



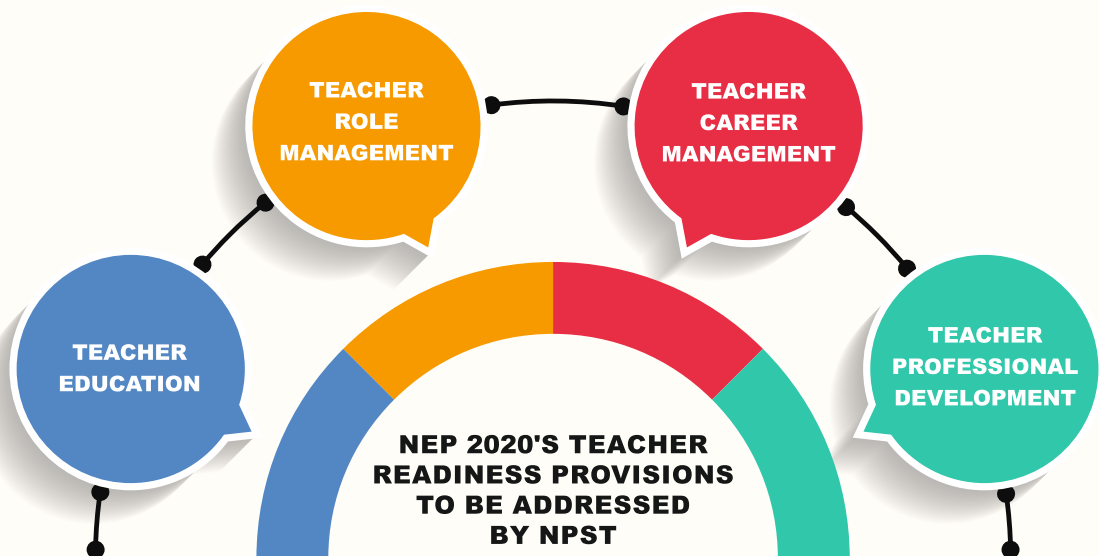
A Comprehensive Report

of

2-Day Long Regional Consultation Meet, Evaluation of the Programme and Year-end Seminar for Sharing Best Practices/ Taking Feedback from Stakeholders

on

National Professional Standards for Teachers (NPST)





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Year-end Seminar for Sharing Best Practices/ Taking Feedback from Stakeholders
on National Professional Standards for Teachers (NPST)

(NEP, 2020 Mandate, para 5.20)

Organized by

National Council for Teacher Education (NCTE)

New Delhi, India

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The National Council for Teacher Education (NCTE), New Delhi, India organised a “2-Day Long Regional Consultation Meet, Evaluation of the Programme and Year-end Seminar for Sharing Best Practices/ Taking Feedback from Stakeholders on National Professional Standards for Teachers (NPST) in light of NEP 2020”, on 16th-17th February 2024 at the Welcom Hotel, New Delhi. The Seminar brought together more than 150 participants from all the piloted schools of NPST. It has attained roundly success in achieving its goals.

We extend our sincere gratitude to the Ministry of Education (MOE) for the supporting gesture and consent to organise the seminar. We are also grateful to our Chairperson, Prof. Yogesh Singh for his guidance and support. We are most thankful to our Member Secretary, NCTE Ms. Kesang Y. Sherpa, IRS for her continuous support and guidance to make the program a success.

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With gratitude,

Sh. D.K. Chaturvedi

Academic Advisor & Convener, NPST
National Council for Teacher Education (NCTE)



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ABBREVIATIONS

CBSE	: Central Board of Secondary Education
DIET	: District Institute of Educational Training
GEC	: General Education Council
HOD	: Head of the Department
ITEP	: Integrated Teacher Education Program
KVS	: Kendriya Vidyalaya Sangathan
JNV	: Jawahar Navodaya Vidyalaya
MoE	: Ministry of Education
NCERT	: National Council of Educational Research and Training
NCET	: National Common Entrance Test
NCF	: National Curriculum Framework
NCFSE	: National Curriculum Framework for School Education
NCTE	: National Council for Teacher Education
NCFTE	: National Curriculum Framework for Teacher Education
NCTQ	: National Centre for Teacher Quality
NEP	: National Education Policy
NGOs	: Non-Governmental Organization

- NIEPA : National Institute of Educational Planning and Organization
- NMM : National Mission for Mentoring
- NPST : National Professional Standards for Teachers
- PAE : Proficient-Advance-Expert
- PSSB : Professional Standard Setting Body
- RIE : Regional Institute of Education
- SCERT : State Council of Educational Research and Training
- SDG : Sustainable Development Goal
- TET : Teacher Eligibility Test
- UAE : United Arab Emirates
- UK : United Kingdom
- UNESCO : United Nations Educational, Scientific and Cultural Organization
- UT : Union Territory

Introduction

About National Council for Teacher Education (NCTE)

NCTE is a statutory body of Government of India that came into existence in pursuance of the National Council for Teacher Education Act, 1993 on 17th August 1995 with the mandate to achieve planned and coordinated development of teacher education throughout the country and to govern the regulation and proper maintenance of norms and standards for teacher education. The organization is a pan-India jurisdiction and comprises of various divisions along with 4 Regional Committees namely Northern Regional Council, Eastern Regional Council, Southern Regional Council and Western Regional Council which are all stationed in New Delhi.

The NEP 2020 puts forward many policy changes when it comes to teachers and teacher education. 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. Accordingly, NCTE enacts numerous changes in India's Teacher education sector. As envisaged in NEP 2020, NCTE brings paradigm shift in the role of the teachers with particular emphasis on pre-service teacher education and in-service teacher capacity building which includes 4-years Integrated Teacher Education Program (ITEP), National Common Entrance Test (NCET), National Professional Standards for Teachers (NPST) and National Mission for Mentoring (NMM) and extension of Teacher Eligibility Test (TET) to all level of School Education.

National Professional Standards for Teachers (NPST) as envisaged in NEP 2020

“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.” [NEP 2020: 5.20]

NPST was announced in the Budget 2021 as a mandate of Ministry of Education (MoE) and to carry out this task, MoE has further assigned this responsibility to NCTE. NPST is a public statement of what constitutes teacher quality. 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. It will govern the teaching profession in the country in relation to its professional role. In addition, NPST will aim to improve the teachers’ personal and professional development by providing them an understanding of what is expected in terms of their professional development and performance and what needs to be done to enhance the same. NPST Guiding Document has been prepared by the NCTE. Various levels of research were conducted in formulating the NPST Guiding Document. The researches are as follows:

- **Level: I** - Digital Consultation: My NEP 2020 Portal was launched from 1st April to 31st May 2021, inviting suggestions / inputs under bottom-up approach and 2559 (approx.) inputs /suggestions were received.
- **Level: II** - Target Audience (Pre-study): A Google Form Link was sent to the targeted audience who were expected to be impacted by NPST and 150 inputs were received
- **Level: III** - Comparative Study: A Comparative Study of NPST document of UK-England, Australia, UAE, and UNESCO Global Standards was conducted and report was prepared. A draft document on NPST was prepared and placed in public domain for review.

- **Level: IV** - Open House Discussion: 15 Open House Discussions were conducted across the country with approximately 3750 participations from academicians, educational administrators, teacher educators, HoDs, SCERTs, DIETs, Principals, Teachers (Public / Private), NGOs, and other stakeholders.
- **Level: V** - Five In-House Consultations were held for Finalization of Guiding Document of NPST (Field Trial Version).
- **Level VI** - NPST Pilot Study was conducted for implementation and impact evaluation. It was launched in 75 schools (25 JNVs, 25 KVs, 25 CBSE) across the country with the following objectives- (i) Identifying competency level & career stage of the teachers, (ii) Measuring impact of NPST pilot on teacher competencies & teaching practice and (iii) Collecting stakeholders' feedback on NPST implementation strategy.

Orientation of the Principals of the 75 schools (25 JNVs, 25 KVs, 25 CBSE) was conducted and registration of 1175 teachers for the Pilot Study was completed followed by a preliminary survey of the target group. A Focused Group Discussion involving 34 registered teachers from across the demographic locations, subject expertise, and levels of experience was conducted to gain feedback and to understand the experiences of teachers while attempting the tools for the pilot study.

Objectives

2-Day Long Regional Consultation Meet, Evaluation of the Programme and Year-end Seminar had designed for broad consultation with the experts, working group, pilot target group, other stakeholders etc. for collecting inputs/ sharing experiences before country wide roll out of the NPST Guiding Document for implementation at length. The expected participations were approximately 150 including NCERT/ NIEPA/ CBSE/ KVS/ JNV/ States/ UTs/ SCERTs. The Programme expected to achieve the following objectives.

