

IMPLEMENTATION OF INDIAN KNOWLEDGE SYSTEM IN FIRST YEAR CURRICULUM OF FACULTY OF FAMILY AND COMMUNITY SCIENCES ACCORDING TO NEP

¹**Dr. SARJOO PATEL**

¹Assistant Professor, Department of Family and Community Resource Management, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara

²**Dr. VASHIMA VEERKUMAR**

²Assistant Professor, Department of Family and Community Resource Management, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara

³**Ms. SMITA**

³Assistant Professor, Department of Family and Community Resource Management, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara

⁴**Dr. KHYATI TRIVEDI**

⁴Assistant Professor, Department of Family and Community Resource Management, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara

Chapter ID: NSP/ICAAR-2023/A-37

ABSTRACT

The three components of the Indian knowledge system i.e. Jnan, Vignan, and Jeevan Darshan have developed via experimentation, rigorous, observation, and experience. In order to support young people in creating a positive sense of self, it is imperative that IKS be incorporated into curricula in both elementary and secondary education in a scientific manner. Incorporating IKS as a component of modern education can stimulate interdisciplinary research, resulting in an effective blend of multiple knowledge systems. This would include traditional and tribal knowledge as well as indigenous and traditional ways of learning since it also covers various disciplines. The present study aims to assess the learning of the respondents from IKS subject. Descriptive research design was used for the study. The sample size consisted of 60 First year students who were selected as the respondents of the study via Convenient sampling technique. A scale was developed to assess the learning of the respondents from IKS by using the Kirkpatrick model. The 3 point continuum scale comprised of 15 statements i.e. Agree, Undecided and Disagree. The Questionnaire was prepared via Google form and distributed among First Year students of FCRM Department. The finding helped the academicians to understand the perspective of the students regarding IKS. The finding will also help the universities to develop and incorporate IKS in the curriculum.

Keywords: Indian Knowledge System, First Year Curriculum, FFCSc., NEP

INTRODUCTION

भद्रायां सुमतौ यतेम | ऋग्वेद (६।१।१०)

[LET US STRIVE FOR THE WISDOM THAT LEADS TO THE WELFARE OF ALL]

The Indian knowledge system is a rich and varied tradition which has evolved over a thousands of years. The vision of the Government of India's introduction of NEP and IKS is to promote multidisciplinary research on all facets of Indian knowledge systems and to conserve and disseminate them for future study and societal applications¹. The mission of Indian Government was to prepare all individuals and organization's database who contributed in teaching, research and publication, and also in preserving India's ancient and contemporary rich knowledge systems. It deals with a wide range of disciplines, including philosophy, science, mathematics, medicine, arts, and literature.²

The Bhartiya method is long-term and aims to promote everyone's well-being. Restoring our ancestors' complete knowledge system and demonstrating the "Indian way" of doing things to the outside world are essential. The NEP 2020 acknowledges this rich legacy of ancient and timeless Indian knowledge and thought as a guiding principle. The three components of the Indian knowledge systems are Jnan, Vignan, and Jeevan Darshan and they are developed via experimentation, hard learning, observation, and experience. This tradition of validating and implementing has influenced education, the arts, administration, law, justice, health, manufacturing, and business. With this perspective, "knowledge of India" includes understanding the achievements and challenges of ancient India as well as an awareness of the country's future goals in the areas education, environment, and all facets of daily life.

The Indian knowledge system (IKS) is a process for passing down knowledge from one generation to the next. It is an organised method and process of knowledge transfer rather than a tradition. The IKS includes tribal knowledge as well as indigenous and traditional learning methods. This would not only promote tourism, but will also help to raise awareness and respect for India's variety, culture, and traditions, as well as knowledge of the country's various regions. Five percent of the curriculum's total credits must be allocated to IKS courses, according a previous UGC rule (**Mandavkar, 2023**).

The IKS will be scientifically included into school and higher education curricula. In addition to indigenous and traditional learning methods, tribal knowledge would include the following subjects: mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, politics, and conservation. Additionally, there will be instruction in traditional (organic) agricultural production, natural farming, forest management, and tribal ethno-medical techniques. These techniques assist students in properly understanding and managing their emotions, resulting in better decision-making and stronger relationships (**Tiwari, 2023**).

Incorporating IKS into the higher education institutions will improve people' scientific temper as well as their attitude towards modern science. As a result of this initiative, citizens will be able to embrace Bharat's rich cultural heritage. They will investigate information and skills connected to Indian Traditional knowledge Systems, which may lead to new directions for study and development in the field of IKS. The IKS is one of the world's oldest knowledge systems, inspiring a global community of scientists and philosophers. The University Grants Commission (UGC) has announced plans to incorporate Indian Knowledge Systems (IKS) into the curricula of higher education institutions across the country, in a bold step towards adopting Indian Traditional Knowledge Systems. The UGC has launched

IKS training sessions for existing college and university professors in order for IKS courses to be introduced in higher education institutes commencing with the current session. The UGC has made recommendations for the implementation of IKS courses at various levels.

