

**An Investigation into Tribal Students' Education and their Promotion of
English Language Learning**

Dr. M. Natarajan¹, Prof. S. Moorthi², Mr. L. Perumal³, Prof. Dr. S. Ravikumar⁴

¹Assistant Professor, Dept. of English and Foreign Languages, Alagappa University, Karaikudi, Tamil Nadu

²Assistant Professor, Dept. of English, Sree Sevugan Annamalai College, Devakottai

³. Ph.D Part-time scholar, Dept. of English and Foreign Languages, Alagappa University, Karaikudi

⁴Assistant Professor, Dept. of English, Sree Sevugan Annamalai College, Devakottai

Corresponding Author Email id: natarajanm@alagappauniversity.ac.in

Abstract

This paper is based on the project conducted to use technology-oriented methods for teaching English Language among Government Tribal Residential Middle School students. An attempt is made to describe the educational status of Tribal students and their language learning problems. The education for tribal students is need of the hour. The learning of second language is a hard nut to crack so far as their preconceived mind is concerned. Though they were provided with ICT devices by the Government to learn English language, the inhibition and barriers to communication do not allow them to become an active participant in language learning process. When we analyze the tribal students' educational data, it is clearly shown the educational status of tribal students from primary to middle schools. The study conducted for this purpose showcases the problems encountered by the tribal to learn English language.

Keywords: English Language, Tribal data, Multimedia, ICT

1. Introduction

A special concentration is needed to attain uniformity in literacy rate throughout the country especially more attention is to be given to the socially neglected people like Schedule Tribes. They do not like to mingle with general public as a result they are not aware of the importance of education. Though both the Central and the State governments provide ample opportunities for their welfare through various special schemes, their aspiration to enter into Government service is not achieved due to their barriers to communication. *The New Education Policy 2020* has extraordinary consideration towards the Socio-Economically Disadvantaged Groups (SEDGs) like Tribal and the Transgenders.

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It says that different yardsticks will be planned for the insightful educational development in school education. It is the responsibility of the educators to interface with the tribal students and their welfare. The educators should spotlight the necessity of education and make them get employment in government and corporate sector. This is the motivation behind this study to investigate existing data about the Tribal who are living in Tamil Nadu. This part attempts to look at the National level of literacy status of the Tribal living in Tamil Nadu.

2. An Overview Analysis of the Existing Date:

2.1 Census of India – 2011:

Table 1

GENERAL POPULATION IN INDIA – 2011			
	Rural	Urban	Total
Male	427781058	195489200	623270258
Female	405967794	181616925	587584719
Total	833748852	377106125	1210854977

Source: Census of India – 2011

From the Table 1, it is observed that most of people lives in Rural (68.86%) when compared to Urban (31.14%) as per the Report of Census 2011.

2.2 ST Population in India – 2011:

Table 2

ST POPULATION IN INDIA-2011			
	Rural	Urban	Total
Male	47263733	5283482	52547215
Female	46820111	5178390	51998501
Total	94083844	10461872	104545716

Source: Census of India – 2011

From the Table 2, it is observed that total number of STs is 8.63% out of total population of India as per the Report of Census 2011. Among the 10 crore STs, 90% of STs lives in Rural areas when compared to the Urban STs (10%).

2.3 General Population of Tamil Nadu 2011:

Table 3

GENERAL POPULATION IN TAMIL NADU – 2011			
	Rural	Urban	Total
Male	18679065	17458910	36137975
Female	18550525	17458530	36009055
Total	37229590	34917440	72147030

Source: Census of India - 2011

From the
 is observed
 Nadu
 shared
 (51.60%)

ST POPULATION IN TAMIL NADU – 2011			
	Rural	Urban	Total
Male	333178	67890	401068
Female	327102	66527	393629

Table 3, it
 that Tamil
 people
 Rural
 and Urban

(48.40%) habitats nearly equal as per the Report of Census 2011.

2.4 ST Population in Tamil Nadu 2011:

Table 4

Total	660280	134417	794697
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From the Table 4, it is observed that total number of STs is 8.63% out of total population of India as per the Report of Census 2011. Among the 10 crore STs, 90% of STs lives in Rural areas when compared to the Urban STs (10%).

2.5 Literacy Rate of STs in Post-Independent India:

Table 5

Literacy Rate of STs in Post-Independent India									
	Rural			Urban			Combined		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1961	13.37	2.9	8.16	37.09	13.45	22.41	13.83	3.16	8.53
1971	16.92	4.36	10.68	37.09	19.64	28.84	17.63	4.85	11.3
1981	22.94	6.81	14.92	47.6	27.32	37.93	24.52	8.04	16.35

1991	38.45	16.02	27.38	66.56	45.66	56.6	40.65	18.19	29.6
2001	57.39	32.44	45.02	77.77	59.87	69.09	59.17	34.76	47.1
2011	66.8	46.9	56.9	83.2	70.3	76.8	68.53	49.35	58.96

Source: Census of India, Office of Registrar General, India.

