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INCORPORATES INDIAN KNOWLEDGE SYSTEMS INTO SCHOOL EDUCATION

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ABSTRACT

India knowledge system describes India's exuberant intellectual, scientific, cultural, philosophical and traditional heritage of India. It encloses spacious range of knowledge and practices. Over the thousands of years through experience, observation, experimentation and the interaction between human being and nature this knowledge are developed. Indian knowledge system comprises several fields like mathematics, astronomy, philosophy, agriculture, medicine, architecture, yoga, literature, language, environmental conservation, arts and education. The National Education Policy (NEP) 2020 acknowledge the importance of defend advance India's large legacy of knowledge systems. This study aims to investigate the challenges to integrate Indian knowledge systems in school education. It also explores the strategies and pathways to dispel these obstacles. This is a review paper. Here researcher find several obstacles like lack of standard curriculum, limited awareness, teacher training deficiency, resource problem, lack of research and documentation, Problem facing integration with modern education, resource deficiency etc. If government, educators, policy makers and others are focus on it and gave emphasize to remove these problems then it possible to integrate Indian knowledge systems into modern education.

KEYWORDS: *Indian Knowledge Systems, Education, NEP 2020, School Education.*

INTRODUCTION

Education plays a vital role in preserving cultural heritage, transmitting knowledge, depiction intellectual ability, Promoting the development of society and individual. Reach and variegated culture and heritage of traditional knowledge are spread in everywhere in India, which is commonly known as Indian knowledge systems (IKS)**.** Indian knowledge systems reflect the values, wisdom, experience and practises of Indian society. The National Education Policy 2020 document quoted that 'Knowledge of India' will incorporate knowledge of an India and its contribution to modern education system. The term 'Indian knowledge systems' in new education policy is different from that of indigenous knowledge system. Traditional and indigenous learning methods and also tribal knowledge was emphasised in the NEP 2020 but a large portion is devoted for integrating of the knowledge from ancient period. These integrations create various opportunities for students to understand ancient culture, perceive indigenous knowledge, to develop their thinking ability and to establish the connection between traditional knowledge and modern scientific education.

OBJECTIVES

Researcher framed following objectives for this study-

- To find out the obstacles to integrate Indian knowledge systems in school education.
- To find out the pathways to overcome the obstacles for integrating Indian knowledge systems in school education.

METHODOLOGY

This study is a review paper. Here researcher review several research studies related to Indian knowledge systems in education. Here researchers did not used any primary data, only used secondary data collected from different research papers, articles, concept notes, various government documents and reports on NEP 2020 and IKS were consulted etc. Researcher reviewed various literature related to Indian knowledge. After that researcher analyzed and interpreted all the collected data.

ANALYSIS & INTERPRETATION

Here researchers' analysis several studies related to Indian knowledge systems. Some of these are-

Bambhaniya, R. & et. Al. (2025) had studied on *"A Study on Awareness towards Indian Knowledge Systems among Secondary School Students".* This study was aim to explore the level of awareness and understanding of the Indian knowledge system among secondary school students in Gandhinagar district of Gujrat. This was a quantitative research design. Findings revealed that no significant difference in IKS awareness between urban and rural students. Also male and female students shown same awareness level. Overall moderate awareness level indicate the necessity for prominent curriculum integration and pedagogical approaches to improve students' understanding of IKS.

Ojha, S. S. (2021) conducted a study on *"Knowledge of India in NEP 2020 key to restore pride in school children".* Aim of this study was to understand the importance of Indian ancient knowledge to students. Here researcher was finding some possible ways, strategies and methods to help students for a clear prospectives of Indian heritage, culture and knowledge.

Das, A., & Rai, R. (2023) had studied on *"Unveiling the synergy between community participation and Indian*

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traditional knowledge in school education: insights from NEP 2020 & NCF-SE 2023". This study was wanted to explore the role of community participation in integrating Indian traditional knowledge in school education. This was a qualitative study. Here researcher found some strategies for incorporation of Indian traditional knowledge through community participation in different aspect of school education.

Shandilya, S. (2025) conducted a study on *"Ideological inclusion of Indian knowledge system(IKS) Values in school education: A systematic policy analysis of national curriculum framework for school education 2023"*. Purpose of the study was integration and inclusion of ideological principles and values of Indian knowledge systems which is derived from ancient cultural roots of rich Indian tradition. This study focuses on Particularly useful for analysing curriculum values, shlokas, stories And traditional Indian educational practises.

