1. Challenges of Indian Knowledge System and NEP 2020

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Abstract:

National Education Policy 2020 is the first education policy of the 21st century and aims to address many growing developmental changes in our country. This policy proposes the revision and revamping of all aspects of the education structure including its regulation and governance to create a new system that is aligned with the aspirational goals of education including sustainable development goal while building upon India's traditions and value systems. The New Education Policy (NEP) 2020 has been launched to transform the Indian education system using holistic development of the learners. This framework provides a comprehensive and integrated strategy for the growth of the education system. The Indian Knowledge System (IKS) is one of the significant aspects of the NEP curriculum. Hence IKS encompasses diverse and rich heritage knowledge of India that covers various domains such as science and technology literature philosophy culture medicine and yoga. NEP has focused on inter-disciplinary, and Tran's disciplinary knowledge and it can integrate the contemporary knowledge vested with IKS to address current and future challenges. The IKS covers the knowledge assets from the pre-historic to the current period. NEP fosters the creation of language resources and technology to facilitate the IKS as it recognizes its importance for disseminating indigenous knowledge. The integration of IKS with NEP will help to understand the under lying contemporary societal issues and to carry out further research. It will foster the growth and understanding of rich and diverse indigenous knowledge among various stake holders and rejuvenate traditional knowledge with the help of modern technology. Proper implementation of this National Education Policy 2020 has the potential to bring about significant changes in the Indian education system. The main objective of the National Education Policy 2020 is to fill the gaps in the current education system and provide timely delivery of quality education.

Keywords:

Challenges, Indian Knowledge System, NEP 2020.

1.1 Introduction:

Indian Knowledge System suggests a number of thematic areas where lot of research and studies are needed. This includes study of health and well-being and consciousness of art and culture mathematics and astronomy. Community wellness and quality of life are very important for any individual especially in rapidly changing and technology driven society and world.

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 in this century it is imperative that we understand our heritage and teach the world of doing things. India is a country with an ancient civilizational history and practices that are known to mankind. It is expected to accumulate some knowledge throughout its existence.

This ancient knowledge was preserved on trees and transferred from generation to generation. But over time there were changes in the knowledge transformation process and this indigenous knowledge was lost. The newly introduced education system has attempted to provide this knowledge to society as demanded. Indian Knowledge System (IKS) comprises three words namely Indian Knowledge and System.

In 2020 India unveiled its first and most comprehensive education policy of the 21st century. As the first education policy since 1986 the New Education Policy (NEP) 2020 has the task of addressing multiple crises facing India's education system. The NEP 2020 is truly a path breaking document in every sense. The policy amongst others aims to address pedagogical issues structural inequities broadening of access apart from making the learner's future ready while meeting the demands of 21st century India.

Simultaneously the NEP has the most challenging task of addressing multiple crises in the education system. Its effective implementation is critical if India wants to reap the demographic dividends and capitalize the opportunities from a rapidly growing knowledge economy. Given its transformative potentials the centre has shown urgency and a sense of purpose by launching a series of initiatives in the recent months not with-standing the challenges of the pandemic.

A number of states have officially launched the policy and many others are in the process to do the same. Given its scale and the kind of complexity involved in its execution particularly securing co-ordination and co-operation amongst diverse stake holders at state district private sector amongst others makes it a daunting exercise.

Apart from environment helpfulness courtesy patience forgiveness empathy compassion patriotism democratic outlook integrity responsibility justice liberty equality and from this one has to deal with weak state capacity availability of financial resources and most importantly the education ecosystem that acts as on new ideas and innovation. Yet, the most critical challenge before NEP is building consensus and getting states to own the first programme after 1986. In short, the success of the NEP largely hinges on co-operative federalism and states taking ownership of the reforms.

