PUSHTI
(NPST)

समग्र शिक्षण और नैतिक सत्यनिष्ठा के मानदंडों का पेशेवर क्रियान्वयन

Professional Upholding of Standards for Holistic Teaching and Integrity

मार्गदर्शिका
(HANDBOOK)

गुरुर्गुरुतमो धाम
NCTE

समर्थ शिक्षक - सशक्त भारत

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक सांविधिक निकाय)

National Council for Teacher Education
(A statutory body of the Government of India)

August 2026

PARA 5.20, NEP 2020

"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. It will also comprise standards for performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will also 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 such appraisal. 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."

प्रल्हाद जोशी
PRALHAD JOSHI
ಪ್ರಲ್ಹಾದ ಜೋಶಿ

सत्यमेव जयते

शिक्षा, उपभोक्ता मामले,
खाद्य और सार्वजनिक वितरण तथा
नवीन और नवीकरणीय ऊर्जा मंत्री
भारत सरकार
MINISTER OF EDUCATION, CONSUMER AFFAIRS,
FOOD & PUBLIC DISTRIBUTION AND
NEW & RENEWABLE ENERGY
GOVERNMENT OF INDIA



MESSAGE

National Education Policy (NEP) 2020, in Para 5.20, envisages the development of National Professional Standards for Teachers (NPST) as an important measure for strengthening the teaching profession and ensuring continuous professional development. In pursuance of this vision, the Ministry of Education released the **National Professional Standards for Teachers (NPST) Guiding Document in 2024**, providing a comprehensive framework for professional standards and competencies expected of teachers in each career stage.

The **PUSHTI (NPST) Implementation Handbook** is a significant step towards translating this policy vision into effective practice. It will facilitate stakeholders at different levels in implementing the mandate of NEP 2020 by supporting competency mapping, professional development, continuous learning and skill enhancement of teachers. By providing practical guidance for implementation, the Handbook seeks to strengthen teachers' professional competencies and enable them to effectively respond to the evolving requirements of **21st-century schools and learners**.

I extend my best wishes for the successful implementation and nationwide adoption of the NPST Handbook. I am confident that it will strengthen the teaching profession, foster a culture of continuous professional growth and enhance the professional competencies of teachers.

May it contribute meaningfully to realising the transformative vision of **NEP 2020** and building a quality, future-ready teaching workforce in India.

(Pralhad Joshi)

Date: 14th August, 2026
Place: New Delhi

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सचिव

T. K. Anil Kumar, IAS
Secretary

सत्यमेव जयते

स्कूल शिक्षा और साक्षरता विभाग
शिक्षा मंत्रालय
भारत सरकार
Department of School Education & Literacy
Ministry of Education
Government of India



Message

In continuation of the release of the **NPST Guiding Document in 2024**, which provides a structured framework for articulating the competencies, roles and professional expectations of teachers at different stages of their careers, the **PUSHTI (NPST) Implementation Handbook** facilitates the effective operationalisation of the NPST framework by providing clear and contextual guidance to teachers, teacher educators, school leaders and other stakeholders.

It supports systematic competency mapping, evidence-based professional development and the continuous upgradation of knowledge and skills, enabling teachers to respond effectively to emerging educational priorities and the diverse needs of learners.

I am confident that the **PUSHTI (NPST) Handbook** will serve as a valuable resource in strengthening a culture of professional excellence, reflective practice and lifelong learning within the teaching community.

I wish the initiative every success and hope that its effective implementation across the country will contribute to empowering teachers and advancing the vision of **NEP 2020**.

T. K. Anil Kumar (IAS)

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PREFACE



In ancient India, the *Gurukul* system placed the teacher (*Guru*) at the centre of education, where teaching was based on personal guidance and lifelong mentorship instead of fixed ranks or titles. In *Pathshalas*, the teaching-learning approach of medieval India disseminated holistic learning and service to society. However, during the British rule, teaching became structured, limited to formal degrees and designations. This approach continued in post-independence India. Despite several commissions and policies attempting to improve teacher quality, these efforts lacked a comprehensive framework for continuous professional growth for teachers.

National Education Policy (NEP 2020) acknowledges teachers at the centre of educational reforms and lays emphasis on the development of the teaching profession. For the first time, NEP 2020 came with an opportunity to organise and support teachers based on their professional competencies by establishing National Professional Standards for Teachers (NPST), hereinafter referred to as **PUSHTI** (**Professional Upholding of Standards for Holistic Teaching and Integrity)**. The nomenclature 'PUSHTI' has been consciously adopted in alignment with the vision of NEP 2020, which emphasises the promotion of Indian languages and knowledge traditions. Derived from an Indian linguistic and cultural context, the term 'PUSHTI' denotes nourishment or strengthening. It symbolizes the strengthening of the teaching profession through structured standards, ethical grounding and holistic development as envisioned in NEP 2020.

NEP 2020 came with a major shift, a clear plan for the professional development and career progression of teachers. Following this, the Ministry of Education (MoE) entrusted the National Council for Teacher Education (NCTE) with the mandate to develop PUSHTI (NPST). In this context, the NPST Guiding Document has already been developed and launched by the Ministry of Education in 2024.

PUSHTI (NPST) is an empowering and enabling framework that helps teachers map and strengthen their competencies. It also promotes mentorship, recognising competent and experienced teachers as mentors. It is a step forward to provide teachers across the nation with an equal opportunity of professional growth.

PUSHTI (NPST) organises teachers into three different categories: **Proficient Teacher (*Praveen Shikshak*), Advanced Teacher (*Unnat Shikshak*) and Expert Teacher (*Kushal Shikshak*)**.

- The **Proficient Teacher (*Praveen Shikshak*)** is a motivated beginner who brings strong theoretical understanding to the classroom and is eager to translate this knowledge into effective teaching practices for students' benefit.
- The **Advanced Teacher (*Unnat Shikshak*)** builds on this foundation by thoughtfully combining experience with knowledge, continuously refining teaching approaches through reflection and collaboration and creating meaningful learning experiences that help students connect concepts with real-world understanding.
- The **Expert Teacher (*Kushal Shikshak*)** demonstrates mastery of teaching principles and applies these principles seamlessly in everyday classroom practice, which enriches student learning. An expert teacher is also a mentor to peers who ensures the overall growth of all the stakeholders. This stage is the epitome of experiential learning, where one knows, understands, applies and disseminates knowledge while navigating challenges, exhibiting skills and wisdom.

PUSHTI (NPST) is a common set of standards :

- **Core Values and Ethics**
- **Knowledge and Practice**
- **Professional Growth and Development**

These standards are mapped through 13 Domains and 16 Sub-Domains, providing a structured, transparent and competency-based pathway for teachers' career growth and professional development.

To translate NPST Guiding Document into practice, NCTE has come out with a Handbook for teachers, principals and different stakeholders to understand and implement it in their everyday professional practice. The Handbook presents a clear understanding by outlining the principles of effective teaching at different stages of a teacher's career. It also describes core values and ethics, knowledge and competencies expected from teachers at each stage. It also complies with the PUSHTI (NPST) digital platform for teachers, heads of schools/ principals and administrators. A section on frequently asked questions addresses common concerns and supports users throughout their interaction. The roles and responsibilities of different stakeholders are clearly outlined in the handbook for its effective implementation.

Overall, the Handbook reflects all essential components of PUSHTI (NPST) and serves as a comprehensive and practical guide towards a teachers' professional upliftment, recognising their strengths, thereby strengthening the dignity of the teaching profession and contributing to quality education for all learners.

All teachers in India (*Bharat*) are expected to engage with PUSHTI (NPST) as an enabling framework that empowers them to enhance learning outcomes of the students and contribute meaningfully to nation-building. With dedicated and professionally empowered teachers, we can collectively achieve the vision of an equitable, inclusive and future-ready education system of *Viksit Bharat*.

Professor Pankaj Arora
Chairperson, NCTE

MESSAGE

The National Council for Teacher Education (NCTE), as a statutory body, has consistently undertaken initiatives to enhance the quality of teacher education in India. The National Education Policy (NEP) 2020 recognizes high-quality teachers as a cornerstone of effective teaching and learning processes. In alignment with this vision, NCTE has prepared PUSHTI – Professional Upholding of Standards for Holistic Teaching and Integrity.

The document outlines a comprehensive framework of professional standards for teachers, detailing what teachers should know, how they should perform and how they can progress in their careers to meet the demands of 21st-century education. The Handbook further articulates the expectations and competencies required at various stages of a teacher's professional journey, reflecting different levels of expertise and experience.

I express my sincere gratitude to my seniors and the members of the Drafting Committee for their invaluable support in the development and design of PUSHTI - Professional Upholding of Standards for Holistic Teaching and Integrity. I also extend my commendations to the entire NCTE team for their dedicated efforts in this important initiative.

Member Secretary
National Council for Teacher Education
(NCTE)

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LIST OF ABBREVIATIONS

BRC – Block Resource Centre

CBSE – Central Board of Secondary Education

CPD – Continuous Professional Development

DIET – District Institute of Education and Training

DIKSHA – Digital Infrastructure for Knowledge Sharing

DoSE&L – Department of School Education & Literacy

FAQ / FAQs – Frequently Asked Question(s)

GEC – General Education Council

KVS – Kendriya Vidyalaya Sangathan

MITRA – Mentoring Initiatives for Teaching, Research and Assessment

MoE – Ministry of Education

MOOC / MOOCs – Massive Open Online Course(s)

NCERT – National Council of Educational Research and Training

NCTE – National Council for Teacher Education

NCTQ – National Centre for Teacher Quality

NMM - National Mission for Mentoring

NEP 2020 – National Education Policy 2020

NIOS – National Institute of Open Schooling

NISHTHA – National Initiative for School Heads' and Teachers' Holistic Advancement

NPST – National Professional Standards for Teachers

NVS – Navodaya Vidyalaya Samiti

PM e-Vidya – Prime Minister's e-Vidya Programme

PSSB – Professional Standard Setting Body

PUSHTI – Professional Upholding of Standards for Holistic Teaching and Integrity

SCERT – State Council of Educational Research and Training

UTs – Union Territories

What is PUSHTI (NPST)?

- A national benchmark for what quality teaching is, and what competencies are required to practice as a teacher in 21st-century schools.
- A set of guiding statements that defines the qualities of teachers at different career stages and what teachers should know and do as professionals.

Aims of PUSHTI (NPST)

PUSHTI (NPST) aims to empower teachers to deliver high-quality, future-ready education in line with the vision of the NEP 2020. It ensures that all teachers are passionate, motivated, well-qualified and well-equipped to teach diverse learners at all levels of schooling. It aims to establish clear national benchmarks for teaching quality, support continuous professional development and enhance teachers' competencies through ongoing capacity building and upskilling. It also provides a structured pathway for career progression and professional growth.

Objectives of PUSHTI (NPST)

- Establish national benchmarks that clearly define teaching quality and competencies
- Ensure that all teachers are passionate, motivated, highly qualified and well-equipped to teach all learners at all levels of schooling.
- Strengthen capacity building and enhance competencies to improve the learning outcomes of students.
- Identify areas where teachers need guidance and ensure lifelong professional growth in evolving practices and pedagogies.
- Provide support for continuous professional growth and development.
- Inspire the best and brightest minds to get into the teaching profession.

Significance of PUSHTI (NPST) for the Teachers

- Helps teachers reflect on their work, identify and strengthen the areas for improvement and work on their professional growth.
- Provides a clear career path from Proficient (*Praveen*) to Advanced (*Unnat*) and Advanced (*Unnat*) to Expert (*Kushal*) level , by giving space at each stage to acquire skills and experience.
- Offers national-level recognition to Expert (*Kushal*) teachers as National Mentors under MITRA (NMM), enabling them to guide fellow teachers and contribute to policy formulation and implementation.
- Gives recognition to teachers' best practices and achievements, thereby encouraging innovation and helping their work inspire and strengthen the wider teaching community.
- Ensures that promotions and recognitions are based on performance and contributions and not merely on the length of service.

A Day as a Teacher

Teachers face busy school days—from prior lesson planning and long hours in the classroom to handling paperwork, meetings with parents, after-school activities and grading papers late into the night. This leaves almost no room for their own learning or self-improvement. PUSHTI (NPST) offers an opportunity to teachers that fit right into their daily routine, providing easy, flexible tools for self- reflection and career growth. Through this digital platform, teachers can do quick self-reflection, upload evidence of their work, best practices and create personal portfolios without disrupting their daily schedule.

Supporting Teacher Growth within Everyday Practice

Teachers use creative and practical ideas every day to help students learn better and improve the school environment. However, these efforts often go unseen and are not formally recognized. PUSHTI (NPST) helps change this by valuing the everyday contributions. It encourages teachers to document their work, receive credit for it and use it for professional growth.

Understanding PUSHTI (NPST) Competency Framework

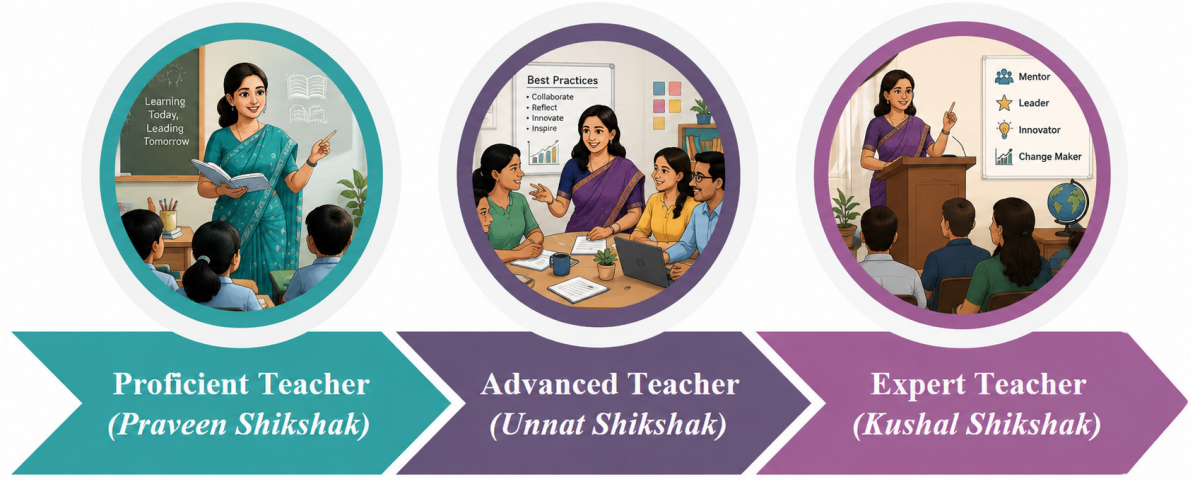
The professional journey of a teacher is a continuous process, which starts right from the teacher education programme to the further career stage of teaching. The Teacher's Profile outlines this journey through three career stages (Proficient, Advanced and Expert), each supported by three (3) Standards:

1. Core Values and Ethics
2. Knowledge and Practice
3. Professional Growth and Development

These standards outline the essential competencies a teacher must have, specifying the knowledge and skills that teachers are encouraged to possess and demonstrate. These standards are placed in 13 domains and 16 sub-domains. Teachers may progress to the next stage by acquiring the essential competencies in practice and sharing evidences that reflect their professional growth across three (3) Career Stages:

1. Proficient Teacher (*Praveen Shikshak*)
2. Advanced Teacher (*Unnat Shikshak*)
3. Expert Teacher (*Kushal Shikshak*)

Teacher Career Stages



The progression from Proficient (*Praveen Shikshak*) to Advanced (*Unnat Shikshak*) and from Advanced (*Unnat Shikshak*) to Expert (*Kushal Shikshak*) reflects a structured path of career progression. This can be achieved through building strong foundational competencies, demonstrating integrated and innovative practices, quality teaching and learning, long-lasting imprint on the teaching profession and ultimately achieving recognition as National Mentors.

