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Special Issue On

***“Teaching Language to the Tribal and Rural
Students: Challenges and Remedies”***

-: Guest Editor :-

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PREFACE

Today, with the increasing use of multi-media tools and social media, the languages stand at crossroads. The gap between the language of text books and the languages in practice is widening day-by-day. The abbreviations and intermixture of languages in social media have posed many challenges and threats to the purity of languages in general. Naturally, the students in schools and colleges, particularly from tribal and rural areas, find themselves in great confusion, and unable to learn proper forms of these languages. Accordingly, it becomes very challenging for the teachers to teach languages effectively to the students in tribal and rural areas.

This special issue has been devoted to the articles and research papers on “**Teaching Language to the Tribal and Rural Students: Challenges and Remedies**”. It is my humble effort to go to the root causes, challenges and difficulties that arise before language teachers teaching in tribal and rural areas. I hope, the research papers in this issue will explore few of such challenges and also will provide practical solutions and suggestions to resolve these challenges. The papers endeavour to spotlight the actual difficulties that the teachers of languages in rural and remote areas, particularly of Gadchiroli district, face in their daily teachings. The views expressed in these papers are the descriptions of the actual situations arising while teaching languages to the rural students.

Efforts have been made to rectify every mistake while editing. However, there may remain some errors and shortcomings in the volume as the papers are based on the personal experiences of the teachers who have been teaching languages in rural areas for years. The facts and opinions expressed in these papers are of the authors exclusively. We expect suggestions from the academicians, scholars and learners so that the problems would get permanent solutions.

I take this opportunity to express my deep sense of gratitude to the Chief Editor of Gurukul International Multidisciplinary research Journal for their support in publishing this volume. I am also thankful to all the contributors who spontaneously shared their views and concerns through their papers on the topic.

Guest Editor

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Teaching English in Gadchiroli District: Challenges and remedies

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Abstract-

English has been widely accepted as the language of communication by the whole world. The parents are crazy to send their wards in English medium schools. However, in Gadchiroli district, the students do not get enough facilities to acquire quality education, particularly of English. Social circumstances, political indifference towards education sector, lack of motivation, violence, Naxalism, apathetic attitude of teachers in Government schools, poverty, illiteracy, lack of awareness about the importance of English are some of the factors that affect education system in the district. Relating the syllabus to the actual life situations and providing maximum scope to the students to use English as a means of communication are the necessary steps that can be taken to popularise it among the students of Gadchiroli district.

English plays a very vital role in the development of human personality. It opens new windows towards the world of knowledge and makes us capable to face the challenges of life in modern technological world. The fact that it has been widely accepted as the language of communication and business throughout the globe is evident enough to convey its importance in everyone's life. The craze for English in the whole world is such that every book of knowledge published in any language today is instantly translated into it so that it may come to the notice of public widely. Knowing English one can deal with any problem and difficulty anywhere. It has been considered to be the sign of civilized life. In fact, every parent today knows the importance of English in life. Accordingly, they admit their wards in the English medium schools although many of them can't afford it.

However, in Gadchiroli district, we come across a different situation. Here the students do not get enough facilities during their school days. So, most of them are compelled to remain satisfied with education they get in vernacular languages in Zilla Parishad and Ashram schools where they do not get proper training to acquire English language. There are various reasons for this sorry state of affairs in this district:

Poverty is the most crucial factor behind high rate of illiteracy in the district. Many of the parents have to fight hard to earn their livelihood. They can neither think of the quality education for their children nor can afford it. They even go to the extent of keeping their children at home as watch guards, elder ones taking care of younger ones.

Apart from this, Naxalism has crippled the progress of the district to a great extent. Naxalites oppose almost every social welfare scheme of the government including educational development schemes. They have spread terror among the backward communities living in the remote parts of the district. Every government scheme of development is obstructed by them. The result is even after seventy years of independence many of the villages in the district are in darkness, disconnected from the district headquarters.

One of the most crucial factors affecting the quality of school education in the district is the apathetic attitude of government paid teachers in Marathi medium schools. A large number of these teachers do not feel emotionally connected to their students. They do not bother teaching English to their students effectively nor does their supervising authority have any kind of effective watch on them. Their physical presence in schools is not enough. There are many reasons for this lethargic attitude of teachers, one being that they themselves are not trained enough to teach English properly. Of course, the teacher of English ought naturally to be linguistically minded, and should have received special training in the methods appropriate to the teaching of English. She/he should also have sufficient knowledge of the structure of the language to be taught. Unfortunately, this is not always a case in all the schools, particularly in rural and remote regions of the district. English work is often entrusted to teachers who have no special aptitude or suitable qualifications for it. When such least qualified teachers and those least adept in English are made responsible for the pupil's early years English study, the results are particularly disastrous. We must remember the fact that the best teacher is needed for the class in which the teaching of English begins.

This harsh reality poses many challenges before the University English teachers when they come to teach English language to the students from Gadchiroli district. When the students enter the University education they have no basic knowledge of English language. Many of them even fail to recognize the vowels and consonants in the alphabets. After studying English for twelve years they can't construct small sentences like 'May I come in, Sir'. They fail to introduce themselves in English or to tell about their family or about their likes and dislikes. In the first year of graduation the teachers of English have to start with the very basic aspects of language learning skills like listening, speaking, reading, writing and communicating though this is neither the part of the University syllabus nor does time permit the teachers to spend time on these very important basic aspects.

As we all know, speaking, like walking or running, is not learnt entirely by rule. It is learnt more by practice. The mother tongue was so learnt, and practice is needed for the learning of a second language too. In fact, without prolonged and specific practice in the elements of the language it cannot be acquired. This is due to the fact that in the learning of a second language, the habits formed in connection with the speaking of the mother tongue interfere to a great extent. Greater persistence of effort is needed in the teaching of a second language than is necessary in the case of the mother tongue. Unfortunately, our students never got the opportunity to speak in English either in school or at home. The teachers in schools taught English by using one-way lecture method, by creating a feeling of fear regarding this language as a difficult one, and by explaining things in Marathi in English class. The students do not get the opportunity to speak in English even at home as nobody at home is educated enough to understand the language. This creates a great hindrance for the students in learning language, and a challenge for English teachers at University level. When our students come to the University education, they have already learnt a number of things in their mother tongue, and can talk about them in general. This is not the case in English. In our schools, words are taught to be used in their general meaning and not with specific meaning. Our students do not know the minute differences between the words of similar meaning. It is perhaps because of the lack of knowledge of their teachers at school level that they fail in finding proper words for particular things.

Wrong habits are also formed in pronunciation and intonation. English words are consequently pronounced in the manner usual in the vernacular, and in continuous speech the voice rises and falls in the manner peculiar to vernacular speech. Therefore, the learning of a second language means the forming of fresh speech habits, and this is no easy task. Greater persistence of effort is therefore needed on the part of both the teacher and the taught in the acquisition of the new language than was necessary in the learning of the mother tongue. Moreover, since by the time the student begins her/his study of a second language the use of the mother tongue has become spontaneous. It has, as it were, to be held at bay while the second language is being acquired, so that the old speech habits may not interfere with the new. But, our school teachers, being unaware of proper phonetic study of the words, fail to correct the pronunciations of their students at the initial stage.

Fear of English among students as a very difficult language is one of the great hindrances in their way of acquiring it. From their initial stage they never studied English as a language to be used in practical and professional life; they studied it as a subject having no actual use in life. This has damaged the very aim of introducing English language from the first standard by the government. The teachers failed in convincing students about the simplicity of English and its utility in their future lives. Students coming to the college education seem to respect the English teachers most, but when they come in English class their faces are expressionless and minds, empty.

English is generally taught in India so that it may be used as a medium of communication in ordinary life. In learning English what the pupil has to acquire on priority basis is the art of expressing herself/himself in this language, whether in speaking or writing, and the art of silent reading. Before the things go beyond our reach, we, the teachers of English, need to take effective steps in teaching English language with specific purposes to the students of this serene and geographically beautiful district.

English in this rural and tribal part of Maharashtra has to be taught with a specific aim. We, as teachers of English, need to understand that our students should not only understand English when it is spoken or written, but also that they should be able to speak or write it as and when needed. A practical and effective command over the language has been stated to be the purpose of instructions and teaching English, as judged by the ability to write in good modern English or any single topic without previous preparation. One more thing we need to keep in our mind is that, apart from their work at college, the learners have many occasions in their lives to speak, correspond, read, or write English at home and outside. For, today, in India, English is used very extensively in public life.

Oral practice is the quickest way of getting started. In order to read the pupil has to learn to interpret visible symbols in sounds, and to connect with each symbol or set of symbols its corresponding sound. In order to write she/he has first to learn how to make written symbols- a laborious process. But in speech she/ he has merely to imitate the words and sentences of others, and she/he soon gets going. This has a valuable psychological effect on the students; it supplies a stimulus and an interest in going ahead, which is lacking or lessened where the sense of progress is not present.

To be able to speak a language makes that language more living and real to the pupil than to be able to read or write it. Moreover, the pupil has been accustomed to use the mother tongue to convey her/his thoughts, feelings, and needs of her/his daily and hourly life. Writing and reading have a minor and occasional place only in communicating with those around. They

are learnt later, and appear to her/him as extras rather than as the essentials of the language. Speaking is the main thing. Thus it comes about that in acquiring a foreign language the pupil feels the language to be real and vital and useful, and therefore interesting, as she/he learns to use it in speaking, and in speaking about things that most often touch her/his life and come into her/his mind.

In order to speak continuously and effectively on any topic the speaker has to acquire the three habits of gathering her/his ideas, arranging them in the best order for communication, and choosing the best language in which to convey her/his meaning. And all this she/he has to learn to do at reasonable speed. Obviously the school pupil has first to speak in the vernacular before she/he may attempt to speak continuously in English; and when she/he begins to speak in English, she/he will do so in the light of the experience gained in speaking the vernacular. In short, a severe training in the use of the mother tongue is not a rival but a necessary preliminary to training in the use of English.

The language teaching should all along connect closely with the pupil's life. This, like the second principle, is a recognition of the need of coordinating whatever we are teaching with other living interests of the pupil. If we wish that whatever we teach to the students should appeal them, we need to relate our teaching to their actual lives. The ideas to be of value must be active, and therefore at work in the pupil's daily life.

The power of expression in a language is a matter of skill rather than of knowledge; it is a power that grows by exercise, not by merely knowing meanings or rules. A pupil, therefore, makes little progress in speaking English by learning the dictionary or by memorizing all the rules of English syntax. If she/he is to make progress in using English correctly and easily, she/he can do so rapidly and effectively by practicing English speaking till it becomes automatic. What she/he has to do, in a word, is to acquire speech habits, to accumulate as soon as possible that particular set of fresh speech habits which will serve her/his ordinary needs best. The new pronunciation and intonation must become so habitual that the pupil uses them rightly without having to think, and so must the common English constructions and a number of words, word-combinations, and sentences. The teacher's earliest and always main concern is to be developing skill- not merely to be imparting bits of information. Indeed, the teaching of rules or of meanings in isolation, apart from practice, may actually retard the pupil's progress, by leading her/him to be constantly referring to rules or meanings in her/his mind when she/he should be uttering English spontaneously. It is habits of unreflective right utterance that have by every means in the teacher's power to be instilled.

In short, extra efforts are needed on the part of the teachers of English in Gadchiroli district so that the students of this area may acquire natural habits of speaking English fluently and learn to use it in their natural course of life. Dedicated services of English teachers at all levels of education are necessary to increase the standards and to fulfill the aspirations of students in this district.

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PROBLEMS AND SOLUTIONS OF TEACHING ENGLISH IN TRIBAL GADCHIROLI DISTRICT

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Abstract:

This paper attempts to trace the Problems of teaching English in Tribal Gadchiroli District. As the tribal district there are many problems in education. When we think about English language, many problems arrive in the mind. The language policy in school education emerged as a social problem and personal problem. The quality of English language education in majority of Indian schools presents a very terrible picture. Teacher's language proficiency, exposure to language and materials are major concerns for quality English language learning. In reality tribal students' situation is very difficult. They don't have opportunities as non-tribal students have (i.e.) language lab, audio visual aids and what not. Generally tribal students consider English as a subject not as a language. It is the main problem for them. Majority of students study English only for the sake of examination. Actually tribal students have fear of English. On the other hand many teachers don't have long vision about students' life. They focus only on examination.

Key words: English Language teaching, Problems, Solutions, Tribal, Gadchiroli.

INTRODUCTION -

English holds a place of status in our country, even after more than seven decades since Britishers left India. It has gone through numerous stages of development, acceptance and non-acceptance. Certain strata of Indian society have accepted it as the first language; some see it as the necessary second language whereas others regard it as a link language, both at the national and the international level. In all the above cases English remains an important language and hence the debates, the discussions, and the conference, throughout the country, have always continued to focus on the teaching and learning of English. 'Teaching of English in Tribal Area'-the topic for discussion seems more precise. It can easily be divided into two parts-the subject and the target. If Teaching of English is the subject then 'Tribal Area' becomes the target. The subject and the target instead of providing a clearer vision, point towards the lack of homogeneity. Teaching of English, as an activity and a conscious effort has continued in India for more than a century now. Despite this fact no agreement or general agreement on the methods of teaching could yet be evolved. On the other hand-the term 'Tribal Area' also does not refer to a homogeneous group. India is a vast country and inhabits numerous tribes with varying ways of life. Thus, it would be better to perceive the topic in socio-economic, linguistic and geographical perspectives. This paper will deliberately confine the discussion to the teaching of English in the tribal areas of Gadchiroli District. The tribal population in this district mainly uses dialects for communication. Marathi, Telugu, and Hindi are used as link languages in these tribal belts, due to their geographical closeness with both Andhra Pradesh and Chhattisgarh. Marathi is the language of instruction in Schools and Colleges. The exposure to English at academic institutes is limited; exam oriented and results mainly in partial awareness of formal grammar. In

recent years English language Teaching has acquired a new spirit. The aim of English teaching has become more specific. English language plays a supporting role at multiple levels like advanced levels of education, administration, trade, services, etc. At advance levels of education like medical, engineering, Information and Technology life-sciences social-sciences, to name only a few, English is adopted as the medium of instruction both in India and other foreign countries where Indian students generally prefer to pursue higher education. Secondly English is the language of administration throughout India. Thirdly, with the advent of Multi-national companies in India and effects of globalization, English has gained more importance. These effects of globalization are not prominently perceptible in the tribal areas of Gadchiroli district, as of now.

The study of language is the foundation of all other learning. Language defines us as human. Language is not just a collection of words, such as we find in a dictionary. It is also the rules or patterns that relate our words to one another. To be human is to use language, and to talk is to be a person. A language is a system of conventional vocal signs by means of which human beings communicate.

Even when someone achieves something great in art, or athletics or music, we immediately turn to language to tell other people about it. The massive propagation of cell phones, instant messaging, broadcasts, and voice mails simply illustrate a simple fact about humanity: we love to talk. In fact, we just cannot stop talking. Whatever language we speak—English, Chinese, Hindi or Marathi— helps to define us personally and identify the community we belong to. But the fact that we can talk at all, the fact that we have a language, is inextricably bound up with our humanity. Language is our medium of communication, but it can also be a barrier to understanding. There are over six thousand languages in the world today, though we are rapidly losing the smaller ones the same way we are losing endangered species.

PROBLEMS OF TEACHING ENGLISH IN TRIBAL GADCHIROLI DISTRICT

❖ Psychological Problems:-

There is a common misunderstanding among the tribal students that English is the most difficult of all subjects. And it is proved by their results in exams. Hence most of the students look at this subject with a biased vision and bear the fear through the year. Because of that the psychological depression results in poor performance at the end of the year.

❖ Learning Methods:-

One of the reasons for the declining standards of teaching English is the inability of teachers to understand the difference between the teaching of literature and the teaching of language skills. Everybody knows that the study of a language is not an end in itself, it is a means to develop one's power of expression and comprehension can be achieved by mastering stylistic elements of the language. But due to lack of proper learning methods students find themselves unable to express in English.

❖ Problem of concretizing the Abstract Idea:-

The teacher faces a serious problem of concretizing the abstractness of the novel, poem, passage, words etc. They face difficulty in creating live pictures. The students find it difficult to understand the abstract idea and so they fail to comprehend the lectures given by their teachers in English. If a poem on sadness is going on in the class the teacher should teach it so effectively that the students get tears in their eyes. This type of experience is hardly found in classroom teaching at present. In fact the teacher is always in a hurry to complete the portion and feels that it is waste of time to arouse emotions and interact with the students.

❖ **Use of Translation Method:-**

Translation method is widely used in India. It helps the learner to understand the content of the text but bars from learning the language. The main purpose of teaching the language is kept aside and the teaching of content and theme is given importance. Translation method is thus a great problem in learning English.

❖ **Mother Tongue Interference:-**

Most of the problems arise due to the interference of mother tongue in speaking English. Both the teachers and the students are very fluent in talking their own mother-tongue. But they forget the essence of pure language. When they speak in their mother-tongue they sometimes use English words in the midst of the sentences. They forget that every language differs in stress, intonation and pronunciation.

❖ **Different Accent in English:-**

English is pronounced in a very different way from almost all other languages of the world. Every region of the world where English is spoken has a different accent. When you are teaching English as second language, you must bear in mind that your students will not know the difference between US English, Queen’s English and the entire sundry English of the world. This could lead to confusions.

❖ **Lack of Practice :-**

Language could be mastered by practicing all the four skills viz. listening, speaking, reading, writing. The tribal and rural surrounding does not allow the learner to practice any of these skills. The lack of audio tools also adds in the problem of lack of practice. Many teachers are unable to teach English effectively because they face lot of problems due to the lack of teaching aids. There are very few audio-visual aids available and it is insufficient for the teachers to use it effectively. Some are so costly that the colleges can only afford to buy few.

❖ **Lack of Interest:-**

Learning English being compelled has merely become an obstacle in passing. Students only concentrate on passing marks. They do not care for learning the language as a tool of communication. Teacher and the students both look at this subject as an unavoidable hurdle and try their level best to cross this obstacle anyhow.

❖ **Lack of Motivation:-**

In learning a second or a foreign language motivation is the crucial force which determines whether the learner embarks on a task at all, how much energy he devotes to it and how long he perseveres. It is known as a complex phenomenon and includes many components, such as, the individual’s drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on.

❖ **Malpractices in Exam:-**

One of the factors responsible for the deterioration is the pattern of question setting. It is easy to predict what questions would be asked on what books in which examinations. The students simply have to memorize. The teacher also teaches only those aspects which are important from the examination point of view. In most of rural and tribal areas we see that malpractice at the time of exam is a common practice. It is on its peak at the exam of English. This also intensifies the problem of learning English in tribal and rural areas.

❖ **Mistakes in English:-**

Most of the mistakes are made unknowingly i.e. when making a mistake become habitual; we keep making the same mistake even without realizing it. If we study this problem in a scientific manner by trying to know what is the actual cause behind making the mistake we would be able to avoid it.

