

LANGUAGE MANAGEMENT AMONG THE UPPER PRIMARY STUDENTS OF UDAYNARAYANPUR IN HOWRAH DISTRICT: A COMPARATIVE STUDY

Abstract

English being an internationally accepted language for communication, many countries of the world have adopted this language as a common medium of 'International Trade' & other affairs. Approximately 370 million odd natives are English speakers, while more than one billion people in 90% countries of the world are using this language as an effective means of communication. Thus, it is proved that English is the 'Lingua Franca' of 'International Business Relationships'. Therefore, English has taken its dominant position as the 'Global Language'. While, doing this research, it is found that Bengali is the most spoken language and used as the first language in West Bengal as it is their native language. There are certain barriers in reading English as the second language among the upper primary students in the schools of Udaynarayanpur in Howrah District, under the West Bengal Board of Secondary Education. This study is focusing on the Language Management & fundamental causes of barriers in reading English (SL) faced by the upper primary students of Kankrai Gangadhar Sikshayatan (High School) of Udaynarayanpur. There are some psychological issues which are deep-rooted for mental harassment & physical torture by the British, experienced by the fore-fathers of the present generation. It is creating many obstacles among the students in reading as well as learning English smoothly. For some, English is still synonymous with opportunity and a better quality of life.

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The exercise of 'Brahma Kumaris (BK) Raj yoga Meditation' was very fruitful among the participants who practiced 'Raj yoga Meditation'. The practice of 'Brahma Kumaris (BK) Raj yoga Meditation' among the upper primary students of Kankrai Gangadhar Sikshayatan has brought a radical change in their thought pattern overcoming all the psychological issues of learning English.

Keywords: Brahma Kumaris (BK) Raj yoga Meditation, Murli, Barriers, obstacles, Global, Lingua Franca, Reading, English, Udaynarayanpur, Howrah, West Bengal, School.

I. INTRODUCTION

The 'Brain of Man' has no comparison. For all his needs, pleasure & comfort, he has searched for a way out. Communication is one of them. Man has revealed many things to acquire knowledge, or to seek inner delight. Language has an important place. It is the vehicle for literature, science, and philosophy. The main objective of our education is total development and the language plays a vital role in this regard. In West Bengal, 'Bengali' is taught as the First Language (FL) and English as the Second Language (SL) under the West Bengal Board of Secondary Education (WBBSE). The learners are more comfortable in Bengali rather than English. They are facing many impediments in learning English (SL). The aim of this study is to focus on the language barriers in learning English and its management among the Upper Primary students of Kankrai Gangadhar Sikshayatan of Udaynarayanpur block under the West Bengal Board of Secondary Education. During this study, it is revealed that there are many obstacles which are key parameters for the prolonged difficulties in learning English (SL). The students are facing the biggest problem in reading English (SL) for more than one reason. Therefore, it is pertinent to discuss briefly, the causes of such barriers one by one for better understanding.

II. METHODOLOGY

The study was conducted at Kankrai Gangadhar Sikshayatan (High School), Udaynarayanpur, Howrah. A program was organised by the Head master of the school by arranging a meeting for 140 upper Primary students with their guardians. The aim of study was discussed with them & they understood the importance of research. 110 guardians gave their consent to conduct the study. 100 students out of 110 students were randomly selected from upper primary level (class VI to VIII) from Kankrai Gangadhar Sikshayatan, as a sample to begin the study. The group was divided into two categories: Group A (MEDITATION GROUP) & Group B (NON-MEDITATION GROUP), consisting of 50 students in each group. The first group practiced 'RAJYOGA MEDITATION' completing the 'Seven Days' Basic Course of Brahmakumaris RAJYOGA', reading 'Murli' (spiritual literature) regularly in the morning before starting their normal classes. It was continued for six months. They achieved better improvement in reading and leaning English rather than the second group who didn't practice 'RAJYOGA'. The comparative Statistical analysis on the obtained marks in English between the two groups in FIRST & SECOND SUMMATIVE EVALUATION-2023, showed a positive attribute.

