CHAPTER II

Development of Tools

• Development of Socio-Cultural Expectation Questionnaire
• Development of Status Survey for Elementary Schools
• Development of Status Survey for Elementary Teacher Training Institutes
CHAPTER-II
DEVELOPMENT OF TOOLS

INTRODUCTION

In the preceding chapter, the context of research, developmental perspective of teacher education, review of related literature and objectives of the study were discussed. The present chapter is devoted to the development and description of the tools in order to fulfil the objectives set before the research investigation.

The main purpose of the present research investigation was to suggest sustainable changes relevant to the community and school needs, in respect of the curricular inputs and transaction modes of elementary teacher education. The tools selected for the purpose in accordance with the nature of the present study could only be in the format of a questionnaire. Questionnaire is a tool for general inquiry through which respondents answer questions or respond to statements in writing (Best & Kahn 1996). The tool is generally used when factual information is required. The tool includes questions seeking information as well as desired opinions. For collecting requisite data the following tools were constructed:

1. Socio-cultural Expectation questionnaire
2. Status Survey of Elementary Schools
3. Status Survey of Elementary Teacher Education

The tools were designed to investigate the existing situations that would serve the purpose of proposing suggestions for change in the curricular inputs of elementary teacher education vis-a-vis socio-cultural expectations of society. The construction of each one of the above has been discussed in the following sections:
1. DEVELOPMENT OF SOCIO-CULTURAL EXPECTATION QUESTIONNAIRE

INTRODUCTION

The teacher education in the emerging Indian society requires a great deal of restructuring in order to evolve a more functional and task oriented system. The focus of the research problem is on elementary teacher education with emphasis on two aspects of the training program namely the curricular inputs and transaction modes. One of the objectives is to derive socio-cultural parameters for elementary school teachers and elementary teacher education. In order to identify the socio-cultural dimensions, a questionnaire was prepared.

CONSTRUCT- DESCRIPTION OF THE THEME OF THE QUESTIONNAIRE

The questionnaire concerning all aspects of the socio-cultural basis of education in our society was initially prepared in the form of statements. After examining the social and cultural dimensions, the investigator prepared a rough framework enlisting multifarious items, which explore the Indian milieu with respect to cultural and social traditions, and their relevance in Indian education as it is today.

The first draft was prepared after a thorough consultation with colleagues and seniors. The major dimensions of philosophical traditions, social and cultural traditions, and blending of these traditions in Modern India, democracy, secularism and socialism were considered fundamental in developing the questionnaire. Problems accompanying the modernization of our country and the role of the teacher therein to blend the traditional ways along with the modern ways were also studied to pinpoint the lacunae in the existing conflict between these two dimensions. The above deliberations were pointer to the fact that analytical, healthy, balanced approach coupled with open mindedness and critical outlook in regard to our traditions in this situation is a must. Encumbrances in the role of education Vis a Vis social and cultural tradition in India are:
❖ Apathy and lack of proper understanding of and regard for our traditions on the part of teachers
❖ Conflicts between modern and traditional values.
❖ A situation of normlessness (anomie), a term by coined Durkheim (quoted in Teachers in Emerging India, 1986) growing in all walks of life.
❖ And our efforts to transplant alien traditions and institutions in India without understanding our problems in the right perspective.

Based on these dimensions the first draft of socio-cultural expectation questionnaire was prepared for elementary teacher education. The aim was to obtain the opinion of the society on various social and cultural dimensions relevant for elementary teachers and teacher education. Colleagues and potential users were consulted before drafting the questionnaire. Initially three main dimensions were considered as reference points for a teacher. They are; teacher as a human being, teacher as communicator and teacher as professional. Each dimension was split into reference points, which were further divided into items representing each category. The first draft was as follows:

TEACHER AS HUMAN BEING

❖ Basically an Indian and a modernized person
❖ Conviction, deep appreciation and commitment to positive elements of Indian culture
❖ Living up to one’s own conviction and within zones of justification
❖ Basic sense of discrimination between right and wrong

Combining above variables in a single entity associated with a teacher would imply that in Indian conditions, the teacher at heart must be an Indian, deep-rooted into the Indian way of life. At the same time he must look ahead to ensure that tradition enhances the modernity of the individual, developing an unyielding character unifying the traditional with the modern. That such individuals leave the obsolete and inherit the positive elements of Indian culture is the sole responsibility of the teacher. Such an attitude can only be imbibed, when the teacher himself is convinced of the relevance of this combination of traditional with the modern. It is imperative for the
teacher to understand the diverse cultural and social systems and portray them as amalgamated component to the children. Teacher’s understanding must take account of the appreciation for the need of a balanced synthesis between the change-oriented technologies and the country’s cultural heritage. These parameters were included in the questionnaire so as to explore the society at large for their opinion on the relevance of this variable for the elementary teacher.

