



Regional Institute of Education Bhubaneswar, Odisha

2.5.4 Teachers put forth efforts to keep themselves updated professionally

INTEGRATED TEACHER TRAINING (NISHTHA) ODISHA

1-11-2019 to 5.11.2019

Brief report of the Programme

NISHTHA (National Initiatives for School Heads' and Teachers' Holistic Advancement), an integrated teacher training programme was inaugurated by Prof Hrushikesh Senapaty, Director, NCERT, New Delhi and Mrs. Chithra Arumugam, IAS, Commissioner cum Secretary, School and Mass Education, Government of Odisha on 1ST November in the auditorium of Unit-1 Boys' High school, Bhubaneswar. On the occasion Prof Ranjana Arora, NCERT, Prof Md. Faruq Ansari, Chairperson of NRG(V), NISHTHA, Sri B.S.Poonia, State Project Director, OSEPA, Prof P.C. Agarwal, Principal, RIE, Bhubaneswar, Sri Gangadhar Sahoo, Director, TE and SCERT, Odisha and Surya Narayan Mishra, Joint Director, OSEPA were present.

Sri Poonia, SPD, OSEPA in his welcome address highlighted the significant role of teachers in enhancing learning outcomes and quality of school education in government schools. More than 2.2 lakh teachers of the state are to be covered under the national initiative NISHTHA.



During the session Prof Ranjana Arora highlighted the major objectives and modalities of implementation of the programme. The main objective of the programme is to motivate and equip teachers to encourage and foster critical thinking among students, handle diverse situations and act as first level counsellors. The KRPs are to be oriented and develop skills on various aspects related to learner centered pedagogy, learning outcomes, socio-personal qualities, health and wellbeing, school based assessment, ICT, school based assessment, initiatives on school education, pedagogy of language (Primary & upper primary), Pedagogy of Mathematics (Primary & upper primary), Pedagogy of EVS, Pedagogy of Science and Social science, Art integrated learning and Child rights & POCSO act. During and after training the teachers will be supported continuously by web portal, mobile app, discussion forum for quality improvement of school education.

Prof M. Faruq Ansari, the chairperson of the NRG highlighted the major objectives and modalities of implementation of the programme. The main objective of the programme is to motivate and equip teachers to encourage and foster critical thinking among students, handle diverse situations and act as first level counsellors. He introduced his NRG to the participants and dignitaries.

Smt. C. Murugam, IAS, Commissioner – Cum- Secretary in her address highlighted the role of teacher in shaping the destiny of the nation. Teacher's motivation and commitment are essential for improving the quality of school education in the country. She further said that in the emerging societies the ICT needs to be used for self-realization.

In his address Prof P. C. Agarwal focused the role of teacher as facilitator of learning and moving beyond textbooks. The effectiveness of teacher training programme largely rely on the follow up and monitoring mechanism at different levels.

Prof. H. K. Senapaty in the keynote address said about the inherent limitations of cascaded model of training. The salient ideas reflected in NCF 2005 has not been reflected at all levels of classroom processes and practices. The result of NAS (2017) reveals that students are not performing better in competency based and higher order skill items. Their performance is gradually decreasing as they are going to higher classes. Citing an example and case of a rural school in Madhya Pradesh, he said that attitude and commitment of teachers can lead to change and innovation for quality improvement of school education. He gave example of Tripura model of teacher orientation where positive impact and evidences on learning outcomes have been experienced. For preparing good citizens and quality learning it is essential to move beyond textbooks. The twenty first century skills such as critical thinking, communication collaboration and problem solving needs to be more focused. Therefore in the programme modules on socio-personal qualities, art integrated learning, health and wellbeing and school based assessment have been emphasized.

Sri Gangadhar Sahoo, Director, TE & SCERT in his remarks highlighted the need of constructivist and activity based approaches in school education. The state is improving so far as the learning outcomes and other indicators are concerned. He also proposed the vote of thanks on the occasion. During the five days sixty sessions on twelve modules have been transacted through activity based approaches. Before conduction of the first session an online pre training survey has been done and today a post training survey is conducted. The feedback and reflections have been collected every day which would be useful in enhancing the effectiveness of the programme.

