A Comparative Study between the Indian Knowledge System and the Global Education System: Philosophical Foundations, Pedagogical Approaches, and Contemporary Relevance

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Abstract:

This study undertakes a comparative analysis of the Indian Knowledge System (IKS) and the Global Education System with reference to their philosophical foundations, pedagogical approaches, curricular orientation, and educational objectives. The Indian Knowledge System, rooted in classical texts such as the Vedas and the Upanishads, emphasizes holistic development, ethical living, and harmony between individual and society. In contrast, the Global Education System, shaped by industrialization and globalization, focuses on scientific rationality, technological advancement, and competency-based learning. Adopting a qualitative documentary research method, the study analyzes secondary sources including scholarly articles, policy documents, and classical literature. The findings reveal that while IKS prioritizes value-based and experiential learning, global education emphasizes standardization, assessment, and employability. The study concludes that an integrative framework combining the strengths of both systems may enhance educational sustainability and holistic development in the 21st century.

Keywords: *Indian Knowledge System, Global Education, Holistic Development, Experiential Learning.*

Introduction:

Thoughts, cultures, and technology are becoming more intertwined as a result of globalization, which presents both benefits and difficulties. While Western knowledge systems have become more prevalent worldwide, indigenous knowledge traditions have also gained prominence, particularly when it comes to tackling the complicated problems of the contemporary era. With its rich philosophical, scientific, and cultural foundations, the Indian Knowledge System (IKS) provides a multitude of insights that can make a substantial contribution to the global discourse on ethics, education, sustainability, and health. The Indian Knowledge System is extensive, spanning a range of fields such as philosophy, mathematics, medicine (particularly Ayurveda), astrophysics, sustainability, and education. By highlighting the interdependence of the individual, society, and environment, these traditions provide comprehensive remedies. IKS offers

frameworks that support sustainability, balance, and well-being in a time of mental health crises, environmental degradation, and a disjointed approach to education and health.

Education forms the foundation of human development, social transformation, and economic progress. Over centuries, different civilisations developed unique systems of knowledge dissemination. India, with its ancient intellectual tradition, established a distinctive education system centred on spirituality, ethics, holistic development, and lifelong learning. This is widely known today as the Indian Knowledge System (IKS).

The global education system, on the other hand, evolved through scientific revolutions, industrialisation, and digital modernisation. It emphasises global competencies, employability skills, research, innovation, and technological integration.

This paper compares these two systems across multiple parameters, analyses their strengths and limitations, and highlights possibilities for integration within the framework of NEP 2020.

Objectives of the Study:

1. To analyze the historical evolution and philosophical foundations of the Indian Knowledge System.

2. To examine key features of the contemporary global education system.

3. To compare both systems in terms of curriculum, pedagogy, values, and outcomes.

4. To explore the relevance of IKS in the modern global context.

Methodology:

The present study adopts a qualitative documentary research design. It is primarily based on secondary sources including classical Indian texts, peer-reviewed journal articles, books, policy documents, and reports related to Indian Knowledge System and Global Education. Approximately 30 scholarly sources published between 2000 and 2025 were reviewed. The comparative framework was developed through thematic analysis focusing on five major dimensions: philosophical foundation, pedagogical approach, curriculum design, assessment practices, and educational objectives. The study is conceptual and analytical in nature rather than empirical.

Indian Knowledge System (IKS):

Historical Background:

The Indian Knowledge System traces its origins to the Vedic period (c. 1500 BCE). Knowledge was transmitted orally through the Guru–Shishya Parampara, emphasizing discipline, ethics, meditation, and experiential learning.

Khare. P.S., Kumar. J. (2025) "Indian Knowledge System and Globalization: An Intensive Study." This research analyzes how traditional Indian knowledge may address contemporary global issues, including sustainability, health, and education, in order to assess the IKS's applicability in the context of globalization. It emphasizes how IKS may address ethical difficulties associated with globalization, promote holistic well-being, and offer alternative solutions to urgent global crises. The study provides insights into the importance of IKS in creating a more harmonious and balanced global future from a modern perspective. They clearly identify the objectives as -

- To investigate the essential elements of the Indian knowledge system and their applicability to contemporary issues.

