ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

ROLE OF CURRICULUM IN INTEGRATING IKS THROUGH NEP 2020: CHALLENGES AND SOLUTIONS

Palchhin Yadav[1], Kirit Patil[2]
[1,2]*M.Sc. M.Ed.*
Centre of Education,Indian Institute of Teacher Education, Gandhinagar

Article DOI: https://doi.org/10.36713/epra21620
DOI No: 10.36713/epra21620

ABSTRACT

The National Education Policy (NEP) 2020 marks a significant turning point in the evolution of India's education system, placing strong emphasis on the revival and integration of the Indian Knowledge System (IKS). With roots in India's vast intellectual traditions encompassing the 14 classical Vidyas and 64 forms of Kala. IKS offers a unique opportunity to embed cultural authenticity and practical wisdom into modern learning environments. Its inclusion within higher education aims to both conserve India's ancient knowledge and enrich contemporary education with values-based learning, life skills, artisanal crafts, agriculture, wellness practices and indigenous wisdom. However, realizing this vision requires a methodical and inclusive approach. Key strategies include introducing foundational courses, fostering interdisciplinary connections, encouraging research, promoting experiential learning, engaging with traditional knowledge holders and investing in teacher training. One of the foremost challenges identified is the absence of a standardized curriculum framework which creates confusion among institutions regarding how to meaningfully embed IKS into existing academic structures. This paper explores the strengths, gaps, opportunities and implementation barriers related to the curricular integration of IKS in higher education and proposes strategic directions to overcome these complexities.

KEY WORDS: *Indian Knowledge System (IKS), National Education Policy 2020, Higher Education, Curriculum Innovation, Educational Challenges, Pedagogical Reform*

INTRODUCTION

India's intellectual heritage, deeply rooted in its ancient civilization is encapsulated within the Indian Knowledge System (IKS) a vast corpus of indigenous wisdom spanning philosophy, science, mathematics, medicine, the arts and ethical frameworks. Derived from foundational texts such as the *Vedas*, *Upanishads* and other classical treatises, IKS embodies a holistic worldview that harmonizes the spiritual and the material, the individual and society and the domains of *karma* (action) and *dharma* (duty). Preserved through both oral traditions and institutionalized learning environments like the *gurukul* system, IKS reflects an integrated understanding of life, nature and knowledge, emphasizing interconnectedness and sustainability. In response to the dynamic educational needs of the 21st century, the National Education Policy (NEP) 2020 proposes a transformative shift in India's education system. A core objective of the NEP is the revitalization of traditional Indian knowledge through its integration with modern pedagogical methods. By recognizing the relevance of IKS in shaping well-rounded, culturally grounded and ethically conscious learners, NEP 2020 seeks to bridge the gap between historical wisdom and contemporary academic pursuits. The policy promotes interdisciplinary and transdisciplinary education, fostering a learning ecosystem that blends scientific inquiry with indigenous perspectives. This convergence is positioned not merely as a preservation effort but as a forward-looking educational reform aligned with national development and global competitiveness. One of the significant innovations under NEP 2020 is the introduction of credit-bearing IKS courses at undergraduate and postgraduate levels. This curricular inclusion aims to stimulate intellectual curiosity, critical thinking and a sense of cultural rootedness among students. However, implementing this vision entails several challenges: a shortage of qualified educators in the field, inadequate access to systematically curated IKS resources and the pressing need for rigorous academic frameworks to safeguard against the incorporation of unverified or pseudoscientific content. Addressing these concerns requires scholarly engagement, capacity building and the development of standardized curricula grounded in both classical sources and contemporary research methodologies. The integration of IKS into modern education represents more than curricular reform; it signifies a cultural and epistemological renaissance. Through NEP 2020, India aspires to cultivate learners who are not only employable in a globalized economy but also grounded in the values and wisdom of their heritage. This synthesis of ancient insight with contemporary relevance has the potential to redefine education as a transformative process one that nurtures intellectual agility, social responsibility and spiritual awareness. By embedding IKS within the national educational framework, India moves towards constructing a truly holistic and future-ready model of learning, reflective of its civilizational legacy and aspirational vision.

The implementation of the National Education Policy (NEP) 2020 represents a pivotal shift in India's approach to education with particular attention given to the incorporation of the Indian Knowledge System (IKS) into mainstream academic structures.

