

**INDIAN KNOWLEDGE SYSTEM & TEACHER EDUCATION**

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**ABSTRACT**

The Indian Knowledge Systems comprise of Jnan, Vignan, and Jeevan Darshan that have evolved out of experience, observation, experimentation, and rigorous analysis. This tradition of validating and putting into practice has impacted our education, arts, administration, law, justice, health, manufacturing, and commerce Topics. Vedic mathematics, various shastras such as the Arthashastra, and Indian astronomy will be taught under the IKS initiative. IKS topics for students taking UG medicine courses will include yoga, meditation, and ayurveda. IKS is based on Vedic literature, the Vedas and the Upanishads. Existing IKS courses may be synced to digital learning platforms. Modules for training and orientation of educators may be designed to improve quality of classroom delivery on IKS courses. Specialised teacher training centres will be set up to train teachers on specific topics related to the Indian Knowledge Systems. There will be a approach to public through various mechanisms to disseminate and popularize authentic IKS knowledge to develop informed and confident citizenry. People will be involved in various IKS initiatives through Jan Bhagidari programs similar to citizen science initiatives. Employment opportunities for youth through skill-based programs will be created. IKS will promote heritage technology by bringing technology solutions to showcase the Indian heritage to Indians and the world. Its aim is to capture 10% of the world tourism and provide massive employment opportunities to our youth.

**Keywords:** Indian knowledge system, IKS, skill-based programs, employment opportunities, NEP 2020, Vedic literature, Upanishad, education, health, environment

**Introduction:**

The Indian Knowledge System (IKS) is the systematic transmission of knowledge from one generation to next generation. It is a structured system and a process of knowledge transfer rather than a tradition. The Indian Knowledge System is based on the Vedic literature, the Upanishads, the Vedas, and the Upvedas. The NEP-2020 (National Education Policy) recognizes this rich heritage of ancient and eternal Indian knowledge and thought as a guiding principle.

The Indian Knowledge Systems comprise of Jnan, Vignan, and Jeevan Darshan that have evolved out of experience, observation, experimentation, and rigorous analysis. This tradition of validating and putting into practice has impacted our education, arts, administration, law, justice, health, manufacturing, and commerce. This has influenced classical and other languages of Bharat, that were transmitted through textual, oral, and artistic traditions. It includes knowledge from ancient India and, its successes and challenges, and a sense of India's future aspirations specific to education, health, environment and indeed all aspects of life.

**Objectives of Indian knowledge system:** Indian knowledge system aims to support and facilitate further research to solve the contemporary societal issues in several fields such as Holistic health, Psychology, Neuroscience, Nature, Environment & Sustainable development. The primary aim of drawing from the past and integration of the Indian knowledge systems is to solve the contemporary and emerging problems of India and world by using our ancient knowledge systems represented by uninterrupted tradition of knowledge transfer and unique point of view (Bhāratīyu Drishti).

**Subjects under Indian knowledge system:** Humanities, Engineering, Medicine, Agriculture, Community knowledge systems, Fine and Performing arts, Vocational skills, etc, which have IKS content. As per the guidelines, the courses must have a clear mapping of the traditional subjects in IKS with the modern subjects such as Chemistry, Mathematics, Physics, Agriculture, etc.

**Indian knowledge system in Education:** The IKS will be introduced in a scientific way in school and higher education curricula. The IKS will include tribal knowledge as well as indigenous and traditional learning methods which will cover and include mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as governance, polity and conservation. Specific courses in tribal ethno-medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available. An engaging course on Indian Knowledge Systems will also be available to students in secondary school as an elective. The policy recognizes that the knowledge of the rich diversity of India should be imbibed first hand by learners.

This would include simple activities, such as student tours to various regions of the country. This will not only promote tourism but also help in developing an awareness and appreciation of India's diversity, culture and traditions, as well as knowledge of various parts of the nation. Towards this direction under 'Ek Bharat Shrestha Bharat', 100 tourist destinations in the country will be identified where educational institutions will send students to study these destinations and their history, scientific contributions, traditions, indigenous literature, and knowledge, etc., as a part of augmenting their knowledge about these areas. At present, 32 IKS Centres established to catalyse original research, education, and dissemination of IKS. Ongoing 75 high end inter-disciplinary research facility like ancient metallurgy, ancient town planning and water resource management, ancient rasayanshastra etc. projects are being put in place.

Around 5200 internships on IKS have been offered. Conducted 50 faculty development programs, workshops, and National/International conference. More than 8000 HEIs have started adopting IKS in their curriculum and worked on digitization of 1.5 Lakhs book. The IKS Division has brought together leading thinkers and practitioners of various knowledge domains to develop Vision 2047 documenting a roadmap for establishing thriving Bhāratīyajnana Parampara. By drawing from our vast knowledge, it would be easier to promote and enable further research to address the challenges of our present times. Inclusion of these courses in mainstream education would provide inspiration while preserving the heritage of our learning systems.

Through exposure to both traditional and contemporary concepts, students can gain a better understanding of their culture, expand their intellectual development, and enhance their confidence.

