



Gothrabandhu: A novel concept for promotion of tribal education

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Abstract

India is one of the country which has too much aboriginals. Geographical cultural linguistic and anthropological peculiarities which determine the nature of aboriginals anywhere. In India aboriginals has their own language, rites and rituals more over their own physical characteristics too. Culture and cultural contradictions among aboriginals influenced upon other communities and viceversa. Indian situation in past was totally against the development of aboriginals in education, economical and social. Educational backwardness of tribes and downtrodden is now also a critical and, sensitive question. Our ageold system and caste dominated heirarchy grab these sect to the bottom of society. Our system consciously suppressed them from acquiring knowledge and utilizes it for social development. Contemperry crisis in modern society is that how to fill the gap between that general section and secluded one. Our constitution protects them with special provisions and safe guards them from exploitation. Education is the most suitable weapon for modernisation, but now also ie. in the digital era, aboriginals faces, educational economic and sociological crisis in realising education.

Keywords: gothrabandhu, novel, concept, promotion tribal, education

Introduction

Education, a solution or source; that is the question to the modern society. Most of our deprived communities are now also is in the midst of somany kinds of disparities and exploitation. Teaching and learning which influences the wards education deeply. Due to historical and sociological causes aboriginals are marginlaized groups. Marginalization is not the marginalized group's responsibility but the responsibility of mainstream one.

In our history teachers are mostly from upper caste. They got education from ancient time itself, that is why they are dominating over all other groups, casteridden nature and other social rules which pave way for the marginalization of aboriginals stratas and segregation which create water tight segmentation and isolation to these groups Education which accelerating the economic development and it speedening social development social mobility among any groups, but infact the aboriginals in anywhere especially in India is a culprit of modernaization. Fast growing communities got chances to formal education from the ancient time itself.

In India most of our tribal groups are in the marginalized group their wards did not received any type of proper or formal education, because of socio economic and linguistic issues. There exist a distraction with teachers, and experts, so Gothrabandhu or the concept 'mentor teacher is a noval step for limiting or reducing the distraction with tribal students and teachers.

Gothrabandhu meant for facilitator or lerarning in school and settlements. Facilitator is a new concept in education but exist in our 'Ashrama' system of schools. It means facilitating learning situations suitable for learners and create accessible in text books, teachers are adapt the tribal students to the

mainstream. Teachers are the backbone of formal education system, they can influence positively or negatively the system in whole. Multisided issues relating to education is firstly knocked on teachers, whether is in the form of text books, curricula, syllabus, learner centered issues and dropout or stagnation.

In tribal education dropout and stagnation is the main obstacles that grab the develop-ment of tribes. Socio economic and financial preasures which make shields for their development. Dropout is due to these reasons and stagnation follows, from school and social preasures. Here is the possibility of mentor teacher or 'Gothrabandhu'.

Most of students are stopped their education because of silly or minor reasons, there we need only a support to them for continue their education. 'Gothrabandhu' teachers are teacher trained tribes because of that they thoroughly know the sensitive issue of tribes. Gothrabandhu teachers care support and it promot the tribal education efforts.

Need and Significance

Multi cultural education is the need of hour. In history India is known as a 'epitome' of world, it meant that in India there are somany religions, languages, Geographical diversities and Anthropological groups also we can see. Each and every groups issues are varied from one to another. Some of them are very orthodox in their rituals and some of other sects are very transparent and progressive in their lifestyle. Some aboriginal groups are not ready to educate themselves and their wards. Aboriginals are unique only in their cultural standards but they are varied in keep their age old rituals and beliefs.

Aboriginals faces somany challenges and it leads them

withdrawn from education. Most of their age old rituals and beliefs blocks them from formal system of education. Schooling is the primary stage of socialisation, through which individuals got the basic concepts of society, social order, polity and economy. So in modern society if one individual is blocked from education it leads to block the socialization.

The post Independent period is the period of development in all field, education, economic, social and cultural for all sects of society. But unfortunately our aboriginal or marginalized are not yet in the process of these type of development; that is in the receiving end their developmental result is not in the expectation level as compared to general.

Development is the result of combined effort of Government machinery and other agencies and individuals in the society. Planning and implementation is the neck to neck for results of development; where receiving end is not so prepared for education the result is negative or not so fruitful. This is in the case of aboriginals-the receiving group is unfortunately or socially very weak in accept the developmental activities. The so called modernization in real sense accelerate the deprivation, they do not need these type of modernization or speedy development; Their mental construct is against the brutal development, their culture is based on little consumption and not to consume or utilize huge amount of commodities for their daily life. These people only aimed on daily usage of resources for their life. But in the case of general people their consumption culture is totally against to the aboriginals. These developmental contradiction is resulted in all fields of their life. They are not so aware about the importance of education and its relevance in modernization.

Text book language contradictions and other social pressures which resist the wards from schooling. Aboriginal childrens are not familiar with the standardized language of teachers, in their social life they only used their own dialect for communication, but when they enter into school, they are afraid of these sophisticated standardized language it lead them withdrawn from schools and text books.

