

**Evaluation of the
Professional Development Program of the
All India Primary Teachers' Federation**

FINAL REPORT

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and Mondira Dutta



A partnership of:
The All India Primary Teachers' Federation
The Canadian Teachers' Federation
The Saskatchewan Teachers' Federation

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and
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Teachers from across India who had participated in PDP traveled, often at great inconvenience and even with considerable hardship, to attend our regional evaluation meetings. We thank them for their insights into professional development, for their frank and honest views about the PDP experience, and for their daily commitment to improving the educational opportunities for the children of India by attending to their own professional growth as teachers.

We are grateful to have had the opportunity to work together as co-evaluators in this cross cultural experience. We have learned from each other and have thoroughly enjoyed our time together.

Dr. Derwyn Crozier-Smith

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An Abstract

This Professional Development Program, a partnership among the All India Primary Teachers' Federation, the Canadian Teachers' Federation and the Saskatchewan Teachers' Federation, commenced in 1995. Its primary activity was the development of resource persons in India who could provide training designed to increase the repertoire of instructional strategies available to primary teachers. Through this, it was intended that broader objectives for the educational system and society could also be met.

Dr. Mondira Dutta and Dr. Derwyn Crozier-Smith were engaged by the partners to evaluate the impact of the program and make recommendations with respect to its sustainability.

The evaluation process included interviews with teacher participants, AIPTF leaders at the state and national levels, STF resource persons and other key informants. A sample of teacher participants completed a questionnaire, observations were made in schools and documents related to the project were examined.

More than 7000 primary teachers in India have had at least one training seminar in which a variety of instructional strategies were introduced. Most of these teachers have been able to utilize these new teaching strategies in their own classrooms with positive results for student engagement and learning. Other positive outcomes for schools and communities such as increased parental involvement, improved attendance and enrolment rates and improvements in school climate have been attributed, by participants and others associated with the program, to the introduction of new instructional strategies.

The development and maintenance of a core of resource people to sustain the program have so far proven to be inadequate. Consequently the number of training seminars at the district level has not been adequate to meet the interest nor to spread the opportunities widely enough to have the desired impact. The quality of training may be diluted without adequate development and support for the resource persons. Most state organizations have not yet assumed responsibility for the program to the extent that was intended and is necessary for sustainability in the long term.

The report identifies challenges and proposes means to address them. The evaluation team concludes that there is good reason to maintain international support for the program for a further period with the understanding that there be specific targets for AIPTF to assume responsibility for the program.

I. The Context for Primary Education and the Professional Development Program in India

The All India Primary Teachers' Federation (AIPTF), in 1995, entered into a partnership with the Canadian Teachers' Federation (CTF) and the Saskatchewan Teachers' Federation (STF) to support the professional development of primary teachers in India. The project was undertaken at a time when India, and indeed the entire world, was increasing attention to enhancing educational opportunities for children in developing countries. This was at an opportune moment when the international community expressed its commitment to education through the Millennium Development Goals. Education International, which represents teachers worldwide, has long had a goal and program to achieve "Education for All". Subsequently a component of India's National Education Policy included the Universal Elementary Education.

The Canadian Teachers' Federation has a long history of international development assistance with projects throughout the developing world built on relationships with other national teacher organizations. Its work is supported in part by funding from the Canadian International Development Agency. The Saskatchewan Teachers' Federation likewise commits to international development with teacher organizations and already had previous experience in India. Education International supported the negotiations and implementation of the project.

AIPTF was founded on 7th Jan 1954 in Nagpur and is an apex body of teachers' organizations with its headquarters in New Delhi. It has affiliated organizations of teachers in almost all the states of India. The state affiliates report a total membership of about 2.2 million out of a total of approximately 3.6 million¹ primary teachers in India. AIPTF is one of the leading popular bodies which work for the general welfare of primary school teachers in the country. The membership is voluntary in states where more than one union is present and thus in any school there may be some teachers who are members and others who are not. Principals may also be members of AIPTF. The national organization is a federation of 24 autonomous state teacher affiliate organizations, each with its own constitution, but which also commit to the constitution of the national body. The state organizations are further devolved into district and bloc structures. The state organizations vary significantly in size and resources. Each state organization assesses a membership fee, the amount varying by state in a range of about 40 INR per annum to 100 INR per annum. As fees are not generally collected through a check-off system, collection may not be uniform. Each state sends a fee of 30 paise per member per annum to the national body.

AIPTF enjoys a relatively good relationship with the national government and, in addition to its efforts to improve teacher salaries and working conditions, has been a partner with government and others in addressing major social issues affecting children such as literacy, poverty and child labour. A noteworthy achievement of late was a recommendation of the National Pay Commission to nearly double the salaries of primary teachers over the past two years with the last increment having come into effect on July 01, 2008. While accepted centrally, implementation of this recommendation has not occurred in every state resulting in a wide range of salaries for primary teachers across the country.

The challenges facing India's primary education system are significant and of a gigantic nature. To ensure "Education for All" the Department of School Education and Literacy has a multi

¹Annual Report (2007-2008), Ministry of Human Resource Development, Govt of India, 2008

pronged approach. Two flagship programs are being implemented viz. the Sarva Shiksha Abhiyan (SSA), and the Midday Meal (MDM) Programme.

While the Sarva Shiksha Abhiyan (SSA) aims to achieve universal elementary education of satisfactory quality by 2010, the Midday Meal (MDM) supports it by way of enhancing attendance of children and simultaneously improving their nutritional status.

Some of the major features of the Sarva Shiksha Abhiyan (SSA) may be summarized as follows:

Major Components of SSA

- Opening new schools
- Alternative schooling facilities for out-of-school children
- School grant @ Rs.2000/- per annum
- Teacher grant @ Rs.500/- per teacher per year
- Teaching Learning Equipment for new schools
- School maintenance grant @ Rs.5000/- per annum
- Civil works (school buildings, additional classrooms, drinking water & toilet facilities, boundary walls, Block Resource Centres, Cluster Resource Centres etc.)
- Teachers for new schools and additional teachers in existing schools to improve teacher pupil ratios
- Inclusive education for children with special needs
- In-service teacher training
- Community participation & training
- Innovations/initiatives for SC, ST children, promotion of girls education & early childhood care and education/computer aided learning
- Free text books for SC, ST & girls
- Remedial Teaching
- Decentralized academic resource centers at block and cluster level

There are approximately 7.7 lakhs primary schools in India with a maximum concentration being in the states of Madhya Pradesh and Uttar Pradesh – the two largest states of the country (Refer Table I).

Table No 1
Total Number of Recognized Institutions in India
2005-06 (Provisional)

S. No.	States/UTs	Primary/Junior Basic School
1	Andhra Pradesh	62159
2	Arunachal Pradesh	1380
3	Assam	30499
4	Bihar	38161
5	Chattisgarh	30870
6	Goa	1001
7	Gujarat	16385
8	Haryana	12152
9	Himachal Pradesh	11261
10	Jammu & Kashmir	13369
11	Jharkhand	16186
12	Karnataka	27017
13	Kerala	6817
14	Madhya Pradesh	94890
15	Maharashtra	41615
16	Manipur	2552
17	Meghalaya	5851
18	Mizoram	1688
19	Nagaland	1520
20	Orissa	46370
21	Punjab	13291
22	Rajasthan	56573
23	Sikkim	733
24	Tamil Nadu	34208
25	Tripura	1863
26	Uttar Pradesh	134455
27	Uttarakhand	14847
28	West Bengal	49986
29	A&N Islands	213
30	Chandigarh	25
31	D&N Haveli	127
32	Daman & Diu	53
33	Delhi	2617
34	Lakshadweep	21
35	Puducherry	327
36	TOTAL	771082

*Source: Annual Report (2007-2008), Ministry of Human Resource Development, Govt of India, 2008

Figure 1 shows the gender distribution pattern of teachers for the same. The picture shows that excepting for a few states like Kerala and some Union territories, male teachers tend to be proportionately higher as compared to female teachers.

Statewise Distribution of Primary School Teachers (2005 – 2006)

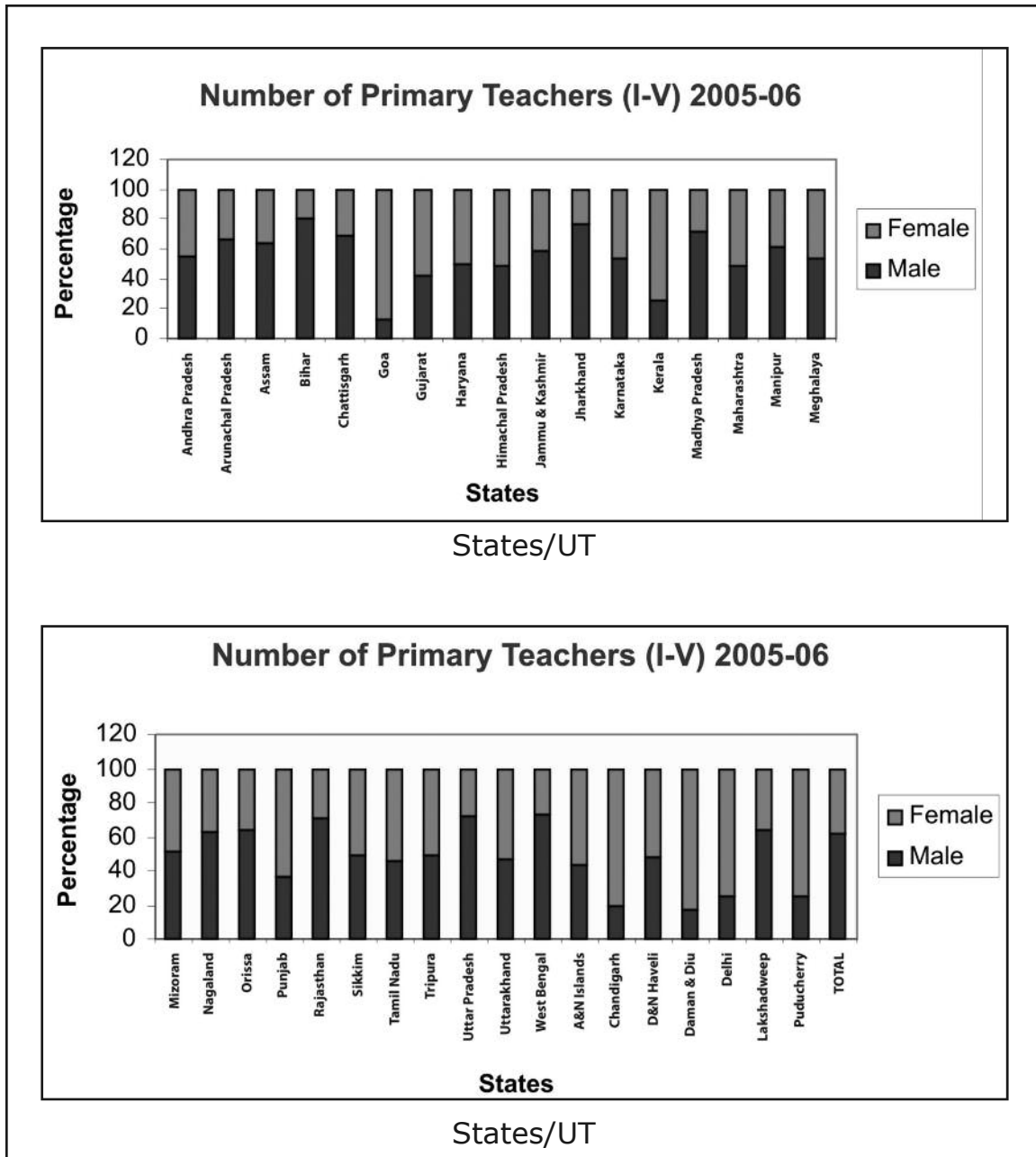


Figure 1

II. Description of the AIPTF/CTF/STF Professional Development Programme

The original AIPTF/CTF/STF agreement set out three purposes:

1. To establish a Professional Development and Research Centre within AIPTF
2. To operate an Inservice Training Program for the professional growth of primary school teachers in India
3. To establish a library/resource centre in the AIPTF national office in Delhi to support the professional development program.

The agreement also set out the following program objectives:

1. To improve the quality of teaching by enriching subject content knowledge in relation to curriculum prescribed by the local educational authority
2. To enrich teachers' professional knowledge by adding the latest trends from research innovations, case studies and educational experiences supported elsewhere in the country and abroad
3. To enable teachers to develop teaching units with graded content and educational technology suitable to the primary level
4. To develop desirable attitudes among teachers and increase commitment to the educational philosophy and the pedagogical program
5. To provide guidelines for the constant development of educational competencies and skills to enable primary teachers to do their professional job more effectively
6. To acquaint teachers about their role in organization of curricula, use of teaching aids and application of teaching techniques
7. To bring awareness and motivation among teachers about the need for continuous professional development
8. To get cooperation from the community and parents to improve the learning capacity of students and infrastructural needs of the school
9. To serve society as a whole by assisting central and state governments in the implementation of the National Policy on Education, Education For All and Population Education Program
10. To enhance the image of AIPTF and state units as teachers' unions with the professional welfare of their members and the quality of education offered to the children of the country.

While the vision for the project expressed through these objectives is very broad in scope, the specific focus of the program has been to introduce primary teachers in India to a wider range of teaching strategies and support them in the use of those strategies in their classrooms. Teams of Saskatchewan teachers have traveled to India (typically two teachers in each year of the program) to offer professional development training to AIPTF members and leaders and to prepare them for leadership roles in training others. The program was also intended to assist AIPTF in building its own capacity through a sustained professional development program and resource centre.

AIPTF has held national and state level meetings to build awareness of the project and to plan for its effective implementation. Key teachers have been selected to participate in the initial training and some of these received more specialized training to equip them to be trainers in

their states and districts. Other AIPTF members have received leadership training to build capacity in the national and state level organizations. Since the inception of the project in 1995, the program has been delivered in 22 states.

The specific elements of the training program have been:

1. State level initial training seminars. Participants, typically 30-40 in number, from one state took part in a 5 day training program that was intended to introduce new instructional strategies and provide opportunity for practice. Originally, these were to include some planning to teach the strategies to other teachers through district and bloc level seminars. The Saskatchewan resource team traveled to several states each year so that over the course of the agreement, all but two states in which AIPTF has a state organization have hosted such a seminar. A total of 19 STF resource persons have participated in the program.
2. Specialized training seminars. These were introduced after the first few years of experience with the program as a means of better equipping some of the participants to be resource people in their states and districts. The focus of the seminar was facilitation skills as well as a refresher for the instructional strategies. It was intended that only teachers who had previously participated in state level initial training would participate in a specialized seminar. These seminars were held regionally with participants from several states and were facilitated by the STF teams.
3. Leadership training seminars. These were offered to AIPTF members who had been identified as potential leaders in the organization and were intended to build leadership capacity locally and nationally. They were facilitated by the Saskatchewan team and held on irregular basis. These seminars were held only during 2006-07 and 2007-2008.
4. District level initial training seminars. These seminars were arranged in states after resource people had been trained and were facilitated by these state resource persons. The original expectation was that each state would organize 10 district seminars and this was later reduced to eight. Eighty of these seminars had been conducted to June 30, 2008. Thirteen more were planned for 2008-09.

The project has been funded through cash contributions from the Canadian Teachers' Federation, the Canadian International Development Agency, contributions of the full costs of the Canadian teams from the Saskatchewan Teachers' Federation and an annual budget allocation from AIPTF.



III. Purposes of the Evaluation and Description of Evaluation Methodology

The sponsoring partners appointed an Evaluation Team to conduct the evaluation and to provide a report to the organizations. Dr. Derwyn Crozier-Smith was appointed by CTF/STF and Dr. Mondira Dutta by AIPTF with the partners each agreeing to the appointee of the other. Dr. Dutta's nomination by AIPTF was endorsed by EI Asia/Pacific Office. AIPTF provided the logistical support necessary for the team to conduct the evaluation but the team operated independently of the sponsoring organizations in gathering the data, analyzing and interpreting the data and drawing conclusions from the data. An agreement is in place between the sponsoring organizations for funding the evaluation process.

Purposes of the Evaluation

The primary purpose of the evaluation is to determine to what extent the program has had an impact on the professional development of the teacher participants. The evaluation is also intended to provide a basis for future decision-making about sustainability of the current project and capacity for implementing further professional development programs. Among the issues to be examined were:

1. the extent to which the teaching strategies acquired by teachers in their PDP training are being used by them in the classroom and to what extent this represents a change from previous practice,
2. the extent to which teachers trained in the PDP have acted as change agents to motivate and assist other teachers in their own schools and other schools in the neighbourhood to adopt new teaching strategies,
3. the difficulties being experienced by teachers in implementing new teaching strategies and the supports that have facilitated implementation,
4. the efforts being made by state teacher associations to sustain the project in their states and the difficulties encountered in doing so.

Evaluation Activities

To fulfill the purposes of the evaluation process and to collect the necessary data the following major activities were undertaken:

1. The Evaluation Team conducted a document review of materials created by AIPTF, CTF and STF throughout the project. The documents reviewed included:
 - Agreements signed by the partners to initiate the PDP and to extend its duration
 - Annual reports created by AIPTF to account to the other partners
 - Reports of the STF teams that provided annual training seminars in India
 - Reports and materials prepared by AIPTF state affiliates
 - Records of meetings among partners related to the project
 - Materials developed for use of facilitators and participants
2. A Regional Evaluation meeting was held in each of Delhi, Pune, Chennai, and Patna at which teachers who had participated in a training seminar at some level participated in small group interviews and individually completed a questionnaire. In total 114 teachers

- were interviewed. Teachers who had played specific roles in implementation of the project in individual states were also interviewed. These included general secretaries, PDP coordinators, resource person coordinators and resource persons. In all, 23 such persons were interviewed representing 18 states.
3. About 10% of the total number of teachers who had participated in training seminars was asked to complete a questionnaire. 795 questionnaires were tabulated. The questionnaire is in Appendix C.
 4. Key informants, i.e. people other than the teacher participants who had experience with or knowledge of the program, were interviewed individually or in small groups. A list of these key informants is provided in Appendix B.
 5. Seven school visits were made, six at schools which had teachers who had participated in PDP and one at which there had not been participation. At each school, the evaluation team visited classrooms, spoke with teachers, observed lessons and teaching materials and interviewed the principal.
 6. Government officials involved in administration, supervision or teacher training were interviewed. A list of the six interviewees is in Appendix B.
 7. Resource persons from the Saskatchewan Teachers' Federation were interviewed in Saskatoon, Saskatchewan on October 16, 2008. These included active Saskatchewan teachers (interviewed as one group) and the members of the STF staff (interviewed as another group) who had been team leaders on the missions since 1995. One interview was subsequently conducted individually. The list of interviewees is included in Appendix B.
 8. Statistical and other information about the project was generated by AIPTF or CTF/STF at the request of the Evaluation Team.

IV. Evaluation Findings

A. Participation Data

The evaluation team received data from AIPTF showing the numbers of seminars and other activities and the numbers of participants in each activity. No effort was made to verify the accuracy of this data. Analysis was undertaken to consider how the data related to the objectives of the program.

Table II
Teachers Provided Training under
EI/CTF/STF/Professional Development Project
from 1995 to 31st March 2008
Summary

Sl. No.	Dates of Training	Teachers Provided Training		
		Male	Female	Total
A	Academic Leadership	88	52	140
B	Specialized Training Programs	119	43	162
C	Resource Persons Training/Initial Training	564	308	872
D	Programs conducted by the National Resource Centre in content-cum-Methodology of different subjects	561	207	768
E	District Level Training Programs Organized in affiliates of the All India Primary Teachers' Federation	3866	1887	5753
	Total	5198	2497	7695

Participants in the Specialized Training and the Academic Leadership were expected to have participated in the Initial Training (although this was not always the case). Therefore, the total number of teacher participants would be closer to 7400.

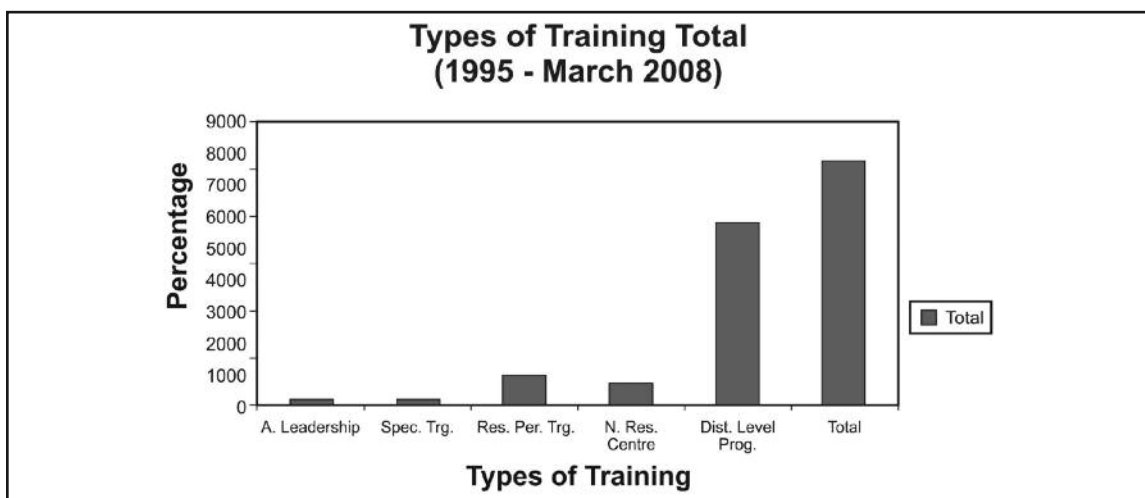


Figure 2

Approximately 7400 teachers have participated in training at state or district levels in one of the three types of training. A major focus of the training has been at the district level and consequently there exists a significant gap in terms of number of participants in the various types of training program.

