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IKS in Indian Education: A Transformative Framework for Cultural Continuity and Academic Innovation

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ABSTRACT

Indian Knowledge System (IKS) represents a massive source of indigenous knowledge that spans diverse areas such as Philosophy, Traditional Medicine, Yoga, Vedic Mathematics, Literature, Music, Art, Agriculture, Architecture, Environmental Practices, and Spirituality. Rooted in ancient texts and practices, IKS offers holistic approaches for understanding life, nature, and the cosmos. Despite its richness and relevance, it has often been overlooked in modern education where Western educational paradigms dominate curricula. (Jain S. &., 2025) But now, the Government of India is currently undertaking significant efforts to revive and promote the nation's rich intellectual and cultural heritage through strategic initiatives in education and research. (Course, 2025) The integration of IKS into modern education is a key initiative under the National Education Policy (NEP) 2020 to introduce the India's rich cultural inheritance and intellectual history. By embedding IKS into the educational framework, the policy aims to safeguard and revitalize ancestral wisdom that has long been overlooked and marginalized. The author has reviewed numerous initiatives undertaken by the Indian Government in this domain and accordingly formulated specific objectives for the study. This study aims to explore the concept of IKS, spotlight governmental efforts to integrate IKS into India's modern educational landscape, underscore the pivotal role of educators in connecting traditional wisdom with contemporary pedagogy, investigate the challenges surrounding its incorporation, propose actionable solutions, and assess the benefits of embedding IKS within educational frameworks. This study adopts a qualitative and descriptive research design, relying solely on secondary sources. It offers a comprehensive analysis of IKS through an in-depth review of existing literature from the policy documents of NEP 2020, IKS curriculum frameworks, National Innovation Foundation (NIF) India, building upon the honeybee network philosophy, academic literature such as reviews journals, reputable online resources, government publications and previous research on IKS integration. The findings highlight several essential elements of IKS that demonstrate its importance in current educational practices, initiatives taken by the Indian Government for its promotion, important role and responsibilities of teachers providing transformative framework for cultural continuity and academic innovation, tackle the challenges associated with its integration, propose the solutions for identified challenges into modern educational structures, and advantages of its integration for the strengthening of nation. The review aids in the creation of a conceptual framework that delineates the convergence of tradition, pedagogy, and policy. This framework has the potential to direct future research and assist stakeholders in comprehending the functioning of Indigenous Knowledge Systems within contemporary educational frameworks.

Keywords: Indian Knowledge Systems (IKS), National Education Policy (NEP) 2020, National Council of Educational Research and Training (NCERT) Traditional Knowledge, Modern Education, Government initiatives, Challenges.

INTRODUCTION

Indian Knowledge Systems (IKS) means the old and traditional knowledge that was developed in India over many years. In easy words, IKS is how people in ancient India understood the world and found ways to live a better life. This knowledge was shared from one generation to another, sometimes by speaking, and sometimes by writing in old languages like Sanskrit and Tamil. (Course, 2025) IKS represents a massive source of indigenous knowledge that spans diverse areas such as Philosophy, Traditional Medicine, Yoga, Vedic Mathematics, Literature, Music, Art, Agriculture,

Architecture, Environmental Practices, and Spirituality. Rooted in ancient texts and practices, IKS offers holistic approaches for understanding life, nature, and the cosmos. Despite its richness and relevance, it has often been overlooked in modern education, particularly at the undergraduate level, where Western educational paradigms dominate curricula. (Jain S. &., 2025)

The roots of Indian Knowledge Systems go back thousands of years — even before written history. This knowledge started during the Vedic period, when people began observing nature, the stars, the human body, and daily life closely. They shared their ideas through spoken words, which later got written down in texts like the Vedas, Upanishads, and other ancient scriptures. Over time, Indian thinkers, scientists, and scholars made many discoveries. Visionaries like Aryabhata (astronomy and mathematics), Charaka (medicine), Sushruta (surgery), and Panini (grammar) laid the foundation of an extraordinary intellectual tradition. This vast knowledge system, often referred to as IKS flourished across centuries, evolving through the Mauryan and Gupta eras and reaching remarkable heights at institutions like Nalanda and Takshashila, which drew scholars from across the globe. (Course, 2025)

