



Review paper

Integrating the Indian Knowledge System into Modern Education

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Abstract

The great and varied body of indigenous knowledge created over millennia in disciplines including education, philosophy, science and medicine makes up the Indian Knowledge System (IKS). Including Indian Knowledge System into contemporary courses has become relevant and essential given the growing awareness of the need of holistically based, culturally grounded education. The possible, difficulties, and approaches for including Indian Knowledge System (IKS) into modern education systems are investigated in this review-based analysis. Examining literature, national education policies such as National Education Policy 2020, and worldwide examples of indigenous knowledge integration helps the paper show how Indian Knowledge System might foster critical thinking, sustainability and a stronger sense of identity among students. It also outlines pedagogical and structural constraints that have to be carried out to guarantee significant integration. The findings imply that with curriculum design, teacher training, and institutional support, Indian Knowledge System can improve modern education and contribute to a more inclusive and understanding contextual learning experience.

Keywords: Indian Knowledge System, Indigenous Knowledge, Modern Education, Curriculum Integration.

Introduction

Comprising fields including philosophy, science, mathematics, medicine, and arts, the rich and varied body of knowledge produced over thousands of years is embodied in the Indian Knowledge System (IKS). Rooted in holistic, experiential, and multidisciplinary approaches, IKS stresses a close relationship among knowledge, ethical principles, and sustainability¹. Modern educational systems have sometimes disconnected from these indigenous systems of learning, though. Including IKS into modern courses has become rather important given the growing awareness of the need of culturally sensitive and comprehensive education.

Standardized, fragmented knowledge is sometimes given top priority in modern educational systems, so restricting emotional intelligence, critical thinking, and creative ability. The possible advantages, difficulties, and approaches of including IKS into general education are investigated in this work. Examining current policy projects and literature helps one to this paper seeks to give a thorough knowledge of how IKS may be integrated to improve modern education systems and help to create a more inclusive, value-based learning environment using the National Education Policy (NEP) 2020.

Review of related Literature: R. Mishra highlights IKS's philosophical depth and its contribution to the promotion of holistic education¹. He contends that current rote-based systems lack the experiential learning and ethical reasoning that ancient

Indian texts foster. The study promotes curriculum changes that incorporate IKS for intellectual enrichment and character development.

Gupta, S., and Sharma, A. study presents indigenous knowledge systems (IKS) as a wealth of ecological and scientific knowledge and emphasizes the growing interest in IKS around the world. According to the authors, incorporating IKS into the classroom can foster interdisciplinary learning, environmental sustainability, and locally grounded innovation².

The inclusion of IKS in school and higher education curricula is specifically called for by NEP 2020. In order to guarantee that students are both globally competent and rooted in their cultural heritage, it promotes multidisciplinary education, traditional knowledge, and Indian languages³.

The underappreciation of traditional Indian sciences such as Ayurveda and Vedic mathematics in mainstream education is the main topic of Sridharan's research⁴. According to him, a more comprehensive educational model can be achieved by systematically incorporating these domains, which can improve health literacy and analytical abilities.

Joshi, H. examines how Indian Knowledge System is being used in higher education and notes that there aren't many standardized frameworks. The study emphasizes that token inclusion without pedagogical alignment undercuts the potential

of IKS and emphasizes the necessity of institutional support⁵ and trained educators for meaningful integration.

According to UNESCO's global review of indigenous education, learner engagement and community participation are higher in nations with integrated indigenous systems⁶. The report suggests that India should learn from the coexistence of traditional knowledge and mainstream education in Canada and New Zealand.

Kumar, V. & Nair, P. study investigates the ways in which Indian Knowledge System-based activities such as yoga, meditation, and value education enhance the mental and emotional health of students⁷. It recommends incorporating these techniques into regular school activities to help students become more self-aware and psychologically resilient.

Banerjee, M. investigates how colonial educational systems historically marginalized Indian Knowledge System. According to her, re-centering IKS can aid in curriculum decolonization, the restoration of indigenous pride⁸, and the opportunity for students to interact with contextually and culturally relevant knowledge systems.

Singh, R., & Tripathi, P. explores how interdisciplinary teaching can be used to systematically incorporate Indian Knowledge System into school curricula. The authors suggest models for curriculum integration that blend traditional Indian customs with contemporary scientific ideas⁹, especially in areas like health, environmental science, and mathematics. They come to the conclusion that cultural sensitivity and student engagement in the classroom can be improved through careful integration.

Deshpande M. examines how educators feel about using IKS in the classroom. According to the study, teachers frequently lack the necessary resources and training, even though they acknowledge the importance of IKS¹⁰.

In order to promote successful teaching strategies that are in line with indigenous knowledge systems, the paper suggests policy interventions, teacher education programs, and cooperative platforms.

Need of the Study: Investigating the best ways to incorporate the Indian Knowledge System (IKS) into contemporary education is crucial. It fills the existing gap in the literature, supports holistic, culturally based learning, and is in line with the goals of NEP 2020.

Teachers and legislators can use this review to help create curricula that strike a balance between conventional wisdom and the demands of modern education.

Objective of the Study: i. To study the concept of the Indian Knowledge System (IKS) and its historical and cultural significance in the context of education. ii. To study the status

of Indian Knowledge System integration in modern Indian educational curricula, policies, and pedagogical practices.

