

RNI REG. NO. –HPENG/2016/73536

VOL. 7(1&2) & 8(1)

International Journal

ISSN 2455-7900

April, 2023

Raj Rajeshwari Journal of Psychological & Educational Research

(A Half Yearly Peer-Reviewed & Refereed
International Journal)

R
R
J
P
E
R



Professional Standards & Challenges for Teachers

Special Issue

WWW.RAJ-RAJESHWARI.COM & RAJRAJESHWARI2006@GMAIL.COM
WWW.RRJPERRSEARCHJOURNAL.IN & RESEARCHJOURNAL.RRJPER18@GMAIL.COM
TELE/FAX 01972-255199

Raj Rajeshwari Journal Of Psychological & Educational Research (RRJPER)

PATRONS

SH. MANJIT SINGH **SMT. ARVINDER KAUR RANI** **SH. KULBIR SINGH** **SMT. INDRESH KUMARI**
Chairman President Secretary Member

Raj Rajeshwari Education Society, Vill. Chorab (Mansui), P.O. Bhota, Tehsil Barsar, Distt. Hamirpur (H.P.) - INDIA

EDITOR

DR RAJ KUMAR DHIMAN
Principal

ASSOCIATE EDITORS

MR. MADAN KUMAR **MR. SUNIL KUMAR** **MS. SAVITA DEVI**
Assistant Professor in Education Assistant Professor in Education Assistant Professor in Education

ADVISORY BOARD

DR B. P. VERMA

Former Professor, Head & Dean
Faculty Of Education, H.P. University, Shimla - INDIA

NARINDER PARMAR, FAIM

Director, Get Results Education & Training Consultants
Master NLP Practitioner/Life Coach, Motivational Speaker
-AUSTRALIA

DR JAGDISH CHAND SONI

Former Senior Professor, Department Of Education,
Rajiv Gandhi University, Itanagar - INDIA

DR SOMARATNE EKANAYKE

CEO, Association for Development and Research Sri Lanka,
National NGO, Free lance researcher and CEO-AERDSL
- SRILANKA

PROF. SHREEDHAR GAUTAM, PH. D

Tribhuwan University - NEPAL

GUALBERTO A. MAGDARAOG JR., CPA, MBA, DBA

Bulacan State University, Malolos City - PHILIPPINES

DR KULVINDER SINGH

Former Professor, Department Of Education & Community Service
Punjabi University, Patiala, Punjab- INDIA

SEIKH RIAD

Associate Professor (Education), Officer on Special Duty,
Attached Teachers' Training College, Dhaka- BANGLADESH

DR NAIN SINGH

Former Professor, Faculty Of Education,
H.P. University, Shimla - INDIA

DR RUBINA HANIF

National Institute of Psychology,
Centre of Excellence, Quaid-i-Azam University, Islamabad
-PAKISTAN

DR DILWAR SHARMA

Principal (Retd. - HES) & President Awardee,
VPO Mehre, Hamirpur (H.P.) - INDIA

SH. SARDARI LAL CHANGRA

Principal (Retd. - HES), Vill. Mansui, P.O. Bhota,
Hamirpur (H.P.) – INDIA

DR SURENDER KUMAR SHARMA

Professor, Department of Education,
ICDEOL, H.P. University, Shimla – INDIA

T.R. SHARMA

Former Chief Editor, Him Academy Group of Educational
Institutions and Publications, Hamirpur (H.P.)-INDIA

EDITORIAL CONSULTANTS

Prof. MANOJ KUMAR SAXENA

Professor & Head, School of Education,
Central University of Himachal Pradesh-INDIA

Prof. SANDEEP BERWAL

Deptt. of Education,
CRSU, Jind-INDIA

DR PARAS NATH SHARMA

Principal, Vijay Memorial College of Education,
Mandi (H.P.) – INDIA

DR O. P. BHARDWAJ

Principal, DDM Sai College of Education,
Kallar, Nadaun, Hamirpur (H.P.) – INDIA

DR J. N. Baliya, Associate Prof. & Head Deptt. of Educational Studies, Central University of Jammu-INDIA

RANJIT PODDER

Associate Professor of English Govt. Teachers'
Training College Dhaka, BANGLADESH

NANDITA DEB

Principal, SCERT, Delhi, Government of NCT Delhi
- INDIA

DR PRADEEP SINGH DEHAL

Assistant Professor, Department of Education,
ICDEOL, H.P. University, Shimla – INDIA

DR PRIYANKA CHOPRA

Former, Assistant Professor, RIMT University
Mandi Govindgarh (Punjab)-INDIA

REVIEW COMMITTEE

- MITALI MARIA COSTA** : Principal, Martin Luther College, 155- Monipuripara, 2/G- Sheltech Mohona, Farmgate Tejgaon, Dhaka - BANGLADESH
- DR JAYASHREE SAMANTARAY** : Principal, Trisha PG College of Education, Hamirpur (H.P.) - INDIA
- SWATI CHAKRABORTY** : Fellow at University Islam International Indonesia-UIII
- DR SURESH CHAND** : Principal, Nalanda College of Education, Hamirpur (H.P.) - INDIA
- DR SANJEEV KUMAR SHARMA** : PGT (English) DIET, Shimla (H.P.) – INDIA
- DR VIMAL KISHOR** : Associate Professor & Dean, Centre for Education, Central University of Jharkhand, Ranchi-INDIA
- DR WASIM AHMED** : Assistant Professor, Special Education (Mental Retardation), Govt. Rehabilitation Institute for Intellectual Disabilities, Chandigarh- INDIA
- DR KULDEEP SINGH CHANDEL** : Principal, SVN PG College of Education, Tarkwari at Takauta Bhattan, Distt. Hamirpur (H.P.) - INDIA
- DR CHAMAN LAL BANGA** : Associate Professor, Department of Education, H.P. University, Shimla – INDIA
- THAKUR MAHIP SINGH** : Assistant Editor, Penalty Corner (Sports Journal), VPO Khooda, Sarkaghat, Mandi (H.P.) – INDIA

STATEMENT OF OWNERSHIP OF THE JOURNAL

Place of Publication	:	Chorab (Mansui), P.O Bhota, Hamirpur (H.P.)
Periodicity of Publication	:	Half Yearly (April & October)
Chief Editor	:	Dr. Raj Kumar Dhiman
Printer	:	Rakesh Printing Press, Hamirpur (H.P.)
Publisher	:	Raj Rajeshwari College of Education
Nationality	:	Indian
Address	:	Raj Rajeshwari College of Education, Vill. Chorab(Mansui), P.O. Bhota, Tehsil Barsar, Distt. Hamirpur(H.P.)-176 041
Ownership	:	Raj Rajeshwari Education Society, Vill. Chorab (Mansui), P.O. Bhota, Tehsil Barsar, Distt. Hamirpur (H.P.) – 176041

I, Dr. Raj Kumar Dhiman, hereby declare that the particulars given above are true to the best of my knowledge and belief.

(Dr. Raj Kumar Dhiman)
Chief Editor

Raj Rajeshwari Journal of Psychological & Educational Research (RRJPER)
(A Half Yearly Peer-Reviewed & Refereed International Journal)

CONTENTS

Sr. No.	Title	Page No. (S)
1.	Understanding Teachers' Perspectives on Professionalism – Dr. Kuldeep Singh & Ajay Kumar	1–6
2.	Relevance of NPST in Contemporary Times – Dr. Malkiat Singh Rana & Amit Sharma	7–11
3.	National Professional Standards For Teachers: Issues and Concerns – Arti Mehta	12–17
4.	National Professional Standards For Teachers: Issues and Concerns – Dr. Manoj Kumar Chandel	18–26
5.	Concerns Of National Professional Standard For Teachers – Madan Kumar	27–30
6.	Importance Of Standards For Teaching Professionals – Savita Devi	31–36
7.	Relevance Of National Professional Standard For Teachers In Contemporary Times – Neelam Kumari	37–39
8.	Innovative Strategies & Practices In Teacher Education – Virender Sharma	40–45
9.	Understanding Teaching As Profession – Jyoti & Jyoti Bala	46–51
10.	Importance Of Standards For Teaching Professionals – Priksha Kumari	52–56
11.	Professional Standards For Teachers : A Critical Analysis – Ashish Kumar	57–66
12.	Challenges for Teachers in Modern Scenario – Sunil Kumar & Gulshan Thakur	67–72

UNDERSTANDING TEACHERS' PERSPECTIVES ON PROFESSIONALISM

*Dr. Kuldeep Singh & **Ajay Kumar

*Principal, Swami Vivekanand College of Education, Tarkwari, Hamirpur(H.P.)-INDIA

**Lecturer in Education, Raj Rajeshwari College of Education Bhoti, Hamirpur(H.P.)-INDIA

ABSTRACT

Teaching is a noble profession that comes with so much responsibility and duty towards students. Teachers do not only teach and impart knowledge but inspire and motivate students for life and take important steps in life. Teachers keep working to boost the confidence of students and direct them in the right direction. What does it mean to be a professional and to exhibit professionalism? Depending on the context, these concepts may evoke many images and have multiple definitions. In this paper, the authors gave stress on what it means to be a professional and to exhibit professionalism in the field of education.

KEY WORDS : Professionalism, Teacher, Professional Standards....

INTRODUCTION

Teachers may be viewed differently than other professionals; the importance of effective teachers in societal change cannot be underestimated. In fact, the classroom teacher is arguably the single most important individual in directing student success. The teacher is the most important school-based factor in student achievement, there remains an uncertainty of what comprises “effective” or “professional” teaching. By understanding and sharing a common definition of “professional” and “effective,” perhaps we can improve teaching so that more students will benefit from successful educational experiences. In this paper, we put focus on to examine what it means to be a professional and to exhibit professionalism in the field of education from the perspective of practicing teachers. While there are many descriptions of teacher as professionals and its importance, little research has examined what practicing teachers think about this subject.

TEACHERS AS EFFECTIVE PROFESSIONALS

On the most basic level, the definition of “professional teacher” refers to the status of a person who is paid to teach. It can also, on a higher level, refer to teachers who represent the best in the profession and set the highest standard for best practice. For example,

Wise (1989) describes professional teachers as those who have a firm grasp of the subjects they teach and are true to the intellectual demands of their disciplines? They are able to analyze the needs of the students for whom they are responsible. They know the standards of practice of their profession. They know that they are accountable for meeting the needs of their students (p. 304-305). This definition clearly illustrates that teaching at a professional level is an advanced and complex undertaking. A professional teacher is a process that takes time to master. Stronge (2002) categorized the attributes, behaviors, and attitudes of effective teachers into six major areas: prerequisites of effective teachers, the teacher as a person, classroom management and organization, organizing for instruction, implementing instruction, and monitoring student progress and potential. The first two areas examine the teacher as an individual, while the remaining four explore the responsibilities and practices of teachers. He further summarizes the characteristics of effective teachers into three statements: the effective teacher recognizes complexity, communicates clearly, and serves conscientiously. Hoyle (1980) portrays professionalism as the quality of one's practice. In other words, the behaviors exhibited by a professional teacher are what identify a teacher's professionalism. Similarly, Hurst and Reding (2000) associate specific behaviors with teacher professionalism, from appearance and punctuality to using proper language and building strong relationships with colleagues. Morrow (1988) believes professionalism is the degree to which one is committed to the profession and notes that individuals vary in their identification with their profession and in their support of the profession's values—i.e., teachers have varying levels of professionalism. Kramer (2003) contends the most critical elements of teacher professionalism can be classified into three categories: attitude, behavior, and communication. These three broad areas cover a wide range of behaviors and characteristics that should be demonstrated in the professional lives of teachers, from being on time and dressing neatly to understanding learning theories to clearly communicating with colleagues, parents, and students (Kramer 2003). Additionally, Cruikshank and Haefele (2001) categorize "good teachers" in multiple areas including being analytic, dutiful, expert, reflective, and respected. In *The Moral Base for Teacher Professionalism*, Hugh Sockett (1993) lays out a broad theory of the moral foundations of teacher professionalism. He describes professionalism as the "manner of conduct within an occupation, how members integrate their obligations with their knowledge and skill in a context of collegiality, and their contractual and ethical relations with clients" (p. 9). Using composite descriptions of idealized teachers in three classrooms,

he identifies five major aspects of professionalism for teachers: character, commitment to change and continuous improvement, subject knowledge, pedagogical knowledge, and obligations and working relationships beyond the classroom. A teacher's character refers to personal virtues such as patience, determination, courage, and respect for children. Sockett (1993) claims that we often overlook the importance of character by focusing on performance of the teaching act. However, he believes that it is impossible to separate the character of the individual teacher from the act of teaching. Sockett's (1993) second category of teacher professionalism is commitment to change and continuous improvement. He states (p. 7), "Striving to adjust to change seems inevitable for a professional if teaching is to be good, since children in classrooms are never replicas of those who have gone before." Teachers exhibiting this behavior are constantly looking for ways to improve their practice and adjust to the individual needs of students. Mitchell and Kerchner (1983) describe a similar trait in which teachers adapt their teaching strategies based on analyses of the students' learning situations. Next, teachers must have a depth of knowledge and understanding of what they teach as well as pedagogical knowledge and the skills to teach. Sockett (1993) correctly makes the distinction between these two aspects of professionalism; one may have a solid grasp of subject knowledge, but not have the pedagogical knowledge and skills to teach students. He believes pedagogical knowledge goes beyond subject knowledge to include an awareness of the teaching context. In other words, teachers must be effective in the "hows" of teaching such as questioning, classroom management, and curriculum delivery. Sockett (1993) believes that modern education emphasizes the pedagogical aspect of professionalism above and to the detriment of the other categories. The final category in Sockett's typology of teacher professionalism involves obligations and working relationships beyond the classroom. This broad category includes characteristics that allow teachers to work with colleagues, parents, and the public. Sockett (p. 8) describes this aspect of teacher professionalism in the following way: Outside the classroom a teacher has wider obligations and working relationships with colleagues and with parents in the exercise of his or her role as a teacher. Professionalism requires that we go beyond classroom performance or classroom activity as descriptors of teaching acts to the complete and complex role a teacher fulfills. Public education needs teachers who are able not only to shine in the four categories mentioned within the classroom but also to undertake the demands of partnership with other professionals, of collaborative leadership, and of a wider role within the school. Clearly,

the concepts “professional” and “effective” have many layers and belie a single definition. As Stronge (2002) contends, “effective teaching is an elusive concept.” In other words, defining exactly what is meant by “effective” or “professional” teacher is no simple matter; there are many definitions. Stronge and Hindman (2003) state, “Some researchers define teacher effectiveness in terms of student achievement; others focus on high performance ratings from supervisors; and still others rely on comments from students, administrators, and interested stakeholders” (p. 49). The issue at hand is not to come up with a single, all-encompassing definition of professional or effective teacher. Rather, it is to establish parameters of behaviors and characteristics that can be fostered among teachers. The aforesaid discussion describes the complexities of being a professional teacher, these descriptions are mostly theoretical in nature and informed by general observations rather than empirical research. Now the question arises, “how do practicing teachers define professionalism?” The following points may answer this question:

CHARACTER

Teachers should have personal virtues such as patience; determination, courage, and respect for children contribute to professionalism. In each interview, teachers first commented on the character component of professionalism. An ideal “professional” teacher is one who is resilient and keeps his/her composure at all times and under all circumstances; is caring, nurturing, friendly, patient with all, well-organized, flexible, displays confidence in the classroom; and remembers that he/she is a role model for students. The professional teachers should also be conscientious, creative, dedicated, goal oriented (they sets their own goals and adhere to them). They also care about what they do, take pride in their work, have good morals, are ethical in and out of school, adhere to code of conduct/ethical behavior, set high standards for self and students, go above and beyond to do the job, and are open to new ideas/receptive to suggestions. They dress neat and clean and appropriate for teaching situation, have positive attitudes, respect children and their thinking, have a passion for teaching, are dedicated to students, and put the child’s welfare first. They are risk takers, eager to learn new things, view teaching as a career, not just a job, look forward to coming to school, and are enthusiastic about teaching.

