



CHALLENGES IN TEACHING AND LEARNING OF ENGLISH AT HIGHER SECONDARY LEVEL SCHOOL TRIBAL LEARNERS IN CONTEXT TO SPECIFIC BLOCKS OF BASTAR AND DANTEWADA (C.G.).

Raj Kumar Deshmukh

Research Scholar, MATS University, Raipur (C. G.)

Dr. Deepika Dhand (PhD. Guide)

MATS University, Raipur (C. G.)

ABSTRACT

English is an official language in India. In any case, Indians face numerous issues while learning English. Particularly the tribal face intense issue as they have their own language too for correspondence. This examination has concentrated on the issue of innate understudies in learning English as a subsequent language. The Researchers has followed Descriptive overview technique to lead the examination and taken the assistance of exploration apparatuses like poll, oral and composed tests to gather data from the subjects. The outcomes show that the innate understudies face incalculable issues in learning English.

KEYWORD

Tribal , English, Tribal students, learning English, second language

INTRODUCTION

The languages on the planet today English has the right to be viewed as a World language. It is the world's most broadly communicated in language. It is the normal methods for correspondence between the individuals of various countries. In India, the understudies especially from provincial and inborn pockets consider the seven-letter word as an otherworldly and supernatural word. The second they hear something in English, they start feel uncomfortable. Thus, instructor who handles English understudies think that its hard to cause them to comprehend the language. What are the purposes behind this ? What are the therapeutic measures to be taken to lighten these issues ?

The serious issue of encouraging English in ancestral zones is to change the attitude of the moderates (the individuals who don't feel the need of progress). They don't understand that instruction and learning of English will bring change all things considered; learning is a difference in conduct. Thus, a great deal of things rely upon the guardians and family members to teach their kin so they can likewise be comparable to the cutting edge world. Absence of inspiration and consolation remains the significant test for educating English. On the off chance that the educator can set up a decent compatibility with the students, his/her activity would be simpler. Studies recommend that instructor inspiration contributes more to showing learning process than the educator capability.

In this way, it is appropriately stated: 'Instructing Learning Process is the bloom that doesn't develop in each one's nursery.' But we should locate a legitimate solution for it. One ought not intend to state that an understudy from inborn region is resistant to current life all together, still the exercises educated ought to be closer home. The understudies check out learning English through give-and take process which makes language more extravagant. The English educator additionally experiences issue of the mentality with which the understudies want learning. The understudies as well, accept that they don't know sentence structure; they can't learn English because of school encounters of the previous one ought not overlook that whosoever knows punctuation in one language likewise knows it in another most definitely. In the event that he can't anyway communicate in another dialect, or comprehend the individuals who talk it, this is a direct result of the distinction of words and their developments which is unintentional to sentence structure. English as a language has consistently been on top need, particularly as second language for every outside student and instructors. At certain spots it is third language and at some even fourth. To clarify this, for instance, the inborn (Korku clan in Melghat, an ancestral area in Amravati locale of Maharashtra) speak Korku, which is their native language and first language. Marathi and Hindi (both of which is obligatory) being their learning media as second and third language and English as a mandatory subject become the fourth language. These innate understudies think that its hard to adapt up to English, which in any case would have been wiped out from the scholarly community had it not been made the mandatory language. Be that as it may, this isn't the exceptional case; it is a typical scene in everywhere throughout the country area, even in some rustic locale. The special cases are just metros, where trade of contemplations in English finds less challenges.



ENGLISH LANGUAGE TEACHING AND LEARNING PROBLEMS OF TRIBAL LEARNERS

English Language Teaching and Learning Problems of Tribal Learners The ancestral students who live in an alternate culture and setting have more troubles in learning an unknown dialect, in contrast to different students. The clans live in a network where they have their very own native language, aside from the local language of the state. The primary language of clans is known as 'aadhivasi baasha' and it has no content. The offspring of non innate guardians who are recognizable to contents and messages from their young age through their family and culture have more noteworthy prospects of getting another dialect. In any case, the inborn students who are less presented to contents and readings think that its hard to become familiar with another dialect. The issue becomes urgent when they goes into the essential instruction, where starting preparing is given on words and sentences through settings as opposed to instructing through the arrangement of sounds and images. The Hindi is a necessary language in the school and training. Aside from their primary language, inborn students need to learn Hindi, Malayalam and English at school. Hence they need to experience extra worry in their lower classes taking care of three to four dialects simultaneously bringing about different between language issues A portion of the troubles can be ascribed to the curious inconsistencies in the objective language itself. English is the language with more number of sounds than its symbols. Hence every image is utilized to indicate more than one sound. The failure to

peruse the writings is distinguished as a genuine th issue of ancestral students. The students of 8 evaluation can't distinguish the letter sets and see the writings.

