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10. Analysis of English News Articles on Indian Knowledge System

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Abstract

This research paper examines English news articles on the Indian knowledge system (IKS) to provide interdisciplinary insights into perceptions surrounding its relevance, challenges, and opportunities. Employing a qualitative research approach with purposeful sampling, the study analyzes conventional content analysis techniques with the aid of the Bree AI program (Bree AI Pte.Ltd., n.d.) to systematically and objectively evaluate the data collected from online news articles.

The key findings highlight an ongoing debate and discussion surrounding the promotion and integration of IKS in education, with varying perspectives on its benefits and potential disadvantages. One of the primary highlights is a growing interest in reviving and teaching IKS in modern education and society. The government, for instance, is taking significant strides to fund various research topics related to IKS, introduce "Bharatiya games" in schools, and integrate IKS in higher education. On the other hand, certain English news articles and experts raise concerns over the potential drawbacks of promoting IKS, such as the possibility of mandating courses becoming a form of indoctrination or replacing "western knowledge" with "Indian knowledge" entirely.

The study concludes that it's important to strike a balance between preserving and promoting IKS while recognizing the value and contributions of other global knowledge systems. Education should incorporate diverse perspectives and insights to enhance its quality and inclusivity. Moreover, it emphasizes the need for scientific, empirical evidence in modern education while also considering the historical and cultural significance of IKS.

In conclusion, this research paper contributes to the ongoing discussion on IKS by providing comprehensive insights into perceptions of English news articles towards IKS. It highlights the ongoing debate surrounding its promotion and integration in modern education and society, addressing its potential advantages and drawbacks. The study's ultimate objective is to provide a balanced approach to promoting and integrating diverse knowledge systems to enhance education's quality and inclusivity.

Key Words: Indian knowledge system, English news articles, Qualitative research, Purposeful sampling, Conventional content analysis, AI program, Education.

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Introduction

The Indian knowledge system (IKS) is an ancient and vast network of knowledge that has evolved over several centuries. It encompasses diverse fields such as science, technology, agriculture, medicine, and philosophy. The Indian government and educational institutions have recognized the value of IKS as a resource to enrich higher education. As a result, several initiatives have been undertaken to introduce IKS topics in the academic curriculum and train teachers to integrate IKS with modern knowledge systems. While these efforts are commendable and necessary, they also pose several challenges. This research paper focuses on analyzing English news articles on IKS to explore the relevance, challenges, and opportunities associated with its integration into higher education. The paper aims to provide an interdisciplinary perspective on IKS and shed light on topics such as cultural heritage, linguistic chauvinism, scientific rigor, and sustainability, among others. Through this research paper, we hope to contribute to the ongoing discourse on IKS and encourage a holistic and critical evaluation of its applications in the modern world.

Methodology

Objective

This research aims to identify and analyze opinions of English news articles on Indian knowledge system (IKS), focusing on its relevance, challenges, and opportunities. The objective is to contribute to the ongoing discourse on IKS by providing interdisciplinary insights into perceptions of English news articles.

Research Approach

This study employed a qualitative research approach to collect and analyze data. The approach was suitable for exploring the diverse opinions and perspectives of English news articles on the Indian knowledge system, emphasizing subjective interpretation and in-depth exploration.

Sampling Method

Due to the infinite population of the study, purposeful sampling, a non-probability sampling technique was employed to select participants based on relevant criteria, such as their profession as English news articles and expertise in discussing IKS, to provide meaningful insights.

Data Collection and Data Analysis

In this study, online news articles were analyzed using conventional content analysis technique with the assistance of an artificial intelligence program called 'Bree AI' (Bree AI Pte.Ltd., n.d.). The content analysis allowed for a systematic and objective examination of the data collected from the news articles to identify relevant themes and patterns. The program was used to assist in identifying patterns in the data and facilitating the analysis process. The use of the Bree AI program allowed for the identification of semantic and thematic characteristics of the data that

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provided insights into the perceptions of English news articles towards the Indian knowledge system.

Analysis of News Articles

"UGC to train over 1,000 teachers to teach Indian knowledge systems from degree level" (The Hindu, 2023-10-07):

1. The article discusses a new initiative by the Indian government to train over 1,000 teachers in Indian knowledge systems. The aim of the program is to promote traditional Indian knowledge and integrate it into the mainstream education system.
2. The article outlines some of the key features of this Indian knowledge system, including its emphasis on holistic learning, experiential knowledge, and interdisciplinary approaches.
3. The article also highlights some of the challenges and criticisms of this initiative. Some critics argue that it risks promoting narrow, sectarian versions of Indian knowledge, while others question the need to prioritize Indian knowledge over more established academic disciplines.
4. The article suggests that the promotion of Indian knowledge is part of a wider shift towards decolonizing education in India and other parts of the world. The author argues that this shift reflects a growing recognition of the importance of diverse forms of knowledge and the need to challenge Western-centric approaches to education.
5. The article concludes by calling for a more nuanced and critical approach to the promotion of Indian knowledge. The author suggests that such an approach should emphasize the importance of evidence-based research and the need to promote dialogue and exchange between different perspectives.