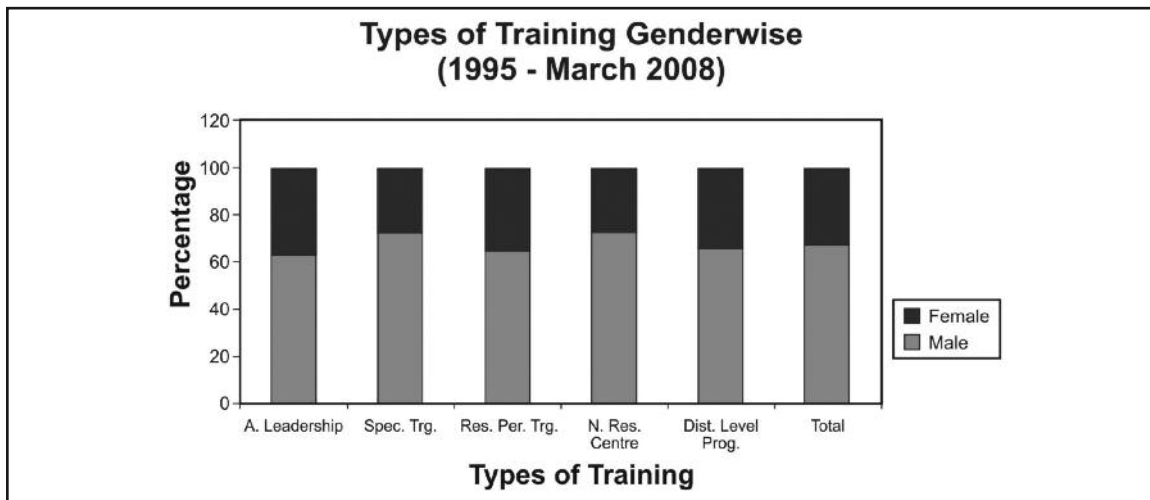


Figure 3

A close observation of the entire training program shows that the participation of teachers mostly consists of male teachers. However the female teachers constitute about one third of the total participants and this is in tune with the specifications laid down by the funding agencies. Keeping the Indian situation in the backdrop it is quite encouraging to find such representation. As revealed during the interviews many of the female teachers did express their difficulty in getting out of their home or community due to enormous socio-cultural restrictions and domestic responsibilities. The teachers come from a heterogeneous background with diverse culture, religion and caste which dominates the free movement of these teachers. Despite all, it was refreshing to note that a significant number of female teachers did participate in the PDP program with dedication. From Table II it is amply clear that the training for Academic Leadership and the Specialized Training Program incorporates a significant number of female teachers.

The entire PDP program can be divided into four major training (Refer Table II) components in addition to activities organized by the National Resource Centre. Some of the National Resource Centre activities have been depicted through the figures given below (Figures 4 and 5) which show the number of activities conducted in a particular financial year. The maximum number of activities was in the year 1999-2000 followed by 2004-2005 and 2007-2008. The years 2001-2002 and 2002-2003 show no activities. The AIPTF in its report² states that a few activities were conducted by the National Resource Centre during this period but the required documentation could not be achieved due a number of reasons. So these went unnoticed and unreported. For example, one extra-mural lecture was conducted in the year 2002-03. Similarly, two training courses in Content and Methods of Teaching for the same year were also undertaken by the National Resource Centre. The details of these activities however could not be ascertained due to the ill-health of the then Director of PDP. However this adversely affected the overall activities undertaken and only a few activities could be conducted in the financial year 2002-03.

² Implementation of AIPTF/CTF/STF Professional Development Project During the years 2001-02, 2002-03 and 2003-04, pg. 7-8, Annex I, II, III

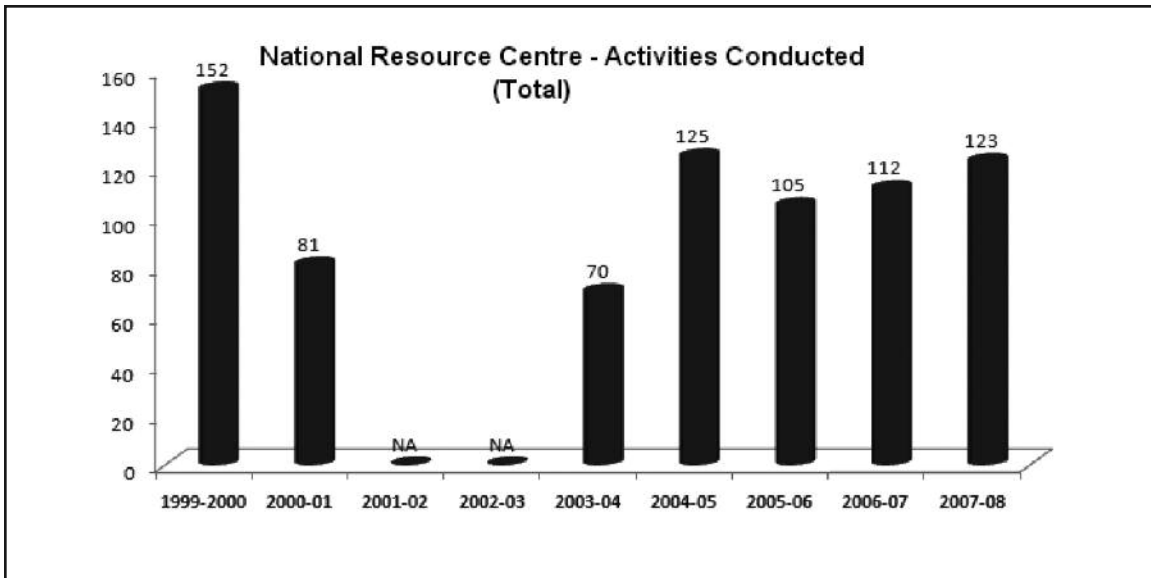


Figure 4

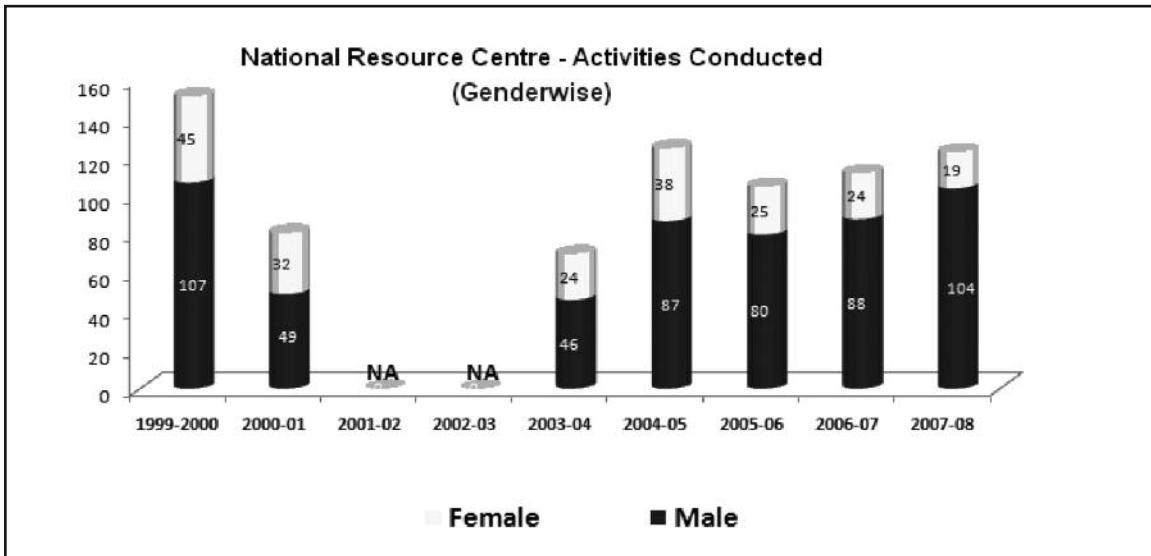


Figure 5

The gender participation in these activities shows a male dominance although the proportion of women participants was more or less one third of the total.

There were 872 participants for Resource Persons Training/Initial Training. Figure 6, shows that over the last two years the number has steadily fallen as expected. It was only 37 in 2006-2007. However the figure below shows that from 1996-97 to 2004-2005 the number of participants has been steady.

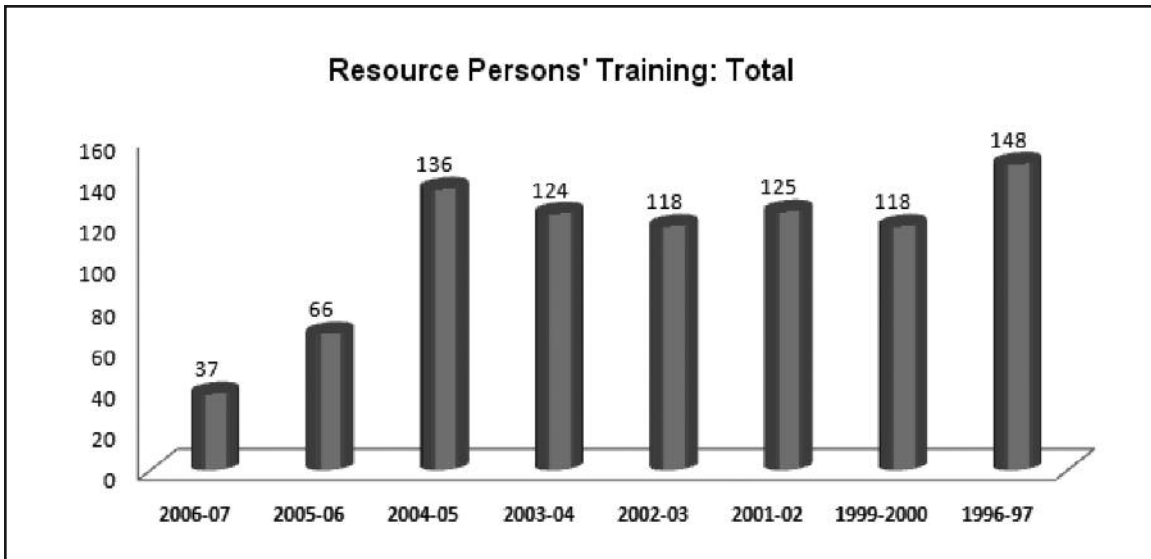


Figure 6

The gender participation for resource persons training in the initial stages is male dominated but the picture seems to be quite different in 2006-2007 where women participants have been more than the men (Refer Figure 7).

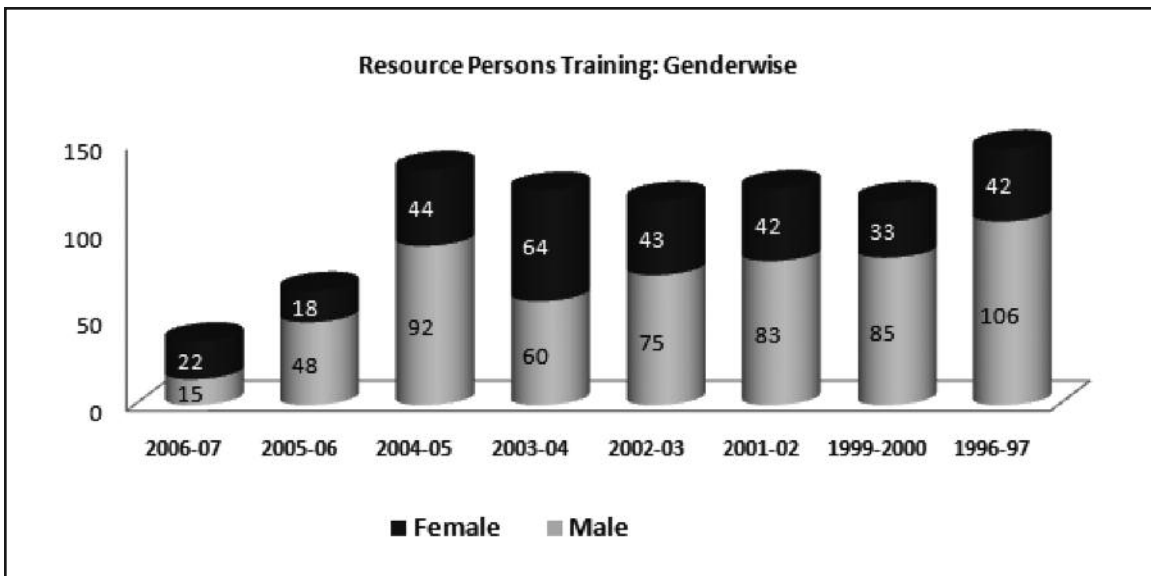


Figure 7

The Specialized Training seems to have been undertaken more lately between the years 2001-2002 to 2006-2007 (Refer Figure 8). The maximum number of participants was in 2005-2006. The gender participation although shows a male domination (Figure 9) but the fact needs to be attested that these participants are selected from among those who have had the initial training thereby limiting the scope of selecting women participants furthermore.

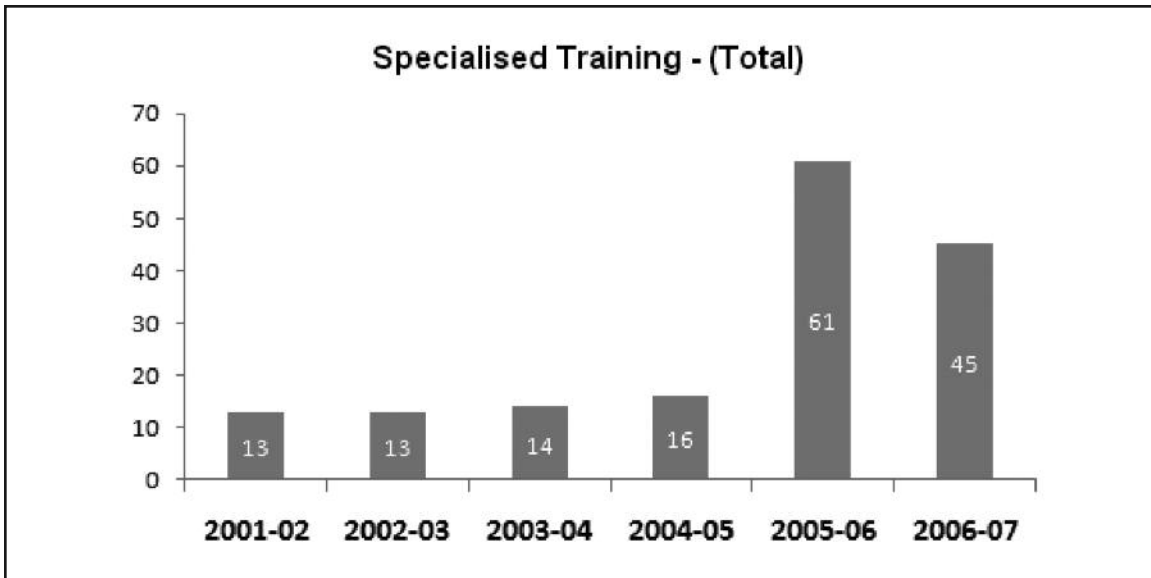


Figure 8

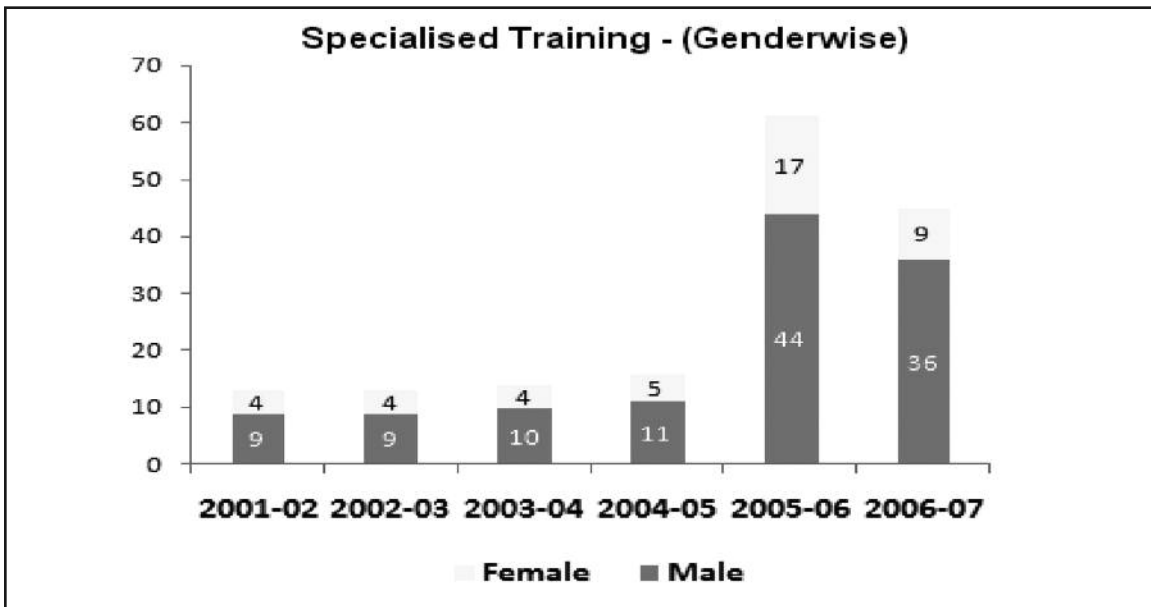


Figure 9

The training programme for the regional academic leadership (Figure No 10) shows a slight increase in the total number of participants in 2007-2008 over the previous year. However such an increase seems to be confined to the male participants.

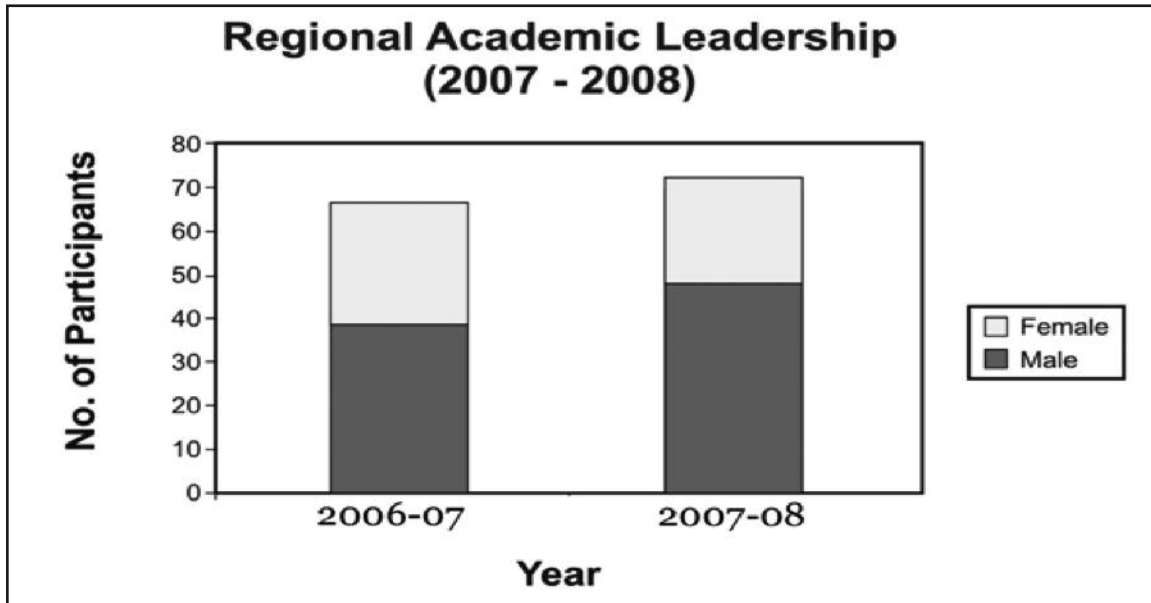


Figure 10

Figure 11 showing the male teacher participants for district level training depict peaks and off peaks. The graph is an undulating one where participants seem to be more concentrated in the years 1999-2000, 2002-2003, and 2005-2006.

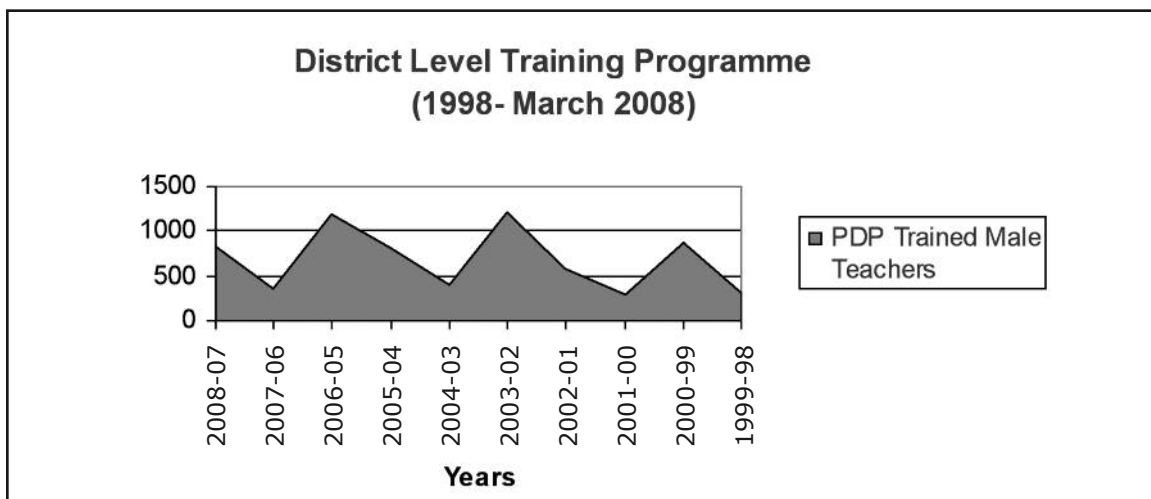


Figure 11

In terms of female teachers, Figure 12 depicts a peak period in 2002-2003 after which it is more or less a constant picture.

