



Integration of Indigenous Knowledge System (IKS) in Foundational and Preparatory School Education with Reference of NEP 2020

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DOI : <https://doi.org/10.5281/zenodo.23532480>

ARTICLE DETAILS

Research Paper

Received: 22-08-2026

Accepted: 21-09-2026

Published: 20-10-2026

Keywords:

*Indian Knowledge System,
NEP2020, Panchkosh,
NCF-FS, NCF-SE, etc.*

ABSTRACT

The National Education Policy 2020 is the revolutionary education policy of current century of this country. This policy brought huge transform in education system from school to university levels. In this policy, there will be new pattern of school system, the new pattern is 5+3+3+4, where students will spend their 12 years of his life. The NEP2020 talked about four foundational pillars of Access, Quality, Accountability as well as equity. The NEP 2020 focus on conceptual understanding, holistic education, creativity with innovations, flexibility and critical thinking. It also emphasized in practical and experiential skills to meet the requirement of 21st century. Indian knowledge system (IKS) and education as in NEP2020 visualizations a holistic approach to foster deeper understanding of Country's culture, traditions and heritage among students. NEP 2020 places a stern emphasis on integration IKS into the National Curriculum Framework (NCF) for foundational stage and preparatory stage. This study explores a conceptual; framework for identification of components, its validation and relevance to incorporate Indian Knowledge System at foundational stage, which covers 5 years (Ages 3-8) preschool and grades1-2 and preparatory stage, which covers 3 years, Grades 3-5 (ages 8 to 11 years) of school system. It identifies

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the component of IKS are identified from review of NCF-FS and others sources. For Example, Panchkosh, Astang Yoga, Tridosh, Triguna Theory, Panchbhut, story of Panchatantra, Hitopodesh and Jatak, Value Education, Moral education from Mahabharat and Ramayana. It also divides these nine components into three i.e., holistic education, teaching methods and value integration. All three advocates the implementations of National education Policy integration with IKS at all Levels of Education. Components will have been validated by Primary school teachers. For validation the researcher will conduct Focus Group Discussion and interview of school teachers. The study will explore the curriculum of school education with the refence of NEP2020 and incorporate with Indian Knowledge System.

Introduction.

Education is the most powerful weapon for changing the world, focusing on its role in liberating individuals and dismantling oppression. Nelson Mandela emphasized education as a foundational tool for personal growth and development, social justice, and national reconstruction. Education empowers individuals to reach their apex potential and build an equitable. Quality education plays a pivotal role in the progress and development of any country. It works as the foundation for any nation builds its bright future by empowering individuals with enlightenments, knowledge, skills and values. Through education, any nation can achieve their democratic character and liberal approach. For any society, educated populations are the assets. Japan is a developed country in Asia continent due to only its human resources. Japan invested and focused in its people, cultivating a highly educated and skilled workforce. To provide quality and accessible education to every people is a key stride for any nation. Strong and sustained economic growth, amicable integration, and preservation of cultural, moral and social practices can only be achieved through Indian Knowledge System (IKS).

Indian Knowledge system (IKS) can support in preserving heritage of India while cultivating an inclusive, and experiential and practical and compatible to learner. Despite of all these, its effective integration demands a structured and organised approach involving curricular interfere such as introducing foundational indigenous courses, integrating Indian Knowledge system perspectives across disciplines, promoting research and innovation, providing learning by activity, collaborating with knowledge holders, and building faculty capacity. Education is the cornerstone of societal progress, shaping and preserving shaping of



societies. However, the current science and modern education system has often been criticised for emphasizing of bookish and rote learning, disconnected from India's rich cultural heritage and diverse knowledge. Therefore, providing good-quality education embedded in ancient Indian knowledge to each and every citizen is a prime focus of the Indian education system.

