INDEX

CONTENTS		PAGE NO.
Declaration		I
Certificate		ii
Acknowledgements		iii
Index		v
Appendices		xii
List of Tables		xiii
List of Figures		xv
List of Charts		xv
Abbreviations		xvi
CHAPTER I	**INTRODUCTION**	**1-41**
1.0	Introduction	1
1.1	Quality Concerns in Education	2
1.2	Professional Development: Meaning and Importance	5
1.3	Policy Making in Education	10
1.4	Historical Background of United States of America	11
1.5	History of Education in the United States of America	12
1.6	History of Education in India	28
1.7	Rationale of the Study	36
1.8	Research Questions	38
1.8.1	Statement of the Problem	38

1.9	Significance of the Study	39
1.10	Organisation of Chapters	39
1.11	Conclusion	40
CHAPTER II	**REVIEW OF THE RELATED LITERATURE**	**41- 92**
2.0	Introduction	41
2.1	Research studies Conducted on Professional Development of Teachers in USA	42
2.2	Research Studies Conducted in Other Countries on the Professional Development of Teachers	72
2.3	Research Studies conducted in India on the Professional Development of Teachers	77
2.4.	Summary of the Review of Related Literature	83
2.5	Implications of the Review of Literature for the Present Study	90
2.6	Conclusion	92
CHAPTER III	**PLAN AND PROCEDURE**	**93– 120**
3.0	Introduction	93
3.1	Statement of the Problem	93
3.2	Objectives of the Study	93
3.3	Explanation of the Terms	94
3.4	Delimitation of the Study	94
3.5	Methodology	94
3.6.1	Population of the Study	94
3.6.2	Sample of the Study	95
3.6.2.1	Research Context: Description of the Sample States in USA	96
3.6.3	Selected School Districts	103

3.7	Procedure for Data Collection	108
3.8	Methods of Obtaining Data	108
3.8.1	Document Analysis	109
3.8.2	Participant Observation	110
3.8.3	Interviews	110
3.8.4	Focus Group Discussion with Teachers	112
3.8.5	Questionnaires	112
3.8.5.1	Questionnaires for Teachers	113
3.8.5.2	Questionnaires for Principals	117
3.9	Data Analysis Procedure	119
3.10	Conclusion	120
CHAPTER IV	**ANALYSIS AND INTERPRETATION**	**121- 211**
4.0	Introduction	121
4.1	Scheme of Analysis	121
4.2	Section - I	122
4.2.1	Academic And Professional Qualifications Of Teachers	122
4.2.2	Professional Experience Of Teachers	123
4.2.3	Status And Licensure Of Teachers	124
4.2.4	Participation Of Teachers In Professional Development Programs	125
4.2.5	Source Of Information For Teachers' Regarding Professional Development Programs	126
4.2.6	Focus Of The Professional Development Programs Participated by The Teachers	128
4.2.7	Academic and Professional Qualifications of Principals	128
4.2.8	Professional Experience of Principals	129
4.2.9	School Demographic Data	129
4.2.10	Summary of Section I	130
4.3	Section - II	132
4.3.1	Document Analysis	132
4.3.1.1	Federal Policies for the Professional Development of Teachers	132

4.3.1.2	State Policies for the Professional Development of Teachers	137
4.3.3	Summary of Section II	147
4.4	Section III	150
4.4.1	Professional Development Programs Organised By The Federal Government, State Government, School Districts And Schools	150
4.4.1.1	Programs Conducted by the Federal Government for the Year 2011-2012	150
4.4.2	Programs Organised by the States 2011-2012	154
4.4.2.1	Programs Organised by the Department of Education in the State of Missouri 2011-2012	155
4.4.2.2	Programs Organised by the Department of Education in the State of New Jersey	157
4.4.2.3	Programs Organised by the Department of Education in The State Of Pennsylvania -2011-2012	157
4.4.2.4	Programs Organised by The Department of Education in The District of Columbia 2011-2012	159
4.4.3	Programs Organised by School Districts for The Academic Year 2011-2012	159
4.4.4	School Based Programs and their Mode of Organisation, Target Group, Evaluation Pattern and Impact	164
4.4.5	Summary Of The Section III	170
4.5	Section IV	173
4.5.1	Teachers' Perception Of The Professional Development Programs Designed For Them	173
4.5.1.1	Perception of Teachers on the Design and Development of Professional Development Programs (PDP)	173
4.5.1.2	Perception on The Content and Methodology of Professional Development Programs	176
4.5.1.3	Perception on The Logistics of The Professional Development Programs	178
4.5.1.4	Perception on the Impact of Professional Development Programs	180
4.5.1.5	Perception on Incentives for Participation in Professional Development Programs	182
4.5.1.6	Perception on the Issues and Challenges of the Professional Development Programs	184
4.6	Perception of School Principals' on Professional Development Programs for Teachers	186
4.6.1.	Planning of the Professional Development Program	186