**TEACHER AS COMMUNICATOR**

- Language facility
- Expressive features
- Good memory and rich general knowledge
- Capability to integrate and recreate

Teacher’s art of communicative skills can make a lesson interesting or boring. In order that children are attentive, it is necessary for a teacher to be proficient in the language used during classroom communication. The teacher must be able to communicate ideas in a coherent and lucid manner. Apart from the language facility it is a teacher’s general knowledge and capacity to recall that makes a lesson interesting. Quoting instances from real life while teaching makes the lesson fascinating for the students. Closely related to this is the capability to integrate and recreate. Constant reconstruction of knowledge and amalgamating different subjects stimulate students’ genuine curiosity levels, and motivates them for self-discovery. This variable was incorporated to try to find out the opinion of the intellectuals on the degree of importance they give to language facility as a vital component for elementary teacher education.

**TEACHER AS A PROFESSIONAL**

- Love for professional competence and professional ethics
- Up to date in the professional discharge of duties
- Impartial and a deep sense of detached attachment

The third section seeks to question the importance given by society to the moral and ethical parameters of the teaching profession. The teachers are role models
for students and their behaviour may influence the future citizens in their dealings with various situations where they are called upon to make choices. Highly esteemed by society, impartiality must be the hallmark of a teacher. They should consider the responsibility of their demeanour as the critical factor in determining the respect given to them by the society. This key element should also be taken into consideration during elementary teacher education. Since the times have altered, it was considered important to seek out the opinion of the people at large on the importance they attach to professional ethics and professional competence of the elementary teacher.

These reference points are self-explanatory and present a holistic view of the components of an ideal teacher. Teaching as a major process of education operates at different levels and it is the teacher whose approach and thinking leads to effective outcomes.

PLANNING OF THE TOOL.

The objective of the questionnaire was to seek the opinion of people on some fundamental issues concerning the teacher and teacher education. The investigation of the social and cultural milieu necessitated the explanation, significance and formulation of philosophical and sociological foundation of education with focus on the characteristics of emerging Indian society, and role of education in this context. In order to examine the philosophy behind teacher education with special reference to Indian society and culture a variety of references on education in emerging Indian society were consulted and interviews with a cross section of society concerned with education were conducted.

Care was taken not to include items that would have the potential to hurt the religious sentiments of any section of the society. Caution was exercised against any biased or critical opinion in order to design an objective and relevant questionnaire.

It was decided that multiple choice, compulsory options and sequential management types of items would be used for the present test. The number of items and the expected test time was decided to be kept at the moderate level i.e. about half an hour.
GENERATING ITEMS FOR THE QUESTIONNAIRE

The components described in previous section were incorporated in the first draft of the questionnaire covered. The draft was given to some colleagues to read and comment. On their observations, some vague items were deleted and the draft was changed on one aspect, certain items were modified and some uncovered areas were pointed out. Thus, the questionnaire was modified to suit the purpose of the test.

The distribution of items across the three test domains such as teacher as human being, teacher as communicator and teacher as professional are given below:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher as a human being</td>
<td>4</td>
</tr>
<tr>
<td>2. Teacher as communicator</td>
<td>4</td>
</tr>
<tr>
<td>3. Teacher as professional</td>
<td>3</td>
</tr>
</tbody>
</table>

In order to obtain feedback needed for further improvement the questionnaire was tried on a sample of some potential responders. This activity involved informal, open-ended interviews with several potential responders to criticize a preliminary version of the questionnaire. The investigator again reviewed the draft to determine the relevance of certain questions and the irrelevant items were deleted. Apart from relevance, the problems in obtaining responses were also appraised, and the items, which were found deficient, were either altered or deleted. Thus, the questionnaire was finalized under the main reference points to cover all the socio-cultural dimensions with respect to the domain description. The items for each domain were finalised as follows:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher as a human being</td>
<td>12</td>
</tr>
<tr>
<td>2. Teacher as communicator</td>
<td>11</td>
</tr>
<tr>
<td>3. Teacher as professional</td>
<td>7</td>
</tr>
</tbody>
</table>
TRY OUT AND MODIFICATIONS