Methodology

The research design and methodology for the review-based study on incorporating the Indian Knowledge System (IKS) into contemporary education are described in this chapter. The research methodology, data sources, selection standards, and analysis techniques are all included.

Research Design: In order to synthesize the body of knowledge regarding the integration of IKS into educational systems, this study uses a qualitative, review-based research design. The method makes it possible to fully comprehend trends, gaps, and possible integration frameworks.

Data Collection Sources: i. Peer-reviewed, Scopus journal articles, ii. Government policy documents (National Education Policy-2020), iii. Reports by international organizations (UNESCO), iv. Books and Publications on Indian Knowledge System, v. Seminar proceedings and studies related to Indigenous knowledge.

Challenges in Integration: Numerous obstacles stand in the way of the Indian Knowledge System's (IKS) incorporation into contemporary education. First, different institutions apply IKS differently because there is no common framework for integrating it into current curricula. Second, teachers frequently lack the resources and training necessary to deliver IKS-based content in an effective manner. Educational stakeholders also oppose it because they believe that traditional knowledge is out of date or incompatible with contemporary scientific ideas. Lastly, the inflexibility required to meaningfully incorporate indigenous knowledge is restricted by the strict framework of contemporary educational systems, which place a high priority on standardized testing and international competitiveness.

Policy and Pedagogical Implications: There are significant implications for pedagogy to integrate the Indian Knowledge System (IKS) into modern education. The National Education Policy (NEP) 2020 offers a platform for the inclusion of indigenous knowledge, Indian languages, and interdisciplinary learning. The policy shift favors the inclusion of IKS through the promotion of culturally appropriate education and linkage to local knowledge systems. Still, more needs to be done at the policy level for efficient implementation. This will involve reworking the curriculum, producing training materials, and strengthening teacher professional development.

In education, integrating the Indian Knowledge System would involve a departure from conventional, linear education to experiential, participatory education. It encourages ethical development, analytical thought, and social participation. Educational professionals must undergo special training that emphasizes interdisciplinarity to facilitate incorporating IKS

into the curriculum. Coordination between schools of education and indigenous society can ensure IKS is imparted with dignity, authenticity, and timeliness in modern classrooms.

Results and Discussion

Based on the study, integrating the Indian Knowledge System (IKS) in contemporary education enhances learning by developing an ethical base, cultural responsiveness, and comprehensive development. The review also notes the policy intention-classroom practice disparity, as in teachers' inadequate teaching preparation. The National Education Policy (NEP) 2020 gives a solid framework and policy guidance for incorporating IKS in spite of obstacles. Systemic adjustments are required for effective integration to guarantee academic quality as well as contextual applicability. This means aligning the curriculum, teacher training, and teaching methods with IKS values and approaches.

Discussion: According to the review-based analysis, there are substantial academic, cultural, and ethical advantages to incorporating the Indian Knowledge System (IKS) into contemporary education. The research reflects the ways in which IKS augments learning through intellectual, moral, spiritual, and emotional growth. IKS-based education practices like yoga, meditation, Ayurveda, and Vedic mathematics offer experiential and context-oriented learning, which resonates with the expectations of twenty-first-century education. The review further depicts how IKS fosters sustainable and integrative models of learning. It responds to issues like erosion of values, mental health disorders, and ecological harm prevalent today. When executed successfully, IKS can cause students to feel pride and identity formation by linking them back to their heritage and equipping them to be citizens of the world.

The results identify a number of key concerns. These are the continued existence of colonial prejudices within curricula, an inadequate teacher professional class, and a lack of adequate resources. Accessibility and scalability face challenges because IKS content lacks official documentation and is only available online. Despite these obstacles, policy support offers a strong foundation for reform, especially through NEP 2020. The findings suggest that necessary changes include redesigning the curriculum, preparing teachers, fostering collaboration among institutions, and engaging the community for successful integration. These results show that IKS has the potential to significantly improve and transform modern education if integrated properly.

Recommendations: Curriculum reforms must use interdisciplinary and experiential approaches to embed IKS concepts across disciplines in order to successfully incorporate Indian Knowledge System into contemporary education. To guarantee authenticity and relevance, institutions should work with those who possess traditional knowledge. To assist teachers and students, standardized, digitally accessible IKS

resources must be developed. In order to guarantee sufficient funding and institutional support, policymakers must match the objectives of NEP 2020 with workable implementation plans. A more inclusive, context-sensitive, and future-ready educational environment can be created by promoting IKS as a complement to contemporary knowledge systems rather than as a replacement.

Conclusion

This study concludes that to create a well-rounded, culturally sensitive, and supportive learning environment, it is both timely and essential to integrate the Indian Knowledge System (IKS) into today's education. IKS improves education beyond standardized learning by promoting moral values, sustainability, and local creativity. It builds identity and global skills by connecting traditional wisdom with modern academic practices. Yet, obstacles such as colonial attitudes, insufficient resources, and novice teachers must be addressed. Successful IKS incorporation into contemporary education is possible with the assistance of NEP 2020's facilitation of shifts in the curriculum, teacher training, and community engagement.

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