

Transforming Teacher Education through Indian Knowledge Systems and Value Education: A Holistic Framework in the Context of NEP 2020

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Abstract: *Teacher education plays a crucial role in shaping the quality of the education system. In the 21st century, the need for teachers who are not only professionally competent but also ethically grounded and culturally aware has become increasingly important. The National Education Policy 2020 proposes a transformative vision for education by integrating Indian Knowledge Systems (IKS) and value education to promote holistic development. Indian Knowledge Systems represent the rich intellectual, cultural, and philosophical heritage of India, while value education emphasizes moral and ethical principles essential for responsible citizenship. This paper explores how integrating IKS and value education into teacher education can transform teaching practices, enhance professional competence, and promote holistic development among teachers. The study also proposes a conceptual framework and strategies for implementing these elements in teacher education institutions. In order to adapt the Indian educational system to the demands of the twenty-first century, a comprehensive framework known as the National Education Policy (NEP) 2020 was created. Recognizing and incorporating Indian knowledge systems (IKS), which include traditional and indigenous knowledge that has been essential to India's cultural and intellectual legacy, is one of its core components. Incorporating Indian Knowledge Systems (IKS) into higher education curricula will foster a scientific mindset and approach to contemporary science among the populace. In light of NEP 2020, this article examines how IKS and value education might be combined to transform teacher education. In order to develop holistic, culturally sensitive, and successful educators who can promote their students' wellbeing and build a more sustainable and peaceful society, it is essential to incorporate the Indian Knowledge System (IKS) into teacher education. In order to construct a more comprehensive and value-based educational framework with the objectives of NEP 2020, the study looks at teacher preparation, curriculum design, assessment procedures, and infrastructure development through a thorough evaluation of the literature and qualitative data analysis. The results show that students can gain a greater understanding of their country's distinctive history and cultural identity by revitalizing the Indian educational system through the integration of IKS.*

Keywords: Teacher Education, Indian Knowledge Systems, Value Education, Holistic Development, NEP 2020

1. Introduction

“Education without values, as useful as it is, seems rather to make man a more clever devil.”

-C. S. Lewis

Education is a powerful instrument for social transformation and national development. Teachers are central to the success of any educational reform because they shape the attitudes, knowledge, and values of learners. The National Education Policy 2020 emphasizes holistic, multidisciplinary, and value-based education to prepare learners for global challenges while remaining rooted in Indian culture and traditions. India's educational landscape is witnessing a transformative shift with the implementation of NEP-2020, which places strong emphasis on overhauling the teacher education system. Recognizing teachers as the cornerstone of educational quality and student success, the policy introduces sweeping reforms to enhance the effectiveness, relevance and professionalism of teacher preparation in the country. NEP-2020 provides a transformational frame work for reforming India's education system in the 21st century. It was created with the intention of making education a process of instilling values, ethics and holistic development in students. Value education emerges as a critical pillar for developing responsible citizens who can positively contribute to both national growth and global

harmony. Ancient educational system such as the gurukul system, stressed not just information acquisition but also the development of discipline, empathy, respect for nature and ethical behavior. NEP-2020 aims to restore this equilibrium by restoring values as an essential components of contemporary education system. It must teach pupils to face real world issues, democratic, empathy in relationships, accept diversity and preserve democratic and constitutional norms. Incorporating Indian Knowledge System (IKS) into teacher education is pivotal for nurturing holistic, culturally aware, and effective educators who can foster the well-being of their students and create a more sustainable and harmonious society. (Bera, 2025)

Indian education historically emphasized the development of the body, mind, intellect, and spirit, reflecting a holistic perspective of learning. However, modern education systems often prioritize academic achievement and technical skills while neglecting ethical and cultural dimensions. The integration of Indian Knowledge Systems (IKS) and value education in teacher education can address this imbalance by nurturing teachers who possess professional competence, cultural sensitivity, and moral responsibility.

Albert Einstein once quoted, “We owe a lot to the ancient Indians, teaching us how to count. Without which most modern scientific discoveries would have been impossible.”

