

CONSTRUCTION AND STANDARDISATION OF AN ACHIEVEMENT

TEST ON ADULT EDUCATION

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ABSTRACT

There is a dearth of tools in the field of adult education for the researchers. Considering this gap, the investigator proceeded for construction of an achievement test on adult education. The test follows the steps of test construction scrupulously. For the standardisation of the tool, it was constructed by taking into account various content inputs in the field of adult education. Then, a pilot test of the test was done. Then, it was tried out on a sample on 200 voluntary instructors in adult education and the reliability and validity index of the test was calculated accordingly. Then the norms were assigned. The final form of the achievement test has been appended to this paper.

KEYWORDS: Construction and Standardisation

INTRODUCTION

Evaluation is an important aspect of any education system. Education is also a deliberate attempt of moulding the personality of the individual. The secret of a good education system is based on the effective use of the evaluation system in it. Evaluation makes use of different tools and techniques for ascertaining the progress of the child/ individual. Test is a series of questions on the basis of which some information is sought. A psychological or an educational test is a standardised procedure to measure this. In the words of Bean (1953:11), a test is “an organised succession of stimuli designed to measure quantitatively or to evaluate qualitatively some mental process, trait or characteristic”.

A researcher or a teacher needs to evaluate the progress and status of a system continuously so as to modify or replace this. For this, tests which are also considered as tools are of utmost importance. But it is not always possible to get the standardised tests due to its unavailability. This is especially true when someone goes to evaluate a less intervened area like adult education. Some tests in adult education have been developed to test different attributes of personality, attitude, and interest of the instructors of adult education centres. But there is a dearth of achievement tests in the adult education to measure the knowledge, understanding and skill of the instructors. The effectiveness of any programme depends on its instructors to a large extent. In this context, the effectiveness of adult education also depends on the knowledge and understanding of the voluntary instructors involved in this programme. Furthermore, it is an established fact that there is a positive correlation between knowledge of the teacher on a particular area and the success of the students. Hence, the successful implementation of a programme depends on the knowledge and understanding of the personnels involved in a programme to a large extent. On these above assumptions, it was decided to construct an achievement test on adult education and standardise the same for its universal application.

OBJECTIVES

The investigator proceeded with the following objectives in his mind.

- i. To construct the preliminary form of the test.
- ii. To have a pilot study of the test.
- iii. To administer the test for standardisation.
- iv. To prepare the final form of the achievement test.

General Steps of the Test Construction

The investigator followed the following steps of test construction

1. Planning of the Test
2. Writing Items of the Test
3. Preliminary Administration or the Experimental try-out of the Test
4. Reliability of the Final Test
5. Validity of the Final Test
6. Preparation of the Norms for the Final Test
7. Preparation of the Manual and Reproduction of the Test

Planning of the Test

The investigator went through the detailed outline of the training programme of adult education. This outline of the training programme has been developed by the S. R. C. (State Resource Centre) of Orissa on the basis of NLM's Instruction is given below.

Content Input

1. Literacy- why and how
2. Status of Literacy at National, State and District level
3. National Literacy Mission (NLM)- Its aims and objectives
4. Minimum Level of acquisition of Literacy
5. Total Literacy Campaign (TLC)- Its aims and programmes.
6. Building of Favourable Environment for Literacy.
7. Importance and Different Ways of Training in Literacy Programme.
8. Population Education in Literacy Programme.

Management Input

1. Role of Functionaries of Literacy Programme.
2. How to Act with Adult Learners.
3. Motivation in Literacy Programme.
4. Management of Literacy Programme.
5. Co-ordination between Development Programme and Literacy.
6. Post-Literacy and Continuing Education Programme.
7. Teaching with the help of IPCL (Improved Pace and Content of Learning) Primers.

Follow-Up

Evaluation of the Inputs Provided in Training Programme of Adult Education to

- i. Resource Persons
- ii. Master Trainers
- iii. Voluntary Instructors

Besides the above mentioned considerations, the investigator also went through the competencies appropriate for an effective adult educator as mentioned by White (1950).

