



Transmission of Indian knowledge system through school curriculum and multimedia

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Abstract

Indian mythology, deeply rooted in the country's socio-cultural traditions, is an integral part of the Indian Knowledge System (IKS). The Mahabharata, the Ramayana, the Upanishads, the Vedas, and the Bhagavad Gita are a collection of stories, beliefs, and narratives about Hindu deities and mythological figures. Mythology has played a significant role in providing insights regarding values such as honesty, integrity, and respect.

Over centuries, IKS has been transmitted orally from generation to generation. Earlier, mythological stories were transmitted by an elder in the family, specifically the grandparents, who used to tell stories about Indian Gods and Goddesses, virtues and vices, etc. Recently, the younger generation has been unaware of the rich heritage of Indian knowledge. One of the reasons behind that is the present socio-cultural scenario, such as the nuclear family picture emerging in recent times in Indian society. Other challenges in transmitting Indigenous knowledge include the supremacy of the Western education model over IKS. We have lost our culturally based knowledge and ethics in the age of a global education system. There is no clear-cut curriculum encompassing IKS. This scenario may result in a lack of IKS, and the future generation may see it as irrelevant. With the change in the knowledge transformation process, the transmission of indigenous knowledge has been losing its relevance and contemporariness. Amidst these challenges, imparting IKS via the curriculum and multimedia is the need of the time. Culture and identity go hand in hand, and if culture is lost, identity is also lost.

Considering this need, the present paper proposes to explore the possibility of transmitting the IKS via the curriculum and multimedia. The study highlights how school curriculum and multimedia can play a crucial role in exposing the next generation to the treasure of India's rich heritage and mythological legacy. The study aims to demonstrate the way 3D models, animations, and cartoons of ancient stories can be useful in the school curriculum to develop an interest in IKS among children and inculcate respect for Indian culture and values in them.

Keywords: Indian knowledge system, transmission, transfer, curriculum, multimedia, pedagogy

Introduction

From ancient times, Indian knowledge and mythology have been valuable elements of Indian social structure. For shaping the generation, cultivating moral values is the key. Recently, however, due to socio-cultural factors and modern lifestyles, parents are no longer passing on these values as effectively. Consequently, transmitting the culture and philosophy of Indian knowledge to the next generation is challenging.

This paper also explores the socio-cultural scenario's impact on transmitting indigenous mythology. Over centuries, IKS has been transmitted orally from generation to generation. Earlier, the mythological stories were transmitted through grandparents in the family. So we can transmit this legacy of wisdom to the next generation. But now, current socio-cultural aspects are responsible for impacting and keeping the greatness of indigenous knowledge away from the current generation.

It aims to highlight emerging problems in society with the current generation, like a lack of realisation among the generation regarding the importance of Indigenous wisdom, though the generation may see it as irrelevant and uninterested. The study focuses on innovative transmission methods for indigenous knowledge. To create awareness and a legacy of the IKS among the generation.

The National Education Policy (NEP-2020) acknowledges the significance of Indian knowledge systems and aims to incorporate them into mainstream education to provide a

comprehensive and culturally enriched learning experience. By incorporating elements of IKS into the curriculum, we can provide India's cultural heritage and contribute to the next generation. As educators, we must develop strategies that provide cultural and mythological identity and educational needs concerning ancient wisdom.

Amidst these challenges, imparting IKS via the curriculum and multimedia is the need of the time. Considering this need, the present paper proposes to explore the possibility of transmitting the IKS via the curriculum and multimedia. Incorporating elements of IKS into the curriculum promotes a core conception of India's cultural heritage and contributes to the overall development of learners. The study aims to expose the way 3D models, animations, and cartoons of ancient stories can be used in the school curriculum to develop an interest in indigenous wisdom and culture among children and to promote respect for Indian culture and values.

This paper looks forward to incorporating IKS into the formal school curriculum via various accessible multimedia platforms. Children's flexibility with mobile and other gadgets helps them understand and appreciate India's intellectual heritage via 3D structure, animations, videos, and cartoons based on Indian mythological stories. It creates interest among children in knowing various mythological figures and the rich history of Indian knowledge.

The integration of IKS into the school curriculum through multimedia platforms includes educational audio and

videos, virtual learning, and interactive platforms. This approach assists children in knowing about ancient Indian culture and heritage. This paper aims to contribute to the revival of IKS and Indian mythology through the curriculum and multimedia. This paper also explores how socio-cultural factors impact the transmission of indigenous philosophy and mythology to the next generation.

1. The Need for IKS

IKS has a long legacy from ancient times; the heritage of Indian knowledge and mythology is a vital part of the cultural Indian society. Moral values have always been essential to shaping future generations. Parents are not imparting as much valuable education to the next generation as effectively, and it is quite challenging to transmit.

The Indian Knowledge System (IKS) has a long history of privilege. It's a morally innate part of the socio-cultural tradition of the country. It has a long saga of cultural heritage and mythological beliefs. It is deeply rooted and part of the cultural heritage of India and offers a great variety of wisdom involving conventional practices, indigenous sciences, and ethical values like principles of right and wrong.