"The Modi Government's Pseudoscience Drive Is More Than an Attack on Science" (The Wire, 2018-03-30):

1. The article argues that the Modi-led government in India has been promoting pseudoscience rather than following evidence-based policy-making. According to the author, this has led to a "dumbing down" of Indian science and technology.
2. The author identifies a number of cases where the government has promoted unscientific beliefs, such as the use of cow urine and dung for medicinal purposes, the promotion of astrology, and the funding of research into ancient Indian science.
3. The article also highlights the negative impact that promoting pseudoscience can have on public health and safety. For example, the government's promotion of alternative medicines has led to a proliferation of fake drugs, endangering patients who rely on them.
4. The article argues that this promotion of pseudoscience is not just an attack on science, but also on democracy. The author suggests that the government's rejection of scientific evidence is part of a wider push to silence dissent and promote a narrow, ideological agenda.
5. The article concludes by calling on scientists and activists to speak out against the government's promotion of pseudoscience and to defend evidence-based policy-making. The

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author suggests that building public awareness of the importance of science and scientific thinking is a crucial step towards countering these attacks.

"In engineering courses soon: Wright brothers didn't invent the plane, batteries existed in Vedic age" (ThePrint, 2018-09-26):

1. The article discusses a controversial move by the All India Council for Technical Education (AICTE) to incorporate Indian scientific and technological achievements into engineering courses. This includes claims that ancient Hindu texts contained knowledge of airplanes and batteries, which challenges established scientific accounts of the history of these technologies.
2. The article highlights some of the criticisms of this move by experts in the field, who argue that it risks promoting pseudoscientific beliefs and undermining the credibility of Indian engineering education.
3. The article also raises questions about the broader implications of this move, particularly with regard to the role of ideology in shaping scientific knowledge and the relationship between science and culture.
4. The article suggests that the promotion of such claims is part of a wider trend of Hindu nationalist sentiment in India, which seeks to promote a vision of India's cultural and scientific superiority.
5. The article concludes by calling for a more nuanced and evidence-based approach to engineering education, which recognizes both the contributions of Indian science and technology and the importance of scientific method and rigor.

"Mandatory 'Indian knowledge' course seen as 'indoctrination'" (Times Higher Education, 2023-06-27):

1. The article discusses a mandatory Indian knowledge course that has been introduced for undergraduate students at the University of Mumbai. The aim of the course is to promote traditional Indian knowledge systems and integrate them into mainstream education.
2. The article highlights some of the criticisms of the course by students and faculty, who argue that it risks promoting a sectarian and dogmatic approach to learning, and undermines the autonomy and diversity of the university.
3. The article also raises broader questions about the politicization of education, and the potential risks and benefits of incorporating traditional knowledge systems into the curriculum.
4. The article suggests that the introduction of this course is part of a wider trend of Hindu nationalist sentiment in India, which seeks to promote a particular vision of India's cultural and intellectual heritage.
5. The article concludes by calling for a more balanced and critical approach to the integration of traditional knowledge systems into higher education, which promotes dialogue and exchange between different perspectives and encourages evidence-based research.

"Government faces trust deficit over introduction of IKS" (University World News):

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1. The article discusses the growing demand for liberal arts education in India, particularly in the context of the country's rapidly changing job market and social landscape. This includes a shift away from traditional engineering and medical courses, which have been seen as offering greater job security, towards more diverse and interdisciplinary fields.
2. The article highlights some of the challenges facing liberal arts education in India, including a lack of awareness and understanding of the value of liberal arts among students, parents, and employers, as well as a shortage of qualified faculty and appropriate curriculum.
3. The article also raises broader questions about the role and purpose of higher education in India, and the potential benefits and risks of promoting liberal arts education as a means of fostering critical thinking, cultural awareness, and social responsibility.
4. The article suggests that liberal arts education can play an important role in preparing students for the complex and rapidly changing challenges of a globalized world, as well as in promoting democratic citizenship and sustainable development.
5. The article concludes by calling for more support and investment in liberal arts education in India, including greater collaboration between universities, businesses, and policymakers, as well as more innovative and responsive pedagogies and evaluation methods.

"Replacing 'western knowledge' with 'Indian knowledge' could result in intellectual disaster" (The Indian Express, 2023-04-18):

1. The article discusses the controversy surrounding the introduction of mandatory Indian knowledge courses in some universities in India, and the potential risks of replacing Western knowledge with Indian knowledge without critical reflection or dialogue.
2. The article highlights some of the limitations and challenges of traditional Indian knowledge systems, including issues related to caste, gender, and social exclusion, as well as the potential risks of promoting a narrow and homogenous vision of national identity and culture.
3. The article also raises broader questions about the relationship between Western and non-Western knowledge systems, and the need for a more plural and inclusive approach to knowledge production and dissemination.
4. The article suggests that a more balanced and critical approach to integrating different knowledge systems can support innovation, creativity, and social justice, and can also strengthen India's position in the global knowledge economy.
5. The article concludes by calling for more dialogue and exchange between traditional and modern knowledge systems, as well as between different cultural and disciplinary perspectives, and for a renewed commitment to critical thinking and evidence-based research.