The sample for try out was selected from State Institute of Education sector 32, where 15 tentative versions of the questionnaires were given in order to eliminate probable uncertainties in areas of response rate, question applicability, and question performance. The results of the tryout helped in reviewing the questionnaire more objectively. Seniors and colleague's suggestions as well as the performance of the questionnaire in the tryout helped in determining and finalizing the questionnaire. The items having unsatisfactory responses were changed in design, and questions, which proved to be redundant, were deleted. Pairs and sequences of questions, which yielded inconsistent responses, were rephrased and in some cases, the response mode was changed. The final draft was arranged after constant reframing and restructuring of the items. The opinions of respondent teachers in DIET Chandigarh helped in modifying and finalizing the draft. Incorporating the changes made, the questionnaire was then given to teachers in DIET Chandigarh for final try out. This also exposed certain weaknesses in the questionnaire. Certain modifications based on suggestions made by respondents were carried out in certain items and their options. The final draft was arduously prepared keeping the items in the questionnaire precise and relevant.

I. FUNDAMENTAL PHILOSOPHY

Fundamental Philosophy is the first component of the socio-cultural expectation questionnaire, and contains six items. The items relate to the fundamental philosophical beliefs that a teacher ought to be imbibed with, as per the expectations of the society. The first item enquires about the eternal component of Ancient India values; second one seeks elucidation of the concept of Karma; third queries about the ultimate parameter for success in life; and fourth item inquires about the relevance of the knowledge of scriptures for the teacher. Fifth item of the ancient Gurukul system seeks to explore its relevance in the present times. Last item explores the characteristic values relevant for the teacher, and is given in rank order, placing these four values in ranks.
2. Social Norms

The second section seeks to focus the attention of the respondents on the code of conduct and role perception of teachers and their function in the educational system, where certain social variables serve as appropriate references. This section contains seven items, where one variable has four options, while six are in the category of compulsory choice type questions. The first item pertains to the attitude towards joint family system. The remaining six compulsory choice questions place the teacher in various social relationships varying from father-son relationship, to teacher-taught and the place of a teacher in society. The last item in this section explores the teachers' role as an individual, and as member of society. Both these positions have important ramifications for teacher education.

3. The Teacher

This section seeks to explore teacher's role, in today's society. The section has four items where one is in the category of rank-order, one is of compulsory choice type, and two are multiple-choice questions. The first item of compulsory choice explores the role of the teacher viewed in conflicting background of being a traditionalist or a modernist. Second item ranks factors for teacher effectiveness, as viewed by the respondents. Third item concerns with students' regard for their teacher and fourth item searches for an idealistic interpretation of the perfect teacher that is relevant today.

4. Curriculum Transaction

This section explores the opinion of the respondents on a more practical aspect. Various components of curriculum transaction were included placing the teacher in relation to various classroom situations and how the respondents would like the teacher to react to these situations. The questions are of multiple-choice type and contained six items on modes of teaching, relevance of computers in elementary education; television as an instructional supplement and its relevance in education; favour to be given to students on request; and last item deals with amount of freedom
to be given to children while learning. The job-satisfaction being important was devoted the sixth item with multiple-choice.

DESCRIPTION OF THE FINAL DRAFT

The final draft is described in the table given below:

1. Fundamental Philosophy (items: 1, 2, 3, 4, 5, 6)
2. Social Norms (items: 7, 8, 9, 10, 11, 12, 13)
3. The teacher (items: 14, 15, 16, 17)
4. Curriculum Transactions (items: 18, 19, 20, 21, 22, 23)

VALIDATION OF THE DRAFT

For validation, the questionnaire was given to people serving in different fields ranging from education, medicine, bureaucracy and politics etc. The responses were recorded and analysed to derive conclusions about the general impressions that must be reflected in the curricular inputs of elementary teacher education. The results establish the meaningfulness of the tool vis-a-vis the purpose for its use.

