

(A NCTE recognized Govt. Aided (WB) Autonomous Post-Graduate College under University of Calcutta) Belur Math, Howrah - 711 202, West Bengal

2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

- 1. Teacher made written tests essentially based on subject content
- 2. Observation modes for individual and group activities
- 3. Performance tests
- 4. Oral assessment
- 5. Rating Scales

Samples prepared by students for each indicated assessment tool



BURGAM

Swami Vidyamritananda Principal (Offg.) Ramakrishna Mission Sikshanamandra Belur Math, Howrah-T11202, W.B.



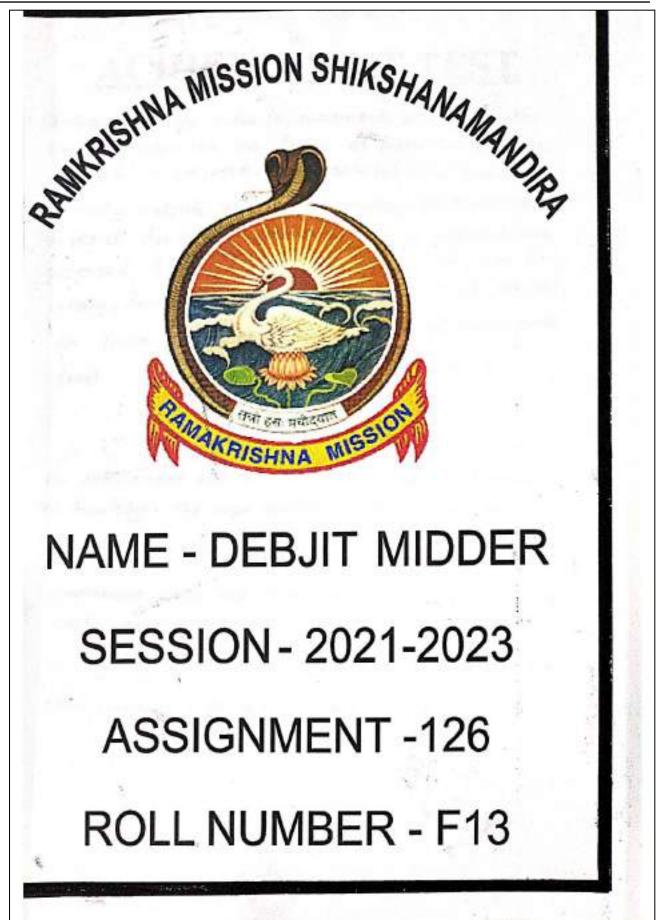
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1. Teacher made written tests essentially based on subject content

Here, some sample assignments on 'Achievement Test' submitted by the teacher-trainees are presented:









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ACHIEVEMENT TEST

Achievement test releas to assements which are often used to determine the levels of instruction for which a student is prepared. Jugh achievement scores generally indicate a level of mastery of grade-level material has been reached, and that students are prepared for achievement advanced instruction. Conversely, low achievement score can indicate the need for further semediation or repeating of course grade level.

DEFINITION

An achievement test is an assessment of developed skill or howledge. The most common type is a standardized test, such as the SAT. Achievement tests are developed to memorasure stills and knowledge learnt in a given grade level, usually through planned instruction, such as training or classroom instructions. Achievement lests are often controoted with aphilude tests.

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IMPORTANCE

Achievement tests are used in selection of candidates in different kields and for admission of students in schools.

ination of class and promotion.

In the field of medicine and counselling, achievement tests are used extensively. These tests are very important for identifying backward students diagnostics and remetal teaching.

minimum abilities of an individual.

W Ashievement tots are used widely in different types at classifications and for appointment.

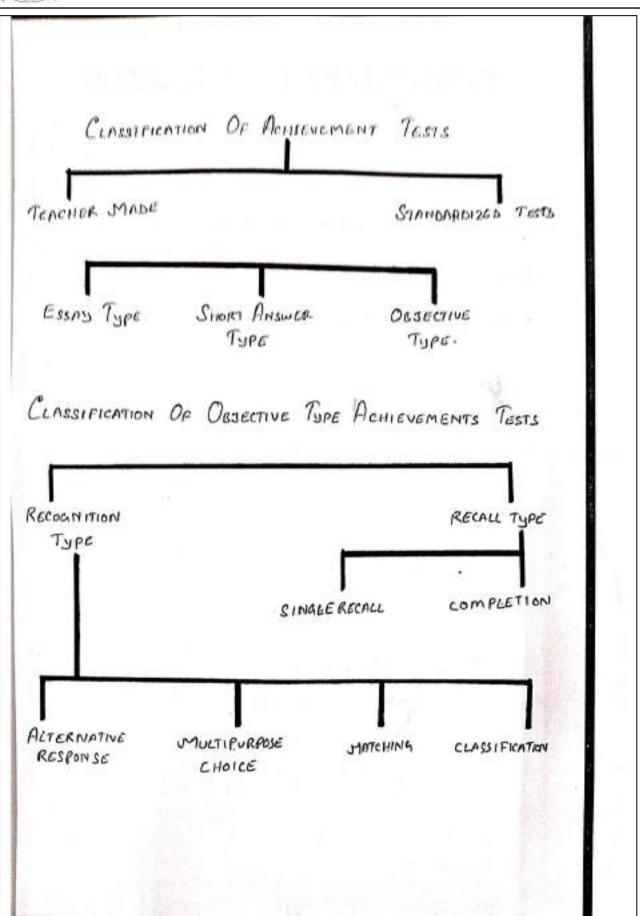
(These tests are useful in providing educational and useational guidance ...

(iii) These tests provide aniskance for learning.

A REAL PROPERTY AND A REAL PROPERTY A REAL PROPERTY AND A REAL PRO

It motivates students to study in the Lubre.







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ACHIEVEMENT TEST DESIGN

Subject - History.

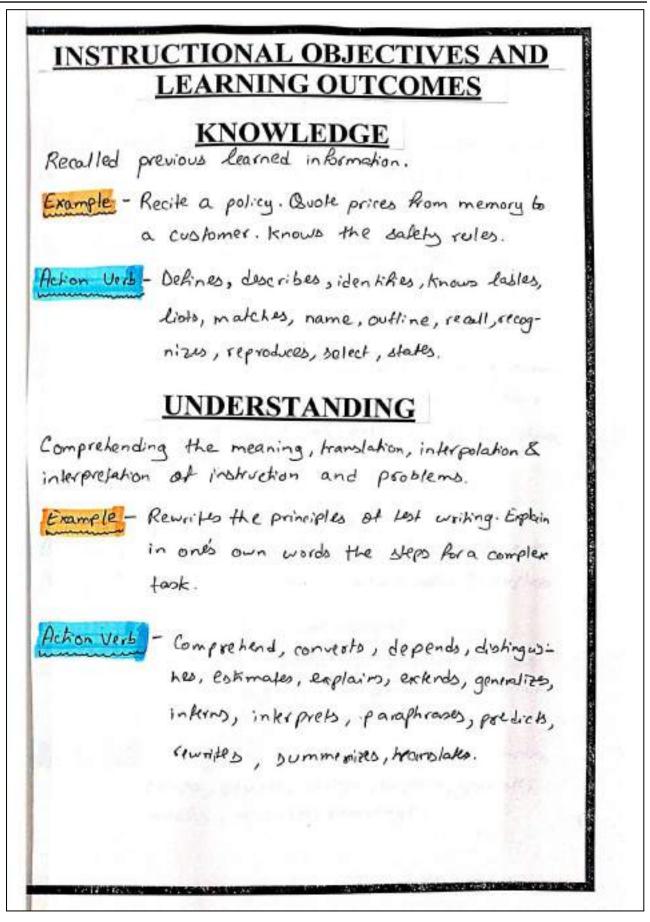
Class - X.

Unit - Peasant labour movement in 20th Century India.

Sub-Unit - @ Anti-colonial movement in 20th Centry India.

B Labour movement in 20th Century India.







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APPLICATION

Use a concept in a new silvation or unprompted use of an abstruction, applies what was learnt in the chus into novel silvations at work.

Example - Use a manual to calculate an employees vacation time. Apply laws at statistics to evaluate the reliability of a written tool.

Action Verb - Applies, Changes, computes, construct, demonstrates, diocovers, manipulates, modifies, operates, predicts, prepases, produces, shows, oelates, solves.

SKILL

Builds a structure or pattern from diverse elements. Puts parts together to form a whole about the emphasis on creating new meaning or structure.

Grample - Write a company operation or processs manual. Design a machine to perform a specific task.

Action Varb - Categories, combines, compiles, composes, creates, devises, design , explain, generate, modily, organite, seavvange.

