

KESANG YANGZOM SHERPA, IRS

Member Secretary



राष्ट्रीय अध्यापक शिक्षा परिषद्

(भारत सरकार का एक विधिक संस्थान)

National Council for Teacher Education

(A Statutory Body of the Government of India)

29th November 2021

Dear Prof *Gupta*,

As a statutory body tasked with all matters concerning teacher education, National Council for Teacher Education (NCTE) has traversed a long and challenging path and the implementation of the NEP recommendations would offer an opportunity for bringing radical changes in Teacher Education Sector. NCTE has always looked up to organizations like yours for support and guidance in its academic functioning and other regulatory activities.

With this objective in mind, it has been decided to organize one day long Open House Discussion on NEP 2020 on **14th December 2021** in your institution of repute. This initiative of NCTE in collaboration with Central University of Rajasthan shall provide platform for deliberations on **NPST (para 5.20)** of NEP 2020 with various stakeholders. Invitations must be sent out to the academicians, educational administrators, teacher educators, HODs/Dean (HEIs/TEIs), Principals and teachers (Public & Private schools), representatives of NGOs and other stakeholders in neighbouring states.

Detailed notes of proceedings along with photograph must invariably be submitted to NCTE within a week of the completion of the event, along with a utilization certificate indicating the details of actual expenditure incurred, which shall be reimbursed as per GFR. The event may include venue for event space, food & beverages, travel expenses & accommodation, audio-visual equipment, print materials stationary, usable, promotional material, advertisement, additional staff and vehicle.

The contact person are as follows:

1. **Central University of Rajasthan-** Dr. Anjali Sharma, Head of the Department, Department of Education- Mobile: +91-9079163413 (Mail id: anjalisharma@curaj.ac.in)
2. **NCTE –** Shri D.K. Chaturvedi, Under Secretary (Academic) – Mobile: 9999191513. (Mail id. acad@ncte-india.org)

Regards

Yours *sincerely,*
Kesang Y. Sherpa

(Kesang Y. Sherpa)

To,
Prof. Neeraj Gupta
Vice Chancellor
Central University of Rajasthan
Rajasthan

जी-7, सेक्टर-10, द्वारका, नई दिल्ली -110075
G-7, Sector-10, Dwarka, New Delhi - 110075

Phone : +91-11-20893266, Fax : +91-11-20893270 Email : ms@ncte-india.org

Website : www.ncte.gov.in



No. CURAJ/R/F.132/2021/2110

Date: 03.12.2021

To

Kesang Yangzom Sherpa, IRS
Member Secretary (Academic)
National Council for Teacher Education (NCTE)
G-7, Sector – 10, Dwarka, New Delhi – 110075
Email: ms@ncte-india.org

Subject: Estimated Budget for Open House Discussion on NEP 2020.

Madam,

It is our privileged that NCTE gives us an opportunity to organize one day long open house discussion on NEP: 2020 on 14th December, 2021 in our esteemed university, as per the NCTE letter received on dated 29th November, 2021 related with the initiative of NCTE in collaborations with Central University of Rajasthan to provide platform for deliberations on open house discussion on NPST (para no. 5.20) of NEP 2020 with various stakeholders educators, academicians, educational administrators teacher educators, HODs/ Dean (HEls /TEls), principals and teachers (Public & private schools), representatives of NGOs and other stakeholders in neighboring. Thus, in this regards, school of education will invite the various stakeholders and panelists from neighboring for conducting this open house discussion. As per the proposal of NCTE, the total expenditure details are submitted to you for getting approval of budget and getting advance of at least half budget to conduct and complete the open house discussion. The total expenditure proposed by the University is attached herewith.

Thanking you and with regards,

Registrar (I/c)
Central University of Rajasthan

Copy to:

Shri D.K. Chaturvedi, Under Secretary (Academic), National Council for Teacher Education (NCTE), New Delhi – 110075 (Email: acad@ncte-india.org)

Budget Head
Open House Discussion on NEP, 2020

| Heads | Details | Amount |
|---|--|-------------------|
| 1. The space for the event | Nil | Nil |
| 2. Food and Beverages | Menu and arrangement for High Tea, Lunch and Evening Tea according to the number of participants and timing Etc. | 55,000/- |
| 3. Panelists Honorarium | @2500/- | 25,000/- |
| 4. Travel expenses and accommodation | Not applicable in hybrid mode | Nil |
| 5. Audio Visual equipment | LED displays, public Address system, Audio and video, documentation, pen drives and Hard disk | 20,000/- |
| 6. Advertisement | Media coverage/link for participation & viewer | 20,000/- |
| 7. Printing/formatting elements (signage/standee/banner etc.) | Procurement and arrangement of Flex, posters at the venue: Photographer, Video, Covid protocols, You tube live, CURAJ Website Live | 20,000/- |
| 8. Rental expense (extra chairs/sofa/linens) | Not applicable | Nil |
| 9. Gift and stationeries/Felicitation items | Jute/canvas bag/ folder, pen and notebook, Kit @ 500 | 25,000/- |
| 10. Decoration etc. | Rangoli, Flowers decoration | 2,000/- |
| 11. Other promotional materials | Brochure printing | Nil |
| 12. Additional manpower hiring | Ministerial assistance | 10,000/- |
| 13. Transportation Charges | | 20,000/- |
| 14. COVID Guidelines | | 5,000/- |
| 15. Unforeseen expanses /taxes as applicable (5% of actual) | | 10,000/- |
| Grand Total | | 2,12,000/- |

(*Subject to the Actual Expenditure and interchange of Heads)

Estimated Budget: Two Lakh Twelve Thousand Only



DEPARTMENT OF EDUCATION CENTRAL UNIVERSITY OF RAJASTHAN



in collaboration with

National Council for Teacher Education (NCTE), New Delhi

organizing

An Open House Discussion

on

“National Professional Standard for Teachers (NPST)
(PARA NO. 5.20) of NEP 2020

on

14TH DECEMBER, 2021, 10:30 AM to 05:30 PM



Sh. Santosh K Sarangi IAS
Chairperson, National Council for
Teacher Education



Ms. Kesang Yangzom Sherpa IRS
Member Secretary National Council for
Teacher Education



Special Guest
Prof. S V Sharma
Principal, Regional Institute of Education,
NCERT, Ajmer, Rajasthan



Chief Guest
Prof. Anil Kumar Shukla
Vice-Chancellor, Maharshi Dayanand Saraswati
University, Ajmer



Presided over by
Prof. Neeraj Gupta
Vice-Chancellor, Central University of
Rajasthan

ORGANIZING COMMITTEE

Chief Patron: Prof. Neeraj Gupta
Vice Chancellor (i/c)

Patron: Prof. D.C. Sharma
Dean Academics

Convener: Dr. Anjali Sharma,
Head & Dean, School of Education

Organising Secretaries

Dr. Narendra Kumar, Coordinator, Department of Education
Dr. Gobind Singh, Assistant Professor, Department of Education

Co-Ordinators

Dr. T.Sangeetha, Assistant Professor, Department of Education
Dr. Kashinath G Metri, Assistant Professor, Department of Yoga

