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Research Paper

Educational growth at elementary level studies on reading, writing and math skills

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ABSTRACT

Children's are asset of nation. Childhood is distinct phase of human life span psychologist concerns of childhood as highly eventful & unique time of life that lays the foundation for the adult year. Here work on the elementary level educational growth on Reading, Writing and arithmetic Skills the main objective to study to find out SC students, BC Students and UC students of Government primary schools under UEE Word not differ significantly with respect to their scores on vocabulary test and Mathematical skills. The test used for Assessments vocabulary test and copying test. The total 300 sample collected from different government schools Gaya District of Bihar, India.

Keywords: *BC-Backwards caste, SC-schedule caste, UC- upper caste, UEE- Universal of elementary education, math skills, reading, writing.*

Childhood is distinct phase of human life span. There special skills and confront new life tasks. We value childhood as special time of growth and change and we invest our resources in carrying for and educating them. From govt. side and also society as whole a specified budgetary provision is made for provide Bani primary schooling to each child. In India 2000 years universal Elementary Education (SSA) has been made mandatory to all children. Reading expert steve stanl (2002) believes that the three main goal of reading distribution should be to help children. 1. Automatically recognize words. 2. Comprehended text 3. Became motivated to read and appropriate reading. These goals are interrelated if children cannot recognize words automatically, their comprehension sulfurs' If they cannot comprehend the text. It is unlikely that they will be motivated to read it.

According to development model, reading skills develops in time stage (Chall 1979). The age boundary are approximate and do not apply to every change.

The cognitive approach of reading emphasizes decoding and comprehending words, constructing meaning and developing export reader strategies. The cognitive approach emphasizes etc. cognitive process on vole in deciding and comprehended words.

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Meta cognation is involved in reading in the sense that good readers develop control of their own reading skills and have an understanding at how reading works. Two resources that can be used to improve student's phonological awareness and decoding skills are read- along book and words picker (Cognition and technology group at Vanderbilt (1997).

Children's writing emerges out of their early scribes, which appears at around at two three year at age. In every childhood child motor skill usually become well enough developed for them to begin printing letters and their names. Normally most four year old can print their first name five year old can reproduce letters and copy several short words. As they develop their pronging skills. They gradually learn to distinguish b/w the distinguish characters of letters such as weather line are curved or straight, open or closed and so on. Like becoming a good reader, becoming a good writer takes many years and allots of practice (brunking horn 2001) spandel 2005).

Mathematical skills- There are some developmental changes in the way children think about mathematic and their math ability at different grade level. There are also the basic principle and standards for school mathematics at different grade level.

Recent study used videotape for 8th grade math classroom to examine how much math is Taught in different countries (Herbert Goth in Bihar the UEEP has done significantly impact upon the educational development of children of all communities. A report by district information system for education (NISE) in 2006-7 from 52884 schools of 37 district show. That there has been increase in Basic facilities in schools which have attracted the children to schools. There is also gone the increase in their detention rate. the mid-day- meal, Poshak-Yoga, Scholarship, cycle yogana etc. Rendered a good impact and attracted the children both boys and girls at mass level to school the report says that about 59% school received teachings leaving materials during 2005-06.

METHODOLOGY AND MATERIALS

Objective

The objective was to measure the development in reading, writing and math skills of the primary schools students to verify the hypothesis that SC students BC students and UC students of govt. primary schools under UEE would not differ significantly with respect to their score on vocabulary test and math test.

Hypothesis

It was hypothesized that the SC students BC students and UC students of Govt primary schools under UEE would not differ significantly with respect to their score on vocabulary test and math test.

Sample

The study was conducted on primary school students aged 8-9 years mostly belongs to class 3 & 4 further the students belongs to rural and semi rural schools. These schools always govt. school and private schools. Distribution total 300 samples collected. where SC -100 BC-100 and GC-100.

To compare the impact of Sarve siksha Abhyan under UEE upon the education growth of SC children of primary school two types of schools were included one was the govt. schools where under UEE and another was private school.

Test Materials: Reading, writing skills test- 9 RWST) Developed by Narendra Singh, Dept. of educational psychology- counseling and guidance NCERT, New Delhi. The test included four subjects on the basic of extensive review of reading test and handwriting scale. Vocabulary, Motor control, Visual perception and auditory discrimination. Here used research any vocabulary subject for assessment of SC, BC, and GC students studying in primary school of Gaya district of Bihar.

