



# Nep 2020: Insights For Teacher Education Based On Indian Knowledge System

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**Abstract:** There is no greater value than knowledge. The tradition of Indian knowledge flows like the Ganga year after year. Since the Ganga fell from heaven to grant moksha to the inhabitants of Yogabhumi, Bharata, it is a symbol of purity and emancipation. The Indian Knowledge System sought to understand everything that the human mind is capable of understanding, from the universe to the smallest atoms. A long line of rishis has spread India's magnificent spiritual culture. In a variety of fields, including literature, medicine, music, dance, painting, sculpture, mythology, ethics, astronomy, mathematics, grammar, metaphysics, epistemology, ontology, yoga, philosophy, psychology, and economics, the teachings of the sages have remained timeless and have unleashed the creative potential of Indian culture. The human spirit has been elevated and Indian culture has been enhanced by this creative eruption. The oldest and most comprehensive source of spiritually based Indian knowledge systems is the Vedas. In order to help the Supreme Creator manifest the material realms, the creative power descends among the created creatures, who in turn build the cosmos. Universities are knowledge temples where concepts, inventions, and abilities are fostered. The National Education Policy 2020 is a synthesis of education and knowledge, and India is Vishwa guru in terms of teaching ideals and humanity.

**Index Terms** - Education , Philosophy , Knowledge , Veda , humanity

## I. INTRODUCTION

The Bhartiya approach is sustainable and aims to improve everyone's quality of life. It is crucial that we recover the entire body of information pertaining to our culture and show the world how to do things the "Indian way." This calls for educating future generations of academics who will illustrate and represent to the world a way of life that is so distinctive and unusual to our great civilization. This vast legacy of timeless and ancient Indian knowledge and philosophy is acknowledged as a guiding element in the NEP, 2020. Experience, observation, experimentation, and thorough analysis have all contributed to the development of the Jnan, Vignan, and Jeevan

Darshan, which make up the Indian Knowledge Systems. Education, the arts, administration, law, justice, health, manufacturing, and commerce have all been touched by this history of validation and implementation. This has affected Bharat's classical and other languages, which have been passed down through artistic, oral, and textual traditions. In this context, "knowledge of India" encompasses information about ancient India, its achievements and difficulties, as well as an awareness of the country's future goals with regard to health, education, the environment, and really every facet of existence. The Government of India launched the National Education Policy (NEP) 2020 with the intention of revolutionizing the nation's educational system. The focus on the Indian Knowledge System (IKS), which includes cultural practices, scientific discoveries, and traditional wisdom accumulated over millennia, is one of the main features of NEP 2020. With an emphasis on its applicability in contemporary education, the University Grants Commission (UGC) has issued guidelines for incorporating IKS into the curriculum. The main ideas of NEP 2020 and the UGC's IKS recommendations are examined in this article, with an emphasis on how they relate to teacher preparation.

## II. NEP 2020 on Indian Knowledge System:

- **Holistic and interdisciplinary Education:** NEP 2020 promotes an approach to education that is both holistic and interdisciplinary, which incorporates IKS. This method seeks to give pupils a well-rounded education that includes both traditional and modern disciplines. Teachers can establish a comprehensive learning environment that is both academically and culturally exciting by fusing modern and traditional knowledge systems.
- **Promoting Cultural Heritage:** Preserving and promoting India's rich cultural legacy is one of NEP 2020's main objectives. In order to help students grasp and comprehend the cultural and historical context of their education, the policy promotes the integration of IKS in the curriculum. This guarantees that traditional knowledge is maintained and transmitted to future generations in addition to fostering a sense of pride and identity among pupils.
- **Incorporation of Local Contexts:** NEP 2020 highlights how crucial it is to incorporate regional and local knowledge systems into the curriculum. This promotes a more inclusive and context-specific education by incorporating the many customs, dialects, and practices from various regions of India.
- **Research and Development:** IKS research and development is promoted by the policy. In order to add to the body of knowledge worldwide, institutions are encouraged to set up specialized centers for the study and investigation of traditional knowledge systems. In addition to bolstering and validating IKS, this study focus offers fresh perspectives and approaches that can improve contemporary teaching methods.
- **Mother Tongue Use:** Particularly in the early years of school, NEP 2020 promotes the use of the mother tongue or local language as the medium of instruction. This method is seen to be crucial for successfully transferring IKS to pupils. Students who learn in their mother tongue are better able to understand difficult ideas and develop a stronger bond with their cultural background.
- **Teacher Development and Training:** The policy emphasizes the necessity of strong teacher preparation programs that incorporate IKS-related elements. To successfully incorporate traditional knowledge systems into their teaching techniques, educators must possess a thorough understanding of them.