**TEACHER EDUCATION:** Teacher education or teacher training refers to programs, policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviours, approaches, methodologies and skills they require to perform their tasks effectively in the classroom, school, and wider community. Teaching is a process where systematic methods were used to transmit knowledge to someone. Teachers employ methods to enable students to learn effectively. Effective teaching enhances academic performance.

This teaching should be inclusive of all learning styles to ensure that no student should be left out. Thus, “teacher education” refers to structure, process by means of which men and women are prepared for work in primary and elementary schools. This includes preschool, kindergarten, elementary, and secondary institutions for children from the age of two or three to 18. It equips aspiring teachers with the science and art of instructions. Teacher education programs delve into various teaching methods, strategies, and approaches that they use to bring learning to life. It's about understanding how students learn best and tailoring instruction to meet their diverse need

**Primary Teacher Education:** This course lasts for two years and the minimum qualification for entrance is matriculation. At present higher secondary has been as the minimum qualification for entrance.

**Secondary Teacher Education:** Training colleges trained graduate teachers for secondary or higher secondary classes.

### **Objectives of Teacher Education:**

The main objective of teacher education is to develop a skill to stimulate experience in the taught, under an artificially created environment, less with material resources and more by the creation of an emotional atmosphere.

Some of the most important objectives of teacher education are as follows:

#### **1. Imparting an adequate knowledge of the subject- matter:**

The objective of teacher education is to develop a good command of the subject matter of the assignment given to him in the colleges.

#### **2. Equipping the prospective teachers with necessary pedagogic skills:**

The main objective of teacher education is to develop a skill to stimulate experience in the taught, under an artificially created environment, less with material resources and more by the creation of an emotional atmosphere. The teacher should develop a capacity to do, observe, infer and to generalize.

#### **3. Enabling the teacher to acquire understanding of child psychology:**

The objective is to understand the child psychology so that the teacher is able to appreciate the difficulties experienced by children so as to bring about new modes and methods of achieving the goals in consonance with the reactions of the children.

#### **4. Developing proper attitudes towards teaching:**

One of the major objectives of teacher education is to develop proper attitudes towards teaching as a result of which he will be able to maximize the achievements from both the material and human resources. There is also development of a proper perception of the problems of universal enrolment, regular attendance, year-to-year promotion.

#### **5. Developing self-confidence in the teachers:**

**The objectives of teacher education are development of the ability to take care of himself in terms of:**

- (a) Adjustment with the physical conditions,
- (b) Healthy adjustment with the social environment
- c) Adjustment with himself to derive emotional satisfaction with his life.

#### **6. Enabling teachers to make proper use of instructional facilities:**

The objective of teacher education is to develop the capacity to extend the resources of the school by means of improvisation of instructional facilities.

#### **7. Enabling teachers to understand the significance of individual differences of child and to take appropriate steps for their optimum development:**

The objective of teacher education is to know the causes of individual differences as a result of which he will be able to develop the ability to be a child with children, an adult with the adults, a responsible citizen among the community.

#### **8. Development of the ability to give direct satisfaction of parents from the achievement of children in terms of:**

- (a) Proper habits of taking care of the body,
- (b) Proper attitudes reflected in the behaviour of the children at home, in the school, in the streets, at the farms and fields etc
- (c) Progress in the class.

The duties of the teacher is very much relevant in nursery, primary, middle, secondary, higher secondary schools. Hence the scope of teacher education is very vast. The duties of the teacher in different stages of education depend on the foundational general education of the teacher. Emphasis is to be on the practical aspects rather than theory.

#### **Conclusion:**

IKS includes knowledge from ancient India and, its successes and challenges, and a sense of India's future aspirations specific to education, health, environment and indeed all aspects of life. Indian knowledge system aims to support and facilitate further research to solve the contemporary societal issues in several fields such as Holistic health, Psychology, Neuroscience, Nature, Environment & Sustainable development. Indian Knowledge System (IKS) is an innovative cell established to promote interdisciplinary research on all aspects of IKS, preserve and disseminate IKS for further research and societal applications. It will actively engage for spreading the rich heritage of our country and traditional knowledge.

The IKS will include tribal knowledge as well as indigenous and traditional learning methods which will cover and include mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as governance, polity and conservation. This will not only promote tourism but also help in developing an awareness and appreciation of India's diversity, culture and traditions, as well as knowledge of various parts of the nation.

It includes dissemination and imparting of knowledge of various dimensions of learning in the spheres of Universal human values, Vedic Maths, Yoga, Ayurveda, Sanskrit, Indian Languages, sacrosanct religious regions located in the Indian subcontinent, Archaeological sites and monuments, Heritage of India, Indian Literature, Indian Sculpture, Indian Music and dance forms, Drama, Visual Arts, Performing Arts, Crafts and Craftsmanship etc. Universities may introduce learner credits or IKS electives in all courses for imbibing learners across all disciplines with traditional knowledge and pride. UGC has already made it mandatory to include 5% of the total credits in the curriculum related to the IKS courses. Establish institutional support mechanisms through the establishment of the IKS centres which will be catalysts for initiating research, education, and outreach activities in various parts of the country.

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