



STANCE TOWARDS ENGLISH LANGUAGE IN HIGHER EDUCATION AMONG THE SC AND ST STUDENTS AT PURBA BARDHAMAN IN WEST BENGAL

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Abstract : Nearly every activity we do in throughout the day depends around communication. In order to make sure that learners receive the most from the teaching-learning process, effective communication is crucial in the educational environment. Typically, various obstacles to communication develop from time to time as a result of the family's psychological and educational limits. In this paper researcher tried to identify the Attitude Towards English Language at Higher Education Among the SC and ST Students at purba Bardhaman District in West Bengal. Two dimensions used to measure the Attitude towards English Language at Higher Education among the SC and ST Students: communication problem and teaching learning process. A self's made tool having 24 items have been developed based on above mentioned two dimensions. A sampling technique that has been explored is purposive sampling and collected 100 sample for this study. The descriptive survey method was used to obtain the data for this study, which is qualitative in nature. The study found that English language plays a signification negative role for ST& SC students to communication and teaching learning process in classroom in tertiary education in west Bengal.

IndexTerms - English language, tribal student, scheduled cast students & higher education.

I. INTRODUCTION

English is the second most frequently spoken native language, evolutionary history from the Germanic language, a great grandson of the Indo-European language. English is the formal language of India. The essentials of English have been taught in India, which is the world's fourth largest English-speaking country. English will remain to be taught as a mandatory language in Indian schools, alongside the child's mother tongue. In West Bengal, English was taught beginning in primary school, but in 1980 India govt decided to begin teaching English in class five or class six. However, throughout light of peoples choices increasing requirement, Indian govt reversed their decision and brought back the English from elementary education. It is astounding to consider that the English language was already granted 'global status' or 'Worldwide Language,' and all research shows that English's status will continue to improve. As a global language, it will gain strength, but we must swallow the bitter pill of education. Speaking English to Indian students must have remained a challenge. For centuries, language teachers have faced a major challenge. as well as the challenges that all language learners and teachers face are dealing with. Various challenges due to the large number a large number of students crammed into a small rural classroom background, insecurity, and apathy. The purpose of this paper is to shed light on current trends, issues, and issues that all language learners and teachers face. Various obstacles include a large number of students crammed into a small classroom, a rural background, a lack of confidence, and a lack of motivation. Uncertainty, a lack of study skills, phobia in the context of teaching and learning, inappropriate curriculum that does not meet the needs of English learners, a due to the absence of feedback, and a lack of well-trained and experienced teachers are just some of the significant aspects that render the complete procedure of implementing quality education meaningless. This paper examines the current state of English language teaching at the university level. English used to be thought of as a librarian language, but that conception is no longer held today. Just at moment, the English face several challenges. There are many different types of language teachers in India. It is necessary for them to step it up in order to meet the needs of the day.

The term "tribal" or "Adivasi" conjures up images of half-naked male and female wielding arrows and spears, wearing feathers on their own heads, and talking an unintelligible language. Even when the most of of the world's communities were constantly shifting their lifestyles to keep up with the world's "advancement," there were communities that remained true to their cultural customs, traditions, and beliefs, and where they could chose to live. in harmony with nature and their non - polluted surroundings The mainstream world, that this so civilised people. These communities are referred to as

natives, uncivilised people, Aboriginals, Adivasis, Tribal people, Indigenous, and tribal people, among other terms. In India, they are commonly referred to as Adivasis.

The Caste (SC) are at the bottom of the social ladder. They constitute the vast majority of the downtrodden classes. Scheduled Caste refers to people who were previously excluded from the social structure or varna hierarchy. For centuries, the ruling classes have discriminated against all these castes, but they've never received cultural integration from the majority of higher castes members. SC people living in rural areas essentially work as unskilled labourers, tenants, and poor farmers. Almost all people who work in jobs such as sweeping, scavenging, and cleaning are from the Scheduled Castes. Aside from the most of agricultural labours, there are also a huge number of leather employees, weavers, fishermen, toddy-tappers, bowl makers, washermen, scavengers, artisans, juice vegetable sellers, bootmakers, liquor makers, drummers, tradesmen, iron smiths, and others who work in petty jobs.

