**Practitioners’ Perception about Professional Learning Practices at Higher Secondary Level in Public and Private Sector**

**Abstract**

The study analyzed practitioners’ perceptions about professional learning practices at higher secondary level in public and private sector. The components of professional learning practices were teaching learning process, students’ development, teachers’ professional relationship and service, institutional development and personal and professional growth. The objectives of this paper focused on checking practitioners’ insights regarding above given components. The sample of the study were 633 practitioners. Major findings were that there was no major difference in perceptions of both sector teachers about teaching learning and students’ development. The practitioners of private schools showed more interest in professional relationship, institutional development, personal and professional growth. It is recommended that institutional administration may make it mandatory for practitioners to prepare professional teaching portfolio and may design professional development courses about building their competency in classroom management. The administration of public schools may plan professional learning communities and knowledge sharing societies through launching collaborative campaigns .