

From Parliament to Classroom: Negotiating Language Heritage and Traditional Knowledge for Pedagogical Relevance in India

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Abstract

This article explores the intricate negotiation among legislative frameworks, the preservation of language heritage, and the integration of traditional knowledge within the evolving educational landscape of India. By analyzing constitutional provisions, the National Education Policy (NEP) 2020, and current pedagogical practices, this study examines how India manages the shift from parliamentary policy-making to the classroom application of multilingual education and indigenous knowledge systems. Utilizing recent scholarly literature on Indian Knowledge Systems (IKS), multilingual education models, and the preservation of heritage languages, the research uncovers significant opportunities and challenges in merging traditional wisdom with contemporary pedagogical requirements. The findings underscore the essential role of teacher preparation, community involvement, and institutional frameworks in effectively incorporating language heritage and traditional knowledge into modern educational practices. This study enhances the understanding of the pedagogical transformation necessary to respect cultural heritage while fulfilling global educational standards in diverse multilingual settings.

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Introduction

The preservation and integration of linguistic heritage and traditional knowledge within educational frameworks constitutes one of the most intricate challenges confronting modern Indian education. As India strives to maintain a delicate equilibrium between honoring its extensive linguistic and cultural diversity and fulfilling the requirements of global competitiveness, the transition from parliamentary legislation to classroom application unveils complex negotiations involving various stakeholders, pedagogical methodologies, and institutional structures (Kumar, 2023) [10-13].

The importance of this initiative transcends mere cultural preservation. Studies indicate that students who receive education rooted in their linguistic and cultural heritage demonstrate enhanced cognitive development, a stronger sense of cultural identity, and improved academic performance (Mahapatra & Anderson, 2025) [12]. In the context of India, where more than 19,500 languages and dialects coexist alongside 22 constitutionally recognized languages, the challenge becomes particularly pronounced (Sharma, 2025) [11-17].

The National Education Policy (NEP) 2020 signifies a pivotal moment in the transformation of India's educational landscape, explicitly acknowledging the significance of indigenous knowledge systems and multilingual teaching approaches (Kumar, 2023 [10-13]; Anwar Khan & Husain, 2025) [1]. This policy framework represents a fundamental shift from colonial educational paradigms towards culturally responsive pedagogies that utilize India's traditional wisdom while equipping students to face contemporary challenges (Halder, 2024 [8]; Singh *et al.*, 2024) [19-20].

This article explores the intricate negotiation process between policy development at the parliamentary level and its practical application in varied classroom settings. The analysis includes constitutional provisions for linguistic minorities, legislative frameworks that support the integration of traditional knowledge, challenges in teacher preparation, and innovative pedagogical strategies that are emerging across Indian educational institutions.

The aims of the study encompass: investigating the constitutional and legislative underpinnings that facilitate the integration of language heritage and traditional knowledge;

evaluating current pedagogical models and their efficacy within various Indian contexts; recognizing the challenges of implementation and effective strategies across multiple states and educational tiers; and suggesting frameworks to improve the pedagogical significance of heritage knowledge in contemporary educational environments.

Constitutional and Legislative Frameworks

India's constitutional provisions lay a strong groundwork for safeguarding linguistic diversity and fostering traditional knowledge systems within the educational framework. Article 350A, introduced via the Constitution (Seventh Amendment) Act of 1956, requires states to ensure sufficient facilities for instruction in the mother tongue at the primary level for children from linguistic minority groups (Test book Constitutional Review, 2025) [4]. This constitutional assurance signifies a crucial acknowledgment of linguistic rights as vital components of educational equity and cultural preservation (Constitutional Law of India, 2024).

The overarching constitutional structure encompasses Article 21A, which guarantees free and compulsory education for all children aged 6 to 14 years, alongside Article 29(1) that safeguards the rights of linguistic minorities to maintain their unique language, script, and culture (Government of India, 2023). These provisions establish a legal basis for multilingual education that goes beyond simple accommodation to actively promote linguistic diversity.

