

## **Indigenous and Traditional Knowledge and Ways of Learning in Education**

The National Education Policy (NEP) 2020 emphasizes the inclusion of Indian Knowledge Systems, including indigenous, tribal, and traditional knowledge, in the school curriculum and pedagogy. It calls for redesigning education to be rooted in the Indian and local contexts, encompassing culture, heritage, languages, philosophy, geography, and societal needs. NEP-2020 advocates incorporating indigenous knowledge across various disciplines like mathematics, medicine, architecture, agriculture, sports, and governance, ensuring learning is relatable, engaging, and experiential for students.

The policy further promotes moral and ethical education by instilling traditional values such as truthfulness, non-violence, respect, equality, and community service. The program aims to document and develop supplementary teaching materials on indigenous knowledge through workshops with resource persons. These materials will include traditional practices like carpentry, weaving, agriculture, folklore, biodiversity conservation, and ethno-medicine.

By integrating these rich knowledge systems, education will become holistic and interdisciplinary, preparing students for life beyond school while preserving and promoting India's diverse cultural heritage. This approach aligns with NEP-2020's vision to nurture students for self-realization and societal well-being, ensuring indigenous knowledge is not only preserved but actively incorporated into modern education.

The objective in this document was to create supplementary teaching-learning materials grounded in indigenous knowledge, as recommended by NEP 2020. These resources cover diverse areas such as traditional agriculture, peacebuilding, storytelling, ethno-medicinal practices, and indigenous methods of measurement, among others. Currently, this section contains materials from the context of Nagaland and Manipur that emphasize incorporating local knowledge into the school curriculum to make learning more engaging and culturally relevant.

This documentation was developed through workshop mode held at NERIE, Shillong, from 17th to 21st October 2023 and 6th to 8th March 2023, aimed at developing

resources on indigenous and traditional ways of learning. The workshops were organized under the guidance of Dr. Tasongwi Newmei, the Programme Coordinator, with support from Prof. Flourette G. Dkhar, Principal of NERIE, and Dr. Melissa G. Wallang, Head of DELSS, NERIE, Shillong.

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This collaborative effort resulted in the development of this culturally rich materials that aim to preserve indigenous knowledge and integrate it into modern education systems.

**Resource Items on Indigenous and Traditional Knowledge and Ways of Learning**

1. **Role of Indigenous and Traditional Knowledge and Ways of Learning in Formal Education and NEP 2020**
2. **The transformative potential of folk stories: Two case studies from North East.**
3. **Wise Sayings of the Zeliangrong-Inpui Community: Lessons for Navigating Life.**
4. **Ultra Trail Running: The Why- A Revisit of Ancestors' Trail and Cultural Roots.**
5. **Indigenous Agri practices of Naga: *Zabo (Zabü)* farming system**
6. **Naga Indigenous Agri Practices: Alder-Based Farming System**
7. **The traditional method of Peace Building and Communication of the Phom Naga tribe**

8. The "Pang Culture"- The Traditional Learning Institution of the Phom Naga Tribe.
9. Beyond the Single Story: Using Storytelling as a Pedagogical Tool
10. Counting of the Star
11. Asanhluc (A Doe)
12. Agriculture activities and Social Integration among the Tangkhul Nagas.
13. The Tangkhul Indigenous System of Measurement and Sky Watching
14. Storytelling as a Means of Disseminating Knowledge
15. Ethno-medicinal Practices of the Mao Nagas
16. Indigenous Knowledge and Practices of Beekeeping in Mao Manipur
17. Indigenous Narratives of Naga Folklore in the Curriculum
18. Traditional Institution, Authority and Social Values: A Study of Zapami Village Polity
19. Chakhesang Naga Traditional Ways of Counting Months
20. Conflict Resolution in Traditional Society: How *Chug* ended *SR*