

Communities Collaboration In School Activities

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ABSTRACT

Indian Education system was previously accessible only to the privileged class. It was made available to the whole country after independence. Development in education in India was more of quantitative than of qualitative nature so as to spread education and bring it to the common man. However, there seems a difference in education in urban areas and the one in rural or Tribal areas quality-wise as well as quantity-wise, contributed by several factors. The problems and issues also are different in urban and rural areas. Despite the government's efforts through NCF 2005, RTE 2009, providing mid-day meals, PSM 2010, the situation of education in rural areas has not been very promising and satisfactory. One major problem that was and also continues even now is multilingualism in Indian communities.

Despite admiring multi-lingual status in India, when a child finds the difference in its home language and school language, it is confused and does not find interest in the teaching-learning process and eventually drops out or stagnates. To resolve this issue, an innovative exercise of MLE-Multi-language Education was run through in remote aadiwasi areas speaking the Korku language, under the auspices of Zilla Parishad of Amravati district of Maharashtra state. The use of Korku for translation of some standard Marathi words while teaching primary class 1 and class 2 students was done for three months that led to improving the results of these primary school students. This helped raise the involvement of parents in their children's schooling. This also helped raise the confidence of primary school students and the competencies of the teachers. How this was teamed up, how parents' collaboration was invited and was utilized in this endeavor, how it turned out to be a successful experience in the form of the pilot study that became the basis of further intervention that led to better achievement of primary school children, has been described in the present paper.

KEYWORDS: MLE, .mother tongue, standard state language, Tribal education,

Introduction

The development and expansion in education after independence have been very fast.

Many schools and educational institutes have been established, but the impact of the British educational method is sustained. Our education system has been becoming factory-producing clerks. It means the development has been only quantitative and not qualitative. In the urban and rural areas, education is quality-wise different, and issues are also different. As per the RTE Act, 2009, primary schools are to exist in the one-kilometer area. The government provides the entire physical amenity to schools. But the quality of education is not improved. Students in tribal areas are not able to achieve fluency in basic reading and writing because their mother tongue or home language and the learning language are different. The NCF 2005 in chapter 3 explains the importance of mother tongue in early education and recommended mother tongue as a medium of primary education. RTE Act 2009 rule 29 suggests primary education in the mother tongue.

While working at DIET: District Institute of Education and Training - a government of Maharashtra's academic unit under MSCERT, one of the researchers got a chance to work in a tribal area while working as HOD of the language department. The researcher had to study the conduction of language education in tribal areas. The government of Maharashtra runs a program called PSM – Pragat Shaikshanik Maharashtra since 2015. The analysis of baseline and summative assessment of 2016 -17 has shown that the achievement of fifty blocks has been low, and forty-three blocks of them are tribal. The reason for low achievement is that the medium – that is, their language of learning and mother tongue is different. Students face many problems in the teaching-learning process because of different mediums or different languages at the primary level, so that their achievement quality wise is low. DIET arranged a 'learning level survey' in January 2018. The reading level of tribal areas was found to be very low. Only 25% of students were able to read in Chikhaladara and Dharni block of Amravati district. This was probably because of the different languages spoken at school and at home. According to the Press Trust of India, More than **19,500 languages** or dialects are spoken in India as mother tongues, according to the latest analysis of a census released this week. There



are **121 languages** which are spoken by **10,000** or more people in India, which has a population of **121** crores, it said. ([https://www.thehindubusinessline.com article2430572501-Jul-2018](https://www.thehindubusinessline.com/article2430572501-Jul-2018))

Rationale

It's scientifically proved that the use of the mother tongue in education develops the proficiency of learning another language. Research indicates that having a strong mother tongue foundation leads to a much better understanding of the curriculum as well as a more positive attitude towards school, so it's vital that children maintain their first language when they begin schooling in a different language. <https://ie-today.co.uk/people-policy-politics/the-importance-of-mother-tongue-in-education/>

The researchers are of the opinion that in the early level of learning, the use of mother tongue in the tribal area will increase the speed of learning, and they will learn another language easily. Their achievement in other subjects will also increase. Also, the percentage of learning of tribal students will increase, so it was thought obligatory to research this subject area.

