



Construction and Standardization of an Awareness Scale for the Head Teachers of Lower Primary Schools of Jorhat District on Right to Education Act, 2009

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Abstract

Construction and Standardization of a tool is an important task of any research work. Effective result of study is depends on effective data and proper data can be collected through a good tool. So the process of tool construction and standardization is the first step before going to collect data. This paper aims to construct and standardize an awareness scale for the head teachers of LP schools on Right to Education Act, 2009.

Key words: Construction, Standardization, Right to Education Act, Awareness, Lower primary level.

I. Introduction :

Elementary Education is the first and most critical stage of formal education system. Elementary Education can be divided into two stages i.e. lower primary and upper primary. Lower primary includes classes from I to V and upper primary includes classes from VI to VIII. Elementary Education covers the students of 6–14

years age group.

India is a country having diversity of geographical conditions, religions and languages, which exhibit composite culture. Similarly educational institutions are also diverse. There are high fee charging private school having well equipped infrastructure. In contrast to it there are a large number of government schools mainly meant for masses with insufficient resources. To build the nation, the government schools must be able to provide quality education. Therefore, initiatives of government are very essential factor.

In the Indian Constitution it is clearly mentioned that the state shall endeavor to provide free and compulsory education until they complete the age of fourteen years. From all the census reports up to the year 2011, it is seen that a lot of achievements has been made in this regard. But yet it cannot be said that the country has fulfilled this dream.

Table : 1
Literacy rate of India from 1951-2011

Period	Literacy Rate	Male Literacy	Female Literacy
1951	18.33	27.16	8.86
1961	28.30	40.40	15.35
1971	34.45	45.96	21.97
1981	43.57	56.38	29.76
1991	52.21	64.13	39.29
2001	64.83	75.26	63.67
2011	74.04	82.14	65.46

(Source : Census 2011 : Provisional Population Total – India retrieved from iipsenvis.nic.in/Database/population-4087.aspx)



In 93rd amendment of the constitution one bill related to education was passed which is well known as Right to Education (RTE) Act, 2009. RTE is an Indian legislation enacted by the Parliament of India on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6-14 age groups. India becomes one of 135 countries to make education a fundamental right of every child. RTE act has come into force in India from 1st April 2010. It is an expectation of the educationists of the country that RTE Act will give priority to the need of elementary education and setting a trend of urgency to introduce ways and means to fulfill Right to Education.

Right to Education can be assessed in terms of 4As - available, accessible, acceptable and adaptable. These are as follows:

1. Availability – founded by government education is universal, free and compulsory. There should be proper infrastructure and facilities in place with adequate books and materials for student's school building should meet safety and sanitation standards, clean drinking water.
2. Accessibility – all children should equal access to school services regardless of gender, race, religious, etc. There should be no forms of segregation or denial of access to any students. This includes ensuring that proper laws are in place against any child labour from obtaining primary or secondary education. Education should be affordable to all, with textbooks, supplies and uniforms provided to students at no additional costs.
3. Acceptability – the quality of education provided should be free of discrimination relevant and culturally appropriate for all students. Method of teaching should be objective and unbiased. Health and safety should be emphasized in schools.
4. Adaptability – educational programmes should be able to adjust according to needs of the society. Observance of religious and cultural holidays should be respected by school in order to accommodate students.

1.01. Main features of Right to Education Act 2009 :

1.01.01. Preliminary: Short title, extent and commencement Definition

1.01.02. Right to free and compulsory education: Right of child to free and compulsory education.

• Every child of the age of 6-14 years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education.

• No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education.

• The act provided that a child suffering from disability, shall have the right to pursue free and compulsory education.

Special provisions for children not admitted.

• Where a child above six years of age has not been admitted in any school or though admitted could not complete his or her elementary education then, he or she shall be admitted in a class appropriate to his or her age.

• Where a child is directly admitted in a class appropriate to his or her age, then, he or she shall in order to be at par with others, have a right to receive special training, in such manner and within such time-limits, as may be prescribed.

• Act provided further that a child so admitted to elementary education shall be entitled in free education till completion of elementary education even after 14 years.

• Where in a school there is no provision for completion of elementary education, a child shall have a right to seek transfer to any other school.

1.01.03. Role of Government in providing free and compulsory education

• For carrying out the provisions of this Act the appropriate Government and the local authority shall establish, within such area or limits of neighbourhood, as may be prescribed, within a period of three years from the commencement of this Act.

• The appropriate government shall provide free and compulsory education to every child.

• Provide infrastructure including school building, teaching staff and learning equipments.

• Ensure good quality elementary education.

• Every local authority shall ensure that the child belonging to weaker section and the child belonging to disadvantaged group or not discriminated against and prevented from pursuing and completing elementary education on any grounds.

• Maintain records of children up to the age of fourteen years residing within its jurisdiction in such manner as may be prescribed.

• It shall be the duty of every parent or guardian to admit or cause to be admitted his or her child or ward as the case may be, to an elementary



education in the neighborhood school.

1.01.04. Responsibilities of schools and teachers

- School shall provide free and compulsory elementary education to all children admitted therein.
- No school or person shall while admitting a child, collect any capitation fee and subject the child or his or her parents or guardian to any scrumming procedure.
- No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.
- No child shall be subjected to physical punishment or mental harassment.
- Teacher pupil ratio should be 1: 30.
- No private tuition by fulltime school teachers.

