



# TEACHING LICENSE RENEWAL FRAMEWORK 2026



**ALIGNED WITH TEACHING LICENSE POLICY  
2023**



**DEVELOP TEACHER DEVELOP SINDH**

**SINDH TEACHER EDUCATION DEVELOPMENT  
AUTHORITY, SCHOOL EDUCATION & LITERACY  
DEPARTMENT, GOVERNMENT OF SINDH**



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**SINDH TEACHER EDUCATION DEVELOPMENT  
AUTHORITY (STEDA)  
SCHOOL EDUCATION & LITERACY DEPARTMENT  
GOVERNMENT OF SINDH**



No: STEDA/ 1382 / 2026

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**NOTIFICATION**

Pursuant to the approval of the Teaching License Academic Council in its 5th Meeting held on 22nd January 2026 and endorsement by the BoG in its 19th Meeting held on 15th April 2016, the Teaching License Renewal Framework is hereby notified for implementation across the Province of Sindh with immediate effect.

The framework has been developed as a comprehensive regulatory mechanism to standardize and streamline the renewal process for licensed teachers, while ensuring alignment with professional standards, quality benchmarks, and ongoing educational reforms. Under the Teaching License Policy 2023, teaching license holders are required to complete five credits for the renewal of their teaching license, which have been segregated into four (4) CPD credits through approved courses offered by STEDA-accredited institutions and one (1) additional credit, carrying equal weight, shall be awarded on the basis of the Performance Evaluation Report (PER) and adherence to the Code of Conduct for Teachers.

  
**SYAED RASOOL BUS SHAH**  
Executive Director STEDA

**A copy is forwarded for information & necessary action to:**

1. The Members, Board of Governors, STEDA
2. The Members, Teaching License Academic Council (All)
3. P.S. to Minister for Education & Literacy, Sindh/ Chairman BoG, STEDA
4. P.S. to Secretary, School Education & Literacy Department, Govt. of Sindh
5. P.S. to The Chairman, Sindh Higher Education Commission, Sindh
6. P.S. to The Chief Executive Advisor, Curriculum Wing, SE&LD, Govt. of Sindh
7. P.S. to The Director General, Inspection & Registration of Private Institutions, SE&LD
8. P.S. to The Director General, Provincial Institute of Teacher Education (PITE), Sindh
9. P.S. to The Director, Directorate of Curriculum, Assessment & Research (DCAR), Sindh
10. P.S. to The Additional Director, Teacher Training Institutions, Sindh Hyderabad
11. P.S. to The Directors School Education (Primary/ES&HS) (All)
12. P.S. The District Education Officers (Primary/ES&HS) (All)
13. P.S. to Registrar Public/Private Universities (All)
14. P.S. Heads of Teacher Education Institutions (All)
15. Taluka Education Officers (Primary/ES&HS) (All/ Heads of Hub Schools)
16. Official Website
17. Office Record

## STEDA EXPERT REVIEW COMMITTEE

1. **Dr. Fouzia Khan** Chief Executive Advisor, SE&LD
2. **Madam Rana Hussain** Principal, Ziauddin College of Education
3. **Ms. Salma Alam** CEO, Durbeen
4. **Dr. Sajid Ali** Professor & Director Research, AKU-IED
5. **Dr. Kiran Hashmi** HOD, Education Dept. Institute of Business Management (IoBM)  
CEO, IECED
6. **Ms Naheed Wasi** CEO, IECED
7. **Dr. Razia Fakir Mohammad** HoD, Education Dept. Iqra University
8. **Dr. Maroof bin Rauf** Associate Professor, University of Karachi

## STEDA INTERNAL EXPERT REVIEW COMMITTEE

1. **Sayed Rasool Bux Shah** Executive Director-STEDA
2. **Mr. Zain-ul-Abidin Laghari** Director
3. **Mr. Noor Ahmed Soomro** Director
4. **Mr. Rasheed Ahmed Channa** Education-Expert
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6. **Ms. Aneela Katbar** Assistant Director
7. **Mr. Khalid Hussain Malik** Assistant Director



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# TEACHING LICENSE RENEWAL FRAMEWORK

## 1. BACKGROUND

The Teaching License Policy 2023 introduced by the School Education and Literacy Department, Government of Sindh, marks a significant advancement towards strengthening teacher quality, professional accountability, and standards of teaching across the province. In continuation of this policy initiative, there is a need to establish an institutionalized, structured, and credit-based Continuous Professional Development (CPD) Framework to ensure that all in-service teachers continuously maintain and enhance their professional competencies through verified and accredited CPD activities.

