



One Day National Seminar on

"Redefining Quality Education
through the Lens of Indian Knowledge System (IKS):
A Framework for Integrating Traditional Wisdom
with Modern Educational Practices"

Date:
10th April, 2026

Organised by:
Department of Humanities (Education)
MIDNAPORE CITY COLLEGE

Venue:
A. P. J. Abdul Kalam Memorial Hall
Bhadutala, Midnapore, Paschim Medinipur, Pin- 721129, West Bengal, India

www.mcconline.org.in

**One Day National Seminar
on
"Redefining Quality Education
through the Lens of Indian Knowledge System (IKS):
A Framework for Integrating Traditional Wisdom
with Modern Educational Practices"**

10th April, 2026

SOUVENIR

Organised by



Department of Humanities (Education)

MIDNAPORE CITY COLLEGE

(Recognised by UGC, Govt. of India & Affiliated to Vidyasagar University and
West Bengal University of Health Sciences)

Midnapore, Paschim Medinipur, Pin- 721 129, West Bengal, India

www.mcconline.org.in | director@mcconline.org.in

One Day National Seminar on
“Redefining Quality Education through the Lens of Indian Knowledge System (IKS):
A Framework for Integrating Traditional Wisdom with Modern Educational Practices”

Organising Committee

Chief Patron:	Dr. Pradip Ghosh Founder Director.
Patron:	Dr. Sudipta Chakrabarti (Principal) Dept. of Biological Sciences.
Co Patron:	Dr. Kuntal Ghosh (Vice-Principal) Dept. of Paramedical and Allied Health Sciences.
Convenor:	Mr. Prasanta Kumar Ghata (HOD, Assistant Professor of Education) Dept. of Humanities.
Organizing Secretary:	Mr. Samar Das (Assistant Professor of Education) Dept. of Humanities.
Joint Organizing Secretary:	Mr. Jagannath Samanta (Assistant Professor of Education) Dept. of Humanities.
Other Members of Organizing Committee:	Dr. Arpita Raj (Assistant Professor of English) Dept. of Humanities. Dr. Rajkumar Bera (Assistant Professor of English) Dept. of Humanities. Dr. Sharmila Roy (Assistant Professor of English) Dept. of Humanities. Mr. Abhishek Chakravorty (Assistant Professor of English) Dept. of Humanities. Mr. Biswadeb Rajbanshi (Assistant Professor of English) Dept. of Humanities. Mr. Biswajit Mallick (Assistant Professor of History) Dept. of Humanities. Mr. Somnath Rana (Assistant Professor of History) Dept. of Humanities. Dr. Rakesh Jana (Assistant Professor of Bengali) Dept. of Humanities. Mr. Abhi Koley (Assistant Professor of Bengali) Dept. of Humanities. Mr. Swapan Hazra (Assistant Professor of Bengali) Dept. of Humanities.
Treasurer:	Mr. Abhishek Das (Assistant Registrar) Administrative Dept. Mr. Soumen Ghosh (Assistant Professor of Education) Dept. of Humanities.
Convenors for Transport, Reception, and Printing:	Mrs. Moumita Roy (Cashier) Administrative Dept. Mr. Haru Patra (Office Assistant) Administrative Dept.

One Day National Seminar on
"Redefining Quality Education through the Lens of Indian Knowledge System (IKS):
A Framework for Integrating Traditional Wisdom with Modern Educational Practices"

Programme Schedule

One day National Seminar on
**"Redefining Quality Education through the Lens of Indian Knowledge System (IKS):
A Framework for Integrating Traditional Wisdom with Modern Educational Practices"**

Date: 10th April, 2026

Organized by: Department of Humanities (Education)

Venue:

Midnapore City College
Dr. A. P. J. Abdul Kalam Memorial Hall

10 th April, 2026 (Friday)	
Time	Programme
08:45 A.M. - 09:30 A.M.	REGISTRATION
9:30 A.M. - 10:00 A.M.	HIGH TEA
10:00 A.M. - 10:30 A.M.	Inauguration (Dr. A.P.J. Abdul Kalam Memorial Hall) & Welcome address of Resource persons
10:30 A.M. - 12:00 A.M. (Dr. A.P.J. Abdul Kalam Memorial Hall)	Key Note Address – Dr. Asheesh Srivastava Professor, Higher Education Policy, & Dean, Academic & Research, Inter University Centre for Teacher Education, Banaras Hindu University (IUCTE-BHU): An Autonomous Centre of UGC, IUCTE Campus.
12.00 P. M.-01.30 P. M. (Invited Lecture 1)	Invited Lecture – 1 Prof. (Dr.) Abhijit Kumar Pal Professor and Head Department of Education West Bengal State University Barasat, Kolkata -700126, West Bengal.
01:30 PM– 02:30 PM	Lunch Break
02.30 P.M. - 03.15 P. M. (Invited Lecture 2)	Invited Lecture – 2 Dr. Sumit Paroi, Assistant Professor, Department of Education, Kazi Nazrul University, Asansol
Technical Session : 03.15 P.M. - 04.00 P. M. (Oral Presentation)	Paper Presentation Chair by Dr. Sumit Paroi. Assistant Professor, Department of Education, Kazi Nazrul University, Asansol
04:00 P.M – 04:30 P.M	Tea Break
04:30 P.M-05:00 P.M	Cultural Programme
05.00 P.M. - 05.15 P. M	Valedictory Session
05:15 PM - 05:30 PM	Certificate Distribution

