



## Research Article


# The Role of Animated Films in Promoting the Indian Knowledge System: A Global Educational Perspective

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| Abstract  | Manuscript Information  |
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| <p>In today's digital world, animated films have emerged as a powerful medium for sharing culture and knowledge. This research explores how animated films promote the Indian Knowledge System (IKS) globally. The Indian Knowledge System, rooted in ancient Indian texts and practices, covers various fields like philosophy, science, arts, health, and spirituality, reflecting India's rich heritage and traditions. By focusing on animated films inspired by Indian mythology, folklore, and traditional stories, the study highlights how these films go beyond entertainment to serve as an educational tool, connecting audiences with Indian culture and history. Through the Descriptive Method and qualitative research approach, the study uses primary and secondary sources such as selected films, texts, and documents for qualitative content analysis. The research is framed through media theory (Jenkins, 2006) <sup>[4]</sup>, cultural transmission theory (Tomaselli, 1996) <sup>[13]</sup>, and educational theory (Bruner, 1960) <sup>[2]</sup> to understand how storytelling through animation simplifies complex concepts of IKS, making them accessible to all age groups and bridging language and cultural gaps to reach a global audience. The study emphasizes the educational value of animated films and their role in preserving cultural heritage.</p> | <ul style="list-style-type: none"> <li>▪ <b>ISSN No:</b> 2583-7397</li> <li>▪ <b>Received:</b> 07-03-2025</li> <li>▪ <b>Accepted:</b> 28-03-2025</li> <li>▪ <b>Published:</b> 21-04-2025</li> <li>▪ <b>IJCRM:</b>4(2); 2025: 296-298</li> <li>▪ <b>©2025, All Rights Reserved</b></li> <li>▪ <b>Plagiarism Checked:</b> Yes</li> <li>▪ <b>Peer Review Process:</b> Yes</li> </ul>   |
|   | <p><b>How to Cite this Article</b></p> <p>Mahyavanshi BS. The role of animated films in promoting the Indian knowledge system: a global educational perspective. Int J Contemp Res Multidiscip. 2025;4(2):296-298.</p> <p><b>Access this Article Online</b></p>  <p><a href="http://www.multiarticlesjournal.com">www.multiarticlesjournal.com</a></p> |

**KEYWORDS:** Indian Knowledge System, animated films, cultural education, global audience, storytelling, media theory, cultural transmission

## 1. INTRODUCTION

In line with the adoption of cloud computing, organizations depend on threat intelligence sharing to boost their cybersecurity walls (Bobba 2021) <sup>[5]</sup> sharing effective threat intelligence would lead to early detection and mitigation of cyber threat related incidents, as well as lower the chances of a great m In the modern era, animation is not just a form of entertainment but also an

effective medium for education and cultural transmission. Animated films have gained immense popularity for their ability to convey complex ideas through visual storytelling. This study focuses on the role of animated films in promoting the Indian Knowledge System (IKS) and their potential in educating global audiences about India's rich heritage. IKS is a comprehensive framework based on ancient Indian texts such as the Vedas,

Upanishads, and Puranas. It encompasses various fields, including philosophy, science, arts, health, yoga, and spirituality (Ranganathan, 2015) <sup>[9]</sup>. Animated films inspired by Indian mythology and folklore are increasingly being used to present these concepts in a relatable and engaging manner, making them accessible to people of all ages. To contextualize this research, media theory—particularly Jenkins’ theory of convergence culture (Jenkins, 2006) <sup>[4]</sup> is used to explain how traditional stories are reimaged and circulated through digital media such as animation. Similarly, cultural transmission theory (Tomaselli, 1996) <sup>[13]</sup> supports the idea that visual storytelling is a tool for intergenerational and intercultural knowledge sharing. Finally, Bruner’s theory of narrative construction in education (Bruner, 1960) <sup>[2]</sup> reinforces the use of stories as cognitive frameworks for understanding complex cultural and philosophical ideas.

## 2. THE MAIN OBJECTIVES OF THIS RESEARCH ARE

- 1) to examine the role of animated films in promoting the Indian Knowledge System,
- 2) to explore how animated films can be used as an educational tool, and
- 3) to analyze their potential in preserving and sharing Indian Knowledge globally.

### The Indian Knowledge System (IKS)

The Indian Knowledge System is a vast and diverse body of knowledge rooted in ancient Indian traditions and texts. It includes different disciplines like Ayurveda (traditional medicine), Yoga, Sanskrit grammar, classical arts, mathematics, and astronomy (Kapoor, 2020) <sup>[6]</sup>. IKS reflects India’s cultural heritage and has been passed down through generations. However, in today’s globalized world, there is a need to present this knowledge in a way that is easy to understand and appealing to modern audiences. Animated films provide a creative way to do so, especially in educational contexts.

