

LEARNING BY DOING (PRAYOG AND ANUBHAV): INTEGRATING INDIAN KNOWLEDGE SYSTEM PRINCIPLES INTO MEDIA PEDAGOGY FOR ENHANCED EMPLOYABILITY

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Abstract :

The National Education Policy (NEP) 2020 aims to build an education system that thoughtfully connects India's traditional wisdom with the practical skills required in today's world. It encourages experiential and multidisciplinary learning as key approaches to this transformation. Within this framework, the Indian Knowledge System (IKS) provides a deep reservoir of teaching philosophies grounded in prayog (learning through doing) and anubhav (learning through experience).

This paper examines how these indigenous learning principles can be meaningfully adapted for media education to enhance students' employability, especially in the social sciences. Drawing insights from existing research on IKS, experiential learning, and media pedagogy, the study introduces a "Prayog–Anubhav Framework." This model connects traditional methods like apprenticeship, community-based learning, and reflective practice with modern forms of media training such as production labs, internships, and participatory community projects.

By promoting contextual understanding, teamwork, and cultural awareness, the framework develops skills essential for India's dynamic media and communication landscape. The paper concludes that integrating IKS-inspired experiential learning within media education not only nurtures professional competence but also advances NEP 2020's goal of creating higher education that is both culturally grounded and skill-oriented.

Keywords : Indian Knowledge System (IKS) , Learning by Doing ,Experiential Pedagogy , Media Education ,Employability , NEP 2020

Introduction :

Higher education in India is currently experiencing a significant transformation under the influence of the National Education Policy (NEP) 2020. The policy envisions a system

that nurtures holistic development, encourages multidisciplinary thinking, and focuses strongly on practical skills. Within this evolving educational landscape, employability has become an essential measure of relevance—particularly in professional domains such as media and communication. However, despite rapid technological progress and the growing accessibility of digital tools, media education in India often continues to rely heavily on classroom-based theoretical instruction. This has created a persistent gap between what students learn in academia and what the media industry actually demands.

The Indian Knowledge System (IKS) provides a meaningful way to bridge this divide through its pedagogical roots in *prayog* (learning by doing) and *anubhav* (learning through experience). These traditional learning approaches—reflected in the *Guru-Shishya Parampara*, craft apprenticeships, and community-driven knowledge exchanges—encourage learning through observation, participation, and reflection. Bringing such principles into media pedagogy can shift education from being purely instructional to being truly experiential and transformative.

This study seeks to examine how the IKS-based concepts of *prayog* and *anubhav* can be thoughtfully integrated into contemporary media education to strengthen students' employability. By aligning indigenous experiential learning methods with the skill-oriented framework outlined in NEP 2020, the research proposes a culturally rooted, contextually relevant approach to prepare future media professionals for India's rapidly evolving communication and creative industries.

Objectives of the Study :

- To analyze the “learning by doing” model in Indian Knowledge Systems.
- To identify gaps in current media pedagogy related to practical skill-building.
- To evaluate potential employability outcomes of this integration.

Review of Literature :

Experiential learning—often described as “learning by doing”—has proven to be an effective educational approach across the world, including in the field of media education. It enhances student engagement, deepens understanding, and encourages learners to take active ownership of their growth. More importantly, it helps students develop the practical and adaptive skills needed to thrive in real-world professional environments.

The Indian Knowledge System (IKS) embodies a vast collection of indigenous philosophies, practices, and pedagogies that emphasize holistic, lifelong, and experience-based learning. Central to this tradition is the *Gurukul* system, which focuses on mentorship, hands-on practice, and moral development rather than rote learning or passive theoretical instruction.

Integrating IKS principles into modern curricula—through experiential methods such

as yoga, meditation, and storytelling—has been shown to contribute significantly to students' intellectual, emotional, and ethical development. For instance, mindfulness and yoga practices not only promote overall well-being but also enhance creativity, focus, and problem-solving abilities. In media education, similar experiential and project-based approaches help students apply theory to practice, engage in authentic learning experiences, and develop essential employability traits such as adaptability, teamwork, and effective communication.

Recent research highlights that aligning curricula with the National Education Policy (NEP) 2020's vision of integrating IKS has already begun to transform teaching and learning in areas like teacher education and media studies. Despite these positive trends, certain challenges persist—particularly in terms of limited training opportunities, resource constraints, and the reluctance of some educators to move away from Western pedagogical traditions. Yet, increasing institutional support and successful implementation models suggest that acceptance of IKS-based approaches is steadily growing across India's higher education landscape.

