

INDIAN KNOWLEDGE SYSTEM AND NATIONAL EDUCATION POLICY

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Abstract:

The Indian Knowledge System (IKS) comprises a variety of traditional knowledge, cultural traditions, and philosophical insights and its sets an equilibrium between Life and Science, Ordinary and Transcendent, Karma and Dharma, along with Enjoyment and Sacrifice. Indian Knowledge covers wide ranges of discipline such as science and technology, literature, philosophy, culture, medicine (ayurveda), and yoga. IKS also gives a sight on Indian education system in ancient times, in ancient time Indian Education comprises moral value, ethics, and life principles.

The New Education Policy (NEP) 2020, has been launched to transform the Indian education system using Indian Knowledge System (IKS). Ancient Indian education system is the basic key of New Education Policy.

By adding IKS in the NEP helps to build a sense of morality, ethics, democratic sense, honesty, respect to elders, and also integrate modern values with traditional wisdom.

Keywords: Indian Knowledge system, IKS, National Education policy , NEP, Yoga, Vedic Literature, Upanishads, Skill based program,

Introduction:

Indian knowledge tradition is extraordinary rich and unique. It represents a unique blend of wisdom where its sets an equilibrium between Science & Life, Karma & Dharma, along with with enjoyment & sacrifices. Indian education system comprises moral, ethics spiritual and self reliance , tracing back to the ancient Rigvedic period. Indian education system is not only focus on literary knowledge but also on physical knowledge too.

Indian education system of knowledge took inspiration from 18 forms of knowledge - comprising 6 Vedangas, 4 Vedas, 4 Upvedas (Ayurveda, Dhanurveda, Gandharva veda, and Shilpaveda) along with Purans, Upanishads and Dharmashastra.

Indian Knowledge System (IKS) has comprises vast domains like Science, Maths, Philosophy, Art and Culture, Literature, etc and also promotes brotherhood by Yoga and Ayurvedic Science.

The National Education Policy of 2020 (NEP) is the first education policy of the 21st century. This NEP replaces the previous National Education Policy of 1986. The National Education Policy of 2020 was launched by the Union Government of India in 2020.

Its aims to reintegrate the Indian Knowledge System into modern educational frameworks. This policy highlights the Indian knowledge heritage. NEP strives to restore the existing educational framework, creating a more comprehensive that sound with current demands. Focus on Mother Tongue and Physical education is one of the key feature of NEP 2020.

Foundation of Indian Knowledge System (IKS):

The IKS beings during the Rig Vedic period(1500-600 CE), marked by the compilation of the Vedas, which are considered the foundational texts of Indian civilization. The Rigveda, Yajurveda, Samaveda, and Atharvaveda encompass various aspects of life. There are so many supplements like Upanishads, Dharmashastra, Vedanta, Indian Philosophy etc.

Epics like Mahabharata and Ramayana another sources of IKS. They sets the moral and ethical values in IKS like in the Bhagavad Gita, part of the Mahabharata, is a philosophical treatise that continues to inspire scholars and practitioners globally.

Indian Philosophy like Six classical schools of Indian philosophy—Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, and Vedanta—form the foundation of intellectual discourse, emphasizing logic, metaphysics, and spirituality.

Ayurveda, India's traditional system of medicine, emphasizes holistic healing through herbal remedies, dietary practices. In the surgery field here comes a names Sushruta's Sushruta Samhita and Charaka's Charaka Samhita are seminal texts in surgery and internal medicine, respective.

In the field of maths, there are prominent faces like Aryabhata, Brahmagupta, and Bhaskaracharya pioneered concepts such as zero, decimal systems, and advanced trigonometry.

Books likes ‘ Arthashastra” on governance and diplomacy written by Chanakya or Visnugupta, gives a sight of great governance system in ancient India.

There are many more things which shows the great Indian Knowledge System like Kalidasa's Shakuntala and Patanjali's Yoga Sutras, Astronomy , universities like Nalanda, Vikramshila, etc.

Why IKS ?