- i. To gain better understanding of the basic needs which cause adults to participate in educational programmes.
- ii. To gain clear insight into the changing interests of adults in vocations, religion, family, leisure time activities, health and other areas of life.
- iii. To increase ability to apply psychological principles to the selection of objectives.
- iv. To acquire techniques for relating the programme more closely to the needs and interests of adults.
- v. To become more skilful in recognising community needs and resources those are important to adult education programmes.
- vi. To develop a better understanding of the kinds of educational methods most suitable for matured persons.
- vii. To develop a better understanding of the kinds of educational materials most suitable for matured persons.
- viii. To become familiar with procedures for 'keeping up' with new developments and materials for adult education programmes.

The voluntary instructors are usually trained before they start their instruction to the adult learners at the adult education centres. The contents transacted in the training programme were critically examined by the investigator for the

construction of an achievement test on adult education.

Writing Items of the Test

On the basis of the above contents of adult education and training procedures of the voluntary instructors, construction of the items of the achievement test was done. While writing the items care was taken to include those contents which reflect the essence of the training programme for voluntary instructors and concerned with knowledge, understanding, application and skill of an instructor that are really required in the programme of adult education. As many as 95 multiple choice items with 4 options each were included in the test. The research tool was referred to a panel of experts for their valuable suggestions for improvement of the tool. On the basis of opinions and suggestions of the experts necessary modifications were undertaken and some unsuitable items were deleted. As a result 86 items of the achievement test remained for pilot study of the tool.

Pilot Study of the Achievement Test

The research tool of the achievement test was subjected to pilot study on the on a sample of 50 voluntary instructors, 20 instructors drawn from Bolangir town and 30 from the rural area of the same district. The investigator himself conducted the final study and discussed with the participating instructors in order to identify the defective items (may be due to language and structure) and to know the difficulties the instructors faced in understanding the items properly. Accordingly, necessary changes in the presentation of items of the achievement test were undertaken, keeping in view the quick and complete understanding of the items by the instructors.

Try-Out of the Tool

A sample of 200 voluntary instructors trained to instruct the illiterates and neo-literates was selected randomly from three KBK (Kalahandi, Bolangir and Koraput) districts of the state (Orissa), for trying-out of the tool of achievement test on adult education. For try-out of the tool, help of the concerned DMEO (District Mass Education Officer) and Block Development Officers were taken. The achievement test on adult education is in the form of a questionnaire having space against each item to tick ($\sqrt{\quad}$) the right choice by the respondent. The test requires 30 minutes to complete, but there is no fixed time limit. The answered achievement tests were collected and scored as per the respective scoring key/ scoring manual. While scoring the achievement test, for the item answered correctively a credit of one mark was given and for item answered wrongly no credit was given. Then, filled in achievement tests were thoroughly scrutinised and lacunae found in view of the level of understanding of the instructors were discussed with the experts.

Item Analysis in Respect of the Achievement Test on Adult Education

Under Item analysis, difficulty indices and discriminating indices (discriminating power) of the items of the achievement test were found on the following lines.

First of all the answered achievement test papers of 200 respondents were arranged in order of size of the test score, i.e. the paper with highest score was put at the top. The top 27 per cent of papers and also the bottom 27 per cent of papers were counted off. Hence, 54 per papers on bottom group were laid aside. The number of respondents in the top group who passed each item on the test was tallied. Similarly, the number of respondents in the bottom group who passed each item on the test was tallied. Thereafter, the percentage who actually know the right answer in respect of each of the items in the top group and the bottom group separately were found out by using the following formula which corrects the

difficulty index of an item for chance success.

$$P_c = \frac{W + \frac{R}{(K-1)}}{N - HR}$$

In which:

P_c = the per cent who actually know the right answer,

R = the number who get the right answer,

W = the number who get the wrong answer,

N = the number of examinees in the sample,

HR = the number of examinees who do not reach the item (and hence do not try it), and