The absence of preparing in 'phonemic mindfulness' and 'phonics' strategies in perusing are recognized as the main driver of learning lack. As indicated by Report audit of the examination of 'National Reading Panel' (2000) on 'Instructing Children to Read', 'phonemic mindfulness', 'phonics', 'jargon', 'familiarity' and cognizance' are recognized as the five structure squares of any compelling understanding guidance. It assists students' with wording perusing and understanding appreciation, just as helping youngsters to spell. Phonemic mindfulness is the reason for learning phonics. The substantial complexity between the native language and English is a significant reason for learning trouble. For the ancestral students, the home and nearby condition isn't sufficiently good to make a phonetic scaffold in the interlanguage procedure. The inborn students who are thought of as 'burdened' and 'in reverse' apparently is completely estranged from the school. There are huge quantities of th students who don't have any order of English. The 8 evaluation students are as yet not ready to peruse or compose. Some of them not have the foggiest idea about the spellings and essential structures of English language. The prospectus and strategy of English educational plan appear to be positive for the better than expected students who can work freely and succeed. It would be useful for them in utilizing the English language normally and seek after their advanced education in English medium effectively. The introduction of jargon and structures in an unsystematic way isn't the suitable technique for instructing for the more fragile learners.²

IN CHHATTISGARH

For us all in the 21st century, Bastar is a scene of backwoods, tribals and a wicked battleground for security powers and the furnished radicals known as Maoists. One way, it is a scene of observations. Except if one endeavors into this territory in Chhattisgarh. From Jagdalpur to Dantewada, the street wanders through thick sal woodlands. Frequently wild natural product bearing trees and therapeutic plants show up. Posts of the Central Reserve Police Force are noticeable inside short separations of one another. Individuals for the most part will not go to these spots after sunlight.⁴

Till 1997, it was a solitary region division in Madhya Pradesh. Bastar today is a division with five locale to be specific Bastar, Kanker, Dantewada, Narayanpur and Bijapur Tribal populace This is a vigorously forested, ancestral overwhelmed territory. The whole division is an advised planned zone.³

The ancestral kid in Bastar needs to all the while battle with in any event three dialects: (a) his primary language that could be Gondi or Bhatari or Dorli or Dhurvi or Telga or Halbi (b) Halbi, which is the most widely used language in Bastar and (c) Hindi, the official vehicle of guidance. Add to this English, which is instructed from Standard I. With plans being forthcoming to get Chhattisgarhi remembered for eighth Schedule of the Constitution as the official language of the State,⁷ it is just a short time before the kid will be burdened with one more language. None of the nearby tongues in Bastar has its very own content. The mechanism of guidance in schools is Hindi. The Text Books are in Hindi and in Devanagari content. Essentially, for the ancestral kid in Bastar to be told in Hindi, it is closely resembling a British school-kid in England being instructed in French medium! No doubt, the kid's brain is confounded, and this state is regularly misconstrued as low IQ among ancestral understudies.

The issue is exacerbated by the bias against inborn ways instilled in the instructor's psyche. The vast majority of the educators are non-tribals. They have their homes in the towns and, given the condition of transport framework, their driving among home and school is sporadic and removes a lot of their time and vitality. The Government attempted futile to receive an arrangement of nearby business, yet this ran into a legitimate obstacle. The most exceedingly awful among the educators essentially play truant. The best among the instructors approach their activity in a confounded minister mode. They accept their central goal is to "cultivate" the ancestral children and to "wean them from customary ways" to acclimatize them into the "national standard". The Government has confidence in no less, without understanding the awful consequences inferred in this crucial.³

The conventional 'school' of the ancestral in Bastar was in the ghotul. The best of what is in ancestral culture owes to the ghotul. However, affected by the new training, the ghotul has endured a deliberate breaking down. Today, it is practically outdated (with the exception of maybe in some remote insides of Bastar where too it is accounted for to be unpredictable). To finish up, in light of the Bastar experience, a few recommendations could be made now to make innate training important, imaginative and job neighborly. These are as per the following:

- The Big-sibling disposition of teachers must end. The way to deal with innate instruction must be a two-route exchange of compromise, in light of an educated thankfulness regarding customary ancestral qualities and astuteness.