In the ancient Indian tradition like Kautilya argued that education should transcend mere content delivery and instead cultivate knowledge (Vidya), discernment (viveka), and practical competencies (Vichaksanata). This triadic model - fostering wisdom, judgement, and action - stands in contrast to modern systems that often prioritize rote learning over critical thinking and contextual understanding. Although this section isn't text matched to a particular source, it reflects the philosophical foundations regularly cited in IKS discussions. These elements reflect a balanced, outcome - oriented vision of education - where knowledge, wisdom, and skill are intricately interwoven.

In contemporary education systems, however, the equilibrium between these three outcomes appears to be increasingly disrupted. The predominant focus has shifted toward content delivery - “what to know “, rather than fostering inquiry and critical thinking - “how to know”. this tendency undermine the essence of knowledge creation and inhibits intellectual curiosity. Indian Knowledge System (IKS), rooted in centuries of philosophical and scientific traditions, have always emphasized experiential learning, introspection , and contextual understanding, rather than rote memorization or fragmented facts.

Moreover, the rapid change on modern technologies, while beneficial in many ways. Therefore, to prepare learners for the complexities of the modern world, the education system must consciously integrate skill development with value - based learning. Incorporating the insights and frameworks of Indian Knowledge Systems can provide a holistic and sustainable model of education - one that nurtures the mind, hones the intellect, and empowers individuals to live meaningfully. This integration ensures that education is not just a path to employment, but a lifelong process of self - discovery, social responsibility, and enlightened action.

Indian Knowledge System In Ancient Education

In ancient time IKS in education promotes morality, ethics, sense of fraternity, etc along with the education knowledge. They also involved physical training as well. During ancient times the education was done in gurukuls, and temples. Education in Gurukuls was multifaceted: learners studied Vedic texts, literature, mathematics, astronomy, arts, ethics, and even practical skills like animal husbandry and agriculture. Instruction was tailored to each student's aptitude by the guru, and admission was non - discriminatory - students from diverse social strata learned, choreographed daily tasks, and contributed equally to communal responsibilities. There were one of the largest university of the world known as Nalanda University, there were many more like Vikramshila, Takshila. These giants Universities not only pulled Indian students but also the foreigners. They took knowledge from India and add in their countries. Examples like Fa Hien(around 399-414 CE) a chinese traveller.

Now here take a look of evolution of Indian Education System:

❖ **Gurukul System** - Dating back to the Vedic Era (1500-600 BCE), the gurukula system involved residential education under a teacher's care. Evidence from temple - based schools - often termed mathas - reveals a curriculum that included scriptures, arts, martial disciplines, and philosophical traditions, all taught in the guru - shishya parampara. Students lived, learned, and practiced disciplines, and close guidance, often supported by community contributions. They followed a simple lifestyle and helped with daily chores as apart of learning. The bond between guru and shishya was scared. The students respected and obeyed the guru, and the guru cared for them like a parent. Subjects taught, included, languages, mathematics, science, arts, sports, and crafts along with yoga, meditation and mantra chanting. Learning was done through oral tradition, where students memorized and recited what they learned.

After completing their education, students would give Gurudakshina, a gift or service to the guru as a token of thanks. There was no fixed time for learning- it ended when the guru felt the student was ready.

Later, during British rule, this system declined. In 1835, Lord Macaulay introduced a new education policy that promoted English education and rote learning. As a result, the traditional gurukul system slowly faded away.

❖ **Lord Macaulay's Education System** - In 1835, T.b. Macaulay, a British official, proposed a major shift in Indian education. He promoted English as the medium of instruction and supported Western education over traditional Sanskrit and Arabic learning. This idea is known as the Downward Filtration Theory. Macaulay believed English and Western knowledge wee superior, so he suggested educating a small group of upper- class Indians in English. These Indians would then help

spread knowledge to the masses. His policy led to the decline of traditional education and sparked debates, with many Indians fearing the loss of cultural ties. The system he introduced still influence Indian education today.

❖ **National Education Policy Of 1968 - (Based on Kothari Commission, 1964)**

Free and Compulsory Education:

Education must be free and compulsory for children up to age 14, as per the Constitution. Every child should complete their schooling.

