The Interrelationship Between Indian Knowledge System and New Education Policy in the Modern Era: An Analytical Study

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ARTICLE INFO	ABSTRACT
	The objective of this paper is to study the relevance of the Indian Knowledge system (IKS) and efforts to institutionalize it in the modern, globalized, and innovation-driven education landscape. Specifically, it analyses the provisions proposed by the New Education Policy 2020, institutional efforts to integrate the Indian Knowledge Tradition, and the challenges and possibilities of integration at the university level. This study is based on qualitative, document-analytic, and case examples. **Keywords:** Indian Knowledge Systems (IKS), NEP-2020, holistic education, innovation, institutional implementation.

1. Introduction:

The 21st-century education system is primarily focused on innovation, skills, innovation, and global competitiveness. While the traditional Indian knowledge system—which emphasizes inclusiveness, ethics, local knowledge, and life orientation—can re-emphasize the value-based dimensions of education at this time, we can certainly re-emphasize the value-based dimensions of education. However, whether this education system will be able to withstand global competition and whether the courses and research included in our New Education Policy 2020 are capable of global participation is our objective here. The core is to analyse how effective the new education policy will be in this direction. It is essential to study its analysis, implementation, and effectiveness.

3. Objectives of the Study:

1. To understand the fundamental principles of the Indian knowledge system and their educational dimensions.
2. To review the efforts to restore the Indian knowledge system in the New Education Policy 2020.
3. To clarify the re-contextualization of the Indian educational vision in the context of global education.
4. To understand the relevance of IKS in modern and innovation-oriented education.
5. To evaluate the possibilities of its practical implementation in Indian universities.

4. Literature Review:

NEP-2020 formally established a policy directive to incorporate Indian knowledge traditions into educational discourse; therefore, discussions are rife with policy-analytic, educational, and curriculum-design literature from the past 5–6 years. A clear reading of the NEP-2020 documents reveals a proposal to "validate" and "integrate" IKS into the national educational landscape. For example, the inclusion of Indian languages, philosophy, yoga, Ayurveda, traditional sciences, etc. in the curriculum, and institutional measures for research and documentation on IKS are also being suggested.
Recent studies have emphasized the Indian knowledge tradition as:
(a) humane/value-based education (value education, ethics),
(b) innovations based on sustainability and local knowledge (sustainable local innovations),
(c) a source of inspiration for interest-driven multidisciplinary research.
Research clearly indicates that IKS is not just about historical/cultural content, but can also foster innovation by incorporating new ideas and practices into STEM and applied research. Several papers view IKS as a transformative framework that can foster both cultural continuity and academic innovation.

Several recently published research papers and technical reports indicate that practical implementation of the IKS provisions of NEP-2020 is complex due to a lack of curriculum design, the unavailability of authentic teaching materials, a shortage of trained faculty, and the lack of meticulous documentation of community/local knowledge. While some case studies describe initial trials and pilot courses in states/universities, widespread, standardized, and quality-controlled dissemination remains limited.

According to research from Research Gate, the inclusion of IKS in NEP-2020 is described as "without a detailed definition," raising the risk of misuse/improper implementation. It also states that due to resource and trained manpower, widespread inclusion is difficult without additional funding/training. Furthermore, some academic associations and teachers' bodies have expressed objections/concerns about some implementation aspects of the policy overall.

While a report in The Times of India reports that there are ongoing inequities and administrative challenges in IKS/NEP implementation at the university level, they note a gap between policy direction and classroom practice (operational readiness).

Overall, the IKS inclusion in NEP-2020 is considered sound and timely in theory; the research literature supports it conceptually. However, it emphasizes the complexities of implementing this policy (teacher training, content authenticity, funding, assessment). IKS is considered a productive resource in the context of an innovation-focused agenda. However, it is recommended to integrate it with scientific and interdisciplinary approaches, which appear to be lacking in resources.

5. Methodology

This study is both qualitative and quantitative and primarily draws on data obtained at the primary and secondary levels. Primary data is obtained through an empirical (data-driven) approach, including a survey of 300 respondents. Secondary sources include the NEP-2020 (policy paper), Ministry of Education/IKS Cell documents, academic articles, cutting-edge case study reports, and recent news/publications. A content analysis of the data was conducted to organize policy items thematically. Some university/institutional examples were used to provide practical context.

6. Data Analysis and Interpretation:

As mentioned above, this qualitative study involved 300 respondents, faculty and students from Indian universities (central, state, and private). The analysis was conducted using a structured questionnaire with a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree).

Table-1 (Demographic Profile):

Variable	Category	Percentage (%)
Gender	Male	54
	Female	46
Age	18–25 years	42
	26–40 years	38
	Above 41 years	20
Educational Level	Graduate	35
	Postgraduate	45
	Research Scholar/Teacher	20
Type of University Government	Government	60
	Private	40

Interpretation: The sample has a balanced representation of students and teachers.

Table-2. Perception of Indian knowledge tradition

Response	Number	Percentage (%)
Strongly agree	165	55.0
Agree	81	27.0
Undecided	27	9.0
Disagree	18	6.0
Strongly disagree	9	3.0

Explanation: 82% of the respondents consider Indian knowledge tradition relevant to modern education.

