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National Education Policy 2020: An Innovative Initiative To Integrate Indian Knowledge System In Higher Education

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Abstract:

The National Education Policy 2020 envisions a massive revolution in India's education sector, sustained by Indian Knowledge System. India possesses an immense wealth of knowledge, with multitudinous calligraphies yet to be explored. Traditionally Indian Knowledge, described as the 14 Vidya (4 Veda, 4 Upveda, 6 Vedanga) and 64 Kala which encompasses gospel, practical education, trades, chops, artificer, husbandry, health and wisdom. These traditions will be studied, added and integrated into ultramodern life, heralding transformative changes in every sphere. The NEP 2020 recognizes this rich heritage of ancient and eternal Indian Knowledge and allowed as a guiding principle. The Indian knowledge systems comprise of Jnan, Vignan and Jeevan Darshan that have evolved out of experience, observation, trial, and rigorous analysis. This tradition of validating and putting into practice has impacted in education. So "Knowledge of India" in this sense includes knowledge from ancient India and its success and a sense of India's future bournes specific to education, health, terrain and indeed colourful aspects of life. Indian knowledge system aims to support and grease farther exploration to break contemporary issues. IKS is grounded on Vedic literature, Vedas and the Upanishads. Indian knowledge Systems aims to integrate the ancient traditional knowledge of India with the contemporary knowledge system. The perpetration of Indian Knowledge System won't only transfigure education but also regenerate the Indian psyche and way of life. By investing abecedarian Indian study, knowledge, tradition, art, chops, artificer, and operation into colourful sectors, India will suffer a philosophical revolution. This paper highlights strengths, weakness openings and challenges of integrating Indian knowledge System into advanced education.

Index Terms: NEP 2020, IKS, Higher Education, Vedas, Gurukul, Ancient India.

1. INTRODUCTION

India is a country with an ingenious history of evolution and practice known to humanity. It is expected to build something in reality. This old knowledge was preserved in palm trees and transferred verbally from generation to generation. However, over time, unexpected changes occurred in the knowledge renovating process, causing this native knowledge to be lost. The newly introduced education system sought to provide society to the Indian knowledge system, as in demand. The National Education Policy 2020 defines a massive revolution in the Indian education sector, supported by the Indian knowledge system. India has so much knowledge that it requires examining more manuscripts. Traditionally Indian knowledge is called 14 vidas (4 vedas, 4 up vedas, 6 vedangas) and 64 kala, including philosophy, practical education, arts, skills, craftsmanship, agriculture, health and science. These traditions are considered, added and integrated into modern life, and announce transformative changes in all fields. NEP 2020 recognizes this rich heritage of ancient and eternal Indian knowledge and thought as a principle of guidance. The Indian knowledge system included Jnan, Vignan and Jevan Darshan, which evolved from experience, observation, experiments and rigorous analysis. This tradition of validation and staging into practice has influenced education. Indian knowledge in this sense includes knowledge from the former India and a sense of its success and future efforts in India. This is especially about education, health, the environment and, in fact, various aspects of life. The Indian Knowledge Systems aim is to support and enable further research to solve modern topics. IKS is based on Vedic literature, Vedas, and Upanishad. The Indian Knowledge System aims to integrate old and traditional Indian knowledge into modern knowledge systems. Implementation of the Indian Knowledge System not only changes education, but also regenerates the Indian spirit and way of life. India passes through India of a philosophical revolution by injecting basic Indian thinking, knowledge, tradition, arts, skills, craftsmanship and management in various fields.

2. CONCEPT OF INDIAN KNOWLEDGE SYSTEM-

Indian Knowledge System (IKS) comprises three words namely: Indian, Knowledge, and System.

Indian- It refers to Akhanda Bharata i.e. concentrated Indian key. It covers the area that spans from Burma on the east ultramodern- day Afghanistan on the west the Himalayas on the north and the Indian Ocean on the south. Chanakya was necessary in the establishment of the Mauryan Empire and Panini who wrote Sanskrit alphabet got their education at Takshashila University of ancient India now in Punjab Pakistan. Ancient Indian education included the tutoring of eighteen Vidya Sthanas, or seminaries of literacy which were communicated in famed centres similar as Nalanda and Takshashila. India's global character has been deduced from its benefactions in the fields of Art Architecture Science Technology Craft Engineering Philosophy and Practices. Since utmost of the non-natives who visited India at that time for knowledge and circulated this knowledge to the West and other corridor of the world independently.

