

One step ahead in Language Development through Pedagogical Leadership

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Abstract:

India is a country known for its rich diversity. Diversity in languages, culture, geography. Maharashtra is one of the progressive states of India. Marathi is the language popular in Maharashtra. Marathi itself has 12 different dialects along with 38 local languages spoken by adivasis, tribals, nomadic tribals and denotified communities of Maharashtra. In Maharashtra there are different types of schools. Marathi language is main medium of instruction in Government schools. Students who enrol in schools at the age of 6 often have a prior learning of their own mother tongue, which is different from formal Marathi language introduced in the school. As a result, there are students in one class speaking different local languages and dialects. It is a challenging task for the teachers to start formal education, as sometimes Marathi is also a foreign language for the students.

Language plays an important role in the process of education. When a child enters the school at the age of 6, with prior learning of their own mother tongue or dialect, the formal language of instruction being different, creates an emotional barrier. The Government of Maharashtra has adopted this issue as a priority key research area. To make the process of education a smooth one, the Government is developing a balanced bilingual approach.

Language is a way of expression. For students starting school at the age of 6 speaking a different language need to be provided with a suitable environment which will help students to develop their language skills.

The primary focus should be on Pedagogical leadership. Pedagogy is an art and science of learning. Pedagogy is a Greek word which means 'To lead a child'. Leadership means 'an action of leading a group'. This indicates that a teacher who leads the child should be having the potential to demonstrate pedagogical leadership.

The Government has planned a 'Basic reading skill programme', through which, around one lakh teachers will be trained. The focus of this programme is to develop a conducive atmosphere to develop a confidence among students.

Various methodologies are being used for teaching language. Speaking is an important skill in learning language. To develop this skill, teachers are using pictorial method. To show them pictures, play cards and ask them the name of the picture from their mother tongue as well introduce the formal Marathi word. By using this method child will easily get connected to the process of learning.

Listening is also a very important language skill, through which child can develop a vocabulary. Teachers are trained to make use of technology for the same. The Government has now declared 'Mobile phones as a teaching aid'. Teachers are using various apps; which provide Poems, Songs, and Stories in an audio manner. This activity is helping students to develop their diction and vocabulary. Though we are focusing on speaking and listening, the results are still not satisfactory. Students are unable to read the age appropriate grade textbooks.

Learning is an art of knowing. We have to develop various methodologies that specifically develop the Pedagogical leadership emphasising more on language learning in the initial stage. This will include more of listening and speaking and very less of reading and writing. It will entail developing language as basic tool to follow further instructions for other cognitive tasks. Rather than teaching i.e. Giving something to the child asking right kind of questions to help the child learn i.e. to Arrive at his/her own understanding. Helping child to connect information with surrounding so that there is no dichotomy between life as being lived and what the child learns in school.

A special emphasis is being given to creating non threatening environment to facilitate optimum learning along with democratic relationship between teachers and students instead of traditional authoritarian one..

Thus the Education department of Maharashtra is in a period of transition. Due to the large number of students on a large scale with different dialects, the task of providing them with a right educational environment is a challenging task. Change is taking place gradually but in a sustainably manner. The Department is concentrating on quality of Education. Teachers are adopting constructive approach in the teaching learning process. With the above efforts Maharashtra will soon achieve the target of ensuring that 100% students learning and that is the vision of "Pragat Shaikshanik Maharashtra".

Introduction-

India is rich and diverse country. Diverse in language, culture, geography. Maharashtra is one of the advanced state in India.(annexure 1)Maharashtra has 38districtswith408blocks. Total population of Maharashtra as per census 2011 is 11, 23, 74,333 (anexture2). Marathi itself has 14 different direct along with 38 local languages spoken by adivasis, tribals nomadictribesanddenotifiedcommunitiesamong38districts11 districts most of the population using tribal languages. (anexture3)

In Maharashtra there are varied types of schools. Marathi language is main medium of instruction in Government schools. There are 59,725zillaparishad schools, 3115 govt.schools, 19,038 government aided schools and 4221private unaided schools. Number of enrolled students are 10,432,428.(anexture4) Students who enrol in school at the age of 6 often have a prior leaning of their own mother tongue, which is different from formal Marathi language introduced in the school.

