
**Educational Achievements of Class - IV Students in Government Primary School
District Haridwar, Uttarakhand**

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Abstract

In this study analyze the scores of learners of Class IV in both Language and Mathematics in terms of, caste, gender and other different components of achievement tests. The education Achievement status been done on the basis of primary survey and 18 schools, 180 students of class IV were selected. Analyzing the Minimum Level of Learning (MLL) by applying the tools suggested by NCERT in Haridwar district for Language and Mathematics among the class IV student of primary schools. It has been noticed that there were instances where students have not achieved MLL Though the number of such cases were relatively very low, however it can not be ignored considering the fact that district is covered under SSA programme which is exclusively devoted to improve the health of the state of primary education in the district. It may also be noted that significant variation has been noticed in the achievement level of across the social groups and gender, however, General category learners have performed relatively better than OBCs and SCs. It is surprising to note that performance in Mathematics was better than Hindi Language. Nevertheless the finding of this study may prove useful to the educational planners and policy makers of the district to the efforts in such a direction so that MLL is achieved by all the learners.

Introduction:

Quality of education is a multi-dimensional concept, which includes healthy, well-nourished learners, willing to and supported in their endeavor by their families and communities. Quality of learning also consists of learning environment reflected in relevant curriculum that facilitates in acquisition of literacy, numeric skills and knowledge in spheres like gender issues, health and nutrition awareness. ¹

The National Policy on Education 1986 later revised in 1992 has also given top priority to the achievement of goals of Universal Elementary Education. However, to realize the cherished goal of Universalization of Elementary Education the historic decision, to initiate the process of making Elementary Education a fundamental right every child in the age group of 6-14 through 86th Constitutional Amendment was 2002. ²

Sarva Shiksha Abhiyan (SSA) acknowledges the fact that hitherto attention on access to elementary education and increase in enrollment and retention of children has been given and there is a need to consolidate these achievements by simultaneously bringing improvement in the Quality of Elementary Education. ³

The National Council of Educational Research and Training (NCERT) administered its own learning achievement tests in 2002, the results of which were published in 2006, soon after the release of the ASER survey. This first official effort to collect national achievement level data tested about 90,000 students of grade 5 (age 10–11). ⁴

In August 2009, Parliament passed the historic Right of Children to Free and Compulsory Education (RTE) Act, 2009. It provides a justifiable legal framework that entitles all children between the ages of 6-14 years to an education of reasonable quality, based on principles of equity and non-discrimination. It provides for children's right to free and compulsory admission, attendance and completion of elementary education.

Objectives :

1. To study the education achievement level in Language and Mathematics of class IV students.
2. To study the gender wise education achievement level of class IV students in Language and Mathematics.
3. To study the caste wise education achievement level of class IV students in Language and Mathematics.

Study Area and Methodology :

Under sampling methods stratified random sampling technique has been selected for this study and the sampling procedure is divided in two unites. The primary school and village which was the service area of selected school has been taken as the first unit of sampling. Selecting 3 schools from each block a sample of 18 schools and 18 villages were to be selected from all the selection of students. Student of class IV were selected to administer achievement test in language and mathematics.

Therefore 180 student of class IV were selected for study. Out of these 180, 50 percent students around 90 student were selected from schedule caste category. In designing of research tools for data collection both quantitative and qualitative tool has been designed.

The collected data has been analyzed with the help of, Statistical Package for Social Science (SPSS) software. For analysis appropriate statistical tools like frequency table, mean standard deviation test, f test, and coefficient of correlation have been used to draw inferences.

Findings:

Learning Achievement of Class IV Students in Hindi Language in order to assess the achievement level of the students all the students (180) of class IV were asked to appear in the MLL test administered in Hindi and Mathematics. Tools developed by NCERT were applied to gauge the performance of the learners. On the basis of these tools two types of achievement test were conducted in Language for the learners of Class IV. In first section 35 items were placed to test the knowledge of word of the learners whereas in section II 35 items were placed to test the competency in reading comprehension of learners. The Aggregate mean and percent mean achievement of learners in Language in Class IV is presented in table 1.

