A Study of the Review of the Literature of Learning Levels of Elementary School Students

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Introduction

The period of formal education beginning in childhood, usually at the age of 5 or 6 years and ending approximately with the beginning of adolescence including both primary and upper primary education including grade 1st to 8th concerned primarily with general education and those skills, knowledge and attitudes which are required by the society and individual himself. In terms of learning competencies expected to be mastered by every child by the end of a particular class or stage of education. Each competency can be further delineated in terms. Of sub competencies while specifying the content inputs or while measures of learning. The learning levels would actually represent the rational criteria adopted for judging the adequacy of the curricular inputs provided and the learning outcomes to be expected (Kureen, 1991). For the purpose of present study, the Learning Levels is that type of competencies which must attain by the students in the end of particular class or grade.

Universalization of Elementary Education is one of our national priorities in the educational context. Therefore efforts are being made in this regard by our state and central government. One of the biggest challenges in this context is attainment of Minimum Levels of Learning by the students. The MLLs is thus seen as one of the important prerequisites for increasing a sense of direction to the system and there by paving the way for improving its accountability. Education commission (1964-66) has emphasized that student of all school should attain the determined levels of learning. In 1978, NCERT had started a project with the help of United Nations International Children's Emergency Fund(UNICEF) entitled as "Primary Education Curriculum Renewal" in which many states participated. In this project, work done for the improvement in the levels of learning of students after determining the MLL. The Primary Education Curriculum Renewal Project was evaluated in 1984. Using the evaluation and following the National Policy of Education 1986, NCERT prepared another document titled "Minimum Levels of Learning at Primary stage". In December 1989, Human Resource and Development (Education Department) had organized seminar on the basic needs and achievement level by which MLLs at primary level was pondered upon. In these reference agencies at national level as NCERT, CBSE and proposed national evaluation organization should determine desired achievement level. NCERT has kept- "ensuring quality education for all" in national framework-2005 to make national educational system more efficient which will be possible only after the determination and achievement of MLLs. The present study is justified as it is an attempt in that direction. Secondly, the nation has been experiencing a vast expansion in the enrolment of children in schools since the last decade. It is set to increase with the opportunities offered by the Right to Education Act (RTE, 2009) assuring every children's right to quality education. Recent studies (ASER, 2014) and several anecdotal evidences confirm low participation and low levels of learning among children. The Twelfth Year- Plan (2012-17) by govt. of India emphasizes that "access to education" cannot be

separated from quality of education. Govt. of India has provided the Status of Fundamental right to compulsory education of elementary school levels has come into effect w.e.f. 1st April, 2010 in our country.

Review of Related Literature

Review of related literature means the literature that is related a particular study in which the researcher is going to conduct the research. "The search for related literature is one of the first steps in the research process. It is a valuable guide to–defining the problem, recognizing its significance, suggesting promising data-gathering devices, appropriate study design and sources of data". --- Best, J.W and Kahn, J.V.

Importance of Related Literature

In the present scenario, literature review is important to know various learning style of a particular study. Through it, a researcher is easily known about the research problem of that particular area. "The importance of related literature cannot be denied in any research. The related literature provides the background and context for the research problem. It should establish the need for research and indicate that the researcher is knowledgeable about his own area" --- William Wievsmon .Review of related literature is an essential aspect of research report. The Researcher understands the general trends and explored areas through the related study. The researcher tries to keep and acquainted with the latest development in the field and keep information over the previous works that had been done in the concerned field to avoid duplication But to best of his knowledge, they could not find any such study. However, some other similar types of studies were surveyed by the researcher. For any worth-while study in any field of knowledge, the research worker needs an adequate familiarity with the library and its many resources. Only then will an effective search for specialized knowledge be possible. The search for reference material is a time consuming, but very fruitful phase of a research program. Every investigator must know what sources are available in his field of enquiry, which of them he/she is likely to use and where and how to find them. (Sukhia, et al., 1980) The related literature forms the foundation upon which all future work will be built. It enables the investigator to know the means of getting to the frontier in the field of his research. It also provides ideas, theories, explanations, hypotheses or methods of research, valuable in formulating and studying the problems. It furnishes the researcher with indispensable suggestions about comparative data, good procedures, likely methods and tried techniques. The information about the activities of previous investigations, stimulate the researcher to use each bit of knowledge as a starting point for further progress.

