

Impact of Multilingual Communication and Educational Status of Gond Tribes with Special Reference to Narayanpur District of Bastar (C.G)

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Abstract: In India, there are numerous different tribal groups, and Chhattisgarh is home to many of them. The oldest tribal populations in India are found in this state, and it is reasonable to conclude that the earliest tribal people first settled in Bastar around 10,000 years ago. In India, the term "tribal" is used to describe people who are classified as "indigenous" in other countries. The idea that teaching in the mother tongue is an efficient method of learning arises from the theoretical idea that a culture can only be expressed via the language that serves as an essential part of it. The people of Bastar used to speak Gondi, Halbi as their mother tongues. Gondi is a part of the Dravidian language family very close to Telugu. They use these two languages for intercommunication. Hindi, or Chhattisgarhi is also used by outsiders to communicate with them.

Key words; Gond, Halba, Tribes

I. INTRODUCTION

In India, there are numerous different tribal groups, and Chhattisgarh is home to many of them. The oldest tribal populations in India are found in this state, and it is reasonable to conclude that the earliest tribal people first settled in Bastar around 10,000 years ago. In India, the term "tribal" is used to describe people who are classified as "indigenous" in other countries. British anthropologists labelled primitive people as "animists." They are categorised as "aboriginals" and listed by tribe in the National Census. The word "tribal" in Hindi is adivasi, which also means "prehistoric inhabitants. The "rice bowl" of India, Chhattisgarh, is renowned for its incredible natural beauty, cultural extravaganzas, mineral and energy reserves, and big iron and steel facilities. Tribal groups dominate Chhattisgarh's population in large numbers. The Gonds are Chhattisgarh's oldest and most numerous tribe. Chhattisgarh's principal tribes include: Muria, Bisonhorn Maria, Bastar-Gond, Abujmaria, Parja, Dhurvaa, Halba, Bhatra Dandami Mariya, Dantewara-Muriya, or Gond, Dorla Halba Kol, Gond, and Bhunjia in Koriya Gond, Rajgond, and Korba-Korwa. The largest tribal district in Chhattisgarh, Bastar, is well known for its vibrant tribes.

About 70% of the population is made up of the Bastar Tribes. This represents roughly 26.76 percent of Chhattisgarh's total tribal population. The Gond, Bhatra, Muria, Abhuj Maria, Bison Horn Maria, Halba, and Dhurva are a few of the important tribes in this area. Particularly important to the Tribal Culture of Bastar. The world is shown a unique and distinctive tribal heritage and culture through the Tribal Culture of Bastar. Each tribe in this region has a distinctive culture from the others. Every tribe in Bastar also enjoys a distinctive traditional way of life that is interesting to observe. The dialects of these tribes vary from one another, as do their customs, diets, and attire. Even though each of these tribes has a deep belief in the All supernatural Power, they all have various gods and goddesses that they worship. As a result, Bastar's tribal culture offers a wide range to those who observe it. In Bastar, there are three major groups of tribal languages: Indo-Aryan, Dravidian, and Munda. The only Munda language used in the district is Gadaba, which functions as a group by itself. The different Gondi and Parji dialects are included in the second and most significant group (Dravidian languages).

Modern pedagogy known as multilingual education has arisen as a strategy to accommodate several languages in the educational system and broaden the range of instructional communication between teachers and students from various language speaking groups. Teaching this objective of multilingual education makes clear two distinctive but connected qualities of language: language is basically a means of communication and, more precisely, it is also a medium of instruction in the and learning process.

According to Franceschini (2019:121) [1] "Multilingualism conveys the ability of societies, institutions, group and individuals to have a regular use of more than one language in their everyday lives over space and time"

The idea that teaching in the mother tongue is an efficient method of learning arises from the theoretical idea that a culture can only be expressed via the language that serves as an essential part of it. It is important to note that when elementary education is delivered through culture, the teaching and learning outcomes are maximized. In schools in tribal areas where children from marginal and endangered language groups do not know any language other than their own. Multilingual education opens opportunities for such students, and students in this society can be better achievers. The people of Bastar used to speak Gondi, Halbi as their mother tongues.

Manuscript received on 20 September 2022 | Revised Manuscript received on 30 September 2022 | Manuscript Accepted on 15 December 2022 | Manuscript published on 30 December 2022.

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Gondi is a part of the Dravidian language family very close to Telgu. They use these two languages for inter-communication. Hindi, or Chhatisgarhi is also used by outsiders to communicate with them. The language of teaching and learning is in Hindi that's why the teachers are teaching Hindi text material by interpreting it in either Gondi or Halbi, sometimes in Chhatisgarhi. Education is an important tool and educational institutes play an important role for the people of tribal areas where they learn to communicate with people in multiple languages to connect with the outside world. Language and education are closely tangled with each other, and without good communication in any language, education is possible. Consequently, the importance of language in education is key to delivering educational performance. Since ancient times, several languages have been employed in Indian society, making it a truly multilingual society.

