



USE OF '5 E' MODEL FOR EFFECTIVE INCLUSION: ANALYSIS OF PEDAGOGICAL POSSIBILITIES TO ADDRESS LANGUAGE BARRIERS IN LEARNING PROCESS

Mrs. Sakshi Rajput¹ & Lalita R. Vartak², Ph. D.

¹Ph.D. Scholar, Adarsha Comprehensive College of Education and Research, Pune

²Principal, Adarsha Comprehensive College of Education and Research, Pune

Abstract

Inclusive education is key component for developing inclusive society. For mainstreaming the weaker sections of society, we have Right to Education Act 2009 which ensures free and compulsory education to all children irrespective of their region, class, caste, religion etc. But still there are many sections of the society that need attention urgently of them are tribes. The present small scale study focuses on the issues of language problems faced by Pawara tribal students. Good inclusive education is that which respects and accepts diversity. Language barrier is a big challenge for adopting inclusive education in India. The present research paper throws light on the language problems faced by tribal students and therefore discusses '5 E' which is a constructivist model and pedagogical possibilities to address the issue.

Keywords: Tribal students, language barriers, challenges in inclusion, 5 E Model etc.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Education is the process of development. Primary education is expected to provide and create learning environment for students to develop their personalities and hidden potentials. Education is an indispensable tool for the growth and development of individual and society from all spheres though its formal or in the form of alternative. While discussing about the development of tribes, education is one of the most important means. Education is in fact, an input not only for economic development of tribes but also for inner strength of the tribal communities which help them in meeting the new challenges of life (Sahu, K.2014). We cannot deny that Government has taken efforts to bring tribes in mainstream through education. Undoubtedly, they have outgrown in the recent years with the help of the efforts by the government. The literacy rate amongst tribals has increased from 8.53% in 1961 to 58.96% in 2011 while the corresponding increase of the total population was from 28.305 in 1961 to 72.99% in 2011 (Statistical Profile of the Scheduled tribes in India, 2013 Ministry of Tribal affairs, Statistics Division, Govt. Of India).

Although efforts are visible in primary education, the problems are still aplenty. More than 80% of them are below poverty line and hence they are sometimes excluded from the

growth process. This is revealed by the World Bank Report stating that STs are 20 years behind the average population in India thanks to their settlement in rural areas (Poverty and Social Exclusion in India, The World bank, 2011). While discussing about the educational progress, Studies show that tribal students in primary education do not have proper well-equipped schools and teaching-learning materials (Pradhan and Pattnaik, 2012). Moreover studies also reveal that there has been lack of interest from the community itself (Rao, 2009). Apart from this, there are well established studies that show that when tribal languages are not used as mediums of instruction, students do not show much interest. Studies show that in the service programmes for teachers conducted by government, there was lack of co-operation and co-ordination among the participants (Rao, 1993).

The present small scale study discuss about the language problem faced by the Pawara tribal students in their learning process. The Pawara tribes are one of the major tribes in Maharashtra. According to the research made by Dr. J. Gaikwad, Pawara have their habitat in former Udaipur state (Rajasthan). Entomologically, the term 'Pawara' is derived from the Pawagad, which is at present in Gujarat. From there this they have migrated to Surat region, Maharashtra and Madhya Pradesh.

There exists substantial amount of literature on the status of tribal education in India. A brief review is highlighted here. An analysis done by Pradhan and Pattnaik (2006) aimed at exploring the quality of education in 142 Ashram Schools which was meant for the tribal students of Koraput district. This study clearly depicts the problems that lead to a weaker base of the tribal students at school which is why they face difficulties in later stages of their career, particularly in tertiary education. Rani, M (2000) observed in her study that due to the language barrier the tribal children are unable to establish communication link with the teacher and thus leading to the termination of their education in some point or the other. Gupta's (2006) study signifies the fact that the tribals continue to remain away from the mainstream population and are hence away from the development process as well. Sahu Kabita (2014) came to conclusion in her studies that there is an urgent need for various govt. interventions, planners and policy makers to address this problem and allocate more funds in the central and state budgets for tribal education. Easy access and more opportunities should be provided to the tribal children in order to bring them to the mainstream of economic development. Another study completed by Rao (2013) records the non-awareness of tribal students and parents regarding various programmes and policies of the government in the field of education.

