



Language Problems Among Tribal And Non-Tribal Senior Secondary Level Students Of Himachal Pradesh

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ABSTRACT

The present study investigated the language shift and language problems that were faced by scheduled tribal communities and Non-tribal communities of Himachal Pradesh within the tribal notified areas of Himachal Pradesh. There are 654 tribal communities live in India out of them 10 belong to Himachal Pradesh and all are marginalized in terms of living conditions due to hard geographical areas, economic, social, cultural, education and political. Due to hard living conditions in the hills they move in winter towards lower areas, that's way they are called as nomads tribal communities but this shifting also leads them towards migration and cultural shifting. The present study was an empirical research investigation based on the 600 senior secondary level students of Scheduled Tribal and non-tribal communities living and studying in tribal notified areas. They were selected by purposive sampling technique. Present study developed a map to show language related problems and its associated factors of tribal and non tribes. Some major issues discussed in the study are as follows-1. Competency of teacher in tribal language. 2. Language related problems in the classroom. 3. Problems in understanding the content taught in Hindi or English. 4. Most use of language by teachers. Along with these issues researcher also focused on Educational problem, Medium of Instruction, Lack of resources, Lack of Tribal teacher, Lack of higher education institution in tribal language.

Further this study attempted to focus on solving such language related issues in the tribal areas among the students of all communities and on the basis of interviews conducted researcher tried to develop a tribal language and culture saving approach with the help of education.

Key Words: Scheduled Tribes, Non-tribal, Tribal Notified Areas, Hard Geographical Areas, Nomads tribal, Senior Secondary level Students

Introduction: “A tribe is a social group of a simple kind, the members of which speaks a common dialect and act together in such common purpose as war fare (Majumdar, 1958). Tribal are known by different name across the different part of India but Government of India stated them scheduled Tribes and after independence in 1951 passed first scheduled tribes order to put 212 tribal across the India under scheduled Tribes to provide them basics needs for surviving and development. According to the 2001 Census, the population of STs is 84.3 million constituting 8.2% of the total population of the country. Chhattisgarh (31.8%) has the highest percentage of ST. while in Himachal tribal population is about 5.72 percent of the total population of the state.

Tribal communities of Himachal Pradesh: In the state Himachal Pradesh there do mainly 10 tribal communities constitute the 5.72 percent population. Gaddi, Gujjar, Kinnaura, Lahaula, Bhot or Beda, Swangla, Khampa, Pangwal, Jad and Koli are the tribal communities residing in the Himachal. And among these communities Gaddi, Kinnaura, Lahuala, Swangla and Pangwal are tribal due to tribal notified areas due to hard geographical conditions of the areas. These communities of tribes include the people of every caste and community and considered as tribes.

Table-1 Scheduled Tribe population and decadal change by residence in India (2001-2011)

	Population of Scheduled Tribes 2001 (%)			Population of Scheduled Tribes 2011 (%)		
	Total	Rural	Urban	Total	Rural	Urban
India	8.2	10.4	2.4	8.6	11.3	2.8

Source - Census of India,

Table-2 Scheduled Tribe population and decadal change by residence in Himachal Pradesh

State	Population of Scheduled Tribes 2001-2011	
	2001	2011
Himachal Pradesh	244587 (4.0%)	392126 (5.72%)

Source - Census of India,

An overview of the above tables (Table-1&2) reflects that within the country in a decade 2001 -2011 the population of tribes increased by 0.4 percent but in case of the state Himachal Pradesh the tribal population increased by 1.72%.

Literacy Growth among Tribes in India and Himachal Pradesh

Literacy is an important indicator of development among all communities. After independence of India the literacy among these was not good, Literacy rate of tribes was only 8.54 per cent in 1961 which increased to 63.1 percent in 2011. Female literacy rate (54.4%) is less as compared to male literacy rate (71.7%). After independence Indian government implemented new policies and programs under various 5 years plans to increase enrollment in primary education level. These efforts lead the literacy rate in a positive direction year by year.

