

A Study of “Indian Knowledge System (IKS)”

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ABSTRACT

The Indian Knowledge System (IKS) is the systematic transmission of knowledge from one generation to next generation. It is a structured system and a process of knowledge transfer rather than a tradition. The Indian Knowledge System is based on the Vedic literature, the Upanishads, the Vedas, and the Upvedas. The NEP-2020 (National Education Policy) recognizes this rich heritage of ancient and eternal Indian knowledge and thought as a guiding principle. The Indian Knowledge Systems comprise of Jnan, Vignan, and Jeevan Darshan that have evolved out of experience, observation, experimentation, and rigorous analysis. This tradition of validating and putting into practice has impacted our education, arts, administration, law, justice, health, manufacturing, and commerce. This has influenced classical and other languages of Bharat that were transmitted through textual, oral, and artistic traditions. It includes knowledge from ancient India and, its successes and challenges, and a sense of India’s future aspirations specific to education, health, environment and indeed all aspects of life.

Keywords: Concepts, Education, Generation, Knowledge, Life, Societal, System, Vedic

INTRODUCTION

The IKS will be introduced in a scientific way in school and higher education curricula. The IKS will include tribal knowledge as well as indigenous and traditional learning methods which will cover and include mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as governance, polity and conservation. Specific courses in tribal ethno-medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available. An engaging course on Indian Knowledge Systems will also be available to students in secondary school as an elective. The policy recognizes that the knowledge of the rich diversity of India should be imbibed first hand by learners. This would include simple activities, such as student tours to various regions of the country. This will not only promote tourism but also help in developing an awareness and appreciation of India’s diversity, culture and traditions, as well as knowledge of various parts of the nation. Towards this direction under ‘Ek Bharat Shrestha Bharat’, 100 tourist destinations in the country will be identified where educational institutions will send students to study these destinations and their history, scientific contributions, traditions, indigenous literature, and knowledge, etc., as a part of augmenting their knowledge about these areas.

Vision: To promote interdisciplinary research on all aspects of ‘Indian Knowledge Systems’, preserve and disseminate ‘Indian Knowledge Systems’ for further research and societal applications.

Mission:

1. Create a database of individuals and organizations who have contributed by way of Research, Teaching, Publication and Preservation of ancient and contemporary rich Indian knowledge systems ranging from Art, Music, Dance, Drama, to Mathematics, Astronomy, Science, Technology, Life Sciences, Environment and Natural sciences, Health care, Yoga, Law, Jurisprudence, Economics, Social sciences, Psychology, Philosophy, Management, Linguistics, oral traditions of India, knowledge hidden in Sanskrit, Prakrit,, Tamil, Pali, etc.
2. Create portal for archival and dissemination of this rich knowledge and also create an open portal and keep it dynamic and live like wiki, in a PPP mode.
3. Promote and enable further research to address the societal challenges faced today in several areas including Holistic health, Psychology, Neuroscience, Nature, Environment, and Sustainable development.
4. To identify scholars and institutions who have worked in various areas of IKS and their works and to categorize the major areas.
5. To get reports of work done by all people who have contributed to IKS and bring out regular publications.

6. To promote research in IKS for providing proof of concepts, new knowledge generation, effective interdisciplinary work useful for society.
7. To create research fellowships or fellowships of visiting Professors/ Scientists/ Scholars: Sanskrit Professors in IITs/ IISERs/IIMs/ Universities and Professors of Science and Technology in Sanskrit universities.
8. To provide financial assistance to research activities, workshops, seminars and publications for furthering the cause of IKS. To suggest measures to integrate IKS in text books and reference books of modern disciplines of knowledge offered at school and higher education.
9. To establish IKS cells in General universities, Sanskrit Universities, and other institutions under MoE.
10. To initiate collaboration/ coordination between institutions under Ministry of Education (MoE), other ministries, departments, independent scholars, NGOs and private institutions working in the field of IKS to promote interdisciplinary research involving modern streams and ancient Shastras.
11. To explore and adopt a PPP model, wherever feasible (e.g. creating a wiki type platform and comprehensive IKS portal).
12. To constitute Expert Groups and committees to plan, execute and oversee the objectives of IKS division.
13. To take up any step, work, project or activity to further the cause of IKS.

Indian knowledge system in Education:

At present, 32 IKS Centres established to catalyse original research, education, and dissemination of IKS. Ongoing 75 high end inter-disciplinary research facilities like ancient metallurgy, ancient town planning and water resource management, and ancient rasayanshastra etc. projects are being put in place. Around 5200 internships on IKS have been offered. Conducted many faculty development programs (FDP'S), workshops, and National/International Conferences. More than 8000 HEIs have started adopting IKS in their curriculum and worked on digitization of 1.5 Lakhs book.