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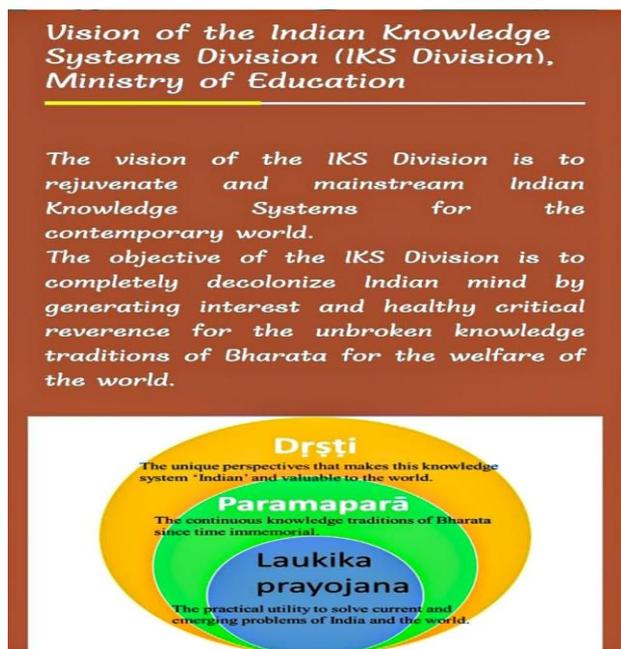
Concept of Teacher Education

The term "teacher education" describes the methodical preparation of educators through professional training, pedagogical expertise, and knowledge. It seeks to produce educators who can support learning, mentor pupils, and advance society.

Restructuring teacher education programs, such as the four-year integrated teacher education program (ITEP) and ongoing professional development for educators, is recommended by the National Education Policy 2020. These changes are intended to raise the caliber of teachers and match teacher training to the demands of contemporary education.

Indian Knowledge Systems (IKS) and Their Educational Significance

Indian Knowledge Systems represent the accumulated knowledge developed through centuries of intellectual inquiry, philosophical reflection, and practical experience. These systems include disciplines such as Ayurveda, Yoga, astronomy, mathematics, linguistics, philosophy, and environmental knowledge. IKS is rooted in concepts such as Jnana (knowledge), Vijnana (scientific understanding), and Jeevan Darshan (philosophy of life), which emphasize the interconnectedness of knowledge, ethics, and human well-being.



Value Education

Value education is the process of helping students develop moral beliefs, ethical values, and responsible behavior. Honesty, empathy, respect, social justice, and environmental responsibility are among the qualities it emphasizes. It teaches pupils to make moral decisions and live honorably by emphasizing character development, emotional maturity, and responsible citizenship. According to NEP-2020, value education means integrating these concepts into the curriculum, extracurricular activities, and experiential learning processes so that students not only succeed academically but also grow into morally upright and socially conscious individuals. Character development, ethical

thinking, and responsible citizenship are emphasized as key educational objectives in the National Education Policy 2020.

Objectives of the Study

- To study the vision of IKS and value education in the context of NEP-2020
- To examine the extent of integration of the Indian Knowledge System (IKS) and value education within teacher education programs in the context of the National Education Policy (NEP) 2020.
- To discuss the challenges in the implementation of value education and IKS in teacher education.
- To highlight the key suggestions for the effective implementation of value education and IKS in teacher education.

NEP 2020: A Paradigm Shift in Indian Education

The introduction of the National Education Policy 2020 marks a transformative shift in India's education system. It redefines the goals of education by integrating traditional knowledge with modern learning approaches, aiming for holistic development, cultural preservation, and global competence. This paradigm shift reflects a move from rote learning to a more comprehensive, value-based, and multidisciplinary framework.

1) Integration of Indian Knowledge Systems (IKS)

One of the most significant features of NEP 2020 is the incorporation of Indian Knowledge System into mainstream education. The policy emphasizes the inclusion of ancient Indian knowledge such as the Vedas, Yoga, Ayurveda, classical languages, arts, and indigenous science in mainstream education to promote holistic learning.