Table -3 Change in Literacy Rate among the Scheduled Tribes of Himachal Pradesh

	Himachal Pradesh	Kinnaur	Lahaul	Spiti	Paangi	Bharmour
2001	76.50	75.20	72.64	74.14	60.32	62.22
2011	82.80	80.00	74.97	79.76	71.02	73.85

(Governor's annual report H.P. 2018)

The above table -3 revealed the information about the growth of literacy in Himachal in the decade 2001- 2011. In this decade literacy rate in Himachal increased to 82.50 percent from 76.50 percent and in each tribal notified area it increased day by day.

Review of Related Literature:

Several research studies have been conducted on tribe's situations by various researchers during last 50 years. Due to the language problems the tribal children are unable to establish communication link with the teacher (Rani, M. 2000). Vaidyanathan and Nair, (2001) argued that motivation by contributes more to teaching and learning process than teacher competence. Sujatha, K. (2002) revealed that government policies focused on education as the main avenue by which to integrate them into mainstream society. Jha & Jhingran, D. (2002) have strongly advocated the use of the mother tongue or home language as medium of instruction in early stages of education. This assumes greater significance in the context of education of tribal children because their mother tongue is often quite distinct from the prominent languages in the state or regional languages and it is desirable to have a local teacher from the same tribal community. The Praitichi Committee Report (2002) explored the reasons for backwardness of tribal education: higher cost of schooling, lack of teacher motivation, no inspection, and the increasing private schools are to be found main hurdles in the path of education for tribal children.) Further wrong medium of instruction, the appointment of non-tribal teachers in tribal areas and communication gap between the teachers and tribal children are the causes of high dropout rates in tribal

schools (Gautam, V. 2004). Maharatna, A. (2005) exposed the key challenges in bringing tribes into the mainstream of society and culture. And discussed about how to make interaction between tribes and mainstream society. Lal, M. (2005) found highest dropout among Tribes and Dalits. And among Tribes and Dalit dropout of girls is comparatively found higher. Education, thus for the weaker sections of the society needs to become the panacea and an inclusive growth strategy for their economic and social up-liftment. Further Nair, P. (2007) has given importance to non-formal education for tribal areas to make educational easily accessible for the children of remote areas. This non-formal method provides room for innovations and injects flexibility to a rigid system in terms of organization, teaching method, content, target group of learners and evaluation procedures. Sedwal, M. and Kamat, S. (2008) focused on issues related to Scheduled Castes and Scheduled Tribes – groups which are recognized for affirmative action within the Constitution of India. Abdulraheem, A. (2011) explained that education as an important parameter for any inclusive growth in an economy and the policies have to focus on inclusive rather than divisive growth strategies.

Statement of the Problems:

Language Shift and Language Problems among Tribal and Non -Tribal Senior Secondary Level Students of Himachal Pradesh: A Comparative Study

Terms Define:

- **Language Shift:** language shift is considered in present study as a change in the medium of daily conversation among tribal and non-tribal peoples.
- **Language Problems:** language problems are the problems related to medium of instruction and understanding the content in a particular language.
- **Tribal Students:** tribal students are those students who belong to tribal areas and studying in those particular areas.
- **Non-Tribal Students:** non-tribal students refer to those students who are living in tribal notified areas and having their education in those areas.
- **Senior Secondary Level:** senior secondary level of education here refers to the 11th and 12th classes.
- **Tribal Notified Areas:** tribal notified areas refer to those places which are notified as tribal areas by our constitution due to their geographical conditions.

Objectives of Study: the present empirical investigation focused on the following direction as follows:

1. To find out the level of overall educational problems among Scheduled tribe and Non-Scheduled tribe senior secondary level students of Himachal Pradesh.
2. To explore the difference among Scheduled Tribe and Non Scheduled Tribe senior secondary level students in relation to language related problems.

3. To check the teacher's competency with the local language in the tribal notified areas.
4. To find out the language related problems faced by students in the classroom in the tribal notified areas.
5. To find out the medium of instruction adopted by the teachers in the tribal notified areas.

