

**JSS Academy of Higher Education & Research, Mysuru**  
**Centre for Continuous & Lifelong Learning for Professional Excellence (CCLPE)**  
**&**  
**Education Unit, University Departments, JSS AHER**  
**FDP - Indian Knowledge System (18<sup>th</sup> June 2025-20<sup>th</sup> June 2025)**

**Report on the Faculty Development Programme on Indian Knowledge Systems (IKS)**  
**Organized by CCLPE and University Department Education Unit, JSS AHER Day 1**  
**(18.6.2025)**

The Centre for Continuous Learning and Professional Enhancement (CCLPE) in collaboration with the University Department Education Unit of **JSS Academy of Higher Education & Research (JSS AHER)** successfully organized a **three-day Faculty Development Programme (FDP) on Indian Knowledge Systems (IKS)** from **18th to 20th June 2025**. The programme aimed to promote awareness, understanding, and integration of IKS within contemporary educational frameworks, in alignment with the objectives of the **National Education Policy (NEP) 2020**.





The inaugural ceremony was held on 18th June and was graced by distinguished dignitaries. The event was **inaugurated by Dr. Natesh and Mr. Ullas Kamath**, a respected business leader and thought influencer. The ceremony witnessed the presence of several esteemed academic and administrative leaders, including **Dr. Manjunatha B, Registrar of JSS AHER, Prof. Vishal Kumar Gupta, Dean of Academics, Prof. Raveesha, and Dr. Mamatha**, who collectively underscored the importance of integrating indigenous knowledge with modern academic discourse. **Dr. Pushpalatha**, Coordinator of CCLPE welcomed the guests, **Dr. Ashwini P**, Coordinator, Educational Unit of University Department presented the importance of the program and Dr. Supreeth M Assistant Dean, IQAC presented the Vote of thanks. Members of Educational Unit Dr. Divya A Kurthukoti, Dr. Vadiraj K T, Dr. Shwetha H E and others were present during the inauguration.

The highlight of the inaugural session was the **keynote address by Mr. Ullas Kamath** on the topic **"AI in Everyday Life: Insight Through the Lens of Indian Knowledge Systems."** In his engaging and thought-provoking speech, Mr. Kamath explored the evolving role of **Artificial Intelligence (AI)** in contemporary life and its intersection with the **values and principles of IKS**. He emphasized the growing divide between **rural and urban India**, highlighting disparities in access to technology, education, and opportunities. He urged academicians to address these gaps through inclusive curriculum design and locally rooted educational strategies.





Mr. Kamath also spoke about the **intense competition** in the current job market, often driven by global trends, and the pressure it places on today's youth. He pointed out that while technological progress is essential, it should not come at the cost of **cultural identity and holistic development**. He critically examined the **dominant influence of Western paradigms** in education and advocated for a balanced approach where **IKS can offer contextually relevant, ethical, and sustainable perspectives**.

Dr. Natesh from ATREE delivered an insightful keynote address on *"Iconic Trees of India"*. He highlighted the ecological, historical, and cultural significance of several revered trees across the country. A special reference was made to the **Great Banyan Tree of Anantapur District**, renowned for its expansive canopy and longevity. Dr. Natesh also shared fascinating accounts of trees **planted by David Livingstone**, emphasizing colonial-era botanical exchanges, and **execution trees** associated with the **Adil Shahi dynasty**. His address shed light on the deep-rooted connections between trees and India's civilizational narrative.



Dr. Ashok Rao, former Head of the Centre for Electronics Design and Technology (CEDT) at IISc, delivered a thought-provoking session on *Knowledge Systems*. He provided a comprehensive overview of various **types of knowledge systems**, including traditional, scientific, and indigenous frameworks, and elaborated on their **relevance in contemporary society**. Dr. Rao emphasized how knowledge systems not only **preserve cultural heritage** but also **drive societal transformation** by influencing education, transformation and innovation.