The course's goal was to teach students about ancient Indian wisdom that was created and developed for the benefit of all human races. The primary goal of the course was to train critical and culturally responsive persons who can obtain insight into Indian Knowledge System and utilize that knowledge to improve all aspects of life (**Thapiliyal, 2023**).

As a result, the secondary school students will have the opportunity to take an engaging course on Indian Knowledge Systems as an elective. With this thought, Indian knowledge system has been introduced at the First-year level in the Department of Family and Community Resource Management, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda. The aim of the present study was to assess the learning of the First year students from IKS subject implemented in First Year Curriculum.³

OBJECTIVES

1. To assess the learning of the First year students from Indian Knowledge System implemented in First Year Curriculum, FFCSc. according to NEP.
2. To conduct a pre and post-test for assessing the knowledge of the students regarding IKS course offered at First Year level.
3. To bring out educational material on IKS for the students of FFCSc.

TESTING OF HYPOTHESIS

1. There exists a difference in the extent of learning of the respondents before and after the implementation of IKS subject.

METHODOLOGY

The data used in the study were from primary sources. Questionnaire was used as a tool for collecting the data. Descriptive research design was used for the study. The study was conducted in the Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara City, Gujarat, India. Sample was selected purposively and the sample of the present study comprised of 60 First year students studying in Department of Family and Community Resource Management, Faculty of Family and Community Sciences. For the evaluation of IKS course, Kirkpatrick Model was used.⁵ The Kirkpatrick Model is an internationally accepted method for assessing the outcomes of training and learning programs. It evaluates both formal and informal training methods and grading them against four levels of criteria: reaction, learning, behavior, and results. The third level i.e. Learning stage was used for developing section 2 of Questionnaire. The data was gathered via questionnaire method (online survey). The questionnaires divided into two sections:

Section 1: It included background information about the respondents, including name, age (in years), gender, and level of education.

Section 2: Included the scale regarding assessment of Learning of the students from Indian Knowledge system implemented in First Year Curriculum, FFCSc. According to NEP. The responses were to "High Extent", "Moderate Extent and Low Extent". The score of 3 to 1 were ascribed to the responses. Higher scores reflected more learning from the Subject. Content validity was established wherein the prepared

scale was given to the panel of five judges for scrutinizing the clarity and relevance of the scale. Descriptive and relational statistics comprising of Mean, percentage, SD and paired 't' test were computed.

RESULTS AND DISCUSSIONS

Background Information: The background information comprised of Age, Gender and education of the respondents.

Table 1: Distribution of the respondents according to the background information

n=60

Background Information		f	%
Age (in years)	17-18	39	65.00
	19-20	21	35.00
Gender	Male	27	45.00
	Female	33	55.00
Educational Qualification	12 th	55	91.67
	Diploma	5	8.33

The data revealed that 65 per cent respondents aged between 17 and 18 years. 35 per cent respondents aged between 19-20 years. More than one-half of the respondents (55 per cent) were females. Majority of them (91.67 per cent) had completed their HSC before pursuing graduation and 8.33 per cent respondents had pursued Diploma (Table 1).

Table 2: Distribution of the respondents according to their learning from Indian Knowledge system

Sr. No.	Statements	Agree		Maybe		Disagree	
		f	%	f	%	f	%
1.	The subject was helpful in gaining knowledge regarding the Indian History.	53	88.33	6	10.00	1	1.67
2.	The subject made you aware about the various facets of Indian History	53	88.33	7	11.67	-	0.00
3.	The course content helped in gaining knowledge regarding Indian textiles	48	80.00	12	20.00	-	0.00
4.	The course content helped in gaining knowledge regarding Indian décor	54	90.00	5	8.33	1	1.67
5.	The course content helped in gaining knowledge regarding Indian social system	45	75.00	13	21.67	2	3.33
6.	The course content helped in gaining knowledge regarding Indian communication system.	47	78.33	13	21.67	-	0.00
7.	The course content was engaging	28	46.67	29	48.33	3	5.00
8.	The course content enhanced your skills	44	73.33	14	23.33	2	3.33
9.	The course content enhance the confidence in Indian knowledge system.	47	78.33	13	21.67	-	0.00
10.	The course material was in depth	38	63.33	19	31.67	3	5.00
11.	The course material was theoretically organized	46	76.67	14	23.33	1	1.67
12.	The course objectives were clearly defined	45	75.00	14	23.33	1	1.67
13.	The course material was clear	40	66.67	18	30.00	2	3.33
14.	The course material was understandable	41	68.33	15	25.00	4	6.67

15.	Did the course material meet the objectives of the course	46	76.67	14	23.33	-	0.00
-----	---	----	-------	----	-------	---	------

From the above table 2, it was found that 90 per cent respondents agreed that the course content helped in gaining knowledge regarding Indian décor, 83.33 per cent respondents agreed that the subject was helpful in gaining knowledge regarding the Indian History and made them aware about the various facets of Indian History. 80 per cent respondents agreed that the course content helped in gaining knowledge regarding Indian textiles. More than three-fourth of the respondents i.e. (78.33 per cent) agreed that the course content helped in gaining knowledge regarding Indian communication system and the course content enhance the confidence in Indian knowledge system, more than 75 per cent respondents agreed that the course material was theoretically organized and met the objectives of the course, also agreed that it helped in gaining knowledge regarding Indian social system and objectives were clearly defined, 73.33 per cent respondents agreed that the course content enhanced their skills, more than 60 per cent respondents agreed that the course material was clear, understandable and was in depth and 46.67 per cent respondents agreed that the course content was engaging.

