

Exploring the Indian Knowledge System in the Context of Nep 2020: A Survey Based Study

Dr. P. S. Rajput¹; Ruchi Singh²; Kaveri Joshi³; Dr. S. N. Chari⁴

Principal Investigator, Assistant Professor and In-Charge Head, Department of Library and Information Science, MLSU, Udaipur¹; Research Assistant, Department of Library and Information Science, MLSU, Udaipur²; Field Investigator, Department of Library and Information Science, MLSU, Udaipur³; Deputy Director, Indian Council of Social Science Research, New Delhi, India⁴

ABSTRACT

A revolutionary framework called the National Education Policy (NEP) 2020 seeks to restructure the Indian educational system to improve quality, fairness and accessibility at all educational levels. Furthermore, Indian Knowledge Systems (IKS) are critical to education in the era of digital transformation because they facilitate data-driven decision-making, increase institutional performance and make learning resources more accessible. Therefore, 150 samples between 18 and older were chosen from various colleges in Rajasthan using simple random sampling techniques. To achieve the research objective, a questionnaire, namely Questionnaire on the Role of Indian Knowledge Systems in NEP 2020, was used. The 25 statements that made up the questionnaire focused on dimensions. The researcher gathered the data via a survey. To determine the research findings, appropriate statistical techniques, such as frequency and percentage, were applied to the data that was gathered. The results indicate that most respondents had a good overall level of the role of Indian Knowledge Systems in NEP 2020. Although Indian Knowledge Systems are essential to bridging this gap, Enhancing the accessibility and clarity of digital content should be a priority. Students must have a self-assured, upbeat mindset based on their strong value system if India wants to become a global knowledge society. While adhering to contemporary global values, the educational system should impart values derived from the rich intellectual, cultural and social traditions of Indian civilization.

KEYWORDS: National Education Policy, Indian Knowledge Systems, simple random sampling, digital content and global values.

INTRODUCTION

A revolutionary framework called the National Education Policy (NEP) 2020 seeks to restructure the Indian educational system to improve quality, fairness and accessibility at all educational levels. Understanding the

demographic makeup of stakeholders, such as students, teachers, and institutional representatives, is crucial to implementing NEP 2020 since it allows for the evaluation of their awareness, attitudes and readiness for its implementation. Furthermore, Indian Knowledge Systems (IKS) are critical to education in the era of digital transformation because they facilitate data-driven decision-making, increase institutional performance, and make learning resources more accessible. Assessing the interactions between respondents from different age groups, genders, academic streams, and institutions with NEP 2020 and IKS is necessary to evaluate the policy's impact and effectiveness. This study's primary focus is on the demographic distribution of respondents by age, gender, qualification stream, and institutional affiliation to illuminate their perspectives on Indian Knowledge Systems and NEP 2020. Many research investigations emphasize the part that demographic factors play in how policies are received, and knowledge systems are installed. Digital literacy significantly impacts the utilization of online learning systems created under NEP 2020.

(Sharma and Patel, 2021). Similarly, it contends that access to digital learning materials is influenced by socioeconomic inequality (Rao, 2020). A wide variety of traditional knowledge is included in the Indian Knowledge System (IKS), such as astronomy, metallurgy, mathematics, languages, ethics, Ayurveda and Vedic sciences. To promote a comprehensive approach to learning, NEP 2020 aims to revitalize and include these disciplines in the contemporary educational system. The transdisciplinary aspects of IKS and its applicability to modern research, education, and innovation are investigated in the present paper. The National Education Policy (NEP) 2020 aims to integrate India's rich intellectual past with current research perspectives in a comprehensive and interdisciplinary approach to education. An extensive amount of knowledge that is still relevant in modern education may be found in Indian Knowledge Systems (IKS), which include a wide range of disciplines including philosophy, physics, mathematics, medicine, languages, the arts, and government. NEP 2020 places a strong emphasis on integrating IKS into the regular curriculum to promote critical thinking, creativity, and cultural awareness, acknowledging the necessity of bridging the gap between traditional and modern education. With contributions from Jain, Buddhist, and other Indigenous traditions as well as ancient writings like the Vedas, Upanishads, and epics, IKS is by its very nature interdisciplinary. These knowledge systems complement the NEP's emphasis on experiential learning and value-based education by offering insights into sustainability, holistic well-being, and ethical governance. Through the combination of IKS with modern disciplines including science, technology, engineering, mathematics (STEM), and social sciences, NEP 2020 promotes an inclusive and contextualized educational system that nurtures both intellectual and cultural identity (Suresh, 2024).

