

Panel Discussion

National Professional Standards for Teachers (In view of National Education Policy (2020))



G.H.G. Khalsa College of Education
Gurusar Sadhar, Ludhiana



In Collaboration with
CTEF (Council for Teacher Education Foundation)
Invites you to a Panel Discussion

National Professional Standards for Teachers(In view of NEP,2020)

Saturday May. 29, 2021 (07:00 pm to 08:30 pm)



Dr. Banwarilal Natiya
Chairman
NCTE, NRC



Dr. K.M. Bhandarkar,
National President,
CTEF (India)



Prof. Nilima Bhagabati,
International Secretary
General, CTEF



Dr. S. Sonawane,
Dean, S.P. University
Pune



Dr. Khushvinder Kumar
President, CTEF,
Pb. and Chd. Chapter



Dr. Rajeswari K. ,
Principal
Govt. College of Teacher
Education, Kerala.



Prof. V. Reghu,
Kerala
CTEF Chapter,
Kerala



Dr. Ragini Singh
Principal
Bardoli college Katni
M.P.



Dr. Nidhi Agarwal
Principal
Integrated school of Edu.
(INMANTEC), Ghaziabad



Dr. Mousumi Bordoloi,
Principal
Govt Banikanta College
of Teacher Edu.
(IASE, Guwahati)

Zoom Meeting ID: 450 405 2542 Passcode - 12345
Live Streaming on <https://www.youtube.com/ghgkce>

Chief Guest: Dr. Banwarilal Natiya, Chairman NCTE, NRC

Panelists

- Dr. K.M. Bhandarkar. National President, Council for Teacher Education Foundation
- Prof. Nilima Bhagwati (International Secretary General, CTEF)
- Dr. S. Sonawane (Dean, S.P. University, Pune)
- Dr. Khushvinder Kumar (President, Council for Teacher Education Foundation, Punjab and Chandigarh Chapter)
- Dr. Rajeswari K., Principal, Govt. College of Teacher Education, Kerala
- Prof. P. Reghu, CTEF Chapter Kerala
- Dr. Ragini Singh, Principal, Bardoli College Katni, M.P.
- Dr. Nidhi Aggarwal, Principal, Integrated School of Education (INMANTEC), Ghaziabad
- Dr. Mousumi Bordoloi, Principal, Govt. Banikanta College of Teacher Education (IASE, Guwahati)
- Dr. Deepak Waiker (Academic Adviser, Ph.D.(Singapore), M.S.(Canada), PD Cert(Australia), M.Tech, PGDBM & B.E.(India))

Moderator

Dr. Pargat Singh Garcha (Principal, G.H.G Khalsa College of Education)

Suggestions for NPST

Overview

The National Education Policy 2020 which was approved by the union cabinet of India on July 29, 2020 outlines the vision of India's new education system. The policy encompasses a broad framework for all types of education viz. elementary, higher, vocational and teacher education etc. It also seeks to strengthen adult education and use of technology among others. The new education policy looks progressive and promising with a clear objective of restructuring Indian education system. However in India, the challenge has always been the implementation part of the policies framed. As formulation of National Professional Standards for Teachers (NPST) is key target of NPE-2020 to be completed by 2022. Last date to submit suggestion on national portal is 31st May 2021. To aware the teachers of all the states /UT , G.H.G. Khalsa College of Education, Gurusar Sadhar in collaboration with Council for Teacher Education Foundation organized a panel discussion on the topic "National Professional Standards for Teachers (In view of National Education Policy 2020)" on May 29, 2021.

Inaugural address Dr. K.M. Bhandarkar in his address said that the aim of this panel discussion is to send suggestions on National Professional Standards for Teachers in view of National Education Policy 2020. The suggestions provided by the teachers will be of great importance in order to bring reforms in the norms and standards prepared by NCTE for drafting the Professional standards of teachers. He mentioned that there is need of preparing these norms or standards for teachers teaching at different levels and in different faculties. He stated that there is no special provision including the finance for teacher education in NPE 2020. He urged all the teaching fraternity to come forward and share their valuable suggestions in this regard.

