INTRODUCTION
CHAPTER - 1

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1.01 Introduction

There is a little doubt that the future of our nation and perhaps even its survival as a nation will depend on how effectively our teachers teach and how effectively young people learn and to what extent educational aims and objectives are realized. The Education Commission (1964-66) also observed:

"In a world based on science and technology, it is education that determine the level of prosperity, welfare and security of the people and nations as a whole. On the quality and number of persons coming out of schools and colleges will depend on success in the great enterprises of national reconstruction....."

Education is a deliberate attempt through which a child acquires knowledge and grows into a wholesome personality, becomes a good citizen and a useful member of the society. Education is considered as a socialisation process, by which the units of a society become instinct with social demand. Education is also regarded as an important tool for economic development and an instrument of
social change. Gunnar Myrdal (1981) has treated education as an investment. The ultimate objective of education is the improvement of the quality of life and prepare people to adjust themselves to changing physical and social environments. Sree Ramamurty (1994) observed that education is the practical process to reinforce all the highest ideas for the systematic fulfilment of reality and clarity of thought as its end, which tries to improve relations consisting of values and norms alongwith knowledge and wisdom.

Srinivasamurti (1986) observed that education is a human process and the human components of education are very important. Without them education process and hence, the development of the nation is impossible. The important human components of education are the child, adult, the organisation and the teacher.

Even in modern era the goals of education are not limited to the students' knowledge or intellectual development but they may extend to their physical, social, moral and psychological development for national and international understanding. The school's most important influence is the teacher, and the most important elements in teaching - learning transactions are the children. The school atmosphere, curriculum, teaching methods, classroom climate and teachers' views have a measurable effect on the
development of the healthy personality, attitude, character and morality of the students.

Lakshminarayana and Sharma (1980) pointed out that a teacher plays a pivotal role in moulding the personality and developing the right attitudes of pupil not just by way of transmitting orally about what is already there in the voluminous books but in interpreting and presenting life itself in positive purposive and progressive way to his students. Other factors involved in students' achievements are students personal factors; psychological factors; home and family factors; parents education; residence area conditions, socio-economic factors; school factors - especially curriculum and classroom atmosphere and many more like factors. So, education is a multi-dimensional activity.

Cope (1920) pointed out that a society desires that child is given a democratic home and school environment. It will, however, be futile to bank exclusively on the school or college to mould the character of students along positive lines. It is equally, if not more essential to keep the home environment in a state that is liable to promote good life. Good home environment is likely to have positive impact on academic success and vice-versa.

Several studies have been conducted to see the relationship of institutional variables and individual differences to academic achievement of students like Pillai
and many others. It can be seen from the results that two measures i.e. teachers relation with the students, physical environment and total institutional variables scores found to be significantly positively correlated with the teaching effectiveness and students' achievements at 0.05 level of confidence. In other words, in a schools where there is good contacts and interaction with their students and physical environment and total institutional climate of stimulating type, help in enhancing students' achievements and good characteristics among them.

Jha and Gutpa (1994) conducted a study to see the parental status, concentration and avoidance contribution in the academic pursuits and achievement of their wards. The results show that on academic success the officers' wards are superior. They pointed out that the results may be due to better socio-economic conditions, better facilities and orientation, higher level of aspiration and congenial and encouraging home environment.

Kulkarni et al (1970), Grewal and Singh (1987), Kumar (1994) and Rangappa (1995) through their studies found that home and family factors and institutional factors have been given the same order (importance) by teachers and parents as possible causes of academic achievement and character changes of students at primary stage. It is also added that social and economic factors, school factors and
miscellaneous factors form and tail of the lists in both the cases that is for teachers and parents. Thus, reveals that these three factors have been viewed to be least important as cause of academic under-achievement at primary stage both by teachers and parents. Teacher factors, psychological factors and student personal factors seem to be most important variables.

Analysing the above knowledge and facts, it could be concluded that all-round development of the personality wisdom, knowledge and healthy attitudes are the goals of education in which various institutional home and social factors are involved to realise it. It is also felt that the learning experiences provided at the institution (school) should contribute much towards the achievement of this end, especially, at primary stage.