COMMITMENT TO CHANGE AND CONTINUOUS IMPROVEMENT

As for as commitment to change and continuous improvement is concerned, professional teachers should be reflective and should constantly evaluating their choices

and actions to improve instruction. They must recognize the necessity to change and continually seek to improve their classroom practices. In another words professional teachers always ask, “How does what I’m doing help my students?” Comments coded in this category of professionalism also include: continues education, reads journals and attends conferences, stays current in the field with latest research and changes in best practices, not satisfied with the status-quo, attends workshops to help classroom practice, looks for resources to aid in lessons. Further, “professional teachers” are those who understand current trends in education, actively seek opportunities to grow professionally, participate in meaningful professional development activities, initiate changes if appropriate/necessary (new programs), and are lifelong learners.

SUBJECT KNOWLEDGE AND PEDAGOGICAL KNOWLEDGE

Teachers must have knowledge of curriculum, possess content knowledge and be knowledgeable in all areas of certification. However, teacher should have both pedagogical knowledge and subject knowledge.

BEYOND THE CLASSROOM

Professionalism involves more than simply the actions inside the classroom. They must understand that professional teachers have a responsibility to collaborate and cooperate with faculty, staff, administration, parents, and community members. Also, professional teachers give their input in developing and changing policies and rules and their professionalism leave impact on many educational settings. Beyond the classroom aspect of professionalism include: effective communication with parents, colleagues, community members; role model for other teachers in and out of the classroom; mentors other teachers when appropriate; participates in school decisions; cooperative with faculty, staff, administration, parents, community members; shows respect for colleagues and parents; engages in collaborative efforts; concerned about fellow teachers; and participates in professional organizations.

CONCLUSION

Teachers have high standards, ideals, and expectations for themselves and other teachers. The findings also suggest that teachers believe there are qualities and characteristics of teachers that separate “professionals” from others. In other words, they do not believe all teachers exhibit the behaviors and characteristics of being a professional. Hence, it is important for the educational community to determine ways to enhance the

professionalism of all teachers. Stronge (2002) maintains that these behaviors and characteristics can be fostered for veteran teachers through high quality and appropriate professional development activities and beginning teachers through “observing other teachers, receiving peer feedback, cultivating collegial relationships, and participating in lifelong learning experiences”.

REFERENCES

- Clement, L. (2002). Welcome to a profession. *New Teacher Advocate*, 10(2), 4.
- Cruickshank, D., & Haeefe, D. (2001). Good teachers, plural. *Educational Leadership*, 58(5), 26–30.
- Hart, S., & Marshall, D. (1992). The question of teacher professionalism. Chicago, IL: The University of Illinois. (ERIC Document Reproductions Service No. ED 349 291).
- Hoyle, E. (1980). Professionalization and deprofessionalization in education. In E. Hoyle & J. E. Meggary (Eds.), *the professional development of teachers* (pp. 42–57). London: Kogan Page.
- Kramer, P. (2003). The ABC’s of professionalism. *Kappa Delta Pi Record*, 40(1), 22–25.
- Stronge, J. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wise, A. (1989). Professional teaching: A new paradigm for the management of education. In T. J. Sergiovanni & J. H. Moore (Eds.), *Schooling for tomorrow* (pp. 301–310). Boston: Allyn and Bacon.
- Wong, H. K., Wong, R. T. (1998). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.

Submitted on Dec. 25, 2022

Accepted on March 02, 2023

RELEVANCE OF NPST IN CONTEMPORARY TIMES

***Dr Malkiat Singh Rana & **Amit Sharma**

***Assistant Professor DDM Sai College of Education, Kallar, Nadaun(H.P.)-INDIA**

****Assistant Professor NSCBM PG College, Hamirpur(H.P.)-INDIA**

ABSTRACT

The Standards provide a continuum of capabilities and expectations, and a nationally consistent basis for valid, fair and reliable identification and recognition of the teachers who demonstrate competence in quality professional knowledge, practice and engagement. The NPST document covers all aspects of a teacher's career, including tenure, professional development efforts required over the years, salary increases, promotions, and other recognitions. "Career advancements and salary increments will not only occur based on the length of tenure or seniority but shall be based on appraisal," explains the policy document. The Standards are a public statement of what constitutes teacher quality. They define the work of teachers and make clear the elements of high-quality and effective teaching that will improve educational outcomes for students. The NPST focuses on preparation, practice and performance of teachers based on their category of experience. It also mentions an annual assessment of teachers in every school, to be conducted by the NCTE. Teachers will have to undergo continuous skill upgrade and 50 hours of mandatory professional skill up gradation in a year, either online or offline, it suggests. According to the NPST draft policy, a teacher's career will be divided into four stages — beginner, proficient, expert and lead, according to their seniority. Every standard must have three points, first is knowledge and understandings which included what teachers should know. And second is dispositions which state the attributes and behaviour and last is performances on the base of skills.

KEY WORDS: Teaching standards, Teacher professional development, Implementation of teaching standards....

INTRODUCTION

The Standards do this by articulating the skills needed by teachers, and by providing a developmental framework that teachers can use to support their own professional growth. The Standards provide a continuum of capabilities and expectations, and a nationally consistent basis for valid, fair and reliable identification and recognition of the teachers

who demonstrate competence in quality professional knowledge, practice and engagement. You can use the Standards to identify your current and developing capabilities, professional aspirations and achievements. The Standards help you critically reflect on your own practice and the impact you have on students in your classroom, and on your colleagues' practice. They can support you to proactively seek to understand and meet the needs and aspirations of all students, including those whose cultural backgrounds differ from your own.

The Standards can assist you to self-reflect on the impact of your learning and practice on student outcomes. Self-assess your current practice. Conduct professional discussions with colleagues. Develop performance and development goals. Formulate professional learning plans. The Standards were developed through research, expert knowledge, a review of existing standards, collaboration with employers and professional associations across Australia, and significant consultation. The process built upon the work of previous national frameworks and agreements. The NPST focuses on preparation, practice and performance of teachers based on their category of experience. It also mentions an annual assessment of teachers in every school, to be conducted by the NCTE. Teachers will have to undergo continuous skill upgrade and 50 hours of mandatory professional skill up gradation in a year, either online or offline, it suggests. The Standards serve several important purposes. Supporting improvement in the quality of teaching and learning. Increasing community confidence in the profession. providing a shared language for the profession. Defining the professional responsibility of teacher to meet the learning needs and aspirations of all learners, including Aboriginal and Torres Strait Islanders, those with culturally and linguistically diverse backgrounds, and those with additional needs. supporting the professional growth and career development of teachers throughout their careers.

According to the NPST draft policy, a teacher's career will be divided into four stages—beginner, proficient, expert and lead, according to their seniority. A beginner-level teacher, according to the draft manual, is expected to display basic levels of teaching knowledge and grow in their career to reach the next level. The same is true of teachers in the subsequent levels of their career. A beginner-level teacher — "*Pragammi Shikshak*" — is one who has just been hired at a school, after completing an MEd/B.Ed./diploma in education or any other qualification mandated by the NCTE. At this stage, a new teacher will be expected to demonstrate competencies relating to the level for which they are trained. The new teacher shall be supported by in-school mentors to develop their teaching

and in strengthening the knowledge acquired in their pre-service education. This training will help a beginner-level teacher reach the next level — a proficient teacher or “*Praveen Shikshak*”. At this level, a teacher will be expected to be professionally independent in the application of skills vital to teaching and learning. At the next level, expert teacher or “*Kushal Shikshak*”, a teacher will be expected to consistently display a high level of performance in their teaching practice and work collaboratively with colleagues. An expert teacher is also expected to support and mentor her junior colleagues. The most senior level is that of lead teacher or “*Pramukh Shikshak*”. At this level, he or she will be expected to embody the highest standards of teaching, grounded in the best practices relating to the teaching-learning process.

“They will lead the teaching and learning and exhibit an exceptional capacity to improve their own teaching practice and that of others by developing learning communities in the schools,” the policy says.

Teaching experience and comprehending pedagogical skills of teachers through training promotes professionalism in teacher education process. In education policies professionalism is considered an important area in order to enhance quality of education. By devising educational policies, professional standards and benchmarks the teaching profession is developed in many countries. The NPST document covers all aspects of a teacher’s career, including tenure, professional development efforts required over the years, salary increases, promotions, and other recognitions. “Career advancements and salary increments will not only occur based on the length of tenure or seniority but shall be based on appraisal,” explains the policy document.

The Standards are a public statement of what constitutes teacher quality. They define the work of teachers and make clear the elements of high-quality and effective teaching that will improve educational outcomes for students. The Standards are organised into four different career stages: Graduate, Proficient, Highly Accomplished and Lead. The Standards explain what you should be aiming to achieve at every stage of your career so you can improve your practice inside and outside of the classroom. The Standards provide education settings with a common language of what effective teaching looks like, understanding that there will be differences in individual contexts and priorities. The Standards are used by education settings, education systems and sectors in a variety of ways to provide direction and structure in the preparation, support and development of high-quality teachers. Teachers need to evidence certain requirements of the Standards throughout their careers, whether it’s to become a registered teacher or to achieve Highly

Accomplished and Lead certification. The Standards enhance the professionalism of teachers by raising the status and contributing positively to the public standing of the profession.

Recognition and Promotion of Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage. Further, it will be ensured that career growth is available to teachers within a single school stage, and that there is no career progression-related incentive to move from being teachers in early stages to later stages or vice versa. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of appraisal. Assessment of performance of teachers will be based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community developed by State/UT or based on National Professional Standard for Teachers (NPST) developed by NCTE.

SYSTEMIC REFORM FOR TEACHER EDUCATION

The Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force. All multidisciplinary universities and colleges - will aim to establish, education departments will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. All stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme. The admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency. All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject and will also have a minimum number of hours of actual teaching experience. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged. A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

Teaching standards cannot not be washed away, their mixed success and reception across the world offers a cautionary tale for Indian policy makers. One middle ground is to make teachers an integral part of the standards development process, in order to build trust and foster a sense of buy in. While this has been recommended in the NEP, it is not yet clear as to how and to what extent teachers will participate in the process. Perhaps, a close scrutiny of the methodological process from examples around the world, will offer insights into how this may be facilitated.

Another question raised is in terms of how prescriptive and detailed the proposed teacher standards are expected to be. Given the highly diverse educational landscape of India, detailed and exhaustive standards may have an adverse impact, as the contextualized nature of teaching in India assumes greater significance in the current pandemic-driven environment. At the same time, highly generic standards could also be counterproductive, as educational research reveals that subject and domain specific standards are far more useful for teachers, to help them negotiate the realities of their work. Such a framework may also help to positively impact student learning outcomes in a far more useful manner by aligning it with curricular needs.

There seem to be no easy answers on a roll out of standards. But given that standards seem here to stay, at best one can hope for closer dialogues with the teaching community to enable a sense of ownership, buy in and sense making, all of which may offer pathways to personal and professional growth. Let teachers be the standard bearers of their profession.

REFERENCES

- National Education Policy, 2020; Ministry of Human Resource Development; Government of India.
- The Teacher and Society (Report of the National Commission on Teachers-I; Chattopadhyay Commission Report 1985).
- NCERT: <https://ncert.nic.in/pdf/announcement/TSAR.pdf>.
- National Curriculum Framework, 2005; National Council of Educational Research and Training, Government of India, New Delhi.
- National Curriculum Framework for Teacher Education, 2009; National Council for Teacher Education.

Submitted on Dec. 27, 2022

Accepted on March 02, 2023

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS : ISSUES AND CONCERNS

Arti Mehta

Assistant Professor, Deen Dayal Upadhyay, B.Ed College Mehre, Hamirpur(H.P.)-INDIA

ABSTRACT

The aim of the present article is to reflect National Professional Standards for Teachers: Issues and Concerns. It analyses the importance of standards for teaching professionals, as it plays a significant role in the teaching-learning process. NEP 2020 aims for equitable access to the highest quality education for all learners. NPST ensures that all school students are taught by passionate, motivated, highly qualified, and professionally trained teachers. The NPST helps in determining the attributes of teachers and focuses on their preparation, practice, and performance improvement. Above all there are some issues and concerns of teachers. Teachers make all the other professions possible, but the teaching professionals are facing grave career-related challenges. On the career-growth front, teachers generally face stagnation compared to other careers; there is a lack of mentorship and knowledge sharing of career progression skills. Currently teachers' role is transformed from a knowledge provider to a facilitator and a mentor. Unfortunately, teachers are not equipped with the appropriate skill set for this new role.

KEY WORDS : National Professional Standards, Issues & concerns.....

PROFESSIONAL STANDARDS

In various situations and countries, the word “standards” has distinct meanings. Standards are statements of what is considered important in a profession and are usually used to explain and express the optimum level of practice or learning. In context of education, standards are described as learning outcomes, but in context of a profession or occupation, standards are dimensions of competence i.e., one should know and be able to accomplish to be considered competent in a certain professional area. Hence standards are used as a benchmark or a measurement tool. Standards are the statements that reflect what is valued in the profession, what is quality teaching with an underlying assumption of what quality learning is.

PROFESSIONAL TEACHING STANDARDS

Teaching Standards are believed to define and quantify teaching quality in a consistent way. They define “meeting the standards” and serve as an example of “excellent teaching.” These standards are categorized professionally according to their scope and purpose. These standards might be general or customized to the various practice domains. These can either be defined for all teaching professionals collectively, or at various career levels and providing a road map from entry to advanced level of practice.

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS (NPST)

The landscape of knowledge is rapidly changing in India. The National Education Policy 2020 of India is the nation’s first education policy for the 21st century and strives to meet the numerous expanding developmental imperatives of our country. Our nation’s destiny and the future of our children are genuinely shaped by the teachers’ who work with them. NEP 2020 has placed a focus on the advancement of the teaching profession and placed teachers at the centre of all changes to provide comprehensive and high-quality education to all students.

To inspire the best and brightest to enter the teaching profession and to empower teachers and help them to do their job as effectively as possible, NEP 2020 has mandated the National Council for Teacher Education (NCTE) in its restructured form as a Professional Standard Setting Body (PSSB), to develop National Professional Standards for Teachers (NPST).

The National Professional Standards for Teachers (NPST) serve as a blueprint for the educational system and outline the NEP 2020 goal of ensuring that all students have equitable access to the best possible education. NPST helps to recognize the characteristics of teachers so as to makes sure that they are enthusiastic, highly qualified, properly prepared, and equipped to teach all pupils. It also concentrates on their preparation, practise, and performance enhancement.

The NPST will also monitor the design of the pre-service teacher education programme and their career management (including tenure, professional development efforts, salary, promotions etc.). An investment in teachers is an investment in students. The NPST would cover expectations and the competencies required from a teacher as per experience at various stages of career.

IMPORTANCE OF STANDARDS FOR TEACHING PROFESSIONALS

In the process of teaching and learning, professional standards are important. They stand for knowledge and its influence on educational studies. Through the global growth of teaching standards, there has been a movement over the past few years to promote the professionalism of teachers to measure a teacher's efficacy and concentrate on the abilities and methods that make teaching and learning easy.

These standards do not act independently, as they are linked to other factors like supporting quality assurance systems and certification frameworks. Their influence must be taken into account in a wider context, since they have an impact on new teachers, when they first start out in the field. Since teaching accreditation and licencing are dependent on teachers, completing the certification process, professional standards have been utilised in various contexts to regulate the teaching profession.

The professional teaching standards may be termed as fundamental beliefs, values, and practices that underpin the teaching profession. The teaching standards are a statement of practice that reflects teachers' professional commitment and work (UNESCO, 2019). Professional standards are a description of what teachers should know and be able to do, including a desirable level of performance (Toledo, Révai, & Guerriero, 2017). Standards are seen as neutral, value-free constructs that are fairly straightforward in what they define: what teachers should know, understand and be able to do (Tuinamuna, 2011).

These standards provide a framework that allows teachers to evaluate their own work and identify areas that need improvement. To maintain uniformity across the country, teacher education programmes and certifications must be subject to the accountable provisions. A quality framework is essential to handle the great diversity across teacher training institutions and across the levels of qualifications while bringing in accountability.