PUSHTI (NPST) Competency Framework





Standard 1: Core Values and Ethics

- Core values and Professional ethics that a teacher is expected to manifest



Standard 2: Knowledge and Practice

- What a teacher is expected to know, understand and do, in terms of effective pedagogical practices in the classroom



Standard 3: Professional Growth & Development

- Ability to develop and grow in professional practice

STANDARD-I: CORE VALUES & ETHICS

Domain-1:
Constitutional Values as enshrined in the Constitution of India

Domain-2:
Professional Relationships

STANDARD-II: KNOWLEDGE AND PRACTICE

Domain-1: Recognizing, Identifying and Fostering Unique Capabilities of Child

SD-1: Child Development and Impact on Learning
SD-2: Learner Diversity
SD-3: Learning needs of students with Disabilities and Gifted Students

Domain-2: Knowledge, Conceptual Understanding and Application of the Subject

Domain-3: Curriculum

SD-4: Curriculum Framework

Domain-4: Content Development for Student Learning

SD-5: Instructional/ Pedagogical Strategies and Learning Taxonomies
SD-6: Differentiated Institution/ Teaching
SD-7: Strategies and Tools for Developing Life Skills

Domain-5: Learning Plans

SD-8: Learning Goal and Objectives
SD-9: Planning of Learning Experience

Domain-6: Assessment of, for and as Learning

SD-10: Assessment Strategies
SD-11: Assessment Data
SD-12: Communication and Feedback

Domain-7: Technology Use and Integration in Education

Domain-8: Classroom Components and Dynamics

SD-13:Safe Nurturing and Supportive Learning Environment
SD-14: Classroom Management
SD-15: Effective Classroom Communication
SD-16: Language Diversity and Multilingualism

STANDARD-III: PROFESSIONAL GROWTH & DEVELOPMENT

Domain-1: Learning Needs

Domain-2: Reflective Practices

Domain-3: Engagement & Participation in a Learning Community

Standard-Wise Expectations from Teachers on PUSHTI (NPST)

STANDARD-I CORE VALUES AND ETHICS

CONSTITUTIONAL VALUES AS ENSHRINED IN THE CONSTITUTION OF INDIA

Teachers are expected to create a classroom rooted in constitutional values, use student information responsibly, respect legal and ethical duties, uphold student dignity and help children grow into compassionate citizens.

PROFESSIONAL RELATIONSHIPS

Teachers are expected to collaborate with professionals and organizations to share resources, support co-curricular activities, address complex situations and work with parents and the community to support children's holistic development in a positive learning environment.

STANDARD-II KNOWLEDGE AND PRACTICE

RECOGNIZING, IDENTIFYING AND FOSTERING UNIQUE CAPABILITIES OF EACH CHILD

Proficient Teacher: Teachers are expected to have an understanding of child development theories to recognize the unique abilities of each child.
Advanced Teacher: Teachers are expected to engage sensitively with diverse learning needs and are able to apply inclusive classroom practices.
Expert Teacher: Teachers are expected to mentor others in creating classrooms where every child feels respected, supported and motivated to succeed.

KNOWLEDGE, CONCEPTUAL UNDERSTANDING AND APPLICATION OF THE SUBJECT

Proficient Teacher: Teachers are expected to have strong subject knowledge by understanding key concepts and applying them effectively in different contexts.
Advanced Teacher: Teachers are expected to integrate interdisciplinary and indigenous knowledge and apply innovative teaching practices.
Expert Teacher: Teachers are expected to mentor others and introduce new approaches to curriculum delivery to make learning engaging, relevant and contextual.

CURRICULUM

Proficient Teacher: Teachers are expected to understand the learning outcomes students shall achieve in their subject.
Advanced Teacher: Teachers are expected to collaborate with colleagues to connect learning across different subjects.
Expert Teacher: Teachers are expected to lead curriculum improvement by updating content and teaching methods to suit learners' needs and real-life contexts.

CONTENT DEVELOPMENT FOR STUDENT LEARNING

Proficient Teacher: Teachers are expected to plan and deliver lessons using a combination of teaching methodologies to meet students' learning needs.
Advanced Teacher: Teachers are expected to adapt and combine teaching methods creatively to deepen students' understanding and thinking skills.
Expert Teacher: Teachers are expected to guide and mentor their colleagues in creating developmentally appropriate activities to enhance the engagement of students.

LEARNING PLANS

Proficient Teacher: Teachers are expected to develop a learning plan with clear, achievable learning goals that align with the curriculum.
Advanced Teacher: Teachers are expected to create differentiated learning plans that incorporate individual learners' needs.
Expert Teacher: Teachers are expected to create a number of interlinked learning plans by considering the students' holistic development.

ASSESSMENT OF, FOR AND AS LEARNING

Proficient Teacher: Teachers are expected to understand appropriate assessment strategies and tools to derive insights on students' assessment data accurately to provide constructive feedback.
Advanced Teacher: Teachers are expected to use assessment data to create targeted lesson plans accordingly to enhance student progress.
Expert Teacher: Teachers are expected to leverage data from multiple sources to have a consolidated view of the class performance for appropriate remediation to support students' learning.

TECHNOLOGY USE AND INTEGRATION IN EDUCATION

Proficient Teacher: Teachers are expected to understand how the integration of technology can support teaching and learning
Advanced Teacher: Utilization of ICT tools is expected by the teachers for effective classroom transaction and management to support the conventional teaching and learning.
Expert Teacher: Teachers are expected to guide others in the effective usage of technological resources to support the teaching and learning process.

CLASSROOM COMPONENTS AND DYNAMICS

Proficient Teacher: Teachers are expected to demonstrate inclusive practices to create and maintain a safe, orderly classroom environment that supports the language diversity of the students.
Advanced Teacher: Teachers are expected to establish an engaging and supportive classroom environment that promotes students to share their opinions with full participation in the classroom activities.
Expert Teacher: Teachers are expected to be a role model for students as a leader in the classroom and provide constructive feedback to their colleagues for better classroom communication.

STANDARD-III: PROFESSIONAL GROWTH AND DEVELOPMENT

LEARNING NEEDS

Proficient Teacher: Teachers are expected to identify their own learning needs and accordingly establish the goals for professional development.

Advanced Teacher: Teachers are expected to create a professional development plan as per the feedback received from the significant stakeholders.

Expert Teacher: Teachers are expected to support colleagues by planning and providing professional development opportunities for their professional growth.

REFLECTIVE PRACTICE

Proficient Teacher: Teachers are expected to demonstrate an understanding of reflective practices for better teaching and learning transactions in the classroom, which helps with professional growth and development.

Advanced Teacher: Teachers are expected to use reflective practices to improve their own teaching strategies.

Expert Teacher: Teachers are expected to mentor and support colleagues to use reflective practices and promote a culture of continuous reflection and improvement.

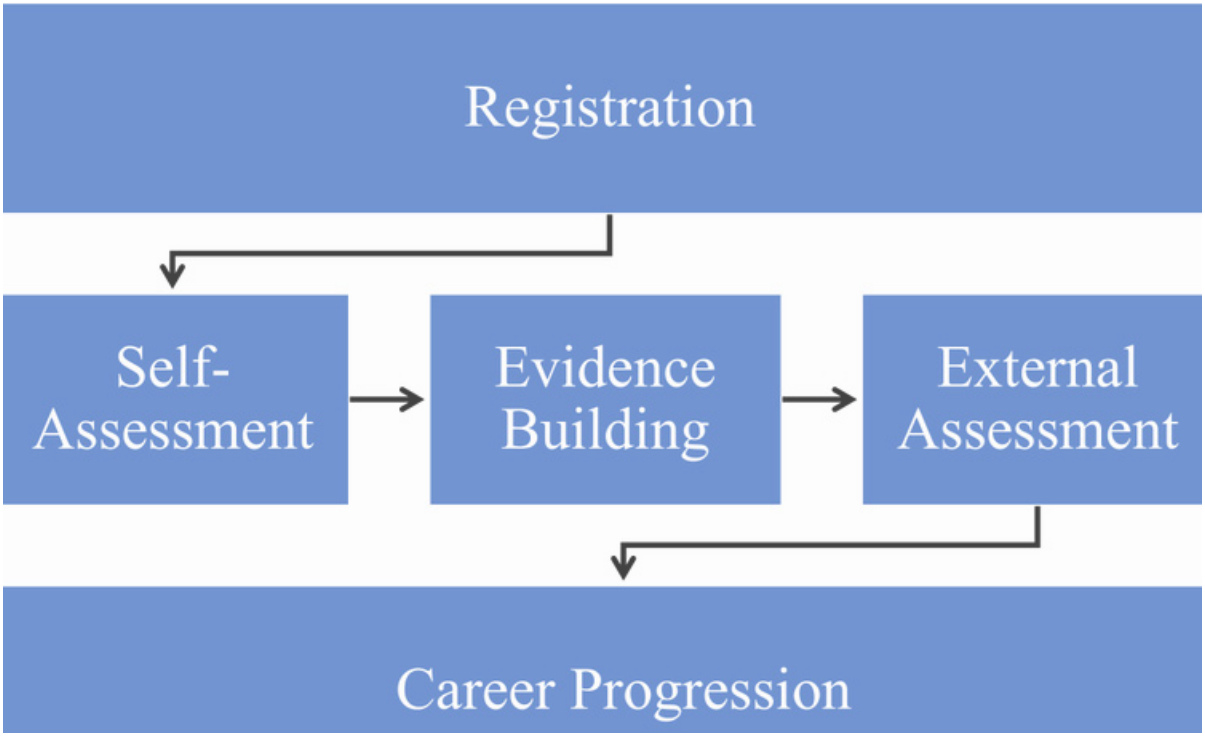
ENGAGEMENT AND PARTICIPATION IN A LEARNING COMMUNITY

Proficient Teacher: Teachers are expected to participate in different learning opportunities, such as seminars, conferences workshops, etc. both in and outside of the school, for their professional growth and development.

Advanced Teacher: Teachers are expected to share their best teaching practices, insights, and action research outputs through presentations at national and international platforms.

Expert Teacher: Teachers are expected to establish professional learning communities by organizing collaborative sessions and to mentor their colleagues to foster a culture of shared learning and professional dialogue for their professional development.

The Process



ILLUSTRATION

1. Registration

Every teacher shall register on the PUSHTI (NPST) digital platform to begin their professional journey.

2. Competency Mapping

Career Progression is based on three components:

- Self-Assessment: Teachers reflect on their own practice (30%).
- Evidence Building: Uploading proof of work such as lesson plans, innovative practices, training certificates, research or awards (40%).
- External Assessment: Evaluation of teaching competencies of the teacher by competent authorities in the school (30%).

3. Career Advancement

Teachers move to the next career stage and receive formal recognition, subject to the fulfilment of the following conditions:

- Completion of five modules of Self-Assessment followed by External Assessment during a minimum of five years of residency period in each career stage.
- Uploading of authentic certificates/documents for Evidence Building against the pre-defined parameters in each career stage.
- Total cumulative score in all three components (Self-Assessment, Evidence Building & External-Assessment) is not less than 75%.

Evidence Building

S1. Core Values & Ethics

D1. Constitutional Values as Enshrined in the Constitution of India

- Certificates/photos/videos of activities like celebration of Republic Day, Independence Day, Swachh Bharat, National Unity Day and other equivalent; reports of activities organized; articles or speeches written by the teacher.
- Conducting quizzes / group discussions / workshops on areas like the Indian Constitution / Gender Equality / Child Trafficking / SDGs / Women Safety / Cyber- Security / Digital & Financial Literacy and other equivalent areas.
- Organization / participation in activities like Cleanliness Drives / Awareness Campaigns on Health and Hygiene / Bullying / Child Safety / Eco-friendly initiatives like tree planting / save water / drug addiction / similar.
- Making lesson plans based on constitutional values.
- Organizing student-centric activities such as role play / skits / dramatization etc. built on constitutional values.

D2. Professional Relationships

- Contribution to administrative assignments of the school (Short-Term/Long-Term).
- Official duty orders (exam work, committee work) / meeting minutes / appreciation letters / reports on administrative work.
- Organizing / planning / executing school functions / events like Annual Day / Sports Day / Cultural Festivals / Club Activities / Art / Music / Theatre / Similar Activities.
- Volunteer work with NGOs / Charitable organizations for identifying dropout / disabled / financially poor children and making efforts to enroll any out-of-school children.

S2. Knowledge & Practice

D3. Recognizing & Identifying the Unique Capabilities of a Child

- Student profiles / remedial or enrichment plans / case studies of students
- Certificates of training on inclusive education.
- Bulletin Board Presentations.

D4. Knowledge, Conceptual Understanding and Application of the Subject

- Any action research / innovative project / case study conducted.
- Action research reports / innovative teaching projects / paper presentation certificates / subject-related publications.

D5. Curriculum

- Curriculum development or committee orders / curriculum mapping documents / certificates of curriculum workshops.

D6. Content Development

- Books / modules with ISBN / study material prepared by the teacher / e-content links on DIKSHA / SWAYAM / approval letters & publication certificates.

D7. Learning Plans

- Annual and unit lesson plans / differentiated lesson plans / signed lesson plan files / classroom observation records & reflective journals.

D8. Assessment of, for and as Learning

- Question papers / assessment blueprints / rubrics / result analysis and remedial plans / student portfolios.
- Summative and Formative assessments and Journal writing of students.

D9. Technology Use and Integration in Education

- Development of an MOOC / online course on any digital platform approved by the Competent Authority.
- Live session / discussion on PM e-Vidya channel or any digital platform approved by the Competent Authority.
- Development of any e-content / module/book/chapter.
- Certificates of online courses / links to online classes or videos / e-content created / ICT-based lesson plans.

D10. Classroom Components and Dynamics

- Classroom observation reports / student feedback / photos of activities / classroom management plans.
- Documentation of different pedagogical methods, student-teacher interactions, and student-student interactions through group activities, peer and hands-on activities, etc.

S3: Professional Growth & Development

D11. Learning Needs

- Online / Short-term certificate course(s) completed under DIKSHA / NISHTHA / NIOS / State Open School / MOOCs / SWAYAM / any other equivalent organization approved by Competent Authority.
- Expert / Resource Person in workshops / seminars / colloquiums / confluence, etc.

D12. Reflective Practice

- Teaching diary / self-reflection notes / improvement plans after training.
- Maintaining records of teaching journals / student feedback / observations from peers, etc.

D13. Engagement and Participation in a Learning Community

- Live session / discussion on PM e-Vidya channel or any digital platform/any other equivalent organization approved by the Competent Authority.
- Paper presentation certificates / publications / recordings of sessions / NSS/NCC/ community work certificates / awards, etc.
- Conducted / Participated in any mentoring session on the NMM Portal.

Roles and Responsibilities

Organizations/Institutions	Task
DoSE&L, Ministry of Education, Government of India	Policy Advice & Review of Progress
NCTE	• Launch of NPST Guiding Document • Development of Implementation Plan • Establishment and Operationalization of NCTQ • Orientation / Sensitization of Key Stakeholders on NPST
NCERT	• Academic support for effective implementation of PUSHTI (NPST). • Integrate PUSHTI (NPST) with NISHTHA through DIKSHA.
Organisations / Bodies administering / managing schools supported by Central Govt. – KVS, NVS & CBSE	• Implementation of PUSHTI (NPST) in 2500 schools as per PAB 2025-26. • Share detailed information relating to the implementation and assessment of PUSHTI (NPST) with NCTE to maintain the national database in NCTQ.
Department / Directorate of School Education (States / UTs)	• Appoint a Nodal Officer for the purpose of liaising with NCTE on matters relating to the implementation of PUSHTI (NPST). • Formulate the procedures and lay down the guidelines for the effective implementation and integration of NPST Guiding Document for teachers' professional development and career management. • Operationalize the NPST Guiding Document in school system across the States / UTs. • Share detailed information relating to the implementation and assessment of PUSHTI (NPST) with NCTE and to maintain the national database in NCTE.