- * Creating awareness on the perspective of NEP 2020 in context of NPST
- * Sharing of document and discussion on implementation strategies

- * Sharing of the tools and other resources
- * Measuring impact of NPST Pilot on Teacher Skill Set / Competency / Teaching practices
- * Broad Consultation, Discussion, Capacity Building of Stakeholders
- * Sharing of the Best Practices
- * Collecting stakeholder's feedback

The seminar brought together educationists, key experts, policymakers, and policy analyst across the country. More than 150 participants from all the piloted schools (JNV/KV/CBSE) of NPST actively participated in physical mode. Additionally, 200 participants joined in virtual mode for both the days from all the piloted schools of NPST. Overall, the seminar provided a platform to orient and engage the teachers about the NPST document and a way forward to utilize the document.

DAY-1

**Regional Consultation Meet on National
Professional Standards for Teachers**

1. Inaugural Session

The regional Consultation meeting commenced with the welcome address by Ms. Kesang Y. Sherpa IRS, member secretary NCTE, followed by setting up the context. She emphasised the significance of engaging with teachers and gathering their feedback before the country wide rollout of the NPST by NCTE. She highlighted the need of the NPST in assessing teachers' competencies and providing means to strengthen their competence and skills. In her address, she mentioned the three domains identified in the NPST Guiding Document such as Core Values and Ethics, Knowledge and Practice and Professional Growth and Development. She also emphasized, these dimensions would support the teachers for upgrading their teaching proficiency and competency across three levels. Further, she delineated the objectives of the conference, which was to receive feedback, suggestions, comments from all the stakeholders on NPST. She emphasised on the significance of adopting meaningful deliberations and discussions by teachers and experts present in the conference and exchange ideas with an aim to strengthen and implement effective teaching strategies. Further the consultative meet aims to identify areas for improvement within the pilot programme of the NPST. Finally, she articulated the commitment of NCTE to advancing teacher competency and enhancing teaching practices through targeted capacity-building efforts along with that continuous improvement, and the promotion of excellence in teacher education in the backdrop of the NPST for the betterment of teachers.

In the Chief Guest address, Dr. Harshad A. Patel, Vice Chancellor of Gujarat Vidyapeeth, expressed his delight in participating at the conference, also marking the launch of NPST web page. Dr. Patel, reflected on the journey of the NCTE spanning three decades in constantly advancing the quality of teacher education, stated that the recent evolution of the NCTE in the last three years has been amazingly transformative. He emphasised the organisation's proactive approach in fostering excellence within the teaching profession. He specifically pointed out the development and implementation of three key programs; ITEP, NPST, and NMM initiated by the NCTE. These initiatives, he suggested, represent a significant change from previous practices, aligning the NCTE's objectives with the transformative vision outlined in the NEP, 2020. Dr. Patel highlighted the NCTE's role to that of a pioneering force within the landscape of Teacher education within the country. The NCTE's focus on innovative programmes along with norms and standards for the programmes have redefined the parameters of teacher education, offers an example of progress amidst a multitude of educational challenges.

Drawing attention to the multifaceted responsibilities of the NCTE, Dr. Patel stressed the importance of ensuring teacher performance and competency across all levels of education, from school to higher education. He emphasised the critical role of mentorship in nurturing proficient educators, and the transition from novice (Praveen) to skilled (Kushal) teachers. He defined NPST as a “Shikshak Samman Dastavez”. Furthermore, Dr. Patel emphasised the necessity of elucidation of clear-cut teacher recruitment norms, particularly in the context of education falling under the concurrent list. He urged the government to expedite the formulation of these norms to provide clarity and guidance to aspiring teachers and students alike. Concluding his address, Dr. Patel conveyed his blessings for the NCTE’s endeavours and commended the official launch of the NPST web page. He acknowledged the presence of NCTE officials, and other dignitaries, signifying a collaborative effort towards advancing teacher education standards.

In the keynote address at the conference, Prof. Anil Shukla, Vice Chancellor of Maharshi Dayanand Saraswati University, emphasised on the transformative role of the NCTE in shaping teacher education practices. NCTE was initially perceived only as a norm-setting body, but now NCTE has evolved into a beacon of quality in teacher education, bringing the objectives outlined in the NEP, 2020 into implementation. Prof. Shukla highlighted the pivotal role of teachers in modern society and underscored the need to recognise the contributions of all stakeholders in the education ecosystem. He emphasised the necessity for a collective effort to bridge the gap between traditional mindsets and contemporary expectations. Teachers are now co-travellers with students, traversing the complexities of the 21st century, which demand proficiency in understanding postmodern, cyber-native environments.

The NPST document outlines a pathway to elevate the status of teachers, redefine their roles, and foster respect for their profession. Prof. Shukla stressed that preparation for the modern teaching role extends beyond one-year training programs, requiring continuous growth and adaptation. Initiatives by the NCTE, are instrumental in bringing about qualitative changes in the teaching profession. The NCTE’s digital expansion and domain-specific standards enhance professional development, emphasising reflective thinking and technological adeptness. Promotion within the teaching profession needs to be based on demonstrated quality and proficiency and not just tenure of the teacher. Prof. Shukla concluded by highlighting the collective endeavour towards nurturing self-directed, self-controlled, and self-managed teachers and students envisioned by the NCTE. The conference would serve as a

platform for educators to collaborate and envision a future where educators and students alike thrive in dynamic, self-directed learning environments



Prof. C.K. Saluja joined virtually as keynote speaker for the inaugural session. In his online keynote address, Prof. C.K. Saluja, Director, Samskrit Promotion Foundation, highlighted the comprehensive focus on teachers and teacher education within the NEP, which was introduced in July 2020. He emphasised the significance of teacher education and the qualitative improvement of teachers and teacher education institutions, evident throughout the various chapters across the policy document of NEP. Prof. Saluja drew attention to the active involvement of the NCTE over the past three years, particularly in developing legislation on the ITEP. He quipped that in a feedback session on ITEP taken at a University at Hyderabad, there was much enthusiasm among students who had been able to opt for early adoption of teaching as a career choice. Drawing from para 5.2 of the NEP 2020, Prof. Saluja emphasised the NEP's sensitivity towards teacher quality, with standards having been established by the NCTE in the form of NPST. He stressed the constitutional mandate (Article 51A) regarding moral values, underscoring the need for teachers and students to be prepared with ethical values. Prof. Salu-

ja discussed the consultation process involving various stakeholders, including Kendriya Vidyalayas, CBSE, and other institutions during the drafting of the NPST guiding document, highlighting the incorporation of scientific inquiry and constitutional values into the NPST framework. Furthermore, Prof. Saluja emphasised the importance of values in education, citing the significance of Article 21A of the Constitution of India and the Right to Education Act, 2009. He stressed the ethical use of technology and the role of NPST as a guiding document for teachers.

At the end, Prof. Saluja emphasised the need to define levels of teacher competency, from proficient to advanced and expert, in line with the guiding principles of the NEP and NCTE standards.

2. Resume of Discussions

The following technical sessions delineate the overview, framework, importance, pilot study and implementing strategies of NPST Guiding Document that constituted the discussion and discourse at the seminar.

2.1 Sharing of Information on NPST: a) Presentation and b) discussion on Implementation Strategy

Speaker: Shri. D.K. Chaturvedi and Prof. K. Ramachandran

In this technical session, Shri. D. K. Chaturvedi provided an overview of the journey of the NPST from April 2020 till present, spanning nearly three years. He emphasised on the expectations from teachers in ideal conditions as outlined in the National Education Policy and discussed the importance of establishing a framework of standards for the teaching profession in India. He further outlined the essential domains for a teaching professional that includes the content standards, performance standards, growth standards and Ethical standards, highlighting their significance in ensuring teacher competence. He highlighted that the professional standards for teachers were formulated after studying and comparing the professional standards for teachers from various countries such as the UK, Australia, UAE, and UNESCO before recommending these for country like India.

He also delved into the levels of teacher profiles, drawing parallels with international standards, and concluding into the three distinct teacher profiles: proficient teacher, advanced teacher, and expert

teacher. He emphasised the importance of values, ethics, knowledge, practice, and professional growth and development in framing professional standards for teachers.

Shri. Chaturvedi highlighted the readiness provisions addressed by NPST, focusing on teacher education, role management, career management, and professional development. He discussed the pathways to competency growth, which are factored in by experience, exposure, interaction, and continuous professional development.