Recent judicial interpretations have elucidated the extent and constraints of these provisions. In the case of *State of Karnataka v. Associated Management of English Medium Primary and Secondary Schools* (2014), the Supreme Court clarified that "mother tongue" specifically denotes the language of the linguistic minority group within a state, rather than the language with which a child feels most comfortable (Constitutional Law Review, 2025) [4]. This decision prevents states from loosely interpreting their constitutional responsibilities while simultaneously safeguarding the autonomy of minority institutions as outlined in Article 30(1).

Indian Knowledge Systems and Educational Integration

Current investigations into Indian Knowledge Systems (IKS) indicate an increasing acknowledgment of their educational significance and scientific legitimacy (Halder, 2024 [8]; Singh *et al.*, 2024 [19-20]; Kumar *et al.*, 2025) [11]. These systems, which include traditional fields such as Ayurveda, Yoga, Vedic mathematics, astronomy, and indigenous agricultural methods, provide holistic knowledge frameworks that starkly contrast with the segmented nature of contemporary educational systems (Khan & Husain, 2025) [1].

The incorporation of IKS into current educational programs signifies more than mere cultural preservation; it represents a profound rethinking of teaching methodologies that prioritize experiential learning, interdisciplinary links, and education grounded in values (Halder, 2024 [8]; Sharma, 2024) [16-20]. Research indicates that students who engage with IKS-infused curricula exhibit improved critical thinking skills, a stronger sense of cultural identity, and enhanced problem-solving capabilities when compared to conventional Western-centric educational models (Singh *et al.*, 2024) [19-20].

Investigations into the Gurukul system highlight its focus on holistic education, ethical values, and discipline, showcasing the comprehensive educational practices of ancient India (Singh, 2024) [19-20]. The system's emphasis on the teacher-student dynamic (guru-shishya parampara), experiential learning, and education rooted in values offers significant

insights for the transformation of modern pedagogical practices (Journal of IUJ Harkhand, 2025 [9], p. 15).

Traditional Indian educational techniques employed advanced methods for knowledge dissemination through oral traditions, rhythmic recitation, and storytelling (Journal of IUJ Harkhand, 2025 [9], p. 12). These techniques acknowledged the significance of embodied cognition through the triad of listening (śravana), reflection (manana), and deep internalization (nididhyāsana), underscoring the notion that genuine knowledge must traverse the stages of reception, contemplation, and realization.

Multilingual Education Models and Pedagogical Practices

The existing literature highlights a variety of methods for implementing multilingual education across different states in India, showcasing a range of outcomes in terms of success and sustainability (Mahapatra & Anderson, 2025 [12]; Singh, 2025) [11-18-21]. Empirical studies indicate that mother tongue-based multilingual education (MTB-MLE) not only fosters cognitive development but also enhances academic performance and reinforces cultural identity, thereby equipping students for competitiveness on a global scale (Singh, 2025, p. 8).

In the context of Indian education, translanguaging strategies exhibit considerable pedagogical promise by utilizing the complete linguistic resources of students (Antony, 2024 [2]; Mukhopadhyay *et al.*, 2023) [13]. Research suggests that students value the recognition of their linguistic backgrounds and tend to perform better when they can utilize their entire language repertoire during learning activities (Antony, 2024 [2], p. 245). This methodology contests the prevailing monolingual ideologies that have historically influenced Indian education and paves the way for more inclusive teaching practices.

A thorough investigation of multilingual classrooms in Hyderabad revealed that educators effectively employed translanguaging strategies to enhance vocabulary acquisition by tapping into students' first language knowledge and facilitating inferences through diverse questioning methods (Mukhopadhyay *et al.*, 2023) [13]. The findings underscored the importance of learners' native languages as essential assets in the classroom, fostering inclusivity and equity in educational settings.

The notion of "folk pedagogy" is particularly pertinent within the Indian framework, signifying traditional educational practices upheld by indigenous and local communities (Kumar, 2023) [10-13]. These pedagogical methods prioritize experiential learning, community involvement, and the seamless integration of local knowledge systems with formal educational curricula.

