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## MINIMUM LEVELS OF LEARNING IN LANGUAGE AMONG PRIMARY SCHOOL STUDENTS OF DELHI

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### ABSTRACT

**M**inimum Levels of Learning is confined to the curricular areas of Language, Mathematics and Environmental studies (including social studies and science). Among these selected subjects, Language occupies a pivotal place in the curriculum. The purpose of this study was to find out the Minimum Levels of Learning in Language among primary school students of Delhi. Objective of this study is to determine the Minimum levels of learning with reference to gender and content area wise in Language. Descriptive method was used by the researcher to know Minimum levels of learning in Language. A purposive sampling technique was used for the present study. A self-made achievement test was used by the researcher to know Minimum Levels of Learning in language among students of Delhi. The researcher used percentage analysis and t-test for analysis of data. Findings revealed that difference exist in Minimum Levels of



Preeti Vijaya

learning in Language among Primary school students of Delhi.

**KEYWORDS:** Minimum Levels of Learning , existing curriculum , Mathematics and Environmental studies .

### INTRODUCTION :

The Minimum Levels of Learning formulated by MHRD represent the rational criteria adopted for judging the adequacy of the curricular inputs provided and learning outcomes. The purpose behind laying down Minimum Levels of learning is to identify the excessive learning load in the existing curriculum. The main focus of Minimum levels of Learning is mastering learning not only by the brighter students in the class but almost all types of students. These are the

basic learning outcomes expected to be mastered by each and every students at the end of the particular class. The Minimum levels of learning are confined to the curricular areas of Language, Mathematics and Environmental studies (including social studies and science). These are very crucial subject for primary education as it provide base for further education.

Among these subjects, Language occupies a pivotal place at primary level in the curriculum. Language is the main medium through which human beings present their ideas and to relate the contents of their mind to one another. The basic skills acquired through language learning facilitate learning of concepts in other areas. Also, help in shaping personality of the children and in effective transaction of day-to-day life situation. There are nine basic language skills, namely listening, speaking, reading, comprehension of ideas (through listening and reading), functional grammar, self-learning, language use and vocabulary control play significant roles. At the primary stage, the main objectives of language learning are to make them able to listen with understanding, able to speak effectively in both informal and formal transactions, able to read with comprehension, able to write neatly with logical sequence and creativity, able to comprehend ideas through listening and reading, able to use grammar functionally in various contexts.

Different types of studies have been conducted on language based on Minimum levels of learning such as:

- + Roy, J. (1987), "A study of some of the correlates of reading ability amongst primary school students of Delhi"
- + Nyagera, Levi M. and Riddle, Abbey (1993), "Primary school achievement in English and Mathematics in Zimbabwe: a multi level analysis"
- + Sindhu, I.S and Manjari, sinha (2008), "The study of language communication skills of the primary school students."
- + Singh, Vasudha (2008), "An investigation of Minimum Levels of learning in English."
- + NCERT (2012), "Teaching of English at primary level in government school."
- + Kan (2015), "Evaluation of primary school student's achievement of objectives in English lesson."
- + Qi, Yui, Grace (2016), "The importance of English in primary school education in china: perceptions of students."

## OBJECTIVES

The objectives of the study is to know the Minimum levels of leaning in English language with reference to

- Gender
- Content areas

## HYPOTHESIS

- There is no significant difference in the Minimum Levels of Learning among boys and girls in English
- There is no significant difference in content area wise Minimum Levels of Learning in English among boys and girls

## TERMS DEFINED

### (a) Minimum Levels of Learning (MLL)

Ministry of Human Resource Development has laid down the Minimum Levels of Learning. It can be stated in terms of learning competency expected to be mastered by every child by the end of a particular class or stage of education.

### (b) Primary Level

In the present study primary level means students of V standard.

### (c) Subject

In the present study the subject is English Language.

**(d) Content areas**

**Language includes following content areas:**

- + Listening includes understanding conversation and dialogues in unfamiliar situations
- + Speaking includes speaking with correct pronunciation and describe familiar things and objects
- + Reading includes reading of simple story books
- + Writing includes dictation with unknown words and writing simple guided composition
- + Comprehension of ideas through listening and reading
- + Functional grammar

**METHOD OF THE STUDY**

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

**POPULATION**

The population under consideration in the present study is students of Delhi schools studying in Class V.

**SAMPLE**

The researcher selected 12 schools i.e. four school each of Govt., Private and Kendriya Vidyalaya. Thirty students from each school were selected through purposive sampling technique.

**VARIABLES**

**In the present study, variables are:**

Independent variable- Gender and content areas

Dependent variable-Minimum Levels of learning

**NATURE OF DATA**

Data is quantitative in nature.

**SOURCES OF DATA**

The source of data is primary in the study.

**TOOL**

Researcher employed self-made achievement test in Language.

**STATISTICS USED**

The researcher used quantitative analysis namely-T-test and Percentage analysis.