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
- Planning for teachers' initial professional development as well as continuous professional growth
- Managing the tenure of teachers (after the probationary/tenure track period)
- Clarifying the qualifications needed for teachers

- Defining the performance standards at each stage of the career
- Addressing the avenues for professional development
- Providing instructions on how to conduct performance reviews (for salary increases, promotions, and other recognitions)
- Streamlining the Teacher Evaluation

ISSUES AND CHALLENGES FACED BY TEACHERS

Today it is a well-known fact that the teachers make all the other professions possible. But unfortunately, the teaching professionals have been facing grave career-related challenges at multiple levels. National Education Policy 2020 has very clearly addressed these issues and concerns of teachers, where the focus is to ensure quality teachers at all levels of school education.

- Teachers generally stay in the same position for 10 to 20 years, which is a very long period compared to other careers.
- There is a lack of mentorship and knowledge sharing of skills required for progressing along the career ladder.
- A teacher's role has transformed from that of a knowledge provider to a facilitator and a mentor. Unfortunately, teachers are not equipped with the appropriate skill set for this new role.



NEP 2020 has made recommendations to improve teachers' work conditions, career management processes, professional development strategy, etc. The end goal is to enhance every teacher's ability to understand each student's developmental needs proactively. This effort will require a significant update to a teaching professional's job description, requiring a different skill set altogether.

Also, new assessment methodologies will be necessary to holistically evaluate each teacher's performance and student's academic progress in a multidisciplinary environment. These methodologies will focus on 21st century skills and child-led teaching rather than mechanical teaching and rote learning.

As a result, teachers are supposed not only to learn but to innovate ways to keep today's learners engaged and motivated to learn. Thus, teaching professionals will need constant up skilling.

CONCLUSION

The present article has a great significance in the present scenario, because professional standards for teaching play a significant role in teaching-learning process. The development of teaching standards for teachers has emerged as a global practice. **O'Meara & MacDonald (2004)** observe that worldwide there has been a range of initiatives in the area of standards for teachers as part of a discourse of professionalism. The main argument in favour is that the standards help teachers to become professionally responsible and engage them in meaningful, sustained, and relevant professional development throughout their careers. But it is also true that standards are not a magic bullet to solve all the problems of the world of teaching (**Darling Hammond, 1998**). Therefore, the developers have to adopt a careful and cautious approach while developing and implementing NPST in India. The developers have to keep in mind that the success of NPST will depend on its acceptability and use by the teaching community. Therefore, the NCTE and all others involved with NPST planning and development have an arduous responsibility to vision these standards well, promote them adequately, and have a viable mechanism to support the teachers to make the best use of the developed NPST.

REFERENCES

- Darling-Hammond, L. (1998). Teachers and Teaching: Testing Policy Hypotheses from Anational Commission Report. *Educational Researcher*, 27(1), 5-15. Retrieved from https://www.jstor.org/stable/1176922?seq=4#metadata_info_tab_contents.

- McDonald, R. W. (1951). The Professional-standards Movement in Teaching: Its Origin, Purpose, and Future. *Journal of Teacher Education*, 2(3), 163-171.
- O’Meara, J., and MacDonald, D. (2004). Power, Prestige and Pedagogic Identity: A Tale of Two Programs Recontextualizing Teacher Standards. *Asia-Pacific Journal of Teacher Education*, 32(2), 111-127.
- Toledo, D., Révai, N., and Guerriero, S. (2017). Teacher Professionalism and Knowledge in Qualifications Frameworks and Professional Standards. In S. Guerriero, S. (Ed.), *Pedagogical knowledge and the changing nature of the teaching profession*. Paris: OECD Publishing. Retrieved from <http://dx.doi.org/10.1787/9789264270695-5-en>.
- Trade Union of Education. (2020). Teacher’s Values and Ethical Principles. Retrieved from <https://www.oaj.fi/en/education/ethical-principles-of-teaching/teachers-values-and-ethical-principles>.
- Tuinamuana, K. (2011). Teacher Professional Standards, Accountability, and Ideology: Alternative Discourses. *Australian Journal of Teacher Education*, 36(12). Retrieved from <http://dx.doi.org/10.14221/ajte.2011v36n12.8>.
- UNESCO. (2019). Global Framework of Professional Teaching Standards. Belgium: Education International and UNESCO. Retrieved from https://issuu.com/educationinternational/docs/2019_ei-unesco_framework.
- Welsh Government. (2020). Professional Standards. Retrieved from <https://hwb.gov.wales/professional-development/professional-standards>.

Submitted on Dec. 26, 2022

Accepted on March 04, 2023

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS : ISSUES AND CONCERNS

Dr. Manoj Kumar Chandel

Assistant Professor, Lord Budha College Of Education, Bhambla, Sarkaghat(H.P.)-INDIA

ABSTRACT

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. The Education Commission (1964-66) professed, "The destiny of India is now being shaped in her classrooms". So did the National Policy on Education 1986 emphasize: "The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers". Teacher quality is a function of several factors: teachers' status, remuneration, conditions of work and their academic and professional education. National Professional Standards for Teachers (NPST) ensure that all the levels of school education are taught by Passionate, Motivated, highly Qualified, professionally trained, and well- equipped teachers. NPST constitutes teacher's desired quality. It defines the work of teachers and makes explicit elements of high-quality, effective teaching in Educational institutions that will improve educational outcomes for students. It governs the teaching profession in the country in relation to its professional role. In addition, NPST helps to improve the teachers' personal and professional development by providing them an understanding of what is expected in terms of their performance. The present paper explores national standards for teacher: Issues and concerns. It emprises the importance of the standard for teaching professionals, as it play noteworthy role in the teaching learning process. These standards provide a framework that allows teachers to reflect on their own practice, enabling them to identify areas of their own professional development during their careers.

KEY WORDS : Teacher, performance, educational, professional, standard, effectiveness, reform, special education teacher evaluation....

INRODUCTION

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools

The Education Commission (1964-66) professed, “The destiny of India is now being shaped in her classrooms”. So did the National Policy on Education 1986 emphasize: “The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers”. Teacher quality is a function of several factors: teachers’ status, remuneration, conditions of work and their academic and professional education. National Professional Standards for Teachers (NPST) ensure that all the levels of school education are taught by Passionate, Motivated, highly Qualified, professionally trained, and well- equipped teachers. NPST defines the work of teachers and makes explicit elements of high-quality, effective teaching in Educational institutions that will improve educational outcomes for students. It governs the teaching profession in the country in relation to its professional role. In addition, NPST helps to improve the teachers’ personal and professional development by providing them an understanding of what is expected in terms of their performance. The framework of professional standards for teachers will form part of a wider framework of standards for the whole school workforce. This includes the Training and Development for national occupational standards for teaching/classroom assistants and the professional standards for higher level teaching in consultation with social partners and other key stakeholders.

TEACHING AS A PROFESSION

Teaching is considered one of the noblest professions globally and is associated with social progress. In earlier times, a teacher was the most respected member of society, and only the very best and most learned of all became teachers. Teachers were the centre of the education system and were needed to pass on their knowledge, skills, and ethics optimally to students. With the evolution in the education system and changing role of teachers, enhancing teacher quality becomes of utmost importance for long-term and sustainable nation-building. The professional teaching standards highlight the improvements to be made in the profession of teaching to contribute to the country’s progress. Teaching, one of the largest of all professions, employs nearly 9.7 million teachers in India (UDISE+) and still, there is a deficit of 1 million teachers. The demand for high-quality teachers is ever increasing. To ensure the teaching profession can attract and retain high-quality individuals, broad changes are needed in the way that the profession is professed. In the 20th century, more emphasis was made on standardizing curricula and standards, and this led to the development of scripted lesson plans and instructional content. As a result, a downward trend started in the level of autonomy of teachers. At

the turn of the 21st century, teacher professionalism came into renewed focus for reforming the state of education. Improving teacher quality was identified as a critical factor in enhancing student learning and achievement. 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. However, teaching as a profession goes beyond meeting these formal characteristics/criteria. It also includes emotions that are at the heart of teaching. The combination of the formal criteria & informal requirements, along with changing student learning needs, has led to the evolution of the teaching profession and the role of a teacher. United Nations defined eight Millennial Development Goals in 2002, out of which the 2nd goal is to “Achieve Universal Primary Education” for all children by 2015. Among various developing nations, India has made tremendous progress in achieving this target over the last decade by increasing the coverage of Universal Primary Education across the country. However, the next focus is on improving the Quality of Learning and Teaching, for which the development of teachers is crucial

ROLES OF TEACHERS AND TEACHER EDUCATION

The history of teaching can be traced back to centuries and to different parts of the world. As the demographics and the needs of society changed over time, the role, the method, and the structure of teaching kept on evolving. This was led by the continuous evolution of the education system and teacher education. The advent of The Right of Children to Free and Compulsory Education (RTE) Act 2009 was a significant milestone in the country, and the introduction of the Teacher Eligibility Test (TET) is a quality check to enhance the quality of teachers across the nation’s school. The National Education Policy (NEP 2020) has put the teacher at the centre of the fundamental reforms in the education system. The new education policy aims to re-establish teachers, at all levels, as the most respected and essential members of our society because they truly shape our next generation of citizens, who contribute to the advancement of both the economy and the society. The Policy aims to build systems that must do everything to empower teachers and help them to 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 also instilling basic quality control and accountability methods into the system. With the recent technological advances in education and the ease of

access to information, the role of a 21st-century teacher has evolved. Today, the teacher is expected to be more of a facilitator of student learning than a gatekeeper of information. A teacher is also responsible for guiding the students and creating an enabling environment to help them develop higher-order thinking skills such as problem solving, creativity and critical thinking. Today learning happens everywhere, on the go, and can be customized according to students' styles and preferences. The pedagogy has transitioned from teacher-centered teaching-learning to student-led and collaborative teaching-learning, experiential learning, critical learning, etc. This significant shift requires one to reimagine the concept of teaching and learning.

DEFINITION OF PROFESSIONAL STANDARDS

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

PROFESSIONAL TEACHING STANDARDS

In general, are considered to define and measure the quality of teaching in a valid way. They represent "good teaching", as well as identify what "meeting the standards" means. Professionally, these standards are classified on the basis of their purpose and coverage. These standards may be generic or specific to the domains of practice. These can also be defined in a basic manner covering all teaching professionals together or progressively for teachers at different career stages, providing a roadmap from entry to advanced practice level.

Professional teaching defines professional values, Qualities of teaching, teacher's knowledge, Teacher's belief and action, & measures of quality teaching at basic stage either all career stages.

CHALLENGES FACED BY TEACHERS

It is a well-known fact that the Teachers make all the other professions possible. But unfortunately, the teaching professionals have been facing serious career-related challenges at multiple levels. On the career-growth front, teachers generally stay in the same position for 10 to 20 years, which is a very long period compared to other careers. In addition, there is a lack of mentorship and knowledge sharing of skills required for progressing along the career ladder. With changing times, a teacher's role has transformed from that of a knowledge provider to a facilitator and a mentor. Unfortunately, teachers are not equipped with the appropriate skills and special education, which is direly needed for this new role. National Education Policy 2020 has very clearly addressed these issues and concerns of teachers, where the focus is to ensure quality teachers at all levels of school education. NEP 2020 has made recommendations to improve teachers' work conditions, career management processes, professional development strategy etc. The main goal is to enhance every teacher's ability to understand each student's developmental needs proactively. New assessment methodologies are necessary for holistic evaluation of each teacher's performance and student's academic progress in a multidisciplinary environment. These methodologies will focus on 21st-century skills and child-led teaching rather than mechanical teaching and rote learning. As a result, teachers are supposed not only to learn but to create newer and make out ways to keep today's learners engaged and motivated to learn. Thus, teaching professionals will need constant up skilling.

CURRENT CHALLENGES FACED BY TEACHING PROFESSIONALS

- Low salary
- High stress
- No Mentor/ up skilling
- No growth

On account of these challenges existing teacher quits & seeks other professions and talented youth choose other attractive careers over teaching

IMPORTANCE OF PROFESSIONAL STANDARDS

Professional Standards play a significant role in the Teaching-Learning process. They represent the knowledge with its impact on educational studies. Over the past several years, there has been a move towards promoting the professionalism of teachers through the development of teaching standards. Many nations have developed and implemented

Professional Standards to enhance the quality of teaching. These are indicators of a teacher's effectiveness and focus on the skills and strategies facilitating the teaching and learning process. It is important to note that these standards do not act alone. Their impact needs to be considered in the broader context, as they are related to and interact with other artefacts such as accompanying quality assurance tools and accreditation frameworks. These Professional Standards have a significant impact on initial teacher education to enter the profession. In some settings, professional standards have been used as a regulatory framework over the teaching profession, mainly due to the fact that teaching accreditation and licensing rely on the teachers passing the certification process. These standards provide a framework that allows teachers to reflect on their own practice, enabling them to identify areas of their own professional development during their careers. Professional standards can be used in examining how the standards are implemented and what nature of change they exert. The standards impact the way of performance and evaluation is conducted. Historically, evaluation was conducted by the supervisors based mainly on their views on teaching, which had its limitations including but not limited to subjectivity, non-measurable aspects, etc. 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: To defining the expectations of the role of teachers at different levels of expertise/stage. To designing the initial professional preparation as well as continuing professional development of teachers. To clarifying the competencies required by teachers. To explaining the performance criteria for each career stage. To Managing teachers' careers, including tenure (after the probationary/tenure track period). To addressing the professional development pathways. To giving the guidelines in conducting/undertaking performance appraisals (for salary increases, promotions, and other recognitions). To reform the Teacher Evaluation.

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS (NPST)

India is undergoing rapid changes in the knowledge landscape. Therefore, it has become critical to revamp the education system to meet the demands of the 21st century. India's

National Education Policy (NEP) 2020 is the country's first education policy of the 21st century, and it aims to address the many growing developmental imperatives of our country. Teachers truly shape the future of our children, and, therefore, the future of our nation. To achieve the goal of holistic and quality education for all, NEP 2020 has laid particular emphasis on the development of the teaching profession and has put teachers in the centre of all reforms. To inspire the best and brightest to enter the teaching profession and to empower teachers and help them to do their job as effectively as possible, the National Education Policy has mandated the National Council for Teacher Education (NCTE) in its restructured new form as a Professional Standard Setting Body (PSSB), to develop National Professional Standards for Teachers (NPST)

AREAS & STANDARDS OF NPST

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

CORE VALUES & ETHICS

This standard will cover domains related to core values and ethics of a teacher is expected to develop at each career stage. Teacher should have

- Constitutional values
- Professional ,ethical, values
- Commitment to students
- Professional relationships
- Commitment to profession
- Responsible & ethical use of technology

PROFESSIONAL KNOWLEDGE & UNDERSTANDING

This standard will cover domains related to what a teacher is expected to know and understand about their students and about teaching-learning in order to function effectively at each career stage. The standards also map how a teacher designs developmentally appropriate learning experiences for children while carrying out the teaching-learning process and learning assessment. Teacher should have knowledge and understanding of the subject area. Teacher should have knowledge of Factors that affect the students learning, Pedagogical knowledge, Curriculum structure Technology use & integration in education.

PROFESSIONAL COMPETENCE & PRACTICE

This standard will cover domains related to what a teacher is expected to be able to do effectively in applying professional knowledge and skills at each career stage for carrying out teaching-learning-assessment practices relating to one's specialization (i.e., stage-specific teacher education programme). Teacher should be competent in Learning plan, Lesson Delivery, Classroom component & dynamics, Effective classroom communication & Assessment of learning.

PROFESSIONAL DEVELOPMENT & GROWTH

This standard will cover domains related to what a teacher is expected to do to improve professional knowledge/competence and practice at each career stage through participation in programmes for continuous professional development of teachers.

CONCLUSION

The objective of the NPST document is to support the vision and goal of NEP 2020 with the domains of standards across the competence levels for Indian teachers and accordingly detail out the standards. To meet the vision of NEP 2020, the standards of teacher's profession can play a key role and make out the way in the lifelong career evolution of teaching professionals, starting from Trainee to Qualified to a Lead Teacher. In addition, standards will contain measurement criteria for regular performance reviews for teachers at different levels, determining their promotions, salary raises, and skill development requirements. The development of India's NPST is the centralized responsibility of the National Council for Teacher Education (NCTE), a statutory body of the Govt. of India. Teacher communities, educational institutions, central and state-level implementation bodies, including NCERT, NIEPA, CBSE/State Boards, SCERTs, etc., shall be essential for implementing the teaching standards in their respective regions. However, dedicated expert support will have to be provided by NCTE to all the bodies to ensure adherence to the teaching standards and protocols.

