

CHAPTER V

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CHAPTER V

SUMMARY



The quality of pupils' achievement is deteriorating day by day due to unsuitable curriculum as well as defects in the transaction of curriculum in the schools. Thus to ensure quality and equity in education for all children at primary stage a large number of innovation has been attempted, development of Minimum Levels of Learning is one of them. The MLL's were identified in pursuance of recommendations of the National Policy on Education 1986. The MML's were stated in terms of the achievement of the terminal competencies and that every child passing out of the formal primary school or non formal system must be able to acquire and master a minimum competencies. To do so many approaches have been developed namely activity based child centred approach, child to child collaborate learning, competency based teaching Piagetian approaches playway method and MLL approach to teaching learning are some of the strategies adopted for the learning achievement of the pupils. While arriving at the essential competencies as Minimum Levels of Learning for various grades and levels, factors such as needs of the child ; his capacity to learn, the knowledge skills and attitude developed as a result of his experiences at home and community; later expectations from the child; would all play an important role . Basically, the MLL is useful for designing learning and evaluation strategies.

Students getting admitted to class one are totally different from each other. They are physically and mentally different from each other and also

their vocabulary, understanding and way of taking, interpretation all are different In order to learn these factors are important. In order to succeed in learning we must be able to know how much a child is ready for learning, because if the efforts are made from the beginning to prepare the child for learning, it is hoped that the achievement of the child will be far more superior from those who are not given such preparatory opportunities.

First quarter of the child i.e. class one is devoted for preparation of the child for learning. It seem quite appropriate to conduct this study on the children who are getting admitted to class one. Keeping in view the above concern the following topic was taken for the study.

“ A Status Study of Learning Readiness of children getting admitted to class one.”

RESEARCH DESIGN



5.1 Objective s

The specific objective of the study are :-

- (1) To find out the difference if any in “Learning Readiness” among boys and girls to be admitted to class one.
- (2) To study the status of ‘Learning Readiness’ of urban children and rural children to be admitted to class one.
- (3) To study the status of ‘Learning Readiness’ of the children to be admitted in class one in urban area.
- (4) To study the status of ‘Learning Readiness’ of the children to be admitted in class one in rural area.

- (5) To study the status of 'Learning Readiness' of urban boys and rural boys to be admitted in class one.
- (6) To study the status of 'Learning Readiness' of urban girls and rural girls to be admitted to class one.
- (7) To study the status of 'Learning Readiness' of urban boys and rural girls to be admitted to class one.
- (8) To study the status of 'Learning Readiness' of urban girls and rural boys to be admitted to class one.
- (9) To predict the progress and possibilities of UEE and universalisation of primary education among the school going age children.

5.2 Delimitation of the study

The study will be confined to children attaining the age (5-6 yrs) to be admitted to class one in the next academic session.

5.3 Hypotheses

- (1) There is no significant difference in the status of 'Learning Readiness' of Urban and Rural children to be admitted to class one.
- (2) There is significant difference in the status of 'Learning Readiness' among boys and girls to be admitted to class one.
- (3) There is significant difference in the status of 'Learning Readiness' among urban boys and urban girls to be admitted to class one.
- (4) There is significant difference in the status of 'Learning Readiness' among rural boys and rural girls to be admitted to class one.



- (5) There is no significant difference in the status of 'Learning Readiness' among urban boys and rural boys to be admitted to class one.
- (6) There is no significant difference in the status of 'Learning Readiness' among urban girls and rural girls to be admitted to class one.
- (7) There is no significant difference in the status of 'Learning Readiness' among urban boys and rural girls to be admitted to class one.
- (8) There is no significant difference in the status of 'Learning Readiness' among urban girls and rural boys to be admitted to class one.



5.4 Sample

A sample of 100 children comprising 25 boys and 25 girls of urban area and 25 boys and 25 girls of rural area were taken.

5.5 Sampling procedure

For the selection of area sampling was random and for the selection of urban and rural children sampling was purposive

5.6 Tools

The tool for the study was interview schedule for testing learning readiness prepared by NCERT and taken from "Shikshak Prashikshan Manjusha" Department of elementary education, Allahabad U.P. As the children of 5-6 age group cannot read and write properly interview was considered to be the most appropriate tool to collect the data.

Should have described tools in detail



5.7 Variables

Independent Variable - Gender, Age

Dependent Variable Learning Readiness

5.8 Graphical Representation

Graphically the interpretation of items was done and to pursuit the study in the scientific manner statistical analysis was done with the help of statistical techniques.

5.9 Statistical technique used

To find the meaningful interpretation of the raw scores the data was analysed by mean, standard Deviation, percentage and graphical representation was used and to find out the significant difference between two means related to different subgroups the 't' test was used.

5.10 Result

No difference in learning readiness among urban and rural children was found
Learning readiness had no differential effect on the sex of the students
No significant difference in the status of learning readiness of children living in urban area and rural area was found which implies that the programmes run by the government has no effect on the learning readiness of the children .
Learning Readiness was not different within boys and girls separately. Item wise interpretation was given graphically.