

# **NEP2020: The Importance of National Professional Standards for Indian Teachers**

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**Abstract:** *Teachers are essential to sustainable global development and one of the most potent and effective forces for equity, access, and quality in education. The quality of classroom instruction has a direct impact on the quality of education. When it comes to putting all educational reforms into practice at the local level, teachers are thought to be the most important component. The teaching-learning process is significantly impacted by the teacher's commitment, academic background, subject-matter expertise, and teaching competency and skills. The success of teacher education programs and the professional development of the nation's in-service teachers must be given sufficient attention, which requires increased effort. Out of 167 countries, India is placed 101st in the Legatum Prosperity Index 2021. The education index falls between 121 and 150.*

*Hopefully, these ranks will rise as a result of the NPST ideas being implemented. In addition to needing time to teach, teachers also need to prepare themselves to meet the standards. As a result, the NEP 2020 has reaffirmed the restoration of teachers' high prestige and respect in society through empowerment. In order to make man-making faultless, an action plan for capacity building has been presented. The moment has come for Indian educators to take advantage of this and take control of their own lives! The writers of this research communication have covered topics including teacher preparation, motivation, advancement, high-quality instruction, ongoing professional development, and the creation of professional standards to help educators deal with.*

**Keywords:** NEP 2020, National Professional Standards for Teachers (NPST), Quality Teaching, and Teacher Development

## **I. INTRODUCTION**

Societies around the world are becoming more and more knowledge-intensive, and knowledge is becoming the fundamental link between many levels and aspects of modern governance (OECD, 2013a). Education policy, practice, and standards define the social construct of teacher professionalism. These are thought to be necessary for becoming more professional. The professional standards and credentials frameworks for teachers offer a fundamental point of reference for how nations instruct educators and educational systems on what they should know and be able to accomplish to define their role in a knowledge-based profession. Professional standards and qualification frameworks aid in communicating expectations for educators as well as areas for growth at various phases of their employment.

### **1.1 What is national professional standard for teachers:**

A collection of rules known as the National Professional Standards for Teachers (NPST) outline the professional qualities, abilities, and knowledge needed to teach effectively. By providing a framework for educators' professional development, these standards guarantee top-notch instruction and enhance student results. Typically, they cover topics like: Professional Knowledge: Knowledge of pedagogy, subject topic, and the learning requirements of students. Professional Practice: Organizing lessons, managing the classroom, and evaluating students effectively. Professional



Engagement: Dedication to lifelong study, teamwork, and moral instruction. These standards come in various forms in differentiations, such as the National Board for Professional Teaching Standards (NBPTS) in the United States or the Australian Professional Standards for Teachers (APST).

### **1.2.Four important stages in NPST:**

To ensure methodical professional development, NPST establishes four progressive career stages for educators:

**Pragammi Shikshak (Beginning Teacher):** For recently qualified teachers, the entry-level position is known as Pragammi Shikshak (Beginning Teacher). At this point, educators concentrate on developing fundamental teaching abilities, comprehending pedagogy, and picking up classroom management strategies. To advance their skills and make the switch to professional teaching, they need guidance and assistance.

**Praveen Shikshak (Proficient Teacher):** Teachers have honed their teaching methods and acquired expertise at this point. They exhibit deeper subject knowledge, adept classroom management, and the capacity to actively engage students. More independent contributions to the learning environment and mentoring of new instructors are possible for experienced educators.

**Kushal Shikshak:** a knowledgeable educator At this point, teachers demonstrate advanced pedagogical abilities and subject-matter expertise. They are competent to carry out research to improve teaching methods, apply creative teaching techniques, and use technology efficiently. In addition, knowledgeable educators mentor other educators and participate in policy discussions.