Methodology: For the present study descriptive survey technique and interview method has been adopted and with the help of questionnaire primary data has been collected and from secondary sources data related to tribes has been collected by the researcher.

Sample of the study: For the present study a sample of 600 senior secondary school level students has been taken from the tribal notified areas of the state randomly. Out of 600 students 300 were tribal and 300 were non-tribal senior secondary level students.

Tools and techniques: Tools Used:-

In the present study for primary data collection 'Educational Problems Questionnaire (EPQ) □□□□□□□□

समस्याएं प्रश्नावली' tool was used, developed and standardized by the Prof. Manoj K. Saxena and Sanjay Kumar, (2017). This questionnaire was especially constructed to measure the educational problems among tribal in relation to various dimensions related to education. For the suggestion interviews of teachers were conducted and analyzed.

Analysis and interpretation of the Data:

Table 4 Gender wise Distribution of Tribal and Non-tribal Students Studying at Senior Secondary School Level

Gender	Tribal		Non-Tribal		Total	
	N	%	N	%	N	%
Male	148	49.33	150	50.00	298	49.67
Female	152	50.67	150	50.00	302	50.33
Total	300	100	300	100	600	100

Above table 4 revealed details about the sample on the basis of gender. Total number of the sample was 600. Out of total sample 49.67 percent were male and 50.33 percent were female senior secondary school students. Further out of total 300 tribal students 49.33 percent were male and 50.67 percent female and from 300 non-tribal students 50 percent were male and 50 percent were female senior secondary level students.

Fig.1 Graphical Representation of Gender wise Distribution of Tribal and Non-tribal Students Studying at Senior Secondary Level

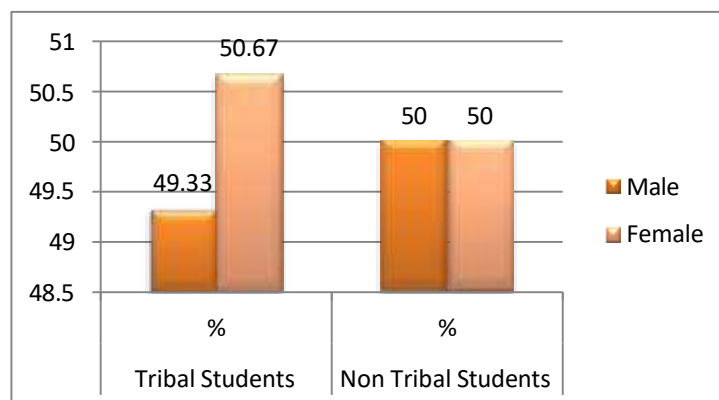


Table 5 Class wise Distribution of Tribal and Non-tribal Students Studying at Senior Secondary Level School Students

Class	Tribal		Non-Tribal		Total	
	N	%	N	%	N	%
11 th	115	38.33	158	52.67	273	45.50
12 th	185	61.67	142	47.33	327	54.50
Total	300	100	300	100	600	100

An overview of the above table 5 revealed the respondent's details on the basis of their classes. 38.33 percent tribal from 11th class and 61.67 percent tribal students were from 12th class and from 11th class non-tribal students were 52.67 percent and from 12th class non-tribal students were 47.33 percent. Overall from both the categories 45.50 percent 11th class students and 54.50 percent were from 12th class constitutes the total sample.

Fig.2 Graphical Representation of Class wise Distribution of Tribal and Non-tribal Students Studying at Senior Secondary Level

