



MANGALMAI
INSTITUTE OF MANAGEMENT TECHNOLOGY



**TWO DAYS NATIONAL CONFERENCE
(UNDER THE AEGIS OF IQAC)**

ON

**“BHARATIYA GYAN PARAMPARA:
WISDOM FOR LIFE AND LIVELIHOOD IN THE 21ST CENTURY”**

Editorial Board

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EXPERIENTIAL PATHWAYS TO INDIAN KNOWLEDGE SYSTEMS AND VALUES

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Abstract

The Indian perspective on education is comprehensive and profound, emphasising the necessity for education to promote both internal and external growth. The National Education Policy 2020 and the NCFSE 2023 both recognise and underscore the notion that learning beyond simply information accumulation; it embraces self-discovery as well as personal development. The extensive history of Indian contributions to several fields, referred to as the Indian Knowledge System (IKS), has illuminated these two policies. The quest for knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) have always been regarded in Indian thought and philosophy as the ultimate human endeavour. These valuable legacies of world heritage must be nurtured, protected, and integrated into the curriculum, as this fosters pride, self-confidence, and enhances learning in those domains. This paper analyses the concept of Indian Knowledge Systems (IKS) and its correspondence with value education based on Indian cultural and philosophical traditions. It further examines experiential learning practices as effective mechanisms for integrating Indigenous Knowledge Systems and values into educational curricula.

Keywords: Indian Knowledge System, Value Education, Experiential Learning, Higher Education, School Education.

Introduction

India is a land of diversity and rich culture. India is the birthplace of two of the oldest civilizations (Kathuria, S.J., Sharma, S., 2023). Indigenous traditions and belief systems place the civilization's antiquity at a very old time, although contemporary Western researchers place it between 5000 and 8000 years ago (Mahadevan, Bhat, & Nagendra, 2024). India's old knowledge was kept and transmitted orally for many generations until a few centuries ago. Unfortunately, oral information transmission was interrupted and continuity was lost as a result of significant changes made to the educational system 200 years ago. In order to provide job security, the recently implemented system required society to learn only the knowledge that was taught in schools. A gap and loss of continuity in the transfer of ancient knowledge resulted from this transmission, as oral transmission drastically decreased (Mahadevan, Bhat, & Nagendra, 2024). The British educational system was maintained after independence as well, and ancient knowledge was disregarded due to its lack of scientific merit. given the difficulties of the twenty-first century and the speed at which industry is developing. The landscape of information is changing quickly around the world. It is more crucial than ever for kids to study—and more critically, learn how to learn—given how rapidly the global environment and job market are evolving.

Rather than merely absorbing data, education must progress towards the active cultivation of analytical reasoning, originality, problem-solving skills, and cross-disciplinary understanding. Today's education must prepare students to innovate, adapt, and work with new knowledge. A well-rounded curriculum should encompass arts, crafts, humanities, sports, fitness, languages, literature, culture, and most importantly, values. Value education is essential to learning. India's Indigenous Knowledge Systems (IKS) have traditionally emphasized truth (Satya), compassion