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A COMPARATIVE STUDY ON ACHIEVEMENT IN LANGUAGES AND SCIENCE SUBJECTS OF TRIBAL AND NON-TRIBAL STUDENT IN BANKURA DISTRICT

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ABSTRACT:

The difference between the mother tongue among tribal and non-tribal population is very much prominent. The tribal child in a normal school hence faces problems in communicating with peers or with teachers. In this paper, the researchers focused on those language problems among tribal and non-tribal students of primary schools in Bankura district. The main objective of the study was to compare between the

tribal and non-tribal students' achievement in languages and science subjects. The study reveals significant differences in language achievement as well as in achievement in science subjects.

KEYWORDS: Tribal and No-Tribal students, Academic Achievement, Bengali Language, English Language, Science Subjects.

1. INTRODUCTION

Tagore considered mother language as a vehicle of learning comparable to breast milk. Literally the term mother tongue refers to the language that a child acquires at an early age of three to four years from its parents or near relatives. The language that a child learns to speak by hearing from its near ones is the mother tongue of the child. Before learning a language, a child gradually acquires a kind of psychosomatic notion in a natural way. A child learns to identify his/ her mother and the source of food he or she intakes.

In case of failing to identify the source of food a child makes different signals through symbols.

Educationist Altman (1997) has acknowledged that a child aged seven to eight months in his or her mother's womb can recognize the voice of his/her mother. Their heart beat rises to hear a familiar story in their mother's voice. A child aged four days can make difference between the others and language and his or her own one. The primary learning of a language starts when the child is inside his or her mother's womb. The language that an infant baby starts to speak spontaneously is his or her own mother tongue.

Language is the meaningful terms uttered by human being. It is a creation of conscious thought process of a human

being using the vocal organs. Dr. Suniti Chatterjee assets 'Language is the accumulation of sounds uttered using the vocal organs to give an organised idea.' According to Dr. Sukumar Sen, language is the unanimously accepted meaningful combination of phonemes uttered by human beings. Language is, thus, the locomotive tool for human communication. It is the medium for the exchange of thoughts and ideas. Henceforth the transformation of spoken language into written form creates different communities based on the language they speak in. As there are many variations in vernacular or spoken language we can hear many different languages across the world.

An infant expresses its feeling by the use of spoken language. Spoken language is the only tool to a child for his or her communication. With the passing of time a child grows physically and by dint of intellect and acquires the methods of applying language. The language that transmits naturally from one generation to another with the development of a child as a spontaneous mode of communication can be termed as his or her mother tongue. A child acquires the applying skill of the mother tongue from its relatives and neighbours. It is the language of his or her heart. It is the language of a person's thought process.

By dint of his unique language human being is superior to other living beings on the earth. Human being has evolved this skill of language through the process of evolution. A language is needed to express a superior thought. Hence, thought and language are co-related with one another. Language is the soul of a human being. Thought process and language are same and identical in a way that they both are related to the expression of our communication.

In modern linguistic the social aspect of a language is given stress forth consideration of its importance as a fundamental process. In education system language is the basic locomotive for the transportation of our ideas. In education system nothing can be better than the mother tongue as a medium of learning. Mother tongue makes learning easy and effective by increasing the store of experience with the passing of time. Mother tongue enriches the knowledge of applying method of learning. Mother tongue is the best locomotive for the complete development of a learner. Scholars like Rabindranath, Vidyasagar, Madhusudan Dutta, Bankim Chandra Chatterjee have proved their skill in their application of mother tongue in the field of literature.

2. OBJECTIVES OF THE STUDY

The present research is undertaken to find out and justify the following objects-

1. To compare the tribal and non-tribal students' achievement in Bengali language.
2. To compare the tribal and non-tribal students' achievement in English language.
3. To compare the tribal and non-tribal students' achievement in Science subjects..

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 155 students (Tribal student, 51 and non-tribal student, 104) from the Bengali medium five Santali Schools of Bankura 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 Bankura District from West Bengal.

3.2 Tools used in the study

Academic Achievement Test for Children-a test was developed and standardized by the researcher on all the subjects of class IV. The test was applied to the sample group by the researcher to collect data.

3.3 Limitation of the study

In this study, the researcher selected their sample group only from Bengali medium Santali schools of Bankura 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 Bankura District from West Bengal.

