



Reimagining Indian Education through Indigenous Wisdom and Global Knowledge for Viksit Bharat

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Abstract: *The study examines the need to reimagine Indian education through the integration of indigenous wisdom and global knowledge systems to achieve the vision of Viksit Bharat. It explores the relevance of indigenous knowledge systems in fostering holistic, value-based education and highlights their role in promoting ethical awareness, cultural identity, and sustainability. Simultaneously, the study analyzes the contribution of global knowledge systems in enhancing innovation, critical thinking, and competitiveness within the Indian educational context. Drawing upon a qualitative, literature-based methodology, the research critically reviews policy frameworks, particularly the National Education Policy 2020, along with scholarly perspectives on Indian Knowledge Systems and global education trends. The findings reveal that a balanced integration of traditional and modern knowledge paradigms is essential for creating an inclusive and future-ready education system. The study also identifies key challenges such as curriculum rigidity, lack of teacher preparedness, and resource constraints, and suggests strategic interventions for effective implementation. It concludes that a synergistic approach can transform Indian education into a dynamic system aligned with national development and global engagement.*

Keywords: *Indigenous Knowledge Systems, Global Knowledge, Viksit Bharat, Holistic Education, National Education Policy 2020, Educational Transformation*

Introduction: The vision of a *Viksit Bharat* (Developed India) necessitates a transformative rethinking of the education system that harmonizes India's rich indigenous knowledge traditions with contemporary global knowledge systems. Historically, Indian education was deeply rooted in holistic and experiential learning, as reflected in ancient systems such as the *Gurukul*, where emphasis was placed on ethical values, community living, critical thinking, and harmony with nature (Sharma, 2018). However, colonial interventions, particularly under Macaulay's Minute on Education, shifted the focus toward a rigid, examination-oriented and Eurocentric model, marginalizing indigenous epistemologies (Kumar, 2005). In the present context of globalization and technological advancement, there is an urgent need to reclaim and integrate these marginalized knowledge systems within a modern framework.

Contemporary policy initiatives such as the National Education Policy 2020 recognize the importance of blending local knowledge with global competencies to foster critical, creative, and inclusive learning environments (Government of India, 2020). Indigenous knowledge—encompassing traditional ecological practices, local languages, crafts, and community-based learning—offers sustainable and contextually relevant solutions to contemporary challenges such as environmental degradation and social inequality

(Battiste, 2002). Simultaneously, global knowledge systems provide access to scientific innovation, digital literacy, and international perspectives essential for participation in the knowledge economy (UNESCO, 2015).

Reimagining Indian education, therefore, requires a dialogic approach that neither romanticizes the past nor uncritically adopts global paradigms. Instead, it calls for a synergistic integration where indigenous wisdom informs ethical and sustainable practices, while global knowledge enhances competitiveness and innovation. Such a model is crucial for developing responsible, skilled, and culturally grounded citizens who can contribute meaningfully to the vision of a self-reliant and globally engaged *Viksit Bharat* (Sen, 2021).

Indigenous Wisdom and Global Knowledge for Viksit Bharat: The pursuit of *Viksit Bharat* (Developed India) in the 21st century requires an education system that thoughtfully integrates indigenous wisdom with global knowledge. Indigenous knowledge systems in India, developed over centuries, are deeply rooted in local contexts, sustainability, and holistic human development. These systems encompass traditional ecological practices, community-based learning, oral traditions, and value-oriented education. Ancient educational models such as the *Gurukul* emphasized experiential learning, ethical conduct, and a harmonious relationship between humans and nature, offering insights that remain relevant in addressing contemporary global challenges like climate change and social inequality (Sharma, 2018). Such knowledge systems promote not only intellectual growth but also emotional, moral, and spiritual development, thereby nurturing well-rounded individuals.

At the same time, global knowledge systems have become indispensable in an increasingly interconnected and technologically driven world. Advances in science, technology, and digital innovation have transformed economies and societies, necessitating skills such as critical thinking, problem-solving, and digital literacy. International frameworks, including those advocated by UNESCO, emphasize inclusive, equitable, and quality education that prepares learners for global citizenship (UNESCO, 2015). Exposure to global knowledge enables learners to engage with diverse perspectives, access cutting-edge research, and contribute to international dialogues, which are essential for India's emergence as a global leader.

