

IKS: ROLE OF A TEACHER AS A FACILITATOR

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Abstract:

The Indian Knowledge System (IKS) is a vast collection of traditional information that has been passed down through the ages, including practical, philosophical, scientific, and spiritual knowledge. Over the course of centuries, the teacher-student dynamic in IKS has changed from a traditional, directive style of instruction to one that is more facilitative. In this situation, the instructor's function as a facilitator highlights a cooperative learning atmosphere in which the teacher serves as a guide to assist students in engaging with, interpreting, and reflecting on knowledge rather than just as an authority figure. The present piece examines how instructors' roles as facilitators within IKS have evolved, emphasising how this strategy promotes cognitive, emotional, and spiritual development.

Keywords: *Indian Knowledge System, Teacher as Facilitator, Holistic Learning, Traditional Education, Mentorship, Self-discovery, Cognitive Development, Spiritual Growth, Indian Pedagogy.*

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Introduction:

The Indian Knowledge System (IKS) is rooted in a very rich traditional practice of dissemination of knowledge that has survived thousands of years. IKS envisaged learning from ancient Gurukulas up to contemporary practices as cognitive interactions comprising reflection and self-exploration. Traditionally, teachers warranted the status of being respected persons in the Indian milieu, yet were expected to impart not only knowledge but also ethical and spiritual wisdom. However, as per modern education, a more structured, standardized role has been assigned to teachers. Despite all of the above influences, the role of the teacher as a facilitator remains pivotal in IKS. While the content imparting and dissemination of knowledge still remain an area of importance, the teacher has an equally important role in providing the ambience to facilitate critical thinking, self-exploration, and a holistic development of individuals.

In this era of education, where learning is often synonymous with exams and grades, the facilitative dimension of teachers stands out as an alternative; one where knowledge is not merely imparted but rather co-constructed during the active engagement of students.

Objective:

This paper is aimed at studying the growing place of teachers as facilitators in the Indian Knowledge System. It seeks to study how this would help students to have their intellectual, emotional, and spiritual growing needs. The present paper attempts to highlight the pedagogical methods derived from IKS and then discuss their

relevancy to modern educational frameworks. By arguing the characteristics of facilitation in traditional learning environments, the paper may also suggest examples of how facilitation methods could be used to integrate the best of both worlds in present-day education.

Describe:

Indian Knowledge Systems undoubtedly suggest the eclectic, encompassing knowledge in a number of areas including philosophy, spirituality, science, and practical skills. This system did not believe in teaching which was proposed only through books or imparted through the standardized curricula; here the teacher became a mentor imparting knowledge through deep interaction, oftentimes called personal mentorship with students.

There is a belief that the teacher here is a facilitator just because his forte of transforming knowledge is largely in the domain of connecting individual to far deeper truths of being. The teacher in this scenario acquires the role of a co-learner, where the other end-user benefiting from knowledge transfer is the student reflecting on his observations and the implication thereof.

Facilitation in this case goes beyond the neoclassical definition of simply transmitting knowledge. It means providing a conducive atmosphere wherein students are encouraged to ask questions, make connections, and critically engage with the material they are learning about. By providing students with the tools and resources to engage with knowledge on their own, the teacher facilitates this experience.

It contributes to the overall development encompassing cognition, emotions, social well-being, and spiritual enlightenment. In the Indian tradition, education was meant to empower the individual for a purposeful life-one lived with not only the knowledge-being nurtured with values like wisdom, compassion, and self-awareness. This is in keeping with the Indian philosophical construct of Vidya which means knowledge that transcends the mere idea of intellectual knowledge toward moral and spiritual understanding.

In IKS, teachers, acting as facilitators, encourage students to think critically about their own experiences, values, and beliefs. Through such meanings, reflection is created, stimulating critical thinking and ultimately fostering intellectual independence. A teacher creates an atmosphere of respect and engagement that involves students as active contributors to their own learning processes.

Findings:

1. A Shift Toward Student-Centered Learning: In traditional Indian education, particularly in Gurukulas, learning was individualized, emphasizing the experiential rather than rote memorization. Teachers played a pivotal role in the empowering aspect, helping the students internalize concepts and allowing them to interact with content through discussion, reflection, and inquiry.
2. Promoting Self-Discovery and Critical Thinking: The facilitative teaching approach encourages student exploration of knowledge and the formation of their opinions. The teacher therefore plays the role of a facilitator who helps the students walk across the vast ocean of information in search of their own voice and perspective.

3. Holistic Education: The role of teacher as a facilitator goes beyond cognitive development in IKS; rather, it also aims at the growth of the emotional and spiritual dimensions of a student with emphasis on virtues such as empathy, mindfulness, and ethical reasoning. The teacher assists students in gaining a more rounded knowledge of themselves and their relation to the world.
4. Incorporating Dialogical Methods: Most traditional Indian systems mandated that the methods of learning were dialogical (e.g., shastrarth) and involved debate in which both the teacher and student were active participants in a two-way conversation. This helped attain a depth of understanding and facilitated higher reasoning. Teachers acting as facilitators at present can also incorporate these methods to create an interactive platform for learning.
5. A Respect for Diversity and Individual Paths: The IKS also facilitates a respect for the fact that every person is unique. All approaches, and particularly the facilitators, should respect the individuality of students and accept different paths their learning may take. The students were encouraged to express themselves through whatever art form is available to them, be it music, discussion, or other methods.

Conclusion:

The teachers' role of facilitator within the Indian Knowledge System is very important for nurturing an all-round approach to education. Unlike the traditional way of teaching where the teacher assumes all authority, a facilitator helps the students to actively associate with and engage knowledge. This allows their development not merely intellectually but also emotionally and spiritually. This, in turn, nurtures critical thinking skills, self-awareness, and adaptability to the intricacies of life.

Educational institutions can use the IKS approach to make progressive changes to their educational systems while integrating these traditional approaches. Shifting the focus to student-centered, reflective, and interactive environments allows teachers to encourage students to investigate, inquire, and grow as responsible, thoughtful personalities and not just as scholars.

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