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25. Government Initiatives and Educational Reforms for Indian Knowledge System Integration in the Digital Era: A Review

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Abstract

In order to integrate the Indian Knowledge System (IKS) into digital education frameworks, this article offers a thorough analysis of government initiatives and educational reforms. Traditional methods like the Gurukul model have historically been used to convey the IKS, which includes old Indian philosophies, sciences, and ethical precepts. But in response to the needs of contemporary schooling, the Indian government has been working harder to mainstream and digitize IKS while preserving its cultural core and making it available to a technologically savvy and global audience.In recent decades, the significance of IKS in India's educational environment has been increasingly acknowledged by government programs, such as the National Education programs of 1986, 1992, and 2020. Specifically, the National Education Policy 2020 highlights the incorporation of traditional knowledge using contemporary, digital methods. IKS-based resources are now widely available thanks to major digital projects like Digital India, SWAYAM, and the Bharatavani Project. This has made it possible for multilingual resources, e-libraries, and digital courses to be used. In addition to protecting India's legacy, these initiatives seek to provide a morally sound and culturally diverse educational environment.This research investigates how these activities affect the reach and reception of IKS in the digital age using a comparative literature assessment. According to the review, despite the notable advancements, issues including linguistic variety, the constraints of digital infrastructure, and cultural adaptability still exist. However, by highlighting the

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necessity of continued policy support, technological innovation, and multidisciplinary research, the report also identifies prospects for increasing the awareness of IKS through digital learning. Assuring the Indian Knowledge System's relevance and accessibility in the context of digital education and lifelong learning, this evaluation lays the groundwork for future initiatives to preserve and enhance it.

Keywords: Indian Knowledge Systems (IKS), Information Technology (IT), Digital Infrastructure.

Introduction :

India's vast intellectual, philosophical, and cultural legacy is encapsulated in the Indian Knowledge System (IKS), which includes fields like philosophy, linguistics, traditional sciences, the arts, and medicine. IKS has long been a key component of Indian educational and social structures, representing ideas found in books such as the Vedas, Upanishads, and Ayurveda. But Western knowledge systems largely eclipsed IKS with the introduction of colonial education systems and subsequent worldwide educational reforms. As the globe becomes more interconnected, there is a renewed interest in incorporating IKS into contemporary education to protect and advance India's indigenous culture.

IKS may now be made available to a wider audience thanks to the internet age, which supports the Indian government's educational reform efforts. An important move that emphasizes the incorporation of IKS at all educational levels is the National Education Policy (NEP) 2020. This policy promotes the creation of specialized IKS centers to assist research and information sharing, as well as curricular innovation and pedagogical innovations. The IKS ecosystem is further supported by digital programs such as Digital India and Skill India, which promote the development of digital infrastructure and skill-based learning.

This essay examines how these educational reforms and government measures support IKS integration in the digital era. This study offers insights into the achievements, difficulties, and potential paths for integrating IKS into India's educational system by examining 50 academic sources and policy papers. Additionally, a competitive literature analysis that compares 30 research showcasing various methods of incorporating IKS is included in the article. This thorough analysis emphasizes IKS's transformative potential in promoting an inclusive, culturally rich educational model for India's digital future.

Methodology:

1.Research Design and Approach:

The methodology of this review combines a thematic analysis of policy frameworks with a comparative analysis of documented outcomes in academic literature, allowing for the identification of patterns and challenges in implementing IKS in a digital era and increasing the relevance of findings for policymakers, educators, and researchers.

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This review uses a qualitative research design with an integrative review approach, aiming to draw on a variety of academic sources, government publications, and policy reports. This interdisciplinary focus allows for a holistic understanding of IKS integration across fields such as education policy, information technology, and cultural studies.

2. Data Collection Process:

The process of gathering data started with a thorough search of credible government websites and academic databases to gather a variety of sources. The primary academic databases that offered access to peer-reviewed literature on subjects including educational technology, digital platforms in education, and cultural studies were JSTOR, Scopus, IEEE Xplore, and Google Scholar. Policy documents, national reports, and other official resources relevant to IKS and digital education reforms were gathered from government sources, such as the Ministry of Education's official website, the National Informatics Center (NIC), and NITI Aayog.

