the authors have discussed the issues related to teacher training, motivation, promotions, quality teaching, continuous professional development and development of professional standards for teachers to cope with the 21<sup>st</sup> century education.*

**Keywords:** NEP 2020, Quality Teaching, Teacher Development, National Professional Standards for Teachers (NPST)

## 2. INTRODUCTION:

In global context, societies are becoming increasingly knowledge intensive, and knowledge has become the key connecting foundations across multiple levels and dimensions of present-day governance (OECD, 2013a). Teacher's professionalism is a social construct that is defined through educational policy, practice, and standards. These are considered inevitable for developing professionalism. Teachers' qualifications frameworks and professional standards provide a basic reference of how countries guide teachers and education systems on what teachers should know and be able to do to clarify their role in a knowledge-based profession. Qualification frameworks and professional standards help signal what is expected from teachers and how they can improve at different stages of their professional careers.

### 2.1 NEP 2020 and Teachers Role:

Education is the method of acquisition of knowledge, ethics, and values. It can also be defined as the process of bringing desirable changes into human beings. It is the base for the advancement of humans and plays a key role in development aspect of an individual and also the society. It is considered as the single greatest tool for social and individual development, which leads towards achieving social justice and equity in society. Education plays an important role in nation building, its growth and development of the citizens. National Policy on Education (1986) of India also described that no system of education can rise higher than its teachers. There are number of sayings about the role of a teacher in the transformation of society. Keeping in mind the importance of teachers in the education system, the NEP 2020 has underlined the role of teachers along with the desired attributes of teachers for nation-building (Patil, 2022a). The Policy aims to build systems to empower teachers to do their jobs more effectively. NEP has very clearly addressed various issues and concerns of teachers to ensure quality teachers at all levels of school education. NEP has also made recommendations to improve teachers' work conditions, career management processes, professional development strategy, etc. to enhance every teacher's ability to understand each student's developmental needs positively.

The NEP emphasizes the teacher's contribution, their sacrifice and efforts to uphold the dignity, respect and honour of this profession. The policy has also highlighted re-establishing teachers, at all levels, as the most respected and essential members of our society, as they shape the future generation of the country. The NEP recommends measures to recruit the very best and brightest candidates to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

As envisioned by Hon'ble Prime Minister, the policy will empower teachers of India with various reforms for recruitment, continuous professional development, service conditions, etc. NEP 2020 recognises that teachers will require training in high-quality content as well as pedagogy to cater the needs of the 21st century education NEP 2020 also elaborated on the recruitment of good teachers in a transparent method, to give autonomy while also instilling a sense of responsibility and accountability in every teacher. The New Education policy strongly emphasizes the criticality of teacher education, hailing the legacy of *Acharya Devo Bhava*.

## 2.2 Teaching and Teacher Quality:

Teaching is a profession, an art and a gifted talent. Teacher can define and expand frontiers of knowledge and innovation. Teachers are the primary strength and are the greatest assets of any education system. They are playing a major role in imparting knowledge and skills and hence considered as backbone of education process. Teacher quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular. Quality teachers employ a range of teaching and meta-cognitive learning strategies that fit the needs of diverse students and the demands of different instructional goals, topics and methods. The OECD (2005) reported that the quality of teaching is determined not just by the 'quality' of the teachers but also by the environment in which they work. Teacher quality is defined as teachers engaging in education tasks, with certain characteristics, and being able qualified to conduct teaching activities, arousing students' interest in learning, and enhancing students' learning achievements. According to Ko (2003) teacher quality is a general term for teacher cultivation, professional qualification and abilities. Wu (2003) divided the aspect of superior teacher quality into three categories viz. knowledge, abilities and morals. Many researchers have described characteristics of effective teacher based on core principles of organizing teaching, managing students' behaviour, controlling and coordinating and communicating expectations, performing and understanding individual differences, etc. (Patil, 2022b). Thus, quality and excellence in the education sector is one of the major initiatives of the Government of India in its five year plan. Quality education plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living. Quality mainly depend on the four important factors viz. quality of student intake, quality of teaching, quality of infrastructure and the quality of evaluation process. Of these, teacher quality has a direct and positive impact on student achievement and is one of the most important factors in raising student achievement.

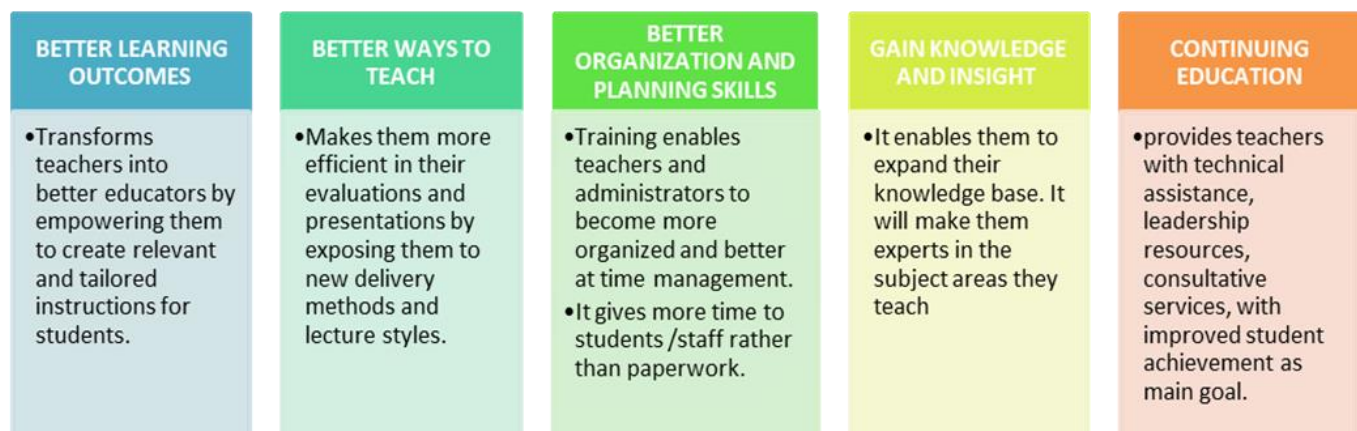
## 2.3 NEP 2020 and Professional Development of Teacher:

