



INDIAN KNOWLEDGE SYSTEM AND VALUE EDUCATION: RESHAPING TEACHER EDUCATION IN THE LIGHT OF NEP 2020

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RESEARCH ARTICLE



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Abstract

The National Education Policy (NEP) 2020 is a comprehensive framework designed to transform the Indian education system to meet the challenges of the 21st century. One of its fundamental aspects is the recognition and integration of the Indian knowledge systems (IKS), which encompass traditional and indigenous knowledge that has been integral to India's cultural and intellectual heritage. The introduction of Indian Knowledge Systems (IKS) in the curriculum of higher education institutions will cultivate an attitude of scientific temper among citizens and their approach towards modern science. This paper explores the integration of IKS and value education in reshaping Teacher Education in the light of NEP 2020. 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. Through a comprehensive review of literature and qualitative data analysis, the study examines teacher preparedness, curriculum design, assessment practices, and infrastructure development to create a more holistic and value-based educational framework with the goals of NEP 2020. According to the finding, by revitalizing the Indian education system through the inclusion of IKS, students can develop a deeper appreciation for their nation's unique history and cultural identity.

Keywords: *Indian knowledge System, Value Education, Teacher Education, NEP 2020*

Introduction

The National Educational Policy 2020 (NEP 2020) lays emphasis on Indian Knowledge System (IKS) in order to make it applicable in present world and therefore, recommends the incorporation of Indian Knowledge System (IKS) into the curriculum at all levels of education. India has a rich tradition of intellectual inquiry and textual heritage that goes back several thousands of years. India was advanced in knowledge systems, traditions, and practices since antiquity. The vast Indian knowledge, from the Vedas, Upanishads to scriptural, philosophical, scientific, technological and artistic sources are untapped which need to be explored. Vedas contain high-level knowledge of mathematics, science, metallurgy, agricultural science, social formula, philosophy of life, moral values, national defence, etc. Along with the Vedas, the study of the parts of the Vedas is very important. The parts of the Vedas are called Shastras. It is absolutely necessary for every section of the society to study the system of knowledge written in the scriptures. Of more than ten million manuscripts that are available, just five percent have been studied. It's time to focus on the revitalization of the major knowledge tradition of fourteen Vidyas and sixty-four Kalas that are useful in day-to-day living through its activities and programs. In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context and in the corpus of Indian Knowledge System, every student enrolled in a UG, PG or Teacher Training programme should be encouraged to take credit courses in IKS amounting in all to at least five per cent of the total mandated credits. It's a high time that the institutions come up with courses that will introduce the students to all aspects of IKS which are related to their fields of study and to promote interest in knowing and exploring more. Therefore, Indian Knowledge System should form an essential part of the curricula taught in our schools, colleges and other institutions of higher learning. Through this initiative, citizens will move towards embracing Bharat's rich cultural heritage. They will see every knowledge and skill with respect to Indian Traditional Knowledge Systems which may lead to new perspectives and create space for new research and development in the field of IKS. The IKS is one of the oldest systems of knowledge in the world which has influenced many scientists and philosophers at a global level. 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."

Need for Incorporating Indian Knowledge System in Teacher Education

Incorporating Indian Knowledge Systems (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. IKS, with its rich tapestry of insights, practices, and values, offers a unique and valuable framework for enriching teacher education programs and preparing future teachers to address the diverse challenges and opportunities of the 21st century. IKS fosters the holistic development of individuals, encompassing their physical, mental, emotional, and spiritual well-being. By integrating IKS principles into teacher education, we can empower prospective teachers to cultivate self-awareness, resilience, emotional intelligence, and other essential qualities that are crucial for effective teaching and personal growth. IKS self-development practices like yoga, meditation, and mindfulness are incorporated into teacher training to promote stress management, emotional regulation, and inner peace. These practices help teachers cultivate a calm and focused presence in the classroom, enhancing their ability to connect with students and create a supportive learning environment.

Objectives of the Study

- To explore the new approaches of Teacher Education Programme in the light of NEP 2020
- To integrate Indian Knowledge System with Teacher Education under the guidelines of UGC
- To inculcate Values in Teacher Training for shaping the classroom.

NEP 2020 on Indian Knowledge System

1. Holistic and Multidisciplinary Education:

NEP 2020 advocates for a holistic and multidisciplinary approach to education, which includes the integration of IKS. This approach aims to provide students with a broad-based education that incorporates traditional knowledge and contemporary subjects. By combining modern and traditional knowledge systems, educators can create a comprehensive learning environment that is both culturally rich and intellectually stimulating.