Globally, education systems increasingly emphasize continuous professional learning to enable teachers to respond effectively to evolving pedagogical practices, curriculum reforms, emerging educational priorities, and the integration of technology in teaching and learning processes. In the context of Sindh, the proposed framework provides a standardized mechanism for recognizing and documenting professional learning, while also supporting a transparent, credible, and merit-based Teaching License renewal system.

## 2. RATIONALE

This framework establishes a standardized structure for Continuous Professional Development (CPD) credit-based programs for licensed teachers across Sindh by defining CPD credit distribution, approved professional learning activities, and guidelines for the selection of priority CPD areas aligned with professional standards and educational reforms. The framework also provides procedures for accreditation, quality assurance, monitoring, and evaluation of CPD programs offered by STEDA-accredited institutions and training providers, covering key areas of teaching and educational practice to ensure relevance, consistency, transparency, and professional credibility in the implementation of CPD activities throughout the province.

The framework recognizes multiple modes of professional learning and assigns appropriate and proportional weightage to each mode in order to preserve the true spirit of Continuous Professional Development. These modes include face-to-face training, blended and online learning, school-based support, coaching, mentoring, peer learning, action research, and professional practice. Clear definitions of CPD credit hours, CPD points, and equivalency standards have been incorporated to ensure uniformity, transparency, and consistency in implementation across all districts, institutions, and training modalities.

The framework further introduces a structured quality assurance mechanism for the design, approval, delivery, assessment, and monitoring of CPD programs. It establishes standards for trainer selection, course quality, evidence-based evaluation, and verification processes to ensure that only credible, relevant, and high-quality professional development activities contribute toward teachers' CPD credit accumulation.

This framework also provides institutional guidance to PITE, STEDA-accredited institutions, and other training providers for the effective administration and recognition of CPD credits linked with teaching license renewal, career progression, and professional advancement. Through a standardized and measurable approach, the framework enables systematic recording, tracking, and



recognition of teachers' professional learning, mentoring contributions, research engagement, and practical teaching experiences. The earned CPD points, hours, and credits shall contribute directly toward compliance with accreditation and licensing requirements notified by STEDA.

To support efficient implementation and monitoring, STEDA's digital platforms, particularly TEDMIS, may be integrated with a Learning Management System (LMS) for automated tracking of CPD credits, digital portfolios, performance records, dashboards, and teaching license renewal processes. This digital integration will strengthen transparency, improve monitoring and reporting mechanisms, and promote a culture of continuous, measurable, and quality-oriented professional development throughout the Province of Sindh.

### **3. INTERNATIONAL PRACTICES**

Internationally, credit and professional development systems are primarily based on student workload, contact hours, and competency-based learning outcomes, although the exact equivalence varies across jurisdictions. In Canada, credit allocation is generally based on institutional and provincial frameworks where one academic credit typically represents approximately 45 hours of total student learning, including contact sessions, assessment, and independent study. For example, at University Canada West, a three-credit course reflects approximately 45 hours of instructional engagement per credit, supported by blended and self-directed learning components (University Canada West, 2025).

In Sri Lanka, the Sri Lanka Qualifications Framework (SLQF) defines one credit as approximately 50 notional learning hours, which includes lectures, practical work, assignments, and self-study (University Grants Commission Sri Lanka, 2022). In Japan, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) defines one academic credit (tanka-i) as equivalent to approximately 45 hours of total student workload, including both classroom instruction and independent learning. Typically, lecture and seminar courses require 15–30 contact hours per credit, while laboratory and practical courses require 30–45 hours of structured learning activities, reflecting a strong outcomes-based and workload-oriented credit model (MEXT, 2021). Similar credit equivalency approaches are practiced the Academy of Singapore Teachers (AST, 2020) assigns 1 CPD credit for approximately 15–18 hours of structured professional learning under its Teacher Growth Model, while Ontario, Canada recognizes 1 Additional Qualification (AQ) credit for 20–25 hours of documented professional learning, mentoring, and supervised practice. Likewise, Malaysia's Ministry of Education allocates 1 CPD credit for 15–20 hours of structured teacher learning under the Professional Learning Communities (PLC) model, and Sri Lanka's National Institute of Education (NIE, 2022) awards 1 CPD credit for 15 hours of verified professional development linked with teacher appraisal and promotion.