REFERENCES

- Australian Professional Standards for Teachers:
- https://ncte.gov.in/WebAdminFiles/PublicNotice/Hindi_0_17_11_2021_637727482281976435.pdf
- <https://www.aitsl.edu.au/docs/default-source/nationalpolicy-framework/australian-professional-standards-for-teachers.pdf>

- Justice JS Verma Committee (JVC) Report, 2012
- National Curriculum Framework for Teacher Education, 2009; National Council for Teacher Education.
- National Curriculum Framework, 2005; National Council of Educational Research and Training, Government of India, New Delhi.
- National Education Policy, 2020; Ministry of Human Resource Development; Government of India
- NCERT: <https://ncert.nic.in/pdf/announcement/TSAR.pdf>
- Professional Standards for Teachers and Teacher Education: Avoiding the Pitfalls, https://img.scoop.co.nz/media/pdfs/0604/avoiding_pitfalls.pdf
- The Right to Free and Compulsory Education Act, 2009, (Gazette Extraordinary), Ministry of Law and Justice, Government of India, New Delhi.
- The Teacher and Society (Report of the National Commission on Teachers-I; Chattopadhyay Commission Report 1985)
- UAE Professional Teacher standards: <https://tls.moe.gov.ae/#!/downloads-v2>
- UNESCO Global Framework of Professional Teaching Standards: https://issuu.com/educationinternational/docs/2019_ei-unesco_framework

Submitted on Dec. 29, 2022

Accepted on March 06, 2023

CONCERNS OF NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

Madan Kumar

Research Scholar (Ph.D.-Education), Career Point University, Kota (Rajasthan) - INDIA

ABSTRACT

NPST defines the work of teachers. In other words we can say that NPST defines teacher's scope of work and required skills. The aim of the NPST is to improve the professional and personal development of the teachers. For this improvement teachers must need to equip themselves to meet the standards prescribed by the NPST. NPST stresses the need for an annual assessment of teaching quality in every situation. The NPST will comprise desired expectations and required skills from diverse levels. The entry-level professional is labeled a beginner teacher, who has minimum standards set by the concern agency. When the beginner teacher acquires the required level of performance, they guided to prepare for next career stage, "the proficient teacher". Proficient teacher will be preparing for next career stage that is - an expert teacher, who can demonstrate a higher level of performance with a collaboration style. At the last lead teacher stage, teachers are expected to deliver valued input in his teaching - learning process. This situation is felt more difficult at the school level because in schools, teachers often given non-teaching work like mid-day meal, management duty, data collection for census, election duty, NSS Coordinator duty, NCC coordinator duty, Clerk Duty and so on. If the NPST is to succeed, the additional duties imposed on them need to be reduced.

KEY WORDS : Teachers, National, Standard, Professional, Assessment, Skills.....

INTRODUCTION

Teachers are considered to be one of the most essential pillars of the education structure. The NPST is aligned with the NEP 2020 to build a framework that highlights the competence of Indian teachers. The NPST will help teachers in career management, in Salary increment, in Promotions and in Recognitions & rewards. Teacher can promote new ideas and practices in conferences, seminars and workshops which provide excellent opportunities to develop networks. A good university teacher must accept innovative ideas of others for personal and professional development.

MEANING OF PROFESSIONAL STANDARDS

NPST *define the pedagogical and other professional knowledge and skills required of all level teachers*. NPST also cover competencies required from a teacher at different levels of experience at various stages of his/her career.

CONCERNS OF NPST

The quick changes of today's world present new challenges' and a new demands on the Indian education system. Teachers have got to be well-resourced with the necessary knowledge and skills to ensure that curriculum emphases are realized in the classroom. In other words, teachers must teach their class effectively as envisaged in the curriculum **(Kubow, 2010; Porter, Fursarelli &Fursarelli, 2015)**.

National and international studies reflect a concern for teacher professional practice as much as they do for student achievement. The teaching profession is increasingly challenged by accountability and standards adopted by governments as keys for school improvement **(Kelchtermans, 2007; Comber & Nixon, 2009; Caldwell, 2010; Tuinamuana, 2011; Blatchford, 2013; Witte&Jansen, 2015)**.

Saleh Swailem Alshurfat conducted a study on "Teachers Application of the National Professional Standards in Three Northern Jordanian Provincial Schools" their findings indicate that teachers are moderately satisfied with their professional standards.

Regarding the "Assessment of Students Learning Standard," this standard asks teachers to conceptualize their role as evaluators to try to ensure that they assess their students' performance in more reliable and valid ways using different assessment styles that focus on higher thinking skills and to use these assessments as feedback for the improvement of their own teaching **(World Bank, 2009)**.

Leithwood et al. (2002) compared five sets of standards for educational leadership development from USA, Australia, UK and New Zealand. They found that all five sets had in common an emphasis on financial management including hiring appropriate staff, being a role model, establishing professional development as an ongoing school-wide activity, monitoring and evaluating teacher and pupil progress, using test score to guide curriculum and instruction, wide consultation, parent and community involvement and effective communication to all stakeholders, and valuing diversity.

CONCLUSION

Professional standards are statements of a teacher's professional attributes,

professional knowledge and professional skills. They clarify the expectations of teachers at each career stage. First time in history of Education system in India it has been recommended that Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions by national professional standards. In others words we can say that NPST clarify the professional characteristics that a teacher should be expected to build and maintain their career stage.

NPST can bring a revolutionary change in the education system. State and centre government should be playing a bigger role in building alertness of the standards and how they will impact teachers work.

REFERENCES

- Blatchford, R. (2013). *The 2012 teachers' standards in the classroom*. Exeter: Learning Matters.
- Caldwell, B.J. (2010). *The impact of test driven accountability*. Paper presented at the Annual General Meeting of the Victoria Principals Association, 26 November, Melbourne, Australia.
- Comber, B., & Nixon, H. (2009). Teachers' work and pedagogy in an era of accountability. *Discourse: Studies in the Cultural Politics of Education*. 30(3), 333-345. <http://dx.doi.org/10.1080/01596300903037069>.
- Kelchtermans, G. (2007). Teachers' self-understanding in times of performativity. In L. F. Deretchin, & C. J. Craig (Eds.), *International research on the impact of accountability systems*, (pp.13-30). Teacher Education Yearbook 15. Lanham, MD: Rowman & Littlefield.
- Kubow, P.K. (2010). Constructing citizenship in Jordan: Global and local influences shaping the national narrative in the Education Reform for Knowledge Economy (ERfKE) Era. *World Studies in Education*, 11(1), 7-20. <http://dx.doi.org/10.7459/wse/11.1.03>
- Portet, R., Fursarelli, L., & Fursarelli, B. (2015). Implementing the common core: How educators interpret. *Educational Policy*, 29(1), 111-139.
- Saleh Swailem Alshurfat (2016) Teachers Application of the National Professional Standards in Three Northern Jordanian Provincial Schools. *International Journal of Education* ISSN 1948-5476 2016, Vol. 8, No. 1 doi:10.5296/ije.v8i1.8430 URL: <http://dx.doi.org/10.5296/ije.v8i1.8430>

- Witte, T., & Jansen, E. (2015). In search of the excellent literature teacher. An inductive approach to constructing professional standards. *Teachers and Teaching: Theory and Practice*, 21(5), 565-583. <http://dx.doi.org/10.1080/13540602.2014.995478>.
- World Bank. (2009). *Education reform for knowledge economy project. Implementation and result report*. Washington DC: World Bank.

Submitted on Dec. 29, 2022
Accepted on March 09, 2023

IMPORTANCE OF STANDARDS FOR TEACHING PROFESSIONALS

Savita Devi

Research Scholar (Ph.D.-Education), Carrier Point University, Kota(Rajasthan)-INDIA

ABSTRACT

The present Article discusses the importance of standards for teaching profession. Teaching is a noble profession that comes with so much responsibility and duty towards students. Teachers do not only teach and impart knowledge but inspire and motivate students for life and take important steps in life. They keep working to boost the confidence of students and direct them towards right direction. The prime role of a teacher is to teach their students then motivate them and boost their confidence to take up things that can help them in their life. Teachers should find different ways to teach students and apply them in teaching so that the maximum information and knowledge reach the students. The important qualities of a teaching professional should be Teaching skills, matter knowledge, personality, and ways of imparting pieces of information are some important factors that affect the learning patterns of students. It helps teachers to become successful teachers and mentors for their students.

KEY WORDS : Knowledge, Teaching Professional, Standards, Personality, Teaching Skills.....

INTRODUCTION

Professional Standards play an important role for the profession to ensure the quality of the professional practitioners and also ensure better accountability holding teachers and schools responsible for what goes on in the classrooms. Professional standards for teachers **are created for and by the profession to guide professional practice of teachers and how practitioner teachers are prepared, hired, developed, supervised and evaluated.** The Standards reflect interdependent domains, qualities and values of teachers' work that are integral to student success. There can be **different standards for different career stages** in the profession and its various domains to define the characteristics of teachers at each career stage.

Teachers do not only teach and impart knowledge but inspire and motivate students for life and take important steps in life. They keep working to boost the confidence of students and direct them in the right direction. There were many teachers who dedicated

all their life to empowering their students and making them better and more successful human beings in their life. Teachers should find different ways to teach students and apply them in teaching so that the maximum information and knowledge reach the students. Teaching skills, matter knowledge, personality, and ways of imparting pieces of information are some factors that affect the learning patterns of students. It helps teachers to become successful teachers and mentors for their students. Professional Standards play an important role for the profession to ensure the quality of the professional practitioners and also ensure better accountability holding teachers and schools responsible for what goes on in the classrooms.

PROFESSIONAL STANDARDS THAT ALL EFFECTIVE TEACHERS MUST MEET

1. LEARNER DEVELOPMENT

The teacher understands how students learn and how they develop. Teachers apply this understanding to each student in the context of the student's cognitive, linguistic, social, emotional, and physical abilities, because they understand that students' abilities differ. Teachers respect these student differences and leverage differences to allow all students to reach their full potential, focusing on and drawing out their individual strengths. Teachers actively take responsibility for their students' growth and development, receiving input from and collaborating with families, colleagues, and other professionals.

2. LEARNING DIFFERENCES

The teacher understands individual differences in culture, language, and socioeconomic status of his or her students, incorporating them in teaching to create inclusive learning plans. Teachers use this understanding to adapt their lesson plan content and delivery to ensure that they promote and encourage diversity, particularly for students who have special needs. Teachers respect these individual differences, believe that all students can achieve at high levels, make students feel valued, and assist students in realizing their full potential.

3. LEARNING ENVIRONMENTS

The teacher understands how to develop and provide supportive learning environments for his or her students. Teachers apply this understanding to create activities that facilitate both individual and collaborative learning, while also promoting positive social interaction between students of different backgrounds. Teachers value their students' input, allowing them opportunities to provide input, and listening attentively

and responsively. Teachers support students in developing self-motivation, assisting them with problem solving, decision making, and exploration within a safe and validating environment. Teachers also engage appropriately with local and global communities to provide diverse learning environment opportunities for all students.

4. CONTENT KNOWLEDGE

The teacher understands the central concepts of the subject or subjects that he or she is required to teach, with an in-depth understanding of how to make the content accessible and approachable to all students. Applying this standard, teachers commit to keeping up-to-date and relevant in their content areas, in both local and global contexts, incorporating and promoting cross-cultural understanding. Teachers encourage and appreciate students' critical analyses and ensure that students are appropriately challenged with adequate resources to support their learning. And teachers are sensitive to the potential for bias, actively seeking to address it when covering any learning content.

5. APPLICATION OF CONTENT

The teacher understands how to apply and connect different concepts within the learning content, using this understanding to engage students and to help them apply these concepts to the real world. Teachers also use this understanding to draw from content material outside their own area of concentration, helping students to understand how their education as a whole is composed of interrelated components. Including local and global examples, teachers draw on culturally and socially diverse perspectives and collaborate with other teachers to provide an example that encourages students to explore, think critically, and develop their own innovative skills.

6. ASSESSMENT

The teacher understands and applies various methods of assessment that encourage and support the growth of his or her students. Using this understanding, teachers can appropriately modify assessments to make them culturally or ethnically relevant or to allow the adequate testing of students with varying abilities in English and of students with individual needs. Ethical application of these assessment methods allows students to understand and reflect on their own growth and learning. Providing descriptive feedback on student progress encourages students to focus on areas of difficulty where appropriate.

7. PLANNING FOR INSTRUCTION

The teacher understands the curriculum goals and standards required of his or her

students and appropriately uses knowledge of content areas and cross-disciplinary skills to plan learning that will allow each student to achieve these goals and standards. Effective teachers adapt and plan effective instruction that will allow learners of varying skill levels and at various levels of development to leverage their own strengths to achieve what is required of them. Applying this standard also involves the input of students' family members, the community, and professionals both inside and outside education, to ensure the highest possible levels of classroom achievement.

8. INSTRUCTIONAL STRATEGIES

The teacher understands how to encourage students to use and develop a deep understanding of content and connections between content using a variety of instructional strategies. Allowing students to develop their critical thinking, problem-solving, and research abilities, and allowing them to perform learning tasks independently as well as with the teacher, are all applications of this standard. Teachers plan to accommodate students from diverse backgrounds and with a diverse range of abilities, incorporating and encouraging the use of various technologies that will support students in retrieving or assessing the required information. Teachers can also adapt exercises and materials to cope with new information received from students during their research, updating and improving their own knowledge base.

9. PROFESSIONAL LEARNING AND ETHICAL PRACTICE

The teacher understands the importance of ongoing personal reflection regarding teaching and lesson planning methods, personal and teaching goals, as well as continued striving for development. Applying Standard 9, teachers perform frequent self-evaluation, and encourage feedback from students, students' families, and colleagues or supervisors. Teachers must see themselves as continual learners, always seeking new opportunities to further their knowledge, particularly of their content base.

10. LEADERSHIP AND COLLABORATION

The teacher seeks out and assumes leadership roles that match his or her skills. Teachers who apply this Standard understand the importance of collaboration and demonstrate this understanding to their students. They take direct responsibility for the success of their learners, working with them to help them achieve their potential. And this collaborative spirit extends to the students' families and community; when teachers actively seek opportunities for growth by engaging with other education professionals and accessing and providing support where required, the school as a whole is empowered to move forward in achieving the school's mission and goals.

IMPORTANCE OF PROFESSIONAL STANDARDS

Professional Standards play a significant role in the Teaching-Learning process. They represent the knowledge with its impact on educational studies. These are indicators of a teacher's effectiveness and focus on the skills and strategies facilitating the teaching and learning process. Their impact needs to be considered in the broader context, as they are related to and interact with other artefact such as accompanying quality assurance tools and accreditation frameworks. These Professional Standards have a significant impact on initial teacher education to enter the profession. In some settings, professional standards have been used as a regulatory framework over the teaching profession, mainly due to the fact that teaching accreditation and licensing rely on the teachers passing the certification process.

Teacher education programme 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 in-service teachers as well.

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

- Supporting improvement in the quality of teaching and learning
- Increasing community confidence in the profession
- Defining the professional responsibility of teacher to meet the learning needs and aspirations of all learners, including those who are culturally and linguistically diverse backgrounds, and those with additional needs
- Supporting the professional growth and career development of teachers throughout their careers.
- 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 o 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 knowledge)
- Streamlining the Teacher Evaluation

CONCLUSION

These standards provide a framework that allows teachers to reflect on their own practice, enabling them to identify areas of their own professional development during their careers. Professional standards can be used in examining how the standards are implemented and what nature of change they exert. The standards impact the way performance and evaluation is conducted. Historically, evaluation was conducted by the supervisors based mainly on their views on teaching, which had its limitations including but not limited to subjectivity, non-measurable aspects, etc.

REFERENCES

- National Curriculum Framework for Teacher Education, 2009; National Council for Teacher Education.
- National Curriculum Framework, 2005; National Council of Educational Research.
- National Education Policy, 2020; Ministry of Human Resource Development; Government of India.
- Stronge, J. (2002). Qualities of effective teachers. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wise, A. (1989). Professional teaching: A new paradigm for the management of education. In T. J. Sergiovanni & J. H. Moore (Eds.), *Schooling for tomorrow* (pp. 301–310). Boston: Allyn and Bacon.