Indian: It refers to Akhanda Bharata i.e. undivided Indian subcontinent. It covers the area that spans from Burma on the east modern-day Afghanistan on the west the Himalayas on the north and the Indian Ocean on the south. Chanakya was instrumental in the establishment of the Mauryan Empire and Panini who wrote Sanskrit grammar got their education at Takshashila University of ancient India now in Punjab Pakistan. Ancient Indian education included the teaching of eighteen Vidya Sthanas, or schools of learning which were imparted in renowned centers such as Nalanda and Takshashila. India's global reputation has been derived from its contributions in the fields of Art Architecture Science Technology Craft Engineering Philosophy and Practices. Since most of the foreigners who

visited India at that time for knowledge and disseminated this knowledge to the West and other parts of the world respectively.

Knowledge: Knowledge refers to the tacit knowledge and it lies in the wisdom of knowledge seekers. It is gained by insights into personal experiences through observations facing real life problems and solving them. Knowledge may exist in literary and non-literary forms. This tacit knowledge is transferred systematically by way of proposing new theories and frame works and in the form of literary work i.e. in the form of explicit knowledge.

System: System means a well-organized methodology and classification scheme used to access a body of knowledge. The codification and classification are based on the need interest and capacity of the knowledge seeker so that he may access the inherent knowledge. This will help them gain insights from overall knowledge and know how those different knowledge components logically complement each other.

The IKS is the systematic transfer of ancient and contemporary knowledge from one generation to another. It covers ancient knowledge from various domains to address current and future challenges. This knowledge exists in both literary and non-literary works. Literary resources cover Vedic and allied literature mainly in the Sanskrit Language resources on other religious traditions Buddhism and Jainism and knowledge that exists in Indian languages and dialects. Non-literary resources are present in oral traditions available across the country**.**
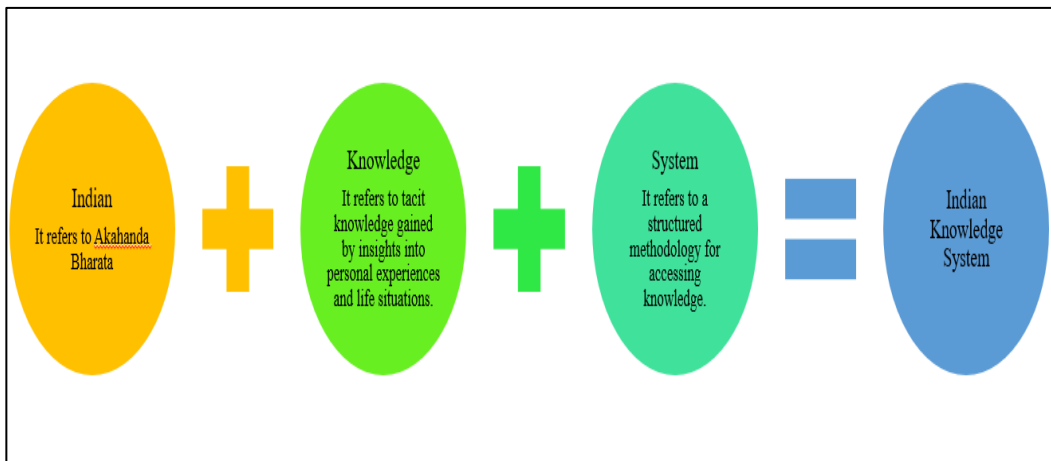

Figure 1.1: Components of the Indian Knowledge System.

1.2 Challenges of Indian Knowledge System:

With the advent of globalization there is a race to change the traditional education system and to make it of global standard by modernization. There is a dramatic change in pedagogy curriculum and medium of instruction. This has changed social dynamics a lot. This has led to social imperialism and cultural imperialism. In cultural imperialism countries with high social status dominate the societies and cultures of countries having low social status.

The Indian education system is of Macaulay origin, and we are following it. In the age of vast information systems and following this education system we have lost our culturally based knowledge and heritage. We have lost our agricultural biodiversity, and it has put pressure on food security nutrition and overall agricultural development. There is a massive loss of intellectual capital. Our IKS has more than 7000 medicinal plant species and over 15,000 herbal formulations. It has not only made it popular but it is drawing its attention to bio piracy and patenting them within or outside of the country. This amplifies the wrong ownership. There is a dichotomy in people whether to go with the indigenous way of living or to join the mainstream.

