



Report: Evaluation of the Educational Leadership Development Programme (ELDP)

Karnataka – Improving education governance – IDF Grant #TF
095445

Centre for Budget and Policy Studies (CBPS), Bangalore

December 2013

Table of Contents

Acknowledgements.....	4
CBPS Research Team	4
Executive Summary.....	5
1.01 Objectives of this study	14
1.02 Scope and Limitations of the study.....	15
1.03 Methods Used	15
1.3.1 Sampling	15
1.04 Structure of the Report.....	17
2.01 Personality development.....	20
2.1.1 Vision-value alignment.....	20
2.1.2 Master of circumstances (MC) and Victim of circumstances (VC).....	21
2.1.4 Circle of influence and circle of concern.....	22
2.02 Leadership and Management skills.....	22
2.2.1 Learning orientation.....	23
2.2.2 Sociability orientation.....	23
2.2.3 Achievement Orientation.....	24
2.2.4 Leadership Orientation.....	24
2.2.5 Integrity Orientation.....	25
2.2.6 DNA of decision making	26
2.2.7 Active Listening.....	26
2.2.8 Effective Participation	27
2.2.9 Collaboration.....	27
2.03 Education system in India and Karnataka.....	28
2.3.1 National Curriculum Framework (NCF).....	28
2.3.2 Right to Education (RtE) Act.....	29
2.3.3 Improving School Effectiveness	29
2.04 Facilitation and application.....	30
2.4.1 Adult learning versus child learning	31
2.05 Application of ELDP	32
2.5.1 Quality Improvement Project (QIP).....	32
2.5.2 Module Reconstruction	33
3.01 Review of the Selection Process	34
3.02 Review of the Training Process	38
3.2.1 Scheduling and Logistics	38
3.2.2 Methods Used	40

3.2.3 Certification Process	45
3.2.4. Feedback process	48
4.1 Outcome Analysis	51
4.2 Analysing Baseline-Midline-Endline Survey Data.....	59
Annexure I: Questionnaire for Interviews of ELDP Participants	66
Annexure II: Questionnaire for Interviews (ELDP Control Group)	82
Annexure III: Summary of relevance/irrelevance of topics covered.....	85
Annexure IV: Regression Analysis of the Three Parameters.....	86
Table 1.1: Shifting Perspectives in the In-service Teacher Training under SSA.....	12
Table 1.2: Basic characteristics of treatment and control groups	16
Table 2.1: Topics covered under ELE and ELM components	20
Table 2.2: Summarising level of relevance/irrelevance of topics covered (ELE).....	93
Table 2.3: Summarising level of relevance/irrelevance of topics covered (ELM)	93
Table 3.1: Stages of Selection for ELDP	36
Table 3.2: Source of Information about ELDP	37
Table 3.3: Effectiveness of Methods used for ELE	44
Table 3.4: Effectiveness of Methods for ELM	45
Table 3.5: Suggested changes in the QIP Implementation	48
Table 4.1: Comparing knowledge about RtE (%).....	51
Table 4.2: Independent t-sample for three parameters.....	52
Table 4.3: Beliefs and Perceptions about Female Teachers and Male Teachers.....	53
Table 4.4: Beliefs and Perceptions about Education system in Karnataka.....	54
Table 4.5: Perceptions about Leader.....	54
Table 4.6: Perceptions regarding the choice of teaching profession.....	55
Table 4.7: Perception about the role of a Teacher.....	56
Table 4.8: Perceptions about a good student	56
Table 4.9: Perception of their own role at work (BRC/CRC).....	57
Table 4.10: Perception of their own role at work (DIET Lecturer).....	58
Table 4.11: Perception of their own role at work (ECO).....	59
Table 4.12: Age of child covered by RtE.....	60
Table 4.13: National body for redressal of children's grievances.....	61
Table 4.14: Knowledge about provisions for Out of School Children (OoSC) under RtE Act.....	61
Table 4.15: Perspectives towards teachers and teaching process.....	62
Table 4.16: Most effective factor for improving HT/HM effectiveness.....	62
Table 5. 1: Re-designed Phases by CBPS.....	65

List of Abbreviations

APF: Azim Premji Foundation
APU: Azim Premji University
BRC: Block Resource Centre
BRP: Block Resource Person
CBPS: Centre for Budget and Policy Studies
COC: Circle of Concern
COI: Circle of Influence
CRC: Cluster Resource Centre
CRP: Cluster Resource Person
DIET: District Institute of Educational Training
DNA: Deoxyribonucleic acid
DSERT: Department of State Educational Research and Training
DyPC: Deputy Project Co-ordinator (SSA)
ECO: Educational Co-ordinator
ELDP: Educational Leadership and Development Programme
ELDF: Educational Leadership and Development Facilitator
ELE: Embedding Leadership Excellence
ELM: Educational Leadership Management
EP: Effective Participation
GoK: Government of Karnataka
IERT: Inclusive Education Resource Trainers
IPO: Input-Process-Outcome/Output model
MC: Master of Circumstances
MDP: Management Development Programme
MHRD: Ministry of Human Resource and Development
NCERT: National Council for Educational Research and Training
NCF: National Curriculum Framework
OoSc: Out of School Children
PPU: Policy Planning Unit
QIP: Quality Improvement Projects
RtE: Right to Education Act 2009
SDMC: School Development and Monitoring Committee
SSA: Sarva Shiksha Abhiyan
VC: Victim of Circumstances

Acknowledgements

This study would not have been accomplished without the assistance of a number of people from different organisations. First, we would like to thank World Bank and Policy Planning Unit for providing financial assistance for this study. We sincerely thank officials at Azim Premji Foundation for their cooperation and assistance at various stages. A special word of thanks to Lakshmi (at APF) for co-ordinating the entire evaluation study and assisting in providing all the relevant documents and reports for this evaluation study.

Thanks to the implementing organisations, ARPITHA Associates and C-LAMPS for their co-operation during field observations and interviews and their assistance in sharing relevant information related to their respective components. We would also like to extend our thanks to Saswati Paik, Faculty, Azim Premji University (APU); Savitha B C, Research Coordinator, APU; Krishna Puri, Fellow, APF; Ashish Tripathi (District Institute – Udhamasinghnagar, APF); Prahlad Rao, Specialist – People Development, ELM, Karnataka State Institute, and Lakshmi, Programme Coordinator, ELM, APF for sharing their survey tools and data for analysing impact of ELDP (baseline, midline and endline survey conducted among ELDP participants).

Our colleagues at the Centre for Budget and Policy Studies (CBPS) have supported us in various capacities. Mr. Srinivas Alamuru, who meticulously examined the draft tools and report and provided valuable feedback; Sambhu Singh Rathi and Suma MN for statistical analysis of the data; Manasa Gade for assistance in reviewing content and process; Sandhya Chandrasekharan, Prakhya Bhat and Shubhashansa Bakshi for their help during fieldwork. Usha PV and Ramesh KA extended all required administrative support, throughout.

We are also grateful to all the participants who willingly participated in this study and shared their views, information and pertinent experiences with the team.

CBPS Research Team

Puja Minni

Neha Ghatak

Shobha Veigas

Jyotsna Jha

Executive Summary

1.0 Introduction

Karnataka has made significant investment in a number of reform and quality enhancement measures in the elementary education sector. Some of these measures are located under the Sarva Shiksha Abhiyan (SSA) while some others relate to broader policy reforms. These include introduction of a wide range of in-service training and support programmes for teachers. However, despite these interventions, in general, the quality indicators have not shown significant improvements.

With this backdrop, Education Leadership Development Program (ELDP) was designed as a capacity development programme for enhancing skills related to personal effectiveness, educational leadership and school planning, aimed at sub-district institutional staff. In addition to focusing on specific skills and content areas, the training has aimed at changing the perspectives as well.

2.0 The Evaluation: Main Observations and recommendations

An evaluation of the ELDP programme was undertaken by Centre for Budget and Policy Studies (CBPS) Bangalore. The main objective of this evaluation study was to examine the process of development of an ELDF; to examine whether processes, methods used, facilitation, content and design are in alignment with the objectives of the programme; to examine whether the programme has achieved its objective of preparing effective ELDFs; whether the outputs of the training are in alignment with objectives; and the reasons contributing to success and shortfall if any. The evaluation study included analysis of content covered and methods used, sample observations of training sessions, interviews of ELDP participants (treatment group) to understand the impact of the programme and matching non-participants (control group) for comparing levels of knowledge, attitude and perspective about practice between the two groups.

One of the broad conclusions of the evaluation is that the ELDP programme is important for two reasons: one, it has brought focus to an area that is critical yet neglected for effective education delivery i.e., leadership and management, and two, for bringing greater rigour in conceptualizing the process of training of trainers. The programme needs to be commended for introducing rigour and accountability to a system which is otherwise lackluster in its approach to training. It is not easy to introduce a programme where certification process is based on evaluation in a system that is marked by corruption and patronage, and where everything is usually guided by seniority, and therefore deserves applause. This could be a model for other programmes for developing trainers of training, and also be incentivized for greater acceptance among the stakeholders.

The magnitude of the programme is also impressive. This programme is spread in 32 districts (all districts in Karnataka except one, Shimoga) in the state and aimed at developing more

than hundred facilitators. Tremendous effort has been invested in coordinating with all district level officials from selection of candidates to ensuring 100 per cent participation and certification. Efforts have also been put to organise training with intervals, so that their work is not hampered constantly. A programme like this is essential to boost the motivation of the educational functionaries, make them more responsive towards their stakeholders and have a sense of ownership towards the education system. Therefore, we also recommend that this programme be expanded to cover much larger number of education functionaries so that there is a critical mass of people exposed to such training. However, the programme must be reviewed thoroughly and revised based on feedback provided here to tighten the loopholes, and make it more effective and result-oriented.

We now present the summary of our findings on various aspects covered by our evaluation, and then present a set of recommendations for revising the approach:

2.1 Content Review

ELDP has two components: Embedding Leadership in Education (ELE) and Educational Leadership and Management (ELM). The ELE component focuses primarily on personality development, where the focus is on understanding the meaning of vision, and learning one's own orientation towards vision and values, the interdependence of values and the implications of imbalance in real life, dynamics between achievement, sociability, leadership, learning and integrity. The ELE sessions focussed on introspection, understanding the significance of different perspectives, realising one's strengths and weaknesses, reflecting on these, etc.

The ELM component focuses on education management and facilitation skills with special focus on communication skills, conflict resolution, critical thinking, knowledge of National Curriculum Framework (NCF), Right to Education Act 2009 (RtE) and methods to conduct effective training for adults. ELM is more about developing the participants as good facilitators and in turn, managers, with effective leadership, management and planning skills.

The topics covered under both components can be classified into four broad (not watertight) categories: Personality Development, Leadership and Management skills, Education system in India and Karnataka, and Facilitation Skills and Application. Questions related to relevance of few topics covered under both components were asked during interviews of ELDP participants. Majority of the topics covered under both components were found very relevant/relevant by the participants.

The application aspect of the entire ELDP programme was through the Quality Improvement Project (QIP). This was in the form of a project that had to be planned, designed and implemented by the participants in their respective block/cluster. These projects helped in reflecting upon the learning from the two components and embed them in their work. Another key aspect of the training was a workshop held to re-construct modules covered during ELDP programme, in order to conduct similar 15-day ELDP programme training in

their districts. A facilitation skill development workshop was also organised to equip them with effective facilitation skills.

2.2 Process Review

(a) Selection Process: As per the ELDP envisaged design, volunteerism and a keen interest in conducting effective training related to personality development and leadership skills are the key elements of this training programme. Our study showed that nearly half the participants were directly or indirectly influenced in some manner into attending the programme in one way or the other by their senior officials at the respective districts. Such indirect influence could be due to pressure on the district officials to ensure that their candidates are selected and finally certified. This lack of voluntary interest to avail such opportunities for skill up-gradation also needs to be understood in the context of a system that lacks a transparent criteria of rewards for performances and skill enhancement.

The participants underwent a three-stage selection procedure including an information sharing day held by Policy Planning Unit (PPU) at the DIET, which was followed by filling of bio-data and interview. During the interviews ELDP participants were asked to identify the stages of selection process that they underwent. Almost all of them had attended the interview for the final selection, only 38 per cent of them had attended the information sharing day organised and 48 per cent had filled their bio-data. Surprisingly, only 34 per cent of the respondents indicated that they had given a written test. This shows that the rigour was also compromised in some places. The reasons could be varied and an exploration into those was beyond the scope of our study.

(b) Duration and sequence of programme: A significant number of participants were of the view that the duration of the training can be shortened by reducing the time spent on lengthy introductions, debates and discussions on topics not listed in the schedule and waiting for participants to arrive. However, seventy eight per cent of the ELDF participants interviewed found the sequence of the programme relevant. Almost half the participants interviewed indicated that they would start their ELDP training with ELE phase 1, followed by ELM phase 1.

(c) Methods used: Both the implementing agencies used a wide range of methods such as small group discussions, lectures, role play, small group presentations, quiz, presentations, films etc. Small group discussions encouraged discussants to organise their thinking by comparing interpretations with each other. This method proved effective in content-heavy sessions and ensured internalising of the learning. However, facilitators acting like a guide in the group often hampered free-flow of discussions. Coaching or one-on-one sessions was an integral part of both components, acting as a guide to improve one's behaviour to become an effective leader in their personal and professional lives.

Role play proved to be an effective method to convey a message, ensuring that all participants were involved in some aspect. Quiz was another useful method to recall and clarify doubts. Ice-breakers got the participants into the groove for the day and they seemed to enjoy this immensely. Games and activities involved reflection upon one's behaviour and attitude helping the participant to critically analyse themselves. But, it was noticed that the reflection sessions were not written down or shared, making it difficult to assess whether the participants were able to reflect critically or not. Mind-mapping and brainstorming were used to plan and design quality improvement projects and assignments. These methods seemed useful and effective in internalising the learning. Lectures were also given on various topics, which were found effective by the participants; the feedback seemed depending upon the topic and the resource person – observations also suggested that some lectures were very effective while others were not.

It was observed through the training that few aggressive participants seemed to overshadow others. Often time allotted would not be maintained. Sessions that were oriented towards physical activities were often taxing because of the lack of planning in terms of a balance to be maintained between physical activities oriented session and other mostly sedentary methods. Deviations from the given schedule were also observed and the participants did not really know what to expect during the session.

(d) Certification process: Participation and completion of each phase for ELE and ELM was a primary requirement for certification. Other evaluation methods included observation of participants during discussions, assignments, pre and post-test, case studies, open book test, QIP project report and its presentation and panel interview at the completion of all phases.

After the successful completion of all phases, the participants with an overall grade 'A' were certified as facilitators and those with grade B were certified as co-facilitators. Those not making up to even B were not certified. Post certification, they reconstructed the modules covered in ELDP in order to conduct similar trainings and also underwent a facilitation skills workshop. While the evaluation rubric for ELM component was well-structured and detailed, evaluation criterion was unclear.

(e) Feedback process: Feedback mechanism seemed more organised and systematic in the ELE component as compared to ELM component where the focus was only on oral/informal methods.

2.3 Outcome Analysis

In order to understand the immediate impact of the ELDP programme on participants, we conducted statistical tests to determine the impact among the ELDP participants (treatment group and compared it with matching non-participants (control group).

Outcome analysis details comparison between the treatment group and the control group under three broad categories: (1) Knowledge about Educational Components (2) Knowledge

of Facilitation (3) Perceptions. The third category, Perceptions, is further divided into three parts: (a) General perceptions (b) Perception of stakeholders (c) Perception of one's role at work.

Statistical tests showed a significant difference in the knowledge about education between the treatment and control groups, this being higher for the former, but there was no significant difference with respect to knowledge of facilitation. This hints towards the fact that ELDP falls short in terms of content and delivery of real facilitation skills. In our view, this is mainly because facilitation-skill development was not incorporated within each session. With respect to perceptions, there was a significant difference in perception about the role of teachers, where the treatment group assigned more value to making students well rounded individuals, while the control group assigned greater value to making students obedient individuals.

Another interesting difference is in terms of the perception of roles. This difference is not exhibited between the control group and the treatment group, but between the designations across both groups. The DIET lectures, unlike BRPs/CRPs interviewed across both groups, had a broader perception about their roles, not limited by what is considered mandatory according to their job-chart. This reflects a non-bureaucratic role orientation whereas all others perceived their role to be what is mandated by the job chart.

2.4 Baseline-Midline-Endline Survey

During the life-cycle of the entire programme, baseline, midline and endline survey was conducted by a team from Azim Premji University (APU), in collaboration with Karnataka State Institute (KSI), Azim Premji Foundation (APF) and C-LAMPS. This data aimed at understanding the change in knowledge, attitude and perception about practice (KAP) due to participation in the ELDP programme. The survey aimed at understanding the increase in knowledge related to Right to Education and related aspects, attitude towards stakeholders and practices followed. The questionnaires used for the survey were developed by the team from APU, data collection and entry of raw data was also undertaken by them. Collation of raw data entered and quantification for analysis was conducted by CBPS. Frequency tables for each survey (baseline, midline and endline) have been generated using the collated data.

The standard deviations independent t-test of the three parameters and the changes measured (in percentages) through the baseline-midline-endline survey indicates that there has been a positive impact of the ELDP programme on the participants. This is, however, an infant stage to assess shifts in perspectives and personality changes. In order to assess these, a detailed stakeholder analysis of selected participants and impact analysis on those trained under certified ELDP facilitators is strongly suggested.

3.0 Recommendations We make the following recommendations for strengthening the programme before scaling up to cover more individuals from the education sector:

- 1. Strengthening the evaluation mechanisms for ELE component:** A detailed and structured rubric identifying what components will be assessed and how will they be assessed for ELE component needs to be developed.
- 2. Strengthening the feedback mechanisms for ELM component:** Well-documented feedback mechanism help in continuous improvements in the programme. This needs to be integrated in the ELM component.
- 3. Ensuring comprehensiveness:** Since the ultimate expected outcome of the programme is to develop effective facilitators, the programme design should not view the participants as the end-receivers. Development of facilitation skills needs to be an integral part of each and every session. Hence, each session needs to be guided by how it was conducted (participants learn it by experiencing) and why it was conducted (through discussions). Participants could be asked to dissect and reconstruct the sessions at every stage rather than only in the end. It will also help to develop some content on facilitation.
- 4. Shorten the phases by making them more compact:** Field observations and feedback from participants speak strongly for a reduced and a more compact programme. An alternative design has been provided so that it can easily be adapted by the ELDP facilitators for conducting training at the grass-root level.

We have also attempted a revised schedule of lesser duration taking feedback from participants and based on our own observations of the programme (Table 5.1).

1. Introduction

Karnataka has made significant investment in a number of reform and quality enhancement measures in the elementary education sector. Some of these measures are located under the Sarva Shiksha Abhiyan (SSA) while some others relate to broader policy reforms. These include introduction of a wide range of in-service training and support programmes for teachers. However, despite these interventions, in general, the quality indicators have not shown significant improvements.

The sub-district level institutions created under SSA, Block Resource Centre (BRC) and Cluster Resource Centre (CRC) have an important role in the development of teachers and implementation of other quality enhancement programmes. Various studies undertaken in the state indicate that Block Resource Persons (BRP) /Cluster Resource Persons (CRP) rarely reflect on the challenges of quality and equity, and tend to blame poverty and other exogenous features as the main reasons for low quality of education. Also, the headmaster cadre is considered senior to CRP cadre and hence the traditional hierarchy overthrows functional expertise, if any, and comes in the way of accepting CRP as academic adviser. Moreover, the BRPs and CRPs having been drawn from teaching cadre have had no inputs on leadership, team building and school planning.

With this backdrop, ELDP was designed as a capacity development programme for enhancing skills related to personal effectiveness, educational leadership and school planning aimed at sub-district institutional staff. Policy Planning Unit (PPU), which is a joint collaboration of Government of Karnataka (GoK) and Azim Premji Foundation (APF) working jointly since March 2003, took the responsibility of developing and implementing the ELDP. The present study is the first external evaluation of the initiative.