- To assess IKS's importance in advancing moral principles and well-being in a world of globalization.

- To examine the challenges and opportunities in IKS in modern systems and institutions.

In conclusion, the findings of this research demonstrate that the IKS offers valuable contributions to global challenges in health, education, sustainability, and ethical governance. The worldwide community has the chance to address the issues endangering humanity's future in a more ethical, sustainable, and comprehensive manner. To guarantee IKS's ongoing applicability and promote civil cross-cultural interactions that respect traditional knowledge systems' wisdom.

Rajah, J. P (2025); "*Indian knowledge system and Globalization*" It was noted in the research paper….. Ideas like as "Vasudhaiva Kutumbakam", which means the world is family, emphasise. the ethical and environmental facets of traditional Indian philosophy. The IKS is a dynamic, ever-evolving tradition that has continuously changed to suit different historical periods while holding onto its core principles. Its sections highlight the interconnectedness of the spirit, body, and mind. The purpose of this essay is to comprehend the IKS concept and its circumstances. both the post-colonial and globalization eras. Maintaining traditional knowledge while adjusting to global trends is a tricky balance in the age of globalization. The difficulty is in maintaining cultural heritage while negotiating the complexity of a world that is changing quickly..

Objectives:- To properly understand the concept and inception of the IKS, and to extensively evaluate the IKS in the Global Era.

Methodology:- To achieve the goals, quantitative data is gathered, analyzed, and interpreted using a methodical, scientific manner. By restricting the scope of the study, a research technique helps researchers stay on course.

The transformation of the Indian knowledge system has produced a blend of discoveries and old knowledge. challenges in maintaining cultural authenticity. and adapting to rapid changes goes on. The consequences of modernization on the Indian knowledge system are complex yet advantageous. India's intellectual environment has consequently grown more dynamic and diverse. But maintaining cultural authenticity and adapting to rapid changes continue to be difficult.

Arrive. R. F (2000); "Comparative Education and World System Analysis" has been mentioned in the research paper. The article advocates for an understanding of education in the context of global systems. Increasingly, the study of comparative education is evolving toward more complex studies of education in connection to economic, political, and social forces. The nation-state has been used as the fundamental unit of analysis in the majority of macro studies of education to date. Examining the global influences influencing educational systems is just as important as analyzing the global economic growth or underdevelopment of any one nation or group of nations. These new ways of interacting are thought to be examples of neocolonialism or ongoing cultural reliance. Although educational reform and expansion occur within national borders, these national units compete on a worldwide scale.

Vijayakumari. S; Dhenakarak. S. S(2017); "*Comparison of education in India and other countries*" As stated in the research paper, a genuine education system aids in the building of a good nation, which ultimately leads to sustainable development. Because education is generally recognized to everybody as the backbone of a nation, and to make it successful a solid education system is very important. The study's goal is to learn more about each nation's educational system and compare its features. In order to strengthen the Indian education system in accordance with international norms and enable our people to pursue further education in India rather than overseas, it is crucial that our educational policy makers comprehend all of

these aspects. This study compares and evaluates the quality, cost, expertise, and employment opportunities in India and outside for both domestic and international students.

The disparities between the educational systems in India and other countries are examined in this study. The review-based study describes how Indian students currently feel about pursuing higher education overseas. That could raise the standard of India's educational system. The Indian educational system will be the best in the world if the administrators make the required changes. Additionally, their implementations aid in the nation's development.

Theoretical Framework:

The comparative analysis is guided by the principles of Holistic Education Theory and Globalization Theory. Holistic education emphasizes the development of cognitive, emotional, ethical, and spiritual dimensions of learners, which aligns closely with the Indian Knowledge System. Globalization theory, on the other hand, explains the emergence of standardized and market-oriented education systems worldwide. These theoretical perspectives help to interpret the similarities and differences between IKS and the Global Education System.