ABOUT THE COLLEGE

MIDNAPORE CITY COLLEGE, the first self-financing General Degree College in the South Bengal region within the state of West Bengal, has been established by MORAINÉ HUMAN RESOURCE DEVELOPMENT ORGANISATION, a registered society bearing registration S/1L/31682 on dated 02.09.2005 having its office at Aparnapalli, Satbankura, Paschim Medinipur with the sole aim to help the people as per notification of Higher Education Department, Govt. of West Bengal bearing No: W.B (Part-I)/2015/SAR-458 dated 23rd day of September, 2015 published in Kolkata Gazette and subsequent No Objection was issued to this college through the order No.197-ILC/OM-58L/2017 dated 18.07.2017 on the basis of which Vidyasagar University also extended the affiliation by its memo No: VU/R/ Circular /8EC-10/ C0383/ 2017 dated 05.09.2017 and VU/IC/BMLT/MCC/017/2019 dated 29.01.2019. The college is also recognized under section 2(f) by UGC, Govt. of India bearing File No: 8-1/2018(CPP-I/C) dated 18.01.2018 for conducting different Under Graduate and Post Graduate programmes in the faculty of Arts and Science and Allied Health Science from the academic session 2017-18. The college is located at educationally backward and rural area in the district of Paschim Medinipur within the state of West Bengal and most of our students belong to socially and economically backward sections of society. The sole aim of MORAINÉ HUMAN RESOURCE DEVELOPMENT ORGANISATION is to serve people by imparting quality education and research to the society. The institution has received recognition from Department of Scientific Industrial Research (DSIR) Govt. of India as Scientific and Industrial Research Organisation (SIRO) bearing F. No.11/762/2018-TU-V dated 26th November,2018. The institute is recognised under The Directorate of Medical Education, Government of West Bengal (ME/MISC-85-2020/M/1720/1(2) dated 13.11.2020, ME/MISC-85-2020/M/2018/1(2) dated 30.12.2020, ME/MISC-85-2020/M/167/1(2) dated 20.01.2021, ME/MISC-85-2020/M/168/1(2) dated 20.01.2021, ME/MISC-85-2020/M/169/1(2) dated 20.01.2021, ME/MISC-85-2020/M/170/1(2) dated 20.01.2021) and it is affiliated to The West Bengal University of Health Sciences, West Bengal (OG/WBUHS/2020-21/1328 dated 25.01.2021, OG/WBUHS/2020-21/1672, OG/WBUHS/2020-21/1673, OG/WBUHS/2020-21/1674, OG/WBUHS/2020-21/1675 dated 23.03.2021). The institute believes that excellent teaching can produce better students and thereby helping the institute to emerge as a centre of excellence.

One Day National Seminar on
“Redefining Quality Education through the Lens of Indian Knowledge System (IKS):
A Framework for Integrating Traditional Wisdom with Modern Educational Practices”

Professor Dipak Kumar Kar

Vice-Chancellor
Vidyasagar University
Midnapore - 721102
West Bengal, India



Website : www.vidyasagar.ac.in

E-mail:

vc@mail.vidyasagar.ac.in

veconfidential@mail.vidyasagar.ac.in

drdipakkumarkar@gmail.com

Mobile:

7044577044

8597748052

9064236649

VIDYASAGAR UNIVERSITY



Date: 30.03.2026

MESSAGE

It gives me immense pleasure to extend my warm greetings and best wishes on the occasion of the One-day National Seminar on *Redefining Quality Education through the Lens of Indian Knowledge System: A Framework for Integrating Traditional Wisdom with Modern Educational Practices*, being organised by Midnapore City College, Paschim Medinipur, on April 10, 2026.

The theme of this seminar is both timely and significant, as it seeks to revisit and revitalise the rich legacy of the Indian Knowledge System while aligning it with the demands of contemporary education. In an era marked by rapid transformation and global interconnectedness, the integration of traditional wisdom with modern pedagogical practices offers a holistic approach to learning—one that nurtures not only intellectual growth but also ethical values, cultural rootedness and critical thinking.

I commend the organisers for conceptualising such a meaningful academic initiative that will undoubtedly provide a vibrant platform for scholars, academicians and students to engage in thoughtful deliberations. I am confident that the seminar will foster insightful discussions, encourage interdisciplinary perspectives and contribute to the ongoing discourse on enhancing the quality and relevance of education in our country.

I extend my sincere appreciation to all participants and resource persons for their valuable contributions and I wish the seminar every success in achieving its objectives.

Best wishes for a fruitful and enriching deliberation.

Dipak Kumar Kar
(Professor Dipak Kumar Kar)

Dr. Pradip Ghosh,
Director,
Midnapore City College,
Kuturiya, Bhadutala,
Paschim Medinipur – 721 129

One Day National Seminar on
“Redefining Quality Education through the Lens of Indian Knowledge System (IKS):
A Framework for Integrating Traditional Wisdom with Modern Educational Practices”

अन्तर विश्वविद्यालय अध्यापक शिक्षा
काशी हिन्दू विश्वविद्यालय, वाराणसी
विश्व विद्यालय अनुदान आयोग, शिक्षा मंत्रालय
भारत सरकार का स्वायत्त संस्थान



Inter University Centre for Teacher Education
Banaras Hindu University, Varanasi
An Autonomous Institution of University Grants Commission

Prof. Asheesh Srivastava
Professor, Higher Education Policy
&
Dean of Academic & Research
IUCTE-BHU (An Autonomous Institution of UGC)



Message

It is a matter of great satisfaction to learn that Midnapore City College is organizing a National Seminar on “*Redefining Quality Education through the Lens of Indian Knowledge System (IKS): A Framework for Integrating Traditional Wisdom with Modern Educational Practices.*” I extend my sincere appreciation to the organizers for initiating this timely academic dialogue. In recent years, there has been a growing realization that education must not only impart knowledge and skills but also cultivate wisdom, ethical sensibilities, and a deeper understanding of human and societal well-being. The Indian Knowledge System (IKS), with its rich intellectual traditions spanning philosophy, pedagogy, science, arts, and ethics, offers a holistic framework that integrates knowledge with values and life practices. These traditions emphasize harmony between individual development, social responsibility, and ecological balance, principles that are increasingly relevant in the contemporary world. The National Education Policy 2020 has strongly emphasized the need to reconnect education with India’s civilizational knowledge traditions while simultaneously engaging with global knowledge systems. In this context, integrating insights from IKS into modern educational practices can significantly enrich curriculum design, pedagogical approaches, and research frameworks. Such integration does not imply a return to the past, but rather a creative synthesis where traditional wisdom informs contemporary innovation. Seminars of this nature provide an important platform for scholars, educators, and researchers to critically examine the philosophical foundations of education, explore interdisciplinary perspectives, and develop actionable frameworks for integrating traditional knowledge with modern educational systems. I hope the deliberations and research contributions presented in this seminar will generate meaningful insights that contribute to the evolving discourse on quality education in India and beyond.

