

The Jarawa

Teacher's Guide

Learning Objectives:

- Students understand the context of the Jarawa and make connections with the larger discourse regarding indigenous populations.
- Students understand the concepts of 'integration', 'assimilation' and 'isolation' with reference to indigenous populations.
- Students are able to analyse critically the situation of the Jarawa and the adverse effects of the State's efforts at 'inclusion'.

- I. **Gathering Information: Independent Work** - At this stage students are required to engage independently with the new information on the issue, and to note down significant points being presented in the material **prior** to classroom discussion.

Activities to ensure that students have engaged with and processed the basic information on the issue.

Scope Notes

The first set of lessons should be directed towards developing a comprehensive understanding of the historical context of the Jarawa and of their situation vis a vis the policies in place for indigenous populations.

Resources:

- **Fact Sheet:** The Jarawa Fact Sheet based on the chapter “*Reversing ‘Adverse Inclusion’: The Jarawa or Ang People of the Andaman Islands*” by Rhea John in The India Exclusion Report 2015-16)

The fact sheet gives a summarized understanding of the situation of the Jarawa or Ang People(as they refer to themselves), a tribe in the Andaman Islands. It provides a timeline that explains the major events that have altered the lives of the Jarawa. Recommendations have been made to mitigate the damage that has been done due to the misguided efforts at 'inclusion'

- **Audio-Visual Resources:** *Human Safari: Observing the Jarawa* (24 Sep 2013)

This 12 min video is documentary proof by VICE, an investigative magazine (www.vice.com) about how Human Safaris are in place where a bus full of tourists is

taken on a road that runs through the Jarawa reserve. It is a disturbing video that reflects the level of exploitation of the tribe.

Video available on: <https://www.youtube.com/watch?v=WdgDqrPAZcE>

➤ **Readings and Articles:**

- *'The Jarawa'* a report by Survivor International

This detailed report about the Jarawa and the problems faced by them will provide a comprehensive understanding to the students. It includes quotes from the Jarawa, from state reports and from intellectuals. The report also lists out steps that can be taken to help safeguard the lives of the Jarawa.

Report available on: <http://www.survivalinternational.org/tribes/jarawa>

- *'There You Go!'* By Oren Ginzburg Narrated by David Mitchell

This satirical video provides a very interesting take on the private sector that is trying to 'develop' tribals and tribal areas for their own benefit. It shows the story of how tribal populations are often stripped of their identities in the name of development.

Available on: <http://www.survivalinternational.org/thereyougo>

Activity:

The facilitator provides the above mentioned resources to the students and also gives them a brief overview of the situation of tribes in the Andaman Islands. The students are then required to read, watch and engage with all these resources individually. The teacher may ask students to submit short response papers based on their reading and understanding of the issues.

- I. **Processing Information: Group Activity** - The goal of this stage is to enable groups of students to collaboratively consolidate and articulate the main points of the information and develop a shared and more comprehensive understanding of the material presented.

Activity:

Once the students have had a chance to go through the material, the facilitator will divide them into groups of four and ask each group to discuss one of the following questions. The teacher is free to combine or disaggregate the questions based on the strength and nature of the classroom. Possible questions:

- What is the historical background of the Jarawa?
- What are some of the problems they face? What is causing these problems?
- As time progresses, calls are made for development. Does development have an adverse effect on indigenous populations? If yes, how?
- Do you know of any other tribes that are facing a similar situation as the Jarawa?
- Of the three approaches: assimilation, integration and isolation, which do you think will be most appropriate in the case of the Jarawa? Why?

Large Group Discussion: Building the Picture

Once the students have discussed the questions in groups and arrived at certain conclusions, they will be asked to present their understanding to the rest of the class. As each group makes their presentation the whole class will get a holistic understanding of the events and aftermath of the riots and the effect on the victims and survivors. The facilitator will tie all the threads together and summarize for the class.

II. Deepening Understanding

At this stage students are encouraged to extend their understanding by delving deeper into the issues and thinking about parallel situations in different contexts, time-period, or place. The affective domain is also engaged through the use of film or literary resources to deepen students' understanding of the key issues.

Scope Notes

The goal of the film-viewing and discussion activity is to further understanding on the situation of tribes in India and the problems they are facing.