In conclusion, he outlined the action plan, which involves launching the NPST document nationwide in states and districts, capacity building of institutions and agencies, integration of NPST into teachers' professional development, and the development of resources and training materials to support the implementation of professional standards for teachers. Additionally, he highlighted the practical aspects of implementing the NPST, including the establishment of suitable entities tasked with formulating procedures and appointing nodal officers. He emphasised the importance of requisite meetings and the maintenance of a dedicated database by the National Centre for Teacher Quality (NCTQ). Lastly the forthcoming digital infrastructure plan of the National Centre for Teacher Quality was discussed, indicating a proactive approach to leverage technology in the implementation of NPST. This digital initiative is poised to streamline processes, enhance accessibility, and facilitate effective monitoring and evaluation of teacher standards across the education arena.

In his part, Professor K Ramachandra offered an ethos-based perspective on the NPST journey. He provided a broader context rooted in principles and values, delving into the philosophical underpinnings that inform the development of professional standards for teachers. Prof. Ramachandra addressed the pressing need for NPST in light of the prevalent learning crisis. He emphasised the importance of these standards as guiding documents to inform teacher education and enhance teacher quality, career management, and continuous professional development. He stressed the educational goals of the National Education Policy, stressing the significance of independent thought, mind-body wellness, democratic and community participation, economic participation, and cultural participation. Prof. Ramachandra emphasised the importance of professional standards in enhancing teacher growth and facilitating wider implementation through field trials and feedback mechanisms.

Prof. Ramachandra highlighted the evolution of teacher profiles, moving from proficient to expert teachers, and proposed separate professional development programmes for each standard profile. Drawing upon Mahatma Gandhi’s three “Hs” – Head (cognitive), Heart (attitude), and Hand (psychomotor), he emphasised on importance of values and ethics as foundational learning objectives alongside commitment to the profession, knowledge and practice, and professional growth and development. He also touched upon the distinction between skill and capacity, the importance of values and dispositions in teacher quality enhancement, and the need for educational goals leading to curricular and competence goals. He highlighted the changing role of teachers in the digital age, from knowledge transmitters to instructional designers, emphasising the importance of effective communication and technological integration skills.

In conclusion, Prof. Ramachandra advocated for systematic implementation and refinement of NPST through field trials to reduce learning deficits, enhance knowledge capacities of teachers and students, and ultimately achieve the vision of a digitally empowered Bharat through effective teaching and learning practices.



2.2 National Professional Standards for Teachers and its Framework

Speaker: Dr. Sweta Singh, Joint Secretary (Academics), CBSE

In her address, Dr. Shweta Singh, Joint Secretary Academics at CBSE, emphasised the importance of defining and operationalising teacher quality in line with the vision of world-class education outlined in the NEP, 2020. She stated that a quality teacher is a member of a professional community who is both ready to teach and willing to learn. NEP 2020 aims to enhance the quality of teachers, recognising them as crucial agents in educational reform.

To operationalise teacher quality, she highlighted the need to define teacher competence, not only in terms of learning outcomes, but also as a means of fostering effective systemic reforms in education. NEP 2020 provides guidance on this through the NPST, which outline expectations for teachers at different levels. These standards encompass skills, knowledge, and values that reflect teachers' growing expertise and professional aspirations. She emphasised the importance of the professional standards, which were developed through a consultative process involving validation from the field. These standards serve as a framework for capturing the entirety of teaching practices, providing a clear definition of quality teaching and learning.



In summary, Ms. Singh highlighted the significance of defining and implementing professional standards for teachers to ensure the delivery of high-quality education in line with the goals outlined in NEP 2020.

2.3 Importance of Growth and Development of Competency

Speaker: Sh. Gyanendra Kumar, Joint Commissioner (Academics), NVS

In his address, Shri. Gyanendra Kumar, Joint Commissioner Academics at NVS, emphasised the key features of a good educational institution, including a welcoming, safe, and stimulating learning environment with a wide range of learning experiences. He stressed the crucial role of teachers as the true textbooks for student learning and highlighted the need for transformation in students, which is not possible without quality teachers. He emphasised the importance of standards to ensure the presence of highly qualified, motivated, and well-prepared teachers in the education system. He outlined the domains, sub-domains, and levels of the NPST, which encompass every aspect of the teaching and learning process.

Some of the challenges identified by him included the need for school leaders and supervisory officers to be well-versed in NPST for effective implementation, as well as the alignment of career progression and promotion with these standards. He advocated for self-assessment and quantitative assessment by others to evaluate teacher performance and suggested modifications to performance review processes to align with NPST.

Shri Gyanendra Kumar proposed various strategies for the way forward, including aligning pre-service teacher training with NPST, conducting training workshops and preparing self-learning modules, revising service conditions and career progression policies centrally, designing tools for objective assessment, and aligning national awards with NPST components.

He concluded by emphasising that aligning teacher training with NPST would elevate the status of teaching and ensure excellence, positioning India to become a global leader in education.



2.4 Sharing of Experiences on NPST

Speaker: Ms. Chandana Mandal, Joint Commissioner (Training), KVS

In her address, Ms. Chandana Mandal, Joint Commissioner (Training) at Kendriya Vidyalaya, highlighted the pivotal role of teachers in determining the quality of a school. She emphasised that the NPST have emerged from addressing learning gaps, which are just the visible part of a larger issue. Ms. Mandal stressed the importance of providing training support to teachers to bridge these gaps effectively.

She discussed the potential disparity between perception and performance, acknowledging that perfection may not be attainable but there's always room for improvement. Ms. Mandal outlined the focal theme of training and development at Kendriya Vidyalaya, which encompasses areas such as foundational literacy, numeracy, interventions for diverse learners, and competency-based assessments. Training for teachers covers a wide range of pedagogical subjects, inclusivity, mental health, and various teaching methodologies from traditional lectures through engaging methods like case studies. Pro-

Professional standards for teachers are designed to define values, knowledge, beliefs, and action measures that contribute to the quality of teachers and, consequently, effective classroom learning experiences.

In summary, Ms. Chandana Mandal's speech highlighted the significance of investing in teacher training and development to ensure quality education delivery and effective learning outcomes in schools.



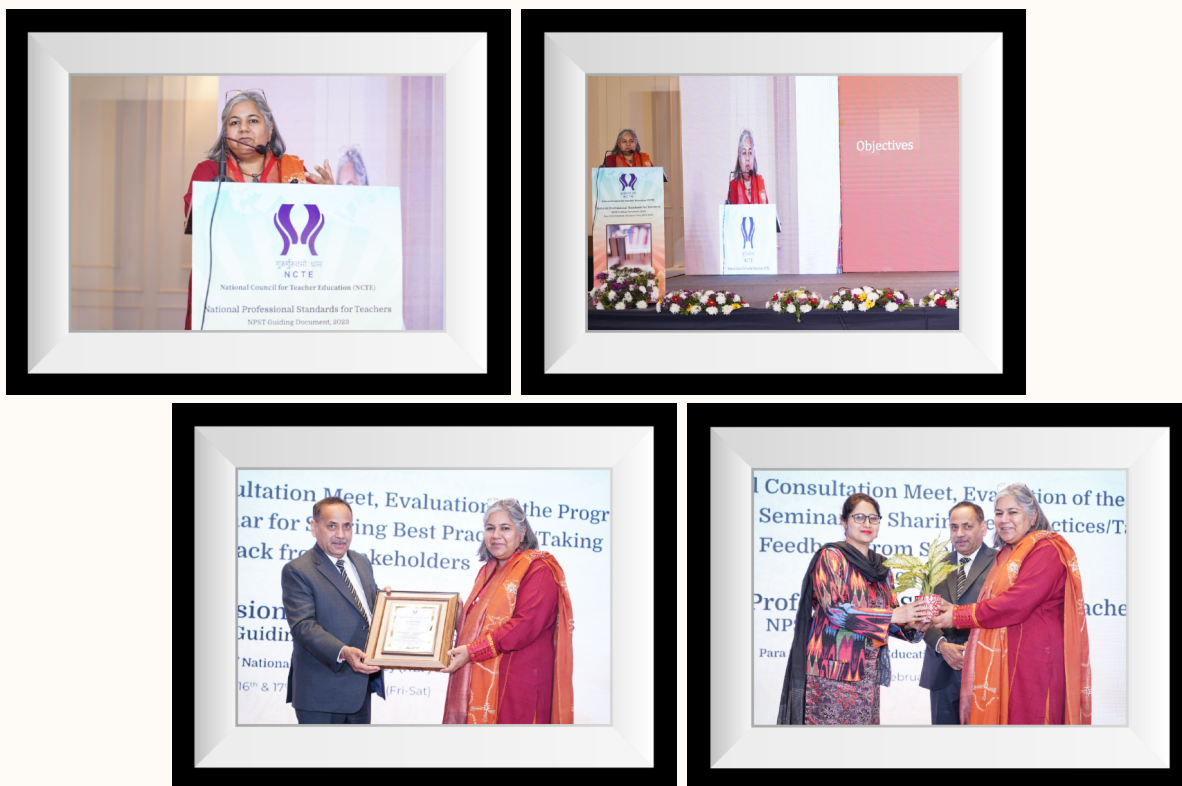
2.5 Pilot study on NPST: a) Tools and other Resources b) Impact Evaluation

Speaker: Dr. Nimrat Kaur, Azim Premji University

Dr. Nimrit Kaur from Azim Premji University took session focusing on the pilot study on the NPST. She began by emphasising the necessity of the pilot study to understand the process, objectives, and potential consequences of implementing NPST.