1.01.05. Norms and standards for elementary schools

- Teacher pupil ratio should be 1:30.
- Every school shall have at least one classroom for every teacher and an office- cum-store-cum Head teacher's room.
- School shall provide barrier free access.
- Seperate toilets for boys and girls shall be available in every school.
- School shall provide safe and adequate drinking water facility to all children.
- A kitchen shall be available in the school.
- School shall have boundary wall or fencing.
- Minimum number of working days in an academic year for teachers shall be two hundred working days for first class to fifth class.
- Minimum number of working days in an academic year for the teacher shall be two hundred and twenty working days for sixth class to eighth class.
- Minimum number of instructional hours in an academic year shall be eight hundred instructional hours for first class to fifth class.
- Minimum number of instructional hours in an academic year shall be one thousand instructional hour for sixth class to eighth class.
- Teaching learning equipment shall be provided to each class as required.
- There shall be a library in each school providing news paper, magazine and books on all subjects, including story books.

- Play material, games and sports equipment shall be provided to each class as required.

1.01.06. Curriculum and completion of elementary education :

- The curriculum and evaluation procedure for elementary education shall be laid down by an academic authority.
- Curriculum shall helps in all round development of the child.
- Curriculum shall building up child's knowledge, potentiality and talent.
- Curriculum shall develop physical and mental abilities to the fullest extent.
- Medium of instruction shall be in child's mother tongue.
- Continuous and comprehensive evaluation shall be practiced.
- No child shall be required to pass any Board examination till completion of elementary education.
- Every child completing his elementary education shall be awarded a certificate.

1.01.07. Protection of Child Right :

- Independent Monitoring of the implementation of the Act is assigned to the National Council of Protection of Child Rights (NCPCR) the main responsibility of :
- Examine and review safeguards for rights under this Act, recommend measures for effective implementation.
- Inquire into complaints relating to child's right to free and compulsory education.
- Conduct Periodic social Audit of the status of implementation.

II. Significance of the Study:

Awareness means the extent a person is familiar with particular facts, phenomena or an object. The word awareness towards RTE Act, as in this study means the scores to be obtained by the teachers of elementary schools of Jorhat District. Construction and standardization of the awareness scale was carried out to measure the level of awareness among the L.P. School teachers of Jorhat District towards the implementation. Right to Education Act, 2009 aims to provide free and compulsory education with better quality to children between 6–14 years age group. On that purpose teachers are required to know about their



responsibilities and roles towards the society and it is the duty of teachers to see whether the students are provided the facilities given through RTE Act. Teachers should also aware about the different provisions of RTE Act. Because without any proper knowledge about the provisions no teacher can implement it in proper ways. It is certain that aware teacher will encourage the parents to send their children to school and also motivate the students to enjoy their education as a Right.

The Right to education is an ongoing process which requires co-operation from every stakeholders for successful implementation of the act.

The aware teachers are expected to fulfill the aspiration of people by proper implementing the provisions of RTE Act.

Right from independence it has been given more importance on the development of primary education in India. Many plans, policies, acts were introduced to reduce problem of elementary education. Different research studies were undertaken on primary education. Recommendations are given by experts, researchers, planners and educationists in this regard. But India, specially Assam has been facing so many problems in case of Elementary Education. 100% literacy, education for all, 100% enrolment, Universalization of Elementary Education, Quality education are some major challenges of elementary education in Assam.

Right to Education Act is a new initiative taken by the Indian Govt. to universalize elementary education. It tries to make free and compulsory education for all children between the age group 6–14 years. The act has come in to action 1st April 2010 in India and in Assam from 3rd August 2011. The duration of implementation of the goals is three years from the date of action. Three years have already been passed. So, the time has come to investigate the extent of implementation of RTE Act in Assam. Review shows that after SSA, Primary education is not fully free from problems. It is the right time to investigate whether RTE Act has been able to overcome the prevailing problems in the elementary schools. Various studies have been conducted regarding the implementation of Right to Education Act in schools and awareness of teachers regarding the provisions of RTE Act. From the studies already conducted it was found that large variations exists in elementary schools of Assam relating to infrastructure, Pupil Teacher Ratio (PTR), Enrolment pattern, awareness among the teachers about the government policies.

Govinda (2010) observed some of the major issues and challenges in the implementation of RTE Act in

India. It is reveals that Govt. faces a huge challenge of ensuring quality of infrastructure and its maintenance.

- Ensuring teacher supply at 1:30 is a huge task.
- Issue of redeployment and transfer of teachers.
- Banning corporal punishment, no detention policy, continuous and comprehensive evaluation, making schools and classrooms truly inclusive.
- Awareness and capacity building at school level.

Hachang (2021) recommended in his study that teacher awareness is necessary to implement the RTE Act, 2009 in Elementary schools. In the study on Awareness about right of children to free and compulsory Education (RTE) Act, 2009 by Ramachandran and Subramanion (2015) found that elementary school teacher awareness is average. Study revealed that it was a challenge in implementing RTE Act in elementary schools.