Teacher Preparation and Professional Development

Contemporary literature highlights the essential importance of teacher preparation in effectively integrating language heritage and traditional knowledge (Economic Times Education, 2025; Times of India Delhi, 2025). Research indicates that numerous educators are inadequately prepared for multilingual classroom settings and lack sufficient knowledge of the traditional knowledge systems they are expected to incorporate into their teaching (Bera, 2025) [3].

Delhi's initiative to train government school teachers in traditional knowledge systems at IIT Mandi and IIT Gandhinagar exemplifies an innovative strategy to tackle preparation challenges (Economic Times Education, 2025). This program seeks to equip educators with an understanding

of Indian Knowledge Systems, which encompass philosophy, Sanskrit, arts, sciences, and ancient texts, thereby acknowledging the specialized knowledge necessary for effective integration of IKS.

Studies suggest that comprehensive teacher preparation programs should merge theoretical insights into traditional knowledge systems with practical pedagogical techniques (Bera, 2025^[3], p. 95). Successful programs involve collaboration with practitioners of traditional knowledge, experiential learning with indigenous teaching methods, and continuous mentorship for in-service teachers.

Nevertheless, considerable obstacles remain in the expansion of teacher preparation programs. A thorough analysis indicates that inadequate resource distribution, limited institutional capabilities, and a lack of supportive policies continue to hinder systematic reform of teacher education programs throughout India (Singh *et al.*, 2025)^[11-18-21].

Methodology

This research utilizes an extensive analytical framework that merges policy analysis, literature review, and case study evaluation to explore the interplay between parliamentary legislation and the practical application of language heritage and traditional knowledge integration within the Indian educational system. The methodological strategy is informed by contemporary academic studies on the integration of Indian Knowledge Systems and research in multilingual education (Anwar Khan & Husain, 2025)^[1].

Research Design

This research utilizes an extensive analytical framework that merges policy analysis, literature review, and case study evaluation to explore the interplay between parliamentary legislation and the practical application of language heritage and traditional knowledge integration within the Indian educational system. The methodological strategy is informed by contemporary academic studies on the integration of Indian Knowledge Systems and research in multilingual education (Anwar Khan & Husain, 2025)^[1].

Source Selection and Analysis Framework

Primary sources encompass peer-reviewed articles published in Scopus-indexed journals, governmental policy documents, constitutional provisions, and institutional reports from educational organizations throughout India. The criteria for selection emphasized recent publications (2020-2025) that address the integration of Indian Knowledge Systems, multilingual education practices, and the implementation of traditional pedagogy, aiming to reflect contemporary advancements in this swiftly changing field.

Secondary analysis centres on case studies from various Indian states, exploring different methods of preserving language heritage and integrating traditional knowledge. This comparative methodology highlights effective strategies while also spotting the common challenges in implementation across a range of socio-cultural and linguistic contexts.

Analytical Framework

The analytical framework investigates three interrelated dimensions: the legislative and constitutional provisions that support heritage education; the institutional mechanisms for implementing policy; and the pedagogical strategies that arise within the classroom environment. This multi-tiered analysis uncovers the intricate negotiation processes that are essential for converting policy goals into educational practices.

The framework integrates perspectives from translanguaging theory, which underscores the importance of utilizing students' entire linguistic repertoires as valuable educational assets (Antony, 2024^[2]; Mukhopadhyay *et al.*, 2023)^[13]. Furthermore, the analysis is informed by frameworks of culturally responsive pedagogy that emphasize the significance of linking formal education with the cultural and linguistic backgrounds of students.

Legislative Frameworks and Constitutional Provisions

The constitutional and legislative framework that underpins the integration of language heritage and traditional knowledge within Indian education constitutes a multifaceted network of provisions, presenting both opportunities and challenges for effective implementation. Article 350A of the Indian Constitution delineates the essential responsibility of states to offer mother tongue instruction at the primary level for children belonging to linguistic minorities (Constitutional Law Review, 2025)^[4]. Although this provision is revolutionary in its acknowledgment of linguistic rights, it encounters considerable challenges in its implementation across the varied educational landscape of India.

