



Indian Knowledge System Under NEP 2020

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Abstract

The National Education Policy 2020¹, the first of its kind in the twenty-first century, aims to restructure India's education system around the framework of Indian knowledge. With its emphasis on the rejuvenation of Indian languages, arts, and culture, the NEP 2020 is a promising policy document. The National Education Policy 2020 announced by the Center lays great emphasis on Indian languages and Indian knowledge systems. Paragraph 4.27 of the National Education Policy (NEP) 2020 refers to the traditional knowledge of India that is both sustainable and strives for the welfare of all. In order to become the knowledge power of this century, it is imperative that we understand our heritage and teach the world the "Indian way" of doing things. The Ministry of Education has established the Indian Knowledge System (IKS) Division in AICTE in 2020 with a vision to promote interdisciplinary and transdisciplinary research on all aspects of Indian Knowledge Systems (IKS), preserve, and disseminate IKS knowledge for further research and societal applications. The National Education Policy 2020 envisions an educational system fashioned along the lines of India's profuse linguistic, cultural, and artistic heritage. The promotion of Indian arts and culture is seen as very important, and it could be effectively imparted through integrating Indian arts into the main curriculum, which would not only develop a strong sense of identity and an aesthetic outlook but also enhance creative and cognitive skills among the children. By spreading knowledge about our culture and heritage among Indians, a good attitude towards our culture and heritage will instil in them a sense

¹ The National Education Policy (NEP), 2020 has been approved by the Union Cabinet on 29th July 2020. The National Education Policy, 2020 is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability.

of pride. The primary goal of this research paper is to learn about the Indian Knowledge System under the National Education Policy 2020, what it includes in the NEP, and its importance in the current context.

Key words: NEP 2020, Indian knowledge system, and the significance of IKS in the present context.

Introduction:-

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal, high-quality education is the best way forward for developing and maximising our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. which will be met by the New Education Policy 2020, which will take a holistic and inclusive approach.

The global education development agenda reflected in Goal 4 (SDG 4)² of the 2030 Agenda for Sustainable Development, adopted by India in 2015, seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country.

The fundamental principles of NEP 2020

- recognizing, identifying, and fostering the unique capabilities of each student. to achieve foundational literacy and numeracy for all students by grade 3.
- flexibility
- There are no sharp distinctions between the arts and sciences, curricular and extracurricular activities, or vocational and academic tracks.
- Multidisciplinarity and a holistic education across the sciences, social sciences, arts, and humanities
- emphasis on conceptual understanding rather than rote learning and learning-for-exams;
- Ethics and human and constitutional values like empathy and respect
- promoting multilingualism and the power of language in teaching and learning;
- respect for diversity and respect for the local context in all curriculum and pedagogy

² India was one of the 193 United Nations member states to adopt the SDGs (IN 2015) and commit itself as a stakeholder to meet the 2030 agenda for sustainable development.

- Teachers and faculty are at the heart of the learning process.
- outstanding research as a requisite for outstanding education and development;
- a sense of belonging to and pride in India, with its diverse, ancient and modern culture, knowledge systems, and traditions.

The Vision of this Policy

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this policy. The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always considered in Indian thought and philosophy as the highest human goal. In ancient India, the aim of education was not just the acquisition of knowledge as preparation for life in this world or life beyond schooling, but the complete realisation and liberation of the self. World-class institutions of ancient India, such as Takshashila, Nalanda, Vikramshila, and Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. The Indian education system produced great scholars such as Charaka³, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi, and T. Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world. These rich

³ **Charaka** was one of the principal contributors to [Ayurveda](#), a system of medicine and lifestyle developed in [Ancient India](#). He is known as an editor of the medical treatise entitled [Charaka Samhita](#), one of the foundational texts of classical Indian medicine and Ayurveda, included under [Brhat-Trayi](#).

legacies of world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system.

For this, education based on Macaulayism⁴, which produces only white collar men, is required. Those who neither know Indian culture and heritage nor are proud of it Leaving behind such an education, There is a need for such an education system in India, which will teach Indian philosophy, culture, heritage, Indian literature, Indian knowledge, and Indian civilization to the coming generations so that future generations can be proud of it. For this reason, programmes like the Indian Knowledge System have been implemented in the National Education Policy 2020.