Deliberations by Panelists:

- **Dr. Banwarilal Natiya**, through his deliberation stressed that the career of a teacher will depend upon the profession standards set as per NPE 2020. Promotion of a teacher will not depend solely upon the number of years of his or her service rather on may other professional factors also. He stated that there should be separate national professional standards for the teachers belonging to different levels of teaching viz. Pre- primary, Primary, secondary and tertiary level of education. The professional standards must also be set as per the area or field of teaching like there should be separate standards for the

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science, humanities or social science fields. He also shared his concern over the issue that not much space has been given to the teacher education area in the NPE 2020. He cautioned that professional standards for the teachers must be set very carefully as they are going to impact all the teachers in the near future. He also opined that service and economical security of the teachers must also be the part of national professional standards. He mentioned that these professional standards are not just applicable to teachers educators rather they are applicable to the whole teaching community including the school teachers at various levels. He concluded his deliberation by saying that we need to focus on the implementation part of the NPE 2020 rather than mere focusing on the standards. He suggested that we should be more focused on the fact that how we can maintain the standards in the field of teacher education.

- **Dr. Nilima Bhagwati** shared her concern on the plight of teachers and the various challenges faced by them. She said that there are no specific rules for private and government institutions to follow in the field of education. Private institutions are always at liberty to charge the fees and run their institution as per their choice. She further raised her concern over the appointment of part time and contractual teachers. She stated that it is harsh on the part of government to decide for the implementation of multidisciplinary courses in the teacher education institutions as there is lack of proper infrastructure in these colleges to run these courses. She said that there must not be political interference in the matters of policy planning in education. She highlighted that refresher and orientation courses are not given serious consideration in the professional development of the teachers. So this concern must also be the part of national professional standard for teachers. She suggested that the appointment of the principal in the teacher education institutes must be given due importance and a dynamic and real leader must be appointed as principal who will automatically raise the standard of that particular institution. She concluded her deliberation by saying that the National Professional Standards for teachers must be mandatory to follow for both government and private institutions.
- **Prof. Sandeep Sonawane**
Prof. Sandeep Sonawane was of the view that there must be regional consideration while framing National Professional standards for teachers. He cited that much has been said

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about the primary, elementary and secondary education , but no due consideration has been given to the professional standards for pre – primary teachers. He also opined that the professional standards must be area specific (Science, humanities, Sports, Yoga education etc.). He further suggested that in order to have effective professional standards for teachers, there must be nationwide entrance test to enter into the teaching profession. He stressed the essential mark of professional standards for teachers should be their qualification, pedagogical and assessment knowledge, skills and the ethics and values. He opined that the professional standards for teachers must be same for all including the public, private and self-financed institutions. He concluded by suggesting that we need teachers who can build knowledge-based society and therefore profession standards must be looked upon as important aspect in the field of teacher education.

- **Dr. Khushvinder Kumar**

Dr. Kumar was of the view that National professional standards for teachers which are presently seems to be for the school teachers at the primary, elementary and secondary education level must be interlinked, interrelated and understood with the other levels of education also like tertiary, vocational and research or higher level. He cautioned the teaching fraternity that the suggestions provided by them on various parameters must be crisp or definite. He opined that the setting of professional standards for teachers is easy in some areas but difficult for some other areas at the same time. There is difficulty in the setting of professional standards in the areas like community linkages, professional engagement, human growth and development and also in the area of code of conduct. He advised the teachers act wisely while giving their inputs. Sir further elaborated that NPE is biggest change in the field of education and was framed with the urge of hurriedness. Therefore we must act wisely while giving our suggestions in order to implement it in an effective manner. He concluded by raising a concern that whether the National professional standards must be same for the NMM (National Mentoring Mission) and can the suggestions given by an expert and a naïve in the field of education will be given equal weightage?