The validity of the tool was determined for its homogeneity and convergence of items onto the theme of the tool. A structured scale with three options namely, closely connected, loosely connected, and not connected against each item was administered to a representative group (n=20) of the target population. The copy of the tool has been given in the Appendix no.-I. The weightage to the three options was given as 0, 1 and 2 to not connected, loosely connected and closely connected. The responses were compiled and ratio of the obtained score to the total scores was considered as a measure of homogeneity and centrality of the test to the theme. The measure of homogeneity was found to be .82, which may be interpreted as the indicator of the validity of the tool for the purpose. The index indicates the dependability and validity of the tool.
2. DEVELOPMENT OF STATUS SURVEY QUESTIONNAIRE FOR ELEMENTARY SCHOOLS

INTRODUCTION

A status survey (questionnaire) was considered the best option to investigate various dimensions of elementary schools. The questionnaire was designed to elicit school needs that ranged from physical infrastructure to some classroom techniques practiced by the teachers. The instrument also attempted to ascertain whether the teachers utilize audio-visual equipment, maintaining individualization of instruction, and student motivation in schools. The flexibility of the questionnaire and its potential in accumulating comprehensive information made it a useful and handy tool during research. The detailed description of the survey is given later in this chapter.

In order to determine items for the status survey, information from various sources, related literature, parents, principals and teachers was pooled up to outline a comprehensive background of the projected needs of elementary schools. In addition, the investigator visited some schools and DIETs (District Institute of Educational research and Training, set up by the government to train teacher educators of elementary schools) to focus on the factual status of present day schools and teacher education institutes.

The visit to some DIETs and schools proved an eye-opener as to the ground realities of the primary and middle schools in the government sector. Interaction with teachers revealed dissatisfactory conditions in their institutes and schools. The highlights of the discussion are listed below:

ABOUT TEACHER EDUCATION

❖ There was no co-relation between theory and practice.
❖ Practice teaching is done in city schools that prove to be a drawback when the teachers are posted in rural schools, where in some cases even basic amenities were lacking and newly appointed teachers found it difficult to adjust.
Inadequate staff.
The pressure of sundry government duties in census, elections, surveys etc. during which the children were usually left on their own and hence no teaching.

THE OBSERVATIONS ABOUT SCHOOLS ARE:

- No audio-visual aids used.
- No parent teacher interaction.
- Illiterate parents do not understand academic requirement and do not value education.
- Teachers’ are not satisfied and do not enjoy academic work.
- Nominal library.
- Teachers manipulated primary class result of class 5 because their promotions are based on these results.
- Poor co-curricular activities.
- Institutional social climate not soothing and attractive.

PLANNING OF THE TOOL

The main objective of the present survey was to help the investigator in identifying the level of facilities provided by the elementary schools. The term survey included various aspects of the school like the teacher, facilities, curriculum transactions and other vital elements that contribute to an efficient functioning of the school. Planning of the tool involved systematic observation of various features of the schools, and interviews with teachers and principals. This helped in short-listing the content material for the survey. The relevance of items was persistently kept in mind while planning for the survey. Since the survey of schools included government and private schools, the discrepancies in provision of facilities, the attitude of teachers working in them etc. were all carefully considered before generating the items for the survey.
GENERATION OF ITEMS AND FIRST DRAFT

After identifying the prevalent problems, related issues and the needs of elementary schools, the items were generated for the status survey. The school visits and first-hand experience of elementary schools by the investigator contributed in the construction of relevant items pool for the proposed tool.

By generating the items on all possible dimensions, the tool was compiled with a view to make a comprehensive coverage, the changes were made where necessary and some more items on qualitative and aspects were added. The items were sequenced and rearranged. Modifications were also done in the language of certain items to provide clarity of thought. The order of items was systematized to present uniformity of ideas. Certain items were deleted and some added to present an objective and unbiased status survey, which would cover all types of schools including government and private, both from urban as well as rural sector. The tool was reviewed to cover all the related aspects of school. The first draft was thus prepared covering almost all aspects of the elementary school. This was then given to some teachers for initial try out. Based on their opinions some modifications were made. The survey was edited and some items were reframed, while some were altered.

IMPROVEMENT AND MODIFICATION

A second try out was formally carried out in ten schools and the survey was than customized to a more accurate tool, eliminating vagueness and irrelevance. In some items, the statements were changed by way of amending the language, in case of others, which were lengthy; the items were split into two or more. Certain words were replaced with better and more appropriate synonyms, which added objectivity to expression. Ambiguous and vague statements were deleted and items that are more precise were included. Thus, the final draft was prepared after much deliberation on each item. An endeavour was made to make the survey an objective and valid tool for collecting the required data. The final abridged draft had less number of items besides being more accurate and practical in collecting the required information.
FINALISATION OF THE DRAFT

The draft of the survey that emerged was comprehensive incorporating the entire gamut of items considered vital for efficient functioning of the elementary school. The entire sets of the items were classified into five main sections representing, the teacher, and academic background of clientele, infrastructure, curriculum transaction, teacher-student ratio and workshops. These sections contained items corresponding to their particular categories.