The pilot aimed to evaluate how teachers engage with NPST and assess their comfort levels with it. The study involved forming a working group to implement NPST, identifying teacher competencies and career stages, and gathering collective stakeholder feedback. Tools based on the three domains of

NPST were administered online, and resources were shared based on participant responses. Feedback was collected through focus group discussions with participating agencies over the course of one year.



Dr. Nimrit Kaur emphasised the importance of maintaining confidentiality in the pilot study on the NPST. Teachers were assigned numbers for registration to ensure confidentiality. The sample comprised of 75 schools, including 25 each of CBSE, KVS, NVS schools, selected based on geographical spread. Teacher selection was based on years of experience, career stage, and subjects taught, resulting in 1155 participating teachers out of 1181 who registered. The sampling design focused on primary teachers, TGTs and PGTs. Tasks and timelines were defined from October 2022, with focus group discussions which took place in February 2023.

Key processes included the formation of a working group for design and implementation, designating school coordinators for execution, and NCTE consultants for qualitative tracking and quality control.

Dr. Kaur highlighted the principles of tool development, emphasising the need for reliability, being unbiased, ease of administration, and language accessibility. An assessment framework was developed

to align with teacher competencies, ensuring that it was relatable and applicable to teachers at all levels. The pilot rollout was based on tools focusing on core values and ethics, knowledge and practices, and professional growth and development as part of the NPST framework. Tools underwent review and assessment for reliability and validity, including context validity, content validity, and a scoring logic. The results were discussed with teachers and administrators, with ongoing support provided to facilitate implementation.

In conclusion, Dr. Kaur emphasised the importance of having an assessment framework aligned with NPST standards to effectively evaluate teacher competencies and drive school transformation.

DAY-2

**Year-end Seminar and Impact Evaluation on
National Professional Standards for Teachers (NPST)**

3. Inaugural Session

The 2nd day Year-end Seminar commenced with the welcome address by Ms. Kesang Y. Sherpa IRS, member secretary NCTE and felicitated the guests, after which she recapitulated the proceedings of the previous day. The proceedings of the day started with the lightening of lamp followed by Saraswati Vandana before the welcome speech from Member Secretary for the second day of the Conference.

Professor K. Ramachandran, in his keynote address, outlined the structure and goals of the NPST across different stages of education. NPST is designed to cater the need of teachers across all levels, from foundation to secondary stage, with common goals of focusing on fostering independent thinking, health and well-being, democratic values and community participation, cultural participation, and economic participation by 2047.

Curricular goals vary across stages, emphasising different domains of development such as intellectual, cognitive, social, emotional, physical, aesthetic, moral and ethical. Evaluation of student progress will be based on these stage specific domains, ensuring achievement of the desired goals at each stage.

Professor Ramachandra emphasised that the effectiveness of teaching is best gauged by Learning, pointing out the importance of assessing student achievements. The introduction of professional standards is a crucial aspect of evaluation, particularly in terms of learning enhancement. Additionally, it is essential to examine whether these standards have improved the initial preparation of teachers and contributed to refining their roles, distinguishing between proficient, advanced, and expert educators. A key consideration is whether teachers have transitioned from a Proficient-Advanced-Expert (PAE) framework and whether professional standards have elevated the quality of continuous professional development programs. Long-term impact is emphasised over immediate outcomes, necessitating a systematic approach with clearly defined outcomes and outputs. The NPST encompass 13 domains to be evaluated. Determining which domains serve as critical indicators and identifying the most significant levels of learning achievement are paramount. Knowledge involves recognition and recall, while understanding entails processes such as identifying relationships, citing examples, and generalisation. Application comprises reasoning, hypothesis formulation, testing, inference, and understanding cause-effect relationships. Prof. Ramachandra concluded by stressing the significance of national as-

assessment surveys in evaluating learning outcomes and standards, aiming for continuous improvement in educational quality and achievement levels over time.

In the Chief Guest Address, Prof. Saroj Sharma emphasised the importance of aligning efforts with the recommendations of the NEP, 2020. She stressed the need for professionalism and quality in education, likening the responsibility of teachers to that of lawyers and doctors. Prof. Sharma highlighted the significance of inculcating values and language proficiency, referring to the UNESCO report of the Delors Commission which emphasises four pillars of learning: learning to be, learning to do, learning to know, and learning to live together.

She highlighted the importance of education in promoting gender equality, peace, human rights, and values, aligning with the Sustainable Development Goals (SDGs) for 2030. Prof. Sharma advocated for dialogue-based teaching methods and effective domain development, emphasising the need for sound cognitive knowledge and respect for student inquiries.



She discussed outcome-based education and the importance of assessing content development, dissemination, and evaluation. Additionally, Prof. Sharma touched upon theories such as Maslow's Hierarchy of Needs and Total Quality Management, stressing the importance of maintaining professional

standards and adopting an objective-oriented approach to achieve educational goals. She concluded by emphasising the role of education in shaping a sustainable and globally responsible society.

4. Resume of Discussions

The following technical sessions delineate the relevance of NPST, significance of professional standard, sharing of experiences, that constituted the discussion and discourse at the seminar.

4.1 Relevance of NPST aligned with NEP 2020

Speaker: Dr. Rabin Chhetri, Director, SCERT

In the session on “Relevance of NPST aligned with NEP 2020,” Dr. Rabin Chhetri emphasised the advantage of NEP 2020, which highlights career progression based on competency rather than tenure. Dr. Chhetri discussed the development process of NPST, which involved extensive research, meetings, and workshops with experts.



He referenced paragraph 5.2 of NEP 2020, which outlines common guiding expectations, competencies, and career management for teachers. Dr. Chhetri emphasised the relevance of NPST to NCFSE

2023, which focuses on the holistic development of individuals, including health, knowledge, values, and participation in community, economy, culture, and democracy. He highlighted the principles of effective pedagogy outlined in NCFSE 2023, such as respect, care, positive teacher-student relationships, scaffolding, and using various resources. Dr. Chhetri, most outstandingly, mapped elements of NCFSE with NPST, demonstrating alignment in areas such as respect and care, positive teacher-student relationships, scaffolding, providing opportunities for independent and collaborative work, and responding to students' needs.

He concluded that the document created by NPST is in harmony with NEP and NCFSE, offering significant importance and relevance for teachers' professional growth and development.

4.2 Significance of Professional Standards for Teachers and Teaching

Speaker: Prof. Sharad Sinha, Head Department of Teacher Education, NCERT

In Prof. Sharad Sinha's session on the "Significance of Professional Standards for Teachers and Teaching," she provided a comprehensive overview of the crucial role professional standards play in shaping the quality of education. She began by introducing the concept of CARE, which encapsulates the essential qualities a teacher should possess: Celebration with Response, Accepting Diversity, Relay of Feedback, and Evaluation of Self. This framework underscores the importance of fostering a supportive and inclusive learning environment, accept differences encourage questions and take feedback.

Moreover, Prof. Sinha stressed the significance of familiarising oneself with key documents such as NCFSE and NPST, highlighting their pivotal role in guiding teacher development. She stressed on the necessity for teachers to continually update their skills and align with evolving standards to meet the dynamic demands of the educational landscape. By doing so, teachers can enhance their effectiveness in the classroom and contribute positively to student learning outcomes.

Furthermore, Prof. Sinha discussed the importance of accountability frameworks in ensuring teacher performance and professional conduct. She underscored the responsibility of teachers to upgrade their knowledge and skills, emphasising the crucial role of professionalism in teacher education. Prof. Sinha addressed the imperative of achieving standard student learning outcomes and the role teachers play

in this process. She emphasised the need for alignment between various educational documents and stakeholders' input to ensure coherence and effectiveness in educational practices.

