

Importance Of Teacher Education For Promoting IKS Through Teaching Practices And Curricula

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ABSTRACT:

Education has a very important place in the Indian Knowledge System (IKS). Teachers play pivotal role in every stage of a student's life, guiding them through various learning phases. The Indian Knowledge System (IKS) is very popular diversified among other countries education systems due to its change in the evaluation from ancient to the modern education system. During the ancient and medieval period of education, students were trained by teachers but after independence there is a tremendous growth in the Indian Knowledge System (IKS) providing teaching and training in all aspects.

The integration of the Indian Knowledge System (IKS) into teacher's education as envisioned by the National Education Policy (NEP)-2020 and guided by the University Grant Commission (UGC) guideline. NEP-2020 emphasizes a holistic and multidisciplinary approach, promoting Indian Knowledge System (IKS) through teaching practice. It also focused the importance of research and teacher training in Indian Knowledge System (IKS). The University Grant Commission (UGC) guidelines support interdisciplinary curriculum integration, faculty development programs and collaboration with traditional knowledge systems.

Indian Knowledge System (IKS) can enhance teacher education focusing on curriculum design, teaching practices interdisciplinary teaching, research & innovation and continuous professional development. Teacher education program can provide a more holistic, inclusive and engaging learning experiences for students.

Keywords-NEP-2020, Indian Knowledge System (IKS), Teacher education, University Grant Commission (UGC), ancient and modern education, role of teachers, History of Teacher Education, faculty development programs, Indian Knowledge System.

Introduction

Education renders a significant contribution in leading to effecting growth and development of the individuals and teachers have a¹n important role to play in imparting education to the students. The major significance of TE is focused upon the impartment of training to the teachers, with the main purpose of achieving the desired academic outcomes. Teachers have an important role to play in leading to effective growth and development of the students. Therefore, to perform their job duties up to the required standard, it is vital for them to enhance their spills and abilities (Sharmila, 2019)¹.

Teacher education is an integral component of the educational system. It is broad and comprehensive concept. It encompasses teaching spills sound Pedagogical theory and professional spills.

Thus teacher education is a programme that is related to the development of teacher and that would enable and empower the teacher to meet the requirements of the profession and face the process of professional preparation of teachers. It builds capacities among teachers to construct to deal with different contexts and to develop the abilities to discern and judge in moments of in certainty. The different method techniques, innovations, spillsowles and guidelines that brings out the development of a teacher is TE.(Muddasir Hamid Malik, 2012)²

Role of teacher in promoting Indian knowledge, tradition, and culture

The teacher does not just play the role of the instructor but also becomes an important part offorming students' points of view about society. As Sant Kabir enunciated "**Guru Govind Dou Khare Kake Laagu Paun, Balihari Guru Aapnejin Govind Dio Milay**" (If the teacher and God both stand together then the student should bow to the teacher because it is the teacher who leads the student to meet the ultimate power) which shows the importance of a teacher in the life of students. The role is not defined here to be physical only, but it can be distance learning as well which IGNOU has been doing for years now. Distance learning is

1 Importance of teacher education

<https://efaidnbmnnnibpcajpcglclefindmkaj/https://www.allresearchjournal.com/archives/2019/vol5issue10/PartB/5-9-32-798.pdf>

2 Concept and importance of Teacher Education

https://efaidnbmnnnibpcajpcglclefindmkaj/https://www.sciencepub.net/researcher/research0405/006_9289research0405_32_34.pdf

not new in our culture, in ancient times Eklavya also learned archery from a distance by observing his guru, Dronacharya, from afar. This highlights the fact that the impact of a teacher can transcend physical presence and still have a profound influence on a student's growth and development.

Teachers can empower students to become independent learners who are capable of exploring diverse perspectives and forming their own conclusions. **As Mahatma Gandhi opined, "Illiteracy is a curse in our country".** This statement shows the value of education; therefore, the role of teachers becomes hard because they have to adapt the necessary skills and traditional practices to contemporary contexts, ensuring that our cultural heritage remains relevant and alive in today's rapidly changing world. **(Shobhit Kashyap)³**.

History of Teacher Education

Ancient education

During the ancient period, two systems of education were developed, Vedic, and Buddhist. The medium of language during the Vedic system was Sanskrit, while those in the Buddhist system were Pali. During those times the education was of Vedas, Brahmanas, Upanishads, and Dharmasutras. From the Rigveda onwards, our ancient education started with the objective of developing the students not only in the outer body but also on the inner body. The ancient education focused on imparting ethics like humility, truthfulness, discipline, self-reliance, and respecting all creations to the students. The education was mostly imparted in ashrams, gurukuls, temples, houses. Sometimes pujaris of the temples used to teach students. The education system of ancient India has some special features and uniqueness which was not found in any other ancient education system of the other countries. The education was mostly given in forests under the blue sky, which keeps the student's mind fresh and alive. During ancient times people used to live a simple life and do their work with devotion and hard work. **(Jayapalan N., 1996)⁴**

