

# **Five-Day Continuous Professional Development Program on Indian Knowledge System (IKS) into school education**

**12.12.2025 16.12.2025**

**Venue:**

**Kendriya Sanskrit Vishwavidyalaya, Guruvayoor Campus, Thrissur, Kerala**

**Academic Coordinator  
Ms. Yogita Sharma**

**Administrative Coordinator  
Sh. Dinesh Kumar Sharma**



**स्वाध्यायान्मा प्रमदः**

*State Council of Educational Research and Training  
Varun Marg, Defence Colony, New Delhi - 110024*



Five-Day Continuous Professional Development Program on  
Indian Knowledge Systems (IKS) into school education

Date – 12.12.2025 to 16.12.2025

Program Schedule



| Date – 12.12.2025 (FRIDAY)             |                                                                 | Day – 1                                   |                        |
|----------------------------------------|-----------------------------------------------------------------|-------------------------------------------|------------------------|
| Inaugural programme – 10 am – 11:15 am |                                                                 |                                           |                        |
| Sl.no                                  | Topic                                                           | Expert Name                               | Time                   |
| 1.                                     | Ancient Pedagogical Principles: Shravana, Manana, Nididhyasana. | Sri Hari Vittal Founder<br>The Vedic Pond | 11:30 am to<br>1:00 pm |
| 2.                                     | Value Education: Dharma, Satya, Ahimsa, Seva                    |                                           | 02:00 pm to<br>3:30 pm |
| 3.                                     | Understanding IKS & NEP 2020 and IKS for School Education       | Prof. N.V. Natesan<br>Retd. SSUS, Kaladi  | 04:00 pm to<br>5:30 pm |

**REPORT – DAY 1**

**Date: 12 December 2025 (Friday)**

Programme: IKS Capacity-Building Programme

Venue: Kendriya Sanskrit Vishwavidyalaya, Guruvayoor Campus, Thrissur, Kerala

1. Inaugural Programme (10:00 am – 11:15 am)

The first day of the five-day IKS Capacity-Building Programme commenced with an inspiring inaugural ceremony. The event began with the lighting of the traditional lamp, symbolising wisdom, learning, and the illumination of knowledge.

The Programme Coordinator welcomed all participants, dignitaries, and resource persons. In the opening remarks, the organisers highlighted the importance of reviving and integrating Indian Knowledge Systems into contemporary education, in alignment with the National Education Policy (NEP) 2020.

Respected Dr. R. Shridharan, Retired Professor, NIT Calicut, delivered a brief introduction and provided an orientation on the structure of the five-day workshop. He outlined how participants would engage with pedagogical principles, value systems, scientific heritage, cultural immersion, and practical applications relevant to school education.

The inaugural session set a positive and purposeful tone, reaffirming India's rich intellectual traditions and emphasising the relevance of IKS for holistic student development.

## ACADEMIC SESSIONS

### 2. Session 1 (11:30 am – 1:00 pm)

**Topic: Ancient Pedagogical Principles – Śravaṇa, Manana, Nididhyāsana**

**Resource Person: Sri Hari Vittal, Founder – The Vedic Pond**

This session offered deep insights into the classical Indian pedagogical framework that has shaped knowledge transmission for centuries.

#### Key Highlights

##### Śravaṇa (Listening):

Emphasised attentive listening as the first and most essential stage of learning. Sri Hari Vittal explained how cultivating focused listening enhances memory retention and conceptual clarity.

##### Manana (Reflection):

Highlighted the importance of reflective thinking, where learners internalise concepts through questioning, reasoning, and dialogue. This stage bridges knowledge acquisition and understanding.

##### Nididhyāsana (Internalisation):

Presented as the final stage involving deep contemplation to transform knowledge into wisdom. Techniques such as meditative thinking, repetition, and self-application were elaborated upon.

#### Relevance to Modern Education

Demonstrated practical ways to adapt these principles to modern classrooms.

Suggested methods included reflective journals, group discussions, mindful listening practices, digital silence periods, and observation-based learning.

Teachers were encouraged to evaluate not just academic performance but the learner's ability to reflect, internalise, and meaningfully apply knowledge.

Participants also engaged in a brief experiential exercise involving mindful listening and reflective dialogue.

### **3. Session 2 (2:00 pm – 3:30 pm)**

#### **Topic: Meta Skills for a Changing World – Verbal Testimony**

**Resource Person: Sri Hari Vittal, Founder – The Vedic Pond**

The expert elaborated on the following key concepts:

- A) Pratyaksha
- B) Pramāṇa
- C) Anumāna
- D) Upamāna

This was followed by a detailed session on Value Education: Dharma, Satya, Ahimsa, Seva, exploring how traditional Indian values form the foundation of character-building and social harmony.

