



## **Need of cultural orientation for the promotion of tribal education**

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### **Abstract**

Culture and Education are inter-related from ancient time itself. Culture is the determining force in education and that is why education which motivate and accelerated the cultural orientation from centuries. Human development and progress of education is an interrelated process in any society to achieve the highest goal of individual and society, man making process of education aimed on cultural orientation of society and individual. Ancient and Medical education purely targeted the multiface development of individual and society. But due to the commercialization of education in modern era educational activities is more or less concentrating only on human resource development or they consciously or unconsciously neglect the cultural development of individual or society. Development of individual is leading to the development of society as a whole.

Structure of Society is a determining force in the development of individual and society. Need of cultural orientation is necessary for the societal development caste hierarchy of Indian Society is a challenge of the multisided development of our society. Upper caste or lower caste division is in any way negatively affect the development of society as a whole. Various types of contradictions which directly or indirectly create somany types of impacts in any society, but Indian society a unique one for its caste oriented nature and, division of labour on the basis of hierarchy.

Cultural orientation is a suitable medium to byepass or eradicate the division of society on the basis of caste. Educating the so called upper and lower caste is the objective of this orientation. Any type of education is formal, informal or non- formal education is suitable to this prupose.

**Keywords:** culture, education, human development

### **Introduction**

Education of downtrodden group in India is an infancy stage after the 70 years of great and proud Independent period. Our Socio Economic and Cultural strata is against the actual and systematic development of marginalized group. Aboriginal groups are very consciously marginalized from main stream that is education, power (Government and main stream jobs). Economic development and Social development by the upper caste from centuries. Our history mythology and epics are revealed clearly the marginalizing process of aboriginals. Throughout the history whether it is ancient medieval or modern it discarded the development of aboriginals or 'avarnas'. The 'Ekalavya' mythology itself is an introspecting chapter or genuine example for deprivation or marginalization. In the pre-independent and post-independent period power politics and power wars are now also wither away this innocent peoples from power or political power. From ancient to independent period various Hindu and Muslim dynasties had ruled India for centuries, but both of them do not gave any type of chances to this aboriginals groups to rule, through centuries they are ruled by the aforesaid rulers only. During the colonial period very few steps were taken by them for the development of aboriginals, colonial rulers try to modernize the society through rules and regulations in accordance with modern values and norms. They are the pioneers in make rules and regulations against untouchability, castism and feudalism. Economic disparity and neglection of education which

accelerate the speedy marginalization of aboriginals in India. Post Independent period is the period of renaissance and modernization in all walks of life. Various educational commissions and their recommendations are milestones in modernizing our nation unity in diversity is the national moto of our nation. Father of nation, Gandhiji, theoretical and practical approach very clearly worked out for eradication of untouchability and illiteracy irradiation. Under the miracle leadership of Gandhiji India had gained the freedom from Colonial Rulers. One of his influencial move in educating the lower people is to teach them through mother tongue or it underlined in his world famous educational project 'Naithaleem' or basic education policy. His teachings and preachings during freedom struggle strongly argued for eradication of untouchability and illiteracy from Indian soil. Culture and education are one coin's double side. A society's cultural development is purely depend upon the educational development. There is an another version also education is for cultural development. Philosophrs and educationists are in unanimous opinion that society's educational development surely contribute the society's cultural development also. During the colonial period in India because of the so called westernization or modernization through education our society's cultural constructs are influenced by their ethics and values. Modern education is not only for improve the literacy programme but also to built up social values and cultural values among citizens and systematic and scientific education is the base of achieving high cultural values among citizen.

## Need and Significance

One of the main objective of education is the main streaming of untouchables and under privileged. Centuries long system of our education continuously discarded their minimum privilege and basic rights to education. Traditional norms and caste oriented rules and dominating casts are now also played pivotal role to keep them out of main stream.