III. TABLE - DATA ANALYSIS

GROUP DISTRIBUTION TABLE (50 STDUENTS IN EACH GROUP)									
GROUP A (MEDITATION)					GROUP B (NON MEDITATION)				
CLASS		BOYS		GIRLS		CLASS		GIRLS	
VI		6		12		VI		6	
VII		7		10		VII		5	
VIII		7		8		VIII		5	
TOTAL		20		30		TOTAL		16	
MARKS OBTAINED BEFORE MEDITATION(FM.10)									
PRETEST (FULL MARKS:10)									
SUBJECT: ENGLISH									
GROUP A (MEDITATION)					GROUP B (NON MEDITATION)				
CLASS		BOYS		AVERAG E MARKS WITH %		GIRLS		AVERAGE MARKS WITH %	
VI		6		4.9-49%		12		4.7 - 47%	
VII		7		4.7-47%		10		4.6 – 46%	
VIII		7		4.8-48%		8		4.8 – 48%	
CLASS		BOYS		AVERAG E MARKS WITH %		GIRLS		AVERAGE MARKS WITH %	
VI		13		4.4-44%		6		4.8-48%	
VII		11		4.1-41%		5		4.3-43%	
VIII		10		4.6-46%		5		4.5-45%	

FIRST SUMMATIVE EVALUATION - 2023**SUBJECT ; ENGLISH FULL MARKS : 15****GROUP : AGROUP : B****MARKS OBTAINED AFTER 3 MONTHS MEDITATION**

CLASS	BOYS	AVERAGE MARKS WITH %	GIRLS	AVERAGE MARKS WITH %
VI	6	10-66%	12	10.3-68%
VII	7	10.5-70%	10	9.8-65%
VIII	7	9.5-63%	8	10.5-70%

MARKS OBTAINED WITHOUT MEDITATION

CLASS	BOYS	AVERAGE MARKS WITH %	GIRLS	AVERAGE MARKS WITH %
VI	13	7-46%	6	7.5-50%
VII	11	6.8-45%	5	6.7-44%
VIII	10	7.1-47%	5	7-46%

SECOND SUMMATIVE EVALUATION 2023**SUBJECT: ENGLISH****GROUP : A****FULL MARKS : 25****GROUP : B****MARKS OBTAINED AFTER 6 MONTHS MEDITATION**

CLASS	BOYS	AVERAGE MARKS WITH %	GIRLS	AVERAGE MARKS WITH %
VI	6	20 – 80%	12	22 – 88%
VII	7	21 – 84%	10	21.5 – 86%
VIII	7	19 – 76%	8	22.5 – 90%

MARKS OBTAINED WITHOUT MEDITATION

CLASS	BOYS	AVERAGE MARKS WITH %	GIRLS	AVERAGE MARKS WITH %
VI	13	12 – 48%	6	13 – 52%
VII	11	11.5 – 46%	5	11.5 – 46%
VIII	10	12.3 – 49%	5	12 – 48%

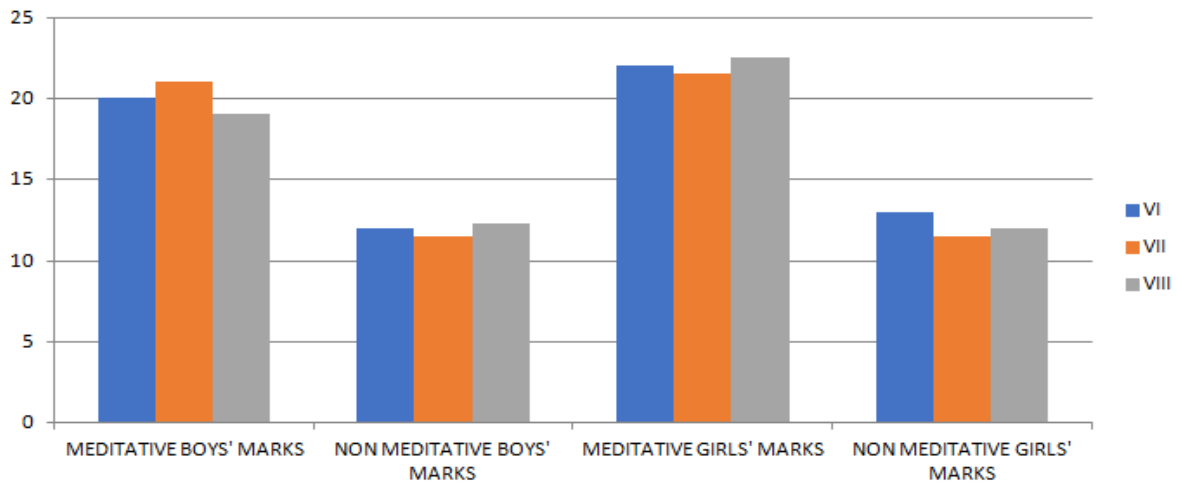


Figure 1: Comparative Column Chart of Marks Distribution between Meditating and Non-Meditating Boys and Girls in Second Summative Evaluation, 2023