### IKS and Indian Animated Films

Animated films based on Indian mythology, folklore, and traditional stories are growing in popularity. Films such as *Hanuman* (2005), *Ramayana: The Legend of Prince Rama* (1992), and the *Chhota Bheem* series are examples of how animation can introduce Indian culture and knowledge to both domestic and international audiences. These films simplify complex philosophical and cultural ideas and present them in an engaging format suitable for children and adults alike (Sharma, 2019) <sup>[11]</sup>. The visual and symbolic language used in animation aligns with semiotic theories in media studies (Kress & van Leeuwen, 2001) <sup>[7]</sup>, helping communicate nuanced meanings across cultural boundaries.

### The Educational Role of Animated Films

Animated films have significant educational potential. They serve as learning tools for students, especially in subjects related to history, philosophy, and cultural studies. Bruner (1960) <sup>[2]</sup> emphasized the role of narratives in cognitive development, which supports the use of animated stories for conceptual learning. One of the key advantages of animated films is their

ability to simplify complex ideas. For instance, the film *Hanuman* introduces the story of Lord Hanuman, teaching values like courage, devotion, and selflessness. Such films can also introduce concepts from Ayurveda, Yoga, and Indian philosophy in a way that is easy to grasp for a global audience. Animated films also bridge language barriers. Through visual storytelling, they convey meaning without relying heavily on language, making IKS more accessible to non-Indian audiences (Reddy, 2022) <sup>[10]</sup>. International studies in educational media also support this (Barker & Petley, 2001) <sup>[1]</sup>, suggesting that animated visuals are particularly effective in multilingual and multicultural contexts.

## 3. RESEARCH METHODOLOGY

The study uses a descriptive research method and a qualitative approach. It relies on primary and secondary sources, including animated films, texts, and scholarly documents. The qualitative content analysis focuses on identifying patterns and themes in selected animated films that reflect elements of the Indian Knowledge System.

The films analyzed include:

- Ramayana: The Legend of Prince Rama (1992)
- Hanuman (2005)
- Chhota Bheem series
- The Legend of Buddha (2004)

The selection is based on their narrative depth, relevance to IKS, and educational value. Themes like ethical dilemmas, dharma, interdependence, and spirituality were closely examined.

## 4. FINDINGS AND DISCUSSION

### Simplifying Complex Concepts

Animated films simplify complex ideas from IKS, such as Yoga philosophy, Ayurveda, and ancient Indian history. For example, *The Legend of Buddha* presents the life and teachings of Gautama Buddha in a way that is accessible to children and non-experts. *Chhota Bheem* introduces moral lessons and cultural values in an engaging format. This echoes Piaget’s theory that cognitive understanding increases when learning material is adapted to the learner’s developmental stage.

### Bridging Cultural Gaps

Animated films help bridge cultural gaps by introducing Indian traditions to global audiences. *Ramayana: The Legend of Prince Rama*, a co-production between India and Japan, made Indian epics more accessible internationally (Patel, 2020) <sup>[8]</sup>. These films act as cultural texts (Hall, 1997) <sup>[3]</sup> that translate Indian heritage into global contexts, promoting mutual understanding and appreciation.

### Preserving Cultural Heritage

Animated films ensure that traditional stories are not lost but continue to inspire and educate. They function as vehicles of intangible cultural heritage (UNESCO, 2003) <sup>[14]</sup>, making them crucial in safeguarding oral traditions and philosophical teachings through modern media.

### Encouraging Global Educational Initiatives

Animated adaptations of epics and folklore can be used in global classrooms to discuss universal themes like justice, morality, resilience, and spirituality. UNESCO reports (2021) <sup>[15]</sup> emphasize the need to integrate indigenous knowledge into global education, and animation can serve as an effective pedagogical bridge.

### Inspiring Content Creation

The popularity of such films encourages more creators to explore India's vast narrative landscape. Emerging technologies like AI animation and multilingual dubbing open new possibilities for IKS-based content tailored for global platforms like Netflix, YouTube, and educational apps.

## 5. CONCLUSION

Animated films are powerful tools for promoting the Indian Knowledge System globally. They act as educational resources that simplify complex philosophical and cultural content. Through storytelling, they preserve India's cultural heritage, bridge language and cultural divides, and serve as dynamic tools for global education. By incorporating media theory, cultural transmission theory, and educational theory, this study demonstrates that animated storytelling is more than visual delight—it is a pedagogical strategy. Policymakers, educators, and content creators are encouraged to explore the educational and cultural value of animated films in both formal and informal learning environments. Future research may explore empirical integration of these films into global syllabi or investigate audience reception in multicultural classrooms. Overall, animated films represent a compelling way to keep Indian traditions alive while embracing the possibilities of global digital media.

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**Mahyavanshi Bhavneskumar Somabhai** holds a Master of Arts in English Literature and a Master of Education in Education. He is currently pursuing a Doctor of Philosophy (Ph.D.) in Education at the Indian Institute of Teacher Education (IITE), Gandhinagar. With strong communication skills and proficiency in Information and Communication Technology (ICT), he effectively integrates digital tools to enhance academic learning. His academic journey is marked by a deep commitment to developing analytical and critical thinking abilities, supporting his engagement with contemporary educational issues.