The present investigation examines IKS's dimensions in the context of NEP 2020 and evaluates its multidisciplinary possibilities in a range of fields. It talks on the need to integrate IKS into modern education, how it fits in with global knowledge traditions, and the difficulties in putting it into practice. In order to make education more relevant, comprehensive, and future-ready, the study emphasizes how a synthesis of traditional and modern educational frameworks may produce a revolutionary educational experience for participants.

METHODOLOGY

A total of 150 samples, aged 18 and above, were chosen from various colleges in Rajasthan using simple random sampling techniques. To achieve the research objective, a questionnaire, namely Questionnaire on the role of Indian Knowledge Systems in NEP 2020, was used. The 25 statements that made up the questionnaire focused on particular dimensions. The researcher gathered the data via a survey. To determine the research findings, appropriate statistical techniques, such as frequency and percentage, were applied to the data that was gathered.

RESULT AND DISCUSSION

The findings of a study should always be interpreted in the context of the subject's characteristics. The respondents' background information, including their gender, age, qualifications, stream, and institution, are included in this section. The next section provides an analytical presentation of the data for each specific dimension that is being studied. This section offers a thorough description of the background information selected for the sample in the present study.

A. DEMOGRAPHIC ANALYSIS OF ROLE OF INDIAN KNOWLEDGE SYSTEMS IN NEP 2020

1. Gender

In Table 1 and Figure 1 based on gender, majority of the respondents (78.66%) were female while (21.33%) were male.

Table 1: Distribution of the respondents based on gender

n=150

Variable	Particular	Frequency (f)	Percentage (%)
Gender	Female	118	78.66
	Male	32	21.33

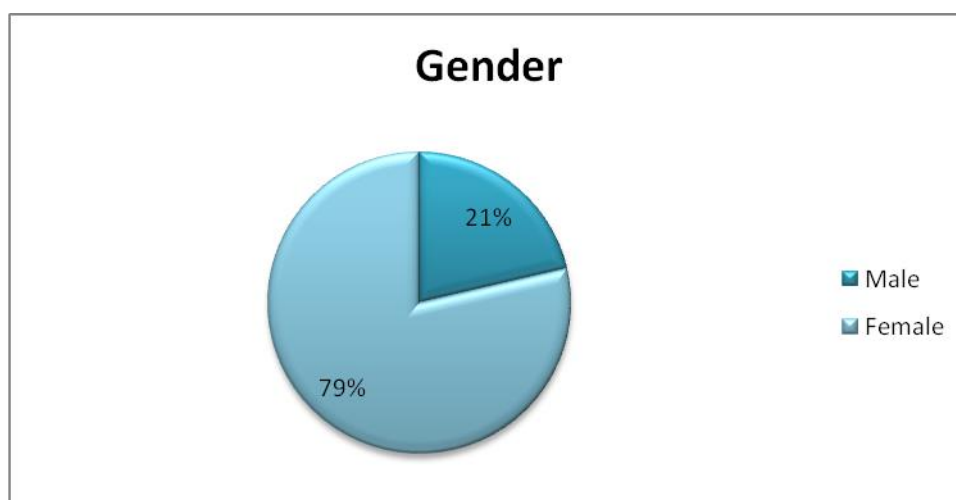


Fig. 1: Distribution of the respondents based on gender

2. Age

The participants' ages ranged from 18 and above, as shown in Table 2 and Figure 2. These were separated into two groups i.e. 18-30 years and 31 and above years. Majority i.e. 81.33 per cent of respondents were between the ages of 18 to 30 years while remaining 18.66 per cent of respondents between the ages of 31 and above.