K = the number of options or choices

(Garret, 1966, pp 364-365)

Then the average of the two percentages (of the two group and the bottom group) pertaining to each item were calculated to find out the difficulty indices of the items. Again by using the two percentages (of the two group and bottom group) pertaining to each item, the validity indices of the items were read from the abridged table of normalised biserial coefficients of J.C. Flanagan (Garret, 1966, Table 51, P. 365)

The items with discriminating indices of 0.20 or more were retained. As such 60 items were retained in the final form. The number of items with difficulty indices larger than 0.75 was 14 (23.33 per cent as against 25 percent), with difficulty indices between 0.25 and 0.75 was 31 (51.66 per cent against 50 per cent), and 15 items (25 per cent as against 25 per cent) were with difficulty indices smaller than 0.25 (Garret, 1966, p. 364). The distribution of the questions in the final form of achievement test on adult education has been presented content wise in the preceding paragraphs.

Reliability of the Achievement Test on Adult Education

The reliability coefficient of the achievement test on adult education was calculated by adopting split-half technique as one of its main advantages is that all data for computing reliability coefficient are obtained upon one occasion, so that variations brought about by differences between the two testing situations are eliminated.

After rejection of the unsuitable items under 'Item Analysis' in respect of the achievement test, the rest 60 items were arranged according to their discriminating indices i. e. placing an item with lower discriminating index before the item with higher discriminating index. But some items were placed first owing to its importance in creating interest in respondents to answer other items of the test despite the said rule. Thereafter, for the purpose of computing reliability coefficient, two sets of scores were made up out of newly arranged test, by taking the scores on the odd-numbered items in

the first set and those of the even numbered items in the second set. Thus, the first set contained scores on 30 items and the second set contained scores on 30 items. The correlation between the two sets of scores was found out by the product moment method on adoption of the following formula:

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

Where

R = Coefficient of Correlation

N = Number of Responses

$\sum XY$ =The sum of the product of X and Y values

X = Obtained scores for the first set of Items, and

Y = Obtained scores on the second set of Items.

(Garret, 1966, p.143)

From the self correlation of the half tests, the reliability coefficient of the whole test was computed from the following formula as suggested by Garret (1966, p.339).

$$r_{11} = \frac{2r}{2_{11}}$$

Where, r_{11} = reliability coefficient of the whole test and

$$\frac{r_{11}}{2_{11}} = \text{reliability coefficient of the half test}$$

The coefficient of correlation between the two sets of scores was found to be 0.49 and the reliability coefficient of the whole test was found out to be 0.66.

An extension of reliability coefficient i.e. the standard error of measurement (SE_M) was computed in order to ensure better dependability of the achievement test on adult education. The standard error of measurement gives an estimation of margin of error in the test scores by defining the limits around the observed score by which one would be reasonably sure to find the true score (Doppelt,1966). Therefore, the standard error of measurement was estimated by using the following formula:

$$SE_M = SD \sqrt{1 - r_{tt}}$$

Where

SE_M = the standard error of measurement.

SD = standard deviation, and

r_{tt} = reliability coefficient

The estimated reliability coefficient along with standard deviation and standard error of measurement is given in table 1.

Table 1: Reliability Coefficient, Standard Deviation and Standard Error of Measurement of the Achievement Test on Adult Education

Sample	N	SD	r _{tt}	SE _M
Whole	200	3.71	0.66	2.16

The obtained low value of standard error of measurement confirms the reliability of the present achievement test. Singh (1984) constructed and standardised an achievement test for measuring population education concepts for the 8th class students which consisted of 104 items. The reliability coefficients of the three forms of the test were found to be 0.70, 0.85, and 0.80 respectively by the spilt half method as corrected by Spearman –Brown Prophecy formula and reliability coefficients equal to 0.65, 0.80 and 0.78 were obtained by using test-retest method on a sample of 50 students.

