

Bachelor of Education (B.Ed.)

**Title of the Course: Perspective Course PC 16: Continuous Professional Development:
Practices and Approaches
(Semester: IV)**

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

The course pertaining to continuous professional development, methods, and approaches is a fundamental resource for educators who aim to improve their teaching methodologies and enrich their instructional practices. The purpose of this initiative is multifaceted, with the objective of providing educators with the essential resources, methodologies, and perspectives to consistently enhance their efficacy within the educational setting. The course cultivates a culture of continuous learning among educators by employing a blend of academic frameworks, practical exercises, and reflective activities. It promotes the active engagement of individuals in keeping up with evolving trends, innovative pedagogical approaches, and evidence-based practices within the field of education. In addition, the course places significant emphasis on the significance of self-reflection and continuous professional development, enabling educators to recognize areas in need of enhancement and execute focused interventions. The primary objective of continuous professional development, together with its associated practices and approaches, is to enhance teaching standards, enhance student learning experiences, and contribute to the general progress of the education sector.

Learning Outcomes

After completion of the course student will be able to:

1. Recognize the significance of ongoing professional development (CPD) in improving teaching efficacy and student academic achievements.
2. Examine different models, ideas, and frameworks of Continuing Professional Development (CPD) and their significance in fostering professional advancement and progress.
3. Thoroughly comprehend the function of several agencies in promoting ongoing professional growth.
4. Employ reflection as a mechanism for ongoing enhancement, objective establishment, and strategic planning in CPD.
5. Cultivate the ability to engage in reflective analysis in order to critically evaluate instructional methodologies, classroom encounters, and student achievements.
6. Enhance professional decision-making and instructional tactics, it is imperative to delve into evidence-based practices and research findings in the field of education.

7. Cultivate cooperative learning groups and professional networks to facilitate the exchange of ideas, dissemination of best practices, and active participation in continuous professional advancement and progress.

Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Introduction to Continuous Professional Development (5 weeks = 10 hours)

- Understanding and Purpose of CPD in the Teaching Profession
- Knowledge Base for Continuous Professional Development
- Continuous Professional Development and Code of Conduct of Teaching Profession (NPST: National Professional Standard for Teachers and CMP: Career Management and Progression, and Policy Perspective 1986 and 2020)
- Role of different Agencies (UGC, SCERT, NCERT) and CPD
- Professional Development and the Learner-centered School

Unit 2: Reflective Practices and Continuous Professional Development (5 weeks = 10 hours)

- Reflection Process: Practice and Philosophy
- Reflection: Some Models and Perspective
- Understanding Reflective Teaching
- Reflective Diary and Journal Writing: A tool for Professional Development
- Metacognition and Reflective Practices

Unit 3: Doing Continuous Professional Development: Evidence based Practices (5 weeks = 10 hours)

- Mentoring: A tool of Professional development
- Teacher as Researcher: Action Research and Grounded Theory Research
- Collaborative Colleague Scheme for CPD
- Self-regulated CPD Approach and Practices
- Subject Specific Pedagogy: Capacity Building Programmes
- Research Paper Publications and Participation in academic workshops and seminars

Practicum/ Suggested Projects / Assignments (Any Two)

1. What methods can be employed to assess and enhance the efficacy of continuous professional development initiatives for educators, with the aim of improving teaching quality and student outcomes? Create a rubric for the aforementioned task.
2. What is the impact of adhering to a professional code of conduct on the ongoing professional development of educators, and what measures may be taken to ensure congruence between ethical principles and professional advancement in the field of teaching?
3. Examine the particular Continuing Professional Development (CPD) initiatives and


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programs initiated by UGC, SCERT, and NCERT with the goal of improving the quality of teaching, developing curriculum, and training teachers.

4. The utilization of reflective diary and journal writing as tools for professional development presents some restrictions and problems. Consequently, educators must devise effective strategies to overcome these hurdles in order to optimize their learning and personal development.
5. What strategies can educators employ to successfully include a self-regulated approach into continuous professional development (CPD), and what are the most effective methods that promote self-regulation in CPD initiatives?

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Borko H., Jacobs, J and koellner K (2010). Contemporary Approaches to Teacher Professional Development. In Penelope P., Eva B. B. M. (Ed). *International Encyclopedia of Education*. Volume 7. Oxford: Elsevier. pp. 548-556
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- Kumar, S. and etl. (2022). *Guidelines for 50 hours of Continuous Professional Development for Teacher, Head Teachers and Teacher Educators*. India: NCERT.
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- Singh, K.A., Rind, A. I. & Sabur, Z (2020). Continuous Professional Development of School Teachers. In Sarangapani, P. & Pappu, R.(Eds) *Handbook of Education Systems in South Asia*. Global Education System: Springer Link.
- Sockett, H. T. (1996). Teachers for the 21stcentury: Redefining Professionalism, *NASSP Bulletin*, May, 1996, 22-29
- Whitty, G. (2000). Teacher Professionalism in New Times. *Journal of In-Service Education*, 26(2), 281-295. <http://dx.doi.org/10.1080/1367458000020012>

Additional Readings

- Landon, J. (1988). Teacher Education and Professional Development. *TESL Canada Journal* 5, no. 2 (June 26, 1988): 56. <http://dx.doi.org/10.18806/tesl.v5i2.530>.
- Rutter, A.(2017). Teacher Choices: Teacher Development. *Teachers College Record: The Voice of Scholarship in Education* 119, no. 14 (November 2017): 1–32. Retrieved from <http://dx.doi.org/10.1177/016146811711901409>.
- Easton, L. B. (2008) From Professional Development to Professional Learning. *The Phi Delta Kappan*, Vol. 89, No. 10 pp. 755-759, 761. URL: <https://www.jstor.org/stable/40792272>
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- Voogt, J., Therese, L., Breuleux, A. & Rebecca, C. (2015). Collaborative design as a form of professional development. *Instructional Science*, Vol. 43, No. 2, pp. 259-282. URL: <https://www.jstor.org/stable/43575286>

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Teaching Learning Resources (Digital and others):

- The Triumph (2021) Directed by Brett Leonard and starring RJ Mitte.
- Blackboards (2000) Directed by Samira Makhmalbaf.
- Taare Zameen Par(2007) Directed by Amir Khan.
- Goodbye Mr. Chips (1939) Directed by Sam Wood.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Profession, Professional Development, Teaching



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