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ROLE OF INDIAN KNOWLEDGE SYSTEM IN NEP 2020: A COMPARATIVE STUDY

P. S. Rajput*, S. N. Chari, Ruchi Singh***, Kaveri Joshi******

Abstract *To promote a more inclusive and balanced learning environment, the National Education Policy (NEP) 2020 seeks to reintegrate the Indian Knowledge System (IKS) into contemporary educational frameworks. The IKS is a comprehensive collection of traditional knowledge, methods, and beliefs that have been refined over thousands of years in a variety of disciplines, including philosophy, science, the arts, and spirituality. Simple random sampling methods were used to select 150 sample, all 18 years of age or older, from different colleges of MLSU, Udaipur Rajasthan. A questionnaire on the Role of Indian Knowledge Systems in NEP-2020 was utilized to accomplish the research goal. The questionnaire consisted of 25 statements that addressed aspects. The researcher used a survey to collect the data. The collected data was subjected to suitable statistical methods, including frequency, percentage, Chi^2 value, and p-value to ascertain the research findings. The findings shows the undergraduate respondents have better understanding about role of IKS in the NEP 2020. In conclusion, the dimensions of role of IKS in the NEP 2020 i.e. awareness and understanding of IKS, perception of IKS and attitude of IKS are shows non-significant difference with qualification. The other dimensions are cultural and ethical relevance, and interdisciplinary relevance shows significant difference with qualification.*

Keywords: *National Education Policy, Indian Knowledge System, Simple Random Sampling, Undergraduate and Qualification*

INTRODUCTION

In the Indian knowledge tradition, wisdom, science, earthly and spiritual values, responsibility and faith, enjoyment and renunciation are all combined. This educational system, which has its roots in the Rig Veda, emphasizes moral, material, spiritual, and intellectual qualities. It instils virtues such as self-reliance, humility, discipline, honesty, and respect for others. It promoted human growth and development through a variety of customs and rituals. The National Education Policy 2020 seeks to give students from a range of socioeconomic backgrounds equal access to the best possible education. India has long made a substantial contribution to global industrial production in several disciplines, including linguistics, philosophy, astronomy, medicine, and mathematics. However, colonial education systems frequently emphasized Western models while downplaying India's accomplishments. To promote a more inclusive and balanced learning environment, the National Education Policy (NEP) 2020 seeks to reintegrate the Indian Knowledge System (IKS) into contemporary educational frameworks. The IKS is a comprehensive collection of traditional knowledge, methods, and beliefs that have been refined over thousands of years in a variety of disciplines, including philosophy, science, the arts, and spirituality. The NEP seeks to modernize the current educational system by establishing a more inclusive, comprehensive strategy that meets contemporary needs.

Philosophical, scientific, artistic, and literary disciplines are all included in the extensive and age-old Indian Knowledge System. With its foundations in ancient literature like the Veda and Upanishads, it provides deep understanding of the universe, reality, and human existence. This system continues to inspire people all around the world and has had a significant impact on Indian culture. The indigenous knowledge base, which is gradually gaining international recognition, has been greatly influenced by India's ancient culture. Experience, observation, experimentation, and thorough analysis all contributed to the development of the Indian Knowledge System, which includes Jnan, Vignan and Jeevan Darshan. This system also includes the philosophy of values, which offers a method of living (Das, 2024).

The National Education Policy (NEP) 2020 depends extensively on the Indian Knowledge System (IKS), which encourages transdisciplinary and holistic learning at all educational levels. Through foundational courses, NEP 2020 promotes the integration of IKS at the

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undergraduate (UG) level, introducing students to India's rich scientific, philosophical, and cultural legacy. IKS is prioritized on specialized research at the postgraduate (PG) level, encouraging creativity and the use of traditional knowledge in contemporary settings. NEP 2020 promotes interdisciplinary approaches for professionals, fusing IKS with modern fields like engineering, medicine, and management to produce solutions that are both contextually appropriate and sustainable. Therefore, IKS under NEP 2020 guarantees a comprehensive education, improving professional and academic skills.