Free Registration (prior registration is not required to attend the programme) E-certificate will be provided by filling the feedback link (feedback link will be displayed in chat box during programme) (The participants joining offline will receive a hard copy certificate)

All interested participants are requested to use the below given Google meet link for joining the Open House Discussion: meet.google.com/chd-tkrz-ohg YouTube Webcast Link for the Open House Discussion: <https://youtu.be/jxXHdMtnUrQ>

CONTACT DETAILS:

Dr Anjali Sharma
09079163413

Dr Narendra Kumar
07426077409

Dr Gobind Singh
09468413801

DEPARTMENT OF EDUCATION, CENTRAL UNIVERSITY OF RAJASTHAN,
in collaboration with National Council of Teacher Education (NCTE), New Delhi
Organizing An Open House Discussion on
“National Professional Standards for Teachers (NPST)
(PARA NO. 5.20) OF NEP 2020
14th December, 2021
MINUTE TO MINUTE PROGRAMME

| S. No. | Time | Programme | Persons |
|--------|-----------------|---|--|
| 1. | 9:30 AM | Registration of Participants & High Tea | [Department of Education] |
| 2. | | Inaugural Ceremony | |
| 3. | 10.30AM | Lighting the Lamp by Dignitaries | Dr. Garima Kaushik, Assistant Professor Department of Environmental Science |
| 4. | 10.35 AM | Welcome Address &Facilitations | Dr. Anjali Sharma Head & Dean, Department of Education |
| 5. | 10.40 AM | About the Program | Dr. Gobind Singh, Assistant Professor Department of Education |
| 6. | 10.45 AM | Address by Member Secretary, NCTE (Online) | Ms. Kesang Yangzom Sherpa IRS Member Secretary National Council for Teacher Education |
| 7. | 11.00AM | Chief Guest Address | Prof. Anil Kumar Shukla Vice-Chancellor, Maharshi Dayanand Saraswati University, Ajmer |
| 8. | 11.15AM | Special Guest | Prof. S V Sharma Principal, Regional Institute of Education, NCERT, Ajmer, Rajasthan |
| 9. | 11.25 AM | Presidential Address | Prof. Neeraj Gupta, Vice-Chancellor, Central University of Rajasthan |
| 10. | | Memento Presentation | |
| 11. | 11.30 AM | Vote of Thanks | Dr. Subhasis Bhadra Head, Department of Sports Science |
| | | Technical Session-I(Presentation) | |
| 12. | 11:35 AM | Prof. N. Panchanatham , (Vice-Chancellor, TNTEU) Mr. Rishabh Khanna (Expert from NCTE) Prof. Tripta Trivedi Head & Dean, Faculty of Education University of Lucknow, U.P. | |
| 13. | 12:45 PM-1:30PM | | Lunch Break |
| | | Technical Session-I | |
| 14. | | Panel Discussion/ Question-Answer/ Reflection Session on NPST | |
| 15. | 1:30-3.00 PM | Prof. Saryug Yadav (RIE, NCERT, Ajmer, Rajasthan) Prof. Rita Arora (Former Prof., University of Rajasthan) Prof. S. N. Ambedkar (Dean, School of Social Sciences) Prof. R.B. Pareek (RIE, NCERT, Ajmer, Rajasthan) Prof. Muzamil Hussain (RIE, NCERT, Ajmer, Rajasthan) Prof. S. K. Panda (Head, Department of Bio-Chemistry) | |
| 16. | 3:00-3:30 PM | Concluding Remarks | Prof. D.C. Sharma Dean Academic, CURAJ |
| 17. | 3:30-3:40PM | Vote of Thanks | Dr Narendra Kumar, Coordinator, Department of Education |
| 18. | | | Evening Tea |



राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक सांविधिक निकाय)
National Council for Teacher Education
(A Statutory Body of the Government of India)
G-7, Sector-10, Dwarka
New Delhi-110075

Proposal for Open House Discussion on NEP with Emphasis on NPST (para 5.20) & NMM (para 15.11)

About the Theme

1. The Union Cabinet approved the National Education Policy-2020 (NEP) on July 29 2020. This is an epoch-making policy, suggesting path-breaking changes in the current education system. The NEP 2020 is rooted in Indian ethos and aims to transform the nation into 'an equitable and vibrant knowledge society'.
2. The Project Approval Board (PAB) of the Department of School Education and Literacy while considering the Annual Work Plan & Budget (AWP&B) 2021-22 of Samagra Shiksha for National Council for Teacher Education (NCTE) has approved two components as per Budget Announcement 2021-22 i.e., National Professional Standard for Teachers (NPST) & National Mission for Mentoring (NMM). The budget approved/recommended for these components is ₹ 30 Lakhs (@ ₹ 2 Lakhs per Open House for 15 nos. across the country). The focus will be more on online and blended monitoring and training and only wherever possible face to face mode.
3. Accordingly, the Open House Discussion with Academicians, Educational Administrators, Teacher Educators, HoDs, SCERTs, DSEs, Principals, Teachers (Public/Private), NGOs, other Stakeholders has been conceived to be conducted at 15 different places (for each component) across the country to gather the inputs/ideas on draft document on NPST/NMM from the working functionaries as a bottom-up approach. It will help in finalizing/developing National document on NPST/NMM as well as devising the strategies for implementation of NPST/NMM. This will also help in collecting the cumulative value-added inputs to draw a common idea through a wider reach on the front of quality lead on NPST/NMM formulation at length. Time Schedule to complete the event is Nov-Dec 2021 and date shall be finalised in consultation with the institution
4. The following six Institutions have been identified for the purpose of conducting joint Open House Discussions for both NPST and NMM in face-to-face mode-
 - ❖ Banaras Hindu University, Varanasi, UP.
 - ❖ Bangalore University, Bangalore.
 - ❖ Utkal University Bhubaneswar, Odisha.
 - ❖ Cotton University, Guwahati, Assam
 - ❖ University of Delhi, New Delhi.
 - ❖ IITE, Gandhinagar, Gujarat

5. The following nine institutions have been identified for the purpose of holding Open House Discussions for both NPST and NMM separately in hybrid mode are as follow-

| S.No. | NPST (Venue) | NMM (Venue) |
|-------|--|--|
| 1. | Hemvati Bahuguna Garhwal University, Srinagar, Uttarakhand | RIE, Bhopal, MP |
| 2. | Central University (Department of Education) Rajasthan | Banasthali University, Rajasthan |
| 3. | Dr. Harisingh Gaur Vishwavidyalaya Sagar, Madhya Pradesh | SCERT, Patna (Bihar) |
| 4. | Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, (Maharashtra) | SCERT, Gangtok (Sikkim) |
| 5. | Visva Bharati University, Shantiniketan, West Bengal | Tamil Nadu Teacher Education University (TNTEU), Chennai, Tamil Nadu |
| 6. | Central University, (J&K) | SCERT (J&K) |
| 7. | Pondicherry Central University, Pondicherry (UT) | SCERT Hyderabad |
| 8. | Central University of South Bihar, Bihar | SCERT (Pune Maharashtra) |
| 9. | NEHU, Shillong (Meghalaya) | SCERT Imphal, Manipur |