Knowledge- Knowledge refers to the wordless knowledge and it lies in the wisdom of knowledge campaigners. It's gained by perceptivity into particular gests through compliances facing real life problems and working them. Knowledge may live in erudite and non-literary forms. This wordless knowledge is transferred totally by way of proposing new propositions and frame workshop and in the form of erudite work i.e. in the form of unequivocal knowledge. In the view of Kautilya, Education should aim at three issues similar as, **Vidya-** Creation of new Knowledge, **Vivek-** Wisdom to use the right knowledge in right time and place for right

purpose, and **Vichashaknata** – the skill set to get the proper results of knowledge in real life. These issues are possible only when the education system is duly balanced with the integration of knowledge and skill in an applicable manner. In today's education, association of knowledge content "what to know" has taken over the stylish of knowledge seeking "inquiry" i.e.; "how to know". The entire Indian Knowledge System has always concentrated on "how" rather "what".

System- System means a well- organized methodology and bracket scheme used to pierce a body of knowledge. The codification and bracket are grounded on the need interest and capacity of the knowledge candidate so that he may pierce the essential knowledge. This will help them gain perceptivity from overall knowledge and know how those different knowledge factors logically round each other.

The IKS is the methodical transfer of ancient and contemporary knowledge from one generation to another. It covers ancient knowledge from colourful disciplines to address current and unborn challenges. This knowledge exists in both erudite and non-literary workshop. Literary coffers cover Vedic and confederated literature substantially in the Sanskrit Language coffers on other religious traditions Buddhism and Jainism and knowledge that exists in Indian languages and cants. Non-literary coffers are present in oral traditions available across the country.

3. INDIA'S PROSPERITY AND ANCIENT KNOWLEDGE SYSTEM:

The Bhāratīya Jñāna Paramparā Vibhāga or Indian Knowledge Systems(IKS) is a division of the Government of India's Ministry of Education which supports to promote indigenous Indian systems of knowledge, located in the AICTE Headquarters was established in Oct. 2020.

One of the crucial pillars of India's ancient knowledge systems is the Vedic literature. The Vedic textbooks, comprising the Rigveda, Samaveda, Yajurveda, and Atharvaveda, hold immense significance in Indian culture and church. These textbooks contain a vast storage of knowledge, encircling colourful disciplines similar as gospel, wisdom, mathematics, linguistics, astronomy, and more.

The Vedic literature serves as a guiding light, furnishing perceptivity into the reflective understanding and wisdom of ancient Indian pundits. It offers thoughtful philosophical training, decent principles, and practical knowledge that have shaped the Indian way of life for glories. The hymns, rituals, and philosophical generalities set up in the Vedas have told different fields, including literature, trades, music, armature, and governance.

The National Education Policy(NEP), as legislated in 2020, emphasizes the addition of IKS into classes at all situations of education, in line with this, the National Credit Framework(NCF) has made it possible for scholars to earn credit in courses relating to Ancient Indian lores and trades. IKS is also being included under the Vision 2047 for Bharatiya Rasayana Shastra action.

Under University Subventions Commission(UGC) guidelines, it's advised that 5 per cent of a pupil's total credits should be in IKS courses at the undergraduate and postgraduate situations. The UGC aims to train 1.5 million preceptors in IKS by 2025 and has launched an online IKS MOOC course.