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This strategic emphasis holds the potential to deepen learners' engagement with India's vast intellectual traditions, promote analytical thinking grounded in indigenous perspectives and nurture a strong sense of cultural identity and national pride. Through the integration of IKS, NEP 2020 aims to offer a holistic and culturally enriched educational experience that equips students to navigate modern challenges while staying anchored in their heritage. Despite these promising prospects, integrating IKS into formal education presents significant complexities due to its expansive and interdisciplinary nature. Spanning ancient sciences such as mathematics and astronomy, traditional healthcare systems, sustainable farming practices and rich philosophical thought, IKS necessitates a thoughtful, systematic framework for its curricular inclusion. Challenges arise in identifying credible sources of knowledge, ensuring faithful and relevant representation and crafting teaching methods that align with the needs and sensibilities of today's learners. Among the many hurdles, curriculum development emerges as a critical component for successful implementation. In the absence of a structured and coherent framework, the integration risks becoming inconsistent, shallow or disconnected from pedagogical objectives. A well-designed curriculum serves as the foundation for realizing NEP 2020's vision, guiding educators in delivering IKS content effectively and meaningfully. This paper focuses on the centrality of curriculum development in embedding IKS within the education system, examines the obstacles associated with this process and offers recommendations to facilitate a seamless and impactful integration of India's traditional knowledge systems in higher education.

REVIEW OF RELATED LITERATURE

Traditional Roots and Core Concepts of IKS

The Indian Knowledge System (IKS) is a reflection of India's age-old wisdom which has been passed down through generations via texts like the Vedas, Upanishads and Puranas. These texts don't just represent spiritual or religious value but also offer insights into various disciplines such as health, science, mathematics, astronomy and philosophy. At its heart, IKS promotes a balanced view of life, blending *Jnan* (knowledge), *Vignan* (science) and *Jeevan Darshan* (philosophy of life) into a single, meaningful approach to understanding the world (Kapoor, 2020). The concept of *Chaturdasha-Vidya-Sthanas*, or the fourteen branches of knowledge, showcases the depth of traditional learning in India. These include the four main Vedas, six Vedangas and important literary works like the *Ramayana*, *Mahabharata*, the Puranas as well as legal and philosophical texts. These scriptures have been essential in shaping India's cultural and intellectual identity. Among the most widely practiced branches of IKS is *Ayurveda*, a traditional system of healing focused on maintaining balance between the mind, body and spirit. It is still an active field of practice in India and is gaining momentum globally. According to recent statistics, there are over half a million licensed Ayurvedic professionals in India and international demand for Ayurvedic products is growing rapidly (Ministry of AYUSH, 2023; Grand View Research, 2022).

Yoga is another integral part of IKS. What started as a spiritual discipline has now become a global movement for physical and mental wellness. With more than 300 million global practitioners (International Yoga Federation, 2023), yoga's role in education has been recognized through its inclusion in NEP 2020. Institutions like UGC have also introduced certified programs to standardize and professionalize yoga education (UGC, 2023). *Vedic Mathematics* which has its origins in ancient Indian scriptures, offers easy and quick solutions to complex mathematical problems. It is based on 16 key formulas (sutras) and has proven to help students improve their logical thinking and accuracy. Schools across India have started introducing it into their curriculum to enhance problem-solving abilities from an early stage (Sharma & Singh, 2021; NCERT, 2022). India's *classical arts* including dance, music and drama are also part of the Indian Knowledge System. Government-supported institutions like the Sangeet Natak Akademi and National School of Drama are nurturing these talents with a noticeable increase in student participation in recent years (Ministry of Culture, 2023).

Contemporary Applications and Challenges of IKS

In today's rapidly changing world, the Indian Knowledge System is gaining renewed relevance. The National Education Policy 2020 promotes the inclusion of IKS in school and college education, aiming to help students connect with their cultural roots. As a result, many universities have introduced programs in areas like Ayurveda, Sanskrit and Indian philosophy. However, preserving and promoting IKS is not without challenges. A large part of traditional knowledge still exists in oral form or as manuscripts, often inaccessible to the public. The National Mission for Manuscripts has taken a major step by digitizing over 32 million manuscripts to protect this ancient wisdom (Ministry of Culture, 2023).

