

Ideological Inclusion of Indian Knowledge System (IKS) Values in School Education: A Systematic Policy analysis of National Curriculum Framework for School Education 2023

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ABSTRACT

The National Education Policy (NEP) 2020 has paved a promising path for the development of education system after decades of pending required improvement. It has extensively described the aims and commitments which makes a learner achieve full range of their potential and make them empowered. One such offshoot policy document which forms its inspiration and basis from NEP, is National Curriculum Framework for School Education (NCFSE) 2023 which is completely based on School Education Environment and its holistic growth. The Paper largely focuses on integration and inclusion of ideological principles and values of Indian Knowledge System (IKS) which is derived from ancient cultural roots of rich Indian tradition. In recent times education sector has incorporated numerous ways to revive and rejuvenate Indian Traditional Ideas especially government put huge emphasises on it and provided required support. In the NCFSE document, through various instances shared which refers to the Ancient Indian Knowledge, in the forms of "Shlokas", "Dohas", "Stories" etc. In a way it shed light on past relevant methods to deal with School System and to run it successfully in due course of time. It further helps in understanding the content, defining the learning standards and creating an efficient pedagogy which not helps caters to the present needs but also includes the value system and practice from the traditional Indian knowledge.

Keywords: National Education Policy, National Curriculum Framework School Education, Indian Knowledge System, Pedagogy, Learning Standards

The vision of education derives its notion, needs and aims from society's changing expectations and the demand of vocational world. As, it is often said that "School is miniature of the society", so in the context of school education system it is highly likely to relate its aims, processes and capacities from the Indian Ethos and Cultural Knowledge. The National Education Policy 2020 elaborates on education system which is deeply rooted in Indian ethos i.e. *Bhartiya Guru-Shishya Parampara* which helps not only in creating strong character citizens but also equips them of 21st century skills.

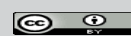
Vision of Society: The Vision of society determines the reflection of curriculum and pedagogical

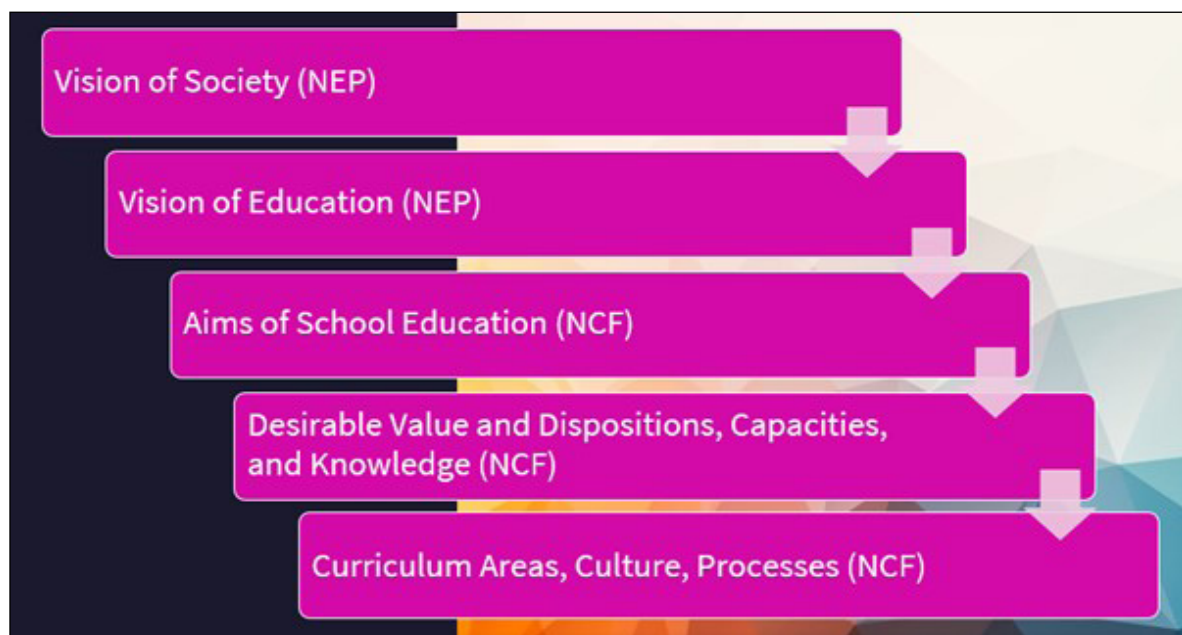
content of school system promotes. The NCFSE 2023 developed by the collaboration of Ministry of Education and NCERT which deliberately promotes an arrangement of set of intended goals which can be applicable in real world society settings.