For 1951, the population male, female and persons refers to effective literacy rates and the break up of Rural, Urban and male- female components are crude literacy rates.

From the Table 5, it is observed that India's Literacy Rate of STs during the Post-Independent India is increasing 68.53% every decade. As a result, the STs literacy rate of India in 1961 is up-scaled from 8.53 % to 58.96 % in 2011. It is very low when compared to the average increase of India's literacy rate with the STs literacy rate.

2.6 Comparative Analysis of Gross Enrolment Ratio at Territory Level in India:

Table 6

GROSS ENROLMENT RATIO (GER) FOR VARIOUS LEVELS OF EDUCATION BY BACKGROUND CHARACTERISTICS IN INDIA						
TIME SERIES DATA: 2005-06 To 2014-15						
Classes I – VIII						
	All Categories			Scheduled Tribes		
	Boy	Girl	Total	Boy	Girl	Total
2006	98.5	91	94.9	111.9	101.3	106.7
2007	100.4	93.5	97.1	114.7	104.2	109.6
2008	102.4	98.3	100.5	116.3	108.9	112.7
2009	100.5	99.1	99.8	119	113.4	116.3
2010	103.8	102.1	102.5	119.1	115.2	117.2
2011	104.5	103.3	103.9	120.5	118.7	119.7
2012	97.2	97.6	97.4	103	100.6	101.8
2013	95.6	98.6	97	114.8	114.2	114.5
2014	95.1	99.1	97	105.9	105	105.5
2015	94.8	99.2	96.9	104.4	103.7	104

Source: 1. 2002 – 03 to 2009 – 10

Statistics of School Educational, 2011 – 12, Ministry of Human Resource Development.

2. 2010 – 11 to 2014 – 15

Bureau of Planning, Monitoring & Statistics, Data taken from U-DISE & AISHE.

3. Data pertain to revised age group 6-10 years (classes I-V), 11-13 years (classes VI-VIII), 6-13 Years (Classes I-VIII), 14-17 Years (Classes IX-XII).

Note: Gross Enrolment Ratio (GER) is the percentage of total enrolment of pupil in grade or cycle or level of education, regardless of age, to corresponding eligible official age-group population in a given school year.

2.7 Net Enrolment Ration in Primary Education:

Table 7

Net Enrolment Ratio of Primary Education in Tamil Nadu

NET ENROLMENT RATIO IN PRIMARY EDUCATION						
	All			ST		
	Boys	Girls	Average	Boys	Girls	Average
2003	93	92	93	83	82	83
2004	96	96	96	88	87	88
2005	98	98	98	92	92	92
2006	99	98	98	98	96	97
2007	99.29	99.29	99.29	97.76	97.61	97.69
2008	99.42	99.35	99.35	96.41	96.74	96.57
2009	99.41	99.46	99.46	97.47	97.69	97.69
2010	99.48	99.53	99.53	97.57	97.85	97.7
2011	99.57	99.63	99.63	97.73	97.91	97.82

From the Table 7, it is proved that Net Enrolment Ratio of Primary Education in Tamil Nadu is gradually increased, but in 2006, the Girls enrolment decreased and stabilised in in subsequent years. At present, the Girls enrolment slightly overcome the Boys Enrolment. Whereas, STs Enrolment ratio is very low while comparing the Tamil Nadu Enrolment Ratio. But, the STs Enrolment Ration has been increased moderately and becomes nearer to the Enrolment Ratio of Tamil Nadu recently.

2.8 Dropout Ratio in Tamil Nadu:

Table 8

DROPOUT RATIO IN PRIMARY EDUCATION										
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
All	12	8	6	4	2	1	1	1	1	0.95
ST	19	16	11	11	4	2	2	2	2	1.28

Source: Tamil Nadu Human Development Report - Literacy and Report

From the Table 8, it proves that the Dropout Ratio of Tamil Nadu has been reduced considerably. Especially, the Dropout Ratio of the ST students in Tamil Nadu was very high in 2003, but it challenged the Genral Dropout Ratio of Tamil Nadu because of the tremendous efforts taken by both the Central and the State governments.