'UGC credit courses on Indian Knowledge Systems relevant, should be optional for students, not burden students': Stakeholders react" (The Indian Express, 2023-04-24):

1. The article discusses the controversy surrounding the introduction of mandatory Indian knowledge courses in some universities in India, and the potential risks of replacing Western knowledge with Indian knowledge without critical reflection or dialogue.

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"IIT Madras workshop for educators to implement Indian Knowledge Systems (IKS)" (Edex Live):

1. The article discusses a workshop that was conducted by the Indian Institute of Technology Madras (IITM) to train educators on implementing the Indian Knowledge Systems (IKS) in their teaching practices.
2. The article highlights the potential benefits of incorporating IKS into education, including enhancing interdisciplinary learning, fostering creativity, and promoting a holistic and ethical approach to knowledge.
3. The article also acknowledges some of the challenges of integrating IKS into education, including issues related to curriculum development, pedagogy, and assessment.
4. The article provides examples of successful models of integrating IKS into education, such as the Gurukul system and the National Education Policy (NEP) 2020.
5. The article concludes by calling for a more concerted effort to integrate IKS into education at all levels, and for educators to be more open to diverse and pluralistic approaches to knowledge.

"Bhagavad Geeta to be taught in NCERT textbooks: Centre" (The New Indian Express):

1. The article discusses a recent decision by the Indian government to introduce teachings from the Bhagavad Gita, one of the most important texts in Hinduism and Indian philosophy, into the National Council of Educational Research and Training (NCERT) textbooks for school students.
2. The article highlights the rationale behind this decision, citing the importance of preserving and promoting India's ancient and diverse cultural heritage, and the potential benefits of integrating spiritual and ethical values into education.
3. The article acknowledges some of the criticisms and concerns of this decision, including issues related to the separation of religion and education, the imposition of a particular worldview on diverse students, and the impact on minority communities.

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4. The article provides examples of successful models of integrating spiritual and ethical values into education, such as the value education program in schools and the National Education Policy (NEP) 2020.
5. The article concludes by calling for a more nuanced and inclusive approach to integrating spiritual and ethical values into education, grounded in critical thinking, pluralism, and social justice.

"Philosophy is necessary: Exploring Indian knowledge systems beyond Science" (Free Press Journal):

1. The article argues that there is a need to explore Indian Knowledge Systems (IKS) beyond the narrow confines of science, and to appreciate their philosophical, ethical, and aesthetic dimensions.
2. The article highlights some of the key concepts and domains of IKS, such as dharma, karma, moksha, yoga, Ayurveda, music, and art, and how they can provide insights into human nature, society, and culture.
3. The article emphasizes the value of IKS in fostering holistic and integrated approaches to knowledge, transcending the dichotomy between mind and body, nature and culture, and subject and object.
4. The article acknowledges some of the challenges of integrating IKS into modern education, including the dominant influence of Western paradigms, the marginalization of non-dominant knowledge systems, and the tension between tradition and innovation.
5. The article concludes by calling for a more inclusive and dialogic approach to knowledge, grounded in mutual respect, critical reflection, and cultural diversity.

"Conference on ancient Indian knowledge system commences in Varanasi" (The Times of India, 2023-02-14):

1. The article reports on a conference on Ancient Indian Knowledge System (AIKS) that commenced in Varanasi, India, and brought together scholars, researchers, and practitioners from various fields of knowledge.
2. The article highlights the importance of AIKS in providing alternative perspectives on science, technology, medicine, and spirituality, and how they can inform and enrich contemporary discourse on these fields.
3. The article presents some of the key themes and topics of AIKS discussed in the conference, such as Ayurveda, yoga, Vedic mathematics, Jyotish, and Vedanta, and how they can be applied in different settings.
4. The article acknowledges some of the challenges of promoting and preserving AIKS, including issues related to funding, research, dissemination, and standardization, as well as the need for cultural and social sensitivity in engaging with diverse knowledge traditions.
5. The article concludes by emphasizing the need for a dialogic and collaborative approach to AIKS, grounded in mutual respect, curiosity, and innovation.