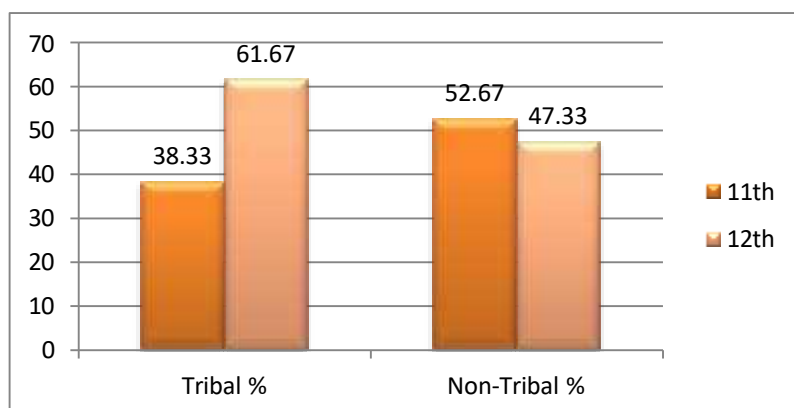
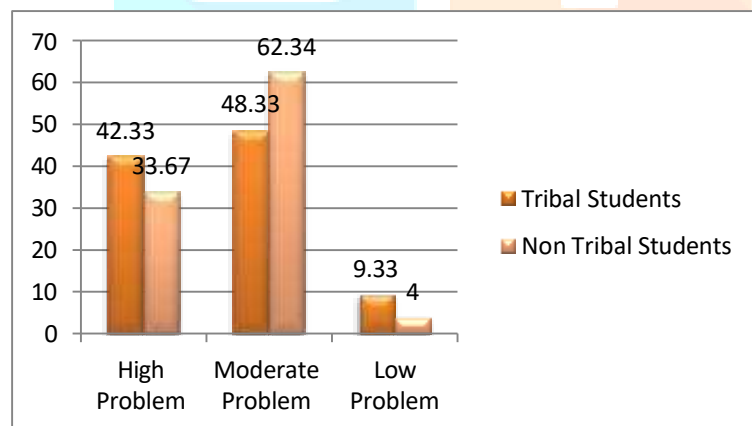


Table-6 Level of Educational Problems of Tribal and Non-tribal Students Studying at Senior Secondary

Level of Educational Problem	Tribal		Non-Tribal		Total	
	N	%	N	%	N	%
High Problem	127	42.33	101	33.67	228	38.00
Moderate Problem	145	48.33	187	62.34	332	55.33
Low Problem	28	9.33	12	4.00	40	6.67
Total	300	100	300	100	600	100

Table 6 explored the level of educational problems among tribal and non-tribal students. It was found that 38.00 percent students of senior secondary level were facing higher level of educational problems, 55.33 percent were facing moderate level of educational problems while 6.67 percent students were facing lower level of educational problems. But if we compare among tribal and non-tribal students than it was found that tribal students (42.33 percent) were facing higher level of educational problems in comparison to non-tribal students (33.67 percent). While non-tribal students (62.34 percent) were facing more moderate level of problems in comparison to tribal students (48.33 percent).

Fig. 3 Graphical Representation of the Level of overall Educational Problems among Scheduled Tribe and Non-Scheduled Tribe Senior Secondary Level Students of Himachal Pradesh**Table No. 7 Mean and S.D. Scores of Difference among Schedule Tribe and Non Schedule Tribe Senior Secondary Level Students in Relation to Language Related Problems**

Educational Problems	Tribal Students			Non-Tribal Students			Statistic		
	N	M	SD	N	M	SD	DF	SE.dm	't' Value
Language Related Problems	300	1.200	0.572	300	1.283	0.641	598	.049	1.679

The above table 7 explored the data related to language related problems. Non-tribal students of senior secondary level scored higher mean value (1.283) in comparison to tribal students (1.200). conclusion can be drawn that both the groups of tribal and non-tribal students studying at senior secondary level do not differ significantly (t-Value 1.679, NS) in relation to language related problems. Both groups were facing language related issues equally. Both groups were facing language related issues equally.

Table-8 Data related to the Teacher's competency with the local language in the tribal notified areas according to Tribal and Non-Tribal Students at Senior Secondary Level

Community	Yes (in %)	No (in %)
Scheduled Tribe	79.7	20.3
Non Scheduled Tribe	82.7	17.3
Total	81.2	18.8

The above table 8 revealed that according to 79.7 percent tribal students of senior secondary level teacher were familiar with the local languages while according to 20.3 percent tribal student's teachers in tribal areas were not familiar with the local languages. While according to 82.7 percent non-tribal student's teachers were familiar and according to 18.2 percent non-tribal student's teachers were not familiar with local languages.

