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## **INTEGRATION OF EXPERIENTIAL INDIGENOUS KNOWLEDGE TO GROUND ZERO: A PATH PAVING TOWARDS VOCATIONAL EDUCATION**

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### **Abstract:**

To develop an organized society in our country, ethnic group of different trades needs to be promoted. To keep our community flawless, it needs to be taken care that every individual's skill is oriented in a positive way. The students who are in schools and colleges are mostly exposed to proper guidance and play their role in society. However learners who are dropouts due to this corona pandemic and children who are devoid of learning due to peer pressure, slum environment or trying to contribute to gather food for family, such mentees are at 'ground zero', who really need the support of society to bring them at par, according to their background, capacity so that they can contribute and remain in main stream of mankind. For this, the identified abecedarians and apprentices were convinced to restart in a new mode. Previously society was such that farmer related learned farming, masons relations learned the trend and thus indigenous knowledge crept in them. But now people who shifted to cities and were subjected to lockdown made their children to reach in a ground zero platforms. For a balanced society this ground zero amateurs, who are basically adrift, needs a vision. So a kit was prepared for the age group of 11 to 14 years containing day to day useful things like nut, bolt, washer, hammer, nails, screw holders, spanner, wrench, screws and screw drivers, holder, bulb, wooden board etc. Initially they could and couldn't identify some items among the mixture. In the second phase they tried to find where these were used and how. Thus in an enjoyable mode they were involved in a purpose experiential learning. Now this had opened a pathway for them to proceed towards vocational learning, with proper guidance and counselling. This would promote them to lead a respectful life with the main stream of the community.

**Keywords:** Experiential learning, Indigenous knowledge, Ground zero, Vocational education, Kit.



## **Introduction:**

In the today's debated issues on the indigenous knowledge and skills, educating and teaching youth in their own culture and languages is prime important. Vocational education and its awareness are increasing day by day. To overcome the problem of the unemployment and to balance between supply and demand of skilled manpower, demand of vocational education is increasing. However, there are various students who have their own indigenous knowledge and skills, but they don't have such vocational courses, Mishra et al., (2020).

According to Tussimme (2018), government is uninterruptedly focussing on the improvement of vocational education. And, it involves in various programmes of the government. On 9 August we celebrate "United Nations International Day of the world's indigenous peoples" to raise awareness and promote action for progressing the rights of 370 million indigenous people from over ninety countries. According to the world economic forum 2016, indigenous people make up around 5% of the global education, they account for approxmatly15% of the world's extreme poor.

Martin Nakata (2002), pointed out that indigenous knowledge is argumentative. Indigenous knowledge does not mean indigenous people only, but indigenous people's knowledge could be the subset of the indigenous knowl-edge. In the modern civilization primitive indigenous knowledge was largely overlooked or suppressed. Indigenous knowledge now faces in the arena of ecology, soil science, veterinary medicine, forestry, human health, zoology, agronomy, botony, aquatic resource management, forestry, agronomy, agricultural economics, mathematics, management science, water resource management etc.

What is "ground zero"? It is a platform where scattered dropouts from government schools due to lack of follow-up, during pandemic lockdown and children from slums could be collected in one place, to counsel them and start their learning from the level in which they were. This step was taken up by Diksha Sakaratmak Sooch, Bhopal (M.P.) and ladies came forward to divide these children into small groups and arranged their classes. During corona pandemic lockdown many hindrances came like parents of such children lost their jobs. So most of them were given small work in colonies like mason, gardeners, cleanliness etc. Some money was collected by ladies from different colonies of Bhopal and midday meal was arranged for these children. A few lady

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workers, preferably the relations of those children were appointed to cook the meal for the students. In this way, by arranging employment @ one person - one house, children of ground zero could be convinced to join the classes. Since these students were of different age group, different pre-knowledge and the class is taught by one of the more qualified from slums say class 12th pass, guided by the ladies who voluntarily came up for the purposeful outcome. On interacting with the learners of different age groups, it was found that they need to be guided towards vocational education as per their capability and interest. To create skill & concept towards any trade, a kit with varieties of day to day life items, which they see around them, was prepared and the learners were exposed to them. Effective response was received, in first two phase. Planning to judge their skill and interest in the third phase.

### **Objectives:**

- To develop a kit to enhance experiential learning.
- To make learning enjoyable using day to day life experience.
- To promote the attention of learners in slum schools towards various vocational education.

### **Methodology and Procedure:**

- Before the sudden burst of Corona pandemic, the society was moving at par. Almost all students were learning as per facilities available to them. With the lockdown, education of learners of different Institutions and background shattered but with variations.
- The most effected were dropouts from government schools as midday meal stopped and they didn't have mode of online learning.
- Disha Sakaratmak Sooch, Bhopal, (M.P.), a group of ladies came forward for convincing these learners and bringing them to a platform "ground zero."
- Based on slums area, the educational Kendras were established called Netaji Subhas Chandra Bose Sanskar Kendra, Abdul Kalam Sanskar Kendra and Maharana Pratap Bal Gurukulam.