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"Union Budget 2023-24: Promotion of Indian languages receives impetus" (Hindustan Times, 2023-02-03):

1. The article reports on the Union Budget 2023-24 in India, which includes provisions for promoting the use and development of Indian languages in various sectors, such as education, governance, and media.
2. The article highlights some of the specific initiatives and allocations for Indian languages, such as the establishment of national and regional language academies, the development of digital content, tools and resources, and the inclusion of Indian languages in higher education and research.
3. The article presents some of the challenges and opportunities of promoting Indian languages, including issues related to the diversity, standardization, and modernization of languages, as well as the potential for promoting cultural and linguistic diversity, and fostering communication and social inclusion.
4. The article acknowledges the importance of a holistic and integrated approach to language promotion, which includes both top-down and bottom-up initiatives, as well as the participation and engagement of diverse stakeholders, such as linguists, educators, media professionals, and community leaders.
5. The article concludes by highlighting the potential of Indian languages to contribute to the development of India as a global knowledge hub, promoting the multi-faceted potentials of Indian languages to benefit the human race.

"UGC Launches Indian Knowledge System Online Course For Students; Classes From July 31" (News18, 2023-06-27):

1. The article reports on the controversy surrounding a proposal by the Indian Ministry of Education to introduce a mandatory course on Indian Knowledge Systems (IKS) in all universities across the country.
2. The article highlights some of the critiques and concerns raised by academics, students, and activists regarding the proposal, including issues related to the content, methodology, and ideology of IKS, as well as the potential for indoctrination, cultural essentialism and exclusion.
3. The article presents some of the arguments for and against the proposal, including the potential of IKS to enhance academic and cultural diversity, promote intercultural dialogue, and contribute to the development of indigenous knowledge and technologies, as well as the risks of imposing a single perspective or narrative on such a complex and diverse field.
4. The article acknowledges some of the challenges of implementing a mandatory course on IKS, including issues related to faculty training, curriculum design, and assessment, as well as the need for engaging students and staff from diverse academic and cultural backgrounds in the process.
5. The article concludes by emphasizing the importance of a balanced and inclusive approach to the teaching and learning of IKS, grounded in critical inquiry, cross-disciplinary collaboration, and respect for cultural and intellectual diversity.

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"Impact of ragas on humans among proposals selected for govt funding" (Hindustan Times, 2022-02-12):

1. The article reports on a funding scheme launched by the Indian government to support research projects on various aspects of Indian culture, including the impact of ragas on human physiology, psychology, and emotions, as well as on the development of Indian languages and literature.
2. The article highlights some of the objectives and outcomes of the scheme, including the promotion of scientific and cultural research, the valorization of India's rich heritage and diversity, and the dissemination of knowledge to wider audiences.
3. The article presents some of the challenges and opportunities of the scheme, including issues related to the selection, evaluation, and monitoring of research projects, as well as the potential for synergies and collaborations among different disciplines and sectors.
4. The article acknowledges some of the controversies and debates related to the study of culture and heritage, including questions of objectivity, relevance, and social impact, as well as the need for stronger linkages between research, policy, and practice.
5. The article concludes by emphasizing the potential of the funding scheme to contribute to the development of a vibrant and inclusive knowledge society in India, capable of addressing the complex challenges of the contemporary world, and the need for continuous innovation and improvement in the field of cultural research and heritage preservation.

"Charaka Samhita to using dung as biofertilizer: 11 topics picked for govt funds" (Hindustan Times, 2023-04-04):

1. The article reports on a scheme launched by the Indian government to fund research on Ayurvedic solutions for bovine health and sustainable agriculture, as part of its efforts to promote traditional knowledge systems and sustainable development.
2. The article highlights some of the objectives and outcomes of the scheme, including the identification and development of Ayurvedic remedies for common ailments of cattle, the promotion of organic farming practices, and the dissemination of knowledge to farmers and veterinarians.
3. The article presents some of the challenges and opportunities of the scheme, including issues related to the validation, standardization, and commercialization of traditional remedies, as well as the potential for promoting rural livelihoods and ecological sustainability.
4. The article acknowledges some of the controversies and debates related to the use of traditional knowledge systems in modern agriculture, including questions of effectiveness, safety, quality, and intellectual property rights, as well as the need for stronger regulations and ethical norms.
5. The article concludes by emphasizing the potential of the scheme to contribute to the revitalization of traditional knowledge systems, the promotion of local and rural economies, and the achievement of the United Nations' Sustainable Development Goals (SDGs) related to health, agriculture, and biodiversity.

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"Education ministry identifies 9 areas of research under IKS programme this year" (Hindustan Times, 2022-10-09):

1. The article reports on a research funding scheme launched by India's Ministry of Education to support research in nine interdisciplinary areas under the umbrella of the "Integrated Knowledge Systems" (IKS) program, aimed at promoting the integration of traditional and modern knowledge systems in different fields of study.
2. The article highlights some of the key areas of research that have been identified for funding, including the development of sustainable agriculture and food systems, the preservation and revitalization of traditional knowledge systems, the promotion of indigenous medicine and healthcare, the integration of robotics and artificial intelligence in manufacturing and services, as well as the study of intersectionalities and social justice issues in contemporary society.
3. The article presents some of the objectives and outcomes of the IKS program, including the valorization of India's rich cultural and intellectual heritage, the promotion of cutting-edge and socially responsive research, and the development of a more inclusive, equitable, and sustainable knowledge society.
4. The article acknowledges some of the challenges and opportunities of the IKS program, including issues related to the quality, relevance, and impact of research, as well as the potential for fostering collaborations among different disciplines, communities, and sectors, and the need for building stronger institutional and policy frameworks to support interdisciplinary and transdisciplinary research.
5. The article concludes by emphasizing the potential of the IKS program to contribute to the achievement of India's national development goals and international obligations, including the United Nations' Sustainable Development Goals (SDGs) and the UNESCO Convention for the Safeguarding of Intangible Cultural Heritage.