Education Leadership Development Program (ELDP) was primarily aimed at enhancing the capacities of teacher support professionals, i.e., District Institute of Educational Training (DIET) lecturers, BRPs and CRPs, i.e., those who have the responsibility of training the teachers and supporting them to deliver better in the classroom ultimately translating these efforts into the improved quality of education being imparted in the schools. In addition to focusing on specific skills and content areas, the training has aimed at changing the perspectives as well. The following diagram sums up the desired shifts in perspectives that are aimed at:

Table 1.1: Shifting Perspectives in the In-service Teacher Training under SSA

From	To
Teacher directed, fixed designs	Learner-centric, flexible processes
Learner receptivity	Learner agency, participation in learning
Knowledge as “given”, fixed	Knowledge as constructed, evolving
Learning as an individual act	Learning as a collaborative, social process
Disciplinary focus	Multidisciplinary, educational focus
Assessment judgmental, mainly through competitive tests for ranking, through narrow measures of achievement, leading to trauma and anxiety	Assessment for Learning, self-assessment to enhance motivation, through continuous non-threatening processes, to record progress over time

Source: Sarva Shiksha Abhiyan: Framework for Implementation; Ministry of Human Resource Development; Department of School Education and Literacy; Government of India, pg 75

These desired shifts require major changes in the outlook, attitude and skill set of individuals, especially teachers and teacher support professionals. As mentioned earlier, although an elaborate set of training programmes focussing on content and pedagogical aspects existed¹ and a number of studies have also been done to estimate and improve the effectiveness of in-service teacher training programmes², there had hardly been any effort in the direction of changing the outlook, attitudes and skill sets. ELDP tried to fill that gap by building knowledge and perspectives, developing attitudes and skills among district and sub-district level teacher support personnel. In other words, it provided the leaders and managers at the sub-district level of the department an opportunity for developing their leadership and management capabilities.

ELDP evolved out of another programme known as Management Development Programme (MDP). This programme had two components: (i) personal and group effectiveness component, and (ii) technical component covering topics like finance, policy, programme

¹ Department of State Educational Research and Training (DSERT) is the State Apex body concerned with teacher training. DSERT is in-charge of formulating curriculum and ensure training through 27 District Institutes of Education and Training (DIETs) located across the state. Current teacher in-service training pattern in the state is 5 days (class 5) + 5 days (class 8) + 2 days (CCE) + 8 (cluster meetings) = 20 days. Apart from induction training called Prerana (2 weeks training programme in content, pedagogy, departmental programmes, issues in primary education), Sarva Shiksha Abhiyan (SSA) details about 20 days of training in a year for every primary school teacher. Some of the aspects covered by trainings given by the DSERTs in Karnataka focussed on multigrade teaching, preparation of teaching learning materials, child friendly teaching, use of theatre in learning, language skills, evaluation, etc. Teachers also attend CRC level Monthly Experience sharing workshops and Head Teachers Training Program.

² “A Study on the Effectiveness of In-Service Teacher Training Programmes Conducted for Primary School Teachers of Dharwad District” conducted by Dr Ramesh Naik, University College of Education, Dharwad. Abstract available in State Level Research Studies Abstracts from 2002-03 to 2008-09; pg 30-33 and “Identification of the Training Needs of Primary School Teachers for Designing Competency Based Training Programmes” conducted by Dr G Sheela, PG Department of Education, University of Mysore. Abstract available in State Level Research Studies Abstracts from 2002-03 to 2008-09; pg 126-129

management, strategy, HRD. These two components were covered through 20 days of training (10 days each component) followed by project work (known as Quality Improvement Projects- QIPs) for each component. This was later modified to 36 days of classroom training followed by project work, and extended to district and block level officers leading to certification of 75 (out of 101 participants) such participants as MDFs. These MDFs carried out similar training at district level to reach out to operation level functionaries, starting with BRPs and CRPs. Between 2008 and 2010, about 2,047 CRPs and BRPs have undergone this training and carried out Quality Improvement Projects (QIPs) to internalize the inputs.

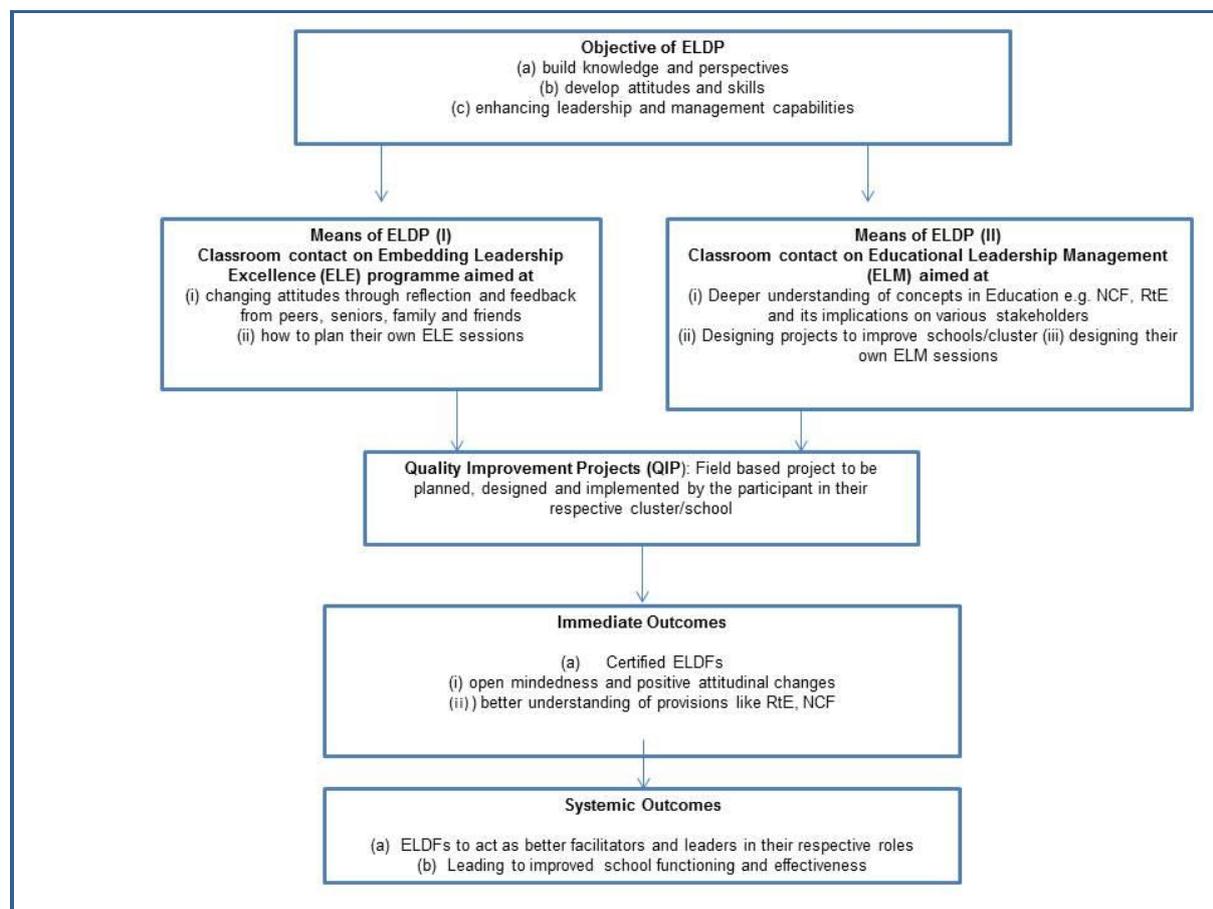
The implementation of the MDF programme led to the realisation that it could be of immense help if those working directly with schools and teachers are themselves trained as MDFs. This is what the present ELDP is aiming at. ELDP targeted to certify 100 DIET lecturers, BRPs and CRPs as Education Leadership and Development Facilitators (ELDF). ELDP was divided into two components: Embedding Leadership Excellence (ELE) and Educational Leadership Management (ELM). The ELE component dealt with the behavioural and attitudinal changes. It was a ten-day training related to personal effectiveness. The ELM component concentrated on the understanding of concepts related to education e.g. National Curriculum Framework (NCF), Right to Education (RtE), Input-Process-Outcome Model in Education etc. The combination of the two sets of trainings led to educational leadership and development. Therefore, the ELDP included the following components:

1. 10-day classroom contact for personal effectiveness and leadership component
2. 32 day classroom contact for educational leadership management component
3. 38-day QIP component as project work (not including any contact classes with resource agencies)

The entire programme, conducted almost entirely in Kannada (including all materials shared) was spread over 21 weeks, 12 of which was set aside for QIP planning and implementation. After the successful completion of the training, periodic assessments and presentation of their QIP, the participant was given a final grade. Those receiving an overall grade A or B were certified to be an Educational Leadership and Development Facilitator (ELDF) and co-facilitator respectively. The certified ELDFs/co-facilitators are required to conduct similar trainings in their block/cluster. The following diagram summarises the ELDP objectives and approach:

ELDP Model

(As understood by CBPS)



As this programme aimed to enhance the cognitive, attitudinal and behavioural aspects of the participant, a comprehensive evaluation of all these facets of the programme was undertaken by Centre for Budget and Policy Studies (CBPS). This evaluation study seeks to provide a crucial feedback to the programme developers, based on which they can improve and/or scale-up their interventions.

The evaluation study tries to answer the following research questions:

- Does the programme achieve its stated goals and outcomes?
- How much were the desired outputs achieved?
- In what ways (if any) in which the programme can be improved systematically?

1.01 Objectives of the evaluation study

The three main objectives of the evaluation study are:

- 1) To examine the process of development of an ELDF.

- 2) To examine whether process/methodology, facilitation, content and design are in alignment with the objectives of the ELDP programme.
- 3) To examine whether outcomes from the training are in alignment with objectives; and the reasons contributing to success and any shortfall.

1.02 Scope and Limitations of the study

Due to limited time period of the evaluation study, a comprehensive macro level study of the programme, along with stakeholder analysis and systematic evaluation during the lifecycle of the programme could not be done. This is also not an impact analysis that looks at the immediate and sustained impact of the programme. This study is limited to examining the processes, content and immediate outcomes of the programme, through observations made during the complete cycle of one of the batches.

1.03 Methods Used

- 1) Desk Review of materials including training materials, learning resources and QIP reports of sample participants.
- 2) Sample Observation of the contact training programmes: 25 out of 42 days of field observations conducted (i.e. about 60 per cent of training sessions attended) for one batch.
- 3) Interview of 50 ELDP participants (treatment group³) to collect data on their feedback on the content, process and the methods used for all the phases of ELDP and to gauge their level of understanding on the content covered in ELDP. (The tools are attached as Annexure I)
- 4) Interview of 36 non- participants⁴ (control group) to evaluate their understanding of similar content covered during the ELDP. (The tools are attached as Annexure II)

1.3.1 Sampling

Sampling for both treatment and control group was selective and purposive in nature.

³ In this context, treatment group refers to those respondents that underwent the ELDP training.

⁴ In this context, the control group refers to those respondents that belong to the education department in Karnataka but did not undergo the ELDP training. The control group interviews were scheduled for 50 matching respondents, maintaining the same district-wise and designation-wise distribution as the intervention group. This was scheduled by APF, in collaboration with the Department of Public Instruction. Order was sent to the respective district official to send the identified individuals for the interview on two specifically mentioned dates. As per Government rules, TA and DA was also provided. However, only 36 respondents appeared for the interviews.

Table 1.2: Basic characteristics of treatment and control groups

Characteristics		Groups		z-value	p-value
		Control group	Treatment group		
	Sample Size	36	50		
Designation	BRP	12 (33.3)	21 (42)	0.8153	0.4149
	CRP	6 (16.7)	7 (14)	0.3406	0.7334
	DIET Lecturer	12 (33.3)	15 (30)	0.3286	0.7425
	IERT	3 (8.3)	3 (6)	0.4190	0.6752
	ECO	3 (8.3)	4 (8)	0.0558	0.9555
Age (years)	Less than 30	1 (2.8)	0 (0)	1.1854	0.2359
	31-35	3 (8.3)	4 (8)	0.0558	0.9555
	36-40	8 (22.2)	9 (18)	0.4850	0.6276
	41-45	10 (27.8)	12 (24)	0.3961	0.6920
	46-50	8 (22.2)	17 (34)	1.1866	0.2354
	51-55	5 (13.9)	7 (14)	0.0147	0.9883
	56-60	1 (2.8)	1 (2)	0.2361	0.8134
Sex	Male	28 (77.8)	39 (78)	0.0245	0.9804
	Female	8 (22.2)	11 (22)	0.0245	0.9804
No of years in the service	Less than 10	1 (2.8)	1 (2)	0.2361	0.8134
	10-15	12 (33.3)	11 (22)	1.1714	0.2414
	More than 15	23 (63.9)	38 (76)	1.2202	0.2224
No of years in the present position	0-4	26 (72.2)	25 (50)	2.0694	0.0385*
	5-9	9 (25)	20 (40)	1.4516	0.1466
	More than 10	1 (2.8)	5 (10)	1.2970	0.1946
Undergone any training of trainers during last 2 years	Yes	16 (44.4)	23 (46)	0.1430	0.8863
	No	20 (55.6)	27 (54)	0.1430	0.8863
Social group	SC/ST	13 (36.1)	7 (14)	2.3945	0.0166*
	OBC	16 (44.4)	15 (30)	1.3763	0.1687
	General	7 (19.4)	28 (56)	3.4042	0.0007***

Percentages in parentheses; z-value indicates level of association as indicated by Proportions Test; p-value indicates Probability Value; * p < 0.05, ** p < 0.01, *** p < 0.001

Treatment group: The sampling for the treatment group consisted of 50 ELDFs. The ELDP programme had participants from 32 districts in Karnataka and the CBPS sample included participants from all these districts. There are 125 certified ELDFs in the entire state of Karnataka. Therefore the treatment group included 40 per cent of the total ELDFs. The sex-distribution among the ELDP participants was also kept into consideration; 78 per cent of males and 22 per cent of females were interviewed. Thirty-four per cent of the participants interviewed were in the age-group 46-50 years while 24 per cent of them were in the age-group 41-45 years. There were a mix of DIET lectures, CRPs, BRPs and IERTs. The sample reflected this mix, as depicted by Table 1.2. 76 per cent of the participants in the sample had served in the education department for more than 15 years whereas 50 per cent of them had less than 5 years of experience in their current position. 46 per cent of the participants interviewed had undergone any training of trainers (for conducting training) during the last two years (apart from ELDP).

Control group: To maintain parity between the treatment group and the control group the sampling was done keeping in mind the same criterion of district, sex and designation. A sample of 50 non-ELDP participants was selected (80 per cent of the treatment group population) from 32 districts in Karnataka. Twenty seven per cent of the respondents in the control group belonged to the age-group 41-45 years while 22 per cent of them belonged to the age-group 46-50 years. The control group consisted of education functionaries holding the same designation as the treatment group, which is DIET lectures, CRPs, BRPs and IERTs, as depicted by Table 1.2

Parity between the two sexes among the treatment and control groups was also maintained: 77.8 per cent of respondents in the control group were males while 22.2 per cent of respondents were female. 63.9 per cent of the respondents had served in the education department for more than 15 years while 72.2 per cent of them had less than 5 years of experience in their current position. About 45 per cent of the respondents had undergone any training of trainers (for conducting training) during the last two years.

A test of proportions was conducted on the basic characteristics of the sample for both groups. The results indicates that apart from three sub-characteristics (Number of years in present position: 0-4 years sub-category; Social group: SC/ST and General sub-category), there is no statistically significant difference between the two groups.

1.04 Structure of the Report

The Report is divided into five sections. The first section is the introduction to ELDP and the study. This section elaborates the objectives of ELDP and the design of it. Further it explains the rationale of the study, the objectives of the study and the methods that were used for the study. It also explains the profiles of the treatment and control groups. The second section is a review of selected sample content covered during the course ELDP programme. This section looks to classify the content under four broad heads, i.e. Personality development, Leadership

and management skills, Education system in India and Karnataka and lastly, Facilitation skills and application. This section classifies the content in four broad themes (covered in both ELE and ELM). It elaborates on some of the content that was covered under each broad theme. Further to this, this section also provides a feedback on the content drawing evidence from the interviews conducted with the sample ELDFs. This sections leads to the next section which is a review of the process of ELDP.

Under the review of process, the methods used and the delivery of the content is reviewed. This section draws evidence from the field observations and also feedback collected through interviews. The fourth section is the outcome analysis which is further divided into 3 parts; the first part is the analysis of the knowledge content of the sample ELDFs on RtE and also a comparison of this knowledge with the control group. The second part is the analysis of the facilitation skills of the ELDFs and a comparison of the same with the control group the last section deals with the perceptions of the ELDFs and a comparison of these perceptions with the control group. These perceptions are divided into three parts, the first part is the general perceptions, the second part is perception of stakeholders and the last part is the perception of their own roles as education functionaries. This sections includes with an independent t-test analysis conducted on the four broad themes (as discussed in the second chapter) to illustrate the immediate outcomes in terms of the programme's impact on the participants' attitude and understanding. Inferences from the baseline-midline-endline survey conducted are included in the last part of the fourth section. The last section of the report is a conclusive section which also gives some key recommendations to make ELDP more effective. Questionnaires used for interviews are attached in the annexure.

2. Review of Content in ELDP

Education Leadership Development Program (ELDP) is primarily aimed at enhancing the capacities of teacher support professionals, i.e., DIET lecturers, BRPs and CRPs, i.e., those who have the responsibility of training the teachers and supporting them to deliver better in the classroom, ultimately translating these efforts into the improved quality of education being imparted in the schools. In addition to focusing on specific skills and content areas, the training has aimed at changing the perspectives as well. These changes in perspective aims to shift focus from direct teaching and fixed designs to learner centric and flexible processes, knowledge as given and fixed to knowledge as an construct and ever evolving phenomenon, from learning as an individual act to learning as a collaborative and social process etc.

These desired shifts require major changes in the outlook, attitude and skill set of individuals, especially teachers and teacher support professionals. ELDP attempts to build knowledge and perspectives, and developing attitudes and skills among district and sub-district level teacher support personnel in a manner that that the quality of support given by them is enhanced. In other words, it provides the leaders and managers at the sub-district level of the department an opportunity for developing their leadership and management capabilities. The programme also aims to foster attributes of educational leadership with its matrix of cognitive, attitudinal and behavioural components, as well as develop the trainees to achieve demonstrable outputs in their work with stakeholders at the school level – administrators, educators and communities.

To achieve these objectives both the components of ELDP i.e. Embedding Leadership Excellence (ELE) and Educational Leadership and Management (ELM) focuses on a variety of content. The ELE component focuses primarily on personality development, where the focus is on participants to understand the meaning of vision, and learning one's own orientation towards vision and values, to understand the interdependence of values and the implications of imbalance in real life, to bring out the dynamics between achievement, sociability, leadership, learning and integrity. The ELE sessions focus on introspection, understanding the significance of different perspectives, realising one's strengths and weaknesses, reflecting on these, etc.

While the ELM component focuses on education management and facilitation skills with special focus on communication skills, conflict resolution, critical thinking, knowledge of National Curriculum Framework, Right to Education Act 2009 and methods to conduct effective training for adults. ELM is more about developing the participants as good facilitators and in turn, managers, with effective leadership, management and planning skills like. The following table lists some of the content covered in both the components:

Table 2.1: Topics covered under ELE and ELM components

ELE	ELM
Importance of knowledge	Active listening
Vision value alignment	Effective participation
Mindful learning	Adult learning v/s child learning
Master of circumstances and victim of circumstances	Open mindedness
Social orientation	Preamble to the constitution of India
Learning orientation	National Curricular Framework
Integrity orientation	Right to Education
Leadership Orientation	Education system in Karnataka
Achievement Orientation	Collaborations and cooperation as concepts
	Circle of influence and circle of concern
	Structure process framework
	Roles as education functionaries
	Quality Improvement Project (QIP)

The above mentioned topics can be classified into four broad themes:

1. Personality development
2. Leadership and management skills
3. Education system in India and Karnataka
4. Facilitation skills and application

These themes are not watertight. The alignment of the content in terms of the matter they contain and also in terms of delivery make them flow into one another.