Submitted on Dec. 29, 2022
Accepted on March 11, 2023

RELEVANCE OF NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS IN CONTEMPORARY TIMES

Neelam Kumari

Research Scholar, Department of Education, Career Point University,
Kota (Rajasthan)-INDIA

Abstract

National Professional Standard for Teachers are the guidelines for teachers given by NPE 2020. Teachers are the pillars of nation. They are basis on which destiny of any nation depends. It's 21st century. We have to race with developing countries for becoming a developed nation. As teachers have potential to produce most capable human resources; its need of present era to prepare well qualified, techno efficient, motivated, enthusiastic and leading teachers who can prove milestone to build up our nation. In every sector of life India is progressing with fast speed. Education sector is the most important sector which also needs a kind of renaissance and revolution for producing most efficient output in terms of dynamic personalities of teachers and students. Teacher Eligibility Test is revolutionary step for selecting efficient teachers and now if we talk about relevance of NPST in contemporary times its need of time. Professional standard are the criteria's which need to be implemented in present century. Teaching is considered to be most noble profession since from ancient times. Teacher's ethical values, professional growth, job satisfaction and motivation all are essential factors which need to be analysed. Even during pandemic of COVID-19 Teachers played most crucial role which needs to be appreciated. They continued teaching-learning process for educating students even from their homes. Raising capabilities of teachers in terms of techno competencies in their teaching practice time, providing sufficient chances of their professional growth, providing appropriate salaries all needs to be implemented.

KEY WORDS : NPST, Techno-efficient, motivated, professional growth....

INTRODUCTION

India is undergoing rapid changes in all the aspects of life in 21st century. Teachers are nation builders. They are makers of future generations. In present century we need a generation which is efficient, ethically sound and skilled; a generation which can meet

challenges of modern era. Teacher is put at the centre to enhance quality of teaching-learning process by NEP 2020. It has become necessary to revamp education system to meet demands of this era. The National Professional Standards for Teachers is a public statement comprising guidelines for effective and highly-qualified teaching. NEP 2020 has made recommendations to improve teachers work conditions, career management process, professional development strategy, etc. The end goal is to enhance every teacher's ability to understand each student's developmental needs proactively. Teachers are supposed not only to learn but to create newer ways to keep today's learner engaged and motivated to learn.

MEANING OF PROFESSIONAL STANDARDS OF TEACHING

In learning context, standards are defined as dimensions of competencies; what someone should know and be able to do in order to be considered competent in particular professional domain. Standards in general are considered to define and measure the quality of teaching in a valid way. Professional Standards for Teachers define: Professional Values, Quality of Teaching, Teacher Knowledge, Teacher beliefs and Actions and Measure of Quality Teaching. Professional Standards are indicators of a teacher's effectiveness and focus on skills and strategies facilitating teaching-learning process.

DESIGN OF NPST

National Professional Standards for Teachers has been designed to ensure quality in teacher education and sets out to NEP 2020 aim for equitable access to highest quality education for all learners. A draft document titled as NPST has been developed by NCTE in support with experts as a set of guidelines for determining attributes of teachers at different levels of their career path.

NPST PURPOSE

To ensure that all teachers at all levels of school education are passionate, motivated, highly qualified, professionally trained, well equipped and well supported for growth in their careers.

RELEVANCE OF STANDARDS FOR TEACHERS

1. Defining expectations of role of teachers at different levels of expertise/stage.
2. Designing initial professional preparation.
3. Continuing competencies required by teachers.
4. Explaining performance criteria for each stage.

5. Managing teachers careers including tenure.
6. Addresses professional development pathways.
7. Giving guidelines in conducting performance appraisals (for salary increase, promotions and other recognitions).
8. Streaming teacher evaluation.

FOUR CAREER STAGES

There are four stages mentioned in NPST through which a teacher will pass and upgrade his or her competencies as a proficient and skilled teacher. Following are four stages:

1. Beginner Teacher
2. Proficient Teacher
3. Expert teacher
4. Lead Teacher

NPST AS NEED OF PRESENT TIME

1. By implementing NPST our schools will get highly qualified and skilled teachers.
2. The expert teacher will impart professional education to our students.
3. Teacher will make students capable of dealing with complex 21st century challenges.
4. Teacher trained under NPST will improve overall education sector and enhance learning quality.

CONCLUSION

Present age is the era of technology. Teachers are pillars of nations. Teachers' professional and personal development is most crucial. NPST will make techno-efficient teachers. NPST will make teachers for schools ready with 21st century skills.

REFERENCES

- <https://timesofindia.com>
- <https://ncte.gov.in>
- <https://www.teacherplus.org>
- <https://blog.teachmint.com>
- <https://www.thehindu.com>

Submitted on Dec. 29, 2022
Accepted on March 11, 2023

INNOVATIVE STRATEGIES & PRACTICES IN TEACHER EDUCATION

Virender Sharma

Assistant Professor, Department of Higher Education, Govt. College Shivanagar,
Kangra – INDIA

ABSTRACT

Education is the essence of every civilization. The present scenario of education in the country requires innovative practices in the teacher education. Innovation is the successful exploration of new ideas, being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practices. Some of the non-conventional teaching methods adopted are learning through active participation by the students through computer assisted learning, project-based learning, e-learning, webinars, audio-visual aids and different techniques of educational technology (i.e., Hardware and software), satellite and distance education in the far-flung areas are useful innovations to improve upon the coverage and the quality of teacher education. Innovative strategies and teaching practices influences student's performances in examinations, life skill and other related aspects and help the students to achieve their desired level or enhance the learning capacities. The purpose of this paper is to focus on the strategies and innovative practices rather than traditional methods of teaching and suggest other useful methods that can be attempted in imparting knowledge to the learners. Education commission (1964-66) has emphasized the need for the improvement of teacher education programme, so that effective teachers can be produced, but the teacher in teacher education arena are not aware of innovative practices of teaching being practiced in the country due to lack of documentation. I expected that the innovative strategies and practices in teacher education from this presentation can serve as a mean to inform policy makers, educators and teachers about the potential use of innovative practices and teacher education and offer ideas or values of strategies and innovative to improve the quality of education.

KEY WORDS : Innovative Practices, Education, Teacher Education, Quality Education....

INTRODUCTION

Teaching and learning discourse have been changed. New roles of the teaching process have been derived from the concept of 'knowledge society' at all educational levels. In

the context of the information or knowledge societies and lifelong learning strategy, a new frame of pre-services and in- services teacher education needs to be defined. Rapid changes in communication technologies enable teachers to move from traditional classroom activities to online classrooms, or online activities in the traditional classrooms. Problems in education have no fixed answers no teacher education program can prepare teachers for all the situations they will encounter. Education is the most powerful tool for change and can put a nation on the path to economic and social empowerment. The strength and vitality of a nation emanates from its literate populace. It is also true that without education society does not fulfill its gracious promises. But as the determinants of education are integrated in the society and the forces that determine the activities in the field of education are ever changing, education has also to be changed according to the tune of the time. Educational institutions and the persons working in these institutions have to be open-minded and to be ready to absorb the desirable changes.

In our educational system, the teaching and learning process is generally characterized by the traditional lecture, in which the teacher explains to the student behavioral pattern of the domain. There is now a general conviction that this traditional way of expository teaching is not optimal for teaching and training pupil that the market requires and who need deep, flexible and transferable knowledge. Some of the non-conventional teaching methods adopted are learning through active participation by the students through computer assisted learning (CD-ROM), web-based learning (undergraduate projects, e-learning, virtual laboratories, seminars, audio visual aids (video-based demonstration) and so on. At present computer in schools are both focusing of study themselves and a support for learning and teaching.

WHAT ARE STRATEGIES AND INNOVATION?

Innovation means the successful exploration of new ideas. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.

There are at least types of innovation i.e.

- Entirely new ideas
- Re-working of an old idea or the transferring and embedding of existing ideas in to a new setting.

The innovation style of teaching requires two important aspects – One related to curriculum and second is teacher itself.

- The curriculum aspects need to make with the objective of disseminating the

information for the subject which has updated knowledge of the environment. This process can be taken combined with classroom teaching and practical exposure to the respective subject.

- The second aspect relate to the teacher itself, which include certain traits to become effective as well as successful teacher.
- Mastery over subject matter.
- Competency in teaching.
- Analyzing capability.
- Association the teacher with the teaching aids required as per the nature of topic and subjects.
- Allowing the democratic environment in the classroom.

DIFFERENT INNOVATIVE STRATEGIES AND PRACTICES

India possesses one of the largest systems of teacher education upon the strength of a nation depends upon the education of its citizen. The education systems of a society reflect its image and development. We are living in the age of science and technology, which is advancing day by day. Since independence a number of training institutions and colleges of education have been established, but they do not produce effective teachers while the main focus of teacher education programme has been to produce effective teachers.

The criterion for admission of pupil teachers is not adequate. Therefore, the candidates who have the aptitude for teaching are not admitted in the training institutions.

1. The strategies which are employed by teacher education institutions in teaching practices are defective and traditional. The teaching skills cannot be developed by these devices.

There are various devices which are used for the modification of teacher behaviour. These are considered new innovations and current practices in teacher education programme.

The most common innovative strategies and practices in teacher education are:

1. Simulated Social Skill Training (SSST)
2. Micro-Teaching or scaled down teaching
3. Programmed Instruction
4. Training Group (T-Group)
5. Team Teaching

6. Personalized System of Instruction (PSI)
7. Education Games
8. Multi-age classes
9. Small learning communities
10. Peer tutoring
11. Project based learning
12. Internships
13. Computer based learning

NEED OF INNOVATIVE STRATEGIES AND PRACTICES

Education is the crucible in which innovations are forged. Promoting creativity and incentivizing innovations through our educational institutions is a best step towards broadening and depending the impact of innovations in our society and education. Education Commission (1964-66) has emphasized the need for the improvement of teacher education programme so that effective teachers can be produced but the teachers in teacher education arena are not aware of innovative strategies and practices of teaching being practiced in the country. The reasons behind this are as follows:

- The lack of documentation of such innovative practices.
- The lack of mutual understanding between the teachers and the higher authorities.
- The lack of publicity in references to authentic impact of the strategies and innovative teaching practices.

Study of relationship between the practices of innovative teaching strategies and practices, their impact on performance of pupil and teachers certainly provides an insight into the realm of relevant teaching practices in the contemporary period and in turn facilitating the proliferation of the same so that wider number of pupils can be benefited from such teaching. The documentation of such teaching practices has not been quite active and hence there is an urgent so that the teaching community develops more confidence as well as interest in the innovative teaching methods and enable the students to benefit from the same.

So, there is a need to introduce the innovative strategies and practices at a wider level in the present education to improve the existing educational situation.

EFFECT OF INNOVATIVE STRATEGIES AND PRACTICES

It is well known that pupil learn more when they are involved actively in learning than when they are passive recipients of instruction. New technologies and teaching strategies

have tremendous potential to better prepare students for future and career in today's knowledge scenario. Active learning strategies can be designed to target visual learners through models and demonstrations, auditory learners through discussion, debates and games and kinesthetic and tactile learners through models and role playing. It is quite natural that the innovative teaching strategies and practices would certainly have greater impact on the learning habits of pupil and other related aspects. In other words, the innovative strategies and practices of teaching help the students to achieve their desired level or enhance the learning capabilities, as well as equipping with better potential to seek either jobs or other professional performance in their life.

Prateek Shah (2004), based on his work on innovative teaching practices in higher education in India, opined that the innovative teaching practices enable the learners to understand the difficult task much faster than the usual traditional methods.

Following are the advantages of Innovative strategies and Practices in teaching:

1. Student Motivation levels increases :
Easy to manage student and direct them towards the task.
2. Removing stressful tasks :
Innovative practices help to remove the stress of both teacher and students and make the teaching learning process easy.
3. Self or independent learning :
The use of innovative practices makes the students able to learn independently.
4. Extension of student thinking :
Ideas and thinking of students may go beyond teacher's capabilities and experiences which may bring and provide double confidence of levels of teachers.
5. Active learning process :
The teaching learning process using innovative practices involves the equal participation of both teacher and learner.
6. Instruction to the right learner :
Teacher feels easy to spend time with students that need extra attention and practice to catch up with the subject.
7. Attention:
Slow learners have also concentration on the teaching learning process without deviation and distraction.

CONCLUSION

Education in emerging Indian society is passing through a very critical but interesting phase. The society and the world over have made it necessary that teacher education should be looked at not only from the angle of teacher-student interaction, but also from social and psychological point of view. Teacher Education in India is at a new stake in view of the new policies laid down and the globalization processes. Indian Teacher Education need to orient itself to the new challenges and enable its pupil to compete level. The purpose of this paper is to focus on the strategies and innovative practices rather than traditional methods of teaching and suggest other useful methods that can be attempted in imparting knowledge to the learners. Teacher can greatly influence young minds and shape the future society. Therefore, training and educating teachers in the most innovative way is important to ensure qualitative improvement of our teachers and teacher education program.

REFERENCES

- Darji, D.R.; Patel, M.S. and Panchal, B.R. (1981). Innovative, Proneness of the Teachers of Higher Secondary Schools. The Progress of Education, Vol. LV(II), pp,278-281.
- <http://edict/documenten/paperZaragozavalereawouters.pdf>.
- Joshi, Bharti and Sharma, Jyoti (2009). Strategies of Innovative Styles of Teaching in Management Study. Indian Journal of Adult Education, Vol. 70(4), pp. 92-96.
- Kumara, N. Kalpana (2012). Modern and Innovative Practices and Impact on Teacher Education. International Journal of Multidisciplinary Educational Research, Vol. 1(2), pp. 430- 435.
- Pal. Rajendra and Pallai, Pratima (2010). Teacher Orientation through Satellite Communication Some Experiences. Journal of Indian Education, Vol. XXXV, No. 4, pp.83-93.
- Prakash Nair early praise for 30 strategies for education innovation.
- Shah, Prateek (2004). Teaching and Learning in Higher Education. New Delhi: Dominant Publisher and Distributors.
- Siribodhi Tinsiri (2010). ICT in Education: Innovative Practices from Different Countries. Retrieved from http://www.orbisschloae.cz/archiv/2010/2010_2_08.pdf.

Submitted on Dec. 30, 2022

Accepted on March 12, 2023

UNDERSTANDING TEACHING AS PROFESSION

* Jyoti & **Jyoti Bala

*Lecturer in Education, Raj Rajeshwari College of Education, Bhota (H.P.)-INDIA

**Lecturer in Education, Raj Rajeshwari College of Education, Bhota (H.P.)-INDIA

ABSTRACT

Profession is the phenomenon of vital activity created by division of labor that social, economical and technological factors require. Teaching profession has originated from the social and economical changes that have arisen in societies and can be described as “a professional occupational group of education sector possessing social, cultural, economical, scientific and technological dimensions”. Profession of teaching is based upon a specialization on a certain field, teaching skills, didactics and some certain personal characteristics that the profession requires. There is a close relation between the fact that individuals who select teaching profession possess the knowledge of subject matter, teaching skills and suitable personality traits which are essential for the education to reach its goals. A teacher should take up the role of a scientist while acting like an artist and while designing the learning environment with the characteristics of a scientist he should add beauty, elegancy, understanding, tolerance and affection to this environment with the features of an artist (Bilen, 1999). Teachers have a great responsibility for possessing and improving the knowledge and skills of the profession and deciding about how to do what and whether the mission which is attributed to this profession is successfully fulfilled. Therefore, the field of teacher training should be a field in which important knowledge and learning-teaching practices can be applied directly.

KEY WORDS : Profession, Teaching, Teaching Skills, Challenges in teaching....

INTRODUCTION

Teaching is a noble profession that comes with so much responsibility and duty towards students. Teachers do not only teach and impart knowledge but inspire and motivate students for life and take important steps in life. They keep working to boost the confidence of students and direct them in the right direction. There were many teachers who dedicated all their life to empowering their students and making them better and more successful human beings in their life. In the article, we will learn about teaching as a profession. One

such example of a teacher who dedicated their life to teaching students is Anand Kumar of the Super 30 coaching class who picks students only from underprivileged sections and gives them the best education to crack IIT through coaching IIT. These are those children who can never afford to take admitted to coaching classes for competitive exams. Anand Kumar teaches, guides, and motivates students to dream big and fulfill those dreams. The first Anand Kumar made a record of selecting 18 students for IIT out of 30 students. The next example in front of us is Siva Subramania Iyer. He was the teacher of Dr APJ Abdul Kalam and he was responsible to give India its Missile Man. He taught him to fly high and inspired him to make it big. And then India got its greatest space scientists of all time. Thus, not only teaching a profession a thing to pursue but also a passion that can take you to heights.

