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**A Vision for 2047: The Indian Knowledge System and Education for a
Viksit Bharat**

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Abstract

The Indian Knowledge System has impacted numerous different cultures and geographical areas in addition to making a substantial contribution to the advancement of human civilization. However, the IKS has suffered greatly from marginalization and neglect in India's contemporary educational system, which is mostly based on the Western conception of knowledge. This article makes the case that the IKS can be extremely important to India's educational and skill-building efforts, particularly in light of Vision 2047, which seeks to establish India as a developed, inclusive, and sustainable country. A few suggestions and best practices for using the IKS for education and skill development in India are included in the article's conclusion.

Keywords: Indian Knowledge System (IKS), Innovation, National Education Policy (NEP) 2020, Sustainability, Holistic Development

India is the home of numerous old knowledge systems that have contributed thousands of years to the advancement of human civilization. The phrase "Indian Knowledge System" (IKS) refers to a collection of academic disciplines that have their roots and development on the Indian subcontinent, including philosophy, mathematics, astronomy, medicine, art, and



ethics. IKS is a dynamic, ever-evolving tradition that captures the richness, diversity, and inventiveness of the Indian people rather than being a static, monolithic institution. Through trade, travel, and transmission, IKS also had an impact on and interacted with numerous other knowledge systems and geographical areas, including China, Greece, Persia, Arabia, and Europe. In the contemporary era, IKS has encountered numerous obstacles and dangers, particularly under colonial administration and the ensuing westernization of society and education. Because of the media's and academia's widespread adoption of a Eurocentric and reductionist conception of reality and knowledge, IKS has received little attention. In the modern world, IKS has been sidelined and devalued, and a large number of Indians feel cut off from their own intellectual and cultural history. With the centennial of India's independence approaching and the goal of creating a developed, inclusive, and sustainable country, Vision 2047, this essay seeks to emphasize the significance and applicability of IKS for India's education and skills. IKS may significantly contribute to the transformation of India's education and skill development system by offering a comprehensive, multidisciplinary, and contextual framework of knowledge, encouraging an innovative and excellent culture, and enhancing a person's sense of self and can handle the demands and difficulties posed by the environment, the economy, and society.

IKS is a rich and varied heritage that captures the diversity, intricacy, and inventiveness of the Indian people rather than being a single, consistent system. IKS has changed and interacted with other knowledge systems, places, and changing times and situations, making it dynamic and ever-evolving, and has helped to progress knowledge in that regard. Through trade, travel, and transmission, IKS also inspired and affected a great deal of other civilizations and geographical areas, including China, Greece, Persia, Arabia, and Europe. Because IKS examines important issues related to existence, reality, and morality, it has also enhanced human spirituality and morals. IKS is a wealth of knowledge and understanding that may be applied to the modern world, particularly in light of Vision 2047. India is to become a developed, inclusive, and sustainable country. A culture of innovation and quality can be fostered by IKS, leading to the creation of new knowledge and solutions to regional and global issues. IKS has the potential to inculcate democratic, diverse, and harmonious



principles by promoting a sense of identity and pride. The Eurocentric and reductionist perspective of knowledge and reality imposed by colonial control undermined and corrupted the IKS and its accomplishments.

The goal of the colonial educational system was to separate Indians from their own culture and tradition and to produce a class of people who were devoted to the British. IKS was misunderstood by colonial officials and scholars, who frequently co-opted it for their own purposes and agendas or mocked it. IKS was further marginalized and devalued by the post-independence westernization of education and society, which resulted in the Western model of knowledge becoming the norm in both the media and education. IKS was frequently pushed to the margins of popular discourse and curricula because it was thought to be archaic, obsolete, or irrelevant.

The prejudice and bias of Orientalism, which labeled IKS as exotic, mystical, or illogical, also applied to IKS. Languages, scripts, and disciplines required to maintain and transmit IKS have been lost as a result of the documentation, transmission, and practice of IKS being lost. Many of the early IKS sources have been lost, destroyed, or are not accessible, and many of the IKS oral and practical traditions have been forgotten, abandoned, or tainted. IKS is further hampered by the isolation and fragmentation of several disciplines of study, which makes an interdisciplinary and comprehensive knowledge of IKS difficult.