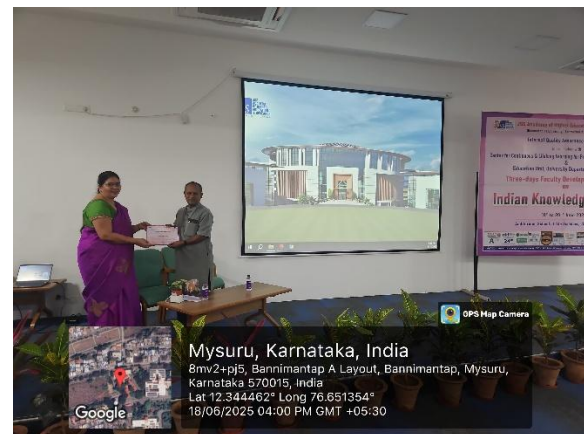
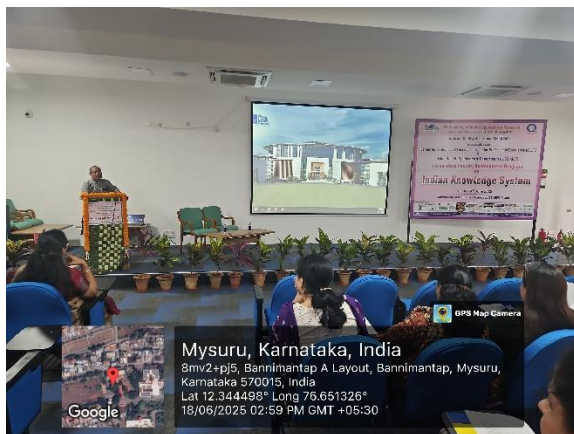


Dr. Harsha Rao from St. Joseph Engineering College, Mangalore, delivered an insightful talk on the *"Historical and Contemporary Relevance of Indian Knowledge Systems (IKS)."* He

emphasized the **depth and richness of knowledge embedded in Indian wisdom traditions**, illustrating his points with compelling examples such as the **Johad water conservation systems**—an exemplary model of sustainable indigenous practices. Dr. Rao also highlighted the **need for integrating IKS into the modern education system**, advocating for a balanced approach that values both traditional insights and scientific perspectives.



Dr. Vasantha Kumar from Devaraj Urs First Grade College delivered a thought-provoking talk on “*Kannada Literature in the Context of Indian Knowledge Systems (IKS)*.” He began by reflecting on the **current societal conditions**, emphasizing the **relevance of Indian traditions in addressing contemporary challenges**. His talk centered around the **classical Kannada text Vaddārādhane**, dating back to the 11th–12th centuries, elaborating on its **narrative sequences and philosophical depth**. Dr. Kumar illustrated how the text embodies the **values and traditions central to IKS**, highlighting its continued significance in today’s discourse on cultural and educational revival.



Dr. Bharathi Dhevi V. R. from S-VYASA, Bangalore, delivered an engaging and comprehensive talk on “*Incorporating Indian Knowledge Systems (IKS) in Higher Education Curriculum as per NEP 2020*.” She began by highlighting the **significance and foundational principles of IKS**, presenting key facts that underscore its relevance in the modern academic landscape. Dr. Dhevi then offered **practical suggestions** and frameworks for **effectively integrating IKS into higher education**, aligning with the vision outlined in the **National Education Policy 2020**. Her session provided a valuable roadmap for educators and institutions seeking to blend traditional wisdom with contemporary education.



## Day 2:19th June 2025

The second day of the Faculty Development Programme (FDP) on Indian Knowledge Systems offered a rich and diverse intellectual journey, featuring experts from varied disciplines. The day opened with a session by **Dr. Vinayachandra Bhanavathy**, Director of Indica Yoga, who spoke on Yoga Psychology: Implications for Mental Health and Wellbeing. He emphasized the need to understand Indian psychology through its own framework rather than through Euro-American models. Dr. Vinayachandra outlined five key components of Indian psychology: philosophical foundations, epistemology, theories of self and personality, applied Indian psychology, and the Panchakosha model. He illustrated the cognitive depth of Indian traditions through the example of the Shatavadhani, a practitioner known for performing multiple mental tasks simultaneously. His talk reflected how traditional Indian models offer not only theoretical understanding but also practical approaches to mental health and wellbeing.



