



अखिल भारतीय राष्ट्रीय शैक्षिक महासंघ

Akhil Bhartiya Rashtriya Shaikshik Mahasangh

केन्द्रीय कार्यालय : शैक्षिक महासंघ सदन, 606/13, कृष्णा गली न. 9, मौजपुर, दिल्ली-110053

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पत्रांक : G.S.- 4/ Vikram Samvat 2078

दिनांक : 8/06/2021

The Chairperson
National Council for Teacher Education
New Delhi.

Subject : Opinion/suggestions of the ABRSM regarding National Professional Standards for Teachers.

Sir,

Akhil Bhartiya Rashtriya Mahasangh is a countrywide organization of more than 10 lakh teachers from pre-primary to higher education from 26 states of the Bharat. The organization believes that teaching is a respected profession in the society, and it is necessary to have a professional standard code for teachers pursuing this profession. But the organization also maintains a clear view that the entire educational system should be viewed as a whole in this regard. For overall improvement, professional standards should be set not only for the teacher but also for each and every component of the entire system, such as head of the institution, block and district level education officers, officers of the state directorate, SCERTs, board of education etc. . The inputs/suggestions of the organization regarding the National Professional Standards for Teachers mentioned in the National Education Policy are as follows:

Honesty and Integrity :

- I. The teacher should observe such responsible conduct and behaviour as the society expects from him. The behaviour of the teacher should be patient and courteous.
- II. His/her conduct should not differentiate between words and deeds. Integrity should be established by his words and deeds.
- III. The conduct of the teacher is not limited only to his institution; s/he should also manage his/her personal matters outside the institution in the society according to the prestige of his/her profession.
- IV. The teacher should be honest about his duty. The teacher is expected to come to the educational institution on time and not leave the institution before time and make optimum use of his/her time staying in the institution in the interest of the student and the institution.
- V. The teacher should stay away from private business or tutoring and maintain sanity in financial matters.
- VI. The teacher should stay away from any kind of academic duplication/plagiarism.
- VII. The teacher should be impartial in evaluating the students.
- VIII. The teacher should have good character.

Subject knowledge and professional skills

- I. Teacher should have proper knowledge of his/her subject and should keep updating it continuously through self-study and in-service training programmes.
- II. The teacher is expected to be able to demonstrate his/her knowledge of the subject to the students



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through conceptual clarity and suitable examples. The teacher should come with proper preparation for each class.

- III. To explain the topic properly, the teacher should have the requisite communication skills and should engage himself in research and innovative activities.
- IV. The teacher should contribute as much as possible in the development of the teaching and learning material of the subject.
- V. The teacher should try to improve the quality of teaching by taking membership of professional organizations of his subject. S/he should actively participate in professional meetings, seminars and conferences in the field of knowledge whenever s/he gets the opportunity.
- VI. Where possible, various information technology tools/techniques should be used in teaching and learning.
- VII. As far as possible, the subject of teaching should be related to real life situations through various examples. Apart from the text book, the teacher should also make proper use of references from time to time.
- VIII. The teacher should have up-to-date knowledge of various teaching methods/ pedagogies and these methods should be used appropriately in teaching.

Relationship with students and parents

- I. The teacher should behave fairly without discriminating among the students on the basis of religion, caste, gender or socio-economic grounds.
- II. Recognizing and accepting the different abilities of different students of his/her class, s/he should try to make efforts to suit their individual needs.
- III. The teacher should inculcate scientific attitude, patriotism, social justice, environmental protection and respect for the constitution in his/her students through formal and informal means.
- IV. The teacher should be available beyond the class hours to assist and guide the students as far as possible.
- V. The teacher is expected to identify the students who come irregularly in the class and try to improve their attendance. The teacher should try that no student should drop out because of lagging behind in learning.
- VI. The teacher should be easily available to the students so that the students can express themselves to the teacher without fear and hesitation. The teacher should be affectionate and caring while interacting with the student and should give equal opportunities to all the students to participate in various activities in the class.
- VII. The teacher is expected to regularly discuss with the parents about the attendance of students, their health, behaviour and progress etc. at regular intervals and together plan ahead for the betterment of the student.
- VIII. Teacher is a role model for the students, for this s/he should have proper leadership skills.