**Pramukh Shikshak (Lead Teacher):** The highest professional stage, known as where educators assume leadership positions within the educational system. In addition to developing curricula, influencing educational policies, and helping to raise teaching standards generally at the institutional and policy levels, lead teachers are also in charge of mentoring and advising their peer

### **1.3.Teaching and Teacher Effectiveness:**

Being a teacher is a career, an art, and a talent. Teachers have the power to establish and broaden the boundaries of innovation and knowledge. Any educational system's biggest asset and main strength is its teachers. They are regarded as the foundation of the educational process because of their significant contribution to the transfer of knowledge and skills. Thus, the quality of teachers is essential and is widely acknowledged to have a substantial impact on the standard of education in general and the learning results of students in particular. Good teachers use a variety of teaching and metacognitive learning techniques to meet the needs of a wide range of students as well as the requirements of various learning objectives, subjects, and approaches. According to the OECD (2005), the environment in which teachers operate has an impact on the quality of instruction in addition to the "quality" of the teachers themselves. The term "teacher quality" refers to educators who are involved in educational activities, possess specific qualities, and are qualified to lead lessons that stimulate students' curiosity and improve their academic performance. Ko (2003) asserts that the phrase "teacher quality" refers to the development, professional credentials, and skills of teachers. Wu (2003) separated the three components of excellent teacher quality knowledge, skills, and morals. The key ideas of arranging instruction, managing student behavior, controlling and coordinating and expressing expectations, performing and recognizing individual differences, etc., have been the basis for numerous researchers' descriptions of the traits of an effective teacher (Patil, 2022b). Thus, one of the main goals of the Indian government's five-year plan is to ensure quality and excellence in the education sector. In addition to being associated with a person's well-being and prospects for improved living, high-quality education is essential to the development of human capital. Quality is primarily determined by four key factors: the caliber of the student body, the caliber of instruction, the caliber of the infrastructure, and the caliber of the evaluation procedure. One of the most crucial elements in enhancing student accomplishment is the caliber of the instructor, who directly and favorably affects student achievement.

### **1.4.NEP 2020 and Teachers' Professional Growth:**

In order to develop a pool of educators who will influence the next generation, teacher education is essential. The ability to reform, transform, and perform simultaneously will be facilitated for the teachers. In order to meet the



demands of the twenty-first century, teacher preparation is crucial and will call for not only the development of diverse perspectives and knowledge, but also the construction of values and dispositions, as well as the practice of teaching under the most qualified mentors. Professional development for teachers is a crucial component of human resource management and growth in the field of education. Through the creation of international teaching standards, there has been a push in recent years to advance the professionalism of educators. One of the main determinants of the significance of teachers' professionalism is their degree of education and training, followed by the alignment of theory and practice (Huma and Pizada, 2013). Under the Quality Teachers Initiative, Teachers for the 21st Century project, which was started by the Commonwealth Government in 2001, four national teacher associations collaborated to create a set of subject-specific standards that could serve as a framework for future teaching standard development (Althorp, 2001). Standards-based education, by definition, offers a framework or set of criteria that educators may utilize to gauge their success and demonstrate to stakeholders their accomplishments and certification (Sachs, 2003). Professionalism in education is a social construct that is shaped by norms, practices, and policies. These are thought to be necessary for becoming more professional. Teachers who receive professional development can improve their time management and organization skills. Teachers become more productive as a result, and they have more time to concentrate on kids rather than paperwork.

A National Curriculum Framework for Teacher Education, or NCFTE 2022, is being written to guide all pre-service and in-service teacher education for teachers working in academic, vocational, and special education streams. It is based on the recommendations of NEP 2020 regarding teacher education and training. A four-year integrated B.Ed. degree that covers a variety of knowledge content and pedagogy and includes intensive practicum experience in the form of student teaching at nearby schools will be the minimum degree requirement for teaching by 2030. Teachers with the necessary education and training would find their profession fulfilling and engaging. By taking these steps, we will be able to produce the best educators and become world leaders.

"The process by which... teachers review, renew, and extend their commitment as change agents ... and by which they acquire and develop critically the knowledge, skills, planning, and practice... through each phase of their teaching lives" is the definition of professional development for educators (Day, 1999). Additionally, according to the OECD (2010), teacher professional development constitutes "the collection of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training, and continuous professional development within school settings." According to numerous studies, teachers' professional development should focus on their knowledge, abilities, and disposition (Australian Institute for Teaching and School Leadership, 2011 & NACTE, 2009).

Since progress in the teaching profession is ultimately for the benefit of students and educational reform, instructors are required to improve their knowledge, acquire new skills, and modify their methods as part of a lifelong and ongoing process known as professional development. Creating professional standards for educators that can direct their practice, professional learning, and participation helps to raise the caliber of instructors and enhances the profession's reputation. These criteria outline the essential components of effective instruction.

