

## Communication Barriers Among Tribal's Education

**M. Kanimozhi**

M.Ed Scholar, Department of Education, Manonmaniam  
Sundaranar University, Tirunelveli, Tamilnadu

**Mr. S. Lenin**

Assistant Professor, Department of Education,  
Manonmaniam Sundaranar University, Tirunelveli,  
Tamilnadu

*Abstract: The tribal live in such a territory, which is surrounded by hills, mountains, rivers, lakes, streams, islands, etc. In tribal territories, hills, streams, forests, seas, rivers, island is found to be working as a natural barrier of communication. Communication is at the centre of almost all the activities that take place in our daily lives. Effective communication in education is very important in order to ensure that students get optimum benefit out of the teaching – learning process. It is usually seen that sometimes due to certain psychological and socio cultural constraints various barrier in communication arise. Teacher creating the good learning situations. Tribal student 's will learn by participating in a purposeful activity. So She teach rust keep learning alive and zestful. Childhood is the time of adventure, wide –eyed speculation, activity.*

**Keywords: Tribal, Communication, Education**

### I. INTRODUCTION

Tribes have had a special place in Tamil history. Tribal communities have been historically marginalized and oppressed in Tamil Nadu by the dominant communities and interests that exploit tribal and resources, minerals, and forests. The neo-liberal policies and scheme implemented by the state are leading to further marginalization of tribal's. The relationship of society in contemporary changing societies has become very complex. The changing society needs a different educational system and therefore forces certain changes in its functions and structure, band as the society increases the quondam of planned change it thinks desirable, it calls upon its educational system to help it bring it about in a peaceful manner through the socialization of the younger generation society.

### II. EDUCATION

Education has brought about phenomenal changes in every aspect of man's life. Francis J. Brown remarks that education is a process which brings about changes in the behavior of society. It is a process which enables every

Individual to effectively participate in the activities of society and to make positive contribution to the progress of society.

### III. PROBLEM OF EDUCATION IN TRIBAL

After independence, following the provisions of our constitution under Articles 15(4) and 46, our Central as well as State government have established primary, middle and high schools in tribal areas. A number of voluntary organizations have also come forward in tribal areas. As a result, the literacy among the tribal has been achieved to some extent, but still far away from the national literacy rate. Again, there is also vast difference in literacy rates of male and female. So far as educational problem in tribal's is concerned, it is closely related to their cultural practices and economy/ the hunter and gatherer tribes wander from one place to another in search of hunting birds and animals as well as the collection of food the jungle. Shifting cultivators also change the place of residence each year to the purpose of doing shifting cultivation. In this situation, they have to face the problem of non-enrolment in school. Agricultural tribes and Artisan tribes live permanently in the villages. Their children are enrolled in the schools, but they have to face the problem of nonattendance and dropouts

due to their poverty and workload during peak minor forest produce under Government or private contractors. Tribal's, working as migrant labour, move from one place to another in search of work. They move with their family. In this situation, they have to face the problem of non-enrolment, non-attendance and dropouts.

#### IV. CAUSES OF LOW LITERACY AMONG TRIBAL

Non enrolment, non-attendance and dropouts due to cultural practices and migration for work, Poverty, Syllabus not according to tribal area/environment, Lack of educational institutions in remote tribal areas, Medium of teaching no in tribal languages Examination system, Absence of teachers, Lack of coordination between parents and teachers, Time – table of the school nor according to workload of the tribal, Lack of Tribal Education Policy, Holidays not according to tribal economy, No proper implementation of various schemes of educational development.

#### V. COMMUNICATION PROBLEMS AMONG TRIBAL

The tribal live in such a territory, which is surrounded by hills, mountains, rivers, lakes, streams, islands, etc. In tribal territories, hills, streams, forests, seas, rivers, island is found to be working as a natural barrier of communication. Tribal are poor. They have struggle hard to maintain their existence. That is why they are rarely in a position to buy radio and T.V. set to get information from distance places. Radio needs battery to run. Even in remote areas of tribal's radios can be seen in very numbers. Those few radios found are out of order due to shortage of batteries and other mechanical problems. T.V. requires battery or electricity. The remote tribal areas are not electrified. They do not have money to buy T.V. and battery. As a result, tribals, have to miss the news of their importance national importance and international importance. They do not have money to avail the facilities of telephone services. Tribal's of remote areas are completely cut off from the electronic media.

#### VI. BARRIERS OF RECEIVING INFORMATION

Tribal are illiterates. Therefore they are not able to study newspapers, articles, books, journals, booklets etc. They are not in a position to get benefit from the print media. In absence of electronic and print media, tribal's have missed a lot of information of not only national and international importance, but many important messages related to their programmes of development.

