

IKS AND NEP 2020: A PATHWAY TO HOLISTIC AND FUTURE-READY TEACHER EDUCATION

* *Bhavna Rajpoot* and ***Prof. (Dr.) Vinod Kumar Kanvaria*

* *M.Ed. Student and Professor, Department of Education, University of Delhi, Delhi*

Abstract:

Integration of IKS by the NEP 2020 structure is likely to drive transformative development in inclusive and future-ready teacher education for India. NEP 2020 helps conceptualize this transformation from rote learning to experiential, multiberry rooted education, closely akin to the principles of IKS. There are implications on fronts of inclusiveness, sustainability and innovation with the teaching practices owing to the reasons that indigenous knowledge, traditional methods of pedagogies, as well as all relevant knowledge pertaining to the concerned context, is integrated into these teacher education programmes. This paper discusses how one can systematically place IKS as an integral element in the teaching education curriculums thus equipping a teacher with being able to 'bridge the chasm between traditionalism and modernity'. It critically reviews policy recommendations, implementation strategies, and challenges in integrating IKS, and points to the potential enhancement of pedagogical methods, cognitive diversity, and making the education system locally relevant yet globally competitive. It also brings out indigenous epistemologies, which are in the curriculum and teacher preparation, in developing a conception of ecological sustainability, ethical reasoning, and community-based learning. The paper therefore centers on research-based frameworks, capacity building in faculties, and collaborations at the level of institutions so that IKS is allowed in the preparation of teachers. This also goes into best global practices to allow indigenous knowledge being inserted into education, so it can be replicated for enrichment of teacher education landscapes in India. The paper aims to outline through this analysis how IKS has the irreplaceable role of creating an educator who would cultivate a learner who is aware of the culture, critically thinking, and socially responsible toward developing an Indian vision of a globally prevalent and inclusive society based on knowledge.

Keywords: *Indigenous Knowledge Systems (IKS), NEP 2020, Holistic Teacher Education, Pedagogical Innovation.*

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Introduction:

The duality of education in India is witnessed through the institutional frameworks that have been modern in nature, juxtaposed with deep-rooted Indigenous Knowledge Traditions. NEP 2020 envisions the paradigm shift for teacher education in integrating IKS for a holistic, inclusive, future-ready educational ecosystem (Ministry of Education [MoE], 2020). IKS, the encapsulation of centuries-old knowledge, pedagogical wisdom, and

localized epistemologies, has the scope to revolutionize teacher preparation towards contextualized, sustainable, and innovative learning approaches (Agrawal, 2002). Systematic marginalization in mainstream teacher education has, however, led indigenous pedagogies to discontinue their connections between contemporary teaching practice and the rich learning traditions placed within India's heritage (Reddy, 2021). In that regard, integrating IKS in teacher education will bridge this gap and enable teachers to equip both traditional and modern pedagogical competencies. According to scholars, education based on IKS promotes cognitive diversity, experiential learning, and ecological consciousness, all very important components for 21st-century teaching (Sharma & Jain, 2019). NEP 2020 also focuses on the localization of curricula and promotes teacher education programs that are based on the knowledge systems, oral traditions, and indigenous pedagogies that are relevant to regions for inclusivity and cultural sustainability (MoE, 2020). This can take Indian teacher education beyond Eurocentric paradigms to a more pluralistic, context-responsive, and globally competitive education system (Patwardhan, 2022). The implementation of IKS into teacher education raises challenges, ranging from curriculum standardization to training faculty and over-institutional inertia. Therefore, more research-based frameworks, interdisciplinary collaboration, and building capacity are warranted for the successful integration of IKS into preparation programs for teacher education (Mukherjee & Singh, 2020). Based on global best practices, this paper identifies the strategies on embedding IKS in teacher education, critically examines policy implications, and highlights ways in which IKS can act as a transformative force in shaping educators who are culturally aware, socially responsible, and pedagogically innovative.