The self correlation of a test (like any correlation coefficient) is affected by the variability of the group. The more heterogeneous the group, the greater the test variability and the higher the reliability coefficient (Garret, p. 352).

The sample used for standardisation of the Achievement Test is a group of relatively narrow spread in the sense that all the respondents were voluntary instructors in the literacy programme coming from various socio-educational groups and all of them oriented in adult education programme. Therefore, the reliability coefficient estimated on the sample is likely to be comparatively low, as stated by Garret (1966, p. 352).

In view of the observations, the reliability coefficient of the Achievement Test on Adult Education in this problem as obtained by the investigator may be considered satisfactory to uphold the test as a reliable instrument.

Validity of the Achievement Test

The content areas of adult education, chosen for the purpose of development of the Achievement Test, are based on the scope and objectives of adult education determined by authorities and elucidated by authors and researchers, as mentioned in detail under ‘selection of the contents’ in the preceding pages . Moreover, opinions and suggestions of a number of experts were taken into account, and necessary modifications and improvements were undertaken in the tool. All the content areas of adult education and the guiding principles for running a literacy centre have been covered by the Achievement Test on the adult education programme as shown in table 2 where there is a specification of the items in the final form of achievement test along with description of the various components of the adult education programme.

Table 2: Specification of the Items of Achievement Test against Aspects or Components of the Training Programme of Adult Education

Sl. No.	Aspects/Components of the Training Programme	Specifications of Item Number	Total No. of Items
1.	Literacy – Why , What and How	1, 5, 55, 60	4
2.	Status of Literacy at National, State and District level	14, 15, 16, 17, 40, 49	9
3.	National Literacy Mission (NLM) – Its Aims And Programme	4,11,27,28, 29,36, 43, 46	9
4.	Minimum Level of Acquisition of Literacy	7,23, 48	3
5.	Total Literacy Campaign (TLC) – Its Aims And Programme	2, 3, 54, 56	4
6.	Role of Functionaries of Literacy Programme – State Level Resource Persons, Resource Persons, Master Trainers and Voluntary Instructors	12, 18, 19,31	3
7.	How to act with Adult Learners?	6, 13, 20, 51	4
8.	Motivation in Literacy Programme	47,52	2
9.	Importance of IPCL Primers and Its use	21, 26, 33	3
10.	Building of favourable environment for literacy	9, 10,42	3
11.	Management of Literacy Programme	22, 23	2
12.	Importance and different Ways of Training in Literacy Programme	25	1
13.	Co-ordination between Developmental Programme and Literacy	41, 44, 45, 50	4
14.	Population Education in Literacy Programme	30, 35, 37, 38, 59	5
15.	Post-literacy and Continuing Education Programme	24, 34, 53, 57	4
16.	Evaluation of Training Programme	8, 39	2
		Total	60

IIPS, Mumbai (1990), in an impact study measured the awareness in children (elementary and secondary) and teachers. The test developed by IIPS was considered an appropriate tool in terms of content related evidence to validity. The same is also true in case of Sahoo (1998) who conducted a test to ascertain the determinants of population knowledge of secondary school teachers of Orissa.

Internal validity of the test items is another index of validity. This was estimated by using the normalised biserial coefficient of correlation (Garret, 1966, pp. 365-368) in respect of the presently constructed achievement test. The items with discriminating indices ranging between 0.20 and to 0.68 have been retained in the final questionnaire. The evidence of the test has further been strengthened through the result showing difficulty indices which range from 0.21 to 0.89. Some items having lower difficulty indices, but accepted as validity indices have also been included in the test. In such a case the nature of the item, the course content and the gravity of the situation have been responsible for inclusion of an item. In view of the above, the investigator desires to conclude that the Achievement Test on Adult Education has ample evidence of validity.