From centuries itself various dynasties ruled our nation on the base of caste oriented rules and norms. Casteism and ruling policy are interrelated from centuries. Centuries long these type of rule consciously and continuously suppressed the right of aboriginal groups. Planned and systematic way of education, which implemented by the colonial rule and they magnanimously support their welfare and liberation of aboriginal groups. They had consider education is a powerful medium for change the social concept of society. They had make somany rules and orders to reform the societal attitude in accordance with the modern values. Administrative and strategic steps were continuously made by colonial rule and its heads. Colonial rule and its support in the field of education accelerate the speedy educational and cultural development.

Post independent period is the period of new and progressive law making age. Various education commissions appointed by the Central and State Governments are strongly and humanely involved in modernizing the aboriginal groups. Education for aboriginals is a challenge to the infant Indian Government. Various social movements and reformation leaders pav way for the cultural educational development of under privileged groups.

Education and culture is an interrelated existence from centuries. India is considered a multicultural and multi-linguistic society and it include somany type of subcultural values and beliefs. Cultural milues and orientation is necessary to inculcate modern education to the underprivileged groups. Aboriginal group's cultural milues and mainstream groups cultural milues are entirely different in nature and it creates a contradictory situation in all developmental activities includes in education too. All developing societies are gradually achieving their goals through education and its progress. Formal education is an effective medium to eradicate illiteracy and achieve the highest goal of modernization and renaissance among deprived group.

Post Independent India's thrust areas is on education and primarily basic education. Our famous five year plans and programmes clearly try to realize the planned growth of aboriginal groups. Allotment of fund and implementation of projects are planned in a micro level aspects to uplift these aboriginals.

Geographical and Anthropological peculiarities and their cultural aspects are full against to achieve modern education. Most of these tribes are settled in the interior areas and near to the forest area. Because of these peculiarities they are compelled to lead a secluded life in modern time too. Their rites and rituals continuously withdrawn them from modern life and especially from modern education. So the process of cultural orientation is the need of hour to mainstream them.

## Objectives

- To find out what are the obstacles of aboriginal education.

- To interrelate culture and education for their upliftment.
- To utilize in maximum scale of the possibilities of culture for education.
- For educating the weaker sections cultural orientation is necessary.
- To accelerate the speedy progress of weaker section utilize the cultural aspects of various aboriginal groups.
- Through cultural orientation we can familiarize various groups merits and demerits for the progress of education.
- To frame out which type of cultural orientation is necessary to educate the weaker groups.

## Theoretical construct

History of education revealed that tradition and cultural values which highly influenced the development of education. Educational and economical growth are interdependent for cultural development also. Our Indian system of education fortunately or unfortunately running through caste oriented values and rituals. Most of the deprived groups in India now also the culprit of division of caste, and it leads to economic deprivation and financial slavery in their life.

Culture plays a pivotal role in the progress of education of any society. In Indian tradition cultural components like education, social awareness, Social accountability and social commitment and also cultural literacy plays an influential role in make a society into an egalitarian one. Society's rigid and strict norms which negatively affect the progress and flow of them. Human history revealed the idea that modernization and its results are the determining factors of progress. Culturally advanced groups are also educationally advanced groups. In all ancient civilized groups in history get traditional or systematic education, which lead them to a culturally advanced life and social status. These types of cultural advancement is only for early educated group or they are become the leading one or dominating groups in society. Traditional concept of education is not only for job opportunities but also for shape, balancing individuals or leading personalities in society. Educational development, uplift the groups or communities to the leading force of whole society. But non educated groups or communities gradually fall down or marginalized from the main stream. These type of societal contradiction in and around of communities leads to a segregating spirit and it leads to built social islands. These gap gradually affect the social cohesion and multisided development of individual and society.