2.01 Personality development

For any change to be long standing and transformational, it needs to come from within – as long as the focus is on ‘effect’, there will be problematic issues that act as obstacles; once the focus is shifted, towards ‘causes’, there may be a more holistic reconciliation of the problems, causing them to not pose problems any more. Hence addressing ‘change in perspectives’ at individual level becomes very important. Some of the content in ELDP which directly dealt with this change in perspective at the individual level is discussed below:

2.1.1 Vision-value alignment

The vision-value alignment is an attempt for an individual to evaluate where one stands in life with respect to their vision and an attempt to gain clarity on the same, while values come from one’s belief system and helps in understanding the cause of one’s behaviour. The vision

value alignment is triggered towards a deeper understanding of accountability and ownership to oneself and the world around.

With the help of group activities, like skits and small group discussions, participants were asked to reflect on the values and visions they possess in life. To arrive at a concrete definition of value, participants were asked to come up with their values in professional and personal life. Further the difference between values that have a constructive focus towards life and values that do not were elaborated upon. They were further given lengthy explanations on the importance of aligning their vision with value, how it helps in making a person get proper direction in life and makes a person foresighted. Examples from teacher student relationship and classroom interactions were used for better understanding.

66 per cent of the ELDFs who were a part of the sample rated the vision-value alignment as very relevant to their work. 30 per cent rated it as relevant while only 2 per cent rated it as irrelevant⁵.

2.1.2 Master of circumstances (MC) and Victim of circumstances (VC)

This concept is targeted towards understanding the gaps between what one wants to be and what one is. In other words, it deals with the transformation from the actual to the ideational in one's life situations. Therefore the concept tries to capture the power of self to make one strive for excellence.

The participants were encouraged to brainstorm and reflect upon situations where they have been MC and VC. They were asked to analyse situations and answer the question 'have I done everything to achieve the targeted goal', if the answer is no, then they were VC and if the answer is yes, they were MC. Further, the facilitator discussed the results of VC – inactivity, fear, depression, inferiority, failure. The causes of VC was also discussed -- some of the causes mentioned were excuses, rationalisation of failure, 'if' and 'but' situations. The concept of MC and VC was further elaborated through 'triggers' of MC and VC. These triggers were classified as external and internal, while MC had mostly external triggers; triggers for VC were mostly internal.

When tested for the level of understanding of VC and MC more than 60 per cent of the sample ELDFs understood the concept. In other words, nearly 40 per cent of the certified ELDFs did not understand the concept well. 46 per cent of the sample ELDFs rated VC and MC as very relevant to their work, while 43 per cent thought it was relevant, 10 per cent of the sample ELDFs found this concept to be neither relevant nor irrelevant.

⁵ Percentages indicated here might not add to 100% as five-point scale was used (Very Relevant, Relevant, Neither relevant nor irrelevant, Irrelevant and Very Irrelevant) and percentages from all five categories might not be included.

2.1.3 Stages of learning

Two stages of learning were focussed at – ‘mindful learning’ and ‘mindless learning’, the enhanced consciousness of being mindful was the primary concern of this subject.

Activities like small group discussions and examples from classroom transactions were used to make the participants understand ‘mindless’ and ‘mindful’ learning. The participants were encouraged to think about ‘mindless’ and ‘mindful’ learning in the professional setup. The facilitator further lectured the participants on the positives of ‘mindful’ learning and the negatives of mindless learning.

The observations suggested it could be a useful tool for distinguishing useful from useless.

2.1.4 Circle of influence and circle of concern

Dr. Stephen Covey introduced the concept of circle of influence (COI) and circle of concern (COC). COC encompasses the wide range of concerns we have, such as our health, our children, problems at work, the amount of government borrowing, or the threat of war. COI is a subset of COC and encompasses those concerns we can change/manipulate/control. When one’s COI is expanded, it indicates that the individual is taking proactive measures to improve the circumstances not only for himself/herself but for others as well. Proactive individuals have a problem-solving approach. When one’s COI is shrinking, it indicates neglect in issues that one can control. Such individuals are non-proactive or reactive in nature. (The Seven Habits of Highly Effective People by Stephen R. Covey, Simon & Schuster 1992)

The concepts were explained through interactive sessions where the participants were given to identify concerns related to bringing out of school children back into school. Some of the examples that the participants gave were: child labour, migration, seasonal workers’ children, child marriage etc. Then one of the concerns was identified and taken up and addressed using brainstorming as a method. Two theories were explained: behavioural approach and humanistic approach. The facilitator gave an example: “As a teacher, I change the behaviour of a child by punishment or reward”. Humanistic approach indicated bringing a change in the thought process.

All 50 ELDFs who were questioned on their understanding of the circle of influence and circle of concern understood the concept well. 58 per cent of the sample ELDFs found the concept of circle of influence and circle of concern to be very relevant, 40 per cent rated it as relevant to their work and only 2 per cent rated it as irrelevant.

2.02 Leadership and Management skills

Leadership skills are oriented towards making the participants have a vision of what can be achieved and then communicate the same to others and evolve strategies for realising the

vision. It also entails helping the participants to motivate others and negotiate for resources to achieve their goals. Management skills entail enabling the participants to make optimum use of the available resources to produce the best results possible.

2.2.1 Learning orientation

This concept entails ability to manage one's time and effort in the entire process of learning. In other words, orient a person's learning towards actions.

The attributes of learning orientation as administered to the participants are:

- a) **Urge to learn:** having the basic urge to learn and being curious to know why things happen the way they happen
- b) **Understanding:** understanding and gaining clarity on whatever one learns
- c) **Application:** being able to apply one's learning in the real life context
- d) **Discipline:** being organised and systematic in one's learning
- e) **Time to learn:** finding time to keep one's learning's ongoing
- f) **Openness:** being receptive to the ideas and thoughts that come from the environment and having the willingness to examine the same
- g) **Initiative:** putting in extra efforts in creating learning opportunities whenever possible.

With the help of reflective techniques the concept of learning orientation was explained. This was followed with an activity where the participants were given a slip of paper and asked to list the major learning's from ELE component, how much they learnt from the first phase of ELE have they applied any of the learning and if yes, what are the changes they desire.

88 per cent of the sample ELDFs found learning orientation to be relevant, while 4 per cent rated it as irrelevant.

2.2.2 Sociability orientation

This concept targets better people management skills at work and social context. It entails an understanding of how one builds relationships and restricts them and the kind of implications that these relationships and the restrictions have on the individuals work and personal life.

The participants were told about the five attributes of sociability orientation-

- a) **Expression:** letting others know one's feelings, emotions and thoughts in relationships
- b) **Involvement:** understanding the feelings and emotions of those involved in one's relationship
- c) **Discipline:** understanding the importance of the sense of timing (when to do what) in relationships

- d) **Giving freedom:** allowing others to be themselves and accepting people as they are in relationships
- e) **Responsibility:** taking the responsibility for one's relationships and their growth.

Keeping these elements in mind, the participants were asked to reflect upon their own sociability orientation.

2.2.3 Achievement Orientation

This orientation was concerned with understanding what values go into setting goals and achieving the same and understanding one's own ability to achieve results and how each one contributes and restricts the team's achievements.

There were six attributes of achievement orientation as mentioned to the participants

- a) **Aspiration:** having a lot of ambition and dreams on what one would like to be and achieve in life
- b) **Involvement:** going into details and gaining clarity while working on any task.
- c) **Discipline:** being organised and systematic in general
- d) **Time sense:** getting things done at the right time in general
- e) **Responsibility:** taking responsibility for converting one's dreams into reality and owning the consequences of the actions
- f) **Initiative:** putting extra efforts in creating new opportunities and exploring various possibility to achieve one's ambitions

With the help of a story about a person who is high on ambition but lacks responsibility and self-motivation the participants were explained the meaning and application of achievement orientation.

2.2.4 Leadership Orientation

This focussed on developing a deeper understanding of what it takes to lead and influence others as work and develop the ability to balance task and people orientation, and to translate departmental vision and values into reality from leadership perspective.

Seven attributes of leadership orientation were discussed

- a) **Authority:** ability to influence people and events to move in the direction one wants
- b) **Task involvement:** going into details of one's job and having a clear understanding of all the related aspects
- c) **People involvement:** knowing each person who works with them well and being aware of their potential
- d) **Discipline:** being organised and systematic while at work

- e) **Time sense:** understanding the significance of the context, place and time in all transactions while at work
- f) **Giving freedom:** believing that in work situations people will not misuse their freedom and hence there is no need for control
- g) **Credibility:** keeping commitments and ensuring that there is no gap between what is said and what is done.

The participants were asked to carry out a role play exercise where they were supposed to depict the qualities of a good leader and a bad leader. Participants were also asked to reflect on the qualities of leadership that they would like to imbibe in their lives. Most of the examples taken to explain leadership orientation were from the roles that the participants play in their professional lives.

70 per cent of ELDFs interviewed understood the concepts well.

2.2.5 Integrity Orientation

This dealt with developing the understanding of the efforts it takes to coach and develop other team members with honesty. An answer to the age old question ‘is truth bitter’ or ‘does something make the truth bitter’? This aimed at improving capacity to coach and give feedback to others.

Five attributes of integrity orientation were explained:

- a) **Outspokenness :** Being outspoken and frank in sharing what one believes as truth in all interactions
- b) **Involvement :** having lots of convictions or values in life
- c) **Discipline:** taking care of when to say what while sharing one’s opinions
- d) **Concern:** taking care of the feelings and emotions of the person involved while expressing opinions
- e) **Responsibility:** standing by whatever is said and taking the full responsibility for the same under any circumstance.

Further to this the participants were divided into groups of 3. Two of them faced each other and third sat perpendicular to the two. The 3rd person (sitting perpendicular) was supposed to be an observer. One person had to play the role of a BRP whereas the other was a CRP. The situation given was: BRP gets information regarding falsification of reports administered by the CRP. BRP calls CRP for a meeting to resolve the matter. Discussion time given was 5 minutes. All CRPs were asked to leave the scene (pretend to stand outside the scene) and only come in when BRP asks them to come. Observer had to observe BRP’s behaviour towards the CRP and give feedback.

60 per cent of the sample ELDFs rated the concept of integrity orientation to be relevant to their work, while 8 per cent rated it as irrelevant.

2.2.6 DNA of decision making

This session aimed at getting clarity on different aspects that goes into taking appropriate decisions.

To explain the DNA⁶ of decision making the three elements of decision making was explained

a) Fundamental elements

- Vision: the broad functional direction that one has set
- Values: the core values that one is guided by
- Clarity: seeking answers of the selection of the particular vision and value
- Context: the present context that one is in

b) Life cycle elements

- Purpose: the intent behind the vision
- Process: processes that would enable one to live by the values
- Standard: the quality standards that one sets for all the one undertakes
- Appropriateness: the appropriate thing to do at the particular point

c) Execution Elements

- Goals: the goal that will fulfill the purpose
- Strategies: the most effective way to achieve one's goal
- Choices: approaches available to achieve the goals
- Decisions: one's final take

It was discussed that a decision that is taken will be effective if it follows these steps of decision making. If any of the steps are missed the decision can be faulty. The participants were given hand-outs to further make sense of these steps and how they can be applied to real life situations.

2.2.7 Active Listening

Active Listening is a communication technique that requires the listener to understand, interpret, analyse and evaluate. It is just more than paying attention. Active listening helps the

⁶ DNA refers to the biological term Deoxyribonucleic acid which is a molecule that encodes the genetic instructions used in the development and functioning of all living organisms. The concept of DNA of decision making draws parallel from the biological term in terms of decoding the various dimensions required for effective decision making.

participants to comprehend, construct knowledge and be empathetic towards the speaker-being a facilitator or to peers.

The session on active listening was elaborated with the help of two activities as a way of training –

Game 1: Girish Karnad's video was shown and interpretations were asked from the participants. Game 2: Success story building. The large group is divided into 2. First line of the story is told by the facilitator. Eg; there was a girl in the tribal village of Salkani. The facilitator throws a soft ball or a ring to the person who should continue. The next person says the 2nd sentence connected to the first. He/she throws the ball to some other person at random and that person narrates the next line of the story. The ball can be passed to people who have already spoken. The process continues. The story is ended by the facilitator after a while.

Here the facilitator starts a story with a simple sentence. Participants take turn to build the story based on what the previous person has said ensuring participants listen keenly. This also trains them to listen with empathy to what is being said, in order to build a story with integrity and attention to detail.

46 per cent of the sample ELDFs thought that the concept of active listening was very relevant to their work while 50 per cent rated it as relevant.

2.2.8 Effective Participation

Effective participation (EP) involves people actively engaging with issues around them. It also means contributing to a group task. EP as a personal learning and thinking skill has more precise meaning. Effective participation can help one to get involved, cooperate, collaborate and build relationships. The intended outcome of this session was to build relationships in the organisation, by getting involved and contributing actively. The activity through which this session was carried out is for participants to form an outline of a house, based on a picture given, in five minutes. This was to see whether they are able to understand each other and involve themselves fully with the team so that the outline of the house is made as quickly and accurately as possible. The participants were then invited to share the learning's they have got from the activity.

56 per cent of the sample ELDFs rated effective participation as being very relevant to their work, while 38 per cent rated it as relevant. Only 6 per cent thought it was neither relevant nor irrelevant.

2.2.9 Collaboration

The session on collaboration addressed different questions- what is collaboration, what is the need for it, why is it a challenge, what is the role of a leader in building a collaborative

culture, what is the role of team players in collaboration, etc. The session differentiated between cooperation – a natural process, and collaboration – one which requires deliberate effort. The main objective of this session was to sensitize the group on the purpose of collaboration and its crucial role in institution development. The facilitator mentioned that Collaboration is a challenge, and needs deliberate effort as it is not an automatic/natural process – it requires a special and sharp perspective which needs to be developed.

The participants were asked to reflect on collaborate and have subsequent discussions, the key message that was delivered was that collaboration is both a process and an outcome. For successful collaboration it is necessary to take into account the strengths and weaknesses of the diverse members, their differences and belief systems, etc. It encourages volunteerism and going beyond the call of duty in order to achieve certain goals. The methodology by which the content was delivered in this particular session covered different methods and processes – brainstorming, discussion, written assignments, case studies, silent reading, etc.

2.03 Education system in India and Karnataka

Various facets that contribute to the understanding of the education system of India and Karnataka were discussed. The content covered under this heading involved some of the foundational concepts that guide the education system like the National Curriculum Framework (NCF), Preamble to the Constitution of India and also topics that are most relevant to the education system today like the Right to Education Act (RtE). Further to this, the role of the participants as facilitators and actors in the education system was discussed. These roles were discussed in lines of macro roles and micro roles that they play by virtue of holding their respective designations in the education system.

2.3.1 National Curriculum Framework (NCF)

The NCF is a set of four frameworks published in 1975, 1988, 2000 and 2005 by the NCERT. The documents provides guidelines to making syllabus, textbooks and teaching practices, making it very important for all those who are involved in the delivery of school education in India. Hence, it was important to include this module in the training content, so that it informs the perspectives of all the participants.

The participants were shown a film ‘Not One Less’ – this gave them time to think about the NCF, gather their thoughts and opinions on the same, and see how much they knew about the NCF. This was followed by a Q and A session where the facilitator tried to gauge the extent of the participants’ knowledge of the NCF, and accordingly the participants were introduced to NCF and its objectives and methods.

The subsequent sessions involved reading the different chapters in the NCF document in order for the participants to familiarise themselves with the highlights and salient features of the framework. This was followed by small group discussions on participants’ personal

understanding. The experts then shared their understanding of their respective chapters, followed by making charts for each chapter to serve as visual aids to remember the salient features. In the final session, the doubts and questions that participants had was addressed. The concluding session wrapped up this module by presenting a complete picture of the NCF and its relevance to the participants.

60 per cent of the sample ELDFs rated the content covered on NCF as highly relevant to their work while 38 per cent thought it was relevant.

2.3.2 Right to Education (RtE) Act

The RtE Act is one that has great implications for various processes in the education sector and in the quality of education that is delivered. It is therefore imperative that people working in the education sector at different levels are informed of their roles, responsibilities, and accountability as decision makers. Given the vast nature of RtE and its importance in terms of implementation, a purely lecture based method would not be effective, as the RtE is something the participants would have to engage with at different stages. Therefore, a more hands-on method is suitable. The vastness of the topics covered under RTE render it suitable for intense discussion, one chapter at a time.

The session was appropriately designed, where each group of participants presented one chapter to the rest, and engaging in discussion of the salient features and any critiques of the act. In the next session the participants were required to present their views and analyses of the given case lets. These were again discussed by an expert, who presented a holistic picture of the Act through an interactive session that encouraged the participants to be a part of the session actively.

58 per cent of the sample ELDFs thought the content covered during the sessions on RtE was very relevant to their work. 40 per cent thought it was relevant.

2.3.3 Improving School Effectiveness

School effectiveness refers to the performance of the organisational unit called 'school'. The performance of the school can be expressed as the output of the school, which in turn is measured in terms of the average achievement of the pupils at the end of a period of formal schooling.

Jaap Scheerens⁷ definition of school effectiveness was taken to substantiate the objective of the session. In relation to this concept of school effectiveness the participants were lectured on their role as education leaders and how that impacts school effectiveness. The session questioned the role of DIET lecturer/BRC/CRC and what they should be doing. The

⁷ Jaap Scheerens defines school effectiveness as the degree to which schools achieve their goals, in comparison with other schools that are 'equalised', in terms of student-intake, through manipulation of certain conditions by the school itself or the immediate school context.

participants were engaged in an activity where they had to reflect on the roles of CRP, BRP, MHRD, Parent, SDMC, Panchayat, NCERT, DSERT, student in context of school effectiveness.

Following this, the financial structure of the education sector was explained: central, state, SSA and sharing of financial responsibilities. The facilitator spoke about role of local government. In light of this information, the participants were asked to reflect on their roles as holding respective positions in the education sector.

To further catalyse this process of reflection some pertinent questions were put forward by the facilitator. For example

Q: As a DIET Lecturer/BRP/CRP how do you feel? How are we interdependent?

The facilitator also spoke about role of community and encouraged the participants to take the support of the community. Critical questions were asked like “can we change?”. The discussion concluded with the fact that there are various structures in the education system. All the participants are critical parts of this structure. The facilitator also encouraged discussion on the weak links in the education system and how to improve that. In reference to this some of the key responsibilities of the participants as educational facilitators were discussed again: Leadership (vision and value, collaboration and cooperation, continuous improvement, reflection), Administration (record keeping, routine), and Management (Training feedback, planning, supervise, coordinate, and developing culture).

2.04 Facilitation and application

Facilitation is a way of working with people. Facilitation enables and empowers people to carry out a task or perform an action. The facilitator uses certain skills in a process which allows the individual/group reach their decisions/set their goal/learn a skill. Facilitation is a developmental educational method which encourages people to share ideas, resources, and opinions and to think critically in order to identify needs and find effective ways of satisfying those needs.

Patricia Pendville in her book titled “Developing Facilitation Skills” writes about the basic principles of facilitation. She mentions eleven basic principles of facilitations:

- a) **Listening:** being aware of verbal and non-verbal means of communication.
- b) **Confidentiality:** to participate fully, people must be confident that everything of relevance can be discussed freely without inappropriate reporting outside the group.
- c) **Respect:** to acknowledge and respect each individual and prevent other group members from undermining the basic respect that should be accorded to each individual in the group

- d) **Equality:** to regard each person as having equal right to contribute, influence and determine the direction of the group as another.
- e) **Value of personal experience:** each member's contribution to a discussion/skill sharing activity is equally valid and valuable.
- f) **Agreed goals:** members must share an agreed goal if they are to develop a belief in and sense belongingness to the group
- g) **Group process:** giving attention to how the group operates
- h) **Trust and safety:** to ensure maximum participation, the facilitator must encourage the development of trust and safety.
- i) **Inclusion and encouragement:** everyone in the group must be included and encouraged to participate.
- j) **Importance of a positive/ beneficial experience:** facilitators must recognise that everyone is entitled to positive experience in the group. This means the facilitator meeting realistic individual needs and / or being aware of challenging unrealistic expectations of the group.
- k) **Participation:** facilitation succeeds when there is a genuine belief in the value of responding to stated needed in relation to the work of the group. Consultation with group members on direction, pace, content and method with an openness to change is vital.