Review Related to Learning Levels

Zang, Dai and Wang (2020) investigated the correlation between motivation and foreign language proficiency. The sample of the study consisted of 589 students of seven universities in Shaanxi Province China who were enrolled for learning additional foreign languages. The data was collected by using the self prepared tests. Research findings indicated that integrative and instrumental motivation significantly impacts the foreign language proficiency. A significant positive correlation was found between motivation and foreign language proficiency.

Kaur S. (2020) "Academic Achievement in English In Relation to English Language Anxiety, Learning Motivation And Linguistic Intelligence Among Class IX Students". This study aims to explore the relationship between academic achievement in English, English language anxiety, learning motivation and linguistic intelligence on a sample of 960 class ix students of government and private school of Chandigarh. Major findings reveal that there exists positive and significant relation between Academic achievement in English and learning motivation. There exists a positive relations between Academic achievement in English and linguistic intelligence. English language anxiety and its four dimensions have negative correlation with Academic achievement in English. Significant differences were observed among class ix students of government and private schools on Academic achievement in English. This study would be useful for predicting the academic achievement of the students. The language teacher should use different activities to make the teaching of language interesting.

Gerencheal and Mishra (2019) conducted a research study to find out the anxiety levels among Ethiopian university students who are studying the English language as a major subject. Another objective of the research was to know that is anxiety level significantly varied on the basis of gender. A sample of 103 university students was drawn to conduct research. Researcher used background information questionnaire and Foreign Language Classroom Anxiety Scale (1986) for collecting research data. Research findings of the study report that female students have higher level of English language anxiety than the male students.

Basu and Chattopadhyay (2018) examined the relationship between English language anxiety and English achievement of high school students. The research was conducted in Burdwan district and sample of 220 students was selected by stratified random sample technique. The data was collected from four high schools of Burdwan district. In this school students learn English as a second language. Researcher used adapted version of Foreign Language Anxiety Scale(1986) and achievement test. A negative relationship was found between English language anxiety and achievement in English.

Alam (2017) studied correlation between anxiety and academic achievement of school students. Research data was collected from 200 students of Murshidabad District India. Academic Anxiety Scale for Children (2009) was administered for collecting data. In order to know their academic achievement marks obtained in annual examination were collected. Research results of the study revealed that academic achievement of the students decreased with a very high and low anxious students but moderately anxious students have better academic achievement.

Grace (2016) the importance of English in primary school education in china; perceptions of students this study focus on how far English subject is important for primary school education of China. The focal point of this study is about the deep analysis of educational policies and discussion of implications for the primary school curriculum for effective results. Researcher has chosen a qualitative research design for the present study. This study was conducted in three government schools while considering wide ranging socio-economic status. Six group interviews with students were conducted. This study explored students' attitude towards the learning of English in primary schools. Findings revealed the positive attitude of students towards English education and their support for the early introduction of English.

Sharma (2015) Learning outcomes and learning indications shift in Indian elementary education. This paper aimed towards better understanding of the necessary levels of learning outcomes and their latent talent to use to top quality in students education. In order to attain these learning outcomes, apt pedagogical processes need to be employed. These indicators assist the teachers in keeping track of learning progress and ultimately the learning accomplishment of the curricular expectations. In this study, some curricular expectations aroused such abilities, skills and dispositions. It is surly as short-sighted endeavour to appraise the education system by mapping the learning outcomes in a short span of time. It is revealed from this study that a continuous monitoring by the teachers during teaching learning process through CCE could help them in mapping the processes of learning without affecting the curriculum intention and transaction. It helped in accomplishing the learning outcomes.

