

# A STUDY ON MOTHER LANGUAGE PROBLEMS AT PRIMARY LEVEL OF TRIBAL CHILDREN IN WEST BENGAL: WITH SPECIAL REFERENCE TO THE DISTRICT OF BIRBHUM

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Received: May 01, 2019

Accepted: June 01, 2019

## **ABSTRACT:**

*Mother tongue is an important part of our life. However, during the pre-independent period in India mother-tongue had been severally neglected. Due to the socio-political and economical pressure it was difficult in British occupied India to ignore the use of English language. However, the role of mother-tongue cannot be ignored for the achievement of self-establishment. In west Bengal even after fifty years of independence mother-tongue remains mostly an ignored language in the pre-primary and primary curriculum. The main problem for this can be identified the lack of awareness regarding the efficacy of mother-tongue in education system. According to renowned educationist John Dewey has considered the mother-tongue as the foundation pillar of education.*

**Key Words:** *Mother Language, Education, Primary level.*

## **1. INTRODUCTION**

Education is the large amount essential implement for growth and human reserve development. Education is extensively established as the important instrument for the realization of the progress goal and lead to political awareness, consciousness of rights and duties among the people of a nation and it is the most significant instrument for human resource development and has a great significance in the context of rising countries.

India is a pluralist nation, with full variety, reflected in the large amount of cultures, languages, religions and cultural stock. The Indian inhabitants include diverse castes, communities, and racial groups. A social groups is usually recognized by a general area dialect, cultural-homogeneity, social and political association. It may consist of numerous sub-groups. The term 'tribe' is consequent from the Latin word 'tribes' denotation the 'poor or the masses'. In the English language, the word 'tribe' appears in the sixteenth century and denotes a population of persons claim decline from a general precursor. In India, tribes become scheduled tribe merely when it is notify as scheduled tribe in Article 342 of foundation of India. According to the 2011 census, scheduled tribes comprise 8.61% of the entire population of the country, number 104.30 million. In West Bengal, scheduled tribe constitutes 5.80% of the total population while in Birbhum district it constitutes 4.58% of the state population.

## **2. OBJECTIVES OF THE STUDY**

1. To examine the language using by the tribal children in primary school for their learning.
2. To identify the language problems of Tribal children at primary level.
3. To judge the progress of language problems of Tribal children at primary level.

## **3. METHODOLOGY OF THE STUDY**

### **3.1. POPULATION AND SAMPLE OF THE STUDY**

All the students of primary level school were population of this study. In present research the researcher selected sample of 176 tribal children students from the Bengali medium five Santali Schools of Birbhum District, West Bengal. The sample group was comprised with the students of class IV from Bengali medium primary school under West Bengal Board of primary Education of Birbhum District from West Bengal.

### **3.2 Tools used in the study**

In the present research study, researcher used one test.

- Questionnaire: To identify the language problems of the tribal children.

**3.3 Limitation of the study**

In this study, the researcher selected their sample group only from Bengali medium Santali schools of Birbhum District from West Bengal. The researcher further delimited the study within five schools and sample group was comprised with 155 students from Bengali medium primary school under West Bengal Board of primary Education of Birbhum District from West Bengal.

**4. RESEARCH QUESTIONS**

1. What are the problems of tribal children in primary schools?
2. How many categories the problems faced by the tribal children in primary schools?
3. What are the psycho-linguistic problems of tribal children in primary schools?