Vision of Education: The Vision of Education provides us clear aims and objectives for developing the characteristics of an individual who can perform the duties and exercise rights of the society in the

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Source: <https://www.rstedu.in/ncf-2023-school-education-in-hindi/>

Fig. 1: Vision of Education drawn from NEP-2020

longer run for the development of the society. Society and Education is highly dependent on each other.

Aims of School Education: Education, in its true essence fulfil the purpose of all knowledge, Capacities and Values and Dispositions which is achieved by desirable qualities inculcated in the individuals. These qualities and values are achieved by setting realistic aims and objectives whether we talk about promoting scientific temper or creating a creative space for young minds, all these depends on the aims of school education. As, school stage is the initial stage for any learner, laying certain aspects in the beginning tends to give a huge return in the form of human capital formation.

Desirable Values and Dispositions, Capacities and Knowledge

Knowledge refers to the descriptive knowledge – “knowing that”, which means factual knowledge like-sun rises in the east. This form of knowledge is consisting of concepts, principles and theories. Wagers, on the other hand, Capacities refers to the “Procedural Knowledge”, “Knowing how”, for ex- a particular method of skill to play a game. It consists of abilities and capacities which promotes the observational skills and experimentation temper.

Curriculum Areas, Culture, Processes

Curriculum areas, culture and processes are here referring to the “*Bhartiya Parampara*” and its cultural values which this policy suggests to imbibe in the students which are mainly rational thought and action, developing the empathy, courage and resilience, scientific temper and creative imagination. The Culture developed through educational norms are depending on enlarging human choices which further articulated the true essence to be a learner of current age. And, Knowledge which is regarded as a true treasure of all time, can be attained through well efficient school education.



Source: <https://iksindia.org/about.php>

Fig. 2: Indian Knowledge System Principles

Theoretical Framework

Kumar (2023) in his paper expressed the necessary need to develop profound career development which is discussed in NCFSE. It also takes considerations into Early Childhood Care and Education, School Education, Teacher Education and Adult Education which has significant impact the educational practices. In the context of Indian Knowledge System, the paper outlined the learning pathways, structure and evolution of the ancient knowledge.

Raval (2023) in her paper outlined the importance of a landmark document i.e. NCFSE, which is a comprehensive and well structured to provide a suitable guidance in all aspects of school education and to run its system smoothly. In its IKS talks about the framework, it values like- inclusivity equity and holistic education. It talks about the ways in which student is getting prepared for the 21st century global education while keeping its cultural heritage intact.

Sharma (2023) describes the modern education system vision and suggested to keep the aims of school education aligned with the important policy documents like-NCF, NCFSE. Its paper also expressed the desired to inculcate Indian Knowledge system values in order to spread awareness among the students of the nation at a very young stage.

Tripura (2023) explores the concept of overall development through the consideration of the important aspects highlighted in the NCFSE, in that major Indian Knowledge System gets highlighted in which nurturing the individuals holistically is considered utmost important.

Yadav (2011) elaborated in his paper about the correlation between changing social, political, economic aspects and in the curriculum formation. The NCERT along with the ministry of education did a tremendous job in developing the national school curriculum which not only displays the contemporary needs but also clearly mentioned the ideology of the current regime.