Raval, N., & Privitera, A. (2025) had studied *on "Impact of Indian knowledge systems- based pedagogy on effective learning outcomes: A study of secondary school students in Gujarat, India"*. This study Was examined how I case based teaching methodologies influence effective learning outcomes among secondary school student in Gujarat. It was a mixed method study involving 450 students in various secondary schools. The findings reveal that the student exposed to I case integrated curriculum demonstrated 34% higher scores in effective engagement matrix compared to Conventional teaching method. Researchers also Identify Some I case pedagogical elements like Experiential learning through ancient text, Value based storytelling and contemplative practise Which was significantly impact effective outcomes.

Borgaonkar, J., & Ghadai, B. (2026) conducted a study on *"Study of the in-service training Needs of middle school teachers for effective implementation of Indian knowledge system (IKS) in school education"*. Purpose of the study was to asses in service training needs of middle school teachers for the effective implementation of IKS in school education. This was descriptive survey research. Here researcher found that moderate to high level of IKS integration practices among the respondent. Teachers faced high level of challenges basically in assessing IKS related learning outcome, selecting appropriate pedagogical strategies, managing time, curriculum recruitment and availability of resource.

Kamble, N., & et. Al. (2026) had studied on *"Awareness and challenges of teachers in implementing Indian knowledge system into classrooms"*. The study was explored the level of awareness teachers process regarding IKS, the challenges they face in integration and the strategies they adopt. It was a mixed method design. Findings revealed that a significant policy practices gap while 64.5% of teachers are aware of the NEP mandate, only 38 .7 % can confidently explain IKS domain. Major barriers include a lack of training limited resources and an exam centric system.

Ramanbhai, S., & Patel, S. (2025) conducted a study on *"Integrating Indian knowledge system (IKS) in education: Roles of teachers, schools and governments"*. Aims of the study was to explore the critical roles of teachers, schools and government in integrating IKS into the education system. This was case study research. Researcher found how a holistic inclusion of IKS can contribute to sustainable education and global knowledge Dissemination.

Amani, S. (2024) had studied on *"Integrating Indian Knowledge System: Revitalizing India's Educational Landscape"*. This study aims to explore how traditional Indian knowledge systems can rejuvenate the Indian education system. This was a review paper. This study examined the ancient knowledge systems and explored some ways to integrate them into the current educational framework.

Singh, S., & Bajpai, A. (2025) conducted a study on *"A theoretical framework for integration of Indian knowledge system in foundational and preparatory school education"*. This paper describes a conceptual framework for identification of components, its validation and relevance to integrate IKS at foundational and preparatory education. It was a focused group discussion method. Here researcher find the components of IKS that need to connect with mainstreaming education. These components like Panchkosh, Tridosh, Triguna theory, Story of Panchatantra, Hitopadesh, Aushtang yoga, Jatak, value education from Ramayana and Mahabharata.

Honwad, S (2018) had studied on *"Learning in Schools about Traditional Knowledge Systems in the Kumaon Himalayas"*. Here the researcher wanted to know that how the traditional knowledge system are practices in the school boundary in the Kumaon Himalayas. Formal education has become more classroom-focused, and the gap between community-based knowledge and school-based knowledge is on the rise. In present days most villages consist of women who engage in agriculture and take care of homes.

Akriti (2020) conducted a study on *"Inclusion of Traditional Knowledge into Formal Education System: An Analysis of National Education Policy, 2020"*.In this article, it was tried to study the initiatives which are taken by the Govemment through NEP to assimilate TK into the formal education system. This study was a qualitative study. The inclusion of TK in the curriculum and incorporation of multilingualism in the medium of instruction are some of the strong points of NEP found by any traditional knowledge scholar or researcher.

Soni, A. (2024) conducted a study on *"Indigenous Knowledge System in Formal Education"*. Purpose of this study was how Indigenous knowledge system incorporated in to the formal education system. This was a review paper. Researcher found that Indigenous knowledge system is entrusted in Philosophy and Literature, Mathematics and Astronomy,4 Vedas etc.