Islam & Chakraborty (2013) have studied the awareness level of equitable quality cited in the RTE Act, 2009 among in-service secondary school teachers. Study revealed that the level of wareness of student-teachers towards equitable quality in the light of RTE Act is not encouraging.

Kumari and Allan (2014) conducted a study on Awareness among Primary School Teachers Regarding the Right to Education Act, 2009. The investigators recommended that it is very difficult to implement the various provisions of RTE Act. There is need of awareness about the Act among the different stakeholders of education for effective implementation of RTE Act.

Nithya (2013) recommended that teacher educators, curriculum framers and policy makers should take necessary actions to enhance the awareness about RTE Act. Study also suggested that motivation and orientation programmes should be organised for female student teachers regarding RTE Act, 2009.

Rajput & Aziz (2013) revealed on their study that 20% parents were not sending their children to school because of lack of awariness about RTE Act. It was found that 88% parents were unaware of the provisions of RTE Act, 2009.

The reviewed studies have showed that on in-depth study on awareness among elementary school teachers is very much needed.

Sing (2013) in his study on implementation of RTE Act found that Assam has negatively responded. Chandrappa (2014) has found some challenges in a study on RTE Act elementary education. Challenges faced in implementation were- financing, lack of



basic infrastructure, and lack of trained teacher. Lack of awareness was found as a challenge in implementing RTE Act.

Singh and Sagar (2019) revealed in their study that every teacher should have awareness of the provisions of RTE Act, 2009 for its good implementation.

Thakur (2014) studied on the awareness of trained school teachers in relation to RTE Act at elementary level. The investigator used a self constructed questionnaire having 50 items to collect data. Five categories were used to calculate the level of awareness.

Reviewed study shows that Awareness affects in implementation of RTE Act, 2009 in school. In the study of Gandhi (2013) it was found that lack of awareness is one of the most important challenge in implementing the RTE Act. Kamath (2013) in his study suggested that in implementing RTE Act teacher awareness level should be increased.

After reviewed related literature it is cleared that bringing awareness of teacher, parents, managing committee members and all the human resource related to educational institution regarding the implementation of the provision of RTE Act, 2009 in schools is very much necessary.

Present seminar paper is prepared to construct and standardize an Awareness Scale on RTE Act, 2009 to measure the level of Awareness of Head teachers of LP School s Teachers. In this context this study has a great significance. Because a perfect awareness scale can only measure the actual level of awareness.

Construction of tool is an important work for conducting a research work. In the preliminary stage, the tool constructor states the major objectives of a tool in general terms, and specifies the population for whom the test is intended. The following steps are followed by the tool constructor

- (i) Planning of the tool.
- (ii) Writing items of the tool.
- (iii) Preliminary administration of the tool.
- (iv) Reliability of the final tool.
- (v) Validity of the final tool.

Standardization of a tool has great significance on the following ground –

* There is a standard manner of giving instructions to maintain uniformity in the evaluating of all those who take the tool.

* There is a uniformity of scoring.

* Reliability and validity of the tool is established.

* Standardisation of a tool is significant to compare the results obtained from different samples. In the present study, the investigator constructed and standardized an awareness scale for the Head teachers of L.P. Schools.

III. Review of Literature :

Govinda (2010) observed some of the major issues and challenges in the implementation of RTE Act in India. It reveals that Govt. faces a huge challenge of ensuring quality of infrastructure and its maintenance.

- Ensuring teacher supply at 1:30 is a huge task.
- Issue of redeployment and transfer of teachers.
- Banning corporal punishment, no detention policy, continuous and comprehensive evaluation, making schools and classrooms truly inclusive.
- Awareness and capacity building at school level.

Islam and Chakraborty (June, 2013) studied on the awareness of Equitable Quality in the Light of RTE Act 2009 among in-service school teachers of West Bengal. The investigator found a significant difference in awareness of student-teachers towards equitable quality in the light of RTE act 2009 with respect to their gender. No significant difference is found in awareness of student teachers towards equitable quality in the light of RTE Act 2009 with respect to their demographic location and again no significant difference is observed in awareness of student teachers towards equitable quality in the light of RTE act 2009 with respect to their subject stream. The investigator has used t test to see the difference.

Kamath (2013, September) studied about the awareness on RTE Act 2009 among elementary school teachers at Karnataka and has found that there is no significance difference between male and female teachers in the level awareness. But the difference is found among government school teachers and private school teachers.

Gandhi and Yadav (2013) studied on Awareness among Primary School Teachers towards RTE Act 2009 at Gurgaon district of Sidhrawali and found that the awareness among teachers towards Right to Education Act is affected by gender. But there is found no difference in the awareness among private and government school teachers towards RTE Act 2009.

Chandrappa (2014) has found some challenges in his study entitled 'Right to education ACT (RTE)-Elementary education: Backbone of the education



system. These are e.g. challenges faced in universalizing elementary education in India, Financing the RTE Act, lack of basic infrastructure facilities, lack of trained teachers, challenges in bringing awareness, capacity building and challenges in management.

Sinha and Verma (2014) studied on An exploratory study on the feasibility and challenges of implementation of right to education act, 2009. In this study it was found that 25% reservation for the weaker section in private school is the most important challenge of RTE act. Again lack of awareness is one of the important challenges in implementing RTE act, 2009.

