



Student outcomes of Bengali language at primary level in Paschim Medinipur district

Pramod Maiti¹

¹ Ph.D. Research Scholar, Department of Education, Jadavpur University, Kolkata, West Bengal, India

Abstract

This study the major objectives are to compare different group of students in respect the classificatory variables-Gender and Caste, the criteria of achieving competency separately in the Bengali Language. This is a descriptive survey type research and used purposive sampling technique for data collection from primary level students (Class-IV pass) of Paschim Medinipur District in West Bengal. Total 400 sample were taken for this research. This enables to find out and compare the learning outcomes between male and female among the students of primary education level, belonging in rural area. The result revealed that except Language assessment were male students' high achievement greater than female students for Reading comprehension, Sentence making, Matching, Writing description under competencies in Bengali Language.

Keywords: student outcomes, Bengali language, primary level

Introduction

A man without education is no more than an animal. According to Nelson Mandela (1940) "Education is the most powerful weapon which you can use to change the world". The development of a state is primarily dependent upon the quality of education given to the people. The Indian education system has 8 years of primary education, which is free and compulsory, followed by two years of secondary and another two of higher secondary. Primary education starts from 1st grade and has an official entry age of six years. However, this entry age does not hold true in reality and classes generally tend to have a wide age-range. Students are enrolled in public schools as well as private schools, with those in private schools, making up close to 28% (ASER 2012). Education is a fundamental right, according to the Right to Education Act, 2009. Currently, India's literacy rate is 73%. (Census, 2011). As per the Census 2011 the total literacy rate of Paschim Medinipur district was 78% in 2011 which is greater than average literacy rate 76.26% of West Bengal. Population-wise, out of total 4,078,412 literates, males were 2,266,913 while females were 1,811,499. Also the male literacy rate was 85.26% and the female literacy rate was 70.5% in Paschim Medinipur district. The primary school becomes the agency that first organizes social relationships, and the classroom becomes the place where children learn to socialize with their peers without the presence of their parents. Objectives of primary education are to understand and practice desirable social relationships; to discover and develop his own desirable individual aptitudes; to cultivate the habits of critical thinking; to gain command of common integrated knowledge and skills; to develop a sound body and normal mental attitudes; to discover in themselves the new and better ways of doing or making use of things; to provide those aspects of child growth and development that is not adequately cared for by them; to develop an inquiring or an investigating mind.

Need of the study

Waleed Sultan, Woods and Koo (2011) ^[19] revealed different aspects of students' learning outcomes and enforcement to use creative thinking in building students' knowledge within constructivism learning context. Carey and Dimmitt (2012) ^[4] found that school counseling practices were related to student academic outcomes, the most consistent findings were for school engagement factors such as discipline, attendance, and school climate. Maybee, Bruce, Lupton and Rebmann (2016) ^[16] the findings suggest that the way learners use information influences content-focused learning outcomes, and reveal how teachers may enact lessons that enable students to learn to use information in ways that foster a specific understanding of the topic they are investigating. Hung, Sun and Liu (2018) ^[10] results showed that flipped classrooms integrated with MOOCs and game-based learning can enhance students' learning motivation and outcomes. Furthermore, students in the eighth grade showed significantly greater progress in academic performance than did students in the seventh grade. Shower (2017) ^[18] reveals that diverge regarding evaluation impact on programme research. A positive transfer of evaluation ownership discourse from decision-maker to implementer stakeholders has been observed. Pierce and Robisco (2010) ^[17] the results show that problematic learning outcomes can be classified into three types; oral production outcomes describing strategy use; outcomes describing technical activities and outcomes whose language was found to be difficult to understand by the learners, especially outcomes containing dead metaphors. Vijayakumari (2010) ^[20] the study revealed that academic achievement was negatively related to academic anxiety and positively related to achievement motivation. Butler and Dawkins (2008) ^[3] results indicate a statistically significant difference on midterm and final exam scores. Yamarik (2007) ^[22] he found that students taught by cooperative learning achieved greater academic

performance in the form of higher exam scores. Sinha (2007) pointed out in his study The achievement rates of mathematics in both areas are poor and bengali 35% students are very poor in reaching competency. Jackling (2005) ^[11] The findings strengthen the case for further investigation of the use of measures other than academic performance in examining relationships between learning approaches and learning outcomes. National Council of Educational Research and Training (NCERT) (2005) submitted a report entitled Learning Achievement of students at the end of class-V which inferred that children covered under mid day meal programme have higher achievement level than those who were not covered under it. It further, stated that MDM is a better managed programme than many other schemes.

