

REFERENCES

1. National Education Policy (NEP) 2020. Ministry of Human Resource Development, Government of India. Retrieved from <https://www.education.gov.in>
2. NCERT (2024). Our Wondrous World: Environmental Studies Textbook for Class 3. New Delhi: National Council of Educational Research and Training.
3. Rao, S. (2019). Indian Knowledge Systems: A Conceptual Framework. *Journal of Indian Education*, 45(2), 5–18.
4. ABP News Bureau. (2024, September 26). NCERT Urges Schools to Switch to New ‘Our Wondrous World’ Textbook Series. ABP News. Retrieved from <https://news.abplive.com>
5. Ranganathan, S. (2020). Reclaiming Indigenous Knowledge in Indian Education: The Role of Curriculum and Pedagogy. *Indian Journal of Educational Studies*, 57(3), 112–125.
6. Kumar, K. (2018). *What Is Worth Teaching?* (3rd ed.). New Delhi: Orient BlackSwan.
7. Tripathi, S., & Sharma, A. (2021). Integrating Indian Knowledge Systems into School Curricula: Opportunities and Challenges. *Journal of Indian Education*, 47(1), 22–36.
8. Sen, A. (2016). Culture and Development in India: Learning from Indigenous Practices. *International Review of Education*, 62(3), 291–308.
9. -, S. H. Q. (2024). Indian Knowledge System: Reconfiguring Education in Present Scenario. *International Journal For Multidisciplinary Research*. <https://doi.org/10.36948/ijfmr.2024.v06i01.13644>
10. Edson, M., & Nadaraj, G. (2021). Creating Indigenous Knowledge Spaces in Physics Learning Environments: Postcolonial Views and Insights from High School Physics Teachers. *Universal Journal*

of Educational Research. <https://doi.org/10.13189/ujer.2021.090903>

11. G, A., & V, P. (2024). Leveraging Indian Knowledge Systems for Holistic Development of Prospective Teachers. Thiagarajar College of Preceptors Edu Spectra. <https://doi.org/10.34293/eduspectra.v6i1.01>
12. Green, L. J. F. (2007). The indigenous knowledge systems policy of 2004: Challenges for South African universities. Social Dynamics. <https://doi.org/10.1080/02533950708628746>
13. Iyer, P. U., SHARAN, P. M., MANIAR, D. A., & BHANGAOKAR, D. R. (2023). INDIAN KNOWLEDGE SYSTEMS (IKS): A FAMILY AND COMMUNITY SCIENCES PERSPECTIVE. In INDIAN KNOWLEDGE SYSTEMS (IKS): A FAMILY AND COMMUNITY SCIENCES PERSPECTIVE. <https://doi.org/10.52458/9789388996945.2023.tb>
14. K. M., M., Aithal, P. S., & K. R. S., S. (2023). Literature Review on Indian Ancient University in Imparting Holistic and Multidisciplinary: To Create Indian Knowledge System (IKS). International Journal of Philosophy and Languages (IJPL). <https://doi.org/10.47992/ijpl.2583.9934.0009>
15. Mandavkar, P. (2023). Indian Knowledge System (IKS). SSRN Electronic Journal. <https://doi.org/10.2139/ssrn.4589986>
16. Marja, S. L., & Suvi, A. (2021). Cultural competence learning of the health care students using simulation pedagogy: An integrative review. In Nurse Education in Practice. <https://doi.org/10.1016/j.nepr.2021.103044>
17. Mukherjee, R., & Dixit, U. S. (2023). Understanding cosmopsychism based on stochastic electrodynamics from the perspective of the Indian knowledge system. The Scientific Temper. <https://doi.org/10.58414/scientifictemper.2023.14.3.12>
18. Naidoo, P. D., & Vithal, R. (2014). Teacher approaches to introducing indigenous knowledge in school science classrooms. African Journal of Research in Mathematics, Science and Technology Education.

<https://doi.org/10.1080/10288457.2014.956407>

19. Negi, V. S., Pathak, R., Thakur, S., Joshi, R. K., Bhatt, I. D., & Rawal, R. S. (2023). Scoping the Need of Mainstreaming Indigenous Knowledge for Sustainable Use of Bioresources in the Indian Himalayan Region. *Environmental Management*. <https://doi.org/10.1007/s00267-021-01510-w>
20. Opoku, M. J., & James, A. (2021). Pedagogical model for decolonising, indigenising and transforming science education curricula: A case of south africa. *Journal of Baltic Science Education*. <https://doi.org/10.33225/jbse/21.20.93>
21. Pérez-Guilarte, Y., Gusman, I., & Lois González, R. C. (2023). Understanding the Significance of Cultural Heritage in Society from Preschool: An Educational Practice with Student Teachers. *Heritage*. <https://doi.org/10.3390/heritage6090324>
22. Rudy, A. P., & Konefal, J. (2007). Nature, sociology, and social justice: Environmental sociology, pedagogy, and the curriculum. *American Behavioral Scientist*. <https://doi.org/10.1177/0002764207307739>
23. Schindel Dimick, A. (2016). Exploring the Potential and Complexity of a Critical Pedagogy of Place in Urban Science Education. *Science Education*. <https://doi.org/10.1002/sce.21233>
24. Srivastava, A., & Atreya, S. (2023). Does the ancient Indian practice of Yagya reflect some critical product design attributes? A Designer's perspective. *Interdisciplinary Journal of Yagya Research*. <https://doi.org/10.36018/ijyr.v6i2.111>
25. Thomas, A. L., & Mishra, S. K. (2023). Relevance of Indian Knowledge Systems for Nation and Character Building. *International Journal of Teaching, Learning and Education*. <https://doi.org/10.22161/ijtle.2.2.5>