The second session was delivered by **Dr. Harsha**, Assistant Professor in the Department of Mathematics at St. Joseph Engineering College, Mangaluru. He presented on Indian Crafts and Traditional Skills, beginning with the moving story of Nagma, a handicraft artisan from East Delhi whose life transformed after connecting with Asha Handicrafts Association. Dr. Harsha also



highlighted traditional forms like Rogan painting and shared the story of Thimma, a local traditional healer struggling to pass on his knowledge amidst the loss of forest resources. The session stressed the significance of preserving India's Traditional Cultural Expressions such as folk art, music, dance, rituals, and design. He also emphasized the importance of protecting these through Intellectual Property Rights and Geographical Indications, so that artisans and traditional knowledge holders receive recognition and fair economic value.



**The third session, titled Manava Prakriti – Anna ya Aushadhi, was conducted by Dr. Ashwani Sharma,** Assistant Professor at the Department of Biotechnology, RV College of Engineering, Bengaluru. Dr. Sharma explored the history and principles of Ayurveda, touching upon the five elements (Pancha Mahabhuta), the three gunas (Sattva, Rajas, Tamas), and the six tastes (Shad Rasa). He elaborated on diagnostic frameworks such as Rogi Pariksha, Dashavidha Pariksha, and Ashtavidha Pariksha. He cautioned against the increasing consumption of the "three whites" – sugar, salt, and refined flour (maida) – linking them to lifestyle disorders. The session provided insights into how Ayurveda perceives food not only as nourishment but also as medicine, emphasizing balance, preventive care, and natural healing through phytochemicals and doshic balance.



**Following this, Dr. Bharathi Dhevi V R, Assistant Professor** from the Department of Life Sciences at SVYASA, Bengaluru, delivered a session on Ashtanga Yoga and its therapeutic applications. She comprehensively discussed the eight limbs of yoga—Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, and Samadhi—and how each contributes to holistic health. Her session also included concepts from the Siddha system, the Tridosha and Triguna frameworks, and dietary principles like Kalabhojanam (timely eating), Hitam (wholesome), and

Priyam (pleasing). She highlighted how yoga and Siddha provide lifestyle interventions that align with natural rhythms, enhancing mental and physical health.



**In the fifth session, Dr. Ashok Rao**, former head of the Network Project at CEDT, IISc Bangalore, gave an inspiring talk on Excellence in Indian Knowledge Systems. He showcased India's remarkable achievements in architecture, mathematics, surgery, metallurgy, linguistics, and higher education. Drawing on examples like Panini's grammar, Sushruta's surgical innovations, and the Iron Pillar of Delhi, he illustrated how ancient Indian scholars combined scientific precision with philosophical inquiry. The historic universities of Takshashila, Nalanda, and Vikramshila were presented as early models of global education systems, reinforcing India's legacy in higher education and interdisciplinary excellence.



**The final session of the day was again by Dr. Ashwani Sharma**, focusing on the Philosophy and Psychology of Indian Knowledge Systems. He elaborated on the foundational elements of Indian thought: revelation (shruti), intuition (pratyaksha), and experience (anubhava). He introduced Purusharthas—Dharma, Artha, Kama, and Moksha—as the guiding goals of life and emphasized the psychological insights rooted in Hinduism, Buddhism, and Jainism. His talk explored Jnana (knowledge), Vijnana (science), and Jeevan Darshana (philosophy of life). He also mapped the evolution of Indian philosophical systems across different historical periods—the Vedic, Epic, Sutra, Scholarly, and Modern eras—underscoring the richness of Sanskrit texts, the four Vedas, and other classical scriptures. The session concluded with an introduction to the six valid means of knowledge (Pramanas) that form the epistemological core of Indian philosophy.

Overall, Day 2 of the FDP provided a multidimensional view of Indian Knowledge Systems, revealing their timeless relevance in addressing modern challenges related to mental health, sustainable living, cultural preservation, and holistic education. The sessions encouraged

participants to explore and integrate traditional wisdom with contemporary practices for personal and societal wellbeing.