However, the challenge lies in balancing these two knowledge paradigms without privileging one over the other. Historically, colonial education policies such as Macaulay's Minute on Education led to the marginalization of indigenous knowledge, creating a disconnect between education and local realities (Kumar, 2005). In response, contemporary reforms like the National Education Policy 2020 advocate for the inclusion of Indian knowledge systems, local languages, and culturally relevant pedagogies within the formal curriculum (Government of India, 2020). This policy envisions an education system that is rooted in Indian ethos while remaining globally competitive.

Integrating indigenous wisdom with global knowledge involves adopting a multidisciplinary and contextual approach to learning. For instance, traditional agricultural practices can be studied alongside modern scientific techniques to promote sustainable development. Similarly, indigenous medicinal knowledge can complement contemporary healthcare research, fostering innovation grounded in local realities. Language also plays a crucial role; promoting mother tongue education enhances comprehension and cultural identity while facilitating the acquisition of global languages ensures wider communication and collaboration.

Furthermore, this integration fosters critical consciousness among learners, enabling them to question dominant paradigms and appreciate diverse knowledge systems. It encourages respect for cultural diversity, environmental stewardship, and social responsibility—values essential for building an inclusive and sustainable society. By blending tradition with modernity, India can create an education system that not only equips learners with global competencies but also instills a strong sense of identity and purpose.

The synthesis of indigenous wisdom and global knowledge is central to achieving the vision of *Viksit Bharat*. Such an approach ensures that education becomes a transformative force—one that is inclusive, sustainable, and forward-looking. By valuing its rich heritage while embracing global advancements, India can develop a generation of learners capable of leading with knowledge, empathy, and innovation in an ever-evolving world.

Review of Related Literature: The discourse on reimagining Indian education through the integration of indigenous wisdom and global knowledge has gained significant scholarly attention, particularly in the context of achieving the vision of *Viksit Bharat*. A growing body of literature highlights the need to revisit traditional Indian knowledge systems while aligning them with contemporary global educational frameworks.

Scholars have emphasized that ancient Indian education was inherently holistic, integrating cognitive, moral, spiritual, and practical dimensions of learning. Studies on Indian Knowledge Systems (IKS) reveal that traditional education emphasized experiential learning, ethical values, and social responsibility, which contributed to the development of well-rounded individuals (Mandavkar, 2025). Similarly, Gupta et al. (2026) argue that the indigenous education system focused on nurturing intellectual and emotional capacities rather than rote memorization, thereby promoting lifelong learning and societal contribution. These findings suggest that indigenous knowledge systems offer valuable pedagogical insights that remain relevant in addressing present-day educational challenges.

A significant portion of the literature focuses on the transformative role of the National Education Policy 2020 in revitalizing indigenous knowledge within formal education. Researchers note that NEP 2020 represents a paradigm shift by advocating the integration of traditional knowledge with modern curricula, thereby bridging the gap between past and present educational practices (Thakur et al., 2024). The policy promotes multidisciplinary learning, critical thinking, and flexibility, while simultaneously encouraging the inclusion of subjects such as yoga, Ayurveda, philosophy, and regional languages (Priyadharshini & Shruthi, 2024). This reflects a broader attempt to create an education system that is both culturally rooted and globally competitive.

Another important strand of literature explores the intersection of indigenous knowledge and modern pedagogical approaches. Prabhakar (2023) highlights the potential of folk pedagogy in enriching classroom practices by incorporating local knowledge, oral traditions, and community experiences. Such approaches not only enhance contextual learning but also foster inclusivity and cultural awareness among learners. Furthermore, Kumar and Kishor (2024) emphasize that indigenous knowledge systems are dynamic and have historically evolved through observation, experimentation, and practical application, making them compatible with modern scientific inquiry.