Table- 3. Level of awareness of the New Education Policy (NEP-2020)

Level	Number	Percentage (%)
Too much information	72	24.0
Some information	144	48.0
Too little information	66	22.0
No information	18	6.0

Explanation: 72% of the respondents are aware of NEP-2020 in some form or the other.

Table-4. Opinion on the inclusion of Indian knowledge tradition in NEP-2020

statement	average score	explanation
NEP-2020 promotes Indian knowledge system	4.21	High Consensus
The policy provides a solid framework for implementing IKS.	3.78	Moderate agreement
IKS can be integrated into innovation-based education.	4.15	High agreement
IKS is limited to traditional subjects.	2.34	Disagreement
IKS in the policy can strengthen India's image globally.	4.32	Very high agreement

Interpretation: Most of the respondent's view NEP-2020 positively.

Table-5. Synergy between innovation and traditional knowledge

Response	Number	Percentage (%)
Strongly agree	132	44.0
Agree	99	33.0
Undecided	33	11.0
Disagree	27	9.0
Strongly disagree	9	3.0

Explanation: 77% of the respondents believe that Indian traditional knowledge can integrate with the modern innovation system.

Table-6. Statistical Analysis:

Correlation – IKS Perception vs. NEP Understanding Level: $r = 0.68$
Meaning: Positive and moderate-to-high correlation.

Table-7. Overall analytical findings

Basis of Analysis	Conclusion
Relevance of the Indian Knowledge Tradition	High acceptance (82%)
Awareness of NEP-2020	Adequate (72%), but more needed
Role of IKS in Innovation	Positive
Perception of the Practical Aspects of Policy	Moderate satisfaction
Holistic Approach	Strong potential for adjustment

In conclusion, the interrelationship between Indian knowledge tradition and the new education policy was found to be positive and promising.

7. Key Interpretations of the Study:

1. Respondents believe that Indian knowledge traditions are not merely a legacy of the past but can provide ethical and ideological direction for future innovation systems.
2. NEP-2020 has provided policy initiatives in this direction, but implementation requires institutional structures and teacher training.
3. Higher education institutions should integrate IKS with curriculum innovation, research incubation, and skill-based pedagogy.

8. Analysis

Analysis of data from secondary sources reveals that NEP-2020 explicitly directs the inclusion of Indian Knowledge Systems in the curriculum, encourages university grants and research, and incorporates local/traditional examples in various disciplines. Institutional measures such as an 'IKS Division' are also mentioned in the policy document. This policy indicates the integration of IKS with multidisciplinary studies and innovation.

While the relevance of IKS in the modern era of innovation is evident, traditional knowledge in agriculture, ecology, and natural healing is useful for sustainable innovation. Furthermore, for mental health and life skills: principles of yoga, meditation, and Ayurveda can be incorporated into modern educational curriculums for stress management and life skills.

At the same time, government data suggests that innovation-driven traditional knowledge (such as architecture, water management) should be integrated with modern scientific methods to enable new research and industries. To this end, public and private universities should establish IKS centers and diploma programs/courses. Innovation in research and an emphasis on increased research and development can address the gaps in modern needs. For example, by announcing collaborations with relevant universities and new courses, this policy is beginning to be implemented not only in scope but also at the institutional level. However, this expansion is still in its early stages, and standardization and quality control are essential.

The data also suggests that its implementation cannot be achieved simply by adding curriculum: research standards, curriculum design, teacher training, and quality assurance are essential. Universities must embed IKS in a scientific and innovative context through multidisciplinary research centers, industry exchanges, and international partnerships. Only then will we be able to achieve our goals.

9. Conclusion

In a modern and innovation-oriented era, the inclusion of IKS is not only culturally essential but also beneficial for sustainable development, health, and local innovation. NEP-2020 has provided policy direction; what is needed now is a constitutional, educational, and institutional implementation framework—to ensure that the integration of IKS and global education models is balanced, standardized, and results-oriented.
• Most learners and teachers view the interrelationship between the New Education Policy and Indian knowledge traditions as positive.
• This interconnectedness is not only culturally essential, but also useful for innovation, self-reliance, and global competitiveness.
• The success of the policy will depend on how IKS is implemented at the university level in an experimental and research-based manner.

10. Policy Recommendations

1. Develop a standardized IKS curriculum framework—with subject specifics and learning outcomes. Ministry of Education of India.
2. Institutionalize modern forms of the guru-shishya tradition by creating teacher-training modules. iksindia.org
3. Fund interdisciplinary and authentic research by establishing IKS Research Hubs. ResearchGate.
4. Promote commercial and innovation-oriented use of traditional knowledge through industry-academic partnerships. The Times of India.
5. Digital Repository: Digitize and open-access traditional texts, linguistic sources, and regional knowledge. iksindia.org
1. Establish IKS-based innovation labs and research cells in universities.
2. Integrate Indian knowledge tradition subjects into teacher training.
3. Incorporate interdisciplinary modules on Applied Indian Knowledge into the curriculum.
4. Develop IKS-based MOOCs on digital platforms.
5. Regular feedback surveys and research should be made mandatory to evaluate the policy.

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