### Day 3: 29<sup>th</sup> June 2025

IQAC, in association with CCLPE & Education unit, University department, JSS AHER, has organized a Three-Day Faculty Development Program on the Indian Knowledge System.

On day 3, there were two sessions and a valedictory of the three-day FDP.

**The first session was delivered by Dr Ashok Rao on Indian Knowledge Systems and the UN Sustainable Development Goals**, where he emphasized the symbiotic relationship between people, planet, and purpose. He highlighted how ancient systems, especially those embedded in India's traditional knowledge, were inherently sustainable and community centric.

He drew attention to how hunter-gatherer societies, with their minimal ecological footprints, were more sustainable than the hyper-consumptive patterns of modern civilization. The intensity and speed of contemporary innovation, he cautioned, have brought with them several unintended consequences — from climate change to health crises.



Drawing on Schumpeter's theory of long waves of innovation, Dr. Rao traced how successive technological revolutions from the Industrial Revolution to the Digital Age have accelerated progress but also increased disparities and environmental degradation. The discovery and industrial use of compounds like ammonium nitrate, while revolutionizing agriculture, have also contributed to pollution and ecological imbalance. He evocatively mentioned polar bears drifting away on melting ice caps a symbolic image of environmental distress.

Dr. Rao contextualized this within SDG 10 (Reduced Inequalities) and SDG 3 (Good Health and Well-being), pointing out how traditional Indian systems offer deep insights. Yoga, meditation, homeopathy, and naturopathy deeply rooted in India's holistic view of health have immense potential in addressing physical, mental, and emotional well-being.

He emphasized that IKS not only provides ancient wisdom but also a blueprint for future sustainability one that fosters balance with nature, prioritizes equity, and encourages conscious living. He called for integrating these indigenous frameworks into mainstream education, policy, and innovation, enabling a future that is both technologically advanced and ethically grounded.



The second session was by Dr. Harikrishna V.J. He delivered an insightful session on the "Keys to Understanding Sanskrit", where he emphasized that Sanskrit is not merely a language, but a structured system embedded with science and logic. He explained that the grammar of Sanskrit follows precise rules, offering clarity and consistency that have remained unchanged for centuries. Referencing ancient scholars like Yāska, Pāṇini, and Patañjali, he highlighted how their contributions laid a strong linguistic and philosophical foundation. Dr. Harikrishna illustrated grammar concepts through simple examples and stressed that Sanskrit, unlike many evolving languages, maintains its structure and purity over time, reflecting its timeless nature and deep connection with knowledge systems.



### Visit to oriental research institute, mysuru

A visit was undertaken to the Oriental Research Institute (ORI), Mysuru, to explore its renowned collection of ancient manuscripts and understand the process of their preservation and digitization as a part of IKS.

The visit took place on 20/6/2025 aimed at gaining insights into manuscript conservation, traditional knowledge systems, and ORI's contribution to heritage preservation.

#### About the Institute

Established in 1891 and affiliated with the University of Mysore, ORI houses over 70,000 palm-leaf and paper manuscripts in Sanskrit, Kannada, and other Indian languages. It gained fame with the discovery of the *Arthashastra* manuscript by Dr. R. Shamashastry.

#### Key Highlights of the Visit

- Observed traditional preservation methods using citronella oil and neem leaves.
- Viewed rare manuscripts, including miniature texts and long-format palm leaves.
- Understood the digitization process for safeguarding ancient documents.
- Explored the architectural beauty of Jubilee Hall.

#### Learning Outcomes

- Appreciation for manuscript heritage and conservation practices.

- Awareness of ORI's scholarly contributions.
- Inspiration to support heritage documentation and research.

The visit was educational and enlightening, offering a deeper understanding of India's literary and cultural legacy.



After the second session of the day, there was a **valedictory** of the three-day FDP. Dr Ashok Rao was the chief guest, and guest of honour Dr Raveesha K.A., Dean, Faculty of Life Sciences, Dr Mamatha H. K, Dean, Faculty of Management Studies, Dr. Pushpalatha K, Convener, CCLP. Dr Suprith, Assistant Dean, IQAC, Dr Ashwini P., organizing chairperson, and Dr Divya A. Kurthukote, organizing secretary, were present.