Recent studies on learning outcomes of school going children at the end of primary level in India with special reference to West Bengal indicate that there are still knowledge gaps. The researchers in the present study try to locate the research problems with specific research question. Improving the quality education for all at the primary level is the top priority across the country including West Bengal. In West Bengal there is little study in India in these areas. No studies have been conducted at the primary level on learning competency. On the other hand infrastructural problem and socio economic factor are the most thrust area in this regard. Therefore, there is the impact of socio-economic variables of the learner on their learning outcomes at the end of primary level in West Bengal. Practical, a wide knowledge gap is notice in achieving the goal of competency primary based education i.e. achieving the learning outcomes. Hence on the basis of the goal of achieving satisfactory learning outcomes, the researcher identified the basic research question – What is the adjusting status the learning outcomes achieving the student of different groups at the end of class IV at Paschim Medinipur District in West Bengal. To find out the above research question, the problem of the present study was specified as - “Student Outcomes of Bengali Language at Primary Level in Paschim Medinipur District”.

Objective of the study

To compare different group of students in respect the

classificatory variables- Gender and Caste, the criteria of achieving competency separately in the Bengali Language.

Hypotheses of the study

H01: There is no significant different among the group of students in different skills of the Bengali Language at primary level on the basis of their gender.

H02: There is no significant different among the group of students in different skills of the Bengali Language at primary level on the basis of their caste.

Method of the study

This is a descriptive survey type research and used purposive sampling technique for data collection from primary level students (Class-IV pass) of Paschim Medinipur District in West Bengal. Out of the total 400 students included in the study, 203 were male and 197 were female students. Among these students, 125 students were studying General, 122 students were studying in SC, 82 students were studying in ST and 71 students were studying in OBC caste. This enables to find out and compare the learning outcomes between male and female among the students of primary education level, belonging in rural area. The tool was five dimensions i.e. Language assessment, Reading comprehension, Sentence making, Matching, Writing description under competencies in Bengali Language.

For analysis and interpretation of the collected data the researcher used simple percentage analysis, mean as descriptive statistics with the help of Microsoft Excel and SPSS.

Analysis and interpretation of data

Objective: To compare different group of students in respect the classificatory variables- Gender and Caste, the criteria of achieving competency separately in the Bengali Language.

H01: There is no significant different among the group of students in different skills of the Bengali Language at primary level on the basis of their gender.

H02: There is no significant different among the group of students in different skills of the Bengali Language at primary level on the basis of their caste.

Table 1: Gender wise total percentage of language assessment of the students

Language Assessment		Gender of the students		Total	
		Male	Female		
Language assessment of the students	Letter level achievement	Count	7	7	14
		% within gender	3.45%	3.55%	3.5%
	Word level achievement	Count	13	14	27
		% within gender	6.40%	7.11%	6.75%
	Paragraph level achievement	Count	183	176	359
		% within gender	90.15%	89.34%	89.75%
Total	Count	203	197	400	
	% within gender	100%	100%	100%	
	% of total	50.75%	49.25%	100%	