Teacher education is vital in creating a pool of school teachers that will shape the next generation. The teachers will be facilitated with the qualities of reforming, transforming and performing at the same time. Aligned with the 21st century needs, teacher preparation is of utmost important and will require not only multidisciplinary perspectives and knowledge, the formation of dispositions and values, and development of practice under the best and quality mentors. In education, teacher professional development is an indispensable aspect in human resource management and development. Over the past several years there has been a move towards promoting the professionalism of teachers through the development of teaching standards globally. The level of education and training is one of the major factors that determine the importance of teachers' professionalism and then comes the coordination between theory and practice (Huma and Pizada, 2013). In 2001 the Commonwealth Government established a project known as the Quality Teachers Initiative, Teachers for the 21st Century, where four national teacher associations worked collaboratively to develop a set of standards specific to their subject matter and collectively could provide a framework for future development of teaching standards (Althorp, 2001). By definition, standards-based education provides a framework or criteria that teachers can use as a measure of their accomplishments and a way of providing evidence to stakeholders of their achievements and accreditation (Sachs, 2003). Teacher's professionalism is a social concept defined through educational policy, practice, and standards. These are considered inevitable for developing professionalism. Professional development for teachers can help teachers to plan their time better and stay organized. This makes teachers more efficient and gives them extra time to focus not on paperwork but students.

Based on the recommendations of NEP 2020 on teacher education and training, a National Curriculum Framework for Teacher Education, NCFTE 2022 is drafted to guide all teacher education, pre-service and in-service, of teachers working in academic, vocational and special education streams. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. Well-educated and properly trained teachers would find their work interesting and meaningful. These measures will help us in developing best teachers and emerge as global leaders.

Professional Development for teachers is defined as “the process by which ... teachers review, renew and extend their commitment as change agents ... and by which they acquire and develop critically the knowledge, skills, planning and practice... through each phase of their teaching lives” (Day, 1999). Further, Teacher’s Professional Development “is the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training and continuous professional development within school settings” (OECD, 2010). A plethora of studies suggested that knowledge, skills, and disposition should be the center of interest for teachers’ professional growth (Australian Institute for Teaching and School Leadership, 2011 & NACTE, 2009).

Teachers’ professional development is a life-long and continuous process in which teachers are expected to upgrade their knowledge, master new skills and change their practices since advancement in their teaching career is finally for their students and education reform. Developing professional standards for teachers that can guide professional learning, practice and engagement facilitates the improvement of teacher quality and contributes positively to the public standing of the profession. The crucial elements of quality teaching are described in these standards. They govern what teachers are expected to know and be able to do at different stages of the teaching career. The importance of the professional development is depicted in **Figure-1**. Professional development keeps teachers and administrators up to date on new curriculum resources, new findings on how children learn, and new technological tools for the classroom. These are important because what teachers do in the classroom has a big impact on student learning. Teachers and administrators can improve their skills, thus becoming more proficient at their jobs. Administrators must realize the benefits of further education and encourage the teachers to pursue professional development to attain the best learning outcomes for students. Thus, it is important for all educators to model life-long learning and continue to add to their knowledge base.



**Figure-1: Importance of professional development**

#### 2.4 NEP 2020 and National Professional Standards for Teachers:

National Policy on Education of 1986 of India also described that no system of education can rise higher than its teachers. There is number of sayings about the role of a teacher in the transformation of society. Keeping in mind the importance of teachers in the education system, the NEP-2020 has underlined the role of teachers along with the desired attributes of teachers for nation-building. In NEP-2020, the teachers have been put at the centre of the most needed fundamental reforms in the education system. The policy has also emphasized re-establishing teachers, at all levels, as the most respected and essential members of our society, as they shape the future generation of the country. The NEP 2020 highlighted creating performance standards for teachers clearly spelling out the role of the teacher at different levels of expertise or stages of career progression and competencies required for that stage. NEP 2020 also emphasize on Teacher

Audit or Performance Appraisals (TAPA) that will be carried at regular intervals. These standards for performance appraisal will also be formulated. In future, promotions and salary increases will not occur based on the length of tenure or seniority, but only based on such appraisal.

Professional standards are a set of practices, ethics, and behaviors that members of a particular professional group must follow to. These sets of standards are frequently agreed to by a governing body that represents the interests of the group. These are the statements that reflect what are 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. It defines the work of teachers and makes explicit elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students. In other words, standards are used as a benchmark or a tool of measurement of a professional's performance to be considered competent and quality performance. Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students (GOV. UK). These standards will administer the teaching profession in the country in relation to its professional role. In addition, it will aim to improve the teachers' personal and professional development by providing them an understanding of what is expected in terms of their performance and what needs to be done to enhance the same (NCTE-2022).