Kanti (2015) Achievement of minimum levels of learning in Mathematics in relation to socioeconomic status, educational environment and instruction system. The aim of this paper is to represents the significance of instruction system, socio-economic status and role of educational environment in the achievement of MLL. Researcher selected sample 240 student of class V from different schools. Then the sample was alienated in different groups such as student belonging to high socio-economic status and low socioeconomic status, student who had educated all the way through objectives based instructions and those who had taught through directed instruction system. To scrutinize the data, 3ways ANOVA was employed. The study accomplished with formation of well-to-do educational environment, objective based instructional system and high socio-economic status has

noteworthy impact on achievement of Minimum

Levels of Learning

Vyas (2014) guided a study on "Low learning outcomes in primary schools in India". The study focused on the low learning outcomes at primary levels in India. Many surveys were conducted to measure the learning outcomes in primary education. All Indian survey such as ASER and the planning commission's evaluation report specify the existence of low learning outcomes in primary schools in all over India, especially in reading skills and problems associated to mathematics. Findings revealed that these low outcomes occurred due to pathetic teacher training and poor quality of teaching in the classroom. These learning outcomes influence the accomplishment at higher level of education significantly dropout rates increased on the highest level of education because of low learning outcomes. The poor quality of education at a primary level frightens to leave a huge part of Indians future to remain 'uneducated' and 'unproductive'.

Medhavi (2013) conducted a study on "Minimum level of learning among elementary school students of Haridwar district of Utrakhand state". In this study, the investigator pointed out the present status of learning levels among children after having undergone five years of schooling. The main objectives of the study were-(1) to find out children ability to add, subtract, multiply and divide numbers. (2) To find out students ability to use and solve simple problems of daily life relating to units of money, length, mass capacity, area and time. Govt. school student of class 6th of Haridwar district constituted the population and 120 students were selected through stratified random sampling. Questionnaire prepared by N.C.E.R.T. in Mathematics based on Minimum Levels of Learning Curriculum was used. The data obtained from questionnaire was analyzed properly and simple percentage calculated by making use of simple percentage method. The main finding of this study were-(1) few students understand very well the topic of whole numbers and numerals. (2) Students knew about the area of rectangle but they did not know about the parameter of rectangle.

Charan S. (2012) conducted a study on "A Study of Schedule Caste Students at elementary stage in Haryana to Attain Minimum Levels of Learning in Hindi and Problems Faced by them to attain Minimum Levels of Learning". In this study the researcher emphasised on to know minimum levels of learning of schedule caste students in Hindi at elementary stage. In this study, descriptive research was used. Survey method was employed to know the minimum levels of learning. The sample from 40 schools in which 400 students and 40 teachers were selected through random sampling to know the result. The researcher was used percentage statistical technique. The research findings showed that in 400 schedule caste students there were only ten students who attained the minimum levels of learning.

Lalremruata (2011) conducted a study on "Evaluation of Primary School Children in Mizoram in relation to Minimum Level of Learning". The objectives of the study were to know the achievement of class 4th children of primary school in Mizoram in Environmental studies (EVS), Mathematics, and languages in mizo in relation to minimum levels of learning. A sample of 380 was selected through stratified sampling. In order to collect the data, the competency based achievement test in environment studies, mathematics, languages mizo were constructed. Performances of the students had been analysed with the help of measures of variability such as mean, standard deviation and 't' value used to find out the difference between the performances of children. The main findings of the study were-

- Achievement of mastery level learning in EVS, the percentages of children government schooling achieving this level higher than that of private schools.
- Among the subjects- EVS, Mathematics, and Mizo on which MLL based achievement test were given, Mizo as language was one in which class 4th children performed the best.3. at last, researcher concluded that Children were found very poor in Mathematics and no one has achieved mastery level. The performance and achievement levels of

class 4th children were far from satisfactory.

NCERT (2000), learning achievement of students at the end of class. The main concern of this project is to identify the level of learning attainment of children at the end of class 5th in three core subjects such as language, environmental studies and mathematics. It also focused on the difference in achievement in category wise and gender wise and to find out the effect of intervening variables such as home, school and teacher on students achievement. Findings have revealed that student's accomplishment in language was greater than EVS follow by Mathematics in all the states except in Bihar, Chandigarh, Manipur and West Bengal. In Bihar, achievement in EVS was better than Language followed by Mathematics. In Manipur, attainment in Mathematics was well again as compared to EVS. In West Bengal, performance in Language was better than Mathematics trailed by EVS. From the results, it is concluded that performance of students in whole nation was of average level. Achievement of all the students was shown in decreasing order i.e. Language (58.57%), EVS (50.30%) and Mathematics (46.51%).

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