Teacher's Education and Training:

Teachers should be well-trained and qualified at all levels.

Language Development:

Focus on Indian and foreign languages. Students should learn **3 languages**: regional, Hindi/English, and state language. Sanskrit was optional at secondary level.

Equal Opportunity for Education:

Policy promoted **equal education** for all—no discrimination based on caste, gender, class, or religion.

Uniform Education Structure:

Introduced the **10+2+3 system** (10 yrs school + 2 yrs higher secondary + 3 yrs college).

Review of Progress:

Government should regularly review educational progress and plan improvements.

Outcomes:

- Promoted **universal access** to primary and free secondary education.
- Linked education with **science, tech, and vocational** needs.
- Gave importance to **girls' and tribal education**.
- Pushed for facilities for **disabled children**.
- Promoted **Sanskrit** as cultural heritage.
- Recommended **6% of national income** for education.
- Supported **post-grad research centers**.

Challenges:

- Poor implementation
- Lack of funds
- Economy was weak
- Education was under state control, so Centre had limited role.

❖ **National Education Policy of 1986- (Introduced by PM Rajiv Gandhi)**

Universalization of Elementary Education:

Education for all children till 14 years was the main goal.

Strengthening Elementary Education:

Started *Operation Blackboard* to give schools proper classrooms, teachers & teaching aids.

Early Childhood Care and Education (ECCE):

Stressed on pre-school education as base for lifelong learning.

Vocationalization:

Gave importance to practical skill-based education for jobs.

Improving Higher Education:

Planned reforms to raise quality and relevance of higher education.

Open and Distance Learning:

Promoted *IGNOU* and other open universities for easy learning access.

Education for the Handicapped:

Focused on inclusive education for disabled students.

Empowerment of Women:

Worked to remove barriers and give equal learning chances to women.

Recruitment of Teachers:

Encouraged merit-based recruitment of teachers.

Indian Education Service (IES):

Proposed a central education service to improve management.

Outcomes:

- 10+2+3 system expanded
- New schemes like *Sarva Shiksha Abhiyan*, *Mid-Day Meal scheme*, *Kendriya Vidhyalyas*, *Narvodaya Vidyalayas* launched.
- Encouraged scientific & equal education.
- More focus on girl child and tribal education.

Later in 1992 the Amended Education Policy of 1992 came with modification in 1986 education policy. There were provisions like of opening at least one open university in each state and to regulate them and many more modifications .

❖ **National Education Policy 2020 (NEP)** - The National Education policy of India 2020(NEP2020), which was stated by the union minister of India and it replaces the previous National Education Policy ,1986.

The aim of the NEP 2020 is to transform India's education system to meet the needs of the 21st century while preserving its rich traditions and values. Its aims to create an inclusive, flexible and learner- centered education system.

There are main area of focus are:

- ❖ **Language** - NEP2020 recommends teaching in a child's home language or regional tongue up to at least the Grade 5, and ideally through the Grade 8, to support cognitive development, cultural identity, and classroom engagement - especially for students from rural or linguistic minority backgrounds. The policy underscores that while Sanskrit and foreign language remain optional at various levels, no language should be imposed on students. The policy introduces a three-language formula, which includes learning at least two native Indian languages, but it clearly states that no language will be forced on any student. Soon after the policy was announced, the government clarified that the language policy is only a broad guideline. It is up to individual states, schools, and institutions to decide how to implement it. A more detailed language strategy was expected to be released through the National Curriculum Framework in 2021.
- ❖ **School Education** - The National Education Policy 2020 gives top priority to achieving foundational literacy and numeracy for all children in primary school by 2025. It calls this the most essential part of learning. To make this happen, a National Mission on Foundational Literacy and Numeracy will be set up, and every state and union territory must make a clear action plan with goals and progress tracking. It also talks about hiring more teachers to maintain a healthy student-teacher ratio [pupil-teacher ratio (PTR)] , especially in underprivileged areas. The policy supports creating a large digital library full of good-quality and fun books in local languages for both students and teachers. These resources will be shared through school, public, and digital libraries. The policy also highlights the importance of students' physical and mental health, with proper nutrition and regular health check-ups.
 - Along with this, the NEP replaced the traditional 10 + 2 structure with a 5+3+3+4 model, introducing three years of early childhood education followed by five years of foundational learning, three years of preparatory education, three years of middle schooling, and four years at the secondary level.
 - Exams will only be held in **classes 2, 5, and 8** instead of every year.
 - **Board exams** for class **10 and 12** will continue but in a **new format**.
 - Board exams will happen **twice a year**, with **two attempts** allowed.
 - Exams will have **two parts** – **objective** and **descriptive**.
 - Curriculum will be made **lighter**, with more **inter-disciplinary** choices.
→ e.g., students can study **fashion with physics** or **bakery with chemistry**.
 - **Report cards** will be **holistic**, showing skills, not just marks.
 - **Coding** will be taught from **class 6**.
 - **Experiential learning** will be encouraged.
 - **Mid day Meals** will now include **breakfasts** too.
 - More focus on **mental health** – with counsellor **and social workers** in schools.
- ❖ **Higher Education** - The policy introduces a new four-year multi-disciplinary undergraduate degree with flexible exit options. A student can leave after one year with a certificate or complete the full four years to earn a Bachelor's degree with research, which includes a detailed research project. The master's program will also be flexible based on the student's past learning experience. For a PhD., students must have either a Master's degree or a four-year Bachelor's degree with research. The policy also aims to reform higher education by separating the roles of regulation, funding, accreditation, and academic standards. These functions will be handled by different independent bodies under a single organization called the

Higher Education Commission of India (HECI). This is meant to avoid power concentration, reduce conflicts of interest, and ensure proper checks and balances in the system.

- The **National Council for Teacher Education (NCTE)** will come under the **GEC as a Professional Standard Setting Body (PSSB)**.
 - Other PSSBs include the **Veterinary Council of India, Council of Architecture, ICAR, and National Council for Vocational Education and Training**.
 - The policy plans to **fix the fees** for both **private and public universities**.
 - The **National Testing Agency (NTA)** will also conduct **university entrance exams**, not just JEE and NEET.
 - Institutions like **IITs** are encouraged to **diversify learning approaches**.
 - The policy supports **internationalization** by letting **top foreign universities open campuses** in India.
 - It also promotes **research partnerships, student exchanges**, and aims to make India a global hub for **affordable quality education**.
- ❖ **Indigenous Knowledge** - The NEP focuses on the value of India's traditional knowledge and wants to create a sense of 'Indianness' among people. To support this, different Indian Knowledge System (IKS) projects have been started to help students learn more about our own culture and heritage through research and studies.
 - ❖ **Others Changes** - changes likes in teacher training , recruitment of teachers, focus on local languages, etc.

Salient features of NEP 2020

1. Towards inclusive Schooling: Ensuring Education for Every Child from Early Years to Grade 12

The National Education Policy (NEP) 2020 envisions a full enrollment of all children across the schooling spectrum - from pre- primary to grade 12 by the year 2030. To meet this target, several key strategies will be implemented. These include the development of adequate and high quality infrastructure, establishment of flexible learning hubs and creative education centers to re- engage students who have discontinued schooling, and ensuring seamless student participation through close monitoring of both attendance and academic growth.

Furthermore, trained school counsellor or dedicated community support professionals will collaborate with educators and families to make sure that every school aged child not only attends school but also thrives in their learning journey.

2. Building Strong Beginnings: Strengthening Language and Numeracy Skills in Early Grades

As a key priority under NEP 2020, a national initiative for Early Literacy and numeracy will be launched to ensure that children attain foundational skills in language and mathematics by the end of Grade 3, with the goal of achieving this by 2025.

Key action points include: introducing a three - month play based orientation programme to prepare all Grade 1 students for formal schooling; placing greater emphasis on early reading, expressive language, writing, basic arithmetic, and logical reasoning; implementing ongoing evaluation systems and flexible testing tools; and developing a central digital library of top- tier learning materials for foundational education.