#### **Key Insights**

**Dharma:** Presented as righteous conduct and responsibility, with emphasis on teaching through real-life examples and role modelling.

**Satya (Truth):** Highlighted truthfulness in speech, behaviour, and thought, encouraging practices that promote honesty and accountability.

**Ahimsa (Non-Violence):** Explained as cultivating empathy and compassion, and not merely the absence of harm; techniques to foster emotional sensitivity and peaceful problem-solving were shared.

**Seva (Selfless Service):** Emphasised its role in building humility and social responsibility; school-based community service projects were recommended as practical applications.

#### **Pedagogical Integration**

Suggested strategies included storytelling, classroom rituals, reflective circles, and value-based projects.

The speaker emphasised that value education must be experiential rather than theoretical.

Participants collectively acknowledged the significance of restoring value-focused pedagogy, especially in the rapidly changing socio-cultural environment.

#### **4. Session 3 (4:00 pm – 5:30 pm)**

**Topic: Understanding IKS & NEP 2020 and IKS for School Education**

**Resource Person: Prof. N.V. Natesan, Retd., SSUS Kaladi**

This session provided an academic and policy-oriented overview of the role of Indian Knowledge Systems in educational transformation. Key themes discussed included:

Importance of yoga, health, and environmental awareness

Local traditions, crafts, and indigenous knowledge

Indian stories and biographies

Research in ancient Indian science, astronomy, and agriculture

Multi-language advantage

Ecological diversity

National unity

Identity and cultural grounding

Creativity, problem-solving, and innovation rooted in tradition

The expert also highlighted challenges in implementing NEP 2020—such as shortage of trained teachers and limited resources—along with possible solutions.

Major Takeaways

IKS in NEP 2020:

Prof. Natesan explained how NEP 2020 mandates the integration of Indian traditions, local contexts, and cultural knowledge into school curricula.

Teacher Training:

He underscored the need for continuous professional development to equip teachers with the necessary understanding of IKS.

Interactive Component

Participants discussed opportunities and challenges in implementing IKS in schools and reflected on how these efforts would help build ethical citizens and contribute to nation-building through the revival of India's knowledge heritage.

## Conclusion of Day 1

Day 1 concluded with a renewed sense of motivation among participants. The sessions collectively underscored the philosophical depth, ethical grounding, and practical relevance of Indian Knowledge Systems. The insights shared by the experts laid a strong foundation for the upcoming sessions, ensuring deeper engagement across physical, intellectual, and experiential dimensions in the days to follow.







# केन्द्रीयसंस्कृतविश्वविद्यालयः गुरुवायूर-परिसरः





| Date – 13.12.2025 (SATURDAY) |                                                                                                                  | Day – 2                                                           |                     |
|------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------|
| 4.                           | Yoga and Mindfulness for School Children                                                                         | Shriman Adinarayanan,<br>Founder, Anaadi Foundation               | 9:30 am to 11:00 am |
| 5.                           | Lifestyle and Food: IKS perspective                                                                              |                                                                   | 11:30 am to 1:00 pm |
| 6.                           | Personality Development and Development of Leadership amongst students through IKS (Pancakosa and Bhagavadgeeta) | Dr. M. Sudarshan Chiplunkar<br>Chinmaya Vishwa Vidyapeeth, Kerala | 02:00 pm to 3:30 pm |
| 7.                           |                                                                                                                  |                                                                   | 04:00 pm to 5:30 pm |

### **\*DAY-2\***

**\*Capacity Building Program | Leadership Development Program\***

for Teachers of DOE, GNCTD and DIET SCERT faculty, Delhi

**\*Date:\*** 13/12/2025

**\*Duration:\*** 9:30 am to 5:30 pm

**\*Venue:\*** Central Sanskrit University, Guruvayoor Campus, Thrissur, Kerala

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**\*Details of the Program\***

- No. of proposed participants – 42
- No. of participants attended – 42
- Stakeholders – 42
- Transaction methodology – Audio-visual method
  - Lecture Method, Discussion,
  - Live practices, Demonstration,
  - Question – Answer Session
- Name of Coordinator : Ms. Yogita Sharma
- Reported by :- Ms. Yogita Sharma

### **Session 1: \*‘‘Yoga and Mindfulness for School Children’’\***

Expert: \*Shirman Adinarayan\* (Founder, Anaadi Foundation)

**\*Session Overview:\***

The session focuses on integrating Yoga with neuroscience to improve children's mental and physical well-being.

**\*Key topics include:\***

1. Philosophical & Neuroscience perspectives of Yoga

→ Bhagavad Gita → Yoga Sutra of Patanjali

2. What is Yoga? – linking

3. Benefits of Yoga – balancing mind and body of students

4. Understanding Emotions through the limbic system (hippocampus & amygdala)

**\*Objective:\***

To equip teachers with tools to use yoga-mindfulness practices for enhancing students' emotional regulation and overall development with the use of IKS.