IV. OBSERVATIONS

1. The regional language, 'Bengali' is known as the mother tongue & used for family, social & academic growth. So it is used as the First Language (FL). They have suitable space & environment for learning Bengali (FL).
2. The Bengali language is used with the phonetic word of "O" or "OUW", whereas English has "A" or "AA". Hence, Pronunciation problem is the biggest issue. Most of the learners cannot pronounce the English Words correctly and confusion in vowel and diphthong pronunciation makes the situation worse.
3. The deep-rooted fear is a major psychological issue, due to past scares of the non-Independence era, on the language from generation to generation. It has a negative impact on the mindset of the present generation learners for the ruthless torture by the British against the innocent Indians during the British Raj, is another cause.
4. As most common words in English with same type of alphabets have different pronunciation like "hut" "nut" "gut" "cut" "but" "put" is pronounced differently.
5. Mental Tensions & Stress also affect the learners as they consider English (SL) as a rigid language alike British ruler.
6. Lack of Motivation among the students is also a major factor as most of them are first generation learners. They don't get parental support for the second language acquisition & also for its development.
7. Poor socio-economic condition of the family is one of the causes behind the barrier.
8. Unavailability of well-equipped smart classrooms with smart boards, advanced teaching, learning audio - visual aids, reading & learning materials and lack of modern technology in the schools of Udaynarayanpur block are also responsible.
9. Deficiencies in Teachers' Orientation and 'Advanced Training Courses' for English teachers strengthen this issue.
10. The present English Text Books are not so alluring for the present generation learners and they feel boring and less interesting during their learning phase.
11. Students are less serious in learning English as they study this language only to qualify the Examination.

12. Political propoganda is against English language stating a language of high income & high class society people with all adversities.

Apart from the above, prejudices on English Culture, unavailability of books of renowned publishers for English Grammar and flaws in certain Govt. Policies are also liable for the language barriers. Hence, it raises the question of 'Language Management' for the development of 'Reading - skill' in English among the upper primary students of Kankrai Gangadhar Sikshayatan, Udaynarayanpur, Howrah.

V. LIMITATION

This research has some limitations with regard to comparatively small sample size as it has been carried over 100 upper primary school students of a particular school of Udaynarayanpur. It is also done within a short period of time. The long term follow up is required for better understanding. Here it creates a gap for the future researchers to look into the positive effect of 'Brahma Kumaris Raj Yoga Meditation' on Language Management.

VI. CONCLUSION

On the basis of the result of 50 students of Group A (20 Boys and 30 Girls of class VI – VIII) showed such a tremendous academic growth due to the power activation for concentration, increasing vocabulary in English (SL), and elimination of fear and other negative energies converting to positive mindset. Attending daily 'Murli' class helped to develop Reading, Listening, Speaking and Writing Skills among the students. This also enhanced visualization power, self confidence, and temperament and communication skill driving out all the negative impacts of the present time, generating to give respect and take respect from others.

Thus, this study explores the utility of 'RAJYOGA' in improving students' reading skills in learning English Language easily without any type of fear or burden. The effect of 'RAJYOGA' helps the students in removing the barriers of reading English positively. This will surely show a new way to The West Bengal Board of Secondary Education as well as our school Education Department.

This process involves a unique way of learning following the 'RAJYOGA MEDITATION' which is the finest way of meditation to connect one with God, the Supreme Father. It is the right way for generating a link between any type of communication as well as learning English (SL) for global competition, trade and socio-economic growth of one & his society. It will surely open a vista for the betterment of state Education.

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2. FL – First Language
3. SL – Second Language
4. WBBSE - West Bengal Board of Secondary Education
5. Raj yoga – An exercise to keep in control mind, body & intellect.

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