Fig. 4 Graphical Representation of the Data related to Teacher's competency with the local language in the tribal notified areas according to Tribal and Non-Tribal Students at Senior Secondary Level

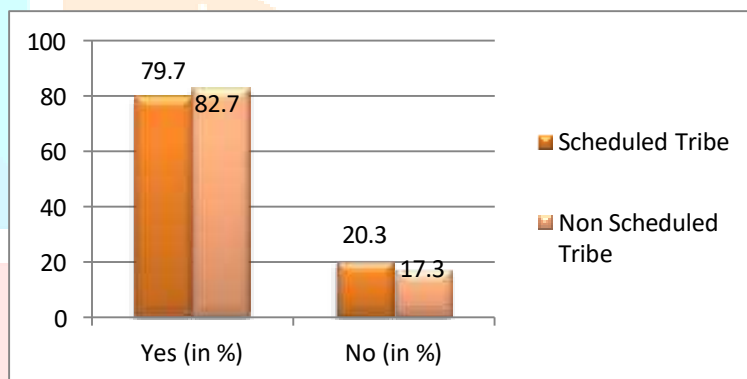


Table-9 Data related to Use of Hindi and English as a Medium of Instruction in Classroom among Tribal and Non-Tribal Students at Senior Secondary Level

Community	Yes (in %)	No (in %)
Scheduled Tribe	90.3	9.7
Non Scheduled Tribe	98.3	1.7
Total	94.3	1.7

It is evident from the above table that in the tribal notified areas Hindi and English is used as medium of instruction. Overall 94.3 percent of the respondents reported this, out of this 90.3 percent were tribal and 98.3 percent were non-tribal senior secondary level students.

Fig. 5 Graphical Representation of the Data related to Use of Hindi and English as a Medium of Instruction in Classroom among Tribal and Non-Tribal Students at Senior Secondary Level

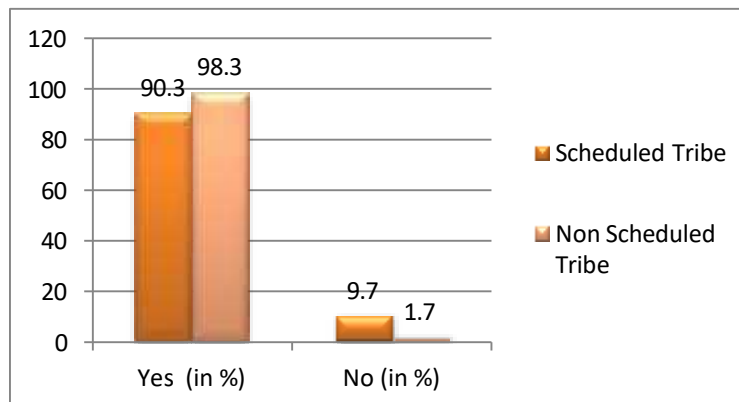


Table -10 Data related to the Language Related Problems in the Classroom in the Tribal Notified Areas among Tribal and Non-Tribal Students at Senior Secondary Level

Community	Yes (in %)	No (in %)
Scheduled Tribe	14.3	85.7
Non Scheduled Tribe	10.3	89.7
Total	12.3	87.7

The above Table No. 10 explored that in the classroom only a very minimum number of tribal and non-tribal students face language related problems. Only 14.3 percent Scheduled tribe and 10.3 percent non-scheduled tribe students were facing language related problems. While majority of the students do not face any kind of language related issues in the classrooms.