❖ **Over Crowded Classes:-**

The size of the classes everywhere is considerably large and thus student's in the class work is quite impossible. The ratio of students in relation to teachers is not proportional. This is one of the reasons why individual attention is not possible to the students. For individual attention, there is a provision of Tutorial classes but the number of students in Tutorials is also very large, because most of the college can afford neither so many rooms for this purpose nor so many teachers to conduct effective teaching of English. It should also be recognized that the practical work in the teaching of English demands that the number of students in the class be limited.

SOLUTIONS OR REMEDIES OF TEACHING ENGLISH IN TRIBAL GADCHIROLI DISTRICT

❖ **Building understanding with Your Class: -**

When you enter the class for the first time it is very important that you give a welcoming smile to your students and greet them. Your assuring smile and greeting them in a familiar manner helps them bond with you instantly. When they bond with you, they will find learning the language easier. Remember a smile always welcomes people to interact with you.

❖ **Place of English Should be Defined: -**

English offers vast opportunities to all. The policy regarding the place of English in our education system should be well defined. This should be determined keeping in view its use and vast opportunities in the field of science, technology, social sciences, philosophy, area studies, journalism, international trade and diplomacy.

❖ **Applying Different Methods of Teaching: -**

The teacher while teaching English should use the different methods of teaching English to the students. The teacher can also make use of the language lab. Some of the methods of teaching English are as follows:

- Grammar-Translation Method
- Direct Method
- Bilingual Method
- The Structural Method
- The Communicative Method
- Situational Method

Use of appropriate method for teaching various topics accordingly helps to enhance the effect of teaching language.

❖ **Building Confidence Among Students: -**

At the first meeting itself train your students to ask some simple English questions and give their answers, examples are 'What is your name?', 'Which country are you from?', 'Who is your best friend?' etc. Many teachers of English as a second language make the mistake of beginning with the alphabet. This is wrong. When you train them to ask questions on the first day itself, your students will definitely show off these questions

to their folks. And their interest in the language will be built. They will come with higher hopes of learning more things the next day. The teacher should emphasize more on the language learning skills than the portion completion at the undergraduate level.

❖ **Keeping in Mind Aims of Teaching English: -**

The teacher should always emphasize on the aims of teaching English. It will help to teach effectively. These aims are:

1. To enable the students to understand English when spoken.
2. To enable the students to speak in English.
3. To enable the students to read English.
4. To enable the students to write in English.

These are the primary aims of teaching English instead of enabling the student to pass in the upper class.

❖ **Improvement in Teaching Facilities: -**

Special efforts should be made to ensure that teachers get proper teaching facilities, including space, books and teaching aids. The school and the college libraries should subscribe good journals which may enable them to know the latest developments in the field of linguistics and English language teaching.

❖ **Make Students Think in English: -**

Make it a very firm rule but subtly implied that there will be no other language spoken in your class other than English. Exhort them to think in English. This a mammoth task, and can be achieved only after some weeks or probably months of teaching.

❖ **End the Socio-Psychological Problems: -**

Many think English as the most difficult language and many call it unnecessary to it. The efforts of the teacher should be in eradicating the Socio- Psychological problems of the students, by motivating them and giving them some responsibility.

❖ **Building Communication Skills: -**

Never teach your students; always speak with them. Converse with your students about day-to-day things. Keep talking with them in simple English. They will talk when the initial icebreakers are done with. And when they will talk, they will learn. Encourage your students to talk. As long as the students attempt to talk in English make it a point to listen.

❖ **Handling Mistakes with Care: -**

Mistakes will happen in the class and you have to learn how to handle them deftly. If you laugh at the students they will be too embarrassed to make any further attempts at speaking the language. If you do not laugh students will feel you are only being too kind to them and might always think they have said something wrong but you are hiding your amusement.

❖ **Matching Level with Your Students: -**

Being a teacher you know the language and might have got accolades for it but your students cannot even frame three sentences in English properly. Only your perseverance will help them do it. Remember that your students are not native English speakers. They will not be able to even ask you their doubts. Be patient with them and encourage them to express themselves.

❖ **Conclusions: -**

Teaching English in Tribal areas as Gadchiroli district is very hard task because of the various problems. Various aspects have impacts on their language such as geographical, social, historical, political, psychological and traditional. Teaching English in tribal area as second language is really a fun if you do it in the right sporting way. You have to make it fun for your students too; that's the way they will learn better.

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Teaching English In Tribal Gadchiroli District : Challenges and Remedies

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Abstract:

English language has been in India for over 200 years now. It has gone through numerous stages of development, acceptance and non-acceptance. Certain strata of Indian society have accepted it as the first language; some see it as the essential second language whereas others regard it as a link language, both at the national and the international level. In all the above cases English remains an important language and hence the debates, the discussions, and the deliberations, throughout the country, have always continued to focus on the teaching and learning of English. India is a vast country and inhabits numerous tribes with varying ways of life. Thus, it would be better to perceive the topic in socio-economic, linguistic and geographical perspectives. This paper will deliberately confine the discussion to the teaching of English in the tribal areas of Gadchiroli district.

Introduction:

Scheduled Tribes in India are generally considered to be ‘Adivasis,’ meaning indigenous people or original inhabitants of the country. The tribes have been confined to low status and are often physically and socially isolated instead of being absorbed in the mainstream Hindu population. Psychologically, the Scheduled Tribes often experience passive indifference that may take the form of exclusion from educational opportunities, and social participation. However, the mainstream Hindu population considers the general tribal population as primitive, technologically backward, and illiterate. Since the 16th century, the tribes have been perceived as sub-humans who live under primitive conditions. All the reasons are the root cause of the alienation of tribals in education and the dropout. Generally, Gadchiroli is considered as tribal backward district. Gadchiroli district was carved out on the 26th of August 1982 by the division of erstwhile Chandrapur district. Earlier, it was a part of Chandrapur District and only two places namely Gadchiroli and Sironcha were tahsils of Chandrapur District before the formation of Gadchiroli District. It is situated on the North-Eastern side of Maharashtra State and the district is situated on the North-Eastern side of Maharashtra State and have State borders of Andhra Pradesh and Chhattisgarh. Naxalism is highly prevalent in Gadchiroli district and subsequently has been highlighted as part of the Red Corridor, used to describe areas in India that are plagued by Naxalites. They take shelter in the dense forest and hills of this district. Total population of the district is 10,72,942. The literacy rate of district is 66.03%(as per census 2011). The Tribal Community population that resides in the district is 38.17 % (As per Census 2011). The district is categorized as Tribal and undeveloped district and most of the land is covered with forest and hills. In all Seven languages are spoken in the district i.e. Gondi, Madiya , Marathi, Hindi, Telugu, Bengali, Chattisgadi. Mostly people in this division converse with their community language. Education is the key to tribal development. Tribal children have very low levels of participation. Being tribal area there is inadequate allocation of resources from education point of view. English is taught as a second language at the collegiate level in the tribal district of Gadchiroli. The attempt has been made to find out the obvious reasons for the failure in the teaching and learning of English and possible solutions have also been offered. Despite the fact that a lot of methods in ELT (English Language Teaching) are potential to find the remedies themselves, which are still been improved upon, a bent towards humanistic

approach has been offered to empower the English language classrooms. The present research paper focuses on the barrier of education, importance of English, problems and remedies of English teaching in Tribal and Naxal affected Gadchiroli district.

Importance of English:

English is the most widely spoken language in the world and it stands out as the most popular and influential on the earth. It is being spoken almost all over the world and has gained a prominent place in the minds and hearts of people, especially even the rural students want to learn the second language by any chance. Even though it is a second and alien language, many parents want their children to learn English for which they are ready to spend any amount of physical labour and financial assistance. The daily wage worker expects his children to study in the English medium schools. This awareness has come among the rural people. Although India is a multi-cultural country English has become the common and official language of the people today in the computer world. In the internet world, people and rural students want to acquire the speaking skills of English by any means, Institute, coaching centre, spoken English classes etc. It is the felt need and need of the hour for rural students to learn the importance of speaking skills of English today. This research article throws some light on the salient features of the importance of speaking skills of English to Tribal district in a detailed manner.

The following points explain the importance of teaching English in India.

- ⇒ English has today become one of the major languages of the world.
- ⇒ It will be very difficult to neglect English language because of rich literature, scientific and technical nature of the language.
- ⇒ It is strongly felt that English is the only language of preventing isolation from the world.
- ⇒ English is given access to the treasure of knowledge.
- ⇒ It provides opportunities to Indians to get employment throughout India.
- ⇒ It helps to have contact with western science and technology.
- ⇒ It is a language of trade and industry in India.
- ⇒ It provides a strong binding force to keep all Indians united.
- ⇒ It works as a powerful language of communication.
- ⇒ It occupies an important place in school and college curriculum

Barriers for Tribal Education or reason of increasing dropout rate in Gadchiroli District:

Poor Economic Condition: Generally Gadchiroli is considered as tribal backward district. The economical condition of this tribal district is very poor. To fulfil their primary needs, they give first preference to their works, hence they allow their child to work to raise the income of family. This is the main hindrance for tribal education.

Illiteracy Among Parent: The atmosphere of tribal community is not so pleasant for education because of the illiteracy among the parents, so they cannot explain the importance of education among their Children. Hence the tribal parents prefer to engage their children in remunerative employment which supplements the family income.

Superstitious Nature: The people of the tribal community are very superstitious and hence believe in destiny. Whenever, the students have to give up education in between they put all the blame on destiny.

Strong Alcohol addiction: Tribal community is born with little needs – with daily wage payment. They believe in a carpe diem philosophy “Eat, drink and be merry, tomorrow you may die”. They are addicted to country liquor and once into the process of drinking they forget about

their responsibilities and duties towards their children.. Most evenings are spent in full intoxication and with no one to look into the affairs of the children who are left on their own to do whatever they want. With more and more children born, often the girl child has to leave school to look after younger siblings at home

Big family with insufficient income: The tribal community has large number family members. Malnutrition and addiction to liquor lead to sickness at home, and malaria and tuberculosis are very common. This is another reason for drop outs.

Early Marriage and Free Nature: The tribal communities are born with a free nature and concepts of marriage are flexible and free-mixing is allowed. This is major diversion to the concentration necessary for learning a second language such as English which is completely foreign to their nature, culture and environment. Free mixing leads to unwanted and untimely pregnancies – leading to marriage and children.

Medium of language – As mentioned earlier there are seven languages spoken in the district i.e. Gondi, Madiya, Marathi, Hindi, Telugu, Bengali, Chattisgadi. Mostly people is in this division converse with their community language. Language is one of the important constraints of tribal children which prevents them access to education.

The Location of the Village - The physical and natural barriers create a hindrance for the children of a tribal village to continue the education in a neighbouring village.

Teacher Related Problems -In the remote tribal areas the teacher absenteeism is a regular phenomenon and this affects the quality of education to a large extent.

Lack of Proper monitoring- Proper monitoring is hindered by poor coordination between the Tribal Welfare Department and School Education Department.

PROBLEMS OF TEACHING ENGLISH IN TRIBAL/ RURAL GADCHIROLI DISTRICT:

- ⇒ There is negative attitude towards English in the mind of college students of rural area because of slow or negative performance in English at school level.
- ⇒ Traditional methods of teaching English in schools and colleges of rural areas create hindrances.
- ⇒ Lecturers of colleges in rural areas do not take much interest in teaching and so students also do not take interest in learning.
- ⇒ Due to the negative attitude of parents and due to mother tongue used in family communication, English is not taken seriously by the college students of rural area.
- ⇒ Most of the students of rural area look at English with a prejudiced vision and bear the fear over a year. According to them, the English is the most difficult of all subjects. Hence such psychological depressions result in poor performance at the end of the year.
- ⇒ While teaching English, most of the mistakes are made unknowingly. When making a mistake becomes habitual; we keep making the same mistake even without realizing it. If we study this problem in a scientific manner by trying to know what is the actual cause behind making the mistake, we would be able to avoid it.
- ⇒ The primary aim of teaching English at this stage should be to concentrate on the fundamental skills of the language and the abilities of the students, namely listening, speaking, reading and writing. Students only concentrate on passing marks. They do not care for learning the language as a tool of communication.

⇒ Many facilities which are required badly by teachers to keep themselves up-to-date such as internet, journals, recent books on new methods of teaching etc., are not easily accessible for the teachers serving in these tribal regions and hence their interest in teaching is considerably reduced.

English Language Teaching Methods:

- Grammar Translation Method is one of the earliest and most practiced methods of English Language teaching. Though presently considered outdated in reference of modern methods, it is still used and constantly applied in rural region colleges.
- The Direct Method which is also known as Natural and Psychological Method stresses on developing oral and listening skills of English than bookish grammar.
- Structural- Situational Method gives importance to language as a system of structurally related elements of phonemes, morphemes, words, structures and sentence types to encode and decode the meaning.
- Communicative Method does not aim at language as a set of linguistic items, but aims at developing communicative competence in the learners. It focuses on the meaning and functions rather than on the form of the language.
- The Bilingual Method considers that second language can be learned with the help of learners' mother tongue but it should not be used as word to word translation as in Grammar Translation Method but as a means to achieve the communicative end.

⇒ Many times, it is the teacher's fault that class is boring. Fortunately, with proper planning, this problem can be solved. Choose a juicy theme to the lesson; one that the students can relate to and one you know they will enjoy. This will automatically give them some motivation and interest. Get to know your pupils and identify their interests and needs, then design your course accordingly.

⇒ poor infrastructure is one of the greatest problems that both teachers and students come across in educational institutions. They don't have language laboratories that play a vital role in the process of teaching learning a foreign language like English.

⇒ Motivation plays a big role especially in language learning. Lack of motivation is one of the major causes of disinterest in learning the target language. Teachers' negative attitude towards students and discouragement, psychologically insecure classroom atmospheres, monotonous and boring lessons damage students' willingness towards learning language.

⇒ Malpractices in Exams is one of the responsible factors for the deterioration in the pattern of question setting. It is easy to predict what questions would be asked on what books in which examinations. The students simply have to memorize. The teacher also teaches only those aspects which are important for the examinations. In most of rural areas we see that malpractice at the time of exam is a common practice.

Other Problems in teaching English are as below:

- Crowded class
- Lack of individual attention
- Exam oriented learning
- Lack of exposure
- lack the confidence to speak in English
- Problem in understanding the abstract idea

- Psychological, financial and environmental interference
- First generation learners
- Mother tongue influence
- Pronunciation difference in language
- Lack of interest
- Lack of practice
- Lack of motivation

Remedies or solution about English Teaching in Tribal backward District:

English language teachers must be innovative, imaginative, and resourceful and have thorough knowledge of the activity based techniques of teaching English through conversations, group discussions, debates, extempore speeches, vocabulary games that offer students a fun filled and relaxed learning atmosphere. Language teaching has always been, and remains, more of an art than a science. That is to say, it is largely intuitive and dependent on the personal abilities and convictions of the teacher. Most of the teacher's success is the result of such qualities as enthusiasm intelligence, and love for the students.

Building a rapport among learners in classroom: - For the first time when you enter in class, it is very important that you give a welcome smile to your students and greet them enthusiastically. Your assuring smile and greeting them in a familiar manner help them create a bond with you instantly. When they have a bond with you, they will find learning the language easier. Because smile always welcomes people to interact with you.

Applying Different Methods of Teaching:- The teacher while teaching English should use the different methods of teaching English to the students. The teacher can also make use of the language lab. Use of appropriate method for teaching various topics accordingly helps to enhance the effect of teaching language.

Some of the methods for teaching English are below mentioned

- The direct method.
- The series method
- Variation of direct method.
- Situational language teaching.
- Audio lingual method
- Communicative language teaching.
- Directed practice.
- Learning by teaching.

Build Confidence Among Students:- At the beginning teacher asks some simple English questions to the pupil and gives their answers, e.g. “What is your name?”, “Who is your best friend?” etc. It is very helpful for student to build up interest about English language. As a result they will come with higher hopes of learning more things the next day. The teacher should emphasize more on the language learning skills than the portion completion at the undergraduate level.

Primary Aims of Teaching English:- While teaching, the teacher should always emphasize on the aims of teaching English. These aims are:

- To enable the students to understand English when spoken.
- To enable the students to speak in English.
- To enable the students to read English.
- To enable the students to write in English.

English teachers must have a proper introduction to the teaching techniques in rural areas and also to the pedagogical models that have been proven to be most effective in that zone. Teachers must be introduced to the community’s relevant ethnographic information in order to smoothly enter into the community, avoiding conflicts that could arise by not having cultural information about the group in question.

Use of Computer:- Computer has become a part and parcel of our day to day life. It plays a vital role in the process of teaching and learning. It can be used to learn a foreign language like English. Computers have made language learning easy and also made the language learning process interesting and enjoyable for both teacher and student throughout the world. Computer Assisted Language Learning (CALL) has reduced the burden of the teacher whose teaching methods will be out dated to teach language to present day generation of the world. It is described as one of the interactive methods that can help a learner according to their own ability to learn, which enriches their language skills. CALL enables the learner to look beyond the conventional mode of learning and encourages self learning.

Like computer, Audio-Visual aids play vital role for teaching English. One of the innovative methods used by the teacher to teach language in class room is visual aids. The teacher distributes visual aids to students by dividing them into various groups. The students are then given stipulated time to extract relevant information on the given aids. After that, those learners are supposed to speak about the visual aids given to them. This method expands the analyzing capacity of the students. By looking at the picture, the learner should think and come out with innovative thoughts which also help in learning language by creating fulfilled environment around them. To increase students’ enthusiasm teachers also use various language games to teach English language, which helps in developing vocabulary from the language that is being learned. Ex. Crossword puzzles , etc.

Enlarge Teaching Facilities:- The school and the college libraries should subscribe good journals which may enable student to know the latest developments in the field of linguistics and English language teaching and teachers also get proper teaching facilities, including space, books and teaching aids etc.

Some tips for teachers while teaching English in backward division:

- To increase learners’ confidence, try to know their problems in learning English from their point of view.
- In primary phases of learning, make the classrooms tension-free for such learners so that their natural self may not be stifled.
- In initial stage, ask easy questions to students to encourage them for interaction and building confidence. Ask them questions which can be answered in yes or no.
- Frequently don’t expose students’ errors and advise them in soft words to correct it.
- If students can’t answer in English, allow them to answer in their mother tongue.
- Insist the student to read English Newspaper, Short-story etc.

CONCLUSION:

Thus, having known that 70% of India lives in villages, majority of the work force comes from rural areas. It becomes imperative that students of such areas are given equal opportunities to learn English. The tribes are the essential gifts of our nature. Hence it is our duty to bring them up as developed in the society. They are also ordinary human beings like us, who should participate and socialize in the society. This is possible, only when they have a language at hand, which can bring them to the larger world. Thus, English language teaching is to be focused more

in the tribal areas for their betterment and active participation in the society. This is possible only by creating more language teaching methods in the class rooms which makes the learning, a part of experience. Proper awareness is to be given among the communities to make them realize the prospects of English language in store for them. The knowledge on addressing bi-lingual classroom, understanding the tribal situation as a special group can bring the tribal children into the mainstream keeping their level of achievement intact at par with the other children of other contexts.

