



EDUCATIONAL GROWTH AT PRIMARY LEVEL STUDENTS OF SCHOOL ON THE BASE OF VISUAL AND AUDITORY DISCRIMINATION SKILLS.

Education

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ABSTRACT

The foundation of basic skills essential for learning Reading, writing, and math are the core fundamentals of education. It is a skill that needs to be exercised in order for your knowledge to increase. The “Three Rs” are tools with which a student can gain more knowledge in any subject. If a student can read and write, he or she can complete a research project and learn to type. If a student understands the basics of arithmetic, he or she can learn to program complex algorithms or study science. Here in study the educational growth of students depends upon visual and auditory skills of children. Total sample taken 300 from Governments schools comparison of skills between SC, BC, and UC students on scale reading writing skills test. The main findings are there is no difference between SC, BC, and UC students in primary level school performance. So all show equal growth in reading, writing and math skills.

KEYWORDS

Basic Skills, Reading Skills, Writing Skills, Math Skills, Visual Discrimination, Auditory Skills.

The foundation of basic skills essential for learning Reading, writing, and math are the core fundamentals of education. It is to be understood that without practicing and encouraging your children to master these skills, they will lack knowledge and fall behind in other subjects. Reading is a process involving word recognition, comprehension, fluency, and motivation. Reading is important for when it comes to obtaining and consolidating knowledge (what you read.) It is a skill that needs to be exercised in order for your knowledge to increase. You would not ride a bike one time and say you are the best at riding a bike would you? Reading is essential for children because it increases their vocabulary, and helps them become a better communicator by being well-spoken and articulate. According to The Daily Leader, “Reading comprehension separates the passive reader from one who is an active reader, interacting with the text. A person who is well-read, well-spoken and knowledgeable on a variety of topics tends to move ahead more rapidly, get promotions more often and generally succeed in their profession.” We want children to grow and become successful individuals and in order for that to happen, reading must be incorporated and practiced as much as possible.

Writing is a skill that involves taking words and creating a text. As mentioned before, reading is the process of obtaining and consolidating knowledge as to where writing is the process of combining new thoughts from that knowledge and experience. Writing is used to express ones' thoughts and share them in an insightful way. We use writing as a tool to separate and organize our thoughts. A lot of children and adults struggle with trying to get their words onto paper. Practicing writing will increase this skill and in the long-term, make an efficient and literate writer. If a person can not write well, it can affect them forever. Poor writing skills such as grammar and fluency in writing can send red flags to future employers because it shows you do not know how to express what you are saying effectively and efficiently.

Arithmetic is the branch of mathematics that deals with the study of numbers (manipulation of whole numbers, fractions, and decimals.) The basic calculations include: addition, subtraction, multiplication, and division. Basic math is used in everyday life and is usually mastered in early elementary school. After children master math, they are introduced to more complex types of mathematics; algebra, geometry, and calculus. Without mastering math, your child will struggle trying to learn various other types of mathematics. Besides math helping a child with learning other types of mathematics, we use math when it comes to counting money, figuring out how much will be taken off the cost with a discount or coupon, balancing a checkbook, how much to tip a server when wanting to tip 18%-20%, or seeing how much of a pizza pie is left. Whatever it is, math is being used.

Education has always gone beyond the basics of “reading, writing, and arithmetic.” However, the “Three Rs” are tools with which a student can gain more knowledge in any subject. If a student can read and write, he or she can complete a research project and learn to type. If a student understands the basics of arithmetic, he or she can learn to program complex algorithms or study science.

fabrics of democracy thought primacies of equal opportunity to all has been accepted since the inception of our republic the original article 45 in the directive principle of state policy in constitution mandated the state of Endeavour to provide free and compulsory education to all children up to age 14 years. though is 1950 our constitution articulated to expected period when ten year surprising still will try to achieve goal of universalisation after it has lapsed 67 years .no doubt since 1986 with national education policy and programs of action 1992 have done expressive efforts to achieve the goal of universalisation of primary education of elementary education. in 2001-02 with the launch the sarave shiksha aviyan (SSA) and several other programs in which schools was adopted. During learning some other main factor play important role in children of elementary education classes. These are Visual discrimination skills play a role in developing letter identification abilities, which are essential in learning to read. Visual discrimination is the ability to discern subtle similarities and differences visually. This is the process of seeing the details of what we are looking at. What is the same? What is different? Shapes, sizes, and colors are details to be looked at. When you read the details of these attributes define the letters and words and translate to the meaning of the sentence.