Chaudhuri (2015) studied on the compulsory role of formal and non-formal educational agencies in environmental awareness and protection. In this study the researcher studied specially about the construction of an Environmental Awareness Questionnaire prepared by the author. The scale was constructed for the secondary school students to assess their level of environmental awareness. The following steps were followed by the author to construct the awareness scale– review of conceptual literatures related to environmental awareness questionnaire, identification of dimensions, preparation of first draft, given the draft to experts’ judgments to select items, scoring procedure. In scoring procedure score ‘1’ was given to correct answer and ‘0’ was given to wrong answer in this study. The author classified the scores in to three levels i.e. high, average and low level. The researcher followed this study to construct an Awareness Scale in relation to RTE Act, 2009.

Devi (2015) studied on Effects of parental awareness and socio-economic status on performance of the students in class x board examination of Assam: A study in Bongaigaon. In this study an Awareness Questionnaire was developed by the author to collect information regarding the awareness of parents for the education of their children of Class- X as well as performance of children in the Class- X board examination. The questionnaire consisted of ‘yes’ and ‘no’ type questions. For correct answer ‘1’ score was given and for wrong answer ‘0’ score was given. To determine the level of awareness the author computed Quartile Deviation. It was reported by the author that the score above Q3 was considered as high level, score between Q1 and Q3 was considered as the average level. Score below Q1 was considered as low level of awareness. For item analysis Item Difficulty level was computed by the author. The scoring procedure was studied by the investigator from this study.

Gohain (2015) conducted a study of population awareness and attitude towards population education of university teachers and students of Gauhati University, Guwahati and Dibrugarh University, Dibrugarh. Through this study the researcher studied about the process of construction of Awareness Scale prepared by the author. The scale was developed to study the extent of awareness of the university teachers and students towards population education. 90 items were selected by the author. Item analysis was concerned by the author with item selection, item difficulty and item validity. Item difficulty of an item was determined by the percentage of individuals who were able to answer a particular item correctly. Test –retest method was used by the author to measure reliability of the scale and to find validity the items were given to some experts for their judgements. The researcher has consulted this scale to prepare a draft awareness scale in relation to RTE Act, 2009.

Majumder (2015) conducted a study on Right to education act, 2009: Equity issues and possibilities. In this study the researcher has studied the process of construction and standardization of an awareness scale. The following steps were followed by the author in this study to construct an awareness scale–

- a. Prepare a draft Environmental Awareness Scale (EAS).
- b. Try out the draft EAS on a sample.
- c. Item analysis.
- d. Item selection for final draft.
- e. Determine reliability of the EAS.
- f. Determine validity of the EAS.

Mengesh & Krishnarao (2015) studied about the awareness of school teachers towards right to education Act 2009. Here in this study it is tried to point out the role of teachers in implementing RTE Act. And also the researcher is tried to study the awareness level of school teachers towards RTE Act. In findings it is found that there is significant difference in awareness of male and female primary school teachers towards RTE Act 2009. The researchers suggest that the government should organize seminar, in-service teacher training and workshops regarding the provisions of RTE Act.

Mondal, A. (2015) conducted a study on the Awareness about the RTE Act, 2009 among Teachers of Elementary Schools in West Bengal. The investigator used a self-made questionnaire consisting of 20 multiple choice items to collect data. The dimensions of the questionnaire were Responsibilities of schools and Teachers, Norms and Standard for a school, Formation and Functions of School Management Committee, Responsibilities



of the Appropriate Government and Protection of Rights of children under the RTE Act.

Ramachandran and Subramanion (2015) studied on Awareness about right of children to free and compulsory (RTE) act, 2009 among elementary school teachers in Coimbatore District of Tamilnadu. Study revealed that awareness level of teachers is average in elementary level. It was found that rural teachers are more aware than urban teachers. It was a good sign for the rural areas of Tamilnadu.

Kumar (2016) studied on Construction and standardization of an achievement test in english grammar.

In this paper the researcher has consulted mainly the process of item analysis used by the author. The author used Kelly's method to calculate the item difficulty value and discriminating power for item analysis. The author has used Ebel's (1966) criteria for selection of the test items on the basis of discriminating power. These are-discriminating power .40 and above are considered as very good items, 0.20 to 0.39 are good but marginal subject to modification and discriminating power 0.19 and below are considered as poor items. The investigator followed this formula of discriminating power i.e. the Ebel's formula and criteria for selection of test items.

Chaudhary and Tagi (2017) studied on Construction and standardization of an achievement test in educational psychology. In this paper the researcher has studied mainly the item analysis process. The author used difficulty value and discriminating power to select items. The researcher has studied the methods of difficulty value and discriminating power used by the author. The process of calculating reliability was followed by the researcher from this paper.

Mishra (2017) conducted a study on An analytical view of the right of children to free and compulsory education (RTE) Act, 2009. In this paper it was found that there exists so many challenges in implementing RTE Act. These are such as-poverty, illiteracy of parents, lack of resources, lack of awareness, lack of infrastructure and challenges of education of children with disabilities etc.