Across these systems, there is a clear shift toward credit frameworks that recognize total learning effort rather than contact hours alone, aligning with global trends in competency-based higher education and professional learning systems.

#### **3.1. CPD CREDIT SYSTEMS AND RECORD-KEEPING PRACTICES**

In parallel with academic credit systems, literature on Continuing Professional Development (CPD) highlights the growing importance of structured credit-hour tracking systems for teachers' professional growth, licensing, and certification renewal. Such systems enable transparent documentation of learning progression over time and support automated verification for license renewal and professional advancement.



While the benefits of CPD support systems are widely acknowledged, there are some key challenges to developing and implementing such systems. The capacity of teacher educators and institutions to provide high-quality professional development is often limited by the financial and logistical constraints. Another challenge lies in the diversity of teachers' needs. Teachers come from varying backgrounds, and their professional development needs differ based on their experience, subject area expertise, and familiarity with literacy instruction. Therefore, CPD programs must be designed to be flexible and tailored to individual needs, rather than offering a one-size-fits-all approach.

#### **4. CPD CREDIT-BASED HOURS FOR TEACHING LICENSE RENEWAL**

Teachers are required to complete a designated number of CPD credit hours for teaching license renewal in accordance with the Teaching License Policy 2023. Under the policy, licensed teachers shall complete 5 CPD credits within a five-year period to become eligible for renewal of their teaching license. These credit hours must be earned through approved, accredited, and recognized CPD service providers notified by STEDA.

#### **5. DEFINITION OF CREDIT BY STEDA**

The term CPD credit refers to the formal recognition awarded to a teacher for successfully completing approved professional learning activities. CPD credits provide a standardized mechanism for documenting, measuring, and recognizing professional growth throughout a teacher's career. The award of CPD credits is based on the volume, rigor, learning outcomes, and successful completion of structured professional development activities supported by appropriate assessment and verification mechanisms.

To establish a uniform and manageable system for professional learning, the Teaching License Academic Council has approved a CPD credit equivalency whereby 16 hours of structured and verified professional learning shall constitute one CPD credit. This benchmark draws upon national higher education credit-hour practices and international approaches to professional development while remaining practical for teachers and training providers in Sindh.

The Teaching Licensing Policy of STEDA, School Education and Literacy Department (SELD), is aligned with these national and international practices and requires licensed teachers to complete 5 CPD credits within a five-year period for teaching license renewal. Accordingly, 16 hours of active engagement in new learning shall be counted as one CPD credit for STEDA-accredited CPD programs delivered by PITE, universities, and accredited public or private sector service providers. These institutions shall ensure quality supervision, standardized training processes, appropriate assessment mechanisms, and an efficient system for recording CPD hours and credits for each participant leading toward competency certification and teaching license renewal. Further details regarding CPD hours, credit distribution, and equivalency calculations are provided in the subsequent sections of this framework. The following formula can be used to determine the total CPD Credit Points:

$$\text{CPD Credit Points} = \left( \frac{\text{Total Training Hours}}{16} \right) \times \text{Level Weightage}$$



## 6. STRUCTURE OF CPD POINT

The following CPD structure to be followed by all Teaching license qualifiers to complete mandatory CPD credits for Teaching license renewal.