Post independent experiences of our educational development is a progressive one. Our five year plan and its implementation is the key instruments for development in all fields. Allocation to education is one of the prime concern of our developmental activities. All progressive or developmental nations are seriously responded to the educational development. Through educational development, human resource development itself in the target. As per the economic concept human resource utilisation is the primary concern of education.

After the formation of State of Kerala and formation of district of Wayanad there are huge number of educational institutions established for and in of these deprived groups. Most of the institutions are established for in the namesake of protect the interest of aboriginal in Wayanad. If we can analysis the objectives of most of institutions in Wayanad, it is clear that promotion of tribal education protection of tribal interests and accelerate the speedy enrolment of aboriginals in the schools are very important one, but in actual sense they are not interesting to the declared objectives.

This is the situation that exist in the tribal education scenario in all over the India. Some of the organized groups are consciously engaged in the area of tribal education but their inner interests are totally against to protect the basic interest of

aboriginals. Aboriginals are a strong medium to gain the facilities from Government and other developmental organizations, and utilizes these benefits.

Objectives

- To analyse the basic causes which negatively affect the tribal education efforts.
- To find out reasons of dropout and stagnation among tribal students.
- To frame out in what extend the language contradiction affect the learners.
- To frame out how far the Gothrabandhu supported to the promotion of tribal education to frame out the theoretical construct of Gothrabandhu.

Theoretical Constructs

1. Zone of Proximal Development by Vygotsky.
2. Pedagogy of the Oppressed by Paulo Friere.

Aboriginal education from the ancient era to that of modern era it is very important and relevant. Education system is build upon some theory related to Psychology, Philosophy and Sociology.

Psychology which discussed the teaching learning strategy and its relevants to measure how far it influences the learner and teacher. In modern era Psychology plays a vital role in education from the early child care to higher education system implications of educational Psychology is very important and relevant.

Here we discussing some modern Psychological theories and its influences in teaching learning process. Aboriginal education is one of the prime area in our nation, their culture, language, rites and rituals shyness etc. are the thrust area of education.

Zone of Proximal Development is a novel concept in Psychology for educating one. Vygotsky (1962-78) the Russian Psychologist introduced this theory and it creates new dimensions in teaching and learning. Scaffolding and facilitating, proximal development are the main concept in this theory. This theory argued for primary support to learner for adapt the primary concepts in proposed part of subject.

Vygotsky distinguished between spontaneous and scientific concept. Vygotsky not only believed that formal learning for children was different but that it should be different from children's own discoveries. Vygotsky argued that children gain relevant information and new pattern of thought and problem solving strategies from the interaction they have with their peers. The primary contenton was that education should be designed to accelerate children's cognitive development, rather than providing experiences at the individuals current level of cognitive maturity. He argued that learning is socially constructed, Hence, learning and cognitive development is affected by the interactions that an individual has with another who is skilled or knowledgeable. In the process of cognitive education, the term Zone of Proximal Development has become a central concept for understanding the growth of children's cognitive development and ability, or children might develop some concepts on their own through every day experience they would not develop purely abstract modes of thought without instruction in abstract sign systems.

Vygotskian concept may be defined as the difference between what a child can achieve in absence of problem solving and what can be achieved with the help of adults or with the peer group.

Pedagogy of the oppressed by Paulo Freire

Paulo Freire the apostle of Pedagogy of the Oppressed, made a multi-dimensional view in aboriginal education. According to his concept Education is for liberation and this liberation took place only through a well-planned education only. Freire's work influenced the so-called educationists in the United States, which emphasizes social justice issues and critical pedagogy. Education should raise the awareness of the students so that they become subjects, rather than objects, of the world. This is done by teaching students to think democratically and to continually question and make meaning from every thing they learn. Our rapport with the learners demands that we respect them and demands equally that we be aware of the concrete conditions of their world, that conditions that shape them. Knowledge is a social process. The process of knowing, which involves the whole conscious self, feelings, emotions, memory affects, an epistemologically curious mind, focused on the object and ability of humans to plan and shape the world for their future need is what separates man from animals. The oppressed majority must be taught to imagine a better way. So that they can shape their future and thereby become more humane. The elite naturally believe that they are better and anything else is naturally inferior. Freire talks about the fallacy of looking at the education system like a bank, a large repository where students came to withdraw knowledge they need for life. Students must construct knowledge from knowledge they already possess. Teaching cannot be a process of transference of knowledge from the one teacher to the learner. This is a mechanical transference of knowledge. Teaching is an activity which is a culmination of teacher learner joint effort.