Senapati and Borua (2017) conducted a study on Construction and standardization of an environmental awareness scale for the post-graduate students. In this study the researcher has studied the process of construction and standardization of an awareness scale. The following steps were followed by the authors in this study to construct an awareness scale-

- a. Prepare a draft Environmental Awareness Scale (EAS).
- b. Try out the draft EAS on a sample.
- c. Item analysis.
- d. Item selection for final draft.
- e. Determine reliability of the EAS.
- f. Determine validity of the EAS.

All these steps were followed by the investigator to construct and standardize the RTE Awareness Scale.

Sethi and Muddgal (2017) studied on challenges of right to education act, 2009 among corporation primary school teachers in Delhi. It was found that lack of awareness training, lack of adequate information, lack of resources, ignorance of parents etc. are the major challenges in implementing RTE act, 2009 in Delhi.

Sharma and Sansanwal (2018) studied on Construction and standardization of an achievement test in science. In this paper the researcher has studied mainly the item analysis process. The author used difficulty value and discriminating power to select items.

Crerar (2018) studied on Adolescence education programme in India: An evaluative study of its implementation in the c.b.s.e-affiliated schools of Assam. In this study the author has prepared an Awareness Scale by using the method of Likert scale. The steps followed by the author were-prepare the draft Awareness Scale, try out the draft Awareness Scale, carry out item analysis of the draft Awareness Scale and select items for the final Awareness Scale. From this paper the investigator studied the steps to prepare the RTE Awareness Scale.

For item analysis 't' test was used by the author. Items having 't' value >1.75 and items having 't' value equal to or smaller than 1.75 were rejected from the scale. For standardization of the Awareness Scale Split-half method and Test-retest reliability method were used by the author. The author gave the scale to a number of experts to determine validity. The investigator also studied the process of calculating reliability of the Awareness Scale from this paper.

Khanum and Dange (2018) studied on Construction of an achievement test to assess awareness about fundamental duties of the constitution. In this paper the author used item difficulty and discriminating power for item analysis. The author used Kelly's (1939) method to calculate the item difficulty and discriminating power. The researcher has studied the item analysis part from this paper. The steps of constructing and achievement scale was followed by the Investigator from this paper.



Kumari and Allom (2019) studied on Awareness among Primary School Teachers Regarding the Right to Education Act, 2009. The investigator used a self made questionnaire to collect relevant data.

Singh and Sagar (2019) studied about the construction and standardization of RTE Act awareness scale for upper primary school teachers. The investigator followed the process of construction of an Awareness Scale on RTE Act and also studied the different dimension of RTE Awareness Scale.

Hachang (2021) in his study on awareness about right to education act, 2009 among school teachers revealed that the level of awareness among the school teachers is average. It was found that 56.6% teachers are aware about the provisions of RTE act. Study also revealed that urban teachers are more aware than the rural teachers. In this study both open and closed ended questionnaire was used to collect data. Study recommended that teachers awareness is necessary to implement the RTE Act, 2009 in schools.

IV. Title of the Present Study :

Construction and Standardization of an Awareness Scale for the Head Teachers of Lower Primary School of Jorhat District on Right to Education Act, 2009.

V. Objectives :

The main objective of the present study is to construct and standardize an awareness scale for the Head of the Lower Primary schools to measure the level of awareness regarding the provisions of Right to Education Act, 2009. The sub objectives are –
5.01. To construct an awareness scale for measuring the level of awareness of Head teacher of Lower Primary schools –
To prepare the draft awareness scale.

To try out the draft awareness scale on a sample.

To make item analysis of the draft awareness scale to measure the awareness level of the teachers regarding the provisions of Right to Education Act, 2009.

5.02. To standardize the awareness scale for measuring awareness level of the Head teachers of Lower Primary schools regarding the provision of Right to Education Act, 2009.

To determine validity of the awareness scale.

To determine reliability of the awareness scale.

VI. Key Terms :

6.01. Construction :

Construction of a tool means the process of preparing a device or a tool in order to collect information or data for the problem under study.

6.02. Standardization :

Standardization implies uniformity of procedure in administering and scoring the tool (Anastasi).

6.03. Awareness :

The word awareness is used to mean the extent a person is familiar with a particular facts, phenomena or an object. The word Awareness towards RTE Act, 2009 as used in this study means the scores obtained by the Head teachers of lower primary schools of Jorhat District of Assam in the scale developed by the investigator, i.e. Awareness scale for the Head Teachers on RTE Act, 2009.

VII. Methodology :

7.1. Method : Descriptive survey method has been used in this study.

7.2. Population : The population of the present study comprised all the Head teacher of lower primary schools of Jorht District. The Educational Development Block wise list of total number of Head teachers of Lower Primery (L.P.) Schools is Given below :

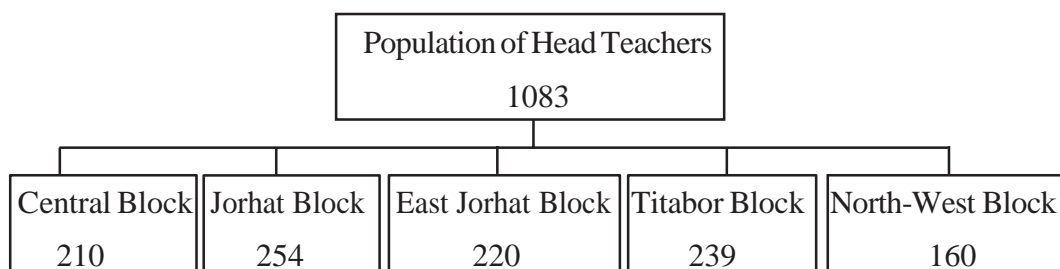


Fig. 1 : Population of Head Teachers.