National Professional Standards for Teachers (NPST)

6. NPST has the reference of para 5.20 of 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.”
7. Consultation will be devoted with the sharing/exchange of ideas on NPST Draft. This may also include the following points-
- ❖ Expectations from the teachers at different levels of teaching
 - ❖ Standards required at each stage (Foundational, Preparatory, Middle and Secondary)
 - ❖ Performance evaluation of standards for every stage
 - ❖ Plan of Action on Implementation of NPST and State grading formula
 - ❖ Mapping of NPST of other countries and framework for India
 - ❖ Teacher’s professional role and responsibility in terms of quality, and achievement of standards
 - ❖ Any other point found relevant to NPST formulation/implementation as per the directive of NEP 2020

8. The main objectives of conducting Open House on NPST are as follows:

- a. 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.
- b. The framework will lay emphasis on the standardization of academic performance of teachers with accountability, value added modelling, maintenance of student's assessment, positive attitudes towards education and country etc.
- c. The aim of NPST will be to focus on the pre/in-service teacher training programmes in light of NEP 2020. It also aims to cover the role of teachers at different levels - Foundational, Preparatory, Middle and Secondary School and the competencies required for each stage.
- d. In addition, the NPST 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 by setting standards for appraisal.
- e. The core purpose of NPST will be to set a national common standard for teachers so that strengthening of knowledge, skills, disposition, classroom practice etc. will be made effective and up to the mark.

9. Proposed Activities for both the events (NPST):

- i. Identification of Coordinators/contact person in consultation with VC/Registrar/ Heads/Director/Principals of each Institution/Centre.
- ii. Furnishing list of targeted audience from the Central Schools/Navodaya Vidyalaya/State Govt. Schools/ Chain of Reputed Schools (DPS/Mission/Ryan/DAV/Vivekananda/ Army/International/Mayo etc.) SCERT, DIET, HEIs, TEIs, University, NGOs etc. by the hosting institution.
- iii. Confirmation of the centre (Letter to be issued with the signature of MS to all concerned Institutions/Centres)
- iv. Compilation of inputs, report preparation and sharing with expert committee of NPST.
- v. Coordination with each institution/centre; Academic Division, NCTE, Hqr and Concerned Regional Directors.
- vi. Link may be created for Participants and viewer separately and official social media platform may be utilized for wide circulation.
- vii. Invitation for participation may be sent by the hosting institution to the targeted audience and invitees
- viii. Obtaining financial concurrence to incur expenditure as approved in AWP&B 2020-21

- ix. Submission of the final report along with video/ photos/ list of the participants, etc to NCTE within a week after event is over.
8. The estimated cost for conducting Open House Discussion of both the programme (NPST) either jointly or separately may include the following head of expenditure within ceiling.

Budget Head
Open House Discussion on NEP, 2020

| Heads | Details | Rate | Amount |
|--|---|------|--------|
| 1. The space for the event | Nil | Nil | Nil |
| 2. Food and Beverages | | | |
| 3. Speaker and presenters | | | Nil |
| 4. Travel expenses and accommodation | Not applicable in hybrid mode | Nil | Nil |
| 5. Audio Visual equipment | LED displays, public Address system, Audio and video, documentation | | |
| 6. Advertisement | Media coverage/link for participation & viewer | | |
| 7. Printing/formating elements (signage/standee/banner etc.) | | | |
| 8. Rental expense (extra chairs/sofa/linens) | Not applicable | Nil | Nil |
| 9. Gift and stationeries/Felicitation items | Jute/canvas bag/ folder, pen and notebook | | |
| 10. Decoration etc. | | | |
| 11. Other promotional materials | Brochure printing | | |
| 12. Additional manpower hiring | Ministerial assistance | | |
| 13. Transportation Charges | | | |
| 14. COVID Guidelines | | | |
| 15. Unforeseen expanses /taxes as applicable | | | |
| Grand Total | | | |

(Subject to the Actual Expenditure)

9. Minutes to Minutes Program (Tentative)

(NEP 2020 in Context of NPST)

Date..... (9.30-17.10 hrs)

09:30 – 10:30 hrs. Registration of Participants

10:30-hrs. Arrival of Hon'ble Chief Guest

10:30 – 10:35 hrs. Lighting of Lamp (If applicable)

10:35 – 10:40 hrs. Welcome Address

10:40 – 10:45 hrs. Address

10:45 – 10:50 hrs. Address of the Member Secretary, NCTE

10:50 – 11:00 hrs. Chief Guest Address

11.00-14.00 hrs Technical Session on NPST (Presentation/Panel Discussion/Question Hours)

14:00-14.30 hrs. Lunch Break

14:30 – 17:00 hrs Technical Session on (Presentation/Workshop/Question Hours)

17:00 – 17:05 hrs. Concluding Remark

17:05 – 17:10 hrs. Vote for Thanks

10. Team NCTE

- a) Sh. Santosh Sarangi, CP (cp@ncte-india.org)
- b) Mrs. Kesang Y. Sherpa, MS (ms@ncte-india.org)
- c) Sh. Dinesh Kr. Chaturvedi, US (NPST), (acad@ncte-india.org)



Central University of Rajasthan
Department of Education
National Council for Teacher Education (NCTE), New Delhi
An Open House Discussion on
National Professional Standard for Teachers (NPST) (PARA NO.
5.20) of NEP 2020
December 14, 2021



Central University of Rajasthan
Department of Education
National Council for Teacher Education (NCTE), New Delhi
An Open House Discussion on
National Professional Standard for Teachers (NPST) (PARA NO.
5.20) of NEP 2020
December 14, 2021



About the Theme (NPST)

1. The Union Cabinet approved the National Education Policy-2020 (NEP) on July 29 2020. This is an epoch-making policy, suggesting path-breaking changes in the current education system. The NEP 2020 is rooted in Indian ethos and aims to transform the nation into "an equitable and vibrant knowledge society".
2. The Project Approval Board (PAB) of the Department of School Education and Literacy, while considering the Annual Work Plan & Budget (AWP&B) 2021-22 of Samagra Shiksha, for National Council for Teacher Education (NCTE), has approved two components as per Budget Announcement 2021-22, i.e., National Professional Standard for Teachers (NPST) & National Mission for Mentoring (NMM). The budget approved/recommended for these components is ₹ 30 Lakhs (@ ₹ 2 Lakhs per Open House for 15 nos. across the country). The focus will be more on online and blended monitoring and training and only wherever possible face to face mode.
3. Accordingly, the Open House Discussion with Academicians, Educational Administrators, Teacher Educators, HoDs, SCERTs, DSEs, Principals, Teachers (Public/Private), NGOs, other Stakeholders has been conceived to be conducted at 15 different places (for each component) across the country to gather the inputs/ideas on a draft document on NPST/NMM from the working functionaries as a bottom-up approach. It will help in finalizing/developing a National document on NPST/NMM as well as devising the strategies for implementation of NPST/NMM. This will also help collect the cumulative value-added inputs to draw a common idea through a wider reach on the front of quality lead on NPST/NMM formulation at length. The time Schedule to complete the event is Nov-Dec 2021, and the date shall be finalized in consultation with the institution.