I congratulate the organizers, participants, and contributors to this Abstract Book for their scholarly efforts and wish the seminar great success. Let this seminar ignite minds, shape policies, and inspire actions that resonate far beyond the confines of this gathering.

My Heartiest Best Wishes!!!

Date: March 16, 2026

Place: IUCTE-BHU, Varanasi

Prof. Asheesh Srivastava

Message from the President
MIDNAPORE CITY COLLEGE



It is a distinct honor to address all participants as the President at this One Day National Seminar on "**Redefining Quality Education through the Lens of Indian Knowledge System (IKS): A Framework for Integrating Traditional Wisdom with Modern Educational Practices.**" This seminar stands as a crucial platform to reflect on the enduring legacy of the Indian Knowledge System and its vital role in enriching contemporary education through holistic and value-based learning.

I encourage all scholars, educators, and students present to engage deeply with the themes of this seminar, embracing the dialogue between tradition and modernity with openness and innovation. The integration of IKS into modern educational frameworks not only honors our cultural heritage but also paves the way for more inclusive, relevant, and sustainable educational practices that address the challenges of a rapidly changing world.

I am confident that the deliberations, insights, and collaborations fostered during this seminar will inspire transformative educational approaches and policy initiatives that strengthen our academic institutions and contribute significantly to the broader educational landscape.

I extend my best wishes for a successful and impactful seminar and look forward to the meaningful outcomes it will generate for the academic community and beyond.

Thank you. All the best.

Smt. Sukrita Ghosh

President

Midnapore City College

Message from the Vice-President

MIDNAPORE CITY COLLEGE



It is a privilege to address all participants at this One Day National Seminar on **"Redefining Quality Education through the Lens of Indian Knowledge System (IKS): A Framework for Integrating Traditional Wisdom with Modern Educational Practices."** This seminar presents a valuable opportunity to engage deeply with the rich heritage of Indian traditional knowledge and explore its integration into contemporary educational practices.

I encourage all academicians, educators, and students to actively participate in the sessions, discussions, and workshops, fostering collaboration that bridges traditional wisdom with modern innovations. The collective insights and shared experiences here will play a crucial role in shaping an inclusive, culturally grounded, and forward-looking educational framework.

I am confident that the deliberations and outcomes of this seminar will inspire transformative educational approaches and contribute significantly to strengthening our institution and the wider academic community.

I wish the seminar great success and look forward to the meaningful contributions it will generate.

Best wishes.

Mrs. Anindita Ghosh
Vice-President
Midnapore City College

Message from the Chairman

MIDNAPORE CITY COLLEGE



It is a privilege to address all participants at this One Day National Seminar on **"Redefining Quality Education through the Lens of Indian Knowledge System (IKS): A Framework for Integrating Traditional Wisdom with Modern Educational Practices."** This seminar serves as a significant platform to reflect on the enduring contributions of the Indian Knowledge System and its potential to enrich contemporary education through holistic, value-based learning.

I encourage all scholars, educators, and students to engage deeply with the themes presented, embracing the dialogue between traditional wisdom and modern educational innovations with openness and creativity. The integration of IKS into present-day educational frameworks not only honors our cultural heritage but also fosters more inclusive, relevant, and sustainable practices that address the challenges of a rapidly evolving global landscape.

I am confident that the discussions, insights, and collaborations arising from this seminar will inspire transformative educational strategies and policy initiatives that strengthen both our academic institutions and the broader educational community.

I extend my best wishes for a successful and impactful seminar and look forward to the meaningful outcomes it will generate.

Wish you all the best.

Thank you again.

Prof. Pravas Ghosh

Founder Chairman

Midnapore City College

Message from the Director

MIDNAPORE CITY COLLEGE



It is a privilege to address all participants at this One Day National Seminar on **"Redefining Quality Education through the Lens of Indian Knowledge System (IKS): A Framework for Integrating Traditional Wisdom with Modern Educational Practices."** This seminar represents a significant opportunity to reflect on the profound contributions of the Indian Knowledge System and its potential to enrich contemporary education by fostering holistic, value-based learning.

As we engage with the themes of this seminar, I encourage all attendees - scholars, educators, and students- to embrace the dialogue between tradition and modernity with an open and innovative mindset. The integration of IKS into modern educational frameworks is not only a tribute to our cultural heritage but also a pathway for creating more inclusive, relevant, and sustainable educational practices that meet the needs of a rapidly evolving world.

I am confident that the insights, discussions, and collaborations emerging from this seminar will inspire transformative approaches and policy directions that will strengthen our academic community and contribute meaningfully to the broader educational landscape.

I wish the seminar every success and look forward to the valuable outcomes it will generate.

Thank you and I look forward to fruitful discussion and outcomes.

I wish for the grand success of seminar.

Warm regards,

Dr. Pradip Ghosh

Founder Director, Midnapore City College

Message from the Principal

MIDNAPORE CITY COLLEGE



It is a privilege to welcome all participants to this One Day National Seminar on **"Redefining Quality Education through the Lens of Indian Knowledge System (IKS): A Framework for Integrating Traditional Wisdom with Modern Educational Practices."** This seminar offers a vital platform to explore how the rich heritage of Indian traditional wisdom can be thoughtfully integrated with contemporary educational frameworks to enhance the quality, relevance, and inclusivity of education.