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मराठी भाषेचे अध्यापन : उद्दिष्टे आणि वर्तमान

प्रा. प्रदिप केशव चापले

वनश्री कला व विज्ञान महाविद्यालय,
कोरची जि.गडचिरोली

मानवी जीवनात भाषेला अनन्यसाधारण महत्व आहे. आदिमानव ते आजच्या नव्या युगापर्यंतचा जो विकास मानवाने साधला त्यात त्याच्या भाषेचे कार्यही अतिशय महत्वपूर्ण आहे. “भाषा नसती तर जगातल्या सर्व मानसांचे जीवन मुक्या लोकांच्या प्रचंड समुदायासारखे कष्टप्रद झाले असते. भाषेने मुक्यांच्या वस्तीपासून आपल्याला वाचवले”, असे श्री. सीताराम चतुर्वेदी म्हणतात. भाषा नसती तर इतर पशूंसारखेच किंबहुना शक्तीने त्याहून क्षीण असल्याने मानव इतर प्राण्यांच्याही मागेच राहिला असता. मात्र भाषेमुळे त्याचे गतानुभव, विचार, भाव—भावना यांचा त्याला आविष्कार करता आला. त्यातूनच संघटन, संघटनातून परिवर्तन व परिवर्तनातून विकास त्याला साधता आला, असा हा क्रम सर्वसामान्यपणे सांगितला जातो. दैनंदिन व्यवहार पार पाडण्यासाठी भाषा या माध्यमाचा आधार मानसाला घ्यावा लागतो. मात्र ही भाषा नैसर्गिकपणे प्राप्त होणारी शक्ती नाही. ही भाषा माणसाला प्रयत्नपूर्वक शिकावी लागते. त्यासाठी आवश्यक असलेली भाषासंपादन क्षमता मात्र माणसाला जन्मजात प्राप्त होत असते. आणि इथेच भाषाशिक्षणाच्या संकल्पनेचा उदय होतो. मानवी जीवनात एवढे महत्वपूर्ण स्थान असलेल्या भाषा शिक्षणाला शिक्षणातही महत्वपूर्ण स्थान मिळणे म्हणूनच क्रमप्राप्त ठरते.

शोधनिबंधाची उद्दिष्टे —

प्राप्त जीवनाच्या पार्श्वभूमीवर विद्यार्थ्यांच्या समस्या लक्षात घेउन सदर शोधनिबंधाची उद्दिष्टे पुढीलप्रमाणे ठेवले आहेत.

१. आजच्या शिक्षणव्यवस्थेत पदवी स्तरावरील भाषाशिक्षणाचे स्वरूप तपासणे
२. वर्तमान पदवी स्तरावरील भाषा शिक्षणाची उद्दिष्टे समजून घेणे.
३. विद्यार्थ्यांची भाषा शिक्षणाकडे पाहण्याची भूमिका लक्षात घेणे.
४. भाषा शिक्षण व वाङ्मय शिक्षण यांच्यातील संबंध लक्षात घेणे.
५. रा.तु.म. नागपूर विद्यापीठ नागपूर व गोंडवाना विद्यापीठ गडचिरोलीच्या मराठी भाषा शिक्षणामागील उद्दिष्ट्यांचा मागोवा घेणे.

प्रस्तूत शोधनिबंधात मराठीचा अभ्यासक्रम ऐवजी पाठ्यक्रम असा शब्द मी वापरलेला आहे. कारण अभ्यासक्रम ही व्यापक संकल्पना आहे. पदवी प्राप्त करित असतांना विद्यार्थ्यांनी घेतलेले सर्व विषय व त्यांचा पाठ्यक्रम, विद्यार्थ्यांला महाविद्यालय परिसरात मिळणारे सर्व अनुभव, विद्यार्थी— शिक्षक आंतरक्रिया, विद्यार्थी— विद्यार्थी आंतरक्रिया, एन.एस.एस., क्रिडा, सांस्कृतिक, सह शालेय कार्यक्रम, सहली, सर्वेक्षण व अजूनही जे जे उपक्रम राबविले जातात त्या सर्वांच्या एकत्रीकरणाला अभ्यासक्रम अशी संकल्पना उपयोगात आणली जाते. त्या दृष्टीने विशिष्ट विषयात जे विद्यार्थ्यांनी शिकावयाचे आहे त्याला पाठ्यक्रम म्हणणे जास्त संयुक्तिक होईल.

वर्तमान भाषाशिक्षणाचे स्वरूप

भाषा हा शब्द ‘भाष’ या मूळ संस्कृत धातूपासून निर्माण झालेला असून त्याचा अर्थ ‘बोलणे’ असा आहे. मात्र भाषा ही संकल्पना यापेक्षा अधिक व्यापक आहे. भाषा ही हावभावांची, चिन्हांची, चित्रांचीही असू

शकते. मात्र अशा भाषांमधील अनेक मर्यादा लक्षात घेऊन मानवाने संवादव्यवहाराला सुलभ ठरणारी ध्वनीची भाषा विकसित केली. आणि आज मानवाचे जास्तीत जास्त संदेशन हे या ध्वनीच्या भाषेतूनच होत असते. प्रत्येक भाषिक समाज काही विशिष्ट ध्वनी निवडून व त्यांच्या सानुक्रम रचना तयार करून आपले संदेशन कार्य पार पाडत असते. या भाषेचे मौखिक, उच्चारित रूप हे मूळ असून लेखी रूप हे दुय्यम असते. मात्र मौखिक भाषेचे स्वरूप क्षणभंगूर असल्यामुळे भाषेच्या अभ्यासासाठी प्रामुख्याने लिखित, लिपीबद्ध भाषेचाच उपयोग जास्त प्रमाणात केला जातो. मानवाला भाषाग्रहणक्षमता जन्मजात स्वरूपात प्राप्त झालेली असते. म्हणूनच मूल लहान असतांना कानावर पडलेली मातेची, परिवाराची भाषा सहजतेने आत्मसात करते. म्हणून ती त्याची मातृभाषा असे तिचे वर्णन केले जाते. मातृभाषेला व्यक्तीच्या भावजीवनात अतिशय महत्व आहे. या भाषेतूनच मूल प्राथमिक ज्ञानग्रहण, विचारांची अभिव्यक्ती, भावनांचा आविष्कार साधत असतो. म्हणून मातृभाषेला ‘हृदयाची भाषा’ असेही म्हटले जाते. प्राथमिक शिक्षण मातृभाषेच्या माध्यमातून दिले जाते. लहान मूल ही मातृभाषा अनुकरणाच्या प्रक्रियेतून आत्मसात करित असते. मात्र हे अनुकरण केवळ यांत्रिक स्वरूपाचे नसते. म. बा. कुंडले ‘मराठीचे अध्यापन’ या ग्रंथात श्री. कृष्णस्वामी यांच्या लेखनाचा संदर्भ देऊन म्हणतात, “वर वर पाहता मूल यांत्रिकपणे वडिलधाऱ्यांच्या भाषेचे अनुकरण करतांना दिसते हे खरे, परंतु या सकृददर्शनी यांत्रिक भासणाऱ्या प्रक्रियेच्या मागे त्याच्या बौद्धिक प्रक्रिया चालू असतात. सर्वसामान्य नियमांचा शोध घेणे व त्या नियमांचे उपयोजन करून, प्रयोग करून नवनवीन रचनाप्रकार आत्मसात करित जाणे ही प्रक्रिया यांत्रिक कशी म्हणता येईल?..... भाषाध्ययनाची प्रक्रिया ही यांत्रिक अनुकरणाची प्रक्रिया नसून ती नवनिर्मितीची प्रक्रिया आहे, सृजनशील प्रक्रिया आहे.” या प्रक्रियेतूनच मानवी मूल भाषा संपादन करित असते. श्रवण, भाषण या क्रियांद्वारा शालेयपूर्व अवस्थेतच मूल मातृभाषा आत्मसात करते. वाचन व लेखन या क्रिया त्याला शालेय अवस्थेत प्रवेश केल्यानंतर जाणीवपूर्वक शिकाव्या लागतात. भाषेतील ध्वनींसाठी उपयोगात येणारी लिपीतील चिन्हांची ओळख करून त्यानुसार लेखन करण्याचा सराव विद्यार्थ्यांकडून केला जातो. यालाच शिक्षणाचा श्रीगणेशा असे म्हटले जाते. पुढे उच्च प्राथमिक, माध्यमिक, उच्च माध्यमिक या टप्प्यांवरही विद्यार्थ्यांना मातृभाषा, राष्ट्रभाषा, आंतरराष्ट्रीय व्यवहारासाठी एक परकिय भाषा आवश्यक म्हणून शिकविल्या जातात. पदवी स्तरावर बि.एस्सी. प्रथम वर्षाला दोन भाषा शिकणे आवश्यक असते. बि.कॉम. प्रथम व द्वितीय वर्षाला दोन भाषा शिकणे आवश्यक असते तर बि.ए. प्रथम, द्वितीय व तृतीय वर्षाला दोन भाषा शिकणे आवश्यक असते. पाचव्या सहाव्या वर्षापासून सुरू झालेली भाषा शिक्षणाची प्रक्रिया ही अशी वयाच्या वीस बावीस वर्षापर्यंत व कधी त्याही पुढे सुरू राहते. मात्र सद्यस्थितीत पदवी अभ्यासक्रमाला प्रवेश घेणाऱ्या विद्यार्थ्यांचा भाषा विषयाकडे पाहण्याचा दृष्टीकोण इतर विषयांपेक्षा वेगळा असलेला दिसतो. इतर विषयांच्या तासिकांचे जे महत्व त्यांना वाटते तेवढे महत्व भाषेच्या तासिकेचे त्यांना वाटत नाही. भाषेचा तास कशाला करायचा? त्यात शिकण्यासारखे काय असते? कविता—पाठ वाचून त्याचा अर्थ समजून घेतला की झाले, अशी भूमिका बऱ्याच विद्यार्थ्यांची असते. केवळ परिक्षेसाठी असलेला एक विषय एवढ्याच दृष्टीने भाषाविषयाला त्यांच्या लेखी स्थान असते. याबाबतीत केवळ विद्यार्थ्यांनाच दोष देऊन उपयोग नाही, त्यांना तसे का वाटते याचाही विचार करण्याची आज गरज निर्माण झालेली आहे. भाषेचा शिक्षक कितीही आकर्षक अध्यापन करित असला तरी त्यातून शेवटी विद्यार्थ्यांच्या हाती जास्तीत जास्त काय लागते तर एक भावसौंदर्य व दुसरे विचारसौंदर्य. आणि विविध वाङ्मय प्रकारांची विद्यार्थ्यांना होणारी ओळख, यापुढे आपले भाषाशिक्षण जातांना दिसत नाही. याची कारणे कोणती ते आपण शोधायलाच हवे. भाषाशिक्षणाची आपण ठरविलेली उद्दिष्ट्ये व पाठ्यक्रम काळाशी, विद्यार्थ्यांच्या वर्तमान जीवनाशी, जीवनातील समस्यांशी समांतर आहेत का? विद्यार्थ्यांच्या भावी जीवनात उपयुक्त ठरू शकेल,

त्याला उपजिविकेसाठी साह्यभूत ठरू शकेल असा पाठ्यक्रम आपण विद्यार्थ्यांना दिलेला आहे का? याचा शोध घेणे आवश्यक आहे.

आजच्या प्राथमिक स्तरापासून अस्तित्वात असलेल्या भाषेच्या पाठ्यक्रमाकडे पाहिले तर असे दिसते की, विविध प्रकारांतून उपलब्ध असलेल्या ललित साहित्याच्या माध्यमातून भाषाशिक्षण देण्याचा प्रयत्न केला जातो. जितके जास्त साहित्य त्या भाषेत उपलब्ध असेल तितकी ती भाषा समृद्ध असे म्हटले जाते. “भाषेचे ऐश्वर्य आणि सौभाग्य तिच्यात निर्माण झालेल्या उत्तमोत्तम वाङ्मयकृतीत असते,” असे प्रा. त्र्य. वि. सरदेशमुख म्हणतात. विद्यार्थ्यांचा सर्वांगीण विकास हे सध्याच्या शिक्षणाचे ध्येय आहे. यादृष्टीनेच विद्यार्थ्यांचे व्यक्तिमत्व संपन्न करण्यासाठी विविध संस्कार शिक्षणातून केले जातात. व त्यासाठी भाषा शिक्षणाचा जास्तीत जास्त उपयोग केला जातो. इतर विषयांमधून विविध स्वरूपाचे उपयुक्त असे ज्ञान देणे व भाषेच्या पाठ्यक्रमातून विद्यार्थ्यांच्या व्यक्तिमत्त्वावर विविध सुसंस्कार करणे अशी सर्वसामान्य दृष्टी असते. त्यासाठी भाषेच्या पाठ्यक्रमात विविध कथा, कविता, ललित लेख, वैचारिक निबंध, नाट्यछटा, प्राचीन गद्य, विनोदी लेख, चरित्र—आत्मचरित्रातील उतारे, प्रवासवर्णने, इत्यादी स्वरूपाचे लेखन विद्यार्थ्यांपुढे अभ्यासासाठी ठेवले जाते. यामागे काही सर्वसामान्य ध्येये व उद्दिष्टे निश्चित करण्यात आलेली असतात. ‘म—मराठीचे आशययुक्त अध्यापन’ या ग्रंथात डॉ. अरविंद दुनाखे यांनी भाषा अध्यापनाचे काही सर्वसामान्य हेतू व ध्येये सांगितले आहेत ते असे,—

१. मूलभूत भाषिक क्षमता— श्रवण, भाषण, वाचन व लेखन यांचा विकास करणे.
२. प्रभावी संप्रेषण कौशल्यांचा विकास करणे.
३. मातृभाषेतील विविध बोली, विविध प्रादेशिक भिन्नता यांचा परिचय करून देणे.
४. प्रमाणित भाषेवर अधिकार प्राप्त करण्यास विद्यार्थ्यांना मदत करणे.
५. साहित्याचे रसग्रहण चिकित्सक दृष्टीने करण्याच्या क्षमतेचा विकास करणे.
६. जीविका उपार्जन करण्यासाठी आवश्यक ज्ञान व कौशल्ये प्राप्त करण्याची कुवत निर्माण करणे.
७. विचारशक्ती व चिकित्सक वृत्तीचा विकास करणे.
८. विद्यार्थ्यांचा विविध राजकीय, सामाजिक, नैतिक, मूल्यांशी परिचय करून देणे व त्यानुसार वागण्याची प्रवृत्ती निर्माण करणे.
९. विद्यार्थ्यांच्या व्यक्तिमत्त्वाचा विकास करणे.
१०. विद्यार्थ्यांवर सुसंस्कार करणे.
११. विद्यार्थ्यांतील सृजनशीलतेचा विकास करणे.
१२. जबाबदार नागरिकत्वासाठी आवश्यक वृत्ती व गुणांचा विकास करणे.
१३. विद्यार्थ्यांचा सांस्कृतिक विकास करणे.
१४. स्वयंअध्ययनाद्वारे ज्ञानार्जन करण्याची क्षमता प्राप्त करण्यास विद्यार्थ्यांला मदत करणे.
१५. विद्यार्थ्यांचा नैतिक विकास व्हावा या दृष्टीने विद्यार्थ्यांला मदत करणे.
१६. वाचनाची आवड निर्माण करणे.
१७. पर्यावरण इत्यादी सामाजिक प्रश्नांविषयी जागृती निर्माण करणे.

अशी सतरा उद्दिष्टे सांगितली आहेत. प्रा. म. बा. कुंडले यांनीही भाषाध्यापनाचा विचार करतांना उद्दिष्ट्यांचा विचार केला आहे. आपल्या ‘मराठीचे अध्यापन’ या ग्रंथात त्यांनी भाषाध्यापनाची उद्दिष्टे स्पष्ट केली आहेत. त्यात प्रमुख दोन उद्दिष्टे मांडली आहेत.

१. भाषिक उद्दिष्टे.

२. वाङ्मयीन उद्दिष्ट्ये.

भाषिक उद्दिष्ट्यांत ग्रहणात्मक व प्रगटीकरणात्मक असे दोन भाग केले असून ग्रहणात्मक मध्ये श्रवण व वाचन यांचा तर प्रगटीकरणात्मक मध्ये भाषण व लेखन या क्षमतांचा समावेश केला आहे. वाङ्मयीन उद्दिष्ट्यांमध्ये रसग्रहणात्मक व सृजनात्मक अशा उद्दिष्ट्यांचा विचार त्यांनी केला आहे. यातील कोणती उद्दिष्ट्ये कोणत्या पातळीवर साध्य करावीत हे सांगतांना ते म्हणतात, “प्राथमिक अवस्थेत १-७ वर्गामध्ये प्रामुख्याने भाषिक उद्दिष्ट्यांवर, म्हणजेच विकासावर भर द्यावा. माध्यमिक वर्गामध्ये, ८,९,१० या वर्गामध्ये, भाषिक घटकांसोबतच वाङ्मयीन उद्दिष्ट्यांना देखील अध्यापनात स्थान देण्यात यावे. महाविद्यालयीन पातळीवर मात्र मराठी हा विषय प्रामुख्याने वाङ्मयीन दृष्टीकोणातून शिकविला गेला पाहिजे.” पुढे या प्रत्येक उद्दिष्ट्यांचे सविस्तर विवेचन करून ही उद्दिष्ट्ये प्रचलित शिक्षणातून कितपत पूर्ण केली जातात असा प्रश्न निर्माण करून त्याचे उत्तर समाधानकारक नाही, अशी खंत व्यक्त केली आहे. मराठी ही मातृभाषा असल्यामुळे तिच्या अध्ययन अध्यापनाची उद्दिष्ट्ये बऱ्याच वरच्या पातळीवरची असली पाहिजेत असे मत त्यांनी व्यक्त केले आहे.