Indian knowledge system:

The rich heritage and eternal knowledge that were created, acquired, discovered, and preserved by Indians over several millennia on the Indian subcontinent

Indian knowledge repository

Systematized knowledge: manuscripts and shastras Ex-ayurveda as a shastra, Nayaya as a shastra, and Vyakarana as a shastra have systematic applications of the theory, but they have their own fundamental concepts and methods.

According to NEP paragraph 4.27, "knowledge of India" will include knowledge from ancient India and its contributions to modern India and its successes and challenges, as well as a clear sense of India's future aspirations with regard to education, health, the environment, etc. These elements will be incorporated in an accurate and scientific manner throughout the school curriculum wherever relevant; in particular, Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered and included in mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, and games, as well as in governance, polity, and conservation. Specific courses in tribal ethno-medicinal practices, forest management, traditional (organic) crop cultivation,

⁴ **Macaulayism** refers to the policy of introducing the English education system to British colonies. The term is derived from the name of British politician [Thomas Babington Macaulay](#) (1800–1859), who served on the [Governor-General's Council](#) and was instrumental in making [English](#) the medium of instruction for [higher education in India](#).

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. Competitions may be held in schools for learning various topics and subjects through fun and indigenous games. Video documentaries on inspirational luminaries of India, ancient and modern, in science and beyond, will be shown at appropriate points throughout the school curriculum. Students will be encouraged to visit different states as part of cultural exchange programmes.

According to NEP paragraph 11.1, India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila⁵ and Nalanda to the extensive Indian literature combining subjects across fields. Ancient Indian literary works such as Banabhatta's Kadambari described a good education as knowledge of the 64 Kalaas, or arts; and among these 64 "arts" were not only subjects, such as singing and painting, but also "scientific" fields, such as chemistry and mathematics, "vocational" fields, such as carpentry and clothes-making, "professional" fields, such as medicine and engineering, as well as "soft skills," such as communication, discussion, and debate. The very idea that all branches of creative human endeavour, including mathematics, science, vocational subjects, professional subjects, and soft skills should be considered "arts," has distinctly Indian origins. This notion of a "knowledge of many arts" or what in modern times is often called the "liberal arts" (i.e., a liberal notion of the arts) must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century.⁶

Paragraph 22.1: "Preserve and promote Indian language culture and art. India is a treasure trove of culture, developed over thousands of years and manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artefacts, heritage sites, and more. Crores of people from around the world partake in, enjoy, and benefit from this cultural wealth daily, in the form of visiting India for tourism, experiencing Indian hospitality, purchasing India's handicrafts and handmade textiles, reading the classical literature of India, practising yoga and meditation, being inspired by Indian philosophy, participating in India's unique festivals, appreciating India's diverse music and art, and watching Indian films, amongst many other aspects. It is this cultural and natural wealth that truly makes India "Incredible India," as per India's tourism slogan. The preservation and promotion of India's cultural wealth must be considered a high priority for the country, as it is truly important for the nation's identity as well as for its economics.

⁵ The University of Takshashila was greatly influenced by the Vedic culture and its philosophy. Approximately 10500 students were studied in Takshashila and taught by nearly 2000 teachers.

⁶ [National Digital Library](#) · [archive.org](#) · [Google books](#) · [openlibrary.org](#)

Paragraph 22.4: Preserve Indian languages: Language, of course, is inextricably linked to art and culture. Different languages "see" the world differently, and the structure of a language, therefore, determines a native speaker's perception of experience. In particular, languages influence the way people of a given culture speak with others, including family members, authority figures, peers, and strangers, and influence the tone of conversation.

Unfortunately, Indian languages have not received their due attention and care, with the country losing over 220 languages in the last 50 years alone. UNESCO has declared 197 Indian languages "endangered due attention and care, with the country losing over 220 languages in the last 50 years alone. UNESCO has declared 197 Indian languages "endangered." Various unscripted languages are particularly in danger of becoming extinct. When senior member(s) of a tribe or community that speak such languages pass away, these languages often perish with them; too often, no concerted actions or measures are taken to preserve or record these rich languages or expressions of culture.