As we delve into the historical foundations, challenges, and innovative approaches in blending IKS with modern pedagogy, I encourage all attendees - scholars, educators, and students alike to engage actively and contribute to shaping a holistic educational future. The insights and collaborations emerging from this seminar have the potential to inspire meaningful reforms that honor our cultural legacy while meeting the demands of today's global knowledge economy.

I extend my best wishes for a productive and enlightening seminar and look forward to the valuable outcomes it will generate for our academic community and beyond.

Thank you.

Best wishes,

Dr. Sudipta Chakrabarti

Principal, Midnapore City College

Message from Vice-Principal
MIDNAPORE CITY COLLEGE



It is an honor to address all participants at this One-Day National Seminar on **"Redefining Quality Education through the Lens of Indian Knowledge System (IKS): A Framework for Integrating Traditional Wisdom with Modern Educational Practices."** This seminar provides a unique opportunity to engage with the profound legacy of Indian traditional knowledge and explore its meaningful integration into modern educational paradigms. A revolutionary vision for the future of India's educational system is presented in the National Education Policy (NEP) 2020. The incorporation of the Indian Knowledge System (IKS) within the framework of higher education is a key component of this concept. This integration is a step toward decolonizing education and enhancing it with a variety of locally relevant information that has molded India's intellectual and cultural legacy for centuries, rather than just an addition to the curriculum. NEP-2020 provides a comprehensive approach that goes beyond academic success to promote a stronger connection with the country's heritage, values, and cultural diversity by integrating IKS into the mainstream educational system.

I wish all attendees—academicians, educators, and students—to actively participate in the discussions and workshops, fostering collaborative efforts that bridge the wisdom of the past with the innovations of the present. The collective insights gained here will contribute significantly to advancing an inclusive, culturally grounded, and forward-looking educational framework.

I wish everyone a successful and inspiring seminar, confident that it will yield valuable contributions to our institution and the broader educational community.

Thank you.

Best Wishes,

Dr. Kuntal Ghosh

Vice-Principal, Midnapore City College

One Day National Seminar on
“Redefining Quality Education through the Lens of Indian Knowledge System (IKS):
A Framework for Integrating Traditional Wisdom with Modern Educational Practices”



WEST BENGAL STATE UNIVERSITY
Berunanpukuria, Malikapur, Barasat, Kolkata-126

Phone : 0332524 1975/ 1976/ 1978 /1979 Fax: 0332524 1977

MESSAGE

It is my great pleasure to inform that Midnapore City College is going to organise a one day National Level Seminar on 'Redefining Quality Education through the Lens of Indian knowledge System (IKS) : A Framework for Integrating Traditional Wisdom with Modern Educational Practices' on 10 th. April, 2026. In this Seminar, some notable Resource Persons will deliver their lecture. At the same time Research Scholars, Teachers and Students from different colleges, B.Ed colleges and Universities will be present in the Seminar and they will exchange their views.

In the presence of such an august gatherings, hope this National Level Seminar will be completed with a grand success.

Prof. Abhijit Kumar Pal

Abhijit Kumar Pal.

Professor and Head,
Department of Education,
West Bengal State University,
Barasat, Kolkata- 700126.

Message

It gives me immense pleasure to present this message for the seminar proceedings titled “*Redefining Quality Education through the Lens of Indian Knowledge System (IKS): A Framework for Integrating Traditional Wisdom with Modern Educational Practices.*” The of the seminar is both timely and significant, as it engages with one of the most pressing concerns of contemporary education—how to meaningfully define and achieve “quality” in a rapidly changing world.

In recent years, education systems across the globe have increasingly focused on measurable outcomes, employability, and technological advancement. While these dimensions are undoubtedly important, they often overlook the deeper, holistic aspects of learning that shape human character, ethical consciousness, and social responsibility. It is in this context that the Indian Knowledge System offers a profound and enriching perspective. Rooted in centuries of intellectual, philosophical, and cultural traditions, IKS emphasizes harmony, sustainability, self-realization, and the interconnectedness of knowledge.

I extend my sincere appreciation to the organizers for their initiative in hosting this seminar and for their efforts in bringing out this abstract book.

With best wishes for the success of this endeavour.

Dr. Sumi Paroi

Assistant Professor

Department of Education

Kazi Nazrul University, Asansol

Message from Convenor



It is a privilege to welcome all participants to this one-day national seminar on **"Redefining Quality Education through the Lens of the Indian Knowledge System (IKS): A Framework for Integrating Traditional Wisdom with Modern Educational Practices."** As the convenor, I am honoured to facilitate this important dialogue that bridges our rich cultural heritage with contemporary educational needs.

This seminar offers a unique platform to explore the philosophical foundations, challenges, and innovative strategies for integrating IKS into modern pedagogy. I encourage all scholars, educators, and students to engage actively in the sessions, discussions, and workshops, contributing their insights and expertise toward developing a holistic and inclusive educational framework.

I am confident that the collaborative efforts and knowledge shared during this seminar will inspire transformative educational approaches and policy initiatives that strengthen our academic community and resonate beyond it.

I look forward to a productive and enlightening seminar and to the meaningful outcomes it will generate.

I want to extend a greeting to all the speakers, participants, members of the organising committee, and other contributors for their sparkling efforts and enormous support.

Best wishes,

Mr. Prasanta Kumar Ghata

HOD & Convenor of the National Seminar

Department of Humanities

Midnapore City College

Message from Organizing Secretary



It is a privilege to address all participants at this One Day National Seminar on **"Redefining Quality Education through the Lens of Indian Knowledge System (IKS): A Framework for Integrating Traditional Wisdom with Modern Educational Practices."** As the Organizing Secretary, I am honored to oversee this important event that aims to bridge our rich cultural heritage with contemporary educational challenges and innovations.