अध्ययन अध्यापन प्रक्रियेत उद्दिष्ट्यांना खूप महत्त्वपूर्ण स्थान आहे. प्रा. अनिल व्यंकटराव मुंडे आपल्या ‘मराठी वाङ्मय अध्यापनाचा दर्जा: काही प्रश्नोत्तरे’ या लेखात म्हणतात, “नेमलेला अभ्यासक्रम शिकविण्याचे काम अध्यापक करतो; विद्यार्थी तो अभ्यासक्रम समजून घेण्याचा प्रयत्न करतो हे जरी खरे असले तरी अभ्यासक्रम हा त्या विषयाच्या उद्दिष्ट्यांशी अनुसरून आहे का? जर तो असेल तर तो अभ्यासक्रम शिकविणारा अध्यापक शिक्षणाचे उद्दिष्ट्ये लक्षात घेऊन अध्यापन करतो का? अध्यापकाच्या अध्यापनाचा दर्जा कसा आहे? यावर त्या विषयाचे व विषय शिकणाऱ्या विद्यार्थ्यांचे भवितव्य अवलंबून असते.” हे अवतरण लक्षात घेऊन भाषाशिक्षणाच्या महाविद्यालयीन स्तरावरील उद्दिष्ट्यांचा विचार केला तर असे दिसते की, भाषेच्या अध्यापकाला नेमलेल्या पाठ्यक्रमामागील उद्दिष्ट्यांची पुरेशी माहितीच नसते. त्यासाठी पाठाच्या सुरुवातीला त्यातून कोणती उद्दिष्ट्ये प्राप्त करावयाची आहेत ते नमूद असावयास हवे. किंवा अध्यापकांसाठी मार्गदर्शक ठरेल अशी विषयवार हस्तपुस्तिका पाठ्यक्रम तयार करणाऱ्या मंडळानेच तयार करायला हवी व ती अध्यापकांना पुरवायला हवी. मात्र अशी कुठलीही व्यवस्था आज विद्यापीठीय शिक्षणात दिसत नाही. पाठ्यक्रमातील कोणत्या पाठातून कोणती उद्दिष्ट्ये पूर्ण करावयाची आहेत याची अध्यापकालाच माहिती नसेल तर ती उद्दिष्ट्ये पूर्ण कशी होणार? त्यामुळे स्वतःच्या विवेकानुसार अध्यापक त्या कविता, कथा, ललित लेख इत्यादी मागील उद्दिष्ट्ये निश्चित करून अध्यापनाचे कार्य करित असतो. मात्र त्यामुळे एकाच पाठामागे वेगवेगळ्या अध्यापकांची वेगवेगळी उद्दिष्ट्ये दिसून येतात. उद्दिष्ट्ये ही मूल्यमापन प्रक्रियेचाही मूलाधार असल्याने त्यामुळे मूल्यमापनातही व्यक्तिभिन्नता दृष्टीस पडते.

भाषा शिक्षणाची जी सर्वसामान्य उद्दिष्ट्ये निश्चित केली जात असतात त्यात भाषिक ध्येये किंवा उद्दिष्ट्ये कितपत असतात हाच मोठा प्रश्न आहे. विद्यार्थ्यांच्या सर्वांगीण व्यक्तिमत्त्वाचा विकास हे शिक्षणाचे ध्येय असल्याने विद्यार्थ्यांच्या मनावर सुसंस्कार करणे हे फक्त भाषा शिक्षणाचेच काम असते या दृष्टीने लेख, वेचे यांची निवड केली जाते. व त्यामुळे मूळ भाषा शिक्षणाच्या उद्दिष्ट्यांना गौणत्व प्राप्त होते किंवा त्याकडे दुर्लक्ष केले जाते. डॉ. अरविंद दुनाखे यांनी सांगितलेली व वर नमूद केलेली जी भाषाशिक्षणाची सर्वसामान्य १७ उद्दिष्ट्ये आहेत त्यापैकी पहिली चार खरी भाषाशिक्षणाची उद्दिष्ट्ये आहेत. उरलेली तेरा उद्दिष्ट्ये अवांतर आहेत. म्हणजे भाषा शिक्षणातून असे सुसंस्कार करूच नयेत असे नव्हे. मात्र हे करतांना भाषा शिक्षणाच्या उद्दिष्ट्यांना आद्य स्थान देऊन ती पूर्ण झाल्यानंतर इतर असा क्रम असायला हवा. आपल्या भाषा शिक्षणात भाषिक उद्दिष्ट्यांपेक्षा जास्त महत्त्व वाङ्मयीन उद्दिष्ट्यांनाही दिले जाते. या बाबतीत प्रा. त्र्यं. वि. सरदेशमुख

यांनी ‘मातृभाषा : अध्ययन अध्यापन’ या ग्रंथात ‘मराठी भाषा आणि वाङ्मय : वाढ आणि विकास’ या लेखात भाषा आणि वाङ्मय यांच्यातील संबंध स्पष्ट करतांना म्हणतात, “भाषेचा अभ्यास करू इच्छिणाऱ्याला त्या भाषेत निर्माण झालेले वाङ्मय अभ्यासावे लागते. आणि वाङ्मयाच्या अभ्यासास प्रवृत्त झालेल्यास त्या भाषेचा इतिहास, तिचे कालिक व प्रादेशिक भेद, तिच्या घडणीस कारण झालेल्या विविध प्रक्रियांचे बारकावे, बोलीने दिलेल्या लकबा इत्यादींचे ज्ञान करून घेणे अत्यावश्यक असते. भाषेचा अभ्यास म्हणजे वाङ्मयाचा अभ्यास आणि वाङ्मयाचा अभ्यास म्हणजे केवळ भाषाभ्यास असे समिकरण उघडच अव्याप्त होते.” प्राथमिक, माध्यमिक, उच्च माध्यमिक शिक्षणाच्या पाठ्यक्रमात स्वतंत्र वाङ्मय अभ्यासाची सोय नसल्यामुळे त्या पाठ्यक्रमातून भाषिक व वाङ्मयीन उद्दिष्ट्यांना समान न्याय द्यायला हरकत नाही. मात्र विद्यापीठ पातळीवरील शिक्षणात स्वतंत्र वाङ्मय अभ्यासाची सोय असतांनाही भाषाशिक्षणावर वाङ्मयीन उद्दिष्टे लादणे कितपत योग्य आहे? याचा विचार व्हायला हवा. ‘महाविद्यालयीन पातळीवर मराठी हा विषय प्रामुख्याने वाङ्मयीन दृष्टीकोणातून शिकवावा’ हे प्रा. म. बा. कुंडले यांचे विधान काळाच्या कसोटीवर पुन्हा तपासून पाहण्याची गरज आज निर्माण झालेली आहे. पदवी स्तरावर भाषेचा भाषाशास्त्रीय अभ्यास, भाषेचे व्याकरण, व्यावहारिक मराठी यांचा समावेश असायला हवा. यांत भाषाशास्त्रातील अनेक संकल्पना, भाषेचे कालिक व प्रादेशिक भेद यांची माहिती, विविध स्वरूपाच्या बोली त्यांची वैशिष्ट्ये, बोली व प्रमाणभाषा यांच्यातील संबंध, शुद्धलेखनाचे नियम, भाषेच्या शुद्धतेच्या कसोट्या, विविध व्यवहारक्षेत्रांत होणारा भाषेचा वापर, वक्तृत्व, सूत्रसंचालन, वृत्तलेखन, चित्रपट— टि.व्ही. मालिकांसाठी लेखन अशा विविध घटकांचा अंतर्भाव भाषाशिक्षणात व्हावयास हवा. दिनांक २७ फेब्रुवारी २०१२ च्या दैनिक लोकसत्ता मध्ये प्रकाश परब यांचा ‘उच्च शिक्षणातील मराठीचे स्थान अबाधित’ या शिर्षकाचा एक लेख प्रकाशित झाला होता. मराठी भाषेच्या भवितव्याविषयीचे अभ्यासपूर्ण चिंतन या लेखतून त्यांनी मांडले आहे. मराठी भाषा आणि संस्कृती यांच्या प्रसाराचे उद्दिष्ट्य डोळ्यापुढे ठेवून निर्माण झालेली विद्यापीठे व त्यातील मराठी विभाग कसे नापास झाले आहेत हे सांगून याला कारण मराठीचे उच्च शिक्षण परंपरेने साहित्यकेंद्री राहिले आहे, असा अभिप्राय त्यांनी नोंदविलेला आहे. पाठ्यक्रमांची रचना करतांना साहित्याव्यतिरिक्तही भाषाशिक्षण म्हणून काही असू शकते व त्याची समाजाला काही गरज असू शकते या बाबीकडे दुर्लक्ष करण्यात आले. बदलता काळ, जागतिकीकरण व समाजाच्या बदलत्या गरजा लक्षात घेऊन मराठी भाषेच्या अभ्यासक्रमातही काही बदल घडणे अपेक्षित होता. मात्र रुढ चाकोरीतून हा पाठ्यक्रम बाहेर पडू न शकल्यामुळे आज तो कालबाह्य व निरुपयोगी ठरत आहे. बदलत्या काळाच्या वेगवान प्रवाहात मराठी भाषेला टिकवायचे असेल तर मराठी भाषाभ्यासाला साहित्यकेंद्री पाठ्यक्रमातून बाहेर काढावे लागेल. विद्यापीठीय शिक्षण घेतल्यानंतर रोजगाराच्या शक्यता असलेल्या साहित्येत्तर म्हणता येतील अशा अनेक घटकांचा मराठीच्या पाठ्यक्रमात समावेश करता येवू शकतो. प्रकाश परब आपल्या ‘उच्च शिक्षणातील मराठीचे स्थान अबाधित’ या लेखात व्याकरण, भाषाविज्ञान, व्यावहारिक मराठी यांच्या जोडीने मराठीच्या पाठ्यक्रमात कोणत्या घटकांना स्थान असावे ते स्पष्ट करतांना म्हणतात, “प्रयोजनमूलक मराठी, भाषा तंत्रज्ञान, मराठीचा समाजभाषावैज्ञानिक अभ्यास, विविध प्रकारचे समाजोपयोगी कोश व व्याकरणे यांची रचना, मराठीचे संगणकीकरण— प्रमाणीकरण, लिपी व लेखन सुधारणा, मराठीच्या बोलींचे सर्वेक्षण व अभ्यास, विविध ज्ञानशाखांसाठी परिभाषा निर्मिती, मराठीचे प्रथम— द्वितीय भाषा म्हणून अध्यापन प्रशिक्षण व संशोधन, द्विभाषावाद, मराठीच्या व मराठी माध्यमातून दिल्या जाणाऱ्या शिक्षणातील समस्या व उपाय, बदललेल्या परिस्थितीत मराठी भाषेपुढील समस्या व आव्हाने, बहुभाषिक महानगरांमधील व्यवसाय संज्ञापन, मराठीतून ऑनलाईन व्यावसायिक शिक्षण इत्यादी या व अशा अनेक विषयांचा मराठीच्या संवर्धनाशी प्रत्यक्ष—

अप्रत्यक्ष संबंध असल्यामुळे औपचारिक शिक्षणात त्यांची काही तरी व्यवस्था लावणे आवश्यक आहे.” वर्तमान शिक्षण पद्धतीमधील भाषाशिक्षणाचे महत्व कायम रहावे असे वाटत असेल तर या पद्धतीचे बदल भाषेच्या पाठ्यक्रमात करणे आवश्यक आहे. आणि त्यासाठी सर्वप्रथम भाषेच्या अध्यापनाची जी उद्दिष्टे ठरविली जात असतात त्यामध्ये जाणीवपूर्वक बदल करणे आवश्यक आहे.

पदवीच्या शिक्षणक्रमात भाषा अध्यापनाची जी उद्दिष्टे ठरविलेली असतात त्यात भाषिक उद्दिष्ट्यांना प्राथमिकता मिळत नाही असेच बहुदा आढळून येते. रा.तु.म. नागपूर विद्यापीठ नागपूर व गोंडवाना विद्यापीठ गडचिरोली यांच्या मराठी भाषा अध्यापनाची उद्दिष्टे या निमित्त्याने लक्षात घेऊया. रा.तु.म. नागपूर विद्यापीठ नागपूर च्या इ.स. १९९९ मध्ये प्रकाशित साहित्य-विहार भाग-१, इ.स. २००० मध्ये प्रकाशित साहित्य-विहार भाग-२, इ.स. २००१ मध्ये प्रकाशित साहित्य-विहार भाग-३, या पुस्तकातील प्रस्तावनेत नमूद भाषा अध्यापनाची उद्दिष्टे पुढीलप्रमाणे-

१. मराठी भाषा आणि वाङ्मय यांच्या सर्वांगीण अभ्यासाची दिशा सूचित करणे.
२. मूल्यशिक्षण देणे.
३. निकोप सामाजिक दृष्टिकोन निर्माण करणे.
४. साहित्यक्षेत्रातील प्रगती व विषय विचारांची आधुनिकता लक्षात आणून देणे.
५. विद्यार्थ्यांच्या मनाची मशागत करून त्यांचा दृष्टिकोन जीवनाभिमुख व मानव्याभिमुख करणे.

यातील केवळ भाषा अध्यापनाची उद्दिष्टे फक्त दोन असून तेही स्पष्ट नाहीत. पदवी अभ्यासक्रमातील तीन वर्षे शिकवावयाच्या भाषेच्या पाठ्यक्रमाची फक्त एवढी उद्दिष्टे पुरेशी आहेत का? शिवाय ती तीनही वर्षांला सारखीच असणे कितपत संयुक्तिक आहेत. प्रथम वर्षाच्या भाषा अध्यापनाच्या उद्दिष्ट्यांचा विकसित क्रम पुढच्या वर्षात असू नये काय? की आपण अभ्यासक्रमाची आखणी करतांना उद्दिष्ट्यांचे विवेचन करण्याबाबत उदासीन आहोत? असे अनेक प्रश्न यावरून निर्माण होतात.

रा.तु.म. नागपूर विद्यापीठ नागपूर मधून नव्याने निर्माण झालेल्या गोंडवाना विद्यापीठ गडचिरोली च्या बि.ए. च्या अभ्यासक्रमांतर्गत इ.स. २०१२ मध्ये प्रकाशित अक्षरलेणी भाग-१ या पुस्तकातील प्रस्तावनेत नमूद केलेली भाषा अध्यापनाची उद्दिष्टे पुढीलप्रमाणे-

१. भारतीय संस्कृतीची ओळख करून देणे.
२. विद्यार्थ्यांच्या मनात सेवेची दशोन्नतीची तळमळ निर्माण करणे.
३. वैज्ञानिक दृष्टिकोन निर्माण करणे.
४. सामाजिक बांधिलकीची भावना विकसित करणे.
५. भाषेबद्दलची अस्मिता वृद्धिंगत करणे.
६. उत्तमोत्तम जीवनमूल्यांचे सम्यक संस्कार विद्यार्थ्यांवर करणे.

या सहा उद्दिष्ट्यांपैकी भाषिक म्हणता येईल असे फक्त एक उद्दिष्ट्य आहे. भाषेबद्दलची अस्मिता वृद्धिंगत करणे हे ते उद्दिष्ट्य, तेही पुरेसे स्पष्ट नाही आणि शिवाय ते पाचव्या क्रमांकावर आहे. यावरून आपल्या अभ्यासक्रमात आपणच भाषाभ्यासाला किती महत्व देतो ते स्पष्ट होते. इ.स. २०१३ मध्ये प्रकाशित अक्षरलेणी भाग-२ या पुस्तकातील प्रस्तावनेत नमूद केलेली भाषा अध्यापनाची उद्दिष्टे पुढीलप्रमाणे-

१. प्राचीन ते अर्वाचीन काळातील बदलत्या साहित्य प्रवाहांची विद्यार्थ्यांना ओळख करून देणे.
२. भारतीय संस्कृतीमधील उच्च मूल्यांची ओळख करून देणे.
३. वैज्ञानिक दृष्टिकोण वाढीस लावणे.

४. सामाजिक बांधिलकीची भावना जागृत करणे.
५. मराठी भाषेच्या वैभवाची जाणीव करून देणे.
६. थोर महामानव व विचारवंतांचे वैचारिक धन यांचा परिचय करून देणे.

यात एक भाषिक व एक वाङ्मयीन म्हणता येईल असे उद्दिष्ट्य आहे व चार इतर उद्दिष्ट्ये आहेत. यातही उद्दिष्ट्यांच्या मांडणीत विकासक्रम पाळला जातांना दिसत नाही. प्रथम वर्षाला भारतीय संस्कृतीची ओळख करून देणे, वैज्ञानिक दृष्टिकोन निर्माण करणे या उद्दिष्ट्यांचे विकसित रूप द्वितीय वर्षात दिसते जसे भारतीय संस्कृती मधील उच्च मूल्यांची ओळख करून देणे व वैज्ञानिक दृष्टिकोन वाढीस लावणे. मात्र प्रथम वर्षाला सामाजिक बांधिलकीची भावना विकसित करणे हे उद्दिष्ट्य आणि द्वितीय वर्षाला सामाजिक बांधिलकीची भावना जागृत करणे किंवा प्रथम वर्षाला भाषेबद्दलची अस्मिता वृद्धिंगत करणे हे उद्दिष्ट्य आणि द्वितीय वर्षाला मराठी भाषेच्या वैभवाची जाणीव करून देणे हे उद्दिष्ट्य या विकासक्रमात बसत नाहीत. भाषावैभवाच्या जाणीवेपेक्षा भाषेबद्दलची अस्मिता वृद्धिंगत करणे हे उद्दिष्ट्य वरच्या पातळीवरचे आहे, व म्हणून ते नंतर असायला हवे. इ.स. २०१४ मध्ये प्रकाशित **अक्षरलेणी भाग-३** या पुस्तकातील प्रस्तावनेत नमूद केलेली भाषा अध्यापनाची उद्दिष्ट्ये पुढीलप्रमाणे—

१. भारतीय संस्कृतीमधील उच्च मूल्यांची ओळख करून देणे.
२. वैज्ञानिक दृष्टिकोन वाढीस लावणे.
३. सामाजिक बांधिलकीची भावना जागृत करणे.
४. भाषेच्या वैभवातील ललित लेख, ग्रामीण व महानगरीय कथा, नाट्यछटा, लोकनाट्य, भाषांतरीत वाङ्मय, मराठी कवितेतील विविध काव्यप्रकार व प्रवाह यांची ओळख करून देणे.
५. थोर महामानव व विचारवंतांच्या विचारांची ओळख करून देणे.
६. व्यवहारात उपयोगी पडणाऱ्या घटकांचा समावेश.

यामध्ये द्वितीय वर्षाच्या भाषाभ्यासाची उद्दिष्ट्येच तृतीय वर्षाच्या भाषाभ्यासालाही ठेवण्यात आलेली आहेत. मात्र या तीनही वर्षांच्या पाठ्यक्रमात व्यावहारिक मराठीचा समावेश करण्यात आला ही समाधानाची आणि उपयुक्त बाब आहे. रा.तु.म. नागपूर विद्यापीठ नागपूर च्याही तीनही वर्षांच्या पाठ्यक्रमात व्यावहारिक मराठीचा समावेश करण्यात आला होता. मात्र गोंडवाना विद्यापीठ गडचिरोली च्या बि.ए. च्या नवीन सी. बी. सी. एस. पॅटर्न अंतर्गत तयार झालेल्या पाठ्यक्रमांतर्गत इ.स. २०१७ मध्ये प्रकाशित साहित्य सरिता भाग-१ या पुस्तकातून व्यावहारिक मराठीचा भाग पूर्णपणे वगळण्यात आला आहे. मराठी अभ्यासक्रम निर्मिती मंडळाशी याबाबत चर्चा केली असता व्यावहारिक मराठी व व्याकरणाचा भाग सत्र ५ व ६ मध्ये स्वतंत्रपणे घ्यावयाचा असल्याने तो यातून वगळण्यात आला असल्याची माहिती मिळाली. त्याचे स्वरूप कसे असेल ते नंतर दिसेल. मात्र सध्याच्या सत्र १ व २ साठी तयार करण्यात आलेल्या **साहित्य सरिता भाग-१** या पुस्तकातील प्रस्तावनेत नमूद केलेली भाषा अध्यापनाची उद्दिष्ट्ये पुढीलप्रमाणे—

१. भाषेच्या आकलनासोबतच साहित्यातील विविध वाङ्मयप्रकारांची ओळख करून देणे.
२. मानव समाजातील उच्च कोटीची मानवी मूल्ये वृद्धिंगत करणे.
३. सामाजिक ऐक्याची बांधिलकी निर्माण करणे.
४. अंधश्रद्धांची किल्मिषे दूर करून वैज्ञानिक डोळसपणा निर्माण करणे.
५. अखंड राष्ट्रनिर्मितीसाठी राष्ट्रभक्ती वर्धित करणे.
६. पर्यावरणवृद्धीची आस्था निर्माण करणे.