India, is known as Gyan-Bhoomi (Land of Knowledge), is the cradle of a rich intellectual heritage, spanning philosophy, science, art, medicine, and spirituality. The Indian Knowledge Systems (IKS) serve as a structured framework rather than mere tradition, deeply rooted in texts like the Vedas, Upanishads, and Nyaya Shastra. However, colonial rule marginalized these systems, replacing them with Eurocentric paradigms that fostered a sense of inferiority. Decolonizing the Indian mind entails reviving IKS, reshaping attitudes toward knowledge, and reclaiming India's global intellectual identity. (Academy, 2025)

KEY PRINCIPLES OF IKS (Ministry of Human Reource Devlopment)

Indian Knowledge Systems are based on some core ideas that make them different from modern education. Some of the principles of IKS are:

Core Principles of Indian Knowledge Systems (IKS)
The foundational principles emphasized by the Indian Knowledge Systems Division under the Ministry of Education are:
- Parampara (Tradition & Continuity) Parampara upholds the unbroken lineage of knowledge passed down through generations, emphasizing oral traditions, texts, and lived practices. (About the Indian Knowledge Systems Division (IKS Division), Ministry of Education, 2025)
- Dṛṣṭi (Perspective & Worldview) Disti promotes a uniquely Bharatiya lens to interpret reality, integrating spiritual, ecological, and scientific insights to address contemporary challenges.(About the Indian Knowledge Systems Division (IKS Division), Ministry of Education, 2025)
- Laukika-prayojana (Practical Utility) Laukika-prayojana focuses on applying traditional wisdom to solve modern problems in areas like health, agriculture, architecture, and education.(About the Indian Knowledge Systems Division (IKS Division), Ministry of Education, 2025)

Broader Epistemological Principles of IKS (Global & Indian Context)
Holistic Approach:
- IKS believes in looking at the whole picture. It doesn't separate body, mind, and soul. Everything relates to health, nature, education, and daily life.
- Harmony with Nature: Ancient Indians believed that we should live in balance with nature. They respected rivers, animals, trees, and the environment, and used natural resources carefully.
- Value-Based Learning: IKS gives importance to values like truth, kindness, discipline, and respect. Learning was not just about books, but also about building good character.
- Practical Knowledge: The focus of IKS was on learning through experience. Whether it was farming, medicine and art. Students learned by doing, not just reading.
- Spiritual and Scientific Together: IKS mixes spiritual wisdom with science. It teaches that logic and belief can go hand in hand, and both are important for a balanced life.

Self-Realization:
Many Indian philosophies taught that the goal of life is to understand yourself better and live with peace and purpose.

Pluralism & Inclusivity:
- IKS recognizes multiple ways of knowing, including diverse voices-women, Dalits, and tribal groups-often marginalized in mainstream narratives. (Anonymous)
- Community-Cantered:
- Knowledge is collectively held and transmitted through community rituals, storytelling, and apprenticeship (e.g., guru–siṣya parampara) (Anonymous)

METHODOLOGY
This study adopts a qualitative and descriptive research design, relying solely on secondary sources. It offers a comprehensive analysis of IKS through an in-depth review of existing literature from the policy documents of NEP 2020, IKS curriculum frameworks, academic literature such as reviews journals, reputable online

resources and government publications and previous research on IKS integration.

GOVERNMENT INITIATIVES TO PROMOTE IKS (Press Information Bureau, 2021)

In recent years, the Indian government has taken several steps to bring Indian Knowledge Systems back into focus. (Puri, 2025) The aim is to make students aware of India's rich knowledge traditions and to include IKS in the modern education system. Some of the key initiatives taken by the government officials are:

National Education Policy (NEP) 2020:

The National Education Policy (NEP) 2020 acknowledges the profound legacy of India's Ancient and timeless knowledge Ancient and timeless knowledge Ancient and timeless knowledge Ancient and Timeless knowledge ancient and timeless knowledge traditions, positioning them as a foundational guiding principle for educational reform.

