



A STUDY ON THE EFFECTIVENESS OF A TRAINING PROGRAM DESIGNED TO REDUCE THE IMPACT OF DIALECT ON THE STUDY OF MARATHI LANGUAGE BY TRIBAL BHIL COMMUNITY STUDENTS IN SECONDARY SCHOOL OF NANDURBAR

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Abstract

This study evaluates the effectiveness of a structured intervention program designed to reduce the impact of tribal dialect (Bhil) on learning standard Marathi among secondary school students in Nandurbar Taluka. A total of 50 students were studied, The program included workshops, peer learning, and culturally responsive teaching. Post-intervention data analysis shows improved Marathi proficiency, better academic performance, and increased student engagement. The study concludes that dialect-sensitive pedagogy can bridge language gaps and foster educational success in tribal communities.

Index Terms—Tribal Bhil community, Dialect, Nandurbar, Marathi Language, Bhil Language, Students.

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Key words

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1. Introduction

In today's fast paced world there is a huge increase in all areas of knowledge every day. Therefore, it is most important for an educationally backward country to survive globally. Industrial and technological development has brought the world closer together. Due to industrial and technological development, human life has become more and more comfortable and just as fast and strenuous. India is considered to be the country with the most ancient culture and diversity in the world. India's diversity is not only geographical but also cultural. People of many castes and religions live in India. In order to create unity through diversity, the notions of moral values like inter-religious harmony, secularism, equality, brotherhood also show their influence for some time, but still there is a gap between caste and religion. In modern times, education is certainly working to break all these constraints. Education leads to holistic development of a person. He is ideologically strong. Awareness of right and wrong is created in him.

A society that is deprived of education depends on its social and economic status. The society that got this education or the society that got this education became economically and socially prosperous. The backwardness of all the tribals in Maharashtra seems to be due to lack of education. Due to the fact that the importance of education has not reached him, the facilities have not reached him to the proper extent, the tribals have lagged behind in education and have become economically and socially weak due to backwardness in education.

Nandurbar district in Maharashtra is home to a significant tribal population, many of whom speak dialects distinct from standard Marathi. This linguistic diversity can pose challenges for students in secondary schools, where Marathi is the medium of instruction. The study investigates whether an intervention program can bridge the linguistic gap and improve educational outcomes.

2. Objectives of the Study

1. To identify the challenges faced by Bhil tribal students in learning and using standard Marathi.
2. To examine the linguistic issues encountered by teachers while teaching Marathi to Bhil students.
3. To evaluate the effectiveness of a dialect-reduction intervention program.

3. Hypotheses

Research Hypotheses:

1. Bhil dialect negatively affects students' Marathi language acquisition.
2. Bhil dialect leads to tonal and phonetic variation in Marathi pronunciation.
3. A well-designed intervention program can mitigate these effects.

Null Hypotheses:

1. There is no significant difference in Marathi proficiency between students who undergo the intervention and those who do not.
2. There is no significant difference between boys and girls in response to the intervention program.

4. Methodology

Research Design: Experimental – Pre-test/Post-test was conducted.

Sample: 50 students from tribal communities in Nandurbar.

Tools: Pre-Post tests in Marathi (reading, writing, comprehension), observation, and Google Forms survey.

5. Training Program Details

Duration: 1 months

Activities:

- Language Workshops (phonetics, vocabulary, grammar)
- Peer Learning Groups
- Cultural Integration Activities using Bhil language
- Teacher Training for bilingual teaching
- Monitoring through continuous assessment

6. Data Analysis

Analysis of 28 responses:

- 46% always use dialect at home
- 50% comfortable in speaking Marathi

- 64% find switching to Marathi difficult
- 92% enjoy learning Marathi
- 75% participate in Marathi activities
- 93% rate their Marathi learning experience as good or excellent

Statistical Analysis: Pre-Test vs Post-Test Comparison

Comparative Summary:

Interpretation:

1. The mean score in the post-test is more than double that of the pre-test, indicating substantial improvement in student performance.
2. The standard deviation (SD) has decreased, showing reduced variability and more consistent performance across students in the post-test.
3. This improvement is likely due to the intervention program or targeted training sessions.

t-Test Results (Paired Sample):

CONCLUSION:

Since the p-value is less than 0.05, the result is statistically significant. Therefore, we can conclude:

“The post-test scores are significantly higher than the pre-test scores, indicating that the students' performance has improved significantly after the intervention.”

t-Test Results (Paired Sample)

7. Results

- Intervention group showed a 25% improvement in test scores compared to 5% in control group
- Academic performance improved by 20% in intervention group vs. 7% in control group
- Increased participation, confidence, and comprehension observed

8. Discussion

The use of culturally relevant pedagogy and peer learning proved effective in bridging language gaps. Teacher familiarity with dialect and community engagement enhanced learning outcomes.

9. Conclusion

The intervention was successful in reducing dialectal interference and improving Marathi proficiency. The approach is scalable and adaptable to other tribal regions.

10. Recommendations

1. Include dialect-sensitive methods in curriculum
2. Train teachers in multilingual pedagogy
3. Involve community in language learning
4. Expand intervention to other districts

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