Present Status of Indian Knowledge System in the Teaching-Learning Process: A Conceptual Study

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Abstract: Since centuries, Indian Knowledge System has been a part of Indian Education System. The National Education Policy (NEP) 2020, has come up with idea of reviving of Indian Knowledge System, encouraging its inclusion in modern educational network and learning system to promote cultural pride, sustainable living, and critical thinking, Indian knowledge system (IKS) is focus on the core ancient schools of philosophy like Vedanta, Samkhya, Nyaya and led by values such as ahimsa (non-violence), dharma (duty) which taught meaningful life lessons for both social and personal development. Slowly, Indian knowledge system has been included to education, but the development is lumpy. In today 's day and age, the Indian colleges and universities have started with IKS courses and setting up research centers, whereas in schools are making minor changes in the curriculum like updating textbooks and including traditional stories and practices. In the Manipur context, local traditions such as martial arts, Thang-Ta, Ras Lila dance, and religious beliefs are being started in the classrooms. However, some challenges are there due to limited resources and lack of trained teachers. Slowly, inclusion of Indian knowledge system has started into the modern teaching learning, sensitization programs on teachers, proper funding from stakeholders, and locally adapted curriculum plans are essential. National Education policy 2020 has brought up the opportunities on the revival and inclusion of Indian Knowledge System, success with depend on community support, long-term efforts, and creative teaching methods that respect diversity.

Keywords: Status, Indian Knowledge System, Teaching-Learning.

Introduction

The ancient Indian way of Knowledge System is a well rich in tradition, and the way of learning has been a quite good which developed the learner physical, mental, emotion, and socially that passes down over many years ago. It does not give only traditional practices but also but also teaches us to think creatively, differently, and holistic development. The 21st century educational policy that is the new National Education Policy (NEP) 2020 that highlights the significance of including traditional knowledge in modern education to assist diverse learning and preserve cultures of Indian tradition. For developing day-to-day health, sustainability, and human development, Indian traditional knowledge is also very must since, IKS does not give only history but also teach us way of living.

India's ways of traditional education system became downfall and substituted with Western education after British dominated India. These lead the caused many generations to lose connection which are rich intellectual heritage and make downfall of truly Indian traditional knowledge system. But the National Education Policy (NEP) 2020 appreciates the value of the Indian Knowledge System (IKS) and take great role in reviving and inclusion of this education system in education to enhance multi-disciplinary learning, critical thinking, moral education, discipline and taught the sense to promotes Indian culture to the youth of the nation. If this policy is fully implemented, then
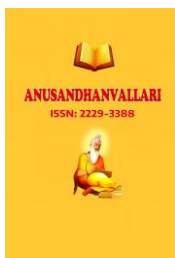
there will be a great change in society. But the main grievances were that at this time there are facing lot of challenges in making these policies into actions due to an initial stage.

There is still facing issues on integrating traditional Indian wisdom spanning Ayurveda, Yoga, ecological practices, and educational philosophy into modern educational trends. Studies shows that a compelling analysis of how Indian Knowledge Systems (IKS) can enrich in modern higher education system, Mahajan highlights policy analysis and case studies of the potential of IKS to foster holistic learning, innovation, and cultural pride, and also addresses limitation such as institutional bias and resource constraints.

Philosophical and Ethical Traditions of the Indian Knowledge System:

Indian Knowledge System (IKS) are one of the world oldest and very complex educational models. Its core school of philosophy: Vedanta, Nyaya, Vaisheshika, Samkhya, Yoga, and Mimamsa each present unique knowledge and are interrelated with reality, and spiritual growth. Nyaya philosophy classifies the idea of structured debate and logical reasoning, while Vaisheshika philosophy focuses on the introduction of early concepts of atomism and the material world. Samkhya philosophy focuses on dualistic view between matter (Prakriti) and consciousness (Purusha). Patanjali, the founder of yoga gives a disciplined approach to self-realization through meditation, mental control and ethical living. Mimamsa classifies the interpretation of Vedic scriptures and the practice of dharma, and Vedanta focuses on the nature of self and ultimate liberation (moksha).

In the ethical basis, IKS is mainly focus on the core values such as dharma (moral duty), ahimsa (non-violence), satya (truth), and shanti (peace), which increases individual integrity, societal well-being, and environmental harmony. These concepts are very inculcated in cultural rituals, everyday life, and educational systems. Vasudhaiva Kutumbakam, the idea which denoted that "the world is one family," reflects IKS 's inclusive and empathetic worldview, promoting respect and unity across humanity. With the philosophical and ethical reasons, Indian Knowledge System is bringing to timeless and relevant guide for social and personal growth, holistic development and sustainable living.

