



## EFFECTIVENESS OF TRIBAL DIALECT PROGRAM ON ACADEMIC ACHIEVEMENT OF TRIBAL STUDENTS

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### Abstract

Primary education is one the fundamental rights of every individual, irrespective of their age, sex, caste, religion and their ability or disability. Although, huge amounts are being spent for the noble cause of education and universalization of primary education, tribal students are still deprived, deficient and deviated from the mainstream of educational and social race. The research paper dealt with one of the most crucial issues related to the standard of present tribal primary education in Maharashtra. The objective of this study was to study the effectiveness of tribal Dialect Program on the academic achievement of tribal students of Seventh class in Marathi Subject. The study reveals that there is significant effect of tribal Dialect Program on the academic achievement of tribal students of Seventh class in Marathi Subject.

**Keywords:** Tribal Dialect Program.

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### Introduction:

Education for all is an international commitment to ensure that every child receives basic education of good quality. But education for all has not given sufficient attention to some marginalized groups of children in some of the underdeveloped nations. Since independence the Govt. of India has endeavored to bring out development of the tribal communities. From time to time in various plans, the Govt. has made systematic strategies not only for their educational improvement and development. From the very beginning of the five-year plan period, attempts at the government level were made to provide educational facilities and incentives. After independence, special provisions were made in the constitution of India for social, economic and educational development of the tribal communities. Article 45 of the Constitution of

India directs that free and compulsory education should be provided for all children up to the age of 14 years.

**National Education Policy 2020 and language in Education:** The National Education Policy 2020 focused on language in education, recognizes the critical role of education in fostering national unity in a multilingual country like India. It serves as a means to preserve and promote linguistic diversity, which is integral to maintaining both multilingualism and national unity.

National Education policy 2020 stands as a fundamental requirement for any nation, serving as a vital initiative to facilitate comprehensive national development. Within this context, NEP 2020 takes a significant step by emphasizing the preservation and development of all Indian languages. It does so by endorsing their use across various educational levels



and providing a legal framework to support these efforts. One of the key highlights of NEP 2020 is its commitment to promoting and safeguarding indigenous languages. It accords these languages a special status in the formal education system, recognizing their cultural and historical significance. Furthermore, NEP 2020 introduces a range of provisions related to language in education. These provisions include a focus on promoting multilingualism in teaching and learning, harnessing technology to overcome language barriers, prioritizing access for differently-abled students, employing local teachers with knowledge of regional languages, and the development of educational materials in local and Indian languages. The policy allows flexibility in the choice of languages learned by students, emphasizing that at least two of the three languages studied should be native to India. Students are granted the option to change languages during their education, provided they demonstrate basic proficiency in three languages, including one Indian language at the literature level, by the end of secondary school. These provisions underscore NEP 2020's commitment to nurturing linguistic diversity and promoting inclusivity in the Indian education landscape

#### **Importance of Mother tongue in Education:**

The mother tongue holds immense importance in education as it serves as the foundation for effective learning and cognitive development. It is the language in which children first communicate and understand complex concepts. Teaching in the mother tongue enhances comprehension, critical thinking, and overall academic achievement. “teachers should be conversant with the local cultural, religion and social traditions and should be fully familiar with language of the area”.<sup>39</sup> It fosters a strong cultural and linguistic identity, preserving cultural heritage. Additionally, mother tongue instruction facilitates seamless transition to

additional languages, improving multilingual skills. It reduces barriers to learning, especially for marginalized communities, promoting inclusivity. Overall, the mother tongue is a crucial tool for imparting knowledge, promoting cognitive growth, and preserving cultural diversity in education.

#### **Need of the Study:**

Languages, particularly tribal languages, find themselves excluded from crucial arenas of influence and development, such as official usage, legal proceedings, formal education, commerce, and trade. This isolation renders them susceptible to the encroachment of dominant contact languages, thereby imperiling their very existence. Faced with this peril, they adapt by withdrawing passively into realms with less power and prominence. This adaptation doesn't entail a complete shift in language; instead, it results in a significant reduction of linguistic domains. These languages are often preserved within the confines of home environments and are used for communication within the community. Unfortunately, in many cases, the transmission of these mother tongues across generations declines, leading to their gradual erosion. The commonly observed 'natural' bilingualism among speakers of tribal and other linguistic minority languages can be seen as a means of preserving their culture and social functionality. However, this strategy comes at a high cost: an identity crisis, limited freedom and capabilities, subpar educational performance (due to insufficient development of the home language and compulsory immersion in majority-language schools), social marginalization, and poverty.