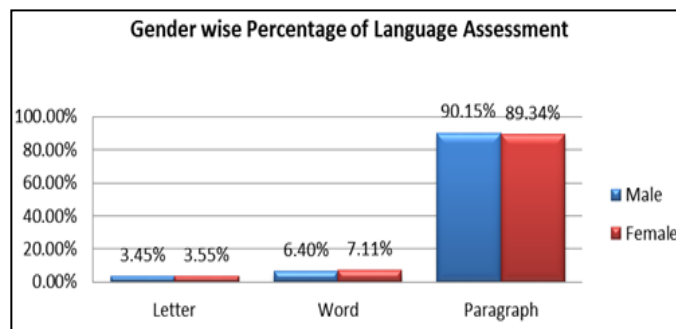


Fig 1: Gender wise percentage of language assessment

From the above table it has been observed that out of the total 203 students belongs from male and 197 students belongs from female. Within this group 7 (3.45%) students were letter level achieve of male students, 13 (6.40%) students were word level achieve, with another 183 (90.15%) score of paragraph level achieve of male students; This was followed by the students belonging from female students and within this group 7 (3.55%) were letter level achieve, 27 (6.75%) word level achieve, with another 197 (89.34%) as paragraph level achieve of female students. This was followed by the language assessment of the students belonging from were paragraph level achieve is high percentage.

Table 2: Caste wise total percentage of language assessment of the students

Language Assessment		Caste of the students				Total	
		General	SC	ST	OBC		
Language assessment of the students	Letter level achievement	Count	3	6	5	0	14
		% within caste	2.44%	4.92%	5.95%	0%	3.5%
	Word level achievement	Count	7	11	5	4	27
		% within caste	5.69%	9.02%	5.95%	5.63%	6.75%
	Paragraph level achievement	Count	113	105	74	67	359
		% within caste	91.87%	86.07%	88.10%	94.37%	89.75%
Total	Count	123	122	84	71	400	
	% within caste	100%	100%	100%	100%	100%	
	% of total	30.75%	30.5%	21%	17.75%	100%	

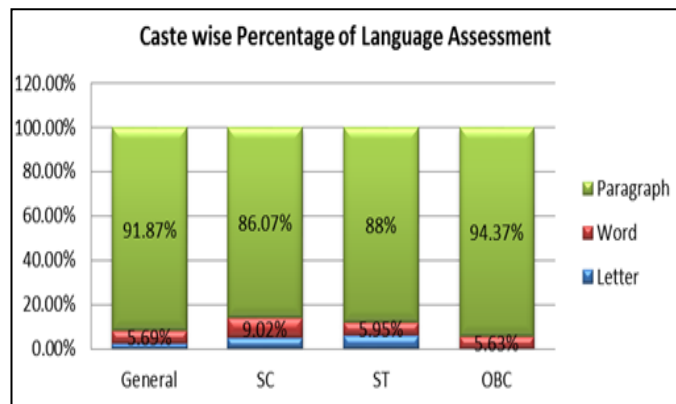


Fig 2: Caste wise percentage of language assessment

letter level achieve of general category, 7 (5.69%) students were word level achieve, with another 113 (91.87%) as paragraph level achieve of general category. This was followed by the students belonging from SC category and within this group 6 (4.92%) were letter level achieve, 11 (9.02%) word level achieve, with another 105 (86.07%) as paragraph level achieve of SC category, 5 (5.95%) students were letter level achieve of ST category, 5 (5.95%) students were word level achieve, with another 74 (88.10%) students were paragraph level achieve of ST category. This was followed by the students belonging from OBC category, within this group 0 (0%) were word level achieve, 4 (5.63%) students were word level achieve, with another 71 (94.37%) as paragraph level achieve of OBC category. The average scores of the General caste students are greater than SC, ST and OBC but OBC students has lower average score than General, SC, ST in the achievement level of among the primary students. However, the results also revealed that students of general groups possessed good achievement.