In the global context, literature underscores the importance of integrating indigenous knowledge with contemporary education systems to promote sustainability and inclusivity. Studies in indigenous education highlight the need for decolonizing curricula and recognizing multiple ways of knowing, thereby challenging the dominance of Eurocentric knowledge systems (Venkatesan et al., 2020). Similarly, research on ethnomathematics demonstrates that indigenous practices embody sophisticated mathematical concepts, reinforcing the idea that traditional knowledge systems hold scientific validity (Xu & Ball, 2024). These perspectives align with global educational goals that emphasize diversity, equity, and cultural relevance.

Moreover, recent studies point to the role of indigenous knowledge in sustainable development and cultural preservation. Khajuria et al. (2025) argue that traditional practices related to ecology, crafts, and languages contribute significantly to preserving cultural heritage and promoting sustainable lifestyles. The integration of such knowledge into education can address pressing global challenges, including environmental degradation and social inequality.

Despite these advancements, the literature also identifies several challenges in implementing this integrative approach. These include curriculum constraints, lack of teacher training, and the persistence of colonial legacies in education systems. Scholars argue that effective implementation requires systemic reforms, capacity building, and a shift in pedagogical mindset toward inclusivity and contextual relevance.

The reviewed literature indicates a strong consensus on the importance of integrating indigenous wisdom with global knowledge to reimagine Indian education. While policies like NEP 2020 provide a robust framework, the success of this vision depends on its effective implementation. The synthesis of traditional and modern knowledge systems holds the potential to create a holistic, inclusive, and future-oriented education system that aligns with the aspirations of *Viksit Bharat*.

Objectives of the Study:

- To examine the relevance and role of indigenous knowledge systems in shaping a holistic and value-based education framework in India.
- To analyze the contribution of global knowledge systems in enhancing innovation, critical thinking, and competitiveness within the Indian education context.
- To explore the integration of indigenous wisdom and global knowledge as envisioned in the National Education Policy 2020 for achieving the goals of *Viksit Bharat*.
- To identify challenges and suggest strategies for effectively implementing a balanced and inclusive education model that aligns traditional knowledge with contemporary global demands.

Research Questions of the Study

- How do indigenous knowledge systems contribute to the development of a holistic, value-based, and culturally relevant education framework in India?
- In what ways do global knowledge systems enhance innovation, critical thinking, and competitiveness among learners in the Indian education system?
- How does the National Education Policy 2020 facilitate the integration of indigenous wisdom and global knowledge for achieving the vision of *Viksit Bharat*?
- What are the major challenges in implementing an integrated education model, and what strategies can be adopted to ensure a balanced, inclusive, and contextually relevant system that aligns traditional knowledge with contemporary global demands?

Methodology of the Study: The present study adopts a qualitative research approach, primarily based on an extensive review and analysis of existing literature. Qualitative methodology is appropriate for this study as it facilitates an in-depth understanding of concepts, perspectives, and theoretical frameworks related to indigenous knowledge systems and global knowledge integration in education. The research relies on secondary data sources, including academic journals, books, policy documents, and reports published by national and international organizations. A significant focus is placed on analyzing policy frameworks such as the National Education Policy 2020, along with scholarly works on Indian Knowledge Systems (IKS), global education trends, and sustainable development. The study employs a thematic analysis method to identify recurring patterns, key themes, and conceptual linkages between indigenous wisdom and global knowledge paradigms. Relevant literature is systematically reviewed, categorized, and interpreted to understand the role of traditional knowledge in shaping holistic education, as well as the contribution of global knowledge in fostering innovation and competitiveness. This approach enables the researcher to

critically examine the challenges and opportunities in integrating these knowledge systems within the Indian education context. Thus, the qualitative, literature-based methodology provides a comprehensive and interpretative framework to reimagine Indian education for achieving the vision of Viksit Bharat.

Objective wise Analysis and Interpretation:

Objective 1: *To examine the relevance and role of indigenous knowledge systems in shaping a holistic and value-based education framework in India.*

Indigenous knowledge systems (IKS) in India represent a rich repository of cultural, philosophical, and practical wisdom that has evolved over centuries. These systems are deeply embedded in local traditions, languages, and community practices, offering a holistic approach to education that integrates intellectual, emotional, moral, and spiritual dimensions of human development. Traditional models such as the *Gurukul* system emphasized experiential learning, ethical conduct, and close interaction between the teacher and the learner, fostering not only academic excellence but also character formation and social responsibility (Sharma, 2018). In the contemporary educational context, where there is increasing concern about value erosion and fragmented learning, the relevance of such indigenous approaches has gained renewed attention.