4. NEP 2020 AND INTEGRATION OF IKS:

The NEP 2020 has emphasized that IKS will be part of the class and will be included scientifically. IKS along with ethnical knowledge will be included in mathematics,

engineering, gospel, yoga, drug, sports, games literature, languages, and colourful other disciplines. NEP has paying attention on precise courses in ethnical ethno medicinal practices, timber operation, and natural husbandry. Under NEP, IKS will be tutored as an optional course for secondary academy scholars. These inputs will be delivered through ultramodern technologies, delightful games, and artistic exchange programs among different countries. NEP focuses on multilingualism and the IKS storage has numerous languages. Under NEP scholars will be delivered class in their native languages and Sanskrit the most ancient language will be tutored to all. By learning different languages, they will know the rich and eclectic civilization of the country. The multi-language formula will cover up the aspects of indigenous vittles and it'll produce concinnity and veracity across the nation ("National Education Policy 2020"). It would be easy to include the history of Indian mathematics in normal calculation classes. The same could be done for armature, gospel, and Ayurveda. This is the thing of the NEP, but it'll have to be done sluggishly.

5. INTEGRATION OF IKS INTO ADVANCED EDUCATION

In designing tutoring methodologies for Indian Knowledge Systems, it's pivotal to draw sapience from India's chronological styles of knowledge distribution. An ideal model is the 'Gurukul' system, which emphasized a reflective bond between the schoolteacher(practitioner) and the pupil(Shishya), laying the foundation for effective literacy and particular growth. enforcing similar methodologies has the probable to promote critical thinking, creativity, and a holistic understanding in scholars, better preparing them to defy ultramodern challenges. To successfully integrate these tutoring methodologies, it's pivotal to

- Develop well- structured courses that punctuate crucial aspects of traditional Indian Knowledge Systems.
- Give training for preceptors in the principles and ways of these systems to insure effective tutoring.
- Promote interdisciplinary literacy by establishing connections between traditional Indian knowledge and ultramodern subjects.

The addition of Indian Knowledge Systems in advanced education is consummate for the holistic development of the nation. This approach not only revitalizes the education system but also contributes to the preservation and countersign of Indian languages, trades, and culture. The National Education Policy of 2020 underscores the significance of these systems and lawyers for their integration into advanced education institutions. By doing so, India can nurture a new generation of scholars enjoying a deep understanding of their artistic roots. These scholars can also apply this knowledge to effectively address ultramodern challenges, thereby contributing to the progress and development of the nation.

6. OPPORTUNITIES

Integration of Indian Knowledge Systems(IKS) into the mainstream education system can have multitudinous benefits, including fostering a better understanding of India's rich artistic heritage and furnishing innovative results to contemporary challenges faced by the country. The main ideal of integrating IKS into the education system is to ensure that India's ancient knowledge systems, similar as Ayurveda, Yoga, and traditional trades, are saved and promoted for unborn generations. By revitalizing the Indian education system through the addition of IKS, scholars can develop a deeper appreciation for their nation's unique history and artistic identity.

7. CHALLENGES

One of the primary challenges is the lack of acceptable coffers and structure to support the integration of IKS into the class. also, resistance from preceptors and policymakers who may be doubtful about the significance and value of traditional knowledge in the ultramodern world can pose a significant hedge to the successful perpetration of IKS in the education system. likewise, there may be enterprises about the implicit loss of the unique artistic environment and practices associated with traditional knowledge systems if they're integrated into the mainstream class. There are certain challenges when it comes to integrating IKS with NEP. There's a lack of mindfulness among the community and stakeholders about the significance of IKS. IKS is generally present in non-literary form and it has been passed verbally from one generation to another. It makes delicate to develop and realize IKS- grounded courses and programs in educational institutions. There's no clear-cut class about IKS. numerous stakeholders may see it as inapplicable or outdated. As IKS is available in different languages it may produce walls to those who are not well-clued with these languages also, the social system of education has created a bias against the IKS in the Indian Education system. The Indian education system is largely concentrated on the Western knowledge system and it can produce difficulty in accepting this system. There's also an insufficiency of well- good preceptors to educate the IKS because it is not extensively espoused yet.

8. MEASURES CAN BE TAKEN FOR INTEGRATION OF IKS:

Several measures can be espoused to promote Indian Knowledge System(IKS) through education

- Offering courses on Indian history, gospel, trades, and literature.
- Encouraging the study of indigenous languages.
- Organizing artistic events and conditioning that celebrate Indian traditions. Strategies to promote exploration and development using Indian knowledge systems include
- Encouraging interdisciplinary exploration that blends traditional knowledge with ultramodern scientific approaches.
- Establishing exploration centres devoted to studying ancient Indian knowledge systems.
- furnishing backing and support for systems exploring the practical operations of Indian Knowledge System across colourful fields.