This seminar provides a valuable platform for scholars, educators, and students to engage deeply with the philosophical foundations, practical challenges, and innovative strategies for integrating IKS into modern pedagogy. I encourage all attendees to actively participate in the sessions, discussions, and workshops, sharing their insights and expertise to contribute toward developing a holistic, inclusive, and forward-looking educational framework.

I am confident that the collaborative efforts and knowledge exchanged during this seminar will inspire transformative educational approaches and policy initiatives that will strengthen our academic community and have a lasting impact beyond it.

I look forward to a successful and enlightening seminar and to the meaningful outcomes it will generate.

Warm regards,

Mr. Samar Das

Organizing Secretary and Assistant Professor of Education

Department of Humanities (Education), Midnapore City College

Message from Joint Organizing Secretary



It is a privilege to address all participants at this One Day National Seminar on **"Redefining Quality Education through the Lens of Indian Knowledge System (IKS): A Framework for Integrating Traditional Wisdom with Modern Educational Practices."** As the Joint Organizing Secretary, I am honored to collaborate in overseeing this significant event that aims to bridge our rich cultural heritage with contemporary educational challenges and innovations.

This seminar provides a valuable platform for scholars, educators, and students to engage deeply with the philosophical foundations, practical challenges, and innovative strategies for integrating IKS into modern pedagogy. I encourage all attendees to actively participate in the sessions, discussions, and workshops, sharing their insights and expertise to contribute toward developing a holistic, inclusive, and forward-looking educational framework.

I am confident that the collaborative efforts and knowledge exchanged during this seminar will inspire transformative educational approaches and policy initiatives that will strengthen our academic community and have a lasting impact beyond it.

I look forward to a successful and enlightening seminar and to the meaningful outcomes it will generate.

Warm regards,

Mr. Jagannath Samanta

Joint Organizing Secretary and Assistant Professor of Education
Department of Humanities (Education), Midnapore City College

INDEX

Sl. No.	Authors	Page no.
1.	Comparative Perspectives on Modern Indian Education and the Indian Knowledge System - Sk Rafikul Islam	1
2.	Spirituality and Inclusion: Investigating Holistic Development Frameworks for CWSN under the WBBSE. - Dr. Pradip Das	2
3.	Technology and Innovation in Preserving and Promoting Indian Knowledge System in Education. - Ms. Moyna Dinda	4
4.	The Restoration of Indigenous Intellectual Traditions: A Historical Assessment of the Indian Knowledge Systems (IKS) in Light of the NEP 2020 Framework. - Somnath Rana	5
5.	From Dharma to Practical Vedanta: Swami Vivekananda’s Vision of Awakening Inner Divinity through the Indian Knowledge System. - Aniket Guria	6
6.	Voices from the Margins: Women’s Delegacy in Leprosy Settlements - Koyel Pal	7
7.	Policy Framework for Incorporating IKS into National Education Policy - Shagufta Nazneen	8
8.	Teacher Training and capacity building for effective IKS Implementation - Chandradip Ghosh & Moumita Guchhait	10
9.	Bridging the Gap: A Study on Integrating Ancient Indian Pedagogy with 21 st Century Digital Education. - Mir Sariful Islam	11
10.	Technology and Innovation in Preserving and Promoting IKS in Education - Bijesh Das	12
11.	Motivational Pathways and Academic Success of Socially Disadvantaged Students through Indian Knowledge Systems. - Sneha Chowdhury	13
12.	Educational Achievement of Socially Disadvantaged Students in the Context of the Ancient Indian Knowledge System: A Comprehensive Analysis. - Soma Patra	14
13.	Teacher Training and capacity Building for Effective Iks Implementation - Manas Ranjan Barik	15
14.	Yoga and Mindfulness in Modern Classrooms: Reviewing the IKS Perspective on Mental Health and Discipline. - Baisakhi Karak	16
15.	Integrating Pancha-Kosha Theory in Modern Curriculum: A Framework for Holistic Student Development. - Shilpi Mondal	17
16.	Evaluation of School Health Programs at the Upper Primary Level Incorporating Indian Knowledge Systems (IKS) Principles. - Supriti Karan & Rimpa Jana	18
17.	Cultivating Mind, Body and Spirit through Indian knowledge system: Pathways to Holistic well-being. - Susmita Pal	19
18.	Bridging Tradition and Technology: Integrating Indian Knowledge Systems with Open Education. - Srabani Singha	20
19.	Indian Knowledge Systems and Gender Inclusion: Revisiting Curriculum, Pedagogy, and Women’s Intellectual Traditions. - Aishi Samanta	21

Comparative Perspectives on Modern Indian Education and the Indian Knowledge System

Sk Rafikul Islam

Asst. Professor in Education, Dept. of Education, Mahishadal Girls College.

Email: skrofikulislam081@gmail.com

Abstract

This review critically examines the interplay between Modern Indian Education (MIE) and the Indian Knowledge System (IKS), focusing on their philosophical foundations, pedagogical approaches, and socio-cultural implications. MIE, shaped by colonial legacies and Western Enlightenment ideals, emphasizes empirical knowledge, standardized curricula, and skill-based learning aimed at global employability and modernization. In contrast, IKS is rooted in indigenous epistemologies, promoting holistic, pluralistic, and context-specific knowledge that integrates spiritual, ethical, and ecological dimensions through experiential learning and mentorship traditions. The analysis highlights the complementary nature of these systems and the potential benefits of integrating IKS elements into MIE, as recognized by recent educational reforms like NEP 2020. Such integration can enrich curricula, foster innovation grounded in cultural authenticity, and address global challenges including sustainability and social equity. However, challenges remain in balancing standardization with pluralism, overcoming epistemic hierarchies, ensuring quality, and securing institutional support. The study underscores the significance of developing pedagogical models and policy frameworks that harmonize these educational paradigms to create an inclusive, contextually relevant, and holistic education system that preserves India's intellectual heritage while preparing learners for contemporary global demands.

