

An Analysis Towards the Development of Manipuri Language in Education

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Received: 14 Mar., 2022

Revised: 29 May, 2022

Accepted: 05 June, 2022

Abstract

The research methodology followed in the present research is discussed under different headings namely -- historical and educational perspective of Manipuri language need to teach Manipuri language for the Secondary Grade student Validity and reliability of the tasks based Communicative Activities used, construction of research tools, sampling techniques, design of the study, administration of tools for pre-test and post test and the statistical techniques employed for analysis of data.

Keywords: Methodology, Technique, Develop, Language, Grammar, Data, Tools, Objective, Study, Research

Grammar offers a set of labour - saving rules, explanations, which economies efforts in language learning. Traditional ideas along with modern insights can always be used for pedagogical purposes. It offers a framework for correcting and preventing mistakes, it has a remedial function in safeguarding or rectifying those points of word - use, which are especially liable to error. It can be used for reference purposes just as a learner refers to the Manipuri pronouncing Dictionary for his pronunciation problems. An explicit understanding of the rules can be used to monitor one's own performance. Since, the learner and the teacher feel that grammar is an essential part of language learning and this belief gives them a lot of confidence.

In India, most of the teachers follow either translation method or direct method or audio - lingual method for the teaching of Manipuri and its grammar. Unfortunately, in spite of these

approaches, the students are unable to read, speak and write coherent Manipuri even at the graduate level in India. The situation is worse at secondary and higher secondary levels. Hence there is a need for trying newer methods or approaches for the teaching and learning of Manipuri and its grammar from the school level onwards.

It is universally accepted fact that the learning is more effective, when the learning situations are free from tension, anxiety and fear. Further the learning is more fruitful when the materials, activities are presented in joyful and amusing ways. It is apt to think of presenting the different language functions in Manipuri, in joyful and amusing situations, the students can overcome their anxiety, tension and fear in learning these language functions. In this

How to cite this article: Devi, T.J. (2022). An Analysis Towards the Development of Manipuri Language in Education. *Int. J. of Inclusive Develop.*, 8(01): 97-100.

Source of Support: None; **Conflict of Interest:** None



context, it is right to think of using tasks based communicative activities to teach the various skills of learning Manipuri grammar to the Secondary grade teacher trainees, so that these trainees will use these tasks based communicative activities in their classes, when they entered into the teaching profession later.

RESEARCH METHODOLOGY

The major objective of the study is to prepare and developing the tools, the researcher kept in mind the various categories of Manipuri Grammatical items prescribed in the Secondary Grade Teacher Trainees 'Manipuri language Education' syllabus. For the effective learning of Manipuri language, the following categories of grammar such as Nouns, Adjectives, Verbs, Adverbs, Prepositions, Conjunctions, Degrees of Comparisons, Voices, Reported Speech and Conditional Clauses are taken into account in learning Manipuri language by the secondary grade teacher and student to a large extent depends on the right usage of the above activities both in their learning and teaching atmosphere.

For the effective learning of Manipuri language, the following skills are essential. They are—

1. Identifying the Concepts,
2. Giving various Illustrations,
3. Identifying the Errors, and
4. Correcting the Errors.

The plan and the procedures includes population of the study, sample of the study, design of the study, required data for the study, tools and techniques used for data collection and the procedure of data analysis.

Following are the basis elements for this research design:

- (a) Research method
- (b) Sampling design
- (c) Research tool
- (d) Statistical techniques

The present study deals with the Experimental Method.

Population, the population of the present study is the students studying in 9th standard of Manipur state.

Sample, the sample of the present study was ix students studying in the schools of Manipur District. These schools were selected with the purpose of getting all the required facilities. The selected four schools of ix standard 120 students were treated as the Experiment Group and controlled group respectively. For the purpose of studying to teach Manipuri language.

In the present research two pairs were made of 80 students each, which were selected on the basis of the pre-test. Out of these pairs randomly one was send to experimental group and other to control group. In this way sample for experimental group was 80 students and for control group was also 80 students.

The experimental group is exposed to the influence of the factor under consideration; the control group is not. Observations are made to determine what difference appears or what change or modification occurs in the experimental as contrasted with the control group.

Tools, The following tools have been used for the collection of the data.

1. Pre-test and post achievement test.
2. Mental ability test
3. Home Environment test

The researcher constructed achievement test for the pre-test and post-test purposes related to selected topics of Manipuri language of standard IX students.

Statistical Techniques

To compare the different dimensions of the present problem the following statistical techniques have been used:

1. Mean
2. Standard Deviation
3. CR Value
4. T Value
5. Correlation
6. ANOVA

DISCUSSION

As the present study is aimed at developing tasks based communicative activities in learning Manipuri language by the Secondary grade teacher

and student the researcher developed nearly fifteen communicative activities in connection with Manipuri language as per the syllabus, in Manipuri Language Education.

With demand the teaching of language undergoes changes and is the need of time. Learning and even language teaching becomes a difficult job if the goal of developing language efficiency among the students is not achieved well. Manipuri language as a subject, covering the syllabus and fulfilling the taste of the students, may be difficult. At the same time language teaching-learning process is not exception, since language in its strict technical sense is a means of communication. Many audio-visual devices, such as, tape recorders and video-tapes have frequently been used effectively in language classes. Moreover, since both human nature and the language teaching learning process are dynamic phenomena, the need for the newest techniques and technological devices is felt.

Apart from these, ix standard is the initial stage of the students in the secondary education so, it is very important to pay attention in teaching of Manipuri subject and guiding them properly to prepare them for the board examination and for better understanding about the subject which makes a strong base for higher education. As Manipuri language needs special attention in grammar because it provides the base of English language to the students, the researcher has selected the topic of Manipuri language.

In general education, and in other fields such as psychology, there are many different definitions of tasks. There is also quite a variety from within the field of second language teaching.

1. It is a piece of work undertaken for oneself or for others, freely or for some reward. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between. This definition is a non - technical, non- linguistic one.
2. It is an activity or action which is carried out as the result of processing or understanding language as a response. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of variety of different

kinds of tasks in language teaching is said to make to make language teaching more communicative since it provides a purpose for classroom activity which goes beyond the practice of language for its own sake. (Richards, Piatt and Weber Dictionary of applied linguistic 1986: 289). Here tasks are defined in terms of what the learner will do in the classroom rather than in the outside world. The distinction between what might be called 'pedagogic' tasks and 'real - world' tasks is an important one.

3. The final definition is from Breen: any structural language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. "Task" is therefore assumed to refer to arrange of work plans which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or simulations and decision making. (Breen 1987: 23).

CONCLUSION

With demand the teaching of language undergoes changes and is the need of time. Learning and even language teaching becomes a difficult job if the goal of developing language efficiency among the students is not achieved well. Manipuri language as a subject, covering the syllabus and fulfilling the taste of the students, may be difficult. At the same time language teaching-learning process is not exception, since language in its strict technical sense is a means of communication. Many audio-visual devices, such as, tape recorders and video-tapes have frequently been used effectively in language classes. Moreover, since both human nature and the language teaching learning process are dynamic phenomena, the need for the newest techniques and technological devices is felt.

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