The inauguration of the programme for SRLP was conducted on 4.11.2019 in the auditorium. The programme was inaugurated by Prof Farooq Ansari, Chairperson of the NRG (V).Dr. Subitha G Menon, NIEPA, New Delhi, Prof. Laxmidhar Behera, Coordinator, Dr. Elizabeth Gangmei Coordinator and Mr. S.N.Mishra Joint Director, OSEPA were present.Dr Laxmidhar Behera highlighted on the objectives of the programme.

Prof. Farooq Ansari in his address comprehensively presented the modalities of NISHTHA. This integrated training programme will help in creating quality cadre of trainers, a support system for teachers, robust follow-up mechanism and a common platform for all States and UTs provide a forum for teachers to discuss their initiatives, challenges and solutions.Dr. Subitha in her address highlighted the roles and responsibilities of the participants infusing leadership components among school teachers. Dr. Gangmei in her remarks focused on learning from each other and commitment for effectiveness of NISHTHA.The vote of thanks was presented by Mr. S.N.Mishra, OSEPA.

During the programme twenty five NRG members from NCERT, NIEPA and Child line were involved. The modules are transacted by activity based approaches. Digital contents such as videos presentation were done relevant to themes.

In the programme for Jharkhand 249 KRPs from three districts like Baragarh,Ganjam and Sundargarh attended,The number of KRPs in different subject specific areas are : Social Science(),Science(),Language() and Mathematics().From these three districts 51 SRPs have attended the programme also for leadership training.





During the fifth day of the programme, the morning session was devoted for online post training survey and feedback. District wise groups are formed to present and reflect on:

- Planning training at block level including responsibility of each KRPs
- Developing strategies and presentation on pedagogy of any subject integrating gender concerns, socio; personal qualities, school based assessment etc.

This integrated training programme will create a mechanism in the states/UTs for conducting training with in-built follow-up and support programme, henceforth maintaining the continuity. This will curb the tendency of the system to conduct frequent training programmes every year with the same participants in face-to-face mode with the same content. The Key Resource Persons, Teachers and School Heads at the elementary stage who will receive training under this programme will be given opportunities to go to next level of training which will be specialized in nature, i.e., a short-term course on subject-specific pedagogy, inclusive education, preschool education, school leadership, etc.

INTEGRATED TEACHER TRAINING (NISHTHA) MEERUT, UTTAR PRADESH
Duration: 19-23 November, 2019
Venue: MIIT, Ghat Road, Meerut, Uttar Pradesh 250002

Brief report of the Programme

NISHTHA (National Initiatives for School Heads' and Teachers' Holistic Advancement), an integrated teacher training programme was inaugurated by Prof Hrushikesh Senapaty, Director, NCERT, New Delhi and Mrs. Isha Duhan, IAS, Chief Development Officer, on 19th November in the conference hall, MIIT, Meerut. On the occasion Prof Ranjana Arora, NCERT, Prof Md. Faruq Ansari, Chairperson of NRG(V), NISHTHA, Shravan Kumar Yadav, Deputy Director, DIET, Meerut, Shri Yograj Singh, Vice Principal, DIET, Meerut, Dr. Madhu Mittal and Shubendra Mittal, Owner, MIIT, Meerut were present.

Mrs. Isha Duhan, (IAS), CDO, emphasized on the individual differences to be taken care of by the teachers when it comes to handling of the students. She also said that the NCERT books in the curriculum these days are very interactive, interesting, competitive and gives good amount of knowledge. She also emphasized on meaningful learning and asked teachers to come out of their comfort zones and involve the students actively in the learning process. She wished everyone present in the hall good luck and encouraged everyone to do NISHTHA programme with Nishtha, i.e sincere efforts were supposed to be put in. She expressed her heart felt gratitude to Director, NCERT, Prof. Ranjana Arora, Md. Faruq Ansari and the other dignitaries on the dais.