From the above table it has been observed that out of the total 123 students belongs from General, 122 students from SC, 84 students from ST, and 71 students belongs from OBC category. Within this group 3 (2.44%) students were only

Table 3: Gender wise total percentage of reading comprehension of the students

Reading Comprehension		Gender of the students		Total	
		Male	Female		
Reading comprehension of the students	below 50% achieve	Count	28	7	35
		% within gender	13.79%	3.55%	8.75%
	50% level achieve	Count	175	190	365
		% within gender	86.21%	96.45%	91.25%
Total	Count	203	197	400	
	% within gender	100%	100%	100%	
	% of total	50.75%	49.25%	100%	

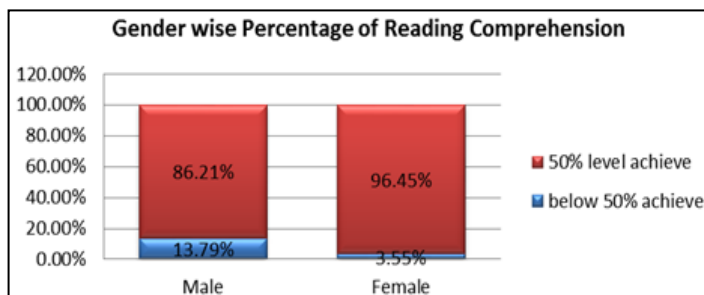


Fig 3: Gender wise percentage of reading comprehension

From the above table it has been observed that out of the total 203 students belongs from male and 197 students belongs from female. Within this group 28 (13.79%) students were below 50% achieve of male students, with another 175 (86.21%) score of 50% level achieve of male students; This

was followed by the students belonging from female students and within this group 7 (3.55%) were below 50% achieve, with another 190 (96.45%) as 50% level achieve of female students.

Table 4: Caste wise total percentage of reading comprehension of the students

Reading Comprehension			Caste of the students				Total
			General	SC	ST	OBC	
Reading comprehension of the students	below 50% achieve	Count	7	16	7	5	35
		% within caste	5.69%	13.11%	8.33%	7.04%	8.75%
	50% level achieve	Count	116	106	77	66	365
		% within caste	94.31%	86.89%	91.67%	92.96%	91.25%
Total		Count	123	122	84	71	400
		% within caste	100%	100%	100%	100%	100%
		% of total	30.75%	30.5%	21%	17.75%	100%

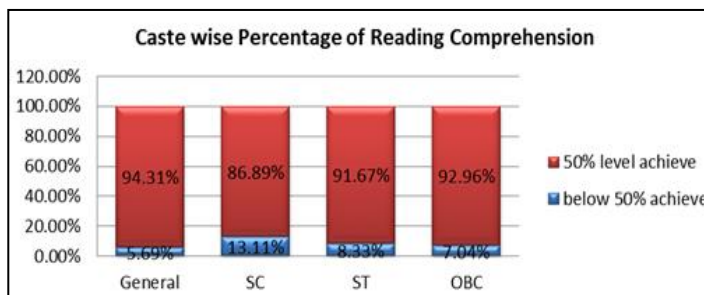


Fig 4: Caste wise percentage of reading comprehension

From the above table it has been observed that out of the total 123 students belongs from General, 122 students from SC, 84 students from ST, and 71 students belongs from OBC category. Within this group 7 (5.69%) students were below 50% achieve of general category with another 116 (94.31%) as 50% level achieve of general category. This was followed by the students belonging from SC category and within this group 16 (13.11%) were below 50% achieve, with another 106 (86.89%) as 50% level achieve of SC category, 7 (8.33%) students were below 50% achieve of ST category with another

77 (91.67%) as score of 50% level achieve of ST category. This was followed by the students belonging from OBC category, within this group 5 (7.04%) were below 50% achieve, with another 66 (92.96%) as 50% level achieve of OBC category. The average scores of the General caste students are greater than SC, ST and OBC but SC students has lower average score than General, ST and OBC in the achievement level of among the primary students. However, the results also revealed that students of general groups possessed good achievement.