METHODOLOGY

Simple random sampling methods were used to select 150 sample, all 18 years of age or older, from different colleges of Mohan Lal Sukadia University, Udaipur, Rajasthan. A questionnaire on the Role of Indian Knowledge Systems in NEP 2020 was utilized to accomplish the research goal. The questionnaire consisted of 25 statements that addressed aspects. The researcher used a survey to collect the data. The collected data was subjected to suitable statistical methods, including frequency, percentage, Chi^2 value, and p-value to ascertain the research findings.

RESULT AND DISCUSSION

Assessment of Respondent's Role of IKS in the NEP 2020 Based on Qualification

According to respondents' educational qualifications i.e. undergraduate (UG), postgraduate (PG), and professional degree, the Table 1 compares their awareness and understanding of IKS, perception of IKS, attitude of IKS, cultural and ethical relevance, and interdisciplinary relevance of the role of Indian Knowledge System (IKS) in the National Education Policy (NEP) 2020. A significant difference is shown by a p-value at 0.05 level of significance which indicates that the qualification level affects the different dimensions.

Table 1: Distribution of Respondent's Role of IKS in the NEP 2020 Based on Qualification

n=150									
Dimensions	**Level of Role of IKS in the NEP 2020**	**Qualification**							
		UG		**PG**		**Professional Degree**		**Chi^2 Value**	**p-Value**
		f	**%**	***f***	**%**	***f***	**%**		
Awareness and Understanding of IKS	Poor	01	0.66	02	1.33	00	0.00	1.569	.814
	Average	34	22.66	35	23.33	08	5.33		
	Good	35	23.33	27	18.00	08	5.33		
Perception of IKS	Poor	01	0.66	02	1.33	00	0.00	1.333	.856
	Average	35	23.33	35	23.33	09	6.00		
	Good	34	22.66	27	18.00	07	4.66		
Attitude of IKS	Poor	03	2.00	05	3.33	00	0.00	5.596	.231
	Average	34	22.66	39	26.00	07	4.66		
	Good	33	22.00	30	20.00	04	2.66		
Cultural and Ethical Relevance	Poor	11	7.33	04	2.66	01	0.66	18.387	.001*
	Average	43	28.66	24	16.00	03	2.00		
	Good	31	20.66	14	9.33	19	12.66		
Interdisciplinary Relevance	Poor	07	4.66	09	6.00	00	0.00	12.317	.015*
	Average	21	14.00	46	30.66	03	2.00		
	Good	28	18.66	26	17.33	10	6.66		

*Significant at 5 per cent level of significance

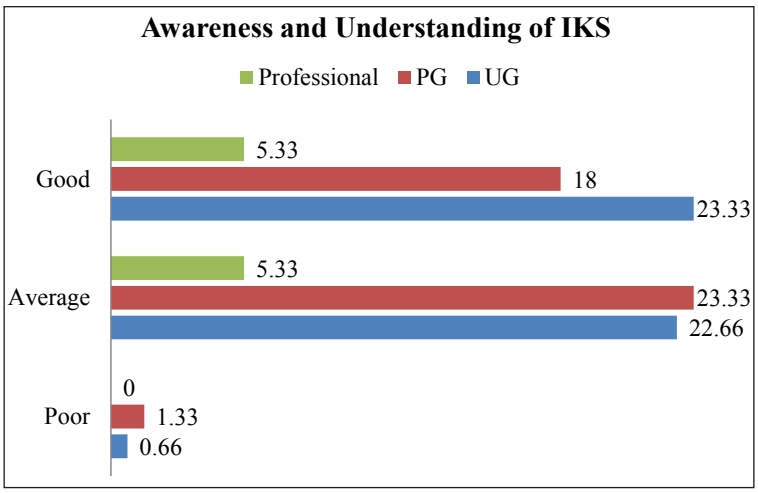

Fig. 1: Awareness and Understanding of IKS Based on Qualification

Table1 and Fig. 1 discussedin the first dimension i.e.awareness and understanding of IKS based onqualification. The qualification was divided into three groups i.e. UG, PG and Professional degree. It was found that majority of respondents belonging to the undergraduate 23.33 per cent were having good score followed by 22.66 per cent were having average score and only 0.66 per cent were having poor score. While in postgraduate most of the respondents i.e. 23.33 per cent were having average score followed by 18.00 per cent were having good and 5.33 per cent were having poor score. Whereas in professional degree most of the respondents i.e. 5.33 per cent were having good followed by 5.33 per cent were having average level and no respondents were having poor score.