### **3. STATEMENT OF THE PROBLEM:**

Education is the process of learning or acquisition of knowledge, skills, values, morals, and beliefs for full human potential. It is considered to be the single greatest tool for social and individual development, which leads towards achieving social justice and equity in society. This formal education has four pillars, namely infrastructure, students, teachers and curricula, where this third pillar i.e. teachers play a vital role in making the objectives of education successful.

The NEP 2020 has many innovative suggestions to improve the quality and broadness of education system in India. There are many expectations from all the sectors of the country about NEP 2020, to restructure and redesign the education system so as to fulfill the demands of the 21st century. The major theme is to prepare the teachers and students for the 21st century through quality of training, transparency in recruitment, deployment, enhanced service conditions, and empowerment of teachers through quality and motivation. Preparation to equip the twenty-first century generation with knowledge, skills and values for lifelong learning is, hence, imperative. Teacher educators, in particular, need to come to terms with the daunting task of freeing the old mindset and developing the new one termed "Education 4.0".

In this research communication, we explore how teachers' professionalism and teachers' knowledge are manifested through certain instruments that help connect and facilitate between education policies, professional bodies, and practitioners. Also we try to reveal how teachers' qualifications frameworks and professional standards provide a basic reference for guiding teachers and education systems on what teachers should know and to clarify their role in a knowledge-based profession at multiple levels.

### **4. OBJECTIVES OF THE RESEARCH:**

The National Professional Standards for Teachers sets out to NEP 2020 aim for equitable access to the highest-quality education for all learners. These standards ensure that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers. This paper aims to provide an overview of future quality teachers, effective learning skills and learning theories and how these elements govern the 21st century teachers. To understand the scope, needs and necessities in the present scenario and of the 21st century, the researcher has decided the following objectives:

1. To study the various features of quality teaching and quality teacher for education next.
2. To study the role of the NEP 2020 for professional development and enhancement of teacher quality and education.
3. To identify the major innovations and reforms in the NEP 2020 for empowering teacher for 21st century education and career progression.

4. To study the various professional teachers standards and their significance in the 21st century education from all level to make the teachers future ready.

5. To analyse the National Professional Standards for Teachers and their relevance in NEP 2020.

## 5. RESEARCH METHODOLOGY:

The research methodology adopted in this study is a combination of qualitative and descriptive type. This paper is exclusively based on secondary data. It includes the different sources of data such as journal articles, websites, e-books, reports of various organization and commission, articles published in international, national and local papers etc. In this research the important policies and documents such as public records and personal document or archives were analysed and interpreted by the researcher to give the meaning to assessment framework (Bowen, 2009; Chima, 2020) and also for evaluation of , important inputs in arriving at certain conclusions and recommendations (Brit et-al, 2016).

This research paper will give a brief description of the professional standards for teachers and their significance in the 21<sup>st</sup> century education. It also explains the need and importance of these standards in the 21st century for teacher in world and in India. The paper also interprets the domains and descriptors in specific competencies to be achieved by teachers at each of the career stages in order to progress to the next stage.

## 6. RESULTS:

### 6.1 21<sup>st</sup> Century Education OR Education Next:

Actually, the concept of 'quality teacher' is considered synonymous to 'effective teacher'. A survey on educator effectiveness was conducted by McKnight et al. (2016) in 23 countries on qualities of an effective teacher. Among other qualities, five qualities emerged as those which were commonly agreed upon by these countries as being important. The survey report reveals the qualities of teacher effectiveness as: 1) Ability to develop trusting, productive relationships 2) Patient, caring and kind personality 3) Professionalism 4) Subject matter expertise and knowledge and 5) Knowledge of learners (Patil, 2022b). Educational systems around the world are looking for best practices to prepare children and young people in schools today to cope with the life and work increasingly complex requirements of the 21st century. It is the school's and the teachers' responsibility to prepare all children for the educational demands of life and work, in a rapidly changing world, by equipping them, the students, with the required skills. Moreover, teacher quality has the greatest effect on students' achievement (Rowe, 2002). Similarly performance, attitude and behaviour have positive correlation with the teacher and teaching quality. It enhances verbal reasoning and written communication skills at all stages of schooling. Quality teachers have the greatest influence on students learning abilities, problem solving abilities, concept understanding and positive attitude to learning and also inspire classroom behaviour and effective participation for meaningful learning. Therefore, the provision of quality teaching and learning must be given the highest priority (Ramsey, 2000). 21st century skills comprise skills, abilities, and learning dispositions that have been identified as being required for success in 21st century society and workplaces by educators, business leaders, academics, and governmental agencies. This is part of a growing international movement focusing on the skills required for students to master in preparation for success in a rapidly changing, digital society. Four skills important for the 21st Century learner are social and emotional skills, and physical or natural skills, core academic skills, and higher-level thinking skills. Teachers of 21st century have to take in account the needs of their students, prepare them to meet the challenges of future. Teacher's work is considered complex and demanding. For creating a high quality professional teaching force, it is important to have high quality professional teacher's development program. The developmental program must incorporate use of technology integration in teaching. In this 21st century technology is a vital tool to enhance the learning of the learners. Computers are abundant in most schools.

