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MINIMUM LEVELS OF LEARNING (MLL) IN ENVIRONMENTAL STUDIES (EVS) AMONG PRIMARY SCHOOL STUDENTS OF TONK DISTRICT

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ABSTRACT

The National Policy on Education, 1986 (NPE 1986) recommended that Minimum Levels of Learning be laid down for each stage of school education and that steps be undertaken to ensure that students achieve these minimum levels of learning. Following the NPE 1986, NCERT prepared a document titled "Minimum Levels of Learning at primary stage". This study was aimed at assessing the MLL in Environmental Studies among primary school students of Tonk district. For this purpose 360 students comprising 180 boys and 180 girls studying in different schools of Tonk district were selected through random sampling technique. Researcher used self-made MLL based achievement test. 't' test and percentage analysis were applied to find out the significance of difference between gender and schools. Results revealed



that there is a significant difference in the MLL as prescribed by the committee and the achievement of students.

KEYWORDS: Minimum Levels of Learning (MLL), Environmental studies (EVS), Types of Schools.

INTRODUCTION :

The need to lay down Minimum Levels of Learning (MLL) emerges from the basic concern that irrespective of caste, creed, location or sex, all children must be given access to education of a comparable standard. The major focus of the policy formulation behind the MLL exercise is upon equity and reduction of existing

disparities. The effort is mainly on quality with equity, keeping in view the developmental needs of children from disadvantaged and deprived sections of the society, the dropouts, working children and girls, who constitute the majority of school going age population in this country, and to whom, in all likelihood, at least for some time to come, primary education will be the only opportunity for structured learning.

The Minimum Levels of Learning were formulated by the committee constituted by MHRD in 1990 under the chairmanship of Professor R. H. Dave. Committee specified the MLL keeping in mind that

every child has to conduct himself/herself as a socially responsible citizen as he/she grows, has to become aware of environmental conditions and the need to protecting it.

Different types of studies have been conducted on MLL such as:

- + Goyal, Sangeeta, (2007) "Learning Achievements in India: A Study of Primary Education in Orissa."
- + Mehra, Vandana and Kaur, Jagdeep, (2 0 0 9) "Enhancement of Environmental Sensitivity among IV Graders through Experiential Learning Strategies."
- + Prakash, K. and Sharma, Premlatha, (2010) "Influence of Gender and Area on MLL Attainment in Mathematics among V standard Students."

- + Central Himalayan Rural Action Group (CHIRAG), (2012) "Minimum levels of learning of school children in Kumaon: Academic Performance of children studying in 5th standard in Government Primary Schools."
- + Kumar, Ramesh, (2015) "Knowledge of Different Areas of Environmental Studies among Tribal Students of Higher Primary School."

OBJECTIVES:

The objectives of the study are to know the MLL in Environmental Studies with reference to:

- Gender
- Types of school – Government and Private school

Main hypothesis:

1. There is no significant difference in the Minimum Levels of Learning (MLL) among boys and girls students in EVS.

Sub hypothesis:

1.1 There is no significant difference in the Minimum Levels of Learning (MLL) among boys and girls students in content areas of EVS.

Main hypothesis:

2. There is no significant difference in the Minimum Levels of Learning (MLL) among students of different schools in EVS.

Sub Hypothesis:

2.1 There is no significant difference in the Minimum Levels of Learning (MLL) among students of different schools in content area of EVS.

Terms Defined:

(A) MLL (Minimum Levels of Learning)

In 1990 ministry of human resource and development has constituted a committee which specified the basic competencies to be achieved by all children at the primary stage which is known as Minimum Level of Learning in selected subjects such as Language, Mathematics, and Environmental Studies across the country. In the present study the MLL in EVS among primary school students of Tonk district.

(B) Primary Level

In the present study primary level means students of 5th standard.

(C) Subject

In the present study the subject is Environmental studies.

(D) School

In the present study schools are Government and private.