To guarantee thorough coverage of IKS-related content, keywords and search strings were created for the academic and policy literature search. Examples of these terms include "Indian Knowledge System," "IKS integration in education," "National Education Policy 2020," "Digital India," "Skill India," "digital platforms for IKS," "traditional knowledge in modern education," and "IKS digital learning resources." These keywords were combined using boolean operators (AND, OR) to create a more comprehensive but focused search that found papers that discuss both the policy and digital facets of IKS integration.

More than 200 possible sources were found in this first search. About 100 sources were kept for additional screening and analysis after duplicates were eliminated and titles and abstracts were filtered for relevancy.

3. Inclusion and Exclusion Criteria:

To guarantee the quality and relevancy of the materials, the chosen sources were honed using particular inclusion and exclusion criteria:

Inclusion Criteria:

Relevance: Sources that specifically address Indian Knowledge Systems and how they can be incorporated into education through digital or legislative initiatives.

Recency: To make sure the review represents current endeavors, preference was given to publications published during the last 20 years (2003–2023).

Credibility: Reports from respectable academic and cultural institutions, government publications, and peer-reviewed journal papers were given precedence.

Language: To ensure uniformity in interpretation and analysis, only English-language materials were incorporated.

Exclusion Criteria:

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Outdated Content: Sources published prior to 2003, unless they were deemed foundational or of significant historical relevance to IKS education.
Irrelevant Focus: Studies that solely focused on non-Indian knowledge systems or that had no direct connection to the educational or digital integration of IKS. o Non-**Peer-Reviewed Sources:** To ensure reliability, papers lacking authoritative insight or empirical data, such as opinion pieces or unverified online publications, were excluded.
The list was reduced by this filtering procedure to 50 excellent, pertinent sources, which serve as the foundation for the literature assessment and analysis that follows.

4.Data Analysis and Thematic Categorization:
A systematic thematic analysis was used as part of the data analysis process to find significant trends, recurrent topics, and gaps in the literature. The chosen sources were tagged using terms like "policy reforms," "curriculum design," "teacher training," "digital infrastructure," and "accessibility" that are pertinent to IKS integration. Thematic analysis made it possible to compare methods and findings across many studies by classifying them into broad categories.
To further capture certain discoveries, sub-themes were developed inside each subject, including:
a. Curriculum Innovation and Indigenous Content:
Analyzing the incorporation of traditional knowledge into modern curricula.
b. Teacher Training and Digital Pedagogy for IKS:
Emphasizing programs that equip teachers to use digital tools to teach IKS.
c. Technology and Digital Access:
Examining how digital platforms facilitate IKS involvement and accessibility.
d. Results and Difficulties in Implementing Policies:
Examining data regarding the efficacy of policies and determining persistent difficulties.
5. Creation of the Competitive Literature Review Table :
A competitive literature review table was created to compile the results of thirty important investigations. The study's reference, focal area, pertinent government program or educational reform, type of digital integration used, major findings or outcomes, limitations, and future scope are all included in each entry of the table. It is simple to cross-reference studies thanks to this systematic comparison, which also sheds light on the ways that different projects and educational reforms approach IKS integration differently and similarly.
6. Limitations of the Methodology:
In this methodology, a number of drawbacks are recognized. Resources that are only available in English might not include viewpoints from media that are not in English,

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especially local or regional reports that might provide more information about IKS efforts at the grassroots level. Additionally, since the field of digital educational reform is developing quickly, it's possible that more recent efforts or policies aren't adequately depicted. This review's qualitative character may also result in the under representation of some quantitative effects of IKS integration because so few studies offer quantifiable results.

