



## RAMAKRISHNA MISSION SIKSHANAMANDIRA

(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



Swami Vidyamritananda  
Principal (Offg.)  
Ramakrishna Mission Sikshanamandira  
Belur Math, Howrah-711202, W.B.



## **1. Teacher made written tests essentially based on subject content**

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

**Record Name: Achievement Test**

**Course: 126**

**Name of the student: Debjit Midder**

**Roll No.: F13**

**Method: History**



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Belur Math, Howrah - 711 202, West Bengal

**RAMAKRISHNA MISSION SHIKSHANAMANDIRA**



**NAME - DEBJIT MIDDER**

**SESSION - 2021-2023**

**ASSIGNMENT -126**

**ROLL NUMBER - F13**



## ACHIEVEMENT TEST

Achievement test refers to assessments which are often used to determine the levels of instruction for which a student is prepared. High 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 remediation or repeating of course grade level.

## DEFINITION

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



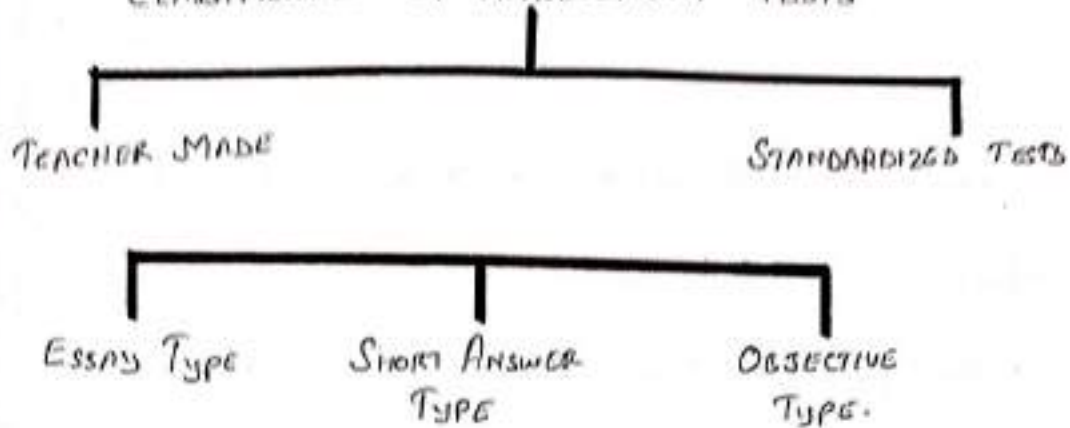


## IMPORTANCE

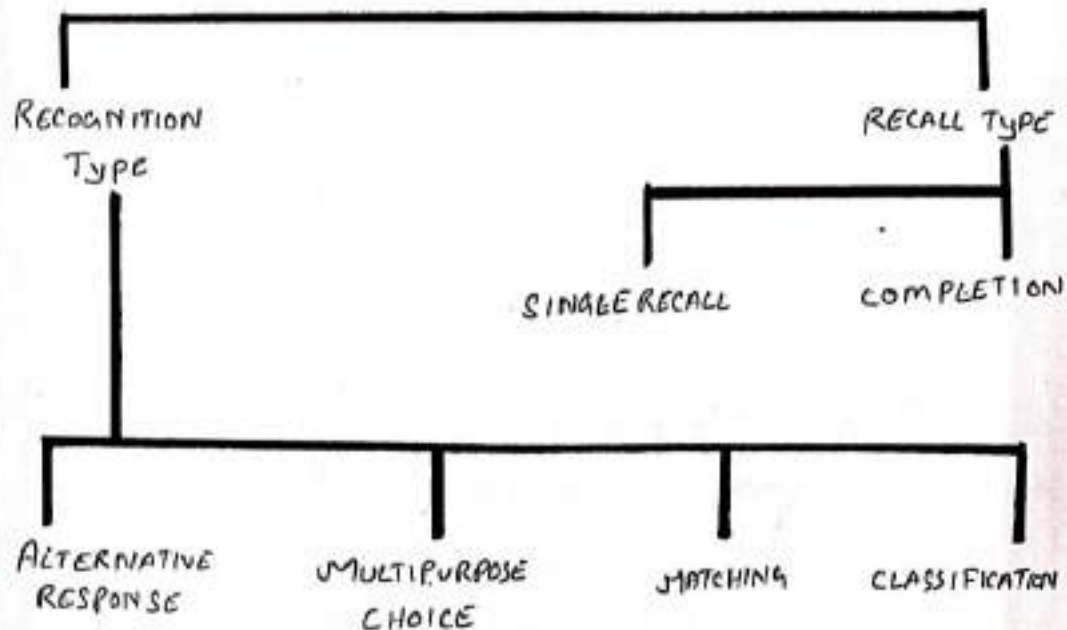
- (i) Achievement tests are used in selection of candidates in different fields and for admission of students in schools.
- (ii) These tests are important from the standpoint of determination of class and promotion.
- (iii) In the field of medicine and counselling, achievement tests are used extensively. These tests are very important for identifying backward students, diagnostics and remedial teaching.
- (iv) Achievement tests are useful in measurement of the minimum abilities of an individual.
- (v) Achievement tests are used widely in different types of classifications and for appointment.
- (vi) These tests are useful in providing educational and vocational guidance.
- (vii) These tests provide assistance for learning.
- (viii) It motivates students to study in the future.



## CLASSIFICATION OF ACHIEVEMENT TESTS



## CLASSIFICATION OF OBJECTIVE TYPE ACHIEVEMENTS TESTS





## ACHIEVEMENT TEST DESIGN

Subject - History.

Class - 8.

Unit - Peasant labour movement in 20<sup>th</sup> Century India.

Sub-Unit - (a) Anti-colonial movement in 20<sup>th</sup> Century India.

(b) Labour movement in 20<sup>th</sup> Century India.



## INSTRUCTIONAL OBJECTIVES AND LEARNING OUTCOMES

### KNOWLEDGE

Recalled previous learned information.

Example - Recite a policy. Quote prices from memory to a customer. Knows the safety rules.

Action Verb - Defines, describes, identifies, knows labels, lists, matches, name, outline, recall, recognizes, reproduces, select, states.

### UNDERSTANDING

Comprehending the meaning, translation, interpolation & interpretation of instruction and problems.

Example - Rewrites the principles of test writing. Explain in one's own words the steps for a complex task.

Action Verb - Comprehend, converts, depends, distinguishes, estimates, explains, extends, generalizes, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.





## APPLICATION

Use a concept in a new situation or unprompted use of an abstraction, applies what was learnt in the class into novel situations at work.

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

Action Verb - Applies, changes, computes, construct, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, shows, relates, solves.

## SKILL

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

Example - Write a company operation or process manual. Design a ~~new~~ machine to perform a specific task.

Action Verb - Categories, combines, compiles, composes, creates, devises, design, explain, generate, modify, organize, rearrange.



**WEIGHTAGE TO INSTRUCTIONAL  
OBJECTIVES AND LEARNING  
OUTCOMES**

SERIAL NUMBER	INSTRUCTIONAL OBJECTIVES	MARKS	PERCENTAGE OF MARKS
1	KNOWLEDGE	9	36
2	UNDERSTANDING	5	20
3	APPLICATION	7	28
4	SKILL	4	16
	TOTAL	25	100

**WEIGHTAGE TO CONTENT AND  
SUBJECT UNITS**

SERIAL NUMBER	UNIT AND SUB-UNIT	MARKS	PERCENTAGE OF MARKS
1	ANTI COLONIAL MOVEMENT IN 20 <sup>TH</sup> CENTURY INDIA	10	40
2	LABOUR MOVEMENT IN 20 <sup>TH</sup> CENTURY INDIA	15	60
	TOTAL	25	100



## WEIGHTAGE TO TYPES AND FORMS OF QUESTIONS

SERIAL NUMBER	FORMS OF QUESTIONS	TOTAL MARKS FOR QUESTIONS	TOTAL NUMBER OF QUESTIONS
1	V.S.A.	1	10
2	S.A.	2	5
3	L.A.	5	1
	TOTAL	8	16

SERIAL NUMBER	TYPE/FORMS OF MARKS	EXPECTED LENGTH OF QUESTIONS (NO. OF SENTENCES)	EXPECTED TIME FOR EACH QUESTION (MINUTES)
1	V.S.A.	1	1
2	S.A.	2	2
3	L.A.	5	15





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## BLUE PRINT

EXAM – MID-TERM.  
SUBJECT – HISTORY.  
MARKS – 25.

PAPER – I.  
CLASS – X.

TIME – 35 MINUTES.

UNIT – PEASANT LABOUR MOVEMENT IN 20<sup>TH</sup> CENTURY INDIA.

