

# **A Report on Faculty Development Programme on Indian Knowledge System**

**(Held from 10 to 16 July, 2025)**

The inaugural session of the "Faculty Development Programme on Indian Knowledge System" was successfully held on 10/07/2025, setting the stage for subsequent technical sessions. Dr. Tayek Talom, the Coordinator of AIU-APU AADC and Director of the School of Liberal Studies, delivered a Welcome Address. Mrs. Ranjana Parihar, Joint Secretary, Association of Indian University had given the opening remarks. The vote of thanks was given by Dr. Sridar G., Director, IKS.

The first session of the Faculty Development Programme was delivered by Prof. (Dr.) Jyotsna Raj, Professor and Dean, Faculty of Law and Forensic Sciences, Apex Professional University. The topic of the session was —Philosophical Foundation of Indian Knowledge Systems (IKS). Prof. Jyotsna Raj emphasized the significance and timeless relevance of Indian Knowledge Systems, particularly focusing on the core Indian philosophical traditions known as the Darshanas. She provided a comprehensive overview of the six orthodox schools of Indian philosophy—Samkhya, Yoga, Nyaya, Vaisheshika, Purva Mimamsa, and Vedanta—explaining their unique perspectives on metaphysics, epistemology, logic, and spiritual practice. The session highlighted how these schools collectively form the intellectual and spiritual foundation of Indian civilization, and how their principles continue to be relevant in contemporary education, health, law, and ethical discourse. Prof. Jyotsna also drew connections between philosophical inquiry and holistic development of the individual and society. The session concluded with a summary and an interactive discussion, where participants actively engaged with questions and reflections, making it an enriching and thought-provoking experience.

The second session of the Faculty Development Programme was formally delivered by Dr. Sridar G, Director, Centre of Excellence for Indian Knowledge System, Apex Professional University. The topic of his session was —Circadian Rhythm, Indian Time & Calendar System. Sridar began by explaining the biological concept of circadian rhythm and its close relation to Indian time measurement systems as referenced in ancient texts. He also highlighted the contributions of the father of modern medicine and compared western scientific approaches with traditional Indian perspectives. He elaborated on the Indian time system, including the divisions of time from Nimesha (blinking of 8 an eye) to Yuga (epoch), demonstrating the precision and philosophical depth of ancient Indian chronology. Dr. Sridar also introduced the concept of —Ayurvedic circadian rhythm, discussing its clinical relevance, scope for further research, and real-world implementation, especially in the context of personalized medicine. The session concluded with an engaging question-and-answer round, where participants

exchanged thoughts and sought clarifications, making the session both informative and interactive.

The third session of the Faculty Development Programme was formally delivered by Dr. Harnoor Kaur, Chief Medical Officer, Apex Institute of Medical Science & Hospital. The topic of the session was —Ancient Indian Medicine & Healthcare System. Dr. Kaur began by introducing the timeless wisdom of Ayurveda, India’s ancient and holistic healthcare system. She explained the meaning and philosophy behind Ayurveda, emphasizing its roots in the Vedic texts and its continued relevance in preventive, promotive, and curative healthcare. The session covered foundational aspects such as: the definition and objectives of Ayurveda, its mention in ancient scriptures like Charaka Samhita and Sushruta Samhita, contributions of the Father of Indian Medicine – Charaka, and the Father of Surgery – Sushruta, the fundamental concepts of Tridosha (Vata, Pitta, Kapha) and the Panchamahabhuta theory (the five elements – Earth, Water, Fire, Air, and Ether). Dr. Kaur also shed light on how Ayurvedic principles are not only applicable to medicine but also to daily lifestyle practices, diet, mental health, and seasonal routines (ritucharya), promoting overall well-being. The session concluded with a question-and-answer segment, during which participants actively engaged with the speaker, making it an insightful and thought-provoking experience.

The fourth session of the Faculty Development Programme was delivered by Dr. Ritesh C., Assistant Professor, School of Yoga & Naturopathic Medicine, S-VYASA Deemed to be University, Bengaluru. The session was titled —Health, Wellness & Yoga. Dr. Ritesh began the session by clearly defining the concepts of health, wellness, and yoga, emphasizing how each term is interrelated yet distinct. He provided a comprehensive explanation of health not merely as the absence of disease, but as a balanced state of physical, mental, social, and spiritual well-being. He elaborated on the dimensions of wellness, which include physical, emotional, intellectual, social, spiritual, and occupational aspects. A key highlight of the session was the concept of —Swasthya||—a state of harmony within the self and with the environment, as envisioned in Indian traditional knowledge. Ritesh also introduced the principles of Naturopathy, highlighting its emphasis on natural healing and the body’s innate ability to maintain health. He discussed Ayurvedic approaches to health, focusing on prevention and balance. Moving forward, he delved into Yoga, explaining the relationship between Adhi (mental stress) and Vyadhi (physical disease), and how mental disturbances manifest as physical illness. He stressed the importance of prioritizing health in daily life and offered practical strategies to do so. The session concluded with an engaging question-and-answer round.