4. HYPOTHESIS OF THE STUDY

The following hypotheses were framed to verify the objectives of the study:

H_{0.1}: There is no significant difference between academic achievement scores in Bengali subject in primary level of education between tribal and non-tribal students.

H_{0.2}: There is no significant difference between academic achievement scores in English subject in primary level of education between Tribal and non-tribal students.

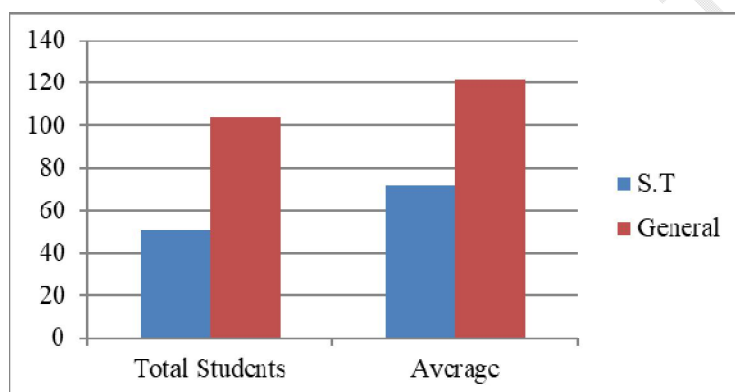
H_{0.3}: There is no significant difference between academic achievement scores in science subject in primary level of education between Tribal and non-tribal students.

5. ANALYSIS AND INTERPRETATION OF DATA

The researcher applied and analyzed the collected data through descriptive and inferential statistics. The descriptive statistics is as follow:

Table 1. Descriptive statistics of the collected data on language field

Students	N	MEAN
Tribal	51	71.90
Non-Tribal	104	122.02



From the above table there will be a remarkable difference between the tribal and non tribal students in the intensity and scale of language problems. Three dimensional rating scales are applied here for the data analysis. It cleared that non tribal students of language field were high mean than tribal students. We see from here that language problem is greater for the tribal learners.

H_{0.1}: There is no significant difference between academic achievement scores in Bengali subject in primary level of education between tribal and non-tribal students.

Table-2 Result of t test for academic achievement of tribal and non-tribal students in Bengali language

Students.	N	M	SD	SED	df	t	Level of significance
Tribal	51	18.47	5.72	1.33	153	9.729	0.01
Non-Tribal	104	31.41	8.72				

From table 2 the value of t is 9.729 is significant at 0.01 level, meaning thereby, tribal and non-tribal students significantly about their level academic achievement of Bengali. Results also indicate that the level of academic achievement scores of Bengali of non-tribal students was higher than the tribal students. Thus, the null hypothesis is rejected.

H_{0.2}: There is no significant difference between academic achievement scores in English subject in primary level of education between tribal and non-tribal students.

Table-3 Result of t test for academic achievement of tribal and non-tribal students in English language

Students.	N	M	SD	SED	df	't'	Level of significance
Tribal	51	17.23	9.60	1.64	153	7.03	0.01
Non-Tribal	104	28.76	9.70				

From table 3 the value of t is 7.03 is significant at 0.01 level, meaning thereby, tribal and non-tribal students significantly about their level academic achievement of English. Results also indicate that the level academic achievement scores of English of non-tribal students was higher than the tribal students. Thus, the null hypothesis is rejected.

H_{0.3}: There is no significant difference between academic achievement scores in science subjects in primary level of education between Tribal and non-tribal students.

Table-4 Result of t test for academic achievement of tribal and non-tribal students in Science subjects

Students.	N	M	SD	SED	df	't'	Level of significance
Tribal	51	18.96	6.08	1.64	153	8.26	0.01
Non-Tribal	104	30.82	9.38				

From table 4 the value of t is 8.26 is significant at 0.01 level, meaning thereby, tribal and non-tribal students significantly about their level academic achievement of science subjects. Results also indicate that the level academic achievement scores of science subjects of non-tribal students were higher than the tribal students. Thus, the null hypothesis is rejected.

6. CONCLUSION

The result of the present study shows significant differences among the tribal and non-tribal students in terms of their achievement in Bengali and English languages and science subjects as well. Hence, it is evident that the difference among them is due to their habit of using mother tongue as well as the language problems face by them in schools.

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