



WORLD ANTHROPOLOGY CONGRESS

Organized by



Hosted by



In Association with



WORLD ANTHROPOLOGY CONGRESS-2023

BHUBANESWAR, INDIA | 9-14 AUGUST 2023

CTD: 13PC - PEOPLES, CULTURES AND COMMUNITIES

SUB-DOMAIN: PEOPLE: LIVELIHOOD PURSUITS, EMERGING LEADERSHIP, MARGINAL AND DISPLACED PEOPLE, ISLANDERS, HUNTER-GATHERERS, FOREST DWELLERS

PANEL TITLE:

PSYCHO CULTURAL INTERPRETATION OF EDUCATION IN MARGINALIZED INDIGENOUS SOCIETY

CONVENOR: DR. MANOJ KUMAR BEHERA

CO-CONVENOR: DR. NEHA JHA

ABSTRACT

With globalization, it is important to protect plural societies rooted in the construct of multicultural and multilingual diversities. Protection of cultural diversity is critical for sustainable societies. To achieve that objective, it is imperative to teach young people to value their culture and language. To achieve that end native languages and even dialects must be made part of the curriculum from primary school and later in all forms of formal education practises. Education is fundamental to self-determination, and to instil pride in one's native language is the way forward to achieve that end. Research has shown that language proficiency adds to the desire for learning, thereby making significant difference to school dropout rates. Many students drop out of school because of lack of language proficiency in which courses are administered at various levels of formal education. This results in several psycho-social issues among school going children and adolescents. Over the years, there is enough evidence to show that formal education itself is not a panacea against rooted prejudices, stereotypes, and discrimination against indigenous people. In recent months, several cases of suicides by the Adivasi and Dalit youths from premium institutions of professional training have once again shifted the focus on psycho-social issues that many students confront in their pursuit for success. Based on the background, scholars from social sciences, humanities, science, and professional programmes are invited to share their experiences. We invite experts from various fields to discuss strategies that they may have undertaken to help such students overcome issues emanating from any form of language insecurity. We encourage young scholars to discuss their research and share insights on how lack of language proficiency impacts children coming from marginalized indigenous communities.

Keywords: Cultural diversity, psycho-cultural issues, Education, indigenous society, School dropouts

Pre- and Post-Congress In Collaboration with