The fifth session of the Faculty Development Programme was delivered by Dr. N. Sridhar, Vice Principal, School of Yogic Sciences, S-VYASA Deemed to be University, Bengaluru. The session was titled —Darshana Philosophy & Therapy. Dr. Sridhar began by exploring Yoga as a classical Indian philosophical system, highlighting its roots in traditional texts such as the Yoga Sutras of Patanjali. He explained key terms and concepts to deepen participants’ understanding of Yoga not just as a practice, but as a holistic way of life. He then discussed the therapeutic dimensions of Yoga, focusing on the Integrated Approach to Yoga Therapy (IAYT) and how it is

applied in treating physical and mental health conditions. He provided practical insights into how Yoga can be integrated with modern healthcare. The session also covered the scope of research in Yoga, distinguishing between empirical research (scientific validation of yoga practices) and textual research (study of ancient scriptures). He encouraged faculty to explore both domains for academic contributions. Finally, Dr. Sridhar emphasized the need to include Yoga as part of the Indian Knowledge Systems (IKS) in educational curricula, suggesting ways it could be formally adopted in institutions. The session concluded with a question-and-answer round, allowing participants to engage deeply with the subject.

The sixth session of the Faculty Development Programme was delivered by Dr. Suryanarayana Jammalamadaka, Senior Project Manager, Siddhanta Knowledge Foundation, Hyderabad, on the topic —An Integral Model of Human Psychology. Dr. Jammalamadaka began by presenting the limitations of modern psychology, highlighting that existing psychological theories are often fragmented, incomplete, or even contradictory. He noted the lack of a common taxonomy that could organize psychological knowledge in a way that allows for comparison, integration, and practical application. To address these gaps, he proposed the development of a Unified and Comprehensive Psychological Model, grounded in both modern science and traditional Indian knowledge. Dr. Jammalamadaka introduced Vedic psychology as a solution, structured around foundational elements such as: Vishaya (the system under study – the human being), Prayojana (purpose – to explain, predict, and control for the removal of distress), Adhikari (the beneficiary of psychological intervention), Lakshanas (key concepts or features that describe human experience), Dasha (the states of being, and criteria for their desirability), Karma (actions and interventions to transform mental states). He emphasized that a sound psychological model must define basic terms, states of entities (e.g., pleasure, sorrow, understanding), relationships among concepts, and actions that influence changes. It should be able to analyze transitions, like how a certain mental state is transformed by a particular action. Dr. Jammalamadaka defined distress as arising from unfulfilled expectations, and these expectations stem from the desire for union with something—physical, emotional, or spiritual. The session concluded with the presentation of an Integral Human Model that integrates all these aspects, offering a Vedic refinement to current psychological theories. The model not only acknowledges human complexity but also provides a roadmap for internal transformation and healing.

The seventh session of the Faculty Development Programme was delivered by Dr. Arun Kumar Mishra, Dean, Faculty of Education and Library Science, Apex Professional University. The topic of his session was —Ancient Indian Pedagogy and its Application in Modern Education. Dr. Mishra began the session by explaining the concept of pedagogy, defining it as the art and science of teaching. He elaborated on various pedagogical approaches aimed at effectively engaging learners, including inquiry-based learning, experiential learning, and reflective practices. He emphasized the importance of pedagogy in shaping not only academic achievement but also the overall development of the student. Dr. Mishra highlighted how certain aspects of ancient Indian education—such as moral education, experiential learning, and student-centered teaching—are being revived and integrated into modern education systems.

He also stressed the need to reconnect with values-based education to address current challenges in teaching and learning. The session concluded with insights on how blending ancient pedagogical wisdom with modern teaching methodologies can lead to a more effective, inclusive, and culturally rooted educational framework.

The eighth session of the Faculty Development Programme was delivered by Dr. Srinivas Jammalamadaka, Director of IKS Research, Brhat Educational Trust, Hyderabad. The session was titled as —Indic Foundations of State and Governance. Dr. Jammalamadaka began by presenting historical data based on Angus Maddison’s estimates, showing that up until the 18th century, India and China consistently remained the world’s largest economies by GDP output. He emphasized that such sustained development would not have been possible without the presence of sophisticated governance institutions and well-established systems of statecraft. He raised an important question: How is this ancient knowledge of governance still relevant today? In an era of rapid changes across fields such as technology, economics, and international politics, he argued that we must revisit the eternal principles of governance rooted in Indian tradition to address modern challenges. The session delved into ancient Indian texts on statecraft, such as the Arthashastra and Kamandaka Nitisara, collectively referred to as Nitisastras. These texts provide deep insights into political theory, ethical leadership, strategic administration, and societal stability. Dr. Jammalamadaka explained the meaning of —Nitij| as policy or ethical strategy, and introduced the Sanskrit term —Rājyam| as the closest equivalent to the modern concept of the state. He emphasized two foundational pillars of a strong and just state—Sattva (moral strength) and Buddhi (intellect or wisdom). He further explained the Vaidika origins of governance, highlighting how ancient Indian political thought was deeply intertwined with ethical, spiritual, and philosophical ideals, making governance both efficient and dharmic (righteous). The session concluded with a discussion on the need for good governance, and how Indic frameworks can offer valuable alternatives to contemporary governance models, particularly in promoting balance between power, morality, and public welfare.