The participants have been educated on topics like active listening, active participation, open mindedness as mentioned above. In addition to this, ELDP has also covered content like adult learning versus child learning, which becomes important keeping the roles of the participants as educational facilitators in mind. But the content coverage on facilitation skills was found to be poor. Content in terms of what the facilitation skills are, what the essential dimensions of an effective facilitation are and related areas were either missing or only perfunctorily covered in the entire programme. The participants were engaged in activities like presentations and discussions but they were not exposed to activities where they could model themselves as facilitators.

2.4.1 Adult learning versus child learning

Some of the essential characteristics of adult learning and child learning were listed and discussed in the session. This session was conducted to point out the different ways in which children and adults learn. The participants were asked to list how they learn new things. This contrast was helpful in explaining that they should not conduct their training as they conduct classes for children. The participants were also explained that adults do a lot more self-learning than children and this should be encouraged in their training. It was also stressed that effective facilitator was the one who could understand how the trainees are oriented towards learning and adapt accordingly.

66 per cent of the sample ELDFs rated this concept as relevant while 8 per cent thought it was neither relevant nor irrelevant.

2.05 Application of ELDP

2.5.1 Quality Improvement Project (QIP)

The application aspect of the entire ELDP programme was through the Quality Improvement Project (QIP). Under the QIP the participants were divided into groups on the basis of their respective districts and designations. The participants were asked to select particular topics for their QIP that they deemed most fit. The topics offered under the QIP were:

1. Effectively guiding CRPs functioning by DIET Faculty
2. Developing BRC as an effective resource centre
3. Making school visits more effective (by BRP, CRP, ECO, DIET Faculty)
4. Making staff meetings in schools more effective
5. Making implementation of schemes for children with special needs more effective
6. Creating and implementing a discussion forum among DIET faculty from different Wings
7. Strengthening DIET as a resource centre for the district
8. Developing CRC as an effective resource centre

These topics were explained to the trainer which was followed by a brain storming session where the participants were encouraged to think of the topics suitable for them in light of their own field experience. The next stage involved critical thinking in light of certain questions that were posed.

- Is the project suitable for your working area?
- Clarity on how much I could achieve in three months?
- In three months how much I could achieve

The facilitator explained that the QIP should be based on the following five criteria, commonly known as the SMART criteria. The criteria discussed were

- **Specific:** to work towards making the objectives of the project clear and unambiguous
- **Measurable:** Measuring progress is supposed to help a team stay on track, reach its target dates, and experience the exhilaration of achievement that spurs it on to continued effort required to reach the ultimate goal. A measurable goal will usually answer questions such as: How much? How many? How will I know when it is accomplished?
- **Attainable:** attainable goals are well thought out targets that answer the question, how can the goal be accomplished?

- **Relevant:** suitable to the context, it generally answers the questions, does this seem worthwhile? Is this the right time? Does this match our other efforts/needs? Are you the right person? Is it applicable in current socio- economic- technical environment?
- **Time-bound:** a time bound objective is supposed to establish a sense of urgency and priority. It generally answers the questions, When? What can I do six months from now? What can I do six weeks from now? What can I do today?

Further to this a documentation framework was discussed were the participants were lectured on how to document the entire process of the QIP objectively.

2.5.2 Module Reconstruction

Post-certification of selected participants, they were re-assembled to reconstruct the ELDP modules to conduct their 15-day ELDP training for others. This exercise was conducted to familiarise the participants with making changes in the modules, as necessary. This session dealt with identifying the critical objectives out a wide variety of objectives related to improvements in quality of education. After finalising the objectives, the participants were asked to reconstruct the modules in groups for each phase of ELE and ELM components. Considerable time was spent in choosing what sections should be taken for conducting the training by the ELDFs.

This exercise was important as the essence of 42-day training had to be captured in 15 days by the ELDFs. However, this exercise also meant that there might not be any customization by the facilitators based on the target trainees in their districts. During the sessions, it was observed the facilitators of implementing organisations were constantly reminding the groups what they had covered, instead of letting the participants think and discuss topics to be included/not included.

Tables in Annexure III summarises the feedback of the participants on the level of relevance of the topics covered under ELE and ELM components.

3. Review of the Training Process and Delivery in ELDP

This programme targets Block Resource Persons (BRPs), Cluster Resource Persons (CRPs), Inclusive Education Resource Trainers (IERTs), DIET Lecturers (DL) and Education Co-ordinators (ECOs). The participants underwent a three-stage selection procedure including an information sharing day held by Policy Planning Unit (PPU) at the DIET, which was followed by filling of bio-data and interview. After selection, they attended 42 days of contact classes: 10 days for Embedding Leadership Excellence (ELE) related to personal effectiveness, 16 days for Educational Leadership and Management (ELM) for better understanding of concepts related to education and 16 days for Quality Improvement Project (QIP) for planning and reviewing project plan and implementation.

During the entire training programme, they are assessed at various stages on the basis of attendance in all phases, level of participation in the sessions, assignments, QIP and its presentation. One-on-one coaching system ensured constructive feedback at different stages to clear doubts and assistance in QIP report and presentation. Feedback about sessions and methods used was also collected by the implementing organisations at various stages through feedback forms/questionnaires and in chits.

After the successful completion of all phases, the participants with an overall grade 'A' were certified as facilitators and those with grade B were certified as co-facilitators. Post certification, they reconstructed the modules covered in ELDP in order to conduct similar trainings. They also underwent 5-day training for facilitation skill development. With their reconstructed modules and newly acquired facilitation skills, they are considered ready to enhance educational leadership and development for their colleagues in their respective blocks and districts.

3.01 Review of the Selection Process

The selection process for the ELDP consisted of three stages:

Stage 1: Sharing Information about ELDP

Information about Policy Planning Unit (PPU), Management Development Programme (predecessor of ELDP), ELDP and its components was provided at the district level through a circular. This was followed by a detailed presentation at the DIET premises about the different components and requirements of ELDP. It explained how this programme was developed and why it was crucial for improving quality of education, principles on which the content and approach is designed, the basic requirements (attending 42 days of contact

classes, QIP implementation, report and presentation, assignment submissions) and expectations from a certified Educational Leadership and Development Facilitator (ELDF).

Stage 2: Submission of bio-data

After receiving the information (through circular and/or presentation), interested participants were requested to fill a bio-data form. This form enquired about their personal details, educational qualifications, professional experience (including positions held) within the Education Department and outside the Department (if any) and professional achievements. It required the candidates could list their strengths, personal improvements needed, their hobbies and to choose one person they respect the most and why. It explored their ideas about changes that can be brought in the Department and what would be their contribution in the same. The form also asked the interested candidate to list the training that they have conducted and their role in these training sessions. This stage acted as the first round of selection after which eligible candidates were called for an interview.

Stage 3: Interview

The interview for the final selection of participants for ELDP was conducted in two phases. The first phase of selection was held in July 2010 where 228 candidates appeared for the interview and 126 were finally selected. The second phase was conducted in October 2011 where 108 candidates were selected out of the 262 candidates who appeared for the interview. The second phase included selection for two similar programmes: School Leadership and Development Programme (targeted towards the north-eastern districts of Karnataka) and ELDP.

Interviews were conducted by a panel, consisting of members from Karnataka Retired Educational Officers Forum, Policy Planning Unit and Azim Premji Foundation, resource institution members from C-LAMPS, Deputy Project Coordinator (SSA) and/or senior DIET Lecturers and trained observers from Indian Institute of Sciences, who is either a DIET faculty or a BEO. A pre-designed interview questionnaire detailing the questions and the requisite skill set was circulated among the panel members.

Apart from personal information related to educational qualification and professional experiences within the Education Department and outside, a range of questions were asked to evaluate the candidate's skills. Six kinds of skill sets were evaluated through a range of questions. The first set consisted of communication skills including ability to ask questions, convey the message in a brief manner and simplicity of communication. Interest level and sincerity in the subject, self-confidence and writing skills as per the bio-data form was also considered. The second was evaluation of leadership skills of taking responsibility, far sightedness, ethics and values, sense of accountability, risk-taking capability and critical thinking. Organisational skills related to planning the training programme, ideas about getting

participants for the programme, decision making skills, sense of equality/equity for participants and responsibility in implementation of the programme were also judged.

Effective facilitator is expected to have good inter-personal skills to work with a diverse group of people. Hence it was crucial that interpersonal skills of the candidate are also evaluated. Skills related to team work (including respecting others' work and opinions), confidence in each other's abilities, trust in the team along with friendly and approachable attitude were examined through a series of questions. Prior experience of conducting training, their role in these trainings related to programme planning and implementation, knowledge about subjects related to education, use of materials and methods as per the requirement of the participants indicated the experience of the candidate as a trainer.

Interest levels as an educator, hobbies related to reading and writing, desire to learn new ways, technical knowledge of the education system, trainings attended and initiative undertaken for continued learning were also explored by the panellists in the interview. Post selection the candidates attended the training in six batches spread across 21 weeks.

Review: During the interviews ELDFs were asked to identify the stages of selection process that they underwent. Almost all the ELDFs had attended the interview for the final selection but only 38 per cent of them had attended the information sharing day organised by Policy Planning Unit and 48 per cent had filled their bio-data. Surprisingly, 34 per cent of the respondents indicated that they had given a written test. One of the explanations for this could be that the detailed bio-data could have been mistaken for a written test. Another could be that DIETs took a written test after obtaining the bio data to send only 'qualified and good' candidates for the interview⁸.

Table 3.1: Stages of Selection for ELDP

Selection Stages	Number of ELDFs who attended	Percentage*
Information sharing day	19	38
Bio-data	24	48
Written Test	17	34
Interview	48	96

Source: Primary data collected by CBPS; **Note:** The percentage in each row is independent of the other rows; hence the column total is not 100%.

ELDFs received information about the programme from various sources. Sixty four per cent of the ELDFs received information from DIET/BRC/District official; twenty per cent got information about ELDP through SSA/PPU/APF. Some of the ELDFs were introduced to this programme through other trainees from ELDP/MDP. Two ELDFs indicated that they did not have any information about the programme prior to the interview while one indicated that they got a direct call for the training on recommendation from Batch 5 trainees. The table below indicates the source of information about ELDP for the sample participants:

⁸ This is just speculation and no concrete documentation exists for the same.

Table 3.2: Source of Information about ELDP

Source of Information about ELDP	Number of ELDFs	Percentage
DIET/BRC/District officials	32	64
Peers	3	6
Other ELDP/MDP trainees	4	8
SSA/PPU/APF	10	20
CLAMP	1	2
Called received directly from APF on recommendation from Batch 5 trainees	1	2
Knew about MDF project	3	6
No information/information received during interview	2	4

Source: Primary data collected by CBPS; **Note:** The percentage does not add to 100% as respondents chose multiple answers.

As per the ELDP envisaged design, volunteerism and a keen interest in conducting effective training related to personality development and leadership skills are the key elements of this training programme. Interviews among the sample participants indicated that only 40 per cent of the ELDFs could relate with ELDP in terms of work and necessary skill development at the time of application. Twenty five participants (50 per cent) indicated that the district officials strongly recommended the programme, suggested extra benefits after attending this programme, and made it mandatory to attend or/and ordered to attend. Hence, half the sample was 'influenced' into attending the programme in one way or the other. Seven of them also indicated that they had not applied but got a call for interview, indicating a different kind of process where application was made by district officials on behalf of the participants. This diluted the main focus on voluntary choice in deciding to go for this training. Such indirect influence could be due to pressure on the district officials to ensure that their candidates are selected and finally certified. This lack of voluntary interest to avail such opportunities for skill up-gradation also needs to be understood in the context of a system that lacks a transparent system of rewards for performances and skill enhancement.

Interviewees were also asked if they wanted to suggest changes at the interview level. About half of them wanted to change something in the interview process. Eight respondents mentioned that they should have been given prior knowledge about ELDP process, norms, and scope and major takeaways from the training along with knowledge about interview for selection. Three of them wanted choice to be given with respect to attending the training as well. Above mentioned instances indicate that there was asymmetry of information and in many cases district officials randomly selected candidates to appear for interviews, defeating the core principle of volunteerism in attending the programme.

3.02 Review of the Training Process

3.2.1 Scheduling and Logistics

Scheduling: The trainings were conducted in six batches: the first batch started in September 2011, second and third batches were combined and started in November 2011, fourth in April 2012, fifth in September 2012 and the last batch in January 2013. Apart from the fifth batch, all batches started the training with the ELM component. This gave them an understanding of the entire programme, provided a basic platform for some general concepts in leadership namely active listening, active participation, adult learning principles as well as different concepts in education like National Curriculum Framework and Right to Education. However, for the fifth batch, the training started with ELE component. On day 1, they were also given detailed explanation of the programme structure. However, it was noted that the same was repeated again when the participants came for the first phase of ELM component. This change in the scheduling was not explained to the participants but it did lead to repetition.

Seventy eight per cent of the ELDF participants interviewed found the sequence of the programme relevant. Almost half the participants interviewed indicated that they would start their ELDP training with ELE phase 1, followed by ELM phase 1. This shift, as against what most of them underwent, indicated a greater need to address personality issues before diving into content-based skill development.

Logistics: These residential trainings were mostly held in Bangalore, while some of the training sessions (14 phases out of 52 phases across six batches) were held in Mysore, Dharwad, Kolar and Gulbarga. Most of these residential training venues were located in the outskirts of the city/town with a purpose of providing an environment where there are not 'distractions'. However, it also meant these venues were often difficult to access through public transport for the participants.

During the observation of training for the evaluation study, it was noted that the attendance was low in the first half of day one of the training. Informal discussions with the participants revealed that this was mainly due to the travel that they had to undertake to the city/town and thus delay in reaching the venue. Such delays meant that these participants could not attend the first few crucial sessions planned for the day. During the reconstruction of modules phase, the training was expected to start at 9:30am. Maximum number of participants came by noon and hence the session was delayed by a few hours. This led to inefficient use of resources, time and exhibited gaps in management of the programme.

Discussions with APF officials revealed that the participants were asked to arrive the night before the first day of training, necessary arrangements for the same were also arranged. However they failed to comply with this rule. The participants travelling long distances

would arrive earlier while those living closer to Bangalore would utilise the forenoon of first day of training for travel. APF officials also indicated that they had utilised various methods/incentives so that participants arrive on time but most of it was in vain. They explained that this could be due to the time-schedule the participants are used to in their day-to-day professional lives. They also explained that far-off locations, however difficult to reach, provided lesser distractions for the participants and they could utilise free time to have informal interactions with fellow participants and facilitators.

On days when the training started late, it also continued late in the evening. Although this was tiring for the participants, it was intended to act as a hidden incentive for all participants to arrive on time. Another strategy they utilised was to ensure that the training venue is within the city limits so that there is minimum travel time spent in the city. However, this also did not improve the punctuality. This reflects a lack of accountability from the side of such participants.

Attendance: Detailed attendance records for each participant have been maintained by the PPU and a second chance was given to those who could not attend a few sessions to attend the same with a different batch and become eligible for certification. The attendance was taken for each day of the training to capture if some participants missed part of the training or not.

Duration of phases and sessions: The duration for different phases of ELE and ELM varied from 3 days to 6 days at a stretch. This meant that the participant lost a whole week of work in the field, leading to backlog. Informal discussions with participants during training observations indicated that they were not very happy about the duration. They felt that considerable amount of time was spent in detailed introductions, debates and discussions on topics not listed in the schedule and waiting for participants to arrive. They suggested that it would help them immensely if these training phases were shortened and they would get 1 or 2 working days after the training to avoid backlog. The duration for the Quality Improvement Project (QIP) planning and review were much shorter, about 3 days per phase.

During the observations of training sessions for the evaluation study, it was noted that often the time allotted for each individual session was not adhered to. Extra time on each session meant that the sessions for a single day finished late, giving almost no/little time for the participants to reflect upon the day's learning or/and discuss about it among themselves during free time. Intense eight hours of sessions and then designated reading and/or assignments to be completed before the next day was overtly taxing for the participants. Often, the participants indicated that they were tired and hence unable to concentrate due to these long hours. During the reconstruction of modules and facilitation skill sessions observed, many participants were vocal about how the session was stretched. During informal discussions, they strongly indicated that the same topics could have been covered in a much

shorter time period, making it time and resource efficient for participants and organisers/implementing organisations.

When the sample participants were asked about their opinion on the duration of each phase, 66 per cent mentioned that duration for ELE was good or very good; 54 per cent of the respondents rated the duration for ELM as good or very good; and, 58 per cent of them thought the duration for QIP was good or very good.

Nine of the participants mentioned that the duration for the ELE component was too long. Various suggestions regarding the duration included 3-4 days and 6-8 days. However, four individuals strongly felt that this component was more important and hence should have at least 12-14 days kept aside during the training. There seemed to be a balanced view regarding the duration of this component. One of the reasons for this could be that most of these officials had never undertaken psychometric tests to critically analyse oneself. This, along with a plethora of activities and games to explain different concepts, made the component unique in comparison to other training sessions that they had attended so far.

With respect to duration of ELM component, 26 respondents indicated that the time allotted was too long. Majority of them felt that this could have been covered in 10-14 days. They also indicated that week-long training sessions disturbs their lives and work. Another strong recommendation was not to prolong the entire period from application to certification for two years as people have moved to different roles. ELDFs also faced difficulties in applying concepts on the field-level. Other system-related factors prevented them from applying these concepts on the field as well. ELDFs mentioned that efficient time management during training was another key element that lacked during the ELM component.

Most respondents felt that the QIP was an effective channel to implement their learning. Some of them also mentioned that they used concepts like circle of influence and circle of concern in the project. Government had allotted Rs. 1,500 for the QIP whereas some of the participants spent a lot more to make the project more successful.

3.2.2 Methods Used

Both the implementing agencies used a wide range of methods. Most of these methods were designed keeping in mind the principles of adult learning and ensuring that there is some degree of involvement from the participants. Suitability of the method to the topic covered was another factor that was kept in mind while designing the session.

The methods used during the ELDP training were:

Small group discussions and presentations: Small group discussions encourage discussants to organise their thinking by comparing interpretations with each other. It also ensures a greater degree of self-learning through listening to others, drawing out information and persuading.

Various topics like RtE, NCF and Preamble to the Constitution were explained using this method. Different types of small group discussions were conducted, to suit the requirement of the topic. RtE small group discussion concentrated on each stakeholder's perspective within one group; NCF discussions in small group was more about becoming 'experts' in one section and then explaining it to the 'home' group; and, Preamble to the Constitution was finding pairs of phrases from the Preamble and then discussing it in the group.

Often, such small group discussions would be followed by presentations (using charts and diagrams) by the participants. This required considerable time devoted to writing the presentation on the chart paper provided.

During the observation of training sessions, it was noted that this method proved effective in content-heavy sessions and ensured internalising of the learning. Each and every participant was involved in the small group discussions held across various topics. However, it was also noted that facilitators acting like a guide in the group often hampered free-flow of discussions. Presentations that followed small group discussions, as observed during the training, were dominated by few participants. Facilitators did not ensure that each participant in the group presented a section/sub-section.

One-on-one sessions: Coaching or one-on-one sessions was an integral part of both components. For ELE, each participant had a detailed one-on-one session with a single facilitator who helped them in analysing and interpreting their value profiles based on the filled questionnaires sent by their family, peers and colleagues. These sessions also acted as guidance to improve one's behaviour to become an effective leader in their personal and professional lives. These sessions were audio recorded individually and a CD was provided to the respective participant for future reference. For ELM component, one facilitator acted as a coach for 4-5 participants. These coaches guided the participants through assignments, clarified doubts about concepts introduced, assisted in planning the QIP design and reviewed its implementation and finally acted as a mentor in project report writing and its presentation.

Role Play: This method refers to playing of roles in an educational setting, theatre, fulfil a social role etc. During ELDP training, role play was used to explain various concepts to the participants. These included vision in personal life and values in one's professional life, to understand integrity orientation of participants and qualities of a good leader. This proved to be an effective method to convey a message, ensuring that all participants were involved in some aspect. It also helped in introducing connected concepts simultaneously. The observations of the sample training programmes reflected that this was beneficial in internalising the learning from the session and its application.

