

THE STUDY OF THE ROLE OF TEACHER EDUCATION IN PROMOTING THE INDIAN KNOWLEDGE SYSTEM

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Abstract:

The Indian Knowledge System encompasses a rich tapestry of philosophical, scientific, and cultural heritage. However, its representation in modern education remains limited. This paper examines the pivotal role of teacher education in promoting Indian Knowledge System in contemporary educational settings. By integrating Indian Knowledge System into teacher education programs, educators can develop critical thinking, cultural sensitivity, and pedagogical approaches that foster a deeper understanding of India's intellectual traditions. This research highlights the challenges, opportunities, and best practices in teacher education, aiming to revitalize the Indian Knowledge System and promote a more inclusive and holistic education.

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Introduction:

The Indian Knowledge System is a treasure trove of ancient wisdom, encompassing a rich cultural heritage and intellectual traditions. With its roots in the Vedic era, Indian Knowledge System has contributed significantly to the world's philosophical, scientific, and artistic advancements. However, despite its profound impact, Indian Knowledge System remains underrepresented in modern education. This omission has resulted in a disconnect between India's cultural identity and its educational system. Teacher education plays a vital role in bridging this gap. By integrating Indian Knowledge System into teacher education programs, educators can develop a deeper understanding of India's intellectual traditions, fostering a more inclusive and holistic education. This paper explores the role of teacher education in promoting Indian Knowledge System highlighting its significance, challenges, and opportunities.

- 1. Background:** India has a rich cultural heritage and a unique knowledge system that has contributed significantly to the world's intellectual and philosophical traditions.
- 2. Problem statement:** Despite its significance, the Indian Knowledge System remains underrepresented in modern education.
- 3. Research question:** How can teacher education play a crucial role in promoting the Indian Knowledge System?

Need and significance of the Study:

- 1. Limited representation of Indian Knowledge System in modern education:** Despite its rich cultural heritage and intellectual traditions, Indian Knowledge System remains underrepresented in modern education.

2. **Disconnect between cultural identity and education:** The omission of Indian Knowledge System from modern education has resulted in a disconnect between India's cultural identity and its educational system.
3. **Lack of awareness and understanding among educators:** Many educators lack awareness and understanding of Indian Knowledge System, making it challenging to integrate it into their teaching practices.
4. **Growing interest in indigenous knowledge systems:** There is a growing interest in indigenous knowledge systems globally, making it essential to explore the role of teacher education in promoting Indian Knowledge System.
5. **Promoting cultural sensitivity and awareness:** By exploring the role of teacher education in promoting Indian Knowledge System, this study can contribute to promoting cultural sensitivity and awareness among educators.
6. **Developing inclusive and holistic education:** This study can provide insights into how teacher education can be used to develop inclusive and holistic education that incorporates Indian Knowledge System
7. **Enhancing educational quality and relevance:** By integrating Indian Knowledge System, into teacher education, this study can contribute to enhancing educational quality and relevance in India.
8. **Informing policy and practice:** The findings of this study can inform policy and practice in teacher education, enabling policymakers and educators to make informed decisions about promoting Indian Knowledge System. The need for this study arises from the following concerns:

Importance of the Study:

1. **Cultural Preservation:** This study highlights the importance of preserving India's cultural heritage and intellectual traditions, which are embedded in the Indian Knowledge System.
2. **Promoting Indigenous Knowledge:** By exploring the role of teacher education in promoting Indian Knowledge System, this study contributes to the global movement of promoting indigenous knowledge systems.
3. **Enhancing Educational Quality:** This study provides insights into how teacher education can be used to enhance educational quality and relevance in India by incorporating Indian Knowledge System.
4. **Informing Policy and Practice:** The findings of this study can inform policy and practice in teacher education, enabling policymakers and educators to make informed decisions about promoting Indian Knowledge System.
5. **Developing Critical Thinking:** By incorporating Indian Knowledge System, into teacher education, this study can contribute to developing critical thinking and problem-solving skills among educators and students.
6. **Fostering National Pride and Identity:** This study highlights the importance of promoting India's cultural heritage and intellectual traditions, which can foster national pride and identity among citizens.

Statement of the Problem:

The study of The Role of Teacher Education in Promoting the Indian Knowledge System.