Ö

RAMAKRISHNA MISSION SIKSHANAMANDIRA

	GHTAGE TO		TIONAL
		NTD T T IT	
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SERIAL	INSTRUCTIONAL OBJECTIVES	MARKS	PERCENTAGE OF
IL.	KNOWLEDGE	9	MARKS 36
2	UNDERSTANDING	5	20
3	APPLICATION	7	28
4	SKILL	4	16
		all Research and States	
	TOTAL	25	100
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JBJECT - HIST	RM. ORY.											ER – I. SS – X.
ARKS – 25.				our			e a Th	T	ME	- 35 1	MIN	UTES.
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OTAL PERCENTAGE		36	主張		20			28		1.1		1 - Service



	SUMMA	<u>RY</u>	
ESSAY O	R LONG	MARKS- 10	
	WER (S.A.)	MARKS -10	
VERY S		MARKS - 5	
-	PIE CHA	RT	
OWLEDGE	APPLICATION U	NDERSTANDING SK	art
9	5	7	4
		• <u>KNOWLEDGE</u> • <u>UNDERSTANDING</u> • <u>APPLICATION</u> • <u>SKILL</u>	



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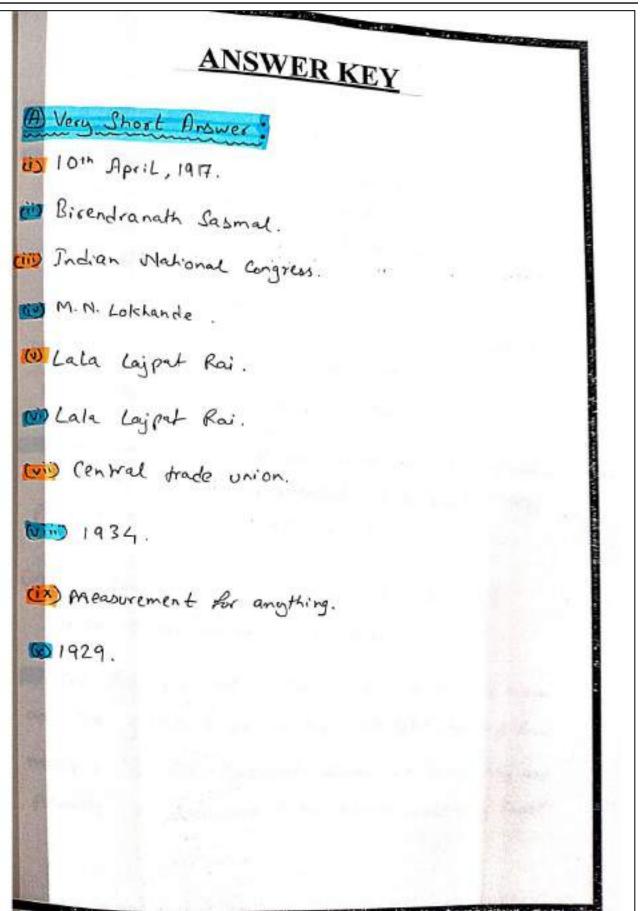
OUESTION PAPER

Exam - Mid-Term. Paper- I. Subject - History. Class - X. Unit - Peasant Labour Movement in the 20th Century India Time - 35 Minutes. Marko-25 A) Very Short Answer: (10×1=10) When was the Champaran Satyagraha? Who led Midnapove Union Board? Which organization staged a peasant revolt in Mymensing in 1930 AD?. (who Rounded Bombay Mills Association) Who hunded Indian Homesule League in America? W who formed ked Trade Union? Which organization, organized the workers shike in Bombay 19267 Wind when was congress socialist party bounded? what is tank? (when was the non-cooperation movement?



B Short Answer: Discuss the Trammolipta National Government. Discuss the accused in kanpur Bolshevik case. Discuss, the entreprenuses of Gramik kubbak Dal in Bengal. (Name two labour organizations in Bombay in the fuenties .. > What is the Meerut Conspirary Case? () Long Answer: Discuss Gandhiji's sole in the peasant movement.







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(B) Short Answer:

D'Tamvalipla government toole initiatives to set up pelice slations, military departments, courts and even system for revenue collection, and an active women's wing - Vidgut Bahini.

On 19th March, 1924 to separate India Room imperial Britain by violent uprising and revolution was called the earnpore Bolshevile conspirory.

This was a non-violent movement, br commedities like self, the presentry were particulary playing an active role in this movement.

Union Organization in Bombay.

The first was at Indian Independence also known as the great Indian Muking at 1857, should him Meerut. In the Judicial anals it commonly and Popularly is known as " The prevut Conspirary Case"



DLong Answer: Unlike the earlierpeasant movements that arose from discentintment among the propanticy, the propant movements in the 20th Century were- in Hunced by the national freedom straggle. GANDHIAN PEASANT MOVEMENTS · Champaran - Sadyagraha - In Champaran, the presents were agitating against the planters who were forcing the peabants to grow indigo under the exploitative finkathia System. · Kheda Salyagraha In Kheda, on the request of the local peasant leaders, Gandhiji decided to support the struggle of the peasants for summe remmission in 1918. Bardoli Sahyagraha - In Bardoli, Sehren 1921 & 1927, a propant movement was generaled by linking the local prosant discontent with larger problem of nationalism.



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The Eka Movement - Starkd in 1921 in Awadh region. The initial throat was given by congress and Khilafat movement. The main reason was high rent, which is higher than 50% of recorded rent.

Thus, the rise of nationalism, termation of congress and emergence of Gandhi helped to redefine the peasant movements in the 20th century. The ideal of a nation spread by the nationalist movement played a big role in raising the consciousnes of the presenting and created the basis for their assimilation in the freedom struggle.



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2. Observation modes for individual and group activities

Record Name: Construction of peer feedback proforma Course: 127 Name of the student: Hemanta Sardar Roll No.: F50 Method: Sanskrit



RA	MAKISHNA MISSION SIKSHANAMANDIRA BELUR MATH, HOWRAH
	PRACTICE TEACHING 20. 2-2-1 20. 2-3
	PEER FEEDBACK PROFORMA
Name	of the Trainee: flemanta Sardar Roll No.: F 50 : VIII A Subject: Sammeril - Date: 31/00/23 a. Voice: Nord and Clam
01200	. Viller
	h Expedition : ACCC
	c. Delivery: well Deliveral,
2.	Questioning :- ofjectfere. Use of Teaching Aids :- used
3.	Use of Teaching Aids :- used
4.	Use of Blackboard :- used , in inipal el
5.	Use of Blackboard: used, Student Participation: well porticipated.
6.	Lesson Plan :- used ,
7.	Command over the Subject :- 6 and
8.	
9.	Classroom Management :- very Good,
10.	Remarks (If any):-
Nam	te of Observer Trainee : Har Mit Old . Roll No. : FID



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Record Name: Construction of peer feedback proforma Course: 127 Name of the student: Ratul Bhar Roll No.: F24 Method: Bengali



RAMAKISHNA M BEI	IISSION SIKSH .ur math, howr/	
PRACTICE T	EACHING 20.2	20.2
PEER F	EEDBACK PROF	ORMA
Name of the Trainee : $R_{A au U}$	L BHAR	Roll No.: F 24
Class : "	Subject: BENGALS	Date: 17 / 11 / 2022
 b. Exposition :- Grad c. Delivery :- VAN 2. Questioning :- VG 3. Use of Teaching Alds 4. Use of Blackboard :- 5. Student Participation 6. Lesson Plan :- EX 7. Command over the St 8. Attention to the whole 9. Classroom Management 10. Remarks (if any):- Nod Damith Americipation 	Good cod :- Excellent Good :- Very Good cellend ubject:- Good class:- Very Good ent:- Very Good	Roll No. : F-49
Name of Observer framee		100 NO. : F - 44



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Record Name: Construction of Micro teaching proforma Course: 127 Name of the student: Abhijit Das Roll No.: F60 Method: Geography



NAME OF THE SCHOOL	Belur Math, Howa OBSERVATION SHEET FOR MICRO	TEACHING (Superv	isor]
NAME OF THE STUDI COURSE ROLL NO. SUBJECT TOPIC CLASS	OBSERVATION SHEET FOR MICRO L Lilurah T.K. G. K.K. SNT. Abhik (JR) RABAJ" SOM (SOME) 2021-201 FGO Geo graphy VIII	Rainfall	N.B. Very Good 5 Good 4 Average 3 Pour 2 Very Poor 1
SKILLS	COMPONENTS	RATING	TOTAL
 INTRODUCING A LESSON EXPLANATION EXPLANATION QUESTIONING ILACK BOARD 	Securing student attention Assessing motivational level Belate to prior innoviedge Specifying the points to be taken for teaching Using appropriate devices Objective of the unit Clarity and provision of language Continuity and relevance Using relevant complex Stimulus variation for maintaining attention Precision and clarity of language Uniting with specific learning objectives. Refocusing and re-directing Uniting student response Prompting Clarity and purpose Legibility of Handwriting and drawing Line. Space and time	+	1 (19) (17) (17) (13)
5) REINFORCEMENT	Use of proper student's rangeouse Appropriateness of reinforcement Positive and negative minforcement Verbal and non-verbal reinforcement Interactive minforcement Instediate or delayed reinforcement Summarization Link with Astarn Isazon Link with real activities	333333	
	Evaluation Adequacy of assignment	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	
UGGESTION (IF AN) Mhow(W) 5 MWS AHEN SHEN VALUATOR'S SIGNA Silve	n: Hand WR: Hing on balan Le Dis hinet. Show ma ive. Explanning Mow TURE WITH DATE GRACK 24, 03.2022	N.B. 21.25 16-20 11-15 6-10 Betow 6	Skill wise Very Good Good Average Poor Very Poor

