'Bharatiya Jnana Parampara'- An Archetype Of Modern Teacher Education

Riku Majumdar[1], Dr. Shyamsundar Bairagya[2]

[1]Ph.D. Scholar, Department of Education, Vinaya Bhavana, Visva-Bharati University,

[2]Associate Professor, Department of Education, Vinaya Bhavana, Visva-Bharati University

Abstract: As a successor of Bharatiya, we can song in praise of our ancestral treasures of knowledge. Ancient Bharaiya Jnana is the vast strong box of wisdom and understanding. We have been amassed over thousands of years. It holds immense importance in Indian culture and spirituality. It has a scientific base and holds a significant value in contemporary Education due to their unvarying principles, holistic approach and potential to address modern challenges. From Vedic age to Gen-Alpha, Guru placed a pivotal role in our society. Ancient Indian philosophies and practices focused on the 'Guru-Shishya Parampara'. Standing on the 21st century, Quality Teacher Education and a healthy teacher- Student relationship are also carrying a focal point of our education system. To enhance the quality of teacher's skill, NEP 2020 has taken different types of initiatives for teachers. To give a proper shape in teaching qualities NPST also play a vital role. To emphasize the importance of Teacher Education NEP 2020 also incorporate the Indian ethos, culture and rich treasures of knowledge highlighting the new arena 'Indian Knowledge System' or 'Bharatiya Jnana Parampara'. In this paper it is highlighted the reflection of Bharatiya Jnana Parampara on the competency, commitment and performance based modern Teacher Education.

Key Words: Bharatiya Jnana Parampara, Archetype, Modern Teacher Education, NEP 2020, NPST

I. INTRODUCTION

तत्कर्म यंत्र बंधाय सा विद्या या विमुक्तये। अयासायपरं कर्म विद्यान्या शिल्पनैपुणम् ॥ विष्णु-पुराण (1.19.41). The essence of ancient Indian education is liberation. Pure education helps to find out the path to achieve the liberation. Holding the hands of Guru (teacher), a Shishya (student) can realize the pure path of liberation. A Guru never solves the problem directly in state of s/he helps to navigate the way of solution. Magnanimity of teaching profession is undying from the ancient Indian education to modern high-tech based education. National Education Policy 2020 has valiantly places Bharatiya Jnana Parampara (Indian Knowledge System) at the central of Indian Education. It promotes our cultural sources, ignites pride in our heritage and ideates an educational landscape deeply rooted in Indian ethos. "The rich heritage of ancient and eternal Indian Knowledge and thought has been a guiding light for this Policy. The pursuit of

knowledge (*Jana*), Wisdom (*Pragyaa*) and truth (*Satya*) was always considered in Indian thought and philosophy as the highest human goal" (NEP 2020). To improve the quality of teachers, transform and re-establish of teachers for increasing the quality teacher education system, NEP 2020 has stressed on 3Ps like teacher's preparation, practice and performance improvement. Indian knowledge, language, ethos, values, beliefs, culture and traditions are embedded in teachers' practice (NPST,2023). Preparation of Teachers is a multi-path activities where configuration of ethics and values, multidisciplinary perspectives of knowledge, practice to be a competent teachers grounded in Indian values, ethos, traditions, culture and languages are very arduous work. To ensure NEP 2020's objectives to access equitable, enthusiastic, well prepared, qualified, innovative teachers to all levels of schooling National Professional Standard for Teachers (NPST) has been formulated. Other than NPST, this policy also has focused on the up liftmen the teachers' quality through their competencies, commitments, performance and professional development. So, this policy has highlighted the continuous professional development for teachers' lifelong learning which gives the sustainable teaching performance.

II. OBJETIVE OF THE STUDY

To analyse the reflection of Bharatiya Jnana Parampara on Competency, Commitment and Performance based system of modern Teacher Education.

III. RESEARCH METHODOLOGY

This is a descriptive and analytic study. Primary and secondary data are available in Library and online repositories. Materials for this study were collected through the review of books on Indian Knowledge System, authentic materials on IKS from the seminars, webinars and workshop and some significant articles which are related to Vedic education, IKS and modern Teacher Education. NEP 2020 and related articles were reviewed from web documents.