Table 2: Distribution of the respondents based on age

n=150

Variable	Particular	Frequency (f)	Percentage (%)
Age (years)	18-30	122	81.33
	31 and above	28	18.66

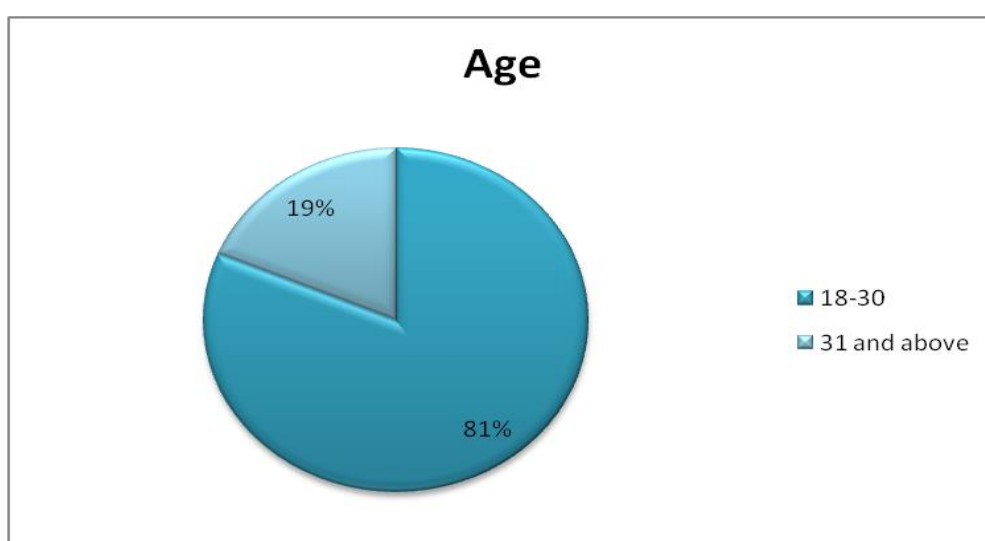


Fig. 2: Distribution of the respondents based on age

3. Qualification

In Table 3 and Figure 3, most of the undergraduate students (47.33%) followed by graduate students (42%) and professional degree holders (10.66%).

Table 3: Distribution of the respondents based on qualification

n=150

Variable	Particular	Frequency (f)	Percentage (%)
Qualification	UG	71	47.33
	PG	63	42
	Professional Degree	16	10.66

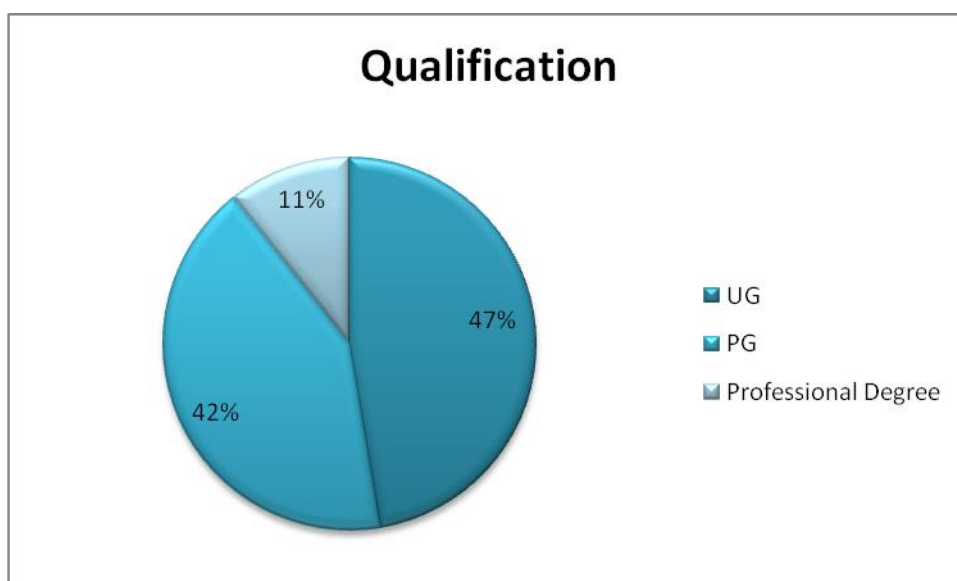


Fig. 3: Distribution of the respondents based on qualification

4. Stream

Based on the respondents' streams, Table 4 and Figure 4.1 shows that the majority of respondents (70.66%) were in the Arts and Humanities followed by 18.66% were in the Commerce and 10.66% were in the Science.