Background of the Study

The Background of the study derives its inspiration the core Principles of the IKS Division, which acts as a guiding force in implementing the IKS in many areas of the society are as discussed below in the detail form:

- ❑ *Parampara*: Indian Knowledge System is known for its rich cultural Heritage as the ideas, values and wisdom is passed from many generations which aims to carry continuous flow of traditions of the Indian Culture which is consider older than the time itself. The word “*Parampara*” itself can be used in the connotation of something which is practised for a longer duration of time and holds a significance due to its validation and applicability. We can say that it one the foremost principle of the ancient knowledge which still holds true to its meaning in many contexts.
- ❑ *Drsti*: *Drsti*, here signifies the change in perspective, the way we look at the things which needs to be much more evolving and expanding in its nature. It suggests the amalgamation of traditional wisdom with the modern knowledge, which will provide a comprehensive solution that will cater to each other limitations, i.e., on e approach has to match the needs of the current times whereas on other hand the approach has to look into the past rich cultural heritage and utilize it in present times.
- ❑ *Laukika-prayojana*: The Division of IKS emphasises the importance of practicality to approach any problem emerging in the Indian context as well as in the world. It focusses on many aspects of society like- technology, ecology, social-wellbeing etc., The entire project IKS revolves around the notion of mainstreaming the Indian Knowledge Systems in the present times and strive to make much more difference in the society.

Research Objectives

1. To explore the significance of Indian Knowledge System (IKS) in promoting values in the School Education.
2. To study the various aspects of the NCFSE 2023 in promoting the ancient Indian Knowledge and its integration in the contemporary school education system.
3. To identify the research gap for further developments in Indian Knowledge Systems.

Research Methodology

Qualitative research analysis is adopted as a method for analysis includes the reviewing and analysis of the articles, research papers, interviews and other published information in order to gain a deeper understanding of the prevailing scenario. These methods will help to understand the opinion and views of eminent and learned academicians and leading critical pedagogues.

Further, the main policy document has been taken into consideration which is NCFSE 2023 for the content analysis which is to take consideration of all the descriptions of Indian Ancient Knowledge. Apart from reviewing this particular document, several research papers also analysed for better understanding and clarity of the topic. Further, major relevant sites are studied by the researcher for getting the glimpse of current developments in the same field which will bring out much more refined research work.

Pramanas

When we think about knowledge and its ways of acquisition, we explore many aspects of human senses which are considered sources to gain knowledge. In the Ancient Indian Knowledge System, the philosophy of “*Pramanas*” were considered valid and true which help in attaining knowledge about the world.

There are 6 *Pramanas* described in Ancient Indian Knowledge System, are as follows:

Pratyaksha: This refers to the knowledge attained through senses which are considered primary source of any form of knowledge, whether we talk about knowledge gained through visual aspect, hearing, verbal etc, this is further classified into ‘*Anubhava*’ which means experience which forms direct perception or ‘*Smriti*’ which means remembered perception.

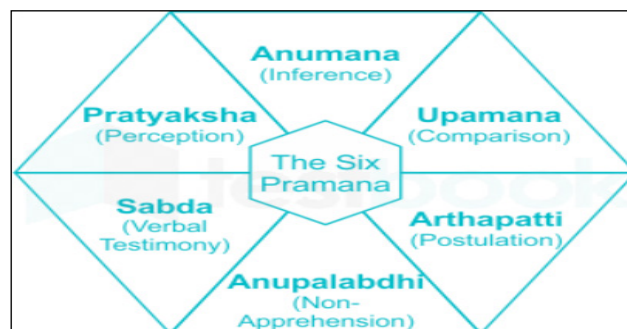
Anumana: This form of knowledge acquisition refers to the drawing guesses or inferences to come to new generalisations, which predicts the approximation of any factual knowledge or occurrence of any event.

Upamana: When we draw comparisons and generate similarities or difference, it refers to this way of knowledge attainment. These are drawing through analogical comparisons in of new experiences.

Arthapatti: It largely describes attaining knowledge through presented circumstances.

Anupalabdi: It refers to the notion of non-existence, something which did not occurred, yet we know about its non-occurrence.

Sabda: It describes relying on the experts’ knowledge and wisdom which considered in many times an authentic knowledge.