७. प्राणीमात्रांप्रती भूतदया निर्माण करणे.

८. समाज व राष्ट्राप्रती सजग व संवेदनशील विद्यार्थी घडविणे.

९. विद्यार्थ्यांची विचारप्रक्रिया गतिमान करून त्यांच्या जीवनविषयक जाणीवा अधिक समृद्ध करणे.

यात मांडण्यात आलेल्या नऊ उद्दिष्ट्यांपैकी फक्त एक उद्दिष्ट्य भाषिक व वाङ्मयीन आहे. म्हणजे नऊ उद्दिष्ट्यांपैकी फक्त अर्धे उद्दिष्ट्य भाषिक आहे. त्यातही केवळ भाषेच्या आकलनाच्या प्राथमिक उद्दिष्ट्याचा निर्देश आहे. व उरलेले आठ उद्दिष्ट्ये इतर आहेत. यावरून वर्तमान भाषाभ्यासाची स्थिती व गती आपल्या सहजतेने लक्षात येते.

विद्यार्थ्यांच्या जीवनात आमूलाग्र बदल घडवून आणण्याचे सामर्थ्य असूनही आज भाषा शिक्षणाला दुय्यम स्थान प्राप्त झाले आहे याला कारण आपली भाषाशिक्षणाकडे पाहण्याची भूमिका हेही आहे. भाषेचे सुद्धा शास्त्र आहे. त्यामुळे भाषेच्या शास्त्रीय अभ्यासाला भाषेच्या अभ्यासक्रमात स्थान असायला हवे. पाठ्यक्रमाची रचनासुद्धा बदलता येऊ शकते का? याचा विचार व्हायला हवा. सध्या गद्य आणि पद्य असे सरळ दोन भाग करून अर्धे पाठ व अर्ध्या कविता अशीच रचना बहुदा दिसते. पण ते कितपत योग्य आहे? कविता हा ललित साहित्याच्या इतर प्रकारांसारखाच एक प्रकार आहे. मग इतर सर्व साहित्यप्रकारांना अर्धी जागा आणि नुसत्या कविता या ललित साहित्यप्रकाराला अर्धी जागा देणे कालोचित ठरेल का? याचाही विचार व्हावा. शिवाय कवितांचा समावेश स्वतंत्रपणे किंवा वेगळ्याने करण्यापेक्षा पाठांच्या मध्ये मध्ये का केला जात नाही? अभ्यासक्रम शिकवितांना शेवटी अध्यापक कविता पाठ अध्ये—मध्येच शिकवत असतात. मग असा प्रयोग करायला काय हरकत आहे? यामुळे कविता हा सुद्धा इतर साहित्यप्रकारांसारखाच एक भाग असल्याची एकात्म जाणीव विद्यार्थ्यांना होऊ शकेल. व कवितेची जी धास्ती बहुसंख्य विद्यार्थ्यांना असते ती कमी होईल. मात्र तरीही भाषेची निर्मितीक्षमता व समृद्धी लक्षात यावी यासाठी थोडेफार साहित्य व उरलेला भाग भाषिक अभ्यास असाच भाषेचा अभ्यासक्रम असायला हवा. भाषेच्या अभ्यासक्रमातसुद्धा प्रात्यक्षिक परीक्षा असायला हवी. विद्यार्थ्यांचे वक्तृत्व, संवाद कौशल्य, सूत्रसंचालन, भाषेचा कलात्मक वापर, शब्दसमृद्धी इत्यादी अनेक बाबी प्रात्यक्षिकाच्या माध्यमातून तपासायला हव्यात. त्यासाठी भाषाध्यापकांनी प्रात्यक्षिक परिक्षेसाठी आग्रही असावे. तरच भाषाशिक्षणाकडे पाहण्याचा विद्यार्थ्यांचा दृष्टिकोन बदलविण्यात आपणाला यश येऊ शकेल. त्यासाठी सर्वप्रथम भाषेची उद्दिष्ट्ये व भाषेच्या पाठ्यक्रमाकडे नव्या दृष्टीने पाहणे आवश्यक ठरणार आहे.

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Teaching English in Tribal Gadchiroli District Challenge and Remedies

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Abstract:-

The low literary rate of scheduled tribes is a serious threat to Indian Education. This paper attempts to bring in the issues related to the “Teaching English in tribal Gadchiroli district: challenge and remedies”. In the present education policy language teaching policy in school education has emerged as a social and personal problem. And the quality of English language education in majority of Indian schools and especially in remote areas of Gadchiroli district presents a very shocking picture. Teachers’ language proficiency, exposure to language and materials are major concerns for ‘Quality English language learning,’ but in reality rural and tribal students’ situation is very difficult. They don’t have as much opportunities as city students’ have. e.g. Language Lab, audio and visual aids, modern technologies, and proper guidelines and what not. Generally rural and tribal students consider English as a subject not as a language. It is the main obstacle in their way. Majority of students read English only for the shake of examination. Actually they have fear of English because of mother tongue inhabitation. On the other hand, many Teachers don’t have long vision about to students’ life. They focus only on examination and the inappropriate syllabus and teaching method of English develops a negative attitude in Learners towards learning. It is clear that tribal learners are not motivated well though the government provides grants and develop scholarships for the acquisition of English language learners. The paper is based upon the problems and difficulties in the Teaching English in Tribal Gadchiroli district.

Introduction:-

Gadchiroli is very remote, tribal and socio-economically undeveloped district of Maharashtra state which contains multitude of culture, religion, languages and the 90 % of Gadchiroli district population lives in very low status area, the Poverty indeptedness and lack of infrastructure facilities. A large number of the tribal people remain unable to participate in the process of country’s development due to lack of language kills. It is severe in the case of S.T. who are socially and economically marginalized. Gadchiroli district has the largest tribal population in the vidarbha region of Maharashtra. The language is one of the barriers faced by the tribal students in their education. Very less number of students complete their schooling. The differentiability in their mother tongue and medium of instruction makes their learning difficult. According to Shukla (1994) the achievements of tribal students are lower than that of non tribal students.

- Students of the rural schools face a number of problems in acquiring English as their second language.
- Students find themselves unable to express in English.
- Students do not know proper pronunciations, spellings and grammatical rules.
- Students never realize the importance of learning English as a language.
- Lack of confidence in speaking in English.
- Some teachers have good accent, but they do not posses a good command over the

language.

Education is one of the primary agents of transformation towards development. It is an activity or process which may either improve the immediate living conditions or increase the potential for future learning. It may play an important role in bringing tangible benefits by developing the language skills of the people. Gadchiroli district which is primarily considered as a tribal area is not exception in realizing this fact. However, universal primary education to tribal is one of the major challenges which the Gadchiroli district is facing. It is an important issue considering the fact that tribals were denied equal opportunity in the past by the government and the policy makers. It is crucial and important for the development of tribal communities. Tribal students are trapped in an intergenerational vicious cycle of poverty, illiteracy and deprivation due to their primitive (shy) nature. Although various schemes and programmes have been started by the state government and the ministry of tribal affairs to promote English language acquisition in universal primary education, these programmes have not proved to be successful in tribal areas.

Challenges :-

Problems and Difficulties in the teaching of English:-

The teaching of English suffered a serious set-back in the post independence period. As Prof. Gokak has rightly observed, ‘The teaching of English in our schools is in chaotic state today. Pupils are taught English for about six periods a week. But it has been estimated that they hardly know 150 words by the time they join a university. They have hardly been able to learn one English word at the rate of one word per period. They do not know how to use the commonest structures of English’.

In the light of this careful observation it can be said that the condition under which English is being taught and learnt in our schools needs careful examination and it needs a revolution in the field of language teaching. In Gadchiroli district Marathi is compulsory language in the school education. Second language is Hindi and third, English. At home they speak their home languages like Adivashi Bhasha (Gondi Language). Hence they have to undergo additional stress in their lower classes handling three to four languages at the same time resulting in multiple inter-language problems in S.T. as well as lower classes community in Gadchiroli district. Due to this reason there are large number of learners who do not have any command English. Even the 10th class learners are still not able to read or write. Some of them even do not know the alphabets, spellings and basic structure of English language because of the heavy contrast between the mother tongue and English. For tribal learners the local environment is not favorable enough to create any linguistic bridge in the inter-language process. So the tribal learners who are considered as disadvantaged and backward are seen to be totally alienated from the school. The low literacy rate of S.T. is a serious threat to their progress. The lack of proficiency in English language is identified as a major obstacle in the education of S.T. learners. The inappropriate syllabus and teaching method of English develop a negative attitude in learners towards learning. Also the fear of learning a foreign language is one of the reason to stop their education because English language is a criteria rather than an option at higher level. It is clear that tribal learners are not motivated well.

Present Education System:-

Education in India is provided by the public sector as well as private sector with control and funding coming from three levels- central, state and local under various articles of the Indian Constitution. Free and compulsory education is provided as a fundamental right to

children between the ages of (6 and 14). The Indian Government lays emphasis on primary education up to the ages of 14. But scheduled tribes groups have traditionally lived in more remote areas of the country and in closer proximity to forest and natural resources. The remote and difficult geographical terrain inhabited by scheduled tribes has in turn resulted in displacement of poverty and heightened levels of exploitation through a system of bonded labour. The term ‘**double disadvantage**’ has been used to characterize the socio-economic and spatial marginalization of scheduled tribes in India and the other poor quality of infrastructure and teaching and curriculum that do not relate to the socio-cultural lives of the scheduled tribes nor teach about their.’

Problem of Tribal Education:-

➤ **Medium of language:-**

Language is one of the important constraints of tribal children which prevents them access to education.

➤ **Location of the Village:-**

The physical barriers create a hindrance for the children of a tribal village to attend the school in a neighbouring village.

➤ **Attitude of the parents:-**

As education does not yield any immediate economic return, the tribal parents prefer to engage their children in remunerative employment which supplements the family income.

Government Policies and Programmes for Tribal Education:-

The central advisory board of education set up during the pre-independence period of 1935 continues to play a leading role in the evaluation and monitoring of educational policies and programmes. The most notable are the national policy on education and monitoring of educational policies and programmes, particularly, the National policy on Education 1986. Before 1976 education was exclusively the responsibility of states, the central government was only concerned with certain areas like co-ordination of standards in technical and higher education etc. In 1976, through a constitutional amendment, education became a joint responsibility. Then the District Primary Education Programme (D.P.E.P.) was launched in 1994 as major initiative to achieve the objective of universalization of primary education. In the present education system English is made compulsory from the very first standard. This programme has resulted in significant increase in enrolment improvement, English learning achievement and increased community involvement improvements in classroom processes. The operation black board scheme was launched in 1987-88. But in Gadchiroli district undergraduate students lack necessary knowledge of English due to improper guidance from primary, secondary and higher secondary school level.

The PESA (The Panchayats Extension to Scheduled Areas) Act 1996:-

PESA has made it mandatory for the states having Scheduled areas to make specific provisions for giving wide ranging powers to the tribes on the matters relating to division-making and development of their community. A centrally sponsored government scheme of ashram schools exclusively for ST children from elementary to higher secondary levels was initiated in the 1970s, but the quality of education in ashram schools is very poor today. This has undermined confidence in education as a vehicle for social mobility.

The Janshala Programme:-

It is a collaborative effort of the Government of India (GOI) and five UN agencies UNDP, UNICEF, UNESCO, ILO and UNFPA. A community based primary education

programme aims to make primary education more accessible and effective, especially for girls and children in deprived communities, marginalized groups Scheduled Tribes/Minorities and children with specific needs.

The National Council of Rural Institutes:-

This institute was set up on 19 October 1995 as an autonomous organization fully funded by the central government to promote rural higher education on the lines of the principles of Mahatma Gandhi.

IGNOU:-

Indira Gandhi National Open University was established by an act in September 1985. It is responsible for the introduction and promotion of Open University for distance education system in the educational pattern of the country.

UG :-

Co-ordination and determination of standard in higher education is a subject of the union list and hence a special responsibility of the central government. The University Grants Commission (UGC) which was established in 1956 under an Act of Parliament to take measures for promotion and co-ordination of university education and determination and maintenance of standards in teaching English language.

Remedies:-

There are two approaches to the English Speaking-

- The traditional structural approach and communicative approach.
- The structural approach concentrates on the production of grammatically accurate sentences. The teachers should use structural approach in the classes and students learn to construct the sentences they can learn how to write the composition, story and dialogues. It means structural approach stresses on the ability to construct or forms of English language.
- Communicative approach concentrates the need of not only the written ability but the fact that it requires both spoken and written abilities.

Literacy Campaign:-

Proper literary awareness campaign should be organized to create the awareness about the importance of English education. Such literacy campaigns in the tribal dominated areas may be undertaken on a priority basis to literate the tribal.

Need-based Content of English Curriculum:-

The topics and messages in the present curriculum are really alien to the tribal kids. So there is need of total deconstruction of the content so that the context and the matter are rebuilt on the basis of local and familiar theoretical space. Introduce some important themes which got local specificity, cultural meaning, ecological validity like KIRTADS (Kerala Institute for the Research, Training and Development Studies of Scheduled Castes and Scheduled Tribes) which develop dictionaries in the tribal language. Apart from these (KIRTADS) gave biannual training to the teachers using developed text, books, work books, picture books on the basis of theme. Also, develop local friendly teaching-learning materials to help the students to learn easily.

The major activities of KIRTADS are-

- Developed a language lab for the theme.
- Created a reading corner.

- Created a laboratory corner.
- Collected the tribal songs, stories, tables and created cultural encyclopedia.
- Supplementary Teaching learning materials kit developed on the basis of theme.
- Developed picture work books, teachers’ hand books, chart and models.

Planning and Remedies:-

Good planning for the teaching and learning of English requires a high level of collaboration among all the teachers of the subject. Although in a few instances levels of co-operation and even communication between teachers are very low. The following strategies can be worked upon:

- A participative approach to planning for English.
- The sharing of resources and of expertise particularly in teaching strategies.
- The facilitation and promotion of good practice by an active co-ordinator.

Need and Utility (Importance) of Annual Plan:-

Annual plan for the teaching of English is very important and useful as follows-

It should be homogeneous, time allotment, appropriateness and evaluation. A daily lesson plan is also one of the parts of planning. It’s true, without planning it is just impossible to achieve the goals and objectives of language teaching. So planning is necessary to teach daily lesson.

Need of Co-curricular Activities:-

Organization of co-curricular activities for the teaching of English is the need of the hour. Because developing the communicative competence among learners is the desirable goal of teaching and learning of English. We need more than teaching, and the co-curricular activities satisfy pupils thirst of learning English. So the teacher should provide opportunities to learners through co-curricular activities. By arranging these activities the environment should be created to realize the creative potentialities of learners.

Conclusion :-

The tribes are essential gifts of our nature. Hence, it is our duty to bring them up as developed part of our society. They are also ordinary human beings like us. This is possible only when they have a language at hand which can bridge them to the larger world. Thus, English language teaching is to be focused more in the tribal areas for their betterment and active participation in the very remote tribal society in Gadchiroli District. This is possible only by creating more language teaching methods in the class rooms which makes the learning proper. Awareness is to be created among the communities to make them realize the importance of English language for them. The content and process need to be adoptable for the children of special needs. English is felt to be difficult due to the gap between the home language and school language and due to the gap that exists between the content of the curricula and the external context in which the tribal children live.

The problems might change after two or three years if steps are taken to make changes in the scheme and syllabus. But at present, we have to handle learners in the higher classes who lack even the basic level of competency. This is not a task which can be achieved through ordinary teaching or training. It requires adoptable approaches.

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Teaching English in Tribal Gadchiroli District : Challenges and Remedies

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Introduction

English has been taught as a second or third language in India. It has gained popularity as an international language. Even United Nation Organization cannot work without English. Therefore one cannot deny importance of English. It has become the most effective media of communication and proves very helpful in establishing international trade and commerce. Therefore one cannot work without use of English in an age of science and technology. Adequate knowledge of English is very essential to built up one's future life very prosperous. English has got an extra ordinary importance in this modern age. It is a need of every human being to develop basic language skills in English. As the first prime minister of free India rightly pointed out, “India cannot peep into the world without English.”

Challenges of Teaching English in Tribal Gadchiroli District

It has become very challengeable task to teach English in Gadchiroli District which is considered as a very tribal, remote, backward and naxal affected area of East Vidhabha. Most of the students admitted at UG level belong to tribal community. Tribal students do not have command over Marathi, then one can imagine what would be about English? The following are the challenges of teaching English in Gadchiroli district.

The first and the most important challenge of teaching English is the condition in which they entered at UG level. It means that their foundation of English is too weak to understand. Most of the teachers at the primary level never pay their attention to teach English. Only introduction of alphabets and some poems with action are taught up to fourth standard. The quality of teachers is very poor who were appointed only on SSC or HSSC basis in 1992 under the special action plan of the Gadchiroli district.

The second challenge of teaching English is the implementation of Right To Education Act of 2009 where it is clearly mentioned that no one will remain aloof from education between age group of 6 to 14 years and every student must be promoted to the next class. Teachers clearly misguide parents that no one will fail up to VIII standard and they need not worry about their result.

The third challenge of teaching English is the introduction of incentive marks at SSC, HSSC and UG level. There is no separate passing for theory and practical. Average passing marks include theory as well as practical. Therefore the students easily clear examination and same students are admitted at UG level.

The fourth challenge of teaching English is that students are not at all interested in English. They never pay full attention in learning English. They obtain minimum passing marks only to clear examination.

The fifth challenge of teaching English is that students always have fear of English. They are of the opinion that English is a foreign language which is very difficult to learn and that is why there is no need to study English. They remain totally indifferent to it.

The sixth challenge of teaching English is a lack of grammatical knowledge. It is said that one cannot write or speak a correct sentence in English without proper knowledge of

grammar. They are totally unaware about grammatical knowledge like tenses, parts of speech, articles, prepositions, narrations, voice and transformation of sentences etc... Therefore it has become very difficult task for English teachers to teach English to such students.

The seventh challenge of teaching English is the way in which they clear examination. Practice of using malpractices in examination is deeply rooted in their mind from primary level and same technique is to be followed up to UG level. Objective of education is only to clear examination and gain degree.