Table 4: Distribution of the respondents based on stream

n=150

Variable	Particular	Frequency (f)	Percentage (%)
Stream	Arts and Humanities	106	70.66
	Science	16	10.66
	Commerce	28	18.66

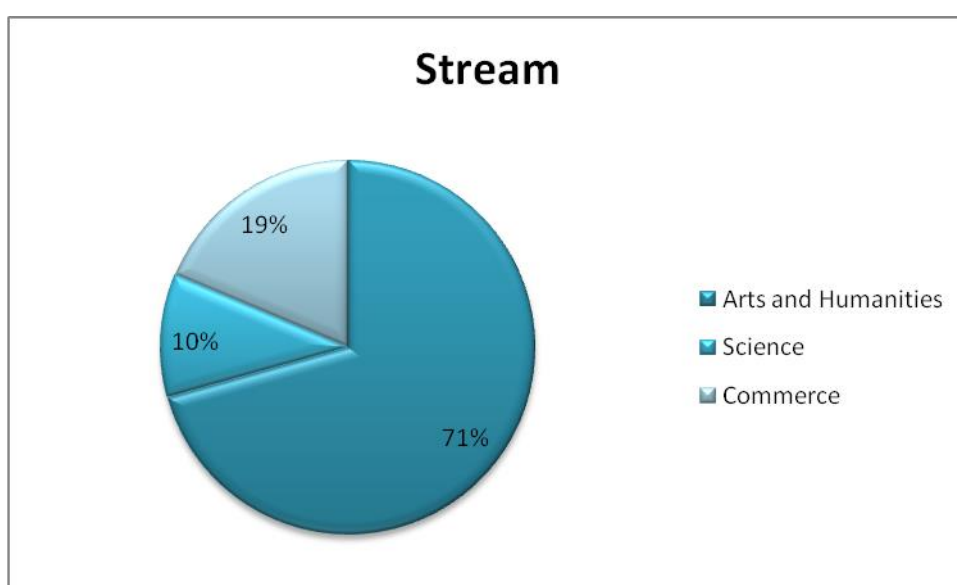


Fig. 4: Distribution of the respondents based on stream

5. Institution

Regarding the institution of the respondents, Table 5 and Figure 5 reveals that the majority 89.33 per cent of respondents are from Government College while 10.66 per cent of respondents are from Private College.

Table 5: Distribution of the respondents based on institution

n=150

Variable	Particular	Frequency (f)	Percentage (%)
Institution Type	Government College	134	89.33
	Private College	16	10.66