By offering a comprehensive, interdisciplinary, and contextual framework of knowledge that can address the requirements and difficulties of society, the economy, and the environment, IKS can play a significant role in India's education and skill development. It can encourage a culture of excellence and creativity, which can lead to the creation of new information and answers to regional and global issues. It can inculcate principles of democracy, diversity, and harmony, as well as strengthen a sense of self and pride. India's rich and varied intellectual and cultural legacy, which is mainly disregarded and marginalized in the current educational system, can be preserved and promoted by it.



The availability of resources, such as documentation, translation, and digitization of IKS original sources and texts, as well as the development and dissemination of pertinent and updated textbook materials and provision, are some of the opportunities and challenges associated with integrating IKS into India's education and skill development. Suitable and adequate technology and infrastructure. A course or program's accreditation, comparability and relevance with other knowledge systems and locations, and alignment with national and international standards pertaining to learning outcomes and competences across disciplines and educational levels are just a few examples. Recognition and gratitude are extended to stakeholders, including educators, learners, parents, employers, legislators, and the general public, who may hold varying views, expectations, and attitudes regarding IKS and who may encounter opposition, hesitancy, or bias throughout implementation. as well as adjust to new curricula.

It is appropriate to apply the ideas and methods of IKS to current issues, including social justice, environmental sustainability, innovation, and health and well-being. It is important to foster a sense of pride in one's identity, culture, and diversity, as well as a scientific mindset and respect for people from different backgrounds. In the Indian education system today, the majority of assessment is done through exams, certification, and summaries of learning levels obtained from school-based reporting and the National Achievement Survey (NAS). It disregards the spiritual and moral aspects of education, which are fundamental to the Indian Knowledge System (IKS) and include practices like yoga, meditation, and philosophy. It also disregards the rich and varied history of the IKS.

It encourages a culture that is exam-focused and competitive, which stifles students' critical thinking and creative thinking abilities and lessens their enthusiasm and excitement about learning. By offering a comprehensive and integrated approach to learning and problem solving, IKS can inform and improve assessment in the Indian educational system. This will help to recognize the contributions of the past and create a vision for understanding the interrelationships between various disciplines and knowledge systems. IKS can inform and improve research in the Indian education system by offering a comprehensive and integrated approach to learning and problem solving. The current level of research in the Indian



education system is quite inadequate. It will strengthen the social and ethical responsibility of researchers and can offer a value system and code of conduct for conducting research that respects the dignity and diversity of life, as well as honesty, integrity, and adherence to accountability principles. is, and diverse sources of knowledge, such as science, art, culture, and philosophy.

The preservation and advancement of India's cultural legacy and identity, which instill in its people a sense of pride, solidarity, and responsibility, depend heavily on the country's knowledge system. Students and staff can improve their creativity, critical thinking, and problem-solving abilities by being exposed to primary materials, historical narratives, and IKS sociological records. A comprehensive and interdisciplinary approach to teaching and research can be established by highlighting the continuum, unique characteristics, and modern applications of IKS across subjects and fields. India has a wealth of indigenous and traditional knowledge that could be tapped into for innovation and technological advancement, particularly in the fields of green growth, the digital economy, health, and agriculture. A more inclusive and equitable education system can be established by offering high-quality instruction and opportunities for skill development to the last mile of the population in any Indian language that is recognized for higher education, aside from English and Sanskrit.

The National Education Policy (NEP) 2020 offers the path to realizing this vision. Its objectives are to support the holistic development of individuals and protect India's cultural heritage through IKS. A foundation course in IKS should be required of all undergraduate students, accounting for at least five percent of the total. This is just one of the guidelines and best practices that the University Grants Commission (UGC) has recommended for incorporating IKS into the curricula and pedagogy of higher education institutions. Undergraduate and graduate students can get credit in IKS, professors can be trained and oriented in IKS through induction programs and refresher courses, and IKS-related internships, projects, and research are encouraged. These programs should foster a culture of innovation and excellence in higher education by raising students' and faculty members' positive attitudes, awareness, and interest in IKS.



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Indian Knowledge Systems (IKS) are an important resource that can improve skill development and education in India. Education systems can encourage a culture of innovation, creativity, and variety among learners by integrating IKS into curriculum, pedagogy, and assessment. IKS can also assist India in realizing its Vision 2047, which calls for a wealthy, inclusive, and environmentally friendly future for the country. Consequently, it is essential to recognize, revitalize, and advance IKS in India's educational and skill-building systems.



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