CPD Hours	Equivalent Credit Points	Criteria
5x16=80 Hours/ Points (CPD Credit Hour = Total Training Hours ÷ 16) i.e. 80 Hours\ 16= 5 Credit hours)	5 Credit	Total 48 Points (3 credits) of active engagement in STEDA accredited trainings/workshops are mandatory while remaining 2 credits can be availed from other identified professional development activities of STEDA. Maximum 1 CPD credit hour annually is proposed

### PROPOSED CPD HOURS FOR ACTIVITIES

Activity Type	CPD Hours/ Points	Equivalent CPD credits	Description
Accredited Workshops/Seminars	48	3	Formal in-person or contact hours CPD sessions
Online Certified Courses/ Mentoring/ Classroom-Based Action Research	16	1	STEDA LMS (E-USTAAD) Training, or any other online certification/ Team teaching, mentoring sessions accredited by STEDA
School Performance	8	0.5	Report by School Administration
Code of Conduct	8	0.5	Report by School Administration
<b>Total Points</b>	<b>80</b>	<b>5 Credit</b>	

The TL renewal CPD framework outlines a structured conversion system in which different professional development activities are translated into measurable contact hours and corresponding CPD credits. The distribution of hours across activities demonstrates a clear emphasis on formal and accredited modes of professional learning. Accredited professional development training workshops constitute the largest portion of the framework, accounting for 48 points (3 Credit hours). This allocation indicates that formally structured training in person is mandatory component of the CPD structure.

Online Certified Courses/ Mentoring, In-School CPD Activities, Classroom-Based Action Research contribute 16 points (1 Credit). Their inclusion reflects an acknowledgment of the growing importance of digital learning environments such as STEDA LMS (E-USTAAD), and research oriented and pedagogical innovative practices in classroom, or online certification accredited by STEDA.

The framework also extends beyond formal CPD credits by integrating two other indicators—school performance and adherence to the code of conduct—both contributing 1 credit. Their purpose is to capture aspects of professional behavior, workplace integrity, and institutional performance that may not be reflected in CPD activities alone.



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## 7. MECHANISM FOR TOPIC SELECTION BY STEDA

### 8.1. Annual Needs Assessment

The process for identification and finalization of CPD training areas/streams for Teaching License holders shall consist of the following parameters:

- a. Conducting annual surveys of Teaching License holders, headteachers, District Education Officers (DEOs), and Teacher Training Institutions (TTIs) to identify professional development needs and emerging training priorities.
- b. Analyzing data obtained from classroom observations, student assessments, Performance Evaluation Reports (PERs), and feedback from teacher licensing examinations to determine competency gaps and areas requiring professional support.
- c. Reviewing previous years' CPD impact and evaluation reports to identify areas requiring reinforcement, improvement, and continuous professional support.

### 8.2 STEDA CPD Advisory Committee

A STEDA CPD Advisory Committee shall be constituted as a technical and strategic sub-committee of the STEDA Teaching License Academic Council to support the Council in the identification, review, evaluation, and recommendation of Continuous Professional Development (CPD) areas/streams for Teaching License holders on an annual basis. The Committee shall ensure that all CPD programs and priority training areas remain evidence-based, professionally relevant, aligned with STEDA Professional Standards, and responsive to provincial, national, and international developments in teacher education and classroom practices.

#### A. Composition of the Committee

The Committee shall comprise representatives from the following institutions and organizations:

- Sindh Teacher Education Development Authority (STEDA)
- Provincial Institute of Teacher Education (PITE)
- Universities/Faculties of Education
- Teacher Training Institutions (TTIs)
- Directorate of Curriculum, Assessment and Research (DCAR)
- Master Trainers and Subject Specialists (where required)

The Chairperson, Secretary, and Members of the Committee shall be nominated by the STEDA Teaching License Academic Council.

#### B. Functions of the Committee

The Committee shall perform the following functions:

- i. Review annual professional development needs identified through the STEDA Research Unit (SRU), universities, and other relevant research bodies.
- ii. Analyze evidence collected through surveys of Teaching License holders, headteachers, District Education Officers (DEOs), and Teacher Training Institutions (TTIs).
- iii. Examine data from classroom observations, teacher appraisal reports, assessment findings, Performance Evaluation Reports (PERs), teacher licensing examination feedback, and CPD impact studies.
- iv. Recommend priority CPD themes, competency areas, and professional learning streams on the basis of identified gaps, emerging educational priorities, and classroom requirements.
- v. Evaluate proposed CPD streams and training areas in light of:
  - relevance to teaching license renewal requirements;
  - alignment with STEDA Professional Standards;



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- international trends and emerging pedagogical practices;
  - feasibility of implementation at provincial and district levels; and
  - provincial education priorities and reform initiatives.
- vi. Finalize and recommend annual CPD training streams/themes for Teaching License holders through a transparent review and scoring mechanism.