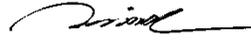
The ninth session of the Faculty Development Programme was delivered by Dr. Abhishekh Kumar Pandey, Head, Institute of Research and Innovation, Apex Professional University. The topic of his session was —Application of Vedic Mathematics. Dr. Pandey began by explaining what Vedic Mathematics is, tracing its origin to ancient Indian texts and highlighting its foundation in intuitive mental calculation techniques. He emphasized that Vedic Mathematics is not just a set of tricks, but a systematic, logical, and comprehensive approach to solving mathematical problems efficiently. He introduced the 16 Sutras (formulas) and 13 Up-Sutras (sub-formulas) that form the core of Vedic Mathematics, offering quick and creative solutions to complex mathematical problems. He also connected the topic to the Panchakosha model, particularly focusing on the Vigyanamay Kosha (the intellectual sheath), where analytical and logical faculties are developed. Dr. Pandey concluded the session by highlighting the future potential of Vedic Mathematics in educational systems and competitive exam preparation. He encouraged educators to incorporate it into teaching practices to make mathematics more engaging and accessible. The session ended with a brief interaction and discussion, where

participants shared positive feedback and expressed interest in learning more about this ancient yet futuristic system of knowledge.

The tenth session of the Faculty Development Programme was formally initiated by Acharya Dhanwant Singh, Chancellor, Apex Professional University. The topic of the session was —Impact of the Built Environment on Mental & Spiritual Health. Acharya Dhanwant Singh began by emphasizing the profound connection between the built environment and a person’s mental, emotional, and spiritual well-being. He identified four key influencing factors: 1. The environment 2. Building planning and architecture 3. The nature of the residents 4. The element of time. He discussed the evolution of human consciousness and how ancient wisdom was reflected in city and building planning, citing traditional examples that aligned with natural laws and energy principles. A significant part of the session focused on the impact of 45 distinct energy fields within the built environment, particularly how entrances play a critical role in determining the flow of positive or negative energy into a space. He also explained the theory of the five elements—Jal (water), Vayu (air), Agni (fire), Prithvi (earth), and Aakash (ether)—and their interplay in nature, using the example of a growing tree to illustrate balance and harmony. The session touched upon the influence of the Puja (prayer) room’s location in each of the 16 directions, and how these positions can affect different aspects of life. In the practical segment, Acharya Dhanwant Singh discussed solutions to common life problems through spatial and environmental corrections. The session concluded with an interactive discussion, where participants expressed interest in integrating this traditional spatial wisdom into modern living and institutional planning for enhanced well-being.

The eleventh and final session of the Faculty Development Programme was formally delivered by Dr. Vinoth Murali, Faculty of Research, Department of Indology, French Institute of Pondicherry, Puducherry. The topic of his presentation was —Why Bhakti Matters: Krsna’s Pedagogy of Love in the Bhagavad Gita. Dr. Murali began by addressing the need to revisit the concept of Bhakti in the context of today’s educational challenges. He described the modern educational landscape as being at a crossroads, struggling with ethical crises, lack of intrinsic motivation among learners, and the need for holistic development. Dr. Murali then deconstructed the teaching methods of the Bhagavad Gita, focusing on Krsna’s pedagogy. He emphasized how Bhakti, beyond being an emotion, acts as a motivational core, an integrative force that guides individuals toward their ultimate goal of self-realization. He explained why Bhakti matters in modern education, not as a religious practice but as a framework for deep learning, inner transformation, and value-based education. The session also explored practical pathways to incorporate the Gita’s pedagogy and IKS into modern academic disciplines, clarifying that the focus should be on imbibing the spirit and principles of the text, not necessarily teaching it as a religious scripture. He concluded the session by introducing practical tools for implementing this transformative pedagogy of Bhakti, encouraging educators to move beyond content delivery toward meaningful engagement and inner development. The session concluded with a question-and-answer round, allowing participants to engage with the Topic. The Faculty Development Programme on Indian Knowledge System concluded with a

valedictory session, during which the feedback link was shared. The programme officially ended with the vote of thanks delivered by the host.



Dr. Tayek Talom Coordinator

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