The mission will also address teacher shortages, encourage peer - supported learning and community volunteer engagement, and establish reading corners or mini libraries in every rural settlement.

3. Celebrating Linguistic Diversity: Embracing India's languages in Education

NEP 2020 strongly advocates for linguistic inclusion and diversity, aiming to instill in students a deep appreciation for India's multilingual heritage. To support this, the primary language of instruction in schools will be the child's home language, at least till Grade 5, and preferably continuing through Grade 8 and beyond.

Students will engage in a creative and interactive project between Grades 6 to 8 that explores the languages of India, aligned with initiative like "EK BHARAT SHRESHTHA BHARAT", to build cultural understanding and pride.

Sanskrit will be made available as an enriching academic choices across all levels of schooling and higher education, integrated within three language policy. Other classical Indian languages such as Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian and Prakrit will also be provided as options for students in schools, encouraging cultural and literary appreciation.

Additionally, foreign languages like Korean, Japanese, French, Russian etc others will be introduced at the secondary level to broaden global exposure. To support inclusive education, Indian Sign language (ISL) will be standardized nationally, with dedicated learning resources developed for students with hearing impairments at both national and state levels.

4. Transforming the Student evaluation System

The assessment system in schools will move away from traditional summative evaluations toward more continuous and formative approaches. These will focus on building and assessing real understanding, critical thinking, analytical skills, and conceptual clarity. The emphasis will be on evaluating a student's overall growth and ability rather than rote memorization.

While board examination in grades 10 and 12 will continue, they will undergo significant reforms. The new format will reduce the dependency on coaching institutes by making exams more competency - driven and less stressful. These exams will assess essential skills and knowledge, supporting well rounded development.

Students will have the option to appear for board exams twice in a school year - once as the main attempt and once as an improvement opportunity, if needed. To monitor

progress at key stages, school - level assessments will be conducted in Grades 3, 5, and 8 by relevant authorities.

Additionally, a new national level body, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be established. PARAKH will be responsible for creating benchmarks and standard for assessment across all recognized school boards in India. It will guide assessments like the State Achievement Survey (SAS) and National Achievement Survey (NAS), track learning outcomes, and support school boards in updating their evaluation systems to align with 21st - century skill requirements.

Why the integration of Indian Knowledge System (IKS) into Modern Education :

Including the Indian Knowledge System (IKS) in modern education is important for developing a complete personality, cultural pride, and awareness about the sustainability. India has a rich past in fields like science, maths, medicine and philosophy, but today's education mostly follows western ideas and ignores this wisdom. IKS can help make students not just smart, but also more aware and connected to their roots.

IKS teaches in a holistic way-focusing on the mind, body, and spirit. Unlike the current exam - focused system, it supports well-being. Yoga , which is the part of IKS, is used in some schools like Rishi Valley to help students manage stress and improve concentration. It makes learning more balanced . also, IKS promotes Living in harmony with nature. Ancient texts talk about sustainability, like saving water using various methods such as baoris (step-wells).

India's old contributions to maths and science - like the concept of zero and work by Aryabhata - are rarely taught. But including these in schools can inspire students and link their learning to our own culture.

IKS also helps students feel proud of their culture. Stories like the Ramayana and Mahabharata can teach life lessons and leadership skills. Learning them in school builds confidence and a strong identity.

In short, adding IKS to education can help us face today's challenges using ancient wisdom. It creates students who are smart, responsible, and proud of who they are.

Integration of IKS and NEP 2020

The NEP 2020 introduces many steps to include Indian Knowledge Systems (IKS) in today's education. One of the main steps is adding IKS into the curriculum from the primary level up to higher education. This will help students understand and connect with India's cultural heritage in a more meaningful way.

Another important part is training teachers properly. Special training programs will be given to teachers so that they can teach IKS in the right way and pass on this knowledge effectively to their students.

The policy also supports setting up research centers that will focus only on studying and developing IKS. These centers will help in keeping ancient Indian knowledge alive and useful in the modern world.

To protect and promote India's classical languages, the NEP suggests teaching languages like Sanskrit, Pali, and Prakrit along with modern ones. This step will help preserve our ancient texts and wisdom.