During the session Prof Ranjana Arora, National coordinator, NISHTHA highlighted the major objectives and modalities of implementation of the programme. The main objective of the programme is to motivate and equip teachers to encourage and foster critical thinking among students, handle diverse situations and act as first level counsellors. The KRPs are to be oriented and develop skills on various aspects related to learner centered pedagogy, learning outcomes, socio-personal qualities, health and wellbeing, school based assessment, ICT, school based assessment, initiatives on school education, pedagogy of language (Primary & upper primary), Pedagogy of Mathematics (Primary & upper primary), Pedagogy of EVS, Pedagogy of Science and Social science, Art integrated learning and Child rights& POCSO act. During and after training the teachers will be supported continuously by web portal, mobile app, discussion forum for quality improvement of school education.

Prof M. Faruq Ansari, the chairperson of the NRG highlighted the major objectives and modalities of implementation of the programme. The main objective of the programme is to motivate and equip teachers to encourage and foster critical thinking among students, handle diverse situations and act as first level counsellors. He introduced all NRG-V members to the participants and dignitaries.

Shri. Shravan Kumar Yadav, Principal DIET shared about the positive perception he has towards the NCERT and lauded the NCERT curriculum framework and textbooks. He also mentioned that the programme is not only Meerut but for the whole country and it's an honor and an opportunity to be part of NISHTHA programme and collaborate with NCERT faculties. He also motivated the participants to give their best and be an active participant during the five days programme.

Prof. H.K.Senapaty in the keynote address said about the inherent limitations of cascaded model of training. The salient ideas reflected in NCF 2005 has not been reflected at all levels of classroom processes and practices. The result of NAS (2017) reveals that students are not performing better in competency based and higher order skill items. Their performance is gradually decreasing as they are going to higher classes. He cited the significant role played by teachers and gave example of Tripura model of teacher orientation where positive impact and evidences on learning outcomes have been experienced. For preparing good citizens and quality learning it is essential to move beyond textbooks. The twenty first century skills such as critical thinking, communication collaboration and problem solving needs to be more focused. Therefore, in the programme modules on socio-personal qualities, art integrated learning, health and wellbeing and school based assessment have been emphasized.

The Number of KRPs and SRPs during the programme is given as follow:

| KRPs and SRPs Participants of 9 Districts | | | |
|--|-------------------------|-----------------------|-----------------------|
| Sl No | Name of District | Number of KRPs | Number of SRPs |
| 1 | Meerut | 33 | 07 |
| 2 | Biznor | 25 | 11 |
| 3 | G.B.Nagar | 19 | 04 |
| 4 | Bulandshaher | 36 | 10 |
| 5 | Gaziabad | 19 | 04 |
| 6 | Muradabad | 20 | 09 |
| 7 | Saharanpur | 32 | 09 |
| 8 | Muzzafarnagar | 28 | 03 |
| 9 | Rampur | 25 | 01 |
| Total | | 237 | 58 |

In total 64 sessions (including generic, subject specific and block level training group work and presentation) were undertaken. A number of innovative and relevant transactional practices were used during the sessions. Each day on the first session, reflection of the previous day sessions was presented by assigned participant of the group As, for the SRPs on 22nd and 23rd November, sessions like leaderships, gender issue etc. were held. For both the KRPs and SRPs sessions methodology of transaction is experiential mode.



During the fifth day of the programme, the morning session was devoted for online post training survey and feedback. District wise groups are formed to present and reflect on:

- Planning training at block level including responsibility of each KRPs
- Developing strategies and presentation on pedagogy of any subject integrating gender concerns, socio; personal qualities, school based assessment etc.





This integrated training programme will create a mechanism in the states/UTs for conducting training with in-built follow-up and support programme, henceforth maintaining the continuity. This will curb the tendency of the system to conduct frequent training programmes every year with the same participants in face-to-face mode with the same content. The Key Resource Persons, Teachers and School Heads at the elementary stage who will receive training under this programme will be given opportunities to go to next level of training which will be specialized in nature, i.e., a short-term course on subject-specific pedagogy, inclusive education, preschool education, school leadership, etc.