Puri, J. (2025) had studied on *"IKS in Indian Education a transformative framework for cultural continuity and academic innovation"*. Purpose of the study to explore the concept of IKS, highlight government efforts to integrate IKS Into modern educational system and the role of educators in connecting traditional wisdom with contemporary pedagogy. It was a descriptive and qualitative research design based on secondary sources. Here researcher found different essential elements of IKS that demonstrate the importance in current educational practices and initiatives taken by the Indian government for its promotion. Teachers Play a vital role for transformative framework for cultural continuity and academic innovation.

Sharma, R., & Maheshwari, E. (2024) conducted a study on *"Integrating India's ancient wisdom into school education*

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need challenges and way forward". Purpose of the study was to examine the existing landscape, Challenges in the way of IKS integration. In light of NEP 2020 here researchers also analysed the present teacher training initiative for IKS integration. It was a Qualitative research study. Here researcher suggested that some changes are needed alongside existing initiatives like accessibility of teacher training programme in collaboration with IKS.

INTERPRETATION

Objective 1: **To find out the obstacles to integrate Indian knowledge systems in school education**

After analysing various study researchers found that there are several obstacles seen to integrate Indian knowledge system in school education. One of the important challenges is lack of awareness of school teachers, students and stakeholder also. Teachers are not properly trained and they have shown very poor awareness to integrate Indian knowledge system in school curriculum. Curriculum are not exclusively standard; the content is not enough to reveal the India's greatest culture and knowledge. There are some scarcities to get high-quality instructional materials because there are not plenty of research on it. Funding is the big issue for doing research on Indian knowledge systems and investigating the problems faced by the students, teachers and others also. India's richest culture has filled with various sculptures, images, manuscripts, Songs, different type of dance, folk, mores and others also. But these are not properly documented that's why Students, teachers and researchers faced many problems to get these. Authenticity and applicability of these documents is a major problem. Some others challenges are like language barriers, limited institutional support, lack of student interest and motivation. Overall Government do not take adequate initiatives to integrate Indian knowledge systems in mainstreaming education.

Objectives 2: **To find out the pathways to overcome the obstacles for integrating Indian knowledge systems in school education.**

After analysing previous research researchers faced different types of challenges are exists in education for integrating Indian knowledge system. They find many ways to reduce this problem. curriculum Standardisation are one of them. If the government, policymakers, educators focus on it then it possible to make a standard curriculum which filled with India's richest cultural resource and knowledge. A nationwide training programme has to implement for teachers to equip them with essential skills and methodologies. Teachers should focus on traditional knowledge and include it in core curriculum. Teachers has a duty to understand students Indian knowledge systems are not defunct; it is very relevant in present curriculum. To ensure that adequate quantity of study materials to make available to students. Motivating researcher to take initiatives to preserve Indian ancient knowledge in Systematic way. Government have to impose higher level of funding for curriculum development, research and equipment's related to Indian knowledge systems. Embedded IKS into modern technological education can enhances students' interest on Indian knowledge systems.

SIGNIFICANCE OF THE STUDY

The present study is very much helpful to know the challenges to integrate Indian knowledge systems in mainstreaming school education. This study also explores various ways to overcome the problems related to IKS. NEP 2020 very much emphasis on integrating IKS in regular school curriculum. Nurturing a deeper understanding and appreciation of Indian knowledge, the school education system can enhance sustainability, cognitive abundance, cultural preservation and transformation of students.

CONCLUSION

To integrating Indian knowledge systems into mainstreaming school education, Student, teacher and researcher face different types of problems. Lack of awareness is the most important hurdles to execute this integration on school curriculum. Others problem like language barriers, lack of student interest, shortage of trained teacher, lack of proper curriculum, cultural and regional diversity, lack of research and documentation, limited institutional support, shortage of authentic learning resource, lack of student interest and motivation, lack of scientific validation and research. If all the stakeholders, policy makers, teachers and as well as students aware of these problems and understand why Indian knowledge systems very much emphasize by NEP 2020, then the problems can reduce partially. Curriculum standardization, proper teachers training, adequate funding, systematic documentation of ancient manuscript, integrating IKS into modern technological education, research facilities, ensure high quality of instructional materials can integrate India's richest knowledge and cultural diversity into school education systems.

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