A successful attempt from Wayanad

As we all know Wayanad is a Tribal dominated District. Geographical structure and nature of the area is positive for their habitation. Tribes in anywhere inhabited in Geographically inaccessible localities. They are depending on flora and fauna of their own inhabited area. Valleys and rivers are considered as Goddess or divinely sources. Miner Forest products are the prime and primary lively hood of tribes, they believe that forest and allied resources are the lively hood for them. Their primitive rites and rituals traditionally focused on to protect them for their successors. These primitive cultural orientation and worship of natural powers protect them from evil powers. Their new generations also is in a darkness to receive formal education their lifestyle and beliefs are totally against to adapt the formal education. Their forefathers do not got any type of education, because of their these types of beliefs and rituals. They are not aware of their wards education or their prosperous future. Fruitful and planned efforts of Government for the last 70 years too much result gained by tribes and other backwards also. At the same time a main portion of tribes are currently on the outer ring of modern developmental process. The intention to chalk out the project named 'Gothrabandhu'

is a novel one. As per number of studies and recommendations one of the cause which leads to dropout and stagnation is the distraction towards teachers among tribal students and parents. As a first generation group, tribes felt a distance from teachers, because they do not know their language and other aboriginal peculiarities. Educationists and sociologists all over the world opined that, this is one of the prime reason for tribal students's dropout and stagnation. Due to the Indian context teachers are more or less from the upper class of the society, and most of these teachers are do not interested in tribes various socio-linguistic and cultural background. From the ancient period itself Wayanad an identical Geographical area famous because of its aboriginal domination. By name here so many tribal groups, Paniya, Kattunaikka, Cholanaikka, Adiya, Irula and Kurichya are main groups.

Paniya Tribe is larger in number. One and at the same time they are the most deprived group among aboriginals. Deprivation of Paniyas depend up on so many socio-religious and economic causes. In modern terms of developmental contradictions Paniyas are very backward and marginalized. They are land less, House less, Job less and more over they are edules in current era.

Kattunaikka tribe is another group which also is a most deprived sect among aboriginals. Kattunaikkas are resided in the interior portions of thickly forest areas. They has no huts or homes to stay, but they are stay under the trees or caves in the deep forests. Kattunaikka peoples try to follow the strict caste rules and regulations. As a caste or group they withdrawn from social life and mingling with other main stream. These type of ancient life style and system their social status is purely against modernisation.

These two sects of aboriginals are surely a challenge to our modern education. Their own rites and rituals, resist their wards from modern education. So many type of Socio-economic and linguistic reasons leads these tribes from modern education. Various type of socio-economic and linguistic reasons leads these tribes from modernization. Education is a medium of social change and economic development.

Central and State Governments in the last 70 years took strainful efforts for the multisided development of aboriginals. But in the case of Wayanad most deprived aboriginal groups socio-economic and educational status is in a dilemma. Our system of modern education and allied developmental activities gave them a view and positive attitude to their life. Their educational and economic aspiration, changed into a positive manner. But compared to general or other the attitude or aspiration is not so good. That is why the Government of Kerala initiatives keen interest to appoint tribal qualified teachers in Govt. and Aided Schools ie. Gothrabandhu. Govt. of Kerala's appointed 241 teachers from various tribal communities trained youth as teachers or menter teachers. These teachers are assigned to teach in Primary level means 1 to 4 standards.

The project aims to create a extend special motivation to tribal students and parents to schooling.

- Create awareness among parents in schooling.
- Take necessary initiatives to schooling.
- To familiarise various educational projects and assistance from Govt.

- To reduce the existing language contradiction faces the tribal students.
- To resist as far as possible the dropout of and stagnation among tribal students.
- To interrelate students and teachers into a common aim.
- To maximize the overall educational development of aboriginals.

This programme emphatically proves that aboriginal childrens got a specific mental strength in schools. The feeling of protection and adaption that provide by the Gothrabandhu teachers. Gothrabandhu teachers extend their vision and mission in schools and tribal settlements. Aboriginals childrens felt that they are also the part of general society. Through the interaction of Gothrabandhu teachers General teachers also has changed their attitudde towards tribal children in a positive way. Gothrabandhu efforts make social education, socialization and behavioural attitudes among tribal childrens. This project, no doubt a clear and progressive practical implementation and it accelerate the educational development of tribal wards. Economic and social development is purely depend up on the education Governmental efforts and projects are supervised by its own beaurocrats and agencies, but through this project the teachers itself in the implementing persons and supervising agencies.

Tribal childrens felt that those mentor teachers are their own facilitators for their learning efferts. Gothrabandhu teachers lookafter tribal childrens learning attitudes problems and welfare in and around the School, family and society-qualified youths.

Gov. appointed 241 teachers as mentor teachers to monitor tribal childrens schooling, dropout, stagnation and allied problems of learning. Gothrabandhu teachers are assigned to supervise problems of 1 to 4th standards tribal students's school related issues. one of the noted fact about this project is all these teachers are from tribal communities only and they were trained teaching learning process.

Recommendations

- Critical evaluation is essential on tribal education.
- As far as possible utilizes the service of trained teachers from aboriginals.
- Cultural orientation programmes to teachers.
- To reduce the language contradiction redesign the curriculum.
- Micro level supervision and guidance is necessary in tribal areas.
- Modern teachnologies must utilize to prevent dropout and stagnation.
- Aware porgrammes to tribal parents.

Conclusion

Education, a manmaking tool, to modernize humanize and liberate from darkness. Our great constitution magnanimously provides all possibilities to the downtrodden and weaker sections. Central and State Governments are in a unique way continuously strengthening the education for marginalized group. As we all of know that Wayanad is a tribal dominated area so that concept Gothrabandhu is a noval one for protect the interest of tribes and aspiration of tribal students.

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