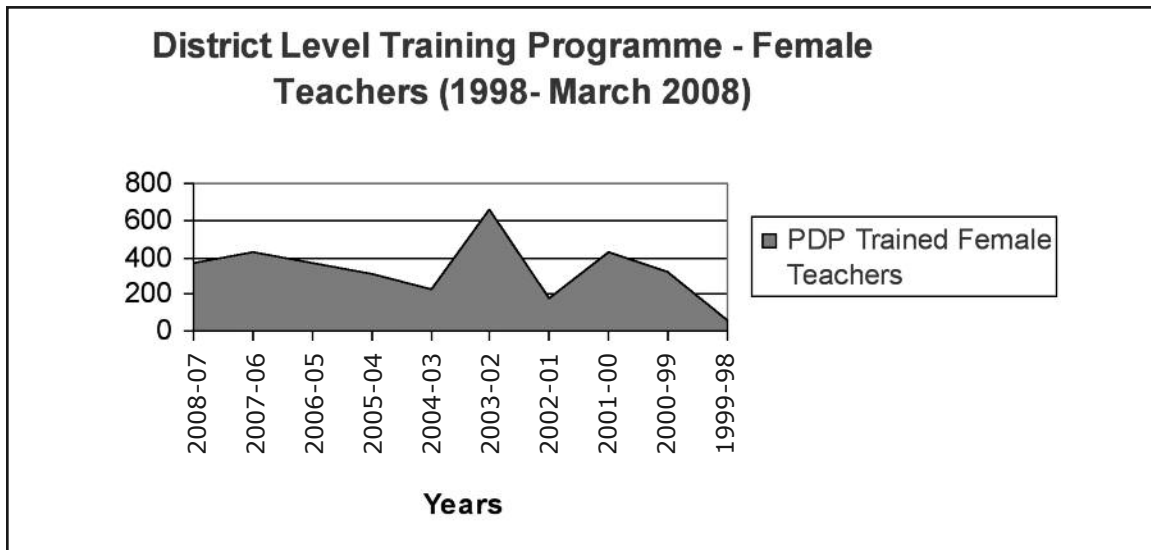


Figure 12

An overall scenario of the district level training depicts that maximum participants were in the year 2002-2003 (Refer Figure 13)

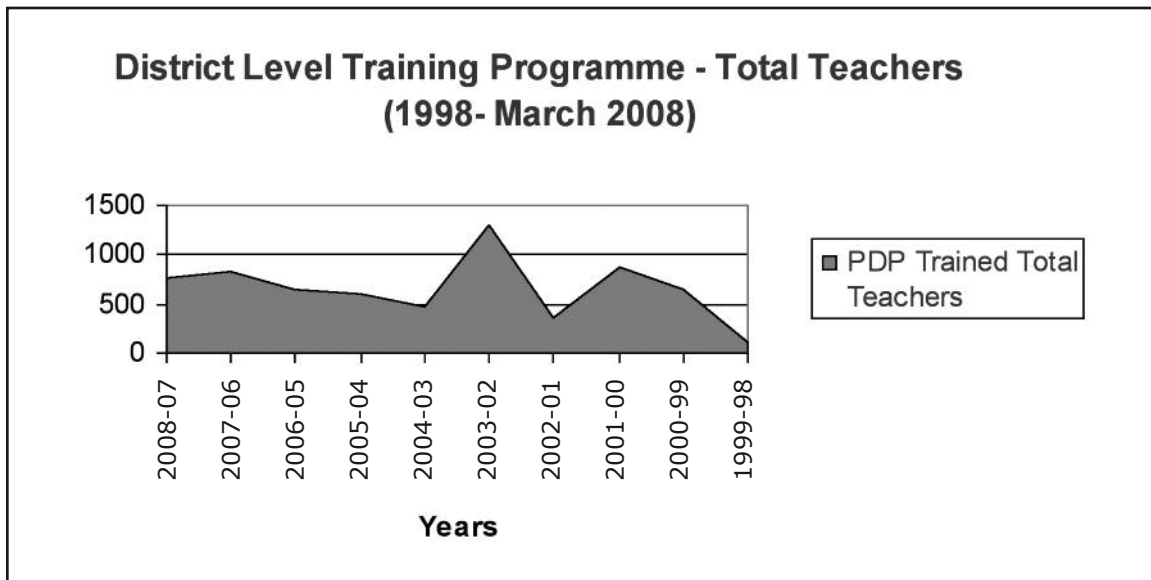


Figure 13

A table showing in detail the number of seminars and participants by state is found in Appendix A.

B. Interviews

Introduction

This chapter presents a summary of the interviews with teacher participants, AIPTF officials at the national and state levels, ministry officials at the state and local levels and resource persons from the Saskatchewan Teachers' Federation. School visits included interviews with teachers and school heads as well as classroom observations. They are not reported separately as the data was seen to confirm other perspectives. While there were divergent views within the groups, an effort has been made to present some common themes rather than report individual perspectives that were not supported by others. The following chapter adds to the data already collected through an analysis of the questionnaire completed by teacher participants.

a) Teacher Participant Interviews

Selected teachers who had participated in the professional development training at some level traveled to one of four regional evaluation meetings to meet with the evaluation team. The selection of attendees was made by the AIPTF state affiliate. The state organization had been asked to select 5-7 teachers from the state who participated in at least one of the training seminars and to choose a good cross-section of the group that was trained, including among the selected participants both male and female (at least 2 females), teachers from both rural and urban schools, teachers at different stages of their career and teachers with different levels of professional training. The evaluation team did not verify the sample as being representative. In all, 114 teachers attended and among the group were those who had participated only in a district level training seminar, some who had state level training, some who had also had specialized training and were resource persons for district level seminars. Anecdotally, we learned that the selection had usually also included the criteria that the teacher was actually using the learned instructional strategies in his or her classroom. This of course excludes evaluation data from teachers who participated in PDP but, for whatever reason, did not implement any of the strategies in their classrooms.



The teaching context

We were interested in setting some context for the evaluation, and indeed for the project, by learning something about what had motivated these people to select teaching as a career, what their expectations had been as they began their career and the extent to which those expectations had been met.

The teachers we met have been drawn to teaching with a strong sense that they have the potential to make positive differences in the lives of children, of their communities and society and in the life of the nation. “We can change the nation” said a teacher in the Delhi meeting and another said, “Education will help overcome child labour, bring equality to citizens, opportunities for the next generation.” A participant in Chennai summed it up with these words: “Children are citizens of the nation and we have a responsibility to care for them. Education will bring us

forward as a nation and children who are educated can improve their own lives.” Many recognized the respect that is accorded a teacher, often drawing on the experience of a father or mother who had been a teacher. “Other professions are more preoccupied with their livelihood only” observed one participant while another said “Others earn money, we earn respect”.

These teachers had often experienced teaching differently from what they had expected when they chose the profession. Their experiences reflect a frustration that so many challenges prevent them from achieving their potential. “There are too many boundaries set by government, community and society.” “There is too much inspection and monitoring.” “I could accomplish so much with students but I found that they bring the problems of society to school with them and parents often don’t encourage them.” “I wanted to teach students to be good citizens but the government gives us too much content to teach.” Above all, the challenges the teachers experience are those related to finding ways to motivate their students, to engage them in learning. They had expected students would respond to their teaching but usually they did not. They found far more diversity in learning ability among their students than they had been prepared for.

We found a very strong commitment and dedication to teaching and to the teaching profession. Teachers expressed confidence in their ability to make a difference even though they worked under very difficult conditions for teaching and learning. We heard of very large classes, often multi-graded, in classrooms and schools that lacked basics such as desks or chairs, decent blackboards, adequate lighting and toilets. These were borne out in some of the school visits we made. Regular attendance is often an issue with little encouragement from home. Teachers are expected to fill in for colleagues who are absent for any reason and are often called away for official duties deemed to be more important such as election duties, literacy survey or census work. In spite of all this, the teachers we met were not complaining so much as looking for tools that would help them work more effectively in the situations they faced.

Learning and using new instructional strategies

There is clear evidence that teachers who participated in the training have learned new instructional strategies and have incorporated them into their teaching. In the small group interviews, participants were asked to describe a lesson they had personally taught in which they had incorporated one or more of the instructional strategies, approaches or methods. Not only were they able to do so but they responded eagerly with descriptions of how this differed from previous instruction and the positive results they had had. Examples were provided from many different subject areas including: environmental studies, mathematics, biology, geography, science, social studies, English, health, history. In some cases the teacher could clearly identify the name of the strategy and describe how the theory had been applied. Often, the teacher described a lesson that had gone well that clearly showed practical application of a strategy or combination of instructional approaches without expressing as clear a theoretical understanding.

Many descriptions of more general changes in the teaching-learning process in the classroom indicate the examples were more than just a one time, artificial injection of a model lesson and that they represented more fundamental changes. Perhaps the most apparent theme running through these changes is the adoption of techniques that involve children working in small groups rather than full classroom instruction. Given the large number of multi-graded classrooms, teachers note the value of this approach. While small group instruction is not particularly new, these teachers were describing strategies that gave the groups some structure and purpose. The phrase that was used over and over again to describe the change was “child-centred”. Participants attribute to the PDP training not only an awakening of the need for teaching

to be child-focused but the learning of instructional strategies that enable them to make this a reality. Whatever happened in these training sessions, and perhaps combined with participant reflection on what they had learned, has inspired teachers to see individual faces in front of them rather than a whole class. As one teacher in the Delhi meeting put it, “Student focus changes everything because we see students differently”.

The descriptions by teachers of their efforts to employ new instructional strategies in their classrooms were supported by classroom observations and meetings with teachers and school heads in their schools. We visited seven schools, in six of which one or more teachers had participated in at least the initial training and one in which there had been no participation. There was ample evidence in student notebooks, chalkboard work, charts on the walls and even the physical arrangement of the classrooms that teachers were using other than traditional methods. For example, “Mind Mapping” has caught on very well and is prominently in evidence, applied in several different subjects and grade levels. As we interacted with students we found an eagerness among them to show us examples of their work that included mind maps and charts and graphs they had created and we watched students actively engaged in their learning activities.

Two examples will illustrate our observations. In one classroom, a young male teacher had a small tree in a pot of water sitting on his desk. The objective of the lesson was to have students be able to identify the parts of a tree and explain the function of each part. Students were given a slip of paper on which was written the name of a part and each student came to attach their label to the appropriate part of the tree and explain the function. The teacher explained that before taking the PDP he would have drawn a diagram on the board and the students would have copied it and he would have dictated the functions to be copied down. In another classroom, three distinct areas had been created. In one area children were working independently at their desks with learning materials; in another, children were working together in a circle on a carpet using teacher made materials; and in a third area, children were working cooperatively around a table. While the classroom was a busy place, all the children appeared to be actively engaged. The walls and other surfaces were covered with teaching and learning materials that had been made by the teacher, a woman with many years of experience who had participated in PDP.

The impact of using new instructional strategies

Teachers, principals and local education officers provided anecdotal evidence of significant impacts in the school and community that they attributed to PDP, or more specifically to the enthusiasm of children who were now more engaged in learning because of the new instructional strategies. At the root of the change is a transformation in the way that teachers perceive their own role. They have experiences of their own primary education, have been taught through their initial teacher preparation and have had reinforced through



administrative expectations that the teacher is at the centre and is primarily charged with the responsibility of giving information to the students. Their PDP has caused them to question this role and has moved them toward a more child-centred approach. Students have responded positively to this shift bringing about a more positive student-teacher relationship and a climate more conducive to learning. Consider participant comments that describe student responses:

“Even an inattentive child starts taking a keen interest in learning through joyful learning techniques.”

“The dejected look among the children has vanished.”

“Children avoided repetition and gave details and everyone got involved. The hesitation among children vanished.”

“Because of these techniques, the children are always after me to take their class. I usually divide the class into groups. I get more cooperation.

“The traditional teaching was wrong. Earlier the teachers could never be wrong. But now the PDP program has made the situation different. There is a bonding which has developed between the teacher and the taught.”

“After PDP, my interactions in the class resulted in returning home with all kinds of stains on my shirt. This was because children were all over me excited as they wanted to be the first one to show their completed task. They were so free.”

Teachers report that their professional development experience has given them awareness and tools that help them deal with diversity in the classroom. It was commonplace for weaker students to get lost and go unnoticed when the teacher was using a traditional lecture approach for instruction in a large class. The new instructional strategies help them understand why a student might be struggling and they are more likely to be able to find a teaching solution. As one teacher put it,

“Instead of describing the student as ‘mentally retarded’ I now use the term ‘slow learner’ which means he can be taught with appropriate strategies.”

Some concrete results of this new enthusiasm among students, according to some heads and officials, include more regular attendance and higher enrolments. Although several schools showed us daily attendance records with high percentages of students in attendance, there was no way to attribute this specifically to PDP participation by teachers. However, the officials are confident this is the case. They report that students are sharing their excitement with parents who are coming to the school to inquire about what has changed. Students are more likely to stay at the school after dismissal time and parents report resistance from students when the parents would like them to stay at home for work or because of festivals.



It was not uncommon for teachers to report that while the instructional strategies they had learned were very appropriate for the early primary grades, they found them to be less applicable for the higher primary grades. At these higher grade levels, there is more pressure to get through the content, the volume of which is very substantial, and thus they often resort to the quick delivery that is possible through the lecture approach. The examinations are essentially based on regurgitation of facts and don't measure many of the skills learned through more creative

instructional strategies. Teachers would like this to be different and may need more help in applying the learned strategies at higher grades although they would very much like to get rid of the pressure they experience for course coverage.

Initial teacher training and other professional development

It is the widely held view among primary teachers that the initial teacher training programs have not prepared them well. It is generally described as curriculum-centred, lacking in innovation and not practical. The focus was described by one participant as ideas to get through the course in the prescribed time. Even where instructional strategies were introduced at a theoretical level “we were never given the opportunity to practice them or make practical applications”.

All teachers are required to participate in training at the district provided by the state ministry of education. This is typically of 10-20 days duration per year and is provided during the teachers’ vacation period. Their job is at risk should they not attend. The focus is on curriculum implementation and other topics deemed by the ministry to be important for teachers. This program, *Sarva Shiksha Abhiyan (SSA)* is a part of the government initiative related to achievement of Universal Elementary Education. Teacher assessment of the quality of this training is universally dismal. We heard not a single word of praise. Comments such as “The regular training programs organized by the government such as SSA and DIET (District Institute for Education and Training) training programs are no good.”, “The training program under the SSA is a total flop.”, “This is the worst example of training.”, “It is a waste of time and money.” are representative of the reactions. The presenters are usually not classroom teachers, are often not well-prepared and almost always lecture rather than invite any teacher interaction. The topics are not seen by teachers as related to their needs or interests; there is a mismatch between the level of the resource person and that of primary teachers and there is often no understanding of the realities of the school. There is so little respect for teachers that it is expected they sit at the venue for the prescribed time even if the presenter doesn’t show up as has not infrequently been the case.

There are some signs that the PDP may provide opportunities to influence the quality of the government training programs. Teachers have made the effort to tell government officials how much better the programs could be if some of the techniques learned in PDP were employed. One group of teachers described having “taken over” a government training session and making the lecturer use good instructional strategies. State or district directors have shown an interest in some places and there has been opportunity for PDP trained resource persons to also be resource persons for a government program. In the state of Punjab, for example, state officials have written to AIPTF asking for its input on professional development, indicating the state’s willingness to share with AIPTF the responsibility of training resource persons and agreeing that not all of the SSA training need be in vacation time. Some teachers in other states believe the government is beginning to see the merits of the PDP approach although this is mostly begrudging respect rather than enthusiasm and there is a long way to go.

Sharing the professional development experience

Teachers were able to cite examples of opportunities they had had to share their PDP experience by means other than the formally planned district and block level seminars. It appears to be common for other teachers in a school to see the PDP participant using new instructional strategies in the classroom and to want to know more. This often results from the notable enthusiasm of students who have experienced the new approaches. Teachers have been using

many informal opportunities to show their colleagues what they have learned and to share materials with them. Sometimes a principal has visited a classroom to observe and has then taken responsibility for taking ideas and materials to other teachers. In some schools the principal has set aside time at a staff meeting or created a specific professional development time for the PDP participants to share the strategies and materials. In one school, for example, one Saturday each month is now devoted to professional development. A private school in one community contacted the teacher from the government school who had been to PDP and requested the materials.

It is generally the case that when the instructional strategies are shared informally like this, there is a keen interest and teachers want to know when they will have the opportunity to participate. They recognize the inadequacy of a brief introduction to instructional strategies without time to build understanding of the background and without time to practice with peers. The PDP participants describe the frustration they experience in not being able to offer very much hope to their colleagues because there are so few opportunities for further training at the district or block level.

Implementing formal training seminars at district and block levels

The project, as originally designed, envisioned the teacher participants in initial level training at the state level becoming resource persons who would, soon after their training, deliver seminars at the district level. Teachers at district level training seminars would offer further training at the block level. It was soon recognized that the initial training was adequate to prepare teachers who could attempt these strategies in their own classrooms but they did not necessarily have the confidence or skills to train others, at least in a formal setting. The Specialized Training was added to further prepare resource persons but this was frustrated somewhat by a poor selection process that had teachers attending these advanced training seminars who had not had the initial training.

AIPTF's records indicate that to March 2008, 162 district level training seminars were conducted in 18 states in which 5753 teachers participated. This represents only about one-third of the districts in those states. Some states have not conducted district level training for several years.

There is widespread recognition among resource persons and AIPTF leaders at the state and national level that the district level training is the critical component of this program. Every district in every state must have the opportunity to experience the training and the training at this level must be continued year after year. There are political as well as practical reasons for needing to embed this program in every district. State leaders, and some teacher participants, believe that until every district has had at least one seminar they will not be able to generate the political support for additional resources to sustain the program. From a practical standpoint, given the sheer volume of teachers to be trained, it is necessary for training at every district to be available on an ongoing basis both for reaching teachers initially and for identifying more resource persons who can eventually move this to the block level.

The participants do not dispute the efficacy of the "trainer of trainers" model but they do not see the infrastructure in place needed to support it. There needs to be many more persons trained and there needs to be ongoing support for resource persons such as refresher course and opportunities to plan and work together. Ultimately, teachers believe the program requires at least one resource person in every district with opportunity for these resource persons to work together in facilitating the district level training seminars.

One of the most helpful supports is the approval of the district education officer for leave with

pay to attend district level training. On the rare occasion when trained resource persons have also been given leave with pay to conduct seminars in their own or other districts, this too is seen as very supportive. Currently, this “duty leave” availability is inconsistent and largely dependent on the local education officer. It ranges from a standing instruction at the state level for leave with duty pay (Gujarat) through leave without pay to an inability to get leave at all. There are examples, however, of cooperation from state officials to integrate some of the PDP experience into state sponsored training events. Kerala has a State Academic Council that operates at state, district, sub-district and cluster levels to bring together expert teachers in the same subject area. This has proven to be a good opportunity to use and explain instructional strategies. In Maharashtra the government sponsored a four day training program at the district level to support new curriculum implementation and teachers took the opportunity to talk about PDP and how the instructional strategies might be used. The coordinator of cluster level training in Gujarat provided a short time for teachers to share what they had learned in PDP.

Impact for the professional organization and government relations

There is a great deal of satisfaction among members in having AIPTF taking a leadership role in professional development. Teachers are confident that their own organization can do a better job than any other agency because it understands the realities that classroom teachers face and can provide programs that effectively reflect those realities. A good rapport is evident between office holders and members and it appears that much of this can be attributed to the relationships built through the PDP. Teachers seem to be proud that their organization is not just making demands for improved working conditions but is actually showing leadership by attempting to improve the quality of education through the professional development of its members. The organization has had to overcome a rather jaundiced view of professional development by its members who have been subjected to very poor experiences in government training and are initially skeptical that this could be better. As one teacher in Pune put it, “This is our best hope for improving the quality of education in India. There is a change of thought in our AIPTF. Leaders and members have a new vision.”

Several state leaders pointed to increased membership in AIPTF because of the program. They advance the view that teachers who have not previously been members have learned about the PDP and have joined AIPTF so that they will have an opportunity to participate. A competing teacher organization in Orissa has also taken an interest in PDP and came as observers to an Academic Leadership Seminar

It is apparent that the government also appreciates this in many states. Officials who have initially been cool to the program have often ended up becoming advocates for it and some have even participated in the training. In several states, Orissa, Bihar and Goa for example, even the minister of education came to the training program to observe. One government official, a lawyer, said this was the first time he had seen teachers taking responsibility for their own professional development. Another said that teachers were doing the work of government by providing this program and acknowledged that it was superior to the government’s own in-service programs. It is viewed as a significant compliment to the program that some PDP-trained resource persons are being engaged by government to provide the required government training. On the other hand, there is also evidence in some states, West Bengal for example, that government officials do not support the kind of training provided through PDP, are not interested in new ideas (as some teachers described them), refuse to attend even to observe, and will not engage with state AIPTF leaders about the program in any meaningful way. Teachers in West Bengal are hopeful that the lower drop out rate and increased attendance in schools where a teacher has

participated in PDP will eventually attract positive government attention because the funding in that state follows good student attendance.

Even with a new found respect by government for the professional development efforts of AIPTF, there are warnings from members that government should not be allowed to get too close to the program. Some believe that the AIPTF vision and reputation will be impaired if AIPTF gets involved with government on this work. Government will not cede control and will not give money directly to AIPTF. The notes from the Pune meeting note the comment that there should be no government intervention. “The program will get destroyed. Government support is necessary but should not be monitored and coordinated.” It was the unanimous view of one group that “the PDP should not be handed over to government at any cost for then it will become another SSA – boring, drab and monotonous”. Some of those who hold this view attribute it to the expectation of similar demands from many other organizations and government’s wish not to be seen to favour one over the other. Some critics argue that government simply wants to be given credit for spending more money on education without any real evidence of systemic improvement.

Teachers believe that the reputation AIPTF is gaining with government through PDP is having an empowering effect in its relationships. A teacher from Uttar Pradesh said, “The teacher organization is more empowered. We feel more encouraged to speak up to government about what we need and we believe the government is starting to pay attention”. Another at the Patna meeting said, “This is a new dawn for our profession.”

It is very clear that the relationship with CTF and STF has enhanced the image of AIPTF with its own members and perhaps with government. Canadian teachers are seen as role models, particularly for the resource people. The Canadians are described as very well organized, punctual and smiling – attributes that Indian teachers would like to see more of in their own organization. There is a strong sense that at least for now the Canadians bring credibility to the program through their expert knowledge and their facilitation skills. Teachers and AIPTF leaders aspire to these qualities and want to model them but recognize they have some distance to go before they are ready to stand on their own.