2) Promotion of Indian Languages and Sanskrit

The policy strongly advocates teaching in mother tongue or regional languages, especially at the foundational stage. This approach is supported by research showing that children learn concepts better in their native language. Additionally, NEP 2020 encourages the study of Sanskrit and other classical languages to preserve India's cultural and intellectual heritage.

3) Research and Innovation in Traditional Knowledge

NEP 2020 highlights the importance of research and innovation in traditional knowledge systems. It proposes the establishment of research centers and encourages higher education institutions to explore India's ancient contributions in fields such as: Mathematics, Astronomy, Medicine, Philosophy, Environmental sustainability. Institutions like Indian Institutes of Technology and University Grants Commission are expected to play a vital role in promoting interdisciplinary research.

4) Holistic and Value-Based Education

A core principle of NEP 2020 is the emphasis on holistic and value-based education. The policy integrates ethical values, constitutional values, and Indian cultural ethos into the education, aiming at character building and development of responsible global citizens rooted in Indian tradition.

5) Cultural Preservation and Global Outlook

NEP 2020 balances cultural preservation with global readiness. By integrating Indian traditions with modern education systems, the policy prepares students to: -Compete globally, Think critically and creatively, Remain connected to their cultural roots. This dual approach fosters a sense of identity while encouraging openness to global perspectives.

6) Multidisciplinary and Experiential Learning

The policy promotes multidisciplinary education, allowing students to explore diverse subjects rather than being confined to rigid streams. Experiential learning methods such as project-based learning, internships, and research activities are encouraged.

NEP 2020 Vision for IKS Inclusion:

Including IKS into the school will help the National Education Policy 2020 instill pride among students for India's deep culture and will deliver holistic education to them. The policy also recommends the integration of local contexts, traditional knowledge, and indigenous pedagogies into curricula at all levels of education (Ministry of Education, 2020). Abbasi (2024) explains that NEP 2020 emphasizes the establishment of independent centers for IKS studies, cross-disciplinary incorporation of IKS, and liaison with practitioners of traditional knowledge for such incorporation.

Need for Incorporating Indian Knowledge System and value education in Teacher Education

Indian Knowledge Systems (IKS) are essential for developing holistic, culturally sensitive, and successful teachers who can promote their students' well-being and build a more sustainable and peaceful society. IKS provides a special and useful framework for enhancing teacher education programs and training aspiring educators to handle the various opportunities and difficulties of the twenty-first century thanks to its rich tapestry of ideas, practices, and values. IKS promotes people's holistic growth, which includes their mental, emotional, spiritual, and physical health. We may enable aspiring educators to develop self-awareness, resilience, emotional intelligence, and other critical traits that are vital for both successful teaching and personal development by incorporating IKS ideas into teacher education.

To encourage stress management, emotional control, and inner calm, IKS self-development techniques including yoga, meditation, and mindfulness are integrated into teacher preparation. These techniques empower educators in developing a composed and concentrated presence in the classroom, which improves their capacity to engage students and foster a positive learning environment.

Vision of NEP-2020 on value based learning

Value based learning is envisioned as the cornerstone of the Indian educational systems comprehensive growth under the NEP-2020. It emphasizes on integrating value education to develop morally upright, socially conscious and emotionally knowledgeable people. In order to foster ethical awareness, empathy, respect for diversity and environmental concerns. NEP-2020 offers opportunities for advancing holistic, value-

driven education, contributing to sustainable development and a more equitable global future (Verma, 2025)

Integration of IKS and Value Education in Teacher Education

The integration of Indian Knowledge Systems and value education can create a holistic teacher education model that combines knowledge, skills, and ethical understanding. Such integration aligns with the NEP's vision of multidisciplinary and experiential learning.