**\*Feedback:\***

- **\*Vaishali:\*** “It was an enriching session.”

- **\*Pooja:\*** “This session is very useful for us and we can enhance our teaching.”

Plan for Implementation by participants

1. **\*Mindful breathing exercises\***: Start the class with 2-3 minutes of mindful breathing to calm students and improve focus.

2. **\*Yoga poses for concentration\***: Incorporate yoga poses that improve concentration, such as Tree Pose or Eagle Pose, to help students focus.

3. **\*Mindful movement\***: Use mindful movement activities, such as walking or stretching, to help students transition between tasks or subjects.

4. **\*Guided meditation\***: Use guided meditation to help students relax and focus, especially before tests or exams.

5. **\*Yoga-based learning activities\***: Incorporate yoga-based learning activities, such as using yoga poses to illustrate mathematical concepts or scientific principles.

6. **\*Mindfulness journals\***: Encourage students to keep mindfulness journals to reflect on their thoughts, feelings, and learning.

7. **\*Gratitude circle\***: End the class with a gratitude circle, where students share things they're grateful for, to promote positivity and well-being.

8. **\*Yoga breaks\***: Incorporate short yoga breaks throughout the day to help students recharge and refocus.

9. \*Mindful listening\*: Practice mindful listening activities, such as listening to calming music or nature sounds, to improve focus and attention.

10. \*Body scan\*: Use body scan meditation to help students relax and release tension.

## **Session 2- "Lifestyle and food: IKS prospective"**

Expert : shriman Adinarayan (founder Anaadi foundation)

**\*Key Points:\***

**\*How Stress Works:\***

- Sympathetic Nervous System (SNS): "fight or flight" response
- Parasympathetic Nervous System (PNS): "rest and digest" response

**- \*Yoga Practices:\***

- Asanas (postures)
- Pranayama (breathing exercises)
- Meditation and relaxation techniques

**- \*Lifestyle Diseases:\***

- Non-Communicable Diseases (NCDs) such as diabetes, hypertension, and heart disease
- Causes: unhealthy diet, physical inactivity, stress, and other lifestyle factors

**- \*What is Good Food:\***

- Whole, unprocessed foods
- Balanced diet with fruits, vegetables, whole grains, and lean proteins

**- \*Live Practice of Breathing:\***

- Alternate Nostril Breathing (Nadi Shodhana)
- Box Breathing ( Sama Vritti)
- Benefits: reduces stress, improves focus, and promotes relaxation

Plan for Implementation by participants

**\*Breathing Exercises:\***

- Start the class with 2-3 minutes of breathing exercises to calm students and improve focus

- Use breathing exercises to transition between tasks or subjects

**- \*Yoga-Based Learning Activities:\***

- Incorporate yoga poses to illustrate mathematical concepts or scientific principles

- Use yoga to teach mindfulness and self-regulation

**\*Mindful Eating:\***

- Encourage students to eat mindfully and savor their food
- Discuss the importance of healthy eating and lifestyle choices

**- \*Stress Management:\***

- Teach students about the effects of stress and how to manage it
- Encourage students to practice relaxation techniques, such as deep breathing or meditation

By incorporating these practices into their teaching, educators can help students develop healthy lifestyle habits, manage stress, and improve their overall well-being.

### **\*Session 3**

**Overview Report\***

**\*Session Details\***

- **\*Date\*:** 13/12/2025
- **\*Session\*:** III<sup>nd</sup> Session
- **\*Time\*:** 2:00 pm to 3:30 pm
- **\*Expert\*:** Dr. M. Sudarshan (Chinmaya Vishwa Vidyapeeth, Kerala)

**\*Topic\*:** Personality Development and Development of Leadership amongst Students through **\*IKS (Indian Knowledge System)**

**\*Key Points Covered in the Session\*:**

1. **\*Who is a leader?\*** – Definition and role of a leader in personal & organizational growth.
2. **\*Various levels of leadership\*** – Explanation of the 5 levels of leadership and their applications.
3. **\*Essential qualities of a great leader\*** – Traits required for effective leadership development.
4. **\*Guiding principles from the Bhagavadgita\*:**
  - Selfless action (Karma Yoga).
  - Leading by example.
  - Equanimity (Samān) – maintaining balance in all situations.

5. \*Application\*: How we can connect Bhagavadgita teachings to our teaching practices through IKS to nurture student leadership.

\*Objective\*: The session aimed to blend traditional wisdom from the Bhagavadgita with modern leadership concepts to foster personality development and leadership skills among students using the Indian Knowledge System.