The following observations emerge from the above discussion:

- The motivation factor is reflected among the teacher participants. They were clearly dedicated and committed towards the teaching - learning process and well appreciated the importance of education.
- The teachers carried forward their duties despite multifarious responsibilities such as election duties, literacy survey and census work which were imposed upon them by the government.
- Teachers often faced hardship such as very large classes, no desks or chairs, inadequate drinking water, dark and dingy classrooms without blackboards and no toilets or toilets without proper sanitation.
- The instructional strategies of the PDP were accepted by the teacher participants as a better alternative of teaching learning process.
- These strategies have been incorporated into their teaching and have brought about a transformation in the mindset of teachers, students and community at large.
- The adoption of these new techniques has been an instant success especially in the Indian situation where most of the primary schools lack the basics.
- The impact of PDP was clearly visible in the perception of teacher participants, principals of schools and the state level education officers.

- Almost every teacher participant attested to the fact that there was a transformation in the methodology of teaching-learning from teacher-centered approach to child-centered approach.
- The impact of the PDP program has indeed touched the lives of the poor at the grass roots through the children who have had the opportunity of being taught by a PDP trained teacher. A transformation in the mindset of the parents has ushered in from the days when the parents used to be hesitant in sending their children to schools.
- There was a substantial proportion of teachers who stated that while this was beneficiary in the lower classes, it did not adequately cover all that is needed at the upper primary levels like classes IV onwards. Some expressed concerns at the inability to complete the syllabus within the stipulated time through this method.
- A large majority of them were clearly impressed with the PDP program and distinctly acknowledged the influence it had had, in enhancing their self esteem and making them feel proud of their profession.
- Teachers from a large number of states complained about leave for attending the training program not being considered as duty leave by the state government. Hence they spend their holidays and weekends for attending the PDP program.
- The government sponsored training program (SSA) was like thrusting the program upon the teachers which they had to undertake as it was mandatory. Some of the teachers who have undergone PDP training also help as resource persons in the SSA, but all of them voiced unanimously that the PDP should not be handed over to the government at any cost for then it will become another SSA – boring, drab and monotonous.
- Teachers were keen on receiving more materials and literature which they were willing to translate into the regional languages.
- Teachers expressed that PDP was too good but too short and has not trickled down to the block level. While some of them have learnt a lot and are struggling to change the attitude of other teachers but it is difficult to do so in merely one meeting.
- There is widespread recognition among resource persons and AIPTF leaders at the state and national level that every district in every state must have the opportunity to experience the training.

b) AIPTF State Level Officials

Among those who attended the regional evaluation meetings were 23 state level officials, including general secretaries and PDP coordinators. These were persons who had played a specific role in implementation of the program at the state and district levels. They were interviewed separately from the other teacher participants. A list of these interviewees is found in Appendix B. While most had also participated in the training seminars, the interviews focused on issues related to implementation.

There is common theme running through the perspective of these state leaders. It is one of initially high enthusiasm followed by disillusionment due to lack of resource persons and funds to sustain the program. The report from every state was that the program was very well received by those who participated in state level initial training and in the specialized training, the nature and benefits of PDP were well communicated within the state and the demand from teachers to participate was substantial. However, insufficient numbers of resource persons had been trained; many who had were senior teachers who soon retired or promising teachers who were later

promoted and thus the availability of resource persons was diminished. Those who remained needed the opportunity for refresher training or more advanced training and for opportunity for resource persons to work collegially rather than in isolation. There needs to be a plan to replace and rebuild the cadre of resource persons over time and on an ongoing basis.

Gender issues present a significant challenge. The organization has attempted to meet the expectation of CTF/STF that at least of third of those trained as resource persons will be women. However, many of these women have been prevented from serving as resource persons because of the cultural and family restrictions on their being away from their homes. Consequently, they have often been able only to serve as a resource person in their own school or community reducing the number available for more widely distributed training seminars.

There is recognition that the selection process for potential resource persons and for the initial district level training is a critical part of successful implementation. Those responsible for selecting only the few who will be trained claim to be selecting on the basis of performance rather than qualifications although it is not quite clear how this is done. Local committees are involved in some places and the president or general secretary plays a significant role. They acknowledge that there are problems and grievances given the high demand and limited availability of training places.

Funding also has limited the implementation of seminars at the state and district levels. The seminars were initially funded 80% by the AIPTF nationally with a 20% contribution from the state organization. Most of the states report that they are unable to pick up a greater share of the funding at present and that withdrawal of the national contribution after a few years has led to the cessation of the program in that state. There is great fear that without maintaining the level of activity, the program will wither and die.

There is generally good news about state and local government support. Most AIPTF state leaders reported that efforts had been made to get government education officials to become aware of PDP through attendance at initial seminars, meetings with AIPTF, school visits, media coverage and other means. Usually, when these education officials knew more about the program, they were impressed with its potential and offered support. Commonly, the support was through leave for teachers to participate and it often went beyond to include PDP components in state sponsored training, use of PDP trained resource persons to facilitate government training, public recognition of the work of PDP and AIPTF and greater consultation on education policy matters. Some reported that government officials, although verbally supportive, did not follow through with any concrete support. On the other hand, some AIPTF leaders noted that when government encouraged PDP participation, AIPTF wasn't always able to follow through because of a lack of resource persons.

AIPTF leaders did not generally see the language issue as a serious challenge to successful implementation of the program. While they acknowledge the various levels of English proficiency among their members, most proposed that the seminars and materials continue to be offered in simple English and they will arrange for translation as needed. They report that most teacher participants can understand English well enough to receive the material while they are less confident about speaking in English themselves. There is a strong desire that there be more written material to accompany the training so the participants have material to reflect on afterwards rather than having to focus on trying to take notes while participating. There is widespread concern that the distributed material did not contain anywhere near the amount of material that had been delivered orally during the seminars.

These leaders noted the extraordinary efforts teachers were making to participate in PDP. They travel great distances at huge inconvenience and they willingly give up Sundays and vacation

time. Those who have participated are always strong advocates for the program among their colleagues but this creates a demand that so far cannot be met.

Some of the common observations of the state level officials may be summed up as

- There are an inadequate number of trained resource persons.
- Continuous and ongoing refresher courses need to be undertaken.
- More literature is necessary and each state organization will be best able to determine translation needs.
- Incorporating female teachers has been inconsistent and inadequate.
- The PDP must reach the block level at least.
- Selection of resource persons should be based on their skills rather than qualifications.
- The entire channel of resource persons can be monitored and coordinated by the AIPTF. Government support is necessary but should not be monitored and coordinated by the government.
- PDP is innovative and helps in bonding with the society.
- Some governments such as Bihar, Gujarat and Rajasthan have acknowledged the contribution of PDP. Government offices have just started to recognize and appreciate the PDP and will need a little more time to support and collaborate.
- One must realize that training loss occurs whenever there is transfer of training, so the trained resource persons cannot be expected to be at par with the Canadian teachers.
- Teachers' salaries in some states are so low that paying the small amount of fees towards the teacher association is also a big burden.
- Obstacles such as teacher/taught ratio being too high in certain states like West Bengal do exist.
- Teachers acknowledge that PDP training is far superior as compared to other government sponsored training programs.

c) AIPTF National Level Officials

AIPTF national officials were interviewed separately and a list of these officials is included in Appendix B. The nature of the involvement of each person was different and thus produced different perspectives on the experience but there is clearly a deep understanding of the challenges and opportunities associated with PDP.

Perspectives on the achievements of the program range from the political implications for AIPTF nationally through to changes in the quality of teaching at the classroom level. Leaders attribute to PDP a change in the mindset of government bureaucrats who see AIPTF as being different from other unions because they are not just fighting for demands related to working conditions and compensation. This has led to opportunities for AIPTF to have more influence on educational policy. For example, the national AIPTF president is now a member of the National Monitoring Council chaired by the Prime Minister and AIPTF



is represented on the NCERT governing body (National Council for Education Research and Training). AIPTF was consulted on national curriculum reform. It is perceived that PDP has increased the bargaining position of state level organizations with their governments as they are seen as more professional and concerned about the quality of education. The National Pay Commission recommendation for significant salary increases for teachers is attributed at least in part to the reputation gained from PDP. There is a perception that state governments are less likely to be criticizing teachers for not doing their duty and to blame them for declining standards and poor attendance.

The challenges in implementing and sustaining the program are well understood. Initially, some AIPTF National Council members argued that professional development is the work of government and questioned why their teacher organization would undertake this project. However, having seen the results, political support within the organization is no longer an issue. A significant issue is in providing support for the program on an equitable basis across all states given the considerable apparent disparity in capacity of the state organizations. The original plan was to provide training in every district in every state over a number of years, extending beyond the term of the current agreement. For many reasons, the capacity to accomplish this has not been realized. One estimate is that only about one-quarter of those trained as resource people are actually able to provide effective training. This may be attributed to an ineffective selection process, to inadequate initial training, to natural attrition, to lack of support from the state organization, to personal circumstances or to the size and geography of the state. Politically, there are difficulties for AIPTF when not all states are seen to be benefiting equally from the resources spent on PDP. Likewise, there are difficulties for the state organization when only a few districts have had opportunity to experience the program. AIPTF finds it difficult to justify differentiating among the states based on how successful they are. They all need support and will progress in their own way over time with different approaches. AIPTF sees its primary role as providing equal opportunity to an equally high quality of resource person training.

It is recognized that there is a dilution of training quality as the program moves away from the initial training provided by the Canadian teams and some thought has been given to how this might be addressed. Some of the leaders believe the specialized training program needs to be longer and place more focus on planning and delivery skills. There is a call for more support for resource persons once they have completed the specialized training and this might come in the form of more opportunities to work together, better documentation for them to use in their work or regular refresher courses. There is support among national AIPTF officials for an ongoing process of professional development for teachers, using the PDP model, that would have the same status as the government SSA program (and preferably replace it).



The leaders recognize that the selection process is critical. While AIPTF identified criteria, it is uncertain as to how consistently these were applied when the state organizations selected potential resource persons. AIPTF expected that they should have completed the initial PDP training, that they were implementing the new teaching strategies in their classrooms, that they were committed to and had the capacity to share their knowledge with others, were less than 45 years of age, had professional teacher qualifications and were “grassroots” teachers, meaning they were recognized by their peers for their teaching abilities rather than political leadership.

One-third of those selected from each state were to be female. It is apparent that many of those selected for resource person training were not made aware of the expectations that they would organize and deliver training at some level – school, cluster, block or district.

Along with the strength and enthusiasm of the state level teacher organization leadership, AIPTF sees government / teacher organization relationships at the state level as being critical to success of the program and has a clear picture of the nature of the relationship that would most support effective professional development. The goal is to have government recognize that teachers can take responsibility for their own professional development and to develop the trust to let them do so. Teacher organizations will acknowledge a legitimate government interest in needing to advance its own educational policies through teacher training. Ideally, government will support teacher professional development through providing leave with pay to attend AIPTF PDP programs and will use AIPTF trained resource persons in the government sponsored programs. It will accept PDP modules as a legitimate part of government sponsored training and teacher supervision by government officials will encourage use of the new instructional strategies. Government benefits by having better quality programs to advance their agenda, teachers benefit by having access to good professional development that actually has the potential to improve how they teach and children and the nation are better off as a result of a higher quality of education. The relationships between state teacher organizations and the state governments vary considerably across the country and this is a significant factor in understanding the different levels of success achieved by PDP implementation.

AIPTF claims that it has not made state level financial responsibility a priority because of uncertainty about whether the project would continue; that is, a plan for sustainability that would move the project from Canadian funding to AIPTF funding has not been developed up to this stage. It has seen the project to be reliant on year to year funding and has applied the available funds as they were committed. It recognizes that this is the time to shift responsibility to the states. Although AIPTF suggests that uncertainty about continued funding has delayed movement toward greater financial responsibility being assumed by the states, this objective has clearly been a part of the expectations and earlier interim assessments by the partners, albeit without firm targets being stated.

The district level seminars are the points at which the program has the most impact on teachers and thus are the points at which the enthusiasm and political will is generated to build support for state organizations to assume responsibility. Continuing the seminars at this level depends upon a strong cadre of resource persons and this is the strategy that needs the most attention. The district level seminars are the source for identifying more resource persons who will participate, use the strategies, accept more training and train others. The program needs to be refreshed from the bottom up as continuing to train resource persons at the national level just doesn't have enough lasting impact.

The national officials recognize that the National Resource Centre component of the agreement has not been a priority. A small collection of books and journals has been assembled at the Delhi headquarters, are kept in Dr. Singh's office for security, and these can be made available to teachers who are in the building. It was never intended that this should be a lending library but rather a reading room. The intention is to continue to add other resources over time and the STF has been invited to add materials. Since 1999 the Centre has organized twenty courses of one to three days on topics of professional interest, six of which were held in locations other than Delhi, involving 768 participants. (A list of these is provided in Appendix A.) While opportunity to attend these is limited by location, the Resource Centre intends to continue to provide these opportunities.

AIPTF sees its role evolving into:

- establishing and maintaining national guidelines for quality
- monitoring
- providing guidance and support to states in implementation
- providing some financial assistance.
- influencing and encouraging state organizations
- public relations to maintain government and public awareness and support
- maintaining linkages with other government functions such as SSA, NCERT

AIPTF has come to see the partnership with CTF/STF as a relationship rather than a contract, human beings helping human beings. It has experience with many government and NGO programs that fail because there is a fixed amount of money for a fixed time and then it stops whether the goals have been achieved or not. The goals have not yet been achieved in this project and AIPTF is looking for support to continue the efforts to achieve them. All partners must be mindful that PDP is trying to create a revolution among more than three million teachers with very diverse backgrounds and teaching situations. AIPTF acknowledges that it has been able to create a ripple but that the wave is yet to come.

d) STF Participants

Fourteen people who had been to India as resource persons were interviewed. Teachers and STF staff were interviewed as two separate groups with one additional staff member being interviewed individually.

In considering the original objectives of the project, the teacher participants typically accepted the assignment and went to India assuming a rather limited role of teaching instructional strategies. It was only after participating in the PDP that these resource persons came to understand how AIPTF leadership and the teacher participants saw this as a component of something much larger. STF staff also recognized that some of the broader objectives were not really “on the radar”.

STF teams spoke of the passion and devotion to their work as teachers that were so frequently expressed by participants. They saw this as their life’s work and more than a job. They noted examples of teachers they had met, among them a woman who had elected to have no children of her own because it would detract from her ability to devote all her energies to teaching and a woman who has remained single and gives a portion of her salary to children. The thirst for leadership development among the Indian participants was a motivating factor for them and drove the agendas of the Canadian teams. The mindset of teachers was “how can we use this to improve the education system?” This contrasted with the mindset of some government observers, for instance, who were more focused on the instructional strategies and how teachers could do a better job.



Questions were raised about the appropriateness of the selection process for participants. It was observed that some participants appeared to be strong state leaders in AIPTF who were not well disposed toward learning and teaching new instructional strategies for use in the classroom. For example, some of the participants in Specialized Training Seminars and Academic Leadership

Seminars, all of whom were expected to have completed the PDP Initial Training first, did not have this prerequisite. There appeared to be some status attached to participation that was important to political leaders and the selection process seemed to be highly politicized so that invitations to participate in PDP were partly based on the extent of political activity in the union. This certainly worked to the disadvantage of women. It was observed that younger teachers, early in their career, seemed to demonstrate a superior commitment to the PDP, but they are less frequently involved in the teacher organization and thus there were not very many of them participating. The seminars enabled participants to see leadership in a different light, as relationship building or building leadership capacity. There appears to be a desire to create a critical mass of leaders within AIPTF who can carry this work forward and it was common to see participants using the opportunity of being together to talk about broader issues in the school system and in AIPTF that went well beyond instructional strategies.

Professional development is an integral part of teaching in Canada but this is not so in India and this may account for the enthusiasm that the STF teams encountered as the teachers considered this to be a very special opportunity. There is a very high state of readiness for professional development and an attitude of professional capacity to learn and apply new learning. It is not a struggle to talk about pedagogy from a theoretical base. The difficulty is that there is no infrastructure to support ongoing professional development and thus the leadership component becomes the most important part of PDP. The Principles for Design and Delivery of the program were modeled by the teams who essentially left the participants to find ways to adapt the instructional strategies to their curriculum and teaching environment. It was a very small number of teachers who could not make the connections and most were able to give their own operational definitions to the instructional strategies. As one STF resource person put it, "I don't have a good understanding about what we have a right to impact. How does our culture find out enough about another culture?" We are actually changing culture and challenging what is acceptable. We need to be very careful that they are buying in and that we are not coming across as the experts. We can create awareness or a landscape in which teachers in India can see the big picture, can consider how the instructional strategies fit into that landscape so that the strategies are not seen as "tricks" in isolation. We can build networks to support adaptation and consider what will fit for their schools and their organization. There was a view supported by many at the STF that the most valuable part of the workshops was in providing an opportunity for teachers to engage in professional exchange among themselves and that the agenda was often restructured to support this. "The professional exchange was often about their issues, not ours." "There was an amazing ability of teachers to take what we said and adapt it to their circumstances."

There was evidence that teachers who had participated in Initial Training and then came back together for Specialized Training were sharing openly what worked and what didn't work and were seeking help from colleagues. This was an important learning experience for STF teams who felt that they had an inadequate understanding of the context in which they were working. "I was in a vacuum" said one STF participant who also agreed that it was unlikely that she could have been any better prepared. Some speculated about the value of a pre-assessment instrument for all participants, sent to the STF ahead of time, to give a picture of classroom situations, supervision, curriculum, school conditions, etc. It was observed that often what was taught by the STF teams didn't fit the context in which the participants worked but that when they were given time together they could work out an adaptation. Nevertheless, they did appreciate the "teaching tricks" that could be quickly and easily implemented.

Some states had given more thought to leadership development than others. An example was in Calcutta where the participants came as a team, they had prepared before they came and were

thus able to plan together for action after the seminar. “You could tell good things were going to happen.” However, even though a good model, this was an exception. STF resource persons observed that including the “whole team” (teachers, head, DEO) in a PDP seminar would be a powerful strategy for planning toward action. Similarly, involving a whole staff at a district or block level seminar would provide more assurance of follow-up. One teacher coming from a school is not likely to be effective.

The issue of support from ministry officials at the district and state level brought diverse observations. One report was that the state minister of education was invited to the inauguration and used the opportunity to slam teachers who were embarrassed in front of their Canadian colleagues. On the other hand, one reported that a ministry official had participated for the full five days.

Some STF resource persons expressed concern about what they saw as dissonance between the principles that are at the foundation of the PDP and some of their experiences in organizing and delivering the program. For example, the resource persons, whether STF or those AIPTF members who are trained for this role, are “facilitators” rather than “experts” and the knowledge and experiences of the teacher participants are respected as being as valuable as those of the resource persons. Any messages from teacher organization leaders need to underline this principle. Another example is the consensus that resource persons and teacher participants build on the norms that the group will follow during the professional development seminars. Agreements on issues such as use of cell phones, being fully present and participating and no unnecessary interruptions, show respect for the process and for the learning community and it is helpful when everyone associated with the program commits to them. Several STF resource persons observed that this was not always the case. They see value in further reflection with AIPTF leadership about organizational and individual practices that can demonstrate commitment to and support for the core values inherent in PDP

From the perspective of the involvement that STF resource persons had with the leaders and participants at the state level, they suggested that now is the time in the evolution of the program for AIPTF at the national level to be moving away from a “directing” role and begin playing more of a “supporting” role for state organizations. They see this as a way of challenging the states to assume more of the responsibility in shaping the program to address the unique needs of each state. The STF resource persons recognized the important political role that AIPTF plays and should continue to play as a positive force for the program at the state and national levels and in the continuing need to ensure consistency and accountability.

The role of women in PDP and more widely in AIPTF was an issue of concern for the STF resource persons. It is clear that there were challenges to women’s participation in the program even though the STF teams worked hard to model equity. STF participants wonder if the participant selection process may have worked against women because it seems that women don’t often play as prominent a role in the political side of AIPTF as men and thus do not have the advantage that this affords. The open participation of women in the seminars needed to be encouraged because their voices are often drowned out by those of the men who are more accustomed to being heard. STF resource persons reported that they placed considerable emphasis on the principles of gender equity and needed to be persistent with participants and leaders alike to reinforce these principles.

The logistics in place to support the seminars presented some challenges. Translation was always an issue but not an insurmountable one. The heavy responsibility for translating workshop materials suggests that less paper is better, however, participants often are asking for more documentation to support the workshop experience. It was usually found that materials

in English were more useful than materials in Hindi and that even where participants were not able to sufficiently comprehend spoken English or did not feel confident in speaking it themselves, they could read and understand. The same was not universally true of Hindi. Where on-site translation was provided, the quality was not always acceptable. At one site, the teacher participants “fired” the local translator because they realized themselves that he was not effectively translating what the STF resource persons were saying. They took over the translation themselves. Another logistical issue was the facilities arrangement. Resource persons repeatedly found that the arrangement of tables and chairs they created for the workshops were re-arranged for other purposes. Attention needs to be given to the personal needs of the resource persons who occasionally found that there was insufficient rest and recovery time between workshop delivery and travel.

The materials available to support the program need attention. As noted above, language is one issue. In addition there needs to be an appropriate balance between consistency and flexibility. There needs to be a defined curriculum for each of the seminars so that participants are having a similar experience throughout the country and the specialized training for resource persons can build on a common base acquired through the initial seminars. On the other hand, the material needs to be flexible enough so that resource persons can adapt as they see fit. Perhaps the model could be a binder that has a “core curriculum” along with additional resources and strategies for facilitators and participants that each seminar leader can add to or choose not to use. (The resource manual for the STF Administrative Leadership Development Program was cited as a good example.) Modules developed in Canada could be “culturally adapted”. It was noted that even the SPDU Instructional Strategies series that formed the core for the initial training were not universally available for all participants. The goal should be a binder for each seminar participant and a facilitator’s binder for resource persons who will be leading district level course in India.