Key Areas of Integration

a) Curriculum Integration

- Inclusion of courses on Indian philosophy, ethics, and cultural heritage.
- Study of classical texts and indigenous educational practices.

b) Pedagogical Approaches

- Experiential learning and reflective practice.
- Storytelling, dialogue, and community-based learning

c) Teacher Training Programs

- Workshops and seminars on Indian knowledge traditions.
- Professional development programs on value-based teaching.

d) Community Engagement

- Interaction with local communities to understand indigenous knowledge.
- Service-learning and social responsibility activities.

Challenges in Implementing IKS and Value Education

Despite their importance, several challenges hinder the effective integration of IKS and value education in teacher education.

1) Lack of Standardization and Clarity in the Curriculum

One of the primary challenges in integrating IKS into teacher education is the absence of well-defined curriculum frameworks. In many cases, IKS content is introduced in a fragmented or superficial manner, lacking clearly articulated learning objectives, progression pathways, and assessment strategies. This inconsistency makes systematic implementation across institutions difficult and limits the effectiveness of IKS integration.

2) Insufficient Preparation of Teacher Educators

A significant number of teacher educators lack formal training or academic exposure to Indian Knowledge Systems. As a result, they may feel inadequately equipped to interpret, contextualize, and pedagogically apply IKS concepts within modern educational frameworks. This gap directly affects the depth, quality, and authenticity of IKS integration in teacher education programs.

3) Risk of Tokenistic or Ritualistic Inclusion

There is a tendency to incorporate IKS elements in a symbolic or superficial manner, such as occasional references to yoga, meditation, or classical texts, without meaningful pedagogical engagement. Such tokenism reduces

IKS to cultural representation rather than recognizing it as a dynamic and evolving body of knowledge, thereby undermining its educational value.

4) Contextual Relevance and Inclusivity Issues

Integrating IKS into diverse and multicultural classrooms raises concerns regarding inclusivity and relevance. If not carefully contextualized, IKS-based content may be perceived as culturally exclusive or misaligned with secular educational principles. Ensuring sensitivity to diverse learner backgrounds is therefore essential for meaningful integration.

5) Overburdened Curriculum in Teacher Education

Teacher education programs are already dense due to competency-based frameworks and regulatory requirements. Introducing IKS without restructuring the existing curriculum often leads to content overload, limiting students' ability to engage deeply with both professional competencies and value-based education components.

6) Limited Tools for Empirical Research and Evaluation

There is a lack of robust empirical research and validated assessment tools to measure the impact of IKS-based value education on teacher development, ethical orientation, and classroom practices. This limitation restricts evidence-based policy formulation and large-scale implementation.

7) Policy-Level and Institutional Constraints

Although policy frameworks such as NEP 2020 advocate the integration of IKS, institutional support in terms of funding, academic autonomy, and resource availability remains uneven. Consequently, implementation often remains inspirational rather than effectively operationalized.

8) Balancing Traditional Knowledge with Modern Pedagogy

A critical challenge lies in harmonizing traditional IKS concepts with contemporary pedagogical approaches, digital learning environments, and global educational standards. Failure to strike this balance may either dilute the essence of IKS or render it overly traditional and disconnected from current educational needs.

Strategies for Integrating Indian Knowledge Systems and value education in Teacher Education

Curriculum Key Insights Related to Value Education in NEP 2020 reaffirms the importance of value education by embedding it across academic and co-curricular domains.

- **Curriculum Integration:** The strategy promotes integrating values into language, science, and social studies courses, highlighting ideas like respect for diversity, ethical decision-making, and environmental sustainability.
- **Co-curricular Activities:** Sports, yoga, and the arts are highlighted as ways to foster emotional health, self-control, and teamwork.
- **Teacher Training:** In order to guarantee the successful delivery of value-based material, NEP 2020 emphasizes the necessity of specialized teacher training.
- **Evaluation Reforms:** The policy suggests qualitative evaluation frameworks to assess how value education affects students' attitudes and behaviors, going beyond

memorization. Pedagogical Approaches to Value Education NEP 2020 promotes the use of experiential and student-centered learning strategies to impart values. Among these instructional techniques are:

- **Experiential Learning:** Students gain direct experience in moral decision-making and social responsibility by participating in real-life situations including community projects, role-playing, and cooperative problem-solving.
- **Storytelling and Narrative-Based Learning:** Including both global and traditional Indian stories helps students develop moral principles, cultural sensitivity, and empathy.
- **Critical Thinking and Reflection:** According to NEP 2020, education should promote inquiry-based learning in which students are motivated to consider moral quandaries, societal problems, and personal convictions in order to develop autonomous, value-driven thought processes.

Suggestions for the Effective Integration of IKS and Value Education

To ensure the successful integration of value education into the Indian education system, the following recommendations are proposed.

- 1) **Including Value Education in Teacher Training:** It is suggested that pre-service teacher training programs include value education as a required component. These programs ought to concentrate on enhancing instructors' ability to incorporate values into a variety of courses and promote ethical, social, and emotional learning in addition to academic content.
- 2) **Continuing Professional Development:** Teachers should get ongoing in-service training to provide them with cutting-edge teaching techniques for fostering holistic development. Workshops, seminars, and online courses that emphasize useful methods for imparting moral principles, encouraging moral thinking, and cultivating social responsibility ought to be part of these initiatives.
- 3) **Revised Curriculum Framework:** The curriculum should be revised to emphasize not only academic skills but also the development of values like integrity, empathy, social responsibility, and environmental consciousness. Subjects like science, social studies, and language arts should incorporate these values into their content.
- 4) **Interdisciplinary Approach:** An interdisciplinary approach should be promoted, where values are integrated across all disciplines rather than treated as separate subjects. For instance, science classes could discuss ethics and responsibility, while literature and social science classes could emphasize empathy and cultural awareness.
- 5) **Space for Co-Curricular Activities** The curriculum should include time for sports, the arts, and community service projects in order to guarantee that value education is not limited to academic subjects. These activities all play a major role in fostering values like compassion, discipline, and teamwork. Students would be able to apply values in a range of real-world situations.

- 6) **Shift to Formative Assessments:** To assess students' growth in values, emotional intelligence, and social responsibility, schools should implement formative assessments, which include project-based evaluations, peer reviews, and self-reflections.
- 7) **Holistic Report Cards:** Rather of concentrating only on academic achievement, holistic report cards that evaluate students' growth in areas like empathy, moral judgment, teamwork, and communication.
- 8) **Behavioural and Social Skills Evaluation:** During extracurricular activities, class debates, and group projects, teachers should employ observational evaluations to gauge their students' social skills, emotional development, and moral behaviour. This method will assist in gauging how well pupils have internalized virtues like kindness, accountability, and respect.
- 9) **Allocating Resources for Value-Based Activities:** Schools should get sufficient financing for extracurricular activities that are essential to value education, such as athletics, the arts, and community outreach initiatives. Funding for these initiatives should be given top priority by the government, especially in underprivileged and rural areas.
- 10) **Infrastructure for Co-Curricular Activities:** Schools should invest in creating facilities that support value-based learning, such as sports grounds, art studios, yoga rooms, and community engagement spaces. This would enable students to practice values like teamwork, discipline, and respect for diversity.
- 11) **Using Technology for Value Education:** To enhance traditional classroom instruction, schools can make use of online value-based games, digital storytelling, and e-learning platforms. For instance, students' comprehension of local and global values might be expanded through virtual experiences of social justice campaigns, sustainability initiatives, and cultural interaction.
- 12) **Parent Education Programs:** To emphasize the importance of value education in creating well-rounded, moral people, schools should host workshops and awareness campaigns for parents. These initiatives ought to place a strong emphasis on how parents may support the school's value education initiatives and set an example of moral behavior at home.