UNIT/ OBJECTIVES	KNOWLEDGE			UNDERSTANDING			APPLICATION			SKILL			TOTAL
	V S A	S A A	I A	V S A	S A A	L A	V S A	S A A	L A	V S A	S A A	L A	
FORMS OF QUESTIONS/CONTEN T UNIT													
ANTI COLONIAL MOVEMENT IN 20 <sup>TH</sup> CENTURY INDIA	6 (1)				1 (2)						3 (2)		10
LABOUR MOVEMENT IN 20 <sup>TH</sup> CENTURY INDIA	3 (1)			1 (1)	1 (2)			1 (2)	1 (3)		1 (2)		15
SUB-TOTAL (MARKS)	9			5			7			4			25
TOTAL PERCENTAGE	36			20			28			16			100





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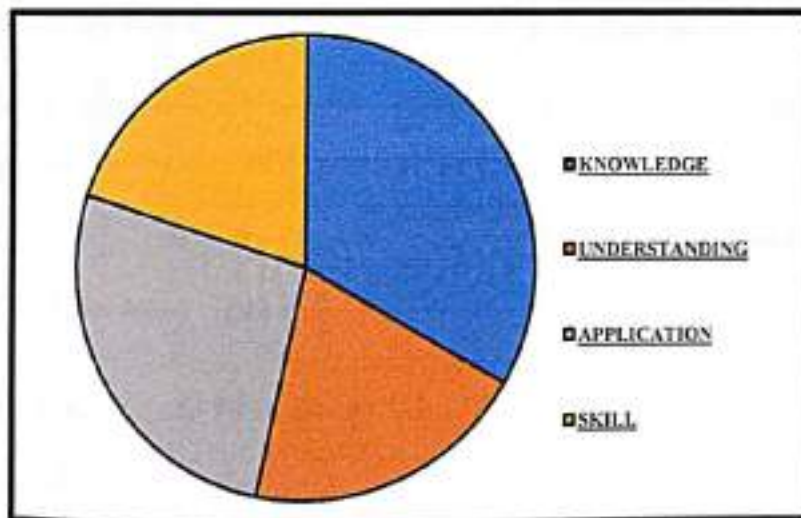
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## SUMMARY

<u>ESSAY OR LONG ANSWER (L.A.)</u>	<u>MARKS- 10</u>
<u>SHORT ANSWER (S.A.)</u>	<u>MARKS -10</u>
<u>VERY SHORT ANSWER (V.S.A.)</u>	<u>MARKS - 5</u>

## PIE CHART

<u>KNOWLEDGE</u>	<u>APPLICATION</u>	<u>UNDERSTANDING</u>	<u>SKILL</u>
9	5	7	4





## QUESTION PAPER

Exam - Mid-Term.

Paper - I.

Subject - History.

Class - X.

Unit - Peasant Labour Movement in the 20<sup>th</sup> Century India

Time - 35 Minutes.

Marks - 25.

A) Very Short Answer :

(10x1=10)

i) When was the Champaran Satyagraha?

ii) Who led Midnapore Union Board?

iii) Which organization staged a peasant revolt in Mymensing in 1930 AD?

iv) Who founded Bombay Mills Association?

v) Who founded Indian Homesule League in America?

vi) Who formed Red Trade Union?

vii) Which organization, organized the workers strike in Bombay 1926?

viii) When was congress socialist party founded?

ix) What is tank?

x) When was the non-cooperation movement?



## (B) Short Answer:

- (i) Discuss the Trammolipta National Government.
- (ii) Discuss the accused in Kanpur Bolshevik case.
- (iii) Discuss the entrepreneurs of Bramik Kristiak Dal in Bengal.
- (iv) Name two labour organizations in Bombay in the twenties.
- (v) What is the Meerut Conspiracy Case?

## (C) Long Answer:

- (i) Discuss Gandhiji's role in the peasant movement.



## ANSWER KEY

### (A) Very Short Answer:

(i) 10<sup>th</sup> April, 1917.

(ii) Bisendranath Sasmal.

(iii) Indian National Congress.

(iv) M. N. Lokhande.

(v) Lala Lajpat Rai.

(vi) Lala Lajpat Rai.

(vii) Central trade union.

(viii) 1934.

(ix) Measurement for anything.

(x) 1929.





## (B) Short Answer :

- (i) Tamarasipta government took initiatives to setup police stations, military departments, courts and even system for revenue collection, and an active women's wing - Vidyut Bahini.
- (ii) On 17<sup>th</sup> March, 1924 to separate India from imperial Britain by violent uprising and revolution was called the canpur Bolshewik conspiracy.
- (iii) This was a non-violent movement, for commodities like salt, the peasantry were particularly playing an active role in this movement.
- (iv) All India Trade Union and Central Trade Union Organization in Bombay.
- (v) The first war of Indian Independence also known as the great Indian mutiny of 1857, started from Meerut. In the judicial analysis it commonly and popularly is known as "The Meerut Conspiracy Case".



## (c) Long Answer :

Unlike the earlier peasant movements that arose from discontentment among the peasantry, the peasant movements in the 20<sup>th</sup> Century were influenced by the national freedom struggle.

## GHANDHIAN PEASANT MOVEMENTS :

• Champaran Satyagraha - In Champaran, the peasants were agitating against the planters who were forcing the peasants to grow indigo under the exploitative *tinkathia* system.

• Kheda Satyagraha - In Kheda, on the request of the local peasant leaders, Gandhiji decided to support the struggle of the peasants for revenue remission in 1918.

• Bardoli Satyagraha - In Bardoli, between 1921 & 1923, a peasant movement was generated by linking the local peasant discontent with larger problems of nationalism.



**The Eka Movement** - Started in 1921 in Awadh region. The initial thrust 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, formation of congress and emergence of Gandhi helped to redefine the peasant movements in the 20<sup>th</sup> century. The idea of a nation spread by the nationalist movement played a big role in raising the consciousness of the peasantry and created the basis for their assimilation in the freedom struggle.



## 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**





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## RAMAKRISHNA MISSION SIKSHANAMANDIRA BELUR MATH, HOWRAH

PRACTICE TEACHING 20...22... / 20...23...

### PEER FEEDBACK PROFORMA

Name of the Trainee : Hemanta Sarder Roll No. : F 50

Class : VIII

Subject : Sanskrit

Date : 21/05/23

1. a. Voice :- good and clear  
b. Exposition :- well.  
c. Delivery :- well delivered.
2. Questioning :- objective.
3. Use of Teaching Aids :- used.
4. Use of Blackboard :- used.
5. Student Participation :- well participated.
6. Lesson Plan :- used.
7. Command over the Subject :- good.
8. Attention to the whole class :- well.
9. Classroom Management :- very good.
10. Remarks ( If any ) :- A

Name of Observer Trainee :

Hemanta Sarder

Roll No. : F 10



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**Record Name: Construction of peer feedback proforma**

**Course: 127**

**Name of the student: Ratul Bhar**

**Roll No.: F24**

**Method: Bengali**



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## RAMAKRISHNA MISSION SIKSHANAMANDIRA BELUR MATH, HOWRAH

PRACTICE TEACHING 20.12.2021 / 20.12.2021

### PEER FEEDBACK PROFORMA

Name of the Trainee : RATUL BHAR

Roll No. : F 24

Class : VIII

Subject : BENGALI

Date : 17/11/2022

1. a. Voice :- Good
- b. Exposition :- Good
- c. Delivery :- Very Good
2. Questioning :- Good
3. Use of Teaching Aids :- Excellent
4. Use of Blackboard :- Good
5. Student Participation :- Very Good
6. Lesson Plan :- Excellent
7. Command over the Subject :- Good
8. Attention to the whole class :- Very Good
9. Classroom Management :- Very Good
10. Remarks ( if any ) :-

md Danish Ansari  
Name of Observer Trainee :

Roll No. : F-49



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**Record Name: Construction of Micro teaching proforma**

**Course: 127**

**Name of the student: Abhijit Das**

**Roll No.: F60**

**Method: Geography**





# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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## RAMAKRISHNA MISSION SIKSHANAMANDIRA Belur Math, Howrah-711202

### OBSERVATION SHEET FOR MICRO TEACHING (Supervisor)

NAME OF THE SCHOOL: Liluah T.K. G.R. Khemra High School

NAME OF THE STUDENT: Abhik Das

COURSE: B.Ed. 2<sup>nd</sup> Sem. (Session 2021-22)

ROLL NO.: FGO

SUBJECT: Geography

TOPIC: Rainfall

CLASS: VIII

N.B.	
Very Good	5
Good	4
Average	3
Poor	2
Very Poor	1

SKILLS	COMPONENTS	RATING					TOTAL OUT OF 25
		5	4	3	2	1	
1) INTRODUCING A LESSON	Securing student attention	✓					19
	Assessing motivational level		✓				
	Relate to prior knowledge			✓			
	Specifying the points to be taken for teaching			✓			
	Using appropriate devices			✓			
2) EXPLANATION	Objective of the unit		✓				17
	Clarity and precision of language			✓			
	Continuity and relevance			✓			
	Using relevant examples		✓				
	Stimulus variation for maintaining attention		✓				
3) QUESTIONING	Precision and clarity of language		✓				17
	Linking with specific learning objectives			✓			
	Refocusing and re-directing			✓			
	Using student response		✓				
	Prompting			✓			
4) BLACK BOARD	Clarity and purpose			✓			13
	Legibility of Handwriting and drawing			✓			
	Line, Space and time			✓			
	Use of proper equipment/ devices			✓			
	Use of proper student's response				✓		
5) REINFORCEMENT	Appropriateness of reinforcement		✓				16
	Positive and negative reinforcement		✓				
	Verbal and non-verbal reinforcement			✓			
	Interactive reinforcement			✓			
	Immediate or delayed reinforcement			✓			
6) CLOSURE	Summarization			✓			18
	Link with future lesson		✓				
	Link with real activities			✓			
	Evaluation			✓			
	Adequacy of assignment		✓				

SUGGESTION (IF ANY): Hand writing on black board should be distinct. Should make learners attentive. Explanation should be more lucid.