This stage is one in which more lasting impact in moulding their personality and attitude is possible. To achieve this goal of national reconstruction two main programmes will have to be undertaken:

(1) Development of physical resources;
(2) Development of human resources.

Out of these two the second is more important than the first. As "The Development of Physical Resources is a mean to an end in itself and without human resources the development of physical resources is not possible."
This is a great challenge before us. The present conditions and the state of affair in our primary and secondary schools need immediate attention. It is also observed that some parents have also lost faith in the teacher and in the Educational Institutions. There is lack of rapport among teachers and students and among teachers and parents. Thus, there has been trend of growing students unrest in our country, though this trend is all the world over. Teachers blame the entire social structure (community) for this. Parents throw blame on the Educational Institutions, especially on teachers. These feelings have created non-cooperation among the teachers, the parents and the community as a whole.

1.02 Short comings in the Present System of Education

This might be due to the fact that unfortunately our schools, colleges and universities which should be temples of learning have deteriorated into trade centres. Teachers, students and the public alike have become traders. Colleges and universities have at present been infested with "anxiety, perplexity, discontent, indiscipline, irreverence and futility, hence unrest among students, teachers and public. The main short-comings of the present system of education are that it is:

- Narrowly conceived;
- Bookish and theoretical;
- Much costly;
- Teacher-dominated;
- Over-crowded and does not provide rich and significant contacts;
- Inadequate as far as the practical and other activities are concerned;
- Not suited to the varying needs and capacities of the children and the adolescent; and
- Dominated too much by examinations, not evaluation.

In order to fulfill the commitment of the country to provide elementary education to all children, after independence, educational facilities have been tremendously expanded.

The number of primary schools has increased from 2.2 lakhs in 1950-51 to nearly 6.50 lakhs in 1991. In addition, there are 3 lakhs non-formal education centres providing primary level education to out of school children. According to survey conducted by N.C.E.R.T. in 1986, 95 percent of population are served by a primary school within a walking distance of one kilometer. The figures show a lot of expansion in terms of quantitative increase in education. But no attempt has been made to raise the standard of education.

The large scale expansion has resulted in the creation of educational facilities with widely varying
quality in terms of educational facilities and educational standards. The quality variations become more pronounced in certain states, between schools of rural and urban areas, between schools managed by government and non-government bodies and privately aided schools.

There is a widely held perception that in a vast majority of government, municipal and private aided schools children can barely read their text books even after spending as many as five years in school, inspite of heavy expenditure and efforts on the part of government and various educational institutions.

In this regard, Wadkar (1989) pointed out that one of the noticeable features of the Indian Educational System is the large percentage of wastage and stagnation. Wastage is premature withdrawal of children from school at any stage before completion of primary course. It is due to heavy curriculum and pressure of work, not related to life problems is one of the major causes. The Indian Statistical Institute (1980), in a survey, reported that eighty percent of the male pupils and sixty eight percent of the female pupils dropped out before completing the fourth grade. The most prominent reason for that was economic problem. Considering further that, to a large number of pupils, opportunity for education is not likely to be available beyond the primary stage and what they learn here must sustain them throughout their lives, it become imperative
that the educational system makes sure that the previous school years of the children are not wasted. That all children irrespective of the conditions they come from and the conditions of the schools they attend, reach a minimum level of learning before they finish primary education that would eventually enable them to understand their world around and prepare them to function in it as permanently literate, socially useful and contributing adults. The minimum levels of learning that all children must achieve at a given stage of education, is thus seen as one of the important pre-requisites for infusing a sense of direction to the system and thereby paving the way for improving its accountability.