Auditory discrimination is the ability to recognize differences between sounds. Particularly, auditory discrimination allows people to distinguish between phonemes in words. Phonemes are the smallest parts of sound in any given language. Auditory discrimination allows a person to tell the difference between words and sound that are similar as well as words and sounds that are different. so here in study chosen two factors effect in elementary skills which affect on learning.

As said the purpose of the study is to find out educational growth in general caste, backward caste students studying in government's primary schools as well as private schools on score of copying skills, visual discrimination test and auditory discrimination test.

Objective –To find out Educational Growth at primary level students of government school in 3R skills through copying skills, visual discrimination test and auditory discrimination test.

Hypothesis –The students of backwards caste and general caste would not differ significantly with respect to their scores on copying skills, visual discrimination test and auditory discrimination test.

METHODOLOGY-

Sample –The study was conducted in primary Schools students aged 10-12 yrs studying in class 5&6 in governments schools and private schools those belongs in rural area of Gaya district of Bihar in India. Total sample collected 300. The distribution of sample on schools where 150 from governments \schools and 150 from private schools. The distribution of sample on caste based is followings given in table -1

caste	No of children's
Schedule caste students	50+50(Governments+ Private schools)
Backwards caste students	50+50(Governments+ Private schools
General caste students	50+50(Governments+ Private schools
Total=150	

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TOOLS- The test used reading writing skills test (RWST) developed by Narendra Singh departments of educational psychology counseling and guidance NCERT New Delhi. i used sub test of this test visual discrimination auditory discrimination and copying test and personal data sheet meant to collect personal data of child such as his/her name ,father name ,school name caste religion parents occupation socioeconomic status. The test is administered in small group of 5 to 10 students at the time.

RESULTS AND DISCUSSION-

As purpose of study was to know educational growth of the SC students of governments primary school students compare to there backward caste students and upper caste students on their score in visual discrimination test and auditory discrimination skills in reference of reading , writing skills and math skills

Table-02

Comparisons of the SC students and UC students of govt primary school on their score of visual perception test (VPT)

Group of students of govt primary school	N	Mean	SD	t	df	P
SC	50	9.00	6.90	0.205	98	NS
UC	50	9.32	8.66			

In Table -02 shows that on visual perception test the SC and UC students not differ significantly. Here also we see that SC students not behind the upper caste. The obtained results indicate the positive results on visual perception of symbol in SC students in comparison to the more advanced students of upper caste .The obtained t-ratio 0.205 for mean score 9.00 and 9.32 for SC and UC students respectively is not significantly at $df=98$ indicating not different on visual perception skills of the SC and UC students.

Table-03 Comparisons of the SC students and BC students of govt primary school on their score of visual perception test (VPT)

Group of students of govt primary school	N	Mean	SD	t	df	P
SC	50	9.00	6.90	0.404	98	NS
BC	50	10.32	9.55			

In Table -03 shows that on visual perception test the SC and BC students not differ significantly. Here also we see that SC students not behind the BC. The obtained results indicate the positive results on visual perception of symbol in SC students in comparison to the more advanced students of BC .The obtained t-ratio 0.405 for mean score 9.00 and 10.32 for SC and BC students respectively is not significantly at $df=98$ indicating not different on visual perception skills of the SC and BC students on reading writing skills.