- **Dr. Rajeswari K.** was of the opinion that for the holistic development of the teachers there should be curriculum integration of all the essential subjects and the curriculum of teacher

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education must focus on developing the critical, experiential and creative skills etc. among the teachers and thereby taking them away from the cult of rote learning. She also suggested that we must maximize the abilities of teachers so that they can do justice with their professional life. She further elaborated that we must provide optimal environment at the teacher education institutions by providing quality pedagogies, assessment criteria and transaction strategies. She highlighted that the faculty in teacher education institutions must be given liberty to design their own curriculum and pedagogical approaches within the approved framework. She also suggested that the research aspect must be incorporated in the teacher education curriculum at bachelor level also. She said that we must be very clear about the fact that what type of teacher educators we wish to produce through the M.Ed curriculum.

- **Prof. V. Reghu**

Prof. Reghu raised his concern over the pathetic scenario of self –financed colleges throughout the country. He criticized these institutions by saying that they are more concerned about the qualification of the faculty and are less concerned about their salary and service conditions. He stressed on the need of formulation of Teacher Educators Welfare Fund to help those who are at receiving end in the hand of their managements. He suggested that in order to raise the standard of teacher education, we must again shift to double optional subjects where one subject is school subject and the other being some skill enhancing subject like guidance and counseling, ICT etc. He showed his serious concern for lack of funds or finance in the field of research and said that only 0.5 % of GDP is devoted to the research in the field of education.

- **Dr. Ragini Singh**

Dr. Ragini orated that just like as we have brought changes in our education system we need to bring reforms in the field of teacher education also. She stressed that we need to bring qualitative reforms in our teachers by making the online system of education as part of our curriculum. Teachers need to be computer friendly and the aspect of ICT must be included in every semester of teacher education programmes. She also pondered upon the fact that in four year integrated course of teacher education the enrolment percentage is quite less and with these courses we will not be able to meet the future demand of teachers therefore she stressed on the need of continuation of 2 year B.Ed programme.

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- **Dr. Nidhi Aggarwal**

Dr. Nidhi was of the opinion that Teacher Educator Welfare Fund should be formed for the betterment of teacher educators. She stressed on the need of International faculty exchange programmes in order to bring qualitative reforms in the field of teacher education. She also orated on the need of enrolling in TAP or some certificate courses on the part of teachers. She mentioned that research should be given due importance at the graduation level also.

- **Dr. Mousumi Bordoloi**

Dr. Mousumi highlighted the plight of government teacher education institutions in Assam. She raised the concern over insufficient faculty in these colleges as well as on the need of fund for infrastructural improvement. She urged the Council for Teacher Education to raise this concern with the government officials so that some qualitative reforms can be brought in these institutions.

- **Dr. Deepak Waiker**

Dr. Deepak while highly regarding the teaching profession said that no policy could taste success without the support of teachers. He was of the opinion that the education system of developed countries is highly promising because they give due importance to the education at Pre- Primary and Primary level as these levels are considered as the foundational levels of education. He urged teachers to follow project based teaching learning process besides giving due weightage to their professional development by taking part in seminars, workshops, discussions, refresher and orientation courses etc. He also suggested them to carry out research in the field of design thinking for better professional development.

Major Highlights of the Panel Discussion

Suggestion with respect to NPST from CTEF

- Each one must give his/her valuable suggestions as these will affect them in coming decades. For Maximum Participation awareness at grassroot level is required.
- All participants must be careful in writing meaningful statements in descriptive answers in the NPST Portal.