### 6.2 History of Professional Standards Development:

Establishing a quality teaching workforce capable of effectively developing the competences of students and helping them reach their potential has been a main underlying objective of education reforms in many countries recently (OECD, 2015). Professional standards for teachers can be traced back to the 1946 formation of the National Commission on Teacher Education and Professional Standards in the US. Their primary objective was to upgrade the status of teaching to a

profession (Cochran-Smith & Zeichner, 2009). Hudson (2009) and Tuinamuana (2011) identify that there is lack of empirical evidence to demonstrate that professional standards will raise the quality of teaching. Professional standards have been considered by some as a way of providing learning and quality assurance in teaching (Tang, Cheng & So, 2006). Darling Hammond (1998) expressed that standards are not a magic bullet to solving educational issues. Regardless of the sentiment, professional standards for teachers are being considered, developed and implemented globally in various forms and they are often justified by the argument that they raise the quality of teaching and that in turn raises student outcomes.

Historically, teaching is one of the few professions where a beginning teacher assumes the same responsibilities as one who has been teaching for a number of years (Garvey, 2004). In 2001 the Commonwealth Government established a project known as the Quality Teachers Initiative, Teachers for the 21st Century, where four national teacher associations worked collaboratively to develop a set of standards that were specific to their subject matter and collectively could provide a framework for future development of teaching standards (Althorp, 2001). Summary of the development of professional standards is depicted in **Table-1**. The growing international emphasis on teacher quality has called for the execution of professional standards as teacher educators have endeavored to better understand what teachers believe, know, comprehend and are able to enact as professional practitioners in their fields (Ingvarson, 1998; Kennedy, 2015).

**Table-1: History of the Development of Professional Standards through Teacher Quality and Motivation.**

SR NO.	AUTHOR	YEAR	DESCRIPTION
1.	Darling Hammond	1998	Standards are not a magic bullet to solving educational issues
2.	Danielson & McGreal Darling-Hammond	2000, 2001	Professional standards for teachers are being considered, developed and implemented globally in various forms and they raise the quality of teaching and student outcomes.
3.	Hargreaves	2000	Defining professional standards in high-status, scientific and technical ways can downgrade, neglect or crowd out the equally and emotional dimensions of teachers' work.
4.	Kramer	2003	The development of professionalism has become the ultimate goal of teacher education across the globe.
5.	Kleinhenz & Ingvarson, Delandshere & Petrosky	2004 2007	With an increased focus on the quality of teaching and levels of professionalism, quality performance has increased the appetite and momentum for professional standards for teachers.
6.	Ingvarson and Rowe	2007	Investing in teacher quality and professionalism is essential for improved outcomes.
7.	Cochran-Smith & Zeichner	2009	Formation of the National Commission on Teacher Education and Professional Standards in the US.
8.	AITSL	2011	Professional standards for teachers contribute to the development of professionalism.
9.	Dinham	2013	National and international testing of students does not necessarily demonstrate educational successes or failures.
10.	Ingvarson, et.al.	2014	Greatest significance on recruiting, developing and retaining high quality teachers.
11.	Jamil	2014	Teachers' professionalism is an important area in education policy to increase the education quality in different countries.
12.	Gallie and Keevey	2014	Professional standards are better established for guidance on their development and implementation.
13.	Masters	2015	Countries who have adopted stringent policies on high quality teaching respectively reveal high levels of student performance.
14.	Shami	2015	NEPs and professional standards are important for professional teachers to carry out the quality teaching-learning process.
15.	Forde et al	2016	Identified 3 patterns about standards viz, initial preparation and entry into the teaching profession, leadership and management in education and, more recently, advanced teaching practice.

### 6.3 Role of NEP 2020 in Teacher Education and Motivation:

Teacher is the hub of the whole educational system and the most significant agency to bring basic and prolific changes in the teaching-learning process. All-round efforts are needed to produce reflective and artistic teachers who are holistically trained through a continuing professional development process (Khan and Islam, . Based on the recommendations of NEP 2020 on teacher education and training, a National Curriculum Framework for Teacher Education, NCFTE 2021 has been drafted to guide all teacher education, pre-service and in-service, of teachers working in academic, vocational & special education streams. The policy aims to ensure that all students at all levels of school education are taught by passionate motivated, highly qualified, professionally trained and well-equipped teachers Finally, the Teacher Education system, stringent action will be taken against substandard stand-alone Teacher Education institutions running in the country including shutting them down if required as per NEP 2020.

- The 4-year integrated B.Ed., the minimal degree qualification for schoolteachers, is conceived as a *multidisciplinary and integrated dual-major bachelor's degree*, in Education as well as a specialized subject through suitable subject and aptitude tests conducted by the National Testing Agency (NTA).
- All multidisciplinary Universities have been directed to set-up an education department and run B.Ed. programmes in collaboration with their other departments such as psychology, philosophy, sociology, neuroscience, languages, arts, music, history, literature, physical education, science, and mathematics. Also they will carry out cutting-edge research in education to enhance the quality of their B.Ed. Programme.
- The B.Ed. degree will teach a range of knowledge content and pedagogy and include strong practicum training. The curriculum will also include effective techniques in pedagogy on foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, with special interests or talents, use of educational technology, and learner-centred and collaborative learning.
- Shorter post-B.Ed. certification courses will also be available for career growth of teachers who wish to move into more specialized areas of teaching or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages.
- A provision that truly has the potential to enhance respectability and acceptance of teaching profession is that all fresh Ph.D. entrants, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period including actual teaching experience gathered through teaching assistantships.

The Teacher will require training in high quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and university all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B. Ed, M. Ed, Ph.D. degree in education. When teachers undertake professional development, there are three purposes that drive their participation: the extension, renewal and growth of self, correlated with the development of knowledge, skills and understanding of teaching and learning. According to Anderson (2008), teachers do not typically seek out professional development to solve a specific set of problems or seek a specific area of learning; rather, they participate in professional development for more informal reasons such as, convenience or accreditation. Further, any professional development undertaken by an early career teacher or indeed any teacher will be of advantage to them and their students providing the learning is put into practice.