INTEGRATED TEACHER TRAINING (NISHTHA) LUCKNOW, UTTAR PRADESH

Duration: 10-14, December, 2019

Venue: SR Group of Institutions, Mampur Bana, Bakshi Ka Talab, Sitapur Highway,
Lucknow

Brief report of the Programme

NISHTHA (National Initiatives for School Heads' and Teachers' Holistic Advancement), an integrated teacher training programme was inaugurated by Dr. Satish Chandra Dwivedi, Hon,ble Minister of Basic Education, Govt of Uttar Pradesh, Shri.V K Anand, IAS, SPD & DG School Education-UP, Dr. SB. Bahadur, Director SCERT, Dr. P. Sachhan, Principal DIET, Lucknow and Prof. H.K. Senapaty Director, NCERT, Prof Farooq and NRG (V) members on 10th December, 2019 in the conference hall of SR Group of Institutions.

| Sl.No | Name of District | No of Trainees/Participants |
|-------|------------------|-----------------------------|
| 1 | Bahraich | 49 |
| 2 | Sant Kabir Nagar | 26 |
| 3 | Lakhimpur | 26 |
| 4 | Hardoi | 38 |
| 5 | Balrampur | 19 |
| 6 | Lucknow | 31 |
| 7 | Shajahanpur | 47 |
| 8 | Shrawasti | 24 |
| 9 | Basti | 24 |
| | Total | 284 |
| | Number | |

During the inaugural session, Prof Ranjana Arora mentioned about the uniqueness of 'NISHTHA' as the largest teachers training programme in the world and has the distinction of empowering both the teachers and head of the school at one platform. In addition, it's an amalgamation of generic and pedagogical areas for ultimate objectives of brining joyful, meaningful learning at the grass-root level. She also elaborated on the vision and objectives of NISHTHA, its themes, dimensions and gave a brief description about each of the 12 modules, and emphasized on the modalities and approaches of the modules.

Dr. SB. Bahadur, Director SCERT shared about how convenient it is for the trainees to have a copy of the modules and indicated that the methodology, strategies, design of the same is very practical based and relevant to actualization. He also added that, scaffolding and handholding crucial in the teacher training programme too. He appealed and encouraged the participants to seized the opportunity and put their utmost sincerity and seriousness during the programme. Shri.V K Anand, IAS, SPD & DG School Education-UP shared about the benefits of learning relationship and maintaining collaboration at different level of teacher education programme. He also reiterated the core position of teacher as a catalyst of change and transformation of society. He shared about the vision and aspiration of making Uttar Pradesh as the top 5 state in NAS.

Prof H.K.Senapaty, Director, NCERT shared how the concept and meaning of '*Learning*' has evolved, from that of change of behavior to creating and construction of knowledge and how learners need to be nurture for skill based learning with critical thinking, problem solving, and creativity as its objectives. He also touched upon the inherent limitations of cascaded model of training. The salient ideas reflected in NCF 2005 has not been reflected at all levels of classroom processes and practices. The result of NAS (2017) reveals that students are not performing better in competency based and higher order skill items. He gave example of Tripura model of teacher orientation where positive impact and evidences on learning outcomes have been experienced. For preparing good citizens and quality learning it is essential to move beyond textbooks. The twenty first century skills such as critical thinking, communication collaboration and problem solving needs to be more focused. Therefore, in the programme modules on socio-personal qualities, art integrated learning, health and wellbeing and school based assessment have been emphasized.

Dr. Satish Chandra Dwivedi, Hon,ble Minister of Basic Education, Govt of Uttar Pradesh, mentioned about the need of teachers to have motivation and commitment in their profession and requested all teachers to read NISHTHA modules to know about learning outcome, activity base method, new approaches to learning. He also congratulated the participants for being part of this unique programme and encourage them to seize this opportunity be an active participant during the sessions. The inaugural ended with a vote of thanks by Chairperson, SR group of Institution Shri.Pawan Chauhan.