EVALUATOR'S SIGNATURE WITH DATE

Likhan  
24.03.2022

21-25	Very Good
16-20	Good
11-15	Average
6-10	Poor
Below 6	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**



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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## RAMAKRISHNA MISSION SIKSHANAMANDIRA

Belur Math, Howrah-711202

### OBSERVATION SHEET FOR MICRO TEACHING (Supervisor)

NAME OF THE STUDENT: Mr. B. K. Roy  
COURSE: B.Ed. 2<sup>nd</sup> Sem. (Session 2022-24)  
ROLL NO: F-61  
SUBJECT: Topic: NOUN  
CLASS: Subject: English Grammar  
VIII

N.B.	
Very Good	5
Good	4
Average	3
Poor	2
Very Poor	1

SKILLS	COMPONENTS	RATING					TOTAL OUT OF 25
		5	4	3	2	1	
1) INTRODUCING A LESSON	Securing student attention		✓				18
	Assessing motivational level			✓			
	Relate to prior knowledge			✓			
	Specifying the points to be taken for teaching		✓				
	Using appropriate devices		✓				
2) EXPLANATION	Objective of the unit		✓				22
	Clarity and precision of language	✓					
	Continuity and relevance	✓					
	Using relevant examples		✓				
	Stimulus variation for maintaining attention		✓				
3) QUESTIONING	Precision and clarity of language		✓				23
	Linking with specific learning objectives		✓				
	Refocusing and re-directing	✓					
	Using student response	✓					
	Prompting		✓				
4) BLACK BOARD	Clarity and purpose		✓				19
	Legibility of Handwriting and drawing				✓		
	Line, space and time				✓		
	Use of proper equipment/ devices			✓			
	Use of proper student's response			✓			
5) REINFORCEMENT	Appropriateness of reinforcement		✓				22
	Positive and negative reinforcement	✓					
	Verbal and non-verbal reinforcement	✓					
	Interactive reinforcement			✓			
	Immediate or delayed reinforcement			✓			
6) CLOSURE	Summarization			✓			19
	Link with future lesson			✓			
	Link with real activities			✓			
	Evaluation			✓			
	Adequacy of assignment	✓					

SUGGESTION (IF ANY):

*Will manage. Keep it up.  
Please create a good/friendly  
atmosphere.*

EVALUATOR'S SIGNATURE WITH DATE

*Pratibha K. Roy, 13.07.2023.*

N.B.	Mark-wise
21-25	Very Good
16-20	Good
11-15	Average
6-10	Poor
Below 6	Very Poor

### 3. Performance tests



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**Belur Math, Howrah - 711 202, West Bengal**

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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 1<sup>ST</sup> SEM**

**SESSION: 2021-23**

**SECTION: A**

**ROLL: F-05**



## 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 behavior that is used to measure the individual differences that exist among people.
- ii) It is an objective and standardized measure of an individual's mental and/or behavioral characteristics.
- iii) It is a systematic procedure for observing a person's behavior or performance, describing it with the aid of a numerical scale or category system.
- 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 constructs 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 c) Validity d) Norms e) Practicability.



## a) 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.

## c) 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.





## e) Practicability $\Rightarrow$

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 $\Rightarrow$

### i) Identifies weaknesses and strengths $\Rightarrow$

Norm-referenced and group-administered achievement tests are the most common types administered in school.

### ii) supports individualized lesson plans $\Rightarrow$

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.

### iii) Identifying disabilities $\Rightarrow$

Learning disabilities can be very hard to identify, but psychological testing helps in detecting areas in which students are having difficulties.

### iv) Advancement $\Rightarrow$

Psychological testing is also important in helping the school administration and teachers to evaluate students academic achievements and make decisions about their advancement.





## ✓ 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 b) Aptitude test

c) Achievement test.

#### a) Intelligence test ⇒

These tests measure the general mental ability of an individual from childhood to adulthood.

Generally, intelligence is measured in terms of I.Q. Intelligence tests may be of four types - verbal, 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.



### c) 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) Teacher 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 in this 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 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





or in tracking intellectual development.

- v) 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.



Types of adjustment :->

There are three types of adjustment -

i) Emotional, 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.

ii) Social adjustment :->

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

iii) Educational adjustment :->

It means how an individual importing his duties towards his education and whether he is 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 dimensions of adjustment.

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



Score of adjustment  $\Rightarrow$ 

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 '0' to maximum score of '60'. The ranges of score indication of adjustment.

Total score	Adjustment
5 or below	Excellent adjustment
6 to 12	Good adjustment
13 to 21	Average adjustment
22 to 30	Unsatisfactory
31 and above	Very unsatisfactory

Procedure of assessment  $\Rightarrow$ 

The whole procedure was done through online mode via google meet. The teacher first interacted with the respondent student of age within 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.



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## RESPONSE SHEET

Item NO	Yes	NO	Score	Item NO	Yes	NO	Score
1		✓	0	31	✓		1
2		✓	0	32		✓	0
3		✓	0	33		✓	0
4		✓	0	34	✓		1
5	✓		1	35	✓		1
6		✓	0	36		✓	0
7		✓	0	37		✓	0
8		✓	0	38		✓	0
9		✓	0	39	✓		1
10		✓	0	40		✓	0
11	✓		1	41		✓	0
12		✓	0	42		✓	0
13		✓	0	43		✓	0
14		✓	0	44	✓		1
15		✓	0	45		✓	0
16	✓		1	46		✓	0
17	✓		1	47		✓	0
18		✓	0	48		✓	0
19		✓	0	49		✓	0
20		✓	0	50	✓		1
21		✓	0	51	✓		1
22		✓	0	52		✓	0
23		✓	0	53	✓		1
24	✓		1	54	✓		1
25		✓	0	55		✓	0
26		✓	0	56		✓	0
27		✓	0	57	✓		1
28		✓	0	58		✓	0
29		✓	0	59	✓		1
30	✓		1	60	✓		1

Total score = 18



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.



## 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 with adequate 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 an 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 or 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 :⇒

Aptitude 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.





## Objectives $\Rightarrow$

Teaching aptitude test helps to assess logical reasoning thinking ability, subject knowledge of future teachers.

## Description of tools $\Rightarrow$

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 self-administering 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 $\Rightarrow$

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 given in the manual 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 —



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

Procedure of Assessment ⇒

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 respondent person was recorded. Scoring was performed by checking it with the answer key of the tool. Then the total raw score was calculated. From this raw score, standard score can be also evaluated. Then his teaching potentiality was interpreted.



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TEACHER APTITUDE TEST										14
Sl. No.	A	B	C	D	Sl. No.	A	B	C	D	
1				✓ 1	26	✓ 0				
2		✓ 1			27				✓ 1	
3				✓ 0	28				✓ 1	
4			✓ 1		29		✓ 1			
5				✓ 1	30		✓ 1			
6	✓ 1				31	✓ 1				
7	✓ 1				32	✓ 0				
8				✓ 1	33			✓ 0		
9				✓ 1	34			✓ 1		
10		✓ 0			35	✓ 1				
11			✓ 0		36		✓ 0			
12			✓ 0		37			✓ 1		
13	✓ 0				38	✓ 1				
14			✓ 1		39		✓ 0			
15				✓ 1	40				✓ 1	
16				✓ 0	41	✓ 0				
17				✓ 0	42				✓ 1	
18			✓ 0		43	✓ 0				
19			✓ 1		44		✓ 1			
20	✓ 1				45		✓ 1			
21		✓ 1			46			✓ 1		
22	✓ 1				47				✓ 1	
23			✓ 1		48		✓ 0			
24			✓ 0		49			✓ 1		
25				✓ 0	50	✓ 0				
Total score = 31										



## Result and Interpretation ⇒

The total score was calculated after checking all the responses with answer key of 50 items. The total score was obtained to be '31'. This score indicated that the overall potentiality of teaching of the person was low.

From the performance of the respondent person, assessor can interpret 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.





## **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.



## Course – 131

### **Evaluation & Management in Education– 100 Marks** (Theory - 80 & Practicum – 20)

#### 1<sup>st</sup> Half

#### **Evaluation in Education - 40 Marks**

**Course Learning Outcome:** After undergoing the course content, the student-teacher will be able to:

- Get basic knowledge of assessment for learning.
- Know the process of evaluation and its uses.
- Write educational Course Learning Outcome.
- Know different techniques of evaluation, tools of evaluation and their uses.
- Know different characteristics of instruments of evaluation.
- Know different types of teacher made tests and will construct them.
- Compute simple statistics to assess the learning.

#### Contents

<b>Unit I Concept of Test, Measurement, Assessment &amp; Evaluation</b>	<ul style="list-style-type: none"> <li>a) Meaning and nature of Test, Examination, Measurement, Assessment &amp; Evaluation</li> <li>b) Distinguish among Test, Examination Measurement, Assessment and Evaluation</li> <li>c) Nature and purpose of Evaluation.</li> <li>d) Measurement &amp; Evaluation in Language, Social Sciences, Science and Mathematics.</li> <li>e) The status of educational measurement in India.</li> </ul>
<b>Unit II Test Constructions</b>	<ul style="list-style-type: none"> <li>a) Test Construction and its Standardization — Meaning and Nature, Principles and Methods of Test construction and standardization.</li> <li>b) Scales of Measurement- Nominal, Ordinal, Interval, Ratio.</li> <li>c) Criteria of Standardized test a) validity b) reliability C) objectivity d) usability e) norms</li> <li>d) Construction of a Standardized Achievement Test.</li> </ul>
<b>Unit III Approaches and Types of Evaluation</b>	<ul style="list-style-type: none"> <li>a) Formative &amp; Summative Tests</li> <li>b) Diagnostic &amp; Prognostic Tests</li> <li>c) NRT and CRT</li> <li>d) Written &amp; Oral Tests</li> <li>e) Essay type &amp; Objective type Tests</li> <li>f) Semester system</li> <li>g) Continuous and Comprehensive Evaluation</li> <li>h) Computer in evaluation</li> </ul>
<b>Unit IV Tools and Techniques of Evaluation</b>	<ul style="list-style-type: none"> <li>a) Scoring and Grading, Analysis of Score and Its Interpretation</li> <li>b) Tabulation of data</li> <li>c) Graphical representation of Data (Histogram, frequency Polygon, Ogive)</li> <li>d) Measurement Central Tendency</li> <li>e) Measurement of dispersion</li> </ul>

#### **and assistance in teaching mathematics and Evaluation**

- Quiz, puzzles – their roles in mathematics teaching learning.
- c) The mathematics laboratory : its nature and use
- d) Good Mathematics text books : features
- 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.