The resource persons noticed significant differences in readiness for implementation of PDP among the state organizations. The nature of the state leadership seems to be the critical factor here, with some having an orientation toward professional development and others less so. The STF teams found it to be a valuable experience when they could spend some time specifically with the state leadership to consider the implementation challenges. The relationship with ministry officials also varied widely. In some situations the invited officials seemed to have little understanding of why the STF teams were there. In other cases, they had been well prepared. A question was raised about the relationship between state level AIPTF units and the school heads. Is there an organization for principals and can there be some effort to work more closely with them so that school heads or principals become strong advocates for the program?

On the matter of the objective related to establishment of a National Resource Centre at the AIPTF National headquarters building, many questions are raised about whether this can serve any practical role in supporting the project. There does not seem to be a well-defined vision of what it is to become. Purchasing books and journals to be put on the shelf and used by a very few seems not to be a useful expenditure of limited resources. It is unlikely that it could be accessible to very many teachers. Rather, it might be more usefully thought of as a concept rather than a physical space. The resource centre can be the source of support to state level organizations by being a clearing house of ideas and good practices. It could facilitate professional exchange among teachers or engage classroom teachers to develop high quality teaching materials that could be shared. While access to computers and the Internet is limited now, India is well positioned to make leaps forward in the future. AIPTF could position itself on the leading edge by developing the technological means for teachers to share ideas and materials and engage in professional discussions.

The STF teams always experienced heart-felt appreciation of the teacher participants. They enjoyed a highly professional relationship and consistently found teachers who were happy to be there as participants, were committed to learning and supported the values expressed in the design and delivery principles. This made a firm foundation for the future of PDP. The outstanding question for most of the STF resource people is whether a sufficient infrastructure is in place to allow for implementation and on going sustainability beyond the initial training.

In summary, most of the STF resource persons left with the view that while the participants were highly motivated, they were not likely ready to take off at any level beyond implementing the strategies in their own classrooms and sharing informally with their colleagues. Unreasonable expectations could lead to disillusionment and ongoing support would be needed for effective implementation of the project goals. Classroom teachers with special skill and training will need to rise to leadership positions to sustain this project at the national, state and district levels.

e) Government Officials

Six government officials who had some knowledge of the PDP were interviewed. Included were officials with administrative and supervisory responsibilities at the state or local level. Some had experienced the program personally and others had been made aware of it through their field staff.

These officials are clearly aware of the enthusiasm expressed by teachers for the project and of the good reputation it has with respect to improving the quality of teaching. An appreciation for the work that AIPTF does was also evident. It is clear that AIPTF is seen, at least among those familiar with the program, as an organization concerned about improving the quality of education and not just demanding improvements in the working conditions of teachers. In every visit, there was clearly a good rapport between AIPTF leaders and government officials.



All of these good feelings about the program do not, however, translate into universal support for a government role in supporting it. Some expressed a good deal of support for teachers being self-motivated with respect to their own professional development and some optimism that this would happen with appropriate support. Others were more skeptical that teachers would undertake to acquire appropriate knowledge and skills without government direction.

Contrast, for example, the different views expressed by the Director of Education for the Municipal Corporation of Delhi and the Director of Education for the state of Maharashtra. The former was agreeable to providing leave and on duty pay to teachers to participate in PDP because she believed the program was already having a positive impact. She was open to including module from PDP as part of the mandated state training and to employing some PDP trained resource persons for this program. She spoke of the potential for a partnership with AIPTF in providing professional development that would meet the needs of teachers and further state policy and curriculum initiatives. During our meeting, she invited the Delhi local of AIPTF to present a comprehensive proposal to her that would incorporate the understandings reached during the meeting.

The director in Maharashtra, on the other hand sees PDP as running parallel to the mandated state program and having different objectives. He was less willing to accept at face value the claims being made about the positive impact in classrooms. He expressed a need for minimum state standards to be set for teachers and students and for extensive guidelines for teachers in how to teach the curriculum. He observed that government could not give duty leave to teacher for PDP participation because it was a private program and every other private interest group would want the same privilege. He was also concerned about the amount of time teachers would be taking away from the classroom. He did suggest however, that advocacy for the program would need to take place at a high political level if more support was desired.

There is generally an understanding that the state mandated SSA program is well received by teachers but this is balanced with the view that government has an obligation to advance its policy and curriculum initiatives as it sees fit and that teachers have an obligation to accept this.

It appears that the good reputation that AIPTF has developed nationally, and in some cases at the state level, along with the generally positive personal relationships that seem to exist between government and AIPTF officials make a good foundation from which to continue to shape a partnership that would meet the objectives of both parties.

Concluding Remarks

This chapter has presented the experiences and perspectives of those associated with the program in different capacities – participants, trainers, organizers, sponsors, supporters, observers. While the manner in which the interviewee is associated with PDP colours the perspective, there are some common themes that pervade them all.

There is a very strong commitment to improve the quality of primary education in India and a strong belief that the nature of the interaction between teacher and student is critical. Teachers' professional development, particularly focused on instructional strategies, has the potential to make a positive impact and there is evidence that it is already doing this in the classrooms of those who have had the PDP experience.

There are significant challenges in building the necessary critical mass of trained resource people and in creating the opportunities for teachers to learn from each other. Without denying the power of individual teachers to effect change in their own classrooms and in the informal settings for professional exchange, a major and sustained impact will require a substantial and prolonged effort to select, train and support a large cadre of resource persons and to have in place a consistent training model and materials.

There is no question in the minds of those who have experience with this program about the need for it to continue. The challenge is to find the best model for the partnerships that are necessary to sustain this program.

C. Participant Questionnaire

There are more than 3 million primary teachers in the country and a substantial number of them are AIPTF members. Introducing the PDP to this important section of the population is like creating a revolution in the conventional instructional strategies existing within the education system of India. The PDP attempts to transform the traditional methods of teaching learning process into joyful learning. This section of the evaluation will assess how far the PDP has impacted the target group based on primary sources of information.

A teachers' perspective was obtained with the help of stratified random sampling. Information regarding the respondents' perception and understanding of the instructional strategies was collected with the help of a structured questionnaire. A copy of the questionnaire is attached in Appendix C. The questionnaire was developed on the basis of several rounds of discussion and it was agreed in the meeting held in June 2008 that the information to be collected through sample would be widely distributed.

The state level coordinators took the responsibility of distributing the questionnaire to a sample approximately representing 10% of the teachers who have been trained. This implies a different number in each state but would ultimately be equal proportion among the trained. The distribution of the sample would nevertheless be influenced within the constraint of time and distance. On an average the data collected is expected to portray a proper representative of the greater population in question. It represents the various strata in terms of states, rural/urban, age groups, experience of teaching, gender, and the type of PDP training obtained.

Sample Profile:

A study of the sample profile has been attempted through an analysis of the various sample characteristics. The total sample size selected was 795 out of which 355 respondents are women teacher respondents. This constitutes about 45 percent of the total sample. In Figure 14, the sample depicts a gender wise distribution of respondents in various states.

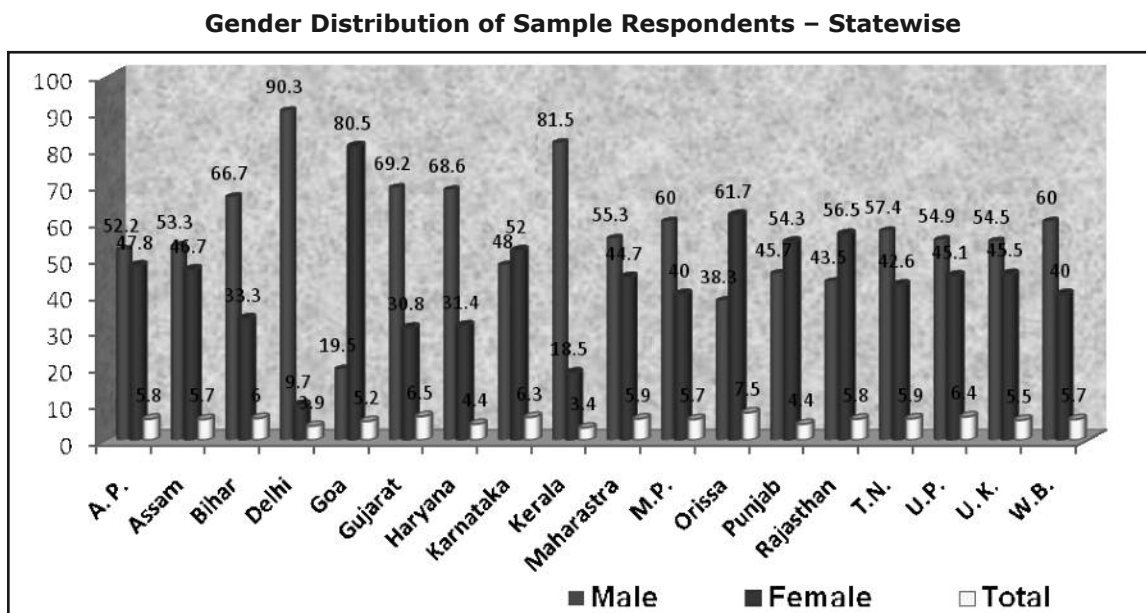


Figure 14

Figure 14, reveals a more or less equal proportion of male and female respondents in the sample baring a few exceptions such as Delhi and Kerala, which shows a gender bias. Goa on the other hand shows a high concentration of women respondents. The Indian average in terms of female teachers in the country as a whole is about 38 percent. However for the three states of Delhi, Kerala and Goa the percentage of women teachers are quite high and is to the tune of 75, 74 and 87 percent respectively.

However it is also true that the PDP in Delhi and Kerala started early and also phased out early. A significant number (15 to 20 percent) of the teachers are also promoted every year. Some have even retired. Therefore it is possible that the PDP trained women teachers could not be identified at the time of collecting the sample in the states of Delhi and Kerala. Goa on the other hand has just completed PDP and teacher participants are more easily available.

In terms of rural urban distribution, Figure 15 given below shows that majority (72%) of the respondents belong to the rural areas (572 approximately). In terms of male and female respondents it is the rural areas that dominate.

**Distribution of Sample Respondents
Rural/Urban**

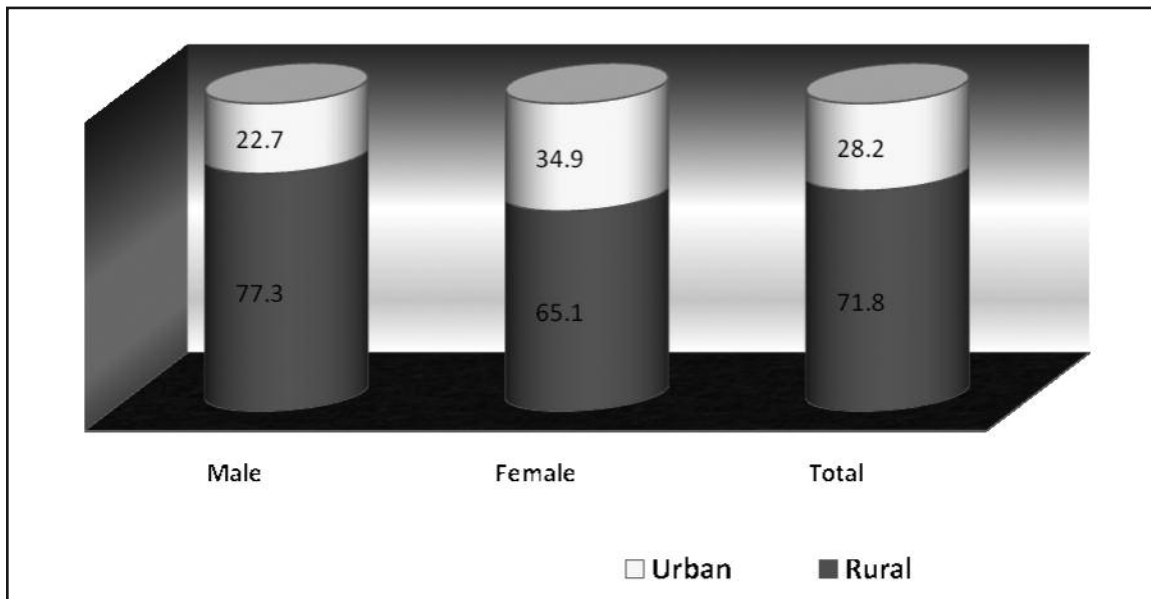


Figure 15

Regionwise gender distribution pattern of the sample respondents are more or less proportionate. In the northern states however, the male sample size dominates while the women respondents dominate in the Western states.

Table III
Distribution of Sample Respondents – Regionwise

Region	Male	Female	Total
East	24.1	25.9	24.9
West	20.5	27	23.4
South	22	20.6	21.4
North	33.4	26.5	30.3
Total	100	100	100

Regionwise Distribution of Sample Respondents

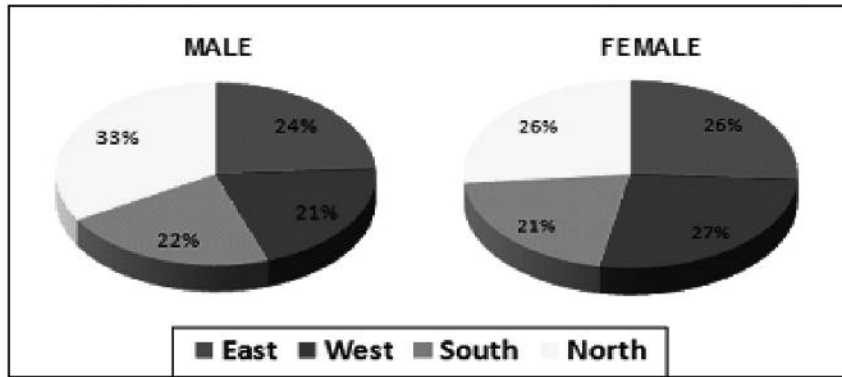


Figure 16

In terms of teaching experience the sample respondents are more from the senior members of the teaching community. Most of them have more than five years of teaching experience.

Table IV
Distribution of Sample Respondents according to Experience

Experience		
in Years	Female	Male
<5	6.8	5.3
05 – 09	16.4	15.2
10 – 14	22.9	26.4
15 - 19	24.6	21.8
20 and above	29.2	31.3

Distribution of Sample Respondents According to Experience

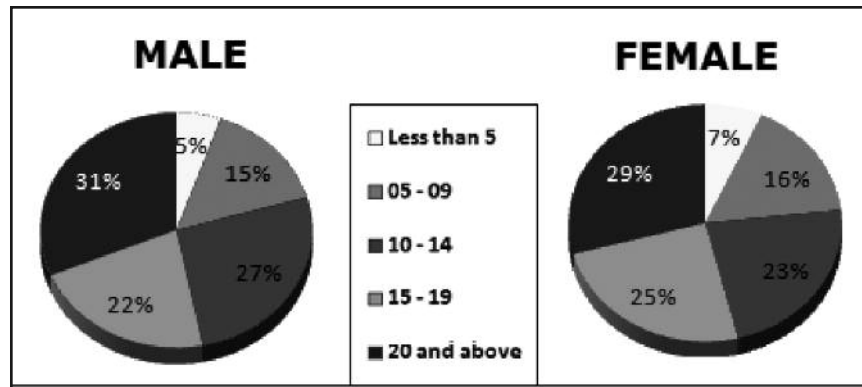


Figure 17

Since almost 75 percent of the sample respondents are with more than 10 years of teaching experience, they mostly belong to the age group 30 to 40 years as shown in Table V.

Table V
Distribution of Sample Respondents according to Age Groups

Age in Years	Male	Female	Total
Less than 20	1.6	1.4	1.5
20 - 30	14	18.7	16.1
31 - 40	42.8	39.4	41.2
41 - 50	32.9	32	32.5
Above 50	8.7	8.5	8.6
Total	100	100	100

Few of the sample respondents are in the youngest and oldest age groups as found in the table given above. Figure 18 shows a similar picture among both men and women respondents.

Distribution of Sample Respondents Based on Age Groups

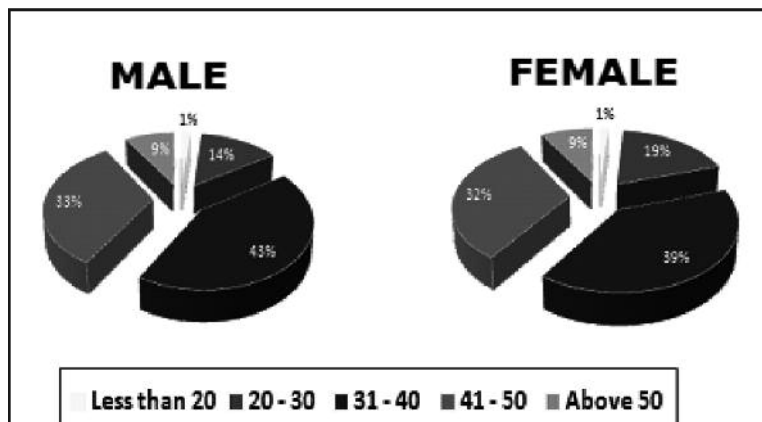


Figure 18

In terms of PDP training the majority of the respondents have received the initial or the district level training and some have received the State level training. Only less than 10% of the sample respondents are those who have received specialized and leadership training. A distribution of the same in terms of gender division is shown in Figure 19. However according to AIPTF, it is a big challenge to find ways to maintain rebuild and refresh the core of resource persons given the attrition through retirement, resignation, death and other circumstances that have greatly reduced the number of resource persons who are still teaching.

Table VI
Distribution of Sample Respondents Based on PDP Training

Level of Training	Male	Female	Total (%)
Initial (District)	64.4	77	70
Initial (State)	23.8	16.5	20.5
Specialized	5.6	2.3	4.1
Leadership	6.3	4.3	5.4
Total	100	100	100

Distribution of Sample Respondents Based on Type of PDP Training

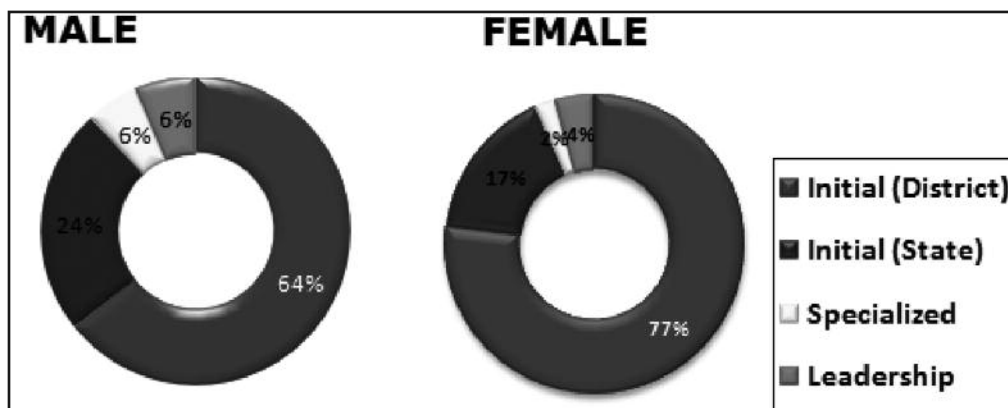


Figure 19

Respondents' educational background as depicted in Table VII shows nearly 70 % of the total respondents as graduates.

Table VII
Distribution of Sample Respondents Based on Academic Qualification

Qualification	Male	Female	Total
Secondary	17.3	17.7	17.5
Sr secondary	10	15.4	12.4
Graduation	46.5	39.7	43.5
P.G. and above	26.2	27.3	26.6
Total	100	100	100

Figure 20 shows the gender division of sample respondents according to academic qualifications. It shows that among those responding to the questionnaire there is gender equity at all academic levels.

Distribution of Sample Respondents Based on Academic Qualification

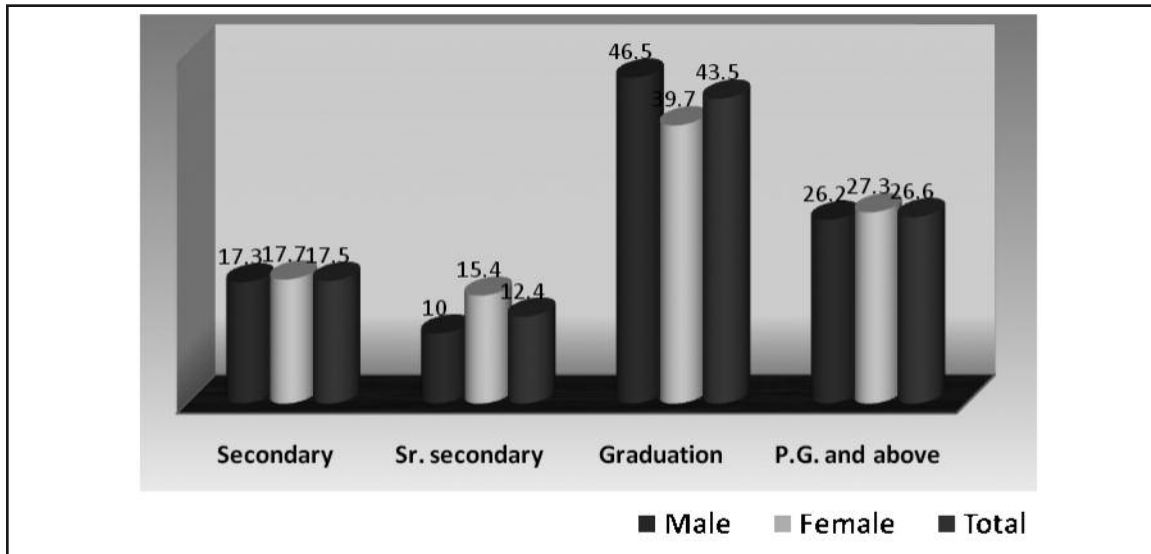


Figure 20

In terms of professional qualification, more than 50% of the respondents are diploma holders. Another 38 % are B.Eds. A similar picture is visualized in the gender wise break up (Refer Figure 21). This reflects that most of the sample respondents are people with a minimum awareness who may possess their own opinion regardless of their current position.