Culture of any society or group is supporting force for achieving progress. Human history is the history of cultural development and educational development. Centuries long achievement and progress of man kind is with the support of educational activities and cultural orientation. But some societies are exception for these type of achievement and progress. Determining forces in development of education are socio-economic and cultural structure that exist in society. It include the structure strata, productive forces supporting cultural miliues and the adaptation ability and nature of cultural transaction of each and every society. Culture and education are interrelated to man making process of education. Through education we can make an isolated individual like Robinson Crusoe or a popular individual like Gandhiji or a rough leader like Hitler. This is only possible through

education with the support of culture. That is why great or eminent educational Philosophers are strongly argued for liberal education or cultural education to liberate the aboriginal groups in to mainstream.

Primitive culture and its contribution is very limited in the actual sense of educational development. They only concentrated their daily life and food gathering. Their innate talents and genuine qualities are unlimited but at the same time their area of interest is limited only in around their living circle or location. natural powers are there depending forces to protect them from all types of personal or group obstacles.

Aboriginal's ancestral life and culture are very interesting because of their peculiar rites and rituals. However, their communal life and class spirit is unique in nature and interesting to publics. Anthropologists and Sociologists are very keenly interacting to them for analyzing their peculiar cultural aspects and life style. Aboriginals are one of the interesting groups to anthropologists because of their cultural and socio-economic life. Their Secluded life and ancient system of community life is attracting somany types of experts to micro level observations to analyze the inner and internal peculiar life style. Communal life means joint family system and joint cultivation and joint ownership on property and women in their own Society.

Culture and education played a prominent role in the progress of society as a whole. Centuries long educational progress and cultural development is interdependent for smooth functioning of social order-societal functioning is depend up on cultural ethos of their members and groups. In modern context education is considered a tool for human resource development, but in ancient and medieval period education is targeted on value orientation and cultural orientation or ethical aspects of society. Human resources development and manpower utilization is the key construct in modern education practices. But due to the centuries long marginalization and deprivation affect the aboriginal groups are now also did not attain the goals of literacy also. They are now also in the dream of acquiring primary literacy concepts, that is why the concept of cultural orientation is relevant in aboriginal education.

Cultural orientation is a theoretical concept and a practical approach in educating the weaker sections. Through the cultural orientation process we can adapt the aboriginal group in to formal education system. For educate the weaker section educational experts in the field of informal nonformal and formal streams continuously designed planned and implemented somany projects and programmes for adapt and attract them to the educational activities. Following are the relevant concepts in promoting aboriginal education.

### **Concept of Mother tongue**

Language is the medium of communication, no doubt but in education it has a powerful means of communication and way of teaching learning process. Language and educational experts are unanimously opined that instruction at the pre-primary and primary level must be in mother tongue only. Experiments in teaching and learning showed that mother tongue is the best and suitable medium of instruction especially at primary level. Ancient and medieval period all

type of instruction is in the form of mother tongue and they try to utilize the possibilities of mother tongue in teaching and learning. They were very experts in prepare text books of all subjects into their own mother tongue. All type of curricular programmes and family learning activities are relevantly built up on the concept of mother tongue. Text books, medium of instructions examinations and allied activities are mainly supported only on mother tongue.

But in the case of aboriginals have arise a new and varied contradiction in mother tongue, that is text books and other learning materials were prepared in mother tongue of each and every locality not in the language of aboriginals. Aboriginals mother tongue is entirely different from that of mother tongue that existed in their locality. These type of contradiction which negatively affected the aboriginals education and development. Their primary aspiration is to learn in their own mother tongue but it is an unsatisfied dream in current age also. So have in a basic need to linguistic cultural orientation to overcome this phenomena.

### **Traditional Art forms**

Traditional Art forms are their own relevance in educational development of weaker groups. To educate weaker groups means to support their socio-economic development.

Aboriginal peoples have their own traditional art forms in their own local areas depend upon the need and availability of raw materials. Most of these Art forms are directly depend up on agriculture, Animal husbandry, Fishing and Hunting more over their own life style and culture, aboriginals make their own art forms for protect their culture and form of cultivation and other essentials of life.