In conclusion, Prof. Sinha highlighted the ongoing piloting of initiatives like ITEP and NPST and emphasised the importance of recognising and rewarding teachers' efforts. By providing incentives and support, educators can be motivated to strive for excellence, thereby fostering a culture of accountability and continuous improvement in the teaching profession.



4.3 Sharing of Experiences on NPST

Speaker: Prof. Yagnamurthy Sreekanth, Principal, RIE, Mysuru, Karnataka

In his comprehensive address, Prof. Yagnamurthy Sreekanth delved into the nuanced aspects of the NPST document and its implications for the teaching profession. He began by delineating the characteristics of an exemplary teacher, emphasising the necessity of courage and boldness in crafting such a document as NPST. Prof. Sreekanth eloquently conveyed how teachers wield profound influence over their students, shaping their lives in significant ways, thus highlighting the imperative of accountability within the teaching profession.

Moreover, Prof. Yajnamurthy Sreekanth defined the developmental journey of teachers, likening it to the gradual unfolding of a flower, from being a budding educator to blossoming into an expert mentor. This analogy vividly illustrated the transformative process teachers undergo in honing their skills and expertise over time. Additionally, he astutely addressed the challenges inherent in applying standardised criteria across diverse educational milestones, emphasising the need for adaptable frameworks that accommodate varying contexts and cultural nuances.

Prof. Sreekanth articulated the symbiotic relationship between teacher capabilities and student outcomes, highlighting how the enhancement of teacher competencies invariably leads to improved student performance. He stated the importance of maintaining high expectations for both teachers and students, emphasising the reciprocal nature of effective teaching and learning outcomes. In discussing the practical implications of the NPST, Prof. Sreekanth said that there will be constructive criticism all along, but he advocated for an open dialogue that fosters continuous improvement in educational practices. By sharing experiences and engaging in critical discourse, Prof. Sreekanth stressed the importance of collective learning and growth within the educational community.



4.4 Interaction, Data Sharing and Feedback Session

A questionnaire was created to collect the participants' demographic information and their perception towards the NPST. The QR code of questionnaire was generated and displayed on the digital screen at the venue of the event. Besides, the QR code was shared to participants in the WhatsApp groups specially created for the help of the participants. Moreover, hard copies of questionnaires were provided to those who find it difficult to respond online. However, both physical and virtual participants were encouraged to respond to the feedback form. The background information or the distribution of the participants is presented in the table below.

<i>Variable</i>	<i>Categories</i>	<i>N</i>
<i>School type</i>	CBSE	34
	KV	49
	JNV	30
<i>Gender</i>	Male	34
	Female	79
<i>Age group (in years)</i>	<30	11
	30-45	50
	>45	52
<i>Teaching Experience (in years)</i>	0-3 Years	9
	3-5 Years	13
	5-8 Years	31
	>8 Years	60

Beside the google feedback form, there was an open feedback session for participants. Voluntarily seven participants shared their open feedback as follows.

Soni Srivastava (CBSE) from Surendranath Centenary School, Ranchi, Jharkhand, commended the NPST initiative, citing her involvement in the pilot study and evidence collection process as a form of introspection and self-assessment. She cited the significance of these initiatives in aligning with the changing times, moving from outdated 19th - century mindsets and 20th - century processes to meet 21st - century expectations. Soni felt that it was the need of the hour as it will raise teaching and learning standards and bring nationwide uniformity in practices and teacher quality.

Archana Agarwal (CBSE) from Surendranath Centenary School, Ranchi, Jharkhand, expressed her enrichment and motivation from the two-day conference, emphasising the importance of thinking outside the box. She thanked the organisers for considering her as a Key Resource Person. Archana highlighted the necessity of not being stuck in history but rather designing it to move forward, particularly praising the NPST initiative for upskilling teachers. She emphasised the importance of shifting thinking towards 21st-century skills and encouraged everyone to become lifelong learners, suggesting collaboration with NCTE for comprehensive success.

Somya Jain (CBSE) from Gwalior Glory High School, Gwalior, Madhya Pradesh, emphasised the significance of providing a platform for opinions and suggestions. She stressed the need for teachers to evolve alongside students, advocating for a transformative approach that prioritises emotional intelligence and a growth mindset over mere academic achievement. Somya highlighted the importance of giving recognition to teachers and reducing their workload to enable them to focus on essential tasks like pilot studies. She also highlighted the importance of teamwork, collaboration, and the development of 21st - century skills among teachers, particularly through approaches like case studies. Somya emphasised the reliability of self-assessment and the importance of supporting educational initiatives through documentation.

Vishal Srivastava, from Kendriya Vidyalaya No. 1 AFS Gorakhpur, Varanasi, highlighted the school's focus on nurturing self-directed and motivated students. However, he expressed concerns about declining reading habits among students, attributing it to the influence of social media and short attention spans. Vishal also mentioned the challenge of managing large class sizes within limited timeframes, as well as the increasing workload and paperwork burden on teachers. He emphasised the need for strategies to address these issues while maintaining a balanced approach to ensure effective teaching and learning.

Madhuri, from KVS ODF Medak in Hyderabad, described her positive experience of participating in the NPST programme. She expressed happiness at being educated about NPST, emphasising the notion that change is permanent. Madhuri highlighted the importance of understanding NPST to become professionals, and she felt fortunate to have been in the presence of NPST professionals. However, she expressed regret about not being able to collect and present evidence due to school demands,

suggesting that an orientation programme before receiving tools would have been helpful for better performance. Madhuri emphasised the importance of values discussed in the programme and noted the gap between teachers and students, suggesting interventions like NPST could bridge this gap.

Pradeep Kumar, from Jawahar Navodaya Vidyalaya-Chalakerthy Camp in Nalgonda, Telangana, expressed his humility and privilege in being part of a historic moment. He recounted his experience attending a PISA master training as a PG English teacher, where he was surprised to find a focus on critical and lateral thinking lacking in student skill development. He feels that the addition of competency-based questions by CBSE is a great move and described the implementation of NPST as a significant task for teachers. He emphasised the role of teachers as nation builders and the importance of believing in their potential growth from proficient to expert. Pradeep acknowledged apprehensions among teachers about getting degraded but stressed the long-term benefits of initiatives like NPST for all involved.

Saswat Sahu, from PM Shri Jawahar Navodaya Vidyalaya in Sonepur, Odisha, described the conference environment as conducive and cooperative, providing an enriching experience through interactions with educators from across the country. He appreciated the meticulous discussion on all aspects of NPST and noted the hard work put into preparing the NPST document. Saswat highlighted the need for updating textbooks, citing the continued use of the same content for the past decade, which does not align with the requirements of the 21st century. He mentioned that even students provide feedback requesting changes in textbooks to better suit modern educational needs.

Interactive Session

Question # 1 (Sanghamitra, Sunbeam School, Lehertara, Varanasi)

What will be the evaluating grading system for teachers and how will they be set in different parameters?

Response: Prof. Ramachandran outlined the key aspects of NPST and how it relates to teacher evaluation. He emphasised the importance of promoting professional relationships and interactions between

student teachers and their mentors. Prof. Ramachandra highlighted that the grading process should not be punitive but rather aimed at enhancing teacher competence. He suggested orienting colleagues about the NPST and its implications, with principals and teachers playing a crucial role. Additionally, he discussed the development of a transparent and non-threatening observation schedule aligned with curriculum goals and educational objectives. He also detailed the curriculum structure, with specific credits allocated to content knowledge, pedagogy, and school experience. Overall, the grading framework will be open to public feedback before implementation.

Question # 2 (Ravi Sharma, NV, Tikamgarh, Madhya Pradesh)

Will B.Ed. colleges implement NPST guidelines?

Response: Prof Ramachandra provided detailed insights into the ongoing process. He mentioned that currently, the National Curriculum Framework for Teacher Education (NCFTE) is undergoing a process, and there is a section that indicates 12 curricular goals in teacher education. Each goal will have learning standards and outcomes at three levels, which will include NPST. This information will be made available in the public domain for teachers' comments within three weeks. Prof Ramachandra elaborated on the 12 curricular goals, which include knowledge and practice in areas such as content knowledge, pedagogical knowledge, and knowledge of learning and learner. He also outlined the credit distribution across different aspects of the curriculum, ensuring no compromise on areas of pedagogical aspects and school experience. Additionally, curricular goals will be aligned with five educational goals, including independent thinking, health and well-being, democratic participation, economic participation, and cultural participation. Shri D.K. Chaturvedi added by providing insights into the integration of beginner teachers into pre-service programmes. He mentioned that beginner teachers will undergo training in all 13 domains of the National Professional Standards for Teachers (NPST) over a four-year period.

