

EDUCATION AND INDIGENOUS DEVELOPMENT: An Opportunity for Achieving the Goal of the Country

Megha Singh Rathore (Author 1)

Research Scholar

IGNOU, New Delhi

Dr. Sandeep Kumar (Author 2)

PGT-BIOLOGY

Kendriya Vidyalaya Sangathan

Abstract

India is a diverse nation with various cultural traditions and communities. Each state possesses unique life skills and talents that contribute to the survival and growth of both local communities and the states themselves. For India to achieve economic growth and emerge as a global leader, it needs to harness these talents. Education plays a crucial role in uncovering hidden potential, developing individual skills, and using them for the country's advancement. This study primarily explores the impact of education on the indigenous development of India. To address the research question, a thorough analysis of various educational institutions was conducted, and data was collected. The findings indicate a growing demand for vocational and skill-based subjects to meet individuals' financial needs. However, a lack of human and material resources poses a significant challenge to both individual and indigenous development in the country. By 2047, every educational institution should be equipped with robust digital infrastructure and sufficient human and material resources. This includes not only internet access but also the effective integration of emerging technologies such as artificial intelligence, machine learning, data science, coding, and other vocational subjects into the educational process. The educational framework for a "Viksit Bharat" (Developed India) should begin with a well-rounded and innovative curriculum. This curriculum must emphasize holistic development, focusing not only on academic excellence but also on life skills, emotional intelligence, and vocational training.

Keywords: Indigenous people, Education, heritage, language, curriculum, community, Viksit Bharat

Introduction

India is a culturally diverse nation, with each state having unique life skills and talents that contribute to the growth of both local communities and the nation as a whole. For India to become a global leader, it requires talent that fuels economic growth. Education plays a key role in unlocking these hidden talents, developing individuals' skills, and utilizing them for the country's progress. This study focuses on how education impacts the indigenous development of India, especially since indigenous people often have limited access to education of lower quality, influenced by their languages, cultures, and traditions. Recognizing the contributions of the world's 370 million indigenous people from over 90 countries is an important opportunity. Comparing global efforts, countries like Nicaragua have implemented intercultural bilingual education to preserve the cultural context and language of indigenous people,

while nations like New Zealand, Canada, Australia, Finland, and Russia focus on revitalizing endangered indigenous languages. Indigenous communities possess valuable knowledge and practices that must be preserved through education in their local languages and culturally relevant methods.

By 2047, as India celebrates its 100th year of independence, the vision of a "Viksit Bharat" (Developed India) will center on education. The future education system must empower all Indians, promote inclusive growth, and equip them for future challenges and opportunities. Education is essential not only for economic development but also for building a fair, prosperous society. Achieving this requires policy reforms, infrastructure improvements, private sector participation, community involvement, and a collective commitment to education. By investing in education, India invests in its future, ensuring that future generations are equipped to lead the nation towards success. This journey towards a developed India begins with the efforts of each child, teacher, and community, guided by knowledge and innovation.

Literature Review

In her book *Indigenous Modes of Education*, Dr. K.G. Gayathri Devi discusses formal education, which is structured in institutions with fixed curricula and exams, contrasting it with indigenous education, which is self-acquired and community-based.

Yalalem Assefa and Shireen Jamal Mohammed, in their article on indigenous adult education, emphasize the potential of indigenous perspectives in education.

The 2007 UN Declaration on the Rights of Indigenous Peoples and the 1989 ILO Convention on Indigenous and Tribal Peoples underscore the rights of indigenous communities to self-determination and cultural preservation, including the right to develop their own education systems.

Nicholas Biddle highlights the importance of education in human capital development, while D. Michael Warren and Peter Blunt explore the role of local community-based systems in education and development.

Objectives of the study: Based on research about the need of Education for indigenous development, the following objectives were formulated

- To understand the importance of Education for employment
- To find out the need of skills, knowledge and values necessary to build a Viksit Bharat
- To study the various Educational Institutions for growth of the personnel.

Methodology and Data

The study, based on a detailed analysis of various educational institutions, reveals a growing demand for vocational and skill-based subjects to meet the financial needs of individuals. However, the lack of human and material resources remains a major challenge for improving indigenous development

AREAS OF LEARNING	SUBJECTS CONCERNED				
Experiential Learning	Social Science	Marketing	Physics	Management	A&P
Multidisciplinary Learning	Science	Math	Language	Art	Geography
Technology enabled Learning	Information Technology	Artificial Intelligence /Machine Learning	Computer Programming	Data Science	Coding
Inquiry-based Learning	Mathematics	Science	History	Geography	Computer

Conclusion

By 2047, every educational institution in India should be equipped with strong digital infrastructure and adequate resources. This includes internet access and the integration of emerging technologies like AI, machine learning, data science, and coding into the curriculum. A "Viksit Bharat" education system should focus on holistic development, including not only academic excellence but also life skills, emotional intelligence, and vocational training. Subjects should adapt to the changing job market, and a balance between theoretical knowledge and practical application is essential to prepare students for real-world challenges. "Viksit Bharat" represents boundless opportunities, with education serving as the key to writing the nation's success.

References

1. Dr. K. G. Gayathri Devi: Indigenous Modes of Education,
2. Yalalem Assefa and Shireen Jamal Mohammed (2002): Indigenous- Based Adult Education Learning Material Development: Integration, Practical Challenges and Contextual considerations in Focus,
3. UN Declaration on the Rights of Indigenous Peoples (DRIP), 2017: The Right to Development and Indigenous Peoples Threats to the rights of indigenous peoples
4. www.un.org
5. Nicholas Biddle (2018): Human Capital Development and Indigenous People
6. D. Michael Warren and Peter Blunt (1996): Indigenous Organization and Development (Studies in Indigenous Knowledge and Development)
7. www.timesofindia.indiatimes.com