Indian knowledge systems have spiritual value as well as scientific principles, scientific methods, and technical value.

Importance of the Indian Knowledge System:

- To keep Indian youth connected with their Indian roots, it is necessary to give them knowledge of Indian education and literature.
- Having Indian knowledge as the basis of education will instil a sense of pride in the Indian culture in the youth.
- As a result of the Indian Knowledge System, 5 million new jobs will be created for teachers and new posts in various institutions.
- The opportunity for development in the field of Indian languages will increase.
- Global opportunities for IKS experts as a result of which the demand for Indians will increase throughout the world.
- Indian scholar.. Hindu scholars, become IKS experts. Hindu literature experts should be Kausalya scholars. Be political experts, as well as Vedic scholars. Be a Vedic counsellor.
- As a result of IKS, both the teacher and the teaching material will change because the Indian Knowledge System will be included in different subjects and at different levels of education.
- Indian knowledge systems are new subjects that will be included in the university.

- As a result of the Indian Knowledge System, the values will change in the lives of Indian youth, and the values of forgiveness, contentment, mercy, and patience will increase.
- We will be truly independent as a result of the Indian Knowledge System, which will liberate us from the colonial mindset.
- "the promotion of Indian arts and culture is important not only for the nation but also for the individual." Cultural awareness and expression are among the major competencies considered important to develop in children in order to provide them with a sense of identity and belonging as well as an appreciation of other cultures and identities. It is through the development of a strong sense of and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. Thus, cultural awareness and expression are important contributors to individual as well as societal well-being.⁷
- According to NEP paragraph 22.3, the arts form a major medium for imparting culture. The arts, besides strengthening cultural identity, increasing awareness, and uplifting societies, are well known to enhance cognitive and creative abilities in individuals and increase individual happiness.
- According to NEP 2020 paragraph 22.4, "language is, of course, inextricably linked to art and culture." Different languages "see" the world differently, and the structure of a language, therefore, determines a native speaker's perception of experience. In particular, languages influence the way people of a given culture speak with others, including with family members, authority figures, peers, and strangers, and influence the tone of conversation. The tone, perception of experience, and familiarity (apnapan) inherent in conversations among speakers of a common language are a reflection and record of a culture. Culture is, thus, encased in our languages. Art, in the form of literature, plays, music, film, etc., cannot be fully appreciated without language. In order to preserve and promote culture, one must preserve and promote a culture's languages.
- According to paragraph 22.12, the policy recognises that knowledge of the rich diversity of India should be imbibed first hand by learners. This would mean including simple activities, like student tours of different parts of the country, which will not only give a boost to tourism but also lead to an understanding and appreciation of diversity, culture, traditions, and knowledge of different parts of India. 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

⁷ According to NEP 2020 Paragraph 22.2,

contributions, traditions, indigenous literature and knowledge, etc., as a part of augmenting their knowledge about these areas.

Implementation of the Indian knowledge system in Indian education:

- Innovative Education System
- There is a need for research and book-making, including detailed studies on Indian thinkers and Indian literature.
- There is a need for detailed research, study, and translation to prepare study material for education.
- Paragraph 4.7: "Art-integration is a cross-curricular pedagogical approach that utilises various aspects and forms of art and culture as the basis for learning concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms but also for imbuing the Indian ethos through the integration of Indian art and culture in the teaching and learning process at every level. This artfully integrated approach will strengthen the linkages between education and culture.
- According to NEP 2020 paragraph 22.7, additionally, there has been a severe scarcity of skilled language teachers in India, despite various measures being taken. Language-teaching too must be improved to be more experiential and to focus on the ability to converse and interact in the language and not just on the literature, vocabulary, and grammar of the language. Languages must be used more extensively for conversation and for teaching and learning.
- According to paragraph 22.9, to enable the key latter initiatives, a number of further actions will be taken in tandem at the higher education level and beyond. First, to develop and teach many of the courses of the type mentioned above, an excellent team of teachers and faculty will have to be assembled. Strong departments and programmes in Indian languages, comparative literature, creative writing, the arts, music, philosophy, etc. will be launched and developed across the country, and degrees, including 4-year B.Ed. dual degrees, will be developed in these subjects. These departments and programmes will in particular help to develop a large cadre of high-quality language teachers—as well as teachers of art, music, philosophy, and writing—who will be needed around the country to carry out this policy.
- The NRF⁸ will fund quality research in all these areas. Outstanding local artists and craftsperson's will be hired as guest faculty to promote local music, art, languages, and handicrafts and to ensure that students are

⁸ The NRF is an independent statutory body established through the National Research Foundation Act (Act No 23 of 1998), following a system-wide review conducted for the Department of Arts, Culture, Science and Technology (DACST).