Table 3: Distribution of Scores on Achievement Test in Respect of Standardisation Sample

Class Interval	f	% of f	Cumulative f	% of Cumulative f
80-85	4	2.0	200	100.0
74-79	10	5.0	196	98.0
68-73	20	10.0	186	93.0
62-67	36	18.0	166	83.0
56-61	46	23.0	130	65.0
50-55	46	23.0	84	42.0
44-49	18	9.0	38	19.0
38-43	10	5.0	20	10.0
32-37	5	2.5	10	5.0
26-31	3	1.5	5	2.5
20-25	2	1.0	2	1.0

The distribution of the scores on the achievement test ranges from 20 to 82 as against possible score range of 0 to 86. The mean value of the scores has been estimated to be 57.39 above which about 50 per cent of the scores lie and about 50 per cent of the scores lie below it.

The class intervals 50-55 and 56-61 contains the highest percentage of frequencies each, that is both the class interval contains 23 per cent of frequencies each. However, the approximate mode estimated to be 47.96 falls in the class interval 56-61. The mean value of 57.39 and the median of 57.58 also fall in the class interval 56-61. This class interval and two of its adjacent class intervals taken together contain 64 per cent of the frequencies. Nineteen per cent of the scores are found at the lower end and 17 per cent scores lie on the higher side.

The first quartile, the third quartile and the quartile deviation of the distribution have been calculated to be 51.06, 64.83 and 6.88 respectively. The median of 57.58 and the quartile deviation of 6.88 added together give the value 64.46 when slightly deviates from the value of third quartile and the difference between the former two values comes to 50.70 which slightly deviates from first quartile point.

Fixation of the Norms of the Tools

In order to facilitate interpretation of the scores of the tool developed, tables of norms have been provided for the achievement test. The norms have been presented in this report in terms of percentiles, standard scores and stanines.

(i) Percentile Norms

In presenting the percentile norms of the tool developed by the Investigator, care has been taken to indicate the relative position of a score in relation to all other scores in the distribution. This permits the investigator to express how an individual has performed as compared to all other individuals in the sample who have been measured on the same variable. A percentile rank indicates the percentage of scores that fall below a given score. Therefore, such a measure is frequently used in reporting test results of the students. The percentiles in the achievement test have been computed and presented in tabular form as follows.

Table 4: Percentile Norms for Achievement Test on Adult Education

Aspect	P 90	P 75	P 50	P 25	P 10
Achievement Test Scores	71.7	64.83	57.58	51.06	40.5

In Achievement Test, out of a maximum score of 86, the 90th percentile corresponds to a score of 72 which means that 90 per cent of the scores in the distribution are lower than 72, which is 85 per cent scoring on the Achievement Test. This gives ample evidence in support of the item validity which discriminates the high scoring group from the low scoring group ($P_{10} = 40.5$). From the range of percentile ranks, it is also understood that there has been maximum cluster of larger scores towards the right. This means that the curve is negatively skewed.

(ii) Stanine Norms

Stanines are the standard scores that divide the distribution into nine parts, where stanine 2 to 8 each represent $\frac{1}{2}$ standard deviation around mean. The distribution of stanine grades in terms of standard deviation scores and score ranges in the Achievement Test have been presented in tabular form in table 5. The percentages of cases included in different stanines compared with the normal distribution and categories of voluntary instructors have been mentioned in the table below.

Table 5: Stanine Norms Along With Score Range on Achievement Test and Category of Voluntary Instructors in Respect of Standardisation Sample

Stanine Grade	In Terms of S.D. Scores	Score Range	Category of Voluntary Instructors
9	1.75 and Above	78 and above	Very Superior
8	1.25 to 1.75	72-77	Superior
7	0.75 to 1.25	66-71	Superior
6	0.25 to 0.75	61-65	Above Average
5	± 0.25	55-60	Average
4	-0.25 to -0.75	51-54	Below Average
3	-0.75 to -1.25	45-50	Inferior.
2	-1.25 to -1.75	36-44	Inferior
1	-1.75 and above	20-35	Very Inferior

Table 6: Percentage and Proportion of Different Categories of Voluntary Instructors According to Stanine Norms of the Achievement Test in Respect of Standardisation Sample