Indian society is distributed in three parts, on the basis of Urban, Rural, and Tribal areas. The diversion of the Indian society is broadly on the basis of Urban, Rural, and Tribal society and on their socio-economic characteristics, geographical locations, and socio-cultural characteristics. Tribal societies live in relative isolation marked with a distinct culture, language, and religious faith. However, there has been a continuous interaction between these three kinds of societies, and we cannot put them into watertight compartments.

According to the Oxford dictionary, 'A tribe is a group of people in a primitive or ancient stage of development acknowledging the authority of the chief and usually regarding themselves as having a common ancestor.'

D.N. Majumdar defined tribe as a social group with territorial affiliation, endogamous with no specialization of functions ruled by tribe officers' hereditary or otherwise united in language or dialect recognizing social distance with other tribes or castes.

The Austro-Asiatic languages, also known as Mon-Khmer, are a large language family of Mainland Southeast Asia. It's also scattered throughout parts of India, Bangladesh, Nepal, and Southern China. Manipuri, Bodo, Santali, Korku belong to the Austro-Asiatic language family.

Korku is thus an Austro-Asiatic language spoken by central India by the Korku tribe. It is closely associated with the Nehali. The language has no script. For writing, Korku uses Devnagri. It's spoken in the state of Madhya Pradesh (Khandwa, Harda, Betul, Hoshangabad) and Maharashtra (Amravati, Buldhana, Akola). Almost all Korku tribes live at the foothills of Satpuda Range. Korku is spoken in a declining number of villagers and is gradually being replaced by Hindi. For these reasons, Korku is classified as Vulnerable to extinction by UNESCO.

The researchers argue on this background that if appropriate language development is infused decisively in

education to create interest in learning, it becomes easy for students to learn other subjects also. It might as well develop their confidence and lead to social development also.

Objectives:

The nature of this research being exploratory and survey type, the researchers thought that while null hypotheses of this research would be tested statistically, the objectives should be focusing on quality implied. Hence the objectives framed should be suitable for qualitative research. Thus, for this research, the researcher decided to focus on the following objectives-

1. To identify learning problems of primary school students speaking Korku as a home language (through pre-test)
2. To develop supportive material in students' mother tongue or home language (tribal language)

Review of literature:

The review helps in developing fundamental ideas & results on which new study with new ideas would be based. It provides evidence that the researcher is familiar with what is already known and what is still unknown and untested.

Several research papers and articles were identified on the internet that was related to MLE; however, very rare works were found to be focusing on MLE in the case of primary students such as this-

Subodit Kumar Chatterjee (January 1970): The Language Development Of Nursery And Primary School Children, University Of Calcutta

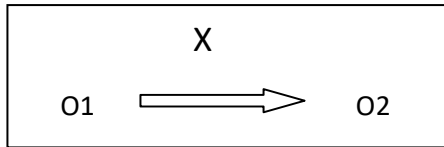
Finding: Language development is a function of age. It has been found that a child's language skill increases through growth in chronological age.

However, none was done on Tribal language such as Korku.

The reviews of various researches done on Multi-lingual Education suggests that the study of primary school children speaking Korku would be of much use to decide on implementation policy as also on teachers' competence and students' abilities to make progress academically.

Methodology

The survey method has been used to identify the status of the problem existing in language learning and learning in general and also to monitor the participation of the community in education and teacher participation in the classroom. The present research is largely exploratory survey type, with a single group pre-test - post-test design, meaning thereby that there will be the group that will be receiving special treatment - that is teaching in their mother tongue - Korku and standard Marathi. A pre-test would help identify the students' language learning problems. Post-test to be conducted after three months when the intervention - that is, teaching in Korku would be over, to see how far they have made progress. This design is also referred to as 'Before and after without control design' and could be symbolically expressed as follows-



-Where O1 represents pre-test measure or pre-treatment measure, O2 represents post-test or post-treatment measure, and X represents the treatment introduced; in this study, it being teaching using the home language of the students that is Korku and the effect of treatment that is teaching in Korku is measured subtracting O1 scores from O2 scores.