#### Session 4

- Time: 4:00 pm to 5:30 pm

- Expert: Dr. M. Sudarshan Chiplunkar, Chinmaya Vishwa Vidyapeeth

- \*Topic\*: Pancakosha & Bhagavadgita

- Objectives

- Explore \*Pancakosha\* and its relevance \*Beyond Academics\* for \*whole child development\*.

- Understand the five \*Koshas\* (sheaths) that describe human existence.

\*The Five Koshas\*

1. \*Annamaya Kosha\* – physical sheath

2. \*Pranamaya Kosha\* – vital energy sheath

3. \*Manomaya Kosha\* – mental sheath

4. \*Vijnanamaya Kosha\* – intellectual sheath

5. \*Anandamaya Kosha\* – bliss sheath

\*Session Activities\*

- \*Activities for five Koshas\*: live class practices involving \*morning movement\*.

- Focus on experiential learning to engage each kosha for holistic development.

\*Key Takeaways\*

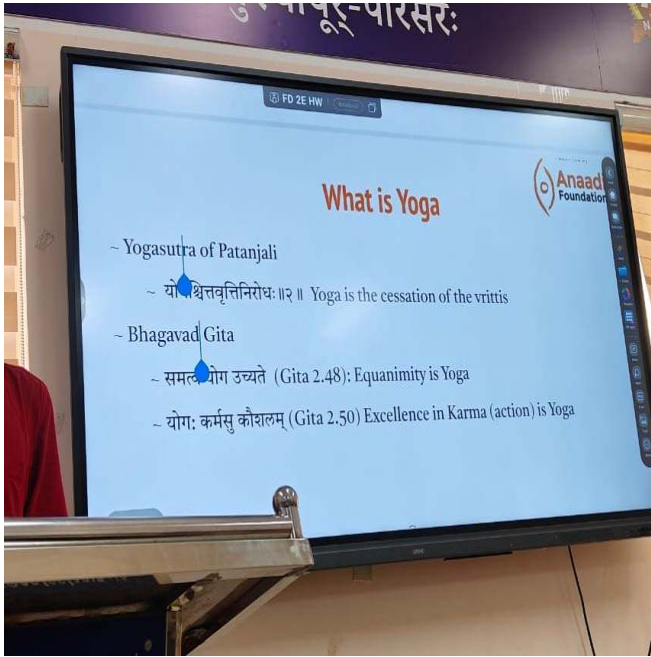
- Pancakosha framework helps in nurturing the complete child – body, energy, mind, intellect, and bliss.

- Integrating \*Bhagavadgita\* insights with kosha theory enriches personality and leadership development.

- Practical \*morning movement\* exercises can activate the five koshas in classroom settings.

### \*Action Items\*

- Design lesson plans that incorporate kosha-based activities for balanced child growth.
- Use \*Bhagavadgita\* teachings to inspire selfless action (nishkama karma) aligned with kosha development.
- Monitor student progress in each kosha through reflective practices.





| Date – 14.12.2025 (SUNDAY) |                                                                          | Day – 3                                                                     |                        |
|----------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------|
| 8.                         | Astronomical Instruments (Yantras)- Application of Physics and Chemistry | Dr. Naveen Bhat<br>Associate Professor,<br>Chanakya University,<br>Banglore | 9:30 am to<br>11:00 am |
| 9.                         | Contributions of Indian Scientists and Technologists                     |                                                                             | 11:30 am to<br>1:00 pm |
| 10.                        | Ancient Indian Mathematics: Zero, decimal system, geometry, algebra.     | P Devaraj<br>Director: Cosmic<br>Maths Foundation,<br>Kottayam              | 02:00 pm to<br>3:30 pm |
| 11.                        | Indian Astronomy & Timekeeping: Panchanga basics.                        |                                                                             | 04:00 pm to<br>5:30 pm |

### Day 3 IKS Training Report

\*Capacity Building Program | Leadership Development Program\*

for Teachers of DOE, GNCTD and DIET SCERT faculty, Delhi

\*Date:\* 14/12/2025

\*Duration:\* 9:30 am to 5:30 pm

\*Venue:\* Central Sanskrit University, Guruvayoor Campus, Thrissur, Kerala

#### **\*Details of the Program\***

- No. of proposed participants – 42
- No. of participants attended – 42
- Stakeholders – 42
- Transaction methodology – Audio-visual method

Lecture Method, Group Discussion Method

Active Learning practices

Question – Answer Session

Name of Coordinator : Ms. Yogita Sharma

Reported by :- Ms. Yogita Sharma

## **Session -1**

### **Astronomical Instruments (Yantras) Application of Physics and Chemistry**

**Resource Person- Dr. Naveen Bhat**

(Assistant Professor at the Centre for IKS, Chanakya University , Bengaluru)

#### **Session Overview**

This session emphasises on integrating ancient maths and science with the observation of the natural world.