<p><b>Unit III Important Aspects of Teaching and Evaluation in Life Science</b></p>	<ul style="list-style-type: none"> <li>a) Improvisation of materials in Life Science teaching.</li> <li>b) Meaning and scope of the concepts – Scientific Aptitude, Scientific Temper and Nurturance of Special Talents.</li> <li>c) Qualities of a good Life Science Text Book.</li> <li>d) Evaluation of Life Science Syllabus in Secondary and Higher Secondary Stages in West Bengal.</li> <li>e) Types of evaluation in Life Science (Formative, Summative, Diagnostic, and prognostic)</li> <li>f) Techniques of evaluation (oral, written, achievement test, observation).</li> </ul>
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Presence of Oral assessment in the Life Science Pedagogy paper of B.Ed. Curriculum.

<p><b>and evaluation of Teaching Computer Studies</b></p>	<ul style="list-style-type: none"> <li>2. Legal &amp; Copy Right Issues regarding Downloading Material from Inter-Net.</li> <li>3. Viruses and protection System.</li> <li>4. Critical Evaluation of the Syllabus of the 'Modern Computer Application' prevailing in Secondary Education System in West Bengal.</li> <li>5. Computerization of School Library and Office.</li> <li>6. Importance of Mass Literacy in Computer Studies.</li> <li>7. Importance of evaluation in Computer Studies.</li> <li>8. Types of evaluation in Computer Studies (Formative, Summative, Diagnostic, and prognostic)</li> <li>9. Techniques of evaluation (oral, written, achievement test, observation).</li> <li>10. Evaluation of Computer Studies Syllabus in Higher Secondary level in W.B.</li> </ul>
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Presence of Oral assessment in the Computer Studies Pedagogy paper of B.Ed. Curriculum.

<p><b>Unit III Aspects of Teaching History &amp; Evaluation in History</b></p>	<ul style="list-style-type: none"> <li>a) History Teacher:             <ul style="list-style-type: none"> <li>i. Qualities and Functions of History Teacher.</li> <li>ii. History Teacher and Controversial Issues.</li> <li>iii. Role of History teacher in Action Research.</li> </ul> </li> <li>b) Art of Questioning in History Teaching, Brain Storming Questions</li> <li>c) Importance of evaluation in History.</li> <li>d) Types of evaluation in History (Formative, Summative, Diagnostic, and prognostic)</li> <li>e) Techniques of evaluation (oral, written, achievement test, observation).</li> </ul>
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Presence of Oral assessment in the History Pedagogy paper of B.Ed. Curriculum.





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<p><b>Unit III</b> <b>Evaluation in</b> <b>Geography</b></p>	<ul style="list-style-type: none"> <li>a) Importance of evaluation in Geography.</li> <li>b) Types of evaluation in Geography (Formative, Summative, Diagnostic, and prognostic)</li> <li>c) Techniques of evaluation (oral, written, achievement test, observation).</li> <li>d) Evaluation of Geography Syllabus in Secondary &amp; Higher Secondary level in W.B.</li> </ul>
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Presence of Oral assessment in the Geography Pedagogy paper of B.Ed. Curriculum.

<p><b>Unit-III</b> <b>Aspect, Teaching</b> <b>Aids, Equipments,</b> <b>Assistance and</b> <b>Evaluation in</b> <b>Teaching Music</b></p>	<ul style="list-style-type: none"> <li>a) Good music text books: features.</li> <li>b) Behavioural/ instructional Course Learning Outcome of music teaching.</li> <li>c) Art of questioning in music teaching, Brain storming, Question, Probing questions.</li> <li>d) Principles of framing the music syllabus</li> <li>e) Techniques of evaluation in music (oral, written, practical, observation), Types of evaluation in music (Formative, Summative, Diagnostic etc)</li> <li>f) Evaluation of music syllabus in H.S level of W.B.C.H.S.E.</li> </ul>
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Presence of Oral assessment in the Music Pedagogy paper of B.Ed. Curriculum.





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## 5. Rating Scales

**Record Name: Rating Scale**

**Course: 222**

**Name of the student: Souvik Paul**

**Roll No.: 06**



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**BELUR MATH, HOWRAH**



**CLASS : M.ED. FIRST YEAR**

**SEMESTER – II**

**PAPER: CC 07, ADVANCED RESEARCH METHODS: DATA  
COLLECTION & ANALYSIS**

**TOPIC : CONSTRUCTION OF QUALITATIVE & QUANTITATIVE DATA  
COLLECTION TOOLS**

**SUBMITTED BY : SOUVIK PAUL**

**COLLEGE ROLL NO. : 06**

**SUPERVISED BY : DR. ABHIJIT GUHA**

**SESSION: 2018-2020**



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## Title

## Gender Inequality in India

### • Introduction :->

Gender inequality in India refers to health, education, economic and political inequalities between men and women in India. Gender inequalities and their social causes, impact India's sex ratio, women's health over their lifetimes, their educational attainment and economic conditions. Gender inequality in India is a multifaceted issue that concerns men and women. However, when India's population is examined as a whole, women are at a disadvantage in several important ways. India discriminatory attitudes towards either sex have existed for generations and affect the lives of both sexes. Inequality affects many aspects in the lives of women from career development and progress to mental health disorders. Gender inequality in India is a multifaceted issue that concerns men and women. Some argue that various gender equality indices place men at a disadvantage.

### • Objectives of Gender Inequality :->

Gender inequality, bias, discrimination and injustice are possibly one of the commonest forms of social evil that most of the females have suffered at least once in their life. Some objectives of gender inequality are given below -

1. To study the constitutional provisions to prevent gender inequality.
2. To analyse and explore the impact of gender inequality towards the female gender and the outcome of the same in the form of social evils and crimes against them.
3. To analyse the facts related to the issue and relevant provisions of Indian Constitution, UN Charter on Human Rights addressing gender inequality.





4. To analyse the role of judiciary in achieving gender equality and gender justice by implementing the provisions enshrined in the Constitution of India for protecting the rights of the women.
5. To recommend and suggest various measures relating to prevention and elimination of gender inequality that can be implemented more effectively.
6. Create an enabling environment that is free from gender inequality, specially addressing the special needs women, such as but not limited to toxicity, responsibility, childcare.
7. Take responsible or reasonable steps to facilitate the employment equity targets as set out in the employment equity plan through measures that would ensure the successful advancement of women beyond formal and equal access.
8. Promote gender equality and diversity on all campuses through education and training.
9. Provide an effective dispute resolution mechanism for the protection of women from unfair gender inequality.
10. Identify and remove gender inequalities that may exist, i.e. denying women fair access to resources, employment opportunities, advancement and academic achievement.

## 9. Dimensions of Gender Inequality : →

Dimension indicates the inequality of gender. Some dimensions can be measured the gender inequality, like these -

### 1. Nature of gender inequality : →

Gender inequality acknowledges that men and women are not equal and that gender affect an individual's lived experience. Gender inequality also indicates some items like women badness, problem experienced, importance, dynamic matter, emphasis of inequality etc.



## 2. Gender inequality in Literacy :→

India is on target to meet its millennium development goal of gender parity in education by 2015. In rural India girls continue to be less educated than boys. It has been indicated by some items, there are — number of low literacy among females, rural areas girls continue to be less educated than boys, gap of the female and male literacy rate, poverty, etc.

## 3. Gender inequality in work place :→

Across the board, a number of industries are stratified across the genders. Men also typically go into higher paid and higher risk jobs when compared to women. This dimension has been indicated by inequality exist in the work place, experience in equality, men and women are equally treated, career progressing etc.

## 4. Gender inequality in job satisfaction :→

Although women are paid less than men, face worse working conditions, lower promotion opportunities, they typically report job satisfaction similar to men's. It indicates same job as men, employment barriers, positions etc.

## 5. Loos of gender inequality :→

This dimension has been indicated by gender inequality loss.

## 6. Prevention of gender inequality :→

Gender inequality has been prevented by some items like improvement, individual awareness, women dignity etc.

## 7. Health inequality :→

Health inequality indicated by health information technology, malnutrition, health injustice etc.

## 8. Economic inequality :→

It has been indicated by uneven distributed income, household disposable income, wide gap between the richest people and the poorest people.