Suggestions for NPST

- In NPST, State wise planned refresher and orientation courses on the pattern of national guidelines for teachers at all level from Foundation to Secondary to be made mandatory after every three years.
- There must be regional considerations while framing National Professional standards for teachers.
- The professional standards must also be set as per the area or field of expertise like sciences, humanities, languages and social sciences.
- Separate national professional standards for the teachers belonging to different levels of teaching viz. Pre- primary, Primary, Secondary and Tertiary levels of education.
- Service and economical security of the teachers must be the part of national professional standards.
- National Professional Standards for teachers must be mandatory for both government and private institutions.
- NPST for different level of teachers should be framed by considering different level of requirement. NPST for secondary school teacher may not be similar to foundation course teacher.
- Indian Ethics and values to be a part of NPST.
- National professional standards for teachers must be interlinked, interrelated and understood with the other levels of education also like tertiary, vocational, technical and research.
- The faculty in teacher education institutions must be given liberty to design their own curriculum and pedagogical approaches within the approved framework.
- Research in Teacher education need to be strengthened and financially supported.
- Establishment of Indian Education Services (IES) is recommended to compete with the global competitiveness.
- Refresher and orientation courses for all level in-service teachers from Foundation to Secondary need to be mandatory after every three years.
- Check on private players who are running business on the names of teacher education and exploiting teachers.
- As per NEP-2020, the new school structure 5+3+3+4 is going to be implemented. But no specific professional norms/requirements are being framed. As all the stages from Foundation to Secondary need to be in the knowledge of candidates to apply, the minimum qualifications, training experience, eligibility criteria for entrance test for teachers' recruitment, experience of teaching and community engagement, experiences in vocational training to be specified for inclusion in NPST.
- All recruited teachers must undergo Induction programme for all round readiness before joining as teacher.
- The age-old part-time teacher system to be withdrawn from TEIs
- There should be no involvement of Bureaucrats in framing NPST or chairing Teacher's selection committees.

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- Formulation of Teacher Educators Welfare Fund to help those who are at receiving end in the hand of their managements.
- In the four years ITEP, possibility of multiple exits from the course should be there (though minimum qualification to be recruited as teacher is four years integrated course). Certificate (for one year completion), Diploma (two years completion) and Advanced Diploma (three years completion) may be considered. In such case how the students are going to be engaged in School structure. This is to be thought.
- For selection of Principal, Teacher Educators with ten years of experience in four years integrated course/ two years B.Ed. course, having good/excellent academic career, experience of community engagements and experience in ICT to be given weightage in NPST.

Following Step wise guidelines (compiled by PACE) available on MYNEP weblink can help the participants to work easily on NPST Portal

Select the NNPST Button

- a) Provide inputs/suggestions to design National Professional Standards for Teachers program NNPST.
- b) Select Major expertise of contributor and other expertise (i.e. Teacher Education, primary education, secondary education, vocational education, etc.)
- c) Select the language

Provide brief in next page

- a) In not more than 150 words, explain why you want to participate in the - National Professional Standards for Teachers?
- b) Why do you believe that participating in– National Professional Standards for Teachers would help in achieving the goals of teachers/teacher educators as outlined in NEP 2020?
- c) Describe your views/ideas on how– National Professional Standards for Teachers can achieve the target in realizing 21st century developmental goals of the nation?

The next page will ask you the following

Suggestions for NPST

a) You may choose the indicators of your choice for providing inputs/suggestions to be incorporated in the draft of NNPST

b) The indicators can be explained under the following categories:

1. Honesty and integrity of teachers
2. Subject knowledge
3. Updated skills
4. Positive relationship with parents and students
5. Teachers to be interconnected, interdependent and able to reflect the multidimensional role of teaching