Source: <https://testbook.com/ugc-net-paper-1/indian-logic-pramanas>

Fig. 3: Six Pramanas of the Indian Knowledge System

Panchakosha Vikas

When we describe the development of a child, we ensure to include all aspect of the being which is described through five-fold child development as it emphasises on the holistic way.

Annamaya Kosha (Physical Layer),

Pranamaya Kosha (Life Force Energy)

Manomaya Kosha (Mind Layer),

Vijnanmaya Kosha (Intellectual Layer)

Anandamaya Kosha (Inner Self)



Source: <https://www.linkedin.com/pulse/panchakosha-vikas-five-fold-development-keystone-indian-suprabha-jha-qx6yc/>

Fig. 4: Panchakosha Vikas (Five-Fold Development)

The *Panchakosha* has further elaborated on different domains of development as are as follows:

- ❑ *Physical Development (Sharirik Vikas)* Every Child must have adequate physical growth and development according to the age specific needs through building body, strength, nutrition and exercise.
- ❑ *Development of Life Energy (Pranik Vikas)* Balanced functioning of vital organs to maintain “Pran Urja” is very important for maintaining positive energy.
- ❑ *Emotional/Mental Development (Manasik Vikas)* Without Mental Development aspects like-peace, happiness, contentment and appreciation off arts will be missing.
- ❑ *Intellectual Development (Bauddhik Vikas)* Thinking abilities, creative expressions, reasoning abilities, imagination or linguistic aspects all are vital for the overall development.
- ❑ *Spiritual Development (Chaitisik Vikas)* Last but not least spirituality shape our character, it often refers to the journey within oneself.

The *Panchakosha* thus is an ancient expression of amalgamation of body-mind-soul which defined the understanding, outlook and experiences and paved a clear path for dilemma free world., which ensures the human development at large and defined the choices we make.

Panchaadi

It is a five step for planning a lesson for the purpose of teaching learning activity. In ancient Indian knowledge, it describes the instructional planning in sequential manner.

Adhiti (Introduction): It is first step for the formulation a lesson plan through introduction of a new topic through some examples or linking it with the previous knowledge of the learners. It also comprises of modern world Socratic methos, in which question-answer methods adopted in order to initiate the curiosity among the children.

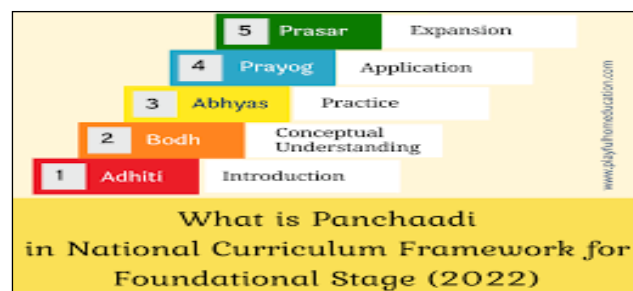
Bodh (Conceptual Understanding): It consists of the concept clarity through various methods adopted by the teacher like-play way method, storytelling method, conducting experiments etc. It basically involves approaches like experiential learning through which brainstorming sessions

are conducted which further simplify the learning of children.

Abhyas (Practice): We often say that “practice makes a man perfect”, just understanding the concepts cannot fulfil the goal of education, one should also acquire and practice skills and demonstrate them from time to time in order to increase the competence among children. This can be done through individual or group project which has both their own advantages.

Prayog (Application): Applying whatever you have learnt through various methods in your day-to-day life. As, without applying you cannot be proficient your knowledge.

Prasar (Expansion): In this step it refers to sharing knowledge through collaborative learning which expand the neural pathways of the children’s brains by integrating and exchanging the knowledge through- conversations, discussion forms, debates etc. Also, it promotes critical thinking, divergent think among children.



Source: <https://www.playfulhomeducation.com/post/panchaadi-the-five-step-pedagogical-approach-recommended-by-ncf-for-foundational-years>

Fig. 5: Panchaadi in the Indian Knowledge System

Effective Pedagogy

The Indian Knowledge System comprises of two ways to acquire knowledge and built the pedagogical content i.e. one through “Janna” and other is through “Manna”. “Janna” means here finding the truth through your own exploration and whereas “Manna” refers to the taught knowledge to you through your elders, experts, teachers, parents etc. The earlier one is always suggested to learners especially young children who often rely on their ways to explore the world through their perspective, later on lose their creative essence in the academic world which often encourage accepting things the

sway there are and rarely challenging the already created system of learning.