There is no statistically significant difference between awareness and understanding of IKS and qualification among respondents. The calculated p-value (0.814) indicated a non-significant association between the two variables at 0.05 level of significance.

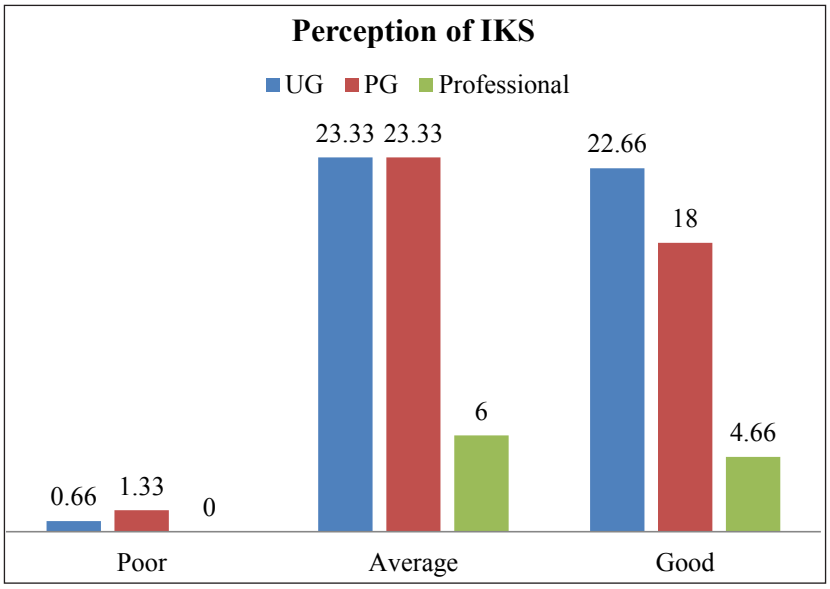

Fig. 2: Perception of IKS Based on Qualification

Table 1 and Fig. 2 in the second dimension i.e. perception of IKS, showed 23.33 per cent respondents were at undergraduate had scored in average level whereas 18 per cent had good and 0.66 per cent had obtained scores at low level. Likewise in respondents were at postgraduate, 23.33 per cent respondents were average level while 18.00 per cent of respondent were good score and only 1.33 per cent respondents were at poor level. Furthermore, in professional

degree 6.00 per cent were having average score followed by 4.66 per cent were having good score and no respondent were having poor score.

From Table 1, it can be concluded that there is no association between the perception of IKS and qualification of respondents as the calculated p-value (0.856) at 0.05 level of significance.