From the outset, tribal and minority language speakers face inherent disadvantages. They typically hail from economically underprivileged backgrounds, often residing in rural, less developed regions. Persistent lack of access to education and exclusion from official and economic spheres exacerbate the vulnerability of these



languages. They are denied the opportunity to flourish, and the perceived weakness of these languages is exploited as a justification for continued disregard and exclusion. This perpetuates a destructive cycle of disadvantage.

Throughout the nation's history, tribal education has been a prominent concern on the national agenda. Special commissions and committees were established at various points in time to assess the progress of tribal education. However, these bodies did not succeed in clarifying the reasons behind the insufficient utilization of educational services by tribal communities and the underperformance of tribal students in India.

Despite the constitutional guarantees and the sustained efforts of the government, tribal communities continued to lag behind the general population in terms of education. Undoubtedly, there was a gradual increase in enrollment within the formal education system over the years, but correspondingly, there was also a rise in the dropout rate.

The disparity between the languages spoken at home and those used in schools, along with the neglect of mother tongues, especially in terms of literacy and formal education, forced tribal (and other minority) children into a subtractive language learning experience that reduced their linguistic abilities. Consequently, their subpar educational performance limited their future prospects. The present research work will be benefit to the teachers, students and the curriculum developers. The Scheduled Tribes are backward not only economically but also socially and educationally. Due to their backwardness and isolation, they have not acquired well social and educational abilities.

#### Reviews of Related Literatures:

The related reviews of previous studies are as follow:  
Pawar, Shubhangi Balkrishna (2018) conducted research on the Socio Economic and Family Factors

Affecting on Health and Academic Achievement Among Tribal students, Sundaram K. (2019), investigate the effect of Folk song for Enhancing Academic Performance in Social Science, Tonia Grace, Ganta (2019) studied the Proficiency in Mother Tongue and Its Influence on Communication Skills in English Muneer V (2020), Analyzed the status of tribal students in selected aspects and functioning of tribal residential schools, Kumar Sandhya (2022) studied the Effectiveness of Experiential Pedagogy on Science Process Skills, Scientific Attitude and Achievement in Science of Secondary School Tribal Students, Chaudhari, Priti (2010), Rupavath, Ramdas. (2016), Jojo, B. & Bhoi, D. (2021) discussed the The Academic status Achievement of Tribal Students, Matheows Woldegiorgis Sidole, Taye Gebremariam Olamo, Zeleke Arficho Ayele (2019), Ohanga, Ongeti Karren, Odeo, Isaac Ipara & Abenga, Elizabeth (2021),., Investigatate on Students' & Teachers Attitude towards Using Mother Tongue as a Medium of Instruction, Mardhatillah, Khairil Ansari, & Abdurahman Adisaputera, (2021) studied The Effectiveness of Thematic Learning Model Based on The Aneuk Jamee Tribe Integrated Higher Order Thinking Skills (Hots) In Basic School Students

The present Research problem is unique from the above reviews because the researcher thinks that such type of research has not undertaken by anybody on the Development of Tribal Dialect Program for Gond students of 7<sup>th</sup> class in Gondi dialect and Study its Effectiveness on the Academic Achievement of 7<sup>th</sup> class student. So, the present research problem is unique and different in nature.

**Research Questions:** On the basis of related reviews of literatures and own teaching experience following research questions were raised before framing research objectives of the study.

- Which difficulties are faced by the Seventh standard



- tribal students in Marathi Subject?
- Why tribal students of Seventh standard have lowest performance in Marathi Subject?
  - Which factor effect on the academic achievement of tribal students in Marathi Subject at Seventh standard?
  - Why student of Seventh standard tribal students are too much scared about the language?
  - Is academic achievement of tribal students will get affected by tribal Dialect Program for language at Seventh Class?

#### Objectives of the Research Study:

Objectives are the guidelines which give a driving force to achieve the solution for the chosen problem. The following were the objectives of the research study.

- i. To develop tribal Dialect Program of Marathi subject for tribal students of Seventh class.
- ii. To study the effectiveness of tribal Dialect Program on the academic achievement of tribal students of Seventh class in Marathi Subject.
- iii. To Compare the Academic Achievement of tribal boys' and girls' tribal students of Seventh class in Marathi Subject.
- iv. To know the views of Head master towards tribal Dialect Program for the tribal students of Seventh class.