NEP 2020 role in promoting Indian Knowledge System

The National Education Policy (NEP) 2020 take major role in the inclusion and revival of the Indian Knowledge System (IKS) into all levels of education, by making Bharat (India) learning more focused on upliftment of cultural and intellectual heritage. It includes ancient Indian contributions in mathematics, astronomy, philosophy, linguistics, art, medicine, and wellness. It promotes the medium of instruction should be in mother tongue up to 8th standard for better understanding. NEP 2020 promotes 3 language formula that is mother tongue as a first priority, secondly Hindi or regional language and last English or foreign language. But some states like Tamil Nadu opposed it. Students will learn about the great Indian thinkers, freedom fighter and traditional concepts in subjects like science, math, and language. The higher institutions should offer credit courses and centers for IKS research. The policy's imbibe youths of nations to decolonize the Indian mindset, to foster pride in India's rich legacy, and to use traditional knowledge to inspire innovation, creative ideas and holistic development. The NEP 2020 aims to promotes the Indian education system as to compare with global stage.
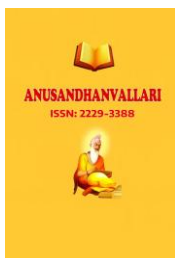
From Policy to Practice: Integration of Indian Knowledge System in Indian Education

Indian Knowledge System status is in starting stage in many parts of India, because of lack of untrained teachers, proper funding etc proper implementation cannot be done. In the structural level, due to the establishment of a dedicated IKS Division under AICTE, a significant progress has been made in the field of curriculum development, funding research, and conducting extensive faculty training programs. At the educational level, many perceptible outcomes can be seen, that is the introduction of mandatory credit courses in IKS and institutions like IITs setting up specialized centers for research and advanced study. However, implementation differs between institutions to institutions, creating. The current major challenge is shortage of trained faculty for teaching IKS content successfully. While the policy framework has successfully started off the IKS's movement from the educational perimeter toward the mainstream, its meaningful embodiment in daily teaching and learning remains a work in progress, requiring sustained efforts in capacity building, resource development, and pedagogical innovation to realize its full potential.

 The integration of the Indian Knowledge System in Manipur 's educational landscape.

The inclusion of Manipur 's traditions knowledge along with Indian traditional knowledge in education, as mentioned by India 's National Education Policy (NEP) 2020, is not an easy task. Manipur has an incredibly rich cultural heritage from the ancient Sanamahi faith and the beautiful Ras Lila dance to the powerful martial art of Thang-Ta, the unique floating farm agriculture in Loktak Lake, vast collection of ancient texts of Puyas and Phunga wari. However, putting this into the regular school, college and university curriculum has started, but there are still lapses.

Some universities have already started by adding basic courses on Indian Knowledge Systems for students. In schools, the changes are lesser and depend on individual teachers, with some including local stories, music, and environmental wisdom in their lessons.

There are major challenges in making policies to action. The biggest problem was the lack of trained teachers. There are community experts and elders who know the traditions deeply but are not formal teachers, whereas certified teachers often have not been trained in these subjects. There is also a risk of this being done superficially like teaching a folk song without explaining its meaning. Furthermore, the ongoing conflict between two communities in the state has detained in education sector significantly, making it very hard to focus on new projects like this. It is also very crucial that inclusion of traditional knowledge in the school curriculum because around 33 recognized scheduled tribes are habitat in the state Manipur, inclusion of their traditional knowledge in the curriculum will be not an easy task, collective efforts from every community is mandatory to make it happen.

It can be concluded that national policy has started the discussion, truly weaving Manipur 's unique knowledge into everyday learning is still at an early and delicate stage. To succeed, it will need a plan that is specially designed for Manipur, involves local communities, creates textbooks from local content, and heavily invests in teacher training, all while carefully handling the state 's complex social situation.

Main Constraints of Indian Knowledge system in present scenario:

Certain disadvantages are there in the implementation of Indian knowledge system in the current education system, some of the main factors are given as under.
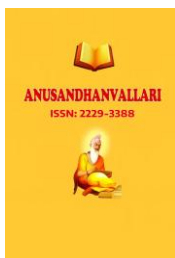
- Lack of training and awareness in the pedagogical methods towards educators. More sensitization and capacity building programme are mandatory for the smooth functioning of Indian knowledge system.
- Lack of dedicated financial and infrastructural support limits research, translation, and faculty training. Significant investments in research grants, faculty training, and digital repositories are necessary to facilitate IKS integration
- Syllabus related to Indian knowledge system need to put from grassroot level to apex level of education.

Conclusion

The Indian Knowledge System is the repositories of ancient knowledge that has been passed down since immoral. Promotion of IKS is crucial it not only gives scope in conservation of ancient wisdom but also gives room in advances in sustainable development in society. NEP 2020 gives an opportunity to promote IKS in society. As per the ancient education system, the teachers and students' relationship (guru-shiksha) were quite good and they have also chance to cultivate good character through education (Meitei, L. C., 2024). This makes the students well-disciplined whereas students of today 's society show lack of discipline. This revival of Indian knowledge system initiated by NEP 2020 will lead to a great change in the society. So, government, stakeholders, NGOs, etc. should take a great initiative to fully implement the NEP 2020.

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