The Three-Language Formula, initially introduced into national education policy in 1968 and further reinforced by NEP 2020, seeks to reconcile linguistic diversity with the objectives of national integration (Sastry & Ghosh, 2023)^[14]. Studies reveal that the effectiveness of implementation differs markedly among states, with certain regions consistently adopting alternative strategies that emphasize regional linguistic identity over national language policies (Sastry & Ghosh, 2023^[14], p. 12).

Recent legislative advancements reflect an increasing acknowledgment of the significance of multilingual education; however, substantial disparities persist between constitutional assurances and the actual delivery of quality multilingual education (Singh, 2025)^[11-18-21]. This challenge is particularly pronounced in rural and tribal regions, where both infrastructure and teacher training remain insufficient (Singh, 2025^[11-18-21], p. 15).

Indian Knowledge Systems Integration: From Policy to Practice

The integration of Indian Knowledge Systems into mainstream education stands as one of the most ambitious initiatives of NEP 2020, necessitating profound changes in curriculum development, teacher training, and teaching methodologies (Halder, 2024^[8]; Singh *et al.*, 2024)^[19-20]. Studies indicate that effective integration of IKS goes beyond mere inclusion of cultural content, requiring a philosophical and methodological overhaul of educational practices (Anwar Khan & Husain, 2025)^[1].

The creation of the Indian Knowledge Systems Division within the Ministry of Education signifies a strong institutional commitment to the systematic research, documentation, and promotion of traditional knowledge (Journal of IUJ Harkhand, 2025^[9], p. 18). Institutions such as Banaras Hindu University, Jawaharlal Nehru University, and several IITs have begun to offer specialized programs, research centers, and fellowships dedicated to IKS (Journal of IUJ Harkhand, 2025^[9], p. 19).

Case studies illustrate a variety of strategies for IKS integration, with some areas developing comprehensive frameworks while others encounter fundamental implementation difficulties (Kumar *et al.*, 2025)^[11]. This revival encompasses not only textual or philosophical

traditions but also Indian classical music, dance, Ayurvedic medicine, and environmental wisdom, which are taught through traditional guru-siṣya methods in modern educational contexts (Journal of IUJ Harkhand, 2025 [9], p. 19).

Nonetheless, the implementation of IKS faces considerable obstacles, including challenges related to authenticity, inclusivity, accessibility, and the compatibility of epistemologies with contemporary educational systems (Journal of IUJ Harkhand, 2025 [9], p. 20). Despite these challenges, the renewed interest in IKS indicates a positive transition towards reclaiming indigenous narratives within Indian education and research.

Multilingual Pedagogical Approaches and Classroom Implementation

The modern application of multilingual pedagogical methods in classrooms uncovers both creative strategies and ongoing difficulties in utilizing language heritage to enhance education. Translanguaging methods, which permit students to engage their entire linguistic resources, exhibit notable potential in Indian settings where linguistic diversity is commonplace (Antony, 2024 [2]; Mukhopadhyay *et al.*, 2023) [13].

Evidence from Indian higher education institutions indicates that students react favorably to teaching methods that recognize and leverage their multilingual skills (Antony, 2024 [2], p. 246). Learners report heightened engagement and better understanding when permitted to utilize their native languages during educational activities, thereby challenging conventional monolingual teaching practices that exclude non-English linguistic assets.

A research study focused on the implementation of translanguaging in schools in Hyderabad revealed that educators effectively fostered collaborative learning environments by integrating translanguaging transitions, enabling students to collaboratively create projects in both English and bilingual formats (Mukhopadhyay *et al.*, 2023) [13]. This methodology not only supported content acquisition but also validated students' identities, with the majority of learners valuing the recognition of their linguistic heritages.

Nonetheless, challenges in implementation remain, especially concerning teacher training and institutional support frameworks. The research highlighted obstacles in systematically applying translanguaging practices and a lack of reflective habits among teachers as significant hurdles (Mukhopadhyay *et al.*, 2023) [13]. Numerous educators are inadequately trained in multilingual pedagogical strategies and lack sufficient knowledge of the traditional knowledge systems they are expected to incorporate.