- aware of the culture and local knowledge where they study. Every higher education institution and even every school or school complex will aim to have artist(s)-in-residence to expose students to art, creativity, and the rich treasures of the region or country.
- According to paragraph 22.10, more HEIs and more programmes in higher education will use the mother tongue or local language as a medium of instruction and/or offer programmes bilingually in order to increase access to GER⁹ and also to promote the strength, usage, and vibrancy of all Indian languages. Private HEIs too will be encouraged and incentivized to use Indian languages as a medium of instruction and/or offer bilingual programmes.
- According to paragraph 22.11, the higher education system will also create high-quality programmes and degrees in translation and interpretation, art and museum administration, archaeology, artefact conservation, graphic design, and web design. In order to preserve and promote its art and culture, develop high-quality materials in various Indian languages, conserve artifacts, and develop highly qualified individuals to curate and run museums and heritage or tourist sites, thereby also vastly strengthening the tourism industry.
- According to paragraph 22.14, India will also urgently expand its translation and interpretation efforts in order to make highly quality learning materials and other important written and spoken material available to the public in various Indian and foreign languages. For this, an IITI¹⁰ will be established.
- According to paragraph 22.16, India will similarly expand its institutes and universities studying all classical languages and literature, with strong efforts to collect, preserve, translate, and study the tens of thousands of manuscripts that have not yet received their due attention.
- Sanskrit and all Indian language institutes and departments across the country will be significantly strengthened, with adequate training given to large new batches of students to study, in particular, the large numbers of manuscripts and their interrelationships with other subjects.
- Where relevant, they may then also offer B.Ed. dual degrees in education and a language to develop outstanding language teachers in those languages.
- It is also proposed that a new institution for languages be established. A national institute (or institutes) for Pali, Persian, and Prakrit will also be set up on a university campus. Similar initiatives will be carried out for institutes and universities studying Indian arts, art history, and Indology. Research for outstanding work in all these areas will be supported by the NRF. According to paragraph 22.19, all languages in India and their

⁹ Gross Enrolment Ratio.

¹⁰ Indian Institute of Translation and Interpretation.

- associated arts and cultures will be documented through a web-based platform, portal, or wiki in order to preserve all endangered Indian languages and their rich local arts and cultures. According to paragraph 22.20, scholarships for people of all ages to study Indian languages, arts, and culture with local masters and/or within the higher education system will be established.

Why do we need to invest in IKS?

Today all the countries in the world are developing and preserving their ancient heritage, like civilization, culture, literature, art, tradition, and rituals. so that the coming generations can know him and be proud of him. India's ancient history is very prosperous. Who gave India world-class institutes like Takshashila, Vikramshila, Nalanda, and Vallabhi, that have the highest standard of multidisciplinary teaching and research, and host students from all over the world? We have produced scholars and scientists such as Charak, Shusrut, Aryabhatta, Bhramahira, Bhhashakara Charaya, Bhahamgupta, Chadakaya, Chakkarpani, Madava, Padhini, Patanjali, Nagaarjuna, Gautam, Pingala, Sankaradev, Maiyry, Gargi, and a plethora of others who have contributed to mathematics, yoga We need to develop it and bring it back to that level so that India can reclaim its former position in the world and be proud of our prosperous Indian knowledge systems in the future.

What can you do?

- Preserve - original traditions and texts through appropriate means.
- Research - involves studying original texts and understanding their relevance for sustainable societal development.
- Collaboration - between traditional academics, artists, and experts
- Develop - scientific courses focusing on IKS.
- Infuse- IKS into existing courses using relevant examples and concerts.
- Disseminate- knowledge
- Train- the teachers.

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