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Expert Validation Table Sheet :→ Name of the Respondent : \_\_\_\_\_

Respondent : 1 (E<sub>2</sub>)

Sl. No.	Dimension	Items	RS	PS	NS
1	Nature of Gender Inequality	Q <sub>1</sub> : What is your gender?			✓
		Q <sub>2</sub> : What do you think gender inequality?	✓		
		Q <sub>3</sub> : Do you believe in gender inequality?		✓	
		Q <sub>4</sub> : How women testify in our country?		✓	
		Q <sub>5</sub> : What problems have you experienced because of your gender?	✓		
		Q <sub>6</sub> : What is the importance of gender inequality?			✓
		Q <sub>7</sub> : Is gender inequality to be dynamic matter of India?		✓	
		Q <sub>8</sub> : Has society grown to have differences between men and women with greater emphasis of inequality on women?	✓		
2	Gender Inequality in Literacy	Q <sub>9</sub> : What are the reasons of low literacy among females?			✓
		Q <sub>10</sub> : In rural India girls continue to be less educated than boys?		✓	
		Q <sub>11</sub> : Female literacy is at 60.46% in 2011 as against 82.14% of male literacy what would be the gap indicator?		✓	
		Q <sub>12</sub> : How does inequality in literacy lead to poverty?			✓
		Q <sub>13</sub> : Is it gradually rising, the female literacy rate in India is lower than the male literacy ratio?	✓		
		Q <sub>14</sub> : How could be impact on literacy of gender inequality?		✓	
		Q <sub>15</sub> : How could you change the gender inequality in literacy by education?	✓		
3	Gender Inequality in Work Place	Q <sub>16</sub> : Do you consent by work?			✓
		Q <sub>17</sub> : What do you think gender inequality exist in the workplace?	✓		
		Q <sub>18</sub> : Have you ever experienced gender inequality exist in the work place?		✓	
		Q <sub>19</sub> : Who did you experience the inequality?			✓
		Q <sub>20</sub> : At your work place do you feel that men and women are treated equally?	✓		



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		5		
		FS	PS	NS
	Q <sub>21</sub> : Do you feel as though male colleagues at your work place progress their career quicker than females?			✓
	Q <sub>22</sub> : Do you believe Pay inequality exists between males and females with the same credentials in your workplace?		✓	
	Q <sub>23</sub> : In what way (if any) would you say your gender has impacted your chances of receiving (or not receiving) a promotion at your current workplace?			✓
	Q <sub>24</sub> : Do you feel anything is being done about gender inequality in the work place?	✓		
	Q <sub>25</sub> : The term "glass ceiling" is often used to describe an unseen barrier that stops women from moving up in their careers. To what extent do you feel a glass ceiling exists in your workplace?		✓	
4. Gender Inequality in Job Satisfaction	Q <sub>26</sub> : Do you feel you have ever been turned down from a job because of your gender?		✓	
	Q <sub>27</sub> : Do you think its right women should be paid less for doing the same job as men because they have to take career breaks?			✓
	Q <sub>28</sub> : Is gender difference linked to employment barriers for youth?	✓		
	Q <sub>29</sub> : There is an average gap 10% of pay gap between men and women in full time jobs and 34.5% in part time jobs. How do you feel about this?		✓	
	Q <sub>30</sub> : Are women under represented in management positions?		✓	
5. Laws of Gender Equality	Q <sub>31</sub> : What barriers women faces in developing careers across their job satisfactory one?	✓		
	Q <sub>32</sub> : Does the gender equality law, 2011 apply to private sector holder?		✓	
	Q <sub>33</sub> : Are exceptions allowed under the gender equality law 2011?		✓	
	Q <sub>34</sub> : Are certain organizations exempt from the gender equality law, 2011?		✓	
	Q <sub>35</sub> : Does this law mean that you can't flirt anymore at work?			✓





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Sl. No.	Dimension	Items	FS	PS	NS
6	Prevention of Gender Inequality	Q <sub>36</sub> : What could be done to prevent gender inequality?	✓		
		Q <sub>37</sub> : How do you think these inequalities could be improved?	✓		
		Q <sub>38</sub> : Do you think that gender inequalities have been prevented by every individual awareness?		✓	
		Q <sub>39</sub> : Do you think women dignity is one of the most factors to prevention of gender inequality in India?		✓	
7	Health Inequality is affected by Gender	Q <sub>40</sub> : Is it true the healthy life have been affected by gender inequality in India?	✓		
		Q <sub>41</sub> : Do you think health information technology will impact health inequality?		✓	
		Q <sub>42</sub> : Do you think the girl children are suffering from mal nutrition by gender inequality?			✓
		Q <sub>43</sub> : Do you agree the health inequalities go against the principles of social justice because they are avoidable in India?	✓		
8	Economic Inequality is affected by Gender	Q <sub>44</sub> : Do you support income inequality is the extent to which income is distributed unevenly in a group of people in India?		✓	
		Q <sub>45</sub> : Do you think income inequality is measured as household disposable income in a particular year?			✓
		Q <sub>46</sub> : Hasn't there always been a wide gap between the richest people and the poorest in India?	✓		
		where, FS = Fully Suitable PS = Partially Suitable NS = Not Suitable			



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**Expert Validation Table Sheet** : *Name of the respondent:* **Nirvaha Respondent : 2 (E2)**  
MF-05

Sl. No.	Dimension	Items	F3	P3	NS
1.	Nature of Gender Inequality	Q <sub>1</sub> : What is your gender?		✓	
		Q <sub>2</sub> : What do you think gender inequality?	✓		
		Q <sub>3</sub> : Do you believe in gender inequality?		✓	
		Q <sub>4</sub> : How women treated in our country?		✓	
		Q <sub>5</sub> : What problems have you experienced because of your gender?		✓	
		Q <sub>6</sub> : What is the importance of gender inequality?	✓		
		Q <sub>7</sub> : Is gender inequality to be dynamic matter of India?		✓	
		Q <sub>8</sub> : Has society grown to have differences between men and women with greater emphasis of inequality on women?		✓	
2.	Gender Inequality in Literacy	Q <sub>9</sub> : What are the reasons of low literacy among females?	✓		
		Q <sub>10</sub> : In rural India girls continue to be less educated than boys?		✓	
		Q <sub>11</sub> : Female literacy is at 60.46% in 2011 as against 82.14% of male literacy what could be the gap indicates?		✓	
		Q <sub>12</sub> : How does inequality in literacy lead to poverty?	✓		
		Q <sub>13</sub> : Is it gradually rising, the female literacy rate in India is lower than the male literacy ratio?	✓		
		Q <sub>14</sub> : How could be impact on literacy of gender inequality?			✓
		Q <sub>15</sub> : How could you change the gender inequality in literacy by education?		✓	
3.	Gender Inequality in Work Place	Q <sub>16</sub> : Do you current by work?			✓
		Q <sub>17</sub> : What do you think gender inequality exist in the workplace?			✓
		Q <sub>18</sub> : Have you ever experienced gender inequality exist in the work place?		✓	
		Q <sub>19</sub> : Who did you experience the inequality?		✓	
		Q <sub>20</sub> : At your work place do you feel that men and women are treated equally?	✓		





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			FS	PS	NS
		Q <sub>21</sub> : Do you feel as though male colleagues at your work place progress their careers quicker than females?		✓	
		Q <sub>22</sub> : Do you believe pay inequality exists between males and females with the same credentials in your workplace?		✓	
		Q <sub>23</sub> : In what way (if any) would you say your gender has impacted your chances of receiving (or not receiving) a promotion at your current workplace?	✓		
		Q <sub>24</sub> : Do you feel anything is being done about gender inequality in the work place?		✓	
		Q <sub>25</sub> : The term "glass ceiling" is often used to describe an unseen barrier that stops women from moving up in their careers. To what extent do you feel a glass ceiling exists in your workplace?		✓	
4. Gender Inequality in Job Satisfaction		Q <sub>26</sub> : Do you feel you have ever been turned down from a job because of your gender?		✓	
		Q <sub>27</sub> : Do you think it's right women should be paid less for doing the same job as men because they have to take career breaks?	✓		
		Q <sub>28</sub> : Is gender difference linked to employment barriers for youth?	✓		
		Q <sub>29</sub> : There is an average gap 10% of pay gap between men and women in full time jobs and 34.5% in part time jobs. How do you feel about this?		✓	
		Q <sub>30</sub> : Are women under represented in management positions?			✓
		Q <sub>31</sub> : What barriers women faces in developing careers across their job satisfactory area?	✓		
5. Laws of Gender Equality		Q <sub>32</sub> : Does the gender equality law, 2011 apply to private house holds?	✓		
		Q <sub>33</sub> : Are exceptions allowed under the gender equality law 2011?	✓		
		Q <sub>34</sub> : Are certain organizations exempt from the gender equality law, 2011?			✓
		Q <sub>35</sub> : Does this law mean that you can't retire anymore at work?		✓	



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Sl. NO.	Dimension	Items	F.S.	P.S.	N.S.
6.	Prevention of Gender Inequality	Q <sub>36</sub> : What could be done to prevent gender inequality?	✓		
		Q <sub>37</sub> : How do you think these inequalities could be improved?		✓	
		Q <sub>38</sub> : Do you think that gender inequalities have been prevented by every individual awareness?	✓		
		Q <sub>39</sub> : Do you think women dignity is one of the most factors to prevention of gender inequality in India?			✓
7.	Health Inequality is affected by Gender	Q <sub>40</sub> : Is it true the healthy life have been affected by gender inequality in India?			✓
		Q <sub>41</sub> : Do you think health information technology will impact health inequality?		✓	
		Q <sub>42</sub> : Do you think the girl children are suffering from mal nutrition by gender inequality?	✓		
		Q <sub>43</sub> : Do you agree the health inequalities go against the principles of social justice because they are avoidable in India?		✓	
8.	Economic Inequality is affected by Gender	Q <sub>44</sub> : Do you support income inequality is the extent to which income is distributed unevenly in a group of people in India?	✓		
		Q <sub>45</sub> : Do you think income inequality is measured as household disposable income in a particular year?	✓		
		Q <sub>46</sub> : Hasn't there always been a wide gap between the richest people and the poorest in India?			✓
<p>Where,</p> <p>F.S. = Fully Suitable</p> <p>P.S. = Partly Suitable</p> <p>N.S. = Not Suitable</p>					





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Name of Respondent: Achintya Singh  
Respondent: 3 (Es)