2.9 Establishment of Government Residential Schools in Tamil Nadu:

Table 9

Category of Schools	Government Tribal Residential Schools in Tamil Nadu													
	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2008 - 2009	2009 - 2010	2010 - 2011	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Primary	193	213	198	198	206	206	206	206	206	204	204	207	207	207
Upper Primary	42	46	63	63	57	54	54	56	56	59	59	54	54	54

Source: Policy Notes of Adi Dravidar and Tribal Welfare Department 2001 – 2020

From the table 9, we come to know that both the Central and the State Governments established special schools for the educational upliftment of the Tribal in Tamil Nadu. Owing to the upgradation of primary and upper-primary schools, the list of number schools has been ups and downs year by year moderately.

2.10 Government Tribal Residential Schools Students Strength:

Table 10

Category of Schools	Government Tribal Residential Schools Students Strength							
	2008-2009		2016-2017		2018-2019		2019-2020	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Primary	7780	6793	6238	5787	4921	4759	4717	4348
Upper Primary	6096	5198	4005	3820	2738	2636	2615	2488

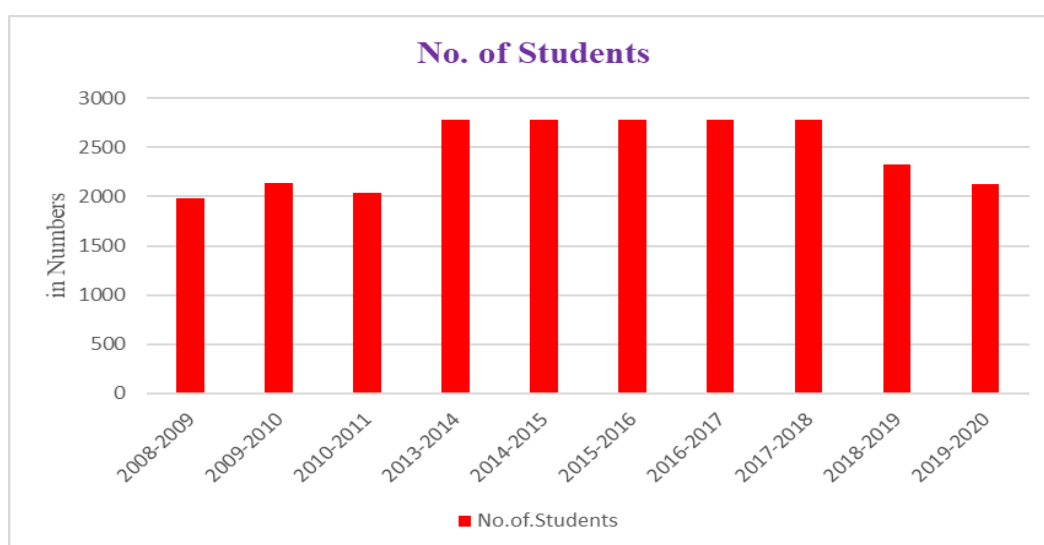
Source: Policy Notes of Adi Dravidar and Tribal Welfare Department 2001 - 2020

From the Table 10, Government Tribal Residential Schools Students Strength has been decreased phenomenally since 2008 – 2009.

2.11 Number of Tribal Hostels and number of Hostellers:

Number of Tribal Hostels										
Year	2008-2009	2009-2010	2010-2011	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
No. of Hostels	37	40	40	42	42	42	42	42	43	43
No. of Students	1985	2135	2040	2782	2782	2782	2782	2782	2325	2132

Source: Policy Notes of Adi Dravidar and Tribal Welfare Department 2001 – 2020



From the Table 11 and the figure, we come to know that the number of Tribal Hostels has been increased, whereas the increased number Hostellers has been decreased since 2018 – 2019.

3. Need for and Significance of the Study:

From the aforesaid available data, it is vividly explained that the low literacy rate of Scheduled Tribes is a menace to Indian Education system. While investigating this problem among tribal students, it is felt that they have adjustment problem with learning of English at middle school level. Though the government has implemented various schemes for the betterment of tribal at all level, the education ratio of them did not reach at expected heights and the responsibility of their education really lies in the hands of the teachers. There are several barriers towards learning English language – physical, linguistic and psychological barriers etc. The good articulative teacher can prepare the lesson to meet the needs of the target group. The appropriate teaching methodologies should be devised by the teacher in accordance with the recent trends in the respective field. The teaching-learning process especially for English language among the tribal needs some changes so as to motivate the students to eradicate their inhibition to learn the language. Once they are delighted to be a part of active learners, they can learn the language in as easy manner and also it influences them to continue their higher studies. Above all, they can prepare themselves in entering into the job market and develop acquaintance with everybody. They feel that their identity as well as less language skills are the barriers not to get access with society. It can be easily sorted out only through their English language learning as it is a lingua franca.