7.3. Sample :

From the above mentioned population, 20 Head teachers from each block were selected by using purposive sampling method. So, the total sample comprised with 100 Head teachers for pilot study. Again the researcher selected 100 Head teachers apart from the sample of pilot study for measuring reliability of the final draft.

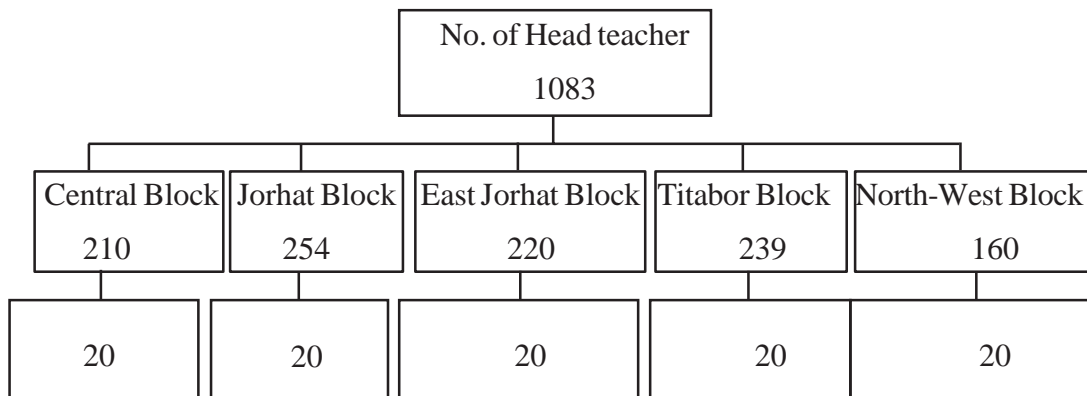


Fig. - 2 : Sample of Head teacher for first tryout

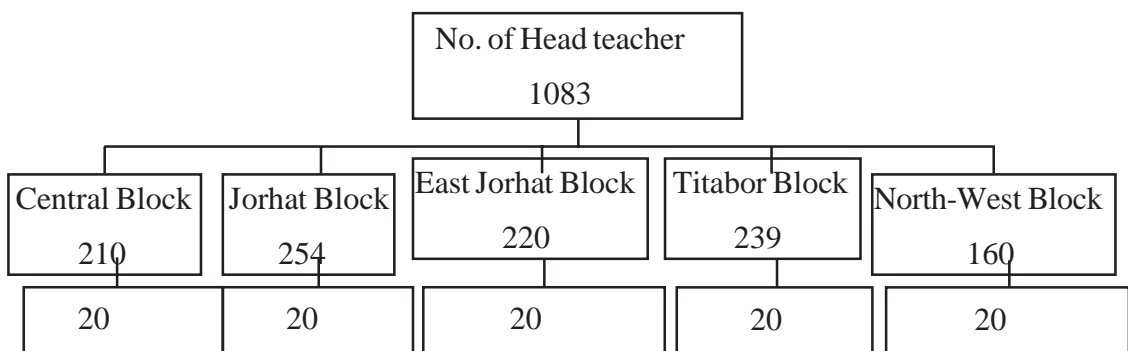


Fig. - 3 : Sample of Head teacher for final draft.

VIII. Delimitation :

Study delimits to only Lower primary schools of Jorhat District. Study also delimits to only Head teachers of Lower primary schools of Jorhat District.

IX. Construction and standardization of the Awareness Scale :

Construction of this Awareness scale is intended to fulfill the objective of the Ph.D. work. The objective II of the Ph.D. work is to be tested through this awareness scale. A draft awareness scale was constructed for the purpose of preparing the final awareness scale to measure the level of awareness of the lower primary school teachers of Jorhat District towards the provisions of Right to Education Act, 2009. The procedure of constructing the awareness scale is briefly discussed below :

9.01. Construction of the Preliminary Draft of the Awareness Scale :

The researcher reviewed the available research literature relating to construction and standardization of awareness scale. Based on the ideas gained proper planning was done for identification of different dimensions as well as statements. The statements were subjected to expert's opinion to make it free from errors. Initially 55 items were included in the preliminary draft. Based on the ideas gained during this process, 5 items were dropped and 7 items were modified and reformed. Thus the draft awareness scale consisted of 50 items.

The distribution of the selected statements according to determined dimensions of Right to Education Act is given in the Table 2.