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Learning environment

- I. The teacher should do his/her part in maintaining the ideals and traditions of the educational institution by respecting them.
- II. Students' work should be displayed by making proper use of classroom space. The teacher should decide his role in developing the habit of self-discipline and punctuality in the students.
- III. Students should not be subjected to physical punishment or mental torture.
- IV. Students should be encouraged to ask questions and participate more in the teaching-learning process and materials related to teaching-learning should be used appropriately in the classroom.
- V. The teacher should contribute to the creation of a group learning environment by collaborating with his colleagues.

Community engagement

- I. The teacher should participate extensively in extra-curricular activities including community service.
- II. S/he should try to strengthen the moral and intellectual life of the society and remove social evils while staying updated with social problems.
- III. The teacher should be active in promoting a sense of harmony and national integration among different communities, creeds, groups.
- IV. There should be participation of community members in organizing various activities and programs of the school as far as possible and teacher should also participate in different community activities such as cultural and social programs.

The ABRSM believes that the use of national professional standards for teachers should be primarily for self-assessment of their performance so that they continue to strive to reach higher levels. These standards can also be adopted by the teacher's mentor or the head of the institution for constructive feedback to evaluate the teacher and improve his/her performance, but it is not appropriate to put all the responsibility of performance according to these standards on the teacher. The organization is of the well considered opinion that positive change is not possible without improving the local conditions and proper cooperation of the institutions and officials responsible for support such as head of the institution, block-district level education officers, state level education officers, SCERT etc. The organization is of the view that in the context of the diverse and complex conditions of India, teacher evaluation cannot be one-sided. Presently teacher evaluation process is largely top-down and supervisory, in which teacher's participation and his/her role in the evaluation is almost negligible. Evaluation should be a process of improvement and not to discourage the teacher.

The organization understands that a more decentralized approach, in which teacher assessment techniques and processes are co-developed and managed by consensus at the block or school level, may be more constructive. This allows assessment of teacher's ability and performance in the context of different work environments in a more reliable manner, and thereby maintain the required necessary trust between



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teachers and evaluators, and the process and objectives of evaluation can also find its own meaning.

The organization also suggests that instead of discouraging the teacher in areas where his/her performance is weak, arrangements should be made for his/her training. To achieve the goal of excellence in the teaching profession, teachers should be engaged in academic work, the government mandated involvement of teachers in non-academic work has a very adverse effect on their performance. It is a very clear view of the Mahasangh that it is very essential condition for the evaluation system to be free and fair without discrimination, otherwise any kind of standard system can take the education system in the opposite direction instead of giving positive results.

Presently the Indian education system is not in very good shape; Lakhs of teachers posts are vacant, physical and basic facilities are lacking to a large extent, in most cases teachers are overloaded with academic work as well as non-academic work, schools with only 1 or 2 teachers are in large numbers all over the country, and the teacher-student ratio is very unfavourable. The ABRSM believes that unless clear reforms are brought in the education system in these matters, it would not be appropriate to link various professional standards with promotion, tenure or salary etc. Nevertheless, the Mahasangh suggests that a limited amount of premature promotion, service extension or additional increments can be given as an incentive for teachers who have made special achievements or merit or remarkable performance in their field, so that other teachers can also be inspired. But for this system to be completely non-discriminatory, clearly measurable parameters should be made. Some of the measurable parameters in this regard can be - teacher's attendance, performance of his/her students in examinations, his/her participation in various training programmes, state and national level awards, contribution in developing standard educational material, teacher's participation in various programmes as resource person, participation and performance of teacher's students in national/state level competitions related to his/her subject, contribution in keeping educational institution clean and green, participating in various sports and cultural activities organized by the educational institution, publication of articles/research papers in various journals, magazines etc.

The organization expects that keeping in view the above suggestions, ground conditions and facts the government will take appropriate actions in the general interest of education, teachers and learners.

Regards.

Yours Sincerely

(Shivanand Sindhankera)

General Secretary