From across the country, six Institutions have been identified for the purpose of conducting joint Open House Discussions for both NPST and NMM in face-to-face mode, and nine institutions have been identified for the purpose of holding Open House Discussions for both NPST and NMM separately in hybrid mode. The **Central University of Rajasthan** is one of the nine institutions to have an open house discussion on NPST.

National Professional Standards for Teachers (NPST)

4. NPST has the reference of para 5.20 of 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."

5. The consultation will be devoted to the sharing/exchanging ideas on NPST Draft. This may also include the following points-

- ❖ Expectations from the teachers at different levels of teaching
- ❖ Standards required at each stage (Foundational, Preparatory, Middle and Secondary)
- ❖ Performance evaluation of standards for every stage
- ❖ Plan of Action on Implementation of NPST and State grading formula
- ❖ Mapping of NPST of other countries and framework for India
- ❖ Teacher's professional role and responsibility in terms of quality and achievement of standards
- ❖ Any other point found relevant to NPST formulation/implementation as per the directive of NEP 2020

The main objectives of conducting an Open House discussion on NPST are as follows:

- a. 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.
- b. The framework will emphasize the standardization of academic performance of teachers with accountability, value-added modelling, maintenance of student's assessment, positive attitudes towards education and country etc.
- c. NPST will focus on the pre/in-service teacher training programmes in light of NEP 2020. It also aims to cover the role of teachers at different levels - Foundational, Preparatory, Middle and Secondary School and the competencies required for each stage.
- d. In addition, the NPST 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 by setting standards for appraisal.

- e. The core purpose of NPST will be to set a common national standard for teachers so that strengthening of knowledge, skills, disposition, classroom practice etc., will be made effective and up to the mark.

The open house discussion on NPST (a day-long programme) was held in hybrid mode on December 14 2021, at the Central University of Rajasthan.

For the inaugural ceremony

- **The Chief Guest of the programme** was Prof. Anil Kumar Shukla, Vice-Chancellor, Maharshi Dayanand Saraswati University, Ajmer
- **The Special Guest of the programme** was Prof. S V Sharma, Principal, Regional Institute of Education, NCERT, Ajmer, Rajasthan
- The programme was presided over by Prof DC Sharma, Registrar, Central University of Rajasthan
- The Collaborators were Sh. Santosh K Sarangi IAS Chairperson, National Council for Teacher Education, Ms Kesang Yangzom Sherpa IRS Member Secretary National Council for Teacher Education and Mr Dinesh Kumar Chaturvedi, Under Secretary, National Council for Teacher Education.

The programme was started at 10:30 am with lighting the lamp. Dr Anjali Sharma, Dean, School of Education, delivered a welcome address. Dr Gobind Singh, Assistant Professor, Department of Education, introduced the programme. He emphasized the main objectives of the open house discussion. He also enlisted the area to be discussed by the panellist.

Firstly, the Chairperson, the National Council for Teacher Education, Mr **Santosh Kumar Sarangi** addressed the audience in virtual mode. He reflected on NPST Draft as:

In the continuum of a series of public consultations concerning two important recommendations of National Education Policy 2020, one is NPST and the other NMM for schools. As far as the professional standard for teachers is concerned, it is the continuum of teacher education initiatives. And it is expected to estimate the extent of the different levels of expertise of teachers at a different level of careers help them assess the level at which the proficiency lies and enable them to ensure their proficiency expertise through blended online and offline training mechanism. We have graded teachers into four different levels as per the draft NPST guidelines which has been issued; those are the beginner teachers, expert teacher, proficient teacher and the lead teacher. At the last level, they are supposed to act as leaders who can lead a team of committed individuals and committed teachers. They are also supposed to do different managerial functions. How does a teacher evolve from being a beginner teacher to a lead teacher

in the process of NPST? It is emphasized. We are in the process of setting up an online platform where teachers can do self-assessment and identify the levels at which s/he is at present. After identification, we will offer a lot of modules online and offline and blended training where they can increase their proficiency and go to the next level. Over time, this will also be linked to their career promotion and many financial and non-financial incentives to be a different level. The use of technology in this is also going to be very crucial. The draft document identifies the domains, sub-domains, and descriptors that will identify the teachers at different levels. We would request all of you to kindly go through with this descriptor to offer comments, views, and suggestions. So that before we come up with the final version, we have sufficient number of suggestions from all of you, which will help us come up with a robust document as far as NPST is concerned finally to be. He expressed his gratitude towards the Central University of Rajasthan for hosting an open house discussion on NPST.



After Chairperson, NCTE Ms **Kesang Yangzom Sherpa**, IRS Member Secretary National Council for Teacher Education, gave her reflection on the Draft NPST and open house discussion. She highlighted the efforts of the draft committee for NPST headed by Prof Chand Kiran Saluja for bringing out the initial draft, which was released on November 17, 2021, and available on the NCTE portal or website. She said that NCTE now is holding a series of open house discussions on NPST and NMM for public deliberations. In the same line, the first open house discussion on both NPST and NMM was held by Cotton University, Guwahati in hybrid mode. She admired their effort and expressed they received constructive suggestions. She said now this open house discussion is one of them and requested all

stakeholders to give their suggestions which would be included in the final document. She also said that they could send their opinion through the mail. She thanked Chairperson for his speech and the Central University of Rajasthan for holding this programme.



The Special Guest of the programme **Prof. S V Sharma** Principal, Regional Institute of Education, NCERT Ajmer, Rajasthan, started his speech with the vision of NEP2020 in face-to-face mode.

"This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and conscious awareness of one's roles and responsibilities in a changing world. The vision of the policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen."

He discussed the structure of school Education, i.e. 5+3+3+2 and NEP Para 5.20.

He talked about NPST that The National Professional Standards for Teachers (NPST) sets out to NEP 2020 aim for equitable access to the highest-quality education for all learners. NPST ensures that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers. Attracting the best talent to the teaching profession is the need of the hour. The NPST helps determine teachers' attributes at different levels of career pathways. In addition to this, NPST 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. In a learning context, standards are defined as learning outcomes. Professional teaching standards define professional values, quality of teaching, teacher knowledge, teacher beliefs and action measures of quality teaching.

The current NPST document proposes four career stages and professional standards for teachers at each stage. These four stages have been defined as follows: Beginner Teacher (Pragammi Shikshak), Proficient Teacher (Praveen Shikshak), Expert Teacher (Kushal Shikshak), Lead Teacher (Pramukh Shikshak), teaching quality at all school levels will be sustained through a reflective, practice-based approach to continuous professional development and lifelong learning for teachers. He expressed his gratitude toward NCTE and the Central University of Rajasthan for taking this initiative.