Quiz: Quizzes test the accuracy of knowledge and its application. This was one of the methods used during the session on RtE, to test existing knowledge about the content among

the participants. This proved to be useful as participants refreshed their knowledge as well as clarified doubts when correct answers were given.

Ice-breakers: At the beginning of each day, ice-breaking activities were conducted. These include outdoor activities like walking around in concentric circles and saying one-word about the last day's sessions, clapping together and singing a prayer. Since the participants were fresh in the morning, these activities witnessed a high level of energy and participation. Some of these activities also acted as informal feedback for sessions and introductions among participants and facilitators. These ice-breakers got the participants into the groove for the day and they seemed to enjoy this immensely. However, role play/skit seemed to be implemented on ideas based on some of the more active participants in the group.

Games and activities, including reflection sessions: A number of games and activities were conducted during the ELE phases to introduce and explain concepts to the participants. The first few sessions of ELE were content-heavy. One of the first concepts to be introduced was qualities of a good leader. This was introduced through an interactive activity where participants were asked share personal information with another participant and then reflect upon the process of sharing information with strangers, qualities that they liked in the other participant and observe their behaviour while conversing with the other person. Such activities required moving around the given space, talking to fellow participant individually and connect at a very personal level. Such exercises involving reflection upon one's behaviour and attitude helped the participant to critically analyse oneself. But, it was noticed that the reflection sessions were not written down or shared, making it difficult to assess whether the participants were able to reflect critically or not.

Mind-mapping and Brainstorming: Mind-mapping is used to visually outline information centred on a single word, text, concept etc. This is extremely helpful in problem-solving and outlying frameworks. Brainstorming involves spontaneously gathering ideas, individually or in a group, for a specific problem. Combined, these two methods are very effective in visualising problems and finding solutions. Mind-mapping and brainstorming were used to plan and design quality improvement projects and assignments. These methods seemed useful and effective in internalising the learning.

96 per cent and 92 per cent of the ELDFs interviewed found brainstorming and mind-mapping methods relevant to their work respectively.

Open forum discussions: Open forum discussions often digressed into other topics of discussions, dominated by few aggressive participants. Facilitators were not successful in ensuring that these diversions could be avoided.

Videos/films: Some topics were introduced/explained using videos/films. Session on active listening and leadership qualities were introduced using films. The use of audio-visual aid helped in breaking the monotony of same facilitators for different sessions and also kept

participants occupied. However, some of videos were in English and hence were difficult for participants to comprehend completely. For example, film on Nelson Mandela was shown to explain qualities of a good leader. This film as well as the discussion that followed was in English, restricting the participation among those who have difficulty in comprehending and conversing in the language.

Lectures and presentations by facilitators: Throughout the phases observed for both ELE and ELM components, lectures were used to conduct a number of sessions. These sessions did not involve inputs from participants, hence were least participatory. Observations were also made that participants were sleeping, talking on phone or busy doing other activities during such sessions.⁹, While this could also be due to the participants' lack of habit to sit in such sessions, the fact remains that the sessions on facilitation of skills did not utilise any activity or hands-on training. A lengthy explanation about the facilitation skills was given to the participants using lecture mode.

During the formal interviews conducted to collect feedback, one of the participants indicated that the ELE component was heavy with lectures from a particular resource person. He spoke about how she stretched sessions and spoke in great details about aspects that were not relevant (e.g. her personal life, how her house was built, her children etc.). This was corroborated by other participants. During the session for development of facilitation skills, lectures were conducted throughout the day. The participants felt that this was ineffective as they could not develop their facilitation by merely listening to a facilitator. Similarly, presentations by facilitators turned out to be lectures using audio-visual aid.

Prayers and meditation/song and dance: Prayer at the starting of each day had become a ritual, with one or two participants singing a prayer song. Some phases included song and dance breaks after lunch. The idea of a physical activity post lunch was remarkable, however most participants were shy about dancing. Since this was a formal setting for them, with their colleagues and seniors at the same platform, they could not shed their formality and participate completely.

Pick and speak: Pick and speak is an important method to develop public speaking skills. The participant picks a chit from a bowl, with a topic written on it. S/he has to talk about the given topic for a stipulated period of time. Public speaking, on any given topic, is one of the major skills developed in a teaching profession. Hence, the purpose of this method and session was lost for the target group of trainees. Also, throughout these sessions, other participants were observed to be disinterested.

⁹ Photographs as documentation were also taken during these observations, indicating various ways in which participants were distracted during these lecture sessions. These have not been attached to protect the identity of the participants.

Despite the advantages of using the above mentioned methods, there seemed to be certain overall drawbacks. It was observed through the training that few aggressive participants seemed to overshadow others. Often time allotted would not be maintained. Some of the sessions were conducted in English, restricting the participants' understanding. Sessions that were oriented towards physical activities were often taxing. Therefore what was observed was a lack of planning in terms of a balance to be maintained between physical activities oriented session and other mostly sedentary methods.

Deviations from the given schedule were also observed and the participants did not really know what to expect during the session. These deviations included introduction to concepts instead of a model. For example: in ELE component, the scheduled indicated a session on Evolutionary Excellence Leadership Model. However, during the training observed, the facilitator gave a lecture on leadership but no model was introduced or explained.

Review: It is crucial that the method used to explain a concept is effective for the topic concerned and keeps the participants engaged. These were judged through the interview as well. The effectiveness and engagement levels for the different phases were assessed separately.

Table 3.3: Effectiveness of Methods used for ELE

Methods used for ELE	Effective / Very Effective		Neither Effective Nor Ineffective		Ineffective/Very Ineffective	
	# of ELDFs	%	# of ELDFs	%	# of ELDFs	%
Role Play	50	100	0	0	0	0
Reflection	43	86	5	10	2	4
Small Group Discussions	46	92	4	8	0	0
Poster Making/Drawing	36	72	11	22	3	6
Prayer and Meditation	41	82	4	8	5	10
Song and Dance	37	74	9	18	4	8
One on One Session	47	94	0	0	3	6
Lectures	36	72	5	10	9	18

Source: Primary data collected from CBPS

All methods used during ELE component was expressed as effective by the participants. Role play, one-on-one sessions, small group discussions and reflection were the considered most effective. These methods were used for different topics across the phases.

Table 3.4: Effectiveness of Methods for ELM

Methods used for ELM	Effective / Very Effective		Neither Effective Nor Ineffective		Ineffective/Very Ineffective	
	# of ELDFs	%	# of ELDFs	%	# of ELDFs	%
Role Play	42	84	7	14	1	2
Reflection	45	90	5	10	0	0
Small Group Discussions	47	94	3	6	0	0
Poster Making/Drawing	39	78	7	14	4	8
Prayer and Meditation	39	78	9	18	2	4
Pick and Speak	36	72	8	16	6	12
One on One Session	43	86	5	10	2	4
Lectures	37	74	5	10	8	16

Source: Primary data collected from CBPS

Small group discussions, reflection, one-on-one sessions and role play were also considered the most effective methods used for ELM phases. However the ratings for these methods for both phases differ. This could be due to the way the method was executed in different components. However, a trend that was noted was that participants were hesitant to indicate negative feedback for any of the aspects related to methods. Post-interview, some of them mentioned the issues they had been facing with respect to the programme, where the implementing organisations could improve but were hesitant when we wanted to document the same. This clearly reflects that they do not consider themselves empowered enough to give a ‘negative’ feedback for a programme that is perceived to be coming from ‘above’. This is a common feature of systems that are guided by hierarchy. Therefore, any programme being conducted in such situations need to have mechanisms that allow a combination of formal and informal feedback with use of tools that help in gaining honest feedback.

3.2.3 Certification Process

The certification of the participant is an on-going process throughout the different phases. Various kinds of evaluation methods were utilised by implementing organisations. Participation and completion of each phase for ELE and ELM was a primary requirement for certification. Other evaluation methods included observation of participants during discussions, assignments, pre and post-test, case studies, open book test, QIP project report and its presentation and panel interview at the completion of all phases.

Each assessment tool had its own grades. These were then combined to aggregate a final grade for the component. A combination of grade A in both components indicated participant could be certified as a facilitator while a combination of grades A and B indicated that participants could be certified as co-facilitators. Those receiving grade C in either/both

component were not eligible for certification. However, they were given a second chance to complete the assignments/projects/other kinds of assessments to qualify.

ELE Evaluation: Apart from completion of all 10 days of participation, completion of integrated exercises, individual development plans designed by participants and assess the strengths and weakness of the participant through value profile learning dimension were other methods of evaluations utilised by implementing organisation for ELE. These also include observations made during the training and one-on-one sessions with the facilitator. No specific rubric was shared for individual method of evaluation. The overall grade was assigned by the implementing organisation, in consultation with their facilitators.

The final grades for ELE depicted that those who were absent for one or/and both phases of ELE were assigned grade C. This disqualified them for certification as a facilitator or co-facilitator. Grade B was assigned for those who had communication issues, were not open to new ideas and kinds of learning, missed a few sessions, were not serious about their work, lacked clarity of concepts explained in the training. These participants qualified to be a co-facilitator. Grade A was given to those who could communicate effectively and performed well in different exercises conducted. Leadership qualities, knowledge levels, dedication to the profession and openness to self-improvements were other aspects that were sought in the participants.

ELM Evaluation: Assignment review was out of 40 marks, written test was for 15 marks, classroom observation for 10 marks and panel interview for 35 marks. In total, they were marked out of 100 marks. Based on the total marks, they were assigned grades A, B or C.

This component used a wide variety of evaluation mechanisms to grade the participants. Assignments, in the form of questions related to concepts covered, graded the participants based on the knowledge, perspective and skill components. These assignments tried to assess their language skills, sequencing of ideas and citation of examples. They also gave the participants two case studies related to shift in perspectives on leadership and circle of influence and stakeholder participation. These tried to measure usage of concepts used through various sessions, identification of problems, causes and strategies to find efficient solutions.

Apart from the above mentioned assessment methods, ELM facilitators followed a detailed observation format for each participant. They marked them, on a scale of 1 to 4 (1 being the lowest and 4 being the highest). They tried to assess factors such as expression of thoughts and feelings by participants, collaboration among participants, active listening by participants, accepting responsibilities, respecting fellow participants, presentation skills, maturity in giving and receiving feedback and their general attitude towards learning.

Panel interview was conducted at the end of the entire phase. This interview served as a reflective session on the participant's experience during QIP process, learning that helped

them in their professional life, another learning that they would like to share with every person working in the education department and reasons why they should be certified as ELDFs. They were also asked to reflect and elaborate an urgent change that they would like to bring to achieve the goal of universal quality education.

QIP Evaluation: Quality Improvement Project (QIP) was the application-based component for the ELDP programme. This comprised of selection of themes (based on the work-profile of the participant), team selection, developing objectives and expected outcomes of the project, designing the plan and its final implementation. Post-implementation, these projects were presented to a panel. The relevance of goals and objectives, involvement levels of stakeholders, appropriateness of quality tools, focus on infrastructural facilities and academic development, inclusion of quality processes, team work, communication skills and innovation aspect in the project.

Interviews revealed that teams were pre-decided based on the district that they belonged to and their designation. Themes, that were relevant to their work directly, were selected by the group. The mentor (assigned from implementing agency for ELM at the starting of the training), coaches of the implementing agencies, school/cluster/block level officials were consulted in planning the design of the project. “Making staff meetings more effective” and “Developing CRC as an effective resource centre” seemed to be the most popular with 14 and 13 projects conducted under them respectively. 74 per cent of the participants mentioned that they chose the theme as it was relevant to their work while 32 per cent indicated that it contributed to the quality of education directly¹⁰.

Reflection on the learning from QIP was encouraged during the interview. Interviewees were asked what changes they would incorporate if they implement the QIP again. The most prominent change that they envisioned if they re-implement the project, would be to increase the scale of the project (in terms of more schools, more objectives, more expected outcomes etc) followed by changes in location and involvement of stakeholders in planning, designing and implementing the project.

¹⁰ Percentages do not add to 100% as the reasons for theme selection are independent options.

Table 3.5: Suggested changes in the QIP Implementation

Suggested changes in the QIP Implementation	No. of ELDFs	Percentage
Change in location	6	12
Assign more time	4	8
Involve stakeholders in planning, designing and implementing the project	6	12
Increase the scale of the project	29	58
Conduct background research before selection of topic	2	4
Select a different topic	7	14
Decrease the scale of the project	1	2
Select a different team	2	4
Make it sustainable in the community	2	4
Work individually	1	2
Use technology	1	2
Work in a team	1	2

Note: The percentage does not add to 100% as respondents chose more than one answer.

Review: The above mentioned evaluation techniques were comprehensive and covered summative as well as formative types of assessments. These techniques tried to measure various skills and learning of the participant. Each assessment tool was adequate for the content to be assessed. However, during the observations, it was noted that the participants were not informed about the entire evaluation process: how will they be marked and how they could improve their chances of being certified as facilitators.

Interviews revealed that most of the respondents found the certification process engaging and relevant. However, field observations indicate that when the entire programme structure was introduced to the participants, the evaluation process (i.e. what, how and when of assessments) for either of the components was not explained. Therefore, the explanation of the programme seemed to indicate that QIP was the only component that will be assessed for certification. Overall, ELM component had elaborated evaluation criterion and whereas ELE evaluation criterion was not specified, leading to various speculations related to allotment of marks/scores.

The certification process seemed rigorous and indeed introduced an element of accountability in a system where otherwise anybody could just come and receive a training of trainers, and then become a trainer without anyone going into the details of his or her capacities as a facilitator.

3.2.4. Feedback process

Feedback was taken at different stages by the implementing agencies to estimate the understanding levels of the participants, aspects that liked/disliked, changes that could be made based on the suggestions and to ensure that there was some degree of involvement of the participants in the entire process. Feedback was also given to participants based on their

performance throughout the training and how they could improve themselves. The feedback was taken/given both formally and informally.

ELE feedback mechanisms: One of the major techniques used for feedback for the ELE component was oral feedback during the one-on-one coaching with the main facilitator. Each participant spent 30 minutes receiving and giving feedback on different components of the programme, their performance on the various integrated exercises and various learning orientations. Individual feedback was also given based on the various scores on the different orientation tests conducted.

The implementing organisation collected day-wise as well as a final feedback from participants for each phase. The day-wise feedback form asked the participants to indicate their opinions on the session, aspects that they liked and/or disliked and the reasons for the same, how do they plan to implement the learning from the session, what concepts have they used and what more could be done if more time was permitted for the session. The feedback also sought to know what concepts they would like to probe further.

The final feedback asked them to grade the content, usefulness, presentation, depth of concept and overall impression on a scale of 1 to 10 (1 being the lowest). The participants were also asked to express their insights of the programme, overall aspects that they liked, comment on the methods used and style of the facilitator, give suggestions for improvements and any other feedback. Consolidation of these feedback forms included average points received for each category, summary of feedback received and self-perception of changes as indicated by the participants.

ELM feedback mechanisms: Coaching sessions acted as a platform for participants to give and receive feedback. However this feedback was not documented / written and was mostly related to the participant.

In all the phases of ELM, implementing organisation asked them to anonymously write their feedback/concerns/suggestions for changes in chits. These chits were then pinned on a board and displayed during the training. As and when each feedback/concern/suggestion was addressed/incorporated, it was removed from the board. Oral feedback was also taken during all phases where participants were asked to express their opinions related to different aspects of the training. However, no consolidation of feedback given and its incorporation in the following batch was done. One of the reasons for not incorporating changes in the following batch could be that the agencies did not want to change the structure/content/methods of the programme for each batch. However, documentation of feedback is useful for the next phase of the programme.

Review: Feedback mechanisms are important for both the participant and the implementing organisation to improve and ensure effective learning. As mentioned above, this mechanism seemed more organised and systematic in the ELE component and based on oral/informal

methods in the ELM component. A combination of formal and informal feedback is critical. However, observations made during the training indicated that often oral feedback was dominated by concerns of a few participants that would invariably be followed by defensive attitude of the facilitators leading to heated arguments between the two. It is not clear if these were taken together on a single day (kept aside for feedback) or each day, as observations during ELE component indicates that feedback forms were not given out on all days.

Overall, it seems that ELE feedback mechanisms, as documented by the respective implementing organisation, was strong and well-laid out whereas feedback mechanisms for ELM were not very clear, not well-documented, leading to issues in incorporating changes at a later stage.

CBPS

4. Outcome Analysis

4.1 Outcome Analysis

Outcome analysis details comparison between the treatment group and the control group under three broad categories: (1) Knowledge of educational components (2) Knowledge of facilitation (3) Beliefs and Perceptions. The third category, Beliefs and Perceptions, is further divided into three parts: (a) General beliefs and perceptions (b) Perceptions regarding teaching profession and outcomes (c) Perceptions regarding their own role at work. Independent sample t-test was also conducted based on the scores of the three categories. This analysis also threw light on the effectiveness of the programme and its impact on attitudes, perceptions, knowledge level (related to educational components) and facilitation skills of participants. Regression analysis for the three categories was also conducted. The regression model depicted a statistically significant difference only in one of the categories (Knowledge of educational components). However, the regression analysis is not included in this chapter as it lacked proper controls. It is available in Annexure IV for reference.

Table 4.1: Comparing knowledge about education (%)

1. Statements on Right to Education	% of Correct Answers	
	Treatment	Control
a. Fundamental right related to universalisation of primary education	98	100
b. It is a guide for public schools only	94	88.9
c. Is a teacher training manual	88	77.8
d. Details required physical infrastructure for the private schools only	96	86.1
e. Free elementary education for poor children only	90	63.9
f. School's development is a collective responsibility of the parents, teachers and local authorities	96	94.4
g. 25% reservation for children from weaker sections and disadvantaged groups in private unaided schools	96	94.4
h. All schools need to follow the norms prescribed in the Act	94	86.1
i. Parents can admit their children in any private unaided schools in the city/town under the 25% reservation (Section 12c)	50	30.6
j. Schools can decide their own teacher-pupil ratio	90	55.6
k. Girls and boys should have separate toilets	96	100
l. Children should be taught in their mother tongues, wherever possible	92	94.4
m. Teachers should have a minimum qualification of M.Ed	90	75
n. Corporal punishment, in a lighter form, is acceptable	90	91.7
2. Input-Process-Output/Outcome		
Playground	70.0	55.6
Teaching-learning	80.0	72.2
Literacy	78.0	50.0
Certificate	84.0	86.1
Certification	58.0	47.2
Textbook	92.0	75.0

Source: Primary data collected by CBPS

(1) Knowledge of Educational components: This was measured by fourteen true/false answers related to RtE and six questions where the respondent had to categorise a given word as Input/Process/Output (IPO) for education. Every correct answer was awarded 1 point while incorrect answer was given 0 point. This totalled the score as 20 for this section. The table above (Table 4.1) depicts the percentage of correct answers on the specific statements on RtE and IPO by both groups.

Based on the above table, it is not clear whether the treatment group had higher knowledge of educational components. Hence, independent sample t-test was conducted to compare the knowledge levels of educational components for treatment and control groups. There is a statistically significant difference between the mean score for treatment and control groups. Our results suggest that, knowledge of educational components for treatment group is higher compared to the control group. This is depicted in the table 4.2 below.

(2) Knowledge of facilitation: In order to test the knowledge of facilitation among the treatment and control groups, questions related to methods used for facilitation were asked. Steps, that need to be followed to conduct training, were given in a random order and the interviewees were asked to sequence it in the correct order. This was derived from “Train the Trainer: Training Fundamentals; Instructor’s Reference Manual (UNESCAP 2001)”. Scores of 0 and 1 were given for every incorrect and correct answer respectively. The final scores of each participant were out of a total of six. Based on the scores of both the groups, independent sample t-test was conducted to compare the scores in facilitation for intervention and control groups. The results suggest that, there is a slight difference in the mean scores of treatment and control groups (treatment group being better off) however this is not significant statistically. This is depicted in the table 4.2 below.