### 6.4 Continuous Professional Development (CPD):

“The teacher shares the responsibility of reconstructing a society. He acts as a social reformer. Quality teachers for quality education and many events are taking place around the world to promote that ideal from the grass roots on up to the highest levels of government.” **UNESCO.**

“Every teacher needs to improve, not because they are not good enough, but because they can be even better”.

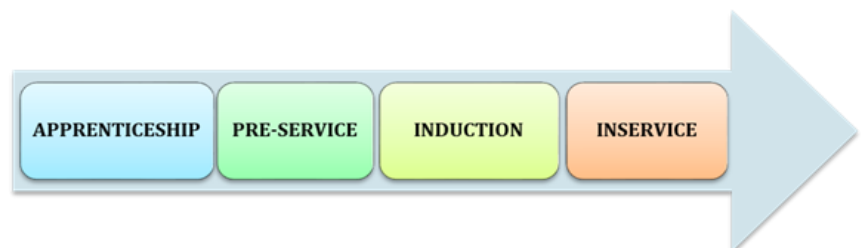
Professor **Dylan Wiliam**, a Pioneer of Educational Assessments United States.

The Teachers' Standards set out a minimum of what teachers should be doing, but underpinning these standards are clear expectations about continuing professional development. Effective professional development for teachers is a core part in securing effective teaching. It can be a key driver in staff development, recruitment, retention, wellbeing and school improvement, but not all professional development is equally effective. Therefore, educational systems around the world are under immense pressure to use technology to teach the students skills and knowledge that they require in the 21st century. The long experience of teachers with traditional mode of learning, it is challenging to embed technology in teaching learning process. The professional teachers continually develop their pedagogical use of technology to support teaching- learning, curriculum development, assessment and evaluation of teaching-learning.

Technology support effective professional development of the teachers. The new learning environment can be integrated with technology that proved powerful tool to help learners to access vast knowledge, collaborate with others, and share knowledge. The professional development which is continuous, practical, collaborative, derived from working with learners and understanding their culture. Research has proved that teaching quality is the important and powerful school-related agent which improves learning and achievement of learner. The schools are important to develop high quality teaching. Hence, as per the recommendations of National Education Policy (NEP, 2020) teachers must undergo 50 hours of CPD opportunities every year to keep them updated and School Principals too must undertake CPD related activities for leadership, school management and for implementing competency-based learning. In addition, International pedagogical approaches will be studied by NCERT, identified, and recommended for assimilation in pedagogical practices in India through CPD. Professional development for teachers is more than training or classes as it is an agent to change classroom practice. It is important and beneficial for experienced teachers to go through continuous and regular chances to learn from one another. Teachers remain up-to-date on new research on how children learn, new tools & resources, emerging technology so on by continuous professional development (Jan, 2017). All teachers should have a professional

responsibility to be engaged in effective, sustained and relevant professional development throughout their careers. There should be a range of expectations about the level of engagement in professional development that provides clarity and appropriate differentiation for each career stage. Professional development involves the career-long processes and related system and policies designed to enable teachers,

administrators, and supervisors to acquire, broaden, and deepen their knowledge, skill, and commitment in order to effectively perform their work. The stages of professional development for teachers have been characterized as consisting of pre-service, induction, and in-service, all of which follow a period termed "apprenticeship of observation" – a stage when individuals are school students and before they enter a formal pre-service preparation program (**Figure -2**). A professional development consists of:



**Figure -2: Stages of Professional Development of Teachers**

- Organizational providers of pre-service, induction, and in-service programs (e.g., universities/colleges, national/local school systems, teachers' unions, NGOs, private sector firms, international organizations);
- Formally articulated structures and mechanisms that link these organizations.
- Professional development policies define the regulations, standards, assessment procedures, and resources for provision of pre-service, induction, and in-service programs and recruitment, retention, evaluation, and promotion of educators (Wilson, 2008; Wilson and Youngs, 2005).

The most important way to promote learning and educational opportunity in schools is constructing systems which assist teacher in continuing professional learning and improvement of teaching practice. The systems that effectively assist teacher development include administrator support for professional learning; collaborative, job-embedded feedback cycles, so on. In this 21st century, technology is a vital tool to enhance the learning of the learners. In today's education the major concern is lack of technology integration in schools/classroom. Providing students with opportunities to interpret and construct meaning and present data in meaningful ways to their instructors and peers, instructional technology is associated with increased academic achievement and may increase student motivation for school work (Bell,



2002 and NCATE, 2008). To use appropriate technology in designing, developing, implementing and assessing instruction is the main goal of instructional technology. Students have greater access to vast information and resources and technology enable students to create meaningful personalized learning experiences even outside classroom.

## 6.5 NEP 2020 and National Professional Standards for Teachers (NPST) :

The standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working (GOV.OK).

National Education Policy 2020 has been designed to put the teacher at the centre of the fundamental reforms in the education system in India. The National Professional Standards for Teachers in NEP 2020 aim for equitable access to the highest-quality education for all learners. They also ensure that all students at all levels of education are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers. These standards help in determining the attributes of teachers at different levels of career pathways. Moreover NPSTs focuses on the preparation, practice, and performance improvement of all teachers. The standards and related policies are in line with the fundamental principles given in the NEP 2020, which will guide the education system and will support the vision of NEP 2020 to provide high-quality education to all. The NPSTs will also monitor the design of the pre-service teacher education programme, which States then could adopt in due course of time. NPSTs will determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions.