Population and sample

In Maharashtra, there are several tribes that use their own language and are living in various districts. Korku is one such language spoken by Aadiwasis living in Amravati and other places. Since one of the researchers has been working in the Amravati district, where Korku is a prominent Aadiwasi language, it was decided to work on students of Amravati Z.P. schools in Tribal areas of the same district. There are 6085 students in 1st and 2nd std whose home language is Korku. Of these, 600 students were focused on the study of their language development through MLE-Multi-Language Education. Since this sample size was large enough, it was decided by the researchers to shorten the sample size to 60 students to conduct a pilot study.

Pilot Study

A pilot study is a small-scale study conducted to decide feasibility, duration, cost, and adverse events in view of a full-scale major study. It is a standard scientific tool used in soft research through which a scientist conducts preliminary analysis before committing to the full study. It is done on a limited scale to get the ideas clear. The pilot study provides scope to improve upon the features of the main study and avoids wastage. It makes full study cost-effective, time-effective, and performance-proof. The information received through the pilot study on logistic issues such as instructions given to the students, length of test, time involved and difficulty level of a task, scoring pattern, validity, reliability, and specificity of a prepared test could be incorporated into the main study. Thus, a pilot study is a small scale preliminary study conducted on a small sample in order to detect weakness, if any, to evaluate the feasibility, duration, cost, adverse events, and improve upon the study design prior to the performance of a full-scale research project. Any weakness identified would be corrected, and then the revised or improved tool/s is used on the sample of the main study. (https://www.google.com/search?q=pilot+study&rlz=1C1CHBD_enIN891IN891&oq=Pilot+study&aqs=chr)

For this pilot study, three primary schools of the Aadiwasi area of Gadsimba, Keli, and Gangadhar village were selected. Thus it was a purposive sample.

Tools used

Since the data was to be collected from students, different tools were used. In this research, the researchers had planned for the use of a self-made pre-test to check students’ status on Language learning and post-tests after teaching them using their home language – Korku.

Pre- and post-test for Students

Since the main focus of this study was related to language teaching and the influence of home language, a pre-test, and a separate post-test was constructed that included 13 questions worth 45 marks.

These tests were standardized and were checked on their content validity, consistency reliability, objectivity, and grade norm, making tests suitable for Class 1 and class 2 students with the help of three experienced friends and an expert.

Data collection and analysis

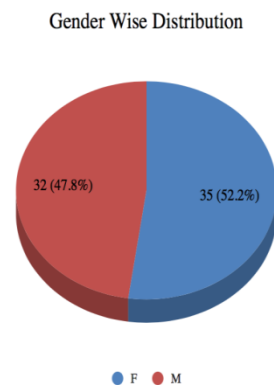
A pre-test was given before the starting of the intervention. It fetched students’ scores on 13 questions. From them, measures of central tendency such as mean, median and mode, and standard deviation were calculated. The data has been presented in the following tables.

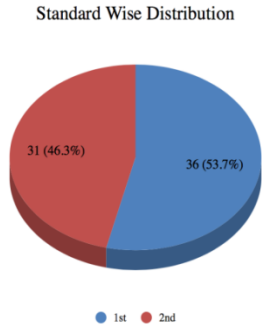
The sample for the pilot study is presented in the following table 1 of this chapter.

Table 1: table showing sample for the pilot study

School Name	Boys		Girls		Total
	Class1	Class 2	Class 1	Class 2	
Z.P. School-Gadsimba	05	06	03	07	21
Z.P. School Keli	07	02	09	08	26
Z.P. School Gangadhari	08	01	04	07	20
Total	20	09	16	22	67

The number of students –class-wise and gender-wise has been presented by the following pie charts that are showing the percentage and proportion of class 1 and class 2 and boys and girls in the pilot study.





As suggested by names, these schools are under the administration of Z.P., Amravati.

A: Students' pre-test results

Pre-test, as well as post-test results of the pilot study, provided the data that could be analyzed in terms of numbers. Thus the analysis has been done presented as follows-

i) Quantitative Analysis

The results of the pre-test used for sample students' language achievement in the pilot study were analyzed quantitatively and then followed by qualitative analysis.