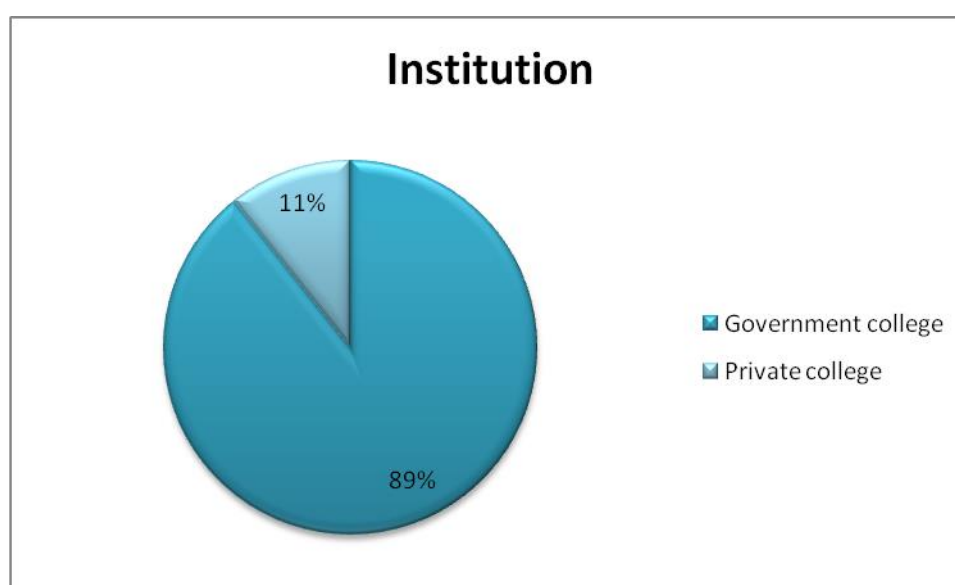


Fig. 5 Distribution of the respondents based on institution

B. DIMENSION-WISE ANALYSIS OF ROLE OF INDIAN KNOWLEDGE SYSTEMS IN NEP 2020

Five specific dimensions were used to evaluate the IKS in the context of NEP 2020 in the current study. The dimensions are Awareness and Understanding of IKS, Perception of IKS, Attitudes of IKS, Cultural and Ethical Relevance and Interdisciplinary Relevance Dimension. Table 6 and Figure 6 give information on the percentage distribution for the role of Indian Knowledge Systems in NEP 2020, broken down by dimension.

Table 6: Distribution of respondent by selected dimension-wise analysis of Role of Indian Knowledge Systems in NEP 2020

n=150

S.No.	Dimension	Level of Role of Indian Knowledge Systems in NEP 2020		
		Poor	Average	Good

		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1.	Awareness and Understanding of IKS	14	9.33	60	40	76	50.66
2.	Perception of IKS	4	2.66	76	50.66	70	46.66
3.	Attitudes of IKS	8	5.33	76	50.66	66	44
4.	Cultural and Ethical Relevance	23	15.33	84	56	43	28.66
5.	Interdisciplinary Relevance	13	8.66	55	36.66	82	54.66
	Overall	8	5.33	47	31.33	95	63.33

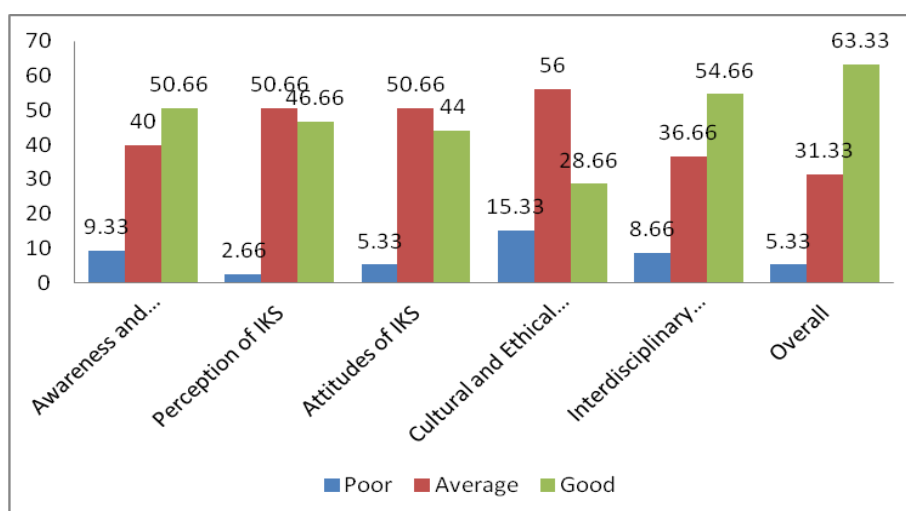


Fig. 6: Distribution of respondent by selected dimension-wise analysis of Indian Knowledge System in the context of NEP 2020

Table 6 and Figure 6 clearly show that the distribution of respondents on overall and dimension-wise analysis of role of Indian Knowledge Systems in NEP 2020. In the first dimension i.e. Awareness and Understanding of IKS 50.66 per cent respondents were good level of Awareness and Understanding whereas 40 per cent respondents were average and 9.33 per cent were observed at poor level.