Professional development keeps teachers and administrators up to date on new curriculum resources, new findings on how children learn, and new technological tools for the classroom. These are important because what teachers do in the classroom has a big impact on student learning. Teachers and administrators can improve their skills, thus becoming more proficient at their jobs. Administrators must realize the benefits of further education and encourage the teachers to pursue professional development to attain the best learning outcomes for students. Thus, it is important for all educators to model life-long learning and continue to add to their knowledge base.

### **1.5 .NPST's Effect on the Quality of Teachers :**

NPST improves the caliber of teachers by defining precise performance standards for teachers at various stages of their careers. Utilizing individualized learning plans to advance student- centered teaching strategies. Promoting the use of digital resources and technology to improve the way that teaching is delivered. Enhancing moral and inclusive teaching methods to better serve a varied student body. Promoting the professional development and well-being of educators in order to increase retention and job happiness. Promoting flexibility and lifelong learning in order to meet the changing



needs of education. Teachers are better prepared to provide high-impact instruction that satisfies national and international learning requirements when they follow NPST.

### **1.6. Difficulties and Prospects**

Notwithstanding its potential, NPST implementation has a number of obstacles to overcome: Teachers used to old ways are resistant to change and unmotivated to up skill. Rural teacher training institutions have inadequate financing and facilities. To guarantee continuous quality improvement, teacher performance needs to be effectively tracked and evaluated. incorporating digital resources for educators who are not well-versed in technology and lack sufficient training. absence of mentorship programs to help teachers advance their careers and develop their skills.

Future tactics ought to concentrate on: increased accountability and enforcement of the policy to guarantee NPST compliance. more money allocated to the development of digital infrastructure and teacher training programs. Micro-credentialing systems are being introduced to allow teachers to obtain certificates in certain pedagogies. Improved digital literacy initiatives to help teachers successfully use technology into their lessons.

Teachers are rewarded for their performance and ongoing professional development through incentive-based career advancement frameworks.

### **1.7. NEP 2020 and professional development of teacher.**

The Indian government unveiled the National Education Policy (NEP) 2020, a comprehensive framework designed to revolutionize the educational sector. Since teachers have a significant influence on students' futures, one of its main goals is to improve their professional growth. To guarantee high-quality education, NEP 2020 places a strong emphasis on career advancement, enhanced training, and ongoing professional development.

The National Education Policy (NEP) 2020, which replaced the previous NEP of 1986, is a historic change to India's educational system. By emphasizing lifelong learning, critical thinking, and holistic development, it seeks to revolutionize education. Since teachers play a crucial role in determining students' futures, NEP 2020 places a strong emphasis on enhancing teacher quality. NEP 2020 recommended the National Professional Standards for Teachers (NPST) in order to accomplish this.

NPST seeks to provide precise standards for teacher accountability, professional growth, and competency. By outlining expectations at various career levels and encouraging lifelong learning, it aims to improve the teaching profession.

## **II. LITERATURE REVIEW**

A framework for defining the skills, information, and moral obligations necessary for good teaching is provided by the National Professional Standards for Teachers (NPST). To raise the caliber of teachers and improve student learning results, several nations have created NPST.

Sh. Sanjay Kumar, IASecretary DoSE&L, Government of India, Ministry of Education India's teacher education system has seen revolutionary changes as a result of the National Education Policy (NEP) 2020. The policy has placed teachers at the core of all reforms and placed special emphasis on the growth of the teaching profession in order to fulfill the objective of providing all students with a comprehensive and high-quality education. In order to produce a well-designed standard set of National Professional Standards for Teachers (NPST), the National Council for Teacher Education (NCTE) has created a thorough Guiding Document that takes into account all of the goals of NEP 2020. This document was created using a bottom-up methodology and many levels of research, drawing from a number of conversations, consultations, and partnerships with various stakeholders.

Professor Pankaj Arora NCTE Chairperson The National Council for Teacher Education (NCTE) reorganized and assumed the role of "Professional Standard Setting Body (PSSB)" (Para 5.20.) in response to the National Education Policy (NEP 2020) mandate, which led to the release of the National Professional Standards for Teachers (NPST) Guiding Document, 2023. These recommendations will facilitate the development of a clear framework that describes the skills, knowledge, practices, attitudes, and understandings that educators must possess in order to effectively assist students' learning. They also act as a standard for professional growth, helping teachers to continuously advance throughout their careers.