The Chief Guest, Prof. Anil Kumar Shukla, Vice-Chancellor, Maharshi Dayanand Saraswati University, Ajmer addressed the gathering and voiced that the future teacher of the 21st century needs to be a lead teacher.

Teachers are not ordinary people; they possess exceptional attributes. If you are an ordinary man, it is better not to carry explicitly special attributes. If you are a teacher, you have to carry special attributes required to transact the information and lead society. If we see the twenty-first century, this is entirely different from the twentieth century. The twenty-first century is a post-modern century, post-industrial, and post-civilized society. It is different from what we were fifty years back. To fulfil the expectation of society, we need a different kind of teacher. If we have a look at our education system, four questions arise in our mind;

- The first question is; What do we plan in education, and what reach in?
- The second question is; what we have missed and why have we missed those gaps?
- The third question is; What type of generation is required in the twenty-first century, and what kind of generation do we have?
- The fourth question is: What type of teachers do we need in the twenty-first century, and what kind of teachers do we have in the present context?

I hope this document responds to all four questions, particularly the fourth question. Actually, in the twenty-first century, teachers are expected to respond to the four parameters. Those four parameters are:

- Are teachers capable of dealing with the economic equitability of the students in the classroom?
- Are teachers able to manage cross-cultural communications in the school?
- Are teachers able to see the feeling of connection in the students?
- Are teachers being able to develop the feeling of global connectedness among students?

If our teachers can respond to these queries, they are going in the right direction. If we see, we need a vibrant teacher; definitely, planning should be done from the government side. NCTE has taken the lead to prepare a document that will guide the teachers and the government agencies in planning their education administration system. That's why now teachers would get the right path to convert into a category of the lead teacher. Actually, in the twenty-first century, students should not be mere seekers of information in the classroom. We have to convert our students into automated learners. Automated learners mean that students should be self-directed, self-controlled, and self-managed in the coming days. We also need teachers who are self-controlled, self-directed, self-managed.

Pre-service training provides you with a tenure of two years, three years, and four years but your service span is thirty-five years. Every month, each day, many changes are taking place in the country; if the mindset of prospective teachers changed in such a way, they would be able to take the right decision at the right time. The education system will improve. The teacher has not to teach only in the classroom, but he has to convert the dreams of the young generation, using social resources and with the government's expectation. If the teacher can manage the coordination between these three, then s/he can be a lead teacher of the twenty-first century. We have not to prepare a teacher to teach in primary schools, but we have to prepare teachers who have attributes, who can deliver in rural areas on the one hand and the other hand to the world market. We have not trained teachers only for our country demand, and we have to prepare teachers looking at the demand of world scenario. Thank you to Prof Saluja ji and his team for their excellent document preparation. With lots of appreciation, because they have not only categorized the teacher, but they have identified the attributes, they have given plan, they have provided mechanism how to start a teacher's journey from the very first day to the peak. Actually, in the present scenario, the promotion is due based on the length of the service, age & maturity. These two are the parameters. The teacher can attain age and maturity; it carries different parameters as far as maturity is concerned. This document has given a parameter of how a teacher is mature in their profession, fulfilling society's demand to deliver those things needed from society side from the education system.

This document is insight and gives us a platform, and your suggestions, which will come not only from your side but across the country, would provide support and strength to this document. Therefore the NCTE will be able to implement, which will not be the bible of the teacher's fraternity, but that will lead to the country in all the aspects, i.e., economically, socially and culturally. At this stage, I can only say that the teacher has to understand that their role is very important in society. If they do not show the attributes that are expected from them, society will not respect them.

After the chief guest speech, Prof Dinesh Chandra Sharma, Dean Academics, Central University of Rajasthan, delivered his speech. He said that people discuss the teacher's professional standards in this open house discussion on NPST. As a teacher, "what I understand is; how flexible you are in giving information to the student and how much are you understand the students, what are their desires, what are their dreams and how it can be executed". This is a teacher who should know and attach you to your school. A teacher can learn these things maybe because of certain guidelines prepared by professional institutions or their own. The collection of information is not the knowledge, how to prepare students for their future and be comfortable globally for all different requirements for the country. National Educational Policy 2020 is giving focus on many areas, particularly the Indian wisdom, which we have left and forgot to part on the education system possibly by going through the document. We will understand how important ethical values are for students not only gathering information from various sources, but they should understand how a human being can be created, which is one of the aspects of NEP 2020. There is a lot of flexibility for the teacher and students to decide these goals and future. I think this discussion will be fruitful, and people will be benefitted, both students and teachers. This document should come out in a proper shape and guide for preparing good teachers for the students.

Prof N Ambedkar Sole expressed his view that higher education should focus on quality parameters and restructuring teacher education standards. He highlighted the Integrated M.Sc B.Ed programme run by the Central University of Rajasthan. He expressed his view that this programme running in four disciplines: Mathematics, Chemistry, Physics and Economics, should be considered as a model to develop teacher education programmes across the country.

At the end of the inaugural ceremony, Dr Subhasish Bharda, Head, Department of Sports Science, placed a vote of thanks on behalf of the Central University of Rajasthan

After compiling the inaugural function, the first technical session started. The session's first speaker was prof Panchnatham Natrajan, Vice-Chancellor, Tamil Nadu Teacher Education University. He shared his view on the standards needed for teaching-learning, such as standards for preparation, pedagogy, evaluation and measurement. He also illustrated that teaching should be experiential learning through role-play, group discussion, case study and field visits. He exhibited the importance of

preparation for teaching-learning. He said that preparation is required before entering the classroom. He noted that the draft of NPST would establish professional standards for teachers.

After the first speaker, Rishab Khanna, addressed the gathering by explaining the NPST through a Powerpoint Presentation. He stated that NPST ensures that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained and well-equipped teachers and well-supported for growth in their careers. He expressed that all teachers' preparation, practice, and performance improvements are required. The role of teachers at different levels of expertise/experience will be reviewed and revised by 2030. w.e.f Nov 17, 2021, to 30 days. He explained teaching as a profession. Historically, the concept of professionalism was associated with the quality of practice and the public status of the job. It was referred to the level of autonomy and regulations within the occupation to provide services to society. It requires specialized training, knowledge, qualification, and skills. UN- Eight millennial goals in 2002, out of which the 2nd goal is to achieve Universal Primary Education for all children by 2015. In the same line, the RTE- 2009 milestone for Free and compulsory Education was implemented. We find low salaries, no growth, high stress, and no mentor/upskilling in existing teachers. This is the reason existing teachers quit & seek other careers. Talented youth choose other attractive careers over teaching—transformed from a knowledge provider to a facilitator and a mentor. In a learning context, standards are defined as learning outcomes. Professional Teaching Standards are defined as professional values, quality of teaching, teacher Knowledge, teacher belief and actions, measures of quality teaching.

Evolving Roles of Teachers and Teacher Education: The Policy aims to build systems that must do everything to empower teachers and help them do their jobs as effectively as possible. The new education policy advocates the best and brightest to enter the teaching profession. NEP ensures livelihood, respect, dignity, and autonomy while instilling basic quality control and accountability methods. **Challenges Faced By Teachers Today:** On the career-growth front, teachers generally stay in the same position for 10 to 20 years, which is very long compared to other careers. In addition, there is a lack of mentorship and knowledge sharing of skills required for progressing along the career ladder.