2. Promoting Cultural Heritage:

One of the primary goals of NEP 2020 is to promote and preserve India's rich cultural heritage. The policy encourages the inclusion of IKS in the curriculum to help students appreciate and understand the cultural and historical context of their education. This not only fosters a sense of pride and identity among students but also ensures that traditional knowledge is preserved and passed on to future generations.

3. Inclusion of Local Contexts:

NEP 2020 emphasizes the importance of including local and regional knowledge systems in the curriculum. This includes the diverse traditions, languages, and practices from different parts of India, thus promoting a more inclusive and context-specific education. By doing so, the policy aims to make education more relevant and relatable to students from various backgrounds, enhancing their engagement and learning outcomes.

4. Research and Development:

The policy encourages research and development in IKS. Institutions are urged to establish dedicated centres for the study and research of traditional knowledge systems, which can contribute to the global body of knowledge. This focus on research not only validates and strengthens IKS but also provides new insights and methodologies that can enhance modern educational practices.

5. Use of Mother Tongue:

NEP 2020 advocates for the use of the mother tongue or local language as the medium of instruction, especially in the early years of education. This approach is seen as essential for effectively transmitting IKS to students. Learning in their native language helps students grasp complex concepts more easily and fosters a deeper connection with their cultural heritage.

6. Teacher Training and Development:

The policy highlights the need for robust teacher training programs that include components on IKS. Teachers need to be well-versed in traditional knowledge systems to effectively integrate them into their teaching practices. By equipping teachers with the necessary knowledge and skills, the policy ensures that they can deliver a culturally enriched education that resonates with students.

7. Curriculum and Pedagogy:

NEP 2020 calls for the development of curricula that integrate IKS across various subjects. This integration should be reflected in pedagogical practices that promote experiential and holistic learning. By incorporating traditional knowledge into the curriculum, educators can provide a more well-rounded education that values both modern and ancient wisdom.

UGC Guidelines on Indian Knowledge System

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

1. Establishment of IKS Centres:

Universities and colleges are encouraged to establish dedicated centres for the study and promotion of IKS. These centres should focus on research, documentation, and dissemination of traditional knowledge. By creating such centres, institutions can provide a focal point for the study and preservation of IKS, ensuring its continued relevance and application.

2. Incorporation into Curriculum:

The UGC recommends incorporating IKS into the curriculum across disciplines. This can include modules on traditional sciences, literature, philosophy, and art, ensuring that students receive a well-rounded education that includes IKS. By integrating IKS into various subjects, educators can provide a more comprehensive and culturally rich learning experience.

3. Interdisciplinary Approach:

The guidelines emphasize an interdisciplinary approach to integrating IKS. Subjects like mathematics, physics, and biology should include traditional Indian perspectives and contributions. This approach not only enriches the curriculum but also demonstrates the interconnectedness of knowledge systems, fostering a deeper understanding and appreciation of IKS among students.

4. Faculty Development Programs:

The UGC stresses the importance of faculty development programs to train teachers in IKS. These programs should equip teachers with the knowledge and skills needed to effectively teach IKS. By investing in faculty development, institutions can ensure that their educators are well-prepared to integrate IKS into their teaching practices.

5. Collaboration with Traditional Knowledge Practitioners:

The UGC encourages collaboration between academic institutions and traditional knowledge practitioners. This collaboration can provide students with firsthand experience and insights into traditional practices. By engaging with traditional practitioners, students can gain a deeper understanding of IKS and its practical applications.

6. Research and Innovation:

The guidelines promote research and innovation in IKS. Institutions are encouraged to undertake research projects that explore and validate traditional knowledge systems. This focus on research not only strengthens IKS but also provides new methodologies and insights that can enhance modern educational practices.

Implications for Teacher Education

The integration of IKS into teacher education has significant implications for the development of a holistic and culturally responsive educational system. Here are the key areas where IKS can impact teacher education:

1. Curriculum Design:

Teacher education programs need to incorporate IKS into their curriculum. This includes designing courses that cover the history, philosophy, and applications of traditional knowledge systems. By understanding IKS, future teachers can appreciate the value of integrating traditional knowledge into their teaching practices. This holistic approach to curriculum design ensures that educators are well-versed in both modern and traditional knowledge systems.

2. Pedagogical Practices:

The integration of IKS into teacher education can lead to the adoption of pedagogical practices that emphasize experiential learning, critical thinking, and holistic development. Traditional knowledge systems often involve hands-on learning and practical applications, which can be incorporated into modern pedagogical methods. By adopting these practices, educators can create a more engaging and effective learning environment.