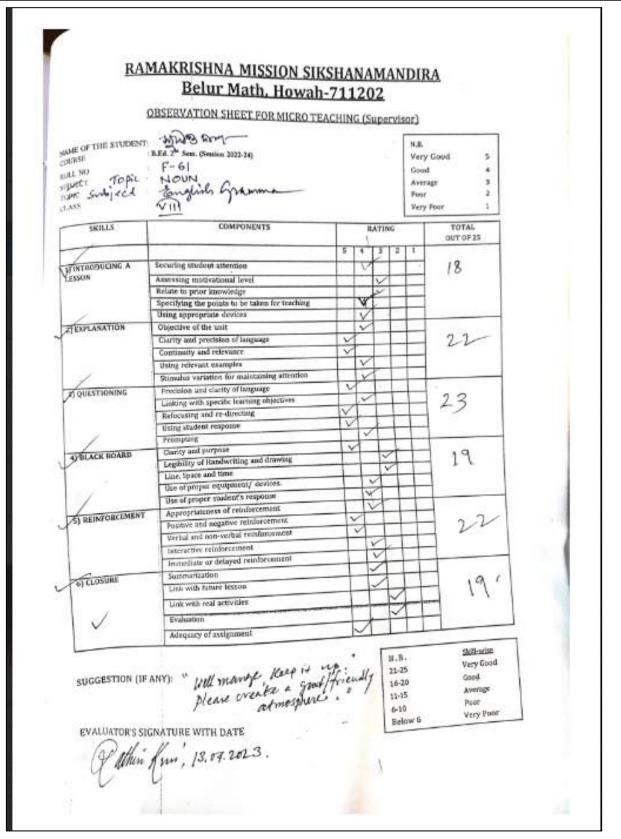


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Record Name: Construction of Micro teaching proforma Course: 127 Name of the student: Sudipta Das Roll No.: F61 Method: English



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3. Performance tests



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Record Name: Psychological test Course: 116 Name of the student: Prasenjit Manna Roll No.: F-05 Method: Physical Science



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RAMAKRISHNA MISSION SIKSHANAMANDIRA

BELUR MATH, HOWRAH



PRACTICAL

COURSE: 116, (PSYCHOLOGY PRACTICAL)

SUBMITTED BY

NAME: PRASENJIT MANNA

CLASS: B.ED 1ST SEM

SESSION: 2021-23

SECTION: A

ROLL: F-05



1 MEANING OF PSYCHOLOGICAL TEST :> Different Psychologists define psychological tests in different ways. According to them, we can define a psychological test as follows i) It is a standardized measure of a sample of a person's behaviour that is used to measure the individual differences that exist among people. i) It is an objective and standardized measure of an individual's mental and/or behavioral characteristics. ii) It is a sustematic procedure for observing a person's behavior or performance, describing it with the aid of a numerical scale or category iv) It is a field characterized by the use of samples of behavior, most often administered as a series of items in which the individual must give a response, in order to assess psychological construct such as ability, cognitive and emotional functioning or personality. CHARACTERISTICS OF PSYCHOLOGICAL TEST :> Five main characteristics of a good psychological test are as follows - a) objectivity b) Reliability e) validity d) Norms e) practicability.



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2 Objectivity:⇒
 The test should be free from subjective judgement regarding the ability, skill, knowledge, trait or Potentiality to be measured and evaluated. b Reliability :=> This refers to the extent to which they obtained results are consistent or reliable. when the test is administered on the same sample for more than once with a reasonable gap of time, a reliable test will yield same scores. It means the test is trustworthy. There are many methods of testing reliability of a test. <> validity :> It refers to extent to which the test measures what it intends to measure. For example, when_ an intelligent test is developed to assess the level of intelligence, it should assess the intelligence of the person, not other factors. d> Norms :> Norm refers to the average performance of a representative sample on a given test. It gives a picture of average standard of a particular sample in a particular aspect. Norms are the standard scores, developed by the person who develops test. The future users of the test can compare their scores with norms to know the level of their sample.



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3 e> Practicability :=> The test must be practicable in time required for completion, the length, in number of items or questions, scoring, etc. The test should not be too lengthy and difficult to answer as well as scoring . NEED AND IMPORTANCE OF PSYCHOLOGICAL TEST :>> i> Identifies weaknesses and strengths or Norm-referenced and group-administered achievement tests are the most common types administer. ed in school. is supports individualized lesson_plans:=> Psychological testing in schools can identify students with disabilities or delayed skills and determine their eligibility for receiving individualized lesson-plans free of charge to families. ii) Identifying disabilities :>> Learning disabilities can be very hard to identify but psychological testing helps in detecting areas in which students are having difficulties. iv) Advancement :=> Psychological testing is also important in helping the school administration and teachers to evaluate students academic achievements and make dicisions about their advancement.



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>> Vocational ability :⇒

The results of a psychological test can also assist parents, teachers and students ascertain the vocational ability of the child.

TYPES OF PSYCHOLOGICAL TEST :>>

There are two types of psychological tests -

i) Mental ability tests ii) personality tests

i> Mental ability tests ;>>

Mental ability test includes three subcategories. They are - a) Intelligence test (Aptitude test <> Achievement test.

a) Intelligence test :=>

These tests measure the general mental ability of an individual from childhood to adulthood. Generally, interligence is measured in terms of I. Q. Intelligence tests may be of four typesverbal, nonverbal, individual tests of intelligence and group tests of intelligence.

b) Aptitude test :=>

Aptitude tests are intended to measure an individual's ability to perform a task of a limited or specific kind. These tests predict the possibilities of success and failure of an individual in a particular area if trained.



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<>> Achievement test :=>

These tests are employed for measuring the amount of success or achievement of an individual in a specific area of accomplishment. These are valuable in the determination of individual difficulties in learning, in the discovery of scholastic interests, special abilities or disabilities etc. Generally there are two types of achievement tests a) standardised tests and b) Treacher made tests. These tests may be in the format of written or oral or practical test.

(ii) Personality test :=>

personality testing refers to the various measures of a nonintellectual aspect of behaviour, such as adjustment, motivation, social relations, interests etc. A large number of tests are included intuis category, for example-rating scale, word association, interview, projective tests, situational tests etc.

OBJECTIVES OF PSYCHOLOGICAL TEST :>>

i) It is used to measure aspects of mental ability, aptitude or personality of a person. ii) It may be used as part of the recruitment or or selection process. iii) These tests are used in research. iv) It may be used as tools in school placement; in determining the presence of a learning disability or a developmental delay in identifying giftedness -

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or in tracking intellectual development. N) It is used for diagnosis of psychopathology like personality disorder, depressive disorder etc. vi) It is also used for judging, progress and following trends. MEASURING ADJUSTMENT BY ADJUSTMENT INVENTORY FOR SCHOOL STUDENTS (AISS) :> Introduction :> The school is the major socialization institution for any child where personality of a child is developed. children learn proficiencies in various ability like learning process, home work, social communication, handling emotion and management at school. Every individual from the time child steps out of family and goes to school a long series of adjustments between the whole unique personality and environment have to be made students need good adjustment in all the aspects of their life, a harmonious balance between their academic, intellectual, emotional and social needs and their satisfaction. Definition of adjustment :>> Adjustment is the process by which a living organism maintains a balance between the needs and the circumstances. It is a way in which the individual attempts to deal with stress, tension etc and meet his or her needs. In this process, the individual also make efforts to maintain harmonious relationship with environment.



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Types of adjustment :->

There are three types of adjustment -DEmotional, ii) social, iii) Educational

i) Emotional adjustment :=>

It is also called as personal adjustment. Emotion is a dynamic inner adjustment in the organism that operates for satisfaction and welfare of the individual.

is social adjustment :=>

It is influenced by social maturity of the person. social adjustment is the adjustment in the challenging social situation.

iv) Educational adjustment :->

It means how an individual importing his duties towards his education and whether heis able to get his goal or not.

Description of tools :=>

The Adjustment Inventory for school students (AISS) is developed by Dr. A.K.P sinha and R.D sinha in 2013. The three types of dimensions of adjustment i.e. i) Emotional ii) social and iii) Educational adjustment have been considered. The consumable booklet of AISS have been prepared with 60 items, 20 items in each of the three dimentions of adjustment.

The response sheet with responses calegories in 'Yes' and 'No' for each item are taken for each response indicative of adjustment '1' is given, otherwise the score is '0'.



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8 score of adjustment :>> The total score of adjustment is based on the sum of scores of emotional, social and educational adjustment. The score ranges from minimum score of 'o' to maximum score of 60'. The ranges of score indication of adjustment. Adjustment Total score Excellent adjustment 5 or below Grood adjustment 6 to 12 Average adjustment 13 to 21 unsatisfactory 22 to 30 very unsatisfactory 31 and above

Procedure of assessment s>

The whole procedure was done through online mode via google meet. The teacher first interacted with the respondent student of age with in 16 years and then gave the necessary instructions regarding AISS and the response sheet with 60 items was sent to him by sharing the screen via Google meet. The responses given by respondent student were recorded. scoring was done according to the responses of the respondent. Then his adjustment is evaluated.



n	Yes	NO	Score.	Ilen No	Yes	NO	Score
		~	0	31	\checkmark		1
		~	0	32		V	0
6		V	0	33		\checkmark	0
1		V	0	34	~		1
5	V		1	35	V		1
		~	0	34		~	0
7		V	0	37		V	0
3		V	0	38		V	0
1		~	0	39	~		1
0		~	0	40		V	0
1	V		1	41		>>>>	0
7_		~	0	42		V	0
3		~	0	43		~	0
4		1111	0	44	V	10	1
5	1.2	~	0	45. 46		5	0
6	~		0 1 1	47		272	0
7	V	~	0	48		- V	0
19		1	0	49		V	0
20		. > > > > >	0	50	V		1
21		i.	0	51	V		1
22		V	0	52		~	D
2.3		V	0	53	~		1
24	V		1	54	V		1
15		~	0	55		~	0
16		V	0	56		\checkmark	0
17		V	0	57	V		1
8	1	~	0	58		\sim	0
9	1	~	0	59	V		1
0	V		1	60	V		1
To	tal se	ore =	: 1.8				



10 RESULT :⇒ The total score was calculated after checking all the responses with answer key of 60 items. The total score was found that to be 18. This score indicates that the overall adjustment is average adjustment.