**5. ANALYSIS AND INTERPRETATION OF DATA**

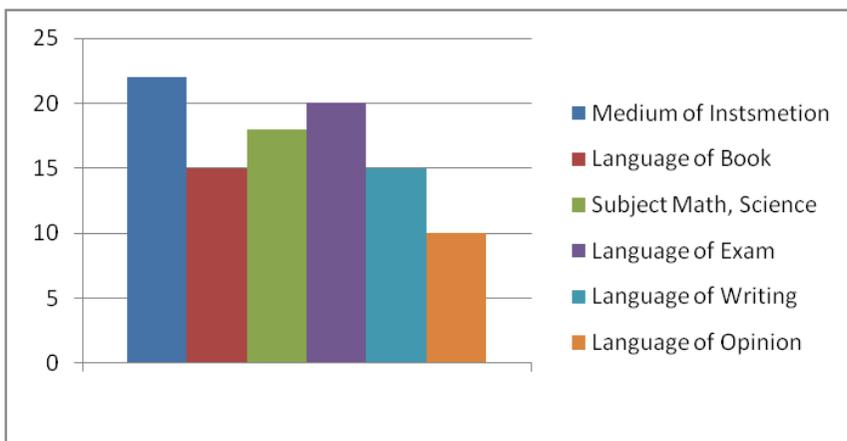
Data collecting is one of the chief objects for each research works. Not only that the collective data should also be analyzed to justify the objectives of the research. For this research the collected data are arranged and analyzed as per the statistical output. To identify the language problems a question sheet has been applied and the problems are identified as per the learners’ response and teachers’ opinions. Three dimensional scales are used to detect the score.

**Identification of language problems as per the learners’ opinions:**

The problems are as follows-

1. Language problems for classroom.
2. Language for text books.
3. Language for mathematics, science and English.
4. Language for (question papers) exam.
5. Language for written purpose.
6. Language for giving opinion.

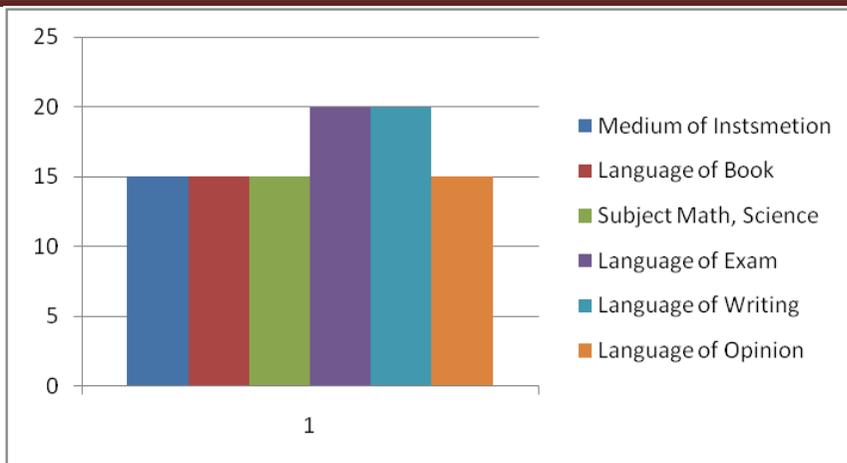
Problem in language field	Language problems for classroom	Language for text books	Language for mathematics, science and English	Language for (question papers) exam	Language for written purpose	Language for giving opinion
%	22%	15%	18%	20%	15%	10%



From the above table it is clear the data given by tribal learners for six problematic fields. It was observe that the language problems for classroom and exam have the greater importance among the six fields mentioned above

Identification of language problems for tribal learners as per teachers’ opinion. Teachers have identified the following fields of language problems for tribal learners.

Teachers Opinion Problem in field	Teaching learning language	Language for text books	Language for mathematics, science and English	Language for (question papers) exam	Language for written purpose	Language for giving opinion
%	15%	15%	15%	20%	20%	15%



From the above table it is clear the data given by tribal learners for six problematic fields. It was observed that the language problems for question papers exam and written purpose have the greater importance among the six fields mentioned above.

### 6. DISCUSSION

On the basis of non-tribal students' opinion, the two main language problems are related to the following fields- Language of text books, Language for English, mathematics and science. The language problems are not so great for the non tribal learners except in the two fields mentioned above. As the non tribal learners can get a scope to pursue their learning through mother tongue they are more fluent than the tribal learners in this regard.

There will be a remarkable difference between the tribal and non tribal learners in the intensity and scale of language problems. Three-dimensional rating scale is applied here for the data analysis. We can note that here except the tribal learners all are classified as general or non tribal since their mother tongue is Bengali. It is to be noted that the statements in the question papers are formed problem oriented. As a result, less average value refers greater problem. We see from here that language problem is greater for the tribal students.

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