Dr Divya A. Kurthukote reported on the Three-Day Faculty Development Program.

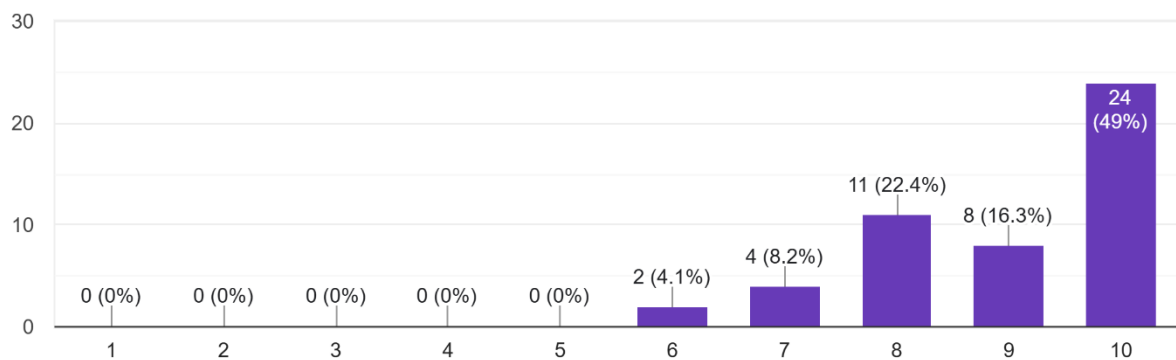
Dr. Ashok Rao insisted on adapting IKS in the syllabus. Dr Raveesh talked about the importance of IKS and said that the younger generation should try to adapt this, and Dr. Mamatha talked about the Indian culture and its importance. A vote of thanks was delivered by Dr Ashwini P.