The Atharvaveda also mentions the existence of numerous individuals who practise various religions and speak several languages. This characteristic distinguishes India as a unique and liberal country in the world, but it is also true that there are many other nations with similar characteristics that have built their nation and society around their own languages, are proud of their language, and support monolingualism. According to the standards of modern countries, India's multilingualism is typically viewed as a problem, and it is contended that having too many languages, faiths, and castes undermines national cohesiveness. Tribal students in tribal areas learn English as a third language in addition to speaking their native language, but they also converse in Halbi or Chhattisgarhi and study in Hindi as a second language so they can compete on an equal footing with people from various backgrounds. This multilingual learning made students' education a bit more complicated. Although they speak their own mother tongue but they read the text book in Hindi and English. Teachers gave their instruction by translation method. The present study investigated the tribal students of two villages Jamdi and Kokodi district of Narayanpur comes under the dense forest of Abujhmad.

II. METHODOLOGY

The study is based on survey method. I have taken two villages of Narayanpur District of Bastar Kokodi and Jamdi. In this survey, selected 50 students of different age groups. In Kokodi and Jamdi two tribal communities Gond, Halba were existing. For collecting data, Gondi, Halbi, Hindi, English vocabulary were selected for interviews and questionnaire. Qualitative and Quantitative methods have been taken for data analysis. Additional case study done. The views on multilingualism and education of tribal people were collected, concentrated on Gond tribes.

The objectives of this paper are to focus on four main points: finding out the impact of multilingualism on tribal students; its advantages; disadvantages; and how we can save dying tribal languages. The results of these studies are: Gond tribe students found difficulties in communicating in other language rather than mother tongue.

Halba tribe students are familiar with Hindi and Chhatisgarhi.

The multilingual skills of these tribal children is overall good.

The use of mother tongue education is reduced.

Students fail to understand complete Hindi and English language but they understand blended form of language Hindi, Halbi, Gondi. Parents understand only Gondi.

Tribes of villages are aware of education and its importance. Students dropout due to language problems.

III. ADVANTAGES

In today's global labour market, multilingualism gives an advantage. Employers also value language proficiency as a bonus to academic achievement and professional experience. Being bilingual is therefore advantageous for job seekers in this era. In addition to the national and official languages, encouraging the use of indigenous languages in education strengthens multilingualism. They may look for better options for their livelihoods and would not be restricted to their local communities. Language would be taught to other groups of people, and tribal students would also receive the same instruction. Dying tribal languages can be saved through this teaching and learning process.

IV. DISADVANTAGES:

As more students struggle to understand the language of the textbooks or the class teacher's interactions. Due to this, dropout rates, retention rates, and child migration have increased. In their attempt to study in another language, tribal students feel ignored and discriminated against. It decreases the literacy rate. Illiteracy of tribes causes poverty, unawareness of the government plans and facilities provided for them. Illiteracy causes a serious problem in the state that is Naxalism.

A. Suggestions and Recommendations

Although all the tribal dialects are not available in written form so that we can teach them in their own language but they must be taught in their own language.

Appointed teacher should know tribal dialects to communicate with students.

The mother tongue should be in courses from pre-primary level so they will be familiar with other languages too.

At least one subject should be included in their own language and in their own language.

There should be an awareness campaign for parents to educate them on the benefits of learning another language as well as the importance of preserving their native tongue.

V. CONCLUSION

A multilingualism tool is necessary for tribal students. It's a skill that enhances the development of tribal students' ability to learn from others. Mono language can hinder their rate of growth in world scenario. Although the mother tongue is the most important thing for everyone but knowing a different language is necessary for competence. Multilingualism skills are lacking in tribal students.



As a result, the educational attainment of these areas is poor. Teacher, students differences in language cause a serious mismatch, which may disturb the balance of the easy understanding of these students. As a result tribal students drop out, poor results in schools and higher education, poor presence in competitive exams. To improve results and to overcome this problem, a multilingual education policy is necessary. Education is the key for the tribes to know the world. Without education, it is not easy to make them understand about awareness programmes run by the government. Hence, education through multilingualism can be the best option to educate them and do better for their growth and development.

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My Self Dr. Ashutosh Mandavi, working as a Assistant Professor, Department of Advertising and Public Relations in Kushabhau Thakre University of Journalism University, Raipur Chhattishgarh. I have presented 20 research papers in national and international symposia organized by various Universities. Along with this, I have also successfully organised 5 national seminars and written chapters of 2 books published by reputed publishers. At present, I am working in Kushabhau Thakre University of Journalism and Mass Communication, Raipur as head of two departments: (1) Department of Advertisement and Public Relations Studies and (2) Department of Museology.