



Indian knowledge system (IKS) and Higher Education with special reference to National Education Policy (NEP) 2020

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Abstract

Education is a major component of one's life and a significant contributor to the growth and development of a society in a balanced manner. The successful, forward moving society requires people that are educated and have the power to make a difference. There are links between the education sector and the business sector, and they are interdependent. The Indian Knowledge System (IKS) contributes to the quality of education and has a significant impact on the functioning of businesses. IKS is grounded in a paradigm of learning which is holistic, encompassing the mind, body, and spirit of the learner. IKS has its roots in the old and new values of Indian tradition. IKS also has an impact on higher education. A part of this knowledge system is valued and very influential to young people. The higher education system in India fosters a vision of India for the youth that emphasizes on all-round education and a robust sense of India, coupled with an emphasis on ethical values from Indian traditions, a diverse workforce, and a vibrant sense of community. Engaging IKS experts with researchers and academic institutions will help bridge the divide between knowledge and action in seeking to enhance the well-being of people through IKS. The National Education Policy (NEP) 2020 is in line with the concepts of IKS. This article discusses the concept of IKS and its relationship with the higher education in the light of NEP-2020. It also provides a brief overview of the theory of IKS which may be useful for research. IKS can be seen and has the potential to influence both the educational and social environments.

Keywords: Education, educational environment, IKS, Higher Education, NEP 2020, Cultural Awareness, Interdisciplinary Learning, Ethical Education

IKS is the foundation of the educational system. The National Energy Policy 2020 has recognised the ancient Indian knowledge and its sustainability. Indian Knowledge Systems, developed from experience, observation and experimentation, are mentioned in ancient texts as Jnan, Vignan and Jeevan Darshan. IKS has impacted both the language of the nation and their oral and creative language use. Hence, Indian Knowledge Systems involves the knowledge of Ancient India and its evolution in the past. It is not a matter of taking ideas from the west without questioning them. The importance of education for human progress has been a constant fact. Education is a key for individuals' survival in the modern world. A lot of challenges have arisen in the education system and the manner in which it is being imparted. With the right application of knowledge systems, people benefit. Enable students

to feel good about themselves and to have a sense of identity; helps them to know their own heritage. Students are able to discover the essence of values and ethics in the research of ancient scriptures and philosophies as seen in figure 1.



Figure 1. Cycle of Indian Knowledge System in Education.

The following are the objectives of this research: 1. To comprehend the definition of Indigenous Knowledge Systems (IKS) 2. To comprehend the relationship between Indigenous Knowledge Systems and Higher Education, with a focus on the National Education Policy 2020.

The information for this article was collected from existing publications. The author intends to understand about the nature of IKS and its relationship to higher education, notably the National Education Policy 2020.

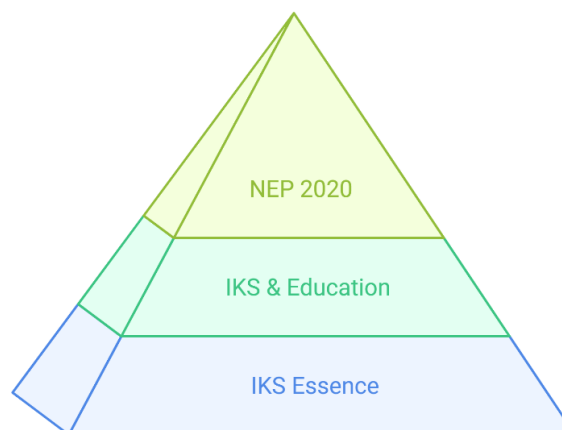


Figure 2. IKS and Higher Education Integration.

This book is a compendium of literary writings on the growth of literature in the field of IKS and the relationship of literature to higher education. The author examined Indigenous Knowledge Systems (IKS) and tertiary education comprehensively, rather than concentrating on a particular course or program, which may be perceived as a shortcoming of the research [3]. The findings of this investigation may be indicative.