Table - 2
Dimension wise distribution of selected statement first tryout

Dimensions	Item Nos.	Total
1. Preliminary provisions	1, 2, 3, 4, 5, 6, 7, 8, 9	9
2. Right of children to get free and compulsory education according to RTE Act, 2009	10, 11, 12, 13, 14, 15, 16, 17, 18, 19	10
3. Role of Government in providing free and compulsory education according to RTE Act	20, 21, 22, 23, 24, 25, 26	7
4. Responsibilities of Teachers and schools in providing free and compulsory education according to RTE Act	27, 28, 29, 30, 31, 32	6
5. Norms and standards for elementary schools according to RTE Act	33, 34, 35, 36, 37	5
6. Curricular and completion of elementary education according to RTE Act	38, 39, 40, 41, 42, 43	6
7. Evaluation procedure according to RTE Act, 2009	44, 45, 46	3
8. Duties of school management committee according to RTE Act	47, 48, 49, 50	4
		50

9.01.01 Try out of the Draft RTE Act Awareness Scale :

Sample :

After modification of the draft awareness scale as suggested by experts and supervisor, a pilot testing was done on a sample of 100 Head Teacher of L.P. Schools of Jorhat District.

The draft awareness scale was administered individually to 100 elementary school's Head teachers of 5 educational blocks of Jorhat District. In this case 20 Head teacher from each educational block was selected purposively. The scale was

administered individually and proper rapport was established before administration. Necessary oral instructions were given whenever necessary.

9.01.02 Scoring Procedure :

In order to score the test item a scoring key was developed by the investigator. In this study multiple choice items were included in the RTE Awareness scale. Scoring of the items was done as 1 (one) for correct response and 0 (zero) for wrong response. Maximum marks for the test was 50 and maximum provided time was 45 minutes. The scoring key is given below in table 3.

Table - 3
Scoring keys for the statements against two responses

Right Answer	Wrong Answer
1	0

By adopting the above mentioned scoring key the test booklets were evaluated.

9.01.03. Estimation of time (Pre try out):

For estimating the time of completion of the items, the scale was administered upon 6 Head teachers of L.P schools of Jorhat District. The time taken by 6 Heads were noted and the average time was calculated by the investigator. The time taken by the 6 Head teachers were 40 minutes, 40 minutes, 50 minutes, 55 minutes, 45 minutes, 40 minutes respectively. Thus the estimated time was found 45 minutes.

9.01.04. Item Analysis :

Here in this study, item analysis was carried out –

- to find out the defective and ambiguous items.
- to determine the discriminating power of each individual item.
- to select the items for the final awareness scale.

The following steps were followed to analyse the items of the draft awareness scale.

- The answer sheets of 100 samples were



scored by using scoring key (0 – 1 where 0 for wrong answer, 1 for right answer) and then arranged in order from highest score to the lowest score.

(ii) Then 27% (i.e. 27 Head teachers) from the top and 27% (i.e. 27 Head teachers) from the bottom were selected, the middle 46% Heads were discarded. Thus two groups, viz., high and low scoring groups were formed.

(iii) The mean scores obtained on each individual item by high scoring group and low scoring group were computed.

(iv) The difference between mean scores obtained by high scoring group and low scoring group on each item was found out. Here the investigator used the Ebel's (1966) criteria for selection of the test items on the basis of Discriminating power.

The formula for calculating D.P. is –

$$D = \frac{U - L}{N}$$

Where,

D= Index of Item Discriminating Power.

U= Number of students in the Upper Group, who answer the test item correctly.

L= Number of students in the Lower Group who answer the test item correctly.

N= Number of students in each group.

The D.P. of the items were computed by using the above mentioned formula and given in the table 4.

Table - 4
Item wise D.P. for the RTE Act Awareness Scale

ItemNo	DiscriminatingPower (D.P.)	Remarks
1	0.1851	Rejected
2	0.1581	Rejected
3	0.4070	Accepted
4	0.6666	Accepted
5	0.4444	Accepted
6	0.5185	Accepted
7	0	Rejected
8	0.4444	Accepted
9	0.4444	Accepted
10	0.1481	Rejected
11	0	Rejected
12	0.5185	Accepted
13	0.4444	Accepted
14	0.5185	Accepted
15	0.4444	Accepted
16	0.3704	Accepted (after modification)
17	0.4074	Accepted
18	0.3704	Accepted (after modification)
19	0.4074	Accepted



20	0.3704	Accepted (after modification)
21	0.4444	Accepted
22	0.0741	Rejected
23	0.0741	Rejected
24	0.5555	Accepted
25	0.4815	Accepted
26	0.5185	Accepted
27	0.5555	Accepted
28	0.4444	Accepted
29	0.5926	Accepted
30	0.1111	Rejected
31	0.5926	Accepted
32	0.4815	Accepted
33	0.4815	Accepted
34	0.1111	Rejected
35	0.4074	Accepted
36	0.4815	Accepted
37	0.4074	Accepted
38	0.4815	Accepted
39	0.4074	Accepted
40	0.3704	Accepted (after modification)
41	0.4074	Accepted
42	0.3333	Accepted (after modification)
43	0.3704	Accepted (after modification)
44	0.3704	Accepted (after modification)
45	0.5926	Accepted
46	0.4444	Accepted
47	0	Rejected
48	0.4814	Accepted
49	0.4074	Accepted
50	0.4444	Accepted