Case Studies: State-Level Implementation Strategies

An analysis of state-level implementation strategies indicates considerable differences in the methods used for integrating language heritage and traditional knowledge, which mirror the varied socio-political contexts and educational priorities throughout India. The flexible framework of NEP 2020 grants states and regions the autonomy to select languages, provided that at least two out of three are indigenous to India, thus refraining from imposing any particular language (Sastry & Ghosh, 2023 [14], p. 8).

Investigations into the implementation of multilingual education across India show that, despite the backing of policy, obstacles remain, including regional inequalities, a lack of teaching resources, insufficiently trained educators, and parental inclinations towards English as the primary

language of instruction (SEL India, 2025, p. 3). The policy aspires to promote inclusivity and enhance educational outcomes, particularly targeting the challenges faced by indigenous, tribal, and marginalized communities.

The situation in India illustrates that multilingualism has frequently not prioritized indigenous languages, but rather has focused on dominant languages like Hindi and English (SEL India, 2025, p. 2). NEP 2020 presents a crucial opportunity to correct this linguistic disparity by emphasizing mother tongues and local languages in early education, which is especially pertinent for regions with significant tribal populations where linguistic diversity is often perceived as an obstacle rather than an asset.

Variations at the state level highlight the intricate connection between linguistic identity and educational policy. Certain states exhibit systematic strategies for the preservation of heritage languages, while others face fundamental challenges related to infrastructure and resource distribution (Sastry & Ghosh, 2023) [14].

Teacher Preparation and Professional Development Challenges

The evolution of India's educational framework to integrate language heritage and traditional knowledge necessitates essential modifications in teacher training and continuous professional development initiatives. Recent studies highlight considerable discrepancies between policy aspirations and the preparedness of teachers to apply heritage-oriented teaching methods (Economic Times Education, 2025; Times of India Delhi, 2025).

Delhi's program aimed at equipping government school educators with traditional knowledge systems at IIT Mandi and IIT Gandhinagar exemplifies a creative solution to the challenges of teacher training (Economic Times Education, 2025). This initiative, intended to introduce teachers to Indian Knowledge Systems encompassing philosophy, Sanskrit, arts, sciences, and ancient literature, reflects an acknowledgment of the specialized expertise needed for the successful integration of IKS.

Research suggests that effective teacher training programs must consider various aspects of multilingual education implementation. An investigation into teacher viewpoints revealed that although educators viewed the implementation of multilingual policies favorably, they encountered numerous challenges and necessitated extensive support systems (Sastry & Ghosh, 2023 [14], p. 18).

The difficulty intensifies when evaluating the extensive transformation needed. Research underscores the necessity of ongoing professional development programs that merge theoretical insights into traditional knowledge systems with practical teaching strategies (Bera, 2025) [3]. Successful programs involve collaboration with practitioners of traditional knowledge, experiential learning with indigenous teaching methods, and sustained mentorship for active educators.

Implications for Pedagogy

1. Transformative Pedagogical Frameworks

The incorporation of linguistic heritage and traditional knowledge into Indian education demands a profound transformation in pedagogical practices, which goes beyond mere content alteration to include innovative methodologies and a shift in philosophical perspectives. Studies indicate that effective heritage-based education necessitates pedagogical frameworks that respect traditional epistemologies while

fulfilling modern educational goals (Kumar, 2023 [10-13]; Sharma, 2024) [16-20].

The Indian Knowledge System presents advanced pedagogical strategies that are anchored in experiential and contextual learning, where knowledge is intrinsically linked to real-life scenarios and practical experiences (Sharma, 2025) [11-17]. Traditional Indian educational methods prioritized dialogic techniques, oral transmission, interdisciplinary strategies, and a profound respect for the teacher-disciple relationship (guru-śiṣya paramparā) (Journal of IUJ Harkhand, 2025 [9], p. 14).

Recent studies indicate that educational strategies that integrate traditional pedagogical components yield better results in terms of student involvement, cultural relevance, and knowledge retention when compared to exclusively Western-centric approaches (Sharma, 2024) [16-20]. This integration necessitates a thoughtful adaptation of ancient wisdom to modern classroom settings while upholding academic integrity and educational standards.