Indian Knowledge Systems (IKS), which represent the rich legacy of Bharat and seek to foster pride in India's cultural past, are revolutionizing modern education in India. In India's educational system, IKS which encompass disciplines like mathematics, astronomy, medicine, philosophy, and ecology have received little attention. They have contributed significantly to technological growth, but they also assist individuals across the world who are struggling with life, death, and reason.

With the goal of developing an educational strategy based on Indian values and principles, the National Education Policy 2020 (NEP 2020) highlights India's rich, diverse, ancient, and modern cultural history, knowledge systems, and traditions. India can develop a fresh vision for the future and promote a sense of cultural identity and patriotism by incorporating IKS into its educational system (Sharma *et al.* 2025).

It is visible in Table 6 and Figure 6 demonstrate that the majority of those surveyed i.e. 46.66 per cent, had an average level of perception of IKS while 50.66 per cent had a good level and 2.66 per cent had a poor level.

The Indian Knowledge System, also referred to as the Indian school of thought or Hindu philosophy, is the vast collection of knowledge, beliefs, and practices that have been formed and passed down from ancient times throughout the Indian subcontinent. This knowledge system, which originated in the ancient Vedic writings and evolved over thousands of years, has influenced India's cultural, intellectual, and spiritual landscape (Sharma *et al.* 2025).

Regarding attitude of IKS, it was shown that (50.66%) of respondents had average level, (44%) had good level and (5.33%) had poor level.

Students must have a self-assured, upbeat mindset based on their strong value system if India wants to become a global knowledge society. While adhering to contemporary global values, the educational system should impart values derived from the rich intellectual, cultural, and social traditions of Indian civilization. Students should accept cultural variety, value India's heritage, and cultivate moral and ethical principles from an early age. Their conduct should include fundamental human principles from Indian philosophical systems, constitutional values, and 21st-century values (Bhardwaj *et al.* 2024).

Regarding to Cultural and Ethical Relevance, it was depicts that (56%) of respondents had an average level, (28.66%) had a good level and (15.33%) had a low level of Cultural and Ethical Relevance.

To improve student identification and involvement, the University Grants Commission (UGC) intends to integrate the Indian Knowledge System (IKS) into university curricula. Modern science and globalization have caused IKS which encompasses traditional wisdom like medicine, astrology, yoga and meditation to be overlooked. According to the UGC, IKS is the "India way" for social welfare and sustainable development, impacting a few industries, including business, education, the arts, governance, law, justice, health and production (Vageeshan and Kamalakar, 2025).

As illustrated in Table 6 and Figure 6 the Interdisciplinary Relevance, most of the respondents i.e. (54.66%) score good followed by (36.66%) score average and only (8.66%) score poor level of Interdisciplinary Relevance.

The National Education Policy (NEP) 2020 is a major reform that aims to make India's educational system more accessible, student-centered, and globally competitive. The policy prioritizes promoting the Indian Knowledge System (IKS), integrating AI, and using innovative pedagogy. To preserve India's rich cultural and intellectual legacy, it also places a strong emphasis on the IKS's revival. The policy expands upon earlier efforts to increase access to high-quality education, such as the Rashtriya Madhyamik Shiksha Abhiyan program and the Right to Education Act. The expansion of vocational education accessibility has also been facilitated by technology, particularly through digital learning platforms and remote skill training programs (Maheshwari, 2024).

With the speed at which technology is developing, it is anticipated that Indian graduates would transition between a variety of occupations and careers. As a result, professionals are turning into "lifelong learners" who are always honing their online skills (Gearon *et al.*, 2009). To create an atmosphere that encourages lifelong learning, teachers are essential in igniting students' interest and pushing them to investigate and pose questions. NEP, which emphasizes "how to think" 21st-century capabilities, acknowledges the role that educators play in assisting students in acquiring these vital abilities during their early years. Teachers may empower long-lasting change for future success by adopting NEP (Dar and Jan, 2023).