- The reason for ancestral training must be (like somewhere else) to (a) bestow the '3R's and (b) to refine and lead further the heritage of customary intelligence (c) to encourage fortifying of the conventional monetary exercises.
- Ways and means could be investigated to include ghotul-sort of establishments to incorporate customary and new types of instruction.
- The substance for schools in ancestral regions must be unique (at any rate incompletely) from the general substance.
- The board that has capacity to structure innate training must incorporate proficient anthropologists and furthermore customary network pioneers.
- The school terms and day by day timings must be as per the ancestral monetary calendar.³

Government schools comprise the principle wellspring of basic training in both the regions, as is obvious from the way that 94.6 percent of the absolute schools in the Bastar are government schools. Further, 50 percent of the tuition based schools in Bastar locale are situated in the Jagdalpur Block just, which incorporates Jagdalpur city, the District central command. Another enormous piece of the non-public schools are situated in the Bakawand Block of Bastar, found abutting to the region headquarters.⁴

Interestingly, the normal number of schools per 1000 for the populace matured 6–14 years is four in Bastar. There has been an improvement in essential offices in grade schools in both the regions throughout the years. Be that as it may, much despite everything should be finished. There are countless schools with broken down structures in both the districts. The normal quantities of educators per school are three in Bastar. For model, while the normal number of instructors per school is five in the Jagdalpur Block of Bastar area, it is just two in the Bastanar, Darbha, and Lohandiguda Blocks of Bastar, and the Konta and Sukma Blocks of Sukma locale. The Government of Chhattisgarh has quit delegating teachers all the time since quite a while. Rather, the teachers in the State are delegated on a legally binding premise and these instructors are known as Panchayat educators in the State. In a large portion of the schools studied, excepting a couple of educators, who were very nearly retirement, all the rest were Panchayat instructors. Out of the 60 educators met, 56 (93.3 percent) were Panchayat instructors, and it has been seen that the act of designating contract instructors has been pervasive in the State for over two decades. Yet, the Government has put them in ordinary compensation scales, and they have been in administration for long, however they despite everything experience the ill effects of a feeling of insecurity.⁵

ROLE OF TEACHERS

To satisfy the national duty to universalize rudimentary training, the educator has a job in enlisting and holding all the kids in school in her general vicinity, as additionally guaranteeing great performance from all youngsters. In this, your job will be: To guarantee that all the youngsters from feeder schools, who have finished Primary level get joined up with the upper essential level. You may need to visit guardians of kids from the burdened segments of the general public and, persuade them regarding the estimation of instruction for their future development. To guarantee that the youngsters from denied bunches go to class normally. You have to put forth unique attempts to discover why the kid is missing and afterward attempt to underscore normality in attendance. Most significantly, you should see that the kids from these gatherings don't dropout due to the socio-mental hardship. You should perceive their hardship, and put forth cognizant attempts to see that they are not separated by her or the kindred understudies either plainly or covertly. There will consistently be a few youngsters who won't have the option to adapt to the study hall instructing. Medicinal educating for such kids should be masterminded before the youngster loses enthusiasm for examines. You should likewise guarantee that the motivating forces like books, writing material and garbs are caused accessible in the start of the meeting so he youngsters to don't endure in scholastic performance. You should likewise put forth intentional attempts to blend offspring of various gatherings. They ought to be urged to talk in class and take part in co-curricular exercises where they can exceed expectations and increase their certainty and sense of pride.⁶

Enrolment of SC and STs in Higher Education However, inferable from various requirements, and financial variables, the advantages of extension of instructive offices have not completely reached to all the networks explicitly among the Scheduled Castes (SC) and Scheduled Tribes (ST). As per all India overview on Higher Education led by MHRD, the enrolment of OBC understudies in Higher Educational Institutions in India during 2010-11 has gone up to 27 percent (male 27.3% and female 26.8%) however if there should arise an occurrence of Scheduled Caste and Scheduled Tribe understudies, it keeps on being low. The Scheduled Caste and Scheduled