Integrate IKS at the Foundational and Preparatory stages of Education

The new education policy gives an opportunity for the integration of India's rich heritage of knowledge into mainstream education. The integration facilitates an extensive understanding of Indian philosophy, the Indian value system, and the Indian education system, combining the best of traditional knowledge and the modern needs of students. What are the treasures of ancient India? "The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self." In such a context of liberation of the self, which is inextricably linked with education, the NEP 2020 is going to affect all the stakeholders in one way or another; the most direct effect is on the students and teachers. The National Education Policy (NEP 2020) recognizes the importance of our Indian traditional knowledge and its conservation. We need to create awareness regarding IKS. Even though our ancient knowledge is very old, it is still relevant for the modern day. NEP 2020 focuses on the holistic development of children, which becomes effortless by integrating the Indian knowledge system into their educational journey. Creativity and innovation are also the focal points of NEP 2020. Our Indian Knowledge System focuses on the uniqueness of every individual and promotes pride in our cultural heritage among learners. So, incorporating IKS in our schools can increase the confidence and mental growth of the students.

Identification Of the Component of IKS:

Present study finds out the component of IKS which need to be incorporated at school education of foundational stage and preparatory stage before suggesting any theory or concept in mainstream education. There must will be significantly of that theory or principles with the contemporary education so that it can make compatible and practical education system. It is necessary to review of educational policy documents, books, journals, research articles of Indian Knowledge system. Review of different literature supports to study the components that are relevant and supportive to be incorporated at school education pattern particularly of Foundational stage and Preparatory stage pattern.

The National Education Policy 2020 emphasized on transforming school education in our country. It prioritized mainly in experiential learning, learning through activities, and boycotted rote learning. This



policy focused on, learner-centric approach, holistic, flexible, and accessible to all. It is found nine components of holistic education in three major dimensions. These three domains of holistic education are, Holistic development of children, value education and the teaching-learning process.

First domain refers to the physical, mental, social intellectual and emotional growth of a person. There are mainly five features of the holistic development approach, for example, physical development of children, emotional development, intellectual development, social development. These above five components that are Panchkosh, Triguna Theory, Tridosh, Ashtang Yoga, and Panchbhut.

Value Education:

Values are part and parcel for positive and dynamic human behaviour. In ancient time it was prime objective of education in the entire world. It remained always core of educational goals and objectives of all civilizations. Currently, it has been deterioration of values in the science and technology era. Industrialization and urbanization made it secondary aspect for the society, materialism is dominant in this society. Value education makes a man practical so that they can cope up reverse situation in their life. Value education includes many things like, integrality, empathy, respect, accountability, and honesty. Value-based education's core objectives are to enhance morally good citizens who make value contributions to democratic society in addition to knowledgeable citizens. Panchantantra, Jatak, Hitopadesh, Purusarth theory and Ramanyana & Mahabharat, these are the main sources for the value education in the vedic period.

Teaching-learning Process: Panchaadi

This process exists between teachers and students, where teachers transmits and transfer knowledge among students. In this process where a teacher evaluates and assess learning needs and demands, establishes learning objectives, and develops relevant learning and teaching methods and approaches. All these approach and methods covers in Panchaadi

Validation Process and School Teachers' perception component

The investigator related the Indian Knowledge system components through a deep review to understand their applicability and relevance at the foundational stage and preparatory stage. Each part is lined up to a particular position so that elements could be placed in domains. The author formed a tool draft of identified modules with their descriptions and conducted a study in Darbhanga District of Bihar. The Researcher conducted a study with school teachers, who are working at foundational stage and preparatory stage in Darbhanga district of Bihar. For completing the objectives of data, the researcher visited Bihar Board Hindi

medium school and CBSE board schools. Researcher shared drafts with both category of teachers and conducted focus group discussion (FGD). The researcher selected 30 teachers from 06 schools of Darbhanga district. The sample for study for the focus group discussion was selected purposively which is non-probability sample methods. The focus group discussion members have to report on whether they are agreeing or disagree on the given tool of the components and apply their concept and views on the integration of identified components. Researcher shared nine components with teachers, along with discussion of its applicability and relevancy., along with need of any other components could be integrated at the both stage of Preparatory and Foundational of school education which in mentioned in the NEP2020.