In conclusion, the literature strongly supports embedding IKS principles within media pedagogy through experiential learning. Doing so not only strengthens students' employability and higher-order thinking but also fosters a more holistic, culturally rooted form of education that prepares learners for continuous personal and professional growth.

Methodology :

Research Type : Conceptual and qualitative.

Approach : Literature synthesis and curricular analysis

Sources : Policy documents (NEP 2020, UGC guidelines), existing literature on IKS and experiential learning, case studies (community radio, media labs, internships).

Output : Development of a conceptual framework for integrating *prayog* and *anubhav* into media pedagogy.

Theoretical Foundation :

Parallels are drawn with IKS epistemology, where knowledge arises from *anubhava* (experience) and *prayoga* (application). NEP 2020's call for contextual learning and multidisciplinary integration supports this theoretical link.

Comparative Framework : Integration of IKS Principles in Media Education (RTMNU BAMC Syllabus 2024–25 & 2025–26)

1. IKS Principle : Prayog (Learning by Doing)

Pedagogical Adaptation : Studio-based, hands-on learning through production, editing, and project work. Focus on creating, experimenting, and applying communication skills in real-

world

settings.

Syllabus Inclusion : Skill Enhancement Courses (SEC): *Social Media Video Production (SEC-SMVP-106)*. Vocational Skill Courses (VSC): *Effective Communication I & II, Writing and Editing Skills*. Field Project (FP) from Semester III onward.

Employability Outcome : Technical proficiency in production, editing, and storytelling. Professional readiness for media production, journalism, and digital marketing.

2. IKS Principle : Anubhav (Learning through Experience)

Pedagogical Adaptation : Field visits, campaign evaluations, and reflective assignments connecting theory to ground realities. Experiential learning through community documentation and observation-based analysis.

Syllabus Inclusion : *Development Communication (BMC3T1)* and *Rural Communication (BMC3T4)* include: Field visit reports, Campaign and case study analysis, Poster/infographic creation.

Employability Outcome : Analytical ability, situational judgment, and report writing. Preparedness for research, development communication, and social media analysis.

3. IKS Principle: Samvada (Dialogic & Community-Centric Learning)

Pedagogical Adaptation : Encourages dialogue through participatory group work, discussions, and civic engagement projects. Reflects Panchayat-style collective reasoning and participatory communication.

Syllabus Inclusion : *Community Engagement Project (CEP)* in Semester IV. *Field Project (FP)* and *On-the-Job Training (OJT)* components.

Employability Outcome : Empathy, teamwork, and leadership in community-based projects. Skills aligned with CSR communication, NGO work, and rural outreach.

4. IKS Principle: Guru–Shishya Parampara (Mentorship & Personalized Learning)

Pedagogical Adaptation : Continuous faculty–student mentorship through guided assignments, review sessions, and presentations. Emphasis on discipline, observation, and gradual mastery through feedback.

Syllabus Inclusion : Continuous Internal Evaluation (CIE) includes: Debates, role plays, group presentations, elocution, and media assignments.

Employability Outcome : Professional conduct, confidence in communication, and collaborative work habits. Adaptability to newsroom, agency, and production environments.

5. IKS Principle : Srujan (Creative Synthesis & Innovation)

Pedagogical Adaptation: Integration of folk traditions and AI-driven creative

processes. Encourages synthesis between traditional storytelling and modern multimedia.

Syllabus Inclusion : *Indian Folk Media (IKS-IFM-113), Creative Thinking (AEC-CT-109), Media and Artificial Intelligence (BMC4T1).*

Employability Outcome : Innovation and problem-solving mindset. Competence in AI-based content creation, media design, and cultural entrepreneurship.

6. IKS Principle: Naitikata (Ethical & Value-Based Conduct)

Pedagogical Adaptation: Embedding ethics, social responsibility, and truth-based discourse into teaching. Critical reflection on misinformation, bias, and representation.

Syllabus Inclusion : *Media Laws & Ethics (BMC4T3), Fake News and Fact-Checking (VEC-FNFC-211), Value Education Courses (VEC).*

Employability Outcome : Ethical journalism and transparent communication. Readiness for media policy, advocacy, and compliance-oriented roles.

7. IKS Principle: Samagra Drishti (Holistic Perspective)

Pedagogical Adaptation: Interdisciplinary learning across environment, technology, and social systems. Promotes understanding of interconnectedness in media and society.