Question # 3 (Raman Saklani, KV No. 3, Delhi Cantt, Delhi)

What will be the role of teachers who have come here and what will be the duties when they return to schools?

Response: Shri D.K. Chaturvedi highlighted the capacity-building aspect of the programme. He mentioned that the participants are part of a top-down approach aimed at reaching the grassroots level.

Question # 4 (Harpreet, DAV Model School, Sector -15, Chandigarh)

Should local governing bodies such as SCERT be integrated into the NPST recommendation process? Are there plans to introduce assessment-based questions to evaluate teachers' proficiency levels, transitioning them from proficient to advance to expert? Furthermore, how will present teachers in schools be categorised, and what criteria will guide their progression from proficient to expert status? Lastly, will there be mentorship programmes led by expert teachers to support teachers on their journey towards expertise?

Response: Professor Ramachandra mentioned that Rs. 900 crores were allocated in the last budget to enhance the District Institutes of Education and Training (DIETs) at the district level, aiming to build teachers' capacity. SCERT, being an administrative authority, will provide state-level support and orientation to implement NPST effectively. He also highlighted the inclusion of SCERT as part of the resource support institution in the new NCFTE for NPST implementation.

Question # 5 (Archana Agarwal, Surendranath Centenary School, Ranchi, Jharkhand)

When will no separation of science arts and commerce streams be implemented?

Response: Professor Ramachandra outlined the subject choices at various educational stages, emphasising a holistic and multidisciplinary approach to curriculum development. Regarding the implementation timeline for the removal of separation among science, arts, and commerce streams, he provided details on the subject choices at different educational stages. He mentioned the introduction of new textbooks for grades 3, 6, 9, and 11 in the year 2024-25 and for grades 4, 7, 10, and 12 in the year 2025-26. These textbooks aim to promote holistic and multidisciplinary development, incorporating elements such as art education, sports education, and team spirit aligning with the goals outlined in the NCFSE. Dr. Nimrat Kaur further elaborated on the flexibility for schools to offer a range of disciplines and the addition of curricular areas over 5-10 years.



5. Closing Address

Speaker: Ms. Kesang Y. Sherpa IRS, Member Secretary NCTE

The Member Secretary, Ms. Kesang Y Sherpa, expressed heartfelt gratitude to all the teachers for their enthusiastic participation, mutual learning emphasising their pivotal role in driving progress forward. She highlighted the celebration of diversity represented by the myriad backgrounds, experiences, and school affiliations like JNVs, KVS and CBSE. Ms. Kesang embraced change as an inevitable constant, framing it as a constructive learning process beneficial to all. She highlighted the importance of up-skilling and reskilling, particularly in the post NEP 2020 era, where all institutions are geared towards collective betterment.

The Member Secretary emphasised the learner-centric teaching methodology in today's education. She stressed that all teachers must inculcate the reading habit. She extended gratitude to the keynote speakers and professors who facilitated the technical sessions. Special acknowledgment was given to

Dr. Rabin Chhetri for his instrumental role in mapping NCFSE with NPST. She stressed that erudite Prof. Ramachandra has given immensely valuable suggestion of having different sets of programmes for each of the levels of teacher profile – Proficient, Advance and Expert.



She encouraged teachers not to get overwhelmed by the assessment process or feeling of being judged. She stressed the significance of minimum competency principles for teachers, mapped for encouraging self-assessment and continuous development to reach the desired levels. Resources are also being worked upon to help teachers map their competencies.

Furthermore, Ms. Sherpa touched upon the ITEP, 4-year dual major undergraduate programme, where students should join teaching profession by choice and not by chance. She exemplified this by the enthusiastic response of students in Hyderabad who said that they were excited about choosing ITEP. She highlighted forthcoming curriculum revisions and the intent to integrate NPST document into study materials and outreach programmes initiated by the institution, once they are in public domain.

Ms. Sherpa encouraged teachers to actively participate in NCTE programs and various add-on courses. She emphasized the importance of the NMM, which provides opportunities for mentorship and involvement in NPST initiatives. Ms. Sherpa highlighted that if a teacher serves as a mentor in NMM, it already fulfils the competency requirement for an expert level in NPST. She emphasized that capacity building is a two-way process, and everyone will progress together hand in hand. In case of any difficulties, teachers were encouraged and invited to come forward and discuss their issues openly.

In closing, Ms. Sherpa invoked the adage “samajh se samaj tak” and the notion of “samajh ki samajh ko vikasit karna hi shiksha hai” (“education is about developing understanding”). She reiterated the institution’s commitment to empowering teachers and fostering a collaborative environment conducive to success and problem resolution.

6. Recapitulation of the Programme

At the end of the conference, the recapitulation of the entire two day’s proceedings was accomplished by Prof. Yagnamurthy Sreekanth, Principal, RIE, Mysuru, Karnataka. He started with a significant quote “God Grant me the serenity to accept the things that I cannot change, but courage to change the things that I can and wisdom to know the difference between the two”. He appreciated the two days program and deliberations where he acknowledged that the program is an amalgamation of policy planners and policy practitioners, where several issues and concerns flagged in terms of the pilot study and the future implication. NPST guiding document is shortly going to roll out nationally, where the three levels of teaching competencies: proficient, advanced, and expert level teachers as per the recommendation of NEP 2020 will play the pivotal role for the teaching fraternity.

The contribution of NCTE has been appreciated in the recent past last three years comparison to the period of 30 years. NCTE has perfectly defined its role. NCERT and NCTE are travelling together without overtaking each other. One of the major suggestions of this two days program is that it should be declared that as teachers’ recruitment rule, so that the this can be effectively implemented, because without raising the standard of teachers, society’s standard cannot be raised. Thus, NPST is need of the hour.

NPST defined Teaching as not training, and it is different and much more than training. NPST also will pave way for increments and improvements which are not driven by the years of service, and promotion will not be simply counted based on age. NPST also suggests self-directed, self-control, self-managed learning for teachers. NPST tries to broadly suggest, for uniform and standard framework for all the teachers by state adaptation. It will be linked to ITEP, and the document will be introduced in the pre-service course in the coming years. Again, Career mapping of teachers would happen in both govt. and private schools.

NPST has developed through bottom-up approach and pilot has been developed in a controlled manner in collaboration with Azim Premji University. There were several aspects taken into consideration: context standards, measurement standards, performance standards, and ethical standards. Since the teachers are dependent on experience, exposure and interaction, and continuous professional development so the growth and development of competencies is required, where NPST plays a crucial role. States have to portray significant role through appointing Nodal officers in alignment with National Centre for Teacher Quality, which will be national level database for extensive use. Education is not simply or merely moral, it is also legal and administrative responsibility. Accountability will be assured through self-assessment through NPST. It means values are not taught but caught and that is why the dimensions are included in NPST through Rubrics. There are guiding principles of NPST for how these aspects can be considered for improvement of teacher education, enhance the role of teachers, career management and professional development.

One of the keys components of this entire document is teachers are as problem solver, designer of learning and learning experiences. The document is highlighting the important aspect of Bloom taxonomy and later came to know, that it was Gandhiji's taxonomy. The entire exercise of values & ethics, knowledge & practice, and professional standards have been kept in focus across the document. It is also suggested that competencies are higher than skills. Teachers need to develop these competencies. Additionally, the document speaks learning standards can be ensured through health and wellbeing aspects, monitoring of the required aspect, democratic, economic, community and cultural participation. Teacher is not just a transmitter of knowledge but a designer of learning. It has been observed that in NPST, it is difficult to quantify quality, but that has been possible through Rubrics. The role of teacher has been highlighted as "Pralay aur Nirman uske Godd main khelte hain" (Destruction and Creation are under the control of a teacher). It is also said training is expensive, but without training it is all the biggest expensive. We are having teachers without training which has repercussions on students.