Category of Voluntary Instructors	Stanine Grade	Total No.	Percentage	Proportation	Percentage in Case of Normal Distribution
Very Superior	9	5	2.50	0.025	4.00
Superior	8	12	6.00	0.060	7.00
Superior	7	18	9.00	0.090	12.00
Above Average	6	35	17.00	0.175	17.00
Average	5	45	22.50	0.225	20.00
Below Average	4	43	21.50	0.215	17.00
Inferior	3	19	9.50	0.095	12.00
Inferior	2	15	7.50	0.075	7.00
Very Inferior	1	8	4.00	0.040	4.00

When percentages of cases under different stanines were compared with those of a normal one, it was observed that the percentages were 2.5, 6, 9, 17.5, 22.5, 21.5, 9.5, 7.5 and 4 respectively. But when 7 and 8 as well as 2 and 3 were clubbed together the proportion in percentages were 2.5, 1.5, 17, 22, 21, 17 and 4 as against 4, 19, 17, 20, 17, 19 and 4 respectively with that of normal distribution as presented in table 6.

Final form of the Achievement Test on Adult Education

The final form of the Achievement Test has been appended in Appendix-A below.

APPENDIX A**PRADHAN'S ACHIEVEMENT TEST ON ADULT EDUCATION**

Name and Address-

Male / Female-----, Age-----

Married/ Unmarried-----

Instruction

The items below have four options each. Select the correct answer among them and mention it in the blank space against it on right side by giving a tick (✓) mark. This is totally meant for research. Your name, address and answers shall be kept confidential. So, please answer freely.

1. What is meant by functional literacy?

- a. Reading and writing
- b. Reading, writing and Arithmetic
- c. Reading and Arithmetic
- d. Only Reading

2. If a person becomes literate, he will

- a. know his duties and responsibilities
- b. become self-dependant
- c. know his duties and responsibilities being self-dependant
- d. fear none

3. The objective of literacy programme is to

- a. educate all
- b. literate the illiterates
- c. fully literate the persons who have little education
- d. create political consciousness

4. The aim of National Literacy Mission (NLM) is to

- a. Liquidate illiteracy by help of the government
- b. Liquidate illiteracy in the country at non-government level and with public help
- c. Liquidate illiteracy in the country in a definite time-span at government, non-government level and with public help
- d. Take the light of education everyone's home

5. Who is to liquidate illiteracy from the country?
- Government
 - Non- Government agencies
 - Both government and non-government agencies
 - Educated People
6. At the time of instructing the illiterate learners, the voluntary instructor should
- maintain difference
 - get closer with them
 - act like a teacher
 - act like a philosopher
7. An actual literate person
- knows reading and writing
 - is 'mukhia' (leader) of the village
 - has idea about some developmental programmes
 - is a gentle man
8. The technique of knowing the literacy level of the learner is
- Evaluation
 - Observation
 - Recommendation of instructors
 - Opinion given by learners
9. The technique of identifying the illiterates is
- Survey
 - Collection of data from village head
 - Census report
 - None of the above
10. The conducive environment for literacy
- should be started at the end of the programme
 - should be started at the start of the programme
 - need not be started at all

- d. does not attract learners
11. What is the target fixed for making the people literate for 15-35 age groups by 1995?
- a. Making literate to 11 crore people
 - b. Making literate to 12 crore people
 - c. Making 13 crore people literate
 - d. Making 14 crore people literate
12. A voluntary instructor takes the responsibility of
- a. 18 learners
 - b. 10 learners
 - c. 12 learners
 - d. 20 learners
13. If a learner reaches at the literacy centre in late due to some causes, the voluntary instructor should
- a. get him/her out of the centre
 - b. console him/her and not allow him to the centre for three months
 - c. try to understand his/her difficulties and welcome him/her to the centre
 - d. leave that late-comer and instruct other learners
14. Which district of Orissa is first to start the total literacy campaign?
- a. Keonjhar
 - b. Ganjam
 - c. Sundargarh
 - d. Balasore
15. Which district of Orissa is having high literacy rate as per 1991 census?
- a. Cuttack
 - b. Jagatsingpur
 - c. Kendrapara
 - d. Puri
16. As per 1991 census, which state has the lowest rate of literacy?
- a. Rajasthan
 - b. Bihar