Fig. 6 Graphical Representation of the Data related to Language Related Problems in the Classroom in the Tribal Notified Areas among Tribal and Non-Tribal Students at Senior Secondary Level

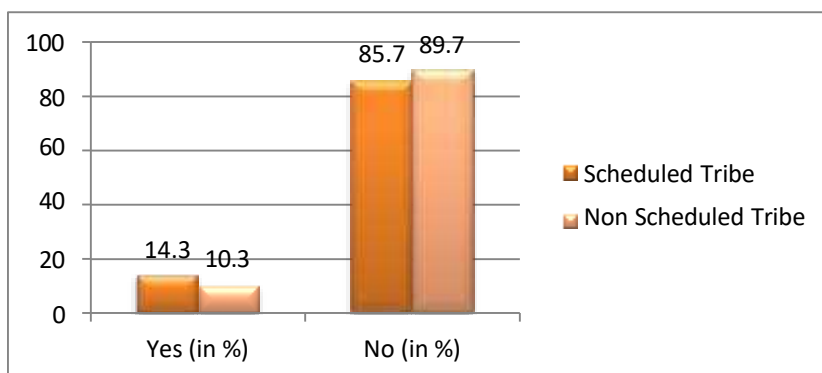
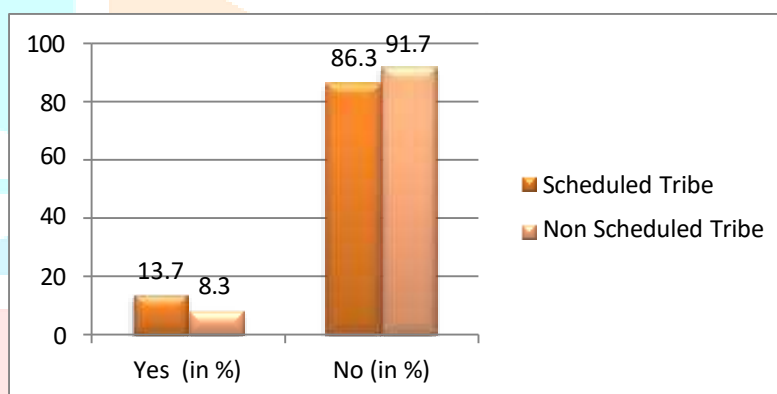


Table-11 Data related to Facing Problems in Understanding Language of Teacher by Tribal and Non-Tribal Students at Senior Secondary Level

Community	Yes (in %)	No (in %)
Scheduled Tribe	13.7	86.3
Non Scheduled Tribe	8.3	91.7
Total	11.0	89.0

The above Table No. 11 revealed that only a very few number of students were facing problems in understanding the language related issues. Only 13.7 percent Scheduled tribe and 8.3 percent non-tribal students were facing problems in understanding language of teacher at Senior Secondary Level.

Fig. 7 Graphical Representation of the Data related to Facing Problems in Understanding Language of Teacher by Tribal and Non-Tribal Students at Senior Secondary Level



Language related Issues Found among Tribes:

There are many critical issues and problems in the field of tribal education. They are as follows:

- I. Lack of knowledge about local languages:** It was found that in the Himachal Pradesh there are tribal notified areas in which teachers from other areas are being appointed as per terms of recruitment policy. Every newly appointed teacher has to serve in the remote areas initially for 3 years. But the problem is that the teachers appointed from other areas have no knowledge of that areas particular language and customs. So they use to teach in Hindi as a medium of instruction. And teachers from local areas are not available as per requirement. It creates problems related to language and in this situation it is not possible to make curriculum in local language.
- II. More dialects:** In the country like India there are thousands of dialects. And same is the situation in the Himachal Pradesh. At every kilometer the dialect is different and the students from nearby areas use to study in available schools. So it is hard to teach in a particular local language.
- III. Lack of script for tribal languages:** Some of the tribal languages do not have their own script

and in this case it is impossible to prepare curriculum in tribal or local languages.

IV. The Location of the Schools: In the tribal notified areas where schools and higher educational institutions are in a very less numbers, the schools and other institutions are located at a distance and students from nearby areas also come to schools for educational by overcoming the physical barriers. So student from variety of community take education together and they have their language and customs.