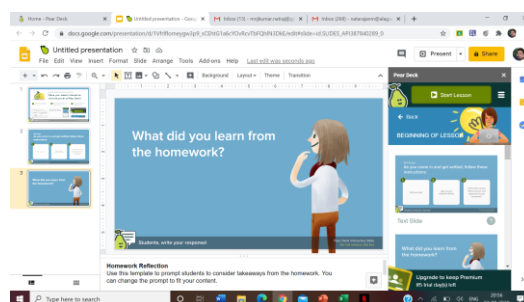
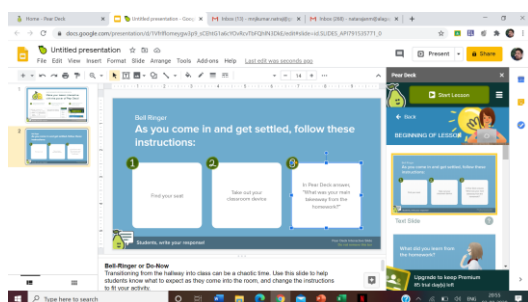
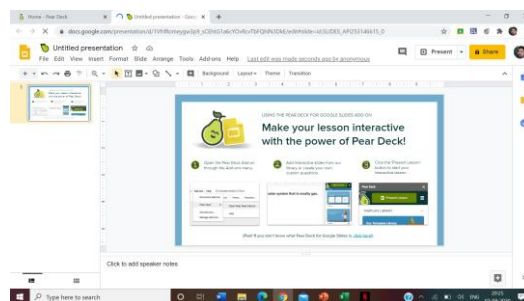
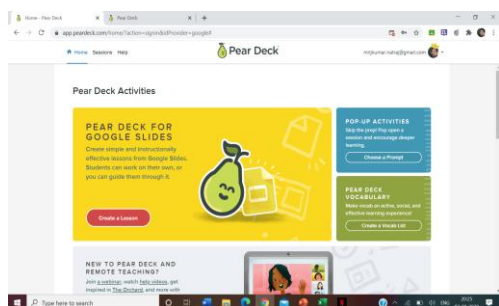
4. Integration of Technology in Language Teaching

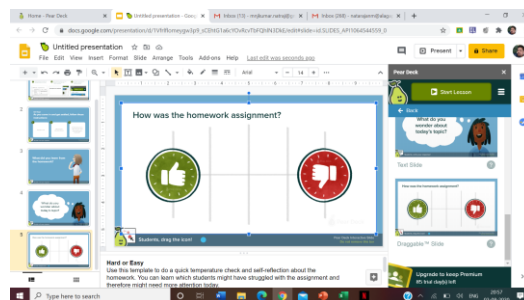
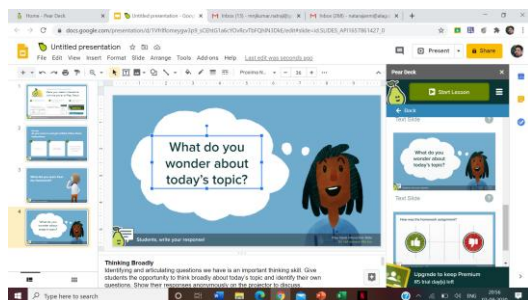
In order to kindle the interest of the tribal students, the teacher has to devise suitable methodology to achieve teaching-learning process effectively. Meanwhile, the integration of technology orientated methods in accordance with the current trends in English language teaching is to be used in the classroom. Teaching with technology will help the teachers to

achieve expected outcomes and also it facilitates the learners to involve more in classroom activity.

5. Interactive Classroom

Interaction is a key component in teaching-learning which helps both the teacher and the students to make teaching-learning process efficiently. Though the interactive method is widely used in Traditional Teaching methods, the students have natural shyness in articulating their views. If the traditional Classroom interaction is replaced by the technology-based interaction, students' psychological barriers can be eradicated and they can freely express their views in connection with their learnings. In this context, the teacher is advised to use interactive classroom using Pear Deck online software where animation can be done for the scripts, question and answers between the teaching. Hence, the teacher should access with various online software like Pear Deck, Canva, Open Broadcasting Software (OBS), etc. to devise modules for their teaching particularly it is highly useful to teach English Language.





6. Conclusion:

This paper focused not only on analysing the current status of tribal education but also offering technology-based teaching methods for their English language learning. The teaching of English language especially to Tribal students can be achieved, perhaps, through online tools. This novel method of teaching offers the students not only to learn English subjects but also to enhance their soft skills such as people skills, social skills, communication skills, character or personality traits, attitudes, career attributes and finally to achieve their goals.

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