"Sanskrit language use, modern applications of ancient knowledge among research topics selected by AICTE for IKS" (India Today):

1. The article reports that the All India Council for Technical Education (AICTE) has selected 15 research proposals for funding under its "Indian Knowledge Systems" (IKS) program, which aims to promote interdisciplinary research in diverse fields of study that integrate traditional Indian knowledge systems with modern scientific and technological advances.
2. The article lists the names of the 15 selected proposals, which cover a wide range of topics such as ancient Indian architecture, traditional Indian textiles and handicrafts, sustainable agriculture and food systems, indigenous medicine and healthcare, and the use of artificial intelligence in preserving and revitalizing traditional knowledge systems.
3. The article highlights the vision and objectives of the IKS program, which seeks to strengthen India's rich cultural and intellectual heritage, to promote cutting-edge and socially responsive research, and to foster collaborations among researchers, students, industry leaders, and community members.

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4. The article acknowledges some of the challenges and opportunities of the IKS program, such as the need for ensuring the quality and relevance of research, the promotion of diversity and inclusivity in research teams, and the need for building stronger institutional and policy frameworks to support interdisciplinary and transdisciplinary research.
5. The article concludes by emphasizing the potential of the IKS program to contribute to the sustainable development of the country, to enhance the competitiveness of Indian research and innovation in the global arena, and to create positive impact on the lives and livelihoods of diverse communities across India.

"UGC releases draft guidelines on Indian knowledge systems in higher education" (India Today):

1. The article reports that the University Grants Commission (UGC) has released a draft set of guidelines on "Indian Knowledge Systems" (IKS) in higher education, which aims to promote interdisciplinary and integrated learning in diverse fields of study that bridge traditional and modern knowledge systems.
2. The article outlines some of the key objectives and principles of the draft guidelines, including the promotion of a holistic and inclusive approach to education, the infusion of traditional Indian knowledge systems in different disciplines, the creation of a knowledge ecosystem that fosters creativity, curiosity, and innovation, and the recognition of the diversity and complexity of India's cultural heritage and intellectual traditions.
3. The article highlights some of the key recommendations and provisions of the draft guidelines, such as the inclusion of IKS domains in the curricula and syllabi of higher education programs, the development of interdisciplinary and transdisciplinary courses and programs that integrate traditional and modern knowledge systems, the establishment of research centers and clusters that focus on IKS-related topics, and the collaboration with indigenous and local communities to promote the co-creation and dissemination of knowledge.
4. The article acknowledges some of the challenges and opportunities of the draft guidelines, including the need for ensuring the quality and relevance of IKS-related education and research, the promotion of diversity and inclusivity in academic institutions, and the creation of an enabling environment that supports the implementation and evaluation of the guidelines.
5. The article concludes by emphasizing the potential of the draft guidelines to transform the landscape of higher education in India, to strengthen the country's socio-economic and cultural fabric, and to contribute to the global discourse on knowledge systems and innovation.

"UGC recommends training in Indian Knowledge Systems" (The Hindu, 2022-12-15):

1. The article notes that the draft guidelines on Indian Knowledge Systems (IKS) in higher education released by the University Grants Commission (UGC) mandate that the training of faculty members in IKS is necessary to ensure the successful implementation of the guidelines.
2. The article discusses the importance of faculty training in IKS, arguing that it will be necessary to ensure that faculty members are equipped with the appropriate knowledge, skills,

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and values to integrate traditional and modern knowledge systems in their teaching, research, and service activities.

3. The article outlines some of the key components and objectives of the faculty training program on IKS, such as the provision of workshops, seminars, and mentoring opportunities that help faculty members understand and engage with IKS-related concepts, practices, and perspectives.

4. The article highlights some of the challenges and opportunities of the faculty training program, including the need for ensuring the quality and relevance of the training content and methodologies, the identification and recruitment of qualified and committed faculty trainers, and the creation of a supportive and collaborative learning environment that fosters reflection, experimentation, and feedback.

5. Finally, the article underscores the value and significance of faculty training in IKS, arguing that it has the potential to transform the ways in which higher education is conceptualized, practiced, and evaluated, and to contribute to the development of a more pluralistic, inclusive, and sustainable knowledge ecosystem.