Table 1- Aggregate Mean Achievement and per cent Mean Achievement of Class – IV in language

SC Students (N=90)			OBC Students (N=31)			General Student (N=59)			Aggregate (N=180)		
Mean	Percent Mean	SD	Mean	Percent Mean	SD	Mean	Percent Mean	SD	Mean	Percent Mean	SD
10.27	51.35	5.66	10.04	50.20	5.44	11.53	57.65	6.64	10.52	52.60	5.89

Source: Primary survey 2009-10

Table 1- reveals that the Mean, SD and percent mean of class IV students in Hindi language is 52.60,10.52 and 5.89 percent respectively. It may be noted that aggregate mean percent for General Category students was computed 57.65percent compared to SC student 51.35 percent and OBC students 50.20 percent. The general category students have scored significantly higher as compared to the SC and OBC student. However, the score of SC students was relatively higher than OBCs.

One way analysis of variance was also attempted for Hindi Language, besides employing Duncan’ Mean Test to ascertain the inter group difference in Hindi Language achievement. The F- Value which is derived after one way analysis of variance is 6.55,which is significant at 0.01 level. The difference in the achievement levels of students belonging to Sc category and OBC category was not found significant. The detail of the same are presented in table 2.

Table 2- Difference of Mean Achievement Class – IV Students Hindi Language

SC Students (N=90)		OBC Students (N=31)		General Student (N=59)		Aggregate (N=180)			F Value
Mean	S.D.	Mean	S.D.	Mean	S.D.	SC V/S General	OBC V/S General	SC V/S OBC	
10.27	5.66	10.04	5.44	11.53	6.64	*	-	*	6.55**

* Significant at .05 level, ** Significant at .01 level, Source: Primary survey 2009-10

The data regarding level of achievement on MLL scale in Hindi Language shows that the 36 percent students of Sc category could not score 40 percent marks and hence are placed in No MLL category. Around 45 percent with more girls compared to boys in the OBC category student are placed in No MLL category, whereas around 20 percent in the General caste students could not achieve MLL. The pathetic condition in achievement level of Hindi Language is that only 22 percent of the SC students to total students could score 80 percent and above and they are Achieve Mastery Category. But in OBC category only 6.45 percent and among the General Caste students only 15.25 percent are achieving mastery.

Table 3- Distribution of Students Class IV on Different Levels of Achievement on MLL Scale Hindi Language

Level of Achievement	SC			OBC			General		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
No MLL	33	11	22	14	06	08	12	04	08
	36.66	26.82	44.89	45.16	42.85	47.05	20.33	20.00	20.51
Achieving MLL	22	10	12	09	04	05	26	09	17
	24.24	24.39	24.24	29.03	28.45	29.41	44.06	45.00	43.58
Approaching Mastery	15	09	06	06	03	03	12	04	08
	16.66	21.95	12.24	19.35	21.42	17.63	20.33	20.00	20.51
Achieving Mastery	20	11	09	02	01	01	09	03	06
	22.22	26.82	18.36	06.45	07.14	5.88	15.25	15.00	15.38
Total	90	41	49	31	14	17	59	20	39
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Source: Primary survey 2009-10

Achievement Level in Mathematics of class IV students:

The data of achievement level based on the analysis aggregate mean percent, mean and standard deviation (SD) in Mathematics for the students of class IV is presented in table 4. The aggregate mean of class IV students in Mathematics was about 9.37 with SD 7.23 and

percent mean score 46.85. The disaggregated percent mean of SC students was around 41.85, OBC is 48.60 and the General Category Students were around 56.50. Therefore it can be said that the aggregate achievement in Mathematics in respect of class IV student has not been quite satisfactory and even SC and OBC students had also performed very poorly in Mathematics.