### III. UGC Guidelines on Indian Knowledge System

The UGC has issued specific guidelines to facilitate the integration of IKS into higher education. These guidelines include:

- **Creation of IKS Centers:** Colleges and universities are urged to set up specialized facilities for the study and advancement of IKS. The study, recording, and sharing of traditional knowledge need to be the main objectives of these centers. By setting up these centers, organizations can serve as a hub for IKS research and preservation, guaranteeing its ongoing applicability and relevance.
- **Curriculum Integration:** IKS should be integrated into all subject areas, according to the UGC. To guarantee that students obtain a well-rounded education that incorporates IKS, this can include modules on literature, philosophy, art, and traditional sciences. A more thorough and culturally rich learning experience can be offered by teachers by incorporating IKS into a variety of disciplines.
- **Interdisciplinary Approach:** The guidelines stress the importance of integrating IKS through an interdisciplinary approach. Traditional Indian viewpoints and contributions should be incorporated into subjects like biology, physics, and mathematics. In addition to enhancing the curriculum, this method shows how knowledge systems are interconnected, which helps students grasp and value IKS more deeply.
- **Faculty Development Programs:** In order to prepare teachers in IKS, the UGC emphasizes the value of faculty development programs. Teachers should graduate from these programs with the information and abilities necessary to instruct IKS. Institutions can make sure that their teachers are equipped to include IKS into their lesson plans by making investments in their professional development.
- **Cooperation with Practitioners of Traditional Knowledge:** The UGC promotes cooperation between academic institutions and practitioners of traditional knowledge. Students may gain personal knowledge and understanding of customs through this partnership. Students can learn more about IKS and its real-world applications by interacting with traditional practitioners.
- **Innovation and Research:** In IKS, the guidelines encourage innovation and research. Research initiatives that investigate and validate traditional knowledge systems are recommended for institutions. In addition to bolstering IKS, this emphasis on research offers fresh approaches and perspectives that can improve contemporary teaching methods.

### IV. Consequences for Teacher Education

The creation of a comprehensive and culturally sensitive educational system is significantly impacted by the incorporation of IKS into teacher education. IKS can have an impact on teacher education in the following main areas:

- **Curriculum Design:** IKS must be included in teacher education programs' curricula. Creating classes that address the philosophy, history, and uses of classical knowledge systems is one way to achieve this. Future educators can see the importance of incorporating traditional knowledge into their teaching methods by comprehending IKS. Teachers are guaranteed to be knowledgeable about both



contemporary and old knowledge systems because to this all- encompassing approach to curriculum creation.

- **Pedagogical Approaches:** By incorporating IKS into teacher preparation, the adoption of teaching strategies that prioritize critical thinking, experiential learning, and holistic growth. Modern pedagogical approaches can incorporate the practical applications and hands-on learning that are common in traditional knowledge systems. Teachers can establish a more stimulating and productive learning environment by implementing these strategies.
- **Cultural competency:** Teachers' cultural competency can be improved through IKS training. A more welcoming classroom atmosphere that respects and values cultural diversity can be established by educators who are aware of and cherish traditional knowledge systems. Fostering a sense of identity and belonging among pupils requires this cultural competency. Teacher education programs can guarantee that teachers are equipped to handle the varied requirements of their pupils by fostering cultural competency.
- **Interdisciplinary Teaching:** An interdisciplinary approach to education is promoted by IKS. Programs for teacher education can teach teachers how to combine information from many fields, fostering a more thorough and connected comprehension of subjects. This strategy guarantees that teachers are adequately equipped to instruct in a manner that reflects the interdependence of knowledge systems and is consistent with the holistic vision of NEP 2020.
- **Research and Innovation:** Research and innovation in IKS should be promoted by teacher education programs. Future educators might help validate and revitalize IKS by participating in research projects that examine traditional knowledge systems. Additionally, this research might offer fresh perspectives and approaches for contemporary education. Teacher education programs can guarantee that teachers are adequately equipped to include IKS into their lessons by encouraging research and creativity.
- **Professional Development:** To stay current on IKS and its applications, teachers must participate in ongoing professional development programs. These courses can give educators access to the most recent findings, resources, and methods for incorporating IKS into their lesson plans. Teachers who pursue ongoing education are guaranteed to stay productive and current in their positions. Institutions can make sure that their teachers are ready to include IKS into their lesson plans by funding professional development.
- **Use of Local Languages:** Training teachers to use local languages for instruction can enhance the transmission of IKS. Educators who are proficient in the mother tongue can more effectively communicate traditional knowledge to students, making the learning experience more relatable and impactful. By promoting the use of local languages, teacher education programs can ensure that educators are well-prepared to integrate IKS into their teaching practices.