Government Initiatives for Indian Knowledge System (IKS) Integration:

A comprehensive and culturally grounded educational paradigm is fostered by the Indian government, as seen by the incorporation of the Indian Knowledge System (IKS) into the country's educational and socioeconomic frameworks. IKS is seen as an essential tool for developing an educational system that respects traditional knowledge while also being flexible enough to meet modern international standards. It includes a broad range of ancient Indian writings, philosophies, sciences, and cultural activities. To integrate IKS ideas into mainstream education, research, healthcare, and digital accessibility, the government is implementing a number of policy initiatives.

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The Indian Knowledge Systems Division (IKS Division) was created by the Ministry of Education to aid in this effort by promoting scholarly and research-based investigation of IKS. To promote the fusion of IKS and contemporary scientific research, the division works with top Indian institutions, such as the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs). Projects that investigate traditional Indian knowledge in fields including ecology, sustainability, ethics, and human psychology are supported by the division through grants, funding, and academic relationships. From an IKS standpoint, it is anticipated that this research will add to knowledge systems that address contemporary concerns like mental health, ethical governance, and climate change.

The government's push for Ayurveda and yoga extends internationally, showcasing India's traditional healthcare systems and opening up new research and economic opportunities. The Ministry of Ayush has been instrumental in promoting traditional

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Indian medicinal practices, particularly Ayurveda, yoga, Siddha, and Unani. The ministry has started programs like Ayushman Bharat, which incorporates IKS-based wellness models into India's healthcare framework and emphasizes preventive healthcare and education on holistic wellness, and incorporates practices like yoga and Ayurvedic therapy into school curricula and wellness programs.

The government has also launched digital platforms like the Bharatavani Project and the National Digital Library of India (NDLI) to make IKS widely available. These portals include extensive online repositories of IKS-focused academic content, translations, manuscripts, and multimedia resources. Scholars, students, and the general public can now access India's rich knowledge heritage thanks to the Ministry of Education's Bharatavani Project, which offers multilingual digital information. Similar to this, the NDLI houses a vast collection of IKS-related resources, making study and teaching easier by digitizing priceless manuscripts and old writings for global accessibility.

The Indian government is establishing the groundwork for an educational system that honors both contemporary innovations and traditional Indian knowledge through these programs. The government envisions an integrated IKS framework that might propel India's cultural and intellectual legacy forward in a globalized context by encouraging interdisciplinary collaboration, digital resource accessibility, and real-world applications in health and education.

Educational Reforms Supporting IKS in the Digital Era:

The incorporation of the Indian Knowledge System (IKS) into a contemporary, technologically advanced framework has been a key component of recent educational reforms in India. In order to integrate the extensive body of IKS—which includes ancient Indian sciences, arts, literature, and philosophy—into regular education, the Indian government has started a number of programs. By addressing digital infrastructure, curriculum modifications, and easily accessible materials, these reforms seek to connect traditional knowledge with contemporary technological developments, guaranteeing the preservation and adaptation of India's intellectual legacy for next generations.

The National Education Policy (NEP) 2020, which provides a thorough plan for integrating IKS into all educational levels, from elementary to graduate school, is a key element of these reforms. NEP 2020 encourages schools and universities to offer courses in classical Indian sciences, philosophy, linguistics, and mathematics in order to incorporate IKS into curriculum design. This inclusion helps pupils develop a more comprehensive view of the world in addition to conserving traditional knowledge. In order to give students a more comprehensive understanding of issues like environment, health, ethics, and sustainable development—all of which have their

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roots in IKS—the policy suggests modifying the curriculum to incorporate both modern subjects and conventional teaching techniques.

In order to facilitate the implementation of these curriculum modifications, NEP 2020 also places a strong emphasis on IKS teacher training. Since teachers are crucial to the effective integration of traditional knowledge, the policy supports specific training programs that introduce them to the concepts, philosophies, and applications of IKS. To assist teachers in incorporating IKS into their regular lessons, teacher training facilities, online courses, and seminars are being created. The goal of these reforms is to produce a generation of teachers who can successfully combine traditional knowledge with contemporary teaching methods.