IV. DISCUSSION AND ANALYSIS

To analyse the reflection of 'Bharatiya Jnana Parampara' on Competency, Commitment and Performance based system of modern Teacher Education

Teacher Education is a quality enhancing programme to up lift the teachers and would be teachers of their knowledge, attitude, pedagogical approaches, behaviour, methodological and technological concerns on the philosophical, psychological, sociological and ethical background. It also assists a teacher to modify their personality through self- confidence, self-esteem and self- realization. So it helps a teacher to perform effectively and efficiently inside as well as outside of the classroom to make a well-developed, balanced and concern society. It also assists teachers to be a professional outlook. A quality teacher shapes a quality nation through life long sustainable teaching performance. From the education system of Guru-Shisha Parampara to NEP2020, in Bharat 'Quality Education' is the credo of our education system. To maintain the quality schooling different educational policies have been taken different initiatives. NCTE also works actively to maintain the teacher quality for getting quality schooling. Competency based commitment oriented teacher education was an approach of Prof. RH Dave Committee Report for

Minimum Level of Learning at Primary stage. It has been highlighted the competencies, commitments and performance areas of both pre-service and in-service teachers to enhance the quality and efficiency of teacher education for quality schooling. It focused on the acquisition of competencies and nurturing of qualities of every individual teacher to increase the self-confidence, self- image to make them more prominent, skilled and progressive. NEP, 2020 is emphasised on the holistic approach of teacher education through inter and multidisciplinary way to get lifelong learning. It helps teacher to become more innovative, integrative, inclusive and sustainable.

Holistic Approach of Teacher Development:

'अखंड मंडलाकारं व्याप्तं येन चराचरम तत्पदं दर्शितं येन तस्मै श्री गुरवे नमः'. From universe to individual this was an important pillar of Akhanda Bharat. Ancient Indian Education emphasised on the holistic development of an individual. It helps to connect an individual with the world as 'वसुधैव कुटुम्बकम्'. The Panchakosha model of 'Bharatiya Jnana Parampara' has emphasised on holistic development addressing five layers of human existence, emphasis on experiential learning and self-realization. Contemporary Teacher Education also addresses to develop teachers as complete individual, not just subject experts and stresses on the cognitive, emotional, social, physical and spiritual dimensions of teachers. It prepares teachers to nurture the whole child, not just academic abilities. To enhance the competency and performance of teachers, curriculum of Teacher Education has redesigned to include traditional knowledge systems, incorporation of yoga, meditation and mindfulness practices, training in art-integrated and experiential learning methodologies, cultural literacy and understanding diverse learner needs. It focuses on developing teachers' emotional intelligence, social skills and soft skills through multidisciplinary and multi-dimensional way of inculcating knowledge. So, the concept from 'Bharatiya Jnana Parampara' 'world is one family' is reflected on today's Maxim of Teaching- 'Whole to Part' as the Holistic Approach of Teacher Education.

Reflective Practices:

Reflective practices of ancient Indian philosophical and spiritual traditions were involved through introspection, meditation, self-analysis and many self-regulated habits. It cultivates self-awareness, wisdom and spiritual growth. Meditation techniques, Yoga philosophy and practice, self-inquiry methods from Advaita Vedanta, Mindfulness practices influenced by Buddhist traditions, spiritual practice from the concept of Sadhana have been seen as a lifelong journey of self-improvement and learning. It encourages continuous reflection, practice, and refinement of self-understanding. Magnifying the present scenario of Teacher Education, reflective practices are a strong source of professional growth and development to enhance the effectiveness and efficiency of teachers. Reflective practices ensure to improve the ability of teachers on critical analysis, self-assessment, peer observation, feedback, reflective journaling and action research to promote quality teaching.

Metacognitive Strategies:

Indian classic philosophies and practices stressed on self-awareness, reflection and metacognitive strategies. Like Vedantic concept of self-inquiry and discernment, Yogic concept of self-observation and introspection, Buddhist concept of mindfulness practices were key metacognitive elements of Indian knowledge systems. These strategies were developed through traditional practices of meditation, yoga, particularly the observational aspects of asana and pranayama, contemplative practices in various Indian spiritual traditions. It also enhanced self-regulation, emotional intelligence, adaptively, concentration and attention. Metacognitive strategies in teacher education are decisive for advancing effective, self-aware teachers through understand and regulate their own thinking processes and give better support their students' learning. It assists to understand how to apply cognitive knowledge to pedagogical practices like self-questioning, self-assessment, goal-setting, planning, monitoring and evaluating teaching effectiveness.