There have also been efforts to connect ancient knowledge with modern-day innovations. The Department of Science and Technology, for example, has supported research projects that apply traditional practices to improve agriculture and promote eco-friendly methods (DST, 2023). But progress is slow due to issues like lack of funding, absence of standard frameworks and legal concerns related to intellectual property (Gupta & Kumar, 2021).

To reach younger generations and global audiences, new technologies like AI, digital platforms and virtual simulations are being used to teach and preserve IKS. These tools are helping traditional systems gain wider visibility and relevance in modern life (Sharma, Mishra, Verma, & Singh, 2020). At the same time, it is important to ensure that modernization does not compromise the originality or sacredness of these practices.

Revitalizing Traditional Knowledge: Foundations and Framework

The reimagining of India's educational landscape through the National Education Policy (NEP) 2020 has catalysed renewed interest in integrating traditional knowledge frameworks into mainstream education. At the core of this transformation lies the Indian Knowledge System (IKS), a broad intellectual tradition that spans philosophy, science, art, language, ethics and holistic wellness. The literature indicates that the

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convergence of IKS and NEP 2020 represents not just a structural reform but a civilizational reawakening aimed at aligning education with India's cultural, moral and epistemological heritage.

Pavan Mandavkar (2025) presents a detailed conceptualization of IKS, defining it as a comprehensive system developed over millennia through rigorous observation, spiritual inquiry, scientific experimentation and cultural transmission. He highlights that IKS is not limited to textual traditions but also includes oral histories, practical skills and embodied knowledge in areas such as yoga, Ayurveda and classical arts. The NEP 2020 explicitly acknowledges these diverse knowledge domains and proposes their integration into modern curricula through transdisciplinary models that honour both traditional and contemporary epistemologies (Mandavkar, 2025).

Mandavkar further emphasizes that the triadic structure of *Jnana* (knowledge), *Vijnana* (scientific understanding) and *Jeevan Darshan* (philosophy of life) provides the philosophical underpinning of IKS and is closely aligned with NEP 2020's vision of holistic and value-based education. These pillars advocate for the development of not just cognitive skills but emotional, ethical and spiritual faculties as well, an approach often lacking in Western-dominated pedagogical models.

Ethical Leadership and the Gita: A Value-Based Educational Paradigm

Expanding the discourse on value education, Maruthi (2024) offers a leadership-centric interpretation of IKS by exploring the 18th chapter of the *Bhagavad Gita*. He argues that this chapter offers timeless guidance on moral leadership, emphasizing principles such as *Nishkama Karma* (selfless action), *Dharma* (duty) and emotional self-regulation. These concepts, he contends, form a blueprint for cultivating ethically grounded, socially responsible individuals in fields such as management, governance and education. Maruthi's analysis resonates strongly with NEP 2020's emphasis on ethical and constitutional values in student development (Maruthi, 2024).

His research contributes to the emerging view that Indian philosophical texts are not merely spiritual treatises but practical guides to leadership, pedagogy and institutional governance. When these principles are applied to curriculum design, they offer students not only intellectual tools but also the moral compass needed for navigating complex global challenges.

Cultural Ethos and Global Citizenship: The Role of Vasudhaiva Kutumbakam

The inclusion of the ancient Indian ideal *Vasudhaiva Kutumbakam* "the world is one family" within NEP 2020 marks a profound narrative shift in educational policy. Basera et al. (2024) argue that this ideal reflects a worldview of interdependence, mutual respect and collective well-being, serving as a moral and cultural anchor for the policy's global outlook. They assert that *Vasudhaiva Kutumbakam* enriches the pedagogical narrative by encouraging intercultural understanding, ecological awareness and civic responsibility core competencies for the 21st-century learner.

Furthermore, the authors emphasize that embedding such ethical constructs into curricula enhances not only academic knowledge but also socio-emotional skills. NEP's commitment to intercultural dialogue, mother-tongue instruction and environmental education reflects this integrated approach (Basera et al., 2024). By aligning education with timeless Indian values, the policy moves toward producing learners who are both culturally rooted and globally oriented.