Indian mythology provides insights into the importance of values such as honesty, integrity, and respect. Knowledge is derived from the Mahabharata, the Ramayana, the Upanishads, the Vedas, and the Bhagavad Gita, which are the sources of Hindu deities and mythological figures, for instance, Saraswati, Durga, Brahma, and Vishnu. IKS addresses valuable lessons, especially in addressing the modern-day challenges regarding moral values and ethics. The current generation has been losing its sincerity regarding moral education due to unawareness of Indian knowledge and the mythological index.

IKS has one of the greatest and most vast sources of Indian culture and mythology. The practices and richness of the Indigenous wisdom can nurture values and purpose for the next generation. There is a gap between moral lessons and the generations caused by changes in family structure, busy lifestyles, and technology, which can make it harder for parents to effectively pass on these moral lessons. It has been an attempt to create a balance between ancient wisdom and modern knowledge systems. Concerning ancient wisdom, we can fulfil the needs of the present time by imparting a curriculum and multimedia.

2. Challenges in the Transmission of IKS

Indigenous knowledge is incredibly valuable and plays a critical role in addressing many of the challenges society faces today, particularly in transmitting moral values to future generations. IKS refers to the traditional knowledge, beliefs, practices, and cultural wisdom passed down through generations within Indigenous communities. The transmission of the IKS faces several challenges, primarily due to socio-cultural factors. Here's a brief overview of the key challenges:

2.1. Lack of Reading Habits

The lack of a reading habit is one of the challenges to transmitting Indian knowledge systems. Reading is one of the primary ways through which knowledge is preserved and transmitted. A decline in reading habits, basically among current generations, may be due to too much reliance on technology.

2.2. Loss of Oral Traditions

Much of India's ancient knowledge, Vedic texts, beliefs, and narratives about Hindu deities and mythological figures from Indian epics. These collections of stories were transmitted orally to the generation. With the changes in socio-cultural structure, this oral tradition has decreased, leading to a loss of depth in passing down knowledge from one generation to the next.

2.3. Cultural Disconnect

With the impact of globalisation, younger generations are increasingly disconnecting from cultural practices and the wisdom rooted in Indian societies. This sort of transfer of culture is a decline in knowledge transmission through practices, rituals, and storytelling.

2.4. Impassive in Communication and Listening

Oral communication genuinely plays a significant role in the transmission of knowledge. Earlier knowledge and practices were passed through direct communication, whether through storytelling, lectures, or discussions in the family and schools. The generation looks like it is going away from communication with the teacher and the parents, though they do not want to listen to anyone.

2.5. Supremacy of Western Education

Another challenge in transmitting indigenous ideas and mythology is the supremacy of the Western education system. As the global education system looks more standardised, there is less focus on conveying Indian knowledge related to Indian mythology, culture, and values, which are foundational to IKS. So, changes in the pedagogy and curriculum are required to cope with these challenges.

3. Implementation of Curriculum and Multimedia

Amidst these challenges, imparting IKS via the curriculum and multimedia is the need of the time. Culture and identity go hand in hand, so cultural loss causes identity loss. Considering this need, this section will explore the possibility of transmitting the IKS via the curriculum and multimedia. The study highlights how school curriculum and multimedia can play a crucial role in exposing the next generation to the treasure of India's rich heritage and mythological legacy. The study aims to demonstrate how 3D models, audio and video, animations, and cartoons of ancient stories can be used in the school curriculum to develop an interest in IKS among children and inculcate respect for Indian culture and values in them so that the process of learning and transmitting becomes interactive and engaging. The attention span of children improves through it. This study strongly argues that exposure to the IKS through multimedia can help to transmit it to future generations.

4. Application of Multimedia

4.1. 3D models

Three-dimensional images are designed to look real and solid. Transmitting indigenous culture and mythology through curriculum and 3D models offers an innovative and interesting way to engage students with the richness of Indian cultures. Indian mythology is rich with legendary personalities like Lord Rama, Lord Krishna, Goddess Durga, Bhima, and Hanuman, whose stories have been passed down through generations. Further, it can help in

teaching history. Using a 3D model, these mythological figures can be represented uniquely and interactively for students. Here we can explore some tales like Lord Rama's journey from his exile to his battle with Ravana, the Kurukshetra War, and Hanuman in his aerial feats, and some historical battles could be represented dynamically. 3D models are an innovative tool in conveying IKS because they allow for a more interactive and enjoyable experience for students. 3D models can help represent complex or abstract Indigenous knowledge as well as mythological figures in a visual and accessible manner.