Mindfulness and Stress Management:

Mindfulness and stress management practices deeply rooted in ancient Indian philosophical and spiritual traditions to provide comprehensive approaches for managing stress and cultivating mindfulness. From Vedantic concepts of self-realization and inner peace, Ayurvedic principles of balance and holistic well-being, Yogic philosophy specifically Patanjali's Yoga Sutras, Buddhist teachings especially Vipassana meditation, we have concerned about mindfulness and stress management practices of our ancient glorious India. Concentration meditation (e.g., Trataka), Mindfulness meditation (e.g., Vipassana), Transcendental Meditation- Yoga like Asanas (physical postures), Pranayama (breath control), Pratyahara (sensory withdrawal), Mantra repetition and chanting were the source of mindfulness peactices. Yogic relaxation techniques (e.g., Yoga Nidra), Ayurvedic lifestyle recommendations, Pranayama practices for calming the mind (e.g., Anulom Vilom, Bhramari), Self-inquiry methods (Atma-vichara) from Advaita Vedanta were the source of stress management. So, integration of physical, mental, and spiritual practices emphasis on lifestyle, diet and daily routines, cultivation of positive virtues (yamas and niyamas in Yoga) helped to maintain a positive vibes of mind as well as body. In 21st century mindfulness and stress management are increasingly pointed out as crucial components in Teacher Education. Integrating these practices into teacher preparation and on-going professional development can significantly benefit teachers through addressing teacher's burnout and attrition, improving more responsive and less reactive classroom management skills, enhancing teacher well-being, work-life balance and professional satisfaction. It also assist to manage students' stress, better relationships with students and colleagues, increase empathy and understanding for students, improve ability to handle challenging situations, enhance creativity and flexibility in teaching approaches.

Emphasis on Ethics and values:

Core values in Indian traditions are Ahimsa (non-violence), Satya (truthfulness), Asteya (non-stealing), Aparigraha (non-possessiveness), Brahmacharya (self-control). Ethics and values are solely integrated in Teacher Education. It enhances the teacher's respect for students' rights and dignity, fairness and equality in treatment, integrity and honesty, professional competence, commitment and growth, responsibility to students, profession, society and community, compassion and empathy, cultural sensitivity and inclusivity, lifelong learning, collaboration and teamwork, critical thinking and intellectual honesty, ethical codes of conduct and morality, ethical decision-making protocols for specific situations, confidentiality and privacy issues, boundaries in teacher-student relationships, equity in assessment and grading, handling conflicts of interest, navigating cultural and religious differences. Ethics and values practice are deeply embedded in Indian knowledge systems, like Santosh (Contentment and acceptance), Dana (Charity and generosity), Tapas (Self-discipline and austerity), Maitri (Friendliness and goodwill towards all), Moral development and education. It has also emphasised on Guru-shishya parampara where the teacher-student tradition emphasizing character development, Promoting global citizenship and intercultural understanding. Indian philosophy has focused on Purushartha means four aims of human life like Dharma, Artha, Kama, Moksha. If we consider Vedic ethics, it is emphasizing rituals, social duties and cosmic harmony. Buddhist ethics is focusing on compassion, non-violence and mindfulness. Jain ethics also focused on stressing non-violence (ahimsa) and respect for all. We also consider Bhagavad Gita for ethical and moral teachings. Duty without attachment to results (nishkama karma) is the main theme of it. From Kautilya's Arthasastra we have seen that it has a pragmatic view on ethics. It emphasizes the importance of rulers and officials fulfilling their duties (dharma) to maintain social order and prosperity. It also advocated for adapting ethical standards based on circumstances, particularly in matters of state security and situational ethics. So the delineate the ancient Indian ethics new education policy has also prominence on ethics of Teacher Education. According to the framework of NPST the first standard is centred on 'Core Values & Ethics'. This standard has emphasised to cover the expected development of teachers' values like constitutional values, professional ethics values, commitment to students, professional relationship, commitment to profession and responsible and ethical use of technology. These enrich the teachers to their professional growth.

Life Long Learning:

Lifelong learning is a concept that resonates deeply with the Indian knowledge system. The traditional Indian approach to knowledge acquisition and personal growth aligns well with the modern emphasis on continuous learning throughout one's life. If we consider the traditional Indian concept of four life stages like Brahmacharya, Grihastha, Vanaprastha and Sannyasa, it has reflected the process of lifelong learning. Each stage has its own lessons and focus areas, emphasizing continuous growth and adaptation. Another form of life-long learning practices was Sadhana or spiritual practice, has seen as a lifelong journey of self-improvement and learning. It encourages continuous reflection, practice, and refinement of one. Guru-Shishya Tradition is mentorship system often extends throughout life, with individuals seeking