State Council of Educational Research and Training (SCERT)	• Academic and technical support for effective implementation of PUSHTI (NPST) in States/ UTs. • Develop supporting materials/ assessment tools for use of the designated body at the district and state levels.
District Education Office	• Operationalize the NPST Guiding Document in all schools across the district. • Compile data related to PUSHTI (NPST) implementation and share them with the designated body in sequential flow.
District Institute of Education & Training (DIET)	• Provide professional and technical support to facilitate effective implementation of NPST Guiding Document. • Incorporate PUSHTI (NPST) competencies framework in CPD programmes.
Block Education Office/ Block Resource Centre	• Ensure that all schools in the block/ school complex/Lead School follow the procedures and instructions/ guidelines laid down for implementation of the NPST Guiding Document. • Compile data related to its implementation and share them with the District Education Office.
Lead School/ Cluster Resource Centre	• Ensure that all schools in the School Complex follow the procedures and instructions/guidelines laid down for implementation of the NPST Guiding Document. • Compile data related to PUSHTI (NPST) implementation and share them with the BRC.
Head/Principal/External Assessor	• Ensure that all teachers are registered in PUSHTI (NPST) digital platform .
Teacher	• Registration on the PUSHTI (NPST) digital platform and undergoing the Assessment.

Introduction to PUSHTI (NPST) Digital Platform

I. System Overview

The PUSHTI (NPST) digital platform is designed to support teacher professional standards, teachers' Self-Assessment, Evidence Building and Continuous Professional Development. It enables teachers' school heads and district / block administrators to carry out assessment-related tasks in alignment with PUSHTI (NPST).

Key modules include:

- Registration & Login
- Teacher Dashboard
- Teachers' Self-Assessment
- Teacher's Portfolio
- Evidence Building & Verification
- Repository (Self-Learning Resources)
- External Assessment
- Result Module (Assessment Reports)

II. Key Users

Users	Descriptions
Teachers	• Register on the portal and create / update their Portfolio. • Undertake Self-Assessment and access Results. • Upload evidence under defined categories as part of the residency and professional development cycle. • Access the Repository for self-learning resources.
Head of School	• Register on the portal for conducting External Assessments. • Verify teacher's Self-Assessment status. • Observe, rate and provide remarks using the PUSHTI (NPST) assessment framework. • Review evidence uploaded by the teacher.
District/Block Administrator	• Register and log in to verify evidence uploaded by teachers. • Validate documents submitted under evidence-building. • Generate and review evidence verification reports. • Support data reconciliation for state-level monitoring.
State-Level Administrators / SCERT	• Monitor user registrations and assessment progress across the state. • Generate analytics and reports. • Manage technical queries and data-related issues.

III. Pre-requisites

General Requirements

- Stable internet connection
- Updated web browser (Chrome, Firefox, Edge recommended)
- Active email ID for registration and communication
- NPST Unique ID (post-registration)

For Teachers

- Personal and professional details
- Academic and professional certificates for uploading
- Clear, legible PDF files for evidence submission up to a size of 2MB
- 45 - 60 minutes of uninterrupted time for Self-Assessment

For School Heads / External Assessors

- Teacher's NPST Unique ID
- Understanding of PUSHTI (NPST) standards and rating parameters
- Tools for observing the teacher (if classroom observation is needed)

For District / Block Administrators

- Access rights provided by State/SCERT
- Teacher NPST IDs for evidence verification
- Ability to examine supporting documents

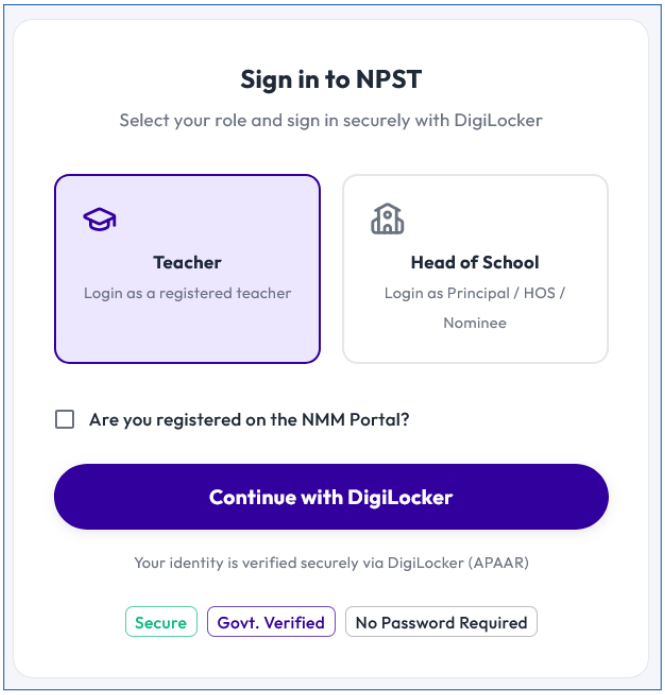
User Manual: Teachers
Registration on PUSHTI (NPST) Digital Platform

Step-1:

- Visit the PUSHTI (NPST) Web Portal click on the Register button.

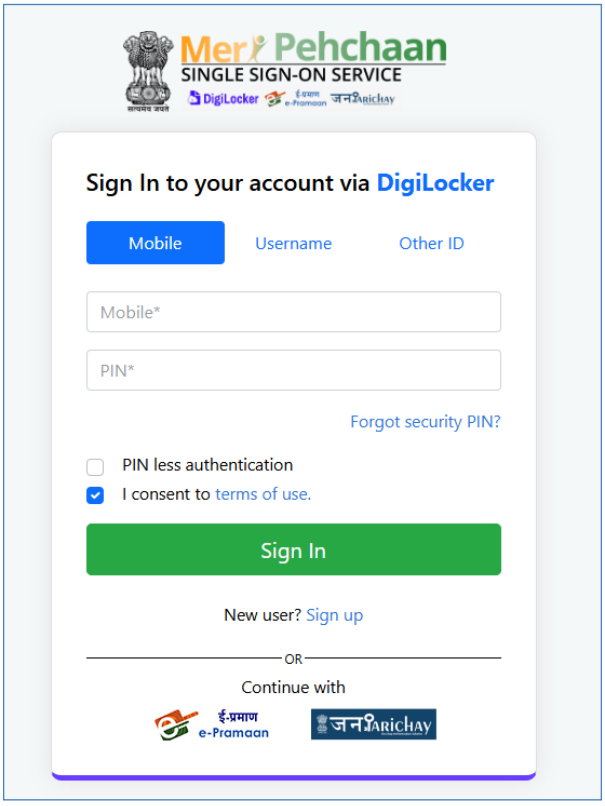


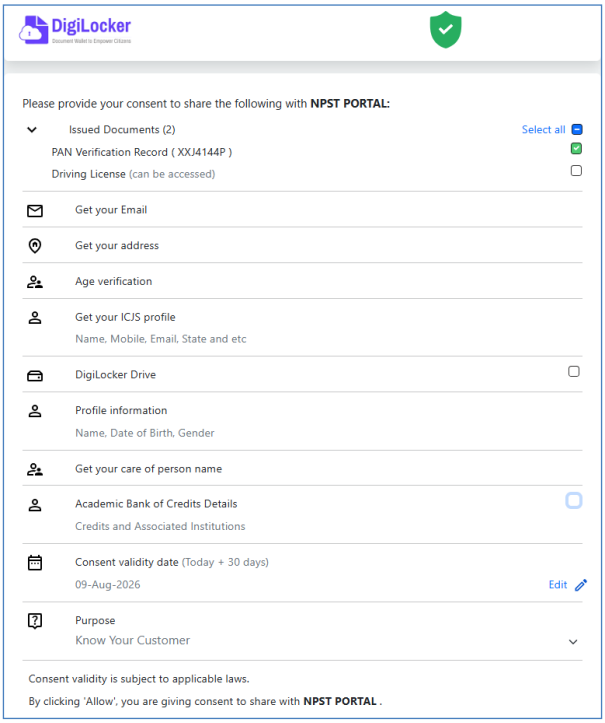
- Select the role as a Teacher.



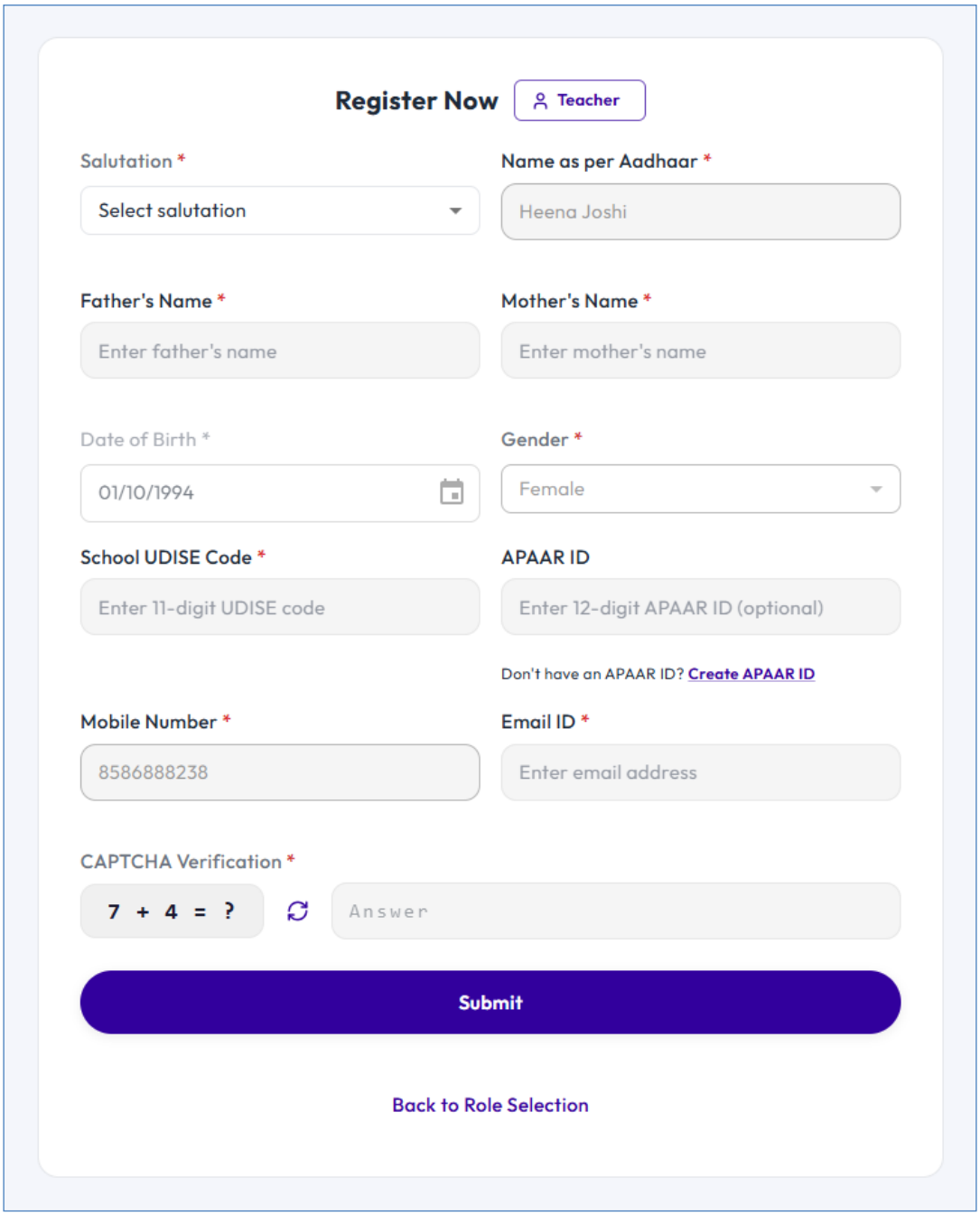
Step-2:

- Registration on the NPST Web Portal by Mobile number for DigiLocker verification.

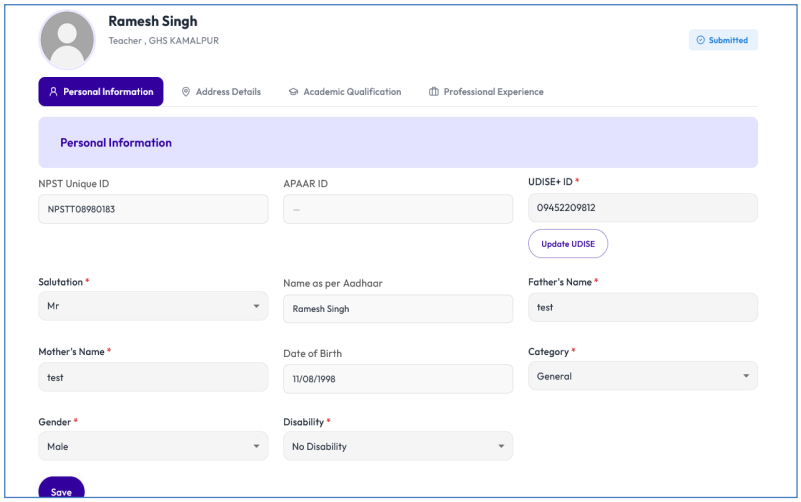


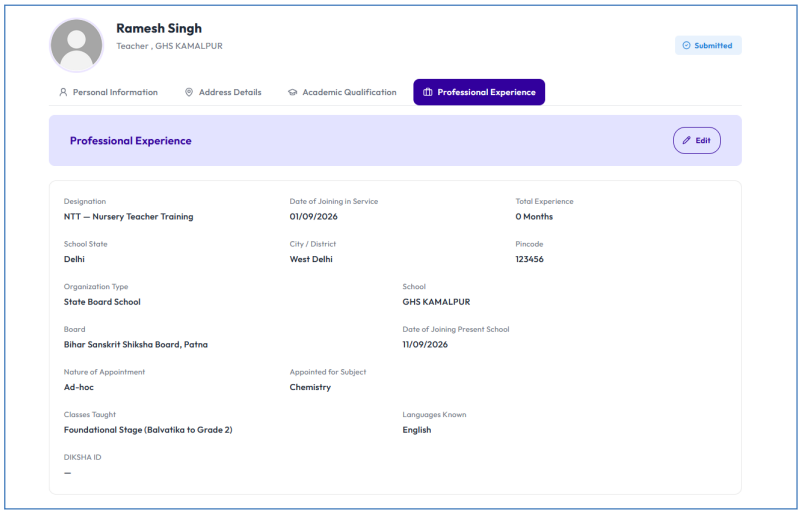


- Enter the details for Registration.