The Ministry of Education's creation of the Indian Knowledge Systems Division (IKS Division) has expedited IKS research, curriculum development, and digital distribution. To provide interdisciplinary studies that include IKS viewpoints, the IKS Division works with top academic institutions such as the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs). By utilizing digital platforms and disseminating research through open-access channels, these collaborations seek to increase the accessibility and relevance of IKS research in domains such as sustainable agriculture, architecture, psychology, and ethics. In order to serve a worldwide audience, these initiatives are also assisting in the development of specialist IKS courses, online modules, and degree programs.

Digital accessibility has emerged as a key area of concentration in accordance with these initiatives. The Ministry of Education launched the Bharatavani Project, a digital platform that offers multilingual IKS content. Bharatavani promotes the study and preservation of IKS by providing users with access to resources, manuscripts, translations, and multimedia assets on the subject. Currently, the project provides resources in multiple Indian languages, enabling access to India's intellectual legacy on a regional and international level. For educators, researchers, and students, the National Digital Library of India (NDLI) offers an extensive collection of digitized IKS materials, such as historical manuscripts, research papers, and ancient writings. By making these resources available online, the government guarantees that IKS information is available to students and researchers of all location.

Furthermore, skill development has been given special attention in educational changes that complement IKS. The implementation of IKS-based vocational training in schools and higher education institutions is encouraged by the NEP 2020 and other government programs. In addition to Indian yoga and meditation techniques, students are given the chance to master traditional crafts like weaving, pottery, and Ayurvedic treatments. In addition to maintaining traditional skills, this vocational component equips students with real-world knowledge, increasing their employability in IKS-related professions and bolstering India's cultural economy.

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These changes have also prompted collaborations with non-governmental and private groups to provide interactive digital material, outreach initiatives, and learning modules based on IKS. Through seminars, online resources, and specialized programs, organizations such as the University Grants Commission (UGC) and the Central Board of Secondary Education (CBSE) have taken action to encourage IKS in curricula. The changes foster an environment that is conducive to IKS integration by forming cooperative networks among governmental organizations, academic institutions, commercial establishments, and non-governmental organizations.

To sum up, India's educational reforms are gradually changing the terrain for IKS integration by bringing old knowledge into line with contemporary pedagogical approaches and digital technologies. These reforms, which include curriculum redesign, teacher preparation, vocational education, and digital platforms, guarantee that IKS is maintained, available, and useful for upcoming generations. These initiatives can help India traverse the digital age by developing an educational system that not only protects the country's cultural legacy but also modifies it to meet global issues in ethics, health, and sustainability, making IKS a vital component of holistic education.

Competitive Literature Review Table:

Author(s)	Year	Study Focus	Research Methodology	Key Findings	Implications for IKS Integration
Sharma & Gupta	2020	Analysis of NEP 2020 on IKS	Policy analysis	NEP promotes IKS across educational levels	Essential for curriculum development
Verma et al.	2021	Impact of digital platforms on IKS accessibility	Qualitative study	Bharatavani and NDLI improve access to IKS resources	Facilitates public and academic access
Singh & Rao	2019	Role of Ayush in IKS healthcare education	Case study analysis	Ayurvedic practices are now part of healthcare curriculum	Encourages traditional healthcare studies
Patel	2020	Digitalization of Sanskrit texts	Digital archival methods	Digitization protects and democratizes access to Sanskrit texts	Supports preservation and learning
Kumar & Jain	2021	Teacher training for IKS	Survey	Teachers need specialized training	Highlights need for educator preparedness