Sample Respondents Based on Professional Qualification (%)

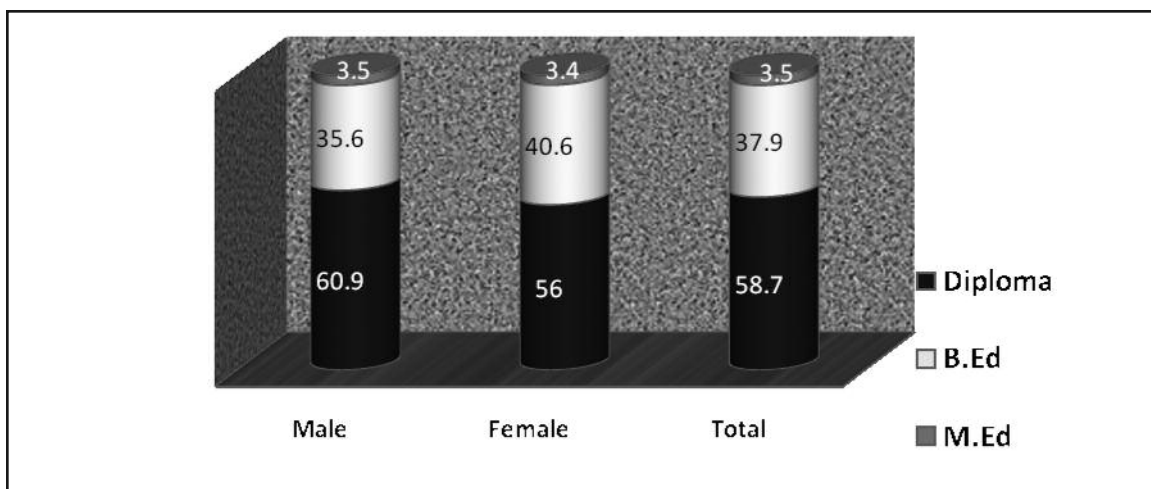


Figure 21

Respondents' Perception of PDP

A series of seven questions were put before the respondents with four options. All these questions related to their awareness and general perception as to what PDP is all about, its justification and how is it related to EFA/MDG. (Refer Questionnaire – Appendix C)

Their perception of PDP was tabulated in terms of rural and urban areas (Refer Table VIII).

Table VIII
Awareness about PDP and EFA
(%)

Background	Gender	Imp of EFA	Achiev EFA By 2015	Imp of PDP	Goals of PDP	PDP in State P Teach Assoc	PDP for Prof. Growth of Teachers	Meeting Pedagogical needs
Rural	Male	95.3	90.5	98.8	98	97.9	98.8	97.1
	Female	95.6	93	97.4	98.7	97.4	99.1	97.8
Urban	Male	99	94.9	98	97	96.9	96	99
	Female	96	95.2	99.2	99.2	100	99.2	98.4

(Based on sample survey)

These were graphically represented through bar diagrams as shown in Figure 22.

Perception of Professional Development Program

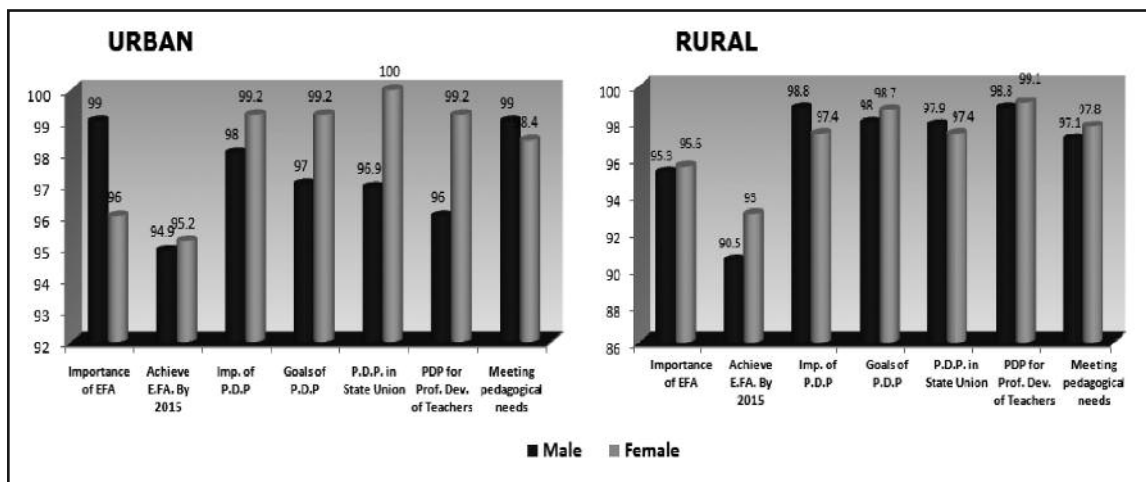


Figure 22

As the figure suggests, the female teachers in the urban areas are not only more aware than their rural counterparts but are also more conscious and aware than the men in the urban areas. This is highly encouraging and promising for imparting joyful learning especially in areas where

women teachers are to the tune of 75 to 80 percent of the total primary teachers. Although there exist some variation in the level of perception, nevertheless on an average there are significant proportions of the teacher participants who are aware about the advantage of the PDP in relation to the professional growth of the teachers and in meeting their pedagogical needs.

Table IX
Understanding and Application of PDP Strategies
(%)

Back-ground	Gender	Skill Improve	Greater Understanding	Effective Teaching	Regular Use of PDP	Prof Growth	Learning Exp	Suits my Context
Rural	Male	98.5	95.8	92.2	97.4	98.2	99.1	98.8
	Female	98.3	100	94.8	95.3	97.4	97.8	96.9
Urban	Male	99	95.9	94.9	95.9	97	97.9	97.9
	Female	98.4	96.8	97.6	95.1	100	95.9	99.2

(Based on sample survey)

Understanding of PDP

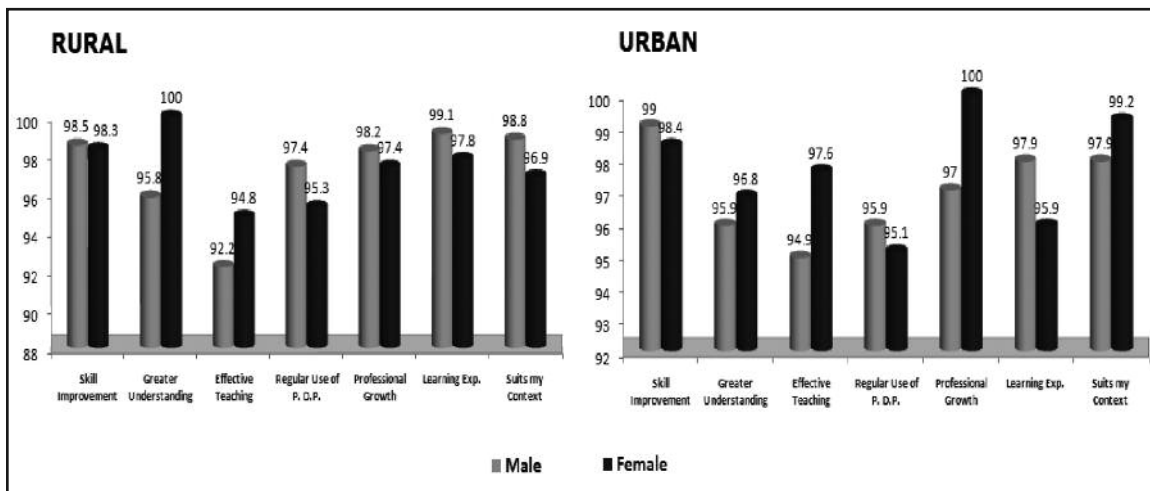


Figure 23

The teacher respondents' perception of their understanding of PDP strategies and their implementation in regular teaching has been tabulated in Table IX. At a first glance the table reveals almost all participants have expressed their satisfaction in terms of their understanding and implementation of the strategies has a success. However a closer scrutiny of the data in Figure 23 suggests that a greater proportion of the women teachers in comparison to the males feel that the PDP training has gone a long way in clarifying doubts and making teaching a joyful experience. Data reveals that the urban women teacher respondents show greater potential to pick things up in comparison to men and has been making use of the strategies to a large extent.

Enhanced Role in Meeting Responsibilities

Table X
Roles and Responsibilities
(%)

Background	Gender	Positive About Teaching	Encourage Colleagues to Participate	Respect Individual Learning Capacities	Role in Improving Prim Educ of state	Role in improving Visibility of Assoc/ AIPTF	Ability to Impart Training	Involve Community
Rural	Male	99.4	97.7	97.6	97.6	97.9	95.2	96.7
	Female	99.1	98.7	99.1	97.8	97.3	95.2	97.8
Urban	Male	99	99	97.9	93	99	90.8	98.9
	Female	100	98.4	99.2	96.8	98.4	96	96.7

(Based on sample survey)

The above table (Table X) depicts the post PDP impact in terms of enhanced role of teacher respondents. Main indicators include encouraging colleagues for greater participation in professional development activities, demonstrating respect for the individual learning differences of students and enhanced role in improving primary education and increased visibility.

Table X displays significant proportion of teacher respondents who have acknowledged PDP training in contributing towards the above indicators in a big way. What is remarkable is the fact women respondents feel strongly about the positive impact that PDP has had in enhancing their confidence level and self esteem, sometimes even more than the male respondents have experienced.

Roles and Responsibilities

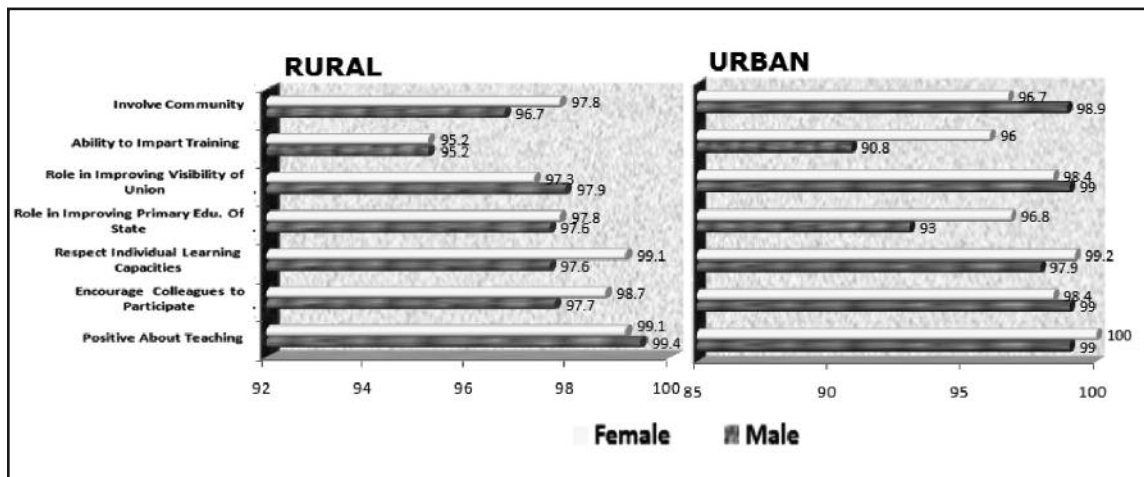


Figure 24

Figure 24, prominently displays the women respondents' appreciation of the PDP both in the rural as well as the urban areas.

Table XI
Respondents Perception Based on Types of PDP Training
(%)

Type of PDP Training	Perception of PDP	Understanding and application of PDP	Enhanced Roles and Responsibilities	Overall Perception and Awareness
Initial District	42	37	39	39
Initial State	55	49	53	52
Specialized	70	65	71	69
Leadership	52	48	43	48

Respondents Perception Based on Types of PDP Training (%)

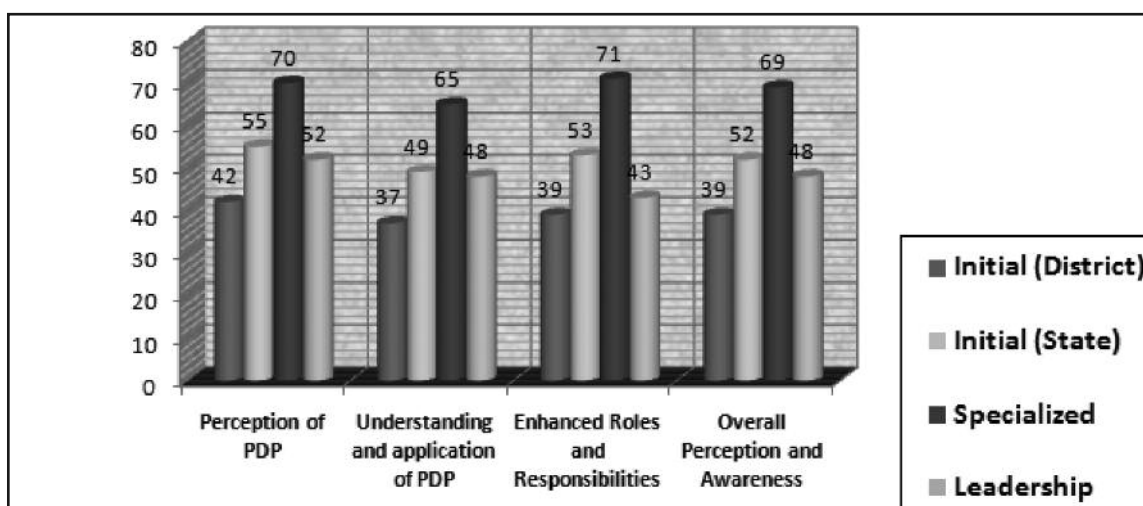


Figure 25

Table XI / Figure 25, presents the overall perception of respondents in terms of understanding and general awareness according to categorization of PDP trained respondents. The table shows that the specialized training has been the most significant one in enhancing the understanding of PDP and generating an awareness. While the initial district level has moderately scored in creating the same impact. This was the training which was undertaken the most and in large numbers (>60%).

Instructional Methodology

The main instructional methods in the PDP training dealt with strategies such as the multiple intelligences, cooperative learning, mind mapping and concept attainment.

It was interesting to note the teacher respondents' perception in the usage of the strategies for lesson planning and bringing about an effective learning achievement among the students. An average of all the indicators under each instructional strategy was considered to compare the popularity of a particular instruction strategy as compared to others.

Table XII
Usage and Popularity of Instructional Strategy
(%)

Background	Gender	Multiple Intelligence	Cooperative Learning	Mind Mapping	Concept Attainment
Rural	Male	94.07	92.05	92.37	96.1
	Female	94.7	94.32	96.22	94.2
Urban	Male	94.22	93.3	92.12	93.37
	Female	98.2	92.5	94.37	98

(Based on sample survey)

Usage and Popularity of Instructional Strategy

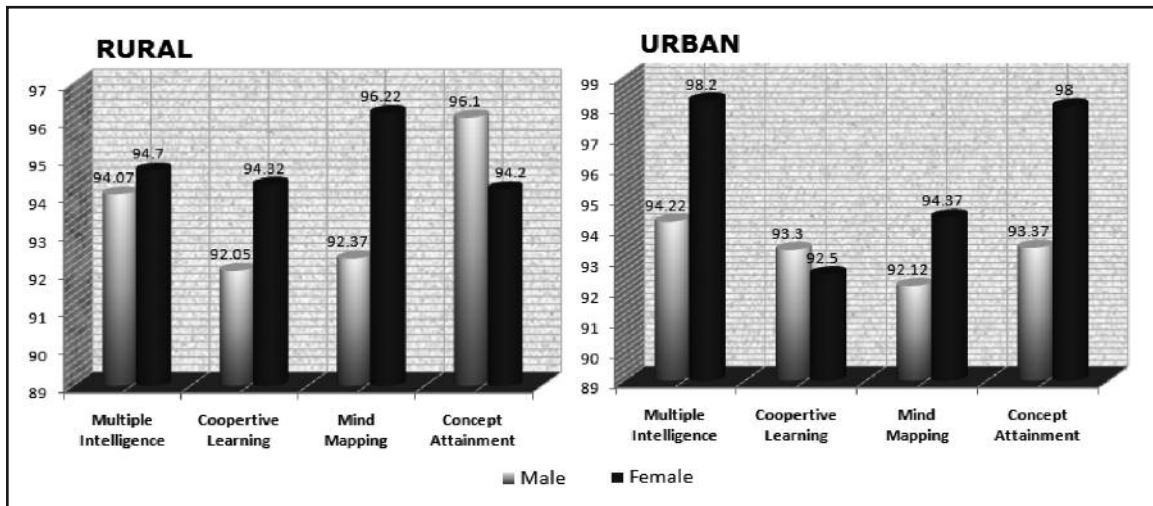


Figure 26

The Figure 26 shows the popularity of instructional strategy in terms of their usage by teacher respondents. From the figure it is evident that whether it is rural or urban area, the female respondents on an average far outnumber the male respondents in terms of usability of teaching strategies. In the rural areas 'Concept Attainment' scores slightly low as compared to others and in the urban areas 'Cooperative Learning' scores slightly less as compared to others among the female respondents. On an average there are noticeable differences between the perception of men and women respondents in terms of usage and popularity of teaching strategies.

Nevertheless the appreciation of instructional strategies has been unanimous by all respondents irrespective of the type of training received.

Concluding Remarks

To summarize, the sample respondents seem to be a proper representative of the target group consisting of 795 teacher respondents. This constitutes 10 percent of the PDP trained teacher participants. About 45 percent of the sample is women. A majority of the sample respondents are from the rural areas. In terms of age, (31-40) age group dominates. More than 90% of the sample has more than 5 years of teaching experience and majority of them are graduates. Although women constitute more than 45 percent of the sample but Delhi and Kerala have remained conspicuous with their low participation. This is due to the early start and early phase out of PDP in the two states. Also 15 – 20 percent of the teachers every year get promoted and some may have retired. Majority of the respondents had undertaken the initial district level training.

The responses of the teacher participants' perception and understanding of PDP has been extremely laudable. What is most striking is the fact that women respondents expressed a drastic transformation in their attitude, self esteem and confidence levels. The women respondents from the urban areas seem to have been greater beneficiaries in comparison to their rural counterparts.

Although all the instructional strategies scored high in terms of popularity, both among the men and women, 'Concept Attainment' scored slightly lower rank over the others among the women respondents in the urban areas. In the rural areas 'Cooperative Learning' showed a lower preference in comparison to others by the female respondents. On the contrary the male respondents in the rural areas voted for 'Concept Attainment' as the most preferred while the urban male respondents preferred 'Multiple Intelligences' as the most desirable teaching strategy.

V. SWOT Analysis

One way in which the data from the interviews, the participant questionnaire, the documentary evidence and the observations of the evaluation team might be integrated and summarized is through an analysis of the strengths, weaknesses, opportunities and threats (SWOT) that are evident for this project now and into the future.

Strengths

- AIPTF has 24 autonomous state teacher affiliates in almost all the states of India thereby having its links firmly established all over India. This will enable the AIPTF for a better coordination and monitoring the entire channel of resource persons.
- There exists a strong commitment and dedication towards the teaching profession among the teachers.
- Teachers exhibited confidence in creating the necessary interest in the teaching – learning process.
- Despite overburdened with extra work such as the literacy survey, election duty, Census survey, teachers displayed amazing degrees of willingness and looked for tools that would help them work more effectively.
- The recommendations of the National Sixth Pay Commission have given a boost to the salary structure of the Primary teachers. This may attract talented persons to join the profession.
- PDP is an innovative initiative enhancing bonding with the society.
- Teachers are unanimous not to depend on government support alone. There is zeal among the teachers to monitor, manage and coordinate the PDP by themselves. This would help in the sustainability of the program.
- The state government officials have started to come forward in acknowledging PDP and this would go a long way in bringing visibility to the Professional Development Program.
- Certain states have already expressed a willingness to share with AIPTF the responsibility of training resource persons and have agreed not to hold all of the SSA training in vacation time.
- PDP strategies have brought about a transformation in making the learning process “Child-Centered”.
- There is ample evidence to depict that the changes in the teaching strategies are deep rooted and fundamental in character.
- The development of teacher-student bonding is noticeable post PDP training.
- In selected schools the principals have created a specific professional development time for the PDP participants to share their knowledge on strategies and learning materials.
- AIPTF has been instrumental in developing a good rapport between office holders and its members.
- An increase in membership in AIPTF has taken place as a result of the PDP.
- The reputation of AIPTF through PDP has brought about empowerment of teachers. This is reflected through the voices of teachers who are alert and quick to address their concerns to the government about their needs and beliefs.

- PDP's innovative ways of teaching has made the teaching profession much simpler, easier and pleasurable translating the teaching strategies into a joyful learning environment.

Weaknesses

- Resource persons fall far short of the minimum number required. This will throttle the entire program's quality, speed and efficiency.
- A lack of continuous and ongoing refresher courses may lead to push the trained lot back to square one.
- Teachers expressed the minimal availability of teaching learning material which if made available could be translated into the local language.
- Incorporating women teachers into the training of PDP has been inconsistent and inadequate.
- Spread of PDP has been thin at the base with a Top-Down approach and has not trickled down to all districts. Some states are supposed to have conducted only district level training for several years.
- The selection process for resource persons that does not adequately take into consideration their capacity for training others could reduce the growth of PDP across the nation and lead to pockets of concentration.
- The minimum norm of teacher student ratio does not exist in many of the states. Classes are very large, often multi-graded, which lack the basics such as desks/chairs, blackboards, lighting and even toilets. Implementation of new and effective teaching strategies can become extremely challenging in such situations.
- Teachers are expected to fulfill other obligations such as election duty; census work and literacy survey which results in lessons being left half delivered. Children tend to lose interest with such time gaps thus resulting in goals not reaching its logical end.
- The instructional strategies imparted were inadequate and less applicable for the higher primary grades. The content, volume and pressure to finish the syllabi are much more intense at these levels. As a result teachers often resort to the quick traditional delivery of lectures nullifying the importance of the instructional strategies.
- The PDP was too short and has not trickled down to the block level. Many await their turn for taking the training. And even more important there are others who are yet to be introduced to PDP.