Tribe understudies' enrolment proportion during 2009-10 was 15 percent and it was 18.8 percent in 2010-11. While the Scheduled Caste and Scheduled Tribe ladies understudies' enrolment proportion during 2009-10 was 12.7 percent (men understudies' enrolment proportion was 17.1%) and it was 16.5 percent during 2010-11 (men understudies enrolment proportion was 20.9%). During 2010-11 out of 100 understudies getting into Higher Educational Institutions, under eleven are from Scheduled Caste and under five are from Scheduled Tribe. Booked Caste understudies' enrolment was 10.2 percent and Scheduled Tribe understudies' enrolment was 4.4 percent including enrolment through Distance Mode. Exclusionary slants in instruction especially in advanced education and expert training are the aftereffect of not just calculates like increment private expenses to be brought about by understudies, development of self-financing or understudy financed establishments, the low quality of training in government and supported schools yet in addition because of fortifying of non budgetary passage obstructions and lacking thoughtfulness regarding the issues of hindered groups.⁷

NATIONAL POLICIES

In view of the suggestions of the Education Commission 1966, the main National Policy Resolution (NPR, 1968) was passed by the Government in 1968. The National Policy Resolution proposed: "Progressively difficult endeavors be made to adjust instructive chances. Provincial awkward nature in the arrangement of instructive offices should be rectified and acceptable instructive offices be given in rustic and in reverse regions Increasingly concentrated endeavors are expected to create training among in reverse classes and extraordinarily among the innate individuals.. ."

Instruction was welcomed on the Concurrent List in 1976 (with this, both Central Government state governments are liable for the advancement of training). A significant National Policy on Education was planned in 1986 (NPE, 1986) after a decent arrangement of discussion at different levels and in simultaneousness with all the state governments. The NPE, 1986 represents a National System of Education. The 1986 Policy lays accentuation on evacuation of incongruities and to adjust instructive open door by taking care of the particular needs of the individuals who have been denied balance up until this point. "The focal concentration in the instructive advancement of the SCIST is their evening out with non-SCIST populace at all stages and levels of training To this end, penny percent enrolment of SCIST kids in the age bunch 6 1 (classes IV), guaranteeing their maintenance in schools prompting acceptable consummation of the essential phase of training or its identical through non-formal framework, must be accomplished by 1990.. ... At any rate 75 percent of kids in the age bunch 1-14 (classes VI-VIII) should be selected and held in the schools prompting agreeable consummation of class VIII to accomplish the approach objectives visualized in the NPE. The Policy was reconsidered in 1992 and a Revised Program of Action (POA, 1992) was readied.

The Revised Program of Action, 1992, says that "up to a given level all understudies independent of rank, statement of faith, area or sex, approach training of a practically identical quality". For advancing correspondence, it says, 'it will be important to accommodate equivalent chance to all in access as well as in states of accomplishment". The POA, 1992 recommended a few systems to carry SCI ST at standard with others: Priority in opening of essential and upper elementary schools in innate territories and SC homes and villages. Pre-essential areas will be a basic piece of such schools. In inborn zones instructive plans will be actualized in a coordinated manner. Access and enrolment will be guaranteed basically in formal schools. It will be the obligation of instructors to sort out drives toward the start of the scholastic meeting to select all youngsters, particularly young ladies from the SC and the ST. Adequate motivators will be accommodated the offspring of SC and ST and other in reverse segments as grants, course books, writing material, outfits and early afternoon suppers.

All schools and NFE focuses in the SC and ST homes will be furnished with important fundamental foundation. Activity Blackboard will cover every single such home inside two years. The impoverished families among the SCs and the STs will be offered motivating forces to send youngsters, especially young ladies to schools. Kids from the inborn networks will be educated using first language in the previous phases of elementary schools. For this, standard encouraging material will be re-composed to make it intelligible. Minimum Levels of Learning, as set up, will be ensured. Incentives will be smoothed out for compelling usage. Extraordinary grants will be given to SC/ST young ladies and exceptional instructing will be sorted out for them. Instructing, preparing and healing training will be composed for understudies of SC/ST and other in reverse areas so as to improve their educational accomplishment. Reservation in enlistment of instructors from SC/ST people group will be guaranteed in all instructive institutions. Reservation for SC/ST will be guaranteed in Navodaya Vidyalayas in relation to their populace or level of their populace in the areas.