Translanguaging methodologies provide an additional transformative framework, allowing students to utilize their entire linguistic capabilities as educational assets (Antony, 2024 [2]; Mukhopadhyay *et al.*, 2023) [13]. Research shows that translanguaging techniques enhance student participation, boost understanding, and create inclusive classroom environments that acknowledge and validate diverse linguistic heritages.

2. Community-Centered Educational Approaches

The effective amalgamation of linguistic heritage and traditional wisdom necessitates pedagogical strategies that prioritize community knowledge and engage local stakeholders in the educational framework. Evidence suggests that educational initiatives rooted in the community yield better results when they involve local knowledge custodians, employ indigenous languages, and link formal education with traditional methodologies (Kumar, 2023) [10-13].

Principles of folk pedagogy provide significant insights for crafting community-focused strategies that connect formal and informal learning contexts (Kumar, 2023 [10-13], p. 118). These principles highlight the importance of participatory learning, narrative-driven knowledge sharing, and hands-on interaction with local environments and cultural traditions. Research shows that educational programs that integrate elements of folk pedagogy lead to increased student engagement, deeper cultural ties, and enhanced knowledge retention.

The incorporation of community elders and practitioners of traditional knowledge into formal educational frameworks is a vital approach to ensuring authenticity and cultural significance (Bera, 2025) [3]. Nevertheless, this integration necessitates a careful consideration of institutional protocols, academic standards, and compensation frameworks that honor traditional knowledge while fulfilling formal educational obligations.

3. Multilingual Competence and Cognitive Development

Current studies highlight the cognitive advantages associated with multilingual education, especially when it is delivered through culturally responsive teaching methods. Research indicates that learners who are instructed in their native language experience greater cognitive growth, enhanced academic performance, and a more robust formation of cultural identity (Singh, 2025 [11-18-21]; Mahapatra & Anderson, 2025) [12].

In the Indian setting, which is inherently multilingual, there are distinct opportunities to create teaching strategies that utilize linguistic diversity as a valuable educational asset (Antony, 2024) [2]. Evidence suggests that students achieve higher performance levels when their entire linguistic capabilities are recognized and incorporated into the learning experience, thereby contesting the monolingual perspectives that have traditionally influenced educational systems.

Multilingual proficiency, a fundamental aspect of the Indian Knowledge System, fosters cognitive adaptability and facilitates cross-linguistic transfer, which in turn enhances overall language acquisition and the development of critical thinking skills (Sharma, 2025) [11-17]. The focus on multilingual education resonates with ancient Indian educational philosophies that viewed linguistic diversity as an important resource rather than a hindrance to the learning process.

4. Assessment and Evaluation Strategies

The educational ramifications of heritage-based education encompass assessment and evaluation methodologies that acknowledge various epistemologies and diverse modes of knowledge representation. Conventional assessment methods, which are often reliant on standardized testing and uniform evaluation standards, may fail to adequately reflect the learning outcomes linked to heritage-based pedagogical practices (Singh, 2025) [11-18-21].

Evidence indicates that authentic assessment methodologies, which assess student learning through performance-oriented tasks, portfolio creation, and community-engaged projects, provide more suitable frameworks for contexts involving heritage-based education. These methodologies enable students to exhibit their learning through culturally pertinent approaches while upholding academic integrity and educational benchmarks.

The creation of culturally attuned assessment instruments necessitates cooperation among educators, traditional knowledge custodians, and community stakeholders to guarantee that evaluation techniques respect traditional epistemologies while fulfilling modern educational accountability standards (Bera, 2025) [3].

Conclusion

The thorough examination of linguistic heritage and the incorporation of traditional knowledge within Indian education uncovers a multifaceted array of opportunities, challenges, and ongoing dialogues between the formulation of parliamentary policies and their execution in classrooms. The transition from legislative structures to teaching practices illustrates both the transformative possibilities and the enduring challenges in establishing educational systems that are culturally responsive, honoring India's linguistic and intellectual legacy while equipping students for global competitiveness.