### **C. Terms of Reference (ToRs)**

The STEDA CPD Advisory Committee shall operate under the following Terms of Reference:

- a. Function as a technical advisory and review body under the STEDA Teaching License Academic Council.
- b. Ensure that CPD programs, learning streams, and training topics remain needs-based, evidence-driven, professionally relevant, and quality-oriented.
- c. Support the standardization, accreditation, quality assurance, and professional relevance of CPD programs across Sindh.
- d. Recommend annual CPD priorities, approved training streams, and thematic areas to the STEDA Teaching License Academic Council for consideration and approval.
- e. Ensure that CPD topics are aligned with national and provincial education priorities, including curriculum reforms, assessment policies, school improvement frameworks, and teacher professional standards.
- f. Promote the inclusion of 21st-century teaching skills, global teacher education trends, blended learning approaches, AI in education, STEAM integration, and global citizenship education within CPD programs.
- g. Address identified gaps in teacher performance based on STEDA monitoring reports, school inspections, classroom observations, teacher licensing examinations, and student learning outcomes.
- h. Maintain an appropriate balance between subject-specific pedagogies, including Mathematics, Science, Languages, and Early Childhood Education, and cross-cutting themes such as classroom assessment, inclusive practices, differentiation, social-emotional learning, and gender equity.
- i. Recommend separate and relevant CPD topic areas for different categories and levels of teaching license qualifiers.
- j. Ensure that approved CPD topics and training streams are feasible, scalable, and resource-appropriate for implementation in both government and private schools across Sindh.
- k. Track implementation and effectiveness of CPD programs through dashboards, monitoring systems, and periodic reporting from training providers and institutions.
- l. Revise and improve the CPD topic selection and prioritization mechanism on the basis of annual reviews, research findings, implementation feedback, and emerging educational needs.
- m. Maintain proper documentation of meetings, recommendations, decisions, and proceedings through the designated Secretary/Coordinator.
- n. Hold quarterly meetings and additional meetings, where required, including emergency meetings convened by the Chairperson.

### **8. 3. Approval and Notification**

All CPD areas/streams recommended by the CPD Advisory Committee and approved by the Academic Council shall be officially notified.



## 08. CPD Accreditation Framework

The STEDA Accreditation Team shall be responsible for implementing, regulating, and monitoring the CPD Accreditation Framework for Teaching License (TL) Renewal programs across Sindh as per following functions:

### 9.1. Institutions and Program Accreditation System

To ensure that all TL Renewal programs meet established standards of quality, relevance, and impact.

- All CPD sessions/programs for renewal to be offered by Universities, PITE, TTIs, or any other STEDA-accredited service provider.
- It is mandatory for all service providers to get all CPD programs accredited/certified from STEDA.
- Require all institutions and training providers to submit detailed Program Proposals to STEDA including course outlines as per training streams/areas and manual guidelines, justified credit hours, and trainer profiles recommended by STEDA.
- The names of all accredited institutions will be uploaded on STEDA official website for teachers to follow.
- STEDA to maintain a provincial online performance of Accredited TL Programs for public transparency.

### 9.2. Manual Accreditation and Standardization

To ensure all manuals and training materials are standardized and aligned with teacher professional standards.

- Develop a Manual Review Rubric focusing on alignment with national curriculum, pedagogy, inclusivity, and local context.
- Manuals development must follow the guidelines shared by STEDA.
- Approved manuals receive QA certification and a version control number to ensure consistent updates.

## 09. QUALITY ASSURANCE MECHANISM FOR TEACHING LICENSE RENEWAL

### 9.1. Purpose of the Mechanism

The Quality Assurance Unit of STEDA shall be responsible for establishing, implementing, monitoring, and regulating the Quality Assurance (QA) Mechanism for the Teaching License (TL) Renewal process across Sindh. The purpose of this mechanism is to ensure the maintenance of high professional standards, improvement in teaching quality, and promotion of continuous professional development (CPD) for licensed teachers.