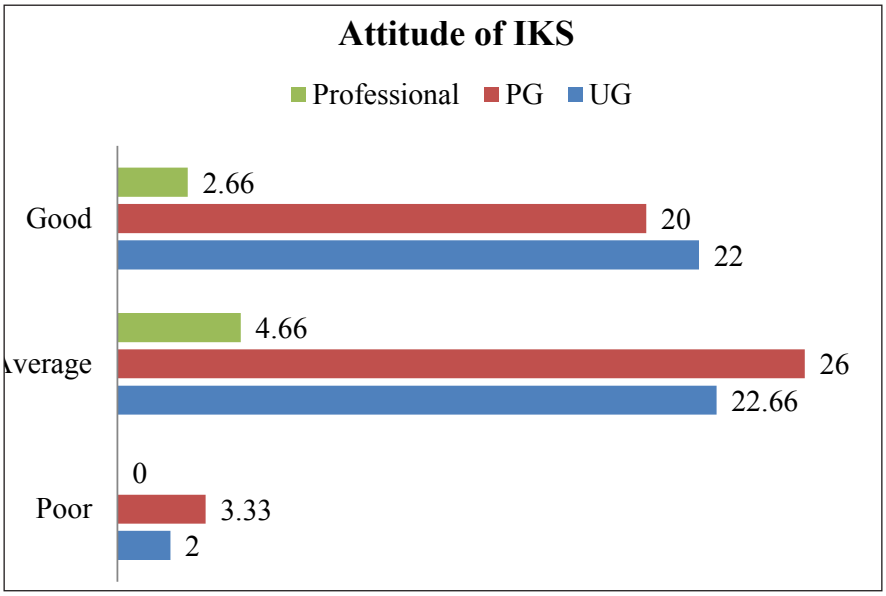

Fig. 3: Attitude of IKS Based on Qualification

From Table 1 and Fig. 3 in the third dimension i.e. attitude of IKS, 22.66 per cent were at undergraduate obtained average score followed by 22.00 per cent obtained good score and 2.00 per cent obtained poor levelscore. Whereas 26.00 per cent respondents obtained average score at postgraduate followed by 20.00 per cent obtained good score and 3.33 per cent obtained poor levelscore. While 4.66 per cent scored average level at professional degree followed by 2.66 per cent scored good level and no respondent at poor level.

From Table 1, there is no statistically significant difference, indicating that attitude of IKS is not significantly impacted by qualification level as the calculated p-value (0.231) at 0.05 level of significance.

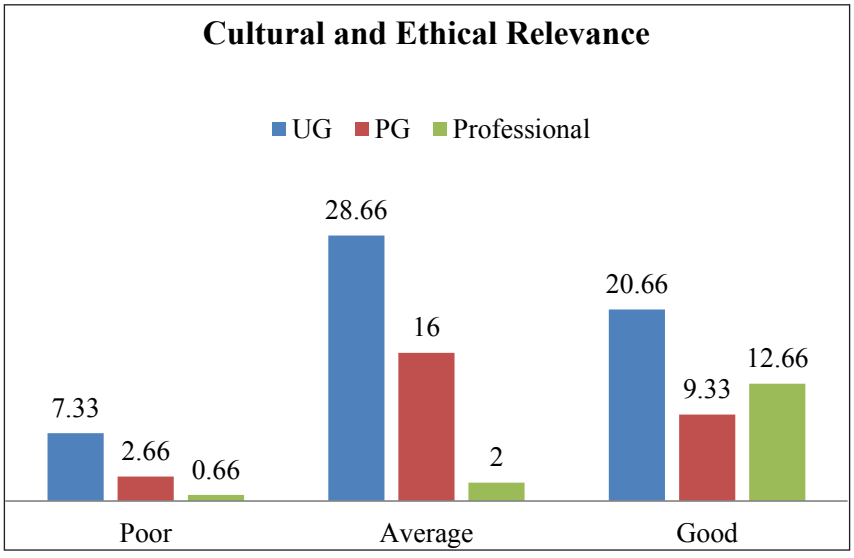

Fig. 4: Cultural and Ethical Relevance of IKS Based on Qualification

Fig. 4 in the dimension fourth i.e. cultural and ethical relevance shows 28.66 per cent were obtained average score at undergraduate followed by 20.66 per cent were having good and 7.33 per cent were having poor score. Similarly in postgraduate 16 per cent respondents were having average score followed by 9.33 per cent were having good and only 2.66 per cent were having poor score. Furthermore, in professional degree 12.66 per cent were having good followed by 2.00 per cent were having average and only 0.66 per cent were having poor score.

From Table 1, there is statistically significant difference, indicating that cultural and ethical relevance is significantly impacted by qualification levelas the calculated p-value (0.001) at 0.05 level of significance.

IKS's incorporation into the curriculum strengthens students' sense of cultural pride and identity. Students develop a sense of kinship and respect for their cultural roots by learning about and appreciating the perspectives of ancient Indian intellectuals and philosophers (Rana & Jain, 2025). A complete, inclusive, and diverse learning environment can be established in higher education through the use of Indian knowledge systems (IKS), preparing students for the modern world with morality, wisdom, and an understanding of their cultural heritage. In order to anticipate the influence of these activities outside of the classroom, faculty members should be encouraged to develop and teach courses in engaging ways. Higher Education Institutions are essential to the development of ethically sound and culturally informed young people, which propels India's progress as a knowledge-based society (Surabhi, 2024).