The Indian knowledge Comprise of Can we jnan, Vignan and Jeevan Darshan that have evolved out of experience, observation, experimentation, and rigorous analysis. It strongly supports the integration of IKS into schools and colleges curriculum. It encourages students to learn about India's ancient wisdom alongside modern subjects. (Tanwar, 2025)

Establishment of IKS Division under AICTE: The Ministry of Education has created a special division under AICTE (All India Council for Technical Education) called the Indian Knowledge Systems Division. This body works to promote research, education, and awareness about IKS schools, colleges and universities. It has launched three new initiatives namely proposals for new IKS centres, competitive research proposals and student internships programme at an online event conducted in the presence of AICTE member. Interested candidates and experts are invited to visit the website of the IKS Division (http://iksindia.org) for registrations and for more information on the various initiatives of the IKS Division and its activities.

IKS Centre: The IKS Centres programme is designed to encourage and fund the setting up of IKS Centres across the country with a view to catalyse original research, education and dissemination of the IKS knowledge. The goal of the IKS Centres is to act as a catalyst for initiating research, education, and outreach activities in various parts of the country. (Kaushik, 2022)

Competitive Research Proposals: The Competitive Grants programme of the IKS is designed to encourage and fund research studies that will contribute to the research mission of the IKS Division. Its goal is to make catalytic grants that encourage original, serious, and deep scholarly investigations in IKS and rejuvenate IKS research in India. The funds available to support the Competitive Grants programme are discretionary funds provided by the Ministry of Education, Govt. of India to support the activities of the IKS Division. (Kaushik, 2022)

Students Internship Programmes: There is a strong need to promote IKS in the country in traditional schools and STEM educational institutes which will be addressed by the IKS Internship programme. The programme is designed to encourage youth to take up deeper study of various topics related to IKS. The focus is to create opportunities for students to contribute and be involved in active research during the summer breaks or anytime during the year. The applications for internships are being solicited through a country-wide open application process. Selected students will be paired with IKS experts who have vast experience in that field. The interns are expected to work on short research activities/workshops, etc. as suggested by the IKS Division in consultation with the experts. (Kaushik, 2022)

National Innovation Foundation (NIF):

NIF building upon the Honeybee Network philosophy, supports and encourages traditional knowledge and grassroots innovations across the length and breadth of the country and beyond boundaries by acknowledging public participation, creativity, and the urge to bring positive change in the surroundings. (Rande, n.d.) For example, innovations like the Mitticool refrigerator, using traditional clay cooling techniques, indicate the importance of harmonizing IKS with modern technology to design sustainable solutions for rural communities. NIF is working closely with educational institutions, rural entrepreneurs, self-help groups, Panchayati Raj bodies, and more to instil a culture of innovation and ensure the welfare of society. (Kumar, 2024)

Institutional Support

The establishment of dedicated institutions is essential for the systematic promotion of IKS. The government can facilitate this by strengthening existing centers like the Indian Institute of Science Education and Research (IISER) and National Institute of Ayurveda (NIA) to conduct IKS-related studies. Encouraging private institutions to collaborate with public research bodies in IKS and setting up regional IKS hubs that cater to specific traditional knowledge practices, such as Vedic Mathematics Centers in Northern India or Siddha medicine research institutions in Tamil Nadu.(Ramanbhai, 2025) Funding and Grants Financial investment are crucial for research, curriculum development, and teacher training in IKS. The government can support this by allocating dedicated funds for IKS research through agencies like the University Grants Commission (UGC) and the Indian Council of Historical Research (ICHR), offering scholarships and fellowships for students pursuing studies in traditional knowledge fields and providing grants to schools and colleges for setting up IKS-focused infrastructure, such as Ayurvedic labs, Sanskrit learning centers, and indigenous science research hubs. (Ramanbhai, 2025)

Inclusion in Textbooks and Courses: The National Council of Educational Research and Training (NCERT) had constituted a committee of 19-member to ensure integration of the Indian Knowledge Systems (IKS) in new school textbooks across subjects for classes 3 to 12. The committee had to prepare documents in three languages – Hindi, English and Urdu and submit the syllabus to NCERT and National Syllabus and Teaching Learning Material Committee (NSTC). The timeline for submitting the first draft of textbooks and teaching learning material was December 31, 2023, and their final versions by January 31, 2024, which shows the continuous efforts of the government in this direction. (NCERT Sets Up Panel For Indian Knowledge System Integration In Books, 2023) NCERT and other boards are gradually adding IKS-based topics to textbooks. Many universities have also introduced certificate and elective courses on subjects like Ayurveda, Vedic maths, Yoga, Sanskrit, and Indian philosophy.