It is expected that MLL (minimum level of learning) will provide an effective tool for programme formulation for school improvement. The quality of a school or educational system should be the real sense, be defined in terms of the performance capabilities of its students. The emphasis on defining precisely what children should have learnt by the end of every stage of education is very necessary to evaluate the real outcome of the system. This laying down of well-defined levels of learning is expected to introduce a sense of direction and a greater element of accountability in the system. It is also felt that the set of MLLs would actually represent the rational criteria adopted for judging the adequacy of the curricular inputs provided and the learning outcomes to be expected.
Further, in order to improve the quality of education, especially at primary stage, the national policy of education 1986 calls for immediate attention to :-

i) improving the institutional environment physical plant and in structural material.

ii) laying down minimum levels of learning that all children completing different stages of education should achieve.

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 to combine quality concerns with concerns for equity keeping in view the developmental needs of children from the disadvantages 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.
1.03 Minimum Levels of Learning (MLL)

Minimum levels of learning can, perhaps, be specified in a variety of ways. For instance, MLLs can be stated as expected learning outcomes defined as observable terminal behaviours after some stage of learning. One may also go for a taxonomic analysis of learning objectives such as knowledge, comprehension, application, analysis, synthesis, evaluation and so on and accordingly indicate the expected learning outcomes. One can also state the MLLs in terms of learning competencies expected to be mastered by every child by the end of a particular class or stage of education. These different approaches for stating the MLLs are not mutually exclusive. Of the various alterantives available the investigator has chosen to state the MLLs in terms of terminal competencies. Each competency can be further delineated in terms of subcompetencies while specifying the content inputs or while designing specific measures of learning.

Recently the National Educational Policy has given the highest priority to solving the problem of children dropping out of school and adopt an arry of meticulously formulated strategies based on micro-planning, and applied at the grass-root level, all over the country to ensure children’s retention at school.
Further, the magnitude of non-attending children, low enrolment of girls and of children of schedule castes and schedule tribes (and there too, girls in particular) and the gradual decline in the retention from Grade-I onwards have persisted as main problems of elementary education system in India. Concerning these situations, the National Policy on Education 1968 observed the various solutions to the implementation of the National Policy of Education - 1986, to the solution of the problem namely:

i) Considerable expansion of education facilities all over the country, at all levels.

ii) Acceptance of a common structure of education throughout the country and the introduction of the 10+2+3 system of education by the states.

It is also felt that achieving well defined standards of learning by children in schools is a powerful success indicator of the system that works. It is in this context that the National Policy of Education (NPE) 1986 emphasised the need for laying down Minimum Levels of Learning (MLL) for each stage of school education as a pre-requisite for setting performance goals for the teachers. This was visualised so that these could serve as effective guides for organising teaching-learning experiences and evaluating pupil achievement. On this issue, the report of the Ministry...
of Human Resources and Development (MHRD) may be seen as an attempt at presenting a curriculum that will equip all children who complete primary education with the minimum/essential learning outcomes that will enable them to understand their environment more meaningfully and to function as socially useful and contributing adults. The curriculum recommended is thereby aiming at relevance, functionality and achieveability of the learning outcomes. It is expected that the learning outcomes outlined here will be achieved to mastery level by all students, within a specified time limit and a reasonable input of facilities. Taken together with the development of a comprehensive evaluation system, these MLLs will provide the teacher and the system, an indication of performance effectiveness.

The on-going process of curriculum renewal in the country by giving an added impetus to the concept of a common core as an effective instrument for imparting information and developing concepts, skills, interests, attitudes and values required by the future citizens to face the challenges posed to the Indian Nation.

The main thrust of the NPE is (upto a given level) that, all students, irrespective of caste, creed, location (Rural or Urban) or sex have access to education of comparable quality. For reasons stated above, a large number of schools and, therefore, learners are not able to attain even the minimum level of education. Hence the second most
important recommendation has been made to lay down the minimum level of learning for each stage of education. There is an urgent need to undertake the task of defining minimum level of learning for each stage of school education and for each area of learning included in the common scheme of studies. It is also necessary to clearly identify the relevant content of common core components for each of the learning areas under each stage of education.

It is also a fact that healthy growth, development and achievement of the children, especially at lower age is the multi-dimensional process, not unidimensional. It depends on various inherited, environmental situations like socio-economic status and residential area. With this much knowledge, the present investigator decided to study effectiveness of competency based learning system on achievement in relation to place of residence and socio-economic status in government and private aided schools.