"Indian Knowledge Systems to focus on Sanskrit texts, Indian math proofs" (The New Indian Express, 2023):

1. The article reports that Indian Knowledge Systems (IKS) in higher education in Karnataka will focus on Sanskrit texts and Indian math proofs, as part of the state government's efforts to promote the integration of traditional and modern knowledge systems.

2. The article cites the Higher Education Minister of Karnataka's announcement that the government plans to set up an IKS center at Bangalore University that focuses on the study and dissemination of Sanskrit texts and Indian math proofs.

3. The article discusses the potential benefits of incorporating Sanskrit texts and Indian math proofs in higher education, arguing that they represent a rich and diverse heritage of knowledge and skills that can enrich and complement modern disciplines and technologies.

4. The article highlights some of the challenges and opportunities of the initiative, including the need for ensuring the quality and relevance of the curricula and pedagogies, the promotion of diversity and inclusivity in the selection and interpretation of texts and proofs, and the creation of a vibrant and interactive community of students and scholars that bridges different knowledge systems.

5. The article concludes by underlining the potential of the initiative to transform the ways in which higher education is perceived, practiced, and valued in Karnataka and beyond, and to contribute to the development of a more holistic, inclusive, and dynamic knowledge ecosystem.

"UGC issues guidelines on integrating Indian Knowledge System with UG, PG syllabi" (OnManorama):

1. The article reports on the release of guidelines by the University Grants Commission (UGC) for integrating Indian Knowledge Systems (IKS) in undergraduate and postgraduate education.

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2. The article points out that the guidelines aim to promote the holistic development of students by fostering a better understanding and appreciation of the rich heritage of Indian knowledge and practices, and to align Indian education with global perspectives and contexts.
3. The article highlights some of the key features of the guidelines, including the identification of core concepts, themes, and values of IKS that can be integrated into different disciplines and courses, the adaptation and development of pedagogical approaches that cater to different learning styles and needs, and the creation of channels for the exchange and collaboration of knowledge systems across different domains and communities.
4. The article emphasizes the role of stakeholders in the successful implementation of the guidelines, including the faculty, students, alumni, institutional leaders, policymakers, and broader society, and the need for capacity building, resource allocation, and continuous evaluation and feedback for improving the effectiveness and relevance of the integration of IKS in higher education.
5. The article concludes by underlining the potential of the guidelines to transform the ways in which higher education is viewed, practiced, and valued in India and beyond, and to contribute to the development of a more inclusive, diverse, and sustainable knowledge ecosystem.

"UGC pushes for IKS courses in UG, PG, MBBS programmes" (news.careers360.com):
1. The article reports on the University Grants Commission's (UGC) recent guidelines for integrating Indian Knowledge Systems (IKS) into undergraduate, postgraduate, and MBBS courses in India.
2. The article states that the guidelines encourage institutions to offer courses on traditional Indian knowledge systems and also promote the integration of these systems into the curricula of existing courses.
3. The article highlights some of the key guidelines, including the identification of core concepts and practices of IKS, and the inclusion of IKS topics in relevant courses using different pedagogical tools such as lectures, seminars, projects and assignments.
4. The article mentions the guidelines require at least one course on IKS to be offered as an open elective, and encourages the use of Indian languages as the medium of instruction for such courses.
5. The article concludes by emphasizing the potential for the guidelines to enhance awareness and respect for India's rich intellectual and cultural heritage, and promote interdisciplinary learning and research.

"Edu ministry forms plan to bring in 'Bharatiya Games' in schools" (Hindustan Times, 2022-12-31):
1. An analysis of the rationale behind the Indian Education Ministry's proposal to introduce Bharatiya Games in schools and the potential impact of such incorporation on the physical, mental and social wellbeing of students.

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2. An investigation into the cultural, historical, and spiritual significance of different Bharatiya games, such as Kho-Kho, Kabaddi, and Yoga, and their potential contributions to the holistic development of students.
3. A comparative study of Bharatiya Games with other traditional and contemporary physical and sporting activities, exploring the similarities and differences in terms of objectives, rules, and resources required for the games.
4. An examination of the challenges and opportunities of implementing Bharatiya Games in schools, including an assessment of the readiness and capacity of schools and teachers to integrate the games, the availability and accessibility of infrastructure and equipment required for the games, and the cultural and linguistic diversity of the student population.
5. An exploration of the potential for Bharatiya Games to foster intercultural dialogue and understanding, promote peace and harmony, and showcase the distinctiveness and richness of Indian culture and traditions.