3 अवधानना कलकत्ता, गुवाहाटी, 11 दिसम्बर 2018

शिक्षक बच्चों को बेहतर शिक्षा प्रदान करें: सतीश

शिक्षकों को बेहतर शिक्षा प्रदान करने के लिए सतीश ने एक कार्यक्रम आयोजित किया। कार्यक्रम में सतीश ने कहा कि शिक्षकों को बेहतर शिक्षा प्रदान करने के लिए सतीश ने एक कार्यक्रम आयोजित किया।

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स्वतंत्र भारत कलकत्ता, गुवाहाटी, 11 दिसम्बर 2018

नवीनतम तकनीक अपनाते हुए बच्चों को बेहतर शिक्षा प्रदान करें शिक्षक

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प्रभात राजधानी लखनऊ, 11 दिसम्बर 2019 3

शिक्षक नवीनतम तकनीक व प्रणाली को अपनाते हुए बच्चों को बेहतर शिक्षा प्रदान करें : द्विवेदी



लखनऊ। प्रभात

उत्तर प्रदेश के बेसिक शिक्षा राज्यमंत्री (स्वतन्त्र प्रभार) डा० सतीश चन्द द्विवेदी ने कहा कि शिक्षक नवीनतम तकनीक व प्रणाली को अपनाते हुए बच्चों को बेहतर शिक्षा प्रदान करें, जिससे उनका सर्वांगीण विकास हो सके।

स्कूल में बच्चों को यह सभी जानकारी प्रदान करनी चाहिए जो उनके अधिष्ठा के निर्माण के लिए उपयोगी हो। शिक्षक व अधिष्ठा को अपने-अपने दायित्वों का निर्वाहन ईमानदारी व निष्ठा से करना सुनिश्चित करें।

यह विचार डा० द्विवेदी ने आज यहाँ पत्राचाररूप में प्रसारित किया।

इन्स्टीट्यूट सी०के०टी० लखनऊ में आयोजित पांच दिवसीय प्रवीणता सेवारत शिक्षक प्रशिक्षण कार्यक्रम का शुभारम्भ के उपरान्त कहा किया। उन्होंने कहा कि इस प्रशिक्षण में जो भी जानकारी दी जाये उसको सम्भारना से प्राप्त करना सुनिश्चित करने का प्रयास करना ही आवश्यकता नहीं होती जाये। उन्होंने यह भी कहा कि प्रशिक्षण के सम्बन्ध में सैक्टर की गई बुनियादी-निष्ठा स्कूल प्रमुखों और शिक्षकों को समझ लेना के लिए राष्ट्रीय महान का अभ्यास अवश्य करना जाये। उन्होंने कहा कि इस प्रशिक्षण का मुख्य उद्देश्य प्राथमिक शरण के सभी शिक्षकों को सीखने के परिणामों, स्कूल आन्तरिक प्रशासन, शिक्षार्थी केन्द्रित शिक्षण विधा से नई पढ़ान और शिक्षाविद्ये आदि के अवयव से बच्चों को शिक्षित अवसरप्रकाशनी का निदान करना है।

5 आज लखनऊ, 11 दिसम्बर, 2019

शिक्षक नवीनतम तकनीक से बच्चों को करे शिक्षित-सतीश द्विवेदी

लखनऊ, मंगलवार। उत्तर प्रदेश के बेसिक शिक्षा राज्यमंत्री (स्वतन्त्र प्रभार) डा० सतीश चन्द द्विवेदी ने कहा कि शिक्षक नवीनतम तकनीक व प्रणाली को अपनाते हुए बच्चों को बेहतर शिक्षा प्रदान करें। जिससे उनका सर्वांगीण विकास हो सके। स्कूल में बच्चों को यह सभी जानकारी प्रदान करनी चाहिए। जो उनके अधिष्ठा के निर्माण के लिए उपयोगी हो। शिक्षक के साथ अधिष्ठा भी अपने-दायित्वों का निर्वाहन ईमानदारी व निष्ठा से करना सुनिश्चित करें। बेसिक शिक्षा राज्यमंत्री डा० द्विवेदी ने आज यहाँ पत्राचाररूप में प्रसारित किया।

इन्स्टीट्यूट सी०के०टी० लखनऊ में आयोजित पांच दिवसीय प्रवीणता सेवारत शिक्षक प्रशिक्षण कार्यक्रम का शुभारम्भ करते हुए कहा किया।