Opportunities

- The launching of PDP was initiated at an opportune moment to synchronize with the World community committing to education through the Millennium Development Goals and 'Education for All' with subsequent inclusion of 'Universal Elementary Education'.
- PDP provides an opportunity for the primary teachers in India to have exposure to a wider range of teaching strategies.
- The recommendation of the National Sixth Pay Commission to nearly double the salaries of primary teachers has further provided an opportunity for attracting the talented target group into this profession.
- AIPTF's relationship with the national government is a warm cordial one. It has been a partner with the government in addressing major social issues affecting children such as literacy, poverty and child labor.

- Teachers who participated in the several training sessions at different levels have been introduced to new instructional strategies which have been incorporated into their teaching.
- Students taught by the PDP trained teachers clearly displayed extra eagerness and actively engaged in learning activities implying that they thoroughly enjoyed learning their lessons.
- The PDP training has provided the weaker students to get noticed and the new instructional strategies help them understand lessons better and at their own pace.
- PDP has provided opportunities to influence the quality of the government training programs through its trained resource people. In many states some PDP teachers are being engaged as SSA trainers on a regular basis.
- Teachers have time and again expressed their appreciation for PDP training in comparison to other government sponsored training programme.
- On several occasions the state or district directors have taken an interest for the PDP trained resource persons to be totally involved in a government program.

Threats

- Teachers are subject to many boundaries and to considerable inspection and monitoring by local education authorities and, if these are not supportive, this may limit their capacity to achieve the goals desired by PDP.
- The students are often the victims of social problems and come to school with such a background. This makes it difficult for the teachers to reach out to them for meaningful transformation.
- The content of a course is sometimes so heavy, that values and morals take a back seat and so does the PDP instructional training strategies.
- Since there is a huge diversity in terms of learning abilities it could lead to students not responding to instructional strategies.
- The SSA governmental training is not considered to be a model worth replicating. If a link between the SSA and the PDP training is not urgently developed the teachers training program will remain merely as a paperwork exercise.
- Due to limited opportunities available for further training at the district or block level, the PDP participants often draw a blank in being able to offer much hope to their colleagues. This may eventually create a disinterest among the teacher participants.
- A poor selection process of teachers attending the advanced training seminars could make program objectives difficult to attain.
- Generating political support for sustainability could be difficult if not impossible as the training program has not touched every district. This would obstruct in identifying more resource persons who eventually would move this to the block level.
- Availability of 'duty leave' is inconsistent and largely dependent on the local education officer.
- Political Interference in some states has resulted in government officials not supporting the PDP training.
- There is training loss whenever there is transfer of training. So the trained resource persons may not get the same quality as that imparted by the Canadian teachers in the initial stages.

- Teachers' salary in some states is extremely small due to the non implementation of a uniform recommendation of the Pay Commission. Thus paying the small amount of fees towards the teachers association become cumbersome.
- The teacher taught ratio in several primary schools is too high obstructing proper implementation of instructional strategies.
- Teachers are compelled to leave their unfinished lecture and proceed on duty for other extra work. Children often get disillusioned and lose interest. As a result they need to start all over again.
- Ending the PDP program abruptly will result in the loss of much that has been gained as it is at its peak, trying to bring in the much needed visibility, efficiency and also making the government officials aware about PDP.
- The National Resource Centre has not yet been able to provide extensive opportunities to support the professional development program. Participation in NRC activities to date suggests that it is not being accessed equitably by male and female teachers.
- Without maintaining a certain level of activity, the program may wither or even die.

VI. Conclusion

There is no doubt that the project as it has unfolded to date has resulted in movement towards achieving many of its goals. The sustainability of this project will depend on state level affiliates of AIPTF assuming greater responsibility for its implementation and maintenance. The expansion of the program through district and bloc level training and through development and maintenance of a group of skilled resource persons has progressed at a slower rate than envisioned. The original and subsequent agreements may have made assumptions about increased independence but did not include any specific targets or plans for achieving this. The international financial contributions have been critical in funding the district level training that has occurred to date and unless it is replaced by state funding, it is likely that a sudden end to the Canadian funds will result in losing much of what has been accomplished. However, AIPTF and its members must decide if the program is sufficiently important to warrant contributions from its own sources. Several states have shown the way, and state level leaders seem confident that with more widespread dissemination of the training they will be able to convince members to contribute financially to sustain it.

However it is not reasonable to expect that the program will be implemented consistently in every state and it is not fruitful for AIPTF to continue with a national plan that brings the program to every state on the same basis. Now that each state affiliate has had the opportunity to experience the program and to assess its own interest and capacity for implementation, it is time for the focus and the funding to shift to those states that demonstrate a willingness and capacity to assume responsibility. A possible approach to this shift in role for AIPTF would be for it to invite state affiliate organizations to submit their own plans for implementation and maintenance, to distribute funds among those organizations that meet appropriate criteria and to hold those state organizations accountable for the use of the funds in support of the state level plan.

It is very important that the number of resource persons available at the state and district levels be increased and that there are opportunities for regular support through training and professional exchange. The plan had originally assumed that every participant trained would be able to train others – the trainer of trainers’ model. This has not been the case as many participants, while confident enough to effect change at the classroom level, have not been prepared to train others, except perhaps informally in the school setting. The Specialized Training Seminars were introduced to add a level of knowledge, skill and confidence but even they have not proven adequate, perhaps because they have been “one-shot” events, perhaps because not all who participated had initial PDP training or were in a position to make the necessary commitment to be resource persons. The result is a consistent message from the states that there are not enough skilled resource persons available to meet the demand for initial training at the district or bloc levels.

Ideally, each state plan should include a component for the selection of resource persons, for their training and for ongoing support. The program depends as much on adequate numbers of resource persons and on the quality of the training they provide as it does on simply having wider coverage of district level initial training. Resource persons need to be “grassroots” classroom teachers who are respected by their peers for their commitment to professional development, their expertise in the classroom and for their ability to teach other teachers. The resource person position is not a political position. AIPTF nationally has an important function to exercise here in providing the opportunities for resource person training beyond the state level and in ensuring a consistently high quality of training.

Each state plan should include provision for a Coordinator of PDP Resource Persons with responsibility for selection, training and support. This person too needs to be a “grassroots” classroom teacher with a commitment to professional development who is respected by peers for expertise in the classroom and for ability to teach other teachers. This is not a political position.

Good things have generally happened when state governments have been made aware of the programme, have come to understand its positive impact and its consistency with government goals related to improving accessibility and quality of primary education. The support forthcoming from government has included duty leave to attend PDP training, sometimes with state-wide blanket approval, use of PDP trained resource persons in SSA training, inclusion of PDP modules in government sponsored training programmes and in initial teacher training. Some states have experienced financial support such as a grant of land for building or greater opportunities for teacher voice in educational policy making.

While the concern about government getting too close to the program and corrupting it or taking credit for it is understood, the benefits of partnership ought to outweigh the need for ownership. The nature of partnership will vary among the states depending on the nature of the AIPTF state affiliate and the policies of government and so there is no single model that will apply. However, AIPTF can provide guidance and use its good reputation to assist in developing relationships at each level that will maintain the integrity of the programme, enhance the professional status of AIPTF and work to the mutual benefit of governments, teachers and, most importantly, children.

The initial teacher training programs are the responsibility of the state governments through SCERT with standards being set nationally by the National Council for Teacher Education. Until such time as the new instructional strategies are imbedded in the initial teacher training programs, AIPTF will always be trying to catch up and in some respects attempting to counteract some of the methodology that beginning teachers bring with them to their teaching assignments. AIPTF at both levels would do well to continue to use the good influence it has with government and these institutions to bring the needed reforms to initial teacher training programs.

The purposes set out in the original agreement refer both to a Professional Development and Research Centre and a library/resource centre at the AIPTF national office to support the professional development program. There is no doubt that the national office has done an effective job of providing the administrative support for all of the seminars and has also organized programs that address content needs of teachers, particularly for teachers who are in closer proximity to the national office in Delhi. It has also conducted research projects on such topics as Para Teachers, Teacher Absenteeism and the Effectiveness of In-service Education that may be helpful in policy development or changes in practice.

The library component of the project, at least as a physical collection of resources, does not appear to have had any appreciable impact in achieving the objectives. There is no apparent utility in having a collection of materials at the Delhi headquarters of AIPTF as the resources are accessible to very few members. In fact, the current collection of mostly out of date publications kept in locked cabinets in the conference room may be sending a poor message about relevancy. If a resource centre is to have any value for teachers it needs to be accessible, current and relevant. There may be value in the development of library / resource centres by state organizations if they can be accessible to those who are training as resource persons and contain materials that they can use in preparing and delivering the training programs. Several of the state organizations have already indicated their intention to build such resource centres.

If the concept of a National Resource Centre is to be a sponsor of seminars or workshops on current topics, including content related programs, a concerted effort needs to be made to have these held in various parts of the country. They could be sponsored, for example, in partnership with state affiliates. If they are associated with PDP in any way, it is critical that they be modeled on the same principles of teaching and learning so the message is not contradictory to the values that underlie the program. Research projects, such as those recently undertaken, will add to the influence of AIPTF as it continues to participate in educational policy development and design programs that are relevant to its members.

What would be valuable to teachers is a method for identifying and distributing good quality teaching and learning materials that incorporate the instructional strategies learned in PDP, prepared by teachers who have participated in PDP. A National Resource Centre or state equivalents could be a conduit for this professional exchange in a way that would support and reinforce the implementation of the instructional strategies.

Resource persons and participants in initial training have called for more documentation to support the program. Apparently, a lack of such material has made it difficult for participants to become fully involved in the training as they struggled to make enough notes to enable them to reflect on their learning after the training course and to develop materials for use in training others. There is a need for flexibility in how the courses are offered and a training manual can be developed to allow for this. There is also a need for consistency so the program does not become diluted over time and a “core curriculum” along with possible adaptations could provide for this. Consideration might be given to a three ring binder that will allow for materials to be added, removed and updated over time and for the teachers to personalize it for their own situations. A Trainer’s Manual for resource persons could be more comprehensive than a Participant’s Manual.

Language should not be a significant challenge as long as the English originals are in fairly straightforward language, free of much educational jargon. Teachers and the state organizations seem prepared to receive the material in English, which is largely understood in written form, and to make whatever translation might be needed.

AIPTF has solid structures in place for its political purposes. Its representative processes work well in keeping its members up to date on the work of the union and the issues it is addressing. What teachers crave is more opportunity to meet with colleagues to talk about classroom teaching, to exchange ideas and best practices based on their own experiences in the classroom and their professional learning. They have plenty of opportunities to be lectured at by “experts”, to receive instructions from administrators and supervisors and to be informed by their own leaders but these are not viewed as professional growth opportunities. Professional development is not restricted to formally organized conferences and training seminars. It occurs whenever teachers are together with the purpose of talking about their teaching. In less formal settings, teachers can demonstrate a strategy, work cooperatively with colleagues to plan lessons or create teaching materials, share ideas about a challenge they encounter in their work. The “professional development clubs” that the AIPTF state affiliate in Gujarat has created to support their PDP resource persons is a good model. Teachers at a school in Patna devote one Saturday a month to teacher led PD. Good models like these and others could be promoted at every level with encouragement to teachers to adapt a model to their own situation. When AIPTF holds national or state meetings, it too can model this commitment to professional development by building in time that is teacher led, such as a showcase of teachers sharing their work with colleagues.

VII. Recommendations

The conclusions noted above are summarized in the following recommendations for the project:

The Agreement

- A new agreement should be reached between the partners that will extend funding and other support for a period of up to five years.
- The funding agreement should include specific targets for participation by women teachers in order to enhance their opportunities and involvement.
- The extension should include specific targets for increased financial contributions by participating states and a gradual reduced reliance on international financial contributions.
- The partners should reconsider whether the library component of the National Resource Centre is worthy of continued funding.

The program

- AIPTF should continue to play a coordinating role at the national level in promoting, encouraging, monitoring, consulting and advising states as they take greater responsibility for the program.
- A plan should be developed to significantly increase the number of resource persons and attend to their ongoing training and support needs.
- The process for selecting teachers to be trained as resource persons must reflect criteria that include demonstrated commitment to professional development, availability to engage in regular training and ability to provide training to others. AIPTF should monitor this selection process as it is implemented in the states.
- A comprehensive training manual should be developed to support consistency of training and serve as a resource for resource persons and training participants. State organizations must identify their particular translation needs and take responsibility for addressing them.
- AIPTF should create opportunities wherever possible for teachers to engage in professional exchange about teaching through continuous and ongoing refresher courses.
- AIPTF nationally and at each state level should continue the good efforts already begun to build government support for the PDP initiative.

Appendix A

All India Primary Teachers' Federation

EI/CTF/STF/Professional Development Project

Regional Academic Leadership Development Programmes

Sl. No.	Dates of Training	Venue of Training	No. of participants		
			Male	Female	Total
1	5th to 10th February 2007	Bhubaneshwar	13	23	36
2	13th to 18th February 2007	Shikshak Bhawan, New Delhi	26	5	31
3	28th January to 2nd Feb. 2008	Janardhan Hotel, Bangalore	23	12	35
4	7th to 12th February 2008	Institute of Education, Pune	26	12	38
					0
			88	52	140

All India Primary Teachers' Federation

EI/CTF/STF/Professional Development Project

Specialised Training Programmes for Trained Resource Persons

Sl. No.	Dates of Training	Venue of Training	No. of participants		
			Male	Female	Total
1	5th to 8th October 2006	Shikshak Bhawan, New Delhi	22	5	27
2	17th to 20th October 2006	Bhopal (Madhya Pradesh)	14	4	18
3	13th to 15th January 2006	Shikshak Bhawan, New Delhi	14	8	22
4	18th to 20th January 2006	Bangalore	15	2	17
5	30th January to 1st February 06	Lucknow	15	7	22
6	28th to 30th January 2005	Shikshak Bhawan, New Delhi	11	5	16
7	17th to 19th January 2004	Shikshak Bhawan, New Delhi	10	4	14
8	16th to 18th January 2003	Shikshak Bhawan, New Delhi	9	4	13
9	16th to 18th January 2002	Shikshak Bhawan, New Delhi	9	4	13
			119	43	162

All India Primary Teachers' Federation

EI/CTF/STF/Professional Development Project

Initial State Level Training/Resource Persons Training

Sl. No.	Dates of Training	Venue of Training	No. of participants		
			Male	Female	Total
1	27th January to 2nd February 2007	Aizawal, Mizoram	15	22	37
2	21st to 27th January 2006	Gandhi Bhawan, Bhopal	31	14	45
3	2nd to 8th Feb. 2006	Kisan Bhawan, Chandigarh	17	4	21
4	31st January to 6th Feb. 2005	Manali, Himachal Pradesh	30	16	46
5	9th to 15th Feb. 2005	Jaipur, Rajasthan	25	16	41
6	14th to 15th February 2005	Hissar, Haryana	37	12	49
7	29th January to 4th Feb. 2004	Panaji, Goa	17	26	43
8	10th to 14th Feb. 2004	Hyderabad	15	27	42
9	20th to 26th January 2004	Hotel Savlaj, Ranchi, Jharkhand	28	11	39
10	18th to 24th January 2003	Pune	28	11	39
11	27th to 4th February 2003	Shillong, Meghalaya	20	17	37
12	6th to 12th Feb. 2003	Haridwar, Uttarakhand	27	15	42
13	16th to 22nd July 2001	Patna, Bihar	31	9	40
14	25th to 31st July 2001	Gandhi Nagar, Gujarat	32	13	45
15	7th to 13th July 2001	Bangalore	20	20	40
16	28th Feb. to 5th March 2000	Panth Niwas, Bhubanswar	31	12	43
17	23rd to 29th Feb. 200	Lucknow	24	9	33
18	14th to 20th Feb. 2000	Trivandram	30	12	42
19	2nd to 8th Nov. 1996	Shikshak Bhawan, New Delhi	21	9	30
20	11th to 17th Nov. 1996	Chennai, Tamilnadu	25	14	39
21	18th to 24th Nov. 1996	Salt Lake, Calcutta	28	11	39
22	23rd to 29th Nov. 1996	Gauri Sadan, Guwahati	32	8	40
			564	308	872

All India Primary Teachers' Federation

EI/CTF/STF/Professional Development Project

Activities Conducted by the National Resource Centre

Sl. No.	Area of Study	Date of the Activity	Venue	Participants		
				M	F	Total
1	Content-cum Methodology of Teaching Environmental Study	6th to 8th Dec. 2007	Shikshak Bhawan, New Delhi	28	6	34
2	Teacher Empowerment Through Teacher Reflection	11th & 12th Dec. 2007	Shikshak Bhawan, New Delhi	39	6	45
3	Methodology of Teaching English	14th to 16th March 2008	Shikshak Bhawan, New Delhi	37	7	44
4	Content-cum Methodology of Teaching Mathematics	27th to 29th Nov. 2006	Shikshak Bhawan, New Delhi	29	9	38
5	Content-cum Methodology of Teaching Hindi	2nd to 4th Nov. 2006	Shikshak Bhawan, New Delhi	36	9	45
6	Staff Development Through Self Reflection	3rd & 4th Sept. 2006	Shikshak Bhawan, New Delhi	23	6	29
7	Strategies for Combating Students' Absenteeism and Raising their Achievement Level	21st December 2005	Shikshak Bhawan, New Delhi	19	6	25
8	Content-cum Methodology of Teaching Environmental Studies	11th to 13th Nov. 2005	Shikshak Bhawan, New Delhi	28	10	38
9	Professional Development Through Action Research	16th July 2005	Shikshak Bhawan, New Delhi	33	9	42
10	Content and Methods of Teaching Environmental Studies	9th to 11th March 2005	Hardwar, Uttarakhand	14	16	30
11	Content and Methods of Teaching Mathematics	21st to 23rd January 2005	Chennai	22	8	30
12	Strategies for Raising Pupils Learning Achievement Level in Primary Grades	25th to 27th Nov. 2004	Shikshak Bhawan, New Delhi	25	5	30
13	Panel Discussion on Development of Personal Hygiene Skills among Pupils	18th Nov. 2004	Jaipur, Rajasthan	26	9	35
14	Content and Methods of Teaching Mathematics	23rd to 25th June 2003	Bhubaneswar, Orissa	22	14	36
15	Content and Methods of Teaching Hindi	4th to 6th June 2003	Shikshak Bhawan, New Delhi	24	10	34
16	Content and Methods of Teaching Mathematics	22nd to 24th Feb. 2001	Ramanathapuram, Tamilnadu	15	15	30
17	National Curriculum Framework for School Education - Panel Discussion	9th March 2000	Shikshak Bhawan, New Delhi	36	14	50
18	Pupils' Evaluation for Better Learning	29th July 2000	Shikshak Bhawan, New Delhi	34	17	51
19	Role of Teachers in Quality Improvement of Primary Education	8th August 1999	Shikshak Bhawan, New Delhi	37	14	51
20	Role of Teachers in achieving education for all	30 Dec. 1999	Yatree Niwas, Bhubaneshwar	34	17	51
Total				561	207	768

**Programmes Organised by State Affiliates of the
A. I. P.T. F.
for the Year 1998 - 1999**

Name of Activity : District Level Training Programmes

Sl. No.	Dates of the Activity	Venue	Participants		
			M	F	Total
West Bengal					
1	13th to 16th Aug. 1998	Shikshak Bhawan, Singure, Hooghly	24	16	40
Tamilnadu					
1	5th to 8th March 1999	Arthi Hotel, Karur	24	11	35
Total			48	27	75

**Programmes Organised by State Affiliates of the
A. I. P.T. F.
for the Year 1999 - 2000**

Name of Activity : District Level Training Programmes

Sl. No.	Dates of the Activity	Venue	Participants		
			M	F	Total
West Bengal					
1	28th to 31st Aug. 1999	Howrah	26	9	35
2	27th to 30th Oct. 1999	North 24 Parganas	22	14	36
3	3rd to 6th Nov. 1999	Birbhum	26	9	35
4	25th to 28th Dec. 1999	Bankura	20	15	35
Delhi					
1	27th to 30th Sept. 1999	Azadpur	10	25	35
2	9th to 12th Nov. 1999	Shikshak Bhawan, New Delhi	25	10	35
3	15th to 18th Dec. 1999	Bawana	16	19	35
Tamilnadu					
1	26th to 29th Sept. 1999	Maligai, Virudhu Nagar	22	12	34
2	16th to 19th Oct. 1999	Dindigul	24	14	38
3	19th to 22nd Nov. 1999	Thiruvarur	30	14	44
4	8th to 11th Dec. 1999	Master Maligai	12	20	32
Total			233	161	394

**Programmes Organised by State Affiliates of the
A. I. P.T. F.
for the Year 2000 - 2001**

Name of Activity : District Level Training Programmes

Sl. No.	Date of the Activity	Venue	Participants		
			M	F	Total
West Bengal					
1	7th to 10th Sept. 2000	Purulia	28	7	35
2	13th to 16th Sept. 2000	Salt Lake	27	13	40
3	17th to 20th Feb. 2001	Jalpaigure	21	14	35
4	15th to 18th March 2001	Burdwan	31	5	36
5	17th to 20th March 2001	Murshidabad	30	5	35
Orissa					
1	25th to 28th May. 2000	Balugaon	25	10	35
2	14th to 17th Sept. 2000	Baripada	24	11	35
3	1st to 4th Nov. 2000	Bhadrak	26	9	35
4	19th to 22nd Nov. 2000	Boudh	25	10	35
Uttar Pradesh					
1	23rd to 26th July 2000	Ghazipur	22	10	32
2	19th to 22nd Aug. 2000	Bahraich	23	10	33
3	10th to 13th Nov. 2000	Hardoi	25	10	35
4	17th to 20th Jan. 2001	Badaun	24	11	35
Kerala					
1	31st July to 3rd Aug. 2000	Shikshak Sadan, Gurervayar	24	8	32
2	21st to 24th August 2000	Mannarked	29	6	35
3	9th to 12th December 2000	Kozhikoda	29	6	35
4	28th to 31st December 2000	Kannur	27	8	35
Assam					
1	11th to 14th Sept. 2000	Natya Mandir, Nazira	25	10	35
2	17th to 20th Nov. 2000	Silchar	20	15	35
3	14th to 17th Feb. 2001	Nalbari	32	3	35
Tamilnadu					
1	14th to 17th Dec. 2000	Tripur	25	10	35
2	14th to 17th Dec. 2000	Thrippur	30	5	35
3	27th to 30th Dec. 2000	Ponraj Maaligai Sivagangai	26	12	38
4	27th to 30th Dec. 2000	Ramanathapura Dist.	27	8	35
Delhi					
1	1st to 4th Nov. 2000	M.C. Primary School, Mangolpuri	28	7	35
2	15th to 18th Nov. 2000	NCERT, Delhi	27	8	35
Total			680	231	911

