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Indian Knowledge System (IKS) and its Relevance in Higher Education: Implications for Library and Information Science (LIS) Education

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Abstract

*The National Education Policy (NEP) 2020 marks a historic paradigm shift in India's academic landscape by mandating the integration of the **Indian Knowledge System (IKS)** across higher education institutions (HEIs). While much of the existing scholarship focuses on incorporating IKS into STEM or humanities curricula, the operational foundation of this transformation rests heavily on modern information infrastructures.*

*This research paper explores the systemic implications of mainstreaming IKS within **Library and Information Science (LIS) Education**. Traditional Western-centric metadata schemas, classification theories, and digital preservation protocols are*

structurally ill-equipped to handle the non-linear, multi-layered, and oral-to-manuscript nature of classical and indigenous Indian knowledge. This paper identifies key areas of curricular reform—including indigenous ontologies, manuscriptology, traditional knowledge metadata standards, and computational tools for epigraphy—and proposes a strategic pedagogical framework to transform future LIS professionals into vital curators and co-researchers of India's intellectual heritage.

Keywords: *IKS, LIS, Higher education, Indian Knowledge System (IKS), vedas, Ayurveda.*