Major sources of the Indian Knowledge System (IKS):

The Indian Knowledge System (IKS) is rooted in a vast and diverse intellectual tradition developed over centuries. Its major sources include a wide range of philosophical, scientific, literary, and cultural texts that reflect India's holistic understanding of knowledge. The principal sources of IKS are as follows:

i. **Vedas and Upanishads:** which provide foundational insights into metaphysics, epistemology, ethics, and spiritual inquiry.

ii. **Ayurveda**: The traditional system of medicine, emphasizing holistic health, preventive care, and harmony between body, mind, and environment.

iii. **Arthashastra:** Which offers systematic knowledge on governance, economics, statecraft, and public administration.

iv. **Yoga Sutras**: Its provide structured approaches to mental discipline, ethical conduct, and spiritual development.

v. **Buddhist and Jain texts**: Its contributing significantly to ethical philosophy, logic, psychology, and principles of non-violence and compassion.

vi. **Classical traditions in literature, fine arts, mathematics, astronomy, and linguistics**: which demonstrate advanced analytical, creative, and scientific achievements.

Key Characteristics of IKS:

Holistic Development (Sharirik, Manasik, Adhyatmik): Holistic development in the Indian Knowledge System emphasizes the balanced growth of the physical (Śārīrik), mental (Mānasik), and spiritual (Adhyātmik) dimensions of human life. Physical development focuses on maintaining health, strength, and bodily well-being through disciplined living and healthy practices. Mental development aims at cultivating cognitive abilities, emotional stability, ethical reasoning, and self-awareness. Spiritual development, on the other hand, seeks inner growth, moral values, self-realization, and harmony with the larger universe. Together, these three dimensions promote the formation of a complete, balanced, and responsible individual capable of contributing positively to society.

Experiential Learning: Experiential learning emphasizes the acquisition of knowledge through direct experience, observation, and practical engagement rather than passive reception of information. It encourages learners to actively participate in tasks, experiments, fieldwork, and problem-solving activities, thereby deepening understanding and promoting critical thinking. Experiential learning also fosters creativity, self-reliance, and the ability to connect theoretical concepts with lived experiences, making education more meaningful and contextually relevant.

Value-Based Education: Value-based education focuses on nurturing moral and ethical values together with intellectual development to create responsible and socially committed individuals.

Integration of Knowledge Disciplines: The integration of knowledge disciplines refers to a holistic and interconnected approach to learning that transcends rigid subject boundaries. Within the Indian Knowledge System, knowledge is viewed as an integrated whole, where philosophy, science, arts, ethics, and practical skills complement one another. This interdisciplinary perspective encourages learners to understand complex phenomena by drawing insights from multiple fields of study. By promoting the integration of diverse knowledge domains, education becomes more meaningful, contextually relevant, and capable of addressing real-world problems comprehensively and sustainably.

Environmental Harmony: Environmental harmony emphasizes a balanced and respectful relationship between human beings and nature. Rooted in the Indian Knowledge System, this principle views the natural environment as an integral part of life rather than a resource to be exploited. It promotes sustainable living practices that encourage conservation, ecological balance, and responsible use of natural resources. Through values such as coexistence, reverence for nature, and interdependence, environmental harmony fosters environmental awareness and ethical responsibility, contributing to long-term sustainability and ecological well-being.

Teacher-Centred but Relationship-Based Pedagogy: Guru's role was central; education was personalised. Teacher-centred but relationship-based pedagogy emphasizes the central role of the teacher as a guide, mentor, and moral exemplar, while simultaneously prioritizing a close, respectful, and nurturing relationship between the teacher and the learner. Rooted in the Indian Knowledge System, this approach recognizes the teacher not merely as a transmitter of knowledge but as a facilitator of holistic development. Learning occurs through dialogue, observation, guidance, and personal interaction, fostering trust, discipline, and moral growth. Such a pedagogy encourages personalized learning, value transmission, and the cultivation of character alongside intellectual development

Lifelong Learning: Lifelong learning refers to the continuous pursuit of knowledge and skills throughout an individual's life, extending beyond formal education. In the Indian Knowledge System, learning is viewed as an ongoing process of self-improvement, reflection, and experiential growth. This approach encourages intellectual curiosity, adaptability, and ethical awareness at all stages of life. By fostering a mindset of lifelong learning, individuals remain responsive to social, cultural, and technological changes, enabling personal fulfilment and sustained contribution to society.