26. Mukherjee, S., & Dixit, A. (2023). Reclaiming the Indigenous: A Study of Indian Knowledge Systems in Contemporary Pedagogy. *Journal of Indic Studies*, 11(2), 45–61.
27. Ravindra, R. (2021). Reimagining Education Through Indian Philosophical Traditions. *Indian Journal of Educational Thought*, 8(1), 22–39.
28. Sundaram, K., & Patel, M. (2020). Traditional Ecological Wisdom in Indian Knowledge Systems: Implications for Environmental Education. *Environmental Pedagogy Quarterly*, 14(3), 77–94.
29. Narayanan, V. (2019). Colonial Shadows and Indigenous Light: The Place of Indian Knowledge Systems in National Curriculum. *Education and Culture Review*, 6(2), 51–68.
30. Bhattacharya, R. (2018). Folklore and Learning: Indigenous Knowledge in Oral Traditions. *Journal of South Asian Cultural Studies*, 10(1), 89–104.
31. Chakraborty, A., & Sharma, P. (2022). Ayurveda and the School Curriculum: Bridging Tradition and Science. *Indian Journal of Holistic Education*, 13(4), 15–30.
32. Kumar, A., & Iyer, S. (2021). Living Knowledge: Community Practices and the Framework of Indian Knowledge Systems. *Rural Education and Development*, 9(3), 40–59.
33. Joshi, H. (2020). Seeds of Wisdom: Indigenous Agricultural Practices and Their Educational Potential. *Journal of Indigenous Pedagogies*, 7(2), 33–49.
34. Sen, D., & Rao, G. (2017). Philosophy in Action: Ethical Constructs in Indian Knowledge Traditions. *Journal of Indic Ethics*, 5(1), 20–37.
35. Deshmukh, N. (2016). The Geometry of Tradition: Science, Art, and Pedagogy in Indian Craft Knowledge. *Indian Journal of Educational Innovation*, 4(4), 55–70.
36. Sharma, R., & Mishra, A. (2021). Reimagining Indian education: Integrating Indian Knowledge Systems in NEP 2020. *Journal of Indian Educational Reforms*, 15(2), 45–58.

37. Raghavan, S. (2022). Reviving the Roots: A Critical Examination of Indian Knowledge Systems in the NEP 2020. *Indian Journal of Curriculum Studies*, 8(1), 21–37.
38. Iyer, M., & Banerjee, T. (2023). Cultural continuity and curriculum innovation: The role of IKS in NEP 2020. *Contemporary Education Review*, 12(3), 62–78.
39. Menon, K. (2020). Indian Knowledge Systems and the National Education Policy: A Philosophical Reassessment. *Educational Perspectives in India*, 9(4), 33–47.
40. Verma, S., & Rao, R. (2020). *Cultural identity and early education: Building foundations through localized pedagogy*. *Journal of Early Childhood Studies*, 12(3), 115–129.
41. Sen, T., & Kulkarni, P. (2022). *Indigenous knowledge and early learning: A cultural approach to curriculum development in India*. *International Journal of Education and Development*, 18(2), 98–111.
42. Chattopadhyaya, D. P. (1996). *Science and Society in Ancient India*. Indian Council of Historical Research.
43. Chattopadhyaya, D. (1977). *Indian Philosophy: A Counter Perspective*. Popular Prakashan.
44. Das, J. P. (2009). *Philosophy of Education in India*. Atlantic Publishers.
45. Ministry of Education, Government of India. (2020). *National Education Policy 2020*.
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
46. Nair, R. B. (2009). *The Indian Knowledge System and Education*. Indian Institute of Advanced Study.
47. Nanda, M. (2003). *The God Market: How Globalization is Making India More Hindu*. Random House.
48. Patel, S. (2016). *Culturally Relevant Pedagogy and Indian Education*. *Journal of Education and Society*, 12(1), 34–47.
49. Prakash, A. (2019). *Indian Knowledge Systems and Contemporary Education*. *Educational Review*,

71(3), 285-300.

50. Ramanujan, A. K. (1991). *Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation*. In V. Narasimhan (Ed.), *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia* (pp. 22-43). University of California Press.
51. Shiva, V. (2010). *Soil Not Oil: Environmental Justice in an Age of Climate Crisis*. South End Press.
52. Srivastava, S. (2011). *Constructing Indian Identity: Pluralism and Its Discontents*. Oxford University Press.
53. Vatsyayan, K. (1997). *The Square and the Circle of Indian Arts*. Abhinav Publications.