9. DISCUSSION

The addition of IKS in India may help the stake holders to know their artistic heritage and they may develop a deep understanding of the terrain. As IKS is grounded on wordless knowledge it can help scholars to face and attack the challenges they're going to face in their real life similar as challenges of climate change and food security. But this addition of IKS has certain challenges and these challenges need to be addressed before addition.

The Indian government has taken a step under NEP to integrate IKS into the class. There's an imperative need for proper training of the preceptors so that they've proper knowledge of IKS and can deliver it in a meaningful way. The data available about IKS needs to be streamlined with the help of information technology and making it available as per the requirements and capacity of the stake holders.

This cannot be done overnight as the Indigenous Knowledge Systems have evolved in India over thousands of times. It'll be replaced gradationally over time. In terms of roll- eschewal of crucial NEP conditioning the academy class has been changed to include artificial intelligence(AI) and fiscal erudite. The mama lingo or indigenous language entered

supremacy in the NEP the same has been introduced in several countries on an airman base. In order to attain the thing of education with excellence and the corresponding multitude of benefits to this nation and its frugality this Policy unequivocally endorses and envisions a substantial increase in public investment in education by both the central government and all state governments. The centre and the countries will work together to increase the public investment in education sector to reach 6 of GDP at the foremost. This is considered extremely critical for achieving the high quality and indifferent public education system that's truly demanded for India's future for profitable social artistic geek and technological progress and growth. The in- depth literature study relating to IKS perspectives of integration in the class and its recrimination for metamorphosis in the introductory education class was done. Education provides a learner with new chops and knowledge that should enable him to serve in an ultramodern society. Education has a liberating part whereby it's conceived as a tool for illuminating the structures of oppression and equipping learners with the tools to alter those rough structures in society. Education is the transmission of the normative heritage of a people from one generation to the coming. Their sentiments were set up to be analogous to the station of preceptors in one of the businesses with the findings of the particular study showing that preceptors did not perceive IKS as important while the indigenous ways of knowing were not honoured by some preceptors.

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Education is the transmission of the normative heritage of a people from one generation to the coming. Their sentiments were set up to be analogous to the station of preceptors in one of the businesses with the findings of the particular study showing that preceptors did not perceive IK as important while the indigenous ways of knowing were not honoured by some preceptors. In both these studies there's a thin golden thread that runs through them, and which gives the print that IK is still under- valued as compared to wisdom which is regarded as the superior knowledge with all other knowledge should be subordinated to its control. It's for these reasons that the argument for the integration of IKS into the class for introductory education is proposed because the integration of IKS into the class may attune two separate ways of understanding the world by its integration into the class may promote the visibility of IK and its integration into the class may help to enhance the IL's tone- regard and interest in training. Its integration into the class may act as a buffer against the collapse of original knowledge in the face of the battle with the dominant paradigm and its integration into the class should include a class that has been better for fustiness.

10. CONCLUSION

India's trip to regenerate itself through Indian Knowledge System is on the frame to bring about significant changes in the country by perpetration its rich artistic heritage. The addition of the education member, guided by IKS, will play a pivotal part in this revivification, in a new period of internal freedom and intellectual commission. As India progresses, its ancient wisdom will find practical operation, serving not only its citizens but also the worldwide community. The addition of IKS in India may help the stakeholders to know their artistic heritage and they may develop a deep understanding of the terrain. As IKS is grounded on inferred knowledge it can help scholars to face and take over the challenges they're going to face in their real life similar as challenges of terrain change and food security. But this addition of IKS has certain challenges and these challenges need to be addressed before addition. The

Indian government has taken a step under NEP to integrate IKS into the class. There's an imperative need for proper training of the preceptors so that they've proper knowledge of IKS and can deliver it in a meaningful way. The data available about IKS needs to be accounted with the help of information technology and making it available as per the requirements and capacity of the stakeholders. This cannot be done overnight as the Indigenous Knowledge Systems have evolved in India over thousands of times. It'll be replaced gradationally over time.

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