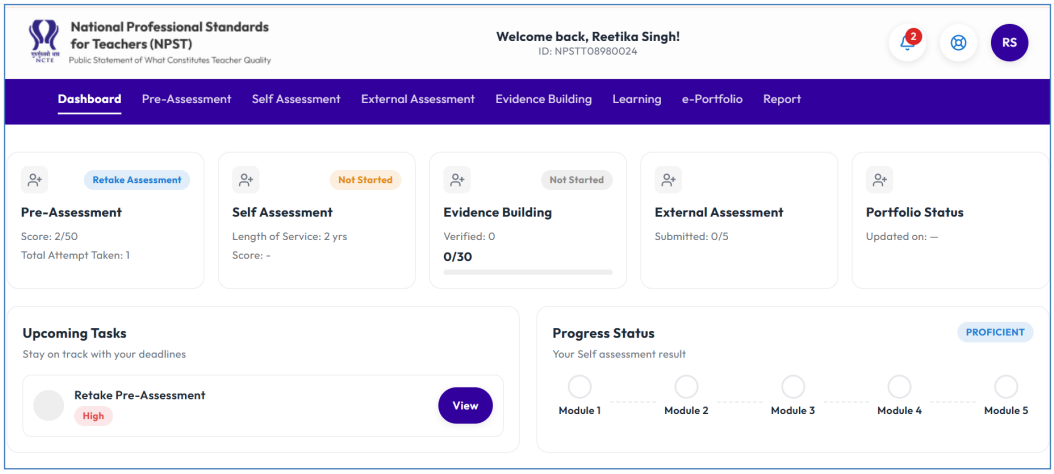


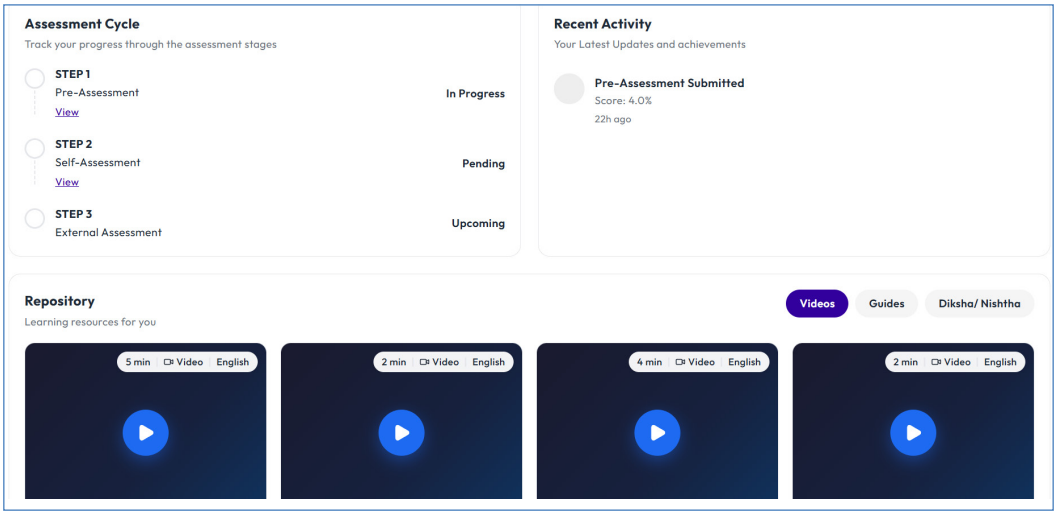
Step-3: After logging in, teachers must complete their remaining profile details.



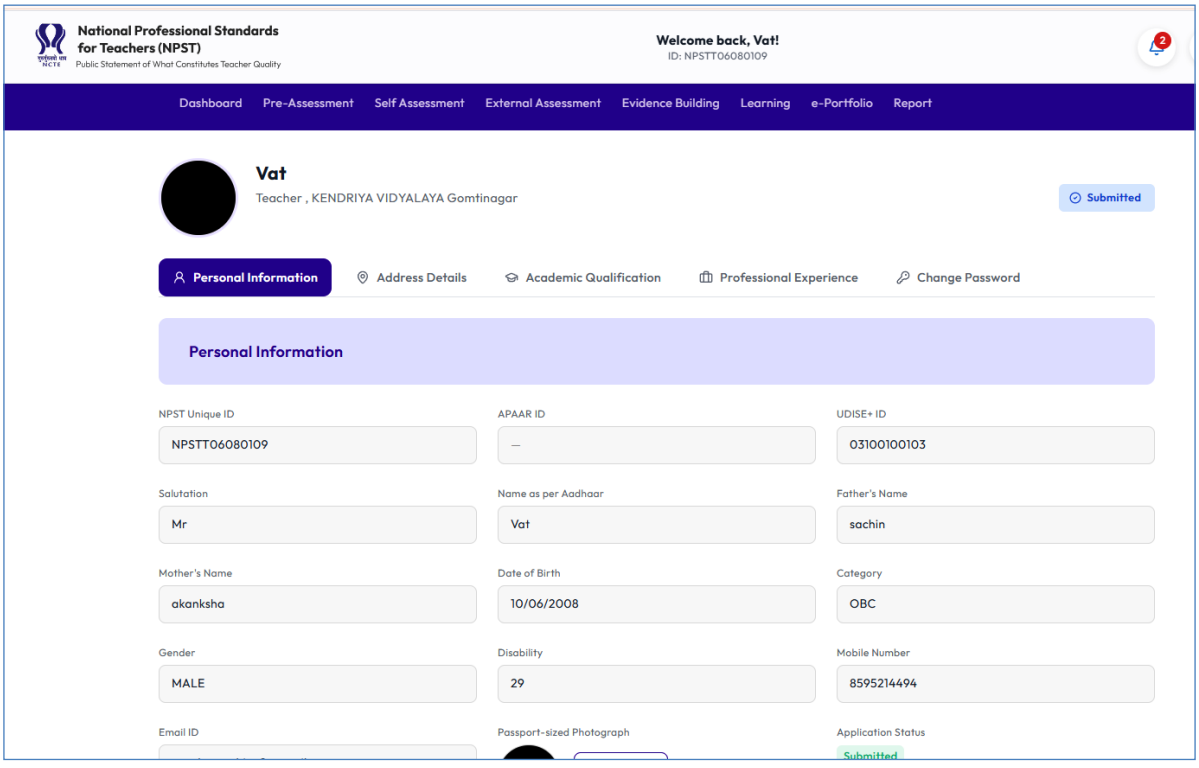


Step-4: After filling the Personal, Academic and Professional details, the teacher will be directed to the Dashboard page



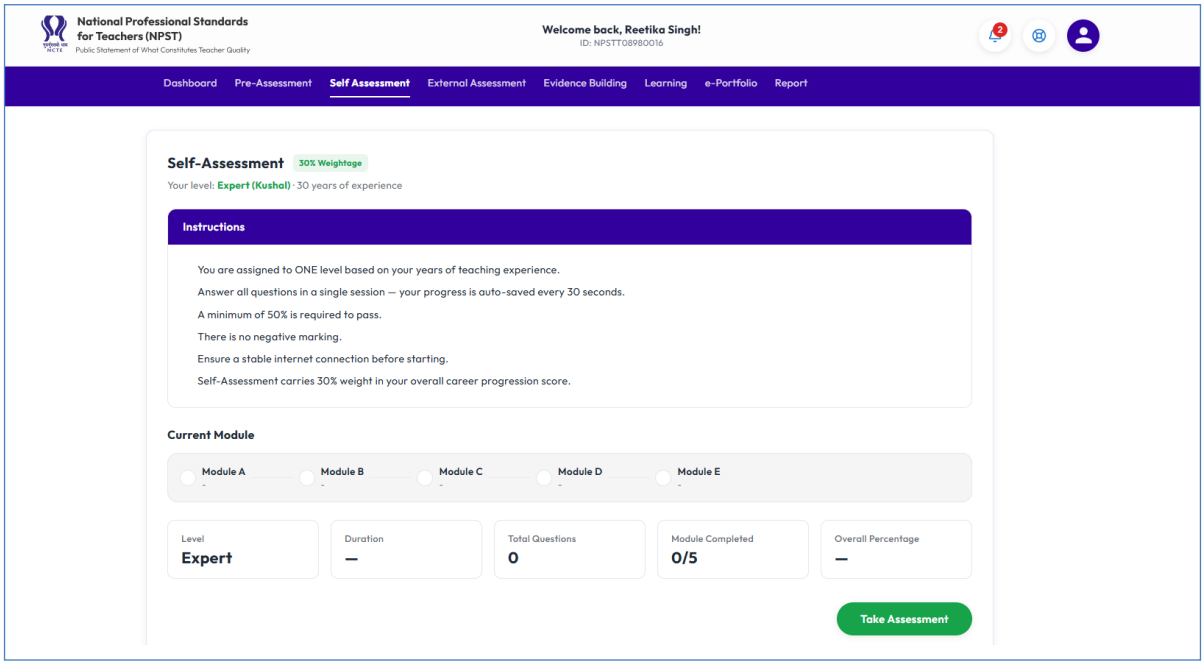


Step-5: Teachers can also view the profile information they provided during profile completion

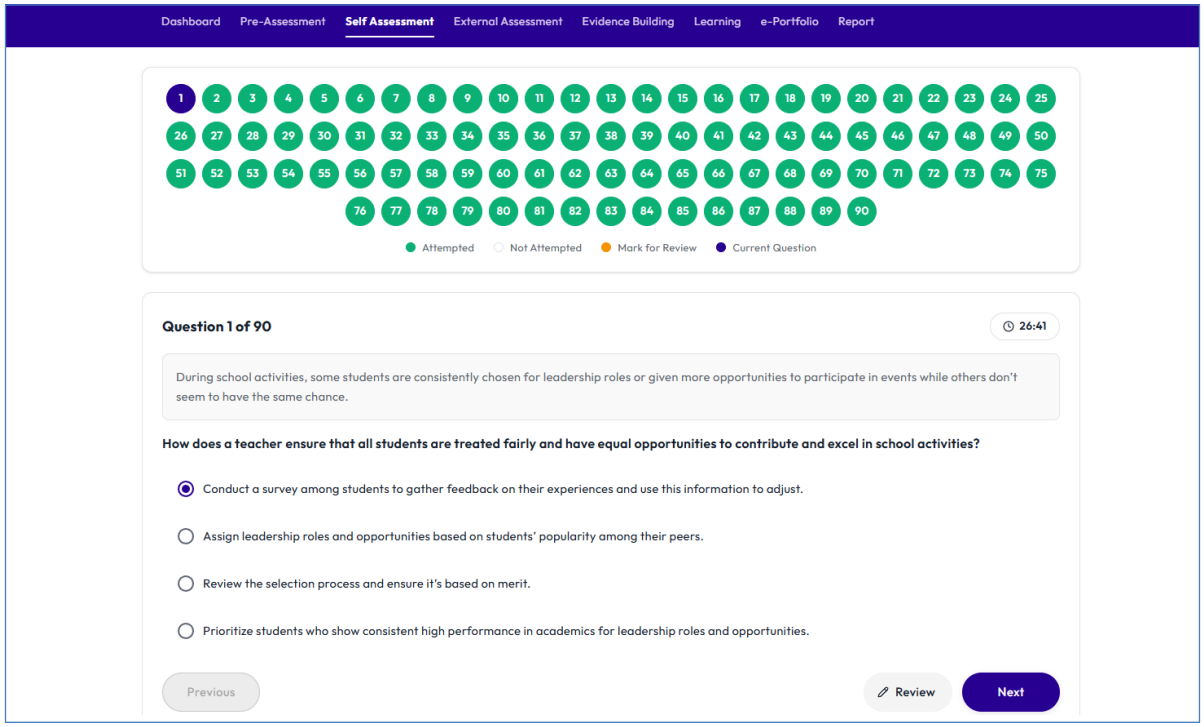


Step-6 : After clicking on the desired assessment level, the subsequent page will present Self-Assessments aligned with three standards as outlined in the NPST Guiding Document.

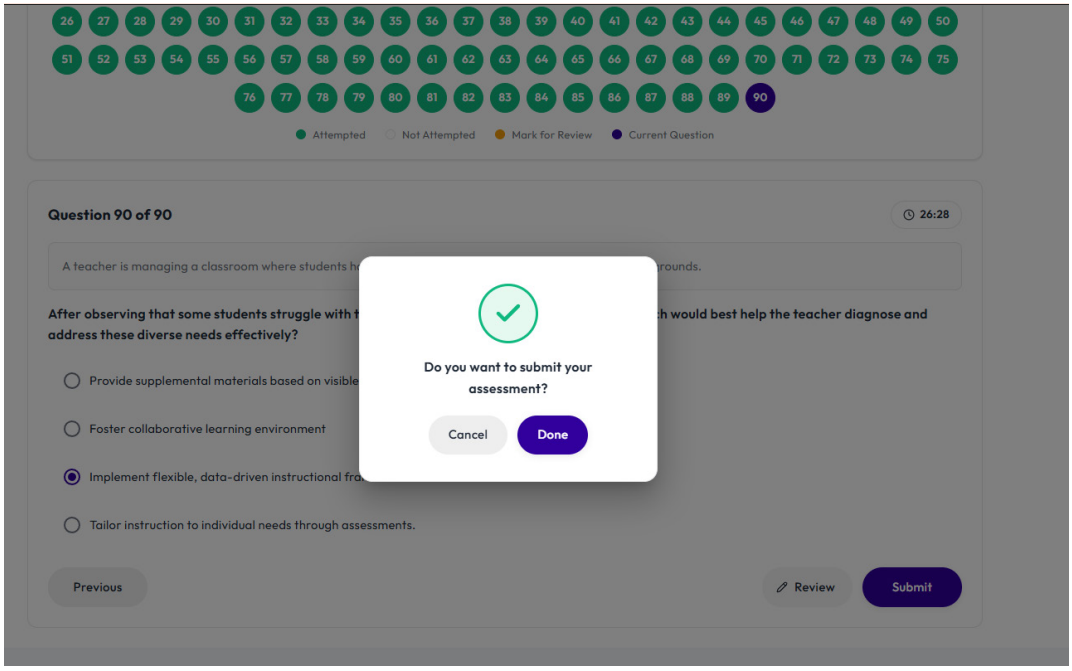
- Teacher will go through with the 5 modules in their 5 years of residency period.



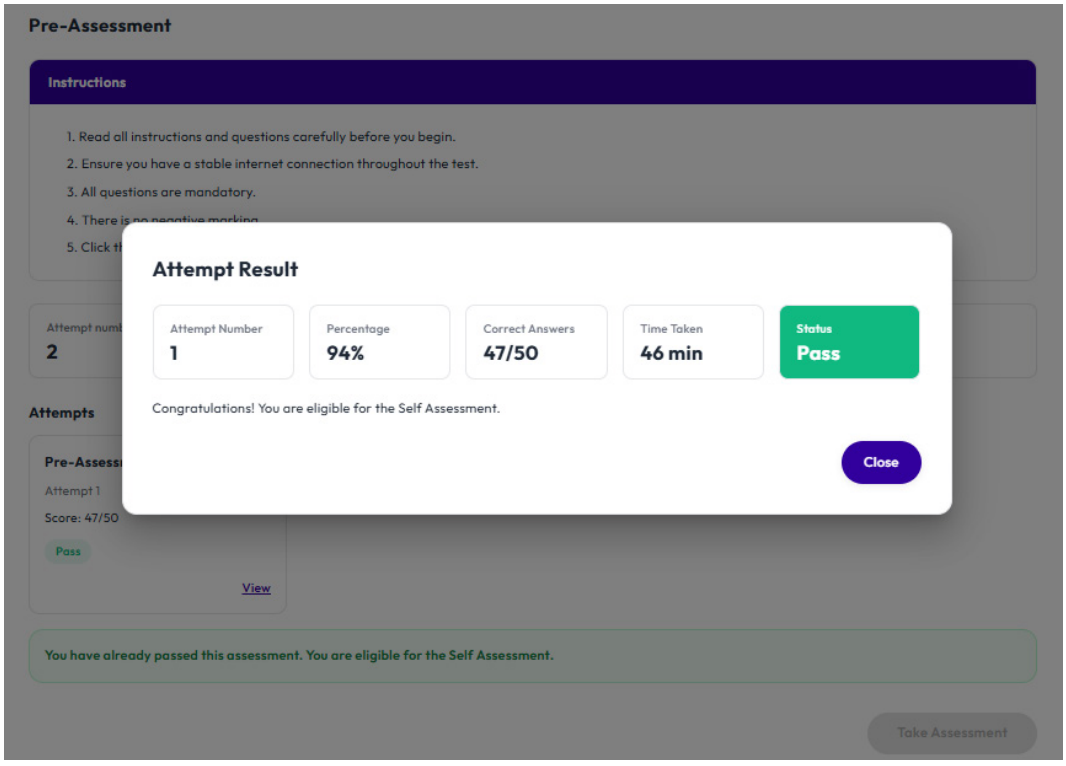
Step-7: After reviewing the instructions, teachers can access the self-assessment.



