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Integrating Indian Knowledge Systems (IKS) in the New Education Policy (NEP) 2020

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ABSTRACT

The New Education Policy (NEP) 2020, implemented by the Government of India, signifies a significant and fundamental change in the educational framework of India. An essential aim of the organisation is the incorporation of the Indian Knowledge System (IKS) into conventional schooling. The Indian Knowledge System (IKS) incorporates India's extensive and varied past, which includes traditional sciences, mathematics, medicine, philosophy, arts, and cultural traditions. This article explores the importance of the IKS, its historical background, and its crucial influence on the development of the NEP 2020. This article analyses the main components of the NEP 2020 and its strategies for implementation. It explains how the inclusion of Indigenous Knowledge Systems (IKS) intends to establish a comprehensive, interdisciplinary, and culturally grounded educational framework. Moreover, it examines the possible obstacles and advantages brought about by this integration, emphasising the wider consequences for India's socio-cultural and economic prospects.

Keywords: Indian Knowledge Systems; Implementation; Strategies; Integration

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INTRODUCTION

India's abundant and varied heritage has consistently served as a source of knowledge and innovation. The Indian Knowledge System (IKS) encompasses a wide range of disciplines that have evolved over thousands of years, providing deep understanding and practical knowledge in diverse areas. The primary objective of the New Education Policy (NEP) 2020 is to revitalise and incorporate traditional knowledge into modern education, hence promoting a comprehensive and culturally immersive learning atmosphere. The NEP 2020 aims to establish an education system that is not only inclusive and fair, but also firmly grounded in the ethos and values of India. The policy aims to foster a sense of pride and identity among students while preparing them with the necessary skills and knowledge to succeed in the modern day by integrating the IKS into the curriculum. This article examines the historical background of the IKS, its importance in today's educational environment, and the essential components of the NEP 2020 that enable its incorporation.

OBJECTIVES

- To understand the concept of IKS & NEP
- To study the review of the literature
- Historical Context of the Indian Knowledge System (IKS)
- Integrating IKS and NEP 2020

METHODOLOGY

The research paper is based on secondary data. The data is taken from different research reports, journals, websites and research papers, Magazine and daily Newspapers, and other educational textbooks

REVIEW OF LITERATURE

The incorporation of the Indian Knowledge System (IKS) into the New Education Policy (NEP) 2020 is a noteworthy and revolutionary undertaking in India's educational domain. India's significant contributions to diverse domains of knowledge have been extensively recorded and acclaimed, encompassing pioneering breakthroughs in mathematics and medicine, as well as profound revelations in literature, philosophy, arts, and culture. Sarma (2013) and Meulenbeld (1999) emphasise the mathematical idea of zero, the decimal system, and Ayurveda's comprehensive medicinal approach. Sharma (2008) delves into the Advaita tradition within Indian philosophy, whereas Patton (2008) scrutinises the philosophical investigation of the Bhagavad Gita. Coomaraswamy (2004) explores the intricacies of ancient dance forms, while Bose (2011) offers a comprehensive examination of India's creative traditions. The objective of the NEP 2020 is to provide a comprehensive and fair education system that prioritises early childhood care and education (ECCE), well-rounded and interdisciplinary education, vocational education, and the integration of technology (Ministry of Education, 2020). Academics such as Ayyar (2016) and Singh (2019) analyse the policy's emphasis on allowing students to have a wide range of options

when choosing subjects, acknowledging the significance of vocational and technology education in fostering skills and securing jobs. However, incorporating IKS into the curriculum necessitates extensive modifications and encounters various obstacles, including opposition to change, limitations in resources, and concerns over quality assurance (Pandey, 2019; Gopalan, 2020). Kapoor (2020) underscores the need of cooperative endeavours in creating pertinent and captivating curricula, whereas Ayyar (2016) underscores the imperative of tailored teacher education. Sundararajan (2015) emphasises the significance of conducting research and recording information, whereas Ramaswamy (2014) explores the process of converting ancient writings into digital format. Public awareness and active participation in community activities, cultural festivals, and media campaigns play a vital role in promoting the recognition and value of traditional knowledge (Nanda, 2019; Joshi, 2016). Integrating IKS, despite its limitations, offers distinct prospects for cultural revitalisation, comprehensive development, and worldwide recognition. The literature examined offers a thorough comprehension of the historical importance of Indigenous Knowledge Systems (IKS) and the possibility of transformation through the National Education Policy (NEP) 2020. It highlights the significance of joint endeavours, specialised education, and public involvement to ensure effective execution.