A key strength of indigenous knowledge systems lies in their emphasis on value-based education. Indian philosophical traditions, including those reflected in texts like the Vedas and Upanishads, advocate principles such as truth (*satya*), non-violence (*ahimsa*), and self-discipline, which are essential for nurturing responsible and ethical citizens (Radhakrishnan, 2009). These values contribute to the development of empathy, social cohesion, and environmental consciousness, aligning with the broader goals of sustainable and inclusive development. Scholars argue that integrating such value systems into modern curricula can address issues such as moral decline, social inequality, and ecological imbalance (Battiste, 2002).

Furthermore, indigenous knowledge systems promote contextual and experiential learning, which enhances learners' engagement and understanding. Knowledge related to agriculture, medicine, crafts, and environmental management is often transmitted through observation, practice, and community participation. This localized and context-specific knowledge is particularly relevant in addressing contemporary challenges such as climate change and sustainable resource management (Sen, 2021). By incorporating indigenous practices into formal education, learners can develop practical skills and a deeper connection with their socio-cultural environment.

The policy discourse in India has increasingly recognized the importance of integrating indigenous knowledge into the mainstream education system. The National Education Policy 2020 explicitly advocates for the inclusion of Indian knowledge systems, local languages, and culturally relevant pedagogies to create a more holistic and inclusive education framework (Government of India, 2020). This reflects a shift towards reclaiming India's educational heritage while aligning it with contemporary needs.

Indigenous knowledge systems play a crucial role in shaping a holistic and value-based education framework in India. Their integration into modern education can foster ethical awareness, cultural identity, and sustainable practices among learners. By bridging traditional wisdom with contemporary educational goals, India can develop a more balanced and meaningful education system that contributes to the vision of *Viksit Bharat*.

Objective 2: *To analyze the contribution of global knowledge systems in enhancing innovation, critical thinking, and competitiveness within the Indian education context.*

Global knowledge systems have emerged as a crucial component in transforming education to meet the demands of an interconnected and rapidly evolving world. In the Indian education context, the integration of global knowledge frameworks has significantly contributed to fostering innovation, critical thinking, and

competitiveness among learners. These systems encompass advancements in science, technology, research methodologies, and interdisciplinary approaches that enable students to engage with complex global challenges and opportunities. As knowledge economies expand, the ability to think critically and innovate has become essential for national growth and global participation (UNESCO, 2015).

One of the primary contributions of global knowledge systems is the promotion of innovation through exposure to cutting-edge scientific and technological developments. The incorporation of digital tools, artificial intelligence, and research-based learning in education has encouraged learners to move beyond rote memorization toward problem-solving and creative thinking. International collaborations, online learning platforms, and open educational resources provide Indian students with access to global best practices and knowledge networks, thereby enhancing their capacity to innovate (OECD, 2019). This shift is particularly important in preparing a workforce that can contribute to sectors such as information technology, healthcare, and sustainable development.

In addition, global knowledge systems play a significant role in developing critical thinking skills. Modern pedagogical approaches, such as inquiry-based learning, project-based learning, and collaborative learning, emphasize analysis, evaluation, and reflection. These approaches encourage learners to question assumptions, assess evidence, and develop reasoned arguments, which are essential skills in a knowledge-driven society. By engaging with diverse perspectives and global issues, students become more adaptable and open-minded, enabling them to navigate complex socio-economic and cultural landscapes (Paul & Elder, 2014).

Furthermore, the integration of global knowledge enhances the competitiveness of the Indian education system. Exposure to international standards, curricula, and assessment practices helps align Indian education with global benchmarks, improving the employability and mobility of graduates. Institutions that adopt global best practices are better positioned to participate in international rankings, research collaborations, and academic exchanges. This not only strengthens India's position in the global education landscape but also contributes to economic growth and innovation-driven development (World Bank, 2020).