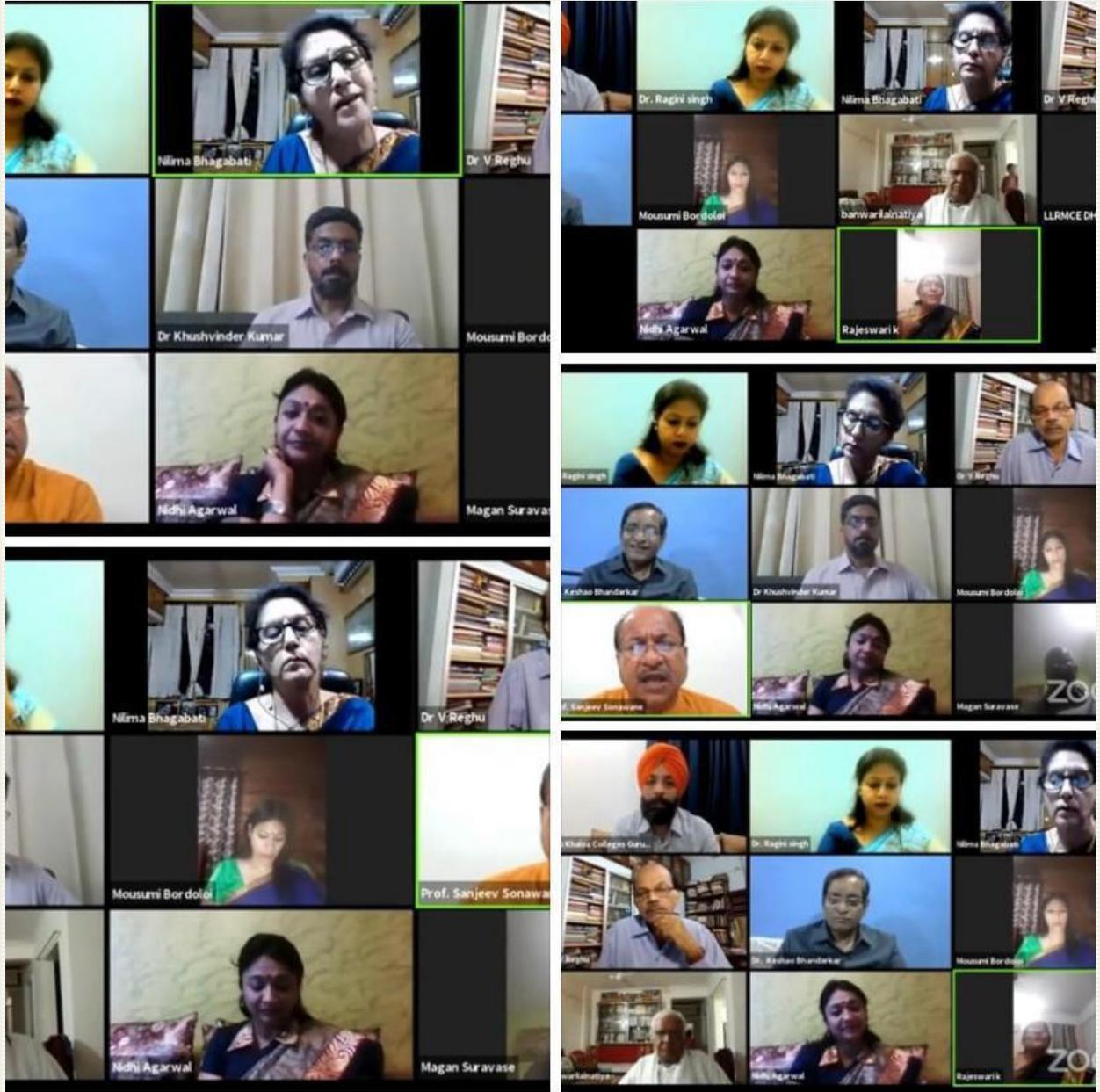
Then suggest area of your choice/expertise for providing inputs/suggestions to be incorporated in the draft of NPST on the following indicators.

Self-development guide, research tool, self-assessment tool, digital illustration, video lessons, demonstration poster.

The final area will ask you the following:

- Content knowledge
- Pedagogical knowledge
- Curriculum planning and development
- ICT tools for effective communication
- Assessment, personal and professional development and practice
- Continuous professional development
- Learning environment, community linkage
- Professional engagement
- Advance skill of teachers
- Human growth and development
- Code of conduct and learning languages as per the 8th schedule of the constitution.

Suggestions for NPST



Suggestions for NPST