Traditional Art forms and its cultural values plays a prominent role in the promotion of education. How to inter-relate these cultural forms and education is the prime question. Experts in the field of aboriginal education proved that those forms of cultural elements are supporting forces in the promotion of education.

Their dance, songs and other forms are directly usable to formal education. Their integrity to these cultural forms may helpful to promote education and development. Education of marginalized means education for whole society, and this is the only way to protect their basic rights in the society and just society means to built an egalitarian concept.

### **Work Oriented Education**

Work is the base and life centered programme of aboriginals. Aboriginals and their lifestyle is fully concentrated on work culture. These people basically known as working with nature for their livelihood. They are only concentrating on primary needs of their daily life.

Educating the aboriginals means to create work culture orientation for education only we can educate them. If we can separate work and education it is very difficult to educate them and otherwise if we try to unite work and education it is fruitful to their education. This is in otherwise known as vocationalization of education in modern era.

### **Traditional skill and Formal Education**

Aboriginal people are very resourceful in their traditional skill, so educationists form various fields try to utilize their

skill in educating them. Their physical fitness and ability in traditional skill is a motivating factor to educate them. Somany types of skills are cumulating in them, and it is the responsibility of an educational practisor is that know to utilize those skills in promoting education.

Now a days educationist gave due importance to skill improvement through formal education. But here we try to through skill improvement how can educate them. Experts in the field of aboriginal education try to utilize these types of people's skills to educate them. In this stream education is for enrich their skills in multisided development. Multicultural education needs skill development programmes for better their educational standard.

Aboriginals are far away from formal education because of the complexities included in formal education. so we can attract and adapt these groups through skill development programme for education. Aboriginals skills and education is directly interrelated for their whole development in society.

### **Natural talents and Education**

Aboriginals are so famous for their own talents by tradition or ancestral traits. As we all of know that they are too old inhabitants in earth, because of this their talents are treated as rich in compared to others. Sociologists or Anthropologists are continuously try to utilize this talents into educate them.

Human talents are genuine and it is directly related to the efficiency and life skills of individual. Individual potentialities and multifaced capabilities are depending up on the genuine talents of person in traditional way of curriculum designe academicians has concentrated on reading, writing and arithmetic, but due to progressive and advanced development academicians and educationists try to analyse, education means not only reading writing or arithmetic in broader sence, but also it is the total functioning, and workout of personal abilities and talents. In the case of aboriginals the utilization of talents are vary important for their educational development. their innate talents and additional skills are promoting through various types of educational activities.

Educating aboriginals through their talents is a method in promoting tribal education. Pedagogical experts are supporting this for the promotion of aboriginal education. Aboriginal talents and abilities are resource for promoting their educational aspirations.

### **Locally available curriculum**

The cultural process of education is rotating on the designed curriculum. The content methodology and strategy are determined by the curriculum. So in the implementation of strategies and policies for the promotion of tribal education it need the locally available curriculum for the promotion of aboriginal education.

The need of aboriginals and generals are extremely varied, and it lead to utilize the local resources to design the special curriculum for the promotion of aboriginal education. their internali-zation and integrity to nature played a prominent role in educational development.

### **Recommendations**

- For the promotion of aboriginal education strategies are to be designed to utilize the suitable cultural orientation.

- As far as possible try to utilize, various cultural values and forms to the promotion of aboriginal education.
- Cultural orientation and educational development is a joint action for the promotion of aboriginal education.
- Utilize their cultural talents and integrity for the promotion of aboriginal education.
- Core of aboriginal life is their cultural strength and spirit, so utilize it to their educational development.
- To design content methodology and strategies for their educational development.
- As far as possible interrelate the innate abilities and talents for their total development.

### **Conclusion**

Educational economic and social development is the parameter of society's growth. Culture and Cultural content of any educational activity is important for their total development. Cultural orientation for the promotion of tribal education means the utilization of aboriginal's talents in to aboriginal education. Modern educational thoughts are on the process of cultural promotion for total liberation.

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