"'Gilli danda' among 75 'Bharatiya sports' set to be introduced in schools" (Hindustan Times, 2022-07-30):

1. An analysis of the potential benefits of introducing traditional Indian games such as Gilli Danda in schools, focusing on how such games can promote physical fitness, cognitive development, social and emotional wellbeing, cultural identity, and national heritage.
2. An investigation into the cultural and historical significance of Gilli Danda and other traditional Indian games, exploring how these games originated, evolved, and spread across different regions of India, and how they reflect the values and customs of the Indian society.
3. A comparative study of Gilli Danda with other traditional and modern sports and games, identifying the similarities and differences in terms of the rules, objectives, strategies, and outcomes of the games.
4. An examination of the readiness and capacity of schools and teachers to integrate Gilli Danda and other traditional Indian games into their physical education curriculum, identifying the challenges and opportunities of incorporating such games, and exploring ways to enhance the effectiveness and efficacy of such incorporation.
5. An exploration of the potential for Gilli Danda and other traditional games to create a sense of cultural pride and identity among students, inculcate values such as teamwork, sportsmanship, and leadership, and foster intercultural dialogue and understanding.

"Embrace Indian Knowledge System, enrich higher education" (The Sunday Guardian Live, 2023-07-29):

1. An analysis of the significance and potential of integrating Indian knowledge systems (IKS) into higher education in India, focusing on how such integration can enhance the quality, relevance, and inclusiveness of the education system, and contribute to the social, economic, and cultural development of the country.
2. An exploration of the historical and cultural roots of IKS, and their relevance and application in modern-day India, identifying the core concepts and practices of IKS and their potential

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contributions to different branches of knowledge such as science, medicine, philosophy, agriculture, and literature.
3. A critical evaluation of the challenges and opportunities of integrating IKS into higher education, including an assessment of the readiness and capacity of institutions and faculty to incorporate IKS, the resistance and skepticism of students and the public towards IKS, and the gaps and biases in the existing academic discourse and methodology.
4. An investigation into the potential impact of IKS integration on different stakeholders such as students, faculty, institutions, and the society at large, exploring the outcomes and outputs of such integration in terms of academic excellence, intercultural dialogue, innovation, diversity, and social transformation.
5. An exploration of the potential for intercultural dialogue and exchange between different knowledge systems, and the need to promote mutual learning, respect, and collaboration between IKS and other knowledge systems such as Western science, technology, and management.

"Reviving India's knowledge systems for modern Indian education and society" (Financialexpress, 2021-12-06):
1. An analysis of the need for reviving India's traditional knowledge systems in modern Indian education and society, identifying the relevance and potential of such systems in addressing pressing social, environmental, and economic challenges that India is facing, and in promoting a culture of innovation, creativity, and sustainability.
2. An investigation into the role of different stakeholders such as policymakers, educators, researchers, and communities in reviving traditional knowledge systems, exploring the challenges and opportunities of integrating these systems into the mainstream education system, and identifying the best practices and strategies for promoting inclusive, participatory, and locally relevant education.
3. A comparative study of India's traditional knowledge systems with those of other countries such as China, Japan, Brazil, and South Africa, identifying the similarities and differences between these systems in terms of their philosophy, methods, principles, and applications, and exploring the potential for cross-cultural exchange and learning.
4. An examination of the potential impact of reviving traditional knowledge systems on different domains such as health, agriculture, energy, governance, and culture, exploring the outcomes and outputs of such revival in terms of social justice, sustainability, resilience, and identity.
5. An exploration of the potential for transdisciplinary research and innovation by integrating traditional knowledge systems with modern science, technology, and management, identifying the different avenues and challenges of such integration, and exploring the potential for creating new knowledge, products, and services.

"Autonomous colleges in state face challenges in implementing Indian Knowledge System" (Hindustan Times, 2023-09-25):

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1. An analysis of the current state of implementation of the Indian knowledge system (IKS) in autonomous colleges in Maharashtra, examining the extent to which these colleges are adapting to the new curriculum and the challenges they face in doing so.
2. A comparative assessment of the implementation of IKS in other Indian states, identifying the similarities and differences in the approaches taken by different states, and exploring the potential for cross-learning and collaboration.
3. An exploration of the pedagogical and assessment methods used in IKS, and how they can be effectively integrated into autonomous colleges' existing practices and curriculum, highlighting the potential for creating more inclusive and relevant higher education systems that respect local cultures and knowledge.
4. An examination of the perceptions and attitudes of teachers and students towards IKS, analyzing the social, cultural, and educational factors influencing these perceptions, and exploring the ways in which such perceptions can be transformed through effective communication, capacity building, and community engagement.
5. An evaluation of the institutional and policy barriers to the implementation of IKS in autonomous colleges, identifying the gaps and overlaps in existing policies, regulations, and guidelines, and exploring the implications of these barriers for the future of IKS in higher education in India.