A transformational educational system that places a high value on learner-centricity, adaptability, technological soundness, and sustainability is the goal of NEP 2020. It promotes multimodal approaches to learning, such as remote, online, virtual, and in-person instruction. The focus is on blended learning, which enhances training quality by utilizing both technology and human interaction. Understanding students' needs and offering individualized support are critical tasks for teachers, which can be difficult in online settings. To create the best learning environments, teachers maintain their position as the classroom's master's while promoting learner autonomy (Mukherjee and Bhuyan, 2023).

Results presented in Table 6 and Figure 6 highlights the overall Indian Knowledge System in the context of NEP 2020. In this respondent obtained good scores i.e. 63.33 per cent followed by 31.33 per cent average and only 5.33 per cent of respondent scored poor scores in overall Indian Knowledge System in the context of NEP 2020.

CONCLUSION

In conclusion, the majority of respondents are female. The majority of respondents are from the age group of 31 and above. Most of the respondents are undergraduates. A greater percentage of the respondents were from the arts and humanities stream. The majority of the respondents from government colleges. The majority of the respondents had a good overall level of the role of Indian Knowledge Systems in NEP 2020. Although Indian Knowledge Systems play a key role in closing this gap, efforts should be made to improve the clarity and accessibility of digital content. The demographic differences in NEP 2020 engagement and knowledge system adoption are highlighted in this study. To maximize the impact of NEP 2020, it is imperative to address gaps in digital literacy, ensure fair access and deploy localized education techniques. Longitudinal studies on the effectiveness of policies over time should be investigated in future studies.

ACKNOWLEDGMENTS

This research on "Exploring Indian Knowledge Systems (Jnan, Vignan, and Jeevan Darshan) in the Context of NEP 2020" was supported and funded by Indian Council of Social Science Research (ICSSR) to Dr. P.S. Rajput and the Department of Library and Information Science, University College of Humanities and Social Sciences, MLSU, Udaipur, Rajasthan.

REFERENCES

- [1] Bhardwaj, M., Ranjan, A. and Sharma, J. 2024. Curriculum and NEP 2020: Perspectives and Inter-connections. *Indian Journal of Public Administration*, 70(2): 237-255.
 - [2] Dar, R. A. and Jan, T. 2023. Changing role of teacher educators in view of NEP 2020. *Journal of Xi'an University of Architecture & Technology*, 15(1): 144-156.
 - [3] Gearon, M., Miller, J. and Kostogriz, A. 2009. The challenges of diversity in language education. *Culturally and linguistically diverse classrooms: New dilemmas for teachers*, 3-17.
 - [4] Maheshwari, D. D. 2024. A Paradigm Shift in Indian Education: The Role of NEP 2020 in Promoting Innovative Pedagogy, AI Integration and the Indian Knowledge System. *Indian e-journal on teacher education (IEJTE)*, pp: 572-582.
 - [5] Mukherjee, A. and Bhuyan, S. 2023. Awareness And Attitude of Teacher-Educators Towards Blended Learning- In the Light Of NEP: 2020. *Journal of Social Work and Social Development*, 14(03): 13-32.
 - [6] Rao, S. 2020. Impact of Socio-Economic Factors on Digital Education in India. *International Journal of Policy Studies*, 12(3): 112-129.
 - [7] Sharma, M., Awasthi, S. and Soni, Y. 2025. Indian Knowledge System Implementation and Its Challenges in Higher Education Under National Education Policy (NEP) 2020. *Shodh Samagam*, 08(01): 74-79.
 - [8] Sharma, R. and Verma, D. 2021. Social media as a tool for policy awareness: A case study of NEP 2020. *International Journal of Social Studies*, 14(3): 56-72.
 - [9] Suresh, P. R. 2024. Innovation In India's Education System-An Overview of NEP2020.
 - Vageeshan, H. and Kamalakar, G. 2025. Integrating Indian Knowledge System in Education: A Study of Government Reforms. *International Journal of Social Science Humanity & Management Research*, 04(01): 104-108.
-