Considering the above table 1, calculations of mean, median, mode, and s. d. of the whole sample of the pilot study was done using excel sheet and have been presented in the following Table 2-

Table 2: Table showing calculations of the whole sample in a pilot study

Sample size=n	Mean	Median	Mode	S. d.
67	28.2	29	30	6.9228

From the above Table 2, it was evident that the measures of central tendency such as mean, median, and mode were not colliding but were having very little difference, suggesting that the sample of the pilot study was very slightly heterogeneous, or mostly homogeneous, although mean, median and the mode was closer to each other. However, these differences in measures of central tendency are not very significant and might have arisen due to sampling or due to some other reason, although administration wise these were under the same auspices of Amravati Zilla Parishad. The resulting distribution of the scores in the pre-test has to be taken as evidence of researchers' success rather than as conclusive proof of normality of the trait-in this case, student's language skills – that were measured through the pre-test. The data were further analyzed to see if there exists any difference class-wise (class1 and class 2), gender-wise (boys and girls), or even school-wise in three schools. This data has been presented in the following Tables-from table no. 3 through Table no. 5.

Table 3: Table showing class-wise pre-test results in the pilot study

Sample size=n	Mean	Median	Mode	S.d.	Critical ratio
Class 1(n=36)	28.2222	29.5	26	6.446	0.034
Class 2(n=31)	28.1667	29	30	7.675	

From the above table 3, it could be seen that the students of class 1 and class 2 do not differ much on their mean scores and their median are almost the same; and mode of the two groups differ substantially; however, the standard deviation of class 2 students' scores are higher, meaning thereby that their scores are more widely distributed from the mean, considering normal distribution.

The critical ratio is the difference between the two sample means taken from 0.0 in terms of s. d. (σD) considering the normal probability curve. We set up a null hypothesis that the difference between population means of class 1 and class 2 students, or boys and girls, is zero and that except for sampling errors, mean differences from sample to sample will all be zero, as suggested by Garrett et al. (1985, p.215). Thus Critical Ratio in the above comparison of means of class 1 and class 2 is not significant, meaning thereby that the difference between population means and that of class 1 and class 2 students is not the actual difference, but the difference that might have occurred as sampling error.

Table 4: Table showing gender-wise pre-test results in pilot study From the above table no. 4, it was seen that

Sample size=n	Mean	Median	Mode	S. d.	Critical ratio
Boys (n=29)	28.2	29	29	6.7368	0.0
Girls (n=38)	28.2	30	33	7.1515	

boys and girls from the sample of pilot study do not show differences in the values of their mean; however, median, mode, Standard deviation are slightly different gender-wise. The values of the mean of boys and girls being the same did not show a critical ratio. It came to be zero, suggesting that boys and girls do not differ in their means. Comparing the scores of boys and girls in the pilot sample, the difference in mean of the two groups was nil, as values of means computed came to be the same, although the sample size was not the same. Thus critical ratio also came to be zero, suggesting that the mean difference between the population and that of boys and girls was not a real difference. It also might have occurred due to a sampling error.

Table 5: Table showing school-wise pre-test results in pilot study

Sr . No	Sample size=n	Mean	Median	Mode	S. d.	Critical Ratio
1	ZP school Gadsimba, n=21	27.4	28	29	7.1587	Between school 1 &2= 0.845
2	Z.P. school Keli n=26	29.1	31.5	32	6.4988	Between school 2 &3= 0.430
3	Z.p.School Gangadhari n=20	28	29	30	7.4231	Between school 1 &3= 0.264

Above table 5, showing school-wise calculations of mean, median, mode, and standard deviation, indicating that these three schools do not differ much as regards their primary students' performance and mean scores. Whether these differences are significant or otherwise was checked with the help of critical ratio calculations, as indicated in the table above, from these critical ratio calculations, it could be inferred that, under null hypothesis where true difference is zero, such sample mean differences are likely to be plus or minus to fall above or below the mean difference of zero.