Key Word: Holistic, pluralistic, integration, Indian Knowledge System.

Spirituality and Inclusion: Investigating Holistic Development Frameworks for CWSN under the WBBSE.

Dr. Pradip Das

State Resource Person on Inclusive Education, West Bengal

Abstract

विद्याविनयसम्पन्ने ब्राह्मणे गवि हस्तिनि । शुनि चैव श्वपाके च पण्डिताः समदर्शिनः ॥

(Bhagavad Gita, Chapter: 5 -Karma-Sannyasa Yoga-Verse: 18) The meaning of the sloka is- “The wise look with an equal eye upon a learned and humble Brahmin, a cow, an elephant, a dog, and even an outcast.” the context of CWSN (Children with Special Needs) and Inclusive Education, this shloka carries a powerful message: The Concept of “Samadarshina” does not mean that a wise person cannot tell the difference between an elephant and a dog; rather, it means they recognize the same spiritual essence (the Atman) within all of them. In education, this translates to recognizing that every child, regardless of physical or cognitive ability, has the same inherent worth. Removing Hierarchies: By listing a highly respected figure (the Brahmin) alongside animals and social outcasts, the verse shatters the idea that “worth”; is based on external performance or societal status. Holistic Vision: It suggests that “True Knowledge”; (Spirituality) leads to “True Inclusion”. If an educator has “Silent Strength”; or spiritual grounding, they will naturally treat a child with special needs with the same dignity and expectation of growth as any other student. The study departs from the traditional “medical model” of disability, which often views Children with Special Needs (CWSN) through the lens of limitation. Instead, it identifies and nurtures “The Silent Strength” - the innate, often untapped spiritual resilience that exists within every child. In the context of the West Bengal Board of Secondary Education (WBBSE), where inclusive education is a priority, this study argues that true inclusion is not merely physical presence in a classroom, but the emotional and spiritual flourishing of the student. Current pedagogical approaches in West Bengal focus heavily on academic adaptation and vocational training. While essential, these measures often neglect the subjective well-being of the child. CWSN frequently face existential stress, social isolation, and a fragmented sense of self. This research identifies a critical “Happiness Gap” that can only be bridged by addressing the child’s inner life: This paper argues that the current

“Medical Model”; of disability in West Bengal’s secondary education is insufficient. By analyzing the correlation between secular spiritual practices and the Happiness Index of 150+ students, the study demonstrates that spiritual engagement is the strongest predictor of resilience.

सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामयाः । सर्वे भद्राणि पश्यन्तु मा कश्चिद्दुःखभाग्भवेत् ॥ (Brihadaranyaka Upanishad)

Key words: Spirituality, CWSN, WBBSE, Holistic Development, Geeta, Upanishad.
Happiness Index, Inclusive Education, West Bengal.

Technology and Innovation in Preserving and Promoting Indian Knowledge System in Education

Ms. Moyna Dinda

Faculty of Disability Management and Special Education (FDMSE)
Ramakrishna Mission Vivekananda Educational and Research Institute (RKMVERI),
Coimbatore – 641020, Tamil Nadu, India
Email: dindamoyna123@gmail.com

Abstract

The Indian Knowledge System (IKS) is a rich depository of knowledge that has evolved through the culture, gospel, and gests of India since ancient times. is developed grounded on artistic traditions, philosophical ideas and scientific compliances. It includes the knowledge of mathematics, astronomy, medical, education, gospel and environmental practices. In the contemporary world, technological invention has converted the educational system and the medium of dispersion. The technology and invention give great means to save traditional knowledge systems and promote them in contemporary education. The paper highlights the part of technology and invention in the preservation and creation of Indian knowledge systems in education. The study is descriptive in nature and is grounded on the secondary sources comprising books, exploration papers and policy documents. The study highlights the significance of IKS in education, technological tools to save traditional knowledge systems and innovative styles of tutoring to promote IKS in ultramodern education. The paper also highlights the status of technology in addition education particularly for Children with Special requirements. The paper reveals that digital technologies comprising online platforms, smart classrooms, digital libraries, assistive technology and invention play a significant part in the attestation, preservation and creation of traditional knowledge systems. The infusion of traditional knowledge systems with contemporary technological practices supports holistic development, artistic mindfulness and creates inclusive education. The study concludes that the emulsion of the Indian knowledge system with technological invention in the educational process will help to save the artistic heritage for unborn generations.

Keywords: – Indian Knowledge System, Technology in Education, Innovation, Holistic Learning, Cultural Heritage.

The Restoration of Indigenous Intellectual Traditions: A Historical Assessment of the Indian Knowledge Systems (IKS) in Light of the NEP 2020 Framework.

Somnath Rana

Assistant Professor, Department of History, Midnapore City College

Abstract

For centuries, the tradition of scholarly pursuit in ancient India enriched the education, learning, and scientific landscape of the subcontinent. In the context of India's National Education Policy (NEP) 2020, there is a compelling need to analyze the historical significance of restoring the ideals and intellectual traditions of ancient Indian education. For a prolonged period, the prevailing colonial educational framework marginalized India's own epistemological foundations its unique 'epistemology.' This research paper endeavors to explore how the NEP 2020 seeks to rectify this historical aberration and initiate the development of a decolonized educational system. Central to this discussion is the multidisciplinary educational approach of ancient India a system that was successfully practiced in renowned centers of learning such as Takshashila and Nalanda.

The Indian Knowledge Systems (IKS) represent not merely a glorification of the past, but a rational and empirical science. An attempt has been made here to evaluate the evolution of mathematics, astronomy, medical science (Ayurveda), and surgery in ancient India through the lens of modern scientific inquiry. Furthermore, a key focus of this discussion is how ideals such as the 'Guru-Shishya Parampara' (the teacher-disciple tradition) and the maxim 'Sa Vidya Ya Vimuktaye' (Knowledge is that which liberates) are shaping the character of the current education policy and fulfilling the objectives of life-oriented education. Through the NEP 2020, an effort has been made to forge a synergy between ancient wisdom and modern technology an initiative poised to help India re-emerge as a global hub of knowledge in the 21st century. This intellectual restoration constitutes a pivotal element in strengthening India's cultural self-identity and national cohesion.