guidance at various stages. It emphasizes the idea that learning is a lifelong process, not limited to formal education. Indian schools of philosophy like Upanishadic Philosophy stress the importance of continuous inquiry (jijnasa) into the nature of reality. This philosophical approach promotes lifelong questioning and learning. Buddhist Concept of practice of mindfulness encourages constant awareness and learning from daily experiences. It aligns with modern ideas of reflective practice in lifelong learning. Karma and Rebirth, this philosophical concept implicitly supports the idea of lifelong and even multi-life learning and growth. Yoga philosophy views life as a continuous journey of self-discovery and improvement. It integrates physical, mental and spiritual growth throughout one's lifetime. Kautilya's Arthashastra emphasizes the importance of continuous learning for rulers and administrators. It suggests that wisdom comes from a combination of learning from scriptures, practical experience, and interaction with wise individuals. To maintain and up-grade the life-long learning for teachers NEP 2020 has focused on 50 hours of Continuous Professional Development (CPD) per year, Career Management and Progression (CMP), up gradation of e-portfolio with certificate, NPST.

Integration of Local Knowledge:

Desegregation of local knowledge into Teacher Education is a vital step towards creating a more inclusive, relevant and effective educational system. It enriches the curriculum and helps to preserve and validate local wisdom. To identify and incorporate local knowledge into lesson plans and teaching methods different modifications are done in curriculum of Teacher Education. Ethno-pedagogy is the combination of educational theory with local teaching practices. Following this, trainee teachers and teachers are encourage to explore connection between local knowledge and various academic disciplines that blend local wisdom with pedagogic subjects like local agricultural practices in science classes, integrate local ecological knowledge into environmental education. Different fieldwork and community engagement programmes for trainee teachers has conducted and also encourage project work that document local knowledge, practices and teaching methods to facilitate interactions between trainee teachers and local knowledge holders. To sustain the local language and enhance cultural competencies different initiatives have been taken like incorporation of local languages into teacher training programs, to develop the strategies for using local languages as a medium of instruction parallel with official languages, to train teachers in translating between local knowledge systems and standardized curricula, to develop courses on local history, culture and traditions, to train teachers to recognize and address cultural biases in existing educational materials. Train teachers in conducting action research to continually integrate and evaluate local knowledge in their teaching. Educate teachers on ethical issues related to using local knowledge, including intellectual property rights and respectful representation. Include local arts, crafts and performance traditions in teacher training programs also help to deposit the local knowledge. The approach of integration of local knowledge has been recognized in Indian traditional knowledge and wisdom. 'Indian knowledge system' it-self is a compilation of various local and regional knowledge systems. Ayurveda often incorporates local medicinal plants and practices. Agriculture and Traditional Ecological Knowledge depicted in ancient texts like Krishi-Parashara integrate local agricultural practices with broader principles. From Panini's grammar rules for Sanskrit can be applied to

study and preserve local language. There are 64 traditional arts (Kala) include many local variations. Local art forms often interpret classical themes in unique ways of local aesthetics. Local legends and folktales often intertwine with classical Indian mythology. This integration creates a rich narrative tradition that bridges local and pan-Indian cultures. Sacred groves and local conservation practices often align with and enrich classical Indian environmental ethics.

Experiential learning and Teacher Training:

Teaching and experiential learning are proportional in relation. Through understanding and observation of classroom dynamic, community engagements, simulation and roleplaying, analysing and improving teaching practice, peer discussion, self-assessment activities, developing global perspectives of education teachers are enriched. Ancient Indian methods prioritized hands-on experience, which aligns with modern experiential learning theories. This approach encourages students to learn by doing, reflecting and applying knowledge

Collaborative Learning Approach:

The collaborative learning approach aligns well with many aspects of the Indian knowledge system. This intersection offers interesting insights into educational methods and knowledge transmission. Guru-Shishya Parampara This traditional mentor-disciple relationship embodies collaborative learning. Knowledge is transmitted through close interaction, dialogue and shared experiences. Scholars from different schools would engage in rigorous discussions, refining ideas collectively. Tarka-Vidya means logic and argumentation is also the Indian tradition of logical debate encourages collaborative critical thinking. It teaches students to engage with opposing viewpoints constructively. Ancient Indian collection of fables (Panchatantra) uses storytelling as a collaborative learning tool. In Upanishadic conversations, Buddhist collaborative learning environments (Nalanda), monks from various regions and traditions studied together, sharing and debating ideas. In modern context, collaborative learning method is reflected where students teach each other, learning by doing, often in group settings, story- telling, peer learning, share talk, debate, discussion and project-based learning also aligns with modern collaborative approaches that focus on.