Table 5: Gender wise total percentage of sentence making of the students

Sentence Making			Gender of the students		Total
			Male	Female	
Sentence making of the students	below 50% achieve	Count	98	70	168
		% within gender	48.28%	35.53%	42%
	50% level achieve	Count	105	127	232
		% within gender	51.72%	64.47%	58%

Total	Count	203	197	400
	% within gender	100%	100%	100%
	% of total	50.75%	49.25%	100%

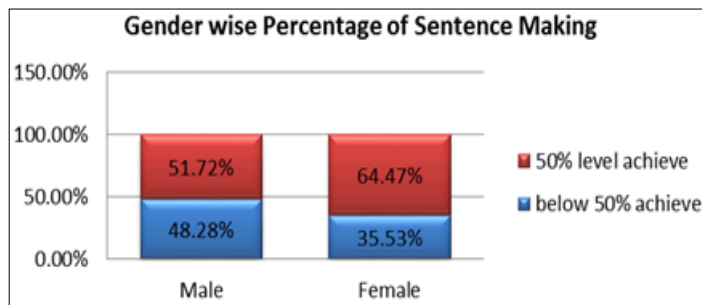


Fig 5: Gender wise percentage of sentence making

From the above table it has been observed that out of the total 203 students belongs from male and 197 students belongs from female. Within this group 98 (48.28%) students were below 50% achieve of male students, with another 105 (51.72%) score of 50% level achieve of male students; This

was followed by the students belonging from female students and within this group 70 (35.53%) were below 50% achieve, with another 127 (64.47%) as 50% level achieve of female students.

Table 6: Caste wise total percentage of sentence making of the students

Sentence Making		Caste of the students				Total	
		General	SC	ST	OBC		
Sentence making of the students	below 50% achieve	Count	33	65	39	31	168
		% within caste	26.83%	53.28%	46.43%	43.66%	42%
	50% level achieve	Count	90	57	45	40	232
		% within caste	73.17%	46.72%	53.71%	56.34%	58%
Total		Count	123	122	84	71	400
		% within caste	100%	100%	100%	100%	100%
		% of total	30.75%	30.5%	21%	17.75%	100%

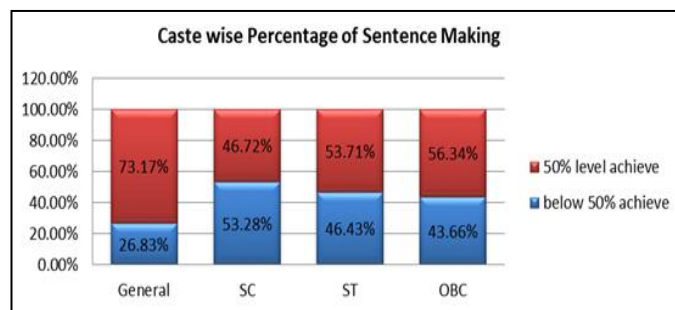


Fig 6: Caste wise percentage of sentence making

From the above table it has been observed that out of the total 123 students belongs from General, 122 students from SC, 84 students from ST, and 71 students belongs from OBC category. Within this group 33 (26.83%) students were below

50% achieve of general category with another 90 (73.17%) as 50% level achieve of general category. This was followed by the students belonging from SC category and within this group 65 (53.28%) were below 50% achieve, with another 57 (46.72%) as 50% level achieve of SC category, 39 (46.43%) students were below 50% achieve of ST category with another 45 (53.71%) as score of 50% level achieve of ST category. This was followed by the students belonging from OBC category, within this group 31 (43.66%) were below 50% achieve, with another 40 (56.34%) as 50% level achieve of OBC category. The average scores of the General caste students are greater than SC, ST and OBC but SC students has lower average score than General, Stand OBC in the achievement level of among the primary students. However, the results also revealed that students of general groups possessed good achievement.

Table 7: Gender wise total percentage of matching skill of the students

Matching Skill		Gender of the students		Total	
		Male	Female		
Matching skill score of the students	below 50% achieve	Count	11	15	26
		% within gender	5.42%	7.61%	6.5%
	50% level achieve	Count	192	182	374
		% within gender	94.58%	92.39%	93.5%
Total		Count	203	197	400
		% within gender	100%	100%	100%
		% of total	50.75	49.25	100