Definition of Professional Standards: "Standards are the statements that reflect what is valued in the profession, what quality teaching is 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."

Teacher education programmes and qualifications must be subject to the accountable provisions to ensure consistency across the nation. To address the vast variation among teacher training institutes and across the levels of qualifications while bringing in accountability, a quality framework such as

professional teacher standards and evaluation framework for teacher education is essential. These standards become a guiding path for pre-service teachers and in-service teachers.

A comprehensive teaching skills framework shall comprise standards for the following purposes:

- Defining the expectations of the role of teachers at different levels of expertise/stage
- Designing the initial professional preparation as well as continuing professional development of teachers
- Clarifying the competencies required by teachers
- Explaining the performance criteria for each career stage
- Managing teachers' careers, including tenure (after the probationary/tenure track period)
- Addressing the professional development pathways
- Giving the guidelines in conducting/undertaking performance appraisals (for salary increases, promotions, and other recognitions)
- Streamlining the Teacher Evaluation
- Teacher Career Progression in NPST

The NEP 2020 defines that the school education system will follow a 5 + 3 + 3 + 4, curricular and pedagogical structure, consisting of;

- Foundational Level (5 years covering age group 3-8 years),
- Preparatory level (3 years covering Grades 3-5 and age group 8-11 years),
- Middle Level (3 years covering Grades 6-8 and age group 11-14 years,
- and Secondary Level (4 years covering Grade 9-12 and age group 14-18 years).

These four stages have been defined as follows:

- Beginner Teacher (Pragammi Shikshak)
- Proficient Teacher (Praveen Shikshak)
- Expert Teacher (Kushal Shikshak)
- Lead Teacher (Pramukh Shikshak)

Areas of standards of NPST:

1. Core values o& Ethics,
2. Professional Knowledge & Understanding,
3. Professional Competence & Practice,
4. Professional Development & Growth

The different levels of teachers were explained with a suitable example story. Powerpoint presentation gave a crystal clear explanation of NPST. The participants had a clear view of NPST after attending the PPT presentation.

After discussing an initial draft of NPST, Prof Tripta Trivedi spoke about the education structure given NEP2020, i.e. 5+3+3+4 and said that we should guide our students(teacher trainees) to choose which level they want to go. There is a need to prepare them for preparatory, middle and secondary levels. The first area of concern is the students at the entry-level are not academically and professionally inclined to decide for themselves. They will have to choose a specialization like other professionals where after selecting a specialized field, they can not come back. We visualize teacher preparation as a highly specialized, highly-skilled, competency-based and level-specific programme. The second area of concern is salary, opportunity, vacancies more in primary level. It is a pyramid structure. Always more vacancies at the primary level. Therefore, after taking their JRF and SRF and sometimes postdoc, they choose to enter into primary level compared to other levels. Another concern is less time need to devote at the primary level. Again salary is also a concern for moving teachers from primary to middle and secondary level surely for the high pay packet. The third concern is mentorship, in which senior teachers act as a mentor for novice teachers. Mentorships is a difficult task as they don't have much time due to their own workload, and there is a need to provide infrastructure and support to senior teachers to serve as mentors to bring their meaningful roles. The fourth concern is stagnation and wastage; many students get married or do not enter into the profession after completing B.Ed or enter after a gap. Those who joined after a gap look at the administration of school and adapt their pattern instead of applying the knowledge they gained. School teachers are saying that you are wasting your time preparing lesson plans and implementing them during teaching practice because it would not work in actual practice.

For them, pedagogical aspects are uniform for all subjects like taking a book, reading that and doing exercises given last. Acceptance of the school teachers and administrators for these standards and upgrading them need to be taken care of. Nowadays, students are getting shadow education means taking admission in coaching for taking entry in NEET and IITS; they are mock students in the schools, how these standards would work for them. Home tutors are also in the same line. Recently, stagnation and wastage are to be looked upon from the standards, which may be framed in the document for this branching of education. For this purpose, PG and PhD level research are required for the assessment. Some pilot studies can also develop the tools to measure personal and professional attributes. Today's deliberations would address all these concerns.

Dr T Sangeetha, Assistant Professor, Department of Education and Dr Dhanapati, Assistant Professor, Department of Linguistics, moderated the first technical session. A summary has been presented by Dr Sakshi Bhatia, Assistant Professor, Department of Linguistics.

After lunch, the panel discussion was started. Dr Guneet Kaur, Assistant Professor, Department of Sports Sciences, moderated the discussion. First, after the facilitation of panellists, it was created with Prof Suryug Yadav from the Regional Institute of Education, Ajmer.

Prof Yadav expressed his views that education must be holistic and document talk about many accountabilities, professional ethics and professional and moral values. The draft of NPST categorized the teachers into four categories: beginner teacher, expert teacher, proficient teacher, and lead teacher. He showed his disagreement with it. He said that every teacher must be seen holistically. There is no point to categorize teachers. This classification does not appeal, and nomenclature should be changed. The foundational stage got a lot of emphasis, and every teacher must be a language teacher at this stage. A teacher who joins at the foundational stage must have a linguistic background. We should realize the power of language, and the teacher must know the language of the children; without that, they can not do justice with the children.

The agreement with all the professional competencies, salaries, promotion, teachers must be accountable to create a conducive environment, but the document didn't discuss the obligations of the management and administrations. The teacher should be responsible; that is good, but how the teachers work without any interruptions, it is necessary to look into that part to ensure a conducive atmosphere in terms of place, infrastructure, facilities a school requires. Teachers are mostly qualified and experts, the society and government and management also must ensure the cordial atmosphere for making in the school. A lecture ignites the mind at entry and careful interview of the people who have the capacity for teaching. A teacher must be a thinking teacher to teach the twenty-first century. Draw a Sketch of the perfect teacher who is a commandable and good communicator. If you want to be a good teacher, you should be a good learner.

Prof Rita Arora spoke about what is required within a teacher to get respect from society and have high self-esteem. A teacher needs to gain new knowledge and earn competencies for becoming an effective and successful teacher. Everybody is getting a degree; we need to think about whether they are acquiring knowledge and what is wrong with it. The teacher has to consider why the students are not taking interest and are they able to engage them meaningfully? Therefore, there is a need to develop certain competencies that are pedagogical competencies. Every teacher, educator and institution is working on that. We provide different modules and approaches for teaching and learning, how to make the learning environment conducive, how to draw attention and concentration, and how to develop the students' thinking skills. Most of the time, we through our pedagogies without taking care of the new ones. So that in the draft, there should be pedagogical competencies that are designed in the twenty-first century for preparing teachers and teachers who are also working in the field. The concern is also getting respect from society, and we should be able to compete globally. We should think about why are we hesitant

to compare our curriculum with a prestigious university. Why are we not comparing ourselves to various parts of India? Then only we will come to know where we are lacking.