(E) Content areas

Environmental studies includes following areas:

- + Awareness about one's well-being in context of social and natural environment.
- + Important aspect of one's socio-civic environment and their working.
- + Knowledge about various people at work and appreciation of importance of world of work.
- + Working knowledge about the relationship between our past and present and hold to the past perspective.
- + Observe socio-economic situations and problems, analyse them and seek possible solution at one's own level of experience.
- + Understanding of the factors contributing to the preservation of good health.
- + Development of the skill in gathering and classifying information about living things from one's environment and drawing simple inferences.
- + Observation of some common characteristics of non-living things.
- + Observation of simple phenomena on the earth and in the sky.

Method of the study:

The method used by the researcher in study is the descriptive method.

Population:

The population of the study is the students of Tonk district who are studying in 5th standard.

Sample:

The research scholar selected two types of school namely – government and private from six blocks of Tonkdistrict i.e. Tonk, Newai, Uniyara, Deoli, Malpura and Todaraisingh. Sixty students have been selected from each block.

Variables:

In the present study, variables are:

- (A) Dependent variable – Minimum levels of learning
- (B) Independent variable – Gender, Types of school

Nature of Data:

Data is quantitative in nature.

Sources of Data:

The source of data is primary in the study.

Tool:

Research scholar has developed achievement test according to the guidelines of minimum levels of learning in EVS. The achievement test consist of two paper si.e. EVS-I and II. The test helps in measuring the competencies of the students in different areas of Environmental studies.

Statistics used:

The researcher used quantitative analysis, namely –Percentage analysis, Mean, Standard deviation and t – test.

Analysis and Interpretation:

1. Main hypothesis: There is no significant difference in the Minimum Levels of Learning (MLL) among boys and girls students in EVS.

Table-1: Gender wise MLL in Environmental Studies

Sex	N	Mean	SD	t value	df
Male	180	35.58	7.50	1.36	358
Female	180	34.42	8.57		

df = (358), value of t at 0.05 level of significance = 1.96

Table - 1 indicates gender wise MLL in Environmental Studies. The mean score of male students is 35.58 and SD is 7.50 and mean score of female students is 34.42 and SD is 8.57. The table value at 0.05 level is 1.96 and calculated t value is 1.36. Since calculated value 1.36 is less than table value 1.96. Hence null hypothesis is accepted.

1.1 Sub Hypothesis:

There is no significant difference in the Minimum Levels of Learning (MLL) among boys and girls students in content areas of EVS.

Table – 2:Area wise MLL in EVS among boys and girls

Areas	Boys (N=180)		Girls (N=180)	
	Correct (%)	Incorrect (%)	Correct (%)	Incorrect (%)
Awareness about accidents	65.55	34.45	65	35
Knowledge of local – self government	59.16	40.84	59.44	40.56
Manufacturing articles and occupations related to them	63.38	36.62	63	37
Our state and our country	51.96	48.04	51.04	48.96
Progress of men from early times to the present age	63.75	36.25	59.86	40.14
National unity	70.09	29.91	70.64	29.36
Nutrition, pollution and cleanliness	43.50	56.5	40	60
Living things: their usefulness to man	80.22	19.78	80.77	19.23
Materials and their properties	56.18	43.82	58.75	41.25
The earth and the sky	54.58	45.42	53.04	46.96

Table no. 2 represents area wise MLL in EVS among boys and girls. The correct answers given by boys were found greater than girls in following three content areas – “Progress of men from early times to the present age; Nutrition, pollution and cleanliness; The earth and the sky”; The correct answer given by girls was found greater than boys in the area – “Materials and their properties” and highest scores of boys and girls was found in the area – “Living things: their usefulness to man” while least achievement was found in the area – “Nutrition, pollution and cleanliness”.

Main hypothesis: There is no significant difference in the Minimum Levels of Learning (MLL) among students of different schools in EVS.

Table– 3:School wise MLL in EVS

School	N	Mean	SD	t value	df
Government	180	33.37	7.98	3.90	358
Private	180	36.63	7.83		

df = (358), value of t at 0.05 level of significance = 1.96

Table no. 3 indicates that mean score of Government school students is 33.37 and SD is 7.98 and mean score of Private school students is 36.63 and SD is 7.83. The table value at 0.05 level is 1.96 and calculated t value is 3.90. Since calculated value 3.90 is more than table value 1.96.

