CONSTRUCTION AND STANDARDIZATION OF TOOL FOR THE EDUCATIONAL ATTAINMENT AND LITERACY

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Abstract: Education has been treated as a fundamental human right enshrined in the Universal Declaration of the Human rights and the International Human Rights Covenants, achieving the rights for the Basic education particularly for the under privileged sections of the society of these scheduled caste community which is not only the obligation of the state but the biggest moral challenges of our times. Present study is important and significant as literacy levels serve as indicators of the knowledge and skills of a population. The main purpose of the present study is to find out the literacy level of schedule caste population of Patna. The objective of this study is to construct a tool for the further study.

KEY WIRDS: EDUCATION, LITERACY, TOOLS

INTRODUTION:

Educational attainment and Literacy level are vital indicators of development of any society. Educational attainment is defined as the highest level of education an individual has successfully completed. Another term typically used in the literature is (highest educational qualification) Educational attainment distinguishes individuals on a vertical scale i.e. educational attainment categories can largely (although often to entirely be ordered hierchically. Educational attainment refers to an important direct outcome of education (Jenkins and subates, 2007) as opposed to the input (e.g. cognitive ability effort), process (e.g educational pathway taken full time or part-time study) or indirect outcomes of education example income.

Literacy is a mirror which reflects the scale of development, economic progress and political maturity of a society. Low level of literacy is a great obstacle to its economic and social growth of region. Literacy is the ability to write think and understand the contextual material in one language which should constitutionally accepted language by the respective country.

In spite of many socio-economic securities provided to scheduled castes in the constitution and by the government, scheduled castes are still comparatively illiterates and less educated then general category. Keeping this in view, the investigator has developed a questionnaire to study the Educational attainment of scheduled caste population of Patna district.

Purpose of the Test:

The purpose of the construction of questionnaire was to study the Educational attainment of Scheduled caste population of Patna district. The Construction of questionnaire was self made and was carried out with technical assistance and expert's consultation. This questionnaire is helpful to study the educational attainment of scheduled caste population.

Technique Employed for Development of Test:

Questionnaire has been constructed with 2 point format. Each item of the test has been rated on 2 points that was yes and No.

Development of Test:

Following steps has been taken for the development of questionnaire related to Educational Attainment of Scheduled Caste Population of Patna District.

Collection of ltems /Statements for Initial Draft of the Test:

Initially, 45 items were prepared which were related to all the two dimensions of Educational Attainment mentioned above.

The items were collected or developed by reviewing available journals and personal discussions with teacher educators and researchers with regard to various aspects of Educational attainment. These items were developed in the form of questions and yes/ No response is taken for each item. Scoring process and instruction for the respondents are also prepared.

Editing and Revising the Statements

After preparing initial draft of test of 45 questions the items are edited and revised by seeking the expert opinion on the basis of criticisms and comments given by experts, 5 items were taken out from the initial draft and some items were modified. Language of some items was also modified. Then 40 items were selected for try out.

Item analysis and selection of Items for Final Draft

Questionnaire with 40 items is then administered to a representative sample of 40 Scheduled caste persons of Patna district. lt is made clear to the respondents that the no item of the questionnaire should be omitted and there is yes or No response for each item. They were told to answer each item according to their personal opinion. After completion of questionnaire the scoring has been done in such a way that respondents response i.e. yes or No option are assigns scores of 1 and 0 respectively.

On the basis of scores obtained by the respondents, the scores were arranged in descending order. Then top 11 samples top 27% with highest total scores on the scale and the bottom 11 samples bottom 27 % with lowest total scores on the scales are separated. This provided to groups in order to evaluate each individual item of the scales. Afterwards mean and standard deviations were find out for each individual items separately for top 27 %and bottom 27% group of scheduled caste population. The discriminating power and difficulty value for each item is then determined on the basis of responses of upper and lower groups. only those questions were

taken for final draft whose discriminating Power ranges from .25 - .75 and whose difficulty value ranges from .3-.8 does on the basis of this out of 40 items 25 items were selected for final draft.

