

## **CHAPTER 12: RELEVANCE AND FINDINGS**

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Education in ancient India is of high esteem and stated as

*“ Swadesh Pujiyate Raja, Vidwan sarvatra pujiyate.”*

According to Dr. F.E. Key, “ To achieve their aim, not only did the ancient Indians created a system of education which survived even in the events of crumbling of empires and the chaggles of society, but they also through all those thousands of years, kept a glow of torch of higher learning.”

The education system of vedic period has qualities which were not found in any ancient education system throughout the world.it can be a source of inspiration for education in modern times as it was aimed at all-round and inclusive development of a student.

NEP 2020 emphasizes on the relevance of IKS in contemporary education in India. It compels the researchers to delve deeper into the ancient Indian educational values and aspects that could be incorporated in the present day education system. Whether it comes to addressing contemporary challenges through sustainable solutions (eg., drawing from *Ayurveda*, *Unani*, etc into modern day healthcare sys and unitytem),addressing societal issues, promoting cultural heritage, identity and unity, developing holistic skills,etc, IKS has the capacity to pave the way for construction of one of the best education system. By engaging with these traditions and skills, students will develop critical thinking skills, ethical values and a deeper connection to their roots, their local culture and knowledge.

According to the UGC guidelines, for the introduction of Indian Knowledge in Higher education curricula, the syllabus for ITEP of RIE Bhopal truly includes:

- Adequate number of courses in IKS so that the total credits amount to at least five percent of the total mandated credit and fifty percent of the credits apportioned to the IKS are related to the major discipline.
- There are a number of foundational course papers that are relevant to IKS and to the UG programme.
- The foundational course subjects are broad based and cover introductory material on all aspects.
- The continuity of Indian Knowledge traditions up to recent period of eighteenth or nineteenth century are emphasized in the design of the course paper.
- Characteristic features of core concepts of the Indian Knowledge traditions are highlighted and distinguished from other knowledge traditions of the world.
- Contemporary applications of the IKS are emphasized.
- Elective courses in the eighth semester are offered from which students are allowed to choose appropriately so as to complete a requisite number of courses and credits in IKS.
- Students are also allowed to opt for apprenticeship or practical/application based activities in topics that are related to IKS.
- Students are also encouraged to choose a suitable topic for their project work in seventh semester and work experience in eighth semester.

According to the previously set objectives and research questions the findings are appropriate and very relevant:

- This research indeed provided a deeper insight into the ancient Indian Knowledge, traditions, ethos and cultures and stands in accordance with UGC 2023 guidelines and the vision of the new Education policy (NEP-2020).
- It explored the various aspects of the syllabus of ITEP of RIE, Bhopal such as its instructional content, modes of transactions, practicum, assessment etc.
- It finally answers the question of its relevance in 21<sup>st</sup> century as it is high time for its incorporation into various curriculum models in higher education.
- Nalanda was neither built in a day nor was it destroyed in a day. It takes time for anything like Nalanda to be built again. But, four years cannot be considered as less time. If not all, some aspects of the IKS can be incorporated into the students' lives through rigorous efforts. It takes readiness and willingness of the teachers, students as well as the management system to consider 21<sup>st</sup> century skills and its integration with IKS as necessary and to take necessary steps towards incorporating them.
- The scope of IKS in science education is dynamic and ranges across various disciplines like Biology, Mathematics, Astronomy, Physical sciences, Medicines, Agriculture, etc. and branches towards multidisciplinary directions.
- The various prescribed aspects of B.Sc.-B.Ed. syllabus of ITEP of RIE Bhopal are- the marks and credits distribution of the subject or courses, their learning outcomes, different instructional modules or units, practicums, modes of transactions, activities, modes of assessments, reading materials, etc.
- The practical aspects smoothly aligns with the theoretical aspects of the syllabus and aligns with the guidelines of UGC regarding the incorporation of IKS into the higher education system. It takes into account the vision and mission of NEP 2020, NCF SE 2023 and other schemes and policies and emphasizes upon the necessary aspects related to IKS.
- The integration of IKS and ITEP is going to change the perspectives of the students with respect to their philosophical, social, cultural, local, environmental and pedagogical context. The student teachers are going to view things from a more holistic and Indian view point that is going to change the whole system of education of the nation and take it to the global forum as the “*Viswaguru*” - the torch bearer of mankind again.