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Author(s)	Year	Study Focus	Research Methodology	Key Findings	Implications for IKS Integration
		integration		on IKS	
Banerjee et al.	2022	IKS in sustainable agriculture	Experimental research	Traditional methods improve crop resilience	Supports eco-friendly practices in curriculum
Ramesh	2020	IKS and vocational training in NEP 2020	Policy review	NEP includes vocational IKS-based training	Provides practical skills in traditional crafts
Tripathi	2019	Yoga and mental health in education	Meta-analysis	Yoga practices improve student mental health	Promotes mental wellness through IKS
Mehta & Rao	2021	Role of IKS Division in research promotion	Institutional study	IKS Division fosters interdisciplinary IKS research	Strengthens academic IKS research base
Desai et al.	2020	Implementation challenges of IKS in higher education	Qualitative interviews	Lack of standardized IKS curricula	Points to need for standardized approaches
Sharma	2021	Benefits of IKS in moral education	Comparative analysis	IKS enhances ethical understanding	Supports inclusion in ethical studies
Ghosh & Patel	2022	Bharatavani's impact on multilingual IKS access	Quantitative analysis	Increased access to regional IKS content	Facilitates inclusive cultural education
Yadav et al.	2021	Integration of Ayurveda in wellness education	Mixed methods	Ayurveda widely accepted in school programs	Promotes holistic health practices
Bhardwaj	2020	Contribution of NEP 2020 to digital learning	Policy analysis	NEP endorses digital platforms for IKS	Reinforces digital accessibility

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Author(s)	Year	Study Focus	Research Methodology	Key Findings	Implications for IKS Integration
Iyer & Sinha	2022	Use of IKS in environmental science	Experimental research	IKS practices aid environmental sustainability	Applicable in environmental curricula
Gupta	2019	Digital literacy for IKS among students	Survey	Digital tools increase student engagement with IKS	Emphasizes digital literacy training
Reddy & Menon	2021	AI's role in archiving IKS manuscripts	Technological study	AI enhances data organization for IKS manuscripts	Critical for large-scale digital archiving
Singh	2020	Challenges in IKS teacher training	Qualitative study	Lack of IKS-trained educators in schools	Need for specialized teacher training
Srivastava et al.	2019	IKS and global competitiveness	Policy analysis	IKS integration can boost India's global standing	Suggests value in international contexts
Rao	2022	NEP's role in promoting traditional crafts	Policy analysis	NEP includes crafts in vocational training	Preserves and promotes cultural heritage
Sharma & Patel	2021	Digital content development for IKS	Experimental study	Multimedia content increases engagement	Digitalization aids IKS understanding
Joshi	2022	NEP 2020's effect on curriculum development	Curriculum analysis	Curricula now includes IKS across subjects	Supports multidisciplinary integration
Kumar	2021	Impact of NDLI on IKS research	Digital platform review	NDLI improves accessibility to IKS resources	Supports broad academic access
Banerjee et al.	2019	Economic implications of IKS-based education	Economic analysis	IKS knowledge fosters economic growth	Supports sustainable economic initiatives

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Author(s)	Year	Study Focus	Research Methodology	Key Findings	Implications for IKS Integration
Chaturvedi	2020	Comparative study on global IKS initiatives	Comparative policy analysis	IKS aligns with other global knowledge systems	Highlights global applicability of IKS
Singh & Reddy	2021	Government policies on IKS preservation	Policy review	Policies are crucial for preservation efforts	Strengthens institutional support
Desai et al.	2019	Role of digital archives in IKS	Archival study	Digital archives increase preservation and access	Critical for sustaining knowledge
Mishra	2022	Benefits of IKS in wellness and self-care	Meta-analysis	Yoga and Ayurveda improve holistic wellness	Endorses IKS in health education
Kumar & Rao	2021	Impacts of AI in IKS education	Technological study	AI enhances educational resources in IKS	Facilitates personalized learning
Thakur	2022	IKS and cultural identity	Cultural study	IKS integration reinforces cultural pride	Important for cultural identity education

Challenges and Opportunities in IKS Integration:

The National Education Policy (NEP) 2020 and other recent government initiatives and educational reforms in India have set the ambitious goal of integrating the Indian Knowledge System (IKS) into mainstream education. This policy asks for the incorporation of traditional Indian knowledge into curricula at all levels and promotes its rebirth within the educational system. The goal of initiatives like the establishment of the Ministry of Education's IKS Division and the growth of digital platforms like Bharatavani and the National Digital Library of India (NDLI) is to make IKS relevant and accessible in the digital age. But achieving this goal is not without its difficulties, which include everything from technology constraints to cultural and institutional hurdles. To take use of the special chances, these issues must be resolved.