3. Cultural Competence:

Training in IKS can enhance teachers' cultural competence. Educators who understand and appreciate traditional knowledge systems can create a more inclusive classroom environment that respects and values cultural diversity. This cultural competence is essential for fostering a sense of identity and belonging among students. By promoting cultural competence, teacher education programs can ensure that educators are well-prepared to meet the diverse needs of their students.

4. Interdisciplinary Teaching:

IKS encourages an interdisciplinary approach to education. Teacher education programs can train educators to integrate knowledge from various disciplines, promoting a more comprehensive and interconnected understanding of subjects. This approach aligns with the holistic vision of NEP 2020 and ensures that educators are well-prepared to teach in a way that reflects the interconnectedness of knowledge systems.

5. Research and Innovation:

Teacher education programs should encourage research and innovation in IKS. By engaging in research projects that explore traditional knowledge systems, future teachers can contribute to the validation and revitalization of IKS. By promoting research and innovation, teacher education programs can ensure that educators are well-prepared to integrate IKS into their teaching practices.

6. Professional Development:

Ongoing professional development programs are crucial for teachers to stay updated on IKS and its applications. These programs can provide teachers with the latest research, tools, and techniques for integrating IKS into their teaching practices. Continuous learning ensures that teachers remain effective and relevant in their roles. By investing in professional development, institutions can ensure that their educators are well-prepared to integrate IKS into their teaching practices.

7. 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.

8. Engagement with Communities:

Teacher education programs should encourage future educators to engage with local communities and traditional knowledge practitioners. This engagement can provide valuable insights and practical experience, enriching the educational process. Teachers can learn directly from those who possess traditional knowledge, ensuring its accurate and respectful transmission. By promoting community engagement, teacher education programs can ensure that educators are well-prepared to integrate IKS into their teaching practices.

9. Assessment Methods:

The integration of IKS requires the development of new assessment methods that capture the holistic and experiential nature of traditional learning. Teacher education programs should train educators to use diverse assessment tools that go beyond standard testing, incorporating observations, practical applications, and student reflections. By developing new assessment methods, teacher education programs can ensure that educators are well-prepared to integrate IKS into their teaching practices.

The Integration of the Indian Knowledge System into Teacher Education

The integration of the Indian Knowledge System into teacher education, as envisioned by NEP 2020 and guided by UGC recommendations, holds the potential to transform the educational landscape of India. By embedding traditional wisdom and cultural heritage into modern educational practices, teachers can provide a more holistic, inclusive, and engaging learning experience for students. Teacher education programs must adapt to include IKS in their curriculum, pedagogical practices, and professional development initiatives. This integration will not only enrich the educational content but also foster a deeper appreciation of India's rich cultural heritage among educators and students alike. By preparing teachers to effectively incorporate IKS into their teaching, we can ensure that the next generation of learners benefits from a comprehensive education that honours the past while preparing them for the future. This approach aligns with the broader goals of NEP 2020, promoting a more inclusive, equitable, and culturally responsive education system in India. The relationship between IKS and teacher education is complex and deeply rooted in India's cultural and philosophical traditions. By understanding this interconnection, educators can appreciate how ancient wisdom and modern pedagogical practices can coalesce to enhance teaching methodologies. The Indian Knowledge System, with its emphasis on holistic learning, experiential practices, and moral education, offers a rich framework that can be integrated into contemporary teaching strategies. Integrating IKS into teacher education involves understanding how traditional knowledge systems can inform and enhance modern pedagogical practices. This understanding can lead to the development of teaching methodologies that are not only innovative but also culturally relevant and resonant with students' backgrounds.

One of the pivotal goals of integrating IKS into teacher education is to enhance teachers' awareness of this system and its significance. Educators equipped with a deeper understanding of IKS can convey its importance to students, fostering a culturally enriched learning environment. Strategies to enhance this awareness include professional development programs, workshops, and inclusion of IKS-related content in teacher training curricula. Awareness can be fostered through comprehensive training programs that highlight the significance of IKS and its applications in modern education. Educators can be trained to incorporate traditional knowledge into their teaching practices, creating a more engaging and culturally responsive learning environment. B.Ed. students need to be proficient in integrating IKS principles into their lesson plans to foster a holistic and culturally rooted educational approach. Effective lesson planning and learning design that incorporates IKS can provide students with a well-rounded education that respects and acknowledges their cultural heritage. Incorporating IKS into lesson plans involves identifying relevant aspects of traditional knowledge that align with modern educational objectives. Practical methods for integrating IKS into lesson plans include using traditional stories and examples to illustrate scientific concepts, incorporating traditional arts and crafts into creative projects, and using historical texts to teach critical thinking and analytical skills. By doing so, educators can create lessons that are both informative and culturally resonant, providing a richer educational experience for their students.