## Feedback

### Introduction and Overview of IKS

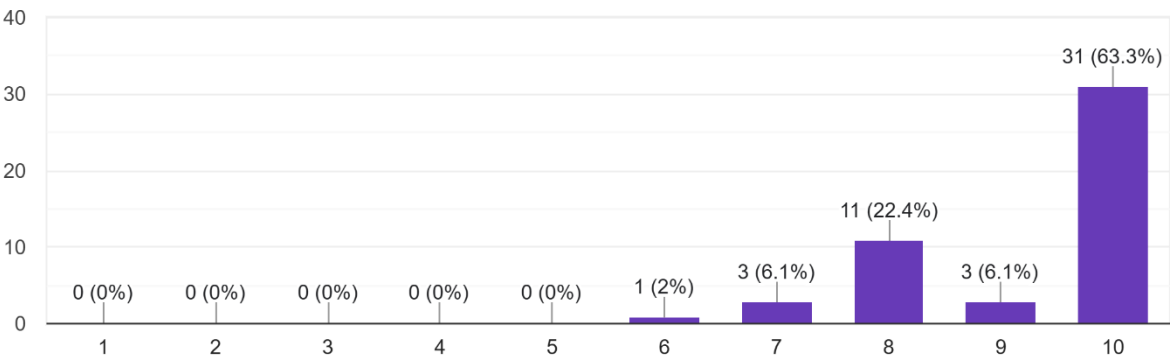
49 responses





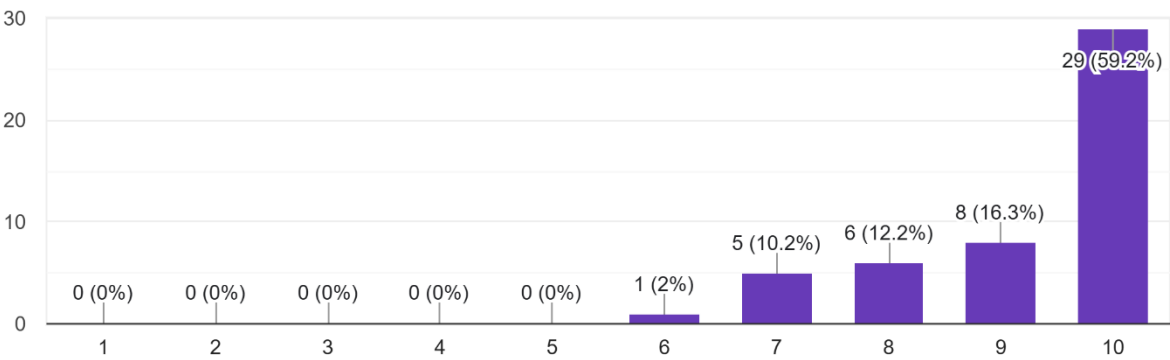
Kannada sahityadalli Bharatiya gnana parampare

49 responses



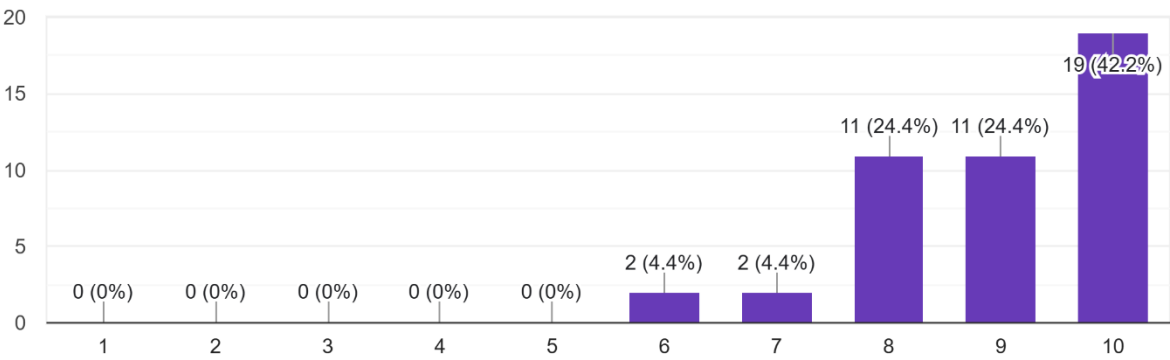
Historical and contemporary relevance of IKS