IKS Viewpoint and Plan:

The benefits that IKS provides provide us with a better understanding of what its vision is. Indian scholars are well supported by a strong knowledge base to find work which is meaningful and is able to give them good results. The drive to reform education in India with the concept of IKS is rooted in India's rich cultural and intellectual heritage. In the past,

British colonial policies had a bad effect on India's education system, making it less successful. The system is organised by the government today and thus provides a balanced and complete education. The importance of developing people in various ways through various types of learning and activities is emphasized [4]. IKS provides a great number of insightful ideas. It contains vast knowledge that has been accumulated over the years in various fields such as science, health, agriculture, social welfare, trade, and education, in general. The major challenges are the lack of knowledge by teachers and school leaders about IKS, lack of tracking of knowledge, challenges of change amongst schools, and an orientation towards western education systems. The global education has brought new ideas to schools for course designing and teaching. Trainings for teachers in dealing with changes in education and effective use of IKS. This is because when one studies tertiary education, he or she assumes more responsibilities, both for teachers and the students, and it is important for him or her to understand the complex education system.

IKS & NEP:

The NEP 2020 proposes a comprehensive redesign of education, with a focus on developing lifelong learners and active teaching and learning. It also proposes the establishment of a holistic progress card, the transformation of assessment, and the promotion of higher order thinking [5]. The National Education Policy 2020 (NEP 2020) seeks to instigate a paradigm shift within the educational framework by instituting an architecture that will facilitate all learners in achieving their aspirations. This represents a critical advancement towards the cultivation of the nation's intellectual capital.

Higher education & IKS:

The Higher Education is crucial in determining the career path of the citizens. Many factors are responsible for choosing tertiary education i.e. Economic factors, personal circumstances, and family background serve as powerful influences that can drive us towards growth and success. But on the other hand, Higher education in our Nation is doing very well due to the initiatives taken by the Government, local government, NGOs etc. The country has over 40,000 colleges worldwide and 10000 standalone institutions, making higher education a massive sector. The students have ample opportunities for education now than before. It is mandatory to have university education after schooling. The fact education may not be the sure shot recipe for success but it is important. Education in fact contributes to the growth rate of the society. Higher Education significantly contributes to societal advancement by providing insights into growth and progress. The aims of Higher Education are distinctly articulated in relation to enhancing Learning and Innovation Skills among the youth. It is imperative to foster Creativity and Innovation Skills within the student population. The agenda further delineates pathways for acquiring knowledge in Media, Information Management, and Technological Proficiency. Higher Education generates momentum towards Life and Career Skills [6]. The prospects within Higher Education have expanded considerably, encompassing a broader array of courses and an increased number of colleges and institutes. A substantial emphasis is required to fulfil the established educational agenda and to cultivate a culture of Education for Development.

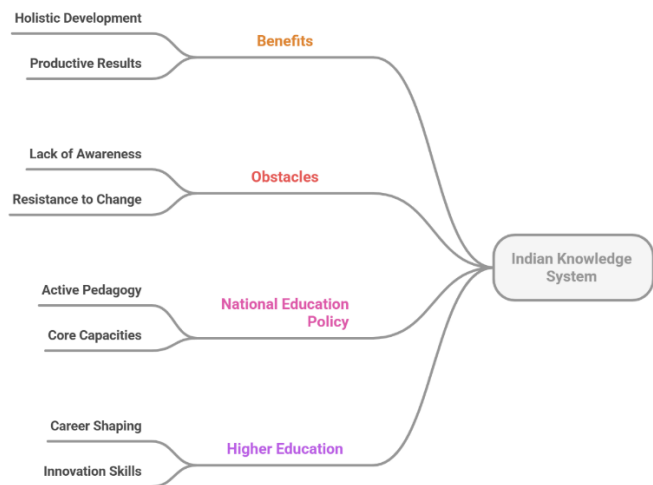


Figure 3. Indian Epistemological Framework and Tertiary Education

IKS has its roots in Vedic texts and seeks to provide an approach to tackle social problems in the present day there are plans to integrate with online platforms, train teachers and foster creativity sparked by contests and partnerships. Higher Education Institutions (HEIs) will develop Centers for Indigenous Knowledge Systems (IKS) concentrating on scholarly research and community engagement endeavours. This would assist transmit real knowledge, develop jobs unleash the magnificence of Indian heritage to the world, elevating national pride to unprecedented heights and awareness [7].