HISTORICAL CONTEXT OF THE INDIAN KNOWLEDGE SYSTEM (IKS)

The Indian Knowledge System (IKS) comprises India's extensive legacy of traditional sciences, arts, literature, and philosophy. Ancient civilisations made significant contributions to various fields, such as mathematics with the introduction of the idea of zero, and medicine with the development of holistic methods in Ayurveda. The Vedas and Upanishads offer profound intellectual truths, while ancient arts and architecture exemplify the cultural opulence of India. The IKS has had a profound impact on global knowledge, placing great importance on comprehensive well-being, ethical behaviour, and the interdependence of all living beings.

1. Ancient Contributions

India has made significant contributions to many academic disciplines, which are well acknowledged and acknowledged. Ancient Indian intellectuals made important discoveries that still have an impact on modern science and technology, ranging from the discovery of the mathematical notion of zero to sophisticated studies of the sky. Yoga, a physical and mental health practice, and Ayurveda, the traditional medical system of India, are widely acknowledged for their holistic approaches and effectiveness.

2. Literature and Philosophy

The foundation of Indian literature and philosophy is made up of the Vedas, Upanishads, and epics like the Mahabharata and Ramayana. These books have influenced many facets of life and thought because they provide deep insights into the nature of humanity, ethics, and the universe. With its many philosophical traditions, including Vedanta, Buddhism, and Jainism, Indian philosophy has made a substantial contribution to world philosophy.

3. Arts and Culture

India's rich tradition of arts and culture, including classical dance forms, music, and architecture, is a reflection of the country's aesthetic sensibilities and cultural values. These art forms are not only a means of creative expression but also serve as mediums for preserving and transmitting cultural heritage.

NEW EDUCATION POLICY (NEP) 2020

The New Education Policy (NEP) 2020 is a thorough revamp of India's educational system, with the goal of making it more comprehensive, adaptable, and in line with the demands of the modern era. Key elements encompass early childhood care and education (ECCE), which recognises the significance of the early years in cognitive and socio-emotional growth. The National Education Policy (NEP) 2020 encourages the incorporation of arts, humanities, and vocational topics into the curriculum alongside science and mathematics, in order to offer a comprehensive education that encompasses several disciplines. The approach grants students the opportunity to select subjects based on their personal interests and strengths, thereby introducing a level of freedom. Additionally, it places a strong emphasis on vocational education, commencing from Grade 6, to ensure that pupils acquire practical skills in conjunction with their academic knowledge. Emphasising digital literacy and coding is essential in equipping pupils for a technology-driven society. The strategy emphasises the importance of teacher training, curriculum improvements, and the incorporation of traditional Indian knowledge systems (IKS). The goal is to instil a feeling of pride in India's cultural history and prepare students to tackle global issues.

➤ **Early Childhood Care and Education**

The NEP 2020 highlights the significance of early childhood care and education (ECCE), acknowledging the crucial influence of the early years in moulding cognitive and socio-emotional growth. The policy presents a thorough structure for Early Childhood Care and Education (ECCE), guaranteeing that every child has the opportunity to receive high-quality early education.

➤ **Comprehensive and interdisciplinary education**

A key principle of the NEP 2020 is to encourage comprehensive and interdisciplinary education. The policy promotes the amalgamation of arts, humanities, sports, and vocational subjects with science and mathematics, therefore dismantling the conventional divisions between different educational disciplines.