The Global Education System:

Historical Evolution: Global education evolved from

Industrial Revolution (mass schooling): The industrial revolution led to a shift in education's focus from religious instruction to practical skills, and schools were modelled after factories with a batch processing and sparked ongoing debates about modern education.

Technological revolution (ICT-based education): ICT is transforming education by making it more interactive, personalized, and accessible through digital tools and platforms.

Market-driven reforms: Stimulate economic growth and demand, rather than government mandates, determine the prices of goods and services.

Globalisation and international benchmarks (OECD, PISA): PISA is a program by the OECD that provides a comprehensive and rigorous assessment of student learning outcomes in reading, mathematics, and science. It aims to provide comparable data that enables policy makers to learn from other countries and improve their own education policies and systems.

Key Features of Global Education:

Standardisation and Uniformity: Standardisation and uniformity are key features of global education, aiming to establish common benchmarks and comparable learning outcomes across different educational systems. This approach facilitates consistency in curriculum design, assessment practices, and quality assurance, enabling international recognition of qualifications and mobility of learners. While standardisation promotes equity and accountability, it also raises concerns about contextual relevance and cultural diversity, highlighting the need for a balanced approach that integrates global standards with local educational realities.

Competency-Based Learning: Competency-based learning focuses on the development and demonstration of specific skills, abilities, and knowledge required for effective performance in real-world contexts. Rather than emphasizing time-bound instruction, this approach prioritizes mastery of learning outcomes, allowing learners to progress at their own pace. In global education, competency-based learning enhances employability, adaptability, and lifelong learning by aligning educational objectives with professional and societal needs. It also promotes learner accountability and practical application of knowledge.

Technological Integration: Technological integration in education refers to the purposeful incorporation of digital tools and technologies into teaching, learning, and assessment processes. In the context of global education, it enhances accessibility, interactivity, and personalized learning experiences through online platforms, virtual classrooms, digital resources, and data-driven instruction. Effective technological integration supports collaborative learning, expands educational reach beyond geographical boundaries, and equips learners with essential digital competencies required in the modern knowledge society.

Research and Innovation Orientation: Research and innovation orientation focuses on inquiry, creativity, and knowledge generation to solve contemporary problems and promote sustainable development.

Multicultural and International Perspective: A multicultural and international perspective in global education emphasizes respect for cultural diversity, cross-cultural understanding, and global interconnectedness. This approach encourages learners to engage with multiple cultural viewpoints, fostering tolerance, empathy, and mutual respect. By integrating international perspectives into curricula and educational practices, global education prepares individuals to function effectively in diverse social, cultural, and professional contexts, while promoting global citizenship and international cooperation.