Table

Difficulty value and Discriminating power of Items

Serial No.	Item No.	No. of right response in higher group (RH)	No. of right response in lower group(R)	Difficulty level =(RH+RL)/ (NH + NL)	Discrimination power =(RH - RL)/ (NH or NL)	Selected Items
1	11	8	0.86	0.27	Selected	
2	11	9	0.91	0.18	Not selected	
3	11	9	0.91	0.18	Not selected	
4	11	3	0.64	0.73	selected	
5	10	1	0.50	0.82	selected	
6	11	2	0.59	0.82	selected	
7	12	3	0.64	0.73	selected	
8	6	0	0.27	0.54	Not selected	
9	10	1	0.50	0.82	selected	
10	3	1	0.18	0.18	Not selected	
11	2	0	0.09	0.18	Not selected	
12	10	0	0.45	0.91	selected	
13	8	0	0.36	0.73	selected	
14	4	0	0.18	0.36	Not selected	
15	11	2	0.59	0.82	selected	
16	8	1	0.41	0.64	selected	
17	5	1	0.27	0.36	Not selected	
18	9	8	0.77	0.09	Not selected	
19	2	4	0.27	-0.18	Not selected	
20	10	6	0.73	0.36	selected	
21	9	2	0.50	0.64	selected	

22	6	8	0.64	-0.18	Not selected	
23	5	9	0.64	-0.36	selected	
24	7	6	0.59	0.09	Not selected	
25	9	6	0.68	0.27	selected	
26	10	6	0.73	0.36	selected	
27	10	8	0.82	0.18	Not selected	
28	11	6	0.77	0.45	selected	
29	6	3	0.41	0.27	selected	
30	8	8	0.73	0.00	Not selected	
31	8	1	0.41	0.64	selected	
32	9	0	0.41	0.81	selected	
33	8	1	0.41	0.63	selected	
34	11	3	0.64	0.72	selected	
35	11	8	0.86	0.27	selected	
36	10	8	0.86	0.18	Not selected	
37	7	4	0.50	0.27	selected	
38	11	4	0.68	0.63	selected	
39	7	1	0.32	0.63	Not selected	
40	11	0	1	0.50	selected	

Scoring Procedure

The questionnaire was self reporting 2 point scale. The items were scored in such a way that if the answer was 'Yes' a score of 1was given and if the answer was 'No' a score of 0 is given.

Reliability of Questionnaire:

The Reliability of the scale has been established with the help of Split-half method.

Split- Half Reliability:

The reliability of questionnaire has been calculated by Split-half method. For this Yes and No items of each aspect were distributed in (odd-even) sequence of two halves. The reliability coefficient for half of the scale is found to be .74. After applying Spearman-Brown Proficiency formulae the reliability coefficient (r) for whole scale came out to be 0.85 which indicates a fairly highly intrinsic validity of the questionnaire.

Validity of Questionnaire

Content validity

Content validity is the process of determining the extent to which a set of test measures a representative sample of content matter under consideration. This has been done by the expert and some research scholars. This scale is found to passes adequate content validity.

Face validity

Face validity refers to the extent to which a test appears to measure what is to be measured This is done by the expert judge.

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<div align="center">प्रश्नावली</div>

किसी भी अनुसंधान कार्य को पूरा करने में उपकरणों का महत्वपूर्ण योगदान है। यह प्रश्नावली EDUCATIONAL ATTAINMENT AND LITERACY GROWTH OF SCHEDULED CASTE POPULATION OF PATNA DISTRICT के अध्ययन से संबंधित है ।इस प्रश्नावली में 25 प्रश्न है। प्रत्येक प्रश्न में हां/ नहीं का विकल्प दिया गया है।कृपया सभी प्रश्नों का ध्यानपूर्वक पढ़ें और जो विकल्प आपको सर्वोत्तम लगे उसका चयन करें। आपके द्वारा दिए गए उत्तरो को सिर्फ अनुसंधान कार्य के लिए प्रयोग किया जाएगा और उसे गोपनीय रखा जाएगा।

व्यक्तिगत सूचना:

नाम : ....