Another important challenge is the students' attendance in the classroom. Most of the students remain absent in English class and wander in the college campus. They spend time in the company of their friends.

Remedies for Teaching English in Tribal Gachiroli District

The following remedies will prove beneficial in changing the condition of English in Gadchiroli district

First of all, government should appoint full time trained teachers from primary level. It should be compulsory to work at anywhere in the district. Rules and regulations should be strictly followed. Teachers should also devote in upgrading students to a learning level. The syllabus prescribed for every class must be taught to the students. Teachers should also taste their knowledge through different tests so that poor and pathetic condition will be changed.

Secondly, teachers should never misguide about government's different acts like RTE 2009. They will always try to understand their economic position, ignorance and the condition in which they reside.

Incentive marks play a major role in clearing examination but there should be separate passing both in theory and practical. Then perhaps the quality of the students would change so that they would develop their future life and contribute their role in nation building.

Teachers should create interest among students to learn English. If the students are not interested in learning English, they would never learn it and their future life will come in danger. Lecture method in the classroom should be replaced by other methods. Various audio-visual aids should be implemented so that the students can create their own interest in learning this foreign language. Sometime humor must be created in relating to the subject so that the students will become fresh and perhaps start learning English.

Teachers must convince the students that no one needs to have fear of English. Every language is easy to learn including mother tongue. Every learner must create storage of vocabulary and basic rules of creating statements in English. He must try to compose simple and short sentences with the help of the basic guidelines given to him. Some difficult words must be explained with the help of different objects and pictures.

Lack of grammatical knowledge plays a vital role in English. One cannot either speak or write a single meaningful sentence without proper knowledge of grammar. Hence, every English teacher must prefer to teach grammatical rules. All rules of particular topic of grammar must be taught to the students. He should also practice grammar with the help of different sentences so that students can understand it.

Most of the degree colleges are situated in remote, tribal and undeveloped area. Students are not well equipped. The practice of using malpractices during the examination is deeply rooted in their mind from primary level. This procedure is continued only to increase an average rate of passing so that teachers annual increment would not stopped. There should not be the condition of minimum average of result so that the teachers perhaps would not worry for

government’s action and would not permit them to practise malpractices. This pathetic picture of clearing examination must be changed.

Government as well as college administration must be careful about students’ attendance. Average rate of students’ attendance is about 75 to 80 percentage for appearing in examination according to government’s norms but most of the students do not fit in these norms. Average rate of students’ attendance in the classroom is decreasing day to day. Some students never remain present in the classroom. They only fulfill all the college procedure and appear in examination. Therefore the college administration must strictly pay attention towards students’ attendance. If the attendance will increase, then a picture would be slightly different.

Lack of trained teachers is one of the significant reason in teaching English. If the teacher is fully trained, he would be able to teach English in different ways. But trained teachers’ mentality is not to work in tribal and hilly areas. He always tries to find job either at town or at city place. If everyone feels interested in town or city, then who will serve his duty in villages? There is a need to change this mentality of trained teachers. Everyone must be ready to serve his job either at village or at town place.

Factors Affecting English Learning of Undergraduate Marathi Medium Students from Gadchiroli District and Some Remedies

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Abstract :-

A variety of problematic factors affect English learning of undergraduate Marathi medium students from Gadchiroli district. These students have grown up in Marathi and Mardia Gondi speaking environment all along. They have minimal exposure to English. This affects their motivation to learn English. Undergraduate students of this district never see English being spoken anywhere outside the classroom. A majority of students have no satisfactory educational background and are first generation learners. Their socio-economic background, parental education and learning conditions affect their English. English teachers in Gondwana University mostly use traditional lecture method or grammar translation method. This method works a lot in this area and offers them sound knowledge in content but it prevents them in acquiring communication skill in English. The English teachers themselves belong to home society academic background which is not very different from the students. Various factors influence for English learning of these undergraduate Marathi medium students studying in various colleges of Gondwana University something has gone wrong in the assembly line of teaching and learning. It is the need of the hour to get acquainted with their problems and to try to fit them to cope with the competitive world around them. The present paper attempts to find out and study the problems of undergraduate students of Gadchiroli district regarding English and to make efforts to rectify the mistakes that have cropped up. The implementation of the suggestions given at the end of the paper may help society in general and students in particular.

Introduction :-

Today's world is a world of globalization, liberalization and privatization and English language is considered to be a global language. Knowledge of English is a demand of the time. English is very supportive for acquiring jobs and for developing personality. It is considered as a key to social, professional and financial opportunities. In the present scenario learning English has become indispensable not only for acquiring knowledge of various subjects but also for acquiring an excited status symbol in society. English is the passport for the better career, better salary, advanced knowledge and communication with the world.

India is a multilingual country with a large number of prestigious and developed languages tend to encourage people to use English in interregional communicative contents due to common bond between linguistically diverse people. Hence the teaching of English has been made compulsory at the university level irrespective of the fact whether the students come from urban, semi-urban or rural area.

Gadchiroli district is situated in the east remote corner of Maharashtra. This tribal district has 12 Talukas which are yet educationally backward. There is no doubt that we Indians have tremendous benefits from our knowledge of the English language. But at the same time, English continues to be a 'Killer' subject. Generally, the students from non – English medium classes find themselves unfit to cope with the competitive world around them. Lack of knowledge of English language stymie their prospects to higher studies and better jobs. The claim to education for all is a hog wash considering the fact the majority of graduates and post graduates are

handicapped in the use of the English language. This fact is really true of the students of our tribal Gadchiroli district. This is a sorry state of affairs. There is system failure and systemic failure. English teachers of this tribal district need to examine conscience to see whether their efforts are short enough to teach English to this mass of disadvantaged students and to see whether they do rightly.

English in Present Education System :-

In the present education system, English is made compulsory from the very first standard. But a noteworthy thing is that the primary teachers do not give students the basic scientific knowledge of English. It is an established fact that the students from English medium school can cope up with subject quite efficiently, but what about the students from vernacular mediums? English is now being taught from first standard so that this will increase employment opportunities and the social standing of our children. However, it is universally acknowledged fact that the whole teaching-learning process up to graduate and even at a post-graduate level is not very effective in imparting the desired linguistic skills among the learners. Most of the students accomplish their schooling in their mother tongue. Though they attain heaps of marks in core subjects as well as in English but they have an unknown fear for English even today.

It is a tragedy that the learners of the rural area lack knowledge of English and communication skills. Students from urban and semi-urban area are efficient enough to acquire considerable command over English as compared to the undergraduate students of rural area. They have less exposure and less knowledge of the language and expression. They remain totally deprived of the proper teaching, atmosphere, circumstance and guidance. Therefore they have apathy for this language. They avoid attending the classes because they feel the teaching pattern burdensome and boresome.

English in Gadchiroli District:-

In many primary schools of Gadchiroli district untrained teachers are working while many primary and secondary school teachers do not possess sufficient professional knowledge of English. Due to this, they fail in developing students interest in English. As a result the students up to 12th are unable to write, read and speak English correctly which are three major aims of learning any language.

Undergraduate students of this rural and tribal area lack necessary knowledge of English due to improper guidance at secondary and higher secondary schools. They think that English is not their natural language, it is labelled to them compulsory against their wish as it is compulsory subject at under graduation.

Socio-Economic/ financial background of students:-

The problematic factors which affect undergraduate Marathi medium students of Gadchiroli district are their socio-economic background, parental education and learning conditions. They have grown up in Marathi and Madia gondi speaking environment and have less exposure to English. Intrinsicly, they may feel urge to learn English, but there is very little support to their efforts from their predominantly agrarian semi-urban labourers and daily wage workers. Their parents are illiterate and hence the students performance lacks parental supervision and guidance which is very necessary at the juncture of their education. 20% of the boys and girls studying in degree colleges in Gadchiroli district are sent for work on daily wages which affect their education very dearly. These students think that it is tough to study English and it is beyond the reach of their understanding.

These young students come to the colleges with a misconceived notion that English is a killer subject. It is observed from the interactions with the students and English teachers that the performance of the students in English whose parents are literate and are employees and belong to middleclass is better than that of the students whose parents are illiterate and belong to lower middle class. Literate parents meet the teachers and enquire about their son/daughters progress and behavior in class and can guide their children, if necessary. Thus, socio-economic factor is responsible for these students in remaining poor in English. So the first and the foremost factor is socio-economic background of the students’ family. As most of the parents are illiterate, they cannot direct their son/ daughter in daily routine though they aspire for their children’s future prospects.

MotherTongue Problem:-

Dr. G. Rajgopal ESL, Hyderabad found out that the knowledge of the mothertongue is in fact helpful and useful resource and not a hindrance which a teacher of a second language such as English teacher can effectively use in her/his instructional activity. The knowledge of mothertongue and its uses are helpful inputs into the process of learning English.

Majority of students complete their schooling in mother tongue Marathi which is a regional language of this area. Marathi is their medium of instruction. The methodology of English language teaching in the colleges of Gadchiroli district is bilingual or translational method. The teachers simply translate everything into Marathi and explain them on the name of translational or bilingual method. Though this method works a lot in this area and offers them sound knowledge in the content, it prevents them in acquiring communication skills in English which has become the norm of the day. Students of this district speak English like the pronunciations in Marathi, this is mother tongue interference. Due to unavailability of natural resources, the students have to keep in check the habits of Marathi language to produce new sounds and structure. The patterning in two languages differs and the students’ conscious efforts in arranging words results in literal translation resulting in ungrammatical structure. The undergraduate students of this district are taught English through grammar translation method. This method makes them dependent on their mother tongue. English is not our mother tongue, it is something beyond their understanding, they feel.

English Teachers:-

Degree college English teachers from Gadchiroli district have post-graduate degree in English. But they are unlikely to have acquired any type of professional training to teach English. They are perhaps able to talk about English literature, but they would not be able to teach the English language although this is what they are required to do. The teacher student ratio in this district is approximately 1:60 or more and hence it is impossible to keep watch on every student. Undergraduate students cannot hear English being spoken anywhere outside English classroom and hence the English that gets used inside it happens to be the English which gets eventually learnt. This puts a heavy expectation on the part of the English teachers’ own proficiency in English.

English teachers teaching in various colleges in Gadchiroli district try to give their best, but it is found that in spite of the devoted efforts of the teaching fraternity of this district, Marathi medium undergraduate students find themselves at periphery as far as realities of our undergraduate level teaching circumstances and given the issues that concern good teaching of English, we may ask a question where is the problem-is student the problem? or could ‘Teacher’ be a problem?

Lack of Confidence:-

Reading, writing, listening and speaking are fourfold objectives of teaching language. Many undergraduate students of this district are not efficient in writing, reading and speaking. They are unable to write correct English. They make mistakes in grammar, spelling and punctuation. In reading, they are imperfect. Most of these students fail in English communication. They are lack of confidence as they don't have proper diction. They suffer from fear and hesitation. They lack the confidence to speak in English. Their expression in English is weak. The reason is that they have been taught English through grammar translation method. This method makes them dependent on Marathi. Whatever they read, they translate it into Marathi. Many of these students attain flying marks in subjects other than English. When they are asked about their fluency in English, maximum students answer. 'I am good at English grammar, reading, writing but by oral English am very poor. I can't speak English well'. For them, English is a hard nut to crack. Among them, there is a familiar cry- they are lacking some basic skills. This basic skill is a skill of communication. All this makes matter worse and English takes them on back seat. To develop English competency among our students is really a hard risk but at the same time it is necessary and also helpful.

Fear of English:-

Students of Gadchiroli district are extremely effective in Marathi and can carry out all their tasks very effectively in it. But they have unknown fear and hesitation for English. People of surrounding area tell them that English is a difficult subject and a very hard language to learn and so they are in constant fear of English. Armori, Wadsa (Desaiganj) and Gadchiroli are educationally advanced Talukas in district while other Talukas lack knowledge of English and students of these Talukas are comparatively weaker in the use of communication skills. English is their second language. Psychological factor influences second language learning to a great extent.

Methods of Teaching English:-

The teaching and learning of English encounters many difficulties and concerns. Teaching continues in Gadchiroli district's degree colleges to be through the lecture method, bilingual and grammar-translation method. Students do not interact with the teachers. Only a few students are capable to face English teachers and have courage to talk with English teacher into English. In all the colleges from Gadchiroli district, lecture method is running after completing the syllabus and students are running after passing examination. Traditional lecture method is sleep inducing and boring. Teachers are not looking for something exciting and motivating. The chalk and talk method is insufficient to cater the demands of the students.

Grammar-translation method makes students dependent on their mother tongue. Whatever they read, they translate it into mother tongue. Students of Gadchiroli district have either Marathi or Hindi as their medium of instruction. The methodology of teaching English language in colleges is bilingual. It is also called as translation method. Here a teacher plays a role more as a translator than a genuine English teacher. Hence virtually there is no much difference between Marathi teacher and English teacher.

Education System:-

An important factor which affects English language learning of undergraduate Marathi medium students from Gadchiroli district is the education system itself. There are primarily four skills involved in English language, i.e. listening, speaking, reading and writing. These students have not been tutored and trained in these skills. The focus is always on reading and writing for

long ages. But listening and speaking skills which play greater role in communication have been neglected and ignored. Thus our education system lacks an important dimension. It enables the students to concentrate on reading and writing only. The final examination does also test mainly on how good their memory is.

The maximum number of English teachers of rural and tribal Gadchiroli district are also the product of same education system. They have passed their B.A. in the colleges from Gadchiroli district and then went to Chandrapur, Nagpur, Amravati or Aurangabad for post graduation. In the present education system we have given a lot of importance and information about literature and humanities which the students learn by heart. But this is only a memory test, not a test of language. The examinations are not language oriented. Thus these students are deprived of speaking abilities because they have not been properly guided in listening skills. This is the reason why these undergraduate students are not able to speak and learn English in proper manner. The students’ focus is mainly on passing examinations and acquiring degrees.

Syllabi/Pattern of Question Paper:-

The syllabi at undergraduate level is generally literature oriented. The students needs are not well documented, not taken into consideration when syllabus is prepared, specially at university level. It is full of traditional grammar, language and literary items. It is found that the undergraduate Marathi medium students of this district are ignorant about the primary level knowledge of English. These students don’t know even the spelling of the words, such as, English, structure, farmer, grammar, doctor, history, geography, communication, picture, literature, knowledge etc. They do not differentiate between the words such as pen and pain, check and cheque, leave and live etc. The correct pronunciation is beyond their limit.

Evaluation in English is also another great problem. The traditional evaluation process measures only the knowledge aspect of students and does not measure their skill. The examination puts a lot of premium on role of learning rather than language mastery. The testing of student is done in written English whereas emphasis must be on spoken English. The hackneyed, stereotyped and traditional pattern of examination aims at learning English not as a language but as a subject. Graduation level English paper is content based where these students are supposed to solve grammatical problems or supposed to write answers based on prose or poetry. Students cut short their syllabus accordingly and start their preparation only a few months before the exam. It is high time to rethink on the existing English language syllabus. The design in curriculum should be designed in a more practical way so that we should know how to use English language in our daily life.

Towards Remedies:-

It is necessary to have the joint efforts by the university, teachers, colleges, students and parents in order to improve the competence level of communication skills among our rural youth. Slowly but steadily efforts from all these components to fluent English would definitely develop these students’ competence in English. English learning of undergraduate students from this tribal district can positively be improved if we implement the following suggestions to a satisfactory extent.

- Students from Gadchiroli district are generally from weaker financial sections. They have no exposure to English except in English class. These students have to communicate with each other into English at home. This means they should use English in and outside the classrooms. This would surely gain their confidence to speak English.

- Teacher should take initiatives for creating English atmosphere in and out of college. Students may be taken for outdoor visits to create more and better chance to speak in English. Teachers should motivate to try to write and speak correct English.
- The strength of students shall be checked from the present hundred plus to half of that for effective teaching and learning. No teacher can supervise 100 or more students at once in a period of 50 minutes. The strength of the students in class should be reduced to 40-50 or should not exceed 55-60.
- Learner centric teaching method should be implemented to activate students in classrooms. Verbal English should be given priority. English language teacher should play the roles more actively and effectively as guides, coaches, monitors, tutors and facilitators. The collective efforts on the part of intelligentsia and genuine hard work by the English teachers together can lead these rural students achieve success in English.
- Audio-visual aids should be used to generate interest among these undergraduate students. English teachers can use various teaching aids in modern times. Now with the progressive advancement of technology, English classrooms should be supplemented by the blessing of educational technology. Televised lecturers, audio tapes, computers, language laboratories are not dreams now. These teaching aids can be used in the classroom process.
- English teachers of Gondwana University should attend regular training programmes.
- These should be a change into a need based syllabus. The syllabus need to be restructured, it should focus on spoken form of language. The curriculum should be designed in more practical way so that we know how to use English in our daily life.
- Teacher should take efforts to have his own perfection in grammar, pronunciation, spoken English, articulation, knowledge of words, capacity for language use, appropriateness, fluency and other related factors that determine English learning of students.
- In the colleges of Gadchiroli district, the success percentage of compulsory English and English Literature paper is less than 50% and so the remedial teaching may have to be resorted to in the form of additional classes to help slow learners to cope with English.
- The golden method of teaching English is to use a mix of the translation method and a spatter of English. Unless a teacher uses English in the classroom, how can students pick up a correct pronunciation, tone and intonation. English teacher should not only speak in English intermittently but also encourage students to speak small correct sentences which could be related to their daily routine, Let us keep in mind that a liking for a language can be developed only by making the whole teaching-learning process interesting.

Conclusion :-

In a nutshell, a variety of factors influence English language learning of undergraduate students of this tribal and rural Gadchiroli district. English teachers of this district need to focus on all these aspects before starting classes. The positive attitude of the undergraduate students from this district to English and learning English can bring major changes in the English acquisition.

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TEACHING ENGLISH IN TRIBAL GADCHIROLI DISTRICT: CHALLENGES AND REMEDIES

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ABSTRACT:-

In India, English is the symbol of modernity which permit to growth, prestige, and power. The phenomenon of globalization is joined with the English language. The English language is the source of deep knowledge. In India, its teaching is being demanded from the very first standard whether pupil belongs to any social strata. It is taught as a second language in India. Some reasons to extreme growth in the demand for English includes- the growth of middle class, rapid urbanization of the higher education and changing employment trends. Its roots have been fixed in India except in some tribal and interior parts of the country. The teacher is the only knowledge source for tribal students. It is very difficult to teach English in such area. Whereas metro cities have accepted English as their part of life, at the same time teaching English as the second language still remains a great problem in the tribal area. The paper presents the challenges and the remedies of teaching English to the tribal students of the Gadchiroli district.