- c. Dadra and Nagar Haveli
 - d. Arunachal Pradesh
17. Which district of Kerala has been the motivating source of attaining total literacy?
- a. Thiruanantapuram
 - b. Rameswaram
 - c. Ernakulam
 - d. Perumbuder
18. What is the minimum requirement for a VI (Voluntary Instructor)?
- a. He must have passed B. A. Degree.
 - b. He should have passed matriculation and have obligation for adult Learners
 - c. He must not have been a member of the locality
 - d. He must have a quality to instruct the learners by creating terror
19. The Master Trainer (MT) is to train
- a. Voluntary Instructors
 - b. Adult Learners
 - c. Key Resource Persons
 - d. Resource Persons
20. The Voluntary Instructors
- a. should have obligations for the obligation for the age and experience of the learners
 - b. should teach the learners disregarding the wastage of time
 - c. may not regard the knowledge of learners thinking that they are illiterates
 - d. should not value their experience because they are illiterates
21. The lessons of adult learners should be based only on
- a. mythological stories
 - b. rural folk tales
 - c. day to day work situation
 - d. reading and writing
22. The teaching learning process should always become
- a. teacher-centred

- b. learner-centred
 - c. teacher's speech-centred
 - d. none of the above
23. If a learner fails to learn, then the VI should
- a. teach other leaving him
 - b. get him out of the centre
 - c. offer more time for him and take the help of high intelligent learners
 - d. leave the centre out of frustration
24. After being literate, the learners should
- a. not come to the literacy centre again
 - b. go for post-literacy
 - c. be given prizes
 - d. be given employment
25. At the time of instruction, the voluntary instructors should proceed from
- a. complex to simple
 - b. known to unknown
 - c. clear to ambiguous
 - d. unknown to known
26. For teaching, the instructor must use
- a. One Primer
 - b. Two Primer
 - c. Three Primer
 - d. Four Primer
27. The task of National Literacy Mission is to
- a. train the school teacher
 - b. train the college teacher
 - c. work for liquidating illiteracy
 - d. educate the illiterates in writing alphabets
28. The present literacy programme is running banner of

- a. Adult education programme
- b. Social education programme
- c. People's education programme
- d. Mass education programme

29. What is the target year of achieving Education for All ?

- a. 2000 A. D.
- b. 2001 A. D.
- c. 1999 A. D.
- d. 1998 A. D.

30. If mothers become literate,

- a. they nourish their children better
- b. their characteristics are changed completely
- c. they shall not like to cook
- d. they shall like to wonder in towns and cities

31. A voluntary instructor should be

- a. like a learned man (Pandit) and shelter giver
- b. like a teacher
- c. like a strict teacher
- d. efficient, regular and good

32. The expectancy level to know the success of literacy programme on all ability is to secure a minimum of

- a. 50 per cent mark
- b. 15 per cent mark
- c. 30 per cent mark
- d. 36 per cent mark

33. How many question papers are there in each primer to know the progress of learner ?

- a. 4
- b. 3
- c. 2
- d. 9

34. The next stage of literacy is
- admission in schools
 - post-literacy campaign
 - offering of employment
 - female literacy campaign
35. What is the aim of Population Education ?
- Environmental education
 - Control the population growth
 - Sex education
 - Developing interest for quality of life
36. The non-formal education is intended for
- Drop-outs of schools
 - Left-outs of schools
 - The adults who want to continue their education
 - All of the above
37. The more aspirant group of population education is
- a pregnant women
 - village youths
 - mother and child
 - village girls
38. The actual continuing education of the neo-literates should give importance on
- non-enforcement of functional literacy
 - non-relapse to illiteracy
 - non-acceptance of monotonous formal education
 - non-acceptance of monotonous non-formal education
39. What among the following is the finest mode of evaluation in literacy programme?
- self-evaluation by the neo-literates
 - evaluation by the animator of neo-literates
 - evaluation by the supervisor of neo-literates