**Programmes Organised by State Affiliates of the
A. I. P.T. F.
for the Year 2001 - 2002**

Name of Activity : District Level Training Programmes

Sl. No.	Date of the Activity	Venue	Participants		
			M	F	Total
Assam					
1	11th to 14th Dec. 2001	Lakhimpur	25	10	35
Bihar					
1	08-11 June 2002	Bhagalpur	22	8	30
2	23-26 Feb. 2002	Gaya	29	6	35
3	08-11 March 2002	Saharsa	25	12	37
Gujarat					
1	16-19 Jan. 2002	Ambaji, Banaskantha	25	10	35
2	03-06 Feb. 2002	Chotila, Surendra Nagar	29	7	36
3	19-22 Feb. 2002	Valsad	26	9	35
Karnataka					
1	21-24 Jan. 2002	Mysore	18	13	31
2	28-31 Jan. 2002	Bangalore (North)	10	16	26
3	04-07 Feb. 2002	Bijapur	21	12	33
West Bengal					
1	24th to 27th Nov. 2001	Bankura	20	15	35
Total			250	118	368

**Programmes Organised by State Affiliates of the
A. I. P.T. F.
for the Year 2002 - 2003**

Name of Activity : District Level Training Programmes

Sl. No.	Date of the Activity	Venue	Participants		
			M	F	Total
Bihar					
1	11-14 Feb. 2003	Samastipur	10	0	10
2	25-28 Feb. 2003	Muzaffarpur	31	6	37
3	08-11 March 2002	Saharsa	28	7	35
Gujarat					
1	01-04 Oct. 2002	Tamga Temple Mehsana	34	7	41
2	21-24 March 2002	Chotila (Surendra Nagar)	22	11	33
3	24-27 March 2002	Panch Mahal, Bhawnagar	36	8	44
Karnataka					
			0		
1	25-28 Nov. 2002	Mysore	20	15	35
2	26 Feb. To 1st Mar. 03	Bangalore	28	10	38
3	05-08 March 2003	Chamarajnar	27	12	39
Kerala					
1	16th to 19th April, 2002	Alleppy	20	15	35
2	25-28 April 2002	Shikshak Bhawan, Ernakulam	20	15	35
3	22-25 Jan. 2003	Maliyakkal T. Home, Malapuram	22	14	36
4	27-30 Jan. 2003	Teachers Coop. Bank Hall, Kottayam	25	10	35
Orissa					
1	19-22 April 2002	Bagla Dharam Shala, Puri	22	13	35
2	25-28 April 2002	Ex. Bd. Girls Sch. Aska Ganjam	20	21	41
3	12-15 Nov. 2002	Nabrangpur	40	18	58
4	15th to 18th Nov. 2002	Patnagar	27	8	35
Uttar Pradesh					
1	12-15 April 2002	Shikshak Bhawan, Mau	20	10	30
2	17-20 Dec. 2002	Seth B.N. Poddar Inter College Mathura	22	13	35
3	10 - 13 Dec. 2002	Ballia	23	12	35
4	28 Apr. To 01 May 2002	Shikshak Bhawan, Kesargaj, Meerut	21	11	32
Assam					
1	12-15 Jun 2002	Nagam	27	8	35
2	21-24 Jun. 2002	Golaghat	29	6	35
3	07-10 Dec. 2002	Tinsukhia	25	10	35
4	19-22 Feb. 2003	Karimganj	22	13	35
Delhi					
1	04-07 May 2002	Shikshak Bhawan, New Delhi	16	13	29
Tamilnadu					
1	06-09 April 2002	Puddukottai	20	15	35
West Bengal					
1	11-14 May 2002	Prantik Lodge, Midnapur	23	12	35
2	18th to 21st May, 2002	Malda	32	6	38
3	16th to 19th June, 2002	Dinapur	28	12	40
4	17th to 20th August 2002	Dinapur	29	9	38
5	22nd to 25th August 2002	Darjeeling	27	10	37
Total			796	350	1146

**Programmes Organised by State Affiliates of the
A. I. P.T. F.
for the Year 2003 - 2004**

Name of Activity : District Level Training Programmes

Sl. No.	Date of the Activity	Venue	Participants		
			M	F	Total
Karnataka					
1	04-07 Feb.2004	Belgaun	22	8	30
2	28-31 Dec. 2003	Bhagalkot	19	10	29
Maharashtra					
0					
1	11-14 Mar. 2004	Dhule	23	12	35
2	11-14 Mar. 2004	Beed	22	13	35
3	12-15 Mar. 2004	Ratnagiri	20	15	35
Uttarakhand					
1	09-12 Dec. 2003	Dehradun	10	25	35
2	26-29 Nov. 2003	Rudra Paryag	24	11	35
3	04-07 Nov. 2003	Rudrapur	24	11	35
Total			164	105	269

**Programmes Organised by State Affiliates of the
A. I. P.T. F.
for the Year 2004 - 2005**

Name of Activity : District Level Training Programmes

Sl. No.	Date of the Activity	Venue	Participants		
			M	F	Total
Uttaranchal					
1	17-20 Nov., 04	B.R.C Chamba, Tehri Garhwal	22	13	35
2	13-16 Dec., 04	B.R.C. Bageshwar	21	15	36
3	19-22 Jan., 05	B.R.C. Baharadabad, Hardwar	17	18	35
Jharkhand					
1	17-20 Aug., 04	Navin Arakshi M.S. Ranchi	23	12	35
2	18-21 Dec., 04	Hazaribagh	24	8	32
3	20-23 Dec., 04	B.R.C. Complex, West Singhbhum	26	9	35
Andhra Pradesh					
1	24-27 Feb., 05	Adilabad, District	22	13	35
2	06-09 Mar, 05	Nalgonda, District	18	17	35
3	3-6 April, 05	Guntur	17	18	35
Maharashtra					
1	22-25 Nov., 04	Govt. Polytechnic, Amravati	19	16	35
Goa					
1	3-6 Nov., 2004	Babay Prabhu Memorial Hall, Ponda	7	28	35
2	6-9 Nov., 04	Sincro Hotel Fatorda-Margo (South Zone)	4	28	32
3	27-30 Dec., 04	Hotel Priti International Gawasawado Mapuca	14	20	34
Total			234	215	449

**Programmes Organised by State Affiliates of the
A. I. P.T. F.
for the Year 2005 - 2006**

Name of Activity : District Level Training Programmes

Sl. No.	Date of the Activity	Venue	Participants		
			M	F	Total
Uttaranchal					
1	03 to 06 Oct, 05	Nagar Palika Hall Gopeshwer, Chamoli	19	16	35
2	26 to 29 Sept, 05	B.R.C. Mehragaon Bhimtal, Nainital	16	19	35
Jharkhand					
1	10-13 Jan, 06	Khandelwal Dharamshala, Chatra	25	9	34
2	16-19 Jan, 06	Gurunank High School, Sakchi, Jamshedpur	21	13	34
Goa					
1	25-28 Dec, 05	Hotel Priti Mapuca	10	23	33
2	25-28 Dec, 05	Hotel Uma, Dhavali, Ponda	7	24	31
3	9-12 March, 06	Sincro Hotel, Fatorda, Margao	19	17	36
Maharashtra					
1	9-12 Feb, 06	Onkar Hall, Sangali	27	9	36
2	16-19 March, 06	Patrakar Bhawan, Latur	25	10	35
Haryana					
1	15-18 Oct, 05	Ambala City	33	11	44
2	27-30 Jan, 06	Faridabad	31	4	35
3	15-18 Dec, 05	Sirsa	35	6	41
Rajasthan					
1	28 Nov, to 1 Dec, 05	Sawai Madhopur	23	12	35
2	30 Dec, 05 to 2 Jan, 06	Churu	31	3	34
3	26-29 Dec, 05	Nathdwara	28	7	35
Himachal Pradesh					
1	18-21 March, 06	DIET, Nahan	23	12	35
2	23-26 March, 06	DIET, Mandi	20	15	35
3	27-30 March, 06	GPS, Kullu	30	5	35
Total			423	215	638

**Programmes Organised by State Affiliates of the
A. I. P.T. F.
for the Year 2006 - 2007**

Name of Activity : District Level Training Programmes

Sl. No.	Date of the Activity	Venue	Participants		
			M	F	Total
Madhya Pradesh					
1	28th to 31st January 2007	Shahdol	23	12	35
2	5th to 8th Feb.2007	BhushanPur	24	11	35
3	15th to 18th March2007	Sidhi	25	10	35
Haryana					
1	1st to 4th December 06	Fetehtbad	31	5	36
	15th to 18th December 06	Karnal	30	8	38
2	9th to 12th Feb. 2007	Rewari	32	3	35
Goa					
1	15-18th October 06	The Sincro Hotel, Fatorda, Margao	10	25	35
2	16-19th October 06	Hotel Priti International Gawasawado Mapuca Bardez	10	26	36
Punjab					
1	25 -28 Dec. 06	Bathinda	31	10	41
2	2 - 5 Jan. 07	Amritsar	28	7	35
3	15th to 18th April, 2007	Jalandhar	14	15	29
Rajasthan					
1	4th-7th Jan. 2007	Jaisalmer	25	10	35
2	27th-30th Jan., 2007	Karoli	22	13	35
3	8th-11th Feb. 2007	Banswara	21	14	35
Tamilnadu					
1	24th to 27th Dec. 2006	DharmaPuri	24	10	34
2	28th to 31st Dec. 2006	Master Maaligai	20	13	33
Uttar Pradesh					
1	22nd to 25th December 06	Fatehpur	17	15	32
2	31st Jan. to 3rd Feb.2007	Bareilly	25	10	35
Bihar					
1	13th to 16th March 2007	Buxer	25	6	31
2	21-24th March 2007	Palni	27	8	35
Karnataka					
1	7-10th March 2007	Belgaum	22	5	27
2	12-15th March 2007	Hubli	20	11	31
Total			506	247	753

**Programmes Organised by State Affiliates of the
A. I. P.T. F.
for the Year 2007 - 2008**

Name of Activity : District Level Training Programmes

Sl. No.	Date of the Activity	Venue	Participants		
			M	F	Total
Haryana					
1	12th to 15th Dec. 2007	Jat Dharamshala, Hisar	48	2	50
2	26-29 Dec. 2007	Yadav Dharamshala, Mahendragarh	31	4	35
Himachal Pradesh					
1	17th to 20th Oct. 2007	Solan	31	8	39
2	14th to 17th Nov. 2007	Kullu	31	9	40
3	13th to 16th Feb. 2008	Mandi	28	8	36
Madya Pradesh					
1	24th to 27th Dec. 2008	Anuppur	27	8	35
2	10th to 13th Feb. 2008	Parabati	22	13	35
3	21st to 24th Feb. 2008	Shivpuri	23	12	35
Punjab					
1	14th to 17th Sept. 2007	Pathankot	32	19	51
2	15th to 18th Dec. 2007	Nangal Dam	41	19	60
3	19th to 22nd Jan. 2008	Amristsar	33	7	40
Mizoram					
1	16th to 19th Jan. 2008	Aizwal	24	11	35
2	19th to 22nd Nov. 2007	Aizwal	25	10	35
3	4th to 6th March 2008	Mamit	20	15	35
Bihar					
1	8th to 11th March 2008	Sheohar Dist.	26	9	35
2	14th to 17th March 2008	Katihar Dist.	18	15	33
Orissa					
1	27th to 30th March 2008	Sundergarh Dist.	23	12	35
2	27th to 30th March 2008	Gajapathi Dist.	20	21	41
Gujarat					
1	7th to 10th March 2008	Berana Dist.	29	16	45
Total			532	218	750

All India Primary Teachers' Federation

Teachers Provided Training under
EI/CTF/STF/Professional Development Project
from 1995 to 31st March 2008

Summary

Sl. No.	Dates of Training	Teachers Provided Training		
		Male	Female	Total
A	Academic Leadership	88	52	140
B	Sepecialised Training Programmes 119	43	162	
C	Resource Persons Training/Initial Training	564	308	872
D	Programmes conducted by the National Resource of different subjects Centre in content-cum-Methedology	561	207	768
E	District Level Training Programmes Organised in affiliates of Teachers' Federationthe All India Primary	3866	1887	5753
Total		5198	2497	7695

Appendix B

State AIPTF Officials Interviewed

DELHI

R.C.Dabas	General Secretary	Delhi
Mr. Subhas	Coordinator of Resource Persons	Punjab
Rajni Walia	Resource Person	Punjab
Udai Shankar Singh	Coordinator, Resource Person	Uttar Pradesh
Suresh Letani	General Secretary	Haryana

PUNE

Shailash Kumar N.Trivedi	Resource Person	Gujarat
Digamber S. Sawant	PDP Coordinator	Goa
Patel Kusum Amdaval	Resource Person	Gujarat
Pandya Gayatri Arvindbhai	Resource Person	Gujarat
Sanjay Maruti Kukade	District treasurer	Maharashtra
Harish Kumar Maran	PDP Coordinator	Madhya Pradesh

CHENNAI

A.G.S.Ganapati Rao	General Secretary and PDP Coordinator	Andhra Pradesh
George P.T.	District Secretary and District PDP Coordinator	Kerala
S. Arul Sundaram	Block President	Tamil Nadu
A. Premalatha	State General Committee Member	Tamil Nadu
Mrs. Rajeshwari	Resource Person	Karnataka

PATNA

Udai Narayan Choudhary	PDP Coordinator	Bihar
Mahendra Prasad Sahi	General Secretary	Bihar
Prem Singh Gusain	General Secretary	Uttarakhand
Thanu Bura Gohain	General Secretary	Assam
Shri Dhar Mishra	Divisional Secretary	Uttar Pradesh
Ila Basu	State Secretary	West Bengal
Prahallad Behera	PDP Coordinator	Odisha (Orissa)

AIPTF Officials Interviewed

Ram Pal Singh	President, AIPTF
Subhas Donde	Vice-President, Member of National Project Committee
S. Eswaran	Secretary General, AIPTF
Dr. Ajit Singh	Director, Professional Development Program, AIPTF
Dr. S. Prasad	Former Director, Professional Development Program, AIPTF
S. Nallasivan	PDP Coordinator, Tamil Nadu and National Resource Person

Government Officials Interviewed

Prem Latia Kataria	Director of Education, Municipal Corporation of Delhi
Ramesh Pawar	Assistant Director of SCERT, Maharashtra
Dr. Bedage	Director of SCERT, Maharashtra
Dr. S. Paramasivan	Director of School Education (Retd.) and Member, State Human Rights Commission, Tamil Nadu
Dr. K. Mariappan	Former Director of School Education and Member, State Human Rights Commission, Tamil Nadu
Shahi Bhushan Rai	District Superintendent of Education, Patna, Bihar

Schools Visited

MCD Co-ed Primary School, Pushp Vihar, Sector 7
MCD Co-ed Primary School, Pushp Vihar, Sector 5
MCD Coed Primary School, Saidulajab
D.S. Memorial Middle School, Ramalingapuram, Chennai
Sri J.E.T. Trust School, Peravellore and Agaran, Chennai
Girls Primary and Middle School, Punaichaak, Patna
Government Primary and Middle School, Sheksapura, Patna

STF Resource Persons Interviewed

Rita Bouvier	1996
Sandy Kitts	1996
Harold Schultz	1996
Tim Yee	2000
Sonja Susut	2000
George Georget	2001, 2006
Steven Allen	2001
Gurnam Singh	2001
Loretta Metzger	2003
Kit Loewen	2004, 2007
Martina Cain	2004
Carol Ward	2005
Joyce De Goijer	2006
Tanis Crawford	2007

Appendix C

Participant Questionnaire

Teachers' Perceptions about Value of the Training under Professional Development Programme

Questionnaire

The objective of this questionnaire is to seek your perceptions about the value of participation to you as a result of your training in the PDP. Besides, it is also intended to ascertain from you as to which of the instructional strategies acquired by you in PDP training are being used by you in the teaching – learning process at your work place.

You are requested to give your candid and objective response to all the statements/items in the questionnaire. Your responses would facilitate AIPTEF/EI/CTF/STF to visualize inputs to strengthen the Professional Development Programme. You are requested to indicate your response by ticking (✓) the relevant square.

1. Demographic Data of the respondent

- a) Gender Male Female
- b) Area in which you are working Rural Urban
- c) Name of state
in which you are working State _____
- d) Teaching experience in years at the primary level
 Less than 5 years
 5 to 9 years
 10 to 14 years
 15 to 19 years
 20 to 24 years
 More than 24 years
- e) Age range appropriate to you
 Less than 20 years
 20 to 30 years
 31 to 40 years
 41 to 50 years
 Above 50 years
- f) Level of PDP Training you participated in
 Initial (District)
 Initial (State)
 Specialized
 Leadership
- g) Qualifications
- i) Academic Secondary Senior Secondary
 Graduation Post-Graduation
 M.Phil Ph.D.
- ii) Professional Diploma in Education/ JBT or its equivalent
 B.Ed. M.Ed.

2. a) Total number of students in your school
 b) Total number of teachers in your school
 c) Mention the grades that are represented in your school
 d) i) Are you handling more than one grade/multi-grade situation? Yes No
 ii) How many grades and number of students in each grade?
 Grade _____
 No. of Students _____

3. You are requested to respond to the following statements. You are to rate each of these statements on a four point scale. The points on the scale manifest as mentioned below:

1. Stands for strongly disagree
2. Stands for disagree
3. Stands for agree and
4. Stands for strongly agree

You are requested to go through each of these statements/items and indicate your response by encircling the relevant number. For instance if you strongly disagree with the statement, you need to encircle the number 1. In case you agree with the statement, you are to encircle number 3.

Perception of the Professional Development Programme

3.1 I am aware of the need and importance of Education For All (EFA) in India	1	2	3	4
3.2 I am knowledgeable about different programme(s) launched by the Government of India for achieving Education For All in India by 2015.	1	2	3	4
3.3 I am aware of the Professional Development Programme	1	2	3	4
3.4 I am knowledgeable about the objectives/goals of the Professional Development Programme (PDP)	1	2	3	4
3.5 PDP has a significant role within my state primary teachers' association	1	2	3	4
3.6 PDP is an investment into the professional growth of teachers	1	2	3	4
3.7 PD programme met some of my specific pedagogical learning needs	1	2	3	4

4. Meaning, Relevance and Appropriateness

4.1 My skills in using instructional strategies have improved	1	2	3	4
4.2 I have now a greater understanding of how to use instructional strategies for transacting the curriculum prescribed by the state government	1	2	3	4
4.3 I am now fully aware of the instructional strategies required for effective teaching	1	2	3	4
4.4 I engage in my professional development on a regular basis	1	2	3	4
4.5 I am responsible for my own professional growth	1	2	3	4
4.6 I was provided learning experiences under PDP suited to my qualification and experience	1	2	3	4
4.7 I was provided learning experiences under PDP suited to the context in which I am working	1	2	3	4

5. Frames of Reference

5.1	Since my participation in the PDP, I feel more positive about my teaching work in the school	1	2	3	4
5.2	I feel that it is my responsibility to encourage my colleagues to participate in professional development activities	1	2	3	4
5.3	I feel that it is important to demonstrate respect for the individual learning differences of my students	1	2	3	4

6. Larger school and community context

6.1	I believe that I have a role to play in the improvement of primary education in my state	1	2	3	4
6.2	I believe that I have a role to play in increasing the visibility and status of my state teachers association/ AIPTF in my community	1	2	3	4
6.3	My skills and capacities have been developed to the point where I can impart training to others in new instructional strategies and approaches	1	2	3	4
6.4	I activity encourage members of the community to help the school in meeting material needs of the school	1	2	3	4

You were imparted training in four instructional strategies in the P.D. programme. Mentioned below are statements in respect of these instructional strategies. You are requested to go through each of these statements and indicate which of these statements are true or false. You are requested to indicate your response by ticking (✓) the relevant square.

7. Multiple intelligences

- 7.1 I recall learning about theory of multiple intelligences True False
- 7.2 I have used theory of multiple intelligences in designing my lesson plan and the teaching learning process True False
- The use of multiple intelligences (MI) theory has become a part of the my regular teaching practice True False
- 7.4 The use of MI theory in teaching learning process has a positive effect on learning achievement of my students. True False

8. Cooperative Learning

- 8.1 I recall learning about the instructional strategy – cooperative learning True False
- 8.2 I have used cooperative learning principles in my lesson deign and in teaching learning process True False
- 8.3 The use of cooperative learning principles has become a part of my regular teaching practice True False
- The use of instructional strategy – cooperative learning has a positive effective on the learning outcomes of my students True False

9. Mind Mapping

- 9.1 I recall learning about mind mapping True False
- I have used mind mapping in designing my lessons and also in my teaching learning process in the classroom True False
- The use of mind mapping has become a part of my regular teaching practice True False
- Mind mapping has a positive impact on the learning outcomes of my students True False

10. Concept Attainment

- 10.1 I recall learning about instructional strategy of concept attainment True False
- I have used the instructional strategy of concept attainment in designing my lesson plan and in the teaching learning process True False
- The use of instructional strategy of concept attainment a part of the my regular teaching practice True False
- The use the instructional strategy of concept attainment has had a positive impact on the learning outcomes of my students True False