उन्होंने कहा कि प्रशिक्षण में जो भी जानकारी दी जाये। उसको सम्भारना से प्राप्त करना सुनिश्चित करना जाये। इसमें किसी प्रकार की लापरवाही नहीं करी जाये। उन्होंने कहा कि प्रशिक्षण का मुख्य उद्देश्य प्राथमिक शरण के सभी शिक्षकों को सीखने के परिणामों, स्कूल आन्तरिक प्रशासन, शिक्षार्थी केन्द्रित शिक्षण विधा से नई पढ़ान और शिक्षाविद्ये आदि के अवयव से बच्चों को शिक्षित अवसरप्रकाशनी का निदान करना है। इस अवसर पर महाविदेशिक समूह शिक्षा निजाम किरन जोगन्ध ने कहा कि शिक्षकों के उत्साहपूर्ण सुविधाये, विद्यालयों में सुलभ सुविधाओं के विकास, शिक्षकों के बेहतर निर्माणों को करे करने के सम्बन्ध में बेहतर व्यवस्था की जा रही है।

This integrated training programme will create a mechanism in the states/UTs for conducting training with in-built follow-up and support programme, henceforth marinating the continuity. This will curb the tendency of the system to conduct frequent training programmes every year with the same participants in face-to-face mode with the same content. The Key Resource Persons, Teachers and School Heads at the elementary stage who will receive training under this programme will be given opportunities to go to next level of training which will be specialized in nature, i.e., a shorts-term course on subject-specific pedagogy, inclusive education, preschool education, school leadership, etc. This unique and one of a kind holistic advancement programme will bridge the gap that exist at different level of teacher training programme in the past and create a comprehensive and inclusive growth of teacher's professionalism for 21st century in the country.

ROLE OF TEACHERS IN INDEPENDENT INDIA

NCTE ERC and RIE Bhubaneswar 21 Feb 2022

<https://ncte.gov.in/website/PDF/AnnualReport/English-2021-22.pdf>

27th ANNUAL REPORT 2021-2022

- A lecture of Gender Sensitization was delivered by Member Secretary, NCTE on 7th December, 2021 to create awareness about gender equality and roles ensuring is safer environment for women in the workplace.



- All 4 RCs organised webinars on the 'Role of Teachers in Independence of India' as a part of AKAM celebrations during the 'Iconic week', between 17th January, 2022 to 22nd February, 2022, in their respective regions wherein educationists, academicians, teacher educators, teachers and students of teacher education fraternity from across the country participated.



- NCTE celebrated the 73rd Republic Day on 26th January, 2022 by unfurling the National flag by the Member Secretary, NCTE.

Two days' workshop on National Professional Standard of Teachers (NPST) and National Mission for Mentoring (NMM) at RIE, Bhubaneswar on 26th & 30th April, 2021

Background:

The National Education Policy (NEP) 2020 envisages for developing National Professional Standards of Teachers (NPST) and establishment of a National Mission for Mentoring (NMM) for quality improvement of teacher preparation in the country.

While suggesting NPST, it states: (Paragraph 5.20).

“A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage.....” (NEP 2020, Pp 22-23)

The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage and standards for performance appraisal, for each stage. The NPST will inform the design of pre-service teacher education programmes. This could be then adopted by States and determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of appraisal of professional standards. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system (Paragraph 5.20).

One of the recommendations of NEP 2020 is to develop a system of mentorship ‘National Mission for Mentoring (NMM)’ by distinguished and retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers. NEP 2020 (Paragraph 15.11);

“A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers” (NEP 2020, p 43)

Workshop proceedings

A two-day workshop was planned at RIE Bhubaneswar to deliberate on nature and scope of NPST and NMM in the process of preparing 21st century teachers for the country. This workshop is in response to the participation and deliberation of teacher education professionals, academicians, teachers & other stakeholders, “MyNEP2020” platform of NCTE web-portal (www.ncte.gov.in) that has been operationalized from 1st April 2021 to 15th May 2021 for preparing national level documents for NPST and NMM. The exercise of digital consultation has been envisaged by the NCTE to invite suggestions / inputs / membership under the bottom-up approach for overall coherence in preparing the documents on teacher policy for sustainable and positive change in the Teacher Education Sector in the country. The deliberations through online mode was conducted on 26th and 30th April 2021. The online programme was attended by internal faculty members of RIE, teachers of DMS, and honourable member from NCTE also joined

Objectives of the workshop:

The deliberation aims at discussing on the nature and scope of establishment of NPST and NMM and suggesting strategies inputs for preparation of the document by the NCTE.