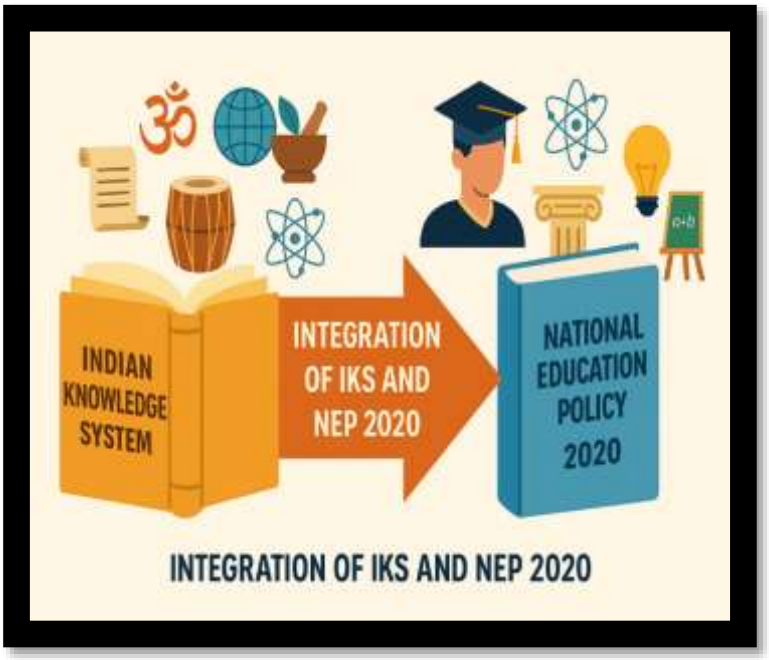
Operationalizing IKS: Institutional Frameworks and Challenges

Deb and Chowdhury (2024) provide a pragmatic perspective by documenting the mechanisms through which NEP 2020 is facilitating the integration of IKS. They note that over 32 dedicated IKS centres have been established in higher education institutions across India, with more than 5,000 internships and research projects initiated to encourage innovation based on traditional knowledge. These centres support a range of initiatives from the digitization of Sanskrit texts to interdisciplinary studies in Ayurveda, architecture and sustainable agriculture.

Despite these advancements, scholars like Mandavkar (2025) caution that significant challenges persist. These include the shortage of trained educators familiar with traditional knowledge systems, the lack of standardized curricula and the risk of romanticizing tradition without empirical validation. Chatterjee, cited in Maruthi (2024), further warns that uncritical inclusion of religious or mythological content could risk reducing IKS to dogma rather than rigorous intellectual inquiry. Therefore, implementing IKS requires careful curricular design, academic neutrality and ongoing evaluation.

The reviewed literature underscores that the Indian Knowledge System (IKS) is a vast and integrated intellectual tradition that spans diverse fields such as philosophy, health sciences, mathematics, classical arts and ethical leadership. Rooted in ancient Indian texts and practices like Ayurveda, Yoga, Vedic mathematics and the teachings of the Bhagavad Gita, IKS offers a holistic framework for learning. The National Education Policy (NEP) 2020 has brought renewed focus to this tradition by recommending its meaningful integration into the academic curriculum through interdisciplinary, experiential and values-based pedagogies. Initiatives such as the establishment of IKS centers, digitization of traditional manuscripts and incorporation of indigenous knowledge into formal education reflect positive strides. However, the process is not without its limitations, including inconsistencies in curriculum design, a shortage of trained educators and the need to balance traditional wisdom with academic rigor. Despite these challenges, the inclusion of IKS within the curriculum holds significant promise for nurturing learners who are both culturally grounded and globally prepared.

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Conceptual Understanding of Curriculum

The term *curriculum* refers to a well-organized educational blueprint that outlines the learning journey of students. It serves as a foundational tool in the teaching-learning process, aiming to promote not only academic achievement but also the comprehensive development of learners including cognitive, emotional, social and ethical dimensions. With the transformative vision of the National Education Policy (NEP) 2020, curriculum design has evolved to emphasize holistic education, fostering critical thinking, creativity, rootedness in Indian culture and readiness for global challenges.