The key process of piloting was noted and discussed, that a large number of teachers are with professional degree, but there is not much documentation. Major of teachers are at proficient level as per the piloting. Regarding NPST it was said that NPST is common for all stages, but curricular stages are different for all the four stages. The goals of NPST are, whether the teachers are advanced from one stage to another, long term impact and ultimately whether all children are learning or not in all aspect. NPST

also takes access, equity, quality, skill development and value education into consideration. The role of institution and its development has been considered important in terms of its; planning, organization, staffing, decision making, evaluation, coordination to create successful learning environment for both teacher and students. It was also suggested that teacher should have common feature; by understanding and celebrating the mistakes, accepting differences, rely on feedback, and evaluating themselves. In this discussion we also had, extensive understanding about benchmarking, accountability, consistency, and alignment. Finally, the questions of participants were also addressed. And a comprehensive discussion had taken place where it may help the teachers to become a key resource person while they go back.

The conference ended with a Vote of Thanks by the Shri. D.K Chaturvedi. Overall, the 2-day program achieved its proposed objective and marked as successful.



7. Major Recommendations

- ✧ Teachers are now co-travellers with students, and traversing the complexities of the 21st century, which demand proficiency in understanding postmodern, cyber-native environments. Thus, there is a necessity for collective effort to bridge the gap between traditional mindsets and contemporary expectations.
- ✧ A collective endeavour is a compelling need towards nurturing self-directed, self-controlled, and self-managed teacher and student, which requires continuous growth and support beyond the training program.
- ✧ Fostering independent thought, physical and mental well-being, democratic and community engagement, economic engagement, and cultural engagement must be ingrained in teachers or should be a part of their professional development, as envisioned in the NEP, 2020.
- ✧ The diverse role of teachers in this digital age must be recognised and channelized as instruction design instead of knowledge transmitters with effective communication and ethical technological integration skills.
- ✧ The schools now must transform from teaching organization to learning organization, which needs a systemic reform as denoted in NEP, 2020. As teacher dwells a key role in this systemic reform, he/she must be ready to teach and willing to learn within the professional community.
- ✧ The effective implementation strategy needs to be planned out for national roll out of NPST including orientation of school leaders and supervisory officers.
- ✧ Quantitative assessment of teachers by other stakeholders has been suggested to evaluate teacher performance and subsequent actions need to be taken out for modification of performance review or assessment process.
- ✧ Teacher training must be aligned with NPST to elevate the status of teaching and ensure excellence, positioning India to become a global leader in education.

- * A long-term impact is emphasized over immediate outcomes, necessitating a systematic approach with clearly defined outcomes and outputs.
- * The major principals of effective pedagogy of NCFSE, 2023 must be aligned with NPST in areas such as respect and care, positive teacher-student relationships, scaffolding, providing opportunities for independent and collaborative work, and responding to students' needs.
- * The implementation strategy must highlight the issues of teachers that they face like managing large class sizes. Additionally, a framework needs to be developed for recognising teachers.
- * NPST should be declared as teachers' career mapping tool, which may nurture self-directed, self-controlled, and self-managed teachers and students envisioned by the NCTE.
- * The role of institution and its development is emphasized while institutionalization of NPST in terms of its; planning, organizing, staffing, decision-making, evaluation, coordination to create successful learning environment for both student and teachers.

8. Way Forward

- * Dissemination of NPST Guiding Document nationwide.
- * Creation of resources towards mapping of domain/sub-domain wise competencies of various levels of teachers (Proficient, Advance and Expert).
- * Creation of level wise resources for enabling the various levels of teachers to acquire the expected level of competency at each stage.
- * Sensitisation of stakeholders nationwide regarding NPST.
- * Integration of NPST web portal/mobile application on NCTQ and VSK.
- * Adaption/Adoption of NPST by States/UTs/other stakeholders.

- * APARs/ACRs of central government schoolteachers to be revised to integrate the competency mapping as envisaged in NPST Document.
- * Information Sharing and sensitisation of stakeholders nationwide regarding NPST.
- * Continuous Evaluation of NPST & Periodical Progress Review
- * Data collection from the stakeholders for analytical, statistical, and problem-solving purpose in terms of career and skill mapping.
- * Continuous upgradation /customisation of NPST web portal/mobile application on NCTQ and VSK.
- * The professional standards will be reviewed and revised.
- * Nation-wide Implementation at length
- * Thereafter every ten years, based on rigorous empirical analysis of the efficacy of the system the NPST Guiding Document shall be revised.

Appendix-1**Regional Consultation Meet on National Professional Standards for Teachers (NPST)****Venue: Conference Hall, Welcom Hotel, Sector – 10, Dwarka, New Delhi – 75****Date: 16th February 2024****Time: 9:15 AM Onwards****Program Schedule****Day-1**

Sl.No.	Inaugural Session	Timings
1.	Registration of the Participants	9:15 - 10:30 am
2.	Arrival of the Chief Guest	10:30 am
3.	Lighting of Lamp followed by Saraswati Vandana	10:30 - 10:35 am
4.	Setting up the Context and Felicitation of Guests: Ms. Kesang Y Sherpa IRS, Member Secretary, NCTE	10:35 - 10:40 am
5.	Keynote Address by Chair of Expert Committee of NPST: Prof. C.K. Saluja, Director, Samskrit Promotion Foundation	10:40 – 10:50 am
6.	Keynote Address by Guest of Honour: Prof. Anil Shukla, Vice Chancellor, Maharshi Dayanand Saraswati University	10:50 – 11:00 am
7.	Chief Guest Address followed by Launch of NPST Web Page: Dr. Harshad A. Patel, Vice Chancellor, Gujarat Vidyapith	11:00 – 11:15 am
8.	Vote of Thanks	11:15 – 11:20 am
TEA BREAK		11:20 - 11:45 am
Technical Session 1		
9.	Sharing of Information on NPST a) PPT b) Implementation Strategy (Prof. K. Ramachandran & Shri. D.K. Chaturvedi)	11:45 am - 1:00 pm
LUNCH		1:00 - 2:00 pm
Technical Session 2		
10.	National Professional Standards for Teachers and its Fram work (Ms. Sweta Singh, Joint Secretary - Academics, CBSE)	2:00 – 2:30 pm

Technical Session 3		
11.	Importance of Growth and Development of Competency (Shri Gyanendra Kumar, Joint Commissioner (Academics), NVS)	2:30 – 3:00 pm
Technical Session 4		
12.	Sharing of Experiences on NPST (Ms. Chandana Mandal, Joint Commissioner (Training), Kendriya Vidyalaya)	3:00 – 3:30 pm
Technical Session 5		
13.	Pilot Study on NPST a) Tools and other Resources b) Impact Evaluation (Dr. Nimrat Kaur, APU)	3:30 – 4:30 pm
14.	Vote of Thanks	4:30 – 4:35 pm
HIGH TEA		4:35 pm onwards

Year-end Seminar and Impact Evaluation on National Professional Standards for Teachers (NPST)

Venue: Conference Hall, Welcom Hotel, Sector – 10, Dwarka, New Delhi – 75

Date: 16th February 2024

Time: 10:30 AM Onwards

Program Schedule

Day-2

Sl.No.	Inaugural Session	Timings
1.	Arrival of the Chief Guest	10:30 am
2.	Lighting of Lamp followed by Saraswati Vandana	10:30 - 10:35 am
3.	Setting up the Context and Felicitation of Guests: Ms. Kesang Y Sherpa IRS, Member Secretary, NCTE	10:35 - 10:40 am
4.	Keynote Address by Member of Expert Committee of NPST: Prof. K. Ramachandran, Senior Advisor, NIEPA	10:40 – 10:50 am
5.	Keynote Address by Guest of Honour: Prof. Anil Shukla, Vice Chancellor, Maharshi Dayanand Saraswati University	10:50 – 11:00 am
6.	Chief Guest Address: Prof. Saroj Sharma, Chairperson, NIOS	11:00 – 11:15 am
7.	Vote of Thanks	11:15 – 11:20 am
TEA BREAK		11:20 - 11:45 am
Technical Session 6		
1.	Relevance of NPST aligned with NEP 2020 (Dr. Rabin Chhetri, Director, SCERT)	11:45 am – 12:25 pm
Technical Session 7		
2.	Significance of Professional Standard for Teachers and Teaching (Prof. Sharad Sinha, NCERT)	12:25 – 1:00 pm
LUNCH		1:00 - 2:00 pm
Technical session 8		
3.	Sharing of Experiences on NPST (Prof. Yagnamurthy Sreekanth, Principal, RIE, Mysuru, Karnataka)	2:00 – 2:30 pm
Technical Session 9		
4.	Interaction, Data Sharing and Feedback Session (Prof. C.K. Saluja, Prof. K. Ramachandran, & Ms. Kesang Y. Sherpa IRS)	2:30 - 4:00 pm
5.	Recapitulation of the Programme	4:00 – 4:10 pm
6.	Vote of Thanks	4:10 – 4:15 pm
HIGH TEA		4:15 pm Onwards