Online Learning and Workshops:

The Government is actively encouraging universities to engage with and promote Indian Knowledge Systems (IKS) through a wide range of academic and outreach initiatives. Regular webinars, online courses, and workshops are being conducted to equip educators and students with insights into various dimensions of IKS in higher education. Progress has been steady and significant:

- 53 IKS centers have been established across institutions.
- 88 research projects have been sanctioned.
- Over 5, 200 internships have been facilitated.
- More than 90 Faculty Development Programs (FDPs), workshops, and conferences have been organized.
- 120+ scholarly publications have been released.
- 2,500+ books have been digitized to preserve and disseminate traditional knowledge.
- The launch of IKSWiki has created a collaborative digital repository.
- 75+ educational videos and All India Radio programs have been produced.
- Training has been provided to 100 scholars, 1,500 UG/PG students, and 2,500 teachers.
- Outreach efforts have impacted over 400,000 members of the general public.
- Activities have spanned 24 cities across 23 states, reflecting a truly national footprint. (Division, 2024)

ROLE OF TEACHERS IN INTEGRATING IKS

Teachers serve as vital conduits between India's rich traditional knowledge and contemporary educational frameworks. As the frontline implementers of academic policy, they shape how students perceive and interact with the Indian Knowledge System (IKS). Their responsibilities extend beyond traditional pedagogy and require them to incorporate culturally responsive teaching methodologies that highlight the richness of India's intellectual traditions. (Ramanbhai, 2025)

Curriculum Adaptation

Teachers must find creative ways to incorporate IKS into existing syllabi. This can be done through:

- Contextual Examples: Enrich lessons by connecting modern concepts to their ancient Indian origins. For instance, while teaching geometry, educators can introduce Baudhayan's theorem, an early articulation of the Pythagorean principle, to highlight India's contributions to mathematics.
- Interdisciplinary Approaches: Bridge disciplines by showcasing how traditional practices resonate with contemporary studies. Examples include aligning Ayurvedic principles with modern medical science or exploring ancient water management techniques to deepen understanding of environmental sustainability.
- Multilingual Teaching: Celebrate India's linguistic richness by incorporating texts in Sanskrit, Prakrit, and regional languages into subjects like literature, philosophy, and history. This not only enhances comprehension but also fosters cultural pride and linguistic sensitivity.
- Innovative Pedagogy
- Teachers must adopt innovative teaching strategies to make IKS engaging and accessible for students. Some approaches include:
- Experiential Learning: Conducting field visits to historical sites, engaging students in practical applications of ancient techniques such as metallurgy, pottery, or traditional farming.
- Storytelling and Oral Traditions: Using epics, folktales, and indigenous narratives to teach moral philosophy, ethics, and history.
- Project-Based Learning: Encouraging students to conduct comparative research on ancient and modern approaches to subjects such as architecture, medicine, and astronomy.
- Hands-on Workshops: Organizing practical sessions where students learn Yoga, Sanskrit chanting, traditional arts, or Ayurvedic remedies.
- Professional Development and Capacity Building
- To successfully integrate IKS, teachers themselves need continuous learning opportunities. This requires:
- Specialized Training Programs: Attending workshops and certification courses on IKS, organized by institutions like IITs, IIMs, and various government research bodies.
- Collaboration with Scholars: Engaging with historians, linguists, and indigenous knowledge practitioners to gain deeper insights.

➢ Curriculum Co-Creation: Participating in syllabus design processes to ensure authentic and meaningful inclusion of IKS.

Student Engagement and Active Learning:
Teachers play a key role in fostering students' appreciation for IKS. Effective engagement methods include:

➢ Encouraging Research: Guiding students in conducting research projects on traditional knowledge systems and presenting their findings in academic forums.