Table 4.2: Independent t-sample for three categories

Categories	Range of scores	Control group (C)	Treatment group (T)	Mean (T) – Mean (C)	t-statistic	P-values
		Mean Score	Mean Score			
Knowledge of educational components	0-20	15.25 (2.80)	17.22 (2.61)	1.97	3.346***	0.001
Facilitation and application	0-6	3.61 (0.87)	3.80 (0.99)	0.19	0.917	0.362
Beliefs and Perceptions	0-17	13.75 (2.21)	14.14 (1.85)	0.39	0.888	0.377

* $p < .05$, ** $p < .01$, *** $p < .001$; Standard deviation in parentheses.

(3) Beliefs and Perceptions: This category tried to capture (a) the general beliefs and perceptions of respondents, (b) their perceptions towards the teaching profession and its

outcomes and finally, (c) their perceptions towards their own role. A total score of 17 (combined for all three aspects) was calculated and independent sample t-test was conducted. The results show (Table 4.2) that there is a slight difference in the mean scores for both groups but it is not statistically significant. One of the reasons for this could be that personality changes are difficult to examine in short-term, especially in absence of stakeholder analysis. This aspect would have shown more comprehensive results if stakeholder analysis would have been conducted to evaluate changes in their leadership qualities, perspectives and personality (i.e. changes in the way they co-ordinate/designate work, communicate with juniors/peers/seniors, problem-solving approach etc.).

(a) General Beliefs and Perceptions: The method used for this was simple word association, the interviewees were given specific words and they were asked to choose the most relatable word in association to the original word provided from a list of words. This test was administered keeping in mind that the interviewees could take only less than 30 seconds to answer. This test was more of a perception test which assumes that the words that are picked up in terms of being most associative reflect on the interviewee's idea about the original word. Ten word associations were given to each respondent (in both groups). Frequency of adjective chosen to describe the key word was calculated to depict general perceptions. This has been captured in the table below:

Table 4.3: Beliefs and Perceptions about Female Teachers and Male Teachers

Key words →	Female Teachers				Male Teachers			
	Treatment		Control		Treatment		Control	
	Frequ ency	%	Frequ ency	%	Frequ ency	%	Frequ ency	%
Nurturing	9	18	5	13.9	4	8	1	2.8
Career oriented	11	22	7	19.4	17	34	16	44.4
Docile/submissive	7	14	7	19.4	5	10	3	8.3
Focused/dedicated	20	40	17	47.2	24	48	16	44.4
De- motivated	3	6	0	0	0	0	0	0
Total	50	100	36	100	50	100	36	100

Source: Primary data collected by CBPS

When asked to pick a word that is most relevant to female teachers, 40 per cent of the treatment group picked focussed/dedicated while 47.2 per cent of the control group picked the same word. When a similar word association was targeted with the male teachers 48 per cent the treatment group saw them as focussed and dedicated and 44 per cent of the control group picked up the same word as being the most associated. This showed that no inherent bias in either the control or the treatment group in their idea about male and female teachers.

Table 4.4: Beliefs and Perceptions about Education system in Karnataka

Education system in Karnataka	Treatment		Control	
	Frequency	Percent	Frequency	Per cent
Rigid	2	4	0	0
Top down approach	8	16	4	11.1
Development oriented	32	64	25	69.4
Transparent	6	12	5	13.9
Corrupt	2	4	2	5.6
Total	50	100	36	100

Source: Primary data collected by CBPS

When asked to choose a word that is most suitable for the education system in Karnataka 64 per cent of the treatment group chose development oriented, a similar attitude towards the education system in Karnataka was reflected by the control group where 69 per cent of the sample chose the same word, i.e. Development oriented.

Table 4.5: Perceptions about Leader

Leader	Treatment		Control	
	Frequency	Per cent	Frequency	Per cent
Associated words				
Listens to others	5	10	5	13.9
Takes decisions independently	8	16	6	16.7
Motivates	25	50	12	33.3
Takes initiative	12	24	12	33.3
Dominating	0	0	1	2.8
Total	50	100	36	100

Source: Primary data collected by CBPS

The interviewees were asked to choose the most appropriate word that describes a leader for them, as the table shows, 50 per cent of the treatment group picked a positive value like motivation. 33 per cent of the control group picked the same value, but this number of 33 per cent was also reflected for the value of taking initiative for the control group. Similar to this, they were asked to pick up the most associated word for discipline, 46 per cent of the treatment group picked life long process and 53 per cent of the control group picked the same. These kinds of values and perceptions were reflected in both the groups where the highest frequencies matched positive values.

Further to this, this perception test was carried out to examine the perception of the treatment group and the control group towards different stakeholders at work. These stakeholders included teachers and students. Some open ended statements were provided to both the groups and they had to fill in the blanks with a bunch of other available statement that they deemed most suitable.

(b) Perception regarding teaching profession and outcomes: This tried to capture the perception of the respondents towards the teaching professions and its outcomes. Respondents had to complete a given incomplete sentence from a set of five options. No scores were assigned and only frequency of responses has been captures in the analysis here.

Teachers: The first statement that was given was to answer the question as to why teachers take up teaching, the options provided ranged from negative to positive answers. The negative answers ranged from options like teachers take up teaching because they had no other career option at hand, teaching as a profession requires little effort. The positive options were teaching is a noble profession, teachers can influence the young generation etc.

Table 4.6: Perceptions regarding the choice of teaching profession

Teachers take up teaching because...				
Options given	Treatment group		Control group	
	Frequency	<i>Per cent</i>	Frequency	<i>Per cent</i>
It requires less effort	2	4	1	2.8
Teaching is a noble profession	26	52	17	47.2
It requires little qualifications	1	2	17	47.2
Helps influence the young generation	21	42	1	2.8
Total	50	100	36	100

Source: Primary data collected by CBPS

52 per cent of the treatment group answered in positive with a response that suggested that teachers take up teaching because it is a noble profession. Close to 47 per cent of the control group picked the same option.

The next question targeted their perception on the role of the teachers. Positive options entailed the role of the teachers in making students well rounded individuals, and negative options were in lines of making students obedient individuals etc. As is evident from the table provided below, 84 per cent of the treatment group thought that the role of the teacher was to make students well rounded individuals while 75 per cent of the control group thought the same.

Table 4.7: Perception about the role of a Teacher

Role of a teacher is...				
Options given	Treatment group		Control group	
	Frequency	<i>Per cent</i>	Frequency	<i>Per cent</i>
To teach the subject only	1	2	0	0
To force children to behave in an orderly manner	1	2	1	2.8
To make children well rounded individuals	42	84	27	75
To develop children into obedient individuals	6	12	8	22.2
Total	50	100	36	100

Source: Primary data collected by CBPS

Students: To understand how the control and the treatment group perceive students, a general question was asked, what according to them a good student is. Since, good is not a value neutral word, it was interesting to examine their definition of good through the options provided to them. Again, the options ranged from positive to negative. Positive values being, a good student is someone who questions, thinks independently and the negative values were association of good students with good marks, high paying job etc.

Table 4.8: Perceptions about a good student

A good student...				
Options	Treatment group		Control Group	
	Frequency	<i>Per cent</i>	Frequency	<i>Per cent</i>
Gets a high paying job	2	4	0	0
Scores good marks	2	4	0	0
Thinks independently	30	60	24	66.7
Raises questions	13	26	10	27.8
Does not disobey or disagree with the teacher/ parents	3	6	2	5.6
Total	50	100	36	100

Source: Primary data collected by CBPS

60 per cent of the treatment group responded in positive by saying that a good student thinks independently while 67 per cent of the control group said the same. This response exhibited a marked shift from the traditional perceptions which correlate good students with good marks or absolute obedience.

(c) Perception regarding their own role at work

Both the treatment and the control group consisted of education functionaries belonging to five categories, BRPs, CRPs, DIET lecturers, IERTs, ECOs. The next section aimed at examining their perception of their own role as the respective education functionaries in the system.

There are roles that are mandated by the government for all education functionaries and then there is the greater spirit of the role, for example regular school visits are mandated for all CRPs and BRPs by the government, but the main essence of the school visits or effective school visits are not about just visiting the schools regularly but to be able to assist teachers in class room transactions, to make sure all out of school children are enrolled and are getting quality education etc. Keeping this in mind, a set of roles was provided to the treatment and control group. Both the groups were asked to rank these roles according to their priority; 1 being the highest priority and 6 being the lowest.

Out of the 28 BRPs and CRPs who were interviewed as part of the treatment group, 50 per cent ranked visiting schools regularly as their highest priority. While only 11 per cent ranked making sure all OoSC are enrolled and get quality education as rank 1. This showed that the BRPs and the CRPs in the treatment group still assume a very bureaucratic way of functioning as education leaders, where mandate comes before intent.

Table 4.9: Perception of their own role at work (BRC/CRC)

BRC/CRC Rank1- Priorities in terms of their roles								
Roles given	Treatment				Control			
	Freq uenc y	<i>Per cent</i>	Valid Per cent	Cumulat ive Per cent	Freq uenc y	<i>Per cent</i>	Valid Per cent	Cumulat ive Per cent
To visit schools regularly	14	28	50	50	8	22.2	44.4	44.4
To hold monthly meeting with teachers and HM	1	2	3.6	53.6	1	2.8	5.6	50.0
To make sure all children with special needs are getting quality education	6	12	21.4	75	5	13.9	27.8	77.8
To ensure data collection	2	4	7.1	82.1	1	2.8	5.6	83.3
To ensure quality infrastructure in school	2	4	7.1	89.3	1	2.8	5.6	88.9
To ensure all drop outs and OoSC are enrolled	3	6	10.7	100	2	5.6	11.1	100
Total	28	56	100		18	50	100	
Missing Values	22	44			18	50		
Total	50	100			36	100		

Source: Primary data collected by CBPS

A similar observation was made for the control group where 18 BRPs and CRPs were asked the same question about their roles. To which nearly 44 per cent gave rank 1 to visiting schools regularly and only 11 per cent gave enrolling OoSC rank 1.

Out of the 15 DIET lecturers in the treatment group 33 per cent ranked nurturing quality teachers as rank 1. While only 7 per cent of the DIET lectures considered conducting training for the mandatory number of days worthy of rank 1. This showed that the perception towards their work is not merely to finish what is mandated but the intention to contribute in terms of grooming teachers. The control group also reflected a similar attitude towards their roles as DIET Lecturers.

Table 4.10: Perception of their own role at work (DIET Lecturer)

DIET Lecturer Rank1 - Priorities in terms of their roles								
Roles given	Treatment				Control			
	Frequency	Per cent	Valid Per cent	Cumulative Per cent	Frequency	Per cent	Valid Per cent	Cumulative Per cent
To conduct trainings for the mandatory number of days	1	2.0	6.7	6.7	1	2.8	9.1	9.1
To conduct research studies as mandated by the government	2	4.0	13.3	20.0	5	13.9	45.5	54.5
To explore new areas of possible research	4	8.0	26.7	46.7	2	5.6	18.2	72.7
Get feedback and work towards development of training skills	3	6.0	20.0	66.7	1	2.8	9.1	81.8
To nurture quality teachers	5	10.0	33.3	100.0	2	5.6	18.2	100
Total	15	30.0	100.0		11	30.6	100	
Missing values	35	70			25	69.4		
Total	50	100			36	100		

Source: Primary data collected by CBPS

For the control group 11 DIET lectures were asked the same question, to which around 46 per cent rated exploring new areas of research as rank 1. And only 9 per cent gave conducting training for the mandatory number of day's rank 1.

For IERTS only three people were a party of the sample for the treatment group. Therefore the numbers are insignificant for any interpretations. Same was the case with the control group.

In our sample for the treatment group there were four ECOs, 3 out of which indicated visiting schools regularly as rank 1. Similarly in the control group out of the three Education Co-ordinators, 2 gave rank 1 to visiting schools regularly.

Table 4.11: Perception of their own role at work (Educational Co-Ordinator)

ECO Rank1 - Priorities in terms of their roles								
	Treatment				Control			
Options given	Frequency	Per cent	Valid Per cent	Cumulative Per cent	Frequency	Per cent	Valid Per cent	Cumulative Per cent
To visit schools regularly	3	6	75	75	2	5.6	66.7	66.7
To ensure teachers are able to conduct classes effectively	1	2	25	100	1	2.8	33.3	100
Total	4	8	100		3	8.3	100	
Missing Values	46	92			33	91.7		
Total	50	100			36	100		

Source: Primary data collected by CBPS

All these tests reveal that there is no significant difference between the treatment and the control group in terms of general perceptions, their perception of students or facilitation skills. But when it comes to knowledge about RtE there is a significant statistical difference. There is also a visible difference in perception about the role of teachers, where the treatment group assigns more value to making students well rounded individuals, while the control group does assign value to the same but the numbers also sway towards making students obedient individuals.

Another interesting difference is in terms of the perception of roles. This difference is not exhibited between the control group and the treatment group, but between the designations. The DIET lectures perceive their roles to be much beyond of what is mandated for them to perform, reflecting a non-bureaucratic role orientation towards their profession.

The standard deviations independent t-test of the three parameters indicates that there has been positive impact of the ELDP programme on the participants. This is however an infant stage to assess shifts in perspectives and personality changes. In order to assess these, a detailed stakeholder analysis of selected participants and impact analysis on those trained under ELDFs is strongly suggested.

4.02 Analysing Baseline-Midline-Endline Survey Data

During the life-cycle of the entire programme, baseline, midline and endline survey was conducted by a team from Azim Premji University (APU), in collaboration with Karnataka State Institute (KSI), Azim Premji Foundation (APF) and C-LAMPS. This data aimed at

understanding the change in knowledge, attitude and perception about practice (KAP¹¹) due to participation in the ELDP programme. The baseline survey was conducted on the first day of the ELDP Programme for each batch, midline survey during Project Implementation Review Workshop (PIRW) and the endline survey during the reconstruction of modules workshop. The questionnaires used for the survey were developed by the team from APU¹², data collection and entry of raw data was also undertaken by them. Collation of raw data entered and quantification for analysis was conducted by CBPS¹³. Frequency tables for each survey (baseline, midline and endline) have been generated using the collated data. The survey questions aimed at understanding the increase in knowledge related to Right to Education and related aspects, attitude towards stakeholders and practices followed.

The data made available to us did not tag the individual respondent for the three stages: baseline, midline and endline. Therefore, it was not possible for us to trace the individual person's journey in terms of her or his understating, beliefs and knowledge. We have tried to compare the results from the three phases to trace some shifts in the collective understanding and attitude.

Table 4.12: Age of child covered by RtE

Age of child under RtE	Baseline Survey	Midline Survey	Endline Survey
6-14 years	77 (73.3%)	110 (94.8%)	54 (50.5%)
Others	28 (26.7%)	6 (5.2%)	53 (49.5%)
Total	105 (100%)	116 (100%)	107 (100%)

Figure in brackets indicates percentages; **Source:** Data collected by APU, collated by CBPS

Two of the basic questions related to Right to Education Act were (a) age-group of the children covered in the Act, and (b) national body for children's grievance redressal. The collated data indicates that 73 per cent of the respondents were aware of the age-group covered in the RtE Act. As a group, their knowledge about RtE shows an upward curve with 94.8 per cent of them knew which age-group was covered under the Act. However, the endline data shows a downward curve in this knowledge component with only 50.5 per cent of the respondents giving the correct answer. One of the reasons for this could be that in the baseline and endline questionnaire, this question was open-ended while for the midline survey, this question had four options and the respondents had to choose the correct answer.

¹¹ KAP is a representative study, similar to any standard study in social sector which will provide lots of insights about the impact of any program through the survey of individual's growth in the areas of changes in Knowledge (K), Attitude (A) and Practices (P) of any individual or community in a specific location, for a particular project, intervention, training or problem.

¹² Saswati Paik, Faculty, APU; Savitha B C, Research Coordinator, APU; Krishna Puri, Fellow - APF; Ashish Tripathi (ex-student of APU, currently working in District Institute – Udhamasinghnagar, APF); Prahlad Rao, Specialist – People Development, ELM, KSI, C-LAMPS members and Lakshmi, Prog Coordinator, ELM, APF

¹³ Due to time constraints, only those questions that could be quantified have been used in the analysis. Most of the open-ended questions and those involving value-judgment have been omitted. This analysis assumes that the respondents (ELDP participants) have similar educational background, underwent similar screening for selection into the programme and participated in the same programme.

Also, since the Government of Karnataka in its RtE rules have allowed the admission of children below 6 years to private schools if the entry class happens to be below grade 1 in that particular school, a definite answer to this question becomes difficult and much should not be interpreted by this decline.

Table 4.13: National body for redressal of children's grievances

National body for redressal of children's grievances	Baseline	Endline
NCPCR	73 (73)	97 (88.2)
Others	27 (27)	13 (11.8)
Total	100	110

Percentages in parentheses; **Source:** Data collected by APU, collated by CBPS

The second question enquired about the national body that overlooks the children's grievance redressal mechanisms related to RtE. The baseline and endline data (midline questionnaire did not include this question) depicts that there seems to be a positive shift in the knowledge about the existence of grievance redressal mechanism at the national level.

Table 4.14: Knowledge about provisions for Out of School Children (OoSC) under RtE Act

Provisions for OoSC children under RtE	Baseline	Midline	Endline
Admitted to age-appropriate class	38 (36.2)	42 (36.2)	46 (40.4)
Receive special training	44 (41.9)	32 (27.6)	37 (32.5)
Free education till completion of elementary education	28 (26.7)	23 (19.9)	21 (18.4)
Bridge Courses (RBC / NRBC)	53 (50.5)	36 (31)	46 (40.4)
Others	13 (12.4)	3 (2.5)	5 (4.4)
Total Number of Respondents	105	116	114

Percentages in parentheses; **Source:** Data collected by APU, collated by CBPS

The above table (Table 4.14) indicates that majority of the participants were aware of at least once provision in the RtE Act for OoSC. During the baseline survey, the most cited provision was existence of Residential/Non-residential Bridge Courses (RBC/NRBC); midline survey data indicates age-appropriate admission as the most cited provision while endline data indicates equal citing of the above mentioned provisions.

The table below (Table 4.15) tries to capture the shift in perspective towards stakeholders (teachers and children). The midline and endline data (baseline data for the same was not collected) depicts a positive shift in perspectives towards stakeholders. 77 per cent in the endline, as against 55 per cent in the midline, do not agree that teachers work effectively only when they are supervised, indicating a shift in perspective that teachers can be self-motivated and need some freedom to perform effectively. Similarly, 91 per cent in the endline, as compared to 70.4 per cent in the midline feel that a teacher needs to go beyond the syllabus. With respect to children, the responses in midline and endline show a positive shift in perspectives.

Table 4.15: Perspectives towards teachers and teaching process

Perspectives towards Stakeholders	Midline	Endline
1. Teachers work effectively only when they are supervised by a higher authority		
Agree	9 (7.9)	13 (11.5)
Somewhat Agree	42 (36.8)	13 (11.5)
Disagree	63 (55.3)	87 (77)
2. Children learn only when they are taught		
Agree	10 (8.7)	18 (16.1)
Somewhat Agree	54 (47)	10 (8.9)
Disagree	51 (44.3)	84 (75)
3. A teacher's goal should be only to complete the syllabus		
Agree	3(2.6)	6 (5.4)
Somewhat Agree	31 (27)	4 (3.6)
Disagree	81 (70.4)	101 (91)

Percentages in parentheses; **Source:** Data collected by APU, collated by CBPS

Table 4.16: Most effective factor for improving HT/HM effectiveness

Factors for improving effectiveness of Head Teacher	Baseline	Midline	Endline
Promotions and incentives	12 (13.5)	26 (26.8)	50 (50.5)
Exposure to new learnings	18 (20.2)	22 (23.7)	23 (23.2)
Appreciation for the work done	21 (23.6)	23 (24.7)	12 (12.1)
Close and regular supervision	38 (42.7)	22 (23.7)	14 (14.1)

Percentages in parentheses; **Source:** Data collected by APU, collated by CBPS

Respondents were asked to indicate which of the above mentioned factors are most effective/highly effective/effective/least effective in increasing effectiveness of HT/HM. The above table collates the responses for “most effective”. A shift can be observed in the table: during the baseline about 43 per cent of the respondents felt that close and regular supervision is most effective for increasing effectiveness of HT/HM followed by appreciation for work done. But during the endline, promotions and incentives were considered the most effective for improving effectiveness, followed by exposure to new learnings.