उम्र : ....

लिंग: पुरुष   ( )   महिला ( )

उपजाति : ....

वैवाहिक स्थिति :   विवाहित ( )   अविवाहित ( )

पेशा : ....

संतान :   पुत्र ( )   पुत्री ( )

1. क्या आप शिक्षा के प्रति जागरूक हैं ?

(क)   हां   (ख) नहीं

2. क्या आपने अपनी माध्यमिक शिक्षा पूरी की है ?

(क)   हां   (ख) नहीं

3. क्या आपने अपनी उच्चतर माध्यमिक शिक्षा प्राप्त की है ?

(क) हां   (ख) नहीं

4. क्या आप शिक्षा का अधिकार से अवगत हैं ?

(क) हां   (ख) नहीं

5. क्या शिक्षा का अधिकार कानून 6 से 14 वर्ष के बच्चों के लिए मुफ्त एवं अनिवार्य शिक्षा अधिनियम है ?

(क) हां   (ख) नहीं

6. क्या आपको सरकारी विद्यालयों में सरकार द्वारा दिए गए सुविधाओं का लाभ प्राप्त हुआ है ?

(क) हां   (ख) नहीं

7. क्या आपने स्नातक किया है ?

(क) हां   (ख) नहीं

9. क्या आपके पिता साक्षर हैं ?

(क) हां   (ख) नहीं

10. क्या आपकी मां साक्षर है ?

(क) हां   (ख) नहीं

11.क्या आप अपनी पुत्री को भी पढ़ाते हैं ?

(क) हां   (ख) नहीं

12. क्या आप उन्हें निजी शिक्षण संस्थान में भेजते हैं ?

(क) हां   (ख)नहीं

13. क्या आपके बच्चों को सरकारी सुविधाओं का लाभ प्राप्त है ?

(क) हां   (ख)नहीं

14. क्या आप अपने बच्चों को भी जारी स्कूली शिक्षा से संतुष्ट हैं ?

(क) हां   (ख)नहीं

15. क्या उनकी कक्षाएं समय पर चलती हैं ?

(क) हां   (ख)नहीं

16. घर में लड़के और लड़कियों दोनों को शिक्षा प्राप्त करने के लिए समान अवसर प्राप्त हैं ?

(क) हां   (ख) नहीं

17. क्या आपके घर में लड़कियों को उच्च शिक्षा प्राप्त करने की स्वतंत्रता है ?

(क) हां   (ख) नहीं

18. क्या आपके घर में कोई भी व्यक्ति डॉक्टर या इंजीनियर है ?

(क) हां   (ख) नहीं

19. क्या आपके परिवार में किसी ने तकनीकी शिक्षा प्राप्त की है ?

(क) हां   ख) नहीं

20. क्या आप के परिवार से कोई व्यक्ति एमफिल या पीएचडी कर चुका है ?

(क) हां   (ख) नहीं

21. क्या आप सहमत हैं कि आप के अध्ययन द्वारा प्राप्त ज्ञान का आपके कार्य पर प्रभाव पड़ा है?

(क) हां   (ख) नहीं

22. गठबंधन शिक्षा के विकास में रुकावट है?

(क) हां   (ख) नहीं

23. क्या सरकार द्वारा शिक्षा के विकास के लिए चलाए जा रहे हैं योजनाओं से आप संतुष्ट हैं ?

(क) हां   (ख)नहीं

24. क्या आप प्रौढ़ शिक्षा कार्यक्रम से परिचित हैं?

(क)हां   (ख) नहीं

25. आप इस बात से सहमत हैं कि शिक्षा के कारण किसी की भी आर्थिक स्थिति सुदृढ़ होती है ?

(क) हां   (ख)नहीं

कुल