SL NO.	Dimension	Items	ES	PS	NS
1.	Nature of Gender Inequality	Q <sub>1</sub> : What is your gender?		✓	
		Q <sub>2</sub> : What do you think gender inequality?	✓		
		Q <sub>3</sub> : Do you believe in gender inequality?			✓
		Q <sub>4</sub> : How women treated in our country?	✓		
		Q <sub>5</sub> : What problems have you experienced because of your gender?		✓	
		Q <sub>6</sub> : What is the importance of gender inequality?			✓
		Q <sub>7</sub> : Is gender inequality to be dynamic matter of India?		✓	
		Q <sub>8</sub> : Has society given to have differences between men and women with greater emphasis of inequality on women?	✓		
2.	Gender Inequality in Literacy	Q <sub>9</sub> : What are the reasons of low literacy among females?	✓		
		Q <sub>10</sub> : In rural India girls continue to be less educated than boys?	✓		
		Q <sub>11</sub> : Female literacy is at 60.46% in 2011 as against 82.14% of male literacy what would be the gap indicates?	✓		
		Q <sub>12</sub> : How does inequality in literacy lead to poverty?	✓		
		Q <sub>13</sub> : Is it gradually rising, the female literacy rate in India is lower than the male literacy ratio?			✓
		Q <sub>14</sub> : How could be impact on literacy of gender inequality?		✓	
		Q <sub>15</sub> : How could you change the gender inequality in literacy by education?	✓		
3.	Gender Inequality in Workplace	Q <sub>16</sub> : Do you consent by work?			✓
		Q <sub>17</sub> : What do you think gender inequality exist in the workplace?		✓	
		Q <sub>18</sub> : Have you ever experienced gender inequality exist in the work place?	✓		
		Q <sub>19</sub> : Who did you experience the inequality?		✓	
		Q <sub>20</sub> : At your work place do you feel that men and women are treated equally?	✓		



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		ESPRSNS			
	Q <sub>21</sub> : Do you feel as though male colleagues at your work place progress their career quicker than females?	✓			
	Q <sub>22</sub> : Do you believe pay inequality exists between males and females with the same credentials in your workplace?	✓			
	Q <sub>23</sub> : In what way (if any) would you say your gender has impacted your chances of receiving (or not receiving) a promotion at your current workplace?	✓			
	Q <sub>24</sub> : Do you feel anything is being done about gender inequality in the work place?				✓
	Q <sub>25</sub> : The term "glass ceiling" is often used to describe an unseen barrier that stops women from moving up in their careers. To what extent do you feel a glass ceiling exists in your workplace?	✓			
4. Gender Inequality in Job Satisfaction	Q <sub>26</sub> : Do you feel you have ever been turned down from a job because of your gender?	✓			
	Q <sub>27</sub> : Do you think its right women should be paid less for doing the same job as men because they have to take career breaks?	✓			
	Q <sub>28</sub> : Is gender difference linked to employment barriers for youth?				-
	Q <sub>29</sub> : There is an average gap 10% of pay gap between men and women in full time jobs and 34.5% in part time jobs. How do you feel about this?	✓			
	Q <sub>30</sub> : Are women under represented in management positions?	✓			
	Q <sub>31</sub> : What barriers women faces in developing careers across their job satisfactory are?				✓
5. Laws of Gender Equality	Q <sub>32</sub> : Does the gender equality law, 2011 apply to private house holds?	✓			
	Q <sub>33</sub> : Are exceptions allowed under the gender equality law 2011?				✓
	Q <sub>34</sub> : Are certain organisations exempt from the gender equality law, 2011?				✓
	Q <sub>35</sub> : Does this law mean that you can't abort anymore at work?	✓			



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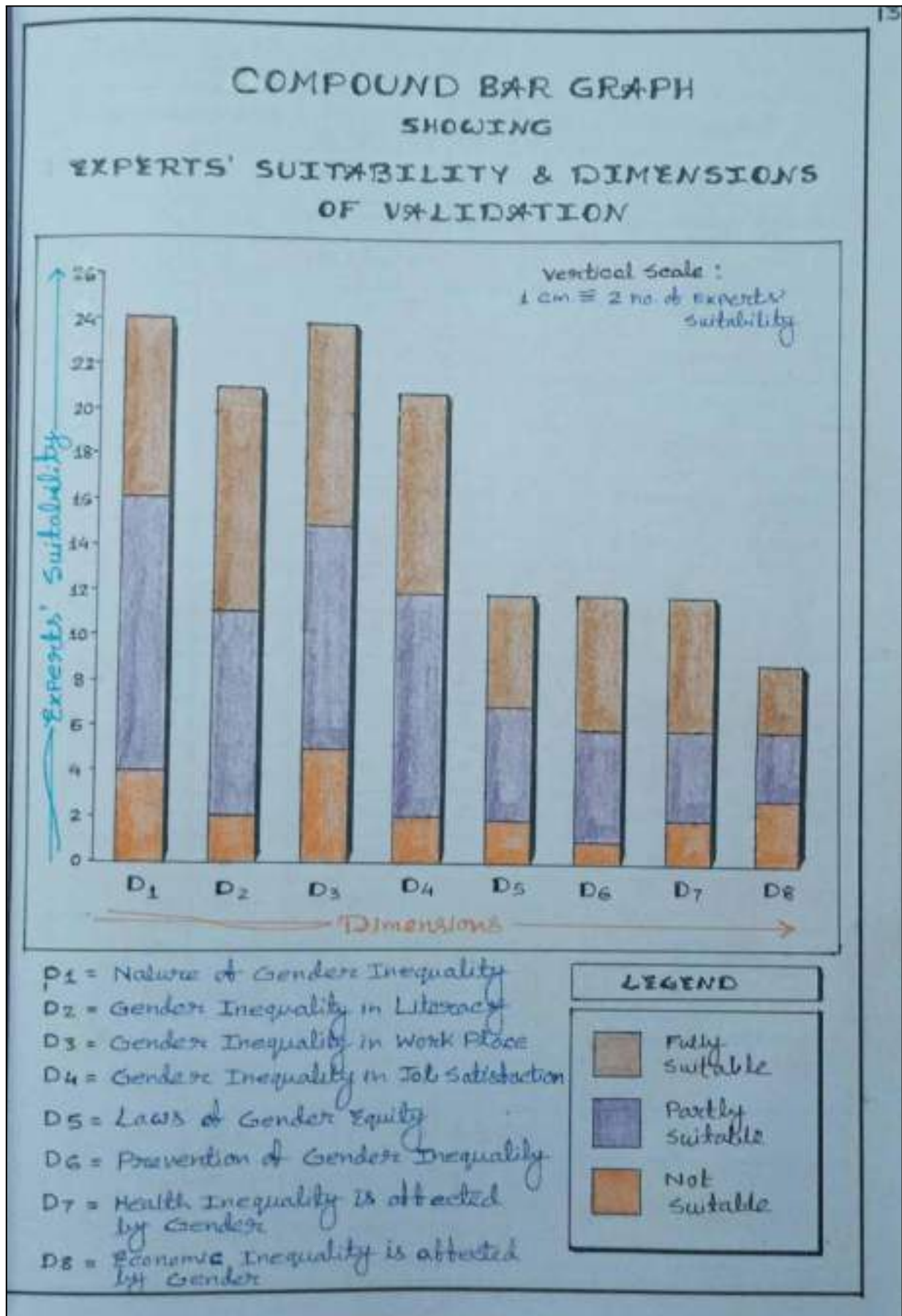
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12

Sl. NO.	Dimension	Items	F.S.	P.S.	N.S.
6.	Prevention of Gender Inequality	Q <sub>36</sub> : What could be done to prevent gender inequality?	✓		
		Q <sub>37</sub> : How do you think these inequalities could be improved?		✓	
		Q <sub>38</sub> : Do you think that gender inequalities have been prevented by every individual awareness?	✓		
		Q <sub>39</sub> : Do you think women dignity is one of the most factors to prevention of gender inequality in India?	✓		
7.	Health Inequality is affected by Gender	Q <sub>40</sub> : Is it true the healthy life have been affected by gender inequality in India?	✓		
		Q <sub>41</sub> : Do you think health information technology will impact health inequality?	✓		
		Q <sub>42</sub> : Do you think the girl children are suffering from mal nutrition by gender inequality?	✓		
		Q <sub>43</sub> : Do you agree the health inequalities go against the principles of social justice because they are avoidable in India?		✓	
8.	Economic Inequality is affected by Gender	Q <sub>44</sub> : Do you support income inequality is the extent to which income is distributed unevenly in a group of people in India?		✓	
		Q <sub>45</sub> : Do you think income inequality is measured as household disposable income in a particular year?	✓		
		Q <sub>46</sub> : Hasn't there always been a wide gap between the richest people and the poorest in India?			✓
		where, F.S. = Fully Suitable P.S. = Partly Suitable N.S. = Not Suitable			