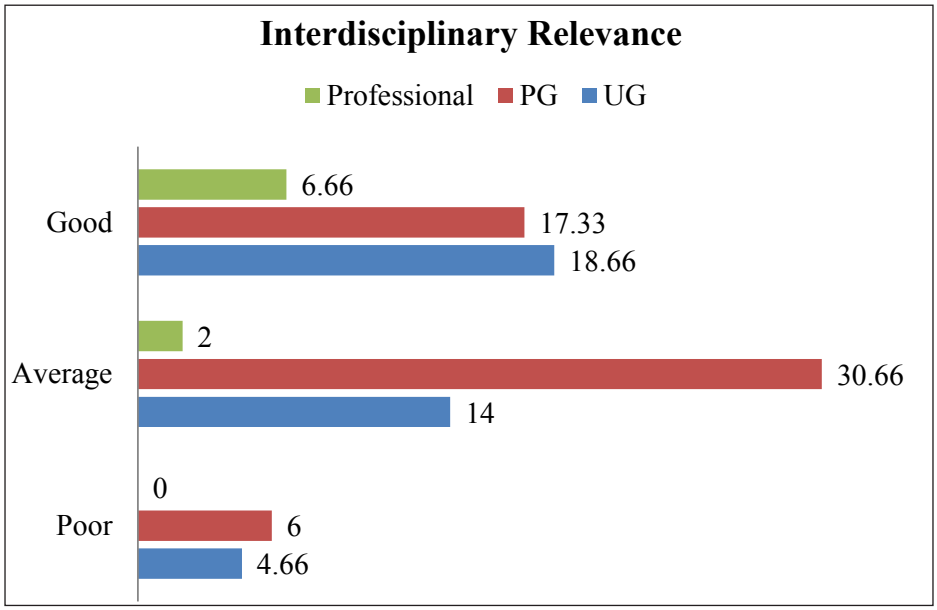

Fig. 5: Interdisciplinary Relevance of IKS Based on Qualification

From Table 1 and Fig. 5 in the fifth dimension i.e. interdisciplinary relevance of IKS shows 18.66 per cent were obtained good score at undergraduate followed by 14.00 per cent were having average and 4.66 per cent were having poor score. Similarly in postgraduate 30.66 per cent respondents were having average score followed by 17.33 per cent were having good and 6.00 per cent were having poor score. Furthermore, in professional degree 6.66 per cent were having good followed by 2.00 per cent were having average and no respondent were having poor score.

From Table 1, there is statistically significant difference, indicating that interdisciplinary relevance of IKSis significantly impacted by qualification level as the calculated p-value (0.015) at 0.05 level of significance.

IKS offers interdisciplinary ideas that can improve one's personal and professional life by covering multiple disciplines, including philosophy, physics, politics, and the arts (Surabhi, 2024). By incorporating IKS to bridge disparate academic disciplines, the NEP 2020 encourages an interdisciplinary approach. This method fosters critical thinking, transdisciplinary learning, and a more comprehensive understanding of health and wellness in students. Additionally, it integrates local cultural components and traditional knowledge, encouraging

students' skill development, cultural pride and understanding of sustainability (Rana & Jain, 2025).

CONCLUSION

In conclusion, the dimensions of role of IKS in the NEP 2020 i.e. awareness and understanding of IKS, perception of IKS and attitude of IKS are shows non-significant difference with qualification, indicating that people with varying educational qualifications have comparable levels of acquaintance with and opinions about IKS. The other dimensions are cultural and ethical relevance as well as the interdisciplinary relevance shows significant difference with qualification. According to this, increased education may provide a greater understanding of IKS's transdisciplinary potential and ethical importance, even while fundamental knowledge and attitudes toward it are constant throughout qualifications. These findings highlight the necessity of specialized teaching methods to better include IKS at various academic levels and guarantee its useful and relevant application across fields of study.

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