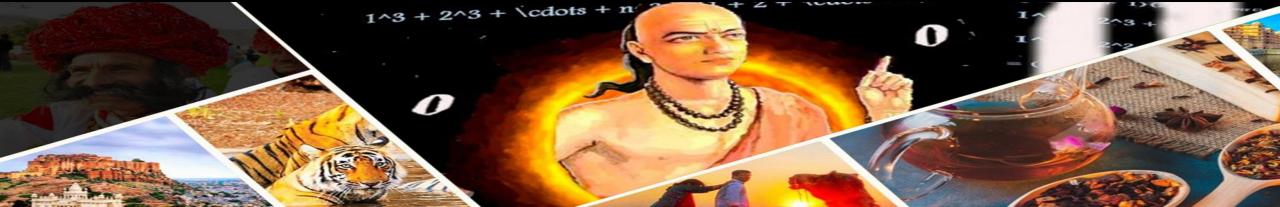# Nurturing Tradition, Empowering Tomorrow - Integrating Teaching Learning concepts from IKS in HE today

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Introduction

- The Indian knowledge system boasts a profound legacy, encompassing diverse fields. Ancient scriptures like the Vedas and epics like the Mahabharata lay the foundation for spiritual, scientific, and artistic knowledge, shaping the cultural fabric of the nation.

- Simultaneously, intricate arts, such as classical dance forms and traditional crafts, contribute to the richness of the Indian knowledge tapestry, reflecting a holistic approach that goes beyond academic realms.

- Indian knowledge embraces a holistic approach, harmonizing the physical, mental, and spiritual realms

Goal of all learning

- Learning as enlightenment

  असतो मा सद्गमय। तमसो मा ज्योतिर्गमया। मृत्योर्मामृतं गमय।(Mandala 1, Sukta 9)

- Attainment of self-realization, spiritual enlightenment, and the realization of one's true nature.

  आत्मानं विद्धि। शरीरं आत्मानः प्रत्युपस्थाप्य Know the Self. Identify with the body, setting it as the chariot

  द्वे विद्ये वेदितव्ये इति ह स्म यद्ब्रह्मविदो वदन्ति परा चैवापरा च। तत्र अपरा ऋग्वेदो यजुर्वेदः सामवेदोऽथर्ववेदः शिक्षा कल्पो व्याकरणं निरुक्तं छन्दो ज्योतिषमिति। अथ परा यया तदक्षरं ध्रुवं यत्प्रेष्ठं यत्पश्यन्त्यहोरात्राणि यत्तद्ब्रह्म परमं यत्तद्ब्रह्म परमं यत्तद्ब्रह्म परमं।

  There are two kinds of knowledge to be acquired—higher knowledge and lower knowledge. The lower knowledge is the Rigveda, Yajurveda, Samaveda, Atharvaveda, phonetics, ritual, grammar, etymology, metrics, and astronomy. The higher knowledge is that by which the Imperishable is known."(Manduka Upnishada 1.1.4)

IKS :Ultimate Goal of Learning

- Self Realisation(Atma Jnana)
- Spiritual Realisation(Bodhi, Moksha)
- Union with the Divine (Yoga)- union of the jivatma with the universal soul, Parmatma
- Understanding the cosmic order(Rita/Dharma)
- Knowledge of Vedas and Scriptures
- Purification of the Mind(Chitta Shudhdhi)
- Development of Virtues(Sadhana)
- Cessation of Suffering(Dukha Nirodh)
- Transcendence of Dualities-crucial step toward realizing the eternal and unchanging aspect of reality.

Ancient Roots of Indian Knowledge: IKS on Teaching Learning Practices

- Vedas and Upnishads- 1500-500 BCE; 800-500(Brihdaranya to Kena) and later for the last 7(Katha to Mandukya) and philosophical systems like Vedanta

- Gurukul systems and preserved literaure on teachings

- Epics and Puranas

- Darshanas- Philosophical Schools (6thC BCE): Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, and Vedanta.

- Ayurveda- Charak and Sushrut Samhita

- Jyotisha (both astrology and astronomy)-Vedanga, Jyotisha and works like Brihat Parashara Hora Shastra

- Arts and Architechture

- Dharma Shastra

- Vast body of Sanskrit and Pali literature

IKS and Teacher-Learning Processes

- **Guru-Shishya Relationship:** Central to the ancient Indian education system was the intimate Guru-disciple relationship. This personalized connection allowed for a deep engagement between the teacher and the learner. The Guru understood the individual strengths, weaknesses, and interests of each disciple, fostering a more engaging and tailored learning experience.
- **Interactive Learning Environment:**
- **Experiential Learning**
- **Story Telling traditions and Shruti**
- **Holistic Approach:** addressing not only intellectual growth but also moral, ethical, and spiritual dimensions
- **Individualised Learning paths**
- **Practical application of Knowledge in real world scenarios**
- **Moral and Ethical Education-** open discussions on ethical dilemmas
- **Inclusion of Arts and Culture**

Role of the Guru

- **Imparter of Knowledge (Shikshaka): primary role**
- **Guide and Mentor (Acharya)** providing not only academic guidance but also personal and spiritual mentorship.
- **Custodian of Tradition (Parampara Dharaka):**.
- **Facilitator of Personal Growth (Adhyatma Vikasa Karaka):**
- **Evaluator and Corrector (Parikshaka):**
- **Inspiration (Preraka):**
- **Initiator (Dikshita):** Tradition of initiation ceremonies

The teacher-student relationship in the ancient Indian knowledge system was characterized by mutual respect, trust, and a commitment to lifelong learning.

