



Bon Secours College for Women (Autonomous)

NAAC Accredited with A++ Grade in cycle II

UGC recognized 2(f) and 12(B) Institution

Affiliated to Bharathidasan University, Tiruchirappalli

Vilar Bypass, Thanjavur- 613 006, Tamil Nadu

DBT STAR SCHEME: Strengthening UG Programmes

(Science Departments – Biotechnology, Botany, Physics and Chemistry)

Programme Report

A **Faculty Orientation and Sensitization on Indian Knowledge System (IKS)** was organized on 25th September 2024 to help faculty members gain a deeper understanding of IKS and its integration within the context of NEP 2020. The session was conducted by Dr. R. Kalaivani, Assistant Professor in Biotechnology, Former IQAC Coordinator, and DBT Star College Scheme Project Coordinator at Bon Secours College for Women (Autonomous), Thanjavur.

In this orientation programme, Dr. Kalaivani extensively discussed the core concepts of the **Indian Knowledge System (IKS)** and its significance in the modern educational landscape, particularly in relation to NEP 2020.

Below are the key points elaborated during the session:

- Dr. Kalaivani began by providing a comprehensive overview of IKS, describing it as an ancient, rich, and diverse knowledge tradition that encompasses a variety of disciplines such as philosophy, mathematics, astronomy, linguistics, medicine (Ayurveda), and arts. She highlighted that IKS is rooted in the indigenous practices of India and has had a profound influence on global civilizations.
- She explained how the National Education Policy (NEP) 2020 provides a unique opportunity to revive and integrate IKS into contemporary education. Dr. Kalaivani pointed out that NEP 2020 recognizes the value of indigenous knowledge and proposes to blend it with modern academic disciplines to create a more holistic and inclusive curriculum.
- Dr. Kalaivani elaborated on the practical ways to integrate IKS into the curriculum. She suggested that faculty could draw connections between traditional knowledge systems and modern scientific principles, encouraging students to explore ancient Indian texts, philosophies, and practices. This could involve incorporating topics like Ayurveda, Vedic mathematics, and

traditional Indian art forms into the curriculum, alongside conventional subjects.

- She emphasized the need for systematic documentation of IKS as a means of preserving and promoting indigenous knowledge. Dr. Kalaivani explained that documenting IKS not only ensures its protection but also allows for its incorporation into modern-day education. This can be done through research, publications, and creating a repository of traditional knowledge systems that are easily accessible to students and scholars.
- The session also focused on how to integrate IKS into higher education. Dr. Kalaivani discussed various approaches to embedding indigenous knowledge in the higher education sector, including establishing dedicated courses, interdisciplinary research, and collaboration with experts in various indigenous fields. By doing so, institutions can provide a more culturally relevant education that respects and preserves India's heritage.
- Dr. Kalaivani highlighted the role of digital platforms in supporting IKS education. She introduced several e-learning tools and platforms that facilitate the dissemination of IKS to a global audience. These platforms include online courses, webinars, and digital libraries that promote traditional knowledge systems. She also pointed out that technology can be used to make IKS accessible to students worldwide, fostering cross-cultural learning.
- Further, Dr. Kalaivani spoke about the promotion of IKS through modern technologies such as Artificial Intelligence (AI), Machine Learning (ML), and Virtual Reality (VR). These technologies can help simulate traditional practices, create interactive learning experiences, and preserve ancient knowledge in a digital format. She encouraged faculty to explore innovative ways to use technology for the effective delivery and promotion of IKS.
- Dr. Kalaivani emphasized the need for a cross-disciplinary approach in the integration of IKS. She encouraged faculty to collaborate with departments of social sciences, humanities, and natural sciences to create a more balanced and comprehensive curriculum that blends modern scientific knowledge with traditional Indian wisdom.
- She discussed how faculty members could incorporate IKS into their research work, encouraging them to explore traditional knowledge sources for innovative solutions to contemporary problems. This approach can lead to new insights in fields like sustainable development, medicine, and environmental conservation.
- Dr. Kalaivani concluded by explaining the positive impact of IKS integration on students' cognitive and cultural development. By learning about IKS, students can develop a deeper understanding of their cultural heritage, critical thinking

skills, and a more comprehensive worldview. This also enables students to connect global and local knowledge systems, enhancing their academic experience.

In total, 30 faculty members participated in the orientation programme, gaining valuable insights into how IKS can be meaningfully integrated into the curriculum in line with NEP 2020. The session was well-received and inspired faculty members to embrace the rich tradition of Indian knowledge systems and explore ways to incorporate them into higher education.

Photo gallery