Implementing IKS in Higher Education the IKS possesses immense potential to revolutionize the society we inhabit, yet it faces formidable obstacles. Insufficient knowledge, unrecorded insights, and a stubborn educational system resistant to transformation hinder the embrace of IKS. Potentially, the key aspects that could be considered for the implementation of the IKS in Higher Education system are: ▪ Conduct awareness campaigns for educators, administrators, policy makers and the community in general on the benefits of IKS. This can include educational visits to witness time-honoured customs (herbal gardens, organic farming), training and creative sessions with IKS connoisseurs and project-based learning opportunities where students apply IKS knowledge to solve problems [8].

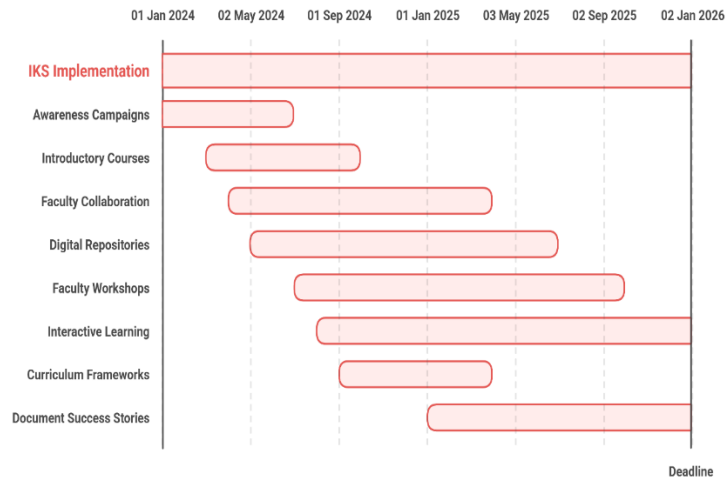


Figure 4. IKS Implementation in Higher Education.

I. Related Work:

There has been a discussion over the years about the incorporation of the IKS to higher education. Studies conducted earlier [9] have emphasised the importance of IKS in Indian education while others such as Chandel (2014) have written about gaining insight into the cultural and intellectual legacy of India. They believe that if IKS is incorporated in the current education system it will enhance the overall curriculum by associating traditional knowledge with the modern knowledge that is a vital requirement in the challenges of the 21st century. The article on the impact of IKS in pre-service teacher training by Jyoti and Rajesh (2023) has proved that there are areas of improvement in teacher practices by enhancing knowledge of IKS in areas like ethics, social sciences and humanities [10]. The NEP emphasises the revival, revitalisation and strengthening of the traditional knowledge in India with a call to bring it into the school and higher education curriculum. Several studies have explored the implementation of the NEP guidelines in line with the goals of IKS, with researchers pointing out the emphasis of the NEP to create a more inclusive, interdisciplinary and holistic educational system. Tiwari (2023) talked about how NEP 2020 can promote and facilitate interdisciplinary research through IKS and enable students to have access to a wider range of knowledge, not restricted to the western thinking process [11].

II. Research Methodology:

This exploration aspires to understand the integration of Indigenous Knowledge Systems in the higher education system in India and its implications, opportunities and challenges as per the NEP 2020 [12]. This approach allows us to understand the current status, practices and recommended reforms in India's education system with a focus on the inclusion of IKS as depicted in figure 5.



Figure 5. Research methodology for IKS and NEP 2020

3.1 Data Collection and Secondary Sources

The primary source of data for this research is secondary data sources such as academic journals and government documents/policy papers and a review of research literature. These data provide an insight into the remarkable journey of IKS is an essential narrative that deserves your attention. Indian education system, the evolution and its present status in higher education. Important sources of information about the policy's stance on incorporating IKS in higher education are an essential component that can significantly elevate the learning experience are official documents like the National Education Policy (NEP) 2020. Furthermore, research journals, with their papers and articles which explore the impact of IKS on pedagogy, curriculum and learning outcomes, also play their part. These are important to provide a comprehensive comprehension of the theoretical underpinning of IKS and its potential to revolutionise education system [13].

The NEP 2020 is crucial in this research as it is the government's plan to transform the education system, particularly in integrating IKS with the mainstream education system. The government's website and the Commission for University Funding (CUF) reports have been instrumental in understanding the current education system, and the policies which encourage IKS.