Student-Centred Pedagogy: Student-centred pedagogy places learners at the core of the teaching–learning process by emphasizing their needs, interests, abilities, and learning styles. This approach encourages active participation, critical thinking, collaboration, and self-directed learning rather than passive knowledge reception. In global education, student-centred pedagogy fosters autonomy, creativity, and problem-solving
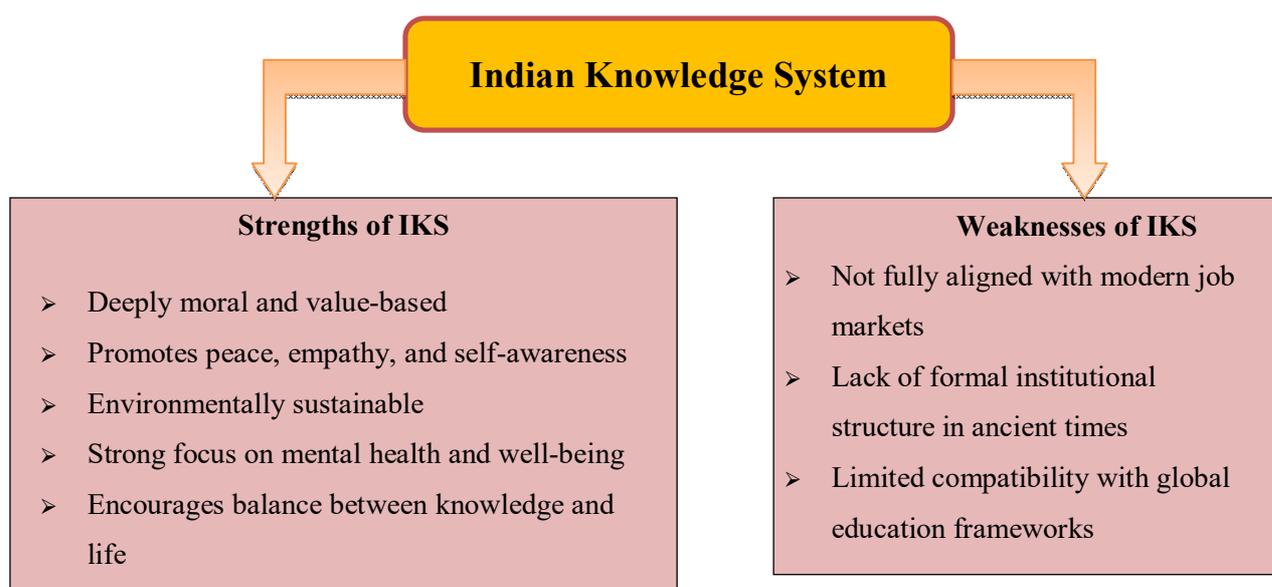
skills, enabling learners to take ownership of their learning and apply knowledge effectively in diverse and real-world contexts, such as Constructivism, project-based learning, and problem-solving.
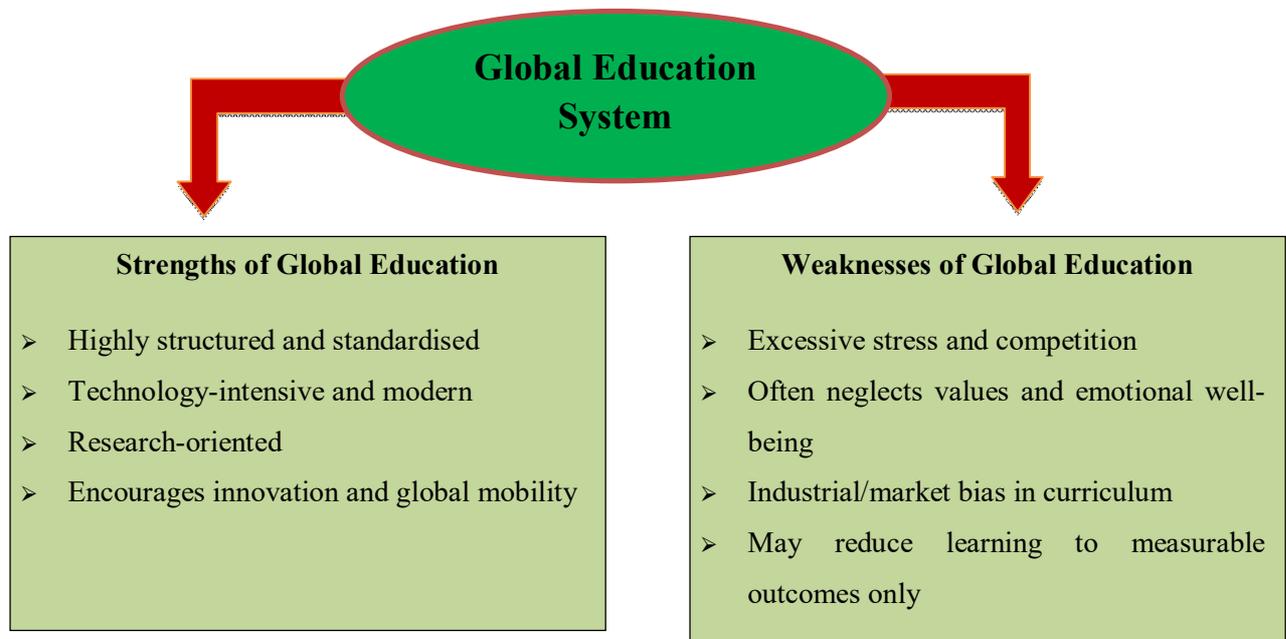
Market-Driven Approach: The market-driven approach in global education emphasizes aligning educational objectives with labor market demands and economic priorities. This approach focuses on developing employable skills, industry-relevant competencies, and entrepreneurial abilities to enhance workforce readiness. While a market-driven orientation improves employability and economic productivity, it also raises concerns about the commercialization of education and the potential neglect of humanistic, ethical, and cultural dimensions of learning. Therefore, a balanced approach is essential to ensure that education serves both economic and societal goals.