➤ **Expansive range of options in selecting subjects**

The NEP 2020 gives enhanced freedom in topic selection, enabling students to customise their education based on their individual interests and objectives. Higher education offers students the opportunity to select courses that cover multiple disciplines and allows them to leave and rejoin programs based on their individual requirements.

➤ **Technical Education**

The NEP 2020 acknowledges the significance of vocational education in enhancing skills and securing jobs. As a result, it suggests incorporating vocational courses into the curriculum starting from Grade 6. This encompasses hands-on training and internships aimed at equipping students with practical skills applicable in real-world scenarios.

➤ **The Role of Technology in Education**

The NEP 2020 highlights the significance of technology in improving educational achievements. It promotes the incorporation of digital literacy, coding, and other technology-driven skills at the educational level. The strategy also plans to establish a National Educational Technology Forum (NETF) to promote the integration of technology in education.

INCORPORATING INDIAN KNOWLEDGE SYSTEMS (IKS) INTO THE NEW EDUCATION POLICY (NEP) 2020

The New Education Policy (NEP) 2020 represents a significant change in India's educational environment, with a focus on incorporating the Indian Knowledge System (IKS) to establish a comprehensive and culturally grounded framework. The IKS, which includes disciplines such as traditional sciences, mathematics, medicine, philosophy, arts, and cultural activities, offers a vast and diverse body of knowledge that has been accumulated over thousands of years. The inclusion of Indigenous Knowledge Systems (IKS) in the curriculum is a key objective of NEP 2020. Its purpose is to foster a strong sense of cultural pride and identity among students, while also providing them with crucial skills that are necessary for success in the modern era. The main components of NEP 2020 comprise early childhood care and education (ECCE), comprehensive and interdisciplinary learning, and the ability to choose subjects with flexibility. These features are intended to dismantle conventional educational divisions, promoting the incorporation of arts, humanities, sports, and vocational disciplines alongside science and mathematics. The policy also emphasises the significance of vocational education, commencing from Grade 6, to cultivate practical skills and augment job prospects. In addition, NEP 2020 promotes the incorporation of digital literacy, coding, and other technology-driven skills starting at a young age.

Incorporating IKS into this framework necessitates extensive modifications in curriculum creation, teacher training, and research. It is crucial to have cooperation between educational institutions, scholars, and traditional knowledge practitioners in order to create curricula that are both current and interesting. Specialised teacher training programs are essential for equipping educators with the required knowledge and abilities to effectively transmit traditional wisdom. Furthermore, it is imperative to engage in research and documentation endeavours, which encompass activities such as translating and digitising old literature, in order to safeguard and advance Indigenous Knowledge Systems (IKS).

Despite the presence of hurdles such as reluctance to change, budget restrictions, and quality assurance issues, the integration of IKS offers distinct prospects for cultural revitalisation, comprehensive development, and global recognition. The NEP 2020 seeks to establish an education system that is inclusive, fair, and culturally enriched by recognising and integrating India's extensive and varied legacy. Its goal is to equip students with the necessary skills to navigate the complexity of the contemporary world, while also creating a strong sense of connection to their cultural origins.

IMPLEMENTATION STRATEGIES FOR IKS INTEGRATION

Incorporating Indian Knowledge Systems (IKS) into the New Education Policy (NEP) 2020 necessitates a comprehensive and diverse strategy. The process of curriculum building should entail a collaborative effort among educators, scholars, and traditional knowledge practitioners in order to produce captivating educational material. Specialised teacher training programs are crucial in order to provide educators with the requisite expertise and understanding. Creating specialised research centres focused on cataloguing and digitising old texts will safeguard traditional knowledge. Public awareness campaigns and community involvement programs can cultivate a sense of admiration for Indigenous Knowledge Systems (IKS). Incorporating IKS (Indigenous Knowledge Systems) into vocational and technological education will guarantee practical implementation and significance in present-day situations, connecting conventional knowledge with current educational requirements.

