



Indian Knowledge Tradition and National Education Policy: 2020

Ramanuj Nishad¹, Dr. Chandrani Tiwari², Manjulata Sharma³, Anjali Dubey⁴, Mrs. Sudha Goyal⁵

¹ Librarian (Guest), Govt. Indrawati College, Bhopalpatanam , Bijapur, Chhattisgarh, India

² Principal, Siddharth College, Bilaspur, Chhattisgarh, India

³ Assistant professor, Hasdev Education College, Aamapali, Tilkeja , Korba , Chhattisgarh, India

⁴ Principal, Aghor Vidya Peeth, Pondi Dalha, Akaltara, Janjgir - Champa, Chhattisgarh, India

⁵ Assistant professor, Sandipani Academy Pendri Masturi Bilaspur Chhattisgarh, India

ABSTRACT :

The basic foundation of Indian culture and tradition is the Indian knowledge tradition. The Indian knowledge tradition has been continuing in India since ancient times. Education system comes under it. Various types of scriptures, religious texts like Vedas, Vedanga, Upanishads, Srout, Smriti etc. come under it. Aryashastra, ShIKThashastra, Natyashastra, Prabandhshastra and Vigyan Vidya etc. are the storehouses of knowledge. Indian knowledge tradition under this, education has been defined with words like Vidya, Gyan, Diwan, Prabodh, Prajna, Vagvita and Bharti etc. On studying the entire history of the Indian knowledge system, it is known that in ancient times the main objective of this tradition was to develop the personality of the student from all aspects while acquiring knowledge and to make him socially useful and to attain salvation. Indian knowledge tradition is a symbol of knowledge which includes knowledge and science, worldly and philosophical studies. There has been a wonderful coordination of spirituality, work and religion, enjoyment and sacrifice in it. Thus, since ancient times, the approach of the Indian knowledge tradition towards education has been very broad and subtle. Currently, under the National Education Policy, 2020, special emphasis has been laid on the study and teaching of Indian knowledge tradition. The National Education Policy, 2020 has been prepared in the rich light of India's eternal knowledge and ideas. Indian knowledge tradition has also been considered as the central pillar among its pillars. In this direction, the University Grants Commission has taken innovative steps to connect the new generation with the Indian knowledge tradition. Under this initiative, concepts related to the Indian knowledge tradition are being added to the syllabus of each subject, the study of which will definitely awaken the pride of being Indian in the students of the new generation.

Keywords - Knowledge tradition, Education system, Sanatan knowledge, National Education Policy 2020

Introduction :

Culture, Sanskrit and Indianness are not just words, but they are expressions of the affinity of the ancient education tradition of the Indian people. 'Education' is essential for the all-round development of the individual, national progress, upliftment of civilization and culture. The great Gurus of India understood this profound importance of education. As a result, a beautiful system of education was created in the Vedic period of India, the main basis of which was the Gurukul education system. The ancient Indian Gurukul education system is known as the world's first Sanatan Dharma education system. In a way, it was similar to the residential school education system, which is believed to have originated in the Indian subcontinent about 5000 years before Christ. Many students have been receiving education in these ashrams since time immemorial and this system has lasted for a long time in India in the form of 'Guru-Shishya Parampara'. This great education tradition of India focused on the all-round development of the individual and emphasized values like truth, humility, self-reliance, discipline and mutual love and respect. India's ancient education system preserved the vast Vedic literature and produced original thinkers and scholars in various fields of knowledge, due to which India's head is held high with pride even today. Thus our ancient Indian knowledge tradition has been continuous, long-term and permanent since time immemorial, which is striving for the welfare of the entire human race. Therefore, it is very important to review the Indian knowledge tradition in the context of the current education system.

Akhand Bharat refers to i.e. the undivided Indian subcontinent. It is the region extending from Burma in the east to modern Afghanistan in the west, the Himalayas in the north and the Indian Ocean in the south. Chanakya played a key role in the establishment of the Maurya Empire and Panini, who wrote Sanskrit grammar, was educated at the Takshila University in ancient India which is now in Punjab, Pakistan. Ancient Indian education included education at eighteen Vidya Sthanas or schools of learning, which were provided at famous centres such as Nalanda and Takshila. India's global reputation is derived from its contribution in the fields of arts, architecture, science, technology, crafts, engineering, philosophy and practices. Most of the foreigners who came to India for knowledge spread this knowledge to the West and other parts of the world. It is a part of IKT.

Knowledge refers to tacit knowledge and it is inherent in the intellect of the knowledge seekers. It is acquired through insight into personal experiences, observation, facing real life problems and solving them. Knowledge may exist in literary and non-literary forms. This tacit knowledge is transferred systematically through the proposition of new theories and frameworks and in the form of literary works i.e. explicit knowledge.

System means a well-organized methodology and classification scheme used to access a body of knowledge. Codification and classification are based on the need, interest and ability of the knowledge seeker to access the implicit knowledge. This will help them gain insights from the overall knowledge and know that different knowledge components logically complement each other. IKT is the systematic transfer of ancient and contemporary knowledge from

one generation to another. It covers ancient knowledge from various domains to address present and future challenges. This knowledge exists in both literary and non-literary works. Literary resources include Vedic and related literature (Sanatana Dharma mainly in Sanskrit language), resources on other religious traditions (Buddhism and Jainism) and knowledge present in Indian languages and dialects. Non-literary resources exist in oral traditions available across the country (B., Rajat, & R.N., 2022).