## V. The integration of the Indian Knowledge System into teacher education

IKS must be incorporated into teacher education programs' curricula, pedagogical approaches, and professional development programs. Both teachers and students will have a greater Understanding of India's rich cultural legacy as a result of this integration, which will also enhance the course material. We can guarantee

that the upcoming generation of students receives a thorough education that respects the past while preparing them for the future by training instructors to successfully integrate IKS into their lessons. This strategy supports an inclusive, equitable, and culturally sensitive Indian educational system, which is in line with the larger objectives of NEP 2020. IKS and teacher education have a complicated relationship that is ingrained in Indian philosophical and cultural traditions.

In order to promote a comprehensive and culturally grounded teaching style, B.Ed. students must be adept at incorporating IKS ideas into their lesson plans. Students can receive a well-rounded education that respects and celebrates their cultural background through effective lesson preparation that integrates IKS. Finding pertinent facets of traditional knowledge that complement contemporary educational goals is the first step in incorporating IKS into lesson planning. For instance, modern STEM courses can be taught using ancient Indian writings on astronomy and mathematics. This enhances the classes' interest level and draws attention to the historical contributions made by Indian academics to the body of knowledge worldwide.

Workshops, seminars, and courses centered on IKS and its uses in contemporary education can be incorporated into professional development programs. These courses can aid teachers in gaining a more thorough comprehension of classical knowledge and how it relates to modern teaching methods. Furthermore, continual professional development helps guarantee that teachers stay up to date on the latest findings and advancements in the field of IKS.

By taking part in training programs that emphasize cultural competency and the incorporation of traditional knowledge into contemporary teaching techniques, educators can cultivate a skill set that is culturally enriched. These courses can give teachers the abilities and information they need to establish a classroom culture that respects and honors cultural diversity. In addition to improving the educational process, this helps pupils develop a feeling of identity and belonging.

Student comments, performance evaluations, and qualitative assessments are some of the assessment techniques used to gauge how well IKS integration into teacher education is working. These resources can offer insightful information about how IKS affects student engagement and learning. In order to maintain their effectiveness and relevance in a rapidly changing educational

Environment, educators can use these technologies to continuously improve their teaching methods. It is possible to change pedagogical approaches and make them more inclusive, culturally relevant, and holistic by incorporating the Indian Knowledge System into teacher education. Teachers can build a richer, more diversified learning environment by establishing the connections, raising awareness, incorporating traditional knowledge into lesson preparation, and encouraging ongoing professional development.

## VI. Conclusion

As proposed by NEP 2020 and advised by the UGC, the incorporation of the Indian Knowledge System (IKS) into teacher education has the potential to revolutionize India's educational system. Teachers can give students a more comprehensive, inclusive, and interesting learning experience by incorporating traditional knowledge and cultural heritage into contemporary teaching methods. IKS must be incorporated into teacher education programs' curricula, pedagogical approaches, and professional development programs. Both teachers and students will have a greater understanding of India's rich cultural legacy as a result of this integration, which will also enhance the course material. IKS and teacher education have a complicated relationship that is ingrained in Indian philosophical and cultural traditions. Teachers can grasp how traditional knowledge and

contemporary teaching methods can combine to improve instruction by comprehending this connection. With its focus on experiential learning, holistic learning, and moral education, the Indian Knowledge System provides a rich framework that can be incorporated into modern teaching methods. Understanding how historic knowledge systems can influence and improve contemporary pedagogical methods is essential to incorporating IKS into teacher education. This knowledge can result in the creation of creative teaching strategies that are also culturally appropriate and sympathetic to the backgrounds of the students. It is possible to change pedagogical approaches and make them more inclusive, culturally relevant, and holistic by incorporating the Indian Knowledge System into teacher education. Teachers can build a richer, more diversified learning environment by establishing the connections, raising awareness, incorporating traditional knowledge into lesson preparation, and encouraging Ongoing professional development. This strategy supports an inclusive, equitable, and culturally sensitive Indian educational system, which is in line with the larger objectives of NEP 2020.

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