Darling-Hammond, L.: A well-known scholar of teacher quality and policy who has written extensively about the effects of NBPTS (National Board Certification)

Rowan, B.: Studies on the effects of NBPTS (National Board Certification) as well as research on teacher effectiveness and the connection between teacher quality and student accomplishment.

### III. RESEARCH METHODOLOGY

In this study, a combination of qualitative and descriptive research methods was used. The only source of information used in this paper is secondary data. It incorporates information from a variety of sources, including journal articles, websites, e-books, reports from commissions and organizations, and pieces from local, national, and international newspapers. In this

In order to provide context for the assessment framework (Bowen, 2009; Chima, 2020) and to evaluate significant inputs in reaching specific conclusions and recommendations (Brit et al., 2016), the researcher analyzed and interpreted significant policies and documents, including public records, personal documents, and archives.

The professional standards for teachers and their importance in 21st-century education will be briefly discussed in this research paper. It also discusses the necessity and significance of these standards for teachers worldwide and in India in the twenty-first century. Additionally, the study translates the domains and descriptors in particular competences that educators must attain at

each career stage in order to advance to the following one.

### IV. OUTCOMES

#### 4.1 : Education Next:

In reality, the idea of a "quality teacher" is regarded as synonymous with "effective teacher" and "quality teacher" are interchangeable terms. A survey on educator effectiveness was done by McKnight et al. (2016) in 23 countries on traits of an effective teacher. Five characteristics stood out among others as those that these nations generally believed were significant. According to the survey results, effective teachers possess the following attributes: 1) Capacity to establish connections based on trust and productivity 2) A gentle, considerate, and patient disposition 3. Professionalism 4) Knowledge and proficiency in the subject topic and 5) Learners' knowledge (Patil, 2022b). In a world that is changing quickly, it is the duty of the school and the teachers to equip all students with the necessary abilities to meet the educational expectations of both life and the workplace. Furthermore, pupils' achievement is most impacted by the quality of the teacher (Rowe, 2002). Likewise, there is a favorable relationship between the teacher and the quality of instruction and performance, attitude, and behavior. At every level of education, it improves writing communication and verbal reasoning abilities. At every level of education, it improves writing communication and verbal reasoning abilities. In addition to inspiring classroom behavior and effective involvement for meaningful learning, quality teachers have the biggest impact on students' learning capacities, problem-solving skills, concept understanding, and positive attitude toward learning. Thus, the first priority should be to provide high-quality instruction and learning (Ramsey, 2000). The skills, aptitudes, and learning styles that educators, corporate executives, scholars, and government organizations have determined are necessary for success in 21st century society and businesses are collectively referred to as 21st century skills. This is a part of an expanding global movement that emphasizes the abilities that kids need to learn in order to succeed in a digital society that is changing quickly.

#### 4.2 The Evolution of Professional Standards:

One of the key underlying goals of recent education reforms in many nations has been to establish a quality teaching workforce that can successfully improve students' competencies and assist them in realizing their potential (OECD, 2015). The establishment of the National Commission on Teacher Education and Professional Standards in the United States in 1946 marked the beginning of professional standards for educators. Their main goal was to raise teaching's standing to a profession (Zeichner & Cochran-Smith, 2009). According to Hudson (2009) and Tuinamuna (2011), there is insufficient empirical data to support the claim that professional standards will improve instruction. Some have viewed professional standards as a means of ensuring learning and teaching quality (Tang, Cheng & So, 2006).





According to Darling Hammond (1998), standards are not a panacea for problems in education. Regardless of opinion, professional standards for teachers are being developed, considered, and implemented globally in a variety of ways. They are frequently supported by the claim that improving teaching quality leads to better student outcomes.

#### **4.3 NEP 2020's Impact on Motivation and Teacher Education**

The greatest force behind fundamental and widespread changes in the teaching-learning process is the teacher, who serves as the center of the entire educational system. The production of reflective and artistic instructors who receive comprehensive training through an ongoing professional development process requires all-encompassing efforts (Khan and Islam, ). To govern all teacher education, pre-service and in-service, for teachers working in academic, vocational, and special education streams, a National Curriculum Framework for Teacher Education, or NCFTE 2021, has been established based on the recommendations of NEP 2020 on teacher education and training. Through appropriate subject and aptitude examinations administered by the National Testing Agency (NTA), the four-year integrated B.Ed. program—the minimum degree requirement for schoolteachers—is designed as a multidisciplinary and integrated dual-major bachelor's degree in education as well as a specialty subject. The establishment of an education department and the administration of B.Ed. programs in conjunction with other departments, including psychology, philosophy, sociology, neuroscience, languages, the arts, music, history, literature, physical education, science, and mathematics, have been mandated for all multidisciplinary universities. Additionally, they will conduct state-of-the-art educational research to improve the caliber of their B.Ed. program. In addition to offering extensive practicum training, the B.Ed. degree will teach a variety of knowledge subject and methodology.