1.04 Socio-Economic Status (SES)

Warner (1941) identifies three criteria to determine the status of the individual. These are - education, occupation and income (These criteria have also been taken into consideration by Smalser, Reissman and Tumin).

Kulshrestha (1972) observed that "socio-economic status is study of individual's position within the social relationships. It influences individual's relationship with
others. It includes prestige, influence and respect. It is also known as social class, social status or socio-economic background." Generally, it is a crude, global measure comprising ratings on education, occupation and income of the parents, material conditions, and cultural level of the family.

It means, status refers to the prestige of an individual or individuals which is derived from the position, he (she) or they hold in the society. In social sciences, two kinds of status are distinguished, namely ascribed status and the achieved status. When an individual enjoys a particular amount of prestige from the position which is inherited by him (her) from his (her) family or the groups to which he belongs, it may be stated that this is his (her) ascribed status. If the individual acquires some position in his life-time and derives the prestige from that position, then he is having the achieved status.

But in the Indian situations these criteria may not suffice enough to understand status sometimes of the individuals. Therefore, in the Indian context the nature of inequality in Indian society is multiple in character, that is, the individuals are divided along various lines, making different kinds of hierarchical systems. Among them the major are caste, class and religion.
In the present social sciences research some of the demographic variables are also included as criteria of identifying status by assuming that those variables are also accompanied by some kinds of prestige of the individuals.

Finally, it is pertinent to indicate socio-economic variables which determine the status of the individual in Indian Society are - age, marital status, caste, religion, education, occupation, property and income.

The effects of socio-economic cultural status on academic achievement are so pronounced that almost all the studies on correlates of academic achievement cover it. Some of the studies have treated socio-economic status as a single variable, whereas some others have treated each of its dimensions separately.

The results reported by different psychologists and educationists about the above-stated relationship are, however, controversial. In general, socio-economic status appears to correlate positively with academic achievement.

Mathur (1963) in his doctoral study reported that phi-coefficient between socio-economic status and academic achievement was 0.70. Chopra (1964 and 1966) found that socio-economic factors were positively related to achievement. He reported that even when measured intelligence was held constant, the richer the socio-
economic background, the lesser was the possibility of failure.

This positive correlation is confirmed by numerous researchers. Some other researchers have explained the indirect effects of socio-economic status on academic achievement. It is pointed out that socio-cultural factors influence academic performance primarily through the orientations and attitudes the young individual brings to bear on his academic pursuits. According to Davie (1953) parents who are dissatisfied with their own social status, and who recognize education as a means of up-ward social mobility, urge their children to stay at school. This is particularly true of middle class parents, who as a group, have a strong drive to get ahead. As Allen (1956) and Swift (1966) have pointed out, very few working class parents subscribe to the view that education is valuable for its own sake. For lower class parents, earning than learning is more important. There is no relevance to schooling for them.

Socio-economic status also influences verbal abilities and related skills (Loban, 1963). Kale and Danke (1976) linked socio-economic status with parent-child interaction, which ultimately affects achievement. White (1977) has given median value of six hundred and twenty correlation co-efficients from hundred studies. The most likely correlation between typically used socio-economic status measures and academic achievement was 0.25.
Though this positive relation is confirmed by most of the researchers, some other researchers have reported contrary results and concluded that there is no correlation between socio-economic status and academic achievement. Rajguru (1975) observed that lower socio-economic class proved to be effective in a given environment. Jain (1965), Barial (1966) and Sudame (1973) found no correlation between socio-economic status and academic achievement.

Some researchers emphasise the view that factor like educational environment at home, attitudes of parents are more consistent predictors of achievement. But all these factors are mutually overlapping and interdependent. The limitations of educational prescription based solely upon social class were recognised by Peaker (1967). According to him "Educational disadvantage is not simple dependent upon social status, but represents the whole system of family characteristics of which most important is parents attitude."