“If you know all languages of the world and you don't know your mother tongue that is enslavement. But if you know your mother tongue and add all the languages of the world to it that is empowerment.” (An interview with Ngugi Wa Thiong'o, published in the *Times of India*, 3rd April, 2018)

I would like to begin my discussion with the reference of an interview of Ngugi Wa Thiongo where he explains how one's language is inseparably related to one's culture and identity. The two most notable races in India are Sc and St who are now lagging behind. They are not only lagging behind just because of economic aspect also. As a result, they must deal with numerous issues. And those problems are preventing them from going to higher places like other classes. So, our main aspects are to enhance their English language so, that they have no problem in their higher studies. Language, as a medium of expression, plays a significant role in the communication process in our daily lives. It is a phenomenon that absorbs and assimilates words from various cultures, regions, and people, and thus plays an important role, particularly in education. a society that is multicultural, India is one such example, where a variety of languages are popular. Since centuries, India has been a country of various cultures. The advent of different races and communities from time to time has made a significant difference to its culture and has been a welcome place for all, enriched by literature, language and the arts. Several conflicting views and opinions have emerged over time regarding the issue of language and linguistic issues that played a key role, with many of them finding a place on the official language status list. In the post-independence era, India has the very division of its states based on linguistic basis, which highlights the problems, some of which remain unresolved to this day.

II. REVIEW OF RELATED LITERATURE

Panigrahi (2018) studied on “A Study on the Problems of Tribal Students in Learning English as a Second Language in Odisha.” This research concentrates on the issue of tribal pupils in Odisha having to learn English as a 2nd language. Researcher used descriptive survey method in this study and used research tools such as questionnaires, both oral and written evaluations to gather data. The findings indicate that tribal pupils face numerous challenges when learning English.

Behera (2015) conducted a study on “Communication Barriers Faced by Tribal Students in Tertiary Education.” In this study shows that Tribal learners make up a sizable proportion of that marginalised and dispossessed group. The researcher was conducted using a mixed method approach in this present study. The study concludes by proposing solutions to the problem as introduced by the troubled st students, their educators, as well as other non-tribal students and faculty members at the graduates involved.

Das and Halder (2018) conducted a study entitle as “Causes of Educational Backwardness of Scheduled Caste Women Students at Higher Education Level in West Bengal.” The purpose of this paper was to determine the reasons of educational backwardness among scheduled caste women in West Bengal. This qualitative research was conducted and information was gathered using a survey method. Dropouts are caused by poverty, lack of access to good educational organisations, a lack of awareness about the benefits and utility of learning, a language barrier (medium of guidance), and a lack of adequate infrastructural development.

Sur (2013) studied on “ A Study of the Attitude of the Bengali Medium Students Towards English Language.” The researcher discovered that all isn't well enough for English education in our schools. Many people consider that teaching English is the cause of dropouts and educational backwardness. Narrative survey type method used in this study.

Khatoon (2020) has conducted a study on “A Comparative Study on Attitude towards English Language Learning among Students of Higher Secondary Level of Hyderabad”. The current study is an honest attempt by the investigator to investigate students' attitudes toward English language learning just at higher secondary school level in HYDERABAD. The method used by the researcher in this study is referred to as the descriptive survey research approach.

III. STATEMENT OF THE PROBLEM

Stance Towards English Language at Higher Education Among the SC and ST Students at purba Bardhaman District in West Bengal.

IV. OBJECTIVES OF THE STUDY

- To understand the communication problem faced by the SC & ST student in tertiary education.
- To find out the major challenges in learning process through English language of the SC & ST student in tertiary education.

V. METHODOLOGY

The descriptive survey method was used for conducting the study. These studies also qualitative because of data are analysis through qualitatively.