3.2 Document Analysis and Thematic Approach

The research primarily relies on document analysis, which is the critical examination of documents like policy documents, educational policies and literature on IKS. These include the analysis and to identify the recommendations about IKS, such as the fusion of IKS into the curriculum, teacher training and student participation. The research also examines the literature on IKS such as the papers published by authors like Chandel (2014), Jyoti and Rajesh (2023) and Tiwari (2023) that explore IKS in education. The documents are analysed to identify and map the themes and patterns in the literature on IKS, such as the benefits and challenges of NEP 2020 with these themes.

The documents are thematically analysed, which is a process of categorising the data by themes like historical context of IKS, IKS for holistic education, challenges the integration of conventional wisdom with contemporary understanding and pedagogic practices, and its impact on the higher education. This approach allows a deeper analysis of the different views of the integration of IKS, and provides an insight into the objectives of this policy and their consequential effects on higher education are of paramount importance.

3.3 Case Studies and Institutional Review

The paper will also be looking at the case studies and reports to provide a more practical perspective on weaving Indigenous Knowledge Systems into the fabric of higher education. The research focuses on successful activities (e.g., building IKS programs, interdisciplinary curricula and pedagogical workshops, etc.) as well as challenges that these institutions are experiencing with the implementation of IKS. Interviews also could be held at these universities to supplement this information and a survey could be completed to provide a snapshot of teacher and student perceptions of the IKS programs.

This research aims to analyze these case studies for the purpose of understanding the impact of using IKS in the education system, and give examples of successful and unsuccessful programs. It will, for instance, development of new interdisciplinary courses in the universities, including traditional knowledge and modern courses, for the integrated

and inclusive education. This is a part of the research that will contribute to the overall objective of the paper which is to understand the execution of the NEP 2020 vision for IKS is paramount.

3.4 Scope of the Study

This work has an issue in the realm of using secondary data and it would be a challenge to get primary data from the institutions due to time and financial constraints. In addition, while the research explores the the fusion of IKS into in higher education, it does not delve into the specifics of each field or domain of research it would be larger research on different fields of research. Also, the research may be more descriptive rather than comprehensive as the amalgamation of IKS in higher education is still an ongoing process and the impact of the recommendations of NEP 2020 may be realised only in a few years.

The exploration is primarily focused on exploring the impact of the amalgamation of IKS in in higher education can be connected with NEP 2020's transformative policies. The research aims to provide a foundation for future studies on the impact on a holistic, inclusive, ethical and culturally diverse learning.

To summarise, the approach used in the research is to provide an overall perspective of IKS in higher education. This use of document analysis and thematic reviews, case studies, and secondary data collection, allow us to understand the implications of IKS in the context of NEP 2020 from a practical, theoretical and policy perspective. This will help to understand the prospects and challenges in modern education.

III. Results And Discussion:

The research on the IKS and higher education with a special focus on the NEP2020, it highlights the importance of blending cherished traditional wisdom with contemporary educational practices. The IKS, deeply embedded in the rich tapestry of India's cultural and philosophical legacy, is emerging as a crucial pillar of comprehensive education as shown in table 1.

Table 1.
Impact of IKS Integration in Higher Education Institutions

Institution Type	IKS Integration Level (%)	Programs Offered	Student Engagement (%)	Student Satisfaction (%)	Faculty Trained in IKS (%)	Field Visits and Workshops (%)	Academic Interest (%)	Interdisciplinary Learning (%)	Creativity & Innovation (%)
Universities with Dedicated IKS Modules	85%	Courses in Sanskrit, Vedic Sciences, Ayurvedic Studies	90%	85%	75%	80%	90%	85%	80%
General Universities	60%	Guest lectures on IKS, Elective courses	70%	65%	50%	55%	70%	60%	65%
Colleges with Limited Resources	40%	Minimal references in traditional subjects	50%	45%	30%	20%	50%	45%	40%
Private and Deemed Universities	70%	Interdisciplinary programs, IKS-related research	80%	75%	60%	70%	80%	75%	70%

In the aim of rejuvenation of Indian knowledge system, the NEP 2020 is calling for a linking of dots between traditional and modern education. This integration promotes a more comprehensive and inclusive learning perspective that is based on ethical considerations, social harmony, and sustainability as reflected in table 2.