So as to energize SC/ST understudies to become instructors, unique courses coordinating optional, senior auxiliary and expert preparing will be devised. A chain of pace setting foundations will be set up from essential to optional level in the zones of ancestral concentration. Education in innate territories ought to be connected with outside exercises. Numerous inborn youngsters exceed expectations in sports, games and open air exercises. Such ability will be distinguished and nurtured. Special consideration must be paid to healthful necessities of the understudies. Beyond what many would consider possible inns ought to be overseen by teachers. There is have to join in the school educational plan theory of Dr. Ambedkar which stressed exertion to mitigate the instructive standard of SC/ST people, and teaching of a comprehension among instructors and understudies about lavishness of the way of life of SC/ST and their commitment to economy. A single nodal organization for observing the projects might be created at the focal and state levels. Evaluation of the significant plans might be embraced by outside agencies.⁶

CONCLUSION

The tribes are the fundamental blessings of our inclination. Henceforth it is our obligation to get them up as built up the general public. They are likewise normal individuals like us, who ought to take part and associate in the general public. This is conceivable, just when they have a language close by, which can connect them to the bigger world. In this way English language instructing is to be centered more in the inborn territories for their advancement and dynamic cooperation in the general public. This is conceivable just by making more language showing techniques in the class rooms which makes the learning, a piece of experience. Proper mindfulness is to be given among the networks to cause them to understand the possibilities of English language coming up for them. The information on tending to bi-lingual study hall, understanding the inborn circumstance as an exceptional gathering can acquire the innate youngsters to the standard keeping their degree of accomplishment unblemished at standard with different offspring of other contexts. In the Indian circumstance, the substance and procedure should be versatile for the offspring of extraordinary needs. Due to the hole between the home language and school language, and because of the hole that exists between the substance of the educational plans and the outside setting wherein the ancestral kids live, the instructional method followed in training different students won't be powerful in the innate study halls. The inquiries identifying with content, procedure, educating, and learning follow just when the issues of language is tended to from the outset. The issues may change following a few years, if steps are taken to make changes in the plan and syllabus. But at the current we need to deal with the students in the higher classes who come up short on even the fundamental degree of competency. This isn't an undertaking which can be accomplished through normal educating or preparing. It requires versatile methodologies. This study will help in further studies of tribal regions of Chhattisgarh about the status of Secondary Language in Higher Secondary Schools.

REFERENCES

1. A Study on the Problems of Tribal Students in Learning English as a Second Language in Odisha Sarbani Sankar Panigrahi
International Journal of Innovative Research in Science, Engineering and Technology
(A High Impact Factor, Monthly, Peer Reviewed Journal)
Visit: www.ijirset.com
Vol. 7, Issue 7, July 2018
2. A STUDY ON THE ENGLISH LANGUAGE TEACHING AND LEARNING PROBLEMS WITH REFERENCE TO THE TRIBAL LEARNERS OF ATTAPADY
ASHITHA VARGHESE ,P. NAGARAJ
3. Tribal education in the a heavily forested areas of Bastar: The traditional 'school' was in the ghotul – Chhattisgarh
Mrs Uma Ram
<https://indiantribalheritage.org/?p=14683#gsc.tab=0>
4. Status of and Barriers to School Education in the Bastar and Sukma Districts: Supply-Side Factors
<http://csdindia.org/wp-content/uploads/2018/04/Chhattisgarh-Project-Report-2018.pdf>
5. Status of and Barriers to School Education in Chhattisgarh A Study of Bastar and Sukma Districts
Ashok Pankaj Susmita Mitra Antora Borah
<http://csdindia.org/wp-content/uploads/2018/04/Chhattisgarh-Project-Report-2018.pdf>

6. EDUCATION OF SCHEDULED CASTES AND SCHEDULED TRIBES

<http://egyankosh.ac.in/bitstream/123456789/6607/1/Unit-8.pdf>

7. Scheduled Castes and Scheduled Tribes in India and their Higher Education

Dr. Baiju.K.Nath ,Ruvega.P.K.Parakandathil

https://www.researchgate.net/publication/303942282_Scheduled_Castes_and_Scheduled_Tribes_in_India_and_their_Higher_Education