➢ Debates and Discussions: Hosting discussions on the relevance of IKS in modern contexts, encouraging critical thinking and analytical skills.

➢ Gamification and Interactive Tools: Using digital tools like augmented reality (AR) and virtual reality (VR) to create immersive learning experiences related to ancient Indian heritage and science.

Mentorship and Advocacy
Teachers act as mentors in shaping students' career paths by:

➢ Highlighting Career Opportunities in IKS: Encouraging students to explore professions in Ayurveda, Sanskrit studies, traditional arts, and heritage conservation.

➢ Connecting Students with Experts: Facilitating interactions with scholars, practitioners, and industry experts in fields that integrate IKS with contemporary disciplines.

➢ Advocating Policy Changes: Providing feedback to educational authorities on curriculum enhancements that can strengthen IKS integration.

Use of Digital Tools in IKS Education
Technology can be leveraged to modernize the dissemination of IKS. Teachers can:

➢ Create Online Courses: Develop digital modules on topics such as ancient Indian architecture, astronomy, or Ayurveda for a global audience.

➢ Use Interactive Applications: Introduce students to language learning apps for Sanskrit, animated storytelling for mythology, or AI-powered translation tools for ancient manuscripts.

➢ Encourage Open-Source Research: Promote platforms where students can collaborate with experts and access digitized ancient texts and manuscripts. The effective role of teachers in integrating IKS into education requires a combination of pedagogical creativity, continuous professional development, and institutional support. With these efforts, teachers can act as catalysts in bridging India's ancient wisdom with modern education, ensuring that students develop a deep appreciation for their cultural heritage while

acquiring skills relevant to the contemporary world.

CHALLENGES IN THE IMPLEMENTATION OF IKS IN MODERN EDUCATION

➢ The Indian Knowledge Systems (IKS) holds immense potential to develop society at large, but its implementation faces challenges. These obstacles stem from historical, cultural, and epistemological disparities between indigenous knowledge and Western educational models. Some of the challenges are:

➢ Lack of awareness and understanding of IKS: Many people are unaware of IKS and its significance including academics and college administrators. It may be challenging to integrate IKS in contemporary teaching due to this ignorance. (Desk, 2023)

➢ Resistance to change: Resistance to change within education system encumbers the integration of IKS.(Pandey, 2024) The reluctance to integrate IKS into formal educational frameworks persists due to the continued dominance of Western-centric curricula.. (Sumaiya, 2024)

➢ Undocumented knowledge: There is a lack of documented knowledge about IKS which hinders to promote IKS in modern education. (Vageeshan, 2025)

➢ Language barrier: Indian languages are frequently used to convey IKS. For teachers and students who do not speak these languages, this may result in a linguistic barrier. (Desk, 2023)

➢ Job Creation: In the global economy, there is little need for professions that directly involve Indian knowledge. As a result, the stakeholders face a significant problem in its promotion. Only 15% of students think that careers in IKS are feasible. (Vageeshan, 2025)

➢ Lack of Resource: IKS is frequently transmitted orally from one generation to the next without any written records. Because of this, creating and implementing IKS-based programs and courses in institutions is challenging. Furthermore, IKS research and education in India are underfunded. (Desk, 2023) Adequate funding and resources are required by the stakeholders to develop and implement IKS curricula. (Gaur, S.)

➢ Teacher Preparedness: Teacher preparedness is another contest for the integration of IKS in education. As of now only 25% of higher education institutions have trained faculty for IKS courses. (Vageeshan, 2025)

➢ Pedagogical Barriers: In contrast to traditional structured curricula, experiential learning is the foundation of traditional IKS. A major problem is creating a curriculum that satisfies contemporary educational standards while

incorporating oral traditions and ancient texts. (Mahajan, 2025)

➢ Curriculum Balance: It is essential to ensure a balanced curriculum that harmonizes traditional and modern knowledge without overwhelming students. (Gaur, S.) A survey by NITI Aayog (2023) revealed that 45% of educational institutions face difficulties in balancing IKS with existing curricula due to syllabus overload. (Vageeshan, 2025)