### 6.5.1 What are standards?

Standards are the imprints of teachers' competences that describe what teachers should know and be able to do (Ingvarson, 2002 and Toledo, et-al, 2017). Literature on standards most often distinguishes their function as either a flag, i.e. statements of an agreed value, and as a measure, i.e. a level of performance on a number of criteria (Ingvarson, 2002). The former can also be seen as a representation/knowledge statement, while the latter as performance/knowledge practices (Mulcahy, 2011). A related term is "competence framework", which is sometimes used as equivalent to standards, but can also refer to broader frameworks that include elements such as sets of general and professional duties for teachers or school improvement plans (OECD, 2013). Finally, standards are used as a benchmark or a tool of measurement of a professional's performance to be considered competent and quality performance (NCTE, 2021). Policy documents and research papers emphasize that standards should be operational instruments that are used in coherent ways to ensure quality teacher education (OECD, 2013). Thus, standards are conceived to bridge initial education and continuous development, and guide teachers through their lifelong professional learning.

### 6.5.2 Professional Teaching Standards:

Professional standards are a set of practices, ethics, and behaviors that members of a particular professional group must adhere to. These sets of standards are frequently agreed to by a governing body that represents the interests of the group. Promote and support positive learner behaviour, attitudes and wellbeing. Apply motivational, coaching and skill development strategies to help learners progress and achieve. Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs. The standards identify teachers' professional responsibilities and are framed as statements under six separate headings: values and relationships; integrity; conduct; practice; professional development; collegiality and collaboration.

Professional Standards play a significant role in the Teaching-Learning process. They represent the knowledge with its impact on educational studies. These are indicators of a teacher's effectiveness and focus on the skills and strategies facilitating the teaching and learning process (NCTE, 2021). These Professional Standards have a significant impact on initial teacher education to enter the profession (Figure-2). These are used as a regulatory framework over the teaching profession, mainly for teaching accreditation and licensing depend the teachers passing the certification process.

### 6.5.3 Purpose of Professional Standards:

Many countries like the US, UK, Canada, Australia, New Zealand and South Africa, and those in the Caribbean and South Pacific are in the early phases of devising and implementing professional standards for teachers based on policy priorities that state that teacher quality can be enhanced through the implementation of professional standards (Hudson, 2009; Ingvarson, 2001; Sachs, 2003; Santoro & Kennedy, 2016; Tuinamuana, 2011). The National Professional Standards for Teachers are a public statement of what constitutes teacher quality. Professional standards are statements of a teacher's professional attributes, professional knowledge and understanding, and professional skills. They provide clarity of the expectations at each career stage. The standards are not to be confused with and do not replace the professional duties contained in the School Teachers' Pay and Conditions Document, which sets out the roles and responsibilities of teachers. The main purposes are:

1. They define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students.
2. They provide a framework to clear the knowledge, practice and professional engagement required across teachers' careers.
3. They present a common understanding and language for discourse between teachers, teacher educators, teacher organizations, professional associations and the public.
4. They also inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment.
5. Teachers can use the Standards to recognise their current and developing capabilities, professional aspirations and achievements.
6. Standards contribute to the professionalization of teaching and raise the status of the profession and professional accountability

Thus they define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students.

### 6.5.4 Organisation of National Professional Standards for Teachers:

The National Professional Standards for Teachers comprise seven Standards which outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping. The Standards are grouped into three domains of teaching; Professional Knowledge, Professional Practice and Professional Engagement. In practice, teaching draws on aspects of all three domains. Within each Standard focus areas provide further illustration of teaching knowledge, practice and professional engagement. These are then separated into Descriptors at four professional career stages: Graduate, Proficient, Highly Accomplished and Lead. 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 in the centre of all reforms. To inspire the best and brightest to enter the teaching profession and to empower teachers and help them to do their job as effectively as possible, the National Education Policy has directed the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB), to develop National Professional Standards for Teachers (NCTE, 2021). The NPST standards have been defined and classified as pre-requisite competencies to reach a particular stage of the teaching career (**Figure-3**). A teacher will meet the pre-requisites by acquiring the skills and sharing evidence of the competencies to reach the target career stage. After achieving the standards of a stage, a teacher gets certified and then formally progresses to that stage. After reaching a particular stage, the teacher shall apply the acquired competencies in the teaching practice and start working on competencies for the next career stage once ready to progress to the next career stage. The current NPST article proposes four career stages and professional standards for teachers at each stage (**Figure-3**). The specific competency standards for teachers have been defined in the NPST to be achieved at each of the career stages in order to progress to the next stage (NCTE, 2021).