1.3 Nep and IKS Inclusion:

The NEP 2020 has emphasized that IKS will be part of the curriculum and will be incorporated scientifically. IKS along with tribal knowledge will be included in mathematics engineering philosophy yoga medicine sports games literature languages and various other domains. NEP has focused on specific courses in tribal ethno-medicinal practices forest management and organic and natural farming. Under NEP IKS will be taught as an elective course for secondary school students. These inputs will be delivered through modern technologies fun games and cultural exchange programs among different states. NEP focuses on multi-lingualism and the IKS repository has many languages. Under NEP students will be delivered curriculum in their native languages and Sanskrit is the most ancient language will be taught to all. By learning different languages, they will know the rich and diverse culture of the nation. The Multilanguage formula will cover the aspects of constitutional provisions and it will create unity and integrity across the nation. It would be easy to include the history of Indian mathematics in normal math classes. The same could be done for architecture philosophy and Ayurveda. This is the goal of the NEP, but it will have to be done slowly.

1.4 Understanding Cultural Diversity:

Cultural diversity is a debatable open-ended term which generally refers to the reality of coexistence of diverse knowledge beliefs arts morals laws customs religions languages abilities and disabilities genders ethnicities races nationalities sexual orientations of human beings. It could extend to the way people react to this reality and the way people choose to live together with this reality. People are divided by several factitious categories and partitions such as identity politics around the world where all cultural groups feel their members are to some extent being discriminated. Whether people admit it or not and whether government hide it or not it is a fact that people are full of diversity in terms of gender social class ethnicity race language abilities and disabilities religion orientation needs nationality political ideology citizenship status family composition cultural background income and occupation. Cultural diversity brings both opportunities and challenges to the achievement of this goal. Although many noble terms e.g., equity and social justice in relation to cultural diversity have been widely used and adopted in policies across the world as a politically correct way to deal with cultural diversity and people from different back grounds. Culture links closely to identity such as the way people see themselves and others. Diverse cultures lead to diverse identities which bring both opportunities and challenges to education and the society.

Nowadays different countries workplaces and schools increasingly consist of people from various cultural racial ethnic and religious back grounds. People need to have a level of understanding about each other in order to live together and collaborate with each other which require learning about other cultures and identities.

1.5 Implementation of Indian Knowledge System:

There are certain challenges when it comes to integrating IKS with NEP. There is a lack of awareness among the community and stakeholders about the importance of IKS. IKS is generally present in non-literary form, and it has been passed orally from one generation to another. It makes it difficult to develop and implement IKS based courses and programs in educational institutions. There is no clear-cut curriculum about IKS, and it is leaving educationists perplexed in many stakeholders may see it as irrelevant or outdated. As IKS is available in different languages it may create barriers to those who are not well-versed with these languages. Moreover, the colonial system of education has created a bias against the IKS in the Indian education system. The Indian education system is largely focused on the western knowledge system, and it can create difficulty in accommodating this system. There is also a shortage of well-qualified teachers to teach the IKS because it is not widely adopted yet.

1.6 Analysis of Nep 2020 In Teacher Education:

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. Then nation places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. India has reached the threshold of the development of new technologies and innovative methods to trained teachers which are likely to revolutionize the classroom teaching. It is common knowledge that the academic and professional standards of teachers constitute critical components of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and there by pupil learning and the larger social transformation. The social and economic development of nation is fundamentally an education process in which people learns to create new institutions, utilize new technologies, cope with their environment, and alter their patterns of behavior. The higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its constitution the democratic socially conscious cultured and humane nation upholding liberty equality fraternity and justice for all. Higher education significantly contributes towards sustainable lively hoods and economic development of the nation. As India moves towards becoming a knowledge economy and society more and more young peoples are likely to aspire for higher education. Education in a broad sense improves the capabilities of individuals and the capacity of institutions, and becomes a catalyst for the closely