Policy initiatives such as the National Education Policy 2020 emphasize the importance of global engagement while maintaining cultural rootedness. The policy advocates for multidisciplinary education, internationalization of higher education, and the adoption of modern pedagogies to enhance quality and relevance (Government of India, 2020). This reflects a balanced approach that leverages global knowledge to strengthen India's educational framework.

Global knowledge systems play a vital role in enhancing innovation, critical thinking, and competitiveness within the Indian education context. Their integration enables learners to acquire essential 21st-century skills, engage with global challenges, and contribute to national development. When effectively combined with indigenous knowledge systems, global knowledge can help create a dynamic, inclusive, and future-ready education system aligned with the vision of *Viksit Bharat*.

Objective 3: To explore the integration of indigenous wisdom and global knowledge as envisioned in the National Education Policy 2020 for achieving the goals of Viksit Bharat.

The integration of indigenous wisdom and global knowledge has become a central theme in contemporary educational reform in India, particularly under the framework of the National Education Policy 2020. The policy envisions an education system that is deeply rooted in India's cultural and intellectual heritage while simultaneously preparing learners to engage with global knowledge systems. This dual approach aims to create a balanced and future-ready education model aligned with the broader vision of *Viksit Bharat*, which emphasizes inclusive growth, innovation, and sustainability (Government of India, 2020).

One of the key aspects of this integration is the inclusion of Indian Knowledge Systems (IKS) within the curriculum. The policy advocates for the incorporation of traditional disciplines such as yoga, Ayurveda, classical languages, philosophy, and indigenous arts and crafts into mainstream education. These elements are intended to foster a sense of cultural identity, ethical awareness, and holistic development among learners. At the same time, the policy emphasizes the importance of multidisciplinary and flexible learning, allowing students to engage with modern subjects such as science, technology, engineering, and mathematics (STEM), thereby bridging the gap between tradition and modernity (Sharma, 2018).

Furthermore, the policy promotes the use of local languages as a medium of instruction, particularly in the early years of education. This approach not only enhances comprehension and learning outcomes but also helps preserve linguistic diversity and cultural heritage. Simultaneously, the emphasis on multilingualism, including the learning of global languages, ensures that students remain globally competent and capable of participating in international academic and professional spaces (UNESCO, 2015). This balance between local rootedness and global engagement is crucial for developing learners who are both culturally grounded and globally aware.

Another significant dimension of integration is the adoption of innovative pedagogical practices that combine traditional and modern approaches to learning. Experiential learning, critical inquiry, and skill-based education are encouraged to replace rote memorization. Indigenous practices of observation, community participation, and experiential knowledge are aligned with modern methods such as project-based learning and digital education. This synergy enhances creativity, problem-solving abilities, and adaptability among students, which are essential for addressing complex global challenges (OECD, 2019).

In addition, the policy underscores the importance of internationalization of education through academic collaborations, student exchanges, and global research partnerships. By integrating global knowledge networks with indigenous perspectives, Indian education can contribute unique insights to global discourses while benefiting from international expertise. This approach strengthens India's position in the global knowledge economy and supports the development of a skilled and innovative workforce.

However, effective implementation of this integrative vision requires addressing challenges such as curriculum restructuring, teacher training, and resource allocation. Teachers must be equipped with the skills and knowledge to integrate diverse epistemologies, and educational institutions must adopt flexible and inclusive practices. Without these systemic changes, the intended outcomes of the policy may not be fully realized.

National Education Policy 2020 provides a comprehensive framework for integrating indigenous wisdom with global knowledge to achieve the goals of *Viksit Bharat*. By fostering a harmonious blend of tradition and innovation, the policy aims to create an education system that is holistic, inclusive, and globally competitive. Such an approach not only preserves India's rich cultural heritage but also equips learners with the skills and perspectives needed to thrive in an interconnected world.

Objective 4: *To identify challenges and suggest strategies for effectively implementing a balanced and inclusive education model that aligns traditional knowledge with contemporary global demands.*

The integration of indigenous knowledge systems with contemporary global knowledge presents both significant opportunities and complex challenges within the Indian education system. One of the primary challenges lies in the persistence of a colonial legacy that continues to privilege Eurocentric knowledge and standardized curricula over localized and indigenous forms of knowledge. This has resulted in a disconnect between education and the socio-cultural realities of learners, limiting the relevance and applicability of learning outcomes (Kumar, 2005). Additionally, rigid curriculum structures and examination-oriented

systems hinder the inclusion of experiential and community-based knowledge, thereby restricting holistic learning.