Keywords: National Education Policy 2020, Indian Knowledge Systems, Intellectual Tradition, Historical Restoration.

From Dharma to Practical Vedanta: Swami Vivekananda's Vision of Awakening Inner Divinity through the Indian Knowledge System

Aniket Guria

M.Ed. scholar, Ramakrishna Mission Sikshanamandira, Belur Math, Howrah, west Bengal,
India.

Email: aniketguria2017@gmail.com

Abstract

The concept of Dharma occupies a central place in the Indian philosophical tradition and has been discussed extensively in ancient scriptures such as the Vedas and the Upanishads. Dharma, derived from the Sanskrit root *dhṛ* meaning "to sustain," refers to the principle that upholds the individual, society, and the universe. It is not merely a theoretical doctrine but a practical ideal that guides moral conduct, social harmony, and spiritual growth. Swami Vivekananda interpreted dharma as a dynamic force that elevates human beings from animalistic tendencies toward true humanity and ultimately toward divinity. According to him, the essence of religion lies in realizing the inherent divinity within every individual. The philosophy of Practical Vedānta, particularly based on Advaita Vedānta, emphasizes the fundamental unity of all existence and teaches that every individual is essentially one with the ultimate reality, Brahman. Vivekananda emphasized that Vedāntic ideals should not remain confined to philosophical discussions or monastic life but must be applied in everyday life. Through selfless service, moral discipline, rational thinking, and spiritual awareness, individuals can manifest their inner divinity. This approach is reflected in the ideal of "Śiva-jnana jives," which teaches that serving humanity is equivalent to serving God. From an educational perspective, the integration of Dharma and Practical Vedanta into the framework of the Indian Knowledge System (IKS) has significant value. It promotes character building, ethical awareness, rational thinking, social responsibility, and universal brotherhood. Such an educational approach encourages the holistic development of human personality by harmonizing intellectual, moral, and spiritual dimensions. Therefore, the teachings of Dharma and Practical Vedānta remain highly relevant in contemporary education and society, guiding individuals toward moral integrity, self-realization, and the welfare of humanity.

Key words: Dharma, Practical Vedanta, Advaita Vedanta, Character Building, Social Harmony

Voices from the Margins: Women’s Delegacy in Leprosy Settlements

Koyel Pal

Research scholar of women’s studies center, Vidyasagar University

Email- koyelpal2017@gmail.com

Abstract

This article investigates the forms of delegacy exercised by women living in leprosy settlements, moving beyond portrayals of these institutions as spaces defined solely by exclusion and medical control. Although settlements were structured by systems of surveillance, segregation, and moral discipline, women residents actively shaped their social environments in meaningful ways. Through the creation of informal support networks, the reconfiguration of kinship relationships, participation in small-scale economic activities, and engagement in religious and cultural practices, women negotiated the constraints imposed upon them. These everyday actions allowed them to sustain dignity, construct alternative forms of belonging, and assert social value within marginalized settings. By centering women’s lived experiences, this study challenges narratives that reduce female leprosy patients to passive recipients of charity or authority. Instead, it highlights settlements as dynamic social spaces where power, identity, and resistance were continuously negotiated. The article contributes to wider debates on gender, stigma, and the social dimensions of disease by foregrounding marginalized women as active participants in shaping their own histories.

Keywords: Leprosy, Gender Discrimination, Leprosy Settlements, Women’s Delegacy

Policy Framework for Incorporating IKS into National Education Policy

Shagufta Nazneen

BA (H) in Education, Midnapore City College, West Bengal

Email: shaguftanazneen008@gmail.com

Abstract

The Indian knowledge system is extremely diverse and unique. Existence and the sciences, regular and supreme; karma and dharma; and happiness and commitment were all in extraordinary synthesis. India has constantly educated the world on its spiritual brotherhood and Ayurveda across its history and the entire world. The Indian Knowledge System emphasizes the significance of manual labour besides intellectual skills. Combining the IKS with NEP will make it simpler to understand the fundamental issues affecting contemporary society to do further research on them. With the assistance of modern technology, it will revive conventional knowledge and encourage the growth and understanding of numerous and extensive indigenous wisdom among different stakeholders.

The New Education Policy (NEP) 2020 had been introduced with the purpose of modernizing the Indian educational system by ensuring the comprehensive development of students. This structure provides an extensive and effective strategy for the expansion of the educational system. One of the significant components of the NEP course is the Indian Knowledge Structure (IKS). IKS comprises India's broad and diverse historic knowledge across multiple fields, such as science and technology, language, literature, philosophy, culture, medicine (Ayurveda), and yoga. In order to tackle existing and upcoming issues, NEP has focused on multidisciplinary and transdisciplinary expertise that may incorporate the current information connected with IKS. The function of IKS in reforming education as intended by NEP 2020 is conceptually addressed in this research paper. The National Innovation Foundation (NIF) India policy paper of NEP 2020, IKS curriculum models, building networks of concepts, academic literature such as reviews, journals, reputable online resources, government publications, and prior studies on IKS inclusion offer an in-depth analysis of the IKS.

The National Policy framework of 2020 seeks to ensure timely provision of excellent education, promote language tools and equipment, and encourage IKS study by filling in the gaps in the current system of education.

Keywords: Policy Framework, IKS, National Education Policy.