Table 1: Sample distribution for Focus Group Discussion

Focus Group	Medium of School & board	No of teachers in FGD
FG (Focus Group)-1	Bihar Board	5
FG-2	Bihar Board	5
FG-3	Bihar Board	5
FG-4	CBSE Board	5
FG-5	CBSE Board	5
FG-6	CBSE Board	5

The researcher introduced the objectives of the study in a brief, a brief about IKS and component of tools. With the approval of the all-participant teachers, the whole observation of the discussion written by the investigator. The researcher gathered all data systematically and drafted of identified components. Whole data was analyzed on the basis of responses of teachers by the researcher. It was also observed by researcher that all participants were highly interested and positively responded and eager to know more the planning and strategies to integrate Indian Knowledge System (IKS) at foundational and preparatory stage.

- **Findings of FGD**

There should be incorporating of stories of Ramayana and Mahabharata along with Geeta's learning that introduce family values and societal norms and give comprehensive thoughts to learner to be accountable and democratic people of democratic nation.

- Tridosh Theory is an important theory. According to the Tridosha theory, each Dosha is originates from Pancha Mahabhutas and plays a distinct role in regulating body functions. So, it is necessary to understanding properly it, school teachers need proper training and guidance. It quite clear that the integration of this at the foundational and preparatory levels is not much required.
- To achieve its integration of identified components, there needs a teacher training so that proper integration of IKS could be possible through teaching approach and pedagogical practices.

Most teacher agreed with identified components except for the Tridosh theory. They welcomed and appreciated the integration of identified components in the teacher training curriculum and the integration of these components in teaching and learning approach and strategies, curriculum framework of school, and pedagogical practices.

Table 2: Components with Dimension

Dimension	Components
Holistic Development of Children	Panchkosh, Triguna Theory, Pannchbhut, Ashtang Yoga
Value Education	Panchtantra, Jatak, and Hitopdesh, Purusarth theory, Learning from Ramayana & Mahabharat
Teaching- Learning Process	Panchaadikk

Detail explanation and applicability of identified components.

The Panchkosh theory originated from the Taittiriya Upanishad. This theory describes a holistic model of human existence from gross to subtle. This model illustrates not just physical but includes emotional, intellectual, mental and spiritual harmony. This vedantic- psycho-philosophy theory of human personality express five layers of personality that are Annamaya Kosha (Physical sheath), Pranamaya Kosha (Energy Sheath), Manomaya Kosha (Mental Sheath), Vijnannamaya Kosha (Intellectual Sheath), Anandamaya Kosha (Bliss Sheath).

The National Curriculum Framework for Foundational Stage (NCF-FS 2020) is a unique characteristic which incorporated Panchakosha Vikkas in Section 1.2, Page No. 19. This wonderful document introduced the perspective of Panchakosha.



Annamaya Kosha: It is the first layer which represents physical development that is characterized by growth of body parts, in this stage if individuals take balanced diet and does proper exercise, the Annamaya kosha grows well and person becomes fit and enjoys good health.

Pranamaya Kosha: The next layer is Pranamaya Kosha. The body consisting of life force energy that remains the physical body. It can manage by proper yoga and breathing. **Manomaya Kosha,** it is related to mental and emotional layer which represents thought process, emotions and sensory perceptions.

Vijnannamaya Kosha: this layer is related to wisdom, rationality, and understanding the world. It mainly involves conscious and decision-making. **Anandamaya Kosha,** it is innermost sheath which talks about pure bliss, peace and spiritual experience. It is the highest level of vibration in this life. Anandamaya Kosha are stable and solid in behaviour and firm in decision-making and makes life happy in every situation.