ROLE OF A TEACHER

While writing an article on teaching as a profession, the role of a teacher must be included. The general and first role of a teacher is to teach their students. Then motivate them and boost their confidence to take up things that can help them in their life. Teachers should find different ways to teach students and apply them in teaching so that the maximum information and knowledge reach the students. They should try to explain complex and difficult topics through fun activities and make them easier for students to understand. Teachers are not only teachers but they are your mentors and guide. They are responsible not just to teach the syllabus but inspire students by exchanging thoughts, sharing a bond, and being with them in every up and down. If you will be able to portray all these roles for your students then teaching as a profession is perfect for you. Teaching skills, matter knowledge, personality, and ways of imparting pieces of information are some factors that affect the learning patterns of students. It helps teachers to become successful teachers and mentors for their students.

DIFFERENCE BETWEEN TEACHING AND TRAINING

In teaching, teachers teach students in a classroom and give them knowledge and information about the subject and make them prepare for the future. It has a theoretical approach. In teaching, a piece of new knowledge is imparted to students every time. The teaching takes place in a classroom. On the other hand, Training is a practical approach in which a learning process involves the expert or professional who gives guidelines and training to trainees about a specific skill related to the job so that they can perform well in the work.

The following grounds will clarify the difference between teaching and training and the relation between teaching and training:

- Teachers pursue the profession of teaching to share their experience and knowledge with the amateur or say students in the school.
- They teach students intending to give them knowledge about the world and bring positive change to them.
- On the contrary, the program in which the trainees learn the skills or polish their knowledge about the course or job. It will be particularly about one field in which a student or trainee wants to be specialized for improving performance.
- Teaching is just teaching about theories written in books but to get practical knowledge about that theory, one has to undergo a training period.
- It teaches about how the task is to be performed in a workplace. Teachers provide new knowledge every day in teaching but in training, practical application is teaching them about the known subject.
- Teaching focuses on education, knowledge, and improving wisdom. On the other hand, training emphasizes skills and abilities.

CHALLENGES OF TEACHING CAREER

With great opportunities come greater challenges. But these challenges should not define your decision; they should prepare you for what the future holds. Since no job is easy, every profession has its own set of challenges and teaching as a profession may have a few road blockers too. Therefore, before you venture into a teaching career, you should keep in mind the following important points:

- **Changing Technology Trends in Teaching**

Adapting to the newer methods of online learning, teaching methodologies, online examinations, smart-classroom teaching, etc. could be challenging and may interrupt consistency and uniformity in teaching unless you are comfortable in using technologies.

- **Dealing With Today's Generation**

Teaching as a profession has never been so challenging. Now, Teachers need to adapt to smarter and more interesting ways of teaching as students these days have a limited attention span and they are more comfortable in using gadgets than listening to class lectures. Students in schools often use mobile phones and other gadgets in schools. Nowadays, with the advent of diverse teaching methods, it has become extremely crucial

for teachers to manage student behavior both inside the classrooms and in live online classroom sessions.

- **Continuous Self-Learning About Subjects**

Teachers need to keep up with the emerging tenets, theories, and knowledge in various subjects. Knowledge in various subjects continues to emerge such as in economics, business studies, biology, etc. A teacher, especially college teachers have to study continuously and keep updating their knowledge base.

- **Conflict Management**

One of the most challenging parts of the teaching profession is managing classroom conflicts among students. Teachers need to understand and carefully tackle short-tempered students as well as other students who interrupt classroom discipline.

TEACHING AS A PROFESSION

The continued professionalization of teaching is a long-standing goal. Professionalism is a complex and elusive concept; it is dynamic and fluid. Six generally accepted criteria are used to define a profession:

- Its members have an organized body of knowledge that separates the group from all others. Teachers are equipped with such a body of knowledge, having an extensive background in the world and its culture and a set of teaching methods experientially derived through continuous research in all parts of the world.
- It serves a great social purpose. Teachers carry responsibilities weighted with social purpose. Through a rigid and self-imposed adherence to the Code of Professional Conduct, this sets out their duties and responsibilities.
- There is cooperation achieved through a professional organization. Cooperation plays an important role in the development of the teaching profession because it represents a banding together to achieve commonly desired purposes. The teaching profession has won its well-deserved place in the social order through continuous cooperation in research, professional preparation and strict adherence to the Code of Professional Conduct, which obligates every teacher to treat each student within a sacred trust. Teachers have control or influence over their own governance, socialization into Teaching and research connected with their profession.
- There is a formal period of preparation and a requirement for continuous growth and development. Teachers are required to complete a defined teacher preparation program followed by a period of induction or internship prior to being granted

- permanent certification. This period includes support for the formative growth of teachers and judgments about their competence. Teachers are devoted to continuous development of their ability to deliver their service.
- There is a degree of autonomy accorded the professional. Teachers have opportunities to make decisions about important aspects of their work. Teachers apply reasoned judgment and professional decision making daily in diagnosing educational needs, prescribing and implementing instructional programs, and evaluating the progress of students. Teacher judgment unleashes learning and creates the basis for experience.
 - The profession has control or influence over education standards, admissions, licensing, professional development, ethical and performance standards, and professional discipline. As professionals, teachers are governed in their professional relationships with other members, school boards, students and the general public by rules of conduct. The Teaching Quality Standard defines the knowledge, skills and attributes all teachers are expected to demonstrate as they complete their professional preparation, enter the profession and progress through their careers.

CONCLUSION

Teaching is a profession-indeed a noble one, conceptually and ideally. It is also different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. It is only in the case of teaching there is much more that is required to be accomplished than in the case of other professions. Training of the practitioners is considered to be one of the important characteristics of a profession. In order to befit the teachers to their roles, a sound professional training is needed. Induction training and continuous education thereafter equip the teachers with adequate knowledge and skills to perform their professional functions. Teachers as Professionals the certificated teacher is the essential element in the delivery of instruction to students, regardless of the mode of instruction. A teacher has professional knowledge and skills gained through formal preparation and experience. Teachers provide personal, caring service to students by diagnosing their needs and by planning, selecting and using methods and evaluation procedures designed to promote learning. The processes of teaching include understanding and adhering to legal and legislated frameworks and policies; identifying and responding to student learning needs; providing effective and responsive instruction; assessing and communicating student

learning; developing and maintaining a safe, respectful environment conducive to student learning; establishing and maintaining professional relationships; and engaging in reflective professional practice. “TEACHER” the world itself includes “Teach” which means “GURU” who shares the experience, knowledge, and skills to others for a better-educated world. Apart from lavishing career, there are numerous of Importance of Teaching Profession. In India, Teachers are treated as nation builders as teachers play the role of substitute parents. Only Teachers can facilitate student’s growth, skills, and creativity. Teaching is the most desirable Profession nowadays. The importance of the Teaching Profession includes fun and learning together. Being in the teaching profession doesn’t mean you have to share your knowledge. Sometimes teachers themselves learn something new with teaching experience. Teachers play a vital role in student’s life by helping them achieve their goals. Therefore, choosing the Teaching Profession offers endless career opportunities. However, Teaching is not the only Profession; in fact, it is the activity to serve education.

REFERENCES

- Teaching as a profession essay - Digital Class Blogs
<https://www.digitalclassworld.com/blog/teaching-as-a-profession-essay/>
- Teaching as a Profession: All You Need to Know by **Shruti Verma** March 27, 2020
<https://idreamcareer.com/blog/teaching-as-a-profession/>
- Nature of Teaching and Teaching as a Profession
<https://legacy.teachers.ab.ca/SiteCollectionDocuments/>
- Imam, A. (2011). Quality and Excellence in Teacher Education: Issues & Challenges in India. Zenith International Journal of Multidisciplinary Research. 1(7):388-398.
- Mukherjee, D. P. (2008). Teaching as a Profession. In Biswas, P. C. (Eds.) Teacher Education. Kalyani, West Bengal: DODL, University of Kalyani.

Submitted on Dec. 30, 2022

Accepted on March 12, 2023

IMPORTANCE OF STANDARDS FOR TEACHING PROFESSIONALS

Priksha Kumari

Research Scholar School of Education, Abhilashi University, Chailchowk(H.P.)-INDIA

Abstract

Standards are statements about what is valued in the profession and are generally used to describe and communicate what is most desirable and relevant as well to achieve in terms of teaching or learning. In the learning context, standards are defined as learning outcomes, but in context of Teaching standards are defined as dimensions of competence, i.e., what someone should know and be able to do in order to be regarded competent in a particular professional domain. In other words, standards are used as a benchmark to measure a professional's competence and quality performance. Standards reflect what is valued in the profession, what is quality teaching with an underlying assumption of what quality learning .The statements themselves formulate what these values imply for , what teachers should know, should believe, and should be able to do. Standards for teaching professionals are created for and by the profession to guide professional practice of teachers' band how practitioner teachers are prepared, developed, supervised and evaluated. The Standards reflect interdependent domains, qualities and values of teachers' work that are integral to student success. There can be different standards for different career stages in the profession and its various domains to define the characteristics of teachers at each career stage. Standards for teaching professionals play an important role to ensure the quality of the professional practitioners and also ensure better accountability. These standards inform government policies and regulations that oversee the teaching profession. These professional standards are not static. They are regularly reviewed and adjusted to reflect understandings of expectations for teaching profession that shape the teacher's work. The present paper laid emphasis on the importance of standards for teaching professionals.

KEY WORDS : Professional Standards, Teaching Professionals....

INTRODUCTION

Standards, in general, are considered to define and measure the quality of teaching in a valid way. They represent "good teaching", as well as identify what "meeting the standards" means. Professionally, these standards are classified on the basis of their

purpose and coverage. These standards may be generic or specific to the domains of practice. These can also be defined in a basic manner covering all teaching professionals together or progressively for teachers at different career stages, providing a roadmap. Standards play a significant role in the Teaching-Learning process. They represent the knowledge with its impact on educational process. These standards provide a framework that allows teachers to reflect on their own practice, enabling them to identify areas of their own professional development during their careers. Standards can be used in examining how these are implemented and what nature of change they exert. The standards impact the way performance and evaluations are conducted. Teaching is a dynamic and ever changing profession. A professional standard requires a teacher to set out clear expectations of effective practice in education and training. Emphasis is also placed on teachers to enable them to identify areas for their own professional development. One way of achieving these bench marks is to adapt an extrinsic approach whereby teachers espouse themselves to relevant teaching regulations and standards by engaging in reflective practice activity. Just like Teachers perform certain professional development activities to improve their teaching skills and to maintain professional standards. On the other end, teachers also engage themselves in intrinsic activities teachers reflect on their own practice on a continuous basis, thus facing a spectrum of critical incidences in order to improve their own professionalism and learning, problem-solving, critical thinking, decision-making, organizational or personal change management skills with this perspective standards has a great importance for teaching professionals and these helps the teaching professionals in varied ways.

LEARNER DEVELOPMENT

The teacher understands how students learn and how they develop. Teachers apply this understanding to each student in the context of the student's cognitive, linguistic, social, emotional, and physical abilities, because they understand that students' abilities differ. Teachers respect these student differences and leverage differences to allow all students to reach their full potential, focusing on and drawing out their individual strengths. Teachers actively take responsibility for their students' growth and development, receiving input from and collaborating with families, colleagues, and other professionals.

LEARNING DIFFERENCES

The teacher understands individual differences in culture, language, and socioeconomic status of his or her students, incorporating them in teaching to create inclusive learning

plans. Teachers use this understanding to adapt their lesson plan content and delivery to ensure that they promote and encourage diversity, particularly for students who have special needs. Teachers respect these individual differences, believe that all students can achieve at high levels, make students feel valued, and assist students in realizing their full potential.

LEARNING ENVIRONMENTS

The teacher understands how to develop and provide supportive learning environments for his or her students. Teachers apply this understanding to create activities that facilitate both individual and collaborative learning, while also promoting positive social interaction between students of different backgrounds. Teachers value their students' input, allowing them opportunities to provide input, and listening attentively and responsively. Teachers support students in developing self-motivation, assisting them with problem solving, decision making, and exploration within a safe and validating environment. Teachers also engage appropriately with local and global communities to provide diverse learning environment opportunities for all students.

CONTENT KNOWLEDGE

The teacher understands the central concepts of the subject or subjects that he or she is required to teach, with an in-depth understanding of how to make the content accessible and approachable to all students. Applying this standard, teachers commit to keeping up-to-date and relevant in their content areas, in both local and global contexts, incorporating and promoting cross-cultural understanding. Teachers encourage and appreciate students' critical analyses and ensure that students are appropriately challenged with adequate resources to support their learning. And teachers are sensitive to the potential for bias, actively seeking to address it when covering any learning content

APPLICATION OF CONTENT

The teacher understands how to apply and connect different concepts within then learning content, using this understanding to engage students and to help them apply these concepts to the real world. Teachers also use this understanding to draw from content material outside their own area of concentration, helping students to understand how their education as a whole is composed of interrelated components. Including local and global examples, teachers draw on culturally and socially diverse perspectives and collaborate with other teachers to provide an example that encourages students to explore, think critically, and develop their own innovative skills.

ASSESSMENT

The teacher understands and applies various methods of assessment that encourage and support the growth of his or her students. Using this understanding, teachers can appropriately modify assessments to make them culturally or ethnically relevant or to allow the adequate testing of students with varying abilities in English and of students with individual needs. Ethical application of these assessment methods allows students to understand and reflect on their own growth and learning. Providing descriptive feedback on student progress encourages students to focus on areas of difficulty where appropriate.

PLANNING FOR INSTRUCTION

The teacher understands the curriculum goals and standards required of his or her students and appropriately uses knowledge of content areas and cross-disciplinary skills to plan learning that will allow each student to achieve these goals and standards. Effective teachers adapt and plan effective instruction that will allow learners of varying skill levels and at various levels of development to leverage their own strengths to achieve what is required of them. Applying this standard also involves the input of students' family members, the community, and professionals both inside and outside education, to ensure the highest possible levels of classroom achievement.

INSTRUCTIONAL STRATEGIES

The teacher understands how to encourage students to use and develop a deep understanding of content and connections between content using a variety of instructional strategies. Allowing students to develop their critical thinking, problem-solving, and research abilities, and allowing them to perform learning tasks independently as well as with the teacher, are all applications of this standard. Teachers plan to accommodate students from diverse backgrounds and with a diverse range of abilities, incorporating and encouraging the use of various technologies that will support students in retrieving or assessing the required information. Teachers can also adapt exercises and materials to cope with new information received from students during their research, updating and improving their own knowledge base.

PROFESSIONAL LEARNING AND ETHICAL PRACTICE

The teacher understands the importance of ongoing personal reflection regarding teaching and lesson planning methods, personal and teaching goals, as well as continued striving for development. Applying Standard teachers perform frequent self-evaluation, and encourage feedback from students, students' families, and colleagues or supervisors.

Teachers must see themselves as continual learners, always seeking new opportunities to further their knowledge, particularly of their content base.

LEADERSHIP AND COLLABORATION

The teacher seeks out and assumes leadership roles that match his or her skills. Teachers who apply Standard 10 understand the importance of collaboration and demonstrate this understanding to their students. They take direct responsibility for the success of their learners, working with them to help them achieve their potential. This collaborative spirit extends to the student's families and community, when teacher actively seek opportunities for growth by engaging with other education professionals and accessing as well providing support where required, the school as a whole is empowered to move forward in achieving the school's mission.

CONCLUSION

It may concluded that standards for teaching professionals are quite essential these helps teaching professionals to understand Learner's developmental aspects, Learning differences, Learning environments, Content knowledge, Planning for Instruction, Application of content, curriculum transactions ,Assessment process, Professional Learning and Ethical Practice, Leadership and Collaboration. In nutshell standards for teaching professionals plays important role to enhance quality of educative processes and brings effectiveness in teaching learning process.