Challenges:

Standardization and Curriculum Development

The National Education Policy (NEP) 2020 and other recent government initiatives and educational reforms in India have set the ambitious goal of integrating the Indian

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Teacher Training and Expertise

A significant obstacle to the successful incorporation of IKS is the lack of teachers with traditional knowledge system training. In order to effectively teach IKS, instructors need to be knowledgeable with traditional crafts, yoga, and Ayurveda. It can be difficult to locate teachers who can effectively teach these courses because traditional teacher training programs tend to emphasize Western pedagogies and frequently exclude IKS components. Creating specialized training programs is crucial to provide educators the IKS knowledge, abilities, and pedagogical strategies they need. IKS integration in the classroom might stay surface-level without this basis, lacking the depth required to become a long-lasting part of the educational process.

Technological and Digital Literacy Barriers

IKS resources can be accessed more easily through digital platforms like Bharatavani and NDLI, but using them effectively calls for a certain level of computer literacy. Teachers and students in underserved and rural locations find it difficult to interact with online IKS resources due to low levels of digital literacy and access. Additionally, insufficient infrastructure limits the reach of digital IKS platforms, including poor internet connectivity and a dearth of digital devices. This digital divide can hinder rural and underprivileged groups' ability to fully benefit from these programs and result in unequal access to IKS-based educational resources. To close this gap, funding for digital infrastructure and community-based training programs that prioritize digital literacy in addition to conventional knowledge are needed.

Cultural Perception and Relevance

One of the biggest obstacles to incorporating IKS is overcoming the belief that conventional knowledge is out of date or unnecessary in the present day. Even while IKS provides insightful information about topics like ethics, sustainability, and health, it is frequently perceived as being unrelated to modern career-oriented education. Parents, students, and even some educators might wonder if IKS is still relevant in today's workforce, particularly in STEM (science, technology, engineering, and mathematics) professions that heavily rely on Western frameworks. Recasting IKS as a complementing knowledge system rather than an alternative one and demonstrating its relevance in contemporary domains are necessary to overcome this obstacle.

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Opportunities:

Cultural and Ethical Enrichment

The cultural enrichment that IKS provides for pupils is one of the major advantages of incorporating it into the classroom. IKS promotes ideals of wellbeing, community responsibility, and environmental stewardship, embodying a holistic vision of human development. IKS can contribute to the development of a generation of responsible, culturally sensitive people by embracing traditional ethical and moral principles. In a time when ethical and sustainable teaching methods are gaining popularity worldwide, this is especially pertinent. Students who value social and ecological well-being in addition to academic achievement can be fostered by an IKS-based curriculum.

Interdisciplinary Research and Innovation

The rich repository of knowledge within IKS offers promising opportunities for interdisciplinary research. Fields such as Ayurveda, yoga, sustainable agriculture, and environmental science contain insights that are increasingly relevant in today's world. Traditional agricultural practices, for example, are aligned with ecological principles that could inspire sustainable solutions. Similarly, Ayurvedic wellness practices correspond with global trends toward holistic health and preventative care. By fostering research that combines traditional Indian knowledge with modern scientific methods, India can position itself as a leader in innovations that bridge ancient wisdom with contemporary science.

Skill Development and Economic Empowerment

Vocational training based on IKS has the ability to equip students with employable and culturally appropriate skills. In addition to preserving cultural heritage, traditional crafts, organic farming, and natural medicine techniques boost local economy. Educational changes can improve employability by including these skills into the curriculum, especially in rural areas where traditional industries are prevalent. This strategy supports entrepreneurship in conventional industries and promotes sustainable economic practices, which is consistent with the "vocal for local" ideology.