- **Triguna theory:**

Triguna theory is one of the six classic schools in Indian Philosophy. its roots in most important philosophy book Bhagavad-Gita. Its composite and synthesized framework of tri-dimensional personality to help the understanding of mental; makeup of the individuals. The word guna indicates the inherent energy or tendency of human mind functions. This theory has three dynamisms of prakriti due to the continuous flux and fluidity of three characteristic, Sattva (Balanced), Rajas (Passionate), Tamas(dull). The Sattvic guna has clear understanding of desirable and undesirable, dutiful and undutiful activities. In this guna individual free from confusion, control on self, pure mind, don't hurt others, favour needy people, respect elders. All these three guna act simultaneously and determine the complete individual's personality.

The Rajasic personality has full of desires, passions, authoritative and do good deeds for gain social respect and fame & money. Rajas do overactivity, dissatisfaction and materialistic, mentally instable. Despite of it, tamas is defined as neutrality, fear, sorrow, lethargy, low self-confidence, mental imbalance, arrogance

- **Ashtanga Yog:**

This is outlined by Maharshi Patanjali. It has eight limbs of classical yoga, Yamas (Ethics), Niyamas(discipline), Asana (Posture), Pranayama (Sensory withdrawal, Dharana (Concentration), Dhyana(meditation), and Samadhi(enlightenment).

Ashtanga Yoga of Patanjali is holistic which caters to the physical, physiological, mental, intellectual, and spiritual dimensions of human traits and personality. The practice of this yoga purifies the mind and remove negative thoughts and ideas or behaviours. Other side the Niyama indicates discipline and social norms.



The third limb of Ashtang Yog is Asana, which imprints the mind, making the mind calm and peaceful, balance emotion and intellectual clarity with practices of physical practices. Forth limb is pranayama which helps to hold the essential force. These are the Bahiranga yoga which acts as a tool for the refinement of human body and cognition. Antaranga yoga, Dharana, dhyana and samadhi bring spirituality in human. So, all these are very essential for quality life. Incorporating such kind of content in school curriculum, particularly at foundational and preparatory stage indicates with the balanced and dynamic personality of the child.

Panchabhut refers to the five elements, Earth (Prithvi), Water (Ap), Fire (Agni), Air (Vayu), and Aether (Akkasha). All these forms the foundation elements for holistic development. The Panchbhut concept works in tandem with the Panchakosha model, which uses to map a child's physic, energetic, mental, intellectual and spiritual growth. In ancient time these five components were believed as God. So, it indicates that the preservation of environment is need and requirement for spirituality and scientific reasons. Protection of nature and sustainability of nature are life and need for next generation. The National curriculum Framework for Foundational stages 2022 suggested that the philosophy and the principles of Panchbhut are necessary for child at this early right stage and direct life experience and child connect it with life. Child also can develop a healthy lifestyle with natural environment. There are some foundational principles of Panchbhut. The concept of the Panch Tatva plays a central role in shaping our environment, emotions and overall well-being.

These five fundamental elements connected to nature and considered the building blocks of life. They represent different forces of energy, each playing a unique role in balancing the harmony and vitality of our lives.

The Panchatantra, Jataka Tales and Hitopadesh: These are ancient Indian collection of fables, stories and folklore which drafted to teach moral and ethical values, practical knowledge, to cope up reverse state of life, human nature through animal characters. The Panchatantra is penned by Vishnu Sharma, focused on wisdom of world. It also teaches principles of friendship, and practical life thorough witty fables, While Jataka focus on Buddha's previous lives, traditional virtues like compassion, honesty and wisdom. As we know that the NEP 2020 ha emphasized on moral and value education. NCF-FS 2020 advocated in favour of students and give more opportunity to learn ethics and moral values from traditional Indian Fables and stories like, Panchatantra, Jatak and Hitopadesh. In our country, it has been tradition since Vedic period, of oral education.



Hitopadesh: it is a Sanskrit language which means collection of fables with characters of animal and human. It is quite similar to the ancient Sanskrit classic the Panchatantra. Both have an identical frame story. The Hitopadesh is a collection of stories that describes good character and bad character as well as bad and good behaviour. The exact meaning of this term advice and help. It has given more focused on value of friendship, concentration, patience and tolerance, social service and value of humanism. It also favored of pragmatic wisdom and approach in life. Which all are closely related to day-to-day life.