B: Students' post-test results

The post-test was conducted after a gap of three months. During the gap period, students of these three schools were taught by their teachers such that they used more of the home language that the students speak at their home-that is Korku language. For this, the teachers who knew Korku were made team leaders assist other teachers who did not know much of the Korku language. Some pass-out students of the village were also asked to assist in times of need, and some parents were motivated to participate in the teaching-learning process by providing some specific Korku words. Although this time period for utilizing students' home language was short, it could be observed by the researchers that there was a substantial gain in students learning and change in their general behavior such as rise in confidence, increase in classroom interactions, and participation in the conversation. After three months period, the post-test was prepared on similar lines to the pre-test; however, this time, more emphasis was given on listening and writing of language. The scores obtained by these class 1 and class 2 students were recorded in the

post-test. Calculations were done to compute measures of central tendency such as mean, median, mode, and s. d. and comparison of these through C.R. as done in the pre-test. These have been presented in the following tables-

Table 6: Table showing post-test calculations of sample in the pilot study

Sample size=n	Mean	Median	Mode	S. d.
67	36.36	37	42	6.25

It was evident from the above table 6 that the measures of central tendency, that is, mean and median, were similar, but the value of mode was higher, meaning thereby that many students obtained scores higher than the mean. Value of s. d. indicated that the major scores were spread around the mean of the sample, within this size of +/- 1 s. d.

Table 7: Table showing class-wise post-test results in the pilot study

Sample size=n	Mean	Median	Mode	S.d.	Critical ratio
Class 1(n=36)	34.24	33	33	6.63	3.0
Class 2(n=31)	38.5	40.5	42	5.04	

Table 7 above shows Critical ratio between the mean of class 1 and class 2 in the post-test was observed as 3.0. Whether the difference in mean was significant or what was decided with the help of calculation of C.R. which seems to be higher, meaning thereby that the mean scores of class 1 and class 2 students really differ in terms of their performance and in favor of class 2 students. One reason for this could be the age- class 2 students being older in age could transform their language learning skill through the use of their home language-Korku to the standard language that is Marathi. Similar efforts were done to find out if there was any gender-wise difference. The observations have been recorded in the following Table No. 8-

Table 8: Table showing gender-wise post-test results in pilot study

Sample size=n	Mean	Median	Mode	S.d.	C.R.
Boys(29)	35.37	36	42	7.08	1.0754
Girls(38)	37.08	37	42	5.55	

The two groups of boys and girls showed the difference in their mean scores. But this difference in mean scores of boys and girls in post-test was not significant, as per the value of C.R. It could be further said that the difference might have aroused due to sampling error. There is no real difference gender-wise in the performance in post test of boys and girls. Further, school-wise comparison was done to see if there were differences in mean scores of three schools, as indicated in the following Table-

Table 9: Table showing school-wise post-test results in pilot study

Sample size=n	Mean	Median	Mode	S.d.
ZP school Gadsimba, n=21	34.3	33	42	6.63
Z.P. school Keli, n=26	36.73	36.5	33	5.13
Z.P. School Gangadhari n=20	37.75	42	42	7.01

From the above table, it was observed that differences in mean scores of schools 1, 2, and 3 schools were not very large. Whether they differ significantly was checked through calculation of C.R. Those in the case of schools 1 and 2, 1 and 3, and schools 2 and 3 were slightly different but not at the 0.05 level of confidence. While comparing with 0.05 level of significance in a normal distribution ($CR \geq 1.96$), all the three differences seemed to be not significant. Thus this observation does support the hypothesis that there is no significant difference in mean scores school-wise. The status of students as regards language development seems to be similar, though on the rise. This was obviously because of home language – Korku being an obstacle in their language study. It was seen that quantitatively, and they have shown an overall 66-70% rise in post-test scores.

C: Comparison between pre-test and post-test results of a pilot study

Noticing some of the calculations providing interesting results, it was decided to compare pre-and post-test scores. These calculations have been presented in the following tables-

The above Table No. 9 indicates that the three schools differ in their mean, median and mode, although each school represents homogeneity in sample. Whether these differences are real or are due to sampling error, was found on the basis of C.R. calculations, as indicated in the following Table-

Table 10: Table showing school-wise post-test comparison in pilot study

Sr. No.	Sample size=n	Mean	Median	Mode	S. d.	Critical Ratio
1	ZP school Gadsimba, n=21	27.4	28	29	7.157	Between school 1 &2=1.38
2	Z.P. school Keli n=26	29.1	31.5	32	6.498	Between school 2 &3=0.548
3	Z.P.School Gangadhari n=20	28	29	30	7.423	Between school 1 &3=1.56