The mechanism shall define and enforce quality assurance protocols for all stages of the Teaching License Renewal process, including accreditation of CPD programs, approval and selection criteria for trainers and service providers, training delivery standards, assessment and evaluation procedures, monitoring systems, verification of CPD credits, and reporting mechanisms to ensure transparency, consistency, credibility, and accountability in the implementation of CPD activities and license renewal requirements.

### A. Training Session Observations

STEDA to ensure that training sessions are effectively delivered and adhere to approved standards by following mechanism:

- Conduct random and scheduled observations by QA officers of STEDA.
- Use a Standardized Observation Tool focusing on:



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- Trainer’s pedagogical approach and facilitation skills
- Participant engagement and inclusivity
- Adherence to training objectives and timeline
- Use of instructional materials and digital resources
- Assessment and feedback methods
- Share the quality assurance report with CPD service provider for compliance and improvement.
- Compile the training data in Quality Monitoring Database of STEDA.

***B. Quality Assurance Reporting***

To provide evidence-based reports on program effectiveness and compliance.

- Each TL renewal cycle must produce a Quality Assurance Report (QAR) including:
  - Summary of accredited programs and providers
  - Observation findings and trainer performance data
  - Participant satisfaction surveys and feedback analysis
  - Recommendations for program improvement
- Reports reviewed quarterly by the STEDA Academic Licensing Council.
- Annual Public QA Report published to ensure transparency and accountability.

***C. Master Trainer Eligibility Verification***

To ensure trainers meet professional and ethical standards before leading TL renewal programs.

- Develop Trainer Eligibility Criteria, including:
  - Minimum qualification: M.Phil./MS in related field
  - Minimum 5 years of experience in teacher education
  - Demonstrated expertise in pedagogy, curriculum, and adult learning
  - Certified “Train-the-Trainer” (TTT) qualification (Optional)

***D. Training Venue and SoPs***

To ensure conducive, safe, and well-equipped training environments.

- All STEDA institutional Accreditation standard and mechanism will be applied.
- All the service providers are required to accredit the institute from STEDA before manual/Course accreditation.
- All the courses should be aligned with the areas/Streams identified by STEDA.

***E. Continuous Monitoring and Feedback***

To sustain improvement and respond to stakeholder input:

- Introduce Post-Training Feedback Surveys for participants, trainers, and observers.
- Apply a Digital QA Dashboard for real-time data collection, analysis, and reporting.

***F. External Evaluation and Audit***

To ensure impartiality and accountability in QA processes.

- Appoint External Evaluators (academics, QA experts, consultants) to audit the QA mechanism every 2 years.
- Audit reports should focus on:
  - Integrity of accreditation processes
  - Trainer selection and delivery consistency
  - Alignment of outcomes with teacher professional standards
- Recommendations integrated into QA framework revisions.



## **10. CERTIFICATION, SUBMISSION, AND RECORD OF CPD ACHIEVEMENTS**

All Teaching License holders who successfully complete CPD credit hour-based professional development programs shall be entitled to receive a CPD Certificate and Record of Achievement from STEDA-accredited CPD providers. The certification and submission process for Teaching License renewal shall be aligned with the overall Teaching License Renewal Framework and shall consist of the following requirements and procedures:

- i. CPD providers shall issue certificates clearly specifying the title of the training/program, duration, CPD credit hours earned, mode of delivery, assessment status, and competency outcomes in accordance with the structure defined under Section 7 (Structure of CPD Points/Credits).
- ii. All accredited institutions and CPD service providers shall submit pre-training records, participant attendance, post-training reports, assessment results, completion status, and verified participant data to STEDA through the designated digital system/dashboard.
- iii. Teaching License holders shall submit all required CPD certificates, evidence of professional learning, Performance Evaluation Reports (PERs), and Code of Conduct verification documents through the proper official channel and digital submission mechanism notified by STEDA for assessment and evaluation purposes.
- iv. STEDA shall maintain a centralized digital record of each teacher's CPD profile, credit history, professional achievements, renewal status, and supporting evidence through TEDMIS/LMS) Digital Dashboard.
- v. The STEDA LMS/TEDMIS system shall facilitate secure uploading, verification, tracking, assessment, and storage of CPD certificates, digital portfolios, institutional reports, mentoring records, and other supporting documents required for Teaching License renewal.
- vi. School heads, District Education Officers (DEOs), accredited institutions, and authorized STEDA officials shall verify and validate submitted records through the digital dashboard before approval of CPD credits and renewal recommendations.