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DAHIYA AND SINGH TEACHING APTITUDE TEST (DSTAT)

Introduction_ :=>

Teaching is a noble profession in education. Teacher motivates student learning often in a school or academy or perhaps in another environment such as outdoors. In order to benefit the teachers to their roles, a sound professional training is needed and withadequate knowledge and skills to perform their professional functions.

Aptitude is described as a specific ability or a specific capacity from the general intellectual ability, which helps as individual to acquire degree of proficiency or achievement in a specific field. Aptitude has been defined in a number of ways. Freedom defined aptitude as a combination of characteristics indicative of an individual's capacity to acquire some specific knowledge, skills of set of organized responses. Thus aptitude for teaching is a condition or set of characteristics including knowledge, understanding and attitude regarded as indicative of individual's ability to acquire with training abilities for teaching work

Definition :>

Applitude for teaching is a condition or set of characteristics including knowledge, understanding and attitude regarded as individual's ability to acquire with training abilities for teaching work .

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objectives :>>

Teaching aptitude test helps to access logical reasoning thinking abidity, subject knowledge of future teachers. Description of tools as

The tool was prepared by Dahiya and Singh. It was published in 2004. It has been designed to measure the potentiality of a graduate person who intends to take up a teaching profession at the secondary or senior secondary school stage. Thus this test comes under 'Teaching Aptitude Test (TAT). It is selfadministering verbal group test. The question sheet consists of 50 test items of multiple choice types. Each item has four alternative answers - A, B, C, D. The score from the test is useful for the selection of candidates for admission to teacher education colleges. It could be used as one of the test for the entrance examination.

scoring :⇒

The questionnaire contains to multiple choice questions. Each correct answer as per answer key is awarded as '1' point and for wrong answer the score is '0'. The maximum score one can obtain is 50. The scoring is done by the answer key gived in the mannual and the total score is then calculated. Based on the total score the level of teaching aptitude is found out with the help of the following table —

12



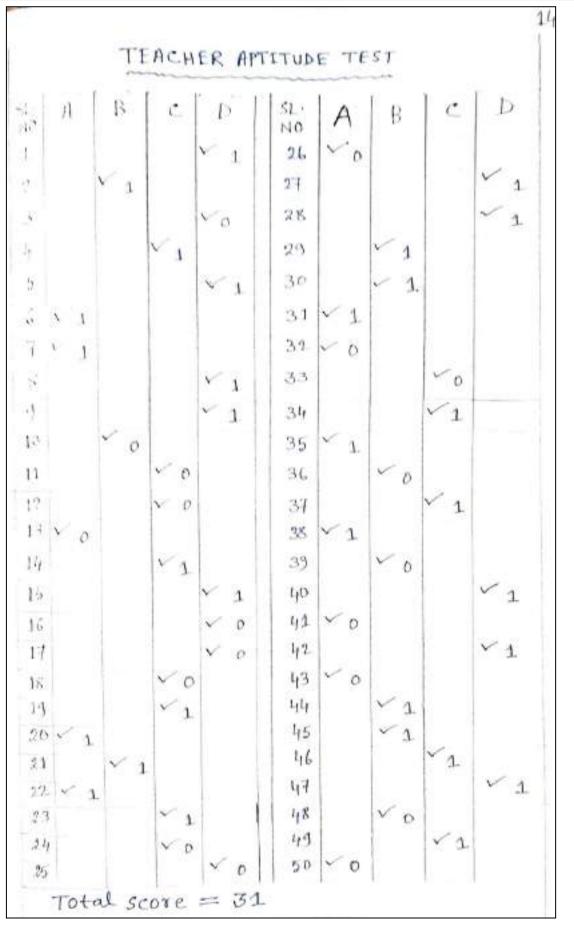
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Raw Score	Level of teaching aptitude
Above 45	Excellent
45-41	Grood
40-33	Average
32-22	Low
Below 22	Poor

Procedure of Asscessment :>>

The entire procedure was done through online mode via google meet. The teacher first interacted with the respondent graduate person and gave the necessary instructions regarding DSTAT. The response sheet with 50 items was sent to him by sharing the screen via google meet. The time allowed to complete the test was 30 minutes Then the responses given by the respondant person was recorded Scoring was performed by checking it with the answer key of the tool. Then the tofalrad score can be also evaluated. from 4 Then his teaching potentiality was interpreted.







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Result and Interpretation :> 15 The total score was calculated after checking all the responses with anywer key of 50 items. The total score was obtained to be '31'. This score indicated that the overall potentiality of teaching from the performance of the respondent person, assessor can interprete that the improvement of the potentiality of teaching of the person is very much needed and essential. In this case, the person should be properly guided and counselled, so that he can improve and enhance his teaching Potentiality effectively.



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4. Oral assessment

Oral assessment is an important part of our B.Ed. Curriculum. Oral assessment is taught in almost all pedagogy subjects to the teacher-trainees. Oral assessment is also taught in the general paper: Evaluation & Management in Education (Course Code 131). Trainees learn various aspects of Oral test like types of oral test, when to administer oral test, how to take oral test etc. The exclusive application of oral tests in the overall assessment procedure is also taught to the trainees so that they effectively choose the right assessment tool depending on the learning engagement provided to the learners and to analyse as well as interpret the result.

Here are some snippets of our B.Ed. curriculum with the relevant portions highlighted showing the presence of oral assessment in the pedagogy subject papers and general paper as well.



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	<u>Course – 131</u>
Eval	uation & Management in Education- 100 Marks
	(Theory - 80 & Practicum - 20)
	<u>1st Half</u>
	Evaluation in Education - 40 Marks
ourse Learning Outco	me: After undergoing the course content, the student-teacher will be able to:
	knowledge of assessment for learning.
	process of evaluation and it uses.
	icational Course Learning Outcome.
	ferent techniques of evaluation, tools of evaluation and their uses. Recent characteristics of instruments of evaluation.
	Terent characteristics of instruments of evaluation. Terent types of teacher made tests and will construct them.
	simple statistics to assess the loarning.
. Compose	andhe somethier to marino the real mag.
	Contents
	a) Meaning and nature of Test. Examination, Measurement, Assessment
Unit I	& Evaluation
Concept of Test,	b) Distinguish among Test, Examination Measurement, Assessment and
Measurement,	Evaluation
Assessment &	c) Nature and purpose of Evaluation.
Evaluation	d) Measurement & Evaluation in Language. Social Sciences. Science
	and Mathematics. e) The status of educational measurement in India.
	 a) Test Construction and its Standardization — Meaning and Nature,
	Principles and Methods of Test construction and standardization.
Unit II	b) Scales of Measurement- Nominal, Ordinal, Interval, Ratio.
Test Constructions	c) Criteria of Standardized test a) validity b) reliability C) objectivity d)
	usability e) norms
	 d) Construction of a Standardized Achievement Test.
	a) Formative & Summative Tests
	b) Diagnostic & Prognostic Tests
Unit III	c) NRT and CRT
Approaches and	d) Written & Oral Tests
Types of	e) Essay type & Objective type Tests
Evaluation	f) Semester system Construction Restoration
	g) Continuous and Comprehensive Evaluation h) Computer in evaluation
Unit IV	a) Scoring and Grading, Analysis of Score and Its Interpretation
Tools and	b) Tabulation of data
Techniques of	c) Graphical representation of Data (Histogram, frequency Polygon,
Evaluation	Ogive)
a characterized	d) Measurement Central Tendency
	e) Measurement of dispersion

and assistance in	Quiz, puzzles – their roles in mathematics teaching learning.
teaching	c) The mathematics laboratory : its nature and use
mathematics and	 d) Good Mathematics text books : features
Evaluation	e) Good Math teacher: Qualities
	f) Importance of evaluation in mathematics.
	g) Types of evaluation in mathematics (Formative, Summative, Diagnostic, and prognostic)
	 h) Techniques of evaluation (oral, written, achievement test, observation).

Presence of Oral assessment in the Mathematics Pedagogy paper of B.Ed. Curriculum.



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Unit III Important Aspects of Teaching and Evaluation in Life Science	 a) Improvisation of materials in Life Science teaching. b) Meaning and scope of the concepts – Scientific Aptitude, Scientific Temper and Nurturance of Special Talents. c) Qualities of a good Life Science Text Book. d) Evaluation of Life Science Syllabus in Secondary and Higher Secondary Stages in West Bengal. e) Types of evaluation in Life Science (Formative, Summative, Diagnostic, and prognostic) f) Techniques of evaluation (oral, written, achievement test, observation).
Presence of Oral a B.Ed. Curriculum.	assessment in the Life Science Pedagogy paper of

- Types of evaluation in Computer Studies (Formative, Summative, Diagnostic, and prognostic)
- Techniques of evaluation (oral, written, achievement test, observation).
- Evaluation of Computer Studies Syllabus in Higher Secondary level in W.B.

Presence of Oral assessment in the Computer Studies Pedagogy paper of B.Ed. Curriculum.

Unit III	 a) History Teacher: Qualities and Functions of History Teacher. History Teacher and Controversial Issues. Role of History teacher in Action Research.
Aspects of	b) Art of Questioning in History Teaching, Brain Storming
Teaching History	Questions
& Evaluation in	c) Importance of evaluation in History.
History	 d) Types of evaluation in History (Formative, Summative, Diagnostic, and prognostic)
	 e) Techniques of evaluation (oral, written, achievement test, observation).

Presence of Oral assessment in the History Pedagogy paper of B.Ed. Curriculum.



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	a) b)	Importance of evaluation in Geography. Types of evaluation in Geography (Formative, Summative
Unit III		Diagnostic, and prognostic)
Evaluation in Geography	c)	Techniques of evaluation (oral, written, achievement test observation).
	d)	Evaluation of Geography Syllabus in Secondary & Higher Secondary level in W.B.