**ANALYSIS AND INTERPRETATION**

1) There is no significant difference in the Minimum Levels of Learning among boys and girls in English language

**Table 1.1 Gender wise Minimum Levels of Learning in English language**

| Gender | N   | Mean  | SD     | SD Error Mean | t    | df  | Level Of Significance |
|--------|-----|-------|--------|---------------|------|-----|-----------------------|
| Boys   | 180 | 52.38 | 11.376 | 0.848         | 2.94 | 358 | 0.05                  |
| Girls  | 180 | 48.47 | 13.78  | 1.027         |      |     |                       |

Degree of freedom (df) = 358, Value of 't' at 0.05 level of significance = 1.96

Table 1.1 indicates gender wise Minimum Levels of Learning in English. The mean score and SD of boys in English are 52.38 and 11.37 respectively whereas the mean score and SD of the girls are 48.47 and 13.78 respectively. The tabulated 't' value for degree of freedom i.e. 358 at 0.05 level of significance is 1.96. The

calculated “t” value between boys and girls is 2.94, which is not less than the tabulated value at 0.05 level of significance for degree of freedom 358, which clearly indicates that there is significant difference among boys and girls in English. Thus, the hypothesis 1) i.e. “There are no significant difference in the Minimum Levels of Learning among boys and girls in English” is not accepted. Thus, we can say that achievement of Minimum Levels of Learning in English in boys is greater than girls.

2) There is no significant difference in content area wise Minimum Levels of Learning in English among boys and girls

**Table 1.2 Content area wise Minimum Levels of Learning in English among boys and girls**

| S. No. | Content Areas                      | Boys (In %)  | Girls (In %) |
|--------|------------------------------------|--------------|--------------|
| 1      | Writing (dictation and paragraphs) | 42.34        | 46.51        |
| 2      | Language use                       | 73.61        | 80.14        |
| 3      | Vocabulary control                 | 59.47        | 56.94        |
| 4      | Comprehension of ideas             | 63.19        | 75.26        |
| 5      | Grammar                            | 77.74        | 81.91        |
| 6      | Viva (reading and speaking)        | 60.06        | 63.78        |
|        | <b>Overall %</b>                   | <b>60.58</b> | <b>65.49</b> |

Above table depicts that both boys and girls have achieved highest marks in attaining Minimum Levels of Learning in items pertaining to grammar. The performance of boys and girls in acquiring Minimum Levels of Learning was also good in the item of language use. The performance of both boys and girls was poor in attaining Minimum Levels of Learning in area of writing. After ‘writing’, it is reading, vocabulary control which have shown poor performance by both boys and girls. The performance of boys and girls in the area of comprehension was average. To ascertain the performance in ‘reading and speaking’, viva has been taken from each student. Both girls and boys have shown average performance in retaining Minimum Levels of Learning. Both did ‘Reading’ efficiently but in ‘speaking’ they have shown lowest performance. Thus, the hypothesis that “There is no significant difference in content area wise minimum levels of learning in English among boys and girls” is not accepted. Overall girls have performed better in content area wise Minimum Levels of Learning as compared to boys.

### SUMMARY OF RESEARCH FINDINGS

- There is significant difference in the Minimum levels of Learning among boys and girls in English language.
- Girls have performed better in retaining Minimum Levels of Learning in English as compared to boys.
- There is significant difference in content area wise Minimum Levels of Learning in English language among boys and girls.
- Both boys and girls have achieved highest marks in attaining Minimum Levels of Learning in items pertaining to grammar.
- The performance of both boys and girls was poor in attaining Minimum Levels of Learning in the area of writing.
- The Minimum Levels of Learning in area of comprehension was average of boys and girls.

### EDUCATIONAL IMPLICATIONS

Educational Implications of the above study can be classified according to the five major branches of Primary Education System.

- + For teachers
- + This study will help teachers in motivating students through frequent feedback and provide both cognitive and emotional support for their efforts. It will help students in achieving Minimum Levels of Learning.
- + This study will help teachers in encouraging students keeping in mind the Minimum Levels of Learning, to practice their reasoning skills and confidence in applying their skills.

- + For school administration
- + This study will divert attention towards weak students. Remedial teaching should be arranged for deprived and weak students so that they can attain minimum levels of learning.
- + This study will help administrators to examine that teachers are teaching accordingly the Minimum Levels of Learning. It will help in maintain the learning outcomes at the end of the class.
  
- + For students
- + This study will help in designing a perfect place where students acquire maximum knowledge and skill.
  
- + For curriculum frame workers and text bureau
- + The textbook should be more illustrative, colorful, appealing at Primary level.
- + The textbook should give motivation to encourage picture discussion in the class.
- + The textbook should stimulate the children for learning through activity.
  
- + For parents
- + This study will help parents in understanding the levels of their children and help them in creating awareness among parents regarding the importance of primary education

### DELIMITATIONS

1. Research work limited to Delhi only.
2. Research work limited to Kendriya Vidyalaya, Private school and Government school.
3. Research work conducted on class V only.
4. Research work limited to content areas of English language.

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