The constitutional provisions, especially Article 350A, provide a strong basis for multilingual education and the preservation of heritage languages; however, the implementation is inconsistent across the varied educational landscape of India (Constitutional Law Review, 2025) [4]. The National Education Policy 2020 signifies a significant shift towards acknowledging indigenous knowledge systems and multilingual teaching methods, yet effective implementation necessitates ongoing institutional dedication, sufficient resource distribution, and thorough teacher training programs (Kumar, 2023 [10-13]; Haldar, 2024) [8].

Studies indicate that students gain considerable advantages from educational strategies that incorporate their linguistic and cultural backgrounds, resulting in enhanced cognitive growth, a stronger sense of cultural identity, and better academic performance (Singh, 2025 [11-18-21]; Antony, 2024) [2]. The rise of innovative teaching frameworks, such as translanguaging strategies and the integration of folk pedagogy, presents promising avenues for fostering more inclusive and effective educational settings.

Nonetheless, significant obstacles remain in the effort to scale these methodologies throughout India's extensive educational framework. Teacher training stands out as a pivotal constraint, with notable discrepancies between policy goals and the preparedness of educators to apply heritage-based teaching methods (Economic Times Education, 2025; Bera, 2025) [3]. The gap between policy ambitions and institutional capabilities necessitates urgent intervention through holistic professional development initiatives, enhanced resource distribution, and stronger collaborations between educational entities and traditional knowledge experts.

Variations in implementation strategies at the state level highlight both effective models and ongoing difficulties. The adaptable nature of NEP 2020 permits regional discretion in language choice while upholding a commitment to the promotion of indigenous languages (Sastry & Ghosh, 2023) [14]. Nevertheless, issues such as regional inequalities, limited resources, and societal preferences for English-medium education continue to obstruct systematic execution (SEL India, 2025).

The ramifications for pedagogy go beyond mere content integration, encompassing essential methodological and philosophical shifts. Effective heritage-based education necessitates pedagogical frameworks that prioritize community knowledge, utilize the full linguistic capabilities of students, and adopt culturally responsive assessment methods. The incorporation of traditional knowledge systems presents opportunities for crafting more comprehensive, value-oriented educational strategies that tackle modern challenges while respecting ancient wisdom (Journal of IUJ Harkhand, 2025) [9].

Future research directions ought to concentrate on longitudinal studies that investigate the long-term effects of heritage-based educational methods on student outcomes and career paths. A comparative analysis of effective implementation models across various states and cultural contexts may yield significant insights for the broader application of successful practices. Furthermore, inquiries into teacher preparation techniques and professional development strategies could enhance the effectiveness of educator training within heritage-based pedagogical frameworks.

Policy recommendations arising from this analysis encompass: reinforcing constitutional implementation mechanisms to guarantee sufficient provision of mother tongue education for linguistic minorities; broadening teacher preparation programs to incorporate extensive training in traditional knowledge systems and multilingual teaching methods; fostering collaborations between educational institutions and traditional knowledge practitioners to ensure the genuine and respectful integration of indigenous wisdom; establishing digital repositories and technological platforms to aid in the preservation of heritage languages and the dissemination of traditional knowledge; and instituting evidence-based monitoring and evaluation systems to measure the effectiveness of heritage-based educational strategies.

The dialogue between parliament and educational institutions

regarding the integration of linguistic heritage and traditional knowledge is an ongoing endeavour that necessitates unwavering dedication from policymakers, educators, and community members. Despite the existence of challenges, the increasing volume of research highlighting the advantages of culturally responsive education offers persuasive justification for ongoing investment in these transformative methodologies (Mukhopadhyay *et al.*, 2023 [13]; Singh, 2025) [11-18-21]. India's achievements in this area could provide a framework for other multilingual and multicultural societies aiming to respect their heritage while equipping their citizens for global participation.

Moving forward necessitates an acknowledgment that education rooted in heritage transcends mere preservation of the past; it aims to foster more inclusive, effective, and meaningful educational experiences that enable students to navigate a connected world while preserving strong ties to their cultural origins. Striking a balance between tradition and innovation, local significance and global competitiveness, embodies the core challenge and opportunity within modern Indian education, demanding ongoing research, policy enhancement, and pedagogical creativity to realize its transformative potential.

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