Importance of memory: In the ancient Indian knowledge, there has been a greater focus ‘*Smriti*’ (memory) which is very pivotal for the learning and development of the children. But there has been misunderstanding among educators and students which derives its meaning something as “Rote Learning”, which is in fact a sham. Many research suggest that cognitive abilities work in two ways such as -working memory and long-term memory. Working memory is the present m memory which can be modified on day-to-day basis whereas long-term memory formed after much greater emphasis over a longer duration of time which has long retention capacity, it canny be modified easily and might take many practices and processing in order to change it.

Importance of Practice: Practice is essential to built a command on any concepts or skill. In Indian Knowledge System it is called ‘*Abhyas*’, which means organised, regular and steady practice leads to formation of mental resources and engage children into “Learning by Doing”, method of retention, repetition and rehearsal.

Importance of Questioning: Our Ancient system goes a long way emphasising the importance of questioning in India. Free speech and expression, debates and discussions are essential part of our democratic system. The Upanishads are full of “*Shishyas*” questions and their responses. In fact, the literal meaning of Upanishads refers to the sitting of ‘*Shishyas*’ near the ‘guru.’ One such famous discourse is between ‘*Adi Shankara*’ and ‘*Mandana Misra*’ are considered legendary. The very famous Indian Book “*Shrimad Bhagavat Katha*’ revolves around dialogue and questioning. It helps in going from known to unknown, from concrete to abstract and simple to complex.

Ways of the Guru: In the NCFSE, the reference of Shri Aurobindo is given in which he describes their instruments of the Guru which are teaching, example and influence. It focuses on, role of teachers in awaking the free minds who do not use became passive receptors of knowledge but also becomes active creators of their wisdom. It also, describe about the *Taittiriya Upanishad*, which writes about teacher as someone which is regarded as the first

letter and the student which is regarded as the last letter and in between there is a meeting point where they can share their knowledge and experiences through the channel of instructional direction. This helps in understanding the ways of a guru through the prism of the Indian Knowledge System which is again reviving itself in order to form a linkage from the modern education system. As, the golden era is not ahead of us but behind us, many values and ideas which are long forgotten are gaining momentum again especially in terms of forming popular courses like- Vedic maths etc.

Importance of Concentration (*Ekagrata*)

In the NCFSE 2023, the reference of *Taittiriya Upanishad* has been widely discussed, it says that the real meaning of learning in the ability to hold one thought at one place for a longer duration, this is often called “power of concentration.” There are many methods to increase the concentration power and to increase the ability to hold one’s own thought. Through the proper utilization of the science of yoga which is called one of the most cherished aspects of Indian Knowledge System, revolves around the objects of knowledge that includes the knowledge realised by the seeker.

It also takes inspiring thought from the teaching of Sri Aurobindo who greatly talks about the importance of concentration and describes mainly 4 principal methods through which we can attain greater concentration power as follows- meditation, contemplation, witnessing the passage of thought of the mind and silencing the mind.

As, we all know the ability to develop the power of concentration lies in the strong psychological processes-it is not any magical ceremony or ritual and do not promote any form of indoctrination. Hence, we can say that any person belongs from any community or faith can practiced the power of concentration which can in return fulfil all the desired results or outcomes.

CONCLUSION

While concluding we can say that Indian Knowledge System, which is called “*Bhartiya Gyan Parampara*”, is as ancient as the time, and reviving it for the smooth integration in the modern education and contemporary world is the need of the time. The goal to strive for the wisdom for the welfare of

all is the moto of the IKS. While integration and inclusion of its values and ideas in the mainstream education especially at the school level which tends to build a bridge between ancient wisdom with contemporary knowledge. Further, it seeks to not only acknowledgment of the ancient knowledge but also creation of new knowledge.

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