Aim of education

3 Role of teacher education in promoting Indian knowledge, tradition, and culture

<https://www.scribd.com/document/682009244/Role-of-teacher-education-in-promoting-Indian-knowledge>

4 History of Education in India;

https://www.researchgate.net/publication/346738173_Indian_Education_Ancient_Medieval_and_Modern

The main objective of education was to equip the students with a good quality of education. The education mostly focused on the enrichment of culture, character, and personality, development, and cultivation of noble ideals. The objective was gaining the mental, physical, and intellectual personality of students, to make the students future-ready and survive in any situation.

Curriculum

Curriculum plays an essential role in the education system. It was dynamic and not static; it was made up of different stages. The fundamental goal of building a good curriculum³ was to develop students physically and mentally. The curriculum consists of four Vedas, six vedangas, Upnishads, darshanas, Puranas, Tarka Shastra. The six vedangas were Shiksha, Chhandas, Vyakarana, Nirukta, Jyotisha, and Kalpawhile the dar⁴shanas were Nyaya, Baiseshika, Yoga, Vedanta, Sankhya, Mimasa. Algebra, Geometry, and grammar were also given more importance at that time. Panini was famous in the domain of grammar at that time. The curriculum of the Buddhist system consists of pitakas, Abhidharma, and sutras. Besides this medicine, Vedas were also given importance. Hindu learning was a part of Buddhist learning, although more emphasis was given to Buddhist learning. Both the systems were going hand in hand at that time. The education was totally through orals and debates, and the exams were conducted every year. The education system of the ancient period focused on subjects like warfare, military, politics, religion. (Anantha.Buddappa.Goudgeri, 2022)⁵

Methods of learning

The teachers at that time paid special focus to their students and teach them according to their knowledge and skill level. Teaching was basically via orals and debates, and the different methods were as follows:

5 EDUCATION IN ANCIENT INDIA

<https://efaidnbmnnnibpcjpcglclefindmkaj/https://ijcrt.org/papers/IJCRT2202520.pdf>

- At that time books were not there, so students had the habit to learn and memorize all the things taught in the class, and teachers also helped them in memorizing.
- The students used to deep dive into the concepts taught by their teachers and explore new methods to learn it.
- Listening, Contemplation, and concentrated contemplation were some new methods of exploring the way of learning.
- The teachers used the storytelling methods to teach the students.
- Students used to ask questions about the topics taught by the teachers and these topics were discussed and then answered to the students.

The education of that time mainly focused on practical knowledge of the topics taught in the class.

- The students got plenty of knowledge through seminars and debates conducted at frequent intervals

Medieval education

During the eighth century Anno Domini (A.D) a huge number of Mohammadian invaded India. Mahmud Ghaznavi captured India and set up a large number of schools and libraries in the country by the looted wealth. Later Muslim leaders established their permanent empire in India they brought a new system of education. The ancient education system was drastically changed. The Arabs and the Turks brought some new cultures, traditions, and institutions in India, in that the most remarkable change was the Islamic pattern of education which was different from the Buddhist and Brahmanic education system. The medieval age, education system primarily focused on the Islamic and Mughal System.(Mangesh M.Ghonge, 2020)⁶

Aim of education

The main objective of education during the medieval period was the spread of knowledge and the propagation of Islam. The objective behind this era of education was to spread Islamic

education its principles, and social conventions. The purpose of the education system⁵ was to make people religious minded.

Curriculum

During that time books were not there, therefore the students were used to write on taktis. The stress was laid on teaching the student from the beginning hat is teaching them first alphabets and then words. Calligraphy and grammar were the most important subjects taught during those days. Students also learned “paharas”(multiple of numbers), and also they memorized it while learning. Arabic and Persian were the main languages of communication and these languages were important for the students who wanted to get higher posts. The recitation of the Quran was made compulsory, the students used to learn the Quran by heart as this was an important part of their curriculum. The students at their early ages were taught to recite the first chapters of the Quran as a poem. Ibn Sina, an Islamic Persian scholar, and a teacher write that students during the age of should be given the choice of selecting their favorite subjects for masters, for example, reading, manual skills, literature, medicine, geometry, trade, and commerce. There were two types of education during medieval times like secular and religious education. Religious education consists study of the Quran, Mohammad, and his invasions Islamic laws and Islamic history. The secular education consists of the study of Arabic literature, grammar, history, philosophy, mathematics, geography, politics, economics, Greek language, and agriculture.

Methods of learning

- Orals, discussions, and recitations of the lesson taught were the main methodsof learning at that age.
- Emperor Akbar encouraged the students to focus more on reading and writing and to reform the scripts. He wanted the education system to be systematic and advised teachers to first teach students about the knowledge of alphabets, then words-knowledge, and then sentence formation.
- More emphasis was given on practical education.