Presence of Oral assessment in the Geography Pedagogy paper of B.Ed. Curriculum.

Unit-III Aspect, Teaching Aids, Equipments, Assistance and Evaluation in Teaching Music	 b) Behavioural/ instructional Course Learning Outcome of music teaching. c) Art of questioning in music teaching, Brain storming, Question, Probing questions. d) Principles of framing the music syllabus e) Techniques of evaluation in music (oral, written, practical, observation), Types of evaluation in music (Formative, Summative, Diagnostic etc)
	f) Evaluation of music syllabus in H.S level of W.B.C.H.S.E.

Curriculum.

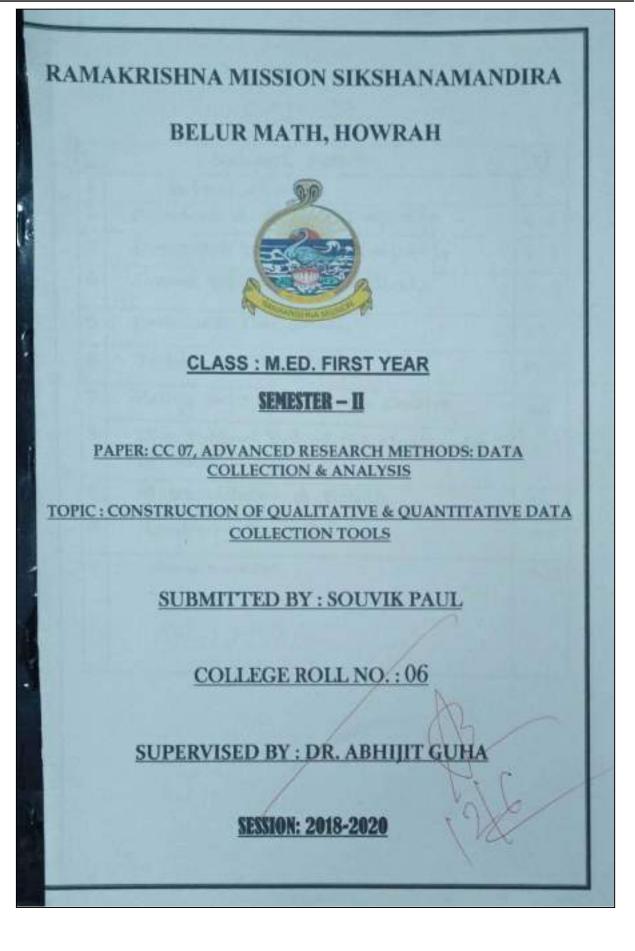


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5. Rating Scales

Record Name: Rating Scale Course: 222 Name of the student: Souvik Paul Roll No.: 06







SI Na.	Subject Matter	Page No.
1	Interoduction	1
2	Objectives of Gender Inequality	1-2
3	Dimensions of Gendese Inequality	2-3
4	Expert Validation Table Sheets	4-12
5	Compound Bar Graph	13
6	Justity the Reliability	14-15
7	Rabing on 5- Point Scale Division	16
8	The Rational Behind the Construction of Tools	17-18
9.	Interpretation of Results	18
10,	Condusive Remarks	19A
11	Questionnaisce	19-22



4 Jitle Gender Inequality in India · Introduction ?? Gendor inequality in India revers to health, education, economic and Political inequalities between men and women in India. Gender megualities and their social causes, impact andia's nex ratio, women's health over their like times, their educational attain ment and economic conditions. Gender inequality in Indra is a multifaced issue that conceptus mon and concluse. However, when Indrais population is examined as a whole, women are at a duadrantage in sourceal important argys. India discriminatory attributes towards either rex have existed on generations and object the lives at both sexes. Inequality diffects many aspects in the lives of women from career development and programs to mental health disorders. Gendere inequality in Indial is a multipaced issue that concerns men and when some argue that viouous gender equality indices place men at a disadvantage. · Objectives of Gender Inequality ?? Gendere inequality, beas discrimination and insustice are possibly one of the commonent forms of social evil that most of the trendes have sufferred of least once in their lite. Some objectives of gender inequality are given below -To study the constitutional provisions to prevent gender inequality. 2. To analyse and explore the impact of gender inequality towards the ternal gendos and the out come of the same in the form of social evils and crimes grained them. 3. To analyte the tacts related to the issue and relevant Provisions of Indian constitution, UN charter on Human Rights addressing gender inequality.



4. To analyze the scale of sudiciary in achieving gender. equality and gender sustre by implementing the provisions. enabounded in the construction of India have beaker that the zights of the aromum 5. To recommend and suggest unninces manageres replating to prevention and dimindial of gendere inequality that Earlie implemented more objectively 6 creade an enabling environment that is house from gundere mequality, specifyly addressing the special mode domen, such as but not limited to toblig, responsibility child care. 7. Jake responsible on reasonable stops to tacilitate the employ ment equily targets as set out in the employment equity than threadigh measures that would ensures the mecestric advancement of somen beyond tormal and equal access. 5. Promote gender equality and diversity on all computes Howy education and tocaining g provide on objective dispite resolution mechanism for the Protection of comen toron untain gender inequality. 10. gentity and service gender inequalities that may exists ie donging aroman both access to resources, endoyment apportibilities, advancement and academic achievement O Dimensions of Gender Inequality ?? Dimension indicates the inequality of gendere some dimensions are be nearword the gender inequality like these -1. Nature of gender inequality: > Gender inequality acknowledges that men and commen are not equal and that golder attect an individual? lived experience : Gender inequality also indicates some items like women tapolynes, prodolom experienced, importance, lyna. mic mothere, emphasis of inequality etc.



2. Gendere inequality in Literage :> India is on tagget to most its millennium develop ment goal of gender posity inteducation by 2015. In moral indeal girls Entinue to be less educated than bargs. It has been indicated by nome tems, there are - nearbour of low literary among Hemoles, rural areas gents continue to be less educated this boys, gap at the bemate and male liferagy rate, Powerdy, etc. 3. Gendese inequality in work place :> stories the board, a number of industries are structified across the gordons. Men also typically go into lignor Paid and higher sunk sons open compared to doman this dimension blas been indicated by inequality exist in the carrent place, experience in equality, when and woken one equally treated, cancer progressingletc 4. Gender inequality in job satisfaction :>> delhough aromen are paid loss than men tree worke working conditions, lower promotion opportunities. they typically report sop satisfaction similar to men's. It indicates theme she as men, employment barriers, positions etc. 5. Locis of gender inequality ?? This dimension has been indicated by gender inequality low. 6. Prevention of gender inequality :>> Gender inequality has been prevented by some stoms like improvement, individual accorences, aomen dightigete 7. Health inequality: > Health inequality indicated by health intermation techno-Light, malnutation, health insustice the. 8. Economic inequality :> It has been indicated by uneven distributed income, household disperable meme, and for between the suchest people and the progrest people.



-	palation and a state of the	Adation Jable Sheet :-> Responde	F. 4.	P3	
85.	Dimension		-	1.1	
		Q1: what is your gendere?			
		es . what do you think gender inequality?	~		_
		as: Do you believe in gendere inequality &		1	
	Adding	an store aromen taitely in our country ?			
	-01-	Qs: What problems have you experienced			
2	Gender	because of your gender ?	~		
	Inquelity	Q' what is the Impostance of gender magine			3
		Q: Is gender inequality to be dynamic matter		2	
		Q: Has nearly grown to have deliverences bet were mentioned error with greater empha- six of megality on semicle?	1		
		9: what are the second of low literary among		4	
	Gender	" So subul India goods continue to be Less enducated than boys ?		v	
2	Sequality In Literacy	De invale literange is at an an 1 in 2011 AD against as will of male literange eshat		2	
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		" How could be inpact on literacy of gendere		5	
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		PA: Do Has current by everth ?			2
	Gender	of well do you think gender magnality east in the consuplace	5		
		A the you ever approved gender moguly		3	
	HENR FINE	of whe did you experience the meguality ?			Y
		a sit your work place do you bed that man one common wie breated equally?			



1		FS	PS.	NS
	9: Do you teel as though male colleques at your work place progress there charges quicker than bendles?			>
	The you believe pay meghality exists before mates and temalor with the same creden- tials in your workplace?		V	
	2: In what way (it and) arould you ray your genulo: has imported your chances had re ceiving (or not receiving) a promotion at your (correct workplace?	-		2
	2. Do you beet anything is being done about gender inequality in the work place?	5		
	25 The term glass ceiling " is often used to describe an unien barriere that stops somen are moring up in theire croceens. To what extent do your bread glass coiling exists in your boomin placed?		~	
	9: Do you bed you have ever been twined door trom disb because of your genders'		2	
Gendest	9. Do you think its night aromen should be paid less ton doing the Jame Job as men because they have to take career breaks ?			1
in (1 28 Januar difference linked to employment Instainens ton youth?	×		
Jab Satisfactio	B: These is an average gap 10% of pygap before men and women in that time sous and 34:51 in Port time Jobs How do you beel about that?		3	
	go: Are women under represented in manage - ment partiens?		1	
	T: what barriers aromen taces in developing around their Job saturbactory and	T		
Lows	B: Does the gender equality law, 2011 apply to private have hold ?		5	
5. Gender	3: stree exceptions alloased under the gender equality law 7011 ?	8		
Equality			v	
	Bs: Boes this law mean that you can't Hint any more at work?			