RESULTS AND DISCUSSION

The purpose of study was to know the educational growth of the SC students of govt. primary schools were compare with BC and UC students on their sores on reading, writing and math skills further to see impact of UEEP upon education growth SC, BC and GC govt. primary school. Students under (UEEP) were compared with SC, BC, and UC students of private primary schools. Here on reading skills used test but in math skills as simple addition, subtraction, multiplication and division were conducted to obtain total score on math skill.

The first hypothesis was that the SC students. BC students and UC students of govt. primary school under UEE would not differ significantly it. Their scores on vocabulary test CVT.

Table – 1 Comparison of SC and UC students under UEEP in govt. primary school on their scores of vocabulary test.

Group of students under UEEP of govt. primary	N	Mean	SD	t	df	P
SC	50	7.28	5.56	1.10	98	NS
UC	50	8.16	4.54			

In comparisons in table-1 shows that the SC and UC students are more of less equal in their performance on vocabulary test. There scores indicate their average vocabulary growth. In spite the SC students are from disadvantaged social class but their perform on vocabulary is not legging behind the advantaged upper caste (UC) indicate the positive impact of schooling under universal elementary education proramme.

Table- 2 Comparison of the BC and UC students under UEEP in govt. primary school on their scores of vocabulary test (VT)

Group of students under UEEP of govt. primary schools	N	Mean	SD	t	df	P
BC students	50	7.90	6.31		98	NS
UC students	50	8.16	4.54	.238		

Results on vocabulary test in table -2 also shows the similar in the BC and UC students under UEE of govt. primary school. The obtained t-ratio.230. For means sores 7.90 and 8.16 for BC and UC students respectively do not show the significant difference at df-98. Here also the two groups show the average growth in vocabulary.

Table-3 Comparison of the SC and BC students under UEEP in govt. primary school on their scores of vocabulary test (VT)

Group of students under UEEP of Govt primary schools	N	Mean	SD	t	df	P
SC students	50	7.28	5.56	.52	98	NS
BC students	50	7.90	6.31			

In table-3 also the SC students and BC students under UEE are similar in their VT score. The VT score for the two groups shows the average growth in the two groups. The obtained t-ratio 0.52 for mean scale 7.25 and 7.90 for SC and BC respectively is not significant of df-98.

The students of government primary school under UEE would not differ significantly on math test (MT).

Table-4 Comparison of the SC and the UC students under UEE of govt. primary school on their score on math test (MT).

Group of students under UEEP of govt. primary schools	N	Mean	SD	t	df	P
SC STUDENTS	50	8.22	7.90	1.16	98	NS
UC students	50	9.64	.90			

The obtained results in table-4 shows the more than average growth in the SC and UC students on their mathematical ability. Here also we find that in spite of the several disadvantage the SC students performed better to the parity of the advantaged UC students. The results thus indicate the positive impact of UEE programme on the educational growth of the SC students. The obtained t-ratio 1.136 for the two means 8.22 and 9.64 for SC and UC Students respectively is not significant at df-98.

Table-5

Group of students under UEEP of GOVT. Primary schools	N	Mean	SD	t	df	P
SC students	50	8.22	7.90			
BC students	50	8.78	8.30	.347	98	NS

The obtained results in table-5 do not show the significant difference between SC and BC students under UEE on their score on math test (MT). The two groups performed more than average the test. The results indicating the parity the SC students with the BC students signify the positive impact of the UEE programme. The obtained t-ratio 0.347 for the two means 8.22 and 8.78 for the SC and BC students of UEE show not significant difference at df-98.

Table-6 Comparison of the BC and UC students under UEE of govt. primary school on their scores of math test (MT).

Group of students under UEEP of govt. primary school	N	Mean	SD	t	df	P
BC students	50	8.78	8.30	0.62	98	NS
UC students	50	9.64	.89			

The obtain results in table-6 also do not show the significant difference in between scores on math test (MT). The obtain t-ratio 0.62 for two means is not significant at df-98.

Here comparisons of SC, BC and UC ST Students of private primary schools on their scores on vocabulary test (VT). The obtained results are discussed below in.

Table-7 Comparison of the SC students and UC students of private primary schools on their score of vocabulary test (VT).