#### **Key topics include:-**

1. Overview of ancient Indian astronomy and contributions of scholars like Aryabhata, Varahamihira, and Bhaskaracharya.
2. Introduction to important astronomical instruments such as Sundials, Gnomons, Samrat Yantra, Jai Prakash Yantra, and other observational tools.

#### **Objectives:-**

To introduce teachers to various ancient astronomical instruments (Yantras) used in Indian astronomy.

- To understand the application of Physics concepts such as motion of celestial bodies, measurement of time, angles, shadows, and optics.
- To encourage teachers to integrate IKS-based examples into classroom teaching for experiential and contextual learning.
- To promote appreciation of India's scientific heritage among teachers

#### **Plan of implementation by participants:-**

- Teachers can use Yantras as teaching aids to explain abstract concepts of Physics such as time, motion, angles, and shadow formation in a concrete manner.
- Classroom activities can include model-making of sundials or simple Yantras, promoting hands-on learning.
- Integration of IKS examples can help students connect science with history and culture, making learning more engaging.
- Promotes critical thinking by comparing ancient scientific methods with modern technology.
- Helps inculcate respect for India's scientific heritage and indigenous knowledge systems.

## **Session -2**

### **Contribution of Indian Scientists and Technologists**

Resource Person - Dr. Naveen Bhat

#### **Session Overview**

The session aimed to highlight India's rich scientific and technological heritage from ancient to modern times and to familiarise teachers with the significant contributions made by Indian scientists across various fields. The training emphasised the relevance of these contributions in contemporary education and classroom teaching.

#### **Key topics include:-**

- Overview of ancient scientific contributions in fields such as astronomy, mathematics, medicine, metallurgy, and engineering.
- Discussion on India's achievements in space technology, nuclear science, agriculture, information technology, and healthcare.
- Emphasis on the scientific methods, innovation, and problem-solving approaches adopted by Indian scientists.
- Alignment of Indian scientific contributions with global scientific advancements.

#### **Objectives:**

- To create awareness about the contributions of Indian scientists and technologists in different domains of science and technology.
- To highlight the continuity of scientific thinking in India from ancient, medieval, and modern periods.
- To promote integration of Indian Knowledge System perspectives in school curriculum.
- To inspire teachers to use examples of Indian scientists to motivate students.
- To strengthen national pride and scientific temper among learners.

#### **Plan of implementation by participants:-**

- Teachers can integrate stories and case studies of Indian scientists into daily teaching to make lessons more relatable and inspiring.
- Classroom discussions can link scientific concepts with real-life applications developed by Indian innovators.
- Encourages project-based learning, such as student presentations on Indian scientists and their discoveries.

- Helps students develop a sense of pride in India's scientific heritage and achievements.
- Facilitates interdisciplinary learning by connecting science with history, geography, and ethics.
- Supports NEP 2020 objectives by promoting indigenous knowledge and contextual learning.
- Motivates students to pursue careers in science, research, and technology.

## **Session -3**

### **Ancient Indian Mathematics: Zero, Decimal system, Geometry and Algebra**

**Resource Person- Sh. P. Devaraj**

**Director of Cosmic Maths Foundation)**

### **Session Overview:-**

The session aimed to highlight the foundational contributions of ancient Indian mathematicians and their lasting impact on modern mathematical concepts.

#### **Key topics include:-**

- Historical overview of ancient Indian mathematics and its global influence.
- Development and significance of zero (shunya) as a number and a placeholder.
- Evolution of the decimal place value system, enabling complex calculations.
- Contributions of mathematicians such as Aryabhatta, Brahmagupta and Bhaskaracharya.
- Introduction to ancient geometrical concepts, including area, perimeter, and the early understanding of the Pythagorean theorem.
- Foundations of algebra, including equations, quadratic solutions, and rules for operations with zero and negative numbers.
- Use of mathematics in ancient India for astronomy, architecture, trade, and calendar calculations.
- Emphasis on logical reasoning, problem-solving, and algorithmic thinking in ancient texts.

**Objectives:**

- To familiarise teachers with the origin and development of key mathematical concepts in ancient India.
- To understand the significance of zero and the decimal place value system in the growth of mathematics.
- To explore ancient Indian contributions to geometry and algebra.
- To promote the integration of Indian Knowledge System perspectives in mathematics education.
- To encourage experiential, contextual, and concept-based learning in classrooms.