Another critical challenge is the lack of adequate teacher preparedness and training. Educators often lack the necessary orientation and skills to integrate indigenous knowledge with modern pedagogical approaches. The absence of professional development programs focused on interdisciplinary and culturally responsive teaching further exacerbates this issue. Moreover, limited availability of quality resources, including textbooks and digital content that incorporate indigenous perspectives, creates barriers to effective implementation. Infrastructure disparities, particularly in rural and marginalized regions, also affect access to both traditional and modern forms of knowledge, thereby widening educational inequalities (UNESCO, 2015).

Language also plays a crucial role in shaping inclusivity in education. While indigenous knowledge is often embedded in local languages, the dominance of English as a medium of instruction creates challenges in accessing and transmitting such knowledge. This linguistic divide not only marginalizes local epistemologies but also affects learners' comprehension and engagement. Furthermore, resistance to change among stakeholders, including institutions and policymakers, poses an additional obstacle to the adoption of integrative educational models.

In response to these challenges, several strategic interventions can be proposed. First, curriculum reform is essential to incorporate indigenous knowledge systems alongside global knowledge in a balanced and meaningful manner. The National Education Policy 2020 provides a foundational framework for such integration by advocating multidisciplinary and flexible learning structures (Government of India, 2020). Second, comprehensive teacher training programs should be developed to equip educators with the skills required for culturally responsive and contextually relevant pedagogy. Continuous professional development and exposure to best practices can enhance teachers' capacity to implement integrative approaches effectively.

Third, the development of inclusive and context-specific learning resources is crucial. This includes the creation of textbooks, digital platforms, and open educational resources that reflect indigenous knowledge alongside global perspectives. Promoting the use of local languages as mediums of instruction, especially in early education, can further strengthen inclusivity and cultural connection. Additionally, leveraging technology can facilitate the dissemination of both traditional and modern knowledge, bridging geographical and socio-economic gaps.

Collaboration among stakeholders is another key strategy. Partnerships between educational institutions, local communities, policymakers, and global organizations can foster knowledge exchange and innovation. Community participation, in particular, can play a vital role in preserving and transmitting indigenous knowledge, ensuring its authenticity and relevance. Finally, fostering a mindset shift toward valuing diverse knowledge systems is essential for the long-term success of this integrative approach.

While significant challenges exist in aligning traditional knowledge with contemporary global demands, strategic interventions rooted in policy, pedagogy, and collaboration can facilitate effective implementation. By addressing these challenges, India can develop a balanced, inclusive, and future-oriented education system that supports the broader vision of *Viksit Bharat*.

Discussion of the Study: The present study highlights the critical need to reimagine Indian education by integrating indigenous knowledge systems (IKS) with global knowledge frameworks to achieve the vision of *Viksit Bharat*. The findings from the analysis of the four objectives reveal that both knowledge systems are not mutually exclusive; rather, they are complementary and can collectively contribute to building a holistic, inclusive, and future-oriented education system.

The discussion of Objective 1 underscores the enduring relevance of indigenous knowledge systems in shaping value-based and holistic education. Traditional Indian educational practices emphasized moral development, experiential learning, and harmony with nature, which are increasingly recognized as essential in addressing contemporary issues such as ethical decline and environmental crises (Sharma, 2018). The emphasis on values like *satya* (truth) and *ahimsa* (non-violence) reflects the potential of IKS to foster responsible citizenship and social cohesion (Radhakrishnan, 2009). These findings align with global discourses on sustainable development, which advocate integrating cultural and ethical dimensions into education (Battiste, 2002). Thus, indigenous knowledge systems provide a strong philosophical and practical foundation for reorienting education toward holistic human development.

