

## Indian Knowledge Systems in Arts, Humanities, and Culture: Pedagogical Challenges and Evolving Frameworks

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Indian Knowledge Systems (IKS) encompass a vast repository of traditional wisdom, philosophy, literature, art, music, and cultural practices that have shaped the intellectual and creative landscape of India for centuries. As the global academic community increasingly recognizes the value of indigenous knowledge, the integration of IKS into the fields of arts, humanities, and cultural studies presents both opportunities and challenges. This paper explores the pedagogical complexities of incorporating IKS into modern education while addressing evolving frameworks for curriculum design, teaching methodologies, and interdisciplinary approaches.

The significance of IKS in arts and humanities lies in its deep-rooted connections to history, language, aesthetics, and socio-political thought. From classical dance forms like Bharatanatyam and Kathak to ancient literary traditions such as Sanskrit poetry and epics, IKS offers a holistic perspective that enriches cultural understanding. However, despite its rich heritage, mainstream education systems often marginalize IKS due to a lack of structured curriculum, inadequate teacher training, and limited research on pedagogical adaptation. The dominance of Western academic models further complicates the integration of indigenous knowledge, creating a gap between traditional wisdom and contemporary learning paradigms.

One of the key pedagogical challenges in IKS integration is the **methodology of teaching**. Traditional Indian learning was deeply experiential, relying on oral traditions, apprenticeship models, and guru-shishya parampara (teacher-disciple lineage). Modern classrooms, driven by standardized curricula and assessment systems, struggle to accommodate such immersive learning styles. Additionally, the diversity of IKS across different regions and linguistic variations adds another layer of complexity in designing inclusive course content. Educators must balance authenticity with accessibility, ensuring that IKS is not merely an add-on but an integral part of arts and humanities education.

Another challenge is the **cultural and workforce diversity** within the educational ecosystem. As institutions become more globalized, students and faculty come from varied cultural backgrounds, bringing different perspectives on knowledge systems. The adaptation of IKS into a diverse, multicultural academic environment requires innovative frameworks that bridge traditional wisdom with contemporary, interdisciplinary approaches. Digital learning platforms, open educational resources, and collaborations between academia and traditional knowledge practitioners can offer viable solutions.

This paper also examines evolving frameworks that can facilitate the systematic integration of IKS into arts, humanities, and cultural studies. A **multidisciplinary approach**, combining historical insights, philosophical discourse, artistic expression, and linguistic studies, can help in making IKS more relevant and engaging. Policy interventions, such as the **National Education Policy (NEP) 2020**, advocate for the revival of indigenous knowledge, but their practical implementation remains a challenge. Institutions must invest in faculty training, curriculum redesign, and research initiatives to mainstream IKS in higher education.

In conclusion, while pedagogical challenges exist, the evolving frameworks for integrating IKS into arts and humanities provide a promising pathway for education that is both culturally rooted and globally relevant. By embracing an inclusive and adaptive curriculum model, educators can ensure that IKS continues to enrich contemporary knowledge systems while preserving its authenticity for future generations.

**Keywords:** Indian Knowledge Systems (IKS), Arts and Humanities, Cultural Studies, Pedagogical Challenges, Curriculum Design, Indigenous Knowledge, Interdisciplinary Learning, Workforce Diversity