Literature Review:

Incorporating IKS in teacher education is a characteristic envisioned by NEP 2020 to build a holistic, culture-oriented education model. The paper for the review has been made from literature in regard to importance of IKS, NEP 2020 directives for its incorporation in the education of teachers, and problems and approaches along with it.

Importance of IKS in Education: Indigenous Knowledge Systems incorporate traditional wisdom and customary practices and worldviews that indigenous people develop over time. IKS, when combined into education, will enrich curricula by bringing in diverse perspectives while building a deeper culture and bond with place and people. According to Sahoo and Gupta (2023), integration of IKS help preserve cultures as well as brings in alternative approaches of teaching that, in turn, enhance experiential learning. For this purpose, Abbasi (2024) considers that the involvement of IKS in the school develops cultural capability in teachers to provide more holistic and meaningful learning experiences.

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.

Challenges to Embedding IKS in Teacher Education: Although the policy is progressive, there are challenges posed to integration in teacher education. Challenges such as lack of standardized frameworks for validating traditional knowledge, resistance from educators accustomed to conventional pedagogies, and lack of resources for developing IKS-based curricula stand out as the issues pointed out by Sahoo and Gupta (2023). However, Abbasi, 2024 emphasizes that absence of a good teacher training program on IKS is a vital challenge because a teacher may be feeling incompetent about incorporating indigenous contents into their own teaching practices.

Strategies of Effective Integration: To overcome the challenges, scholars have proposed numerous strategies. According to Abbasi (2024), faculty development programs should be designed to train the educators in IKS so that they are knowledgeable and equipped enough to teach the indigenous content appropriately. Sahoo and Gupta (2023) propose collaboration between the academia and the traditional knowledge practitioners for mutual learning and student experiences of the indigenous practices. Incorporation of IKS in interdisciplinary courses will give flavor to curricula and will help in providing a holistic learning experience about most of the subjects. Incorporation of indigenous knowledge systems in the teacher education proposed by NEP 2020 can reshape India's education scene with respect to cultural integration and pedagogical enrichment. To overcome these problems, though, there has to be coordination and cooperation from all quarters like curriculum development, training of teachers, and support of institutions. Once these strategies are implemented in education, there would be effective assimilation between the traditional and the modern era, and this is how teachers could be empowered for the socially conscious and culturally alert learners.

Methodology:

This is a qualitative study that utilizes secondary data analysis to analyze the inclusion of IKS in teacher education, based on NEP 2020. Through a systematic review of policy documents, academic literature, and reports from the institutional side, an assessment is carried out regarding the current landscape, challenges, and strategies toward integrating IKS in teacher education in India.

Research Design: It has a descriptive and analytical research design that focuses on the role of IKS in teacher education. The study has mainly used policy analysis and literature review, wherein it has recognized key recommendations by NEP 2020 along with the associated frameworks for teacher education. Therefore, the critical evaluation of both theoretical and practical implications of adding IKS in teacher training institutions is what this research does.

Data Collection: Since the study is strictly on secondary data, the following documents have been examined.

Policy Documents and Government Reports: National Education Policy (NEP) 2020 released by the Ministry of Education, Government of India, serves as the general reference for the report.

Apart from these, other policy guidelines relating to IKS and teacher education initiated by the University Grants Commission and the National Council for Teacher Education are referred to.

Research Papers and Institutional Reports: Peer-reviewed journal articles, books, and conference papers related to IKS in education are reviewed. Reports and publications by educational research bodies, universities, and policy think tanks that have analyzed the implementation of IKS in teacher education are included.

Data Analysis:

Theoretical Knowledge about IKS in Teacher Education: NEP 2020 envision a shift from rote learning to experiential and culturally grounded education in which IKS is being considered part of holistic teacher education (Ministry of Education, 2020). According to literature, IKS brings about contextual learning, cognitive diversity, and ethics in reasoning in the case of teachers who are sure to present inclusive, locally relevant, and globally competent pedagogies (Sahoo & Gupta, 2023).