2. Discussion

Therefore, by incorporating IKS within the teaching profession, the NEP 2020 represents a change towards more comprehensive and culturally sensitive pedagogies. The findings in this instance show a discrepancy between actual practice combined with systemic issues in the field of higher education and what policy directives seem to suggest: experiential, multidisciplinary, and community-oriented learning. All of those issues like standardized framework, faculty readiness and availability of resources are problematic issues here (Ministry of Education, 2020; UGC, 2021). One of the major outcomes is that IKS enhances cognitive diversity, ethical reasoning, and ecological sustainability making teacher training more contextual and globally competent (Sahoo & Gupta, 2023). However, in most institutions, old Western conventional pedagogies are still employed, and in response to such curricula based on

IKS, resistance occurs. Unless appropriate faculty training is provided and a structured approach is adopted to effect implementation, addition of IKS through integration also is likely to be shallow or incoherent (Abbasi, 2024). The discussion further underlines policy-led capacity building. Programs of faculty development, interdisciplinary research collaborations, and digital resources for IKS-based teaching can bridge the gap between policy vision and institutional practice (Sharma & Iyer, 2022). Further, best global practices show that indigenous knowledge can be inducted successfully into education when it is aligned with modern pedagogical innovations (Mishra, 2022).

3. Key Findings

Through culturally relevant, experiential, morally grounded, and holistic teaching, the study highlights the transformative functions that IKS may play in teacher education. Based on the Ministry of Education's 2020 National Education Policy, robust policy guidelines for the integration of IKS into teacher training programs offer a framework for promoting multiple learning, sustainability, and ethically reflective reasoning at a time. Even after legislative recommendations, most teacher education institutions still use traditional Western pedagogies despite institutional obstacles such as a non-standardized curriculum model, faculty readiness, and inadequate resources (UGC, 2021). This is an issue that makes most IKS-based teaching methods impossible to practically be implemented (Abbasi, 2024). It is realized that faculty training, research-based frameworks, and institutional collaborations are essential in bridging the gap (Sharma & Iyer, 2022). More importantly, the effectiveness of integrating IKS requires blended learning models that incorporate digital tools and indigenous knowledge (Sahoo & Gupta, 2023). Further to that, it reiterates community engagement and the documentation of local knowledge are what would preserve efforts and their utility in teacher education (Mishra, 2022). In simple words, under the NEP 2020, the induction of IKS and value-based education could redefine the idea of teacher education in India through the greatest confluence of traditional wisdom and new-age pedagogy that helps develop not just competent educators but locally contextualized ones to suit global uses.

4. Conclusion

The transformation of teacher education is essential for building a progressive and inclusive education system. The integration of Indian Knowledge Systems and value education provides a strong foundation for developing teachers who are knowledgeable, ethical, and socially responsible. The National Education Policy 2020 offers a comprehensive vision for such transformation by promoting holistic learning, cultural awareness, and ethical development. By implementing a holistic framework that combines curriculum reform, pedagogical innovation, and teacher training, teacher education institutions can prepare educators capable of shaping a balanced and sustainable future for society. The transformation of teacher education is a critical step toward achieving a progressive, inclusive, and sustainable education system in India. The integration of Indian Knowledge Systems (IKS) and value education into teacher education programs provides a holistic framework

that nurtures not only intellectual competence but also ethical integrity and cultural consciousness among teachers. In alignment with the vision of the National Education Policy (NEP) 2020, such integration ensures that future educators are equipped to foster holistic development in learners by balancing modern knowledge with traditional wisdom. Furthermore, the adoption of innovative pedagogical practices, curriculum reforms, and continuous professional development can significantly enhance the effectiveness of this integration. Teachers trained under this model will be better prepared to address contemporary challenges while promoting values such as empathy, responsibility, and social harmony. Ultimately, the successful implementation of IKS and value education in teacher education will contribute to the development of responsible citizens and a knowledge-driven society rooted in cultural heritage and ethical principles. Therefore, a collaborative effort among policymakers, educational institutions, and educators is essential to realize the transformative goals envisioned by NEP 2020 and to build a balanced and future-ready education system.

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