Table No. 11: Table showing the comparison of students' pre-and post-test scores

Test	Sample=n	Mean	Median	Mode	S.D.	Critical Ratio
Pre-test	67	28.2	29	30	6.9228	7.32
Post-test	67	36.36	37	42	6.25	

It was evident from the above table 11 that the students' scores in pre-test and post-test, when compared, showed the difference. Whether this difference in mean score was significant or what was checked by calculating C.R., which came out to be 7.32 and in favor of post-test. This means that the difference in the mean scores of pre-and post-test will occur in the population also if the post-test is based on teaching primary children using their home language. This also means that the use of home language-Korku in teaching language competencies to primary children will influence the learning of other languages of primary students. Whether this difference was only in case of overall students or it was prevailing class-wise and gender-wise also, was an interesting thing to observe; hence calculation of C.R. class-wise and gender-wise was done as follows-

Table No. 12: Table showing a class-wise comparison of students' pre-and post-test

Class-wise	Test	Mean	Median	Mode	S. D.	C.R.
Class -1 N=36	Pre-test	28.222	29.5	26	6.44	4.039
	Post-test	34.24	33	33	6.63	
Class -2 N=31	Pre-test	28.166	29	30	7.67	6.341
	Post-test	38.5	40.5	42	5.04	

The above table 12 indicates that the primary class 1 and class 2 students scored better in the post-test. The value of C.R. between pre-test and post-test class-wise was found to be larger than the Table A values (Garrett et al.), indicating that there was a significant difference observed in pre-and post-test mean scores, considering normal distribution. It reflects on students' improved performance after intervention-that is, teaching primary students of class 1 and 2 using their home language-Korku. This also means that such a difference in larger population values would also be expected.

Table No. 13: Table showing the gender-wise comparison of students' pre-and post-test

Gender	Test	n	Mean	Median	Mode	S.D.	C.R.
Boys	Pre-test	29	28.2	29	29	6.73	3.96
	Post-test	29	35.37	36	42	7.08	
Girls	Pre-test	38	28.2	30	33	7.15	6.049
	Post-test	38	37.08	37	42	5.55	

The above Table 13 indicates that boy's pre-and post-test mean scores differ significantly. This could be confirmed from the C.R. value. Girls' mean scores also in pre-and post-test differ significantly, which could be confirmed from its C.R. value. This means the post-test mean scores of boys and girls were improved and better than their pre-test mean scores. School-wise comparison in pre-and post-test was interesting to know, and it has been presented in the following table-

Table No.14: Table showing a school-wise comparison of pre-and post-test

School	Test	n	Mean	Median	Mode	S. D.	C. R.
Z.P.school Gadsimba	Pre-test	21	27.4	28	29	7.158	4.771
	Post-test	21	34.3	33	42	6.63	
Z.P.School Keli	Pre-test	26	29.1	31.5	32	6.498	4.709
	Post-test	26	36.73	36.5	33	5.13	
Z. P. School Gangadhari	Pre-test	20	28	29	30	7.423	4.276
	Post-test	20	37.75	42	42	7.01	

Above table 14 clearly shows that all the three schools' student's mean scores of post-test were significantly different than their pre-test scores. Considering values given in Table A, these values of C.R. are significantly larger than the table values of normal distribution. This also means that the students did well in the post-test that was arranged after three months of intervention. This also leaves room for expecting similar results in the population.

Conclusion

Students showed significant differences in their post-test scores, thus suggesting that intervention of teaching using Korku was effective.

Such significant difference was also noticed gender-wise, favoring girls. This is supported by the fact that girls tend to demonstrate a more positive attitude and motivation towards language learning. (Muhammad Akram, Mamuna Ghani). They have a positive attitude towards language learning, and they also have more interest in language learning.

Such a significant difference was also noticed class-wise, favoring class 2 students. This is also supported by the research of S.K. Chattetjji (1970) concludes that Language development is a function of age. It has been found that a child's language skill increases through growth in chronological age.

To conclude, it could be said that the use of students' home language in the initial years of primary schooling would help sustain the interest of students and facilitate standard language learning. This would help prevent school dropouts; however, it would eventuate only if teachers team up with parents and/or members of the community knowing students' home language.

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