The IKS Division has brought together leading thinkers and practitioners of various knowledge domains to develop Vision 2047 documenting a roadmap for establishing thriving Bhāratīya Gnana Paramparā. By drawing from our vast knowledge, it would be easier to promote and enable further research to address the challenges of our present times. Inclusion of these courses in mainstream education would provide inspiration while preserving the heritage of our learning systems. Through exposure to both traditional and contemporary concepts, students can gain a better understanding of their culture, expand their intellectual development, and enhance their confidence.

The Bhartiya way is sustainable and strives for the welfare of all. It is important that we regain the comprehensive knowledge system of our heritage and demonstrate the 'Indian way' of doing things to the world. This requires training generations of scholars who will demonstrate and exemplify to the world a way of life so unique and peculiar to our great civilization.

The NEP, 2020 recognizes this rich heritage of ancient and eternal Indian knowledge and thought as a guiding principle. The Indian Knowledge Systems comprise of Jnan, Vignan, and Jeevan Darshan that have evolved out of experience, observation, experimentation, and rigorous analysis. This tradition of validating and putting into practice has impacted our education, arts, administration, law, justice, health, manufacturing, and commerce. This has influenced classical and other languages of Bharat that were transmitted through textual, oral, and artistic traditions. "Knowledge of India" in this sense includes knowledge from ancient India and, its successes and challenges, and a sense of India's future aspirations specific to education, health, environment and indeed all aspects of life.

The National Educational Policy 2020 (NEP 2020) recommends the incorporation of Indian Knowledge System (IKS) into the curriculum at all levels of education: "The heritage of ancient and eternal IKS and thought has been a guiding light for this Policy. The pursuit of Knowledge (Jñāna), wisdom (Prajñā), and truth (Satya) was always considered in Indian thought and philosophy as the highest human goal. The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world

heritage must be nurtured and preserved for posterity and researched, enhanced, and put to new uses through our education system” (NEP 2020, p.4. Emphasis added.) UGC provides guidelines for incorporating IKS into undergraduate and postgraduate curriculum.

The Indian Knowledge System (IKS) encompasses wisdom from ancient India, detailing both its achievements and challenges, while also reflecting India's future aspirations in areas such as education, health, the environment, and various facets of life. With a focus on holistic health, psychology, neuroscience, nature, and sustainable development, the IKS seeks to facilitate extensive research to address contemporary societal issues. As an innovative entity, the Indian Knowledge System serves to promote interdisciplinary research, preserve, and disseminate knowledge for further exploration and societal applications. The IKS actively commits to sharing the rich heritage and traditional wisdom of India, incorporating tribal, indigenous, and traditional learning methods. Encompassing diverse fields. The IKS not only boosts tourism but also fosters awareness and appreciation of India's diversity, culture, and traditions. It includes the propagation of knowledge in areas like archaeological sites, heritage, literature, sculpture, music etc. In a move towards integration, universities are encouraged to launch student credits or IKS elective courses in all courses, ensuring students across subjects gain exposure to customary knowledge. Recognizing the significance of IKS, the University Grants Commission (UGC) has mandated the inclusion of 5% of total credits related to IKS courses in curricula. To further support this initiative, the establishment of IKS centers is proposed, acting as catalysts for research, education, and outreach activities across different regions of the nation.

Research on Indian Knowledge System should be among the mandated tasks to be undertaken by all our institutions of higher learning. Indian Knowledge System should form an essential part of the curricula taught in our schools, colleges and other institutions of higher learning.

1. In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context and in the corpus of Indian Knowledge System, every student enrolled in a UG or PG programme should be encouraged to take credit courses in IKS amounting in all to at least five percent of the total mandated credits. It is envisioned that the interested students studying in UG and PG courses may be allowed to take a larger fraction of the total mandated credits in the fields of IKS.
2. At least 50% of the credits apportioned to the IKS should be related to the major discipline and should be accounted for the credits assigned to the major discipline.
3. All the students who are enrolled in the four-year UG programmes should be encouraged to take an adequate number of courses in IKS so that the total credits of the courses taken in IKS amount to at least five percent of the total mandated credits. The students may be encouraged to take these courses, preferably during the first four semesters of the UG programme. At least half of these mandated credits should be in courses in disciplines which are part of IKS and are related to the major field of specialization that the student is pursuing in the UG programme.
4. All students should be exposed to the common underlying philosophical foundation of the various disciplines that are part of IKS.
5. At least one to two lectures on the fundamental vocabulary of IKS should be conducted to familiarize faculty with the common terms used in IKS.
6. A strong emphasis should be placed on providing exposure to the primary texts of IKS, which is required for acquiring a deeper understanding.