Continuous professional development is essential for educators to stay abreast of evolving perspectives on IKS and its relevance to contemporary education. Professional development programs can provide educators with the knowledge and tools needed to integrate IKS into their teaching practices effectively. Professional development programs can include workshops, seminars, and courses focused on IKS and its applications in modern education. These programs can help educators develop a deeper understanding of traditional knowledge and its relevance to contemporary teaching practices. Additionally, ongoing professional

development can ensure that educators remain current with new research and developments in the field of IKS. By participating in professional development programs, educators can continuously refine their teaching practices, stay current with educational advancements, and integrate culturally significant knowledge into their curriculum. This ensures that their teaching methods remain effective and relevant in a constantly evolving educational landscape. Developing a culturally enriched skill set is crucial for educators aiming to incorporate IKS into their teaching practices. This skill set includes a deep understanding of cultural heritage, the ability to relate traditional knowledge to contemporary subjects, and the capability to create an inclusive and diverse classroom environment.

Educators can develop a culturally enriched skill set by participating in training programs that focus on cultural competence and the integration of traditional knowledge into modern teaching practices. These programs can provide educators with the skills and knowledge needed to create a learning environment that values and respects cultural diversity. This not only enhances the educational experience but also fosters a sense of belonging and identity among students. By developing a culturally enriched skill set, educators can create a more inclusive and diverse classroom atmosphere. This promotes a deeper understanding and appreciation of cultural perspectives among students, enriching the educational experience for all.

Developing cultural competence is essential for educators aiming to navigate and incorporate IKS into their teaching practices. This competence involves understanding and appreciating diverse cultural perspectives, creating an inclusive classroom environment, and fostering a deeper connection between students and their cultural heritage. Educators can develop cultural competence by participating in training programs that focus on cultural awareness and the integration of traditional knowledge into modern teaching practices. These programs can help educators understand the significance of IKS and its applications in contemporary education. By developing cultural competence, educators can create a learning environment that values and respects cultural diversity. Cultural competence development promotes a deeper understanding and appreciation of diverse cultural perspectives among students. This not only enhances the educational experience but also fosters a sense of belonging and identity among students. Assessing the impact of incorporating IKS into teacher education is crucial for ongoing evaluation and refinement of teaching practices. Effective assessment tools can help educators understand the benefits of integrating traditional knowledge into the curriculum and identify areas for improvement.

Assessment strategies for evaluating the effectiveness of integrating IKS into teacher education include qualitative assessments, student feedback, and performance evaluations. These tools can provide valuable insights into the impact of IKS on student learning and engagement. By using these tools, educators can continuously refine their teaching practices to ensure they remain effective and relevant in a constantly evolving educational landscape. The integration of the Indian Knowledge System into teacher education has the potential to transform pedagogical practices, making them more holistic, culturally resonant, and inclusive. By establishing the interconnection, fostering awareness, integrating traditional knowledge into lesson planning, and promoting continuous professional development, educators can create a richer, more diverse learning environment. As educators continue to explore the integration of IKS into their teaching practices, it is essential to recognize the value of this traditional knowledge and its relevance to contemporary education.

By doing so, educators can create an educational experience that honours the past while preparing students for the future, fostering a generation of learners who are both knowledgeable and culturally competent. This approach aligns with the broader goals of NEP 2020, promoting a more inclusive, equitable, and culturally responsive education system in India.

Strategies for Integrating Indian Knowledge Systems in Teacher Education Curriculum

Key Insights Related to Value Education in NEP 2020

NEP 2020 reaffirms the importance of value education by embedding it across academic and co-curricular domains.

Curriculum Integration:

The policy advocates weaving values into subjects like language, science, and social studies, emphasizing concepts like environmental sustainability, ethical decision-making, and respect for diversity.

Co-Curricular Activities:

Activities such as yoga, sports, and arts are emphasized to promote teamwork, self-discipline, and emotional well-being.

Teacher Training:

NEP 2020 underscores the need for specialized teacher training to ensure the effective delivery of value-based content.