The role of a teacher went beyond the transactional aspects of education, encompassing the transformation of the student's entire being. This ancient perspective on teaching has left a lasting impact on the cultural and educational ethos of India.

Qualities of the Guru

- Wisdom(Jnana)
- Spiritual Awareness (Atmajnana -deep understanding of the spiritual realm to guide students on their own spiritual journeys)
- Humility(Vinaya)
- Patience(Dhriti)
- Compassion(Karuna)
- Moral Integrity (Dharma)
- Adaptability (Anukoolya)
- Discipline (Sama)

Learner qualities and expectations

- **Intellectual Curiosity, Active Participation and Inquiry**

- **Discipline and Dedication to Learning**

- **Humility:**तद्विद्धि प्रणिपातेन परिप्रश्नेन सेवया। उपदेक्ष्यन्ति ते ज्ञानं ज्ञानिनस्तत्त्वदर्शिनः

    (Learn the truth by approaching a spiritual master. Inquire from him with submissive humility and render service unto him. The self-realized souls can impart knowledge unto you because they have seen the truth.)(,verse 34)

- **Critical Thinking and Analysis**

- **Effective Communication**.

Learner qualities and expectations contd….

- **Self-Reflection**
- **Resilience and Perseverance**
- **Spiritual Awareness, Cultivation of Virtues** सत्यं वद। धर्मं चर। स्वाध्यायान्मा प्रमदः।
- **Appreciation for Arts and Culture**

Competencies above reflect a comprehensive approach to education in ancient India, emphasizing not only intellectual growth but also the development of character, values, and a sense of purpose : elements of these competencies continue to influence discussions on holistic learning and the development of well-rounded individuals

The concept of Life Long Learning as embodied in IKS

- **Gurukul and the Guru Shishya Parampara** envisaged a close and lifelong bond between the teacher and the learner, learning not confined to a specific period

- **Ashram system**: (Brahmacharya, Grihastha, Vanaprastha, and Sanyasa), recognized that learning and spiritual growth were continuous processes. Each stage involved different responsibilities and areas of study, promoting a lifelong commitment to learning and self-realization.

- **Scriptural Studies:** The study of sacred texts, such as the Vedas, Upanishads, and various philosophical treatises, was considered a lifelong pursuit. Scholars and individuals engaged in scriptural studies throughout their lives, delving deeper into the meanings and interpretations of these texts.

Lifelong Learning contd….

- **Philosophical Inquiry:** Philosophical traditions, such as Vedanta and Yoga, encouraged individuals to engage in continuous philosophical inquiry. The pursuit of wisdom and understanding of fundamental questions about existence and consciousness was not limited to a specific age but was a lifelong endeavor.
- **Participation in Debates and Discussions:**
  - Engaging in intellectual debates, discussions, and dialogues was a common practice in ancient India. Scholars and thinkers actively participated in ongoing intellectual exchanges, contributing to the continuous flow of knowledge and ideas.
- **Cultural and Artistic Learning:**
  - Lifelong learning in ancient India extended beyond intellectual pursuits to include cultural, artistic, and practical skills.- Abhayas and Sadhana
- **Observation of Nature:**
  - Ancient Indian knowledge systems emphasized the importance of observing nature and learning from it. This attitude encouraged a continuous process of exploration, discovery, and understanding of the natural world throughout one's life.
- **Service and Karma Yoga:**
  - The concept of Karma Yoga, the path of selfless action and service, underscored the idea that individuals could engage in meaningful activities and contribute to society throughout their lives.

Integrating the Learning from IKS in present day HE

- **Holistic Education**: Integrating academic knowledge with in depth with ethics values and personal development.

- **Personalised Learning**: Encourage personalisation through technology affordances, small group based learning, Active mentorship to address individual learning styles /

- **Ethics , Values and social responsibility:** courses/inputs on ethics, values, and social responsibility across disciplines to instill a sense of ethical conduct among learners

- **Focus on Practical Applications**

- **Promoting Critical Thinking:** Design and deliver curricula to stimulate critical thinking, problem-solving, and analytical skills, encourage collaborative learning, Role play and action research

- **Nurturing Learner curiosity** , creativity,engagement and focus are practices that need creative applications by teachers with the aid of affordances ICT like customised challenge activities, problem based learning and constant dialoguer . Self directed continuous inquiry through OER

- **Emphasis on LLL and the empowered learner**

Integrating the Learning from IKS in present day HE contd…

1. **Flexible Learning Paths**
2. **Cultivation of Mindfulness :** Incorporate mindfulness and stress reduction techniques in academic settings to enhance focus, concentration, and overall well-bein
3. **Fostering a Sense of Purpose**
4. **Inclusive Education:** promoting diversity and inclusion as part of conscious olicy initiatives
5. **Interdisciplinary Approach :** Encourage interdisciplinary studies and collaborative research to address complex, real-world challenges.
6. **Encouraging Service Learning;** Develop programs that involve students in community service and social engagement to foster a sense of social responsibility., commitment to nation building through active extension
7. **Environmental Sustainability**
8. **Cultivating Emotional intelligence**

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