Table-04 Comparisons of the BC students and UC students of govt primary school on their score of visual perception test (VPT)

Group of students of govt primary school	N	Mean	SD	t	df	P
BC	50	10.12	9.55	0.43	98	NS
UC	50	9.32	8.66			

In Table -04 shows that on visual perception test the BC and UC students not differ significantly. Here also we see that SC students not behind the BC. The obtained results indicate the positive results on visual perception of symbol in BC students in comparison to the more advanced students of UC .The obtained t-ratio 0.43 for mean score 10.12 and 9.55 for BC and UC students respectively is not significantly at $df=98$ indicating not different on visual perception skills of the BC and UC students on reading writing skills.

Table-05 Comparisons of the SC students and UC students of govt primary school on their score of schools on auditory discrimination test. (ADT)

Group of students of govt primary school	N	Mean	SD	t	df	P
SC	50	7.72	9.66	.394	98	NS
UC	50	8.58	4.01			

In Table -05 shows that on auditory discrimination test the SC and UC students not differ significantly. Here also we see that SC students not behind the upper caste. The obtained results indicate the positive results on auditory discrimination in SC students in comparison to the more advanced students of upper caste .The obtained t-ratio 0.394 for

mean score 7.22 and 8.55 for SC and UC students respectively is not significantly at $df=98$ indicating not different on auditory discrimination skills of the SC and UC students.

Table-6 Comparisons of the SC students and BC students of govt primary school on their score OF schools auditory discrimination test (ADT)

Group of students of govt primary school	N	Mean	SD	t	df	P
SC	50	7.72	9.66	0.165	98	NS
BC	50	7.46	5.33			

In Table -06 shows that on auditory discrimination test the SC and BC students not differ significantly. Here also we see that SC students not behind the BC. The obtained results indicate the positive results on auditory discrimination of symbol in SC students in comparison to the more advanced students of BC .The obtained t-ratio 0.405 for mean score 9.00 and 10.32 for SC and BC students respectively is not significantly at $df=98$ indicating not different on auditory discrimination skills of the SC and BC students on reading writing skills .auditory discrimination of words sound are important in the developments of reading writing skills. it depend upon the practice or frequency of which one listen the difference words .the results show that development well educational developments of deprived SC students

Table-07 Comparisons of the BC students and UC students of govt primary school on their score of schools auditory discrimination test (ADT)

Group of students of govt primary school	N	Mean	SD	t	df	P
BC	50	7.46	5.33	1.66	98	NS
UC	50	8.58	4.01			

In Table -07 shows that on auditory discrimination test the BC and UC students not differ significantly. Here also we see that SC students not behind the BC. The obtained results indicate the positive results on auditory discrimination perception in BC students in comparison to the more advanced students of UC .The obtained t-ratio 1.66 for mean score 7.46 and 4.01 for BC and UC students respectively is not significantly at $df=98$ indicating not different on auditory discrimination skills of the BC and UC students on reading writing skills.

CONCLUSION-

Visual discrimination skills play a role in developing letter identification abilities, which are essential in learning to read. Visual discrimination is the ability to discern subtle similarities and differences visually. This is the process of seeing the details of what we are looking at. What is the same? What is different? Shapes, sizes, and colors are details to be looked at. When you read the details of these attributes define the letters and words and translate to the meaning of the sentence. Here findings are students of SC, BC and UC of primary Govt School were not found to differ significantly regarding their score on visual perception test. The SC students performed average on the test similar to BC and UC. Further BC students were similar to UC students on visual perception score.

Auditory discrimination is the ability to recognize differences between sounds. Particularly, auditory discrimination allows people to distinguish between phonemes in words. Phonemes are the smallest parts of sound in any given language. Auditory discrimination allows a person to tell the difference between words and sound that are similar as well as words and sounds that are different. Here SC students BC and UC students of govt primary schools were not found to differ significantly with respect to their scores on auditory discrimination test .the SC students showed priority to their counter parts BC and SC students and also the BC and UC students were similar in auditory discrimination test score.

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