INTRODUCTION AND THE IMPORTANCE OF ENGLISH :-

The teaching of English is the worldwide phenomenon. The English language was introduced in India in the 16th century when East India Company came to India for trade. The English language was the language of traders but they found difficulty to communicate with Indians. Gradually the British started to rule over India and the status of the English language underwent a sudden change in the 18th century and it became the language of British administration. Indians accepted English as their own language. The teaching of English language had been started in early 1800 through Christian Schools. Macaulay's Minutes of Indian Education (1835) advocated the use of English to produce (through the medium of English education) a class of persons “Indians in blood and colour but English in taste, in opinions, in morals and intellects. Now-a-days, the English language has become the part of smart/global personality and in India it has become the center of all languages. India is a multilingual country with a number of languages. 22 official languages are mentioned in the 8th scheduled of the Constitution. Though English is not part of the scheduled languages, but it has been accorded the status of associated official language at the national level. English is the major language commonly used in offices, industry, business and preparation of professional courses. In India English has been taught as a second and compulsory language along with regional languages. In the state like Maharashtra English is a compulsory subject from 1st standard.

ABOUT GADCHIROLI DISTRICT:-

The present paper elucidates the English language teaching, its problem and solution / remedial among the tribal students of Gadchiroli district. Gadchiroli district is well known as the tribal district. 39% population of the area is tribal. The tribal population of the Gadchiroli district uses Marathi and Gondi dialect for communication. The use of English is almost zero. Since independence utilization of English has been increased and from last two decades with the establishment of English medium schools and senior colleges, the importance of English language increased in Gadchiroli district also. But this development is limited to students from the well cities and families. Here the discussion is about the tribal students who belong to the

Marathi medium school and who have been living in the most interior area of the district. Marathi is the language of instruction in the schools and colleges.

FEAR OF ENGLISH AMONG TRIBAL STUDENTS:-

The English language itself has a ghost life in India. For the tribal Marathi medium students English is the biggest enemy. Students do not have confidence to speak in English. Grammar is the toughest part. Students themselves believe that they cannot understand English, cannot understand grammar. Learning English, it seems, is a nightmare to them. Students are pessimistic towards studying English.

ACTUAL SITUATION AND PROBLEMS OF TRIBAL ENGLISH LEARNER:-

There is hardly any student of Marathi medium school of Gadchiroli district who can write a correct sentence and can read English fluently. The observation of the student says that a number of students neither write even dictated words nor pronounce words properly. It becomes hard for tribal students to study and learn British language. Many students pass their examination without having proper knowledge of the syllabus. For them, cram is the best solution for passing the examination. These tribal students of Gadchiroli district have many problems regarding English like vocabulary, grammar, pronunciation, lack of communication skill, lack of environment, lack of support. The tribal students of the Marathi medium schools belong to lower and middle strata of the society. Not only the students but also the families and relatives of tribal students are unaware of the learning and importance of English. They believe that they have to study English to pass the examination not to gain any skill. Students are not able to communicate effectively due to lack of confidence, lack of attitude and subject knowledge. The learners are apathetic not only because of the system but also their cultural variation, long kept habit, interest, and fear among students as well as families. The above-mentioned situations are found because learners show poor motivation and the mindset of the tribal students.

THE MAJOR PROBLEM AND REMEDIES OF SPEAKING ENGLISH:-

The major problem of teaching English is to change the mindset of the tribal students or we can say of those who do not want to change. First, it is a very tough task for an English language teacher to bring educational/behavioral change among them because many things depend on the socio-cultural background of parents and relatives. Sometimes tribal students do not get proper motivation from the teacher. Teacher's motivation contributes more to teaching-learning process. The reason behind students' lack of interest in learning English is some educational teaching method, technique teacher's attitude is also responsible. In Maharashtra English is the compulsory subject from first standard. But the problem of ZP teacher is that one teacher has to handle all the subjects. Many teachers did not study English Literature at their graduation. Though students get familiar with the subject, but not with process of basic knowledge. Some of the teachers are neither familiar with the new technique nor ready to learn a new technique. Because many consider that English subject is to be taught all the higher level. While teaching English, teacher must know the aims of teaching English and must teach English.

Innovative method and creativity in teaching English change students into true learners. Faulty and traditional Translation Cum Grammarian Method, Deductive Method are used by many teachers. The new technique is avoided by them. Even sometimes teachers' attitude towards the tribal area and tribal students is different. But, it is also found that not only the students or teachers attitude but also the materials contribute most to make the English teaching and

learning monotonous in the tribal area. Material includes policies, funds, insufficient time for English subject, inadequate space, audio-visual devices, textbooks, syllabus etc.

INADEQUATE TIME, SYLLABUS, EXAMINATION PATTERN: -

The different state governments follow different policies at primary level. For the senior level less number of lectures have been allotted in a week. The time is not enough to teach in a proper way. To keep in view the Gadchiroli district tribal student's need, it is impossible to teach them thoroughly and technically. Tribal students have many problems regarding English so the teacher must take an initiative step, should engage extra classes. The pattern of the syllabus is also big problem for teacher and student. Some of the Universities like Gondwana University Gadchiroli have changed syllabus and paper pattern. 100% theory paper pattern is not more beneficial. The Gondwana University has given more importance to the communication skill, grammar and vocabulary building. Oral Examination is also made students more confident and creative. Such technique should be followed at the primary and high school level. This technique makes students as well as a teacher more fruitful in their subject knowledge. The syllabus should be made according to the tribal students need. The student who can memorize well is said to be a brilliant student. But it is also a very big task to make separate syllabus and examination system for the tribal students. The overcrowded classroom is also the biggest barrier while teaching-learning English. To keep in view tribal students' needs, each student needs special and individual treatment. But, it is not possible to make direct communication with every student.

PROBLEMS OF ARTS, SCIENCE, COMMERCE AND HOME SCIENCE STUDENTS:-

At the senior college level, there are different streams like Arts, Science, Commerce, Home-Science having different problems. English always stays as of a stranger in the mind of the tribal learner of the Gadchiroli district of the Arts stream. Very less number of tribal students chose English subject for their post-graduation. Most of the Arts students underestimate themselves regarding English. If we talk about the Arts student, it is observed that many students fail in English or get least marks. Tribal students belong to Marathi medium school. They belong to a very interior part so the internet facilities are also not available. These students do not have the confidence to communicate with a new person even in Marathi. The teacher is the only connector between them and English and that's why teachers of Arts have many responsibilities towards tribal students. The teacher must try to improve their confidence and communication. The students of science and commerce stream have different problems. Most of the time it has been considered by parents, relatives, and friends that English is the secondary language and that is why science students become irresponsible to study English. Science and Commerce stream syllabus has been arranged according to their need. Students do not give proper attention towards the study of English. Their communication skill is better than most of the Arts students, in the graduation. English is compulsory subject but percentage do not include in the final percentage. That's why a student attempts examination to pass the exam not to attain any language skill. If we see the global new modern world then the most professional courses are related to science and commerce stream. In real, language is more beneficial for Science and Commerce students. When the students of Gadchiroli tribal area look for a good job, very few get success because of the lack of communication skills. Such problems are also found among the students of Home-science. Science doesn't need grammar so the habit of students becomes a problem in writing and also speaking. The syllabus is also based on according to the stream like

98% syllabus of English in Commerce is based on entrepreneurs and their life. It is good for motivation to the students of the tribal area, but sometimes it becomes monotonous.

UNAVAILABILITY OF LIBRARY AND TEXTBOOKS:-

The major problem in teaching to the tribal of the Gadchiroli area is the unavailability of library and textbooks for teachers as well as students. It is very difficult to get standard resource book due to unavailability of the library in the tribal area. The students and teachers can get enough place where they can sit and study. In such condition, the teacher is also unable to work hard on the subject. In this regard teacher should make contact with management or the local government body to provide good textbook and other sources to the students. Thus, there will be healthy educational atmosphere among tribal students of Gadchiroli district.

USE OF AUDIO-VISUAL DEVICES: -

The less use of audio-visual devices and the use of traditional way of teaching that is lecturing and dictating will not be advantageous for the tribal student. The problems of tribal area students are that they cannot comprehend simple words at graduation level but they can understand if the words are translated in their mother tongue. It means they know the images. Every English teacher who works at Gadchiroli district for the tribal student has to utilize audio-visual devices during teaching. But the use of audio-visual devices is ignored because of the lack of motivation. Many schools and colleges in the tribal area are mostly unaided where the educational quality is very pathetic. It is because of lack of teaching aids as well as part time teachers with the low salary etc. But, teaching should be a passion, not a profession. A good teacher always uses audio-visual aids because it has the capability to stimulate senses. Use of these devices means significance gain in informational learning, retention, and recall, thinking and reasoning, personal growth, and development. If we use this device the tribal students will get attracted towards English and if the process of understanding is started in them, then, they can motivate themselves and participate in the class activity. There are some colleges which do not provide standard audio-visual devices, but the teacher can create useful materials like pictures, charts, models, boards, etc. with the help of students and vice-versa. This would be a mind game and this material will be useful for their learning English.

TEACHING METHODS:-

The use of age-old teaching method is also a culprit to make students uninterested and inactive. With the use of such methods and techniques teachers will never be able to attain the aims and objectives of teaching English and they will never be successful in making the tribal students true learners. Every tribal student has the privilege to come in contact of the globalization. To teach the grammar rules through grammar translation method is useful only on paper. But during the communication, it is failure. While teaching English to the students in Gadchiroli district, teachers must follow a communicative approach which is useful along with audio-visual aids. The communicative approach means not only to study the grammatical rules of a language but also to know, how, when and where to use the sentences. Communicative approach works as the function of a language rather the rules. Teachers should use Drill Technique whether it may be at primary or graduation level. Drill method will be very fruitful in Gadchiroli district where tribal students can improve their vocabulary. Other technique which can be used to improve the communication is a Word Technique. The teacher can give specific pattern and basic construction, then the student has to utilize those words in the same construction. The teacher should provide word game like to find out other words from the given

word, little dialogues, role play. If a teacher can utilize this technique there will be less problem about communication among the tribal students.

LANGUAGE LABORATORY: -

In the 21st century teaching of English, Language Laboratory has taken center place. It is a very useful laboratory to attract the interested and uninterested learners of English. Language laboratory is designed to improve the pronunciation, intonation, and fluency. Language Lab is the sound-proof room including teacher-student unit and latest language software. The tribal student is unable to pronounce and memorise words properly because of lack of practice in past. But in the language lab under the guidance of trained teacher, they can come over their problems. The teachers can record their own lectures in the computer and students can listen to the same lectures according to their needs. It is also beneficial to check and evaluate teacher's own performance. Along with students, the teachers must improve pronunciation, a voice in the language lab.

CONCLUSION:-

To become a successful and generous teacher in the tribal area, teachers have to manage the lesson planning to keep in mind the problems of tribal students. The teacher should make the use of Gondi dialect, the mother tongue of tribal people, if needed. While teaching English teacher must encourage and improve motivation among students. Always take tribal students into confidence who have English problems. The teacher must allow them to answer in one word or a group of words. Make the classroom friendly. With all the problems discussed above, it is found that lot of responsibilities of the tribal student are thrown on the shoulders of the teachers to make their teaching interesting and fruitful. Here, in Gadchiroli district, teachers should not only possess higher education, innovative technique but also they must be psychologically and whole-heartedly devoted towards tribal students' education.

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Factors Affecting the Language Learning Experiences of Students of Gadchiroli

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ABSTRACT :

India is a country of villages and the major proportion of Indian population resides in villages. Therefore the primary concern of every Indian should be rural development. Quality education is the only measure that can ensure proper growth and the all round development of students, consequently enriching the area\ society they represent. In this paper, I have tried to explore the various problems which the teachers and students face while teaching and learning English language in Gadchiroli district and also suggest some remedial measures for increasing student’s interest, participation and to assure overall improvement in their English language.

KEY WORDS :

Education, English Language Teaching, Factors Affecting language learning, Teacher’s Training.

INTRODUCTION :

Since time immemorial, education has been considered as the most effective tool for human development. The Kothari commission made a demand, ‘We want Education for life and Education for all.’ It means equal opportunities of learning should be provided to every student, irrespective of their Rural or Urban background. The teaching of English language in Gadchiroli District at all three levels i.e. primary, secondary and degree level is still a difficult task. English is taught as a compulsory language and from the very first standard, still the outcome is unsatisfactory Today in this world of competitiveness the knowledge of English is must and the rural students who seek admission into the B.A. Course opt for English because they feel that they can improve their English. Further, they perceive English as the window through which they can get better jobs. Therefore, the teachers teaching at degree levels are confronted with the students who have a little knowledge of English and they face an uphill task of bracing up the students to face the challenges of the competitive world. This implies that the students be taught both the hard and soft skills as well as the communicative skills of reading, writing, listening and speaking.

Major factors Affecting English Language-Learning of students in Gadchiroli District:-

Though there are many issues relating to English language-learning in Gadchiroli district I have tried to highlight some of them.

Cultural Factors:-

There is no such thing as human nature independent of culture; studying a language in a sense, is trying to figure the nature of another people. If we turn to the relationship between culture and language, we see some remarkable comment from Sapir, “language, race and culture are not necessarily correlated.” The role of culture in the learning process has a humanizing and a motivating effect on the language learner and the learning process. In Gadchiroli district most of the students come from tribal background; they have great love for their local language (Madiya & Gond) and they study English language like a burden and only to pass the Exam.

Psychological Factors :-

Most students of Gadchiroli district belong to backward class. Their parents are uneducated and poor, which has a great psychological and negative impact on them. They are totally deprived of any positive help from their parents or friends and there is no healthy atmosphere for learning available to nurture and nourish them. Due to this most of the rural students are slow in learning, they develop inferiority complex, their confidence level is very low and there is a feeling of negativity and unworthiness that hinders their learning. Naturally, a large number of students are first generation learners who lack capacity to use the instruction or the library because of their inadequate knowledge of English.

Economics Factors:-

Many students have poor Economic background. They are earning while learning. They have to work in fields with their parents. As I am teaching in Women College I know that female literacy is extremely low in Gadchiroli district and the dropout rate among girls is very high and normally girls are more burdened with household chores. Due to poverty of parents students are expected to earn for their family fulfilling both responsibilities of earning and learning. Students mainly focus on the subjects that are easy for them as they are written in their own language i.e. Marathi instead of learning English which requires more effort and time.

Remedies:-

Language learning whatever way it occurs be it in a naturalistic or in an instructed context, takes time and is a laborious process. Following are the remedies through which we can increase students' interest and participation.

Role of Teacher:-

Teacher is the only source for rural students to learn English language because their parents are uneducated. So a teacher should be dedicated. He/she should rise above caste, religion, ideology etc. and deliver knowledge that uplift the interest of students for learning English language.

Pronunciation matters:-

Every thing teachers speak in front of students matters. Teachers should be aware of the importance of their own language, grammar, pronunciation, choice of words, levels of formality, idiomatic expression etc. and its influence on their students.

One of the major areas of concern in development is pronunciation. Good pronunciation enhances learning of language. In most of our colleges, 'teacher talk' is the only exposure to English for rural students. Therefore, the more effective a teacher's pronunciation the greater his effectiveness and utility and students will want to imitate the teachers and to improve their pronunciation and ultimately it will improve their English.

Teachers' Training & Development:-

In the academic life, it is a teacher's role to mentor a student in every possible way. In Gadchiroli even today teacher is the only resource for English language learning, so It is very much essential that a teacher must have good command on language and if he is lacking those qualities then he should be given training for that. Gondwana University should come forward and arrange such types of small training courses to train the teachers.

Use of Literature in Language Learning:-

Literature can be a powerful source for learning language. It plays a vital role in developing language skills. Video clippings of dramas can be shown to the students. Some poems that are prescribed in the syllabus of B.A. by (Gondwana University) written by Indian writers are very helpful. For e.g. 'Night of Scorpion' by Nissim Ezekiel explains the typical

village scene and our students understand it very easily even though it is written in English Language.

Conclusion:

The rural students lack vocabulary. They try to avoid speaking in complete sentences because they are unfamiliar with the sentence pattern of English. It is a fact that rural students do not lack in comprehension. They understand whatever is spoken to them but they are unable to respond. This makes them feel small. The sensitive one may develop a complex when they see their peers who are well versed in English. Generally these students tend to keep silent when any question is posed to them, or they simply nod. They keep silent due to the fear of either being laughed at or because of the fear of committing mistakes. Hence the student should be taught to construct simple sentences, he should be told to talk in English but not with an accent or in the manner that Englishmen speak.

Raja Rao writes in *The preface to Kanthapura*, “We are all instinctively bilingual, many of us writing in our own language and in English. We cannot write like the English. We should not, we cannot write only as Indians. We have grown to look at the large world as part of us. Our method of expression therefore had to be dialects, which will someday, prove to be as distinctive and colourful as the Irish or the American. Time alone will justify it.”

These are some of the difficulties that students of Gadchiroli face in English Language learning. I have highlighted only some of the areas. There are many more which need to be highlighted.

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RELATION BETWEEN PEDAGOGY OF ENGLISH AND TRIBAL STUDENTS: CHALLENGES AND REMEDIES

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Abstract:

Present paper deals with the issues of teaching English in tribal Gadchiroli district. Numerous tribes inhabit India having various cultural differences. Various tribal areas are far away from the mainstream. They are still deprived of education due to the improper implementation of Government's schemes by the administration. They live in isolated areas that stagnate the educational, social, cultural and economic development of these people. Poverty is the root cause behind their backwardness. Their social, economic and cultural condition can be improved with the help of education. Education plays key role in the development of tribal communities. Therefore, it is necessary to provide quality education to the tribal students by proper implementation of government's schemes. English is essential to bring tribals in mainstream of development. It will help to develop the socio-economic conditions of the tribals. Providing education in English to these people will bring renaissance in the lifestyle of tribal communities.

Keywords: Tribal, English Education, Backwardness, Multilingualism.

English language plays key role in the development of modern India. It is going through the numerous stages of development. English is a link between national and international languages. Teaching English in tribal areas is not a trivial task. In recent years English teaching has acquired a new character. The chief motto behind English teaching is all-round development of the students. It plays an important role in education, administration, and trade and service sectors. (Kapoor, 2013)

Gadchiroli is renowned tribal district all over India with diversity of culture, religion, creeds and languages. Total 38.35 percent of tribal population lives in Gadchiroli. (Birkad, 2011, p5) Marathi is the medium of instruction in the schools and colleges but most of tribal students speak Madia and Gondi language. Many students of different culture and setting find various difficulties in learning foreign language. They have various misconceived notions in their minds regarding foreign language.

It is not a meagre task for English teachers to communicate with the students of tribal area. The tribal students use mother-tongue for communication instead of regional language and English language. Script plays vital role in the development of any language. Tribal language has no script. That's why they find various difficulties while writing and comprehending English. They are unaware about the vocabulary, grammar, and pronunciation of English. This problem becomes crucial when they enter at college level. English has more symbols than its sounds. Inability to read the text is identified as a serious problem of Students.

What is Multilingualism?

“*Multilingualism* is the ability of an individual [speaker](#) or a [community of speakers](#) to communicate effectively in three or more [languages](#). It is in contrast with *monolingualism*, the ability to use only one language. (Bleichenbacher, 2007)

It is essential to study the interrelation between foreign and mother-tongue to understand the concept of *Multilingualism*. Students effectively comprehend many aspects of the life from their mother-tongue. Because their characters and personalities are moulded through mother-tongue. Students can't learn English properly until they involve or incline toward it. If they link with the foreign culture at that time their learning process decreases automatically. If a teacher teaches a topic in tribal area which is not concerned with students' daily life at that time knowledge can't be interlinked with the society. They feel alienated from the English language. It stagnates the development of the students. Pedagogy of the language learning alienates the students from learning process.