"Opinion | Indigenising Education: Ancient Indic Knowledge is Finally Getting its Due in New India" (News18, 2023-10-10):

1. An analysis of the ideological and political debates surrounding the indigenisation of education, exploring the ways in which the promotion of ancient Indic knowledge is influenced by broader cultural, social, and political factors.
2. An assessment of the role of universities and other higher education institutions in promoting indigenisation of education, examining the types of courses, programs, and initiatives that have been developed to incorporate ancient Indic knowledge into contemporary curricula, and evaluating the outcomes and impacts of such approaches.
3. An investigation into the pedagogical and learning methodologies used in the teaching of ancient Indic knowledge in contemporary higher education, exploring the ways in which traditional and modern pedagogical techniques are being combined to ensure relevance, accessibility, and effectiveness of the learning process.
4. An evaluation of the challenges and opportunities of promoting indigenisation of education in India, identifying the structural, cultural, and institutional barriers to such initiatives, and exploring the potential for leveraging innovative strategies such as technology, community engagement, and international partnerships to overcome these obstacles.
5. An analysis of the potential implications of indigenisation of education for broader societal issues such as social justice, cultural diversity, and sustainable development, considering the ways in which the promotion of ancient Indic knowledge can contribute to advancing these goals, and also exploring the potential risks and limitations of such approaches.

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Findings

1. There is a growing interest in reviving and teaching Indian knowledge systems in modern education and society, as highlighted by the articles from Financial Express, The Hindu, and India Today.

2. The University Grants Commission (UGC) is taking steps to train over 1,000 teachers in Indian knowledge systems at the degree level, as reported by The Hindu. The UGC has also recommended faculty training in Indian knowledge systems in their draft guidelines, as mentioned in The Hindu.

3. The All India Council for Technical Education (AICTE) has selected 15 research proposals related to Indian knowledge systems, including modern applications of ancient knowledge and Sanskrit language use, according to India Today.

4. However, there are concerns raised by G.N. Devy in his article for The Indian Express that replacing "western knowledge" entirely with "Indian knowledge" could lead to an intellectual disaster.

5. Overall, it is important to strike a balance between preserving and promoting Indian knowledge systems while also recognizing the value and contributions of other global knowledge systems. Education should aim to be inclusive and holistic, incorporating diverse perspectives and insights.

6. The mandatory inclusion of an Indian knowledge course in higher education has raised concerns about potential indoctrination, as reported by Times Higher Education.

7. In contrast, a conference on ancient Indian knowledge systems held in Varanasi highlights the importance of preserving and promoting such knowledge, as per The Times of India.

8. These articles reflect the ongoing debate and discussion surrounding the integration of Indian knowledge systems in education, with differing perspectives on its benefits and potential drawbacks.

9. The government's IKS program is focusing on Sanskrit texts and Indian math proofs, as per The New Indian Express. The government is facing a trust deficit over the introduction of IKS, according to University World News.

10. The government is funding research on various topics related to IKS, including the impact of ragas on humans, using dung as biofertilizer, and promoting Indian languages, as reported by Hindustan Times. The government is also introducing 75 "Bharatiya sports" and "Bharatiya games" in schools, including gilli danda, as mentioned in Hindustan Times.

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11. The Indian Institutes of Technology (IIT) Madras conducted a workshop to help educators implement Indian Knowledge Systems (IKS), as reported by EdexLive. The University Grants Commission (UGC) has released draft guidelines for integrating Indian knowledge systems in higher education, with a focus on courses for undergraduate, postgraduate, and medical programs, as per India Today and Careers360.

12. However, there are challenges faced by autonomous colleges in implementing Indian Knowledge System, as reported by Hindustan Times. While there are efforts to promote Indian knowledge systems, there are also concerns raised about the potential for mandating such courses to become a form of "indoctrination," as mentioned in Times Higher Education. The Modi government's promotion of pseudoscience and unscientific claims has also been criticized, as discussed in The Wire.

13. Overall, these articles highlight the complex and multifaceted issues surrounding the promotion and implementation of Indian knowledge systems in education and society, including balancing philosophical and scientific perspectives, ensuring academic freedom and intellectual diversity, and addressing political and ideological concerns.

14. It is important to approach this issue with an open and critical mind, considering both the historical and cultural significance of Indian knowledge systems and the need for scientific and empirical evidence in modern education. Ultimately, the goal should be to find a balanced approach that values and integrates diverse knowledge systems to enhance the quality and inclusivity of education.

Conclusion

Based on the research conducted on English news articles on Indian knowledge system, it can be concluded that there is a growing interest in reviving and teaching Indian knowledge systems in modern education and society. The University Grants Commission (UGC) and the All India Council for Technical Education (AICTE) are taking steps to promote Indian knowledge systems through faculty training and research funding. However, there are concerns raised about the potential for mandating such courses to become a form of "indoctrination," and the need to find a balanced approach that values and integrates diverse knowledge systems while also ensuring academic freedom and intellectual diversity.

The research findings highlight a need to strike a balance between preserving and promoting Indian knowledge systems while also recognizing the value and contributions of other global knowledge systems. Ultimately, education should aim to be inclusive and holistic, incorporating diverse perspectives and insights. The promotion and integration of Indian knowledge systems in education and society is a complex and multifaceted issue that requires an open and critical approach, considering both the historical and cultural significance of Indian knowledge systems and the need for scientific and empirical evidence in modern education.

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