Teacher Training and capacity building for effective IKS Implementation

¹Chandradip Ghosh

M.A in Education, Education Department, Midnapore City college
Email: chandradip6297@gmail.com

²Moumita Guchhait

M.A in Education, Education Department, Midnapore City college
Email: moumitaguchhait@gmail.com

Abstract

The integration of Indian Knowledge Systems (IKS) into modern education has gained significant importance in recent years, particularly in the context of holistic and culturally relevant learning. However, the effective implementation of IKS largely depends on the preparedness and capacity of teachers. This study focuses on examining the role of teacher training and capacity building in facilitating the successful integration of IKS in the teaching-learning process. The study adopts a descriptive survey design using a mixed-method approach. Data are collected from school teachers through questionnaires and interviews to assess their awareness, competencies, training experiences, and perceptions regarding IKS. The findings reveal that while teachers show a positive attitude toward the inclusion of IKS, there is a lack of adequate training, resources, and structured support for its effective implementation. The study identifies key challenges such as limited professional development opportunities, insufficient teaching materials, and lack of institutional guidance. It also highlights the need for well-designed training programs that focus on practical strategies for integrating IKS into classroom teaching. The study concludes that strengthening teacher training and continuous capacity-building initiatives are essential for promoting effective IKS implementation. It recommends policy-level support, improved training modules, and resource development to empower teachers and enhance the quality of education. The findings of this study are expected to contribute to the development of a more inclusive, culturally enriched, and holistic education system.

Keywords: Indigenous Knowledge Systems, Teacher Capacity Building, NEP 2020, Culturally Responsive Pedagogy, Teacher Education, Curriculum Integration, Traditional Wisdom.

Bridging the Gap: A Study on Integrating Ancient Indian Pedagogy with 21st Century Digital Education

Mir Sariful Islam

Bengal College of Teacher Education, Baba Saheb Ambedkar Education University
(BSAEU)

Email: sarifulmir786@gmail.com

Abstract

This study focuses on combining ancient Indian teaching methods with modern digital education. In ancient India, education was based on the Gurukul system, which emphasized moral values, discipline, and overall personality development. On the other hand, today's digital education focuses on technology, accessibility, and skill development. The main aim of this research is to understand how these two systems can be combined to improve education. This study uses secondary data from books, journals, and government policies like the National Education Policy (NEP) 2020. The findings show that both systems have their own strengths. Ancient education helps in building character and values, while digital education provides flexibility and wider access. Therefore, combining both can create a better and more balanced education system.

Keywords: Ancient Indian Pedagogy, Digital Education, Ed-Tech, Gurukul System, NEP 2020.

Technology and Innovation in Preserving and Promoting IKS in Education

Bijesh Das

M.A in Education, Education Department, Midnapore City college

Email : mrbijeshdas@gmail.com

Abstract

AI and machine learning for analyzing ancient texts and natural language processing for Technology and innovation play a pivotal role in preserving and promoting Indian Knowledge Systems (IKS) in education by digitizing manuscripts, creating interactive learning platforms (VR/AR), and developing AI tools for translation and analysis. This integration, aligned with NEP 2020, revitalizes traditional knowledge, ensuring its accessibility and relevance in modern education. The Indian Knowledge System (IKS) represents a rich, sustainable legacy covering science, art, and philosophy, which faces the risk of erosion in the digital age. Modernizing the transmission of this knowledge is crucial for cultural continuity and global relevance.

translation, ensuring IKS knowledge is accurate and accessible. Digital repositories and AI enhance the preservation of, and access to, fragile manuscripts. Emerging technologies like Virtual Reality (VR) and Augmented Reality (AR) are being utilized to create immersive, interactive experiences for students, making traditional knowledge engaging. Furthermore, online courses and mobile applications facilitate widespread learning, bridging the gap between traditional wisdom and modern curriculum (NEP 2020). The convergence of technology and IKS fosters a "vocal for local" approach, strengthening national identity, encouraging research, and providing holistic solutions to contemporary global challenges like climate change and sustainable living. Digital transformation, when combined with interdisciplinary approaches, acts as a bridge between ancient wisdom and cutting-edge research, securing the relevance of IKS in contemporary education.

Key Word: Technology, Innovation, IKS in Education

Motivational Pathways and Academic Success of Socially Disadvantaged Students through Indian Knowledge Systems

Sneha Chowdhury

M.A in Education, Education Department, Midnapore City college

Email: chowdhurysneha338@gmail.com

Abstract

The present study titled "Motivational Pathways and Academic Success of Socially Disadvantaged Students through Indian Knowledge Systems" explores the motivational pathways and academic success of socially disadvantaged students through the Indian Knowledge System (IKS). Socially disadvantaged students often face various social, cultural, and economic barriers that affect their educational performance and motivation. In this context, IKS provides a holistic and culturally relevant approach to education by integrating traditional values, ethics, experiential learning, and socio-emotional development. The study seeks to compare the academic performance of socially disadvantaged male and female students and to investigate the correlation between IKS-based strategies and academic achievement. A descriptive survey method was used, and data were collected from 100 higher secondary students of Paschim Medinipur district through purposive sampling. A questionnaire consisting of 15 objective-type questions was used as the main tool for data collection. Statistical techniques such as mean, standard deviation, skewness, kurtosis, and correlation were applied for data analysis. The findings revealed that there is only a minor difference in academic achievement between male and female students, with male students scoring slightly higher and female students showing more consistency. The study also found a negligible negative correlation between IKS-based strategies and academic performance, indicating that the use of IKS strategies alone may not significantly improve academic outcomes. However, IKS contributes positively to students' motivation, emotional strength, self-confidence, cultural identity, and overall personality development. Therefore, the study suggests that Indian Knowledge Systems should be integrated more effectively into educational practices to support the holistic development and academic success of socially disadvantaged students.

Keywords: Indian Knowledge System (IKS), Motivational Pathways, Academic Success, Socially Disadvantaged Students.

Educational Achievement of Socially Disadvantaged Students in the Context of the Ancient Indian Knowledge System: A Comprehensive Analysis

Soma Patra

M.A in