#### Hypothesis:

The Null Hypothesis of the present study is as follows:

**H<sub>0</sub>** There no significant effect of Tribal Dialect Program on the academic achievement of tribal students of Seventh class in Marathi subject.

**Tribal Dialect program:** In the present research work, tribal Dialect program investigator develop a lesson in Gondi dialect for Marathi subject with help of Seventh class textbook of Maharashtra state bureau of textbook production and curriculum Research, (Balbharati) in the Gondi tribal Dialect.

**Methodology of the Study:** The research methodology

adopted for this study on the development of a tribal dialect program and its influence on the academic achievement of tribal students utilizes a mixed-methods approach, incorporating both survey and experimental methods. This selection was made due to its suitability for achieving the study's objectives, and it is characterized by its scientific and technical sophistication in terms of its procedures and application. Single-group Pre-test Post-test Design was used.

**Population and Sampling of the Study:** Population is the whole group on which the study is being conducted. The population for the present study is the Gond Tribal student studying Upper Primary school in Class VIIth in Gadchiroli District to assess the effectiveness of tribal dialect program on academic achievement of Gond tribal students. The district is divided into six Sub-Divisions i.e. Gadchiroli, Chamorshi, Aheri, Etapalli, Desaiganj and Kurkheda respectively and each sub-division has two Blocks. There are 12 Blocks in Gadchiroli District, namely, Aheri, Armori, Bhamragad, Chamorshi, Desaiganj, Dhanora, Etapalli, Gadchiroli, Korchi, Kurkheda, Mulchera & Sironcha. Investigator selected Aheri Block purposefully for executing experiment to assess effectiveness of Gondi dialect program on the academic achievement of 40 Boys and 40 Girls Gond tribal students. Achievement test and interview schedule were used for data collection.

#### Analysis of Academic Achievement of Students (Pre and Post-tests):

One of the objectives of the study was to compare the Academic Achievement of tribal boys and girls' tribal students of seventh class in Marathi Subject. The academic achievement of 40 boys and 40 girls of primary school students belonging to tribal areas in Marathi language have been comparatively presented in the following table and the interpretation of data are



as follow:

Table 01

Combined Mean difference between Academic Achievement of Boys & Girls in Marathi Language

Variable	Number N	Mean M	Standard Deviation SD	Standard Error SE <sub>DM</sub>	t- value	Significant Level
Pre Test (Boys & Girls)	80	4.01	2.471	0.3470	7.98	Significant at 0.01 Level
Post Test (Boys & Girls)	80	6.78	3.051			

**Ref:** The facts and figures in the above table is based on the field data; coefficient of correlation  $r = 0.3833$ . If  $df = 78$  then table t- value at 0.05 and 0.01 levels of significance are 1.98 and 2.63 respectively.

From the above-mentioned table, it is revealed that obtained t-value 7.98 is more than the table value at 0.01 level of significance. Therefore, there exists statistically significant difference between the mean scores of academic achievements of boys & girls in pre and post-tests of Marathi subject. Hence above hypothesis  $H_{01}$  is rejected. Therefore, there significant effect of Tribal Dialect Program on the academic achievement of tribal students of Seventh class in Marathi subject

**Findings:**

On the basis of analysis and interpretation of the field data and the analysis of interview scheduled of headmasters; the following findings have been drawn:

- ✓ There significant effect of Tribal Dialect Program on the academic achievement of tribal students of Seventh class in Marathi subject.
- ✓ 87% of the Head Masters responded that Using the mother tongue as a medium of instruction, particularly at the elementary level, enhances teacher-student interaction and benefits tribal students significantly.

- ✓ It is observed that 76% of the Headmasters are incorporate tribal dialects by infusing students into lessons, using bilingual resources, uses few words of tribal dialect while teaching, teaching cultural contexts, and to getting closer to children. Whereas 24% Head Masters did not incorporate tribal dialect in the present educational process.
- ✓ 85 % of the Headmasters responded that providing teachers with training in tribal language equips them to educate students scientifically through the tribal dialect.
- ✓ Most of the Head Masters reported that only specific lessons and poems have been adapted to align with the tribal dialect, primarily within the context of classes 1st and 2nd.

**Conclusion:**

The findings of this research shed light on the effectiveness of implementing education through tribal dialects, specifically focusing on the academic achievement of Gond tribal students. The insights gained from headmasters provide valuable perspectives on this educational approach.

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