Table 4 - Aggregate Mean Achievement and percent Mean Achievement of class - IV in Mathematics

SC Students (N=90)			OBC Students (N=31)			General Student (N=59)			Aggregate (N=180)		
Mean	Percent Mean	SD	Mean	Percent Mean	SD	Mean	Percent Mean	SD	Mean	Percent Mean	SD
8.37	41.85	6.87	9.72	48.60	6.39	11.30	56.50	8.29	9.37	46.85	7.23

* Significant at .05 level, ** Significant at .01 level, Source: Primary survey 2009-10

The details difference of achievement of class - IV students in mathematics are presented in table 5. Duncan's Mean Test was also employed to ascertain the inter group difference in Mathematics achievement. The F-Value which is derived after one way analysis of variance is 6.97 which is significant at 0.01 level. The Duncan's Mean Test shows that the difference of levels of achievement in the SC students on the one hand and General Category on the other is significant at .05 level. Similarly the difference in the achievement levels of OBC category students on the one hand and General Category students on the other hand is again significant at .05 level. However, the difference in the achievement levels of student belonging to SC category on the one hand and of the OBC category on the other is not significant.

Table 5 - Difference of Achievement Class - IV in Mathematics

SC (N=90)		OBC (N=38)		General (N= 52)		Duncan's Mean Test			F Value
Mean	S.D.	Mean	S.D.	Mean	S.D.	Schedule Caste V/S General	Schedule Caste V/S OBC	OBC V/S General	
8.37	6.87	9.72	6.39	11.30	9.37	*	-	*	6.97**

* Significant at .05 level, ** Significant at .01 level, Source: Primary survey 2009-10

As far as the relative situation of students in minimum level of learning is concerned the detailed result is presented in table 6. Table reveals that proportion of students who scored less than 40 percent are significantly higher in the SC category as compared to OBC category. Therefore relatively higher proportion of learner among SC category could not achieve

minimum level of learning which indicates that effects made under various educational programmers including SSA have not yielded discoid result. Around 44 percent students form OBC category could not attain MLL. Nevertheless relatively better performance of students of General category was apparent from the fact that around 44 percent student of this category scored more than 40 percent and placed in achieving MLL. On the other hand only 5 percent student of SC category and 6 percent student of OBC category placed in achieving mastery. However, there are approximately 15 percent student of General Caste category who have scored 80 percent or more marks and have, thus, achieved mastery

Table 6- Percentage Distribution of Students Class IV on Different Levels of Achievement on MLL Scale in Mathematics

Level of Achievement	SC			OBC			General		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
No MLL	41	07	34	10	04	06	12	03	09
	46.76	17.03	69.38	45.16	28.57	35.29	20.33	15.00	23.07
Achieving MLL	26	12	14	12	06	06	26	08	18
	28.88	29.26	08.16	29.03	42.85	35.29	44.06	45.00	43.15
Approaching Mastery	18	12	06	07	03	04	12	05	07
	15.47	29.26	12.24	19.35	21.42	23.52	20.33	25.00	17.94
Achieving Mastery	05	04	01	02	01	01	09	04	05
	05.55	09.75	02.04	06.45	07.14	05.88	15.25	20.00	12.82
Total	90	41	49	31	14	17	59	20	39
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Source: Primary survey 2009-10

Conclusion :

While analysing the Minimum Level of Learning (MLL) by applying the tools suggested by NCERT in Haridwar district for Language and Mathematics among the class IV students of primary schools it has been noticed that there were instances where students have not achieved MLL. Though the number of such cases were relatively very low, however it can not be ignored considering the fact that district is covered under SSA programme which is exclusively devoded to imporve the health of the state of primary education in the district. It may also be noted that significant variation has been noticed in the achievement level of across the social groups and gender, however, General category learners have performed relatively better than OBCs and SCs. It is surprising to note that performance in Mathematics was better than Hindi Language. Nevertheless the finding of this study may prove useful to the eductional planners and policy makers of the distict to gauge the efforts in such a direction so that MLL is achieved by all the learners.

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