



INTEGRATION OF INDIAN KNOWLEDGE SYSTEM IN HIGHER EDUCATION

Editors:

Dr. Azkiya Waris
Associate Professor
Integral University
Lucknow

Dr. Dhriti Tiwari
Assistant Professor
Integral University
Lucknow

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Preface

The Indian Knowledge System (IKS) represents a vast and diverse repository of wisdom, culture, and tradition that has evolved over millennia. Rooted in ancient scriptures, philosophical thought, and empirical practices, it offers a profound understanding of various disciplines, including science, mathematics, medicine, art, and philosophy. As India strides towards global leadership in education and technology, integrating this rich heritage with modern educational frameworks is not only relevant but essential. This edited volume seeks to explore the confluence of the Indian Knowledge System with contemporary education, addressing its relevance, application, and potential impact in a rapidly evolving world. The chapters within this book are contributions from scholars and educators dedicated to bridging the gap between tradition and modernity in education. The opening chapter, *Exploring the Depths of Knowledge: An Introduction to Indian Knowledge Systems and Modern Educational Approaches*, sets the stage by providing an overview of IKS and its significance in the context of present-day learning paradigms. It serves as a foundation for understanding how ancient wisdom can complement and enhance modern teaching practices.

Following this, the role of technology in IKS is examined, highlighting how digital advancements can preserve, disseminate, and innovate traditional knowledge. This is particularly pertinent in an era where technology drives educational evolution, creating opportunities for wider access and deeper engagement with IKS. A pivotal chapter on *The Indian Knowledge System in the Light of NEP 2020* delves into the National Education Policy's vision for incorporating IKS in mainstream education. The policy's emphasis on decolonizing education and promoting Indian languages,

literature, and knowledge forms a crucial backdrop for this discussion.

The question of relevance is thoughtfully addressed in “Is the Integration of the Indian Knowledge System in Modern Education Relevant?”, where the authors critically analyze whether IKS can co-exist with or even enhance modern curricula. This is followed by an exploration of the Challenges and Integration of IKS in Higher Education, discussing the barriers, misconceptions, and structural limitations that hinder the seamless incorporation of traditional knowledge. A unique contribution in this volume is the chapter on “Education and Rehabilitation of Persons with Special Needs in the Indian Knowledge System”. It sheds light on how ancient Indian philosophies and practices offer inclusive and holistic approaches to education, which can greatly benefit the marginalized sections of society, especially those with special needs. The concluding section revisits the core theme of this book—“IKS and Modern Education”—offering insights into how these two seemingly different paradigms can coalesce to create an enriched learning experience. The discussion emphasizes the need for a balanced integration that honours the depth of India's cultural heritage while meeting the demands of a globalized educational landscape.

This book is a small but significant step towards reigniting a dialogue around IKS in modern education. As editors, we hope it inspires further research, policy development, and practical initiatives aimed at creating an education system that truly reflects the wisdom of India's past and the aspirations of its future. We extend our gratitude to the contributors for their invaluable insights and dedication to this important cause.

Dr. Azkiya Waris

Dr. Dhriti Tiwari

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Education and Rehabilitation of Persons with Special Needs in the Indian Knowledge System

Dr Suman P. Ranjan

Assistant Professor,

Faculty of Education, Integral University, Lucknow.

Contact 9454005006

Email: ranjansuman84@gmail.com

Examining the education and rehabilitation of underprivileged children within the framework of the old Indian knowledge system is incredibly complex and calls for specialized understanding. It necessitates a thorough comprehension of the language, culture, and mental processes of ancient India. We must research both primary and secondary literary sources for this. While secondary sources include scholarly works on ancient Indian history, philosophy, religion, medicine, education, and disability studies, primary sources include the Vedas, Upanishads, Samhitas, Puranas, Arthashastra, Dharma-shastras, and medical texts (Ayurveda, Charaka Samhita, and Sushruta Samhita). While researching these sources, there are a few obstacles and things to keep in mind.

- 1. Definition of Disability:** There has been a substantial evolution in the concept of disability. It's difficult to translate terms from antiquity into contemporary thinking.
- 2. Text Availability:** A lot of the works listed above are difficult to find in contemporary versions and call for specific training and resources.
- 3. Interpretation:** It can be difficult to determine the proper context for content pertaining to disabilities because ancient texts are frequently interpreted in different ways.