Key Stages in Curriculum Development

Curriculum development involves a series of structured steps designed to ensure coherence with educational goals and the needs of society. These stages include:

- **Identifying Educational Needs**: This initial phase focuses on analyzing the needs of learners, communities and broader society. It incorporates factors such as student diversity, societal expectations, past curriculum performance and inputs from educators, parents and policymakers.
- **Establishing Learning Goals and Objectives**: Clear and realistic learning outcomes are formulated. These objectives are aligned with the broader educational vision and are designed to be specific, measurable, achievable, relevant and time-bound.
- **Selection and Structuring of Content**: Educational content is carefully chosen based on its relevance, cultural significance, academic rigor and age-appropriateness. The material is organized in a manner that facilitates progression and integration across disciplines.
- **Designing Instructional Approaches**: Effective teaching strategies and learning experiences are planned to actively engage students. This includes selecting appropriate pedagogies, integrating technology and addressing varied learning needs through differentiated instruction.
- **Developing Assessment Mechanisms**: Assessment tools are created to evaluate students' understanding and skill development. These tools must reflect the intended learning outcomes and support both formative and summative feedback.
- **Curriculum Implementation**: Putting the curriculum into practice requires teacher preparedness, availability of adequate resources and institutional support. Professional development and orientation programs play a crucial role in this phase.
- **Monitoring and Review**: A continuous process of evaluation is essential to ensure the curriculum remains responsive to changes in knowledge, pedagogy and societal needs. Feedback mechanisms help refine and update curriculum components for improved effectiveness.

Role of Curriculum in Education

The curriculum is a cornerstone of the educational system, serving as a structured guide that defines the knowledge, skills, values and attitudes that students should acquire during their academic journey. It serves as a systematic framework that not only organizes content but also shapes the pedagogical approach and assessment methods used in education. The role of the curriculum is multifaceted it is a tool that connects the educational philosophy with classroom practices and ensures that students receive an education that aligns with the societal, cultural and academic goals of a nation. Through a well-planned curriculum, educational objectives are achieved by providing a coherent progression of learning experiences, helping students develop both intellectually and personally.

Beyond the delivery of academic knowledge, the curriculum plays an essential role in the holistic development of students. It supports the development of cognitive abilities, critical thinking, creativity, emotional intelligence and social skills. A curriculum must therefore be designed to reflect both the

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content students need to learn and the ways in which this content will be taught, ensuring that learners not only gain factual knowledge but also develop problem-solving abilities, ethical reasoning and interpersonal skills. It also provides a framework for teachers, offering them the flexibility to adjust their teaching methods to meet the diverse needs of students while maintaining a standard of academic rigor and consistency.

In the context of India, the National Education Policy (NEP) 2020 envisions a curriculum that integrates the values and wisdom of India's rich cultural heritage with the demands of modern education. The policy stresses the importance of incorporating Indian Knowledge Systems (IKS) into the curriculum, emphasizing an interdisciplinary approach that draws from various domains such as Ayurveda, yoga, Vedic mathematics, classical arts and Indian philosophy. This curriculum aims not only to preserve traditional knowledge but also to provide students with a broader worldview, blending the scientific with the spiritual and the practical with the philosophical.

Moreover, the curriculum plays a critical role in addressing issues such as inclusivity and equity in education. It can influence the development of values like social responsibility, environmental sustainability and gender equality. A well-rounded curriculum can guide students to become informed and active citizens, prepared to engage with both local and global challenges. Ultimately, the role of the curriculum is not limited to content delivery but extends to shaping the character, intellect and societal consciousness of the learners, equipping them to contribute meaningfully to the world.

Challenges in Curriculum Development for IKS Integration

Integrating the Indian Knowledge System (IKS) into contemporary educational curricula is a complex undertaking that faces several challenges. To ensure that IKS is preserved and meaningfully incorporated into the educational framework, the following obstacles must be addressed:

- *Absence of Standardized Curriculum Frameworks*
  One of the most pressing challenges is the lack of a standardized curriculum framework that can integrate the diverse and vast fields within IKS. The traditional knowledge system in India spans a broad range of domains, including Ayurveda, Vedic mathematics, yoga, classical arts and philosophy, each with its unique methodologies and principles. Constructing a cohesive and unified curriculum that captures the essence of these domains without oversimplification or misrepresentation is a complex task, requiring careful integration that balances the richness of each field.
- *Shortage of Trained Educators in IKS*
  A significant barrier to integrating IKS into formal education is the shortage of trained educators who possess a deep understanding of traditional knowledge systems. Many modern educators are typically trained in Western academic systems and may not be well-versed in IKS. This gap in teacher preparation makes it difficult to develop curricula that are both academically rigorous and aligned with the core tenets of IKS. To overcome this challenge, there is a need for specialized teacher training programs that can bridge this gap, equipping educators with the skills to incorporate traditional knowledge into their teaching practices while aligning with contemporary pedagogical standards.
- *Limited Access to Traditional Knowledge Sources*
  Much of IKS is preserved in ancient manuscripts, oral traditions and cultural practices that are not readily accessible to modern students. Although initiatives like digitization of ancient texts have made progress, many valuable resources remain inaccessible, especially in rural or remote areas. The lack of easily accessible, modernized resources hinders the inclusion of IKS in educational settings. Ensuring that these traditional resources are available in a user-friendly and accessible format for students is crucial to effective integration but it requires significant investment in digitization, translation and technology infrastructure.
- *Debates on the Academic Legitimacy of IKS*
  Another challenge lies in the academic legitimacy of IKS within the global educational context. Despite its long-standing significance, IKS is often regarded with scepticism in academic circles due to its lack of empirical validation in comparison to modern scientific knowledge. This scepticism, particularly around areas such as Ayurvedic medicine or Vedic mathematics, may create resistance to its inclusion in the curriculum. To address this, there needs to be a concerted effort to highlight the empirical foundations of IKS and bridge the gap between traditional knowledge and contemporary research methodologies. A more rigorous, interdisciplinary approach could help validate IKS in modern academic terms.
- *Risk of Superficial Integration*
  There is a risk that the inclusion of IKS in the curriculum could be superficial or tokenistic, rather than an authentic integration of traditional knowledge. If not handled carefully, the incorporation of IKS into modern educational systems might be reduced to a mere nod to cultural heritage without meaningful engagement or understanding. This could lead to the distortion of traditional knowledge or its reduction to simplistic concepts that fail to capture its true depth. Therefore, curriculum developers must ensure that the inclusion of IKS is both respectful and academically rigorous with a focus on fostering critical thinking and deeper understanding of traditional systems.
- *Balancing Traditional Knowledge with Modern Educational Demands*
  The modern education system is often competency-based and focuses on measurable outcomes. Incorporating IKS into this framework requires balancing traditional methods with the practical needs of contemporary education. The challenge is in adapting traditional knowledge to align with modern educational demands without losing its essence. For instance, integrating practices like yoga

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or Ayurveda into the curriculum requires not only accommodating them within the framework of modern health sciences but also respecting their holistic nature. This calls for innovative approaches to curriculum design that blend tradition with the demands of modern learning environments.

Solutions to Overcome Challenges in IKS Integration

The integration of Indian Knowledge Systems (IKS) into educational curricula can offer transformative insights for modern learners. However, the challenges involved necessitate strategic solutions that ensure IKS is included effectively. Below are key solutions to overcome these challenges:

- *Establishing Standardized Curriculum Frameworks for IKS*

  One of the most pressing challenges is the absence of a standardized framework to integrate IKS into education. To address this, a unified and structured curriculum should be developed that incorporates various aspects of IKS like Ayurveda, yoga, philosophy, classical arts and Vedic mathematics. This curriculum should respect the diversity of traditional knowledge while making it relevant to contemporary educational needs. The involvement of academic and cultural experts will be crucial in curating and contextualizing IKS, ensuring that it is neither oversimplified nor distorted. Pilot programs could be introduced in select educational institutions to refine this approach before a broader rollout.

- *Enhancing Teacher Training and Capacity Building*

  The successful integration of IKS into curricula depends heavily on the availability of trained educators who can effectively teach traditional knowledge systems. Educators today are primarily trained in modern pedagogies and may lack in-depth knowledge of IKS. To address this, specialized teacher training programs should be developed, focusing on imparting both theoretical understanding and practical teaching methods for IKS. Universities and teacher training institutions can offer certifications or short-term courses on IKS, supplemented by interactive workshops and guest lectures from IKS experts. This will ensure that educators are equipped to teach with accuracy and cultural sensitivity.

- *Improving Access to Traditional Knowledge Resources*

  Access to IKS is often hindered by its traditional form which includes manuscripts, oral histories and localized practices. Many of these resources are not readily available to students, particularly those in rural or underserved areas. To overcome this, efforts must be made to digitize and catalog ancient texts and oral traditions. Institutions should invest in creating online platforms and digital libraries that make these resources widely accessible. Collaborative initiatives between universities, research bodies and cultural organizations can expedite the process of translating and digitizing traditional texts. Additionally, leveraging modern technology such as virtual reality could help in the immersive experience of learning IKS through simulations and interactive models.

- *Addressing the Academic Legitimacy of IKS*

  One of the critical challenges in integrating IKS into mainstream education is the lack of academic validation. While traditional knowledge has been integral to Indian culture for centuries, it often lacks the empirical validation required by modern scientific disciplines. To address this, academic research focusing on the scientific, cultural and philosophical aspects of IKS must be encouraged. This could involve establishing research centers or interdisciplinary studies that explore the relevance and applicability of IKS in contemporary contexts. Collaborative research projects can bridge the gap between IKS and modern science by validating practices such as Ayurveda and Vedic mathematics through rigorous scientific methods. Such evidence-based research will enhance the credibility and acceptance of IKS within academic circles.

- *Preventing Tokenistic Representation of IKS*

  It is essential that IKS is integrated into curricula in a way that avoids tokenism or superficial representation. To ensure authenticity, the inclusion of IKS should be rooted in thorough academic inquiry and a deep understanding of its various branches. The curriculum should not reduce IKS to occasional lessons or isolated references but should reflect its richness and diversity. This can be achieved by integrating IKS across multiple subjects, including science, philosophy, arts and health. Additionally, experiential learning opportunities such as internships at institutions dedicated to IKS or community-based projects will allow students to engage with traditional knowledge in meaningful, hands-on ways.

- *Aligning Traditional Knowledge with Contemporary Educational Needs*

  A successful integration of IKS into modern curricula must demonstrate the relevance of traditional knowledge in addressing contemporary global challenges. For instance, the practices of Ayurveda can be linked to modern wellness trends while yoga can be presented as an effective tool for managing mental health in the modern world. Additionally, Vedic mathematics can be used to enhance cognitive skills and improve problem-solving in current educational contexts. By highlighting how IKS can offer solutions to contemporary issues such as sustainability, ethical leadership and mental well-being, educators can demonstrate the value of IKS as not only a cultural asset but a living, applicable knowledge system for the modern world.

- *Building International Collaborations and Networks*

  Promoting IKS globally requires building networks of collaboration across academic and cultural institutions. India should actively engage in international forums, academic conferences and cultural exchange programs that advocate for the inclusion of IKS in global curricula. By showcasing successful case studies of IKS integration in schools and universities, India can lead the conversation on the value of traditional knowledge in education. Engaging

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with global partners and establishing international research collaborations will help spread awareness of IKS's significance beyond India and ensure its global relevance in the educational landscape.

CONCLUSION

The integration of the Indian Knowledge System (IKS) into higher education, championed by the National Education Policy (NEP) 2020, represents a landmark initiative to re-infuse India's rich intellectual and cultural heritage into contemporary learning paradigms. This paper has underscored that overcoming these complexities necessitates strategic interventions. These include the development of well-defined, standardized curriculum frameworks that ensure coherence and depth; robust teacher training programs to build requisite capacities; concerted efforts to digitize, translate and disseminate traditional knowledge sources; fostering interdisciplinary research to validate and contextualize IKS within contemporary scientific understanding and ensuring an authentic, non-tokenistic integration that allows for genuine engagement with traditional wisdom. The thoughtful and strategic integration of the Indian Knowledge System into higher education curricula holds immense promise. It is more than an educational reform; it is a step towards a cultural and epistemological renaissance. By methodically addressing the identified challenges, particularly in curriculum innovation and pedagogical reform, India can successfully bridge its ancient wisdom with modern educational demands. This will not only preserve its invaluable heritage but also cultivate learners who are intellectually agile, ethically grounded, socially responsible and equipped to contribute meaningfully to a globalized world, thereby actualizing the transformative potential of NEP 2020 and shaping a truly holistic and future-ready model of learning.

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ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

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