Interdisciplinary Approach:

The Indian knowledge system fundamentally embraces a holistic worldview, where different branches of knowledge are seen as interconnected rather than isolated. This aligns well with modern interdisciplinary approaches. Like Ayurveda (traditional medicine) incorporates biology, chemistry, psychology, and philosophy, Yoga integrates physical exercise, psychology, philosophy, and spirituality. Ancient Indian texts like the Arthashastra and various Puranas contain information relevant to modern ecology, sustainable agriculture and resource management. Ancient Indian political treatises like the Arthashastra integrate ethics, economics and state craft in ways that resonate with modern public policy studies. The 64 traditional arts (Chausath Kala) mentioned in various texts encompass a wide range of skills from poetry and music to medicine and martial arts, showcasing a holistic approach to education and personal

development. Interdisciplinary approach to Teacher Education integrates knowledge and methods from different disciplines to create a more comprehensive and holistic learning experience. This approach is becoming increasingly important in teacher education as it prepares future educators to handle complex, real-world challenges in the classroom. Reflects the interconnected nature of knowledge in the real world to engage teachers with students in cross-curricular learning develops critical thinking and problem-solving skills, enhances creativity and innovation in teaching. So this approach assists to make more versatile, adaptable, and effective teachers who are better equipped to prepare students for the complexities of the modern world.

Multi-level Processing of Knowledge:

Multi-level processing of knowledge refers to the idea that human cognition and understanding occur at multiple levels of abstraction and complexity. In essence, it suggests that we process information in hierarchical ways, from basic sensory input to high-level abstract reasoning. The Indian knowledge system, particularly as developed in ancient and classical Indian philosophy, has some interesting parallels and unique perspectives on knowledge processing like Pratyaksha (direct perception), Anumana (inference), Upamana (comparison and analogy), Shabda (verbal testimony or authoritative sources). In Vedanta and Yoga traditions, we also know the layers of mind and mental processing like manas (sensory-processing mind), buddhi (intellect) and chitta (memory and subconscious). Epistemological theories about how we acquire and validate knowledge also give a proper impression of knowledge processing. Integrative approaches of Indian knowledge system also emphasize integrating different levels of understanding from the practical to the spiritual. Indian pedagogies often involve three levels of knowledge acquisition-Shravan (listening), Manan (contemplation) and Nididhyasan (realization through practice). This multi-step approach is reflected in modern teaching learning taxonomies like Bloom's Taxonomy where it is prominence that the organization and processing of knowledge is gone through three domains like cognitive, affective and psychomotor. It helps teachers to design lessons that engage students at various cognitive levels, encourages the development of higher-order thinking skills, and guides assessment creation to target different levels of understanding.

Personalized Mentoring:

Personalized mentoring is an important component of effective Teacher Education. It offers tailored support to help pre-service and early-career teachers develop their skills and confidence. It assists to recognize that each teacher brings unique strengths, challenges, Improving teaching skills and strategies, enhancing classroom management abilities, increasing self-confidence and professional satisfaction, better understanding of school culture. It also assists learning needs to their professional development through goal setting, regular observation and feedback, reflective discussions, collaborative problem-solving, emotional support and encouragement. In our Guru-Shishya (teacher-student) tradition personalized mentoring was involved through instruction based activities according to each student's aptitude and pace when students lived with a guru (teacher). Adapting the traditional mentor-disciple relationship emphasizing long-term, personalized guidance this concept is mirrored in contemporary personalized

learning approaches. Holistic Development is also a kind of personalized mentorship it focused on intellectual, emotional, and spiritual growth incorporating practices like yoga and meditation. Hands-on application of traditional knowledge, learning through observation and practice were also the part of this approach.

V. CONCLUSION

Acknowledging the reflection of Bharatiya Jnana Parampara on competency, commitment and performance based modern Teacher Education, it is analysed that ancient Bharatiya Jnana is the opulent source of quality education which helps to gives us the answer of 'who am I?' As written by Adi Shsnkaracharya "ब्रह्म सत्यं जगन्मिथ्या जीवो ब्रह्मैव नापरः", it is considered that Brahma is real. Pure education helps us to know this reality and solve all kinds of materialistic sorrow. Ancient sages (Rishi/ Guru) are the pioneer for this realization. They emphasized on holistic development through reflective practices and multi-level processing of knowledge availing mindfulness and metacognitive strategies. They also fastened to practice collaborative, lifelong learning using local knowledge and maintain the core values and ethics of life as well as society. All the virtues are mirrored on the ancient sources of knowledge like Purana, Itihasa. Anchoring these virtues NEP 2020 has been depicted the transformation of Teachers and Teacher Education rooted with our 'Bharatiya Jnana Parampara'.

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