FEEDBACK FORM**Part A: Demography**

Type of the School: CBSE Private School / JNVs/ KVs

Name of the Participant:

Age of the Participant:

Experience:

Email ID of the Participant:

Designation:

School Name:

Address of the School:

State:

Email ID of the School:

Part B: MCQs

(The feedback will be taken on the Likert Scale ranging from Strongly Disagree to Strongly Agree with Points 1-5 respectively. Please put tick mark on the appropriate response)

- 1. The NPST aligns well with the principles outlined in the NEP 2020 for quality education to all learners.**
(Strongly Disagree / Disagree/ Undecided/ Agree/ Strongly Agree)
- 2. The NPST is essential for implementation in the country like India.**
(Strongly Disagree / Disagree/ Undecided/ Agree/ Strongly Agree)
- 3. The NPST properly manages all aspects of teacher career development.**
(Strongly Disagree / Disagree/ Undecided/ Agree/ Strongly Agree)

4. **The NPST appropriately identifies the competency level and career stage of teachers.**
(Strongly Disagree / Disagree/ Undecided/ Agree/ Strongly Agree)
5. **The NPST encourages the provisions of evidence building of a teacher for career growth.**
(Strongly Disagree / Disagree/ Undecided/ Agree/ Strongly Agree)
6. **The NPST addresses the diverse needs and challenges faced by teachers in different types of schools.** (Strongly Disagree / Disagree/ Undecided/ Agree/ Strongly Agree)
7. **The NPST attracts enthusiastic, qualified, and well-prepared teachers to the teaching profession.** (Strongly Disagree / Disagree/ Undecided/ Agree/ Strongly Agree)
8. **The NPST appropriately emphasizes preparation, practice, and performance improvement for teachers.** (Strongly Disagree / Disagree/ Undecided/ Agree/ Strongly Agree)
9. **The NPST will adequately guide pre-service teacher education programs.** (Strongly Disagree / Disagree/ Undecided/ Agree/ Strongly Agree)

Part C: Open Ended Questions

Q1. Please share any 2-3 best practices on NPST that your school is planning to adopt/ adapt in future.

Q2. Please suggest 2-3 strategies for implementation of NPST.

Q3. Any other feedback you would like to add.

Session was enriching but if there is more talk & direction to how to implement NPST and other frame work will be more helpful.

An enriching experience learnt a lot of things taking away inspirations, a whole lot of ideas of Teachers. Thank You. Anandapriya, class teacher

1) Thank you very much for Hospitality
 2) Lectures delivered here were informative and applicable in everyday teaching.
 3) NCTE has done a commendable job in bringing out vision documents like NPST, KVS KAPPA

Feel blessed to be a part of this programme NPST shall be rolled-out with immediate effect

This seminar was very informative for me. This session will be a milestone in my career. Thanks to NPST Vijay Kumar Yadav JNV Puralim (U.P.) 17/02/2024

Feeling blessed to have guidance from great speaker from the field of education. They motivate us a lot to make NPST a success. Jitu Gupta, KV Nigota

Regional consultative meet was excellent and fruitful for as professional growth as a teacher and thankful to NCTE to be a part. AJAIT PAT SINGH JNV, Barabanki, U.P.

It is an excellent conference providing a great insight of the contribution of NCTE in developing NPST. This seminar is well organized & helps in enriching our knowledge about the NPST. Thank You! Sarika Gupta KVS Agra

Appendix-4**List of 25 KVs Identified for National Level Pilot and Attended the program of NPST**

Sl.No.	Name of KV	Name of Region
1.	Babina Cant.	Agra
2.	No.1 Surat	Ahmedabad
3.	Mysore	Bangalore
4.	No.1 Gwalior (Shift-1)	Bhopal
5.	Angul	Bhubaneswar
6.	No.1 Halwara	Chandigarh
7.	Nagercoil	Chennai
8.	Hardwar	Dehradun
9.	No. 3 Delhi Cant.	Delhi
10.	No. 2 Kasargod	Ernakulam
11.	Hissar Cant.	Gurugram
12.	AFS Borjahaar	Guwahati
13.	ODF Medak	Hyderabad
14.	No.1 Rewa	Jabalpur
15.	No.1 Kota	Jaipur
16.	Nagrota	Jammu
17.	No.1 Kanchrapara	Kolkata
18.	IIT Kanpur	Lucknow
19.	No.1 Devlali	Mumbai
20.	Danapur Cant.	Patna
21.	No.3 Korba	Raipur
22.	Namkum	Ranchi
23.	Aizawal	Silchar
24.	No.1 Imphal	Tinsukia
25.	No.1 AFS Gorakhpur	Varanasi

List of 25 JNVs Identified for National Level Pilot and Attended the program of NPST

Sl.No.	JNV	State	Region
1.	Jangir Champa	Chhattisgarh	Bhopal
2.	Tikamgarh	Madhya Pradesh	Bhopal
3.	Ashok Nagar	Madhya Pradesh	Bhopal
4.	Sonepur	Odisha	Bhopal
5.	Una	Himachal Pradesh	Chandigarh
6.	Firozpur	Punjab	Chandigarh
7.	Punch	Jammu & Kashmir	Chandigarh
8.	Thrissur	Kerala	Hyderabad
9.	Gadag	Karnataka	Hyderabad
10.	Nalgonda	Telangana	Hyderabad
11.	Jhunjhunu	Rajasthan	Jaipur
12.	Jaffarpur Kalan	Delhi	Jaipur
13.	Tonk	Rajasthan	Jaipur
14.	Kushinagar	Uttar Pradesh	Lucknow
15.	Bageshwar	Uttarakhand	Lucknow
16.	Barabanki	Uttar Pradesh	Lucknow
17.	Arwal	Bihar	Patna
18.	Purulia	West Bengal	Patna
19.	Latehar	Jharkhand	Patna
20.	Bhavnagar	Gujarat	Pune
21.	Diu	Daman & Diu	Pune
22.	Solapur	Maharashtra	Pune
23.	Golaghat	Assam	Shillong
24.	South Garo Hills	Meghalaya	Shillong
25.	West Sikkim	Sikkim	Shillong

List of CBSE Schools Identified for Pilot Study and Attended the program of NPST

Sl.No.	Name of CBSE	State	Region
1.	New Era Sr. Secondary School Vadodara	Gujarat	Ajmer
2.	DPS Bangalore North	Karnataka	Bengluru
3.	Sishya School, Hosur	Tamil Nadu	Chennai
4.	Principal Shri Ashram Public School Amritsar	Punjab	Chandigarh
5.	Gwalior Glory School, Gwalior, M.P	Madhya Pradesh	Bhopal
6.	N H Goel World School Raipur, Chhattisgarh	Chhattisgarh	Bhubaneswar
7.	Chinmaya International Residential School, Coimbatore	Tamil Nadu	Chennai
8.	Cambridge International School for Girls, Jalandhar	Punjab	Chandigarh
9.	DAV Public School, Sector 15, Chandigarh	Punjab	Chandigarh
10.	The Millennium School Surat Gujarat	Gujarat	Ajmer
11.	The Senior Study-II, Putlighar, G.T. Road, Amritsar – 143001	Punjab	Chandigarh
12.	DAV Model School, Durgapur	West Bengal	Bhubaneswar
13.	Army Public School, Delhi Cantt, Delhi	Delhi	Delhi East
14.	Billabong High International School, Noida	Uttar Pradesh	Panchkula
15.	Amity International School, Sector 46, Gurugram	Haryana	Panchkula
16.	Surendranath Centenary School, Ranchi, Jharkhand	Jharkhand	Patna

17.	Guru Nanak Public School, Ranchi, Jharkhand	Jharkhand	Patna
18.	Sunbeam School, Lahartara, Varanasi, U.P	Uttar Pradesh	Prayagraj
19.	Rosy Public School, Farrukhabad	Uttar Pradesh	Prayagraj
20.	Principal Bhartiya Vidya Bhavan's Bhag- wandas Purohit Vidya Mandir, Nagpur	Maharashtra	Pune
21.	Datta Megha World School, Mumbai	Maharashtra	Pune
22.	Bhavans Adarsha Vidyalaya Ka- kkanad, Kochi, Kerala	Kerala	Trivandrum
23.	Indirapuram Public School, In- dirapuram Ghaziabad	Noida	Uttar Pradesh
24.	Miles Bronson Residential School Guwahati	Guwahati	Assam
25.	Sapphire International School SS1, Sector 70, Noida, U.P, 201301	Noida	Uttar Pradesh





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