1.05 Justification of the Study

From the above review it is evident that there are a large number of correlates of academic achievement. But out of these methodology of instructions, S.E.S., and type of the management and place of residence seems more significant. The government and private educational agencies are trying hard and doing heavy expenditure to improve the system to make it effective one, especially at elementary
stage by floating various new schemes. Most of them seem to be failure or ineffective. Therefore, the problem of effective education yet remains perplexing specially in the light of the facts that uptill now no clear cut and universally accepted and effective programme of it could be furnished despite concentrated research efforts for more than five decades. Hence, the issue relevant to effective and proper education added in the present problem that is, to study effectiveness of minimum level of learning in terms of competencies at primary stage in relation to certain other variables.

Thus, it would be of great theoretical as well as practical interest and importance to investigate the "effectiveness of competency based learning system on achievement in relation to place of residence and socio-economic status of primary stage students". Of all these variables selected for the present investigation are found to indicate effectiveness or ineffectiveness concerning competency based learning system it would be possible to improve those factors which would make the programme most effective and successful. Moreover, the review of related literature on effectiveness of educational system and its problems suggests a need for comprehensive and systematic research on effective factors and programme in successful teaching learning system. Further, such research work may have potential significance in educational decision-making,
guidance and framing suitable curriculum for different classes in educational field, and identification of effective system of education, through which new educational environment ought to be made more successful and realize the aims of education. It is because of need and importance to evaluate the efficiency and effectiveness of competency based learning system at primary stage.

The above facts and knowledge justify to undertake a research project to study the effectiveness of competency based learning system on achievement in relation to place of residence and socio-economic status in government and private schools.
1.06 **Statement of the Problem**

The problem is stated as:

"Effectiveness of competency based learning system on achievement in relation to place of residence and socio-economic status in Government and Private Schools."

1.07 ** Purposes of the Problem**

The study aims at exploring:

1. To examine the effectiveness of competency based learning in terms of achievement at primary level (Class III) third standard.

2. To see if place of students' residence effects achievement.

3. To study the effect of S.E.S. of students on their achievement.

4. To study the effect of school management on achievement.

5. To see if place of residence socio-economic status and school management interact with competency based learning system.
The scope of enquiry into 'correlates of academic achievements, can be very vast, such as teaching-learning system like MLL and others, nature of schools, teaching in different media or instructions, methods etc; distinct levels of education and such as children backgrounds, culturally advanced or backward, place of residence, socio-economic status of family, school environment and so on.

1.08 Delimination of the Study

1. Study was conducted on a sample randomly selected from the population of 3rd standard students from Nabha Tehsil.

2. Out of the five classes in the primary school only Class III was selected for the study.

3. Competency based learning strategy was employed to only one subject, that is, Arithmatic.

1.09 Hypothesis

The following hypothesis were tested in the present study:

1. There would be significant difference in mean achievement scores of the groups exposed to competency based learning strategy and traditional based learning strategy.
2. Socio-economic status of the students would not effect achievement significantly irrespective of the type of learning strategy design.

3. Place of residence would not effect achievement significantly irrespective of the type of learning system design.

4. There would be no significant difference in the means achievement scores of students studying in Government Schools and Private Schools.

5. The Interactional effect between learning strategy and place of residence on students achievement would be significant.

6. There would be no interactional effect on achievement scores between levels of learning strategy and levels of socio-economic status.

7. The interactional effect would not be significant between learning strategy and the school management (Government and private).

8. There would be no significant interactional effect on achievement between school management and place of residence.
9. There would be significant interactional effect on achievement between type of school management and socio-economic status of students.

10. There would be no significant interactional effect on achievement between place of residence and socio-economic status of students.

11. There would not be any significant interaction among learning strategy; socio-economic status and place of residence.

12. There would be no significant interaction on students achievement among learning strategy, socio-economic status and type of school management School Management (Government and Private).

13. There would be no significant interactional effect on students achievement among socio-economic status, place of residence and school management.

14. There would be no significant interactional effect on achievement among learning strategy, place of residence and the school management (Government & private).

15. There would be significant interactional effect on students achievement due to learning strategy, school management, place of residence and socio-economic status of students.