Policy and Implementation Plans NEP 2020: Knowing the NEP 2020, NCTE frameworks, and UGC guidelines, plans for integration of IKS have been poised with the following thoughtful aspects: Curriculum Reforms-Including the diverse and practical characters of IKS.

Faculty Development-It suggests teacher training on pedagogy in IKS.

Research and Documentation-Both the universities as well as the Teacher Education Institutes need to be convinced to create a reliable source which will be rooted in IKS (UGC, 2021).

Institutionalization of IKS: Issues Despite having a robust policy will, institutionalizing IKS into teacher education presents problems in the following aspects,

Lack of Standard Models of Implementation: The institutions are deprived of any uniform curriculum models by which to adjust for introducing IKS (Abbasi, 2024)

Resistance and Preparedness among Teacher Educators: Most of the teacher educators are not prepared to accept IKS-based pedagogy (Sahoo & Gupta, 2023).

Resource Constraints: There is a scarcity of IKS-based teaching resources, online tools, and case studies (Ministry of Education, 2020).

Pedagogical Innovations through IKS: Findings suggest that the integration of IKS into education promotes pedagogical innovation through experiential and community-based learning with active learner participation in indigenous practices. This approach also promotes an eco-centric, sustainability-based pedagogy with enhanced environmental awareness in teacher education (Abbasi, 2024). Another benefit of IKS-based integration is that it promotes blended learning models with a combination of digital tools and traditional knowledge to generate contextually rich educational experiences designed for various learning environments (UGC, 2021)

Discussion: The NEP 2020, therefore, signals a shift towards more holistic and culture-friendly pedagogies through the integration of IKS into the teaching profession. Results in this case represent an incongruity between what policy directives seem to suggest: experiential, interdisciplinary, and community-oriented learning on one hand, and actual practice coupled with systemic issue in the field of higher education on the other hand. 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). Thus, in conclusion, though NEP 2020 has defined a strong policy framework for IKS integration, it depends on the structured execution of these policies, research-based curriculum models, and institutional readiness. These would form the pillars of strengthening teacher education in India-both in relation to its cultural roots, pedagogical innovation, and globalization.

Key Findings: The study brings to light the transformative roles that IKS can play in teacher education through culturally relevant, experiential, and holistic pedagogy. Strong policy guidelines for the integration of IKS into teacher training programs provide an umbrella for supporting multiple learning, sustainability, and ethically reflective reasoning at a time based on the National Education Policy 2020 by the Ministry of Education 2020. Despite the institutional challenges that include a non-standardized curriculum model, the faculty preparedness, and insufficient resources (UGC, 2021), the majority of the teacher education institutions continue to employ conventional Western pedagogies even after policy recommendations. 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 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 contextualised ones to suit global uses.

Conclusion: The integration of IKS in the teacher education under NEP 2020 presents a paradigmatic shift towards an all-inclusive and culturally located pedagogy. It is experiential, interdisciplinary, and value-driven learning that blends traditional wisdom with modern teaching innovations, fostering transformation. Even when the intention of policy is strong, faculty unpreparedness, non-standard frameworks and lack of appropriate institutional support deter its effective incorporation (MOE, 2020; UGC, 2021). From the inferences, it can be visualized that pedagogy built on IKS supports cognitive diversity, ecological sustainability, and moral reasoning. Here, it also helps the educators to help bring up the social responsibility and critical awareness among learners (Sahoo & Gupta, 2023). Efforts structurally have been the effort of curriculum models, faculty development programs, and interdisciplinary research collaborations to make the vision come to life (Abbasi, 2024). Such money should be channeled in the training of all teachers, investing in digital IKS repositories in the intentions of storing and sharing knowledge as well as in community-based approaches to teaching engaged (Sharma & Iyer, 2022). It will all depend on a collaborative effort on the part of policymakers, universities, and local knowledge-holders. There's a possibility that a strategic blend of indigenous wisdom and modern

pedagogical innovation can make education globally competitive but culturally grounded. If IKS is done properly, it might redefine teacher education in India with regard to the kind of teachers produced-rooted but adaptive to the changing nature of the world.

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