PROPOSED SOLUTIONS FOR THE IMPLEMENTATION OF IKS IN MODERN EDUCATION

The key elements potentially to be considered for the implementation of the IKS in modern education are:

Promoting traditional Arts through vocational training: Integrating traditional crafts, art forms, and cultural practices into vocational training programs as envisioned by the National Education Policy (NEP) 2020 can equip students with practical skills that are highly relevant to local economies. This initiative not only enhances employability but also donates to the protection and revival of traditional arts and crafts. In doing so, it fosters entrepreneurship, supports self-sufficiency, and strengthens cultural identity within communities. (Rana, 2025)

Raising awareness on the value of IKS: Launch targeted awareness campaigns aimed at educating key stakeholders including educators, school and college administrators, policymakers, and the public about the status and relevance of IKS. These initiatives undoubtedly contribute to increased understanding, curriculum integration, and the purposeful use of IKS in modern education.

 (Baral, 2024)

Collaborative curriculum development with IKS: Encourage and facilitate partnership between institution faculty and IKS practitioners including subject matter specialists, traditional knowledge receptacles, and programme developers to co-create academic content. This partnership ensures that curricula are both academically rigorous and rooted in authentic, indigenous knowledge, enriching the educational experience and preserving cultural heritage. (Sharma, 2022)

Creation of digital repositories: Develop comprehensive digital repositories to preserve and provide access to documented Indian Knowledge Systems (IKS). These repositories should include a wide range of resources such as audio recordings, transcripts, videos, manuscripts, and other multimedia materials. By digitizing and centralizing IKS content, this initiative will support research, education, and intergenerational knowledge transfer while ensuring long-term preservation.(Ministry of Human Reource Devlopment)

Faculty workshops for integrating IKS: Organize dedicated workshops for academicians to discover actual approaches for fit in IKS into current courses. These workshops should deliver hands-on guidance, showcase best practices, and encourage interdisciplinary approaches, enabling educators to meaningfully embed IKS content within mainstream academic frameworks. The capacity building of teachers through trainings and workshops in imparting IKS in various disciplines is essential to prevent the dissemination of inaccurate information to students, which could undermine the integrity of IKS education. (Kumar. M., 2024)

Advocating Flexible Curriculum Frameworks: Promote curriculum frameworks that offer flexibility in content delivery, enabling institutions to meaningfully integrate Indian Knowledge Systems (IKS) across disciplines. Flexible structures allow educators to adapt course materials to local contexts, include region-specific knowledge, and blend traditional wisdom with modern pedagogy for making learning more holistic, relevant, and inclusive. Design a well-structured curriculum that covers various aspects of IKS, including philosophy, arts, sciences, and traditional practices. Ensure that it integrates both theoretical knowledge and practical applications. (Jain, 2025)

Bridging Academia and IKS: Fostering teamwork between academia and IKS consultants is essential. Students will undoubtedly learn more about IKS if digital repositories are created to store recorded IKS awareness, such as audio soundtracks, texts, movies, and multimedia resources. (Pandey, 2024)

ADVANTAGES FOR INTEGRATING IKS IN MODERN EDUCATION(Ministry of Human Reource Devlopment)

Integrating IKS into modern education presents numerous advantages. Some of the advantages including fostering cultural relevance, promoting holistic development, enhancing environmental awareness, encouraging interdisciplinary learning, and nurturing ethical values. Some of the advantages are:

Builds cultural awareness: IKS helps students understand India's deep cultural roots and achievements. It makes them feel proud of their heritage and identity.

Makes learning more meaningful: Subjects like Ayurveda, Yoga, Vedic Mathematics, and Ancient Literature are not only interesting but also add real value to what students learn in school.

Develops strong moral values: IKS gives importance to values like truth, discipline, respect, and harmony. These are essential for building good character and leading a responsible life.

Boosts critical and creative thinking: Many Indian philosophies encourage self-reflection and logical thinking. This helps students improve their problem-solving and decision-making skills.

Promotes health and well-being: Practices like yoga, meditation, and natural healing methods support both physical and mental health.

Encourages sustainable living: IKS teaches students how to live in harmony with nature, use resources wisely, and adopt eco-friendly habits.