Film:

- There is a Fire in your Forest (2001)
Directed by Krishnendu Bose, this documentary film follows the story of indigenous tribes who were displaced in the name of 'forest conservation'. The film depicts Bose's quest to understand the truth behind the claim of protecting the forests at Kanha (Madhya Pradesh) from the indigenous tribes. What he uncovers changes his perception.
Trailer and film available for purchase on: <http://magiclanternmovies.in/film/there-is-a-fire-in-your-forest>

Activity:

The film screening is to be followed by a class discussion on some of the issues and themes raised by the film such as the impact of claims of forest conservation on the lives of indigenous tribes, loss of traditional knowledge systems, a degradation in the quality of life of indigenous tribes, the impacts caused by modernisation and 'development', etc.

III. Project-based Learning: Formulation and Presentation of Critical Analysis

At this stage students undertake independent inquiry of a problem they have formulated. This inquiry may be undertaken individually or collaboratively; however, collaborative engagement generally generates greater motivation and interest and also yields significantly deeper understanding. The scope of the project and time allocated would depend on the nature and goals of the course.

Scope Notes:

The goal of the project is to enable students to gather information around the historical and contemporary situation of tribes in India and to be able to critically analyse it while trying to provide thoughtful alternative solutions. Teachers should also encourage students to be creative in their project design and presentation.

Sample Prompts/Project ideas

- Students could be asked to form groups and choose tribal groups in different parts of the country. Each group will be asked to conduct secondary research about that particular group and present the following points to the class:
 - Current status of the tribe (their lifestyle, health, etc)
 - Whether they have been assimilated, integrated or isolated.
 - Whether their lifestyle is being altered by Government or Private interventions.
 - The status of the geographical area that they inhabit (is it untouched, being mined, etc.)
 - Their analysis of the situation of the tribe and their reflections on what might improve it.

Resources:

- List of Scheduled Tribes in India:
<http://tribal.nic.in/Content/StatewiseListofScheduledTribesProfiles.aspx>
- Students can prepare case studies of situations where tribes have been displaced or are being threatened with displacement from their original residence due to development projects. They could trace the history of the encroachment on tribal land and the effects of the encroachment. The students are encouraged to come up with alternatives to this encroachment, to assess the pros and cons of what is being proposed fairly and to prepare a presentation, booklet, video, photo essay, skit, etc.

Resources:

- Feature on the DongriaKondh by Survival International
This provides extensive material (text and audio-visual) on the conditions of the DongriaKondh in Orissa and the threats they face.
Available on: <http://www.survivalinternational.org/tribes/dongria>
- Mahua Memoirs (2007)
This documentary by Vinod Raja looks at the lives of tribals in the hills of Andhra Pradesh, Orissa, Jharkhand and Chattisgarh that are changing due to the disruptive mining that is being done in the name of development.
Trailer and film available for purchase on:<http://magiclanternmovies.in/film/mahua-memoirs>
- Students could be asked to go out in pairs to conduct ethnographic interviews of tribal migrants and put together their life story. This interaction could be facilitated through organizations working with tribals. Another idea would be to read up on the history of the city and find out which were the communities that built parts of the city and then approach them for ethnographic interviews. (For example, students of an undergraduate Sociology programme in Pune conducted an ethnographic study of the Wadar community who built many parts of the city but are still facing exclusions.)

This project would require some preparation of students: sensitisation through discussion and role-play, development of interview techniques and schedules with open-ended questions that promote conversation and active listening, some skill-building in documentation, including videography and/or photography etc. With proper planning, this project on life-histories would create a composite picture of the issue while also building critical skills and character strengths: collaboration, communication, critical and creative-thinking, empathy, open-mindedness, social intelligence, etc. For Resources on Project-based Learning, including Rubrics for Project-planning and Presentation, see bie.org

➤ **Additional Resources for Theoretical Understanding of Tribes in India**

- Chattopadhyay Barun De G, *Problem of Tribal Integration to Urban Industrial Society- A Theoretical Approach*, Economic and Political Weekly, Vol. 4, Issue No. 52, 27 Dec 1969
- Sebastian V, *Adivasis and the Anthropological Gaze*, Economic and Political Weekly, Vol. 50, Issue no. 40, 03 Oct, 2015
- Goodheart A, *The Last Island of the Savages*, The American Scholar, Vol. 69, No. 4, Autumn 2000, pp 13-44

