

A Critical Insight into Minimum Level of Learning (MLL)

Dr. Minoti Srivastava^[1]

Abstract:

This paper is an attempt to pull your attention towards the basic features of MLL, why policy maker felt to introduce minimum level of learning in education specially in three subjects (Language (mother tongue), mathematics and environmental Studies) and how it will help to create quality and equality in education, basic features of MLL, objectives of creating minimum level in those subjects and strategies of teaching and learning for better results.

Keywords: Minimum Level of Learning (MLL), Objectives and Teaching Strategies

Article History: Received: 10th March 2019, Revised: 23rd March 2019, Accepted: 23rd March 2019, Published: 30th March 2019.

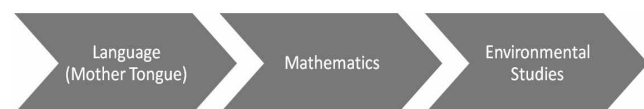
Need behind in construction of MLL was irrespective of caste, creed, location or sex, access to education of a comparable standard, it is an attempt to combine quality with equity. So the National Policy on Education 1986 calls for paying immediate attention to:-

- Improving the unattractive school environment, unsatisfactory condition of building and inadequacy of instructional material.
- Laying down minimum level of learning that all children completing different stages of education should achieve.

Keeping this policy directive in view, the report of the working group on early childhood and elementary education set up for formulation of eight five year plan states.

During the eight plan ,it should be our aim to bring about a substantial improvement in quality of education through improved infrastructure, improved teacher education and substantial improvement in quality and quantity of learning materials.

It was decided that the committee will draw minimum level of learning only in respect of three subjects, namely:-



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 development needs of children from the disadvantaged and deprived section of the society, the **dropouts, working children and girls**.

The focus of MLL strategy will be the development of **competency-based teaching and learning**. The main steps by which MLLs will be introduced in school will be:-

- Preliminary assessment of the existing level of learning achievements.
- Modification of the MLLs to suit local situation, if needed.

- Initial and recurrent orientation of teachers to competency based teaching.
- Preparation of teacher training handbooks for MLL-Based teaching.
- Introduction of continuous and comprehensive evaluation of students and using evaluation results for remedial action.
- Preparation of unit tests and other evaluation materials and putting them in an item pool for using as and when required.
- Using MLL norms as and when curriculum and text books are revised, and
- Provision of competency based teaching-learning materials to make the education activity based and joyful.

The purpose behind setting minimum level of learning is all children must be given access to education of a comparable standards. MLLs can be observable terminal behaviors.

I. MLL: A QUALITY ISSUE

Firstly, laying down of well-defined level of learning is expected to introduce a sense of direction and a greater element of accountability in the system.

Secondly, it is expected that MLL will provide an effective tool for programme formulation for school improvement. What is it that makes a good school ? Is it better building, more equipment or better-quality teacher? To what extent can we increase inputs to increase output in terms of pupils achievements? What kinds of inputs yield better output?

Thirdly and fundamental to the issues, there is the widely held perception that in a vast majority of government and municipal schools children can barely read their own textbooks even after spending as many as five years in schools, considering that, to a large number of them ,opportunity for education is not likely to be available beyond the primary stage and what they learn here must sustain them throughout their lives.

^[1] Assistant Professor, Hierank Business School, Noida - 62, (UP), Email: minotisrivastava29@gmail.com

II. MLL: A CURRICULUM ISSUES

The criticism leveled against the existing set of curriculum prescriptions and the corresponding learning outcomes is that they are only designed to prepare students for secondary and university education. Consequently, there is an overload of content of facts and information that would have very little relevance to the life or needs of a majority of students.

III. SOME BASIC FEATURES OF MLL

Specification of MLLs should meet the purpose of increasing learning attainments and serve as performance goals for the teachers and output indicators for the system. For this, the MLL must have apart from relevance and functionality, the attributes of achievability, understandability and evaluability.

IV. ACHIEVABILITY

- To serve as performance objectives and goals.
- To ensure the mastery level by every child in the class.

It is equally important to set them in a language and form that are easily understandable to all the teachers, many of whom located in remote rural areas work in isolation without any outside help or guidance.

The statements of MLLs should be such that they serve as an effective blue print for continuous and comprehensive evaluation of learners and thereby streamline the processes involved. This should also be equally useful to curriculum developers, textbooks writers and educational administrators.

MLLs provide this well-defined goal of acquiring a mastery level it is necessary that they must give a clear cut specification of expected learning outcomes.

V. MLL IN LANGUAGE

At the primary level, language occupies a pivotal place in the curriculum .The basic skills acquired through language learning facilities learning of concepts in other areas. Moreover, in the shaping of the personality of the child and in all his/her effective transactions in the day-to-day life situations the nine basic language skills namely:-listening, speaking, reading, writing, comprehensive of ideas(through listening and reading) functional grammar, self- learning, language use, and vocabulary control play significant roles.