If a teacher is trying to teach English language in tribal area, he must be aware about the various aspects like tribal world, their language and their cultural aspects. Students' progress is impossible until they comprehend the language in which they are being instructed.

English language becomes supreme prominently due to the various notions about the students' perfection in speaking, writing and mastery over vocabulary. That's why tribal students are lagging behind in reading and writing as compare to the students of urban area. Because, various opportunities have been denied to them on the ground of language. Tribal students remain behind due to their inability to speak and write in English as compare to urban students. This arouses infirmity among the students. Mastery in English language is essential for the enhancement of knowledge. English teachers have to face various challenges like understanding the own world and life of students, their pain, learning process, and students' progress during this learning era etc.

It is essential to deconstruct the standard and parameters of the English language. When a teacher defines a specific language as complete in itself at that time tribal students' mother tongue becomes subordinate language. They feel alienated from English language prominently due to the lack of any support in this field.

Not only words but also culture reflects in the learning process of English language. It consists of English society's culture, speaking and writing manner. Thus, students stand in the sphere of English language. It is very tough task to use local words and concepts and maintain cordiality and closeness with the students while teaching English language. Therefore, it is necessary to deconstruct the teacher constructed ideologies.

It is very important to have the designing of the proper syllabi. The lessons in the text should be related to the students' actual life. It becomes difficult for a student from a tribal area to study the British or American or European context given in the lessons of the text. The student cannot appreciate the lessons written in English without proper context. (Gautam, 2012)

Conclusion:

Teaching of English is not a trivial task in tribal areas that are still deprived of the education. They don't have atmosphere to communicate in foreign language like English. Their medium of communication is their mother-tongue. Tribal students are still lagging behind the expected standards of the education due to the improper implementation of educational system. They are unaware about the basic structure of the English language as compare to the non-tribal peers' educational status. Lack of proper instruction leads towards the students' inability to understand and comprehend the text. The problem of teaching English in Gadchiroli is crucial for the educational planners and teachers. Several researches were conducted in this direction but the impact of the progress was not much on the overall development.

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आदिवासी भागात भाषा शिकवितांना येणाऱ्या अडचणी

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प्रस्तावना:—

भाषा ही मानवी जीवनातील महत्वाची सामाजिक संस्था आहे. भाषा मानवाला जन्मजात अवगत होत नाही. पण भाषा शिकण्याची क्षमता मात्र नैसर्गिक प्राप्त होते. या क्षमतेच्या बळावर प्रत्येक व्यक्ती स्वतःच्या परिसरातील भाषा अवगत करून घेते. जगात निरनिराळ्या देशांमध्ये निरनिराळ्या भाषा बोलल्या जातात. जगात बोलल्या जाणाऱ्या भाषांची संख्या प्रचंड आहे. जगातल्या एकूण देशांच्या संख्येपेक्षा एकूण भाषांची संख्या जास्त आहे. कारण एकाच देशात अनेक भाषा बोलल्या जातात या सगळ्या भाषा एकमेकींपासून पूर्णपणे वेगळ्या आहेत जगातील कोणतीही एक भाषा बोलणाऱ्या माणसाला दुसरी भाषा आपोआप समजत नाही, ती त्याला शिकावी लागते कारण उच्चारण, शब्दसंग्रह या बाबतीत एक भाषा दुसऱ्या भाषेपासून खूप भिन्न असते. एका भाषेत अनेक प्रकारचे भेद असतात. मराठीचे उदाहरण घेतल्यास असे दिसते की, महाराष्ट्रात वा महाराष्ट्राबाहेर जिथे जिथे मराठी बोलली जाते तेथे तेथे ती एकाच स्वरूपात बोलली जात नाही. कोल्हापूर, बेळगाव, सातारा, कऱ्हाड, खानदेश, हैद्राबाद, इंदूर, बडोदे या साऱ्या ठिकाणची मराठी वेगवेगळी असल्याचे जाणवते. भौगोलिक अंतरामुळे जशी एकाच भाषेची भिन्न भिन्न रूपे तयार होतात तशीच ती सामाजिक अंतरामुळेही होतात.

एकाच भाषा बोलणाऱ्या लोकांच्या समूहाला ‘समाज’ असे म्हणतात. लोकांचे आपापसातले दळणवळण शक्य व सोपे करणारे भाषा हे एक पहिल्या प्रतीचे साधन आहे. त्यामुळे भाषेला सामाजिक संस्था असे म्हणतात. पण कुठल्याही समाजात सर्व प्रदेशांत अगर सर्व लोकांच्या तोंडी पूर्णपणे सारखी अशी भाषा असते. व्यक्तीचा धंदा, सामाजिक दर्जा, जात, राहण्याचा प्रदेश या गोष्टी तिच्या भाषेचे स्वरूप नक्की करतात. समाजामध्ये वेगवेगळ्या कारणांसाठी अथवा संदर्भाने लोक एकत्र येतात. संपर्कात येणाऱ्या प्रत्येकाची भाषा एकसारखी नसते. व्यक्ती वेगवेगळ्या स्तरातील लोकांना भेटताना एकच एक भाषिक रूप वापरत नाही. संदर्भानुसार प्रत्येक व्यक्ती आपली भाषा बदलते. परंतु प्रत्येक व्यक्तीच्या भाषिक कोशावर एखादया विशेष क्षेत्राचा प्रभाव जाणवतो. भाषेवर सांस्कृतिक पर्यावरण, संस्कृती, परंपरा श्रद्धा, धर्म, जात, साहित्य इतर विविध कला, शेजारचे प्रदेश, भाषा, वातावरण, भौगोलिक परिस्थिती इत्यादी क्षेत्र घटकांचा प्रभाव असतो.

स्टर्टीवेन्ट : “भाषा ही तोंडाद्वारे उच्चारण केली जाणारी संकेताची ती व्यवस्था आहे की, ज्याच्याद्वारे सामाजिक समूहाचे सदस्य सहकार्य आणि आंतरक्रिया करतात.”

A language is a system of arbitrary vocal symbols by Which members of a social group co-operate and interact – E.H.Sturtevant.

हरस्कोविट्स : “भाषा ही मुखद्वारे केल्या जाणा-या संकेताची अशी व्यवस्था आहे की, ज्याद्वारे एक सामाजिक समूहाचे सदस्य सहयोग आणि आंतरक्रिया करतात आणि ज्या माध्यमातून शिकण्याच्या प्रक्रियेस यशस्वी बनविले जाते आणि जीवनाच्या मार्गाची निरंतरता आणि परिवर्तनाशीलता या दोन्ही प्राप्त होतात .”

A language is a system of arbitrary vocal symbols by which members of a social group co-operate and interact and by means of which the learning process is effectuated and a given way of life achieves both continuity and change - M.J. Herskovits.

मानवाच्या वैचारिक विकासाच्या पाया म्हणजे भाषा होय जुलीयन हक्सले यांनी लिहिले आहे की “मौखिक संकल्पनेच्या उत्क्रांतीमुळे मानवाचे विचार, संघटना आणि यशाची पुढील सर्व दारे उघडलित” मानव समाजाने जी काही प्रगती केले त्याचे कारण म्हणजे भाषा होय.

स्वातंत्र्यपूर्व काळात जेथे बहूजन समाजाच्या शिक्षणाची परवड होती त्या काळात आदिवासींच्या शिक्षणाचा प्रश्न कै. ठक्कर बाबा, कै. भिसे गुरुजी कै. ताराबाई मोडक , कै. अनुताई वाघ इत्यादी व्यक्तींनी अत्यंत परिश्रमाने निष्ठेने सोडवण्याचा प्रयत्न केला. कोसबाडच्या टेकडीवरून आदिवासी शिक्षणाचा प्रगतीचे हे प्रवाह महाराष्ट्रामध्ये सर्वत्र पसरू लागले. आदिवासी भागात शिक्षणाची ध्वजा नेताना,मुळातच शिक्षणाचे कोणतेही संस्कार हजारो वर्षे नसलेल्या आदिवासी समाजाचे मन वळवण्याचे दुर्घट कार्य त्यांनी केले.

शिक्षण हा समाज विकासाचा पाया असतो आदिवासी भागामध्ये गेल्या २०,२५ वर्षात शिक्षणाचे सार्वत्रिककीकरण झाले. गावागावांमधून जिल्हा परिषदेच्या प्राथमिक शाळा, आश्रमशाळा उघडल्या गेल्या. शाळेच्या इमारती उभ्या राहिल्या भौतिक विकास झाला मात्र मनुष्यबळाभावी आदिवासी शिक्षणापासून दूरच राहिल्याचे दिसते. एक शिक्षकी शाळा, घरामध्ये वापरले जाणारी मराठी भाषा यामध्ये असलेला जमीन अस्मानाचा फरक. प्रत्येक समाजाची आपली एक वैशिष्ट्यपूर्ण संस्कृती असल्याने व त्यातील मुलतत्त्वे बाल्यावस्थेतच आत्मसात झाल्याने शाळेतून कोणत्या मूल्यांचा पुरस्कार करावयाचा या बाबत आदिवासी विद्यार्थी विचारात पडतात.

आदिवासी जमातींमधील साक्षरतेचे,पदवी व पदव्युत्तर शिक्षण घेतलेल्याचे प्रमाण पहाता इतर समाजाच्या बरोबरीने स्पर्धा करण्यासाठी अजून बराच लांबचा पल्ला गाठायचा आहे, हे स्पष्टपणे दिसून येते त्यातही गडचिरोली जिल्ह्यातील आदिवासी भाग, सहयाद्री विभागातील कातकरी आणि सातपुड्यातील भिल्ल समाजाला शैक्षणिक विकास साधण्यासाठी खूप झगडावे लागणार आहे, याचे भान या भागातील आदिवासींना येणे आवश्यक आहे.

आदिवासी भागातील भाषिक अडचणी

1) सामान्य भूभाग- (भुप्रदेश) : आदिवासी समाज सामान्य भुप्रदेशावर वसलेला आहे. भारतात आदिवासी समाजाच्या एकूण ४५० जनजाती अस्तीत्वात आहेत. प्रत्येक जमात एकाच भुप्रदेशात वास्तव्यात नाही. त्यामुळे त्यांच्या भाषेत देखील विभिन्नता आढळून येते. प्रगत समाजातील भाषेचा त्यांच्यामध्ये अभाव असल्याने त्यांच्यात भाषिक अडचणी निर्माण होतात. आदिवासी समाजात एकाच समान बोलीभाषेचा वापर होत नसल्याने सामान्य भुप्रदेशावर वास्तव्य करणारी आदिवासी जमात एकाच समान बोली भाषेचा वापर करू शकत नाही. अध्यापन करतांना आदिवासी समाजातील विद्यार्थ्यांना बऱ्याच भाषिक अडचणी निर्माण होतात.

2) परंपरागत मुल्य व प्रमाणके : आदिवासी समाजातील संस्कृती त्या समुदायासाठी आदर्श मानली जाते. संस्कृतीमधून परंपरागत मुल्ये व प्रमाणकांचे शिक्षण आदिवासी लोकांना आपल्याच भाषेतून दिले जाते. त्यामुळे परंपरागत भाषेचा एवढा प्रभाव आदिवासी समाजावर असतो की ते दुसऱ्या भाषेचा वापर करतांना त्यांना बऱ्याच अडचणी निर्माण होतात. त्यातून भाषिक अडचण निर्माण होते. विद्यार्थ्यांना अध्यापन करतांना त्याच भाषेत त्यांना शिक्षण देणे अवघड होते. आदिवासी विद्यार्थ्यांना अध्यापन करावयाचे असल्यास भाषेचे पूर्ण ज्ञान देणे आवश्यक आहे. त्यांना ईतर भाषेविषयी ज्ञानार्जन करण्यासाठी प्रोत्साहित करणे, प्राथमिक शाळा, अंगणवाडी यामधून लहान बालकांना इतर भाषेचे अध्यापन केले पाहिजे.

3) गरीबी आणि कर्जबाजारीपणा : आदिवासी समाज प्रगत समाजाप्रमाणे श्रीमंत नाही. आदिवासी समाजातील समस्या म्हणजे गरीबी व कर्जबाजारीपणा होय. या समस्येमुळे ते आपल्या मुलांना शिक्षण देत नाही आपल्या परंपरागत व्यवसायात त्यांना गुंतविले जाते. प्रगत समाजाशी येणारा संबध खुंटतो.

त्यामुळे त्यांच्यात परस्पर संबंधाच्या जाणीवेतून भाषेची समस्या निर्माण होते. आदिवासी समाजात भाषेचा गंभीर प्रश्न सोडवायचा असल्यास भाषेसंबंधी संपूर्ण माहितीचे आकलन होणे महत्वाचे आहे. आदिवासी समाजातील भाषा व प्रगत समाजातील भाषेतील अंतर याची पुर्ण माहिती त्यांना दयावी लागेल.

4) आरोग्य व पोषक तत्वाचा अभाव : आदिवासी समाज हा नैसर्गिक वातावरणाशी जुळलेला आहे. त्यांना नेहमीच नैसर्गिक वातावरणाशी सामना करावा लागतो. आरोग्याच्या कोणत्याच सोयी त्यांच्यापर्यंत जात नसल्याने आरोग्याचा व पोषक तत्वाचा प्रश्न निर्माण होतो. यामुळे ते आपल्या मुलांना शिकवू शकत नाही व भाषेचा प्रश्न निर्माण होतो.

5) **शिक्षणाचा अभाव** : आदीवासी समाजात निरक्षरता आहे. मुलांनी शिक्षण घ्यावे असे पाल्यांना वाटत नाही. त्यामुळे आदीवासी विद्यार्थी शिक्षणापासून वंचित राहतो. आदीवासी मुलांना भाषेचे ज्ञान प्राप्त व्हावे, भाषा अवगत व्हावा यासाठी आदीवासींना शिक्षणाचे महत्व पटवून दयावे. शिक्षणातून भाषा काय असते? तिचे आपल्या समाजजीवनात काय महत्व आहे याचे पुर्णपणे ज्ञान दिले पाहिजे.

6) **युवागृह (गोटूल)** : आदिवासी समाजातील युवागृह (गोटूल) एक सांस्कृतिक तसेच शैक्षणिक केंद्र आहे. खेळणे, बाळगणे, नाचणे तथा सांस्कृतिक प्रसंगी आदीवासी तरुण, तरुणी एकत्रीत येणे, यामुळे युवागृहातून त्यांचे व्यक्तीमत्त्व त्यांच्याच भाषेतून घडत असते. युवागृहामुळे बाहेरच्या भाषेचे ज्ञान अवगत होत नाही. प्रसंगी आदीवासी तरुण-तरुणीचा शैक्षणिक विकास खुंटतो युवागृहाद्वारे दिले जाणारे शिक्षण हे आदीवासी तरुण-तरुणींना अनेक भाषेतून दिले जाणारे शिक्षण नाही. त्याच्यात परिणामी भाषिक अडचण निर्माण होते.

7) **पुरोहीत किंवा शासन** : आदीवासी समाजातील एका व्यक्तीलाच व्यक्ती म्हणून शासक किंवा पुरोहीत मानले जाते. आदिवासी समाजातील पारंपारीक, रितीरिवाज, मुल्ये व प्रमाणके यांचे सरंक्षण करण्याचे कार्य, पुरोहीत करतो. आदीवासींचे सरंक्षण करणे, शुभ, अशुभ चांगले, वाईट प्रसंगी पुरोहीताची भूमिका महत्वाची असते. पुरोहीत किंवा शासक आदीवासी समाजातील तरुणांना परंपरागत भाषेतून ज्ञानाजन करतो. त्यामुळे सभ्य समाजाशी वावरतांना त्यांना भाषिक अडचण निर्माण होतात.

8) **पृथक्ता (वेगळेपणा)** : आदीवासी समाज हा मुख्यत्वे डोंगराळ भागात द-या खो-यात राहणारा समुह आहे. त्यांचा इतर समाजाशी संपर्क येत नाही. त्यामुळे त्यांच्या परस्पर संबंधाचा अभाव दिसून येतो. बाहेरच्या जगाशी त्यांच्या संबंध येत नसल्याने भाषेच्या अडचणी निर्माण होतात.

9) **प्राथमिक अर्थव्यवस्था** : आपल्या मुलभूत गरजांची पूर्तता करणे एवढीच त्यांची अर्थव्यवस्था असते. जंगलातील कंदेमुळे खणणे, नैसर्गिक वातावरणात वास्तव्य करणे एवढेच मर्यादित क्षेत्र त्यांचे असते. त्यांच्यात व्यवसायाचा अभाव असल्याने प्रगत किंवा सभ्य समाजाशी त्यांच्या व्यावहारिक संबंध निर्माण होत नाही. परिणामी भाषिक अडचण निर्माण होते.

भाषिक अडचणीवरील उपाय :-

1) दाभोणला मुक्त शाळेच्या प्रयोगासाठी अनुताई वाघ यानी ‘दगड’ या निसर्गातील एका वस्तुच्या आधारे आठवड्याचे आठ पाठ तयार केले आणि त्यातून भाषा, भुगोल, गणित, वैगेरेचे ज्ञान कसे देता येते हे दाखवून दिले आहे. या पध्दतीचा प्रयोग करावा.

2) आदीवासींची संस्कृती आणि बोलीभाषा यांच्याशी अपरिचित असल्यामुळे प्राध्यापक मुलांच्या पालकांशी आणि मुलांशी समरस होण्याचा आणि सहसंवेदना निर्माण करण्याचा प्रयत्न करत नाही. ते करणे अनिवार्य आहे.

3) आदीवासी शिक्षणाच्या आणि विचार देवाणघेवाण करण्याच्या संदर्भात आदीवासींच्या बोलीभाषेचा विचार करून प्राथमिक शिक्षण त्यांच्यात बोलीतून देणे आवश्यक आहे.

4) अनेक भारतीय आदीवासी भाषा केवळ बोलीभाषा आहेत. त्यांना लिपी अशी नाही. या बोलीभाषा लिपीबद्ध कराव्यात.

5) ‘भाषा’ शिकविणा-या शिक्षकांनी आदीवासी भाषा शिकावी .

6) बाहेरच्या जगाशी संबंध येण्याने अनुभूती आणि ज्ञान वाढते. आदीवासींची मानसिकता बदलण्यासाठी आणि नवीन कल्पनांचा साक्षात्कार होण्यासाठी भाषेचे ज्ञान वाढविण्याकरिता खेळ व सहलीचे आयोजन करणे.

7) शिक्षणाला व्यवसाय शिक्षणाची जोड देणे आवश्यक आहे.

8) भाषेसंबंधी कार्यशाळा व चर्चासत्राचे आयोजन करून आदिवासी विद्यार्थ्यांना त्यात सहभागी करावे.

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