REFERENCES

- National Curriculum Framework, 2005; National Council of Educational Research and Training, Government of India, New Delhi.
- National Education Policy, 2020; Ministry of Human Resource Development; Government of India
- NCERT: <https://ncert.nic.in/pdf/announcement/TSAR.pdf>
- Professional Standards for Teachers and Teacher Education: Avoiding the Pitfalls, https://img.scoop.co.nz/media/pdfs/0604/avoiding_pitfalls.pdf
- UNESCO Global Framework of Professional Teaching Standards: https://issuu.com/educationinternational/docs/2019_ei-unesco_framework

Submitted on Dec. 31, 2022

Accepted on March 13, 2023

PROFESSIONAL STANDARDS FOR TEACHERS: A CRITICAL ANALYSIS

Ashish Kumar

Research Scholar (Ph.D.-Education), Carrier Point University, Kota (Rajasthan)-INDIA

ABSTRACT

Education system is the backbone of any nation in the universe. A nation progresses in the right direction if the teaching learning process is blend of modern technology and needs of the society. Modern era is the time of research and technology in every field of development. Good education system is based on the use of best practices in the curriculum development and teachers overall development. Teachers are the foundation of education system hence they have to be professionally equipped with different aspects of skills of teaching. 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 ensure that teachers are so well skilled that they will teach the students with more passion, motivation, enthusiasm and quality but on other side extra activities like clerical work, election duties, political interference etc. are the obstructions for the quality education. Professional standards are the need of the hour for better development of teachers. The present paper emphasizes on the critical analysis of Professional standard for teachers in the Indian context.

KEY WORDS : Universe, Technology, Curriculum, Professional Standards.....

INTRODUCTION

Education is the life long process in the human life. Teachers are the center point of the teaching learning process and fundamental reforms of the Indian society. 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. Teaching is a Nobel profession and we need best talent in this profession. NPST will help in determining the aspects of teachers at different levels of carrier pathways. NPST also focuses on the preparations, practice and performance improvement of all teachers. The NPST will also monitor the design of the pre-service teacher education programme, which various States could then adopt. NPST will determine

all aspects of teacher career management, *including tenure, professional development efforts, salary increases, promotions, and other recognitions*. Investment in teachers is the best outcomes in the students. So NPST is the setting up the aims of teacher's professional growth and it will be revised after every ten years.

PROFESSIONAL STANDARDS

Standards are statements about what is valued in the profession and are generally used to describe and communicate what is most desirable to achieve in terms of learning or practice. In the learning context, standards are defined as learning outcomes, but in a professional or occupational context, standards are defined as dimensions of competence, i.e., what someone should know and be able to do in order to be considered competent in a particular professional domain.

“Standards are the statements that reflect what are valued in the profession, what is quality teaching with an underlying assumption of what quality learning is. The statements themselves formulate what these values imply for what teachers should know, should believe, and should be able to do.”

PROFESSIONAL TEACHING STANDARDS

Standards, in general, are considered to define and measure the quality of teaching in a valid way. They represent “good teaching”, as well as identify what “meeting the standards” means. Professionally, these standards are classified on the basis of their *purpose* and *coverage*. These can also be defined in a basic manner covering all teaching professionals together or progressively for teachers at different career stages, providing a roadmap from entry to advanced practice level.

Professional Teaching Standards Defined				
Professional values	Quality of Teachers	Teachers Knowledge	Teachers Belief & Actions	Measures of Quality Teaching

IMPORTANCE OF PROFESSIONAL STANDARDS

Professional Standards play a significant role in the Teaching-Learning process. They represent the knowledge with its impact on educational studies. Over the past several years, there has been a move towards promoting the professionalism of teachers through the development of teaching standards the world over. Many nations have developed and implemented Professional Standards to enhance the quality of teaching. These are indicators of a teacher's effectiveness and focus on the skills and strategies facilitating the teaching and learning process.

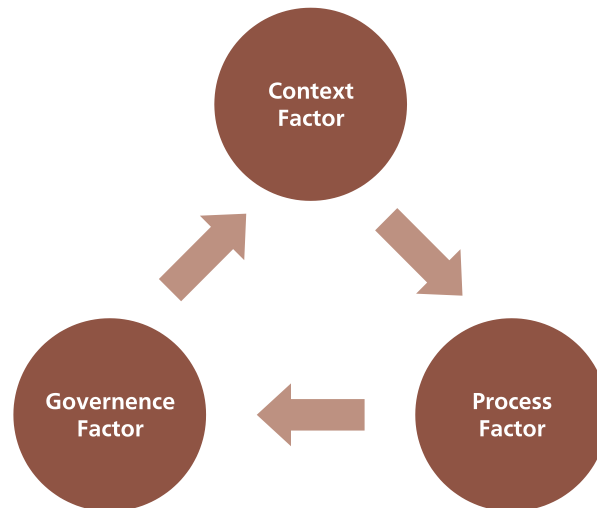
Teacher education programmes and qualifications must be subject to the accountable provisions to ensure consistency across the nation. To address the vast variation among teacher training institutes and across the levels of qualifications while bringing in accountability, a quality framework such as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

QUALITY ASSURANCE FOR THE TEACHING PROFESSION

There are three significant interlinked factors impacting the quality of learning and teaching:

**Context Factor :**

It relates to the quality of the institutions which provide initial (pre-service) and continuing (In-service) professional education for teachers. It also includes the quality of educators who train teachers and other support staff.

Process Factor :

It relates to the actual curricula and programmes of the institutions. It also includes the type of programme (skill-based or competency-based) they offer and how they certify trainee teachers. The outcome achieved determines the quality.

Governance Factors :

It relates to the overall management, control of the institution (context), policies and processes.

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

India is undergoing rapid changes in the knowledge landscape. Therefore, it has become critical to revamp the education system to meet the demands of the 21st century. India's National Education Policy (NEP) 2020 is the country's first education policy of the 21st century, and it aims to address the many growing developmental imperatives of our country. Teachers truly shape the future of our children, and, therefore, the future of our nation. To achieve the goal of holistic and quality education for all, NEP 2020 has laid particular emphasis on the development of the teaching profession and has put teachers

in the centre of all reforms. To inspire the best and brightest to enter the teaching profession and to empower teachers and help them to do their job as effectively as possible, the National Education Policy has mandated the National Council for Teacher Education (NCTE) in its restructured new form as a Professional Standard Setting Body (PSSB), to develop National Professional Standards for Teachers (NPST).

A common guiding set of National Professional Standards for Teachers (NPST) will be developed. The standards would cover expectations of the role of the teacher at different levels of expertise/rank, and the competencies required for that rank. It will also comprise standards for performance appraisal, for each rank, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programmes and determine all teacher career management, including tenure (after the probationary/tenure track period), 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 nationally in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system. (NEP 2020, para 5.20).

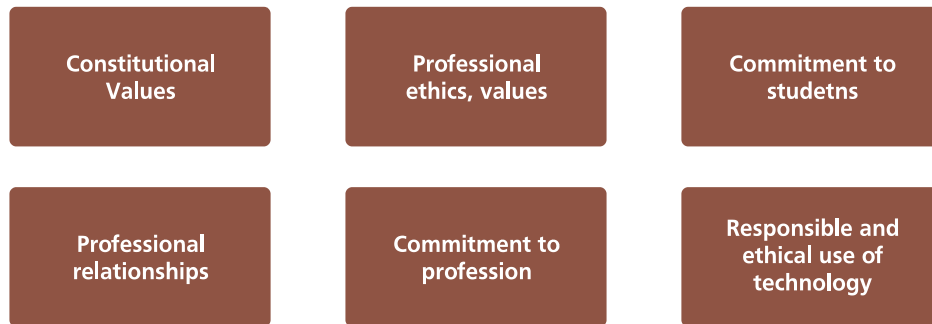


The National Professional Standards for Teachers (NPST) shall be public statements of what constitutes teaching quality and what is required to improve the educational outcomes of students in India. These standards shall be a set of guiding statements that define the expectation of the role of a teacher at different levels of expertise at different stages of a career. The standards shall also define what effective teaching looks like and what competencies are required to practice as a teacher in 21st-century schools at each stage of teaching career.

AREAS & STANDARDS OF NPST

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

1. Core Values & Ethics :



2. Professional Knowledge & Understanding :

- Knowledge and Understanding of the subject area.
- Factor that affect Students Learning.
- Pedagogical Knowledge.
- Curriculum Structure.
- Technology use and use in Education.

3. Professional Competence & Practice :

- Learning Plans
- Lesson Delivery
- Classroom components and Dynamics.
- Effective Classroom Communication.
- Assessment of learning.

4. Professional Development & Growth :

- Professional Development
- Learning Needs
- Reflection.
- Engagement and participation in learning community.

CONCERNS OF NPST

The changing worlds needs present new challenges' and a new areas of development in the Indian education system. Teachers need to be well equipped with knowledge and skills to ensure that curriculum emphases are realized in the classroom. In other words, teachers must teach their class effectively as envisaged in the curriculum (**Kubow, 2010; Porter, Fursarelli & Fursarelli, 2015**).

National and international studies reflect a concern for teacher professional practice as much as they do for student achievement. The teaching profession is increasingly challenged by accountability and standards adopted by governments as keys for school improvement (**Kelchtermans, 2007; Comber & Nixon, 2009; Caldwell, 2010; Tuinamuana, 2011; Blatchford, 2013; Witte & Jansen, 2015**).

Saleh Swailem Alshurfat conducted a study on "Teachers Application of the National Professional Standards in Three Northern Jordanian Provincial Schools" their findings indicate that teachers are moderately satisfied with their professional standards.

Leithwood et al. (2002) compared five sets of standards for educational leadership development from USA, Australia, UK and New Zealand. They found that all five sets had in common an emphasis on financial management including hiring appropriate staff, being a role model, establishing professional development as an ongoing school-wide activity, monitoring and evaluating teacher and pupil progress, using test score to guide curriculum and instruction, wide consultation, parent and community involvement and effective communication to all stakeholders, and valuing diversity.

CHALLENGES FACED BY TEACHERS TODAY

Teachers Quitting their Profession

It is a well-known fact that the Teachers make all the other professions possible. But unfortunately, the teaching professionals have been facing grave career-related challenges at multiple levels. On the career-growth front, teachers generally stay in the same position for 10 to 20 years, which is a very long period compared to other careers. In addition, there is a lack of mentorship and knowledge sharing of skills required for progressing along the career ladder.

Talented youth choosing other carrier options



With changing times, a teacher's role has transformed from that of a knowledge provider to a facilitator and a mentor. Unfortunately, teachers are not equipped with the appropriate skill set for this new role. National Education Policy 2020 has very clearly addressed these issues and concerns of teachers, where the focus is to ensure quality teachers at all levels of school education. NEP 2020 has made recommendations to improve teachers' work conditions, career management processes, professional development strategy, etc. The end goal is to enhance every teacher's ability to understand each student's developmental needs proactively. This effort will require a significant update to a teaching professional's job description, requiring a different skill set altogether. Also, new assessment methodologies will be necessary to holistically evaluate each teacher's performance and student's academic progress in a multidisciplinary environment. These methodologies will focus on 21st-century skills and child-led teaching rather than mechanical teaching and rote learning.

CONCLUSION

The 21st Century is the era of technology and innovations in every day to day life activities. A nation need to development in positive way and Education is most important tool for development of any nation. Education system is totally dependent on the Teachers all round development. A teacher must be skilled in teaching, moral values, ethical values

and hence changing societies need changes teachers to be a facilitators rather than being a tutor. NEP-2020 is the step taken by our Government to meet the new objectives of the society. The NEP 2020 defines that the school education system will follow a 5 + 3 + 3 + 4 curricular and pedagogical structure, consisting of the 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). The National Professional Standards for Teachers (NPST) will inform the design of pre-service teacher education programmes and would cover expectations of the role of the teacher at different levels of expertise/rank and the competencies required for that rank. Teaching profession is facing different types of problems in current time but if NEP-2020 will properly implemented and if we will meet all the objectives of NPST then we can say that teaching profession will achieve the glory and we can meet the Global Sustainable development Goals declared by United Nation.

REFERENCES

- Australian Professional Standards for Teachers: <https://www.aitsl.edu.au/docs/default-source/nationalpolicy-framework/australian-professional-standards-for-teachers.pdf>
- Blatchford, R. (2013). *The 2012 teachers' standards in the classroom*. Exeter: Learning Matters.
- Caldwell, B.J. (2010). *The impact of test driven accountability*. Paper presented at the Annual General Meeting of the Victoria Principals Association, 26 November, Melbourne, Australia.
- Comber, B., & Nixon, H. (2009). Teachers' work and pedagogy in an era of accountability. *Discourse: Studies in the Cultural Politics of Education*. 30(3), 333-345. <http://dx.doi.org/10.1080/01596300903037069>.
https://img.scoop.co.nz/media/pdfs/0604/avoiding_pitfalls.pdf
https://issuu.com/educationinternational/docs/2019_ei-unesco_framework
- Justice JS Verma Committee (JVC) Report, 2012
- Kelchtermans, G. (2007). Teachers' self-understanding in times of performativity. In L. F. Deretchin, & C. J. Craig (Eds.), *International research on the impact of accountability systems*, (pp.13-30). Teacher Education Yearbook 15. Lanham, MD: Rowman & Littlefield.
- Kubow, P.K. (2010). Constructing citizenship in Jordan: Global and local influences

- shaping the national narrative in the Education Reform for Knowledge Economy (ERfKE) Era. *World Studies in Education*, 11(1), 7-20. <http://dx.doi.org/10.7459/wse//11.1.03>
- National Curriculum Framework for Teacher Education, 2009; National Council for Teacher Education, New Delhi.
 - National Curriculum Framework, 2005; National Council of Educational Research and Training, Government of India, New Delhi.
 - NCERT: <https://ncert.nic.in/pdf/announcement/TSAR.pdf>
 - Portet, R., Fursarelli, L., & Fursarelli, B. (2015). Implementing the common core: How educators interpret. *Educational Policy*, 29(1), 111-139.
 - Professional Standards for Teachers and Teacher Education: Avoiding the Pitfalls,
 - Saleh Swailem Alshurfat (2016). Teachers Application of the National Professional Standards in Three Northern Jordanian Provincial Schools. *International Journal of Education* ISSN 1948-5476 2016, Vol. 8(1), doi:10.5296/ije.v8i1.8430 URL: <http://dx.doi.org/10.5296/ije.v8i1.8430>
 - The Indian Constitution; National Education Policy, 2020; *Ministry of Human Resource Development; Government of India*
 - The Right to Free and Compulsory Education Act, 2009, (Gazette Extraordinary), Ministry of Law and Justice, Government of India, New Delhi.
 - *The Teacher and Society* (Report of the National Commission on Teachers-I; Chattopadhyay Commission Report 1985).
 - UAE Professional Teacher standards: <https://tls.moe.gov.ae/#!/downloads-v2>
 - UK Teacher Standards: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007716/Teachers__Standards_2021_update.pdf
 - UNESCO Global Framework of Professional Teaching Standards:
 - Witte, T., & Jansen, E. (2015). In search of the excellent literature teacher. An inductive approach to constructing professional standards. *Teachers and Teaching: Theory and Practice*, 21(5), 565-583. <http://dx.doi.org/10.1080/13540602.2014.995478>.

Submitted on Dec. 31, 2022

Accepted on March 15, 2023

CHALLENGES FOR TEACHERS IN MODERN SCENARIO

*Sunil Kumar & ** Gulshan Thakur

*Assistant. Professor in Education, Raj Rajeshwari College of Education, Bhota Hamirpur (H.P.)-INDIA

**D.P.E., Raj Rajeshwari College of Education, Bhota Hamirpur (H.P.)-INDIA

ABSTRACT

Education in the modern era is more dynamic than ever. New breakthroughs in technology and the appearance of fresh approaches in pedagogy are continuously transforming teaching. These changes are bringing new challenges for teachers in educational institutions. Things are changing around us very severely, very quickly. The world is becoming more interrelated, the environment is becoming less stable, and technology is continuously altering our connection to information. National Education Policy 2020 is going to eternally change the face of Indian education. Teachers have to reform their methods and line up them with the new 5+3+3+4 curriculum structure. Also under the provisions of NEP, all educators, despite of their position, will have to take at least 50 hours of Continuous Professional Development workshop every year. New educational innovations are changing the way teachers teach in today's classrooms. The education has become more student-centred and many lessons are tailored rather than being general to address precise gaps in student learning. New technologies are making E-Learning and blended learning the new normal in education. But it has been observed that teachers take more time in teaching online than face to face. In the online mode, teachers do not find proper methods of providing feedback to all students. So these are few challenges which teachers are facing today which teachers have to overcome to make the teaching and learning effective.