6 Grandeze 9 The solution of the solution of prevent gender 9 The solution of the solution o	17 2	Dimension	gtams	FS	R	5 NS
 Connect Le impossible d.? Guernality B: Do you think that gender megualities low reas many maindual accore news? Do you think account deputy is one of the new twent to the prevented by every individual accore news? Do you think account deputy is one of the new twent the tactor to prevented of gender inequality in Sindia? Health G: Do you think the health of the have been attended to the the the least of the prevention of gender inequality in Sindia? Health G: Do you think the print children the factor of the one been attended to the the set of the print of the set of the print of the set of the inequality? To you think the print children the set of the inequality? Do you think the print children the base of you the principles of social sustaine? B: Do you think the principles of social sustaine? B: Do you support income inequality to the exit of a the set of the principles of social sustaine? B: Do you support income is distributed unevening in a proup of people in Sindia? B: Do you think means inequality to the exit of a social sustaine? B: Do you support income is distributed unevening in a proup of people in Sindia? B: Do you think means inequality is the provided income in a protical space? B: Do you think means inequality is the provided in a protical space? B: Do you think means inequality is mean in a protical space? B: Do you think means inequality is mean in a protical space? B: Hain't there domys been a and a spece point in a protical ? B: Hain't there domys been a and the postest in Sindia? B: The side of the suitable in the protical ? B: Fig. Fully suitable P: Party suitable 			100	2		
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Health Health Health Snequelity 7. is abbedded by Grender 19 abbedded 19 Grender 19 Grender 19 Grender 19 Grender 10 april different for and autorition by gender 10 april the principles of social susters 10 april to chick income inequality is the entent to chick income inequality is the 10 april to chick income inequality is mea- sure as household disposed in Income in a Proticular year? 10 between the sidelest people and the Proprest in India? 10 april suitable 10 april suitable			matt buckon to prevelation of gender		2	
7. In addicated 9. Do you think the girl childrentance in addicated 1. Do you think the girl childrentance inequality? 9. Do you depres the health inequalities go gradiest the principles of social sustaics 1. Do you support income inequality is the entitle to chick income is distributed uneversity in a group of people in India? 8. a othersel by Gender 1. Do you think income inequality is mea- switch as household disposabled income in a product of people in India? 9. Ham't there alongs been a could gap 1.			attended by gender intequality in India?	~		Ħ
7 is attended in constant of the state of the child the gender inequality? Bis Do you dense the health inequalities go appliest the principles of social sustained literate they are avoidable in India? Be conomic Inequality Bis Do you support income inequality is the entent to chick income is distributed uneversity in a group of people in India? Bis detected by Gender Bis Hain't there doings been a code gap 16 in a productar year? Bis Hain't there doings been a code gap 16 in Social Suitable Poorcest in India?		and the second se	At will impact health inequality?		2	
 applies the principles of social Justice line and the principles of social Justice line of the line and the principles of social Justice line of the entert to chick income in agriculty is the entert to chick income in a group of people in India? Be addeded in a group of people in India? Be addeded in a product of disposable income in a producted disposable income in a product of the people and the poppiest in India? Ham't there along to been a such and the poppiest in India? A Ham't there along to been a such appies in India? A Ham't there along to been a such appies in India? A Ham't there along to been a such appies in India? A Ham't there along to been a such appies in India? A Ham't there along to been a such appies in India? 	7.	is abberted	inequality?			5
8 Seconomic Snequelity in a group of people in India? a otherter of the switch income inequality is mea- by Gender in a Producidar year? B.: Hasn't there alongs been a ande gap between the suchest people and the Poprest in India? Street, F5 = Fully Suitable P5 = Partly Suitable			eventst the principles of social justiced	5		
8. a otherter as boursehold disposable income by ander in a productionar year? 9. : Hain't there doors been a wide gap 46 betaseen the suchert people and the Pophest in India? 5. Fully suitable P Partly suitable		Economic	entent to which income is distributed		V	
arbere, FS = Fully suitable Party suitable	8	a objected	swith as household disposable income			~
FS = Fully suitable PS - Partly suitable		0	" between the suchat people and the	-		
FS = Fully suitable PS - Papely suitable						
PS - Partly suitable			FS = Fully suitable			
N3 . Not Surfaces			PS - Partly suitable			
			NS + Hot Statemen			
			Contraction of the State of the			
	1			1	1	_



51	Dimension	lidation Jable Sheet : > Merror saha Responde	F.5.	RA	NS
195		Q1: What is pout gender? ?		1	
		Q2: what do you think gender inequality?	1		
		Q: Do you believe in gender inequality		v.	
	Nature	QA: Store women trastilly in our country ?		1	
	of	Qs: What problems have you experienced			
1	Gender	because & your gender?		~	
		Q6' what is the Importance of gender mequa	13		
	- 0	age	~		
		Q; Is gender inequality to be dynamic matter.		1	
	1.16.3	B: Has society growin to have differences bet.			
		sin of mequality on around 3		~	
		9: What are the reasons of low literary among females ?	~		
	Genden	9. In sword India goods continue to be Less educated than by 8 ?		Y	
2	Inequality	Di Female Litercacy is at 60.46% in 2011 as			
	Literacy	could be the gap indicates?		1	
	0	9: How does neguality in literacy lead to Poverty?	~		
		93 32 it dealbally scising, the temale litesong	_		
	in a second	literacy ratio?			
		inequality?			-
		95 How could you change the gender meghality		~	
		RE: DO HOU CURRENT US GOOTK ?			
		E: what do you think gender meguality east			-
	Genden	in the oborkplace	1.1		~
	in U	a: Have you ever experienced gender inequality 18 exist in the work place ?		~	
		a: who did you experience the inequality?		~	
		2: Al your work place do you bed that men 20 and women are breated equally?	~		



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			FA	PS,	NS
		9: Do you feel as though male colleagues at your arouk place programs their chalese quickers than temples?		~	
		6: Do you believe Pay mequality exists between mates and females with the same creden- trals in your workplace?		~	
		2: In what any (it ony) around you say your gender has (impacted your chances of se- ceiving Cornet succeiving) a promotion at your corner aronkplace?	2		
		2: Do you beel anything is being done about gender inequality in the arosek place?		5	
		25 The term glass ceiling " is often used to describe an uncen barrier that stops women are moving up in their coreers. So what extent do you feel a glass ceiling exists in your work place?		~	
		So: Do you beel you have ever been twined door from diob because of your gender?		~	
	Gendest	27 Do you think its night aromen should be paid Less ton doing the Game sop as men because they have Its take career breaks?	~		
ł.,	in U	28 barberens bor youth 7.	5		
	Jab Satisfaction	9: These is an average gap 10% of puppar between men and women in full time Jobs and 34:5% In Proof time Jobs How do you beel about tids ?		-	
		So: Are women under represented in manage - ment partitions?			~
		Si what barriers aromen toces in developing and ?	~		
	Lows	B: Does the gender equality law, 2011 apply to private house holds?	2		
	of Gendese	S: store exceptions alloared under the gender equality law 2011 ?	~		
	Equality	94: Ane costain organizations exempt from the gender equality law. 2011 ? Does this law mean that you can't itist			~
		35 avymone at work?		1	