4.2. Cartoons

One of the enjoyable and popular forms of transmitting ideas and culture is a cartoon, which is more favourable among children. Indian cultures have rich traditions of storytelling, the transmission of Indian knowledge, and mythological figures through cartoons, which refers to the storytelling medium. These forms of storytelling can play a significant role in preserving and sharing the values, history, and traditions of Indigenous heritage. Several Indian cartoon serials focus on mythological personalities and stories, presenting ancient myths. These shows often adapt traditional Indian epics and folklore, such as the Mahabharata, Ramayana, and stories from various Puranas.

4.3. Animation

Through animated shows, movies, or short films, Indigenous cultures can be represented with respect, ensuring that their symbols, customs, rituals, and ways of life are portrayed accurately. Cartoons and animations can feature indigenous characters, mythological heroes, traditional art styles, and culture. Students can get engaged with this kind of medium easily.

Animated series like Mahabharat, Little Krishna, The Adventures of Hanuman, Tenali Raman, and Suryaputra Karn are some prime examples of it. Animation is innovative and can be an impactful and influential medium for the transmission of indigenous knowledge systems. Through its visual and engaging format, it helps promote and share ancient wisdom, cultural values, and historical knowledge.

4.4. Virtual Tours

Creating virtual tours of historical sites and cultural places can provide better learning experiences for students. Techniques like virtual reality can be used to focus on ancient Indian culture, allowing students to interact with historical figures, places, structures, and concepts dynamically. Children can get an experience of realistic pictures and action via virtual reality. Such platforms offer virtual tours of ancient monuments, interactive lessons on the Vedas, or practical demonstrations of traditional crafts.

4.5. Video Lectures and Documentaries

The most familiar and used medium for imparting Indian knowledge and mythology is the utilisation of video lectures in the classroom by experts, documentaries, and short films highlighting the contributions of Indian knowledge systems and mythological personalities. It can be an explosive way of transmitting ideas and the philosophy behind it.

4.6. Gamification

With the help of games and puzzles based on mythology, history, and scientific principles, we can get information about IKS. Puzzle and strategy games could be better for

engaging students and making them interested in Indian culture and wisdom. By adding IKS into educational games, we can create engaging and interesting learning experiences regarding cultural awareness, indigenous mythology and heritage.

5. Benefits of transmission of IKS through the school curriculum and multimedia

1. By showcasing IKS through curriculum and multimedia, students can take pride in their knowledge of traditions, cultural identity, and heritage. Promotes a sense of pride and connection to India's rich heritage and cultural legacy.
2. Transmitting IKS through multimedia to students, we can create cultural and historical awareness among the students.
3. The use of audio and video media makes classes engaging and interesting, though the use of various multimedia forms helps to enhance attention time among the students. It helps promote and share ancient wisdom, cultural values, and historical knowledge. Multimedia tools enhance student engagement in the classroom and make learning more enjoyable.
4. It encourages students to understand and nurture moral values and ethics from history and tradition. And suggest the importance of value education in the current time.
5. Through different tools of multimedia, students can come across diverse knowledge systems and cultures.
6. Students will be familiar with Indian knowledge and mythological heroes, so it will change their perceptions of IKS as outdated or irrelevant.
7. Imparting indigenous knowledge systems via curriculum and multimedia means the promotion of culture, history, mythology, and heritage.

6. Challenges while implementing IKS through the school curriculum and multimedia

Integrating indigenous knowledge systems through school curriculum and multimedia into the education system faces challenges like a lack of infrastructure, technical resources, and well-trained teachers. The main challenge with multimedia content creation is the risk of misrepresentation of the original information. School curricula are already packed with subjects that need to be covered, so limited space in the formal curriculum may be presented as a challenge.

Conclusion

The transmission of IKS through school curriculum and multimedia offers an innovative and interesting way to boost India's rich cultural heritage. The integration of IKS into the formal curriculum is essential to reconnecting students with the country's cultural wisdom, moral values, and mythological stories, which have shaped its socio-cultural foundation for centuries. Despite the challenges posed by changes in family structure, cultural disconnect, a decline of oral traditions, a lack of reading habits, and the dominance of Western education systems, it is possible to fill the gap between ancient Indian knowledge and the current generation through effective and engaging pedagogical tools.

By utilising multimedia tools such as 3D models, animations, cartoons, virtual tours, and gamification, IKS

can be made more accessible and appealing to the current generation. These platforms provide an interactive and exciting way to understand ancient narratives, characters, and ethical lessons from Indian mythology. Additionally, the integration of IKS into the curriculum cultivates a sense of pride and cultural identity, enhances moral education, and promotes historical figures' understanding by exposing students to the greatness of the Indian knowledge legacy.

In conclusion, the transmission of IKS through innovative teaching methods not only saves traditional wisdom but also ensures its relevance in today's fast-paced, technology-based world. It is a vital step in cultivating and nurturing a generation that respects its cultural roots and wisdom while being in favour of modernity, ensuring that the Indian wisdom, timeless values, and mythology of India's past continue to guide future generations. The transmission of Indian Knowledge Systems (IKS) through school curriculum and multimedia provides a pathway to make IKS more accessible, engaging, and understandable to the current generation.

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