Comparative Analysis: IKS vs. Global Education

Criteria	Indian Knowledge System	Global Education System
Philosophical Base	Spiritual, holistic	Scientific, rational, economic
Approach to Knowledge	Interdisciplinary, value-based	Specialization, skill-oriented
Teacher's Role	Guru as mentor, moral guide	Facilitator or instructor
Pedagogy	Experiential, observation, reflection	Student-centered, digital, activity-based
Curriculum	Integrated with life, ethics, and nature	Industry-aligned, standardized
Assessment	Continuous, informal	Formal examinations, standardized tests
Goal of Education	Liberation (Moksha), self-realization	Employability, global competitiveness
Strengths	Holistic, ethical, sustainable	Modern, innovative, globally relevant
Limitations	Limited formal structure; ancient context	Stressful, competitive, sometimes value-deficient

Strengths and Weaknesses of Each System

Indian Knowledge System

Strengths of IKS

- Deeply moral and value-based
- Promotes peace, empathy, and self-awareness
- Environmentally sustainable
- Strong focus on mental health and well-being
- Encourages balance between knowledge and life

Weaknesses of IKS

- Not fully aligned with modern job markets
- Lack of formal institutional structure in ancient times
- Limited compatibility with global education frameworks

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                    │    Global Education      │
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Strengths of Global Education	Weaknesses of Global Education
➢ Highly structured and standardised	➢ Excessive stress and competition
➢ Technology-intensive and modern	➢ Often neglects values and emotional well-being
➢ Research-oriented	➢ Industrial/market bias in curriculum
➢ Encourages innovation and global mobility	➢ May reduce learning to measurable outcomes only

Prospects for Integration:

An integrated education system can combine the strengths of both approaches:

i. **Holistic well-being (IKS) + Scientific skills (Global)**: An integrated education system can effectively combine the holistic well-being emphasized in the Indian Knowledge System with the scientific and analytical skills promoted by global education. The IKS approach nurtures the balanced development of the body, mind, and spirit through practices such as yoga, meditation, ethical living, and value-based learning. This focus supports emotional stability, moral responsibility, and overall well-being of learners. On the other hand, global education prioritizes scientific reasoning, technological competence, problem-solving abilities, and evidence-based inquiry, which are essential for innovation and global competitiveness. By blending these two approaches, education can produce individuals who are not only scientifically skilled and intellectually capable but also emotionally resilient, ethically grounded, and socially responsible. Such integration ensures the development of well-rounded learners equipped to face modern challenges while maintaining inner balance and cultural rootedness