Lastly, NEP promotes mixing traditional knowledge with modern science and technology. This interdisciplinary approach will make learning more creative and practical, helping students gain both ancient wisdom and modern skills together.

Key Area of Integration Curriculum

1. Science and Mathematics

India possesses a vast and diverse heritage of knowledge systems that have evolved over centuries, shaping not just the subcontinent but also influencing global thought across disciplines. In the fields of science and mathematics, ancient Indian scholars made significant contributions that laid foundational principles still in use today. Pioneering work in astronomy, such as celestial observations and planetary calculations, are exemplified by texts like the *Aryabhatiya* by Aryabhata. The invention of zero, along with advancements in algebra, arithmetic, and geometry are testaments to the depth of Indian mathematical thought.

2. Health Science

Traditional Indian systems have always emphasized a holistic approach to well-being. Ancient practices such as Ayurveda focus on balancing bodily systems using diet, herbal treatment, and yogic breathing. Yoga, recognized globally today, originated in India and integrates physical postures with mental and spiritual practices to ensure harmony between the body, mind and soul. These practices continue to contribute meaningfully to preventive healthcare and mental wellness.

3. Linguistics and Literature

This is an integral part of Indian intellectual Tradition. India has produced an extensive body of literary work in numerous regional languages, but a significant portion of classical texts- covering poetry, philosophy, drama, and grammar - is found in Sanskrit. This ancient language is not only revered for its spiritual depth but also for its scientific structure and precision. The preservation of oral tradition and written manuscripts reflects the cultural richness and intellectual depth of ancient India.

4. Art and Architecture

Art and Architecture in India are deeply intertwined with spiritual and cultural symbolism. From the intricate carvings of Ancient temples and the symmetry of sculptures to the vibrant expression of classical paintings and performing arts, Indian art reflects the aesthetics of devotion and daily life. The design paintings iconography,

and symbolic meanings embedded in temple architecture highlight the advanced understanding of geometry, acoustics, and cosmology.

5. Agricultural Knowledge

Agricultural knowledge in ancient India was marked by sustainable practices and a deep understanding of ecological balance. Techniques like crop rotation, water harvesting, and the use of organic manure were practiced long before the modern environmental movement. Indigenous farming methods were tailored different climatic zones and soil types, ensuring food security and soil fertility for generations.

6. Economic and Political Ideas

The economic and political ideas of ancient India were highly evolved, as seen in seminal texts like the Arthashastra by Chanakya. This treatise not only offered insights into statecraft, taxation, military strategy, and economic policy but also laid down ethical principles for governance and diplomacy. It reflects a comprehensive understanding of administration, trade systems, and public welfare.

7. Different Philosophy

Lastly, Indian civilization has always given prominence to philosophy and spiritual inquiry. Various philosophical schools such as vedanta, Nyaya, Sankhya, Yoga, and Upanishads explore question of existence, consciousness, ethics, and liberation. These systems encourage critical thinking and introspection , offering tools for both intellectual development of logic, metaphysics, and psychology.

Importance of Integrating Indian Knowledge Systems at Foundational and Preparatory levels

The National Education Policy (NEP) 2020 emphasizes integrating Indian Knowledge System (IKS) into early education to reconnect learners with India's rich intellectual and cultural heritage. Ancient Indian education focused not just on academic learning but on holistic development and self realization. By introducing IKS at the foundational and preparatory stages, students gain insights into traditional sciences, values, languages, philosophy, and sustainable practices that remain relevant today.

This integration promotes critical thinking, creativity, emotional well being, and cultural pride among young learners. It helps children develop confidence by understanding the contributions of ancient India in fields like mathematics, health sciences, and literature. NEP 2020's vision aligns with IKS by fostering curiosity, innovation, and a sense of rootedness. Teachers also play a vital role in delivering this knowledge meaningfully. Overall, incorporating IKS strengthens students' identity, encourages holistic growth, and prepares them for challenges of the modern world.