The comprehensive item wise description of the survey has been given below:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Category</th>
<th>No. Of Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Background</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>2.</td>
<td>Infrastructure Facilities</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>i.</td>
<td>Basic Infrastructure</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>Support services</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td>Audio-visual facilities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Curriculum Transaction</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>i.</td>
<td>Arrangements for special children</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>Support techniques</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td>Teaching techniques</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td>Special assistance</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>v.</td>
<td>Average teacher-student ratio</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>vi.</td>
<td>Workshops</td>
<td>1</td>
<td>44</td>
</tr>
</tbody>
</table>

SECTION 1-BACKGROUND (8 ITEMS)

Teacher occupies central position in the educational organization and every child needs and deserves dedicated and outstanding teachers. Hence, the parameters given in this section contribute in defining the present status of the kind of teachers available in elementary schools. The first section has eight items of which seven are related to teachers while one relates to students. The survey seeks to examine the present status of teachers and first five items focus on their educational background, age up to which teachers are retained in the school system, teaching experience,
teachers’ background and family vocation. An attempt has been made by the investigator to provide information regarding motive of job and job satisfaction in items six and seven. Item eight explores the students’ academic background and though an indirect factor yet has considerable effect on the literary activities to be carried on by the teacher.

SECTION – 2 INFRASTRUCTURES (19 ITEMS)

The second most crucial factor in determining the quality of schooling at elementary level is the infrastructure made available to the students and teachers. In addition to teachers’ background, infrastructure is the key factor in focusing on the level of support provided by the schools and communities in making teaching learning an enduring experience. This section has been divided into three sub-sections namely; with basic infrastructure, support services, and audio-visual facilities.

The section on basic infrastructure contains thirteen items and investigates their availability and functional use.

The section on support services has three items. One on the status of essential services like drinking water, toilets, etc; two on information about school bookstore, books and stationary; and lastly about the facility provided for morning prayer.

It is a common knowledge that audio-visual aids facilitate learning and make it more interesting proposition for children especially at elementary stage that is characterized with extreme curiosity and zeal for learning new things. This section seeks reports on the status of radio, television and sandpit, along with information about their functional use.

The section of curriculum transaction explores the teacher student network focusing on the teaching strategies and professional guidance provided by the teacher during classroom interaction. This section has been broadly divided into six main sub-sections, which deal with arrangements for special children; support techniques; teaching techniques; special assistance; teacher-student ratio and last section with workshops conducted by schools.
Teaching in a class is a complex phenomenon and involves combination of various approaches. It may not be easy for teachers to cater to children with varying degrees of intelligence in a single class. Nonetheless, it is essential that children of all levels of intelligence learn beneficially. This section explores the arrangements made for special children in two items; first one deals with repeating children and second deals with talented children.

The section on support techniques is spread over four items. These techniques are in essence the groundwork that a teacher prepares for effective transmission of learning and engages the students by ensuring their participation through tests and home assignments.

The section on teaching techniques comprises four items involving basic teaching practices like lecture, exams, physical punishment and recognition of merit.

The special assistance provided by schools in co-curricular activities, as well as mental health of the students are spread over 5 items on dance, music, arts, student problems and school counsellor.

One item is written to elicit information about the number of students per class as this ratio influences the level and quality of communication between the teachers and taught in the classroom setting. One item investigates the efforts made by schools during vacations in involving children in workshops designed to expand their creative urges and other curricular activities like drama, music, arts, computers, sports etc. The copy of the entire tool has been given in Appendix-1.

VALIDATION OF THE TOOL
The tool was validated in two ways:

1. **Construct Validity:** It was administered to a representative group of (n = 20) the target population. The group consisted of the potential users- the teachers and the principals. The selected members of the group were requested to go through the items of the tool thoroughly and make their comments on:
In light of the objectives of the tool as were determined well in advance while determining the initiative of the tool. At this stage, the observations made by 17 members were found in agreement. The three members pointed out divergences here and there and kept their own reservations in respect of the quality of the tool. Their observations were reviewed and found that the divergences pertained to the differences in the point of views rather than reflection on the quality of the tool.