There are seven elements in NPST: professional knowledge, professional growth, professional practice, etc. We need to master some technological competencies that are totally lacking at the generation working and generation coming forward. They are gaining pedagogical competencies and content competencies. There is a need to think about what kind of technological competencies are required, for example, do I use ppt to teach and scanner to show print documents, etc. We need to work on technological, pedagogical and content competencies to produce effective teachers.

Prof Sanjib Panda expressed his gratitude for being a part of policymaking. He said that by 2020 we could realize that we should have national professional standards for teachers. Looking back up to 500 years in the country's history, teachers were inherited in Hinduism philosophy. Teachers were put on the top of the ladder or pyramid where they are supposed to have great standards, great ethics, excellent competencies. They were mentored by the king, the society and the citizens, the students who are the future generation. Now you come back to 2020, where does the teacher stand? You talk about the school teacher. All these things when you look to the great educational philosopher of British origin Sir kin Robenson, "our school are death valleys of education" and all the time we have been trying to push for last 20 years or 10 years for being fascinated by westrenness and western culture. We should be looking for creativity while the whole idea of education is basically translated in language and creativity, curiosity, competency, ethics and mentorship; all this is moving round and round before this fine line. The draft looks pretty rigid when you talk about the best of the students, which you cannot do basically because it is tremendously going on in this country to be somewhere observed. I disagreed with the varied essence of educational character building, which I do not see. It is very uncomfortable; it is all through when we talk about professional testing. As per the Stanford University analysis, we can make students engineers, doctors, and lawyers, but we cannot educate. So hence it is offlet set by so-called policymakers; can we really educate? Draft laid some emphasis on expert teachers, guidelines, and competencies for pre-job, postjob, in-service, etc. All these did not exist earlier in 75 years of independence, and these existed than what is out of the box in the draft. With the very essence on which you may have modalities and a lot of ingredients taken from x or y resources. Still, you need to come out beyond the information; we need to come out of mugging up or follow Indian institute best scholars. He emphasized the best characteristics of other countries education systems and said finesh education system is best. One good thing so far the draft is talking about is upskilling the teachers' competencies. One most important thing we should talk about that is, can we uplift the teachers' position in society. Which had all been paste with the help of teachers, students, stakeholders, and policymakers, often we realized that it is the teacher who sets the society, country, and nation. Unless we inculcate, we speculate that kind of filed up string or the down string and develop such character among teachers who has a

passion for teaching. All we have been learning from each other, Which we are basically going to speak again and again in the form of some policy. Again, I congratulate that a policy in line with international standards like the best educational school teaching professional standards and facilities has been given by the Canadian or Finland educational system. It is not wrong that we are developing such standards for the country. Still, we also need to bring in ethos, values, and the culture of this country is having with the unit compared to all other civilizations—being one of the oldest civilizations and bringing those values among the teachers who will translate it with the students. We have been looking at the students but often the eyes on the teachers and whatever modalities you develop unless you plan those ingredients in the teachers that for what he deserves to be a teacher and for what he shall not be denied to be a teacher. Society keeps him at the top; the policy will remain on paper unless we look into those things. With this note and reflections, he ended that talk.

Prof RB Pareek, Regional Institute of Education, Ajmer reflected and kept his views as; One of the biggest concerns of the educators across the world, especially in India, is making present generation learner future learn. As we know, India is relatively young as a nation with around 28 million youth population lead added every year. However, India's high youth population could not be held to the economy, universalization of education is not achieved all over India. Although the document NPST clearly indicates the four career stages, the benchmark to recognize teachers' professional growth throughout the career in the standard period. The description across the four stages represents the increasing level of knowledge professional practice engagement of the teachers. A growing understanding applied growing sophistication and a more complex range of situations across the border. The document also emphasized that it is an opportunity for teachers to restructure the lesson plans watch the difficulty level of students, and try to understand what the student has learned from the content taught. So we have to move away from rote memorization to hands-on activities. We will be able to do it, but this document is futuristic. And we have to move the mountain in the first few years to make the implementation happen. The quality of education for all students will be achieved only when the teachers have access to effective professional development incorporated into instructional practices. But the main problem in a country like India that now faces that all pedagogical innovations are fit to improve the quality of urban education while rural learners and their education remain largely neglected. The 65% of the population residing in rural areas, rural India also deserve much more attention, especially when facing many problems like teacher absenteeism, poor maintenance, quality of teachers, and non-teaching duties, which often keep teachers away from schools. Further, teachers often have to report their duties far away from their homes within an inadequate transport system in rural India. The distance often results in absenteeism; these aspects may impact maintaining the standards prescribed for teachers. Hence, proper attention may be given to overcome such issues. Performance transacts those urban learners always secure a better ratio than rural counterparts.

As some institutions indicate that it is not the calibre that attracts their performance, resources and opportunity are available at their level. There are truly passionate teachers out there how they make differences. However, sometimes poor remunerations and inadequate training are discouraged. So NPST must have the option to incorporate appropriate freedom for the same. NPST for teachers may include a plan for implementing effective learning, creating and maintaining a supportive and safe learning environment, providing feedback, and reporting student learning. NPST document tells those teachers ought to have solving skills in the learner, generate curiosity and inquisitiveness, have the patient to promote them, and most importantly, understand that we have to create an inclusive classroom. In the document, provision has been made for teachers to have effective teaching strategies and implement well-designed teaching programmes and lessons. But there should also be included the relative process in all the aspects of teaching practice. A report card may be generated based on the reflective purposes to ensure learning needs are addressed. There should be provisions for academic contributions reports, and that should be implemented for all the teachers. We need to update the profile of teachers so that whenever teachers get anything would add to that and regular feedback from the students. That will also help in improving their professional requirements and proficiency in pedagogy. Today we are in the twenty-first century, so ICT knowledge is essential and needs to be included in pedagogy. Regular feedback from stakeholders is necessary. Rural schools are often viewed negatively; their geographical isolation, small size, and socio-economic compositions increase the chances of suffering from inadequate infrastructure—the lack of quality teachers and limited educational offering among other challenges. NPST document should have provisions to rectify such issues, which are this conceptualized at a particular level. There must be the creation of digital content to ensure learning virtually. Teachers need to train on the online assessment penetrating unethical practices and digital content creation to fulfil the laboratory classes and classes for performing arts.

NPST document should have provision to rectify such issues. I feel that teachers Training Institute should be the role to train the teachers. Sometimes across multiple grades, to fix instrument and assessment in the many subject areas fulfilling increasing content accountability reporting recruitments, developing strong relations with close lead communities so suggestive input may be provided to the indulge these issues in the and PST.

Principals may lower administrative support in their responsibility than their other counterparts and receive less supportive feedback from the education communities. In some cases, rural principles manage not only one but several schools right, so suitable administrative input should be founded in the NPST document. More conceptualized the document should be reflected the difference between types of rural, small rural schools are to be considered for the betterment of this document.