## **11. DELAYED TEACHING LICENSE RENEWAL**

In cases where a Teaching License is not renewed within the prescribed validity period, the license holder shall be required to fulfill additional renewal requirements in accordance with the Teaching License Policy 2023. A prescribed delayed renewal fee shall be charged along with additional CPD credits proportionate to the period of delay in renewal. Teachers renewing their license after one year of expiry shall complete one additional CPD credit in addition to the prescribed renewal requirements, while teachers renewing after two years of expiry shall complete two additional CPD credits along with the applicable delayed renewal fee. The same principle shall apply proportionately for further delayed renewal periods as notified by STEDA.



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## Annexure-A

### 12. CPD AREAS/STREAMS FOR TL LICENSE HOLDERS PHASE I (ELEMENTARY LEVEL)

As per the recommendations of the Teacher Licensing (TL) CPD Advisory Committee, Phase I of the CPD framework is designed for Elementary Level license renewal. Teacher education service providers may design and offer courses under the defined CPD areas/streams, subject to accreditation by STEDA. This framework ensures structured, standards-based continuous professional development to enhance teaching quality and competencies.

#### Total Credit Requirement: 4 Credits

Category	Credits
Core Areas	2 Credits
Practice-Focused Core	1 Credit
Electives	1 Credit

#### A. CORE LEARNING AREAS (Revalidated & Strengthened) – 2 Credits

Sr.	CPD Area	Credit	Mode	Rationale
1	Educational Technology: Digital & AI Literacy	0.5	Blended	Strongly validated (very high demand)
2	Creating Safe & Inclusive Learning Environments	0.5	Face-to-Face	High alignment with inclusive education needs
3	Action Research & Reflective Practice	0.5	Blended	Supports continuous improvement
4	Effective Communication Skills	0.5	Face-to-Face	Moderate but essential competency

#### B. PRACTICE-FOCUSED CORE (NEW – Teacher-Driven Priority) – 1 Credit

This is the key improvement based on your findings

Sr.	CPD Area	Credit	Mode	Rationale
5	Modern Pedagogy & Classroom Practices (ABL, PBL, STEM, Differentiation)	0.5	Blended	Highest ranked need
6	Classroom Management & Student Engagement (including large classes)	0.5	Face-to-Face	Critical classroom reality gap

#### C. ELECTIVE LEARNING AREAS – 1 Credit

Teachers choose any 2 areas (0.5 each)

##### Cluster 1: Teaching & Learning Enhancement

- Authentic / Classroom Assessment Strategies
- Communicative Approaches in Language Class
- Problem Solving in Mathematics Classroom
- Inquiry-Based Science Teaching
- Innovative Teaching Methods for SST
- Project-Based Learning (PBL)

##### Cluster 2: Technology & Innovation

- Technology Tools for Distance Learning
- Integration of AI in Teaching & Learning

##### Cluster 3: Student Development & Wellbeing

- Student Mental Health & Social Emotional Learning (SEL)



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- Career Counselling & Student Motivation

**Cluster 4: Leadership & Professional Growth**

- Teachers as Leaders / Instructional Leadership
- Reflective Practice & Peer Learning
- Professional Ethics & Teacher Conduct

**Cluster 5: Contextual & System-Based Areas**

- Financial Management for School Leaders
- Low-Cost Teaching Aids & Resource Management
- Curriculum Development & Design

**Cluster 6: Emerging & Future-Oriented Areas**

- Environmental Education & Sustainability
- Social Entrepreneurship in Education
- Life Skills & Holistic Education

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