5.1 Population & Sample

All the students of under graduate and post graduate studying at Purba Bardhaman in West Bengal comprise the population of the study. 100 students (70 SC and 30 ST) were chosen on purpose from among them.

5.2 Sampling Procedure

Purposive sampling procedure was used for collecting sample from the population.

5.3 Tool Used

In this study self made questionnaire was used to collect data. We check the face validity in the questionnaire.

5.3.1 Dimension of the scale

In the study two dimensions have been chosen to fulfil objectives that are bellow

1. In the perspective of communication problem.
2. Problem of teaching learning process.

5.4 Delimitations Of The Study

The researcher has been delimiting this study only purba Bardhaman district in west Bengal. Researcher has selected only SC, ST students among the backward section. The researcher has been delimit 100 students that are selected form only under graduate and post graduate levels.

VI. ANALYSIS AND INTERPRETATION: DIMENSION WISE ANALYSIS

6.1 Dimension 1: communication problem

Table no 1. Percentage of sc and st student in west Bengal who have a positive and negative response to their communication problem

	Yes	No
Percentage	64.36	35.65

Interpretation

Table no 1 indicates that English language play a signification negative role for ST& SC students to communication in tertiary education in west Bengal. It also shows that 64.36% students (SC & ST) respondent made favourable response for they face so many problems in communicate in English language on educational filed and 35.65% students (SC & ST) responded made unfavourable response for communication problem in English language in west Bengal. So we can be concluding that communication through English language make problematic situation for SC & ST students in tertiary level. If we motivated them or help them to improving their communication skill through English and providing them proper guidance they must be over come from this type problematic situation.

6.2 Dimension 2: Teaching learning process

Table no 2:- Percentage of sc and st student in west Bengal who has a positive and negative response to their teaching leaning process

	Yes	No
Percentage	73.46	26.53

Interpretation

Table number 2 indicates that English language play a negative role for ST& SC student in learning environment in class room. It also shows that 73.46% students (SC &ST) respondent made favourable response to facing problem in learning process through English language at tertiary level in West Bengal and 26.53% students (SC &ST) respondent made unfavourable response in facing problem in learning process through English language at tertiary level in West Bengal. If we provide learning process in mother language then it can be helpful for students. Also, we can provide effective strategies and plans to reduce students' problems with learning environment through English in their classrooms.

VI. FINDINGS

After analysis this data we find some major findings that are given bellow

1. English language plays a signification negative role for ST& SC students to communication in tertiary education in west Bengal.
2. Due to the impact of first language on learning English, SC & ST students spell English words wrongly. Due to the aforementioned reason, alternative sentence forms are also discovered to be incorrect.
3. English language plays a negative role for ST& SC student in learning environment in class room in west Bengal.

VII. DISCUSSION

Tribal (SC & ST) students face innumerable problems in learning English as a second language in the district of Purba Burdwan state of west Bengal. It is due to low of level of income, family background, lack of education of the parents and defective method of teaching adopted by the teachers. As a result, the students could not develop the ability to master the minimum competency in learning English. Learning English becomes a difficult task for them. Therefore, the tribal students should be exposed to English language in the college, university and outside too. Then only we can expect about the development of English knowledge in them. The problems of these students are remaining hidden in the corner of the parts of the country where they belong to. It is the duty of the Government and NGOs to spread the knowledge of English to them.

VIII. CONCLUSION

Tribal (SC & ST) students have quite a hard time dealing learning English. There are numerous factors that impede English learning. They are an inappropriate both home and school surroundings, a lack of parental guidance, the family and school's background, income of family, medium of instruction, and a defective classroom teaching method. Given the impact of mother tongue on learning English, tribal students spell English words incorrectly. So they face so many problems to communicate with other through English language. The structures of various individual words are also found to be inappropriate due to the above-mentioned factor. Because they are always communicating with others in their mother tongue, Learning English becomes a major challenge for them. To address the aforementioned issue are remedial classes, drill and practise of English words and structures, and so on may be suggested. Aside from that, daily verbal and nonverbal exercises can help tribal students overcome the difficulty of learning English.

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