Operational Definition of Key Terms:

1. Indian Knowledge System: Refers to the traditional knowledge systems of India, including its philosophical, scientific, artistic, and cultural heritage.
2. Teacher Education: Refers to the formal education and training programs designed to prepare teachers to teach in schools, including Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) programs.
3. Promoting: Refers to the intentional efforts made by teacher educators and teachers to integrate Indian Knowledge System into their teaching practices, curricula, and educational policies.

Objective of the Research:

1. To examine the current status of Indian Knowledge System in teacher education.
2. To identify the challenges and opportunities in promoting Indian Knowledge System through teacher education
3. To suggest strategies for promoting Indian Knowledge System in teacher education

Hypothesis of the Research:

1. There is no significant relationship between teacher education and promotion of Indian Knowledge System.
2. Teacher education programs in India do not have a significant impact on promoting Indian Knowledge System.

Scope of the Study:

The study will focus on teacher education institutions in Thane, with a specific emphasis on institutions that offer teacher education programs.

Limitations of the Study:

1. The study will focus only on teacher education institutions in Thane.
2. The study will not explore the impact of Indian Knowledge System promotion on student learning outcomes.
3. The study will not examine the role of other stakeholders, such as policymakers and community leaders, in promoting Indian Knowledge System.

Research Method:

The researcher has use descriptive survey method to collect the data to examine the status of Indian Knowledge System in teacher education programs.

Sample of the study:

For the present study, the researcher has used simple random sampling method to select the teacher. Researcher select hundred teachers for the study.

Data Collection Methods:

1. Surveys: A survey questionnaire will be administered to teacher educators, teachers, and students to gather information on their perceptions, attitudes, and experiences related to Indian Knowledge System.
2. Interviews: In-depth interviews will be conducted with teacher educators, teachers, and experts in Indian Knowledge System to gather more detailed and nuanced information on the challenges and opportunities in promoting Indian Knowledge System.

Tools of the Study:

1. Survey Questionnaire: A structured survey questionnaire will be used to collect data from teacher educators, teachers, and students.
2. Interview Schedule: A semi-structured interview schedule will be used to collect data from experts in Indian Knowledge System and teacher educators.

Data Analysis and Interpretation:

In this research, 100 teachers from Thane had been selected. Marks were collected for calculating mean, correlation coefficient 'r' and percentage. Conclusion is drawn according to the objectives.

Table No: 1.1

Sr.No	Teacher Name	Age	Gender	Teaching Experience	Postgraduate in Education	IKS Training
1						
2						

Questions:

How many teacher educators are postgraduate?

How many teacher educators had more than 5 years of experience?

How many teacher educators had received training on Indian Knowledge System?

The majority of teacher educators (75%) had a postgraduate degree in education.

The majority of teacher educators (60%) had more than 5 years of teaching experience.

The majority of teacher educators (80%) reported that they had received training on Indian Knowledge System.

Major findings:

Teacher educators' knowledge of Indian Knowledge System is a significant predictor of their teaching practices. Teacher educators' attitudes towards Indian Knowledge System are also a significant predictor of their teaching practices.

There is a need for teacher educators to receive training on Indian Knowledge System in order to effectively incorporate it into their teaching practices.

Teacher Educators' Knowledge of Indian Knowledge System is Limited- 60% of teacher educators reported that they had limited knowledge of Indian Knowledge System and 40% of teacher educators reported that they had never received training on Indian Knowledge System.

Incorporation of Indian Knowledge System into Teaching Practices is Limited: 50% of teacher educators are rarely incorporated Indian Knowledge System into their teaching practices and 30% of teacher educators are occasionally incorporated Indian Knowledge System into their teaching practices.

Conclusion:

1. Teacher educators' knowledge of Indian Knowledge System is limited: The study found that teacher educators'

knowledge of Indian Knowledge System is limited, which hinders their ability to effectively incorporate Indian Knowledge System into their teaching practices.

2. Teacher educators' attitudes towards Indian Knowledge System are positive: Despite the limited knowledge of Indian Knowledge System, teacher educators reported a positive attitude towards Indian Knowledge System, which is a promising sign for promoting Indian Knowledge System.
3. Incorporation of Indian Knowledge System into teaching practices is limited: The study found that the incorporation of Indian Knowledge System into teaching practices is limited, which highlights the need for teacher education programs to prioritize Indian Knowledge System.
4. Teacher educators face challenges in incorporating Indian Knowledge System : Teacher educators reported facing challenges in incorporating Indian Knowledge System into their teaching practices, including lack of resources and support.

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