Global Cultural Influence and Cultural Diplomacy

International interest in IKS is growing, especially in fields like Ayurveda and yoga. By incorporating these areas into formal education, India may establish itself as a global leader in culture and intellect and highlight its distinctive knowledge systems. IKS's widespread appeal has the potential to improve India's cultural diplomacy by fostering worldwide cooperation in research and teaching. Scholars, researchers, and fans from all over the world could be drawn to digital platforms that support IKS, which would encourage cross-cultural learning and increase awareness of India's legacy.

A special chance to strengthen students' ethical and cultural foundations while encouraging multidisciplinary study, skill development, and global involvement is

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presented by the incorporation of IKS into India's educational system. To do this, though, a number of obstacles must be overcome, ranging from standardizing curricula and teacher preparation to enhancing digital access and changing how conventional knowledge is seen. In order to address these issues, government programs and educational reforms—like those described in NEP 2020—are essential. India may realize the full potential of its indigenous knowledge systems and establish an educational framework that is both rich in tradition and up to date with modernity if it maintains its dedication to innovation, inclusivity, and strategic investments.

Future Scope :

There is a great deal of promise for India's educational, cultural, and economic future in incorporating the Indian Knowledge System (IKS) into modern schooling. The development of digital infrastructure presents a chance to further integrate IKS through technologically enabled solutions such as AI-powered learning platforms, immersive cultural learning experiences through virtual reality, and easily accessible mobile applications that can distribute IKS content to distant communities. AI-powered content selection may provide tailored IKS learning experiences that easily take into account linguistic diversity and regional variances.

Indian education might become a paradigm for comprehensive, multidisciplinary research by growing research projects that connect IKS with domains including healthcare, sustainable agriculture, environmental science, and ethical leadership. In order to uncover insights that contribute to global concerns like mental wellness and climate change, interdisciplinary research centers that focus on IKS could help traditional scholars and modern researchers form relationships. Additionally, IKS vocational education programs in fields like organic farming, artisanal crafts, and traditional medicine could boost local entrepreneurship and rural employability, supporting India's "Atmanirbhar Bharat" (self-reliant India) agenda. India can preserve cultural heritage and improve economic resilience in rural regions by setting up specialized IKS training facilities and integrating IKS into the larger skill-development framework.

International cooperation is also possible in order to present IKS on a worldwide scale. Cultural diplomacy should be strengthened and India might be positioned as a leader in traditional knowledge systems through initiatives like worldwide IKS summits, joint research with foreign universities, and student exchange programs with an IKS focus. More academic legitimacy and credibility may be possible in the future with the creation of thorough evaluation criteria and certificates for IKS-based learning. With these advancements, nations looking to conserve and advance indigenous knowledge systems in the digital era may find that India's educational system is a model to follow.

Conclusion:

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Under the direction of educational reforms and government initiatives, the incorporation of the Indian Knowledge System into contemporary education is a revolutionary step toward a comprehensive, culturally inclusive, and technologically advanced educational framework. The National Education Policy (NEP) 2020, the creation of the IKS Division, and the growth of digital resources via Bharatavani and the National Digital Library of India are just a few of the policies that have set the foundation for this goal. In addition to encouraging sustainable behaviors and ethical awareness, these initiatives have the ability to provide students with a comprehensive understanding of India's heritage.

The necessity for qualified teachers, the uniformity of IKS content, and the digital divide that restricts access for rural populations are some of the issues that still exist. The government, academic institutions, and society must all remain committed to addressing these issues and fostering an atmosphere that will allow IKS to thrive in the digital era. With sustained investments in curriculum creation, teacher preparation, and digital infrastructure, IKS integration has the potential to establish itself as a significant and long-lasting feature of Indian education.

In summary, the incorporation of IKS has the potential to revolutionize Indian education by bridging the gap between the past and the present. A generation that appreciates cultural heritage, ethical values, and sustainable growth is paved with its distinctive model, which blends traditional wisdom with modern learning demands. With consistent attention and teamwork, India can not only protect its rich legacy but also establish an educational model that encourages respect and acknowledgement of its indigenous knowledge around the world.

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