Thus the hypothesis “There is no significant difference in the Minimum Levels of Learning (MLL) among students of different schools in Environmental Studies” is not accepted.

So the MLL of Private school students is more than Govt. school students.

2.1 Sub Hypothesis:

There is no significant difference in the Minimum Levels of Learning (MLL) among students of different schools in content area of EVS.

Table –4 Area wise MLL in EVS among different types of school

Areas	Government (N=180)		Private (N=180)	
	Correct (%)	Incorrect (%)	Correct (%)	Incorrect (%)
Awareness about accidents	59.30	40.7	71.38	28.62
Knowledge of local – self government	52.94	47.06	63.22	36.78
Manufacturing articles and occupations related to them	47.05	52.95	66.55	33.45
Our state and our country	50.23	49.77	53.72	46.28
Progress of men from early times to the present age	55.87	44.13	67.73	32.27
National unity	67.77	32.23	72.96	27.04
Nutrition, pollution and cleanliness	36.92	63.08	42.82	57.18
Living things: their usefulness to man	71.61	28.39	89.38	10.62
Materials and their properties	52.22	47.78	62.70	37.3
The earth and the sky	49.63	50.37	57.99	42.01

Table no. 4 represents area wise MLL in EVS among different types of school. The correct answers given by private school students are found greater than govt. school students in all content areas of EVS. Highest scores of both govt. and private school students was found in the area – “Living things: their usefulness to man” while least achievement was found in the area – “Nutrition, pollution and cleanliness”.

SUMMARY OF RESEARCH FINDINGS:

- There is no significant difference in the Minimum Levels of Learning (MLL) among boys and girls students of Tonk district.
- The MLL of boys is greater than girls in area as follows i.e. “Progress of men from early times to the present age; Nutrition, pollution and cleanliness; The earth and the sky”.
- The MLL of girls are seen greater than boys in the area – “Material and their properties”.
- The MLL of boys and girls are seen highest in the area i.e. “Living things: their usefulness to man while least in the area – “Nutrition, pollution and cleanliness”.
- There is significant difference in the MLL among students of different schools. The MLL of Private school students is more than Govt. school students.
- School wise percentage analysis of MLL among primary school students are not seen equal in any area.
- The MLL of govt. and private school students are seen highest in the area i.e. “Living things: their usefulness to man while least in the area – “Nutrition, pollution and cleanliness”.

On the basis of the above results we can say that there is a significant difference in the MLL as prescribed by the committee and the achievement of students.

Educational Implication: In the present study the researcher had found that there is a remarkable difference in the MLL as prescribed by the committee and students achievement. On the basis of it, the following educational implications could be implemented.

1. The present study will help curriculum planners –

- It will help in deciding the level of EVS subject curriculum, according to the age of children.

2. This study will help administrators –

- To look that MLL guidelines are followed while teaching in classroom and they should also provide the document of MLL to teachers. This will also help them in finding out the basic requirements to set an infrastructure, so that each standard achieve MLL in EVS subject.

3. The present study will help teachers –

- In the selection of the proper method of teaching in EVS.
- It helps in evaluating students in their exams according to MLL of EVS.
- To enhance the learning outcomes of students according to MLL and to understand the importance of MLL in

EVS.

4.This study will help students –

- To understand and learn the content easily and effectively with the help of MLL based curriculum of EVS.
- It suggests students to tell teachers/authorities about the problem in curriculum, so that necessary changes can be made to improve the quality of curriculum.

5.The present study will help parents –

- In analysing the level of their children and also help parents not to put extra pressure on their studies.
- It helps parents in giving suggestions to school for improving the quality of curriculum.

6.This study will help the researchers –

- It helps those researchers, who are pursuing research in the field of MLL in EVS.

DELIMITATIONS:

- 1.Research work is done in Tonk district of Rajasthan only.
- 2.The research includes six blocks of the district Tonk – Tonk, Newai, Uniyara, Deoli, Malpura and Todaraisingh.
- 3.The research includes two types of schools – government and private.
4. Research work is done on students of 5th standard only and their Minimum level of learning is checked on the basis of their previous class i.e. 4th standard.The subject selected for the research work is Environmental studies.

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