NEED OF THE STUDY

Language plays an important role in the process of education. When a child enters the school at the age of 6, with prior learning of their own mother tongue or dialect, the formal language of instruction being different, creates. an emotional barrier. There are students in one class speaking different local languages and dialects. It is a challenging task for the teachers to start formal education, as sometimes Marathi is also a foreign language for the students.

Language is a way of expression. For students starting school at the age of 6speaking different languages need to be provided with a suitable environment which will help students to develop their language skills. The Government of Maharashtra has adopted this issue as a priority key research area. To make the process of education a smooth one, the Government is developing a balanced bilingual approach.

REVIEW OF RELATED LITERATURE

Jim Cummins presented the paper on 'Rethinking Monolingual instructional strategies in multilingual classrooms'. This paper argues for re-conceptualization of the empirical and theoretical rationale underlying much contemporary second / foreign language teaching and bilingual programs. He focused on three inter-related monolingual instructional assumptions. He examined various methods used by different researches. One of the conclusion strategies in the classroom can enable students to engage more confidently with literacy and other academic work.

Some efforts taken by different states and institutes as well department. Solegar Siddhi program by Karnataka State, 'Adibharati-Kolami' book by Shikshan Shastra Sanstha, Pune and Adibharati-Madia Gondi, book by MSCERT, Pune. Each and every effort was up to the mark; but inclusive approach of teaching was missing.

Operational definitions –

One step ahead: Moving forward.

Language development: With all aspects of language.

Pedagogy: Teaching learning process, to lead child.

Leadership: An action of leading a group.

RATIONAL OF THE STUDY

The researcher before joining the Education Department of Maharashtra has worked as Assistant Teacher in Marathi, English Medium School, as Language teacher in private aided school. After getting an opportunity to work with an Education Ministry of Maharashtra, she got an opportunity to study the situation of education in Maharashtra. The dropout rate is low especially in tribal areas. Researcher worked on it and found that language is one of the barriers in schooling; as the mother tongue is different than language of schooling. To come out of this problem researcher worked on the key components of the teaching learning process and that are mainly teachers and educational environment. Development of leadership quality among teachers will help to root out the problem up to some extent especially in tribal area. Every language has their own aesthetic value, social value as well cultural background. If we want to reduce the number of dropouts, then we have to protect their language status in formal education. Bilingual policy of teachings language through pedagogical leadership will surely aid to in progressing the basic language learning skills.

AIM OF THE RESEARCH

To measure the effectiveness of the bilingual methodology to develop pedagogical leadership.

OBJECTIVES OF THE STUDY

1. To develop the module of bilingual methodology of teaching language for pedagogical leadership.
2. To implement in tribal area schools.
3. To measure the effectiveness of bilingual methodology of teaching module and students achievement.

RESEARCH QUESTIONS:

1. Can teacher develop pedagogical leadership qualities.
2. Can students able to remove the emotional barrier and attend the school regularly.

SIGNIFICANCE OF THE STUDY :

Bilingual policy of teaching language through pedagogical leadership when implemented in tribal districts will surely aid to in progressing the basic language learning skills of the students. This will enable in minimizing the percentage of school dropouts.

1. This policy will promote a positive dialogue among the teachers and the students.
2. This policy will help teachers to develop pedagogical leadership quality.
3. This policy will help students gain basic language learning skills.
4. This policy will promote students switch to expression.
5. This policy will help students in their linguistic development.

PLAN OF ACTION :

The primary focus should be on Pedagogical leadership. Pedagogy is an art and science of learning. Pedagogy is a Greek word which means 'To lead a child'. Leadership means 'An action of leading a group'. This indicates that a teacher who leads the child should be having the potential to demonstrate pedagogical leadership.

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