Syllabus Inclusion : *Environmental Communication (VEC-EC-111), Political Communication and Crisis Communication (Open Electives).*

Employability Outcome : Strategic, cross-domain perspective for policy communication. Competence in campaign design, social advocacy, and global communication.

Discussion :

Embedding the principles of prayog (learning through practice) and anubhav (learning through experience) can transform conventional classrooms into dynamic production ecosystems. In such an environment, learning extends beyond theoretical discussion and becomes an active process of creation, experimentation, and reflection. Media students engage directly with real-world projects—such as producing short films, designing digital campaigns, developing community radio content, or curating social awareness initiatives—turning the classroom into a professional simulation space. This shift nurtures critical thinking, creativity, and teamwork, allowing learners to internalize concepts rather than merely memorize them.

Through this approach, students gradually gain confidence in their abilities as creators and communicators. Ownership of projects fosters a sense of accountability and pride in their work, while collaborative and experiential tasks build transferable skills relevant across

multiple sectors, including journalism, public relations, development communication, and digital marketing. These experiences prepare students to navigate diverse professional settings with adaptability and cultural sensitivity—qualities increasingly sought by employers in India’s fast-evolving media landscape.

However, integrating prayog–anubhav pedagogy into institutional systems presents several challenges. Many higher education institutions still face limitations in infrastructure, access to production facilities, and flexible curricula that allow for experiential modules. Faculty members often require specialized training to transition from lecture-based teaching to mentorship-driven facilitation. Furthermore, curriculum redesign demands collaboration across departments to ensure that experiential components are meaningfully embedded rather than treated as add-ons. Overcoming these challenges requires institutional commitment, policy support, and sustained investment in faculty capacity building.

When implemented effectively, this approach resonates deeply with the National Education Policy (NEP) 2020’s vision of “employability through experiential and holistic education.” It not only bridges the gap between academia and industry but also fosters a learning culture grounded in India’s own pedagogical wisdom. By merging traditional principles with contemporary practice, the prayog–anubhav framework offers a pathway toward creating graduates who are not just job-ready but also reflective, innovative, and socially conscious professionals.

Recommendations :

To effectively integrate the prayog–anubhav framework within media education, institutions must adopt structured and practice-oriented strategies that bridge theory with professional application. The following initiatives can serve as guiding steps toward embedding experiential learning at every stage of the academic journey.

First, “Learning by Doing” modules should be introduced in every semester, ensuring that students consistently engage in production-based activities such as video creation, podcasting, campaign design, or community storytelling. These modules should carry evaluative weight equivalent to written examinations, emphasizing performance, creativity, and problem-solving as measurable outcomes.

Second, establishing partnerships with community media organizations—including community radio stations, NGOs, and local digital platforms—can provide students with real-world exposure. Student-led social communication projects developed through these collaborations not only strengthen civic engagement but also cultivate empathy, social responsibility, and professional readiness.

Third, faculty–industry collaboration should be actively encouraged to revive the apprenticeship tradition within modern educational structures. Joint workshops, mentorship

programs, and industry immersion opportunities allow students to learn directly from practitioners, replicating the Guru–Shishya model in a contemporary, skill-driven context.

Fourth, integrating reflective journals as a mandatory academic component can help students critically analyze their learning experiences, identify strengths and gaps, and link classroom insights with personal growth. Reflection fosters self-awareness and supports deeper learning outcomes aligned with the principles of anubhav.

Finally, the institutionalization of digital portfolios can transform the way employability is assessed. A curated record of students' creative work, field projects, and internships serves as tangible evidence of skill development and professional competence, offering a more authentic evaluation than traditional exams.

Collectively, these measures align with the National Education Policy (NEP) 2020's vision of fostering employability through experiential and holistic education. By integrating these practices, media institutions can create learning ecosystems that are contextually rooted, industry-relevant, and reflective of India's pedagogical heritage.

Conclusion :

The Indian Knowledge System (IKS) principles of prayog (learning through doing) and anubhav (learning through experience) present a timeless pedagogical foundation that remains remarkably relevant in today's rapidly evolving media landscape. These approaches, deeply embedded in India's educational heritage, offer powerful tools for bridging the gap between traditional wisdom and contemporary professional demands. By consciously embedding prayog and anubhav into teaching practices, media education in India can move beyond theoretical instruction to cultivate reflective, skilled, and socially aware practitioners. Such an integration fulfills the National Education Policy (NEP) 2020's vision of higher education that is both culturally rooted and globally competent—empowering students with the adaptability, creativity, and ethical grounding essential for success in the modern media ecosystem.

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