- d. evaluation by the project officer of neo-literates
40. As per 1991 census, which state having is having the lowest women literacy rate?
- a. Madhya Pradesh
 - b. Bihar
 - c. Rajasthan
 - d. Orissa
41. What is the pre-requisite of making success to any educational or social development in India?
- a. Support of technical education
 - b. Political support
 - c. Financial support
 - d. Social support
42. Mass Campaign gives importance on
- a. Video films
 - b. Audio cassettes
 - c. Audio visuals
 - d. Dramas, fairs and folk tales
43. What is needed of the followings in an actual literacy programme?
- a. Pre-literacy and post-literacy activities
 - b. Pre-literacy programme
 - c. Only the programme of reading and writing
 - d. Post-literacy activities
44. To avail his actual right in a market economy, an adult literate needs
- a. village level awareness
 - b. technological awareness
 - c. consumer awareness
 - d. environmental awareness
45. The recent adult education programme in India is
- a. related with other developmental programmes
 - b. not related with other developmental programmes

- c. partly related with other developmental programme
 - d. separated intentionally from the developmental programmes
46. Which is the apex organisation in India that accelerates the programme of adult education?
- a. Indian Adult Education Association
 - b. National Literacy Mission
 - c. Nehru Yuva Kendra
 - d. None of the above
47. Radio is used in adult literacy programme
- a. for recreation
 - b. for education
 - c. for the spread of doctrines, rules and customs
 - d. for all of the above
48. There is a need of mathematics in literacy programme, because
- a. it is related with the functional ability of man
 - b. it relieves a man from depending upon others
 - c. it helps a man in using less words
 - d. it is a prestigious thing in society
49. Despite of persistent governmental effort, the number of illiterates in India
- a. has been increased
 - b. has been decreased
 - c. has become unchanged
 - d. has been none of the above
50. A farmer shall be interested in functional literacy if it is
- a. related with agriculture
 - b. rural life
 - c. cultural activities
 - d. population
51. What quality of a grass root level functionary of adult education should have?
- a. Equal feelings for people

- b. Sympathy for people
 - c. Indifference for people
 - d. Anxiety and thinking for people
52. The main obstacle of motivating the adults in adult education programme is lack of
- a. Money
 - b. Materials
 - c. Stimulation
 - d. Maturity
53. Whom of the followings has been authorised by National Literacy Mission for the continuing education
- a. Janashiksha Nilay (JSN)
 - b. Panchayat Pathagara (PP)
 - c. Nehru Yuva Kendra (NYK)
 - d. State Resource Centre (SRC)
54. Total literacy gives importance on
- a. Developmental literacy
 - b. Functional literacy
 - c. Computer literacy
 - d. Female literacy
55. Which month the International Literacy Day is celebrated?
- a. June
 - b. July
 - c. August
 - d. September
56. In total literacy campaign
- a. state is taken as a unit
 - b. university is taken as a unit
 - c. district is taken as a unit
 - d. college is taken as a unit
57. Which of the followings refers to life-long education?

- a. Education for a long life
- b. Education for satisfaction of an individual's requirement for the whole life
- c. a post-graduate degree
- d. escape from the clutch of literacy

58. Which of the followings is mostly permitted by population education?

- a. Having two children
- b. Late marriage of girl child
- c. Difference between birth
- d. Knowledge and ability about population related problems

59. What is the sex ratio in India as per 1991 census?

- a. 1000 males for 929 females
- b. 1000 males for 936 females
- c. 1000 males for 933 females
- d. 1000 males for 1000 females

60. What is meant by Non-formal education?

- a. To learn beneath a tree
- b. To learn without teacher
- c. To learn through television
- d. To be free from strict regulation of schools

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