

DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8): PROFESSIONAL DEVELOPMENT OF EDUCATIONAL PRACTITIONERS

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
PROFESSIONAL DEVELOPMENT OF EDUCATIONAL PRACTITIONERS DSC 8	4	3	1	-	• Class Pass XII th	• No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

- Know about the concept, scope and importance of Professional Development of Educational Practitioners.
- Understand and analyze the various policies recommendations for professional development of educational practitioners in India.
- Examine the problems in implementation of the policies for professional development of teachers.
- Explore the role and functions of different agencies of having responsibility of professional development of educational practitioner

Learning Outcomes

On completion of this course, learners will be able to:

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- explain the concept of professional development of teachers and concerns of teachers' professional development.
- critically examine the issues of initial teacher preparation and continuous professional development of teachers.
- critically examine the policy imperatives in teachers' professional development and the role of agencies and regulatory bodies for quality, including the issue of governance in teacher education.
- develop the self-regulated professional development schemes

SYLLABUS OF DSC- 8

Unit: 1 Introduction to Professional Development

(Hours 15)

- Concept of Profession, Professionalism, Professional development: Need, Characteristics and importance of professional development, Understanding teaching as a profession and its characteristics, Evolving Roles of a teacher and teacher Education,
- Professional Development of teachers- meaning, need and significance, Teacher Effectiveness- meaning, criteria for assessment and modification of teacher professional development, Characteristics of good teacher with reference to professional ethics, autonomy, and accountability, Concept of Continuous Professional Development (CPD)
- Emerging Concerns and Challenges of Teachers: Pre-service and in-service teacher education conditions in India, Concerns of quality teacher preparation in India, Working conditions of teachers with special reference to teachers' autonomy, code of conduct and responsibilities of teachers in context of policies perspective in India.

Unit-II Perspectives of Teachers Professional Development

(Hours 15)

- Historical perspective of professional development: Evolution of professional development of teachers.

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- Models of teachers' professional development (Traditional Professional Development Model, Job-embedded Professional Development Model, Individual Guided Professional Development Model, Observation or assessment model, Development and Improvement model, Teacher training model, an inquiry model), Contemporary approaches for teacher professional growth and development
- Policy Perspectives and roles of different organisations in planning and organization of professional development programmes for teachers at different level: UGC, NCTE and (IASE Institution of Advanced Studies) in Education at higher education and NCERT, SCERT, DIETs, BRCs and CRCs at school level.

Unit III: Professional Standards for Teachers and Quality Assurance for Teaching Profession with reference to India (Hours 15)

- Professional Standards for teachers: Definition, core values & ethics, importance of professional standards for teachers. Professional standards in terms of: professional knowledge & understanding, professional practice & competence, professional development & growth.
- National Performance Standards for Teachers (NPST) & Perspective of National Education Policy-2020 on Professional Development.
- Evaluating Teacher's Professional Development: Basic principles to evaluate teacher development programmes, models to evaluate professional development (Gusky's model, Traditional model and ICF seven practical steps to evaluate professional development).

Essential/ Recommended Readings:

- AL-Lamki, N. (2019). The Beliefs and Practices Related to Continuous Professional Development of Teacher of English in Oman. [Doctoral dissertation, University of Leeds].
- Borko H., Jacobs, J and koellner K (2010). Contemporary Approaches to Teacher Professional Development. In Penelope P., Eva B. B. M. (Ed). *International Encyclopaedia of Education*. Volume 7. Oxford: Elsevier. pp. 548-556
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- Hoyle, E. (1974). Professionalism, Professionalism, and Control in Teaching. *London Educational Review*, 3, 13-19.
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- Larson, M. S. (1977). *The Rise of Professionalism: A Sociological Analysis*. Berkeley: University of California Press.
- MHRD, (1986). *National Education Policy 1986*. India: Government of India.
- MOE, (2020). *National Education Policy 2020*. India: Ministry of Education, Government of India.

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- Organization for Economic Co- Operation and Development. (2009). *Creative Effective Teaching and Learning Environments*. oecd.org/ education/ school/ 43023606.pdf
- Ravhuhali, F., Mashau, T., Kutame, A., & Mutshaeni, H. (2015). Teachers Professional Development for Effective Teaching and Learning in School: What Works best for Teacher?. *International Journal for Educational Sciences*, 11:1, 57-68, DOI: 10.1080/09751122.2015.11890375.
- Reimers, V.E. (2003). *Teacher Professional Development: An International Review of the Literature*. India: International Institute of Educational Planning.
- Sachs, J. (2016). Teacher Professionalism: Why Are We Still Talking About It? *Teachers and Teaching*, 22(4), 413-425.
- Sockett, H. T. (1996). Teachers for the 21st century: Redefining Professionalism, *NASSP Bulletin*, May, 1996, 22-29.
- Subhitha, G. V. (2017). *Re-Conceptualizing Teachers Continuous Professional Development within a New Paradigm of Change in the Indian Context: An Analysis of Literature And Policy Documents*, *Professional Development in Education*, DOI: 10.1080/19415257.2017.1299029.
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- Whitty, G. (2000). Teacher Professionalism in New Times. *Journal of In-Service Education*, 26(2), 281-295. <http://dx.doi.org/10.1080/1367458000020012>

Suggested Projects/ Assignments: Any two

Educator can design the assignment and projects on the current practices adopted in school education and in higher education:

- To develop an analytical report on few case studies specially conducted on the evaluation of in-service programmes/ faculty development programmes/ refresher courses for better understanding of recent trends of professional development of teachers at different level of education viz. school, colleges, and universities.
- Assignment can be given to discuss the different types of professional development programmes in any relevant area of focus, designing of modules, execution and evaluation strategies, process of development a framework of any one professional development programme for teachers at different level,
- An exposure field visit can be scheduled to nearby SCERT, DIETs or institution working in the areas of professional development for observation of ongoing



professional development programme, interaction with educators working in these institutions along with reporting of any ongoing programme and its components.

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

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, 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

Professional Development, Educational Practitioners

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

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