Teachers will need to be trained in both pedagogy and high-quality content, and by 2030, teacher education will be gradually transferred to multidisciplinary colleges and universities. These institutions will also strive to have exceptional education departments that offer B. Ed., M. Ed., and Ph.D. degrees in education. Three goals motivate teachers to participate in professional development: self-improvement, self-renewal, and self-expansion, which are linked to the growth of their teaching and learning knowledge, abilities, and comprehension. According to Anderson (2008), teachers usually engage in professional development for more casual reasons like convenience or accreditation rather than to address a particular set of issues or pursue a particular field of study.

#### **4.4 Continuous Professional Development (CPD)**

"The task of rebuilding a society falls on the shoulders of educators." He is a social reformer in action. From the grassroots level to the highest governmental levels, numerous events are being held worldwide to advance the idea that high-quality teachers provide high-quality education. UNESCO. "Every teacher should aim to become even better, not because they are already good enough." American educational assessment pioneer Professor Dylan Wiliam.

Clear expectations on ongoing professional development are the foundation of the Teachers' Standards, which outline the bare minimum of what educators should be doing. Ensuring good teaching requires teachers to get adequate professional development. Although it can be a major factor in staff development, hiring, retention, welfare, and school improvement, not all forms of professional development are created equal. As a result, educational systems everywhere are under tremendous pressure to teach students the knowledge and skills they need in the twenty-first century through the use of technology. Given teachers' extensive expertise with traditional teaching methods, integrating technology into the classroom can be difficult.

#### **4.5. Frame work of National Professional Standards in India:**

In order to provide a framework that emphasizes the proficiency of Indian teachers, the National Professional Standards for Teachers in India are in line with the NEP 2020. With its quality-driven and worldwide approach, the NPST is poised to permanently transform the teaching profession through a comprehensive policy that addresses all facets of teacher development. The design of pre-service teacher education programs will be advised by the National Professional Standards for Teachers, which also address the skills needed for each rank in the service progression and the expectations of the function of the teacher at various levels of expertise and rank. NEP 2020 states that teachers at



each of these school levels ought to have opportunities for professional development without having to transfer to a higher level.

## **V. DISCUSSION AND CONCLUSION**

A profession is characterized by its collective experience and knowledge as well as its dedication to upholding its norms of conduct. The interests of each community, society at large, and its members are served by a profession's ethical commitment to upholding its standards. These goals define the character of formal professional standards. In order to be considered credible by the profession and generally seen as an ethical attitude in the best interests of the community, these professional standards must document and convey statements of practice that demonstrate professional commitment and practice. The Framework of Professional Teaching Standards outlines around ten standards in three global domains. According to this paradigm, standards are expectations for practice that represent broadly recognized boundaries of teachers' work. The National Council for Teacher Education, in its reorganized new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), developed a common set of guiding standards for teachers in 2022 after consulting with NCERT, SCERTs, teachers from various levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions.

The National Council for Teacher Education (NCTE), a statutory organization of the Indian government, is primarily in charge of developing the country's NPST. Indian government Core values and ethics, professional knowledge and comprehension, and professional practice are the four acquisition standards that the NPST recommends for teaching professionals. professional proficiency, as well as growth and development. For school staff, four competency-based career stages Aspirant, Proficient, Expert, and Lead have also been established with possibilities to advance within each stage. The standards would address the competences needed for each stage as well as expectations for the role of the teacher at various degrees of expertise and development. Additionally, it will include requirements for the National Education Policy 2020 performance evaluation, which would be conducted periodically for each stage. Additionally, pre-service teacher education programs will be designed with input from the NPST. States might then adopt this and use it to determine every facet of a teacher's career.