### 6.5.5 National Professional Standards around the World:

Most of the educational organizations around the world have a set of professional standards of competence which must be demonstrated by enthusiastic teachers. In Victoria, Australia, the professional standards for three areas: professional knowledge; professional practice; and professional engagement beginning teachers are based around. Australia, along with England, Germany, USA and New Zealand has national standards for teachers whereas Canada, Norway and South

Korea have no such provisions. New Zealand adopted a set of teaching standards in 2006 which teachers must use and evidence meeting when gaining and maintaining full registration to “protect the quality of teaching in new Zealand” (Education Council of New Zealand, 2017). Canada has a set of performance standards set at the provincial level, while South Korea have a national set of performance standards for reporting results from national testing of students, not their teachers (Clark, 2013). Norway does not have a national set of standards for their teachers and however the OECD (2011) state that there is strong political will to develop such a framework, there is as yet no evidence that it is to be enacted. In contrast, the UK has adopted a national set of teaching standards that address teacher competencies and skills but also their attitudes and pedagogical practices (Department for Education, 2014). On the other hand, Japan has high levels of regulatory practices related to ensuring high quality teaching but they do not have a national set of standards for teachers. Irrespective of this, Japan has dominated the top levels of international assessment tables in 1964, when they “stood out as a leader in education” (OECD, 2012). In the US professional standards for teachers can be traced back to the 1946 formation of the National Commission on Teacher Education and Professional Standard. These have the positive impact on quality and effective education delivery (Domanko and Yelletuo, 2022).

The quality of teaching in China is judged by individual performance in tests and observations, and within a competitive environment of promotion and job security (Guo and Yong, 2013). They established ideas about professional self-discipline, expertise and autonomy (Cochran-Smith & Zeichner, 2005). China places significant importance on life-long learning and define stages for teacher professional development (Zeng, 2008). Teachers have also been allowed greater freedoms and trusted to carry out their jobs, and whilst school inspectors may visit this is far from the heavy handed accountability practices that are seen in the UK and the US (Tuinamuana, 2011). Singapore has developed professional teaching standards that promote high quality teaching. These enhance the requisite knowledge, skills and competencies a teacher should possess. Teachers within Singapore must demonstrate “subject mastery, analytical thinking, initiative and teaching creatively (SEAMEO, 2010). Australian Institute for Teaching and School Leadership (AITSL) was formed to promote excellence in schools to professionalize teaching through the development and implementation of a set of professional standards in 2011, after a process of consultation with stakeholders across all regional jurisdictions in Australia (Rienstra, 2010). It is clear that an approach to professional standards for teachers varies across countries. But raising teaching standards is a good thing, for those countries embarking on developing sets of professional standards for their teachers (Tuinamuana, 2011).

### 6.5.6 National Professional Standards for Teachers in India:

The professional standards are aligned with the NEP 2020 to build a framework that highlights the competence of Indian teachers. Through a detailed policy that covers every aspect of teacher development, the NPST is all set to reform the teaching sector forever with their quality-driven and global approach. The National Professional Standards for Teachers will recommend the design of pre-service teacher education programmes and would cover expectations of the role of the teacher at different levels of expertise/rank and the competencies required for that rank in the service progression. According to NEP 2020 teachers in each of these school levels should have growth opportunities without a need to move to another level for career progression. The teachers' career progression should be dependent on their professional skills, quality of teaching, and overall teacher performance. The framework of professional standards for teachers recognises that professional development and performance review occurs in a continuous advancement as teachers develop and enhance their practice starting from their initial professional preparation to professional development opportunities throughout their career. Professional standards are statements of a teacher's professional attributes, professional knowledge and understanding, and professional skills. They provide clarity of the expectations at each career stage. The standards are not to be confused with and do not replace the professional duties contained in the School Teachers' Pay and Conditions Document, which sets out the roles and responsibilities of teachers ([https://www.rbkc.gov.uk/pdf/standards\\_core.pdf](https://www.rbkc.gov.uk/pdf/standards_core.pdf)). A set of professional teaching standards ensures that teachers are aware of what is expected from them and administrators have a framework for ease of appraisal.

By standardizing teaching methods, the consultation hopes to serve as a mechanism for quality assurance and good governance (UNESCO, 2019). The framework of standards below is arranged in three interrelated sections covering a. professional attributes b. professional knowledge and understanding c. professional skills. The standards clarify the professional characteristics that a teacher should be expected to maintain and to build on at their current career stage. After the induction year, therefore, teachers would be expected to continue to meet the core standards and to broaden and deepen their professional attributes, knowledge, understanding and skills within that context at all subsequent career

stages. The framework of standards is progressive, reflecting the progression expected of teachers as their professional attributes, knowledge, understanding and skills develop and they demonstrate increasing effectiveness in their roles.



**Figure 3: Teacher career progression path with specific competency standards from an Aspiring teacher through the different career stages to the Lead Teacher.**

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 four interrelated areas called 'Standards' covering multiple domains (**Figure-4**). There are three different domains, and within those domains there are different strands of professional standards and each are designed to describe the abilities, knowledge, understandings and professional values that teachers in schools demonstrate as they provide meaningful and high quality educational experiences for students. To inspire the best and brightest to enter the teaching profession and to empower teachers and help them to do their job as effectively as possible, the National Education Policy has mandated the National Council for Teacher Education (NCTE) in its restructured new form as a Professional Standard Setting Body (PSSSB), to develop National Professional Standards for Teachers. The professional standards will be reviewed and revised at a national level in 2030 and after that every ten years based on rigorous empirical analysis of the system's efficacy (NCTE, 2021).

7. CONCLUSIONS:

A profession is defined in its shared knowledge and expertise, and its shared commitment to defending its standards of practice. A profession’s ethical commitment to protecting its standards is exercised in the interests of its members and in the each community, and society in general. The nature of formal professional Standards is determined by these purposes. These professional Standards must capture and present statements of practice that reflect professional commitment, and practice, be recognised as credible by the profession, and generally be understood as an ethical attitude in the interests of the community. When considering the potential application and usefulness of a Framework of Professional Teaching Standards the profession may want to recognise that Standards can be described at different levels of expertise as described above. . By necessity the Standards are global statements.