The need for compulsory inclusion of Indian knowledge tradition in the present education system :

The ancient glorious Indian knowledge tradition is illuminating the entire world. Evidence of ancient Indian art is present in the four Vedas, Vedangas, Upanishads, Shrutis, Smritis, Ramayana and Shrimad Bhagwat Geeta. The Indian knowledge tradition which existed in Vedic and Upanishad period also existed in Buddhist and Jain period. Under this, new knowledge was synthesized by assimilating and analyzing the vast knowledge for many years through the great Guru-disciple tradition. The knowledge system, traditions and practices of ancient times encouraged humanity. The Indian knowledge prevalent in the modern era and the recent new discoveries coming from foreign countries, which are already mentioned in our texts, are all proof of the richness of the Indian knowledge tradition. Thus, the Indian knowledge system is even more relevant in the current scenario, which serves as a pure guide to understand various knowledge-sciences, temporal and metaphysical mysteries along with providing practical guidance to the individual for adjustment of duty-consciousness, duty-consciousness, stability and stress management etc. In this, the vast knowledge related to Vedas and Upanishads, religion and management, knowledge and science, Dharma and Karma and Yoga and others can be applied for the welfare of the world and the salvation of humanity. So now is the time to enhance the knowledge given by India to the world in the present Amrit Kaal of India and connect every citizen of India with the original culture and knowledge of India.

Role of National Education Policy 2020 in the light of Indian knowledge tradition :

The knowledge tradition of India is currently at the centre of discussion, as the new education policy 2020 of the central government has emphasized on knowing and understanding the cultural foundations of India. Under this, traditional knowledge, art, skills and values will be promoted. Recommendations have been made to connect it with education and its new experiments. Since India has an ancient tradition of acquiring knowledge through holistic and multi-disciplinary means. Therefore, in line with the rich tradition of ancient and eternal Indian knowledge and science, this education policy focuses on teacher training, holistic and multi-disciplinary education and education based on moral values. For its implementation, at present, the Indian Knowledge Tradition Cell has been created by the Ministry of Education, Government of India, whose goal is to promote and advance the indigenous knowledge and Vidya tradition. In this direction, the new National Education Policy adopted in the year 2020 emphasizes that various concepts of Indian knowledge tradition should be included in the curriculum of different levels of education. For this, in the budget of 2022-2023, the amount set aside for the study, promotion and research of Indian knowledge tradition was increased to ₹ 20 crore. Apart from this, the University Grants Commission will also provide training in Indian knowledge tradition to 15 lakh teachers by the year 2025. The Commission has currently started an online course at the undergraduate level of the university. Apart from this, provision has been made for its promotion through various other online mediums such as: Swayam Portal, Swayam Prabha, E-DIKTha, Gyan Diyan etc. as well as through open and distance education. The National Education Policy 2020 states that India needs to bring back the Indian knowledge tradition to produce capable and skilled students with multifaceted talents so that students can be equipped with moral and character qualities along with quality education from their early stage. Considering the rich diversity, culture and needs of India, this policy emphasizes on the development of social, cultural, ethical and creative learning along with mutual cooperation, unity and brotherhood among the youth, teachers and students of India.

Indian Knowledge Tradition in Education :

IKT will be introduced in a scientific way in the curriculum of school and higher education. IKT will include tribal knowledge as well as indigenous and traditional teaching methods, including mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, games, sports, as well as governance, politics and conservation. Specialised courses will also be made available in tribal ethno-medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. An attractive course on Indian Knowledge Systems will also be available as an optional subject for students in secondary school. The policy recognises that knowledge of India's rich diversity should be imbibed directly by learners. This will include simple activities like student excursions to different parts of the country. This will not only promote tourism but will also help develop awareness and appreciation of India's diversity, culture and traditions as well as information about different parts of the country. In this direction, under 'Ek Bharat Shreshtha Bharat', 100 tourist destinations will be identified in the country where academic institutions will send students to study these sites and their history, scientific contributions, traditions, indigenous literature and knowledge etc., to enhance their knowledge about these areas. Currently, 32 IKT centres have been established to catalyse original research, education and dissemination of IKT. 75 highly interdisciplinary research facilities like ancient metallurgy, ancient town planning and water resource management, ancient chemistry etc. are operational. About 5200 internships have been offered on IKT. 50 faculty development programmes, workshops and national/international conferences were organized. More than 8000 higher education institutions have started adopting IKT in their curriculum and worked on digitization of 1.5 lakh books. The IKT Division has brought together leading thinkers and practitioners from various knowledge fields to develop Vision 2047, which documents a roadmap for establishing the rich Indian knowledge tradition. By drawing upon our vast knowledge, it will be easier to promote and enable further research to address the challenges of our present times. Incorporating these courses into mainstream education will inspire while preserving the heritage of our teaching systems. Through exposure to both traditional and contemporary concepts, students can gain a better understanding of their culture, expand their intellectual development, and boost their self-confidence.

Conclusion :

From the presented research analysis, it is known that the role of National Education Policy 2020 is noteworthy in the context of the development of the current Indian education system. It provides the necessary reforms for the multidimensional development of students in school education and higher education. Its main objective is to take care of the student from early childhood, further improve the education structure, make teaching training more effective and improve the examination system and bring the knowledge contained in the ancient Indian knowledge system into the new curriculum. For this, it adopts the 5+3+3+4 format of education and considers the development of physical, mental, social, cultural, character building and moral values of students as important. Under this, emphasis has been laid on the coordination of knowledge, science and philosophy based on the Indian knowledge tradition. If the implementation of this education policy is successful and well planned, then this education policy will definitely bring India to a new dimension in the global stage.

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