Step-8: After completing the assessment the confirmation screen popped up for final submission.

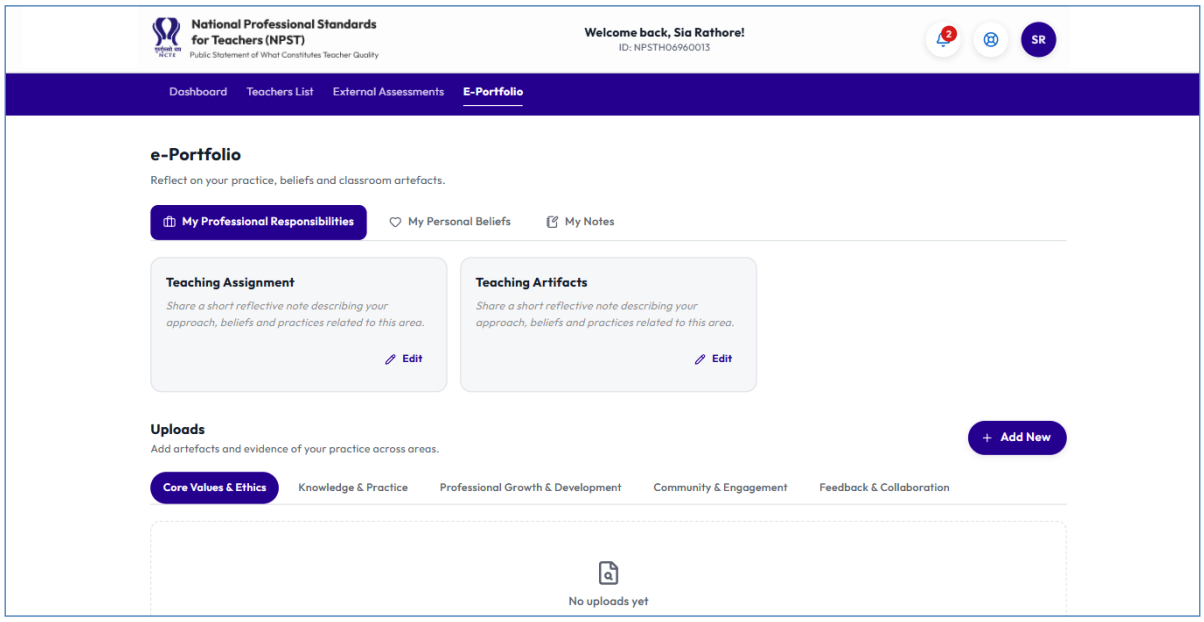


Step-9: After completing the assessment, the results will be displayed to the teachers.

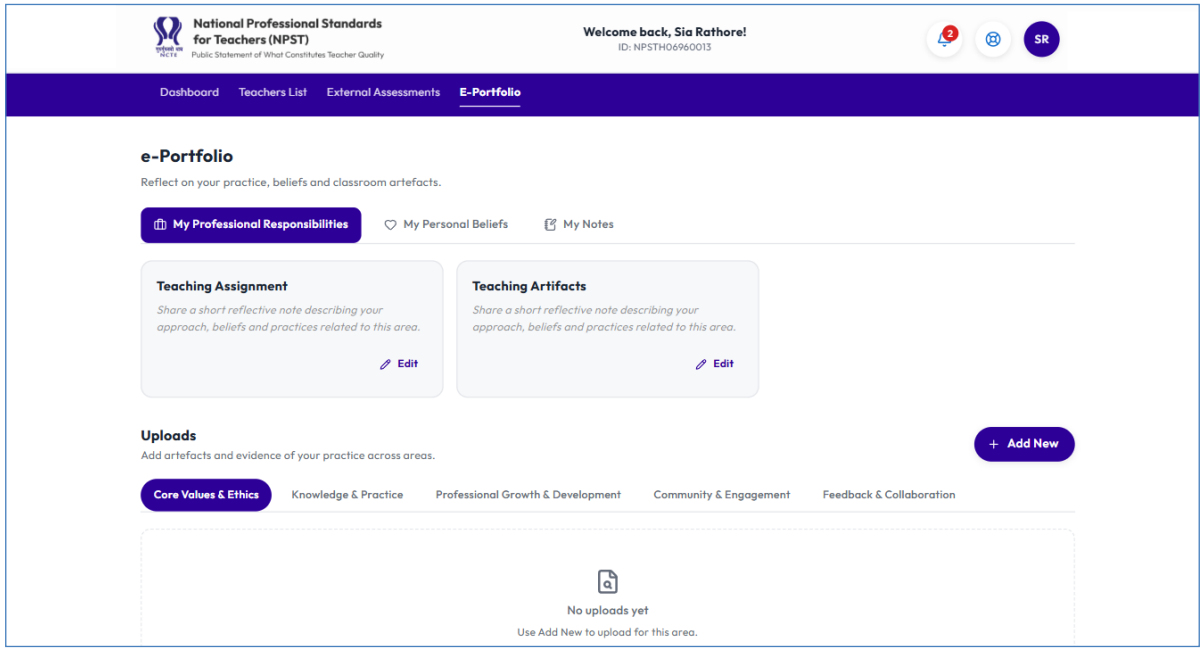


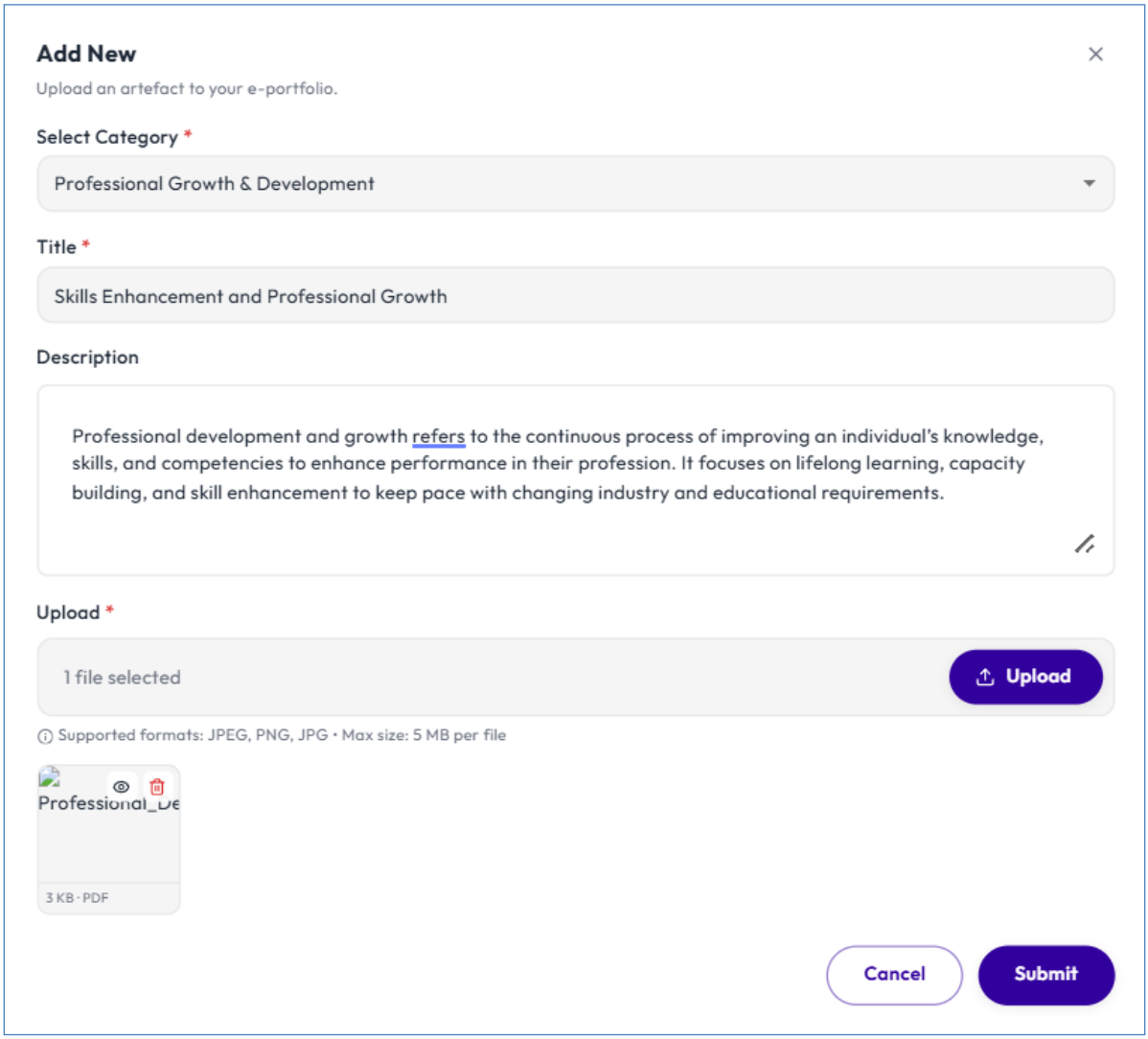
I. Teacher's Portfolio

Step-1: Upon successful login using the NPST Unique ID and password, teachers are directed to the dashboard. To create teacher's portfolio, click on the designated button.



Step-2: Fill the details to create a Teacher's Portfolio. The Portfolio needs to be maintained by the teacher on a regular basis. Teachers can fill in the details and upload evidence throughout the Academic year. Uploaded Evidence should be clear and legible.

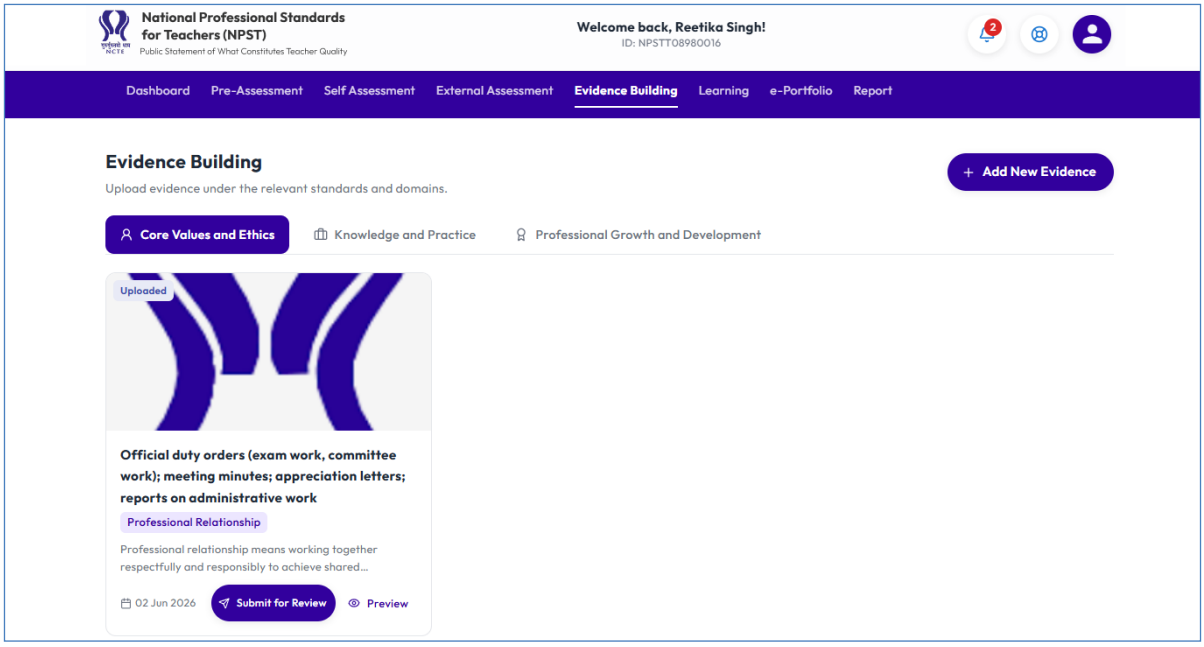




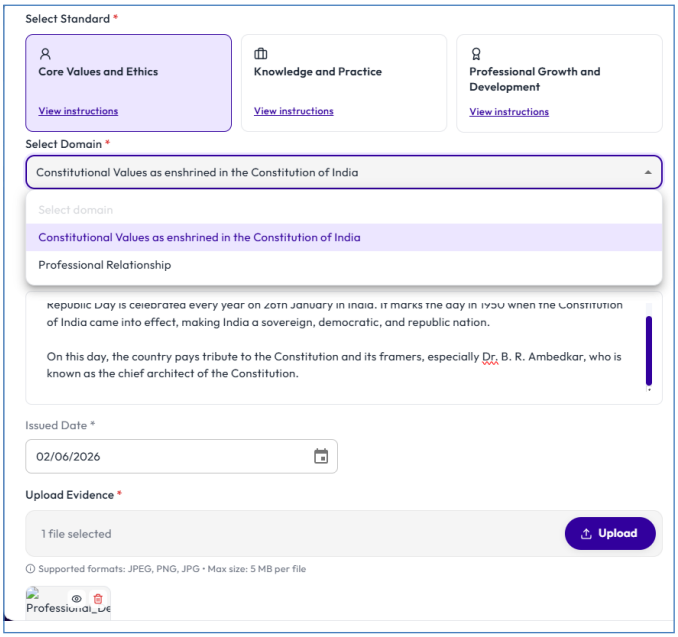
Step-3: After completing the portfolio, teachers may return to the dashboard.

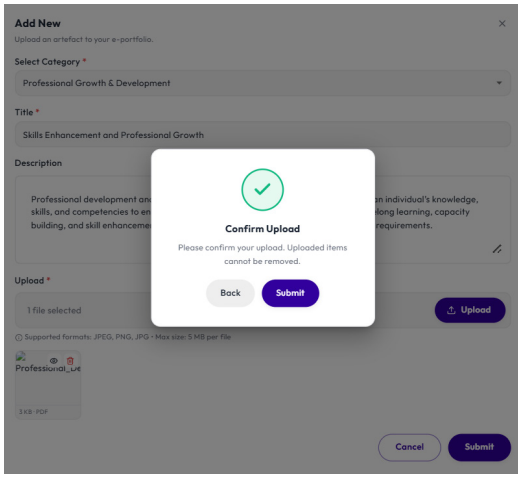
II. Evidence Building

Upon successful login using the NPST Unique ID and password, teachers are directed to the dashboard. Teachers can upload documents related, as a part of Evidence Building.



