

Innovative educational practices of Bo-Dhi and TUDI in bringing educational advancement of paniya community

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Abstract

This study investigated the effectiveness of the innovative educational practices of nongovernmental organizations Bo-dhi and TUDI for the educational advancement of Paniya tribal community. The study was conducted among 200 students of Paniya tribal community by using a mixed methodology. The study revealed that 94 percentage students showed a positive attitude towards the innovative educational practices implemented by Bo-dhi and TUDI. Influence of mother tongue, low self-esteem, slavery mentality were the important factors for their backwardness in education. Findings of this study revealed that the educational activities given to the tribal students should be more culture friendly in order to develop their self-esteem and their achievement.

Keywords: Innovative educational, Bo-Dhi, TUDI, educational advancement

Introduction

Rationale of the study

Education aims to make everyone a civilized human being conscious of moral and social responsibilities which lead to all round development of the individuals. Nunn (1993) says education is the complete development of the individuality so that one can make an original contribution to human life to the best of their capacity. Development of individual makes the nation progress. Education can unlock all doors for progress. The indifferent attitude of the tribal people towards the present formal system of education is a hurdle to actualize their educational advancement. Though the government has spent lots of money for the upliftment of tribal people, 3043 students have been dropped from their studies during the year 2010- 2014 in Wayanad district of Kerala. Among these students 1490 were from Paniya tribal community which is 48.96 percentage of the total drop outs. Bo-dhi and TUDI are two nongovernmental organizations working for the welfare of tribal community. The innovative educational strategies were introduced by Bo-dhi and TUDI to Paniya tribal students. The present study is an attempt to evaluate the effectiveness of educational programme adopted by Bo-dhi and TUDI.

Objectives of the study

- To study the ethnographic history of Paniya tribal community.
- To analyze the level of socio economic status and educational backwardness of Paniya tribal community.
- To analyze the effectiveness of the innovative educational practices of Bo-dhi and TUDI.

Research Questions

- Is there any relationship between socio economic status

and educational backwardness among Paniya tribe?

- Do the strategies given to Paniya students by Bo-dhi and TUDI effective?

Design of the study

Mixed method was adopted in this study. Data were collected from 200 students of Paniya tribal community by random sampling technique. Interviews, Questionnaires, and Case analysis were the tools used in this study. These tools were primarily used to get opinions from 100 selected Paniya tribal students who have participated in the educational programme of Bo-dhi and TUDI and 100 drop out students. To verify authenticity of the data parents and teachers were also interviewed. Apart from this observation was also done.

Major Findings of the study

- The major factors of the educational backwardness of Paniya tribe are discussed here. Malayalam is the medium of instruction in schools which is new to them.
- Due to slavish mentality they have low self-esteem.
- Paniya students seldom get motivation from their parents.
- Present formal education system does not give any importance to the tradition, culture, belief system and language customs of Paniya community.
- 94 percentage of students showed positive attitude towards the activities of Bo-dhi and TUDI.
- Since they give importance to their tradition, customs and language.
- Training programme improved the self-esteem of Paniya students.
- Cultural friendly and child friendly atmosphere were provided to Paniya students.
- The awareness camps for parents and adults developed positive attitude towards the education of their children.

Discussions

A research study done by Mercy R.(2014), Chand, Jagadish (2007) ^[7], Chutiya, Hema Kanth (2016), Dash Tapas Rajan (1993) says that the socio economic backwardness of parents and the poor facilities for study at home have adverse effect on the education of tribal students. The present study also corroborate with that result. Kumud Sinha (1995) ^[12] conducted a comparative study among marginalized and suppressed people and bring out the importance of education to make changes in the attitude of man to surmount their weakness and limitation and set themselves on the way to discover their inner potentialities of illumination, harmony and heroism. This study also corroborates with the present study. C.K.Karunakaran (2007) ^[10] gives a detailed report about how the tribal people lost their habitat and became a marginalized in the society. He also explains the inefficiency of government's reduce their socio economic backwardness. The present study also agrees with this result. Mathew Aerthayil (2008) ^[8] conducted a study on the impact of 'Globalization on Tribal community which revealed that the livelihood of the tribals in Kerala has been seriously affected by globalization and adversely affected the religions and cultural life and practices of the tribal community. Homi. K.Bhaba (1996) ^[4] "study bring out the importance of culture. When a society loses its culture, it becomes powerless and easily vulnerable to exploitation. The present study also brings out the importance of cultural orientation in the educational advancement of Paniya community.

Conclusion

Equality of educational opportunity is not meaningful to most of the scheduled tribes in India, until and unless the present formal education system give importance to the mother tongue, tradition, culture, belief system etc. of their community and inclusion of the activities for developing their selfesteem. The innovative educational programme introduced by Bo-dhi and TUDI attracted many Paniya tribal students because these organizations gave importance to their tradition, culture, language etc. and arrange training programme and for developing their self-esteem. These organizations also gave importance to develop the innate potentials of each child by arranging cultural programmes, games, leadership and management training. Centuries long bonded labour system and their present socio economic backwardness of Paniya community are the major reasons for the low self-esteem of the Paniya community.

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