In relation to Objective 2, the study demonstrates that global knowledge systems play a pivotal role in enhancing innovation, critical thinking, and competitiveness. The incorporation of modern pedagogical approaches, digital technologies, and interdisciplinary learning has transformed the educational landscape, enabling learners to engage with complex global challenges (UNESCO, 2015). Exposure to international standards and practices enhances the employability and global mobility of students, thereby strengthening India's position in the global knowledge economy (World Bank, 2020). However, the discussion also indicates that an over-reliance on global models without contextual adaptation may lead to cultural disconnection and inequality, highlighting the need for a balanced approach.

Objective 3 provides a crucial link between indigenous and global knowledge through policy intervention, particularly the National Education Policy 2020. The policy framework emphasizes the integration of Indian knowledge systems with global competencies, promoting multidisciplinary education, multilingualism, and experiential learning (Government of India, 2020). This reflects a paradigm shift from a fragmented and rigid system to a more flexible and inclusive model. The study finds that such integration has the potential to create learners who are both culturally rooted and globally competent. However, the success of this vision depends on effective implementation, institutional readiness, and sustained policy support.

The discussion of Objective 4 highlights the practical challenges in operationalizing this integrative model. Structural issues such as rigid curricula, examination-oriented systems, and colonial legacies continue to hinder the inclusion of indigenous knowledge (Kumar, 2005). Additionally, inadequate teacher training, lack of resources, and linguistic barriers pose significant obstacles to effective implementation (UNESCO, 2015). These challenges indicate that policy reforms alone are insufficient; systemic changes at multiple levels are required to achieve meaningful transformation.

At the same time, the study proposes several strategies to address these challenges. Curriculum reform, teacher capacity building, development of inclusive learning resources, and the promotion of local languages emerge as key interventions. The role of technology and stakeholder collaboration is also emphasized in bridging gaps between traditional and modern knowledge systems. Importantly, the study highlights the need for a mindset shift among educators and policymakers to value diverse epistemologies and move beyond a singular, standardized model of knowledge.

Overall, the discussion reveals that the integration of indigenous wisdom and global knowledge is not merely an educational reform but a transformative approach to nation-building. It aligns with the broader goals of equity, sustainability, and innovation, which are central to the vision of *Viksit Bharat*. By fostering a balanced synthesis of tradition and modernity, India can create an education system that is both rooted in its cultural heritage and responsive to global demands.

The study establishes that a synergistic integration of indigenous and global knowledge systems is essential for reimagining Indian education. While significant challenges exist, strategic interventions and effective policy implementation can pave the way for a holistic, inclusive, and future-ready education system. Such a

model will not only enhance individual development but also contribute to national progress and global engagement.

Conclusion: The study underscores the urgent need to reimagine Indian education by fostering a meaningful integration of indigenous wisdom and global knowledge systems to realize the vision of *Viksit Bharat*. It highlights that indigenous knowledge systems, rooted in India's rich cultural and philosophical traditions, offer a holistic and value-based framework that nurtures ethical, socially responsible, and environmentally conscious individuals. At the same time, global knowledge systems contribute significantly to developing innovation, critical thinking, and competitiveness, which are essential in an increasingly interconnected and knowledge-driven world.

The analysis reveals that the synthesis of these two knowledge paradigms is not only desirable but necessary for creating a balanced and inclusive education system. The National Education Policy 2020 provides a strong policy foundation for such integration by emphasizing multidisciplinary learning, multilingualism, and the inclusion of Indian Knowledge Systems alongside modern scientific and technological advancements. This reflects a progressive shift toward an education model that is both culturally rooted and globally relevant.

However, the study also identifies several challenges, including curriculum rigidity, inadequate teacher training, resource constraints, and the persistence of colonial legacies in education. Addressing these challenges requires comprehensive reforms, capacity building, and collaborative efforts among policymakers, educators, and communities. Strategic interventions such as curriculum redesign, promotion of local languages, development of inclusive learning resources, and the use of technology can facilitate effective implementation. The integration of indigenous wisdom and global knowledge has the potential to transform Indian education into a dynamic, inclusive, and future-ready system. By bridging tradition and modernity, India can cultivate learners who are not only skilled and innovative but also grounded in values and cultural identity. Such an education system will play a pivotal role in achieving sustainable development and positioning India as a leading knowledge society in the global arena.

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