0



36 What could be done to prevent gender inequality? 6 Gendere 9 9	51 N0	Dimension	gtams.	F.S.	P.S.	NS
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 8. Sconomic 8. Sconomic 8. Sconomic 9. Do you think mean dignity is one of the methy toctor to prevention of gender inequality in Sudia? 9. So you think healthy like have been able cled by gender mequality in Sudia? 7. Health 9. Do you think health intormation technologies authorized by and the lealth inequality? 9. Do you think the pint children love inequality? 9. Do you think the pint children love inequality? 9. Do you think the pint children love inequality? 9. Do you think the pint children love inequality? 9. Do you think the pint children love inequality? 9. Do you support income inequalities go goding the principles of social instituted ineversity in a group of people in Sudia? 8. a diffected in a group of people in Sudia? 9. Do you think income inequality is measured as household duposable income in a protocolar year? 9. Han't there darges been a wide gap in the between the suches people and the proposest in guida? 9. Han't there darges been a wide gap in the between the suches people and the proposest in guida? 9. Do you support income inequality is measured as household duposable income in a protocolar year? 9. Han't there darges been a wide gap is been and the proposest in guida? 9. E.S. = Fully suitable people and the proposest in guida? 	6	Deriver for strand and	be impossived.?		~	
 most bactor to prevelie of gender inequality in India? G: 32 H true the healthy lite have been office chel by gender mequality in India? Health Inequality G: Do you think her pirt childrenhore is attected G: Do you think the pirt childrenhore is attected G: Do you think the pirt childrenhore inequality? G: Do you correct the health inequalities go addink the principles of social justic? G: Do you support income inequalities the interventy in a group of people in India? G: Do you think income inequality is mea- sured as household disposable in come in a provider year? G: Hasn't there darges been a wide gap is detaced in gender year? G: Hasn't there darges been a wide gap is detaced in gender year? G: Hasn't there darges been a wide gap is between the suchest people and the poprest in India? G: Hasn't there darges been a wide gap 		gnequality	" bed prevented by every individual assoce-		1	
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7. Inequality 9. Boyou think the girl children love 1. Sobected by Gender 9. Do you depres the health inequalities go addinkt the principles of social susters 1. Do you depres the health inequalities go addinkt the principles of social susters 1. Do you support income inequality is the extent to child income is distributed weivenly in a group of people in India? 8. Boy Gender 1. Do you think income inequality is mea- in a protecular year? 9. Hasn't there alonges been a wide gap 1. Jorder for the suchest people and the 1. Poortest in India? 1. Jorder Jord						-
 7. is attested as the funk the plant children here inequality? 9. Do you agree the health inequalities go adding the principles of social sustice? Idecause they are avoidable in Sindia? 8. Economic Science in a group of people in Sindia? 8. addrested of Do you think income is distributed unevenly in a group of people in Sindia? 8. addrested of Do you think income inequality is measured as household disposabled income in a protocular year? 9. Hasn't there alogues been a wide gap the between the sichest people and the possest in Sindia? 9. Hasn't there alogues been a wide gap the between the sichest people and the possest in Sindia? 9. Hasn't there alogues been a wide gap the between the sichest people and the possest in Sindia? 		A STATE OF A	got will impact health inequality ?.		~	
8. Beconomic Beconomic Seconomic Seconomic Snequality Be detected By Gender By Ge	7.	is abbected	42 sublering from wal nutrition by gender inequality ?	2		
8. "Economic Snequality is attected by Gender		U	because they are avoidable in India?		5	
8. a obtected as household disposabled income by Gender In a Porticular year? 9. : Hasn't there alonges been a wide gap 46 between the richest people and the Poprest in India? 6. : F.S. = Fully suitable P.S. = Partly suitable		0.0000000000000000000000000000000000000	unevent to which income is distoluted		1	
0 0 Hasn't there alongy's been a wide gap 46 between the suchest people and the Poosest in India? where, F.S. = Fully suitable P.S. = Partly suitable	1	is attacked	45 sured as household disposable income	-		
F.S. = Fully suitable P.S. = Partly suitable		1	46 between the suchest people and the			-
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N.S. = Not Suitable			F.S. = Fully suitable			
The second se		1	N.S. = Not Suitable			
			and as had prove may not by the			
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	Dimension	Stons Respondent: 300
PHS .	D	Q: What is your gender? Q: What do you think gender inequality? Qs: To you believe in gender inequality of
1	Nature Of Gender	Q4: Are aromen tartely in our country? Q5: What Problems have you experienced. because & your gender?
	Inequality	Q: 92 gender mequality to be dynamic matter
		of Andia? (9: Has society grown to have differences bet were mentioned armen with greater empha- sis of megality on armed?
	Gender	9: What are the steasons of low Literary among Semalor? 9: In reveal India goods continue to be loss educated than by s?
2	Intereacy	B: Fremale litercacy is at courses in 2011 as against #2:14() of male litercacy what would be the gap indicates?
		Poverety?
		. How could be impact on literacy of gender in equality ? I How could you change the gender inequality
		In literary by edilation ? 9: Do you concreate by work? 9: What do you think gender inequality exist
	in O	B: Have you ever experienced gender mequality -
	WORKTANCE	Q: who did you experience the inequality?

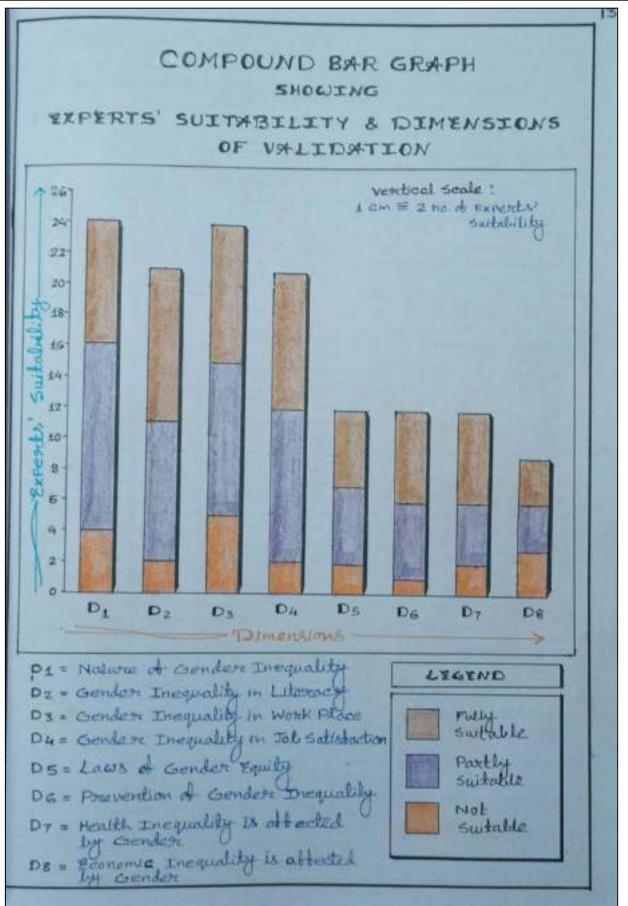


Ŧ	1		FS	P.S.	213
F		Q: Do you teel as though male colleagues at your work place progress their classer quickers than bendles?	1		
		2: Do you believe pay meguality exists between makes and femalos with the same creden- trals in your workplace?	1		
		2: In what way (it any) would you say your gender has impacted your diances of re- ceiving (or not receiving) a promotion at your convent workplace?		1	
		2. Do you beet anything is being done about gender inequality in the work place?			~
	Paral Land	25 The term glass ceiling " is often used to describe an uncen barrier that stors			
		women one moving up in their corects. So what extent do you feel a glass ceiling exists in your work place?	5		
-		3: Do you bed you have ever been twined doch tram diob because of your gender?		1	
	Gendest	9: Do you think its sight asomen should be paid Less too doing the Game Job as men because they have to take career breaks?	1		
4	1 in O	9: 9.5 gender disberence linked to employment barbeiens tore youth 7.		/	
	Jab Satisfaction	In Proof time Jobs How do you bed about that ?			1000
		So: Are comen under represented in manage - ment partitions ?	1		
		9: what backers women toces in developing careers across their Job satisfactory and?		~	
	Laces	On: Does the gender equality law, 2011 apply to private house holds?	~		
5.	Lows of Gendere	3: Ana exceptions allowed under the gender equality law 2011 ?		-	
	Equality	BA: Ane centain organisations exempt from the gender equality last, 2011?		-	
		95: Does this Law mean that you can't Howit any more at work?	~		



ter.	Las antion			1
NO	Dimension	Stams	ES PS NS	l
	Prevention	Q.	-	l
6.	Gender	Sti How do you think there in equalities could be impossived?	-	
	Surgening	" were ? " here ?		
		A: Do you think women dignity is one of the mast tactor to prevelation of gender inequality in India?	-	
		The Is it bude the healthy like have been after eter by gender mequality in India?	1	l
	Health Inequality	and Do you think health in tormation technolo	/	
7.	is affected by Gendor	V M	/	
		43 apainst the principles of social justices go because they are avoidable in India?	-	
	Economic Inequality	94: Do you support income inequality is the extent to which income is distributed uneverly in a group of people in India?	-	
6.	is attested	45 Do you think income inequality is mea- world as household disposable income in a posticular year?	-	
	Contraction and the second second	Q: Hasn't there alongy's been a wide gap		
		46 between the suchest people and the Poosest in India?	-	
		over,		
		F.S. + Fully Suitable		
		P.S. = Parity suitable		
		N.S.= Not Suttable		
	1 Per			







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0	144	0.4	PS	PS	FS	1	2	-	Agree.
Di	DI	0.5	FS	PS	PS	-	2	-	Agence
	D1	Qé	NS	FS	NS	1		2	Bungace
	D1	0.7	PS	PS	PS	-	3	-	Agrice
	D4	0.8	FS	PS	FS	2	1	-	Strongly agree
	Dz	Qg	PS	FS	FS	2	1	-	Strongly Agree
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D ₂	Dz	Q.11	PS	PS	PS	1	2	-	Apprece
	D2	0 12	14.5	FS	FS	2	-	1	Agnee
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	D2	0 16	FS	P .5	FS	2	1	-	strongly Agrice
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RAMAKRISHNA MISSION SIKSHANAMANDIRA

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	D ₄	D4	8-28	FS	FS	PS	2	1	-	strongly
		D4	6 29	PS	PS	FS	1	2	-	ядэнее
		D4	6 80	PS	NS	FS	1	1	4	Male Eliberthing
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	25	Ds	0-34	PS.	NS	PS	-	2	1	Agoree
		Ds	0-39	NS	PS	FS	1	1	1	Neither Maple
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		Dø	0.38	PS	PS	FS	1	2	-	stores
l		De	0.39	P5	NS	FS	1	1	4	Arts Diangener
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		D7	0.43	FS	PS	FS	1	2	-	Agrice
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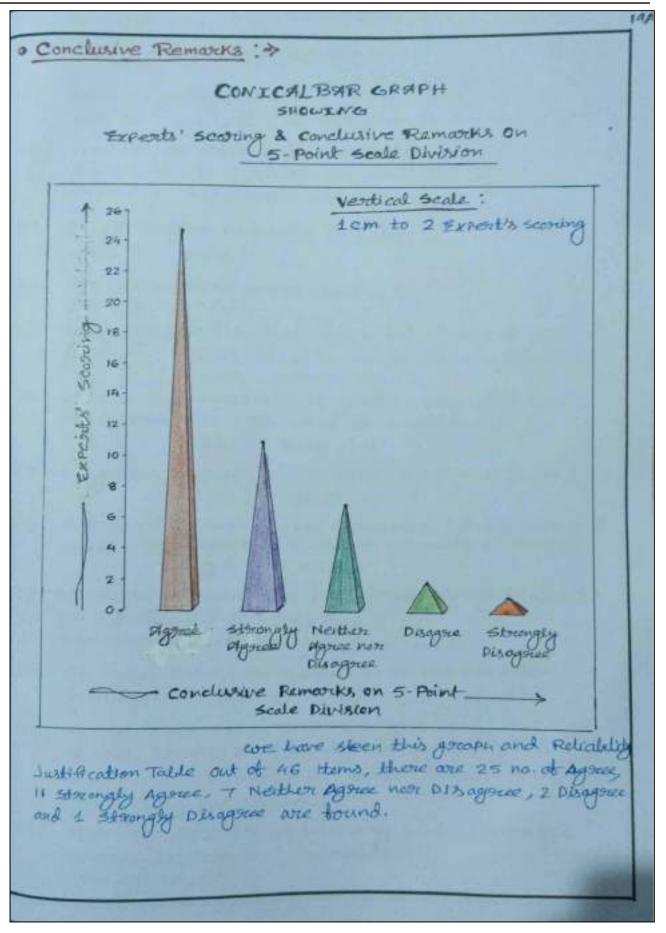