Challenges

- ◆ One big challenge in including Indigenous Knowledge Systems (IKS) in education is the lack of standardization. Since IKS comes from different regions and communities, it has many versions and ways of practice. This makes it hard to create one common or fixed syllabus for everyone.
- ◆ Another issue is with teacher training. Most teachers are not trained in IKS and may not know enough about traditional knowledge to teach it properly. Without proper training, it becomes difficult to include IKS in regular classroom teaching.
- ◆ Also, many schools and colleges don't have the right materials or resources to teach IKS. They may not have access to traditional texts, tools, or even people who can share this knowledge, which makes the process even harder.
- ◆ Lastly, there is often resistance to change. People who have been part of the regular education system for a long time may not easily accept IKS. They may doubt its usefulness or feel unsure about changing the way they've been teaching and learning.

Address the Challenges of Integrating Indigenous Knowledge System in Education

Integrating Indigenous Knowledge System (IKS) into contemporary educational models presents numerous benefits, but it also comes with its own set of complexities. These may include resistance from standardized academic frameworks, lack of awareness among educators and students, limited training resources, and insufficient institutional support. To successfully implement and sustain IKS within mainstream curricula, it is imperative to adopt a multidimensional approach that is inclusive, adaptable and well - supported.

1. Community Engagement and Educational Campaigns

To begin with, it is essential to initiate broad - based awareness campaigns that inform various stakeholders - students, teachers, parents, and administrators - about the importance of Indigenous Knowledge in enriching modern learning. This could be achieved through localized awareness drives, interactive workshops, and cultural exhibitions that highlight the relevance and richness of IKS. Such programs should emphasize how indigenous knowledge is not only a heritage of the past but a living and evolving source of wisdom that address real - life environmental, agricultural, medical, and ethical issues.

Moreover, incorporating storytelling sessions, traditional art forms, folk practices, and local problem - solving methods into classroom activities can make learning more relatable and engaging for students. These approaches also help foster respect for cultural diversity and build bridges between traditional and contemporary ways of knowing.

2. Institutional Collaboration and Financial Backing

Another crucial aspect is the support from policy making bodies, educational authorities, and non - governmental institutions. Governmental ministries of education, culture, and

tribal affairs must work together to offer grants, scholarships, and incentives that facilitate the integration of IKS into school syllabus. This includes allocating resources for the training of teachers, development of textbooks, and establishment of cultural research centers in schools and colleges.

In addition partnerships with universities, indigenous communities, and research organizations can help produce a standardized yet culturally sensitive framework that enables the coexistence of traditional knowledge with mainstream scientific perspectives. Inclusion of tribal elders and knowledge holders as part-time educators or consultants can also legitimate their contributions and provide authentic learning experiences.

3. Regional Flexibility and Local Relevance

India's immense cultural and geographical diversity necessitates a flexible approach to the implementation of IKS. Rather than enforcing a uniform curriculum, it is advisable to allow regional adaptation of teaching materials and instructional strategies.

4. Teacher Training and Curriculum Innovation

Lastly, equipping educators with the skills and perspectives needed to effectively teach indigenous knowledge is vital. Special training programs, immersion experiences with tribal communities, and access to a repository of traditional knowledge resources will empower teachers to confidently introduce IKS topics in classrooms.

By adopting these strategies - centered around education, funding, adaptability, and empowerment - it is possible to bridge the gap between traditional knowledge and modern schooling. The successful inclusion of IKS will not only preserve India's cultural legacy but also enrich the educational experience with diverse, sustainable, and community based worldviews.

Conclusion

The National Education Policy 2020 represents a paradigm shift in India's approach to education, particularly in its emphasis on integrating and revitalizing the Indian knowledge system. While the policy outlines ambitious objectives and strategies, its successful implementation will depend on overcoming challenges and harnessing opportunities to realize the full potential of IKS in shaping India's educational landscape for generations to come. The NEP 2020's emphasis on Indian Knowledge Systems represents a visionary approach to education that honors India's rich intellectual legacy while preparing students for the future. By thoughtfully integrating IKS into the modern curriculum, India can create a more inclusive, holistic, and innovative educational environment that benefits individuals and society as a whole.

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