interrelated economic, social, cultural, and demographic changes that become defined as national development. Teaching is the oldest most indispensable and inevitable of all the professions in the world. Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multi-disciplinary perspectives and knowledge formation of dispositions and values and development of practice under the best mentors. Teachers must be grounded in Indian values languages knowledge ethos and traditions including traditions while also being well-versed in the latest advances in education and pedagogy. The teacher was expected not only to impart information and skills but lead and guide to his students to supreme knowledge. Hence the qualities laid down for teachers were very high.

1.7 Discussion:

The inclusion of IKS in India may help the stake holders to know their cultural heritage and they may develop a deep understanding of the environment. As IKS is based on tacit knowledge it can help students to face and tackle the challenges they are going to face in their real life such as challenges of climate change and food security. But this inclusion of IKS has certain challenges and these challenges need to be addressed before inclusion.

The Indian government has taken a step under NEP to integrate IKS into the curriculum. There is an emergent need for proper training of the teachers so that they have proper knowledge of IKS and can deliver it in a meaningful way. The data available about IKS needs to be streamlined with the help of information technology and making it available as per the needs and capacity of the stake holders.

This cannot be done overnight as the Indigenous Knowledge Systems have evolved in India over thousands of years. It will be replaced gradually over time. In terms of roll-out of key NEP activities the school curriculum has been changed to include artificial intelligence (AI) and financial literary. The mother tongue or regional language received primacy in the NEP the same has been introduced in several states on a pilot basis. In order to attain the goal of education with excellence and the corresponding multitude of benefits to this nation and its economy this Policy unequivocally endorses and envisions a substantial increase in public investment in education by both the central government and all state governments. The centre and the states will work together to increase the public investment in education sector to reach 6% of GDP at the earliest. This is considered extremely critical for achieving the high quality and equitable public education system that is truly needed for India's future for economic social cultural intellectual and technological progress and growth. The in-depth literature study relating to IKS perspectives of integration in the curriculum and its implication for transformation in the basic education curriculum was done. Education provides a learner with new skills and knowledge that should enable him to function in a modern society. Education has a liberating role whereby it is conceived as a tool for illuminating the structures of oppression and equipping learners with the tools to alter those oppressive structures in society. Education is the transmission of the normative heritage of a people from one generation to the next. Their sentiments were found to be similar to the attitude of teachers in one of the provinces with the findings of the particular study showing that teachers did not perceive IKS as important while the indigenous ways of knowing were not recognized by some teachers.

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Education is the transmission of the normative heritage of a people from one generation to the next. Their sentiments were found to be similar to the attitude of teachers in one of the provinces with the findings of the particular study showing that teachers did not perceive IK as important while the indigenous ways of knowing were not recognized by some teachers. In both these studies there is a thin golden thread that runs through them, and which gives the impression that IK is still under-valued as compared to science which is regarded as the superior knowledge with all other knowledge should be subjected to its control. It is for these reasons that the argument for the integration of IKS into the curriculum for basic education is proposed because the integration of IKS into the curriculum may reconcile two separate ways of understanding the world by its integration into the curriculum may promote the visibility of IK and its integration into the curriculum may help to enhance the IL's self-esteem and interest in schooling. Its integration into the curriculum may act as a buffer against the collapse of local knowledge in the face of the confrontation with the dominant paradigm and its integration into the curriculum should include a curriculum that has been better for modernity.

1.8 Conclusion:

The internal capacities within the education at centre and states level and other regulatory bodies are inadequate to steer the magnitude of transformations envisaged in the NEP. For instance, moving away from a rigid content driven rote learning system to experiential learning and critical thinking would require nothing short of a revolutionary change in the attitudes of the people running the education system let alone the attitudinal changes amongst the teachers' students and parents. This means that thousands of schools and colleges would need capacity building and re-orientation with regards to the operational aspects of implementing a mega programme with many experiential goals.

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