	by the Principal	
4.6.2	Focus of The Professional Development Program for Teachers	187
4.6.3	Execution of Professional DevelopmentPrograms	187
4.6.4	Evaluation/Feedback of Professional Development Programs	187
4.6.5	Nature of Professional Development Program	189
4.6.6	Impact of Professional Development Programs	189
4.6.7	Challenges of Professional Development Programs	190
4.7	Perception of the Directors on Existing Professional Development Programs for Teachers	190
4.7.1	Planning of The Professional Development Programs	190
4.7.2	Focus of The Professional Development Programs	191
4.7.3	Execution of The Professional Development Programs	191
4.7.4	Evaluation/Feedback of The Professional Development Programs	192
4.7.5	Challenges/Issues of The Professional Development Programs	193
4.8.	Triangulation of Data	193
4.9	Summary of Section IV	203
4.10	Conclusion	205
CHAPTER V	**'FINDINGS AND DISCUSSION**	**212- 246**
5.0	Introduction	212
5.1	Major Findings of the Study	212
5.1.1	Management of Professional Development of Teachers in USA.	212
5.1.2	Policy Framework for Professional Development of Teachers	215
5.1.2.1	Relevance of the Policies	215
5.1.2.2	Standards Set for Programs	216

5.1.2.3	Standards set for Licensure of Teachers	217
5.1.2.4	Implementation of Policies	218
5.1.2.5	Issues and challenges	218
5.1.3	Professional development o teachers: Opportunities and Utilization	219
5.1.3.1	Nature of Professional Development Programs	219
5.1.3.2	The Execution of the Program	220
5.1.3.3	Evaluation of the Program	222
5.1.3.4	Impact of the Program	222
5.1.3.5	Incentives for Participation in Professional development Programs	224
5.1.3.6	Issues and challenges	224
5.1.4	Key components emerging from the Study	225
5.2	Discussion	228
5.3	Implications of the Study	235
5.4	Conclusion	245
CHAPTER VI	**SUMMARY AND CONCLUSION**	**247- 271**
6.0	Introduction	247
6.1	Purpose of the Study	247
6.2	Professional Development Of Teachers: Meaning And Importance	249
6.3	Educational Policies And Programs	250
6.4	Review Of the Related Literature	251
6.5	Rationale of The Study	254
6.6	Research Questions	255
6.7	Statement of The Problem	255
6.8	Objectives Of The Study	255
6.9	Explanation of the Terms Used	256
6.10	Delimitations Of The Study	256
6.11	Methodology	256
6.11.1	Population of The Study	257

6.11.2	Sample of The Study	257
6.11.3	Research Tools and Techniques	257
6.11.3.1	Document Analysis	258
6.11.3.2	Participant Observation	258
6.11.3.3.1	Interview of the Professional Development Directors of the School Districts	258
6.11.3.3.2	Interview of the Principals of the Schools under Study	259
6.11.3.3.3	Focus Group Discussion with Teachers	259
6.11.3.4	Questionnaires	259
6.11.3.4.1	Questionnaires for Teachers	260
6.11.3.4.2	Questionnaires for Principals	260
6.11.3.5	Procedure for Data Collection	260
6.11.3.6	Procedure for Data Analysis	261
6.12	Major Findings Of The Study	261
6.12.1	Policy frame work for the Professional Development of Teachers	261
6.12.2	Professional Development Programs for Teachers	263
6.12.3	Nature of Professional development Programs for Teachers	263
6.12.4	Implementation and Evaluation of the Professional Development Programs for the Teachers	264
6.12.5	Impact of the Professional development Programs	266
6.12.6	Issues and challenges	266
6.13	Implications of the Study	267
6.14	Recommendations For Further Research	269
6.15	Conclusion	270
	REFERENCE	**272-294**