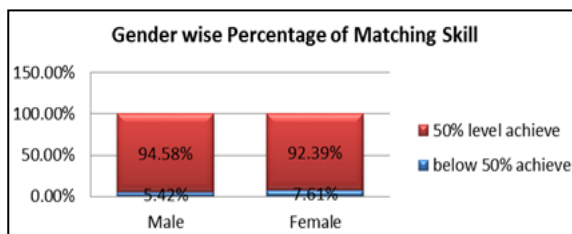


Fig 7: Gender wise percentage of matching skill

From the above table it has been observed that out of the total 203 students belongs from male and 197 students belongs from female. Within this group 11 (5.42%) students were below 50% achieve of male students, with another 192 (94.58%) score of 50% level achieve of male students; This was followed by the students belonging from female students and within this group 15 (7.61%) were below 50% achieve, with another 182 (92.39%) as 50% level achieve of female students.

Table 8: Caste wise total percentage of matching skill of the students

Matching Skill			Caste of the students				Total
			General	SC	ST	OBC	
Matching skill score of the students	below 50% achieve	Count	6	11	6	3	26
		% within caste	4.88%	9.02%	7.14%	4.23%	6.5%
	50% level achieve	Count	117	111	78	68	374
		% within caste	95.12%	90.98%	92.86%	95.77%	93.5%
Total		Count	123	122	84	71	400
		% within caste	100%	100%	100%	100%	100%
		% of total	30.75%	30.5%	21%	17.75%	100%

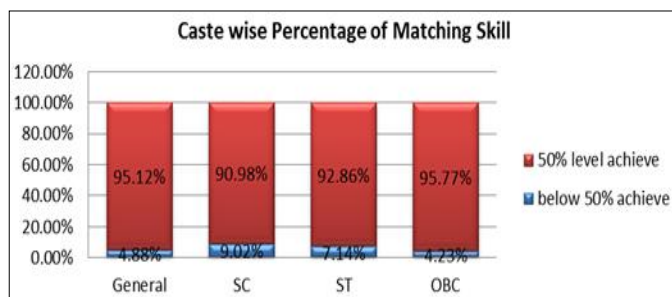


Fig 8: Caste wise percentage of matching skill

From the above table it has been observed that out of the total 123 students belongs from General, 122 students from SC, 84 students from ST, and 71 students belongs from OBC category. Within this group 6 (4.88%) students were below

50% achieve of general category with another 117 (95.12%) as 50% level achieve of general category. This was followed by the students belonging from SC category and within this group 11 (9.02%) were below 50% achieve, with another 111 (90.98%) as 50% level achieve of SC category, 6 (7.14%) students were below 50% achieve of ST category with another 78 (92.86%) as score of 50% level achieve of ST category. This was followed by the students belonging from OBC category, within this group 3 (4.23%) were below 50% achieve, with another 68 (95.77%) as 50% level achieve of OBC category. The average scores of the OBC students are greater than General, SC and ST, but SC students have lower average score than General, ST and OBC in the achievement level of among the primary students. However, the results also revealed that students of OBC groups possessed good achievement.

Table 9: Gender wise total percentage of writing description of the students

Writing Description			Gender of the students		Total
			Male	Female	
Writing description of the students	below 50% achieve	Count	145	122	267
		% within gender	71.43%	61.93%	66.75%
	50% level achieve	Count	58	75	133
		% within gender	28.57%	38.07%	33.25%
Total		Count	203	197	400
		% within gender	100%	100%	100%
		% of total	50.75%	49.25%	100%

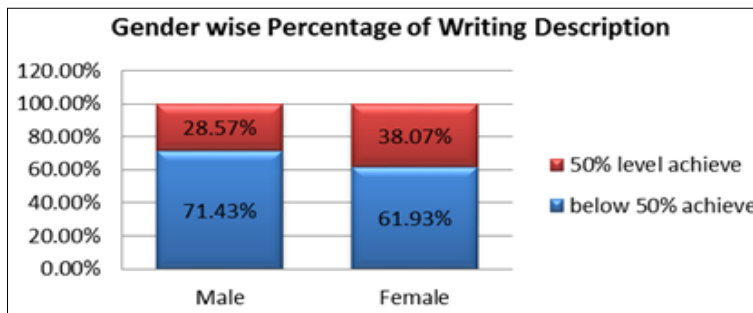


Fig 9: Gender wise percentage of writing description

From the above table it has been observed that out of the total 203 students belongs from male and 197 students belongs from female. Within this group 145 (71.43%) students were below 50% achieve of male students, with another 58 (28.57%) score of 50% level achieve of male students; This

was followed by the students belonging from female students and within this group 122 (61.93%) were below 50% achieve, with another 75 (38.07%) as 50% level achieve of female students.

