

National Education Policy And Indian Knowledge System For The Development Of Education In Madhya Pradesh

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Abstract

The National Education Policy (NEP) 2020 is one of the most significant changes to the education system in India, which attempts to re-align learning with the civilizational knowledge legacy of the nation, and remain globally competitive. The reestablishment and assimilation of the Indian Knowledge System (IKS) which includes indigenous sciences, traditional health systems, classical languages, ecological wisdom, oral traditions, and culturally based pedagogies is a major facet of this reform. The present paper is the critical analysis of the opportunities and difficulties related to the integration of IKS into the curricular, institutional and pedagogical frameworks provided by NEP 2020. The analysis of documents, academic literature, and government reports on the qualitative and analytic basis of the study shows that NEP 2020 is the first national policy to institutionalize IKS on all levels of education. Nonetheless, it has major limitations like lack of trained teachers, insufficient academic structures to standardize IKS, and structural loopholes in the framework of higher education systems. Nevertheless, IKS has enormous potentials in the restoration of cultural continuity, diversification of knowledge streams, and placing India as an international provider of alternative knowledge systems in case integrated scientifically and strategically.

Keywords: National Education Policy 2020, Indian Knowledge System, Indigenous Knowledge,

1. INTRODUCTION: Indian Knowledge System (IKS) is a huge pool of intellectual, cultural, and scientific traditions that were developed in the Indian subcontinent over the thousands of years. IKS is based on the Vedic, Upanishadic, Buddhist, and Jain, and subsequently classical, Sanskrit and local knowledge traditions, encompassing a wide variety of fields, including philosophy, mathematics, astronomy, Ayurveda, metallurgy, linguistics, ecology, performing arts and education. This native system operated centuries with Gurukalas, Pathshalas, Monasteries and Temple universities such as Nalanda and Takshashila and localized community-based networks of knowledge, which influenced the life of epistemology and socio-cultural life. This continuum was however broken in the colonial era particularly after the Minute on Education enacted by Thomas Babington Macaulay in

1835 which systematically substituted the Indian intellectual traditions with an English-based curriculum. The policy of colonial education marginalized indigenous knowledge as something non-scientific and left it to the realms of folklore and ritual, which led to the undermining of traditional learning institutions and the marginalization of epistemology. Since the country attained independence, despite the national education system that India implemented, no structured policy was given to the revival of IKS. Initially commissions like the Radhakrishnan Committee (1948) and the Kothari Commission (1964) did not only recognize the importance of knowledge in India, but they did not manage to translate this to curricular frameworks. Higher education was still dominated by Western approaches to discipline and IKS was still contained in the isolated research centres, classical language departments and cultural preservation institutions. It is not until the National Education Policy (NEP) 2020 that IKS once again becomes a national educational priority. NEP 2020 is defined by the dual vision of rootedness in India and international outlook that state that education should be oriented not only culturally but also globally. The policy is the first to make IKS a mainstream academic and research element at the school, higher, and vocational education levels. The policy is trying to overcome historical discontinuity by suggesting multidisciplinary universities, the encouragement of classical languages, experiential learning, and institutional mechanism like IKS centres. Therefore, NEP 2020 represents a conclusive transition between heritage conservation and the constructive re-use of indigenous knowledge by the present education system, turning IKS not into the nostalgia, but a living knowledge tradition with its modern significance.

2. REVIEW OF LITERATURE:

Annual Report, All India Council for Technical Education (2021), reports on the operationalization of the IKS Cell of the Ministry of Education at AICTE: its mandate to advance interdisciplinary IKS research, curriculum pilots, funding, and outreach. It has been in the form of early institutionalization, including calls, proposals, and networking with universities; and the report highlights that on the long run, there is the need to establish capacity-building, academic standards of mainstreaming IKS in technical and higher education.

University Grants Commission (2023). Guidelines of the UGC to Incorporating Indian Knowledge System in Higher Education Curricula offer a useful roadmap, including credit-based courses in IKS, interdisciplinary buckets, research connections, and assessment proposals. The document makes IKS a heritage add-on curriculum component (implicitly), but underscores implementation prerequisites- faculty knowledge, resource materials, and institutional preparation- demand phase- based implementation and quality checks.