- The group of these Kendras is heterogeneous. So they need to be catered in a different way.
- A kit was prepared for the age group 11 to 14 years comprising of day to day life things, which they use and see in and around them like nut, bolt, bulb, holder etc. to develop their interest and skill in operating them.
- Alongwith operating them, they were guided to learn such vocational skills in concerned field and Institutions. This kit was applied on 11 to 14 years students of Netaji Shubhas Chandra Bose Sanskar Kendra.
- First they were subjected to the kit. Secondly they were encouraged to find the use of these elements in day to day life.
- Then small operations were discussed with them to guide their path of thinking.
- They were found to operate the wall drilling machine, wood drilling etc. They enjoyed the experiential learning.



**Fig.1**



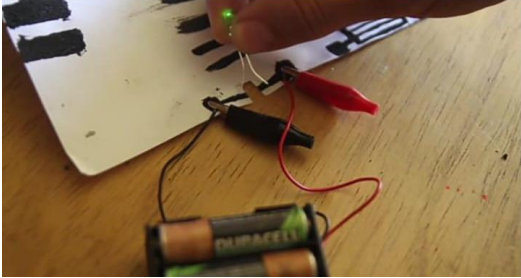





**Fig.2**

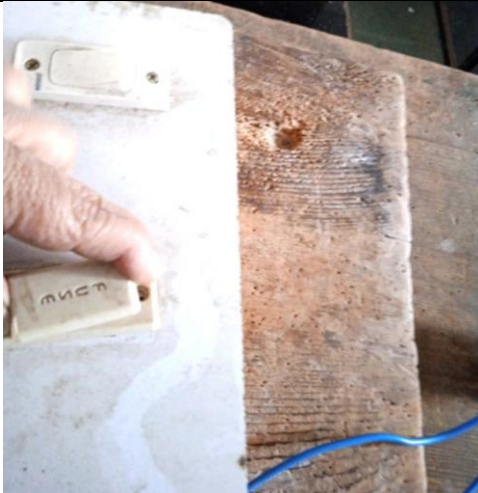


**Children at Netaji Sanskar Kendra, Bhopal**



**Result and Discussion:**

To learners were exposed to experiential learning from the kit, which contained very-very basic, day to day life objects, but could had students to pare a path towards a specific interest area.

S. No.	Object of the Kit	Image	Concept Developed
1.	nut, bolt	 <p style="text-align: center;"><b>Fig.3</b></p>	Role of wiser in nut bolt use
2.	Stiff paper (note)	 <p style="text-align: center;"><b>Fig.4</b></p>	Comparison of strength of plane sheet and sheet with pleat; as in asbestos.
3.	Cell, wire and LED	 <p style="text-align: center;"><b>Fig.5</b></p>	Basic circuit and source of energy.

<p>4.</p>	<p>Wall drilling machine</p>	 <p><b>Fig.6 (a)</b></p>  <p><b>Fig.6 (b)</b></p>	<p>Concept of making hole on wall.</p>
<p>5.</p>	<p>Board holder, Switch, fuse, Bulb</p>	 <p><b>Fig.7 (a)</b></p>	<p>Assemble of electric house hold circuit.</p>

		 <p style="text-align: center;"><b>Fig.7 (b)</b></p>	
6.	Handle	 <p style="text-align: center;"><b>Fig.8 (a)</b></p>  <p style="text-align: center;"><b>Fig.8 (b)</b></p>	Hindge & handle fixing concept.

7.	Balancing spring balance and mass balance	 <p style="text-align: center;"><b>Fig.9 (a)</b></p>  <p style="text-align: center;"><b>Fig.9 (b)</b></p>	Concept of mass and weight.
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**Conclusion:**

Vocational education should be aligning with the indigenous knowledge and skills so that indigenous people able to compete in the market successfully. It is inappropriate to impose course design on the indigenous people without considering their needs and interest. Indigenous knowledge and skills are the wide knowledge should be utilized by the whole educational system, Wahab et al., (2014).

It was a difficult task to identify the Ground zero, would be learners to encourage them learning, one of their family members were engaged in some work or other so that family's food problem was resolved. The learners were divided into three Kendras according to the slum area. They were provided with midday meal by female group of Diksha Sakaratmak Sooch, brand ambassador of Bhopal Nigam (it's not an NGO). When the learners of age group of 11 to 14 years were exposed to the kit designed, they enjoyed the concept and were motivated to pave their path towards Industrial Training Institute (ITI) or polytechnic to learn the technique of profession of plumber, mechanic, mason, drafter, electrician, welder etc. The aim of the project





was to encourage indigenous knowledge to dropouts during lockdown and streamline them to the main society with a positive contribution. The kit implemented on age group of 11 to 14 years dropout's students could focus them to take vocational education, which could give them a good earning and better future.

Therefore, the mechanism to incorporate indigenous knowledge and skills into vocational education—namely, the incorporation of indigenous society, the introduction of technical and vocational subjects for indigenous students, the utilization of local resources and the environment, and the manipulation of the environment for sustainable development and strategies—was the focus of this research paper. In conclusion, the work presented in this paper is highly valuable and can be empirically tested in future research.

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