**Plan of implementation by participants:-**

- Teachers can introduce mathematical concepts through historical contexts, making learning more meaningful and engaging.
- Use of ancient Indian examples to explain place value, operations, and algebraic thinking.
- Geometry lessons can be linked to real-life applications such as temple architecture, land measurement, and construction.
- Encourages activity-based learning through hands-on tasks, puzzles, and model-making.
- Helps students appreciate mathematics as a living discipline rooted in culture and daily life.
- Supports interdisciplinary learning by connecting mathematics with history and science.
- Aligns with NEP 2020 by promoting conceptual understanding, critical thinking, and indigenous knowledge.

**Session -4****Indian Astronomy and Time-Keeping : Panchanga Basics**

**Resource Person - Sh . P. Devaraj**

**Session Overview:-**

The session aimed to introduce teachers to the traditional Indian system of time-keeping based on astronomical observations and to explain the scientific principles underlying the Panchanga.

**Key topics include:-**

- Introduction to Indian astronomy and its observational foundations.
- Meaning and significance of Panchanga (Pancha-Anga – five limbs of time).
- Explanation of the five components of the Panchanga:
  - Tithi – lunar day based on the angular separation of the Sun and Moon.
  - Vara – weekdays based on planetary association.
  - Nakshatra – lunar constellations and their significance.
  - Yoga – combined position of the Sun and Moon.
  - Karana – half of a Tithi and its role in time calculation.
- Relationship between the lunar and solar cycles.
- Use of Panchanga in determining festivals, agricultural activities, and seasonal planning.
- Comparison of traditional Indian calendars with the modern Gregorian calendar.
- Scientific accuracy and observational methods used in ancient Indian astronomy.