Kumar, 2025 In Integrating Indian Knowledge System in NEP 2020 (TIJMR), examines policy-text and early university practice, believing that NEP provides a new policy space of IKS, based on multilingualism, experiential learning, and multidisciplinary structures. Results indicate opportunities (new courses, research focus, collaborations with communities) and threats of standardization, content curation, and scholarly attestation in the mainstream accreditation systems.

Singh & Patra (2023) In their paper “Revitalizing Indigenous Pedagogies through NEP 2020” evaluate how IKS-based learning through experience is aligned with the competency-driven curriculum of NEP. The paper concludes that traditional teaching methods like gurukul, storytelling, apprenticeship, and community-based learning are some of the constructive pedagogies that has been advocated in the world today. Nevertheless, the authors caution that, unless the digital repositories, textbooks, and teacher preparation are made valid, IKS might not be transformative but rather rhetorical in classroom practice.

Borah (2022) studied “Repositioning Indian Knowledge in Higher Education: A Policy Analysis of NEP 2020” assesses the possibility of the policy to bring an academic democratization. The study finds, based on the content-based review universities, that IKS has the potential in providing the localized curricula, regional language scholarship, and cultural research cluster. Another issue mentioned in the paper is political interpretations of tradition, discrepancies in the distribution of the institutional resources and absence of cross-disciplinary bridges between modern sciences and IKS-based epistemologies of NEP and the interviews with the stakeholders working in Assam-based

3.OBJECTIVES :

- 1.To study the role of the National Education Policy (NEP) in the development of education in Madhya Pradesh.
- 2.To analyze the contribution of the Indian Knowledge System (IKS) in improving educational quality and values.
- 3.To examine the integration of NEP and IKS in educational institutions of Madhya Pradesh.

4. RESEARCH METHODOLOGY :

The present study is based on the secondary data method. Information has been collected from books, journals, government reports, research papers, NEP 2020 documents, websites, and educational publications related to the Indian Knowledge System and educational development in Madhya Pradesh. The collected data were analyzed descriptively and analytically.

5. DISCUSSION AND RESULT :

The National Education Policy 2020 emphasizes holistic, multidisciplinary, and skill-based education. In Madhya Pradesh, efforts have been made to

improve educational quality through digital learning, vocational education, teacher training, and inclusion of local culture in the curriculum.

The Indian Knowledge System promotes traditional Indian values, ethics, yoga, Ayurveda, environmental awareness, and cultural heritage. The integration of IKS with modern education helps students develop moral values, creativity, and critical thinking.

The study found that the combined implementation of NEP and IKS can strengthen educational development in Madhya Pradesh by promoting value-based education, employability skills, and preservation of cultural heritage.

6. FINDINGS OF THE STUDY :

- 1.NEP 2020 promotes inclusive and skill-oriented education.
- 2.Indian Knowledge System strengthens cultural and ethical values among students.
- 3.Integration of IKS in education supports holistic development.
- 4.Madhya Pradesh is adopting innovative educational reforms under NEP.
- 5.Teacher training and curriculum reforms are essential for successful implementation.

6. RESULT SUMMARY :

The study concludes that the National Education Policy and Indian Knowledge System play an important role in the educational development of Madhya Pradesh. Their integration improves educational quality, cultural awareness, moral values, and skill development among students.

7. SUGGESTIONS :

- 1.Indian Knowledge System should be included effectively in school and higher education curricula.
- 2.Teachers should receive proper training regarding NEP and IKS implementation.
- 3.Digital and vocational education facilities should be expanded in rural areas.
- 4.Educational institutions should promote research on Indian traditions and culture.
- 5.Awareness programs should be organized for students and parents regarding NEP objectives.

8.CONCLUSION : The Indian knowledge system is still applicable today and offers helpful advice on topics like stress management and sustainability, among others. There is a wealth of information available that can be applied to better people, communities, and society. The National Education Policy 2020 and Indian Knowledge System together provide a strong foundation for educational development in Madhya Pradesh. Their integration can create an education system that is value-based, skill-oriented, culturally rich, and globally relevant. Proper implementation of

these reforms will help in achieving holistic and sustainable educational development.

9.REFERENCES :

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