givenby Expends. · Diragnee = · 1 FS scopping was expet, PS recovery was given by experts. · 1 NS Reonigh was given by · 1 FS aconing was given by experies Dis 0,97.00 · Strongly 1 PS scoring was given by exports CKPE9ths Alven I 1 HS SCOTTING WAS, o The Rational Behind The Construction of Jools !? on the At first & have been set some Items baris of research problem and objective under the eight different dimension 8, and 46 items were pointed out. On the basis of suitability of the stems, were set in into three cale, gory, such as - F.S. (Fully suitable), P.S. (Posetty suitable), N.S. (Not Suitable) To validate the stems, the experit validation table were set to the three respective expends to give their ppinion. whether it is bally suitable / Portly suitable / Not suitable On the basis of these opinion, the suitability doms relection is done. · stems are agreed, according to the following contescio out of three expends, where two on three experts give tully suitability opinion of item, this is called strongly Agrice. when one on two expents give partly suitability opinion of them, this is also called strangly spored, whether no one can give not suitable of an item of gove , whether ho one of them and two on three expends give pully suitability opinion one expents give not suitability of itch, then it is called figuee when one expend give tally suitable, one expent give Partly suitable and one expect and not suitabality of stand then lit is called Neither Agrice Non Disagrice on Neutral



" stems are decagreed, according to the tollowing criteria Out of those expends, where one expert give bully suit two decads give not witability openion of dem. This is called Disgonee. when one expert give bully suitabulity opinion and other hand one expert give podly Surtability Spinion and three expects give not suitability opinion of item, this is called strongly Disagree. · These all experts/suspendents items have been sconed (noted by 5-Point scale division · Interpretation of Realte >> as a result we have found 8 fully suitable, 12 Partly sartable and 4 not suitable score in the dimension of noture of gender mequality (Di); 10 tully suitable, 9 portly suitable and 2 not restable score in the dimension of gender mequality in literacy (2); ghilly suitable, 10 partly suitable and 5 that suitable in gender mequality in workplace (D=) dimension; 9 tully sustable, 10 partly suitable and 2 not suitable in genter mequility in job raterbaction (Du) dimension 5 tully suitable, 5 pargravitable, 2 not suitable in Lows of gender equality (DE) dimension; & fully suitable, & ports suitable and I hat suitable in prevention of gendese meguality (D6) dimension; 6 fully suitable, 4 rodby suitable, 2 not suitable in nealth mequality is abbected by gender (Dr) dimension; 3 bully suitable, 3 partly suitable, and 3 not suitable in econorde inequality is obtained by gender (DE) dimension.







19
Questionnalise
as. what is your gendare? Male I Female I Twited gendere I
82. What do you think gender inequality ? Gender bias □ Gender discrimination □ Dominating characterisities □
03. Do you believe in gendoor inequality? Yes II NO II
04. Are women training in our country? Yes II NO II
85. What populars have you experienced because of your gendere?. Lower salary [] Gender discrimination [] Sexual norassment []
06. What is the importance of gender inequality? Social Problem □ Injustice □ Morral Problem □ Political Innues □
87. Is gender inequality to be dynamic matter of India? Yes & NO []
as. Has society grown to have differences between men and women with greater emphasis of inequality on women?
89. What are the reasons of low likeracy among boundes? Home environment I poverty I Superstitions I Lack of devariances I
Q10. In rescal India girls continue to be less educated than boys? Yes □ NO □
011. Female literracy is at 65.46% in 2011 as against \$2.14%. of male literracy what would be the gap indicates? A wide gender disposily □ Gender biasedness □
Economically backarandness D
\$12. How does inequality on literracy lead to poverty 2 Income disposity is superstition in unhygiene in



Is it gradually rising, the tremale litercacy rate in India A13. is lower than the mode literagy ratio? Yes D NO D Q14. How could be impact on literacy of gender inequality? Thereasing social awareness [] sett prespectness I Broad mendality I ass. How could you change the gender inequality in literage by education? Moderanization I science based mentality I Crender awareness [] Do you concert by work ? yes I NO I Q.16. What do you think gender inequality exist in the work place ?. You I NO I 6.17. Q18. Hove you ever experienced gender inequality exist in the Work place ? Yes I HO I who did you experience the inequality? Q.19. Boxs I colleague I Teacher I customer I a 20. At your work place do you feel that men and women are trusted equally 2 yes 1 NOD B21. Do you feel as though male colleggues at nour work Place progress their career quicker than semales ? YES IL NO I 822. Do you believe pay meguality exists between males and fremales with the same decedentials in four WOTKPLACE ? YES I NO II 828. In what way (it any) would you say you're gendlon has impacted your chances of neceiving (on not necesving) a promotion of your eworent work place? Mental prossure 11 Braxedness 12 224. Do you beel anything is being done about gender inequality in the work Place? Very negatively I Negatively I Positively I very Partively I

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RAMAKRISHNA MISSION SIKSHANAMANDIRA

	21
\$25.	The taken " glass ceiling" is often used to describe an unseen broodlege that stops women are moving up in theigh careers. To what extent do you bed a glass beiling exists in your work place ? To no extent II To a little extent I
	To a great extent II To a little extent II To a great extent II To a very great extent II
0-25.	Do you beel you have ever been twined down brom a job because of your gender? Yes a NO D
0.29.	Do you think its right armen should be paid less bor doing the same job as men because they have to take areenlowed 52. Yes 10 No 10
0.28:	3x gender difference linked to employment barriers ton youth? Yes 12 NO 11
0.29	Shere is an average gop 10% of Pay gap between men and aromen in full time boke and 34.5% (in port time Jobs. How do you feel about this? Not tall? [] Sort of Fair [] Fair []
	Positions ? Yes I NO I
8-31.	what barriers women faces in developing careers across their Job satisfactory area? women's history I women's studies I women empowerment I women's right I
0.32.	Does the gender equality law, 2011 apply to private house holds ? Yes & NO D
	dre exceptions allowed under the gender equality law 2011? Yes I NO D
	Are certain organisations exempt from the gender equality law, 2011? Yes I NO II
	Does this law mean that you can't blint any one at wank 2. Yes I No I
0 36.	What could be done to prevent gender inequality? Standing up ton your right of Raising awareness of Become on activist of make gender equality part of Examining and education D
-	



137. How do you think these inequalit	tes could	l be imp	Scoved ?
Improved Gout Policies II Action to	aken aga	instempl	ospenso
More work done by trade unions D			
238. Do you think that gendes mequali. by Every individual acrossness?	thes have	been pr	revented
-39. Do you think aromen dignety is one of trans of gender inequality (In Indra?	the most	toctor to	paseven-
340. Is it true the healthy like have I inequality in Indea to Yes D	been obte		render
341. Do you think health information: healthy inequality? Yes D	terunolog;	t will in	npact
042. Do you think the good children mal nubrition by gender meque	ane such	bering es = 0	forom No D
043. Do you agree the health meque Principles of social sustice becau	likes go	against	t the
844. Do you support income inequality income is distributed unevenly in Yes II NO II	a sthe	extent t of reople	o cshich in India?
• Appendix 1 : Calculation Table to:	year? `	res 🗆	Not
- TITETON Curculation more to.	C Compo	uno ou	
Dimensions		v Suita	and the second se
		SUMPLE	
Dy Nature of Gender Inequality	8	12	Mature 4
Dy Nature of Gender Inequality Dy Gender Inequality in Literacy	8	12 q	
Dy Nature of Gender Inequality Dy Gender Inequality in Literiory Dy Gender Inequality in Work Place	8	12	4
De Gender Inequality in Literiocy De Gender Inequality in Work Place De Gender Inequality in Job	8	12.	ⁿ startakte 4 2
De Genden Inequality in Literiocy De Genden Inequality in Work Place De Genden Inequality in Job Satistaction	8 10 9	12 9 10	4 2 5
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02 Gender Inequality in Literiocy D3 Gender Inequality in Work Place D4 Gender Inequality in Job Satistaction D5 Laws of Gender Equity	8 10 9 9 5	12 9 10 10 5	4 2 5 2 2
02 Genden Inequality in Literioly D3 Genden Inequality in Work Place D4 Genden Inequality in Work Place D4 Genden Inequality in Job Satisfaction D5 Lows of Genden Equity D5 Prevention of Genden Inequality D7 Health Inequality is attected	8 10 9 9 5 6	12 9 10 10 5 5	4 2 5 2 2 1
De Genden Inequality in Literiory De Genden Inequality in Work Place De Genden Inequality in Work Place De Genden Inequality in Job Satisfaction De Lows of Genden Equity De Prevention of Genden Inequality De Prevention of Genden Inequality De Health Inequality is attected by Genden De Economic Inequality is attected	8 10 9 9 5 6 6	12 9 10 10 5 5 4	4 2 5 2 2 1 2