In conclusion, the different statistical analysis conducted indicates that the ELDP programme had some degree of impact on the knowledge and perceptions of the participants, as compared to their colleagues in the Education Department as well as their own knowledge and perception before they started the programme. As a next step, a comprehensive stakeholder analysis would also be beneficial to elaborate the extent of this impact and comment on the penetrating effect of the programme.

5. Conclusions and Recommendations

The ELDP programme is important for two reasons: one, it has brought focus to an area that is critical yet neglected for effective education delivery i.e., leadership and management, and two, for bringing greater rigour in conceptualizing the process of training of trainers. Karnataka has invested widely in reforming its pre-service and in-service teacher training immensely. These training are content-rich and aims at equipping the teacher with child-friendly simple-to-understand teaching styles. However, almost no training aims are developing the leadership qualities or/and aims at personality development. In this light, the Educational Leadership and Development Programme (ELDP), facilitated by Policy Planning Unit (a collaboration of Government of Karnataka and Azim Premji Foundation) and funded by the World Bank fill this gap. Its prime objective is to develop effective trainers and leaders in their respective roles, leading to improved school functioning and effectiveness. Through personality development of the facilitators, the programme envisages to develop facilitators exhibiting open-mindedness and positive attitudinal changes. Educational leadership component tries to impart a better understanding of concepts like RtE, NCF etc.

The programme needs to be commended for introducing rigour and accountability to a system which is otherwise lackluster in its approach to training. The departments of education in most states regularly carry out trainings by conducting training of trainers without paying much attention to whether these trainers are really capable of training or not. It is not easy to introduce a programme where certification process is based on evaluation in a system that is marked by corruption and patronage, and where everything is usually guided by seniority, and therefore deserves applause. This could be a model for other programmes for developing trainers of training, and also be incentivized for greater acceptance among the stakeholders.

The magnitude of the programme is impressive. This programme is spread in 32 districts (except Shimoga) in the state and aimed at developing more than hundred facilitators. Tremendous effort has been invested in coordinating with all district level officials from selection of candidates to ensuring 100 per cent participation and certification. Efforts have also been put to organise training with intervals, so that their work is not hampered constantly. A programme like this is essential to boost the motivation of the educational functionaries, make them more responsive towards their stakeholders and have a sense of ownership towards the education system.

However, it has been observed that training only a few officials in the state is not enough. These officials get motivated/encouraged to think and act differently after the ELDP training. But systemic rigidity to accept deviations from the age-old norms hinders their initiatives. Their job-charts are extremely detailed and inflexible, leading to significant personal determination to continue their individual initiatives. However, once most officials in the state undergo similar (yet shortened) ELDP training, they may form a critical mass that allows them to bring change in a more concrete and sustained manner. This means the programme needs to be extended to a much wider set of functionaries albeit with some improvements, as outlined here.

There is ample space for improving the programme and enhance the quality of the outcomes and impact. Based on the content review, training and process review, analysis of data related to interviews of treatment and control groups, two major recommendations emerge. The first recommendation is to ensure comprehensiveness of the sessions (topics and methods) while the second recommendation is to make the phases more compact by reducing time allotted as well as omitting few topics. Based on these two recommendations, a re-designing of modules has been suggested at the end.

1. Ensure comprehensiveness of the sessions: The content and methods that are covered need to be comprehensive. Since the ultimate expected outcome of the programme is to develop effective facilitators, the programme design should not view the participants as the end-receivers. Development of facilitation skills needs to be an integral part of each and every session. Hence, each session needs to be guided by how it was conducted (participants learn it by experiencing) and why it was conducted (through discussions). The process / method adopted for the session itself would depict how it was and should be conducted and discussion on why particular method or learning materials was/were chosen would explain the rationale to the participants. This will help in developing their understanding of linking the content, objectives and methods, and also prepare them to look for alternative methods for the same content areas. Participants could be asked to dissect and reconstruct the sessions at every stage rather than only in the end. It will also help to develop some content on facilitation.

Detailed explanations and discussions will give the participant a clear idea about the session and how it can be conducted by them.

a. Strengthening the evaluation mechanisms for ELE component: As mentioned earlier in the process review, the evaluation mechanism for the ELE component is not clear. It does list out few indicators but no detailed rubric for evaluation (i.e. what will be assessed, how it will be assessed etc.) is not detailed/documented. Rubric for assessments based on observations is also critical in order to avoid any kind of bias/judgment.

b. Strengthening the feedback mechanisms for ELM component: While reviewing the feedback process, it was highlighted that the feedback mechanisms adopted by the ELM implementing organisation were not well structured and documented. Feedback, in the form of chits and informal/formal discussions, was collected and incorporated within the on-going phase. However, it is essential to incorporate the suggestions/feedback to the overall programme design and implementation. This is possible only when the mechanism is well-structured and documented.

2. Shorten the phases by making them more compact: Based on the content and process review as well as the feedback given by participants, it is recommended that the phases be shortened and made compact. This can be implemented by reducing the time allotted as well as omitting some of the topics that are either not relevant or do not add to the knowledge base. Based on this, we attempt to redesign the ELDP phases (given in the table below). However, this is only one way of redesigning; there could be other ways as well.

Table 5.1: Suggested Re-designed Phases by CBPS

S. N.	Phases	Topics	Time taken (in days)	Total Time taken (in days)
1	ELM	Introduction to ELDP ¹⁴	0.5	3 days
		Preamble to the Constitution	0.5	
		NCF	1	
		RtE: Implications for different stakeholders ¹⁵	0.5	
		Assigning Coaches for each participant	0.5	
		ARPITHA Associates to give out forms for different orientations in ELE component; explanation of how these forms need to be filled and sent to whom		
2	ELE	Vision and value alignment	1	3 days
		Master of Circumstance and Victim of circumstance	0.5	
		Circle of Influence and circle of concern	0.5	
		Introduction to five orientations	1	
3	ELM	Input-Process-Output Model	0.5	3 days
		Collaboration and co-operation concepts and uses	0.5	
		Role of education functionaries	0.5	
		Role of stakeholders for education functionaries	0.5	
		Introduction to QIP and its themes	0.5	
		Team division (district-wise), assignment to discuss QIP possibilities with team members, district officials and stakeholders	0.5	
4	ELE	Self-analysis of feedback from stakeholders based on five different orientations	3	3 days
5	ELE and ELM	Reconstruction of modules for ELE ¹⁶	1	3 days
		Quality Improvement Project (QIP): theme finalisation	0.5	
		QIP development of objectives	0.5	
		QIP plan design	1	
6	ELM	QIP Implementation Review	2	5 days
		Reconstruction of modules for ELM ⁹	1	
		Facilitation skill development ¹⁷	2	
Total Number of Days				20 days

Source: Developed by CBPS Team

This re-designed programme of 20 days training can easily be adapted by ELDFs for the 15-day training at the grass-root level¹⁸.

¹⁴ This should include ELDP objectives, phases (sequencing), components (ELE and ELM), coaching, evaluation of trainees (ELE and ELM) and feedback mechanisms (ELE and ELM). Participant and facilitator introductions should also be covered

¹⁵ Education functionaries are aware of RtE. Hence, emphasis should be given on implication of RtE on various stakeholders (e.g. school, child, teacher, parents, education system)

¹⁶ Implementing organisation should indicate the most important topics that should be included. Also, a draft module could be given, which participants can customise according to the needs of the trainees.

¹⁷ Mock sessions should be conducted based on the modules developed by the participants

¹⁸ As QIP, reconstruction of modules and facilitation skill development will not be included at grass-root level.

Annexure I

Questionnaire for Interviews of ELDP Participants

Centre for Budget and Policy Studies

Questionnaire A

A1. Name _____

A2. Designation

BRP	1
CRP	2
DIET Lecturer	3
IERT	4
ECO	5

A3. Sex

M	1
F	2

A4. Age _____

A5. Social Group

SC	1
ST	2
OBC	3
Hindu General	4
Christian	5
Muslim	6
Others	99

A6. District _____

A7. Highest Educational Qualification

Below SSLC	1
SSLC	2
PUC	3
Graduate	4
Post Graduate	5
Above Post-graduation	6

A8. Professional Qualifications (*Multiple answers possible*)

D.Ed	1
B.Ed	2
M.Ed	3
Others	99

A9. Number of years in the service

0 - 4 years	1
5 – 9 years	2
10 – 15 years	3
Above 15 years	4

A10. Number of years in the present position

0 - 4 years	1
5 – 9 years	2
10 – 15 years	3
Above 15 years	4

A11. Which ELDP Batch did you belong to?

1	2	3	4	5	6
---	---	---	---	---	---

A12. Why did you apply for ELDP training? (*Multiple answers possible*)

1. District Officials or other colleagues recommended the programme	1
2. District Officials or other colleagues suggested that attending ELDP would lead to other benefits, like before-turn promotions etc.	2
3. District officials said that it was mandatory to attend ELDP	3
4. District officials ordered to attend ELDP	4
5. Could relate with ELDP in terms of work and necessary skill development	5
6. Training sessions are a good way to travel for free and get free food	6
7. Impressed by one of the QIP projects in the area	7
8. Did not apply but was called for interview with APU	8
9. Did not apply, but was asked to write a written test administered by APU	9
10. Cleared SLDP/MDP but did/could not attend the training	10
11. Applied for MDP/SLDP but did not get selected	11
12. Any other (Please specify)	99

A13. Have you undergone any other training of trainers (i.e. development of training skills) other than ELDP, in the last two years?

Yes (1)	No (0)	Don't Know (98)
---------	--------	-----------------

If yes, which ones and how many days:

Training On	Number of Days

Questionnaire B

B1. Did you attend the following phases for ELE component?

(Please read out the phases and circle the answer respective column)

Phases	Yes	No	Don't Know
Phase 1: Vision-Value Alignment (4 days)	1	0	98
Phase 2: Learning and Integrity Orientation (4 days)	1	0	98
Phase 3: Designing ELE Session (2 days)	1	0	98

B2. Your opinion on the **duration** of the ELE component (10 days)

Very Good	1
Good	2
Neither good nor poor	3
Poor	4
Very Poor	5

Comments

B3. Let us assume that you get a call for a job-interview. On the day of the interview, you cannot find my original marks card. Which of the following indicate that you are a victim of circumstance (VC) and master of circumstance (MC)?

(Please read out the situations and tick the answer respective column)

Situation	MC	VC
1. You contact your college/university immediately for duplicates	1	0
2. You go to the temple/church/mosque to pray	0	1
3. You spend substantial amount of time blaming yourself for being irresponsible	0	1
4. You do not go for the interview	0	1
5. You tell the interviewers about the misplaced marks card and promise to produce the duplicates	1	0

B4. Indicate “True” or “False”

(Please read out the statements and tick the answer in the respective column)

Statements	True	False
1. Active listening should be restricted only to seniors	0	1
2. ELE and ELM are not related to each other	0	1
3. In order to be proactive, we should expand our circle of influence	1	0
4. Leadership skills mean that first priority should be given to holding meetings with subordinates on an everyday basis.	0	1
5. All problems should be resolved after exploring all possible alternatives	1	0

B5. How effective/ineffective were the following methods used during the ELE component

(Please read out the methods and circle the answer in the respective column)

Methods	Very Effective	Effective	Neither effective nor ineffective	Ineffective	Very Ineffective
1. Role Play	1	2	3	4	5
2. Reflection	1	2	3	4	5
3. Small group discussions	1	2	3	4	5
4. Poster making/ Drawing	1	2	3	4	5
5. Prayer and meditation	1	2	3	4	5
6. Song and dance after lunch	1	2	3	4	5
7. One on one session	1	2	3	4	5
8. Lectures	1	2	3	4	5

B6. How engaging/un-engaging were the following methods used for ELE component

(Please read out the methods and circle the answer in the respective column)

Methods	Very Engaging	Engaging	Neither engaging nor un-engaging	Un-engaging	Very Un-engaging
1. Role Play	1	2	3	4	5
2. Reflection	1	2	3	4	5
3. Small group discussions	1	2	3	4	5
4. Poster making/Drawing	1	2	3	4	5
5. Prayer and meditation	1	2	3	4	5
6. Song and dance after lunch	1	2	3	4	5
7. One on one session	1	2	3	4	5
8. Lectures	1	2	3	4	5

B7. How relevant were these topics from ELE component to your work?

(Please read out the topics and circle the answer in the respective column)

Topic	Very Relevant	Relevant	Neither relevant nor irrelevant	Irrelevant	Very Irrelevant
1. Vision-value alignment	1	2	3	4	5
2. Master of Circumstance / Victim of Circumstance	1	2	3	4	5
3. Circle of Influence / Circle of Concern	1	2	3	4	5
4. Learning Orientation	1	2	3	4	5
5. Integrity Orientation	1	2	3	4	5

B8. Did you attend the following phases for ELM component?

Phases	Yes	No	Don't Know
Phase 1: Education related content (Preamble, NCF, RTE) (6 days)	1	0	98
Phase 2: Education model (IPO Model) (5 days)	1	0	98
Phase 3: Reflection, FGD practice, Industry Visit (5 days)	1	0	98

B9. Your opinion on the **duration** of the ELM component (14 days)

Very Good	1
Good	2
Neither good nor poor	3
Poor	4
Very Poor	5

Comments _____

B10. What do you understand about Right to Education? State “True” or “False”

(Please read the following options and tick the answer provided)

Right to Education	True	False
1. Fundamental Right related to universalization of primary education	1	0
2. It is a guide for only public schools	0	1
3. Is a teacher training manual	0	1
4. Details required physical infrastructure for the private schools only	0	1
5. Free elementary education for poor children only	0	1
6. School’s development is a collective responsibility of the parents, teachers and local authorities	1	0
7. 25% reservation for children from weaker sections and disadvantaged groups in private unaided schools	1	0
8. All schools need to follow the norms prescribed in the Act	1	0
9. Parents can admit their children in <u>any</u> private unaided schools in the city/town under the 25% reservation (Section 12c)	0	1
10. Schools can decide their own teacher-pupil ratio	0	1
11. Girls and boys should have separate toilets	1	0
12. Children should be taught in their mother tongues, wherever possible	1	0
13. Teachers should have a minimum qualification of M.Ed	0	1
14. Corporal punishment, in a lighter form, is acceptable	0	1

B11. Categorize the following under Input-Process-Outcomes for education

Characteristic	Input	Process	Outcomes
1. Playground	1	0	0
2. Teaching-learning	0	1	0
3. Literacy	0	0	1
4. Certificate	0	0	1
5. Certification	0	1	0
6. Textbook	1	0	0

B12. How effective/ineffective were the following methods used during the ELM component
(Please read out the methods and circle the answer in the respective column)

Methods	Very Effective	Effective	Neither effective nor ineffective	Ineffective	Very Ineffective
1. Role Play	1	2	3	4	5
2. Reflection	1	2	3	4	5
3. Small group discussions	1	2	3	4	5
4. Poster making/ Drawing	1	2	3	4	5
5. Prayer and meditation	1	2	3	4	5
6. Pick and Speak	1	2	3	4	5
7. One on one session	1	2	3	4	5
8. Lectures	1	2	3	4	5

B13. How engaging/un-engaging were the following methods used for ELM component
(Please read out the methods and circle the answer in the respective column)

Methods	Very Engaging	Engaging	Neither engaging nor un-engaging	Un-engaging	Very Un-engaging
1. Role Play	1	2	3	4	5
2. Reflection	1	2	3	4	5
3. Small group discussions	1	2	3	4	5
4. Poster making/ Drawing	1	2	3	4	5
5. Prayer and meditation	1	2	3	4	5
6. Pick and Speak	1	2	3	4	5
7. One on one session	1	2	3	4	5
8. Lectures	1	2	3	4	5

B14. How relevant were the topics of ELM component to your work?

(Please read out the topics and circle the answer in the respective column)

Topic	Very Relevant	Relevant	Neither relevant nor irrelevant	Irrelevant	Very Irrelevant
1. Adult learning and child learning	1	2	3	4	5
2. Active listening	1	2	3	4	5
3. Brainstorming	1	2	3	4	5
4. Qualities of a good leader	1	2	3	4	5
5. Active participation	1	2	3	4	5
6. Mind mapping	1	2	3	4	5
7. RTE	1	2	3	4	5
8. NCF	1	2	3	4	5
9. Preamble to the Constitution	1	2	3	4	5

B15. Did you attend the following phases for QIP component?

(Please read out the phases and circle the answer in the respective column)

Phases	Yes	No	Don't Know
Phase 1: QIP Project Scoping (3 days)	1	0	98
Phase 2: Project Plan Review (3 days)	1	0	98
Phase 3: Project Implementation Review (3 days)	1	0	98
Phase 4: Project Presentation (3 days)	1	0	98
Phase 5: Certification (Interview Panel) (2 days)	1	0	98

B16. Your opinion on the **duration** of the QIP component (14 days)

Very Good	1
Good	2
Neither good nor poor	3
Poor	4
Very Poor	5

Comments _____

B17. What theme did you select for your Quality Improvement Project (QIP)?

Effectively guiding CRPs functioning by DIET Faculty	1
Developing BRC as an effective resource center	2
Making school visits more effective (by BRP, CRP, ECO, DIET Faculty)	3
Making staff meetings in schools more effective	4
Making implementation of schemes for children with special needs more effective	5
Creating and implementing a discussion forum among DIET faculty from different Wings	6
Strengthening DIET as a resource center for the district	7
Developing CRC as an effective resource center	8

B18. Did you get to choose the theme?

Yes	1
No	0
Don't Know	98

B19. Did you work in a team? If no, please proceed to B21.

Yes	1
No	0
Don't Know	98

B20. Did you get to choose the group/team to work with?

Yes	1
No	0
Don't Know	98

B21. Reasons why you chose this project

(Multiple answers are possible).

1. Topic was assigned by trainers/coach/mentor	1
2. Decided collectively based on local requirements of the group	2
3. Topic was decided by one of the group members	3
4. Relevant to my work	4
5. Directly contributes towards quality education	5
6. Was easy to implement	6
7. Had implemented something similar earlier	7
8. Topic was suggested by District officials	8
9. Topic was suggested by Block/Cluster/School officials	9
10. Another ELDP trainee had implemented a similar project in the same district	10
11. Any other (Please specify)	99

B22. Who were involved in the project planning? *(Multiple answers are possible)*

1. Alone	1
2. Mentor/coach	2
3. Team members	3
4. DyPC/DDPI/DIET Principal	4
5. BRC/CRC/School	5
6. Others (Please Specify)	99

B23. If you wanted to conduct QIP project again, what changes/no change will you incorporate?

(Multiple answers possible)

1. Assign more time	1
2. Select a different location	2
3. Involve stakeholders in planning, designing and implementation of the project	3
4. Increase the scale of the project	4
5. Conduct background research before selection of topic	5
6. Select a different topic	6
7. Decrease the scale of the project	7
8. Consult district officials for planning	8
9. Consult block/cluster/school officials for planning	9
10. Select a different team	10
11. No change	11
12. Others (Please specify)	99

Questionnaire C

C1. Did you attend the following:

	Yes	No	Don't know
Information Sharing Day	1	0	98
Filled Bio-data	1	0	98
Written test	1	0	98
Interview	1	0	98
Any other (Please specify)			99

C2. How did you get information about ELDP training? *(Multiple answers possible)*

1. Information from DIET/BRC/District office	1
2. Information from peers	2
3. Information from other ELDP trainees	3
4. Information from SSA, PPU, APF	4
5. Others (please specify)	99

C3. What was the nature of information provided to you on the information sharing day?

Complete information	1
Partial information	2
No information	3

C4. Were you able to understand the information given on information sharing day?

Fully understood	1
Understood	2
Neither fully understood nor fully not understood	3
Not understood	4
Fully not understood	5

C5. How was the process of dissemination of information?

Very simple	1
Simple	2
Neither simple nor complex	3
Complex	4
Extremely complex	5

C6. How was the process of interview?

