



“Continuous Professional Development Through Knowledge Creation At The Waymade College Of Education: A Case Study” By Prof. Sulabha Nataraj- A Review Article

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The Article titled, “CONTINUOUS PROFESSIONAL DEVELOPMENT THROUGH KNOWLEDGE CREATION AT THE WAYMADE COLLEGE OF EDUCATION: A CASE STUDY” written by Prof. Sulabha Nataraj, published by the British Council in 2012, in the book *Teaching English, Continuing Professional Development, Lessons from India*; and edited by Rod Bolitho and Amol Padwad, is a lucid description of the educational processes that characterise the Waymade College of Education*, and the ideologies it stands for.

The BACKDROP gives an apt rationale as to why ‘Teacher Education (TE)’

Serves to be a very important discipline for it being one on which the ultimate development of future citizens and societal reconstruction, in a broad sense, rests. The opening segment on CPD (Continuous Professional Development) PROCESSES AT WAYMADE, gives an interesting description of how, since its very inception in 2004, ‘the team at the college was already convinced that for teacher educators (TEs) to be contributors to the field of knowledge what was needed was classroom research and a development-oriented attitude rather than mere reproduction of information already recorded in numerous sources.’

Reinforced through very positive quotes from the alumni is the fact that everyone who was a part of the Institute had a stake in shaping the highly credible profile it has now acquired.

Some of the KEY INGREDIENTS OF CPD AT WAYMADE are elaborated upon in the next segment. These are based on the premise that *the quality of a system depends on the quality of the people who make the system* by being the ones working in it. These components viz. *Content knowledge, Linguistic competence, Research attitude, Organisational and managerial skills, High aspirations, and Pledge taking*— all together work effectively as pointers towards keeping the Waymade College of Education updated, spirited, and upbeat, just as a college which trains teachers should be.

EVIDENCE OF LINKS BETWEEN INSTITUTIONAL AND INDIVIDUAL DEVELOPMENT in the Waymade College of Education are evident from the many awards and recognitions that it has received. The consultancies and collaborations it has struck up, its constructivism in practice, particularly in terms of thinking of alternate pedagogies as also evidenced by the praise of their alumni employers, and the many meritorious publications by the Faculty members—are all proof of relentless perseverance and subsequent reward.

*Waymade College of Education, managed by Charutar Vidya Mandal, Vallabh Vidyanagar, Gujarat, India.

Next described in the article is the SUPPORT PROVIDED BY THE INSTITUTION/MANAGEMENT. This part, which is perhaps the most important one in terms of its contributory value in the entire ‘teaching-learning’ cycle of activity, effectively describes all the measures the management has taken to incentivise Teacher Educators. The academic monitoring in the college is thorough and exciting, and all students/future educators are appropriately rewarded for good performance and nudged to achieve more, if necessary. The setting up of the IQAC (Internal Quality Assurance Cell) is quite simply the most appropriate of all steps taken. Their policy as described in a line “...try a new idea as it occurs, if feasible”, sums it all up; a positive and apt stance befitting an Institution like the Waymade College of Education.

The final segment of the article discusses the CHALLENGES ON THE WAY faced to becoming one of the leading institutions of Education in the country.

Bringing about the shift from a top-down lecturing approach to an ‘active learning’ oriented participatory one, offering bridge courses and giving special attention to enhancing English language abilities, curtailing staff attrition through attractive pay and other benefits, as well as providing mentoring to new recruits and on-going counseling to other staff—have all been dimensions taken into stride and carefully dealt with. This has helped in building rapport and trust, ensuring the growth of the incumbents and the Institution as a whole.

The essence of the following statement to which the Waymade College subscribes to, “...every development seen from the outside begins with the nature of one’s inwardness, one’s disposition”, is quite the ultimate one and suggests again, how and why it is the quality of the people in any institution who actually make for it to be one of repute and credibility.



The concept of CPD thus continues to inspire inherent change and betterment in the Waymade College itself thereby reinforcing the importance of mutuality between individuals and the system -- for sustained and meaningful advancement in all relevant dimensions through continuous observation and collective, reflective thinking.

[The Waymade College in turn, extends the holistic benefits of CPD to many others in an exemplary way through the courses it organises and the participants who further spread word and action about it in their respective spheres of work and engagement.]

REFERENCES

1. <http://englishagenda.britishcouncil.org/books-resource-packs/continuing-professional-development-lessons-india> Link to Book and Article.