The state can implement a particular mechanism and evaluation of the learning outcomes for the teacher. As an evaluation of the learning outcome is assessment based on the particular teacher's learning development, the feedback that the teacher promises will be measured with the view of the

learning method based on the learning outcome and recommendation. Training of the lecturer possible should be made organized and fixed on time so that the regular classes of school remain unaffected.

The importance may be due to promoting efficiency in the local language so that every teacher can be fruitful for the student. This may attract the most talented, dedicated student to adopt the teaching profession, especially at the foundation and preparatory level. There should be promises of the opportunity package and other facilities for all the teachers talking about the school and committee set in NPE 2020. When talking about school and community relations, educational professionals have to be in a crucial role of ongoing collaboration and friendship between the school and their surrounding community. Provision should also be made in NPST to build a good relationship between the teacher, school, community, and parents. People are very much dependent on the social awareness and collaboration initiative from teachers and headteachers. The document should have an opportunity for creating and maintaining a culture of belongingness and awareness, where teachers and parents work together to enhance the learning and development of people as a challenge. Teacher who has worked a long time in a small school has different support and needs diversity in various phases of their career to sustain their professional commitment and ability to promote school development. So we should work that schools become social entrepreneurs.

Teacher professional development and teaching are context-bound. The circumstances in the teacher role affect not only the work experience, building long term endurance and putting into teaching for so many purposes. It is important to understand the context while teachers must need an ecological understanding of the teaching process in rural schools.

Multiple novel methods and online options are for the teachers to support teacher professional development and student learning in rural schools. Virtual learning, blended learning, and professional network can create online support. To upgrade and verify, efficient teachers may utilize these whole networks to see the professional advice to collaborate with the bind up professional community and adhere to follow education from the same or different stage.

Dr Muzammil Hassan addressed the audience with these words; NEP 2020 came after 34 years. This policy covers all aspects of education, from school to higher education. Education system rooted out in the Indian ethos. They are transforming India and Barat Education by modelling India as a global superpower. This policy has given a special place to teachers for ethos, the world's best education system. We do the best teacher; certain standards can produce the best teacher. In this document, we are living to imbibe those standards that is very much necessary for the role of teachers expended. Teachers are knowledge providers in the 21st century. Teachers should have the content knowledge, and technology-based teaching is needed.

The teacher has a lot of expectations from the student and, in NPE 2020, to an inevitable change in the school education level. Teachers' qualifications at a foundation level, middle stage, and higher-level are all considered; beginners, professionals, experts and lead teachers are dealt with. Teachers lecture in

the beginning stage; How long does the tenure of lecture take? How to proceed from one to another stage? What are the competencies needed? Streamlined teacher evaluation assessment; a tool to be adopted to evaluate annual assessment. Promotion is based on merit rather than seniority. There is a lot of reason to be considered for the school's promotion facilities. Special school and special lectures also will be included; it will apply the same standard for special teachers.

India is a diversified country, in the physical structure of the school, more facility for the employment. There is maybe more opportunity for the rural teacher also. Over the number of dimensions in while we have to think before finalizing the document, so we want loyalty in the grass-root level. We are keeping in the diversified nature of the country and society and other things. We will send the suggestion to NCTE.

Prof NAmbedkar Sole, Dean, School of Social Science, highlighted Education of public policy and NEP 2020 from 1968 to 2020; he said he looked at the education and some other paragraph for the teacher education. In respect to quality of teacher and commitment towards profession implementing knowledge. The fundamental problem our schools are facing is the absenteeism of teachers. Teachers training institution itself was not having proper teachers identified during NCTE inspections. Reliability of teachers, students' demand for the quality in teaching, and education to rural people were objectives of Shiksha Mahotsav activity. Orientation programs need to be organized. The teacher must understand the policy. A comprehensive evaluation model is followed now in school education. Access to school should be made so that quality lectures complete lectures will move on it.

Questions asked by the audience

- Why do we not add computer science teachers and NPST criteria to follow on the foundational preparatory and secondary levels?
- Teachers are engaged in various government programs when their such load would be reduced?
- There are various examples in ancient Indian history, like Eklavya and Tulsidas, of how they did well.
- Education liberates everyone, but when educator will get liberation?
- Stop politicization in education and autonomy should be given in the hand of a teacher
- Training of teachers should be made improve or bring revolution, and teacher educator institution should be debarred permanently, if not sustaining the quality of education.

Launching programme

  

**DEPARTMENT OF EDUCATION
CENTRAL UNIVERSITY OF RAJASTHAN**

**in collaboration with
National Council for Teacher Education
(NCTE), New Delhi**

**organizing
An Open House Discussion
on
"National Professional Standard for Teachers (NPST)
(PARA NO. 5.20) of NEP 2020
on
14TH DECEMBER, 2021**



Sh. Santosh K Sarangi IAS
Chairperson
National Council for Teacher Education



Ms. Kesang Yangzom Sherpa IRS
Member Secretary
National Council for Teacher Education



**Special Guest
Prof. S.V. Sharma**
Principal
Regional Institute of Education
NCERT, Ajmer, Rajasthan



**Chief Guest
Prof. Anil Kumar Shukla**
Vice-Chancellor
Maharshi Dayanand Saraswati University
Ajmer



**Presided over by
Prof. Neeraj Gupta**
Vice-Chancellor
Central University of Rajasthan

Central University of Rajasthan
NH 8, Bandarsindri, Kishangarh, Ajmer (Raj.) 305801
Website: www.curaaj.ac.in

  

**DEPARTMENT OF EDUCATION
CENTRAL UNIVERSITY OF RAJASTHAN**

**in collaboration with
National Council for Teacher Education
(NCTE), New Delhi**

**is Organizing
An Open House Discussion
on
"National Professional Standard for Teachers (NPST)
(PARA NO. 5.20) of NEP 2020
on
14TH DECEMBER, 2021**



**Speaker
Prof. N. Panchanatham,**
Vice-Chancellor, TNTEU



**Speaker
Mr. Rishabh Khanna**
Cognitive Scientist
Expert, NCTE



**Speaker
Prof. Tojita Trivedi**
Head & Dean, Faculty of Education
University of Lucknow



Mr. Dinesh Kumar Chaturvedi
Under Secretary, NCTE



Prof. D.C. Sharma
Dean Academics,
Central University of Rajasthan

Central University of Rajasthan
NH 8, Bandarsindri, Kishangarh, Ajmer (Raj.) 305817
Website: www.curaaj.ac.in

Glimps of Inaugural Ceremaony





Speakers of Inaugural Functions





Technical Session I Speakers

STAGES OF TEACHER CAREER

Based on the skills and competencies acquired teachers shall fall under four stages of their career progression:

- 1) Beginner Teacher (Pragammi Shikshak)
- 2) Proficient Teacher (Praveen Shikshak)
- 3) Expert Teacher (Kushal Shikshak)
- 4) Lead Teacher (Pramukh Shikshak)

(ref. page 16 of the draft document)

01:49:45



(Prof Panchnatham)



(Prof Tripta Trevedi)

Panellist (Technical Session II)



Audience



(Closing an Open House Discussion)





Thank You all.