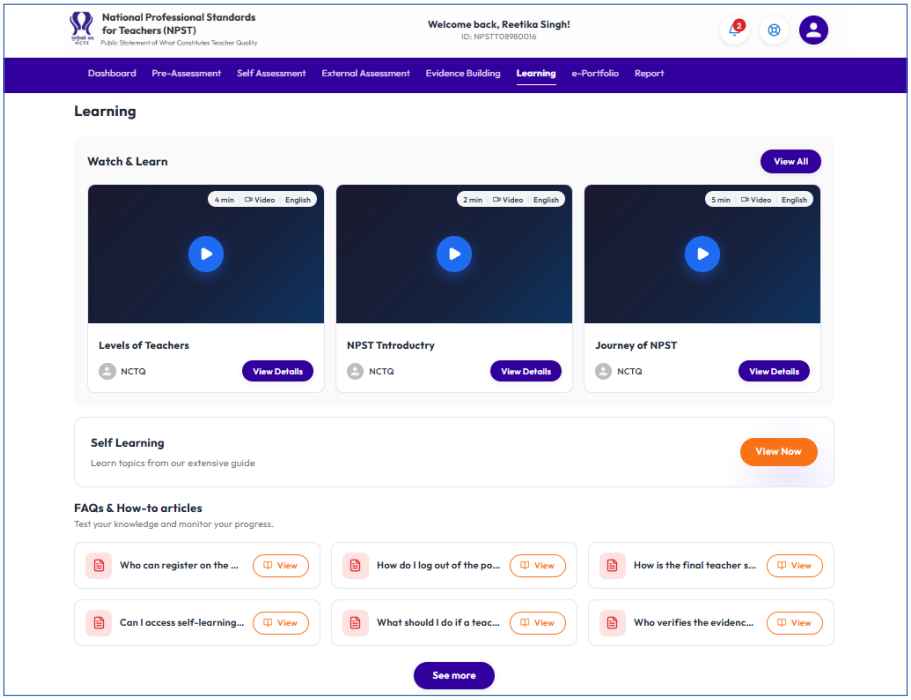
Step-1: The teacher may upload the Evidence Building under following heads and submit.

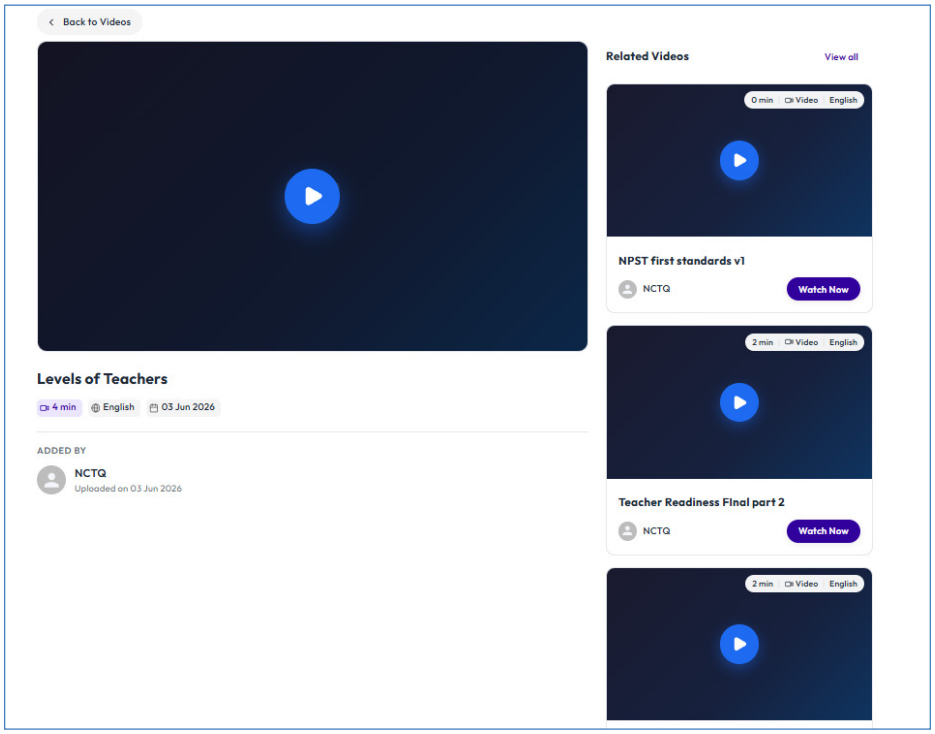




III Self-Learning Repository

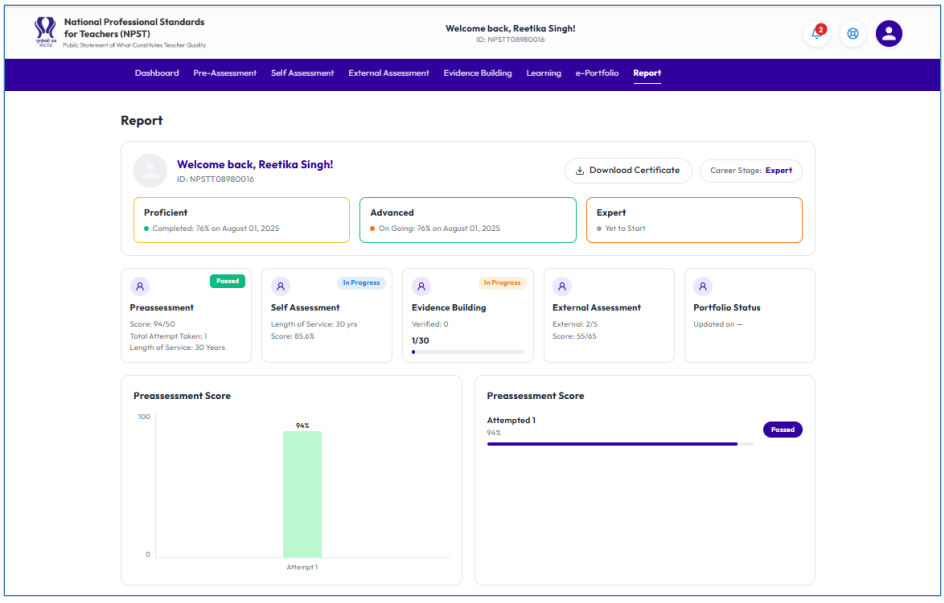
After Login using the NPST Unique ID and Password, at the dashboard, click on the Repository button. Users will be directed to ‘Repositories’. Teachers can access various self-learning resources as per their requirement.

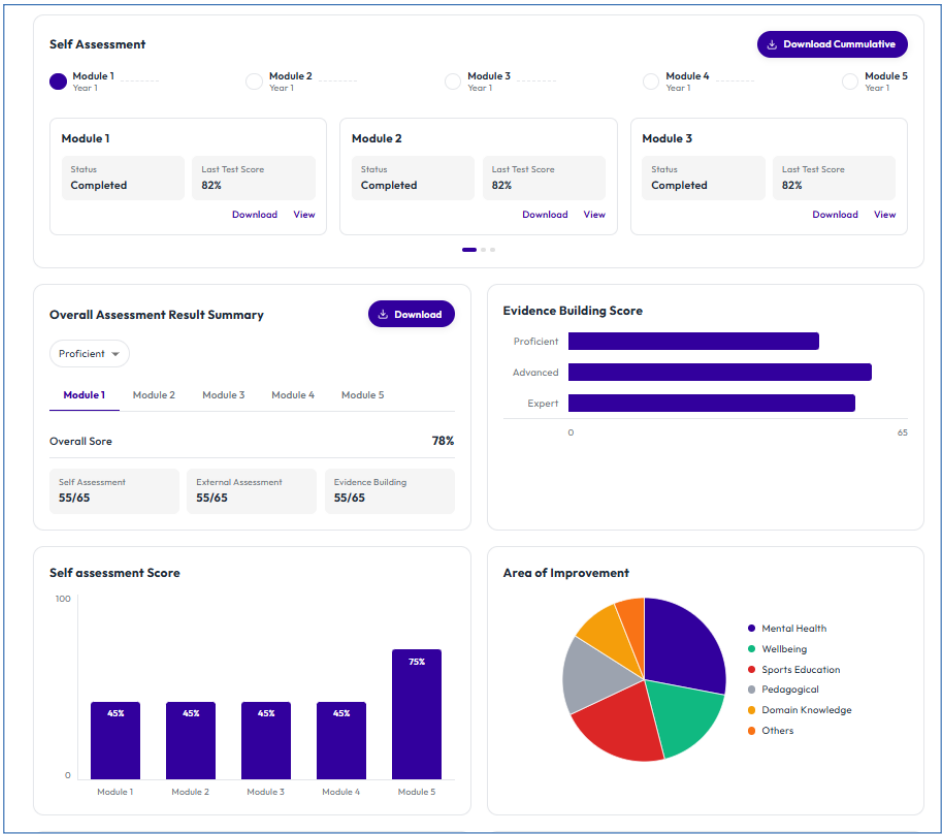




IV. Result

After Login using the NPST Unique ID and Password, at the dashboard, click on the Result button. Users will be directed to Results. Teachers can view the results for the different assessments given.





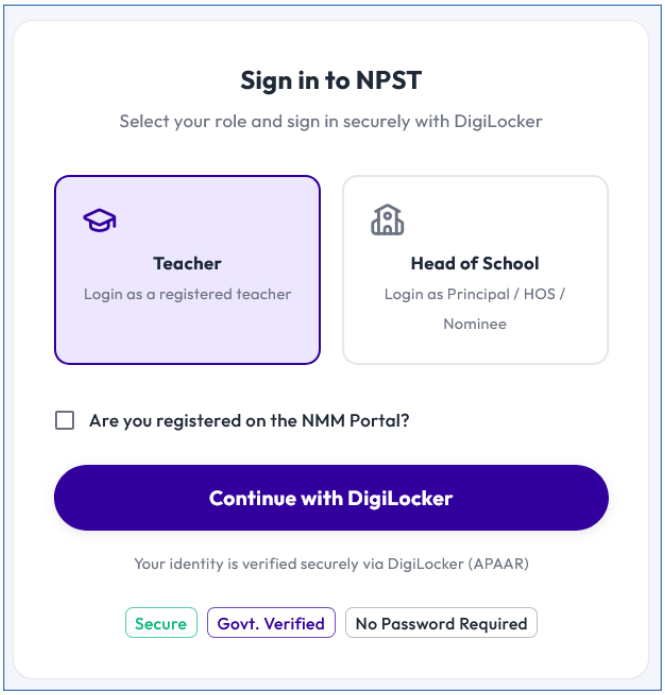
User Manual: Head of the School/Principal

Step-1:
Visit the PUSHTI (NPST) Digital Platform.

- For external / mentored assessment Principal / School Head / External Assessor must register themselves with the PUSHTI (NPST) Digital Platform.

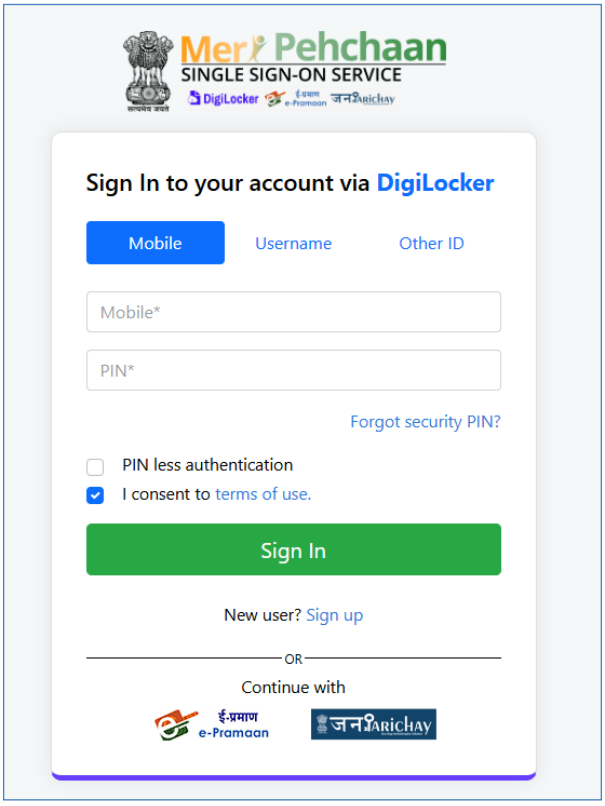


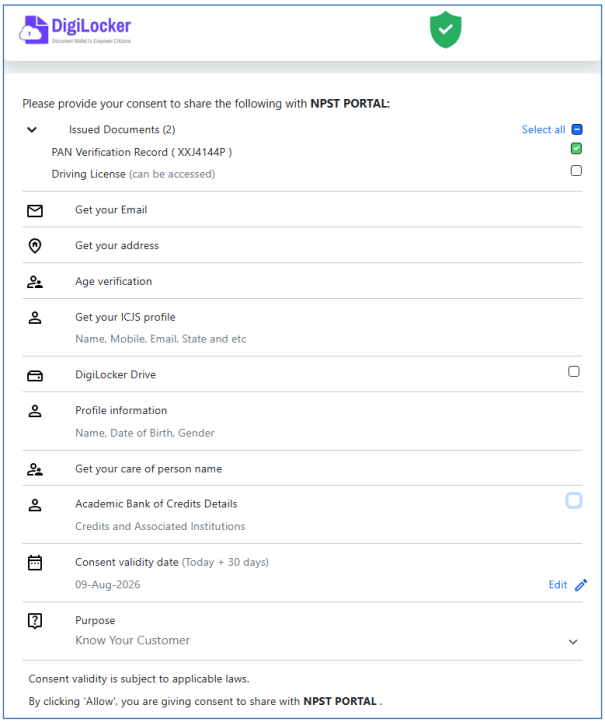
- Click on the 'Register' button and select the role as a Principal / Vice-Principal / Head of School/ Nominee of School.



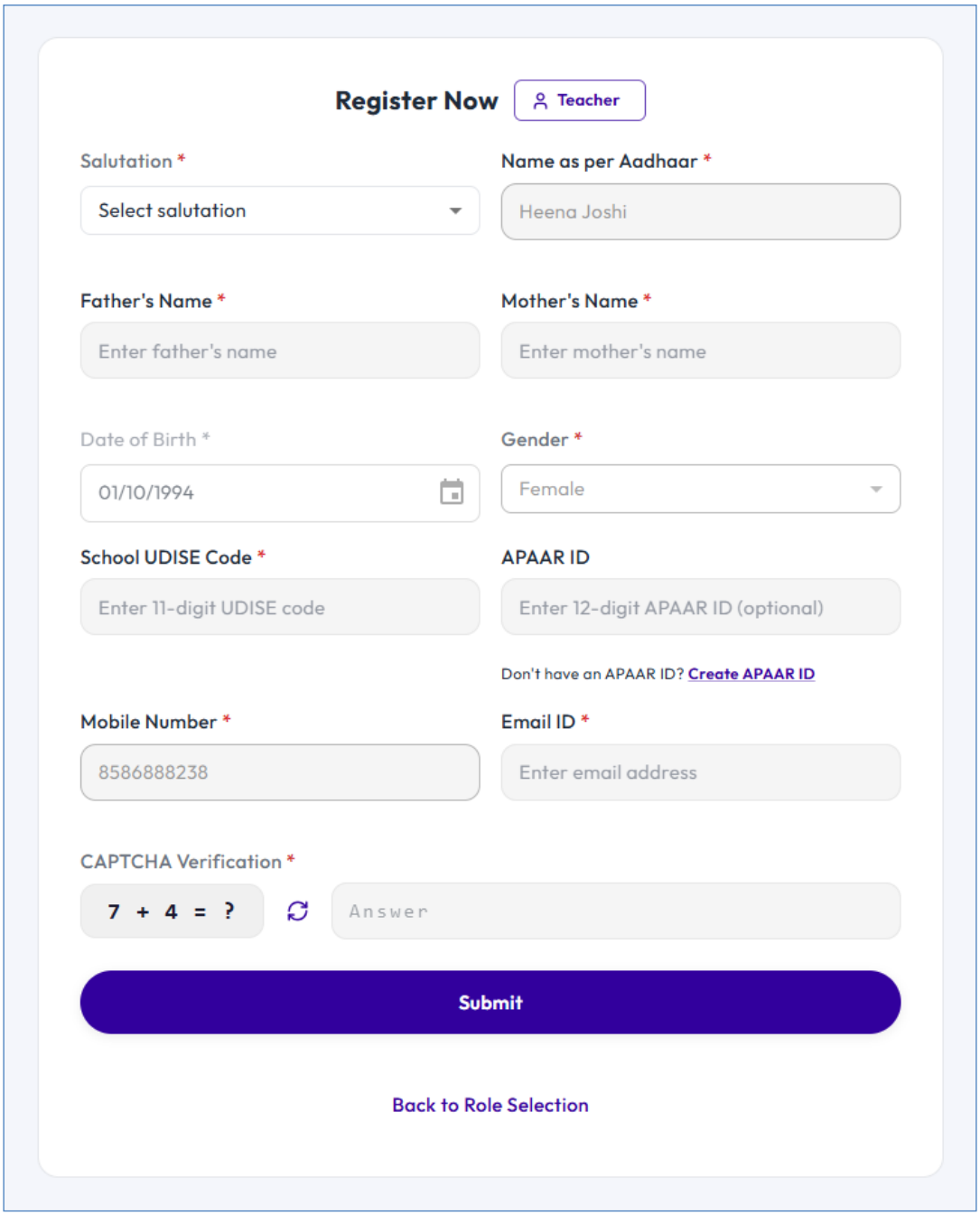
Step-2:

- Registration on the NPST Web Portal by Mobile number for DigiLocker verification.