9.01.06. Selection of Items for Final Draft :

After calculating the test item Discriminating Power (D.P.) of each item, the final selection of the items for RTE Act Awareness Scale for L.P. School Head teachers was made on the basis of the D.P. of the items. Items were selected based on the guidelines given by Ebel (1972). As suggested by Ebel, quality of an item is excellent and should be preserved when D.P. is greater than or equal to 0.40. On the other hand, an item with a D.P. from 0.30 to 0.39 falls under reasonably good but possibly subject to improvement. Likewise an item having D.P. from 0.20 to 0.29 is average and needs to improvement and Index of Discrimination below 0.19 falls under poor items, which need to be rejected or improved

by revision. On the basis of D.P., out of 50 items 40 items were accepted where 33 items were accepted as good items and 7 items were accepted after modification as such, 10 items were rejected. After the revision total 40 items were selected for the final draft Awareness scale. The final scale was again administered upon 5 head teachers of L.P schools to estimate the time of completion of items. The time taken by the Heads were calculated and noted separately. Then the average time was calculated and it was found 45 minutes. The maximum marks of the test was 40 and the maximum provided time for completion of the items was 45 minutes.

On the basis of D.P. Accepted, Modified and Rejected item nos. are given below in the Table 6.



Table - 6
Accepted, Modified and Rejected item on the basis of D.P. of items

Sl. No.	D.P.	Frequencies	Test Item										Remarks																			
			3	4	5	6	8	9	12	13	14	15		17	19	21	24	25	26	27	28	29	31	32	33	35	36	37	38	39	41	45
1.	0.40 and above	33	3	4	5	6	8	9	12	13	Reasonably Good item (Accepted)																					
			14	15	17	19	21	24	25	26																						
			27	28	29	31	32	33	35	36																						
			37	38	39	41	45	46	48	49																						
			50																													
2.	0.20 to 0.39	7	16	18	20	40	42	43	44	Marginal items (Modified)																						
3.	below 0.19	10	1	2	7	10	11	22	23	30	Poor Item (Rejected)																					
			34	47																												

Distribution of Statements according to determined dimension for the Final Draft of the Awareness Scale is given in table 7.

Table - 7
Distribution of Statements according to determined dimension for the Final Draft of the Awareness Scale

Sl.	Dimensions	Item Nos.	No. of item
1.	Preliminary provisions	3, 4, 5, 6, 8, 9	6
2.	Right of children to get free and compulsory education according to RTE Act, 2009	12, 13, 14, 15, 16, 17, 18, 19	8
3.	Role of Government in providing free and compulsory education according to RTE Act	20, 21, 24, 25, 26	5
4.	Responsibilities of Teachers and schools in providing free and compulsory education according to RTE Act	27, 28, 29, 31, 32	5
5.	Norms and standards for elementary schools according to RTE Act	33, 35, 36, 37	4
6.	Curricular and completion of elementary education according to RTE Act	38, 39, 40, 41, 42, 43	6
7.	Evaluation procedure according to RTE Act, 2009	44, 45, 46	3
8.	Duties of school management committee according to RTE Act	48, 49, 50	3
			40

9.02 Standardization of the Awareness Scale :

9.02.01 Validity of the Awareness Scale :

To determine the content validity of the preliminary draft awareness scale the investigator has sent the final version of the scale to 6 experts seeking opinion regarding the coverage of all aspects in the statements.

9.02.02. Reliability of the Awareness Scale :

To fulfill the objective of the present paper the

investigation adopted the following procedure -

9.02.01.1 Considering the content, nature and purpose of the scale, split half technique of finding reliability of the tool has been used.

9.02.01.2 In order to find out the split half reliability, the final form of awareness scale was administered upon 100 Head teachers of elementary schools of Jorhat District.

9.02.01.3 After splitting test items into two equal parts, the scoring was done. Each individual



score was split into two equal parts by using odd-even method. In one part odd number of items were assigned and the another part even number of items were assigned.

9.02.01.4 The scoring of each answer sheet was done separately for these two equal halves of odd and even items.

9.02.01.5 Then the co-efficient of correlation between these two parts of the test was calculated using the formula of product moment co-efficient of correlation which showed the reliability of the half test. It was found as 0.900252. The investigator used the following formula of product moment co-efficient of correlation -

$$r = \frac{N \Sigma XY - \Sigma X \Sigma Y}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2][N \Sigma Y^2 - (\Sigma Y)^2]}}$$

Where, r = Pearson product-moment correlation coefficient
 N = Total number of sample size
 X = Scores of odd items Y = Scores of even items
 ΣX = Sum of scores of odd items
 ΣY = Sum of scores of even items

9.02.01.6 The coefficient of reliability of the whole test was then estimated by using Spearman Brown Prophecy Formula and the reliability of the full test was found as 0.947. The formula is $r = \frac{2x}{1 + \text{reliability of the half test}}$

Table - 8
Reliability of the Test Items

Half Test	Full Test
0.900252	0.947509

X. Conclusion:

The awareness scale for the Head Tachers of Jorhat district on Right to Education Act has been constructed by using appropriate procedure. In this case the opinion of the experts have been given due importance. There were 50 items in the draft Awareness scale. After selection of items by using Discriminating Power, total 10 items were excluded from the tool and 40 items were retained for the final scale. Then the split-half reliability of the final scale was found out and content validity was found. The scale have yielded high reliability. Therefore, it will be suitable to measure awareness of the Head Teachers of lower primary schools of Jorhat District of Assam on RTE Act, 2009.

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