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Justify the Reliability :-

Sl. NO	Dimensions (D)	Items	Experts			Scoring			Remarks
			E <sub>1</sub>	E <sub>2</sub>	E <sub>3</sub>	FS	PS	NS	
	D <sub>1</sub>	D <sub>1</sub> Q <sub>1</sub>	NS	PS	PS	-	2	1	Agree
		D <sub>1</sub> Q <sub>2</sub>	FS	FS	FS	3	-	-	Strongly Agree
		D <sub>1</sub> Q <sub>3</sub>	PS	PS	NS	-	2	1	Agree
		D <sub>1</sub> Q <sub>4</sub>	PS	PS	FS	1	2	-	Agree
		D <sub>1</sub> Q <sub>5</sub>	FS	PS	PS	1	2	-	Agree
		D <sub>1</sub> Q <sub>6</sub>	NS	FS	NS	1	-	2	Disagree
		D <sub>1</sub> Q <sub>7</sub>	PS	PS	PS	-	3	-	Agree
		D <sub>1</sub> Q <sub>8</sub>	FS	PS	FS	2	1	-	Strongly Agree
	D <sub>2</sub>	D <sub>2</sub> Q <sub>9</sub>	PS	FS	FS	2	1	-	Strongly Agree
		D <sub>2</sub> Q <sub>10</sub>	PS	PS	FS	1	2	-	Agree
		D <sub>2</sub> Q <sub>11</sub>	PS	PS	FS	1	2	-	Agree
		D <sub>2</sub> Q <sub>12</sub>	NS	FS	FS	2	-	1	Agree
		D <sub>2</sub> Q <sub>13</sub>	FS	PS	PS	2	1	-	Strongly Agree
		D <sub>2</sub> Q <sub>14</sub>	PS	NS	PS	-	2	1	Agree
		D <sub>2</sub> Q <sub>15</sub>	FS	PS	FS	2	1	-	Strongly Agree
	D <sub>3</sub>	D <sub>3</sub> Q <sub>16</sub>	NS	NS	NS	-	-	3	Strongly Disagree
		D <sub>3</sub> Q <sub>17</sub>	FS	NS	PS	1	1	1	Neither Agree nor Disagree
		D <sub>3</sub> Q <sub>18</sub>	PS	PS	FS	1	2	-	Agree
		D <sub>3</sub> Q <sub>19</sub>	NS	PS	PS	-	2	1	Agree
		D <sub>3</sub> Q <sub>20</sub>	FS	FS	FS	3	-	-	Strongly Agree
		D <sub>3</sub> Q <sub>21</sub>	NS	PS	FS	1	1	1	Neither Agree nor Disagree
		D <sub>3</sub> Q <sub>22</sub>	PS	PS	FS	1	2	-	Agree
		D <sub>3</sub> Q <sub>23</sub>	NS	FS	PS	1	1	1	Neither Agree nor Disagree
		D <sub>3</sub> Q <sub>24</sub>	FS	PS	NS	1	1	1	Neither Agree nor Disagree



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Sl No	Dimensions (D)	Items	Experts			Scoring			Remarks
			E <sub>1</sub>	E <sub>2</sub>	E <sub>3</sub>	FS	PS	NS	
		D <sub>3</sub> Q <sub>25</sub>	PS	PS	FS	1	2	—	Agree
	D <sub>4</sub>	D <sub>4</sub> Q <sub>26</sub>	PS	PS	PS	—	3	—	Agree
		D <sub>4</sub> Q <sub>27</sub>	NS	FS	FS	2	—	1	Agree
		D <sub>4</sub> Q <sub>28</sub>	FS	FS	PS	2	1	—	Strongly Agree
		D <sub>4</sub> Q <sub>29</sub>	PS	PS	FS	1	2	—	Agree
		D <sub>4</sub> Q <sub>30</sub>	PS	NS	FS	1	1	1	Neither Agree nor Disagree
		D <sub>4</sub> Q <sub>31</sub>	FS	FS	PS	2	1	—	Strongly Agree
	D <sub>5</sub>	D <sub>5</sub> Q <sub>32</sub>	PS	FS	FS	2	1	—	Strongly Agree
		D <sub>5</sub> Q <sub>33</sub>	FS	FS	PS	2	1	—	Strongly Agree
		D <sub>5</sub> Q <sub>34</sub>	PS	NS	PS	—	2	1	Agree
		D <sub>5</sub> Q <sub>35</sub>	NS	PS	FS	1	1	1	Neither Agree nor Disagree
	D <sub>6</sub>	D <sub>6</sub> Q <sub>36</sub>	FS	FS	FS	3	—	—	Strongly Agree
		D <sub>6</sub> Q <sub>37</sub>	FS	PS	PS	1	2	—	Agree
		D <sub>6</sub> Q <sub>38</sub>	PS	PS	FS	1	2	—	Agree
		D <sub>6</sub> Q <sub>39</sub>	PS	NS	FS	1	1	1	Neither Agree nor Disagree
	D <sub>7</sub>	D <sub>7</sub> Q <sub>40</sub>	FS	NS	FS	2	—	1	Agree
		D <sub>7</sub> Q <sub>41</sub>	PS	PS	FS	1	2	—	Agree
		D <sub>7</sub> Q <sub>42</sub>	NS	FS	FS	2	—	1	Agree
		D <sub>7</sub> Q <sub>43</sub>	FS	PS	FS	1	2	—	Agree
	D <sub>8</sub>	D <sub>8</sub> Q <sub>44</sub>	PS	PS	PS	—	3	—	Agree
		D <sub>8</sub> Q <sub>45</sub>	NS	FS	FS	2	—	1	Agree
		D <sub>8</sub> Q <sub>46</sub>	FS	NS	NS	1	—	2	Disagree

∴ where,

E <sub>1</sub> → Expert 1	FS → Fully Suitable
E <sub>2</sub> → Expert 2	PS → Partially Suitable
E <sub>3</sub> → Expert 3	NS → Not Suitable



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## Rating On 5-Point Scale Division

Rating Points	Based on Respondent Scoring								
	F.S.			P.S.			N.S.		
Strongly Agree	-	2	3	1	2	-	-	-	-
Agree	1	2	-	-	2	3	1	-	-
Neither Agree Nor Disagree/Neutral	1	-	-	1	-	-	1	-	-
Disagree	1	-	-	1	-	-	-	2	-
Strongly Disagree	1	-	-	1	-	-	-	-	3

where,

- Strongly Agree  $\equiv$  • Either 2 or 3 FS scoring were given by experts.
  - Either 1 or 2 PS scoring were given by experts.
  - NS scoring were not given by experts.
- Agree  $\equiv$  • Either 1 or 2 FS scoring were given by experts.
  - Either 2 or 3 PS scoring were given by experts.
  - 1 NS scoring was given by experts.
- Neither Agree  
Nor Disagree/Neutral  $\equiv$  • Either 1 FS scoring was given by experts.
  - Either 1 PS scoring was given by experts.
  - Either 1 NS scoring was given by experts.





- Disagree  $\cong$
- 1 FS scoring was given by experts.
  - 1 PS scoring was given by experts.
  - 1 NS scoring was given by experts.

- Strongly Disagree  $\cong$
- 1 FS scoring was given by experts
  - 1 PS scoring was given by experts
  - 1 NS scoring was given by experts

## • The Rational Behind The Construction of Tools : $\rightarrow$

At first I have been set some items on the basis of research problem and objective under the eight different dimensions, and 46 items were pointed out. On the basis of suitability of the items, were set in into three category, such as - F.S (Fully suitable), P.S. (Partly suitable), N.S. (Not suitable)

To validate the items, the expert validation table were set to the three respective experts to give their opinion. Whether it is fully suitable / Partly suitable / Not suitable

On the basis of their opinion, the suitability items selection is done.

- Items are agreed, according to the following criteria

Out of three experts, where two or three experts give fully suitability opinion of item, this is called strongly Agree.

When one or two experts give partly suitability opinion of item, this is also called strongly Agree, whether no one can give not suitable of an item.

When one or two experts give fully suitability opinion of item and two or three experts give partly suitability and one experts give not suitability of item, then it is called Agree.

When one expert give fully suitable, one expert give Partly suitable and one expert give not suitability of item, then it is called Neither Agree Nor Disagree or Neutral.





• Items are disagreed, according to the following criteria.  
Out of three experts, where one expert give fully suitability opinion, one expert give partly suitability opinion and two experts give not suitability opinion of item, this is called Disagree.

When one expert give fully suitability opinion and other hand one expert give partly suitability opinion and three experts give not suitability opinion of item, this is called Strongly Disagree.

• These all experts/respondents items have been scored / rated by 5-Point Scale division

## Interpretation of Results : →

As a result we have found 8 fully suitable, 12 partly suitable and 4 not suitable score in the dimension of nature of gender inequality (D<sub>1</sub>); 10 fully suitable, 9 partly suitable and 2 not suitable score in the dimension of gender inequality in literacy (D<sub>2</sub>); 9 fully suitable, 10 partly suitable, and 5 not suitable in gender inequality in workplace (D<sub>3</sub>) dimension; 9 fully suitable, 10 partly suitable and 2 not suitable in gender inequality in job satisfaction (D<sub>4</sub>) dimension; 5 fully suitable, 5 partly suitable, 2 not suitable in Loss of gender equality (D<sub>5</sub>) dimension; 6 fully suitable, 5 partly suitable and 1 not suitable in Prevention of gender inequality (D<sub>6</sub>) dimension; 6 fully suitable, 4 partly suitable, 2 not suitable in health inequality is affected by gender (D<sub>7</sub>) dimension; 3 fully suitable, 3 partly suitable, and 3 not suitable in economic inequality is affected by gender (D<sub>8</sub>) dimension.