Management, such as promotions, pay raises, professional development initiatives, tenure, and other honors. Salary increases and promotions will only be granted based on this evaluation, not seniority or length of service. In 2030, and then every ten years after that, the professional standards will be examined and updated based on thorough empirical evaluation of the system's effectiveness (NEP, 2020). The profession should be dedicated to a wide goal by a set of professional principles, which should also establish the standards that the profession holds itself to. The Professional Standards are widely used in a variety of contexts and across borders due to the profession's dedication to such a statement of Principle

The National Police Service Tribunal's (NPST) constitutional ideals are firmly anchored in the ideas of accountability, justice, human rights, and national service. These principles direct the NPST's operations and guarantee that security and law enforcement organizations follow the moral and legal guidelines set forth in the constitution. Within the national police service or associated public security groups, the NPST is essential to sustaining the rule of law, preserving discipline, and settling conflicts. Justice and the rule of law are among the fundamental constitutional principles that the NPST upholds. This guarantees that the tribunal's rulings are impartial, open, and grounded in the law. By ensuring that officers and civilians alike receive fair hearings and verdicts, the upholding of justice promotes systemic trust. Accountability and democracy are also fundamental values. By guaranteeing that law enforcement organizations are held accountable for their deeds, the NPST fosters an environment of openness and moral conduct. In order to prevent abuses of authority and guarantee that officers carry out their legal obligations, this accountability is essential.

The foundation of NPST's work is human rights and dignity. The tribunal makes sure that when police enforce the law, they respect citizens' rights. This entails protecting everyone's rights, including the freedom from torture, the right to life, and the right to be treated equally regardless of background. In addition to boosting public trust, upholding human rights also makes law enforcement agencies more reliable. Furthermore, integrity and ethics are upheld by the NPST as



constitutional ideals. It is required of officers and tribunal members to conduct themselves with integrity, professionalism, and equity. Enforcing ethical standards keeps the police force credible and efficient by assisting in the eradication of misconduct and corruption within the force.

Service to the public is another essential value. The NPST guarantees that law enforcement personnel put people's safety and welfare ahead of their own political or personal agendas. This principle guarantees that the police will continue to be committed to upholding law and order for the good of society and cultivates a sense of public trust.

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Service to the public is another essential value. The NPST guarantees that law enforcement personnel put people's safety and welfare ahead of their own political or personal agendas. This principle guarantees that the police will continue to be committed to upholding law and order for the good of society and cultivates a sense of public trust. First and foremost, equality and nondiscrimination guarantee that everyone is treated fairly by the law, irrespective of their socioeconomic standing, gender, ethnicity, or religion. In order to uphold an inclusive and equitable system, the NPST addresses instances of bias or discrimination within the police force.

To guarantee a fair, responsible, and competent police force, the NPST's constitutional ideals are crucial. The NPST promotes public-law enforcement trust by preserving justice, democracy, human rights, integrity, public service, and equality. These principles support the nation's general rule of law while also bolstering the legitimacy of security institutions. Respecting these values is essential to preserving an equitable and open system that successfully serves and safeguards all residents.

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The efficiency of the National Police Service Tribunal (NPST) in India is hampered by a number of issues. Despite the fact that the NPST is intended to protect justice, accountability, and human rights in law enforcement, a number of operational and structural problems hinder its effective implementation. Bureaucratic delays and inefficiency are a serious problem. Long-running disagreements and a delay in justice are frequently caused by the sluggish legal and administrative procedures involved in initiating and overseeing NPST cases. In addition to lowering police officer morale, this erodes public confidence in the system. The efficiency of the National Police Service Tribunal (NPST) in India is hampered by a number of issues. Despite the fact that the NPST is intended to protect justice, accountability, and human rights in law enforcement, a number of operational and structural problems hinder its effective





implementation. Political meddling is another major obstacle. Political leaders frequently have an impact on law enforcement organizations, which might skew their judgment and compromise the NPST's objectivity. Maintaining the tribunal's independence is still a critical concern.

Another issue is a lack of accessibility and awareness. Underutilization of the system results from a large number of residents and police officers being ignorant of the tribunal's existence and operations. Additionally, many officers are unable to use the NPST to seek redress due to accessibility concerns, especially in remote locations. Inadequate infrastructure and a lack of resources make it difficult to deploy NPST effectively. The effectiveness and efficiency of the tribunal's activities are impacted by a lack of funding, qualified legal staff, and contemporary technology. NPST finds it difficult to handle and quickly resolve situations in the absence of adequate infrastructure.