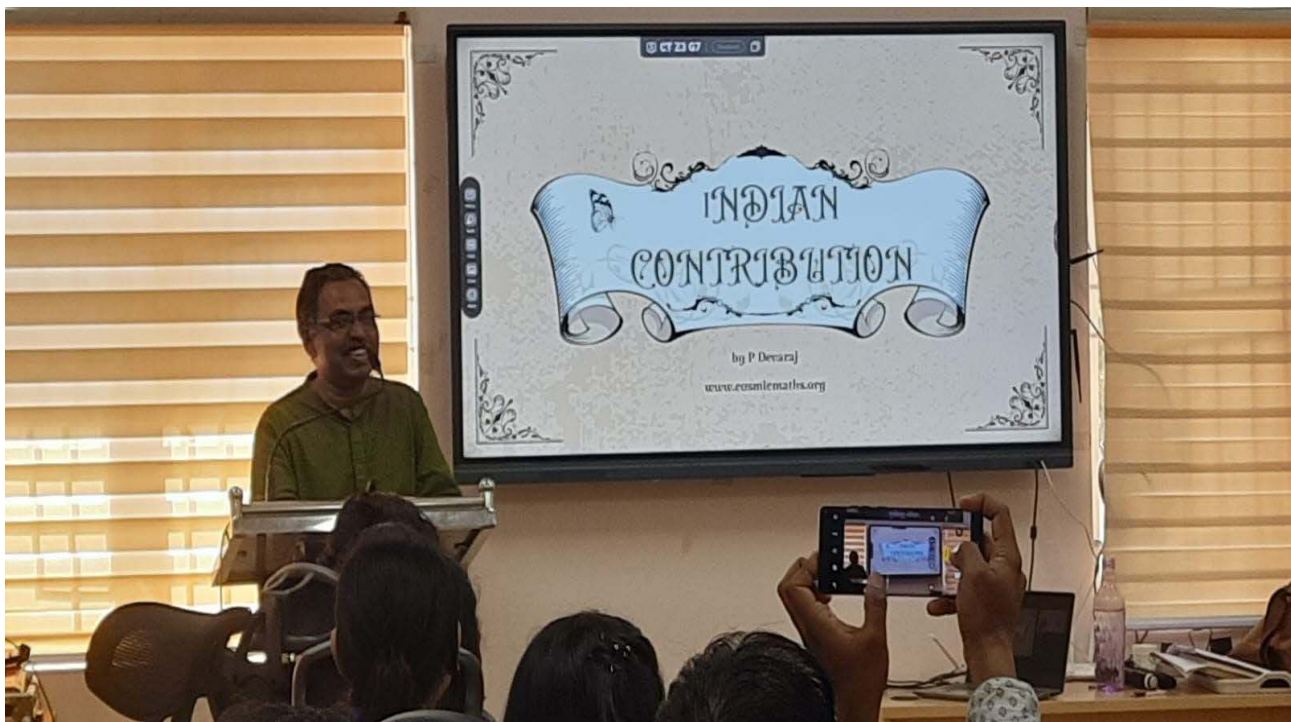
**Objectives:**

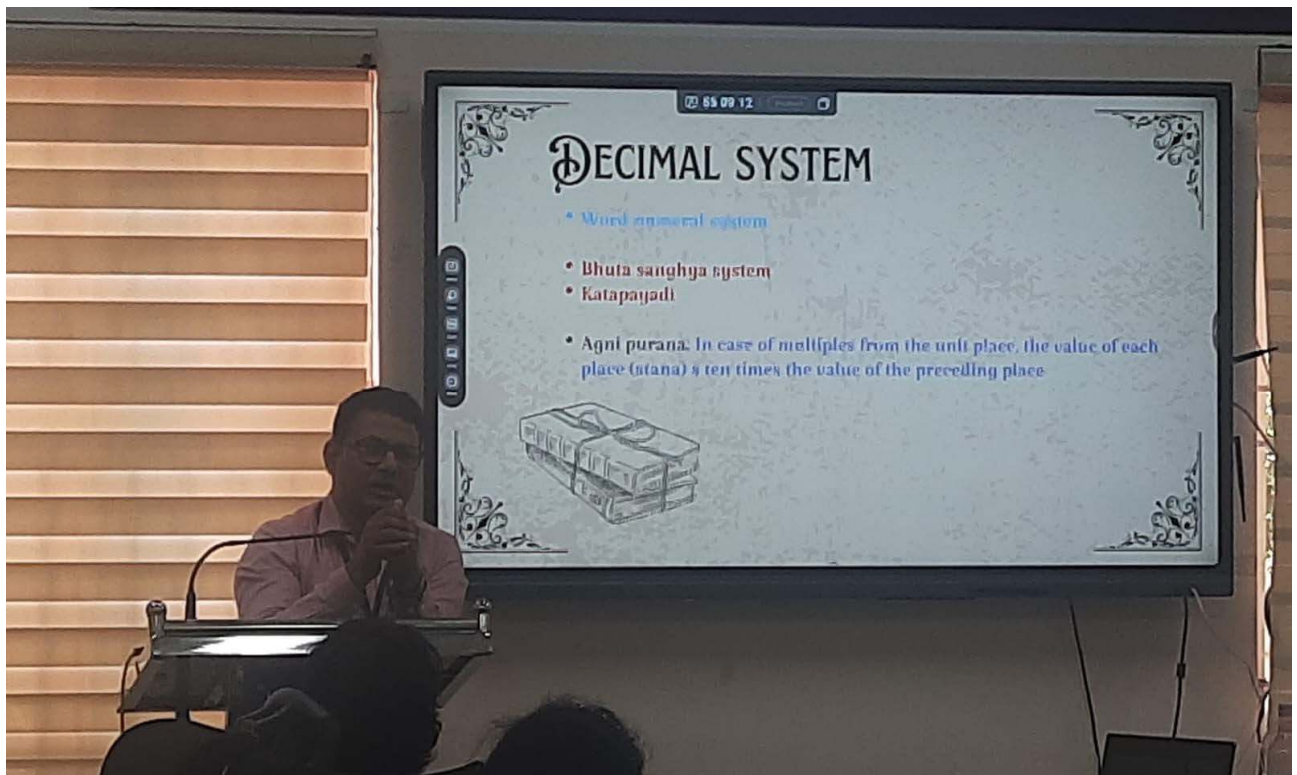
- To familiarise teachers with the concept and components of the Panchanga.
- To understand the astronomical basis of Indian time-keeping.
- To explore the scientific reasoning behind lunar and solar calendars.
- To promote the integration of Indian Knowledge System concepts in school curricula.
- To enable teachers to relate traditional time-keeping with modern scientific understanding.

**Plan of implementation by participants:-**

- Teachers can use Panchanga concepts to explain time, cycles, and periodicity in science and mathematics.
- Helps in teaching topics like motion of celestial bodies, phases of the Moon, and seasons.
- Encourages interdisciplinary learning by linking science, mathematics, history, and geography.

- Classroom activities can include reading a Panchanga, identifying Tithis, or tracking lunar phases.
- Promotes cultural awareness and appreciation of India's scientific heritage.
- Supports experiential learning and inquiry-based pedagogy.
- Aligns with NEP 2020 by integrating indigenous knowledge and conceptual learning.
- Teachers can use Panchanga concepts to explain time, cycles, and periodicity in science and mathematics.
- Helps in teaching topics like motion of celestial bodies, phases of the Moon, and seasons.
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- Classroom activities can include reading a Panchanga, identifying Tithis, or tracking lunar phases.
- Promotes cultural awareness and appreciation of India's scientific heritage.
- Supports experiential learning and inquiry-based pedagogy.
- Aligns with NEP 2020 by integrating indigenous knowledge and conceptual learning.