#### VII. AN AWARENESS OF THE COMMUNICATION

Lack of communication leaves them unaware of several news, which can play significant role in their life. Through electronic and print media, a number of programmes related to the removal of social evils like child marriage, value of daughter, infanticide, feticides are communicated. A lot of

news related to the pregnant expects and lactating mothers are conveyed. Messages on general health and reproductive health are communicated. Programmers of economic and educational development are also communicated to the people. News related to calamities like flood, starvation, epidemic etc., are sent to the public. But in absence of such means of communication, tribal are found to miss their important messages. As tribal societies are illiterate, poor and traditional in nature, therefore, a cultural and traditional media can play significant role in the communication of messages in tribal areas. Important messages related to economic, health and educational development can be communicated easily among the tribal's through organizing processions, play. Dance, drama, etc., in schools, hats or villages. They should be organized in local languages involving the local people. Some T.V. shows or cinema related to social evils and development programmers can also be organized on market day or in the neighboring schools.

#### CAUSES OF COMMUNICATION PROBLEM

The main causes related to the communicational problems in tribal societies are as follows:

- ✓ Illiteracy
- ✓ Poverty
- ✓ Lack of electricity
- ✓ Lack of communicational means
- ✓ Natural barriers
- ✓ Cultural practice
- ✓ Wandering economy

#### VIII. CONSEQUENCES

The tribal's have to bear the following consequences due to lack of communications: Lack of information on social-cultural values, Social evils like child-marriage, female infanticide, National and international news, Child development programmers, Woman development programmers, Health programmers, Reproductive health programme, Family welfare schemes, Sex-related disease programmers, Information on AIDS, Educational development, Economic development, Health Education, Causes of natural calamities like flood, storm, epidemic, Information about the functioning of the government development programmes and political parties

#### IX. WAY OF IMPROVING COMMUNICATION IN TRIBAL

Communication in tribal areas can be improved by following means: Connecting the tribal areas with roads and bridges, Establishment of Radio centre in community hall, Establishment of T.V. in Panchayath Office, Connecting the Panchayath headquarters with telephone lines., Establishing information centre at Panchayath Office, place of weekly markets and primary schools, Organization of T.V. show on social evils, family welfare, maternity and child care, sex diseases, AIDS etc., at Panchayat Office, place of heat or

community hall, Organizing T.V. programmers and shows on various schemes of development, Organizing village level procession, Organizing plays related to development programme and other important messages to be communicated, Communicating important news like their rights through organization of drama, dance, etc., Publication of reports, books, papers in tribal languages and Establishment of library at Panchayath Office or community hall.

#### X. TEACHING AS ART

Teaching is an art and the teacher an artist so far he /she create learning situations. Teachers to motivate the tribal child to learn Arranges for conditions which help in the growth of the child's mind and body Utilizes the initiative and play urges of the children to facilitate learning Turns the children into creative beings Inspires them with the nobility of thoughts, feelings and actions, Make them self-reliant and resourceful and help them to be what they can be. The child is of primary importance, guiding his learning experiences, as a second principle of the teaching process, ranks next the child should be begin to learn when he becomes purposefully involved in the learning situation. The teacher who is eager to have his classes give polished public performance often robs his pupils of real learning opportunities. Teaching cannot be boiled down to a convenient formula of "telling and testing". It's the complex art of guiding pupils through a variety of selected experiences towards the attainment of a widening field of learning.

#### XI. OVERCOME THE COMMUNICATION AND LITERACY PROBLEMS

Attempt to rehabilitate the families of hunter, gathers and shifting cultivators in permanent villages, Establishment of community residential schools in all tribal areas only for the tribal's, Inclusion of local events and culture in the syllabus, Appointment of female teachers of the community, Teaching in tribal languages, Examination in tribal languages, Time-

table of school according to workload of tribal communities, Arrangement of holidays according to tribal economy, Arrangement of free accommodation, food, dresses and reading materials, Proper implementation of different educational development schemes, Establishment of non-formal educational institutions, Establishment of vocational education institutions, Establishment of sports in the schools, Encouragement of music and dance by the schools, Encouragement of craft making by the school, Formation of separate tribal education policy.

#### XII. CONCLUSION

Teacher creating the good learning situations. Tribal student 's will learn by participating In a purposeful activity .so the teach rust keep learning alive and zestful. Childhood is the time of adventure, wide-eyed speculation, activity. the teacher must help sustain it. The teacher most admired the by the students, are those who take a personal interest in them. There was a time when educational institutions and teachers where engaged in transmitting a way of life to the tribal students. During those days education more a means of social control than an instrument of tribal social change.

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