V. Seasonable Migration: In the hard geographical areas of the state seasonable migration is also exists. By this concept local people use to stay in lower areas of the state during winters. It leads to adaption of other culture and languages. People of Kinnaur and Spiti shifted to Shimla, from Lahual people shifted to Kullu and from Bharmour and Pangri people shifted to Kangra during winters. In this situation curriculum in local language may not be possible.

VI. Poor Economic Condition: Poor economic conditions motivate the parents to engage their children in traditional occupations such as horticulture, and agriculture etc.

VII. Parents Interest: the tribal parents prefer to engage their children in remunerative employment which supplements the family income as education does not yield any immediate economic return.

VIII. Teacher Absenteeism: In the remote tribal areas the teacher absenteeism is a regular phenomenon and this affects largely the quality of education. Some of the schools are single teacher schools.

IX. Lack of Proper Check over Working: Proper checking is hindered by poor coordination between the Tribal Welfare Department and School Education Department.

Suggestions:

After the analysis and discussions with the teachers of Tribal schools some following suggestions can be imparted:

1. **Parental awareness and education:** Maximum of the learners in the tribal areas are first generation learners and they don't know other languages rather than their own dialects and all this is due to lack of education. Students use to talk and work in Hindi and English in schools while at home they use to talk in local languages which have no script. So it is not possible to provide the syllabus in their own languages. We need to aware the parents and also need to educate parents so the development of their child.

2. **Need to Prepare Teachers of Local Languages:** if we want to promote tribal languages than first of all we need to prepare teachers for tribal languages and in tribal areas they must be appointed to teach the script and grammar of tribal languages. But main issue is that some of the tribal languages do not have script. In this condition the concept of tribal languages may affect.

3. **Higher Education Institutions:** Higher education institutions should build in the tribal areas and tribal students should be enrolled there on priority.

4. **Cultural Program Should be in Local Language Instead of Whole Curriculum:** It was suggested by the teachers and eminent persons that due to lack of script for all languages we can't provide curriculum in all languages. So one thing which is possible to promote local languages that we can make local

languages compulsory in all cultural events in that particular area. It will help to promote the culture along with the language also.

5. **wareness Programs:** Proper awareness programs should be organized to create the awareness about the importance of education in modern era. Extensive literacy campaign in the tribal dominated districts may be undertaken on a priority basis to literate the tribal.

6. **Appointment of Local teachers and Female teachers:** It is suggested to appoint more tribal teachers and female teachers in the tribal areas. The ecological, cultural, psychological characteristics of tribal children should be considered carefully by the teachers in tribal areas.

7. **Social security Schemes:** Social security schemes like scholarships and free education should be promoted in tribal areas.

8. **More Emphasis should be given foe Games and Sports:** In the tribal areas more emphasis should be given to promote games and sports as the tribal people are more physically fit and can promote themselves in a better way. But in the tribal areas of the state there was a huge lack of sports hostels or indoor auditoriums to promote games.

9. **Proper setup of infrastructure:** In the geographical hard areas of the hills schools and other administrative offices should be constructed nearby so that during snow seasons electricity and other facilities can we managed with each other.

Conclusion: After a deep analysis and interpretation of data and interviews of teachers and other peoples of tribal notified areas of the state, it can be conclude that in the tribal areas of the state Himachal Pradesh it is not feasible to provide curriculum in the tribal languages due to following reasons:

1. Lack of script for all local languages.
2. Lack of expert teachers in local languages.
3. Students from other areas are also taking education in tribal areas so it is not possible to teach in all languages.
4. Content can be explained in local languages for better understanding.
5. Lack of jobs in tribal areas also a reason for preparing with proper communication skills in other languages rather than the tribal languages.
6. Local languages can be promoted by cultural events in local languages in schools and other institutions. Because such events or activities will help to preserve the culture, spread the culture and also entertainment.
7. So lastly we can say that we can preserve the tribal languages without putting burden on students by cultural motivation in Himachal Pradesh. Which will help us to keep our identity alive along with the modern education and a better job opportunities in the global digital world.

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