Group of students under private primary school	N	Mean	SD	t	df	P
SC students	50	8.42	1.50	2.91	98	.01
UC students	50	9.82	3.17			

The results obtained in table-7 shows that the SC students and UC students in private school differ significantly on their score on vocabulary test. The t-ratio 2.91 for the mean score 8.42 and 9.82 for the second UC students of the private schools respectively show the significant different at 0.1 level on df- 98. It is not that though the Sc student's performance on vocabulary test good but they are not at per as UC students. The reason lies in the economic status of upper caste students. Most the upper caste children belongs to higher SES in complains with SC students through SC children were also from the good economic status but they still may have some psychic inferiority imbedded in the hierarchy inhabiting them to be benefited from the schooling.

Table-8 Comparison of the SC and BC STUDENTS IN primary school on their scores of vocabulary test (VT).

Group of students under private primary school	N	Mean	SD	t	df	P
SC students	50	8.42	1.30	1.4	98	NS
BC students	50	9.20	4.88			

Comparison of the SC and BC students in private school on their scores on vocabulary test reveal that the SC students are not behind the BC students on vocabulary test. The performer of the two means 8.42 and 9.20 for the two groups is not significant on DF – 98.

Table-9 Comparison of the BC and UC students of the private primary school on their scores of vocabulary test.

Group of students under private primary schools	N	Mean	SD	t	df	P
BC students	50	9.20	3.17	.759	98	NS
UC students	50	9.82	9.38			

The results obtained in the table 4.18 shows that the BC and UC students of the private school are more or less equally better in their performance on their vocabulary test. The obtained t-ratio 0.759 for the two means for the two groups is not significant at df-98.

PRIVATE SCHOOL SCORE

Here the SC, BC and UC students of the private school are more or less equally better in their performance on their vocabulary test. The obtained t-ratio 0.759 for the two means for the two groups is significant at df-98.

Table-10 Comparison of SC and UC students of private school on their score on math test (MT)

Group of students of private primary school	N	Mean	SD	t	df	P
SC students	50	8.5	6.18	0.17	98	NS
UC students	50	8.7	4.97			

The comparisons of the SC students and UC students in private primary school on math test reveal that the SC students are as good as UC students on math test (MT). The results in table -10 show the educational growth on math in SC students of the private school is at par with the UC students. The growth says to the awareness in the SC class regarding the importance of education through they are in poor on socio- economic status.

Table-11 Comparison of the SC and BC students of private schools on the scores on math test (MT).

Group of students private primary schools	N	Mean	SD	t	df	P
SC students	50	8.50	6.18	.67	98	NS
BC students	50					

The SC and BC students in private school in table-11 do not show the significant difference on math score. Both the groups are more or less good and equal on their scores on math test to be equal by SC children in private school to their counterpart BC students indicate the rise in their educational level. The obtain t-ratio 0.067 for means score of both the groups are significant at df-98.

Table-12 The comparisons of the BC and UC students in private primary school on their score on math test (MT)

Group of students private primary school	N	Mean	SD	t	df	P
BC students	50	9.20	3.98	.50	98	NS
UC students	50	8.70	4.97			

The comparisons in table-12 regarding score on math test the BC and UC students in private school do not show the significant difference between the two groups at df-98. Both the BC and UC students score is good on math test and are more and less equal. It is to note that in recent few decades their have been a great rise in the socio economic as well as political status of BC person in Bihar and they are competing in every aspect of like at par with upper caste.

CONCLUSION

We see also over the growth in their learning and performance in the school as evident in their score of vocabulary test on this test. They are good as the upper caste.

As for as the SC students in concerned on reading, writing and math test we see they also did as good as the backward caste and upper caste children either they are in govt. schools (UEE) in the private school. Thus the results the rise in the educational growth of schedule caste also indicate the positive impact of universal elementary education upper them through. There are studies which points to the various inequalities that the SC students face but the results indicate if schools are positive. There may be positive impact upon the children educational growth as we seeing obtained results. The reason of positive growth in the reading writing skills may be labeled to the efforts which in recent year are being made by SSA under universal education programmed. The SSA is more proactive than what was before.

The basic objective of the study was to compare the educational growth of SC students UEE under Govt. School therefore it required comparing them with the children of private school. The expectation was that proper training and teaching programme as envisaged in the goal of SSA under UEE in govt. school would lead to positive educational growth in SC children

in spite of their disadvantages. They would do better on reading, writing and math test parity to the students of private school who had better teaching facilities.

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Conflict of Interest

The author declared no conflict of interest.

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