⁶ Indian Education: Ancient, Medieval and Modern

<https://www.researchgate.net/publication/346738173> Indian Education Ancient Medieval and Modern

- There was no half-yearly or annual examination fixed for students, but the students were evaluated based on practical situations of life

Modern education

In the middle of the medieval age, the British invaded India and started to capture it. The modern education was introduced during the British empire. In the Lord Thomas Babington Macaulay introduced the English language. The subjects and the syllabus were limited to some extent, the main aim of modern education of the British was to spread Christianity. As time passed education started to develop and entered into the modern era that is in the twenty-first century, the era of science, technology, and innovations. And the demand and the need for education stills remain the same as it was in ancient and medieval times. In the modern era of science and technology, the industrial sector is increasing day by day. As demand increases our education sector also needs to change and adapt to that environment.

Aim of education

The objective of modern education was to inculcate values in students such as equality, secularism, education for all, and environmental protection, etc. To understand the culture as well as people of our country, every student must be provided at least a minimum level of education and also to provide education to the people who cannot afford it, to prepare the students with the ever-increasing demands.

Curriculum

The whole curriculum of a student is divided into three sections primary, secondary, and graduation field for further studies example computer, electrical, civil, etc. But after secondary education students also have choices to choose their career path. In primary education, students are taught subjects like history, geography, mathematics, science, Hindi, and Marathi. The languages may differ from state to state. At the early stages, students were taught alphabets, poem recitation, word formation, etc. Different prayers, the National Anthem is also in the schools. Along with studies different sports and extracurricular activities are also conducted in schools to keep the students fit and for their all-round development. The pupils are assessed based on the term exams conducted at frequent intervals. In secondary education, students are given choices to choose from science and

commerce. According to the student's choice, they were given an education. Secondary education is an advanced version of primary education. Pupils were assessed based on term examination. After secondary education, students were given entry to the universities through some entrance examination, according to their marks scored in entrance examination they are admitted to the universities. Pupils were assessed based on semester exams or in-sem exams.

- In modern education along with studies, the emphasis is given on extra-curricular activities and sports for all-round development of students.

Methods of learning

- Students mostly learn concepts through online platforms like YouTube, Coursera, and Udemmy.
- Students refer to the notes given by the teacher's side by side while learning online.
- During class hours doubts are solved through discussions, debates, etc.
- Pupils were assessed based on mid-sem written exams and practical exams to check their practical knowledge. (Mangesh M.Ghonge, RohitBag and AniketSingh, 2020)⁷.

NEP – 2020 for Promoting Teacher Education

- To ensure that outstanding students enter the teaching profession - especially from rural areas - a large number of merit-based scholarships shall be instituted across the country for studying quality 4year integrated B.Ed. programmes. In rural areas, special merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B.Ed. programmes.
- Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education. For subject teachers, suitable TET or NTA test scores in the corresponding subjects will also be taken into account for recruitment. To gauge passion and motivation for teaching, a

⁷ Indian Education: Ancient, Medieval and Modern

https://www.researchgate.net/publication/346738173_Indian_Education_Ancient_Medieval_and_Modern

classroom demonstration or interview will become an integral part of teacher hiring at schools and school complexes.

- To ensure an adequate number of teachers across subjects - particularly in subjects such as art, physical education, vocational education, and languages - teachers could be recruited to a school or school complex and the sharing of teachers across schools could be considered in accordance with the grouping-of-schools adopted by State/UT governments. (Subhashree Mishra, 2024)⁸
- A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades. The abovedescribed initiatives in recruitment and deployment will b⁸e scaled as needed over time, to fill all vacancies with qualified teachers, including local teachers, with suitable incentives for career management and progression as described below.

NEP 2020 on Indian Knowledge System

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.

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.

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.

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

⁸ INTEGRATING TRADITIONAL INDIAN KNOWLEDGE SYSTEM IN INDIAN HIGHER EDUCATION

<https://efaidnbmnnnibpcajpcgclefindmkaj/https://www.rjpn.org/ijcpub/papers/IJCSP24C1037.pdf>

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.

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.

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:

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.

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.

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.

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.

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.

Conclusion

The integration of the Indian Knowledge System (IKS) 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.

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.

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 that incorporates IKS can provide students with a well-rounded education that respects and acknowledges their cultural heritage.

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.

Integrating IKS into STEM education can enhance the relevance and cultural sensitivity of these subjects. The Indian Knowledge System, with its rich contributions to fields like mathematics, astronomy, and medicine, offers a wealth of resources that can be integrated into STEM curricula.

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.

This approach aligns with the broader goals of NEP 2020, promoting a more inclusive, equitable and culturally responsive education system in India.

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