In order to understand the language barriers faced by Pawara tribal students, the researcher has adopted purposive sampling method. The Pawara tribes are mostly inhabited in the ranges of Satpuda mountain. They are mainly concentrated in North-Western region (Dhule and Jalgaon District) in Maharashtra. But a big number and pockets of this tribe are located in Buldhana, Akola and Amravati district also. For the present study, researcher has selected a fifth standard class of Zilla Parishad primary school from Jalgaon Jamod Tehsil of Buldhana district. 30 tribal students are selected as a sample. This is a small scale study which is descriptive in nature. Researchers have used the Survey Method for the study. The questionnaire was prepared by the researcher for students and class teacher.

Data Analysis and Interpretation : Few questions with their interpretation are discussed here.

Sr. No	Area of Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1	Comfort in communication with classmates	84	04	05	06	01

Interpretation : It shows that majority of students are comfortable while communicating with other students in their own mother tongue i.e. Pawari.

Sr. No	Area of Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
2	Comfort in communication with teacher in regional language	4	10	02	70	14

Interpretation : It shows that many tribal students face problems in communicating with their teachers and the main reason is language barrier. Teachers are using Marathi or Hindi for instruction. While almost all students speak their own mother tongue i.e. Pawari which is not understood by teachers. Students face lot of difficulties in learning third language i.e. English. This clearly shows that there is lack of communication and therefore learning gaps amongst teachers and students exist.

Sr. No	Area of Question	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
3	Difficulty in understanding the content	15	10	02	65	08

Interpretation : Majority of tribal students can not understand the daily teaching by teachers. Again the language problems is the root cause. Teaching – learning process is the most inevitable part in education. Majority of students are unable to grasp whatever teacher is teaching due to language barriers.

Sr · N o	Area of Question	Strongly agree	Agree	Uncertai n	Disagre e	Strongl y disagree
4	Discussing personal problems with teacher	10	08	03	67	12

Interpretation : Majority of tribal students were uncomfortable in sharing their personal problems with teachers. Apart from academics, students also need counselling and guidance at every step. But due to communication gap, student and teacher fail to establish good relationships.

Discussion and suggestions:

The tribal students who are the major victims of the socio-psychological and language barriers of communication feel that the language which is used as the medium of instruction should be flexible enough to meet their demands. Due to language barriers students are unable to participate in learning process effectively. Some of the recommendations which can be made are as follows :

- More number of Schedule Tribe teachers need to be employed in the school of tribes. So that language issue can be addressed.
- A large number of language training sessions and activities for teachers should be conducted by Tribal Dialect centre at SCERT.
- Language Mediator should be recruited in primary schools.
- More female teachers specially belonging to ST category should be employed.
- Teachers should try to adopt innovative strategies such as a student learning in higher class can teach to lower class or can play the role of facilitator.
- Extra efforts should be taken by teachers such as developing vocabulary in tribal language.

Effective interaction and communication is very important in learning process. Students should get an opportunity to express themselves. Active participation of students results into optimum benefit out of it. Right teaching-learning process leads to proper personality development also. It helps to empower people. But if students are facing difficulties in communication process with teachers, it hardly produces any affirmative results. The same

is happening with these tribal students. Pawara students are comfortable with Pawari language while their teachers hardly know this language. When the sender of the message conveys it in a language which is not well perceived by the listener, then it may give rise to misconception and misunderstanding. The words, signs and symbols used in the communication to explain certain facts create doubtful situations. This is due to the fact that the information is not sent to the receiver in a language that is comprehensible enough. In a classroom situation, badly expressed messages, symbols or words with different meanings, faulty translations, and obscured assumptions, use of technical jargons and body language and gestures are some of the problems that students face in a communication process.(Behera,S.2015). Naturally, language barrier creates inferiority among tribal students. They grow older with such language complex that is these tribal students are inside school and still excluded.