|                                  |                                                                |                                           |                        |
|----------------------------------|----------------------------------------------------------------|-------------------------------------------|------------------------|
| Date – 15.12.2025 (MONDAY)       |                                                                | Day – 4                                   |                        |
| Visiting Art and Cultural Places |                                                                |                                           |                        |
| 12.                              | Integration of Language, Arts, and Culture in School Education | Dr. P Rajesh Kumar<br>Kerala Kalamandalam | 02:00 pm to<br>3:30 pm |

## Day 4 IKS Training Report

\*Capacity Building Program | Leadership Development Program\* for Teachers of DOE, GNCTD and DIET SCERT faculty, Delhi

**\*Date:\*** 15/12/2025

**\*Venue:\*** Athirappilly Water Fall Kerala Kalamandam

### **\*Details of the Program\***

- No. of proposed participants – 42
- No. of participants attended – 42
- Stakeholders – 42
- Transaction methodology –
- Experiential learning through field visits
- Observation-based learning
- Demonstration of traditional art forms
- Interactive sessions with artists and resource persons
- Group discussion and reflection
- Integration of language, art, and culture
- Value-based and holistic learning approach

**Name of Coordinator :** Ms. Yogita Sharma

**Reported by :-** Ms. Yogita Sharma

## Introduction

As part of the Day 4 schedule of the IKS (Indian Knowledge Systems) Training Programme, a field visit was organized to prominent natural and cultural heritage sites of Kerala. The objective of the visit was to understand the practical integration of language, art, and culture in education and to experience India's rich traditional

knowledge systems first and visit to Athirappilly Waterfalls. The day began with a visit to Athirappilly Waterfalls, one of Kerala's most renowned natural heritage sites. The visit highlighted the importance of nature in Indian culture, literature, and traditional learning systems. Discussions were held on how natural surroundings can be used as experiential learning resources in schools, especially for language expression, creative writing, environmental studies, and value-based education.

### **Visit to Kerala Kalamandalam**

The group later visited Kerala Kalamandalam, a premier institution dedicated to preserving and promoting traditional art forms of Kerala. Participants were introduced to various classical and folk art forms such as Kathakali, Mohiniyattam, Koodiyattam, Chakyar Koothu, and traditional percussion forms.

### **Demonstrations and interactions with artists provided deep insights into:**

- The role of language, storytelling, and expressions in performing arts
- Cultural values embedded in traditional art forms
- Guru–Shishya tradition as an integral part of Indian Knowledge Systems

### **Learning Outcomes**

- Gained practical understanding of how art and culture can be integrated into school curriculum
- Understood the relevance of traditional art forms in language development and moral education
- Recognized the importance of experiential and activity-based learning
- Appreciated India's cultural diversity and heritage preservation efforts

### **Conclusion**

The Day 4 field visit was a highly enriching experience that reinforced the significance of integrating language, art, culture, and nature into school education. Such exposure-based learning plays a crucial role in holistic development of students and aligns strongly with the objectives of NEP 2020 and Indian Knowledge Systems. The visit inspired participants to incorporate cultural elements into classroom teaching to make learning more meaningful and engaging.

## Glimpses of Today's Event











## **Report on Participation in Indian Knowledge System (IKS) Programme, Kerala Day-5**

A Five-Day Continuous Professional Development (CPD) Programme on “Integrating Indian Knowledge System (IKS) in School Education” was organized by Central Sanskrit University, Guruvayoor Campus, Thrissur, Kerala, in collaboration with SCERT, Delhi, from 12 December 2025 to 16 December 2025.

We had the valuable opportunity to visit Kerala and participate in this enriching academic programme, which aimed to sensitize educators towards the integration of Indian Knowledge Systems in school curricula in alignment with NEP 2020. The programme included expert lectures, interactive sessions, and practical strategies for implementing IKS through school projects, heritage walks, and local history research.

On Day 5 (16 December 2025), the sessions were conducted by Mrs. S. Saraswathi, a retired educator from DIET, Coimbatore, and former teacher of Economics. Her sessions on designing school projects related to heritage walks and local history research and whole-school IKS action planning were insightful, practical, and highly motivating for all participants. Her vast experience and clarity of thought greatly enriched our understanding of effective IKS implementation at the school level.

The programme concluded with a Valedictory Ceremony, held in a dignified and warm atmosphere. During the valedictory programme, participants expressed their heartfelt gratitude to the resource persons, organizers, and coordinators for their guidance and support throughout the programme.

We sincerely thank Central Sanskrit University, Guruvayoor Campus, and SCERT, Delhi, for providing excellent academic facilities, well-organized sessions, and a highly conducive learning environment. The hospitality, arrangements, and overall management of the programme were commendable and made our learning experience truly memorable.

This programme has significantly enhanced our professional understanding and inspired us to meaningfully integrate Indian Knowledge Systems into school education.