49 responses



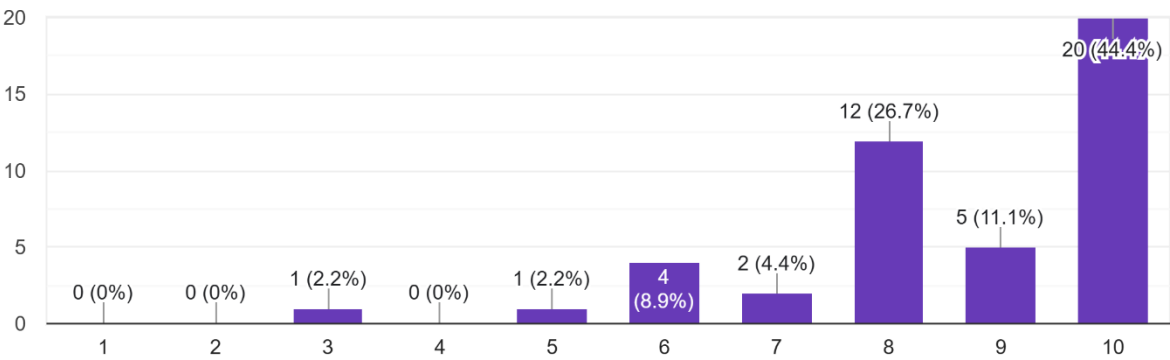
Indian crafts & Skills

45 responses



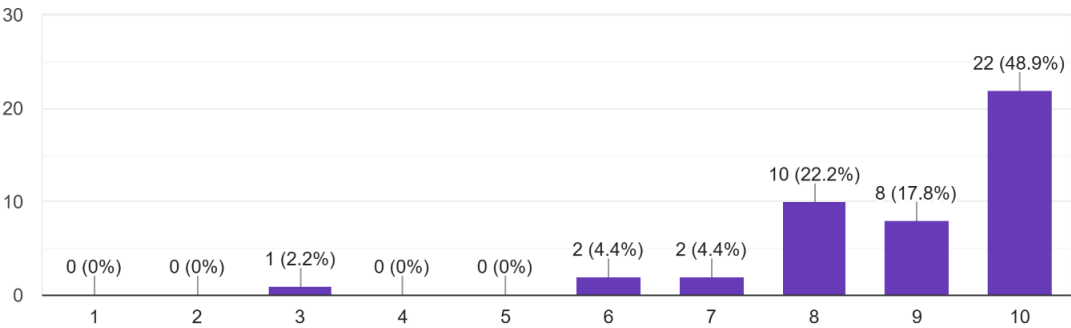
Incorporating IKS in Higher Education Curriculum (Guidelines As per NEP 2020)