Assessment Reforms:

Moving beyond rote learning, the policy proposes qualitative assessment frameworks to evaluate the impact of value education on learners' attitudes and behaviours.

Pedagogical Approaches to Value Education

NEP 2020 encourages the adoption of student-centred and experiential learning approaches to instil values. These pedagogical strategies include:

Experiential Learning:

By engaging students in real-life scenarios, such as community projects, role-playing, and collaborative problem-solving, learners acquire firsthand experience in ethical decision-making and social responsibility.

Storytelling and Narrative-Based Learning:

Incorporating traditional Indian stories and global narratives fosters moral values, cultural awareness, and empathy in learners.

Critical Thinking and Reflection:

NEP 2020 emphasizes that teaching should encourage inquiry-based learning where students are encouraged to reflect on moral dilemmas, societal issues, and personal beliefs, cultivating independent, value-driven thought processes

Suggestions for the Effective Integration of Value Education

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

1) Incorporating Value Education into Teacher Training:

It is recommended that value education be made a mandatory component of pre-service teacher training programs. These programs should focus on building teachers' capacity to integrate values across various subjects and encourage emotional, social, and ethical learning alongside academic content.

2) Continuing Professional Development:

Continuous, in-service training should be provided for teachers to equip them with innovative teaching strategies for promoting holistic development. These programs should include workshops, seminars, and online courses that focus on practical approaches for teaching values, promoting ethical reasoning, and fostering social responsibility.

3) Revised Curriculum Framework:

The curriculum should be revised to focus not just on academic skills but also on developing values such as integrity, empathy, social responsibility, and environmental consciousness. Subjects like social studies, language arts, and science should embed these values in their content.

4) Interdisciplinary Approach:

An interdisciplinary approach should be encouraged, where values are not treated as separate subjects but are integrated across all disciplines. For example, ethics and responsibility can be discussed in science classes, while empathy and cultural understanding can be highlighted in literature and social science classes.

5) Space for Co-Curricular Activities:

To ensure that value education is not restricted to academic subjects, the curriculum should allocate time for sports, arts, and community service activities, all of which contribute significantly to developing values such as teamwork, discipline, and compassion. This would allow students to practice values in a variety of real-life contexts.

6) Shift to Formative Assessments:

Schools should adopt formative assessments, which include project-based assessments, peer reviews, and self-reflections to evaluate students' development in values, emotional intelligence, and social responsibility.

7) Holistic Report Cards:

Instead of focusing solely on academic performance, holistic report cards should be developed that assess students' development in areas such as empathy, ethical decision-making, collaborative skills, and community involvement.

8) Behavioural and Social Skills Evaluation:

Teachers should use observational assessments to evaluate students' social skills, emotional maturity, and ethical behaviour during co-curricular activities, class discussions, and group projects. This approach will help measure how well students have internalized values like respect, responsibility, and kindness.

9) Resource Allocation for Value-Based Activities:

Schools should be provided with adequate funding for extra-curricular activities like sports, arts, and community outreach programs that are central to value education. The government should prioritize funding for these activities, particularly in rural and underserved 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) Leveraging Technology for Value Education:

Schools can use e-learning platforms, digital storytelling, and online value-based games to complement traditional classroom learning. For example, virtual experiences of cultural exchange, sustainability programs, and social justice campaigns can help broaden students' understanding of global and local values.

12) Parent Education Programs:

Schools should conduct workshops and awareness campaigns for parents to highlight the significance of value education in developing well-rounded, ethical individuals. These programs should emphasize the role of parents in modelling values at home and supporting the school's efforts in value education.

Conclusion

To conclude, it can be said that the need of the hour is to build national character. It is essential for the development of personality and leadership qualities. It should be based on confidence building, fearless attitude, knowledge, courage to face difficult situation, positive outlook, problem solving ability, systematic, clear and discriminative thinking, high level initiative, self-discipline and control. The teachers at all levels are to be exposed to value-oriented education. It is essential for that they can serve as models. Values are not taught but caught. The students are able to follow the teachers by observing his behaviour. The values are filtered from teacher to taught. Thus, the teachers are to be trained in the methods of dealing with value and Co-curricular activities. Orientation in value education should be integral part of both pre-service and in-service training of the teachers. In conclusion the NEP 2020 recognizes the crucial role of education in promoting ethical, human, and constitutional values among youth. The policy proposes significant reforms in the education system that focus on integrating values –based learning into the core curriculum, training teachers, and promoting experimental learning. By doing so, the NEP 2020 aims to create responsible and ethical citizens who can contribute positively to society.

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