- **Curriculum Development:** Incorporating Indigenous Knowledge Systems (IKS) into the curriculum necessitates a thorough restructuring of current syllabi. This entails integrating classical knowledge with modern disciplines to ensure a well-rounded and comprehensive education. Effective collaboration among educational institutions, scholars, and practitioners of traditional knowledge is crucial for the development of curricula that are both current and interesting.
- **Teacher Training:** The successful incorporation of the Indigenous Knowledge Systems (IKS) requires instructors to undergo specialised training. In order to properly transmit this wisdom, educators must possess a comprehensive understanding of conventional knowledge and practices. The NEP 2020 suggests the creation of specialised training programs and institutes to provide teachers with the essential skills and expertise.
- **Research and Documentation:** Conducting thorough research and maintaining accurate documentation is essential for safeguarding and advancing Indigenous Knowledge Systems (IKS). The NEP 2020 promotes the creation of research centres and institutes that are specifically focused on the examination and distribution of traditional knowledge. This encompasses the process of translating and digitising old literature, which facilitates wider accessibility and comprehension.
- **Public knowledge and Engagement:** It is essential to increase public knowledge on the importance and applicability of Indigenous Knowledge Systems (IKS) to ensure its successful incorporation into mainstream education. Community

involvement activities, cultural festivals, and media campaigns are crucial in promoting appreciation and support for traditional knowledge systems.

OBSTACLES AND POSSIBILITIES

The incorporation of Indian Knowledge Systems (IKS) into the New Education Policy (NEP) 2020 entails both difficulties and prospects. One of the challenges is the opposition from stakeholders who are used to traditional educational paradigms, which could impede the acceptance and execution of the new approach. Limitations in resources, such as financial and infrastructural limits, create challenges in the development and implementation of complete Indigenous Knowledge Systems (IKS) curricula. Ensuring the quality and relevance of Indigenous Knowledge Systems (IKS) content in accordance with contemporary educational requirements also poses challenges.

Possibilities encompass cultural revitalisation, wherein the integration of Indigenous Knowledge Systems (IKS) can cultivate a strong sense of pride and identity among students. The incorporation of Indigenous Knowledge Systems (IKS) provides an opportunity for comprehensive growth through the fusion of ancestral wisdom with modern understanding, resulting in a more well-rounded educational encounter. This method can help bolster India's international cultural reputation, highlighting its abundant legacy and contributions to knowledge. In summary, despite the presence of obstacles, the possible advantages of incorporating Indigenous Knowledge Systems (IKS) into education are substantial, providing a route to a more inclusive and culturally enhanced learning environment.

CHALLENGES

- **Resistance to Change:** Integrating the IKS into modern education may face resistance from stakeholders accustomed to conventional educational models.
- **Resource Constraints:** Developing and implementing a comprehensive IKS curriculum requires significant financial and human resources.
- **Quality Assurance:** Ensuring the quality and relevance of IKS content in education is essential to maintain academic rigor and credibility.

OPPORTUNITIES

- **Cultural Revitalization:** The integration of the IKS can lead to a resurgence of cultural pride and identity among students.
- **Holistic Development:** A balanced education that includes traditional knowledge can foster holistic development, promoting physical, mental, and spiritual well-being.
- **Global Recognition:** Showcasing India's rich heritage and contributions to global knowledge can enhance the country's cultural and intellectual standing on the world stage.

CONCLUSION

The focus of the NEP 2020 on incorporating the Indian Knowledge System into mainstream education is a forward-thinking move towards establishing a more inclusive, comprehensive, and culturally grounded educational structure. The policy aims to instil a sense of pride and identity in students by recognising and embracing India's rich and varied heritage. It also aims to equip them with the necessary skills and knowledge to navigate the complexities of the modern world. In order for this initiative to be successful, it is crucial for educational institutions, scholars, and practitioners to work together collaboratively. Additionally, strong public support and engagement are essential factors for its effective implementation. In light of the difficulties, the incorporation of the IKS offers a distinct chance to rejuvenate India's educational system, fostering comprehensive growth and international acknowledgement of India's abundant intellectual and cultural legacy.

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