Besides above, the group of reviewers were given objectives of the tool and the set of domains along with the items with a clear term to assess the extent to which the tool under review was supposed to meet. Majority of the group agreed upon the adequacy of the tool for the purpose in respect of each and every domain description. Their consent was taken as a descriptive measure of the validity of the tool.

3. DEVELOPMENT OF STATUS SURVEY QUESTIONNAIRE FOR ELEMENTARY TEACHERS’ TRAINING INSTITUTIONS

INTRODUCTION

The purpose of the study is to suggest sustainable changes in the curricular inputs for elementary teacher education with the criteria of relevance of community and school needs serving as main reference points. This required that the present status of elementary teachers’ training be examined before considering factors for change.

Teacher education program is different from any other ‘academic’ educational program. As it prepares individuals for a particular profession, teacher education program has to have a different kind of purpose, substance, organization and
methodology. The expectations and pressures on such a program are different. It concerns the society, schools needs, community expectations, and individual development. These dimensions must be integrated into one single conceptual unit that serves teacher education institution. Consequently, the responsibility shouldered by these institutions is immense. It is the scope of these institutes to help future teachers assimilate knowledge about the profession-dimensions and scope, roles one will have to play and required competencies, attitudes, sensitivities, tact, and the entirety of the concept of a responsible teacher.

PLANNING OF THE TOOL

The objective of this tool was to investigate the existing status of elementary teacher training institutes, such that the needs of the institutes could emerge. Care was taken to include items that would reveal a comprehensive picture of the needs of the training institutes. The items were drawn from the Status Survey developed by SCERT Kerala; the alterations were carried out on the basis regional variations. Care was taken to maintain objectivity and comprehensiveness and items were planned on the basis of drawing a representation of requirements that included infrastructure, instructional methodology, curriculum transactions, in-service facilities, and educational technology etc. that constitute the institutional framework.

ITEM DESCRIPTION

Effort was made to design a survey that would furnish all the requisite information required for the study. For this purpose, the questionnaire had objective type questions as well as other information. The survey was broadly grouped under five sections.

The first section of general information included queries on duration of the course, accommodation facilities, application of educational technology, admission criteria, SUPW activities, non-scholastic subjects, curriculum transaction, teaching practice, evaluation, and education for disabled students, and examination results.
Student welfare section probed into the facilities provided for student teachers in the institutes and included hostel facilities, medical facilities, and guidance activities.

Third section of staff welfare had queries on number of staff, their qualification, experience, developmental activities for staff, availability of staff quarters, and in-service programs.

The fourth section sought responses from the principal, that incorporated strengths and weaknesses of the program. Lastly the opinion of the head of the institution was sought on issues like teachers not applying techniques of teaching learnt during training, lack of professionalism among teachers and ways to develop professionalism among teachers.

**IMPROVEMENT AND MODIFICATION**

First try out of the draft was conducted on teachers in the institutes. Few questionnaires were also given to colleagues and seniors for their responses and opinion. The results indicated that the draft needed improvement in some items. The draft was finalized after incorporating required changes. Vague items were deleted and language of some was reframed. Obsolete and vague portions were removed from the survey, and effort was made to bring definiteness and clarity of purpose in the questionnaire. Although detailed responses are not a very efficient way of collecting information, yet the rationale of receiving discerning opinions of the head of the institutions on crucial matters of teacher education made them a vital section of the questionnaire.

**THE FINAL DRAFT**

The final draft comprised 5 main sections. The composition of the questionnaire has been presented below:

<table>
<thead>
<tr>
<th>Sections</th>
<th>Parts-Description</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I – General Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Basic information</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>2. Accommodation facilities</td>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>
A copy of the "Status Survey of Elementary Teacher Training Institutes" has been given in the Appendix-3.

**VALIDATION OF THE TOOL**

The final draft of the status survey of elementary teacher training institutes, as described above, before administering to the target group for collection of data was discussed with all the ten principals and one senior most teacher of each DIET was nominated by the principal for the purpose. As a term and condition of the discussion, the group was requested to make their observations for the clarity of the items, their language, coverage, and comprehensiveness of coverage for all possible aspects under the four sections such as general information, student welfare, staff development, and their opinions. The group reviewed the tool and observed that all possible aspects were comprehensively covered in accordance with the objectives of the tool. Thus, the validity of the tool was determined.