The Jatak term originated from the Sanskrit word “Jaatak” which means” the story of birth. It has collection of almost 547 stories, which all are related to Buddha’s life. All stories are related to Buddha’s tradition, Buddhist morality and preaching.

- **Strategies for incorporating IKS in Teacher training and Curriculum development**

Education is the main tool for development of society and its dynamic in nature. Teacher remain always centre part of teaching and learning process. Since 1947, the government has numerous policies with the of enhancing the quality of teacher education in order to imparting all Indian citizens access to high-quality education. The integration of IKS in teacher training into school education is a great opportunity that will help in capacity building of school teachers. it will make teacher more competent and disciplined. Quality education totally depends on teacher’s competency and qualifications. So. NEP 2020 introduced four-year integrated course, Integrated Teacher education Programme (ITEP) for achieving these goals. For the incorporating IKS-based components and practice in the school premises, teacher should be equipped with the necessary skills as well as suitable pedagogical practices. The philosophy and principles of IKS that can be integrated at the foundational and preparatory stages so that professional development of teachers and comprehensive teacher training must be developed for the integration and implementation of IKS based education.

Curriculum development- Curriculum development is the systematic process of design, planning, implementing and evaluating educational programmes. In involves and delas all meaningful real life-problems or situation. The NEP 2020 focused on inclusive and equitable education. It includes Indian traditional knowledge at school to university stages. But it will be best way to include it in foundational and preparatory stage. Curriculum plays a big role in integrating IKS into school education system by providing a structured and holistic development of learner, value education, moral education and the best way of learning process. Story-telling based learning and play-based activity ensure the all-round development among students as valuable citizen of Indian.



- **Internationally Recognition and Acceptance**

- Different studies and research proved that Indian Knowledge system is valuable by offering holistic perspectives on science and technology, sustainability, well-being and philosophy of IKS as an appropriate and suitable solution to cope up the modern global challenges and concerns. The IKS philosophy can make world sustained world and establish “Vasudhavia Kutumbakam”. Identified components can accept and welcome by stakeholders of the education system for the preparatory and foundational stages of school system. There are some suggestions to make it possible at practical level. To accept the relevance of identified components, researchers could conduct research on the effectiveness of components in school education.
- Publish and spread the relevance of IKS components to integrate traditional integration wisdom with contemporary needs in education.
- By organizing interactive lectures and workshops for teachers, make efforts for recognition of Indian Traditional Knowledge.
- Digital and media outreach is an innovative way to spread cultural heritage and a treasure trove of knowledge. Massive Open Online Courses (MOOCs) and SWAYAM courses for teachers help to make them aware and motivate them to integrate at the school level.
- International collaborations by engaging global scholars in research to find out the relevance and effectiveness of IKS in modern education.
- Organize cultural events to educate people through Indian traditional theories and their uses in daily life.

- **Conclusion**

It has been observed that Indian Knowledge System (IKS) must be integrated in National Curriculum Framework for the Foundational stage and preparatory stage of school education system having the potential and achieving holistic development among the children. It will enhance value education and traditional Indian culture and civilization. It will reduce rote learning and bookish knowledge. Indian literatures are treasure of knowledge and which are enough to make children as respectable and conscious individuals by developing holistic personalities. This traditional knowledge can help in controlling global warming which became the international concern. By the keeping this philosophy, nine ingredients of Indian Knowledge System were identified, where eight have been validated for foundational and preparatory stage teachers to



integrate at both these stages of school education. These eight identified components have immense potential to fulfill the current need for school education. Despite all these, the effective integration of Identified IKS components for foundational and preparatory stage education will require extensive and national level teacher training and revised curriculum at school level. In short, the researcher observed that the present school education must involve modern and Indian traditional knowledge to make education better and practical.

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