Table 10: Caste wise total percentage of writing description of the students

Writing Description		Caste of the students				Total	
		General	SC	ST	OBC		
Writing description of the students	below 50% achieve	Count	64	98	60	45	267
		% within caste	52.03%	80.33%	71.43%	63.38%	66.75%
	50% level achieve	Count	59	24	24	26	133
		% within caste	49.97%	19.67%	28.57%	36.62%	33.25%
Total		Count	123	122	84	71	400
		% within caste	100%	100%	100%	100%	100%
		% of total	30.75%	30.5%	21%	17.75%	100%

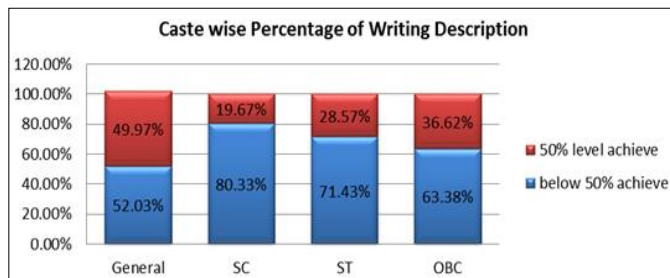


Fig 10: Caste wise percentage of writing description

From the above table it has been observed that out of the total 123 students belongs from General, 122 students from SC, 84 students from ST, and 71 students belongs from OBC category. Within this group 64 (52.03%) students were below 50% achieve of general category with another 59 (49.97%) as 50% level achieve of general category. This was followed by the students belonging from SC category and within this group 98 (80.33%) were below 50% achieve, with another 24 (19.67%) as 50% level achieve of SC category, 60 (71.43%) students were below 50% achieve of ST category with another 24 (28.57%) as score of 50% level achieve of ST category. This was followed by the students belonging from OBC category, within this group 45 (63.38%) were below 50% achieve, with another 26 (36.62%) as 50% level achieve of OBC category. The average scores of the General caste students are greater than SC, ST and OBC but SC students has lower average score than General, OBC, ST in the achievement level of among the primary students. However, the results also revealed that students of general groups possessed good achievement.

Conclusion

From the above discussion it has been concluded that out of the total students 14 (3.5%) belongs from letter level achieve. Within this group 27 (6.75%) students are word level achieve, with another 359 (89.75%) as paragraph level achieve. This was followed by the language assessment of the students belonging from were paragraph level achieve is high percentage. Language assessment is high male students greater than female students and General caste students are greater than SC, ST and OBC but OBC students has lower average score than General, SC, ST in the achievement level

of among the primary students. However, the results also revealed that students of general groups possessed good achievement for Language assessment. Reading comprehension of the students are high male greater than female and General caste students are greater than SC, ST and OBC but SC students has lower average score than General, ST and OBC in the achievement level of among the primary students. However, the results also revealed that students of general groups possessed good achievement. Sentence making of the students are high male greater than female and General caste students are greater than SC, ST and OBC but SC students has lower average score than General, Stand OBC in the achievement level of among the primary students. However, the results also revealed that students of general groups possessed good achievement. Matching skill score of the students are high male greater than female and OBC students are greater than General, SC and ST, but SC students have lower average score than General, ST and OBC in the achievement level of among the primary students. However, the results also revealed that students of OBC groups possessed good achievement. Writing description of the students are high male greater than female and General caste students are greater than SC, ST and OBC but SC students has lower average score than General, OBC, ST in the achievement level of among the primary students. However, the results also revealed that students of general groups possessed good achievement.

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