KEY WORDS : Challenges, NEP 2020, Educational Innovations, Online Education...

INTRODUCTION

'A teacher needs to be able to formulate, construct, arrange, modify and make sense of information so that it understood as knowledge.'

The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards- Anatole France, a great and simple statement to describe what teaching is. But the task of a teacher is not as simple as it

seems while reading the statements. In practical situation it is the toughest job because a teacher cannot work only in current situations as other professionals do. He has to work hard even before as well as after the teaching. A beautiful saying "*A teacher presents the past, reveals the present and creates the future*" explains the richness and hardship of teaching profession. A teacher like other profession cannot work only based on his/her previous knowledge and experience but he has to act while considering each and every student's mind, capability, intelligence, behaviour, background, current situation and so many such factors. All these factors make teaching a complex job. Due to the complexity of his work a teacher is said to be the creator of other professions. All teachers are creators but quality of their creation varies according to their level of teaching. Ironically, in current scenario especially in India we have many teachers but a few good teachers who can create good students or citizens that can contribute to make a good nation. All around us we meet many people who have degrees as well as knowledge but have no practical knowledge and skills to do the specific job for which they have qualifications. Who produce this stuff of students? We! When we proudly call our self creators of the nation then we have to take responsibility of creating weak, unskilled, less capable and less responsible citizens. No doubt we all are not equally or only responsible for the decreasing standards of education. There are many social as well as political issues also behind this situation. Even then we cannot deny the fact that in one or another way we or a few among us are also responsible. As we all know, "*Teaching is not everybody's cup of tea*". But these days teaching has become the simplest and easiest job for many people. They have degrees but have no skills thus are teaching without any efforts and training thus producing the same students as they are. Who produce these teachers? It's again come to our shoulders. Actually it has become a vicious cycle that is reoccurring again and again and generation by generation destroying our society. It's an alarming situation so we must consider those issues which are responsible for this degradation of the education system. As it is said "teacher who love teaching teaches to love learning". If teacher will be good they will teach to be good students and citizens. Thus, Qualitative improvement of teachers' education is the first step that is urgently needed for updating teacher and the whole education system.

Education in the 21st century is more dynamic than ever. New breakthroughs in technology and the emergence of fresh approaches in pedagogy are perpetually transforming teaching. Along with these changes come new challenges for teachers in schools and colleges.

Perhaps at no other time were these challenges more apparent than during the disruption caused by the corona-virus pandemic. Schools across the country competed to provide the best digital educational environment and the responsibility of online teaching fell squarely on the shoulders of teachers who were caught unawares by the sudden shift in the mode of transacting the curriculum.

The online teaching process is fraught with challenges that leave teachers overworked since it demands practical and refined digital skills. Low and irregular student attendance, lack of attention by students, apprehension for technology (especially among older teachers), poor internet connectivity, and, in most cases, the added pressure of household chores, have made online teaching a daunting task for many teachers.

CHALLENGES FACED BY TEACHERS

The task is challenging for all levels of teachers, from pre-primary to senior school ones. Apart from preparing engaging digital lesson plans, a lot of effort goes into gathering and preparing the items and props, for the primary teachers. Senior school teachers have a huge number of papers and assignments to mark, which can be very time-consuming. They also have to work overtime to come up with ideas and plans for their online classes. **Looking beyond the corona-virus pandemic, the challenges teachers face today can be broadly classified into three categories:**

- **Challenges Posed By Technology**

New technologies are making e-Learning and blended learning the new standard in education. But it has been observed that teachers take more time in teaching online than face to face. In the online mode, teachers do not find proper methods of providing feedback to all students. Teachers have concerns over the laboratory activities since virtual labs are not accessible to all students and not many lab activities can be conducted through virtual medium. In the virtual mode, teachers often feel less connected to students and find it difficult to establish a good rapport with them. While formative assessments are being done, online summative assessments are still posing a huge challenge. Authentic assessments are not happening online. Teachers have to keep themselves up to speed with latest digital tools that can be used in education.

- **Challenges Posed By Pedagogical Advances**

New pedagogical innovations are changing the way teachers teach in today's classrooms. The education has become more student-centric and many lessons are

customized rather than being generic to address specific gaps in student learning. Teachers have to keep themselves apprised of the new assessment tools to better evaluate students' academic progress. A teacher's role is transforming from a knowledge provider to a knowledge facilitator and counsellor because of the abundant information that's easily available online. The nature of today's learners is a far cry from those of a decade ago. Students today have a different attention span and are not interested in classroom chalk-talk or learning by rote. They are becoming needs-based learners. Teachers have to meet their rising expectations by making lessons interesting and engaging.

- **Challenges Posed By National Education Policy**

National Education Policy 2020 is going to permanently change the face of Indian education. Teachers have to reform their methods and align them with the new 5+3+3+4 curriculum structure. Under the provisions of NEP, all educators, regardless of their position, will have to take at least 50 hours of Continuous Professional Development workshop every year. NEP removes hard distinctions between the streams of arts, sciences and humanities, thereby necessitating a broader approach and qualifications on the part of teachers.

SOME OTHER CHALLENGES

In spite of these three major challenges there are some other challenges that teachers face during the teaching learning process and these challenges must be overcome to make the teaching learning process fruitful. These challenges are listed below:

- **Inspiring students to be more self-directed**

Teachers are having a tough time getting students to be more self-directed. They are looking for a way to ease the pressure of students by keeping them interested and making sure that lesson practices and the homework delivered is fun, accessible anywhere, targeted to improve their weaknesses and ensuring that learning takes place in a more conducive, less-tense, less-pressured environment.

- **Improving Learning Outcomes**

Designing Learning Outcomes that mean something and are an effective way to measure student potential and success is a big challenge. Meeting those learning outcomes and having solid indicators to prove this, all the while easing the paperwork and the excel sheets of the teachers have become unthinkable. Even if these are done well, teachers still don't get that 360° view of how good their students are as a whole. In addition, finding

the right way to automate this process in such a way that real time results are what are needed is of prime importance.

- **Getting Students To Do Their Work Outside the Classroom**

What students do at schools is just a fraction of the effort that needs to be put in for academic success. With this in mind, teachers have the extra added pressure of having students put in the extra effort outside of the classroom. Students still have found no proper incentive to deal with this issue. Teachers are looking for a way that they can encourage students to learn while they're having fun and not make it seem like pursuing knowledge is a tedious task.

- **Finding the Time to Keep up With Administrative Tasks**

It takes a lot of time and work to come up with curriculum, teach, be engaged with classrooms, come up with questions for assessments, spend time (and sometimes weekends) correcting and grading these assessments, and then having to spend hours filling out reports, analysis, strengths, weaknesses and other performance indicators. Teachers are looking for ways to be eased of this burden so that they can focus on teaching and promoting the importance of education and learning.

- **Understanding Changing Technology**

With the advance of the internet and changing technology, teachers have been finding it hard to find easy yet effective systems and platforms to run their classrooms.

- **Parental Involvement**

Having the parents of students informed and involved is one major area that teachers and administrators are having a hard time to keep up with. Teachers are looking for an easy way to have parents be a part of their child's journey and have a good understanding of their skills and monitoring their performances on a regular basis.

OVERCOMING THE CHALLENGES

All these challenges highlight the importance of teacher training in today's world. With proper training, teachers can be empowered intellectually, digitally, and emotionally to answer the ever-increasing demands of pedagogy. Well-trained teachers can multi-task and improve different aspects of their practice, such as teaching, student assessment, and curriculum designing, while simultaneously up-skilling and re-skilling themselves to meet the higher standards of education in the 21st century. The student expectations are huge. So, teachers can't afford to be complacent. They have to stay ahead of the curve to

provide world-class education and break new barriers as well.

CONCLUSION

At present, Indian education system is at alarming situation. Knowledge and means of gaining knowledge are changing at every moment. But due to our poor teacher education system we are unable to produce teachers of such quality who can cope with the new emerging trends of the education. If we really want to provide good education to our coming generations then we must work upon the above identified issues and meet these challenges to overcome all the problems which come across the way of improvement of our education system. Teacher education should be so strong that can provide teachers such an insight that he/she himself can think upon practical problems of teaching and learning process and give possible solutions of these problems.

REFERENCES

- Afshan Anees (2015). "Teacher Education and their Problems". *International Journal of Academic Research in Education and Review*; 3(1), pp. 1-6.
- Chand, Dinesh (2015). "Major problems and issues in teacher education". *International Journal of Applied Research* ; 1(4): pp. 350-353.
- Goel D.R. and Chhaya Goel (2012). "Teacher Education Scenario in India: Current Problems & Concerns", *MIER Journal of Educational Studies, Trends & Practices*, 2(2), pp. 231-242.
- <https://gamalearn.com/7-major-challenges-facing-teachers-today/>
- <https://justaskpublications.com/just-ask-resource-center/e-newsletters/msca/the-art-of-questioning-the-student-role/>
- <https://www.classcraft.com/blog/3-main-challenges-teachers-face/>
- Linda la Velle (2020). The challenges for teacher education in the 21st century: urgency, complexity and timeliness, *Journal of Education for Teaching*, 46(1), pp.1-3, DOI: [10.1080/02607476.2019.1708621](https://doi.org/10.1080/02607476.2019.1708621).

Submitted on Dec. 31, 2022
Accepted on March 16, 2023

SUBSCRIPTION FORM

I/we would like to subscribe the

And my/our details are as given below:

Name (Individual/Organization):.....

Designation:.....

Address:.....

.....

Telephone/Mobile No.:.....

E-mail ID:.....

I am / we are enclosing herewith a D D for Rs.....

(Rupeesonly) in favour of Principal Raj Rajeshwari College of Education, Vill Chorab

(Mansui) payable at Bhot, Distt. Hamirpur(H.P.)/ NEFT/RTGS For Rs.....

D D No.Name of the Bank.....

Place.....Date

Period of Subscription:.....

Signature

(Please Fill in the Subscription Form and Post/Mail to: The Chief Editor,

RAJ RAJESHWARI JOURNAL OF PSYCHOLOGICAL & EDUCATIONAL RESEARCH

Raj Rajeshwari College of Education, Vill. Chorab(Mansui),

P.O. Bhot, Tehsil Barsar, District Hamirpur, Himachal Pradesh – 176 041

SUBSCRIPTION DETAILS

Subscription	Annual	03 Years	05 Years	Life Time Member
Individual/Institution (India)	Rs. 2000	Rs. 5000	Rs. 8000	Rs. 15000
Individual/Institution (Foreign)	US \$50	US \$110	US \$200	US \$350

GUIDELINES FOR AUTHORS/CONTRIBUTORS

Scholarly articles both research based and general, seminar/conference/workshop/symposia etc. proceedings/reports/news in the area of Psychology, Education, Teacher Education and Educational Psychology are invited from the researchers/institutions in English in Calibri Font with 12 Point Size and 1.5 line spacing. The authors/contributors are requested to send an abstract of about 150 words along with a soft copy (CD) and two hard copies of manuscript (Typed & Printed) not exceeding 10 Pages or 2000 words. To save time, E-mail service is preferred. The articles should be strictly according to the format of the Journal and references should be presented in latest APA Style.

The authors should also send a declaration that the article has not been published in any Journal and nor it has been sent for publication anywhere else. The Editorial Board reserves the right to accept/reject or edit the article. The status of the article will be intimated to the corresponding author after one month from the day of receipt of the article. After acceptance of Article/Paper Authors are to pay the subscription/Publication charges through DD/directly Transferring the money to Principal Raj Rajeshwari College of Education Bhota Acc. No. 3376000107041042 & IFSC PUNB0337600 only then Papers/Articles will Published and subscriptions will be processed.

The views and findings in the articles are those of the authors/ contributors and do not reflect the policy of the Editorial Board. All disputes are subject to the jurisdiction of District Court, Hamirpur in Himachal Pradesh.

CONTACTS

CHIEF EDITOR,

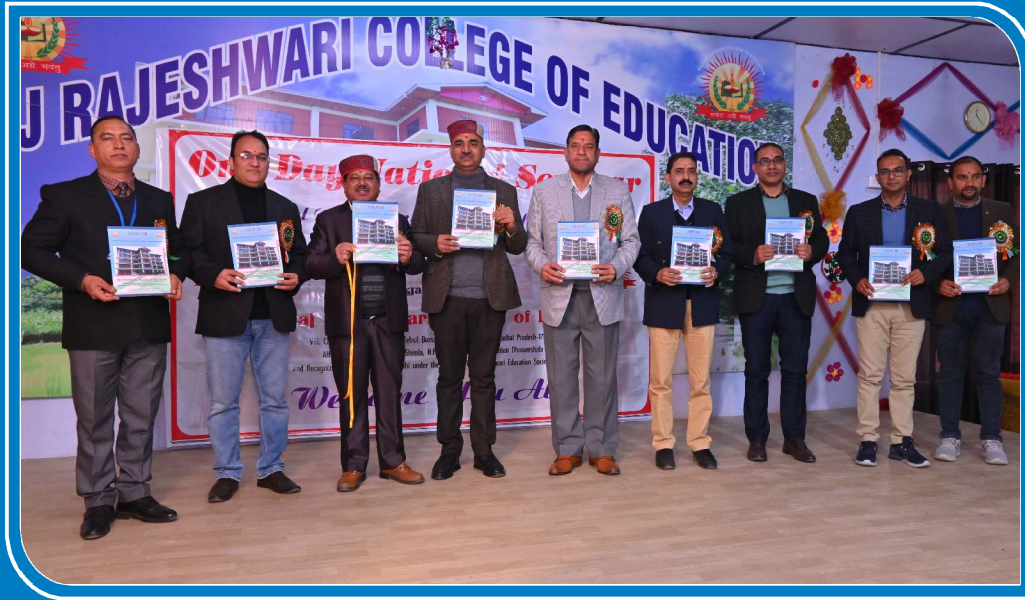
RAJ RAJESHWARI JOURNAL OF PSYCHOLOGICAL & EDUCATIONAL RESEARCH

**Raj Rajeshwari College of Education, Vill. Chorab (Mansui), P.O. Bhota, Tehsil Barsar,
District Hamirpur, Himachal Pradesh – 176 041**

Tele/Fax: +911972-255199; 94181-03003; 98052-39043 & 98167-36633

E-mail: Researchjournal.RRJPER18@gmail.com & jurad13@gmail.com

Website: www.rrjperresearchjournal.in



**AN OFFICIAL PUBLICATION OF
RAJ RAJESHWARI COLLEGE OF EDUCATION**

Vill. Chorab (Mansui), P.O. Bhota, Tehsil Barsar,
Distt. Hamirpur, Himachal Pradesh – 176 041

**UNDER THE AEGIS OF
RAJ RAJESHWARI EDUCATION SOCIETY**

Vill. Chorab (Mansui), P.O. Bhota, Tehsil Barsar,
District Hamirpur Himachal Pradesh-176 041

Subscription	Annual	03 Years	05 Years	Life Time Member
Individual/Institution (India)	Rs. 2000	Rs. 5000	Rs. 8000	Rs. 15000
Individual/Institution (Foreign)	US \$50	US \$110	US \$200	US \$350

Raj Rajeshwari Journal Of Psychological & Educational Research (RRJPER) Published by RAJ RAJESHWARI COLLEGE OF EDUCATION, Vill. Chorab (Mansui), P.O. Bhota, Tehsil Barsar, Distt. Hamirpur (H.P.) - 176041, Printed by RAKESH KUMAR for RAKESH PRINTING PRESS, New Road, Near Bus Stand, Hamirpur (H.P.) - 177001 and Published at RAJ RAJESHWARI COLLEGE OF EDUCATION, Vill. Chorab (Mansui), P.O. Bhota, Tehsil Barsar, Distt. Hamirpur (H.P.) – 176041.