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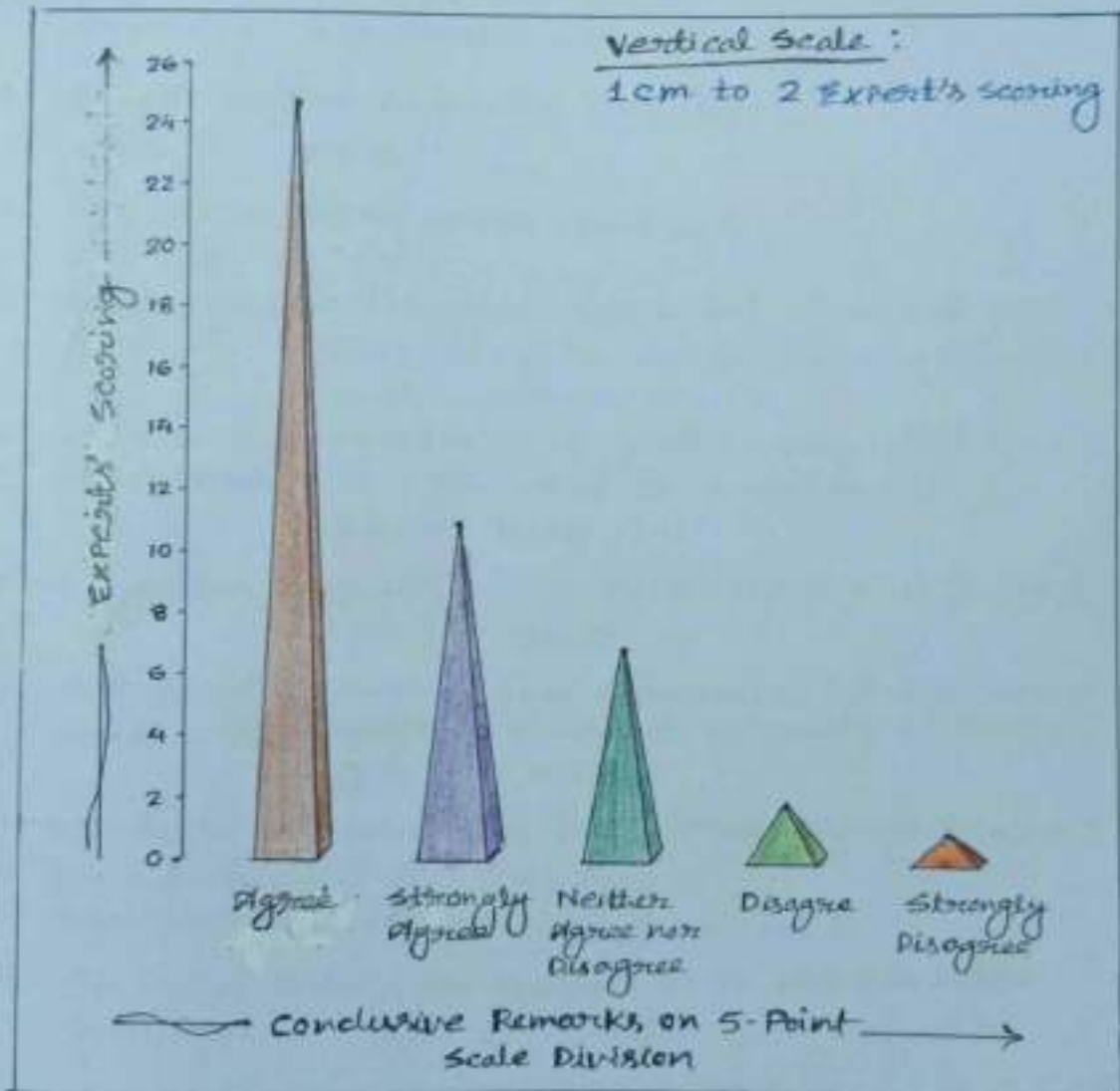
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## o Conclusive Remarks :→

### CONICAL BAR GRAPH

SHOWING

Experts' Scoring & Conclusive Remarks on 5-Point Scale Division



we have seen this graph and Reliability Justification Table out of 46 Items, there are 25 no. of Agree, 11 Strongly Agree, 7 Neither Agree nor Disagree, 2 Disagree and 1 Strongly Disagree are found.



## Questionnaire

- Q1. What is your gender?  
Male ☐ Female ☐ Third gender ☐
- Q2. What do you think gender inequality?  
Gender bias ☐ Gender discrimination ☐  
Dominating characteristics ☐
- Q3. Do you believe in gender inequality?  
Yes ☐ No ☐
- Q4. Are women fairly in our country?  
Yes ☐ No ☐
- Q5. What problems have you experienced because of your gender?  
Lower salary ☐ Gender discrimination ☐  
Sexual harassment ☐
- Q6. What is the importance of gender inequality?  
Social problem ☐ Injustice ☐ Moral problem ☐  
Political issues ☐
- Q7. Is gender inequality to be dynamic matter of India?  
Yes ☐ No ☐
- Q8. Has society grown to have differences between men and women with greater emphasis of inequality on women?  
Yes ☐ No ☐
- Q9. What are the reasons of low literacy among females?  
Home environment ☐ Poverty ☐  
Superstitions ☐ Lack of awareness ☐
- Q10. In rural India girls continue to be less educated than boys?  
Yes ☐ No ☐
- Q11. Female literacy is at 65.46% in 2011 as against 82.14% of male literacy what would be the gap indicates?  
A wide gender disparity ☐ Gender biasedness ☐  
Economically backwardness ☐
- Q12. How does inequality in literacy lead to poverty?  
Income disparity ☐ Superstition ☐  
Unhygiene ☐





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Q13. As it gradually rising, the female literacy rate in India is lower than the male literacy ratio? Yes ☐ NO ☐

Q14. How could be impact on literacy of gender inequality? Increasing social awareness ☐ Self respectness ☐ Broad mentality ☐

Q15. How could you change the gender inequality in literacy by education? Modernization ☐ Science based mentality ☐ Gender awareness ☐

Q16. Do you consent by work? Yes ☐ NO ☐

Q17. What do you think gender inequality exist in the work place? Yes ☐ NO ☐

Q18. Have you ever experienced gender inequality exist in the work place? Yes ☐ NO ☐

Q19. Who did you experience the inequality? Boss ☐ colleague ☐ Teachers ☐ customer ☐

Q20. At your work place do you feel that men and women are treated equally? Yes ☐ NO ☐

Q21. Do you feel as though male colleagues at your work place progress their career quicker than females? Yes ☐ NO ☐

Q22. Do you believe pay inequality exists between males and females with the same credentials in your workplace? Yes ☐ NO ☐

Q23. In what way (if any) would you say your gender has impacted your chances of receiving (or not receiving) a promotion at your current workplace? Mental pressure ☐ Biasedness ☐

Q24. Do you feel anything is being done about gender inequality in the work place? very negatively ☐ Negatively ☐ Positively ☐ very Positively ☐





- 21
- Q25. The term "glass ceiling" is often used to describe an unseen barrier that stops women from moving up in their careers. To what extent do you feel a glass ceiling exists in your work place?
- To no extent ☐ To a little extent ☐  
To a great extent ☐ To a very great extent ☐
- Q26. Do you feel you have ever been turned down from a job because of your gender? Yes ☐ No ☐
- Q27. Do you think it's right women should be paid less for doing the same job as men because they have to take career breaks? Yes ☐ No ☐
- Q28. Is gender difference linked to employment barriers for youth? Yes ☐ No ☐
- Q29. There is an average gap 10% of pay gap between men and women in full time jobs and 34.5% in part time jobs. How do you feel about this? Not fair ☐ Sort of fair ☐ Fair ☐
- Q30. Are women under represented in management positions? Yes ☐ No ☐
- Q31. What barriers women faces in developing careers across their job satisfactory area?  
women's history ☐ women's studies ☐  
women empowerment ☐ women's right ☐
- Q32. Does the gender equality law, 2011 apply to private house holds? Yes ☐ No ☐
- Q33. Are exceptions allowed under the gender equality law 2011? Yes ☐ No ☐
- Q34. Are certain organisations exempt from the gender equality law, 2011? Yes ☐ No ☐
- Q35. Does this law mean that you can't blast any one at work? Yes ☐ No ☐
- Q36. What could be done to prevent gender inequality?  
Standing up for your right ☐ Raising awareness ☐  
Become an activist ☐ make gender equality part of training and education ☐



237. How do you think these inequalities could be improved? Improved Govt. Policies ☐ Action taken against employers ☐ More work done by trade unions ☐ Lobbying MPs ☐
238. Do you think that gender inequalities have been prevented by every individual awareness? Yes ☐ No ☐
239. Do you think women dignity is one of the most factors to prevention of gender inequality in India? Yes ☐ No ☐
240. Is it true the healthy life have been affected by gender inequality in India? Yes ☐ No ☐
241. Do you think health information technology will impact healthy inequality? Yes ☐ No ☐
242. Do you think the poor children are suffering from malnutrition by gender inequality? Yes ☐ No ☐
243. Do you agree the health inequalities go against the Principles of social justice because they are avoidable in India? Yes ☐ No ☐
244. Do you support income inequality to the extent to which income is distributed unevenly in a group of people in India? Yes ☐ No ☐
245. Do you think income inequality is measured as household disposable income in a particular year? Yes ☐ No ☐

## Appendix 1 : Calculation Table for Compound Bar Graph

Dimensions	Experts' Suitability		
	Fully Suitable	Partly Suitable	Not Suitable
D <sub>1</sub> Nature of Gender Inequality	8	12	4
D <sub>2</sub> Gender Inequality in Literacy	10	9	2
D <sub>3</sub> Gender Inequality in Work Place	9	10	5
D <sub>4</sub> Gender Inequality in Job Satisfaction	9	10	2
D <sub>5</sub> Laws of Gender Equity	5	5	2
D <sub>6</sub> Prevention of Gender Inequality	6	5	1
D <sub>7</sub> Health Inequality is affected by Gender	6	4	2
D <sub>8</sub> Economic Inequality is affected by Gender	3	3	3