We use language to express our ideas, thoughts, and communicate to others. In language we consider listening. Speaking, reading and writing as four basic skills. Listening and reading are considered as receptive skills whereas writing and speaking are productive skills. Language is a social concept that is developed through social interactions. According to the view of soviet psychologist, Lev Vygotsky, Language is learnt through inter actions and working with peers under the guidance of a facilitator. It is here that one resorts to new pedagogy in order to be active participants in the teaching learning process. Here constructivism plays a major role. Therefore Language Teaching consists of developing all four skills as they are interrelated and inter connected. Constructivist model look upon learning as an interactive and joint enterprise between teacher and student. The teacher is now looked upon as one who guides the learners, encourages them to learn and supports them with expertise and experience. Hence the traditional image of a teacher is now replaced with facilitators and mentors who are designing challenging learning activities and environments for new age learners. From the above discussion the researcher has drawn following conclusions and planned her programme as mentioned below.

1. Learners learn better by doing and working in pairs or groups which shall be incorporated by the researcher.
2. The researcher has carefully planned her activities so that it allows and creates opportunities for construction of new ideas.
3. The researcher believes that hands on material proves useful instead of textbooks and students are encouraged to think and explain.

4. Language develops from social interactions; therefore the researcher has carefully planned to integrate pair work, group discussion and group writing activities.

5. Personal relevance of the context deals with active involvement of learners and deeper understanding of material between facilitator and learner which would be taken care of in the

5 'E' model of learning is an instructional model which is based on constructivist approach that strongly advocates that students create their own knowledge on the basis of existing one. Here teacher sets the stage for action involving participatory learning, exploration and build upon new ideas on the basis of the old one. Robert Karplus in 1950's connected with ideas of Jean Piaget's development at psychology to design the 5E model activities organized for the language. The 5 E's in the model are Engage, Explore, Explain, Elaborate and Evaluate. With the use of this model, teacher can develop language skills among students. Nehru favours policy of integrating tribal people in Indian society and to make them an integral part of Indian nation without hampering their distinct identity and culture. Policy of integration consists of two types of measures for tribal development. These are protective and promotional measures.

To conclude, today after many years of independence, in the era of free and compulsory education tribal students are facing many problems in their learning process. Without considering all minor and major aspects of tribal education, their culture, identity, the dream of mainstreaming the weaker sections through Inclusive education will be not come true. At least for language learning, use of 5 E Model can prove effective and may lead to joyful learning also as it is based on participatory and democratic learning.

References :

- Behera, Smriti. (2015). *Communication barriers faced by tribal students in tertiary education*. National Institute of Technology, Rourkela, Odisha.
- Gupta N.K. (2006). *Constraints in Education of the Children belonging to Scheduled Tribes: Issues and Challenges*. *Journal of Indian Education*, 32 (2).
- Pradhan P. & Pattnayak J. (2012). *Challenges in Education of Schedule Caste and Schedule Tribe Children: Case Study of an Ashram School*. *The Raven Shaw Journal of Educational Studies*, 1.
- Rajput, K. (2015). *A sociological study of Pawara tribes as an unrecognized tribes*. *International Journal of Social and scientific research*. Vol. 01, Issue 2.
- Rao, V.S. (2009). *Lack of Community Participation in the Sarva Sikshya Abhiyan: A Case Study*. *Economic and Political Weekly*, Issue Feb 21, 2009.
- Sahu, Kabita. (2014). *Challenging issues of tribal education in India*. *Journal of economics and finance*. Vol. 3 Issue 2.
- Singh, J. (2016). *Inclusive education in India – concept, need and challenges*. *Scholarly research journal for humanity science and English language*. Vol.3 / 13.