

## **Decolonizing the Mind: Indian Knowledge Systems and the Reconstruction of Educational Thought**

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### **Abstract**

The legacy of colonial education still influences modern teaching methods, often favoring Eurocentric ways of knowing while pushing aside indigenous knowledge. This paper critically explores the idea of “decolonizing the mind” in education by highlighting Indian Knowledge Systems (IKS) as a powerful intellectual resource for reshaping educational ideas. Going beyond superficial inclusion, the study advocates for a deep epistemic change that treats IKS not as an alternative, but as an equally valid and innovative knowledge system. It discusses how key principles rooted in Indian traditions—such as holistic learning, experiential understanding, ethical awareness, and the connection between self, society, and nature—challenge the fragmented and utilitarian approach of contemporary education. Using philosophical concepts like Pramana (valid knowledge), Advaita (non-dualism), and Guru-Shishya Parampara (relational teaching), the study redefines learning as a process of inner growth rather than just acquiring information. Through a critical and analytical lens, the research examines classical Indian texts alongside modern discussions on decoloniality to propose a new educational framework that is culturally grounded yet globally meaningful. It introduces the idea of “epistemic self-reliance,” where students learn to question dominant narratives and co-create knowledge based on their own social and cultural contexts. The paper also offers pedagogical strategies for incorporating IKS into teacher training and curriculum development through dialogic learning, reflective methods, and community participation. This approach not only makes knowledge more accessible but also promotes critical awareness, sustainability, and ethical responsibility among learners. The study concludes that decolonizing education through Indian Knowledge Systems is not just a corrective step but a necessary reimagining of education itself—one that fosters intellectual independence, cultural pride, and a more inclusive global knowledge system.

*Keywords: Decolonization, Indian Knowledge Systems, Epistemic Justice, Educational Thought, Holistic Learning, Teacher Education*