Table 3: Extent of Knowledge gained from Indian Knowledge system subject

Sr. No.	Extent of Knowledge	Range of Score	Distribution of the Respondents (n=60)	
			f	%
1	Low	15- 19	36	60.00
2	Moderate	20- 25	17	28.33
3	High	26-30	7	11.67

Data depicted that 60 per cent respondents had low extent of knowledge regarding Indian Knowledge system 28.33 per cent of them had moderate extent of knowledge and only 11.67 per cent had high extent of knowledge IKS (table 3).

STATISTICAL ANALYSIS

Ho1: There exists no difference in the extent of learning of the respondents before and after the implementation of IKS subject.

Table 3: paired t-test showing difference in the extent of learning of the respondents before and after the implementation of IKS subject

Sr. No.	Variable		Mean	df	t-value	Level of significance
1	Extent of learning of the respondents before and after the implementation of IKS subject.	Pre test	39.65	59	3.36	0.05
		Post test	40.37			

The computation of t- value showed significant difference in the extent of learning of the respondents before and after the implementation of IKS subject. Hence, the null hypothesis was rejected (Table 3). Therefore, it was inferred that the extent of learning of the respondents differed before and after the implementation of IKS subject.

DEVELOPMENT OF EDUCATIONAL MATERIAL ON IKS

An educational material was developed on Indian Knowledge Systems (IKS): A Family and Community Sciences Perspective which included topics from all the departments of faculty of family and

community sciences (home science) such as: Bhartiya Knowledge System from the Family and Community Sciences Perspective, Indian Food history, Food Culture and Food Anthropology, Sustaining Traditional Knowledge through Textile Craft Education, Indian Traditional Forms of Communication, Home Management practices in India and Human Development and Family Studies: An Indic perspective.

CONCLUSION

The finding revealed a clear difference in the learning of the respondents from Indian Knowledge System (IKS) subject which was implemented in First Year Curriculum of FFCSc according to NEP. The findings revealed that the extent of knowledge of majority of the respondents was low but with the implementation of the course in the First year curriculum it was found the content helped in gaining knowledge regarding Indian décor, Indian History, Indian textiles, Indian communication system, Indian social system. They also believe that the course material was clear, understandable, engaging, theoretically organized and was in depth. According to the respondents the objectives were clearly defined, enhanced their skills, therefore, it was found that with the implementation of the IKS course the first year students gained an in-depth knowledge about the various aspects related to Indian knowledge system which enhanced their confidence and made them aware about Indian culture, history, society etc. Traditional medicine, astrology, yoga, meditation, and other ancient learning are all part of the Indian Knowledge System (IKS). These systems have been transferred through centuries and have had a tremendous impact on the history and culture of India. These techniques assist students in properly understanding and managing their emotions, resulting in better decision-making and stronger relationships.

REFERENCES

1. <https://iksindia.org/vision.php>,
2. <https://iksindia.org/mission.php>,
3. <https://iksindia.org/about.php>,
4. <https://www.education.gov.in/nep/indian-knowledge-systems>,
5. <https://www.kirkpatrickpartners.com/the-kirkpatrick-model/>
6. Mandavkar, P. (2023) Indian Knowledge System (IKS). SSRN Electronic Journal. DOI: 10.2139/ssrn.4589986. Retrieved from: https://www.researchgate.net/publication/374373778_Indian_Knowledge_System_IKS.
7. Thapiliyal, P. (2023). Indian Knowledge Systems in the Curriculum of Higher Education: A Proposed Model of a PG Course in IKS. *International Journal of Research Publication and Reviews*. 2582-7421: 4(7), pp 3296-3301.
8. Tiwari, S. (2023). Indian Knowledge System (IKS) as a Significant Corpus of Resources Useful for Personal and Professional Development. *International Journal of Humanities and Social Science Invention (IJHSSI)*. 2319 – 7722: 12(9), pp: 191-200. Retrieved from: https://www.researchgate.net/publication/374022934_Indian_Knowledge_System_IKS_as_a_Significant_Corpus_of_Resources_Useful_for_Personal_and_Professional_Development.
9. Patel, S. and Veerkumar, V. (2023). Home Management practices in India. *Indian Knowledge Systems (IKS): A Family and Community Sciences Perspective*. Edited Book.