National Professional Standards of Teachers (NPST)

The online meeting was held on 26th April 2021 to discuss about NPST.

Objective- Developing professional standards of teachers (NPST) that can guide professional learning, practice and engagement facilitates for improvement of teachers’ quality and contribute positively to the public standing of the profession.

Points/area emerging from the discussion:

Professional standards are the statement of teacher professional attributes, professional knowledge and understanding and professional skills. The development of the Standards for the teaching profession is an integral part of ensuring quality learning and teaching. For this it is important to evolve with focus areas and descriptors to identify the components of quality teaching at each career stage. The broad framework of Teachers’ professional standards to identify what is expected of teachers within crucial domains of teaching are:

a) *Knowledge of students and how they learn-*

- Physical, Psycho-social and intellectual development characteristics of students,
- Understanding of how student learn using research and workplace knowledge,
- Devising strategies to address the learning strengths and needs of students from diverse linguistic, cultural, ability, religious and socio-economic backgrounds.

b) *Professional Knowledge*

- Knowledge of Content and how to teach; equal emphasis on cognitive as well as affective domain while planning
- Competency to design own activities and lessons.
- Pursuance of Pedagogical principles while blending them with resources and activities, and to plan effectively

- Develop learning and teaching programs using comprehensive knowledge of curriculum
- Integrate and implement ICT in the teaching strategies to expand curriculum learning opportunities for students.
- integrating art and sports in teaching learning processes
- Teacher's autonomy to plan and design their classes.

c) Professional Practice

- Plan for and implement effective teaching and learning
- Develop community resources that is present and form linkages with the community to bridge the learning gaps.
- Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
- Initiate contextually relevant processes to establish programs that involve parents/ carers in the education of their children and broader school priorities and activities.
- Create and maintain supportive and safe learning environments
- Innovations within the classroom and documentation
- Using Self-appraisal and peer appraisal tools
- Use ICT safely, responsibly and ethically
- Assess, provide feedback and report on student learning

d) Professional Engagement

- Engagement in professional learning and improve practice- Continuous professional development
- Engagement with colleagues and improve practice
- Meet professional ethics and responsibilities
- Engagement with professional teaching networks and broader communities
- Comply with legislative, administrative and organisational requirements

Leadership of teacher is important for a school and it may be an added dimension in the NPST

The professional standards may be assessed in clearly defined competency levels i.e. average, proficient, highly accomplished, etc. Expectations of the role of teachers at different stages of education i.e. foundational, preparatory, middle and secondary stage may be the guiding principles. The specific competencies required for each stage apart from generic skills/competencies may be focussed. As each stage of education twenty first century requirements need to be reflected in professional standards.

The transformational recommendations of NEP 2020 on school education i.e. India centric education, inclusive and equitable education, enhancement of literacy and numeracy, no hard separation of subjects, pre-vocational education, experiential learning, arts and sports integrated pedagogy and school complex need to be inbuilt in the NPST.

2. National Mission for Mentoring (NMM)

An online meeting was held on 30th April 2021 to discuss about NMM.