VI. OBJECTIVES OF LANGUAGE LEARNING

At the primary stage, the main objectives of language learning are to:-



VII. STRATEGIES FOR LANGUAGE LEARNING

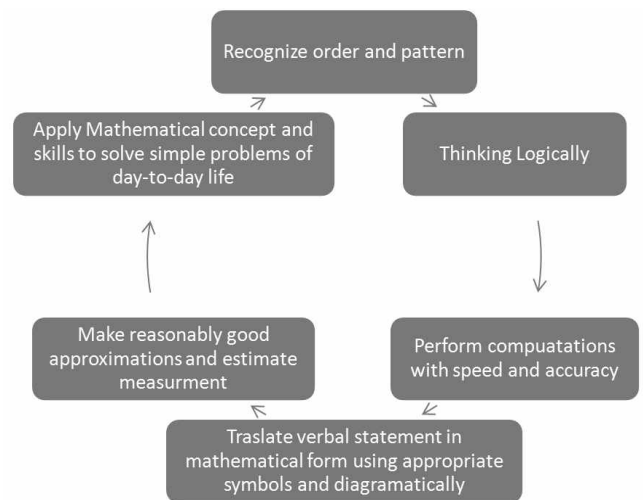
A variety of interesting activities in the form of narration of events, peer group discussions, story telling, drama, dialogue, question-answer, quiz competitions, riddles, word-play, debates during school functions and song are to be organized for making language learning a joyful activity, self –learning skills and functional use of language are also to be developed by encouraging to study of interesting children’s books, picture dictionary and peer group activities.

The MLLs are designed to assist the teacher to evaluate whether the learner is able to develop these competencies through the teaching- learning strategies. In pupil evaluation the major emphasis should be on creating informal social situations in the class. Functionality and creative use of language in day-to- day life situation should be the other points in consideration.

VIII. MLL IN MATHEMATICS

Enable children to solve speedily and accurately the numerical and spatial problems, which they encounter at home, in the school and in the community.

IX. OBJECTIVES OF MATHEMATICS LEARNING

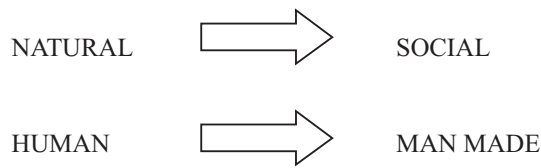


X. STRATEGIES FOR MATHEMATIC LEARNING

- Arrange objects in order according to size, length, thickness, weight and volume and use vocabulary describing the relationship, e.g. ‘bigger than’ ‘smaller than’ ‘the same as’, ‘levier’, ‘heaviest’ etc.
- Classify group of object according to various properties, e.g. size ,shape, length etc.
- Compare positions of things and persons in terms of the distance given points of reference and use vocabulary describing the relationships, e.g. ‘near’, ‘far’, ‘nearest’ etc.
- Perceive and reproduce simple patterns relating to shapes, color, positions and quantity.

XI. MLL IN ENVIRONMENTAL STUDIES

Environment is generally taken to consist of two main aspects:-natural and human, i.e. man made or social.



The total environment should be viewed interactively as the product of the interaction among the man, the natural environment and the social environment.

- Acquires awareness about one's well-being in the context of social and natural environment.
- Explores important aspects of one's socio-civic environment and comprehends their working.
- Knows about various people at work and appreciates the importance about the 'world of work'.
- Understands and interprets the special and interactive relationship between man and his environment.

It may be pointed out that the proposed scheme of MLLs avoids drawing any hard and fast dividing line between various components of environmental studies and expects them to be treated in a correlated manner.

The competencies under EVS are such that the teaching of teaching can be conveniently made activity based. The text books and other aids should be used for reinforcement of these processes.

All round development of the personality is the ultimate goal of education and, therefore the learning experience provided in the school should contribute towards the achievement of this end.

XII. SPECIFICATION OF NON-COGNITIVE AREAS

Every school should make conscious efforts to develop certain essential qualities in all the children, which are eventually belloyed:-

- Regularity and punctuality
- Cleanliness
- Industriousness/diligence
- Sense of duty and service
- Equality
- Cooperation
- Sense of responsibility
- Truthfulness
- National Identity

XIII. CONCLUSION

At the end it may be pointed out that the purpose behind MLL was to provide equal opportunity to those children who are far from their basic rights, because irrespective of caste, creed, location or sex in our society. Keeping these thing in mind MLL is formulated only in three subjects namely:- Language (Mother Tongue),Mathematics and Environmental Studies, because these three subjects are the basis for development of any person and any society, so we have to provide quality with equity in all these subjects.

XIV. REFERENCES

- <http://www.educationforallinindia.com/page75.html> retrieved on date: 03/03.2017.
- <http://www.teindia.nic.in/mhrd/50yrsedu/r/2S/99/2S990201.htm> retrieved on date:04/03/2017.
- https://wikieducator.org/images/6/61/The_MLL_Document.pdf retrieved on date: 05/03/2017.
- https://www.ripublication.com/ijepa/ijepav3n1_04.pdf
- <http://www.dsek.nic.in/Misc/SIE-2016.pdf>
- <http://www.dsek.nic.in/Misc/learningoutcome.pdf>