Very simple	1
Simple	2
Neither simple nor complex	3
Complex	4
Extremely complex	5

C7. Based on your experience of the interview, if you had to change anything in the interview stage, what would that be? (*Multiple answers possible*)

1. No change, everything was good	1
2. Interview logistics should have been informed in advance	2
3. Duration of the interview should have been shorter	3
4. Simpler questions should have been asked	4
5. Interview panel should be less critical	5
6. Food provided should have been better	6
7. Duration of the interview should have been longer	7
8. Interview panel should be more critical	8
9. More difficult questions should have been asked	9
10. Food provided was really nice	10
11. There were too many people in the interview panel	11
12. Lack of time management	12
13. Others (Please specify)	99

C8. How relevant was the sequence of the entire programme?

Very relevant	1
Relevant	2
Neither relevant nor irrelevant	3
Irrelevant	4
Very irrelevant	5

C9. Keeping the exercise of reconstruction of module in mind, how would you re-sequence the following phases?

Topic	Suggested sequence
1. ELE Phase 1 (Vision value alignment)	
2. ELM Phase 1 (RTE/NCF/Preamble)	
3. ELE Phase 2 (Learning and integrity orientation)	
4. ELM Phase 2 (Input-Process-Outcomes model)	
5. ELM Phase 3 (FGD, Industry visit, Reflection)	
6. ELE Phase 3 (ELE module designing)	
7. QIP Project Scoping	
8. QIP Project Plan Review	
9. QIP Project Implementation Review	
10. QIP Project presentation	
11. Certification	
12. Module reconstruction	
13. Facilitation skill workshops	

C10. How relevant or irrelevant is the certification process to the entire process of ELDP?

Very relevant, certification adds value and gives a sense of completion of the programme	1
Relevant, it is good to get a certificate in the end	2
Neither relevant nor irrelevant	3
Irrelevant, the process was not necessary	4
Very irrelevant, it was an unnecessary process and certificate adds no value	5

C11. How engaging/un-engaging was the certification process?

Very engaging	1
Engaging	2
Neither engaging nor un-engaging	3
Un-engaging	4
Very un-engaging	5

C12. From the perspective of a trainer, what, according to you, should be the sequence of activities, for planning a training?

Description	Sequence
Develop knowledge and understanding of the topics to be covered in the training	
Design evaluation/Feedback mechanisms	
Developing specific objectives of the session	
Design time line of the training and sessions	
Structured lesson plan and preparation	
Incorporate changes for the next training based on feedback received	
Allocate appropriate methods to be used	

Source: “Train the trainer: Training Fundamentals; Instructor’s Reference Manual; UNESCAP, New York 2001

C13. Indicate your level of agreement/disagreement with the following statements

Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. Audio-visual aid is a must for all sessions	1	2	3	4	5
2. Use of activities makes understanding of topics simple	1	2	3	4	5
3. Small group discussions help in the process of reflection and application	1	2	3	4	5
4. Lecture mode is the only suitable mode to conduct training	1	2	3	4	5
5. Role play is not a very effective method for conducting training	1	2	3	4	5

Questionnaire D

D1. Read or show the words on the first column and circle the **most appropriate** attribute/characteristic mentioned by the interviewee. Please note that the interviewee should not take more than 30 seconds to answer. Please read one row at a time.

	Words	Attributes				
		1	2	3	4	5
1	Female teachers	Nurturing	Career oriented	Docile/submissive	Focused/dedicated	de-motivated
2	Education system in Karnataka	Rigid	top down approach	Development oriented	Transparent	Corrupt
3	Leader	Dominating	Listens to others	Takes decisions independently	Motivates	Takes initiative
4	Discipline	Corporal punishment	Making things compulsory	Controlling people's behaviour	Mutually beneficial value	Is a lifelong process
5	Male teachers	Career oriented	Docile/submissive	Nurturing	De-motivated	Focused/dedicated
6	Sports/games	Is a waste of time / non serious activity	Helps build team spirit	Outdoor games are for boys only	Is a healthy activity for the mind and body	Results in aggressiveness
7	Growth	Promotions / Position of power	Opportunity to impact people's lives	Seeking new knowledge/skills	Salary raise	Change from within
8	Respect	Only to superiors	Give and take process	Important for all relationships	Is defined by age	Is a right
9	Responsibility	Limited to my role at work	Fixed by my sex and socio-economic background	Shouldered solely by the leader	Is a mark of growth	Should be shared by all
10	Trainer	Open to feedback	Should get one thinking at the end of the training	Should make one agree completely with the trainer	Should encourage discussions	Should be good at lecturing only

Read the statement and ask to fill in the blanks from the options given below (D2 to D5)

D2. Teachers take up teaching because _____

1. It requires less effort
2. Teaching is a noble profession
3. It requires little qualifications
4. Helps influence the young generation
5. Because there is no other option/could not become doctor/engineer

D3. A good student _____

1. Gets a high paying job
2. Scores good marks
3. Thinks independently
4. Raises questions
5. Does not disobey or disagree with the teacher/ parents

D4. Knowledge is _____

1. Reading a lot of books
2. Is being able to give advice
3. Means that one knows everything and cannot be contested
4. Is the ability to think critically
5. Comes with age

D5. The role of a teacher is to _____

1. To teach the subject only
2. To force children to behave in an orderly manner
3. To make children well rounded individuals
4. To maintain records only
5. To develop children into obedient individuals

D6. Based on the designation of the interviewee, please ask to rank the top three (3) priorities in terms of their roles, 1 being the highest priority and 3 being the lowest priority.

1. BRC/CRC

Roles	Rank
1. To visit schools regularly	
2. To hold monthly meeting with teachers and HM	
3. To make sure all children with special needs are getting quality education	
4. To ensure data collection	
5. To ensure quality infrastructure in school	
6. To ensure all drop outs and OoSC are enrolled	

2. DIET Lecturer

Roles	Rank
1. To conduct trainings for the mandatory number of days	
2. To conduct research studies as mandated by the government	
3. To explore new areas of possible research	
4. To strive towards making each training session more effective	
5. Get feedback and work towards development of training skills	
6. To nurture quality teachers	

3. IERT

Roles	Rank
1. To conduct trainings for the mandatory number of days for teachers	
2. To make teachers understand the role of inclusive education	
3. To strive towards making schools more inclusive	
4. To ensure all drop outs and OoSC are enrolled	
5. To conduct trainings for the mandatory number of days for parents	
6. To collect data on RtE	

4. ECO

Roles	Rank
1. To visit schools regularly	
2. To ensure data collection	
3. To ensure teachers are able to conduct classes effectively	
4. To facilitate the BEO to perform their roles effectively	
5. Get feedback on issues faced by teachers	
6. To generate reports and data for the BEO	

Annexure II

Questionnaire for Interviews (ELDP Control Group)

Centre for Budget and Policy Studies

Questionnaire A

A1. Name _____

A2. Designation

BRP	1
CRP	2
DIET Lecturer	3
IERT	4
ECO	5

A3. Sex

M	1
F	2

A4. Age _____

A5. Social Group

SC	1
ST	2
OBC	3
Hindu General	4
Christian	5
Muslim	6
Others	99

A6. District _____

A7. Highest Educational Qualification

Below SSLC	1
SSLC	2
PUC	3
Graduate	4
Post Graduate	5
Above Post-graduation	6

A8. Professional Qualifications (*Multiple answers possible*)

D.Ed	1
B.Ed	2
M.Ed	3
Others	99

A9. Number of years in the service

0 - 4 years	1
5 – 9 years	2
10 – 15 years	3
Above 15 years	4

A10. Number of years in the present position

0 - 4 years	1
5 – 9 years	2
10 – 15 years	3
Above 15 years	4

A11. Have you undergone any training of trainers (facilitation skills training) during the last two years (2011-2013)?

Yes	1
No	0
Don't Know	98

If yes, then

Subject	No. of days	Year

A12. Did the training of trainers you attended cover any of the following concept/method?

Concept/Method	Yes	No	Don't know
1. Active listening	1	2	98
2. Active participation	1	2	98
3. Mind mapping	1	2	98
4. Brainstorming	1	2	98
5. Small group discussions	1	2	98
6. Role play	1	2	98
7. Reflection	1	2	98
8. Prayer and meditation	1	2	98
9. Song and dance activities	1	2	98
10. One-on-one sessions	1	2	98
11. Pick and speak	1	2	98
12. Adult learning	1	2	98
13. Leadership qualities	1	2	98

A13. Have you conducted any training session or/and programme in the last 2 years? *If no/don't know, proceed to B1.*

Yes	1
No	0
Don't Know	98

A14. If yes, how many:

0 - 4	1
5 - 9	2
10 - 15	3
Above 15	4

A15. While conducting training sessions, have you applied any of the learning/concept from the training of trainers/facilitation training that you attended?

Yes	1	<i>Proceed to A16</i>
No	0	<i>Proceed to A17</i>
Don't Know	98	

A16. What concept did you use?

A17. Why did you not use any of the learning/concept from training of trainers/facilitation training?

A18. Did you use any of the following concepts/methods while conducting the training?

Concept/Method	Yes	No	Don't know
1. Active listening	1	2	98
2. Active participation	1	2	98
3. Mind mapping	1	2	98
4. Brainstorming	1	2	98
5. Small group discussions	1	2	98
6. Role play	1	2	98
7. Reflection	1	2	98
8. Prayer and meditation	1	2	98
9. Song and dance activities	1	2	98
10. One-on-one sessions	1	2	98
11. Pick and speak	1	2	98
12. Adult learning	1	2	98
13. Leadership qualities	1	2	98

A19. What are the skills/ areas you think you need training either as a trainer or to your job better?

Questionnaire B

B1. From the following statements about the Right to Education, state "True" or "False"

Right to Education	True	False
1. Fundamental Right related to universalization of primary education	1	0
2. It is a guide for only public schools	0	1
3. Is a teacher training manual	0	1
4. Details required physical infrastructure for the private schools only	0	1
5. Free elementary education for poor children only	0	1
6. School's development is a collective responsibility of the parents, teachers and local authorities	1	0
7. 25% reservation for children from weaker sections and disadvantaged groups in private unaided schools	1	0
8. All schools need to follow the norms prescribed in the Act	1	0
9. Parents can admit their children in <u>any</u> private unaided schools in the city/town under the 25% reservation (Section 12c)	0	1
10. Schools can decide their own teacher-pupil ratio	0	1
11. Girls and boys should have separate toilets	1	0
12. Children should be taught in their mother tongues, wherever possible	1	0
13. Teachers should have a minimum qualification of M.Ed	0	1
14. Corporal punishment, in a lighter form, is acceptable	0	1

B2. Categorize the following under Input-Process-Outcomes for education

Characteristic	Input	Process	Outcomes
7. Playground	1	0	0
8. Teaching-learning	0	1	0
9. Literacy	0	0	1
10. Certificate	0	0	1
11. Certification	0	1	0
12. Textbook	1	0	0

B3. In what order will you conduct the following steps to conduct any training?

Description	Sequence
Develop knowledge and understanding of the topics to be covered in the training	
Design evaluation/Feedback mechanisms	
Developing specific objectives of the session	
Design time line of the training and sessions	
Structured lesson plan and preparation	
Incorporate changes for the next training based on feedback received	
Allocate appropriate methods to be used	

Source: “Train the train: Training Fundamentals; Instructor’s Reference Manual; UNESCAP, New York 2001

B4. Indicate your level of agreement/disagreement with the following statements
(Please read out the statements and circle the respective column)

Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
6. Audio-visual aid is a must for all sessions	1	2	3	4	5
7. Use of activities makes understanding of topics simple	1	2	3	4	5
8. Small group discussions help in the process of reflection and application	1	2	3	4	5
9. Lecture mode is the only suitable mode to conduct training	1	2	3	4	5
10. Role play is not a very effective method for conducting training	1	2	3	4	5

B5. Have you worked on **any one** of the following topics?

Theme	Yes	No	Don't know
Effectively guiding CRPs functioning by DIET Faculty	1	0	98
Developing BRC as an effective resource center	1	0	98
Making school visits more effective (by BRP, CRP, ECO, DIET Faculty)	1	0	98
Making staff meetings in schools more effective	1	0	98
Making implementation of schemes for children with special needs more effective	1	0	98
Creating and implementing a discussion forum among DIET faculty from different Wings	1	0	98
Strengthening DIET as a resource center for the district	1	0	98
Developing CRC as an effective resource center	1	0	98

B6. Describe your work (in 4-5 sentences) related to the above selected theme.

B7. In context of the work undertaken on the above mentioned themes, did you achieve your target / objectives?

Yes	1
No	0
Don't Know	98

B8. Reasons for success/failure

B9. Who do you think was most responsible for the success of the above mentioned implementation?

Me	1
Me and others	2
Others only	3
Don't know	98

B10. Who do you think was most responsible for the failure of the above mentioned implementation?

Me	1
Me and others	2
Others only	3
Don't know	98

Questionnaire C

C1. Read or show the words on the first column and circle the **most appropriate** attribute/characteristic mentioned by the interviewee. Please note that the interviewee should not take more than 30 seconds to answer. Please read one row at a time.

	Words	Attributes				
		1	2	3	4	5
1	Female teachers	Nurturing	Career oriented	Docile/submissive	Focused/dedicated	de-motivated
2	Education system in Karnataka	Rigid	top down approach	Development oriented	Transparent	Corrupt
3	Leader	Dominating	Listens to others	Takes decisions independently	Motivates	Takes initiative
4	Discipline	Corporal punishment	Making things compulsory	Controlling people's behaviour	Mutually beneficial value	Is a lifelong process
5	Male teachers	Career oriented	Docile/submissive	Nurturing	De-motivated	Focused/dedicated
6	Sports/games	Is a waste of time / non serious activity	Helps build team spirit	Outdoor games are for boys only	Is a healthy activity for the mind and body	Results in aggressiveness
7	Growth	Promotions / Position of power	Opportunity to impact people's lives	Seeking new knowledge/skills	Salary raise	Change from within
8	Respect	Only to superiors	Give and take process	Important for all relationships	Is defined by age	Is a right
9	Responsibility	Limited to my role at work	Fixed by my sex and socio-economic background	Shouldered solely by the leader	Is a mark of growth	Should be shared by all
10	Trainer	Open to feedback	Should get one thinking at the end of the training	Should make one agree completely with the trainer	Should encourage discussions	Should be good at lecturing only

Read the statement and ask to fill in the blanks from the options given below (C2 to C5)

C2. Teachers take up teaching because _____

6. It requires less effort
7. Teaching is a noble profession
8. It requires little qualifications
9. Helps influence the young generation
10. Because there is no other option/could not become doctor/engineer

C3. A good student _____

6. Gets a high paying job
7. Scores good marks
8. Thinks independently
9. Raises questions
10. Does not disobey or disagree with the teacher/ parents

C4. Knowledge is _____

6. Reading a lot of books
7. Is being able to give advice
8. Means that one knows everything and cannot be contested
9. Is the ability to think critically
10. Comes with age

C5. The role of a teacher is to _____

6. To teach the subject only
7. To force children to behave in an orderly manner
8. To make children well rounded individuals
9. To maintain records only
10. To develop children into obedient individuals

C6. Based on the designation of the interviewee, please ask to rank the top three (3) priorities in terms of their roles, 1 being the highest priority and 3 being the lowest priority.

1. BRC/CRC

Roles	Rank
7. To visit schools regularly	
8. To hold monthly meeting with teachers and HM	
9. To make sure all children with special needs are getting quality education	
10. To ensure data collection	
11. To ensure quality infrastructure in school	
12. To ensure all drop outs and OoSC are enrolled	

2. DIET Lecturer

Roles	Rank
7. To conduct trainings for the mandatory number of days	
8. To conduct research studies as mandated by the government	
9. To explore new areas of possible research	
10. To strive towards making each training session more effective	
11. Get feedback and work towards development of training skills	
12. To nurture quality teachers	

3. IERT

Roles	Rank
1. To conduct trainings for the mandatory number of days for teachers	
2. To make teachers understand the role of inclusive education	
3. To strive towards making schools more inclusive	
4. To ensure all drop outs and OoSC are enrolled	
5. To conduct trainings for the mandatory number of days for parents	
6. To collect data on RtE	

4. ECO

Roles	Rank
7. To visit schools regularly	
8. To ensure data collection	
9. To ensure teachers are able to conduct classes effectively	
10. To facilitate the BEO to perform their roles effectively	
11. Get feedback on issues faced by teachers	
12. To generate reports and data for the BEO	

Questionnaire D

D1. Have you heard about Educational Leadership and Development Program (ELDP)?

Yes	1	<i>Proceed to D2</i>
No	0	<i>Do not ask any further questions</i>
Don't Know	98	

D2. How did you get to know about the training? (*Multiple answers possible*)

Read a circular related to ELDP	1
Attended the information sharing day	2
Know someone who applied but didn't get selected	3
Know someone who underwent the training	4
Informed about it when approached for this interview	5
Applied for ELDP but did not get through	6
Others (please specify)	99

D3. What do you know about ELDP? (*Multiple answers possible*)

It is a training of trainers	1
It aims to change the attitude of people	2
It helps in developing leadership skills	3
It is a 42 day training spread over a few months	4
Sessions are conducted by external agencies (other than SSA)	5
Participants conducted a quality improvement project in their block for this programme	6
Others (Please specify)	99

D4. Did you apply for ELDP training? *If no, proceed to D5. If yes, proceed to D6.*

Yes	1
No	0
Don't Know	98

D5. Why did you not apply?

Not interested	1
It sounded too time-consuming	2
Too much travel involved	3
District officials did not allow	4
Did not get a positive feedback from participants	5
Applied for SLDP/MDP but did not get selected, so did not apply for ELDP	6
Find trainings boring	7
Any other (please specify)	99

D6. Do you know why you were not selected?

Yes	1
No	0
Don't Know	98

D7. Would you like to apply for ELDP in future?

Yes	1
No	0
Don't Know	98

D8. Why would you like to apply/not apply for ELDP in future?

CBPS

Annexure III

Table 2.2: Summarising level of relevance/irrelevance of topics covered (ELE)

Topics covered	Relevant/Very Relevant		Neither relevant nor irrelevant		Irrelevant/Very Irrelevant	
	No. of ELDFs	%	No. of ELDFs	%	No. of ELDFs	%
ELE Component						
Vision Value Alignment	48	96	1	2	1	2
MC/VC	44	88	5	10	1	2
COI/COC	49	98	0	0	1	2
Learning orientation	44	88	4	8	2	4
Integrity orientation	42	84	5	10	3	6

Source: Collated from primary data collected by CBPS

Table 2.3: Summarising level of relevance/irrelevance of topics covered (ELM)

Topics covered	Relevant/Very Relevant		Neither relevant nor irrelevant		Irrelevant/Very Irrelevant	
	No. of ELDFs	%	No. of ELDFs	%	No. of ELDFs	%
ELM Component						
Adult learning and child learning	45	90	4	8	1	2
Active listening	48	96	0	0	2	4
Qualities of a good leader	49	98	1	2	0	0
Active participation	47	94	3	6	0	0
RtE	49	98	0	0	1	2
NCF	49	98	1	2	0	0
Preamble to the Constitution	49	98	1	2	0	0

Source: Collated from primary data collected by CBPS

Annexure IV

Regression Analysis

The regression analysis for the three parameters, as described in Chapter 4: Outcome Analysis, was also conducted. The regression model depicted a statistically significant difference only in one of the categories (Knowledge about education). However, the regression analysis is not included in the analysis as it lacked proper controls.

Table A1: Regression Analysis for Three Components

Variables	Coefficients		
	Knowledge of educational components	Knowledge of Facilitation	Beliefs and Perceptions
Group	1.970*** (0.589)	0.189 (0.206)	0.390 (0.439)
Intercept	15.250*** (0.449)	0.157*** (3.611)	13.750*** (0.335)
Adjusted R square	R ₁ = 0.107 ***	R ₂ = -0.040	R ₃ = -0.002
***- Statistically significant if p < 0.001			

The above table depicts the regression analysis conducted on the three components, namely, Knowledge of education, Knowledge about Facilitation and its application and Beliefs and Perceptions. The adjusted R square value for Knowledge of education is statistically significant while for the other two components is not significant.