The Indian Knowledge System (IKS) involves the systematic transfer of knowledge from one generation to the next, based on Vedic literature, the Upanishads, the Vedas, and the Upvedas. The National Education Policy (NEP) acknowledges this rich heritage of ancient Indian knowledge and thought as a guiding principle, highlighting its structured approach to knowledge transmission. The Indian Knowledge System (IKS) encompasses Jnan, Vignan, and Jeevan Darshan, which have developed through experience, observation, experimentation, and thorough analysis. This time-honored practice has had a profound impact on various facets of society including education, arts, administration, law, justice, health, manufacturing, and commerce. Additionally, it has left a significant imprint on classical and other languages of India, communicated through texts, oral traditions, and artistic expressions.

IKS encapsulates knowledge from ancient India, along with its triumphs and obstacles, providing a vision for India's future aspirations, particularly in the fields of education, health, environment, and all aspects of life. Integrating Indigenous Knowledge Systems (IKS) into higher education curricula is an important step that can enhance students' learning experiences, stimulate cultural understanding, and bridge the gap between traditional wisdom and modern

knowledge. By implementing IKS, higher education institutions can cultivate a more holistic, comprehensive, and diverse learning environment that prepares students to navigate the complexities of the modern world with wisdom, ethics, and a deep appreciation for their cultural heritage.

Pride in traditions:

The introduction of IKS to young people installs a sense of pride and appreciation for their cultural heritage. India claims the diversity of traditions, philosophies, and practices that have been endured for centuries, reflecting the country's rich cultural diversity. By learning about ancient Indian texts such as the Vedas, and Upanishads, and epics like the Mahabharata and Ramayana, young learners gain insight into the profound wisdom and intellectual achievements of their ancestors.

Solving contemporary Problems:

IKS offers valuable insights and is capable of addressing contemporary challenges in various domains. From sustainable agriculture practices mentioned in ancient texts like the Arthashastra to the holistic healthcare system of Ayurveda, these traditions offer time-tested and environmentally sustainable solutions. The integration of traditional knowledge with modern science and technology, The younger generations hold great potential to contribute towards innovative solutions for pressing problems such as climate change, healthcare, and sustainable development.

Holistic Pedagogy:

The pedagogy of Indian knowledge systems is fundamentally interesting and holistic, engaging learners on numerous levels. Not only rote memorization like Sanskrit shloka, these systems emphasize experiential learning, critical thinking, and the cultivation of practical skills. The Storytelling, debates, and interactive discussions among students are encouraged to explore complex ideas, and improve a deeper understanding of themselves and the world around them. Children are feeling stressed out, this trend in students can be brought about when traditional pedagogy is used. Human Values in Education: Indian knowledge systems are deeply engrained in human values such as compassion, respect for nature, and the quest for truth and righteousness. By imparting these values through education to young learners, Indian knowledge systems cultivate ethical leadership, empathy, and social responsibility. The human values in education nurtures personality development and also contributes to the development of a more compassionate and sustainable society.

Involvement in local culture: Indian knowledge systems connect learners to their local culture and knowledge, a strength of traditional knowledge. Understanding regional norms, folklore, and indigenous practices, students develop a deeper appreciation for their cultural individuality and inheritance. This connection to local traditions develops a sense of being appropriate and empowering young people to become stewards of their cultural legacy.

CONCLUSION

Indian knowledge system (IKS) seeks to actively support, and advance research aimed at addressing contemporary societal challenges. Rooted in the rich tradition of Vedic literature, including the Vedas and the Upanishads, IKS is poised for integration into digital learning platforms. To enhance the quality of classroom instruction on IKS courses, tailored modules for educator training and orientation are under consideration. Specialized teacher training centers will be established, focusing on specific topics within the Indian Knowledge Systems. Innovation within IKS will be fostered through initiatives like Grand National Challenges, National Competitions, and Hackathons, with incentives provided for groundbreaking ideas. Collaboration with global institutions, facilitated by entities like the Indian Council of Historical Research (ICHR), will enable the conduct of India-centric research. To catalyze the founding of Indian knowledge System in numerous Higher Education Institutions (HEIs), initial seed financing will be provided. Outreach efforts targeting the public will employ diverse mechanisms to spread and promote genuine IKS. Public involvement will be encouraged via Jan Bhagidari programs, akin to citizen science initiatives. Youth will find job prospects through skill-based programs, and IKS will actively foster tradition knowledge by leveraging technological keys to platform Indian inheritance globally.

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