Objective: To evolve with procedures and techniques of mentoring framework for its implementation based on:

- Role and function of NMM in teacher education institution and school education
- Scope of mentoring
- Selection of mentors- criteria and procedures
- For suggesting strategies for preparation of the document of NMM

Points/area emerging from the discussion:

A high-quality mentoring programme is relationship-based, focused on educative mentoring, recognised and resourced and that they receive career recognition for the role and responsibilities. The mentor–protégé plan can be based on the following major areas.

a). Roles and Responsibilities –

Mentoring programme need not be imposed but must be created and sustained by the individuals involved. There needs to be mutual trust between mentor and mentee. The linkage and networking with state and subsidiary bodies may be thought up. Some consideration of this aspects are:

- Understand the typical needs and challenges of the beginning teacher
- Develop and use a variety of strategies to assist the beginning teacher
- Initially focus their efforts in areas known to be difficult for novice teachers,
- Maintain a relationship with the protégé consistent with the code of professional conduct
- Assist the protégé in identifying personal strengths and planning for further professional growth, and
- Assist the protégé with curriculum and instructional planning.

a) Scope of mentoring-

- Mentoring mission must be considered on a decentralized structure that is state level and local / district levels
- All age groups require mentors (Pre-service & In-service programme); Teacher-Educators (In-service and Prospective), B Ed and M.Ed students who are placed for internship
- Enhanced knowledge of policies, procedures, culture, and Pedagogy of mentoring,
- Practices-Values, Trust, Inclusivity, Respect, Collegiality, Collaboration, Excellence
- Facilitation of challenging, evidence informed, professional learning conversations
- knowledge of the Practising Teacher Criteria (and how to use them to guide the professional learning)
- Approaches to gathering evidence of Teachers’ learning and of providing and documenting formative feedback
- knowledge of specific strategies for supporting differentiated learning needs
- leadership development

C) Selection of mentors- criteria and procedures

The mentor may be selected from pool of resource persons i.e. retired personnel, alumni’s and local experts. The pool of mentors may be divided based on different areas i.e. related to priorities

outlined in NEP 2020. The mentors will be involved in helping the mentees in priority areas and development of the interpersonal, pedagogical, curricular, organizational skill development of the clientele. For this some generic role areas and stage wise resources may be created. Strategies like yearly calendar, guidelines and online resources need to be developed. It is essential to evaluate the mentoring outcome. Some points/issues that need consideration in this regard are:

- The essential educational qualifications for the mentor, experience for the mentor (a senior faculty member with 20 years UG teaching / research or 15 years PG teaching / research experience).
- Certificate course separately for mentoring and examination to become mentors for the institute
- He/she should have attended/conducted at least five in-service faculty development programmes preferably in the pedagogy area and/or domain area.
- He/she must have contributed to at least one of the areas like (i) Research and Development, (ii) Curriculum Development, (iii) Instructional Material Development, (iv) Counselling, (v) member of national or international policy level committees, (vi) engaged in motivational talk. Mentor should be physically and mentally fit to the satisfaction of mentee.
- Retired teachers be given priority for mentoring, so as to gain from their deep experiences
- Values credibility, integrity, confidence, cooperation, chores and citizenship, communication skills, use of effective observation skills and strategies, professional activity, credit, and intolerance of harassment.
- Demonstration of professional leadership and understanding of the potentiality of effective teaching
- Counselling and guidance skills suiting to the needs and requirements of the mentee.
- Mentors may be allotted for an institute, a group or and as an individual.
- Mosaic mentoring model to bring together a wider range of individuals in an hierarchical relationship, where each member is expected to bring something of value to the network from which others can continuously learn and grow.
- Inclusive professional development support for career success, retention, and promotion
- Meaningful conversations that explore structural and systemic barriers to success, and how to create institutional change
- A teacher mentor network has to be set up; Local People to be involved as doctors, engineers, professionals from legal and financial sectors, and other practitioners like artisans, agriculturists, entrepreneurs can also be roped in, not only retired teacher / teacher educators.

Mentoring in this sense becomes not just a way of supporting individual teachers, but also a device to help build strong professional cultures of teaching in our schools, dedicated to improving teaching, learning, and caring. Mentoring must be explicitly connected to other reform components in transforming the teaching profession and address the needs of all teachers new to the district or school, not just beginning teachers. It must be linked to the redesign of initial teacher education and ongoing school improvement. All those involved directly and indirectly in teacher mentoring must realise they are looking at a vital window of opportunity to recreate the profession. The next few years will be a defining era for the teaching profession.