45 responses



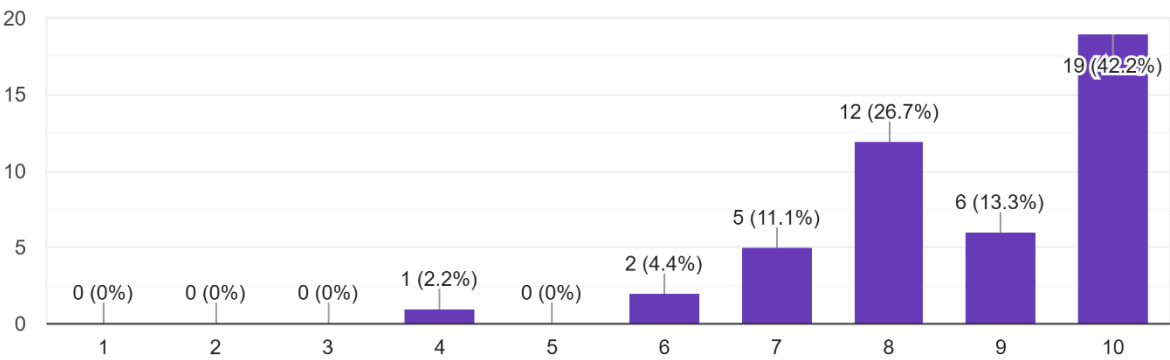
Manav Prakruthi - Anna ya Aushadhi

45 responses



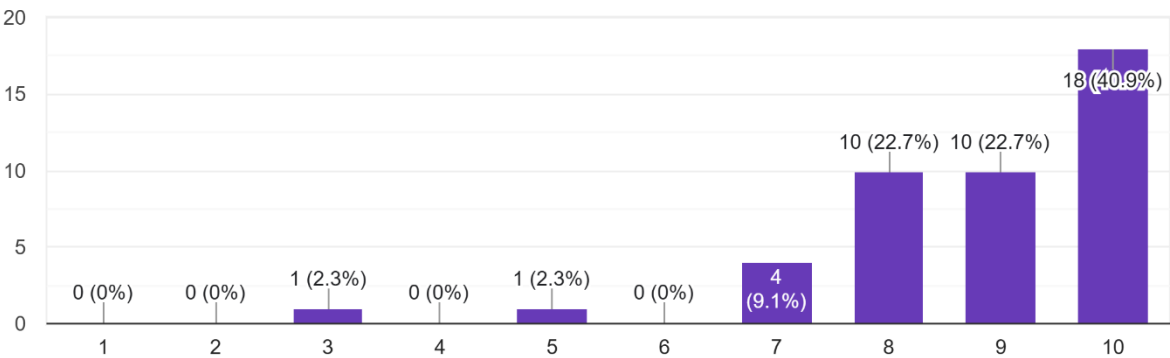
Ayurveda/ Yoga

45 responses



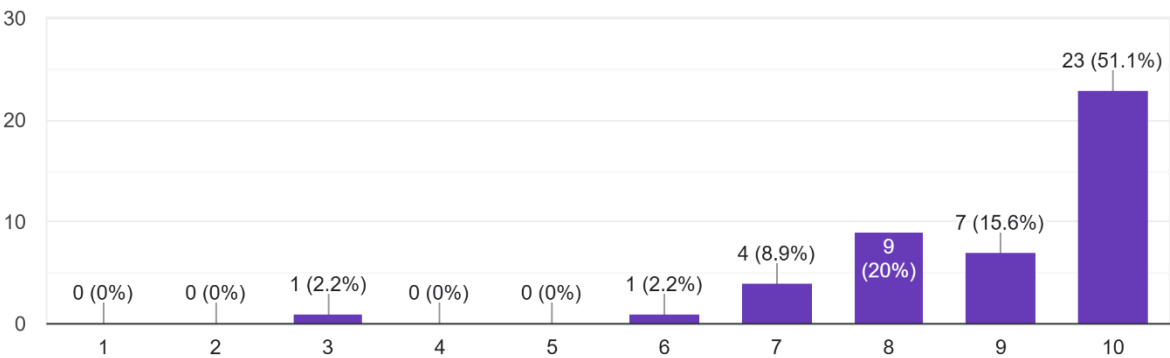
UNSDG through IKS

44 responses



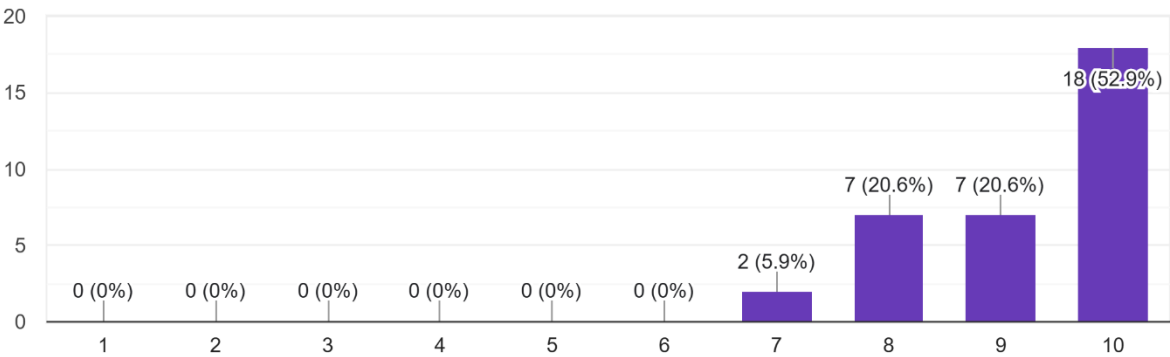
Philosophy & Psychology of IKS

45 responses



Excellence in IKS

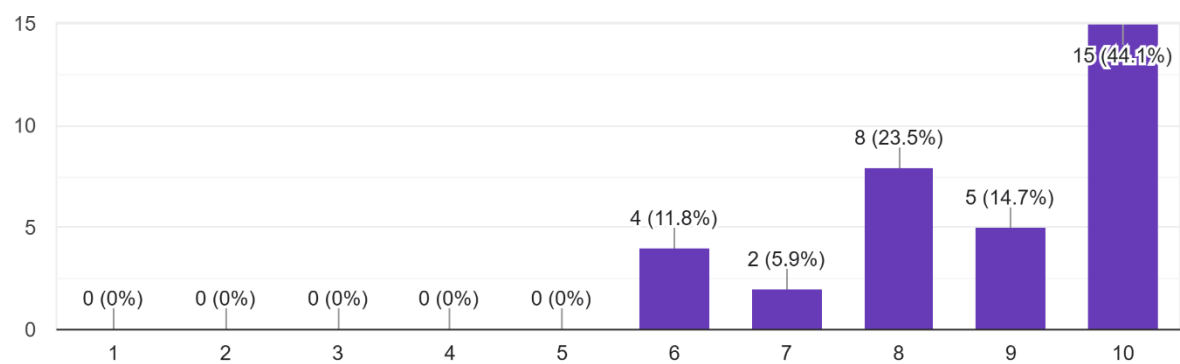
34 responses





Karakam & Vibhakthi- Keys to understand in sanskrit

34 responses



Visit to Oriental Research Institute

34 responses