The Framework of Professional Teaching Standards describes around 10 Standards across the 3 Domains around the world. The key requirement of the Standards in this framework is that they reflect generally acceptable demarcations of teachers’ work, expressed as an expectation of practice. A common guiding set of National Professional Standards for Teachers were developed in 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 different levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The development of India’s NPST is the centralized responsibility of the National Council for Teacher Education (NCTE), a statutory body of the Govt. of India. The NPST prescribes four acquisition standards for teaching professionals: Core values and ethics, Professional knowledge and understanding, Professional practice and competence, and Professional development and growth. Four competence-based career stages have also been set up for faculty in schools (Aspirant, Proficient, Expert and Lead) (Figure-3) with opportunities to move within each stage.

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 National Education Policy 2020 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

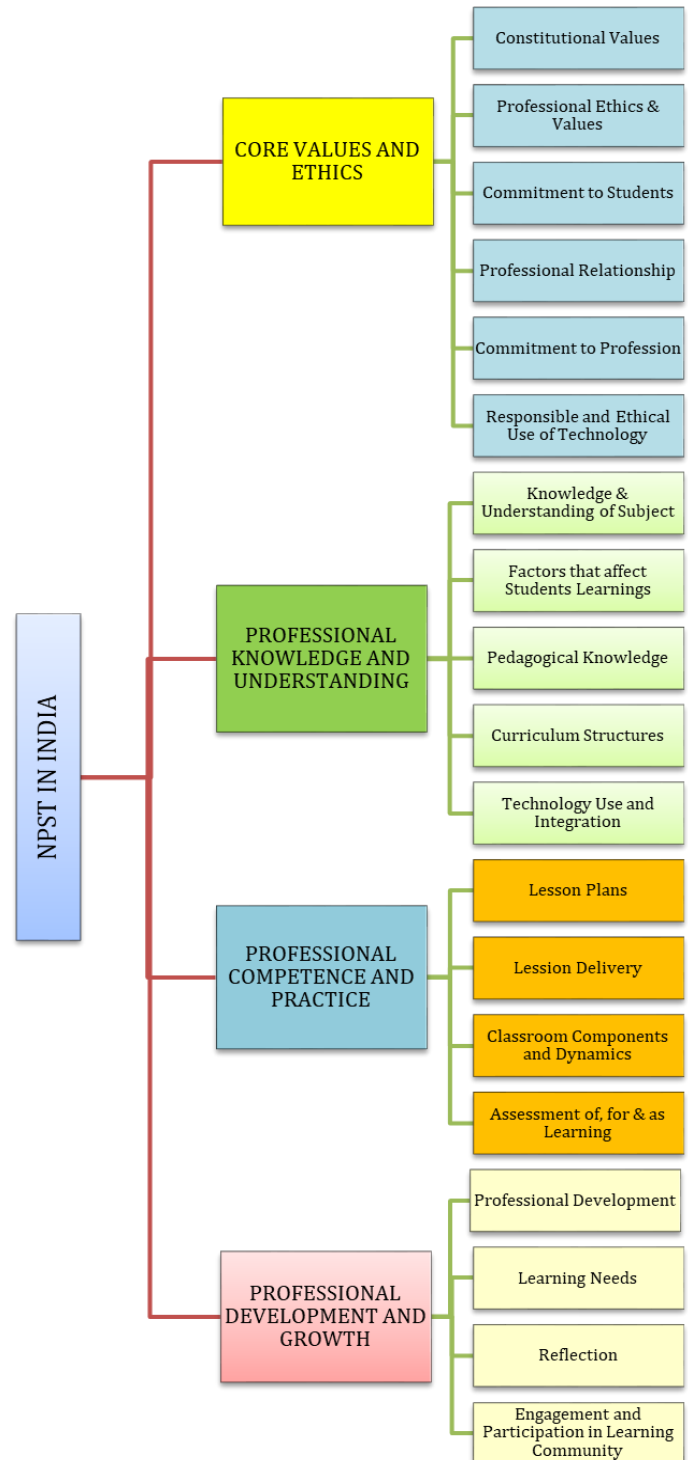


Figure -4: The Framework of Professional Standards for Teachers in India with major Domains and

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 (NEP, 2020). A set of professional principles should commit the profession to a broad purpose, and set the expectations that the profession holds of itself against this purpose. On the basis of the commitment of the profession to such a statement of principles, across borders and contexts, descriptors of aspects of professional practice, Standards, can be developed and applied. Some benefits of using the Professional Standards are wide ranging. They will.....

- Help you excel in your teaching practice
- Enrich your professional development conversations
- Recognise the value of your knowledge-sharing with peers and partners
- Support your innovation and creative practices to improve learner outcomes
- Encourage you to engage with education for sustainable development
- Promote a fair, equitable and respectful learning culture.

The first draft of National Professional Standards for Teachers (NPST) in India constitutes a definite guide that illustrates the role of a teacher at different levels of expertise and at different stages of their career. The goal here is the preparation, development and growth of teachers through various stages of their career. Much is expected from the teachers but are they given the time and resources to reach those expectations? Teachers not only require time to teach but also to prepare and equip them to meet the standards prescribed by the NPST. This situation is felt more at the school level, as here the staff is often given non-teaching work like data collection for Census, election duties and so on. If the NPST is to succeed, the additional duties imposed on them need to be reduced considerably, if not eliminated totally. Teachers also need access to mental health professionals to deal with the stress of their jobs and any other incidents that may occur.

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