Implementing NPST is made more difficult by systemic corruption. Favoritism, bribery, and courtroom manipulation can result in biased decisions and erode the tribunal's credibility. To solve this problem, more robust accountability and transparency policies are required.

Another barrier is the police force's resistance to change. Because they believe that it may harm their careers, many officers are hesitant to accept the accountability and reform initiatives that NPST has adopted. Effective training and sensitization initiatives are necessary to overcome this reluctance.

#### **Discussion How NPST Helps Teachers Develop Their Profession**

By offering clear requirements for competency, ethical conduct, and ongoing learning, the National Professional Standards for Teachers (NPST) is a crucial foundation that aids in educators' professional growth. It is intended to guarantee that educators continue to be capable, responsible, and efficient in their work while creating an atmosphere that encourages student achievement.

The establishment of distinct professional competencies is one of the main ways NPST supports educators. The information, abilities, and qualities that teachers must possess in order to improve their effectiveness as educators are outlined in these standards. Teachers can discover their areas of strength and growth with the help of a well-organized set of guidelines, which will improve teaching strategies and increase student engagement.

Another essential component of NPST is ongoing professional growth. In order to stay current with the newest teaching techniques and technology developments, the framework encourages educators to take part in training courses, workshops, and peer learning sessions. Teachers are prepared to manage a variety of classroom dynamics and changing educational difficulties because to their dedication to lifelong learning.

Additionally, NPST improves performance evaluation and accountability. Teachers gain useful insights into their teaching strategies through frequent evaluations and feedback systems. This procedure encourages introspection and assists teachers in implementing more effective teaching methods to enhance student learning results. Additionally, it guarantees that educators uphold professional ethics and superior teaching standards.

Another essential element of NPST is the use of ethical teaching methods. The framework ensures that educators maintain equity, inclusivity, and respect for the variety of their students by establishing moral and ethical standards for them. NPST contributes to the development of a constructive and encouraging learning environment that is advantageous to teachers and students alike by promoting an atmosphere of equality and respect.

Additionally, NPST makes it easier to develop in your job. Teachers can advance in their professions based on merit, experience, and skill thanks to the framework's organized professional growth plan. This encourages teachers to pursue excellence and make more valuable contributions to the field of education.

#### **Discussion on the Impact of NPST on NEP 2020**

The National Education Policy (NEP) 2020's implementation and success are greatly influenced by the National Professional Standards for Teachers (NPST). The NEP 2020's objective of reforming India's educational system is in line with the NPST, a structured framework designed to improve teacher quality and professional growth. NPST guarantees that educators are prepared to fulfill the demands of contemporary education by establishing explicit requirements for teacher competences, ethics, and ongoing learning.

Justice and the rule of law are among the fundamental constitutional principles that the NPST upholds. This guarantees that the tribunal's rulings are impartial, open, and grounded in the law. By ensuring that officers and civilians alike



receive fair hearings and verdicts, the upholding of justice promotes systemic trust. Accountability and democracy are also fundamental values. By guaranteeing that law enforcement organizations are held accountable for their deeds, the NPST fosters an environment of openness and moral conduct. In order to prevent abuses of authority and guarantee that officers carry out their legal obligations, this accountability is essential.

The foundation of NPST's work is human rights and dignity. The tribunal makes sure that when police enforce the law, they respect citizens' rights. This entails protecting everyone's rights, including the freedom from torture, the right to life, and the right to be treated equally regardless of background. In addition to boosting public trust, upholding human rights also makes law enforcement agencies more reliable.

Furthermore, integrity and ethics are upheld by the NPST as constitutional ideals. It is required of officers and tribunal members to conduct themselves with integrity, professionalism, and equity. Enforcing ethical standards keeps the police force credible and efficient by assisting in the eradication of misconduct and corruption within the force.

Service to the public is another essential value. The NPST guarantees that law enforcement personnel put people's safety and welfare ahead of their own political or personal agendas. This principle guarantees that the police will continue to be committed to upholding law and order for the good of society and cultivates a sense of public trust. Last but not least, equality and nondiscrimination guarantee that everyone is treated fairly by the law, irrespective of their socioeconomic standing, gender, race, or religion.

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