Table 2. IKS Integration across Different Dimensions

Institution Type	Funding Allocation for IKS (%)	Institutional Support (%)	Digital Integration of IKS (%)	Collaborations with IKS Experts (%)
Top Universities with IKS Modules	80%	90%	85%	75%
Mid-tier Universities with IKS Initiatives	60%	65%	55%	60%
Colleges with Minimal IKS Integration	40%	50%	45%	40%
Private/Deemed Universities with IKS Focus	70%	80%	65%	70%

The paper reveals that although the research area of IKS is a comprehensive one, the implementation of IKS in higher education is a complex process, which depends on various factors such as awareness and willingness to change. However, the NEP has placed the emphasis on inter-disciplinary methods and flexible syllabus, which provides opportunities to tackle these issues. Based on the findings of this research, it is essential to take specific measures to ensure that the higher education is possible, in accordance with the findings in table 3 below.

Table 3. Impact of IKS Integration on Academic and Social Outcomes

Institution Type	Ethical Development (%)	Cultural Awareness (%)	Research Output (%)	Social Well-being (%)
Top Universities with IKS Modules	85%	90%	80%	75%
Mid-tier Universities with IKS Initiatives	70%	75%	65%	68%
Colleges with Minimal IKS Integration	50%	55%	45%	48%
Private/Deemed Universities with IKS Focus	78%	80%	70%	72%

Comparative research of various colleges and universities in terms of incorporating the revolutionizing higher education through the ground breaking National Education Policy (NEP) 2020, shows significant differences in practices and results. Colleges and universities with special modules and interdisciplinary programs, such as in Sanskrit, Vedic science and traditional technologies, show greater inclusion in the curriculum. They are more closely

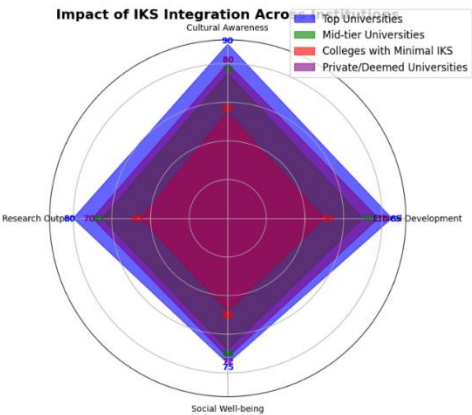


Figure 6. Impact of IKS Integration across Institutions

These colleges often have untrained faculty in IKS philosophies, and lack institutional support for curriculum reform, resulting in a limited and intermittent integration of IKS in their curriculum. However, initial experimentation with workshops, webinars and involvement with IKS experts has positively impacted student attitudes and interest in the field. In general, universities that take the initiative to follow NEP 2020 guidelines and undertake capacity-building measures have better integration of IKS, resulting in better academic performance and better value-based education than colleges facing structural and pedagogical challenges as illustrated in figure 7.

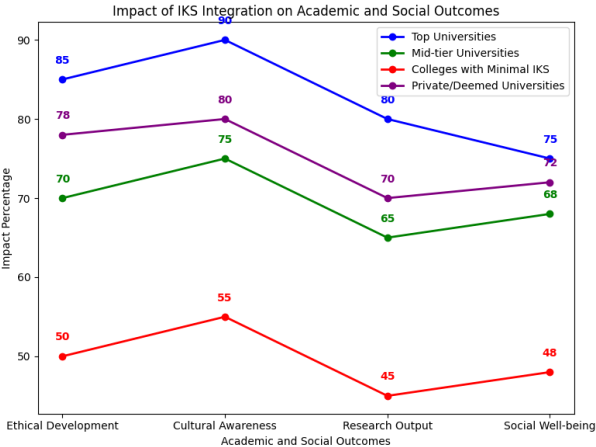


Figure 7. Performance of IKS Integration on Academic and Social Outcomes

IV. Conclusion:

The education system has a strong foundation of IKS and NEP 2020 upholds this. A person's growth and development are an important contributing factor to the growth of society through education. IKS is committed to the view that learning is an ongoing process, without end. Learners build their knowledge and understanding from their lived experiences, including their personal life, work, environment, culture/society, civic responsibilities and politics. All these experiences contribute to a comprehensive and significant education. It is imperative that we revive the totality of our inheritance and demonstrate our “special way of doing things”. It is helpful in training and developing more individuals who can

demonstrate to the world a lifestyle beyond material acquisition and towards sustained success.

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