ii. **Value-based learning (IKS) + Competency-based learning (Global):** An integrated educational approach can blend the value-based learning of the Indian Knowledge System with the competency-based model of global education. IKS nurtures ethics, social responsibility, and moral awareness, while global education focuses on skill development, measurable outcomes, and real-world competencies. Together, they promote not only professional skills and employability but also ethical judgment and social commitment. This balanced integration prepares learners to become capable, responsible, and value-driven contributors in a globalized society

iii. **Meditation, yoga (IKS) + Digital learning tools (Global):** Meditation and yoga, rooted in the Indian Knowledge System, foster mental clarity, emotional balance, self-discipline, and overall well-being among learners. These practices enhance concentration, reduce stress, and support inner growth, which are essential for effective learning. When combined with digital learning tools emphasized in global education—such as e-learning platforms, virtual classrooms, educational apps, and AI-based resources—education becomes both mindful and technologically empowered. This integration ensures that learners develop psychological resilience and self-awareness while also gaining access to flexible, interactive,

and personalized learning experiences. Together, meditation and yoga strengthen the learner's inner capacities, while digital tools expand learning opportunities, creating a balanced and future-ready educational approach.

iv. **Environmental ethics (IKS) + Green technologies (Global):** Environmental ethics in the Indian Knowledge System emphasize harmony with nature, responsible use of resources, and respect for all living beings. These values encourage sustainable lifestyles rooted in conservation and ecological balance. When integrated with green technologies promoted in global education—such as renewable energy, waste management systems, eco-friendly infrastructure, and climate-smart innovations—education supports both ethical awareness and practical environmental action. This combination enables learners to develop a deep sense of environmental responsibility while acquiring the scientific and technological skills needed to address contemporary ecological challenges, leading to sustainable development that is both value-driven and innovation-oriented.

v. **Experiential learning (IKS) + Project-based learning (Global):** Experiential learning in the Indian Knowledge System emphasizes learning through direct experience, reflection, and real-life practice, enabling learners to connect knowledge with lived realities. When combined with project-based learning in global education, which focuses on solving real-world problems through structured projects and collaboration, education becomes more engaging and meaningful. This integration promotes deeper understanding, critical thinking, and practical application of knowledge, helping learners develop both conceptual clarity and problem-solving skills in authentic contexts.

An integrated education system can effectively blend the strengths of the Indian Knowledge System (IKS) and the Global Education System. By harmonizing the holistic, value-oriented, and experiential foundations of IKS with the scientific, technological, and competency-driven focus of global education, such a framework promotes balanced learner development. This integration enables education to nurture ethical awareness, cultural rootedness, and emotional well-being alongside critical thinking, innovation, and employable skills, thereby preparing learners to function responsibly and competently in a globalized society.

Conclusion:

The results of this research show that the Indian Knowledge System can significantly address global issues in sustainability, ethical governance, health, and education. It is impossible to ignore the importance of IKS in the era of globalization, notwithstanding the difficulties in incorporating it into modern global frameworks. The world community has the chance to address the issues endangering humanity's future in a more ethical, sustainable, and comprehensive way by adopting IKS. Maintaining the integrity of IKS, integrating it into contemporary practices, and fostering civil cross-cultural interactions that respect the wisdom of ancient knowledge systems are all crucial to ensuring its continued relevance.

The Indian Knowledge System and the global education system represent two powerful yet contrasting paradigms. While global systems focus on efficiency, technology, and employability, IKS emphasizes holistic development, ethics, sustainability, and lifelong learning. Both systems have unique strengths and limitations. Modern education can benefit immensely from integrating ancient Indian wisdom with global scientific and technological advancements.

The comparative analysis demonstrates that the Indian Knowledge System and the Global Education System represent two distinct yet potentially complementary paradigms of education. While IKS emphasizes holistic development, ethical living, and experiential wisdom, the global education framework prioritizes scientific innovation, technological competence, and standardized evaluation. Neither system is inherently superior;

rather, both possess unique strengths and limitations. The integration of value-based holistic education with scientific and technological advancement may create a balanced and sustainable educational model. Such a synthesis would be particularly relevant in the Indian context, where cultural heritage and global competitiveness must coexist harmoniously.

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