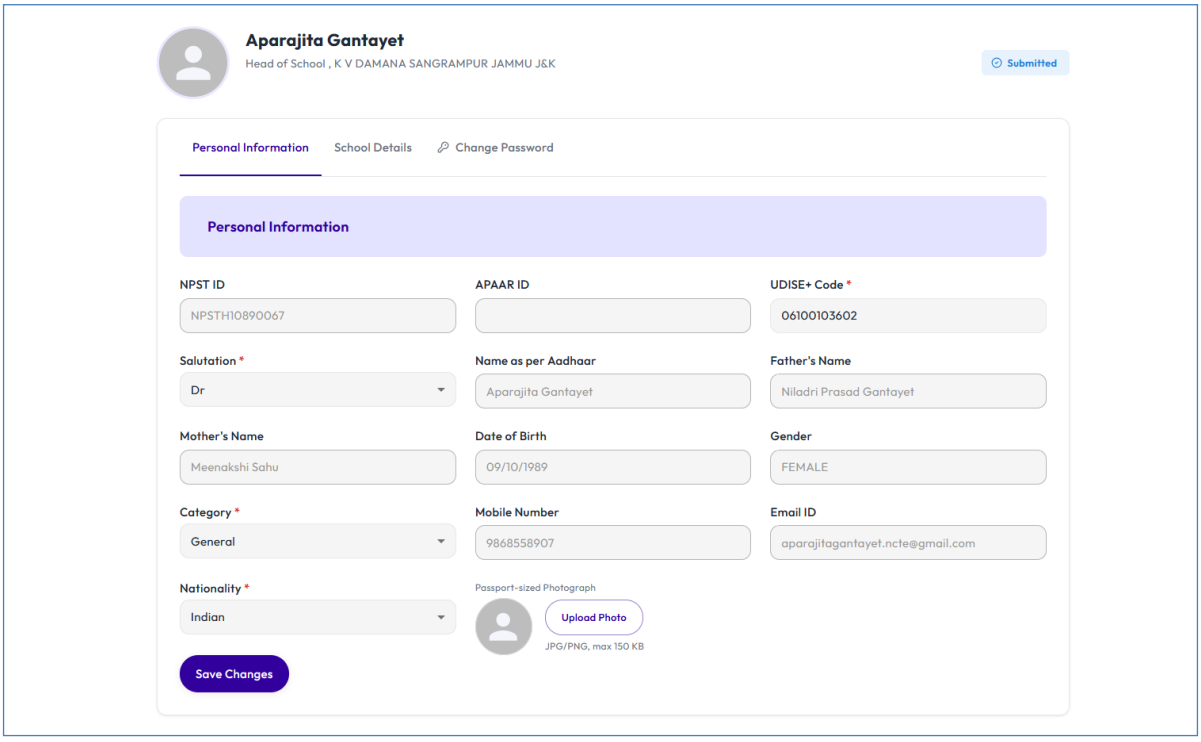




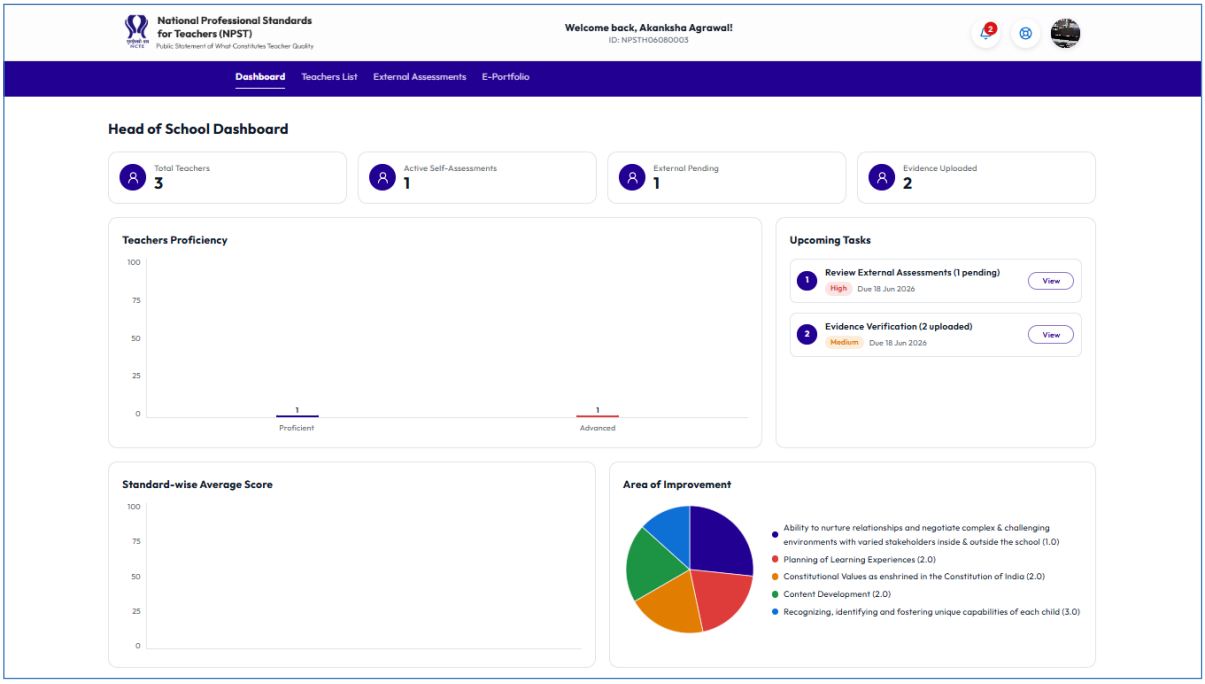
- Enter the details for Registration.



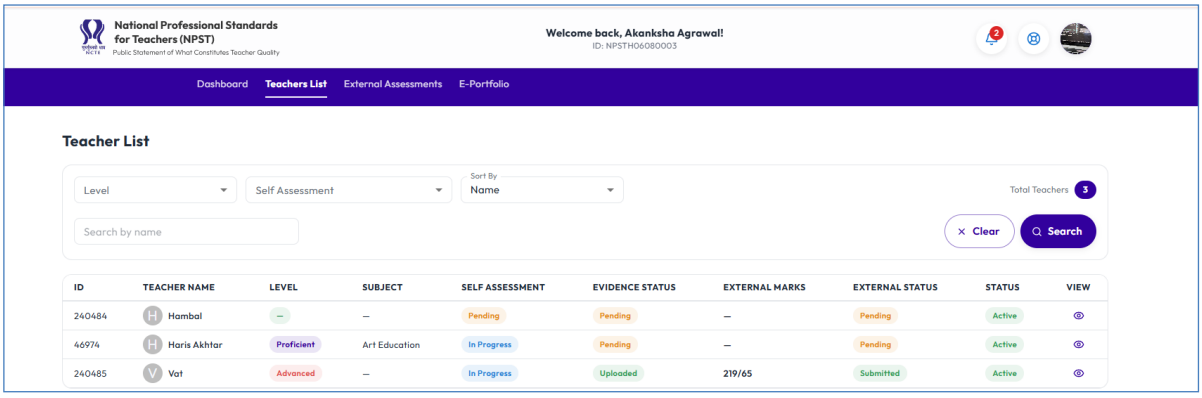
Step-3: After login, the Principal must complete the profile details.



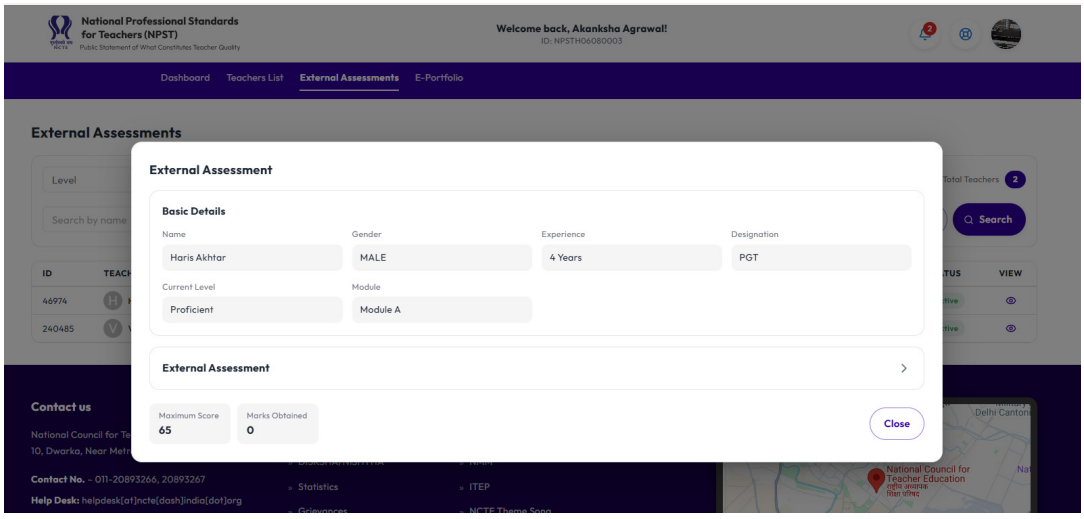
Step-4: Once the profile is completed, the Principal is automatically redirected to the dashboard.

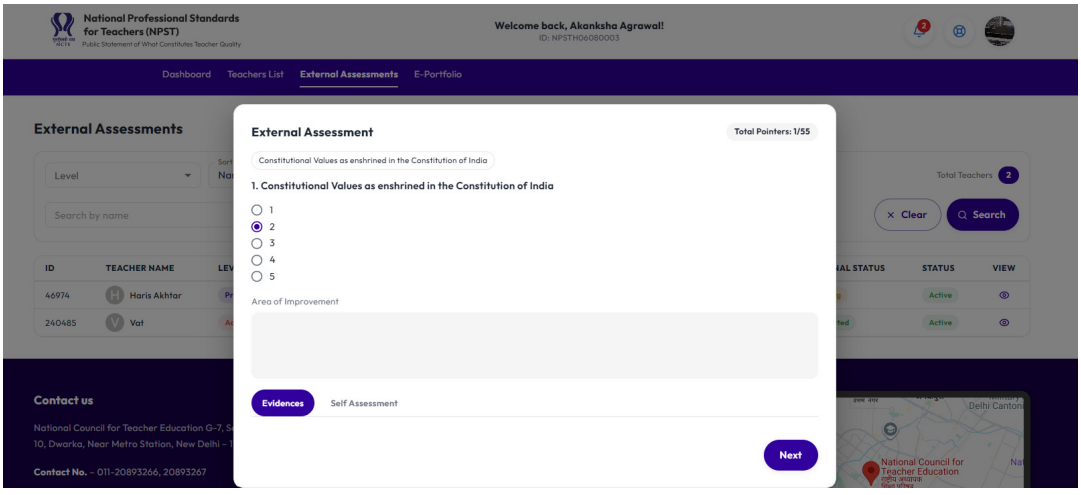


Step-5: The principal is authorized to view the profile information of teachers associated with the school.

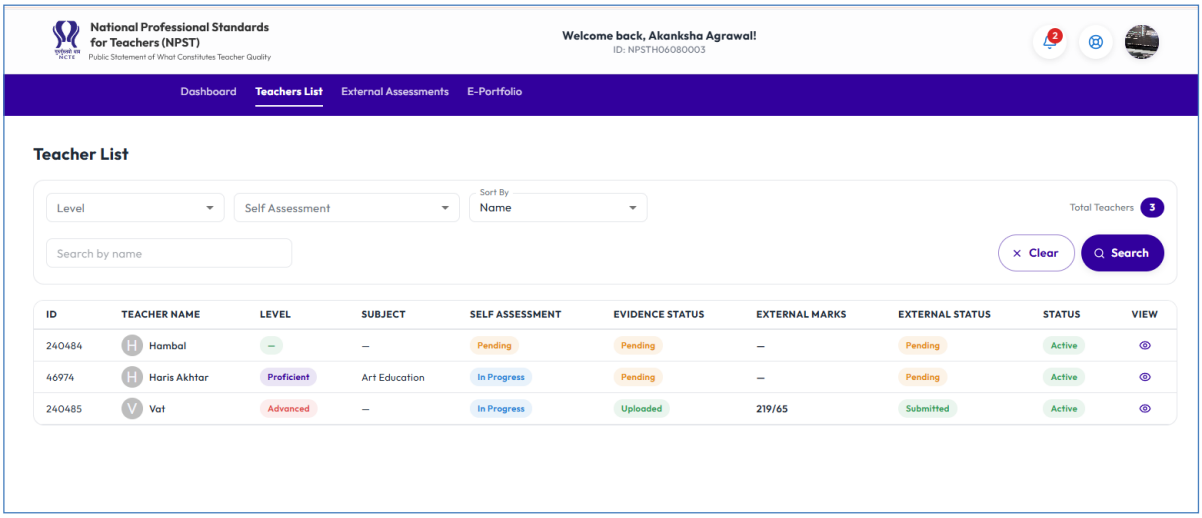


Step-6: After clicking "External Assessment," the assessor will be presented with the following page. This page contains domains, observation indicators, a rating scale and areas for improvement. The assessor must rate the teacher against each indicator within each domain and provide a corresponding remark.





Step-7: After completing the assessment, the assessor will be able to view the Self- Assessment marks, evidence uploaded and the marks given by the assessor himself / herself.



User Manual: District/Block Administrator

For validating the Evidence Building documents, the designated authority has to register themselves on the PUSHTI (NPST) Digital Platform.

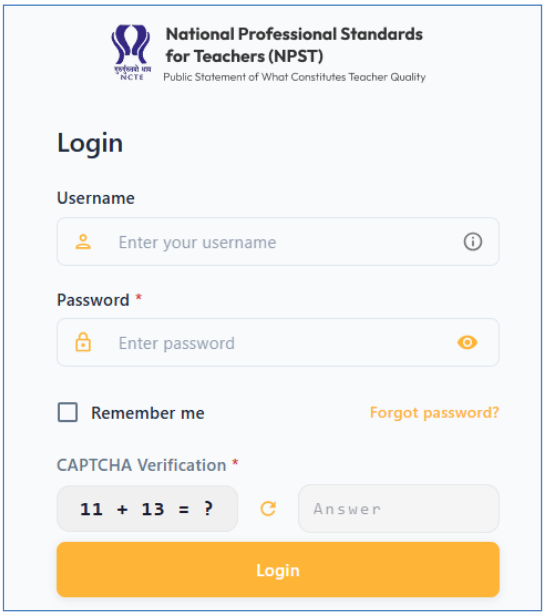
Step-1:

Visit the PUSHTI (NPST) Digital Platform.

