

INTERNATIONAL RESEARCH JOURNAL OF SCIENCE ENGINEERING AND TECHNOLOGY



ISSN 2454-3195

An Internationally Indexed Peer Reviewed & Refereed Journal

WWW.RJSET.COM
www.isarasolutions.com

Published by iSaRa Solutions

Using of Indigenous Toys, Games and Sports for Promoting Education at Foundational Stages among Tribal Areas in North-East States

Dr. Ranjan Kumar Biswas,

DEGSN, NCERT, Sri Aurobindo Marg, New Delhi-110016,

Mail: rbiswas68@gmail.com

Key Words: Tribes, Concentration of Tribes, Indigenous Toys & Sports, Role in Education, etc.

Abstract: In this article, an attempt is made to define the tribes and their concentration in North-East states of India. Their total population and literacy rates in comparison with general people are also specified in the article. It accentuates to describe many points, highlighted in NEP 2020. Khelo India national programme for Development of Sports, Jai Pitara under DIKSHA, Vocal for Local for the Foundational Stage, etc are discussed throughout the article. It also includes divergent indigenous toys, its preparation processes among various tribal groups in North-East states of India and its using specially for promoting education of children at foundational stage. Moreover, article comprises that tribal indigenous sports are considered as the integral part of their culture and they practice it to outlook their traditional ethos, exhibit their arts, get leisure, develop physical well-being and cognitive growth. At the end, this article also focuses that sports help to develop a strong and appropriate sense and improve quality of education of the children.

Introduction

In Indian sub-continent, tribes are considered as the autochthon. They are enumerated to have 705 groups (623 groups by Nanda & Prasad, 1996), constituting 8.6 per cent (Census, 2011) out of total population and they are sporadically dispersed all over the country except Punjab, Haryana, Delhi, Puducherry and Chandigarh. All tribal groups are indigenous and traditionally they are habituated to dwell in cluster types of abode which are built up on hilly plateau in dense forests. Most of the tribal groups are depended on natural forest products for the subsistence of their daily life. But every tribal group is having unique culture which is considered as an umbrella term to encompass the social behaviour and norms such as the knowledge, beliefs, arts, laws, customs, capabilities and habits of the individuals (Tylor, 1871). Culture is phenomenon as the pattern of learned and shared behaviour and beliefs specially of a particular ethnic group. It is a process of transmission of any knowledge, opinions or practice from forefathers to descendants by oral communication without having any help of the written memorials. All tribal groups are having their indigenous process of toy making and practicing games-sports as part of their culture. These indigenous toys making and practicing of games-sports are very significant not only to entertain but also to reflect the ethos, moral values, unity, discipline, civic sense, knowledge, responsibility, etc of any community people.

Under NEP 2020: Chapter-4, Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable and Engaging. It also includes that sports-integration is

another cross-curricular pedagogical approach that utilizes physical activities. It implies indigenous sports in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc. These traditional toys and game-sports are integral part of tribal life but unfortunately, many of these toys and game-sports are going to be extinct. Therefore, ministry runs a Central Sector Scheme, namely, the 'Khelo India-National Programme for Development of Sports.' Under the scheme, there is one of the components, namely, 'Promotion of rural and indigenous/tribal games' which is specifically dedicated to the development and promotion of rural and indigenous/tribal games in the country. As example, some of the indigenous games such as Mallakhamb, Kalaripayattu, Gatka, Thang-Ta, Yogasana and Silambam, etc have already been identified for the promotion under such the scheme.

Beside these, Jadui Pitara under DIKSHA has been developed as an exemplar of content which is used in any school for the Foundational Stage. It consists of toys, games, puzzles, puppets, posters, flashcards, story, etc as a learning-teaching materials, designed for children under the age group of 3-8 years old(foundational stage) with the motto 'Learning through play'. It is in the form of playbooks, toys, puzzles, posters, storybooks and worksheets which can help children to learn and grow through playful and enjoyable activities. Children can brainstorm and strengthen their skills and enhance knowledge through this concept. Now it is needed to expand these indigenous toys, arts & crafts, games and sports of tribal communities through 'Vocal for Local' so that other communities may be encouraged to use such local arts and crafts and toys and practice games and sports at any level. Many state Governments also have taken initiative to promote numerous tribal indigenous toys making processes and practicing of games-sports in different ways. Educational institute like schools at pre-primary and primary level have been instructed to promote tribal indigenous toys making and game-sports by its use in integrated teaching-learning.