Inspires innovation: Traditional knowledge can spark new ideas. By combining ancient wisdom with modern thinking, students can find creative solutions to today's problems.

IMPLICATIONS FOR EDUCATIONAL POLICY AND PRACTICE

The review highlights key considerations for advancing inclusive and culturally attuned educational frameworks. Central to this effort is the need for the meaningful integration of Indigenous and Local Knowledge Systems (IKS) into national curricula—moving beyond symbolic gestures toward genuine representation. Achieving this requires a thorough revision of existing textbooks, the creation of context-specific learning materials, and the embedding of indigenous epistemologies within assessment methodologies. Such reforms are essential to ensure that education reflects the diverse intellectual traditions of India and fosters deeper cultural engagement among learners.

Equally essential is the transformation of teacher education programs. Educators must be equipped not only with pedagogical tools but also with a deep philosophical understanding of IKS, enabling them to engage with and teach these systems authentically and effectively.

Policy frameworks should actively promote interdisciplinary and collaborative research on IKS by allocating dedicated funding and establishing institutions committed to this cause. The creation of research centres, digital repositories, and community-based networks will play a pivotal role in facilitating intergenerational and cross-disciplinary knowledge exchange. Such initiatives are vital to cultivating a dynamic and sustainable ecosystem for the transmission and preservation of indigenous knowledge.

Pedagogical reforms rooted in Indigenous and Local Knowledge Systems (IKS) must be guided by the principles of inclusivity and social justice. This involves elevating historically marginalized voices within indigenous traditions—particularly those of women, Dalits, Adivasis, and linguistic minorities—and ensuring their active participation in shaping, preserving, and disseminating IKS. Such efforts are not only ethically essential but also fundamental to preserving the authenticity, diversity, and vitality of these knowledge systems.

The Indian Knowledge Systems holds immense potential as a dynamic and evolving framework—far beyond its historical legacy. It can serve as a transformative force in reimagining education, promoting sustainability, and fostering global intercultural understanding. By honouring its philosophical depth, encouraging pedagogical innovation, and embracing its civilizational wisdom, India and the global community can move toward a more pluralistic, equitable, and humane knowledge order. Realizing this vision demands sustained intellectual engagement, robust institutional support, and a collective commitment to holistic human development.

CONCLUSION

IKS includes the traditional knowledge and wisdom developed in India over thousands of years. It helps students understand their culture, learn important values, think creatively, and live in a balanced way. By establishing an IKS Division under AICTE, offering new textbooks, research funds, and online workshops to help people realize its value, the Indian government is pushing IKS under NEP 2020. In recent years, universities and academic institutions across India have increasingly embraced Indian Knowledge Systems (IKS) within their curricula, aiming to provide students with a more holistic and well-rounded education. This shift reflects a growing understanding that true cognitive justice and educational equity can only be achieved by genuinely recognizing and integrating diverse epistemologies into mainstream education. The inclusion of IKS holds immense promise for enhancing human well-being. By drawing upon traditional wisdom from sources such as the Vedas and Upanishads, IKS fosters interdisciplinary learning and offers profound insights into sustainable living, ethical reasoning, and holistic development. Key initiatives include training educators, digitizing IKS content, and promoting innovation through strategic partnerships and academic competitions. The resurgence of IKS—particularly catalysed by policy frameworks like India's National Education Policy (NEP) 2020—signals a renewed commitment to indigenous knowledge as a vital contributor to contemporary education and societal progress. However, this integration must be approached with care and inclusivity. It demands more than institutional endorsement; it calls for curricular innovation, rigorous scholarship, and the re-skilling of educators to interpret and teach traditional knowledge responsibly. A critical and reflective lens is essential throughout this process to avoid romanticizing or selectively appropriating IKS. Instead, its revival should be celebrated for its plurality, diversity, and evolving relevance. Engagement with IKS must be rooted in democratic access, cultural sensitivity, and intellectual integrity. Higher Education Institutions (HEIs) are establishing dedicated IKS Centres to serve as hubs for outreach, research, and knowledge dissemination. These centres aim to foster national pride, promote cultural awareness on a global stage, create employment opportunities, and ensure the transmission of authentic knowledge to future generations.

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