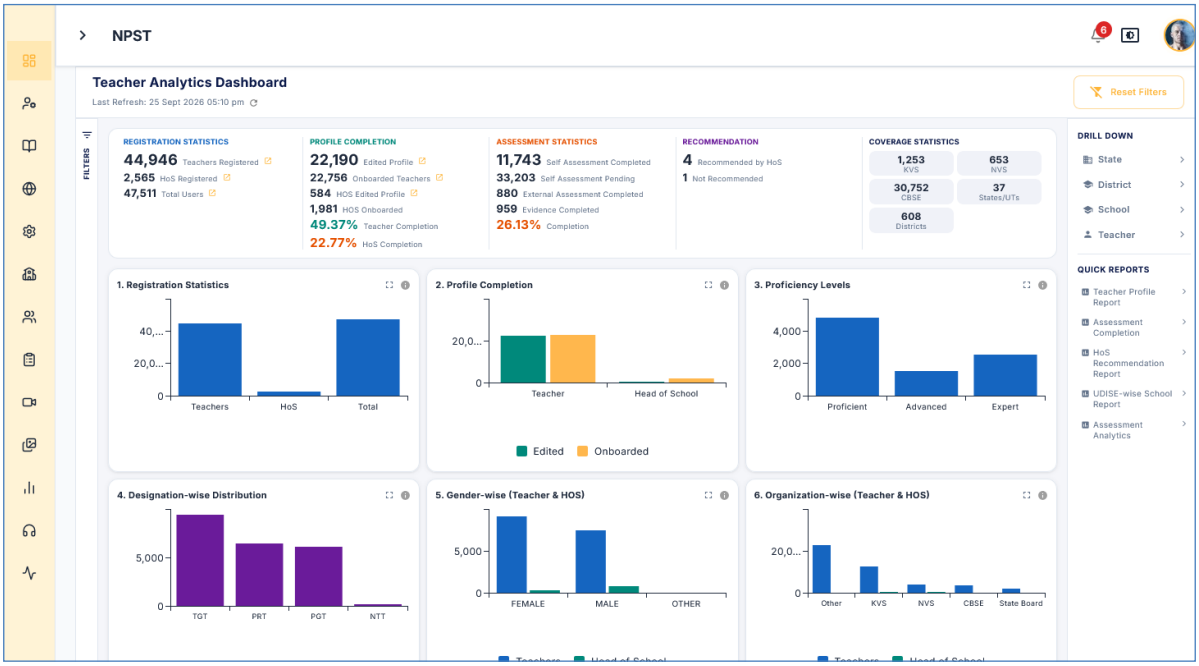
- Click on the 'Login' button to enter your username and password on the PUSHTI (NPST) Digital Platform.



- The State Admin will provide the login credentials.
- Provide your username and password to proceed.

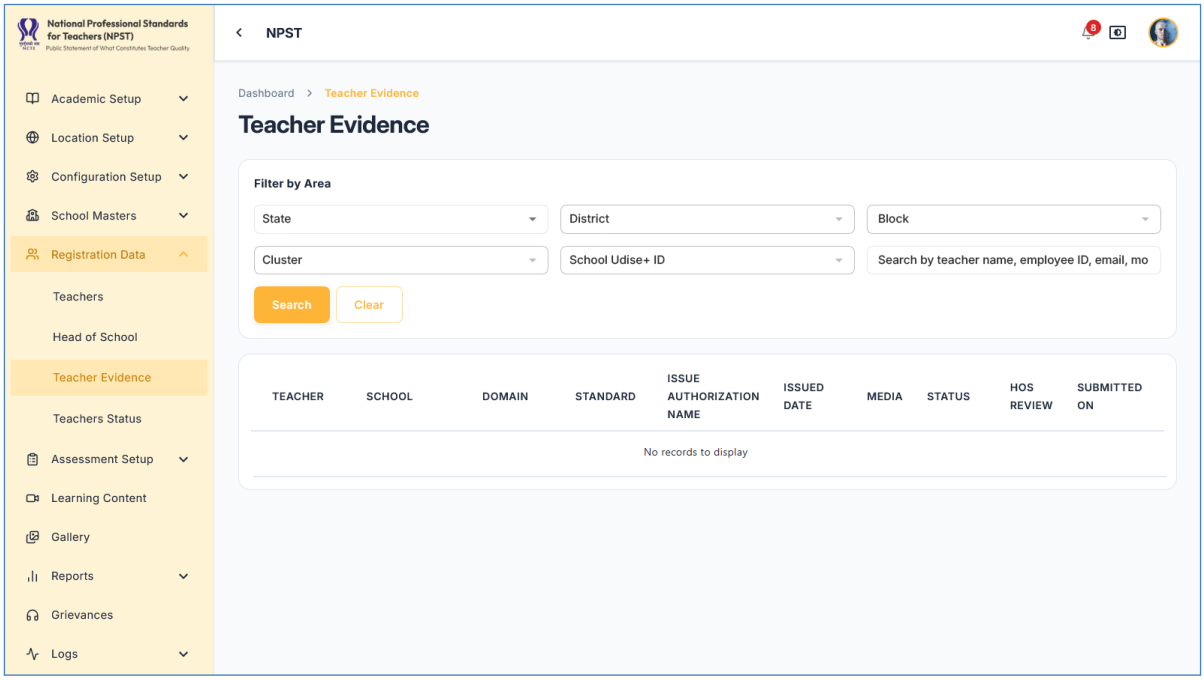


Step-2: After login, the dashboard will be displayed, where the District Admin can view the details of teachers and schools under the district.



Step-3: Select the teacher whose Evidence Building certificates are to be verified

- Under the "Action" tab, the District Admin can verify the uploaded evidence by selecting either "Appropriate" or "Not Appropriate" based on the authenticity and relevance of the certificates.



Glossary of Terms

Term	Meaning
Benchmark	A national reference point that sets the expected quality level of teaching at each career stage.
Standards	Broad areas of competencies expected from teachers as per NEP 2020.
Domain	Major components under each standard that describe key aspects of teachers' professional development.
Sub-Domain	Specific focus areas within each domain that describe skills and practices.
Proficient Teacher (Praveen Shikshak)	A teacher who is professionally independent to demonstrate the skills vital to teaching and learning.
Advanced Teacher (Unnat Shikshak)	A teacher who embodies the utmost standards of teaching grounded in best practices relating to the teaching-learning process and is professionally capable in application of the skills.
Expert Teacher (Kushal Shikshak)	A teacher with highest standards and exceptional capacity for the role of mentor or or peer leader and who shall help other other teachers improve their competencies as well as lead the school's professional development programme.
Self-Assessment	A reflective process where teachers evaluate their own practices as per PUSHTI (NPST) standards.
External Assessment	Assessment conducted by the Head of School / External Assessor through observation and rating developed as per PUSHTI (NPST) Guidelines.

Evidence Building	Uploading proof of professional work such as certificates, research, innovations, awards, etc.
Portfolio	A digital record maintained by the teacher on the PUSHTI (NPST) Digital Platform containing personal details, professional achievements, reflections and uploaded evidence.
Residency Period	The prescribed period a teacher must spend at each level while completing required assessments and Evidence Building.
Competency Mapping	The process of combining Self-Assessment, External Assessment and Evidence Building to determine a teacher's professional level.
NPST Unique ID	A unique identification number generated after registration, used to access the PUSHTI (NPST) Digital Platform.
Repository (Self-Learning Resources)	A digital library on the PUSHTI (NPST) Digital Platform containing resource materials for teachers' continuous professional development.
Career Advancement	The formal movement of a teacher from Proficient to Advanced to Expert level.

Frequently Asked Questions

1. **Who can register on the PUSHTI (NPST) Digital Platform?**
   Teachers, Head Teachers / Principals, External Assessors State / District / Block Administrators can register based on their roles.

2. **What if I forget my password?**
   Use the "Forgot Password" option on the login page. A reset link will be sent to your registered email.

3. **Can I edit my profile after submitting it?**
   Yes, teachers are allowed to edit their personal and professional details at any time; however, the NPST Unique ID cannot be changed.

4. **What formats are allowed for uploading evidence?**
   PDF, JPEG, JPG, PNG Files should be clear, legible and within the prescribed file size (2MB).

5. **How many times can I take the Self-Assessment?**
   Teachers can take the Self-Assessment once per academic year. They must continue appearing for the Self-Assessment throughout the five-year residency period, progressing from one level to the next and continue building evidence of their professional growth.

6. **Can I track my assessment results?**
   Yes. All Self-Assessment and External Assessment results are available under the Results section.

7. **Who verifies the evidence I upload?**
   District / Block Administrators verify the evidence submitted by teachers.

8. **What should I do if a teacher's NPST Unique ID is not working?**
   Check spelling, case sensitivity or contact the NPST helpdesk : npst.support@ncte-india.org if the issue persists.

9. **Can I access self-learning resources without completing assessments?**
   Yes. Repository resources are accessible at any time after login.

10. **How is the final teacher score generated?**
    Scores are calculated based on:
    Self-Assessment
    External Assessment
    Evidence Building

11. **How do I log out of the portal?**
    Click on the "Log Out" button located at the top-right corner of the dashboard.

अभिलाषा झा मिश्र, आईआरएएस
सदस्य सचिव
Abhilasha Jha Misra, IRAS
Member Secretary

गुरुर्गुत्तमो धाम
NCTE

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक सांविधिक निकाय)
National Council for Teacher Education
(A Statutory Body of the Government of India)

File No: NCTE-Acad020/1/2025-Academic Section-IHQ

Date: 14.07.2025

Office Order

It has been decided to constitute a committee comprising the following members to oversee the implementation of the National Professional Standards for Teachers (NPST). The committee will be responsible for ensuring the effective and timely implementation of NPST, in line with the tasks and timelines outlined by the Project Approval Board (PAB) for FY-2025-26.

S.N.	Name & Address	Designation
1.	Prof. C K Saluja, Director, Samskrit Promotion Foundation, New Delhi	In-Chair
2.	Professor Vandana Saxena, CIE, University of Delhi	Co-Chair
3.	Chairman CBSE/ His Nominee	Member
4.	Commissioner KV/ Her Nominee	Member
5.	Ms. Vedika Reddy, Director Education Govt. of NCT New Delhi	Member
6.	Prof. Srikant, Regional Institute of Education, Mysoor	Member
7.	Dr. Rabin Chhetri, Director, SCERT, Sikkim	Member
8.	Dr. Parul Assistant Professor, NCERT	Member
9.	Sh. Rishabh Khanna, Suraasa Foundation	Member
10.	Sh. Naveen Bhatia, NIOS	Member
11.	Dr. D. K. Chaturvedi, Academic Advisor, NCTE	Convener
12.	Dr. Chanchal Malhotra, Sr. Academic Consultant	Co-Convener
13.	Mr. Mukund Kumar Jha, Data Analyst, NCTE	Co-Convener

Terms of Reference (ToR) of the Committee:

1. To monitor and guide the phased implementation of NPST as per the roadmap approved by the Project Approval Board (PAB), and to provide strategic input and technical/IT mapping on implementation plan of action, tools, and frameworks developed under NPST.
2. To enable the NCTE team to collaborate with key stakeholders—including State Education Departments, SCERTs, DIETs, NVS, KVS, and CBSE—to ensure NPST objectives are effectively met and to identify and propose relevant capacity-building actions for all stakeholders involved.
3. To periodically assess the progress of NPST implementation, identify challenges or bottlenecks, and recommend necessary corrective measures to ensure timely execution.
4. To submit regular progress reports to NCTE and facilitate the dissemination related to NPST implementation as outlined in PAB minutes.
5. The Committee may co-opt additional experts or members, if necessary, to aid in its work with the prior approval of NCTE.
6. TA/DA and Sitting Fees shall be paid as per NCTE norms. NCTE will provide logistic and other necessary support to the committee.

This issues with the approval of the competent authority.

(Abhilasha Jha Misra)
14/07/2025

Copy to:

1. SO/OSD to CP / MS, NCTE
2. Deputy Secretary, Academic/Adm. /Accounts, NCTE
3. US/SO, Accounts/Admn., NCTE
4. All Concerned

F. No. 21-7/2024-IS.20(pt.3)
Government of India
Ministry of Education
Department of School Education & Literacy
T.E. Section
*****

Kartavya Bhawan-02, New Delhi
the 03rd July, 2026

To

The Chairperson,
National Council for Teacher Education,
G-7, Sector-10, Dwarka,
Near Metro Station, New Delhi-110 075.

Subject: Bharatiya Bhasha names for National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM) -reg.

Sir,

I am directed to refer to NCTE's email dated **15.04.2026** on the subject cited above and to convey that the Competent Authority has approved the following Bharatiya Bhasha nomenclature for the respective initiatives:

(i) **PUSHTI (पुष्टि)** – *Professional Upholding of Standards for Holistic Teaching and Integrity / Professional Unified Standards for Harnessing Teachers in India* – for the **National Professional Standards for Teachers (NPST)**; and

(ii) **MITRA (मित्र)** – *Mentoring Initiatives for Teaching, Research and Assessment / Mentoring for Institutional Transformation and Reflective Advancement* – for the **National Mission for Mentoring (NMM)**.

2. NCTE is requested to take further necessary action in the matter.

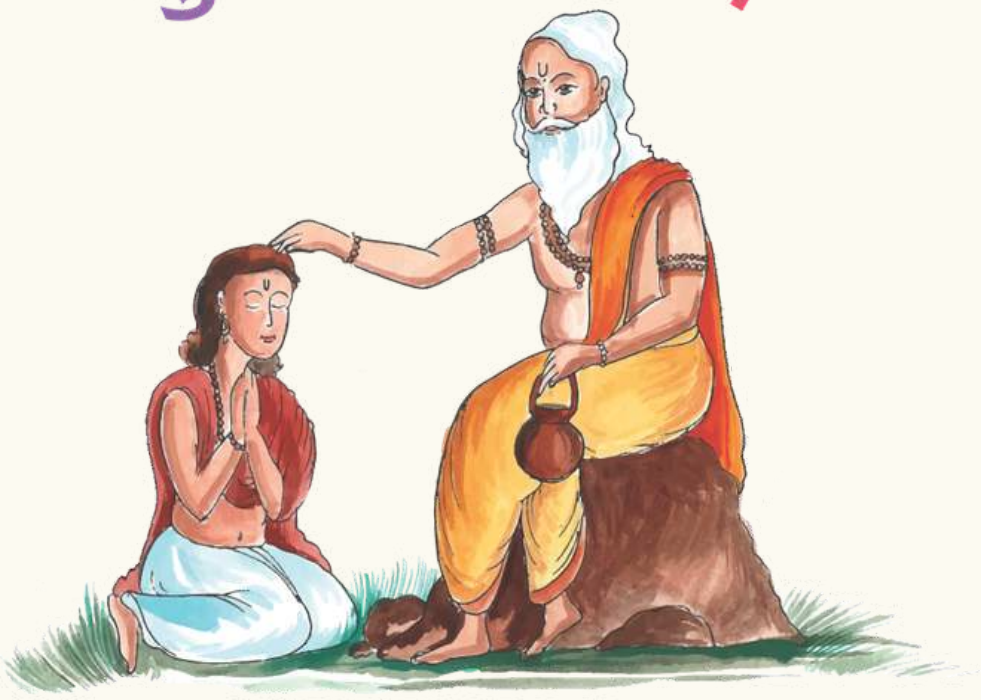
Yours faithfully,

03.7.2026

(Ajay Kumar)
Under Secretary to the Govt. of India
E-mail: ajay.kr71@nic.in

Copy to: Member Secretary, NCTE.

गुरुर्गुरुतमो धाम



National Council for Teacher Education

(A Statutory Body of the Government of India)

REACH US:- npst.support@ncte-india.org

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