Methodology

Numerous tribal groups are inhabiting in all states of North-East region. Each tribal group is having indigenous culture and they are extreme followers of their socio-cultural orthodox. Indigenous toys making procedure and practicing of games-sports are also the integral part of their culture. Under the present study, materials related to their indigenous toys making procedure and practicing of games-sports and its educational perspectives specially at foundational stage were accumulated from various sources such as literature survey, academic publications, divergent media, websites, etc. Different literatures in the form of reports, copyrights, papers, documents and newsletters were thoroughly consulted and gathered the essential materials. Diverse reputed publications such as journals, conference papers, dissertations, thesis, etc were accessed for gathering of pertinent information related to their indigenous toys and games-sports and its uses for promoting education. Some e-newspapers and magazines were also read and radio and television programmes were watched in a regular basis and collected the related media materials. Constantly searching of various websites was done to collect the concerned materials. Sometime, YouTube, Face

book, etc were tracked to assemble appropriate materials. At the end, all such collected materials were analyzed and represented in a consecutive manner.

Results and Discussions

Under the present study, the collected materials related to the foremost Ethnic Groups, Indigenous Toys and Games- sports were analyzed and then interpreted in reference with other studies as follows:

Foremost Ethnic Groups

Total eight states are located in North-East region and many tribal groups are inhabiting there. The state Assam is having highest tribal population in North-East region, followed by Meghalaya and Sikkim whereas lowest tribal population is found to be settled in Arunachal Pradesh. In other side, tribal literacy rare in Mizoram is highest (89.3 per cent), followed Sikkim (67.1 per cent) and Manipur & Nagaland (65.9 per cent each) whereas lowest literacy rate (49.6 per cent) is found in Arunachal Pradesh (Table: 1). Throughout the region, some of the tribal groups are found to achieve better educational status whereas many of them are progressing across the bottommost level. But all are indigenous tribal groups and still they are proud to follow their indigenous culture. Study in this regard exhibits that indigenous knowledge means empirical knowledge which is traditionally achieved by the tribal groups. It deals with nature and they inhabit in a particular environment and also use all such natural products. They are also having a cumulative body of knowledge and beliefs through the elongated upright traditions and practice it by generations. At the present state, this knowledge is needed to tap by others for its wider uses (Bairagee, 2017).

Table: 1

Tribal Population in North-Este States of India

Name of the State	Main Tribal Groups	Total Tribal Population	Total Tribal Literacy (%)	Total Population	General Literacy (%)
Arunachal Pradesh	Khampti, Singphos	9,51,821	49.6	13,83,727	65.38
Manipur	Kuki, Moyon, Marram, Monsang and others	11,67,422	65.9	28,55,794	76.94
Sikkim	Kharia, Bhutia, Lepcha and others	2,06,360	67.1	6, 10,577	81.42
Assam	Bodo, Kachari, Karbi, Miri, Rabha and others	3,884,371	62.5	31,205,576	72.19
Tripura	Tripura, Chakma, Kuki, Koloj and others	1,166,813	56.5	3,673,917	87.22
Meghalaya	Garos, Khasi, Karbis, Mikirs and others.	2,555,861	61.3	3,288,000	74.43
Nagaland	Yimchunger, Sangtam, Sümi and others	1,710,973	65.9	1,978,502	79.55
Mizoram	Mizo, Chakma Riang and others	1,036,115	89.3	1,097,206	91.33

Indigenous Toys

All tribal groups in the country are having their rich culture and identity. As a part of their rich culture, their indigenous toys and games-sports are very famous. Tribal people traditionally learn the process of indigenous toy making for using in their own way. They just achieve the knowledge about their traditional games-sports and practice accordingly without having any regulated body. Different tribal groups inhabit in North-East states of India and they are very skilled to prepare divergent toys and they consequently use these. As examples, it is mentioned here that Rattles and Dug Dugi toys are played by Biata or Kuki hill tribes of Manipur whereas Pithh, clay and wood toys are played by Bodo, Barmans, Rabha and other tribes of Assam. Puli Meka or Bagh Chal or Tiger's hunt and Bhatukli or Kitchen toy sets and other indigenous toys including Gella-chutt, Porok and Teer are usually used by Singphos tribal groups in Arunachal Pradesh. Study in this connection depicts that toys play a great role to promote learning of children with pleasure. Study also reveals that toys and utensil making of indigenous tribal groups are one of the everyday activities and socio-cultural practices. Children thus learn across a familial-communal ecosystem from their parental generations under oral traditions. Such practices exist their identity and make available tools for survival, self-reliance and generate own educational, social and aesthetic value (Sinha, 2020). Another study also notes that most of the indigenous toys are hand-made and limited in particular areas. Therefore, its uses are also limited only in that particular locality. Hence, it is needed to develop varieties of toy and accordingly, these should be delivered to many users within time frame. Preference is also given to use the toys which are age specific appropriate, attractive, easily handling, skill-based, safe and low cost. Such traditional toys not only preserve their culture but also ensure for its using in education (Chandra, 2021).

Keeping in view, other study reveals that toy is an object which is used to play by a child for pleasure rather than systematic competitive game. Children specially at foundational stage consider toy as an entertaining object and they are curious for its receiving. In the country, there are many indigenous groups with different cultural backgrounds and they are having ample opportunities to create indigenous toys. Varieties of indigenous toy are made by different indigenous groups in connection with their cultural setup. Their toys making are also concerned with the availability of resources and skills of those indigenous people. These toys are mostly found eco-friendly and its availability is also very easier. These types of toy are prepared by non-synthetic and non-hazardous materials which do not play negative role for the good health of children. Indigenous toys are sometime made up of safe materials or sometime waste materials which are good for environment. Uses of toys in teaching-learning process result wonderful. Toys integrated teaching-learning indicates the enormous use of toys in the process of teaching-learning for making teaching-learning in a joyful manner, engaging children and inspiring them. Using indigenous toys and games in the process of integrated teaching helps to create effective favourable learning environment so that all children spontaneously engage in learning process which ensures better outputs (Rana & Yadav, 2023).

Indigenous sports

Indigenous sports are phenomenon as recreational or leisure activity but these types of sport are revealed in several historic scriptures of India. It is substantial that several local sports have been practiced over centuries across the country. Such sports accomplish the purpose of channelizing energy of youth. Among the youth, sports also develop a strong and appropriate sense which helps to improve their overall well-being. Therefore, indigenous sports attract the youth even today. However, there are various indigenous sports like Insuknawr, Paika Akhada and Hekko practiced by Mizo, Nagas, Monsang, Paite and Chakma tribes in Mizoram, Thang-Ta practiced by Marram Nagas and Monsang Tribes of Manipur, Kho-Kho, Mallakhamb and Sqay Sikkim Archery practiced by Kharia Tribe of Sikkim, Dhoop Khel, Rosi-tona, Hatur, Nau-Khel, Tarnal-Khel, Hoi Kabbadi and Cowrie Khel practiced by Lalung, Bodo, Mech, Barmans and Deori Tribes of Assam, Chhau and Akhada Kushti practiced by Sangtam, Yimchungru and Sumi Tribes of Nagaland. All these tribal indigenous sports are integral part of their culture and they practice these sports to outlook their traditional ethos, exhibit their arts, get leisure, develop physical well-being and cognitive growth, etc.

Findings of studies address that play-based teaching-learning materials for the children at foundational stage across the country are having high pedagogic returns. Their analyses also reflect that play-based teaching-learning simultaneously help to develop physical fitness and promote academic growth of children. Moreover in progressive learning perspectives, the role of play is very important to emphasize the overall development of the children consisting of their socio-emotional development, general cognitive development, psychological development, etc. Therefore, teachers need to be aware on policy matter and curricular viewpoints. Taking in to consideration the curricular goal, teachers need to be proficient to select different types of play-based activities in accordance with the level of children. Study also exhibits that teachers must be given privilege to decide strategies to implement empirically and theoretically endorsed play-based learning activities. As a reason, the role of teachers during period of play is considered as passive and observant and sometime enabler of free exploration (Pyle, et.al, 2017).

In this connection, another study reproduces that first of all, children play games-sports to get pleasure and concurrently, they achieve rules and regulations of sports. Practicing sports is ironic in symbol which helps children to link with physical and social worlds and to know about themselves. Children are having socio-cultural differences while play can bridge among them. Another in study in this context also reflects that there are many tribal groups in different states and they are having various indigenous games but many of the games are going to be lost due to lack of its proper promotion. All traditional games are very important to carry values towards the overall development of community people. There is no demand of any materials or financial resources to practice these games. Therefore, it requires to generate awareness and better inter-cultural understanding among the community people to exist these games as well to build up a culture of peace. All these traditional games also pay common understanding and passive social behaviour to the people specially younger generation, come from diverse culture. It may quote that 'A world that understands and

supports children's play is a world that is likely to be healthier, more vital, more alive and happier than a world without play'. Therefore, the consequence of traditional games and its uniqueness should be reinforced and promoted and the opportunities for practicing these games must be opened for all (Pramanik & Bhattacharya, 2019).

In relation with this, other study exhibits that divergent tribal communities inhabit in North-East states of the country and they play many indigenous games and sports as part of their traditional culture. In a very simple manner, they play their indigenous games and sports without requiring any expensive equipment, uniforms, shoes and other accessories. These games always help to the children to come together and encourage teamwork and social interaction. All these games are very important to make vast scope for the youths in future while they are trying to bring some changes in the equipment, rules and regulations and procedure of the games. Their continuous efforts make the games more interesting, systematic, organized and competitive in nature. They are introducing these indigenous sports at school and college levels. By organizing few tournaments or competition, they enhance publicity of these games so that specially the younger generation of other states may acquaint with the games, know the rules and regulations and then practice accordingly. Agencies from Government and non-government sectors also may make available the financial support as well as other facilities to promote these indigenous games (Das & Singh, 2021).

Summary and Conclusions

In summing up, it may be mentioned that all tribal groups in North-East states of India are categorized as indigenous groups. Traditionally, they are habituated to dwell in cluster types of abode which are built up on hilly plateau in dense forests. Maximum tribal groups collect natural forest products for the subsistence of their daily life. Every tribal group follow their unique culture to encompass the social behaviour and norms such as the knowledge, beliefs, arts, laws, customs, moral value, etc. It makes available essential knowledge for the physical and intellectual existence of human. Culture also expresses situations, attitudes, values, etc. Career, behavior patterns and personality are also decided by culture. Tribal people think that culture grows perfect human beings. It also analyses the kinds of person and their real values in the society. Culture delivers stability which in turn, provides a sensitivity of security and protection. It also awakes to the community people for expressive response as required. Their indigenous culture is defined as a system of transmission of knowledge, opinions or practice from forefathers to descendants by oral communication.

As part of their culture, all tribal groups such as Khampti, Kuki, Moyon, Marram, Monsang, Bhutia, Lepcha, Bodo, Karbi, Miri, Rabha, Chakma, Kuki, Koloi, Garos, Khasi, Karbis, Mikirs, Yimchunger, Sangtam, Sumi, Mizo, Riang and others in North-East states of India are having their indigenous process of toys making and practicing games-sports. Their Rattles, Dug Dugi toys, Pithh, clay or wood toys, Puli Meka or Bagh Chal or Tiger's hunt and Bhatukli or Kitchen toy sets, Gella-chutt, Porok and Teer are very popular. These indigenous toys making are very significant not only to entertain but also to reflect the ethos, moral values, unity, discipline, civic sense, knowledge and responsibility. In other side, there are various games-sports like Insuknawr, Paika Akhada, Hekko, Thang-Ta, Kho-Kho,

Mallakhamb, Sqay, Dhoop Khel, Rosi-tona, Hatur, Nau-Khel, Tarnal-Khel, Hoi Kabbadi, Cowrie Khel, Chhau, Akhada Kushti, etc. All these tribal indigenous games and sports are integral part of their culture and they exercise it to view their traditional ethos, show their arts, enjoy leisure, develop physical well-being and cognitive growth. Their early-aged children in one side get the opportunity to avail a joyful classroom learning atmosphere and to acquaint with indigenous culture and in other side its practices help them in developing skills, collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility and citizenship.

References

- Bairagee, Arati (2017): A Study of Indigenous Knowledge and Sustainable Development in Indian Context. *International Journal for Scientific Research & Development (IJSRD)*, 5(06): 91-93.
- Census of India (2011): Primary Census Abstract, Scheduled Castes and Scheduled Tribes, Office of the Registrar General and Census Commissioner, India New Delhi.
- Chandra, Reetu (2021): Indigenous Indian Toys: The Repository for Traditional Wisdom, Cultural Heritage and a Global Economic Opportunity. *Academia Letters*: No. 530:1-7.
- Das, S.C. and Singh, L.T. (2021): Study on the Selected Indigenous Sports of Tripura: A Thematic Approach. *Vidyabharati International Interdisciplinary Research Journal*, 12(2): 463-474.
- Nanda, Sachida and Prasad, R.R.(1996): Induction in Encyclopedic Profile of Indian Tribes (Eds) Sachida Nanda and R.R. Prasad, Discovery Publishing House, New Delhi.
- NEP (2020): National Educational Policy, Ministry of Human Resource Development, Government of India.
- Pramanik, Rashmi and Bhattacharya, Shreyasi (2019): Play and Indigenous Games of Children: A Cultural Heritage of Western Odisha, India. *Anthropologia Experimental*, 19(3):21-31.
- Pyle, A, DeLuca, C. and Danniels, E, (2017): A Scoping Review of Research on Play-based Pedagogies in Kindergarten Education. *Review of Education*, 5(3):311-351.
- Rana, Ruchi and Yadav, Pushpendra (2023): Toy Integrated Pedagogy Helps to Develop Positive Mathematical Beliefs at Elementary Level. *National Journal of Education*, XVIII (1):105-117.
- Sinha, Pallawi (2020): Situation Report on Indigeneity and Education in India: Retelling the Sabar Story. *Alter Native: An International Journal of Indigenous Peoples*, 17(1):1-7.
- Tylor, E.B. (1871): *Primitive Culture-Research into the Development of Mythology, Philosophy, Religion, Art and Custom*, Volume-1, Bradhury Evans and Co.



EARN YOUR MBA

WWW.IIMPS.IN



Accreditation & Ranking



UGC / NCTE Approved.

INFO@IIMPS.IN

☎ 011-41005174

R
S
E
A
R
C
H
G
A
T
E
W
A
Y

STOP PLAGIARISM



Arogyam Ayurveda
Holistic Healing through herbs



A
R
O
G
Y
A
M
O
N
L
I
N
E

PARIVARTAN PSYCHOLOGY CENTER



COLOR PSYCHOLOGY : HOW COLOR AFFECT YOUR CHILD



- BLUE** Calms your Child's Mind & Body
- YELLOW** Promotes Concentration, Stimulates the Memory
- PINK** Evokes Empathy, makes your Child Calm
- RED** Excites and energizes your Child's body
- GREEN** Improves Reading speed and Comprehension

www.parivartan4u.com



Confuse about your children's future?

भारतीय भाषा, शिक्षा, साहित्य एवं शोध

ISSN 2321 – 9726

WWW.BHARTIYASHODH.COM



**INTERNATIONAL RESEARCH JOURNAL OF
MANAGEMENT SCIENCE & TECHNOLOGY**

ISSN – 2250 – 1959 (O) 2348 – 9367 (P)

WWW.IRJMSST.COM



**INTERNATIONAL RESEARCH JOURNAL OF
COMMERCE, ARTS AND SCIENCE**

ISSN 2319 – 9202

WWW.CASIRJ.COM



**INTERNATIONAL RESEARCH JOURNAL OF
MANAGEMENT SOCIOLOGY & HUMANITIES**

ISSN 2277 – 9809 (O) 2348 - 9359 (P)

WWW.IRJMSH.COM



**INTERNATIONAL RESEARCH JOURNAL OF SCIENCE
ENGINEERING AND TECHNOLOGY**

ISSN 2454-3195 (online)

WWW.RJSET.COM



**INTEGRATED RESEARCH JOURNAL OF
MANAGEMENT, SCIENCE AND INNOVATION**

ISSN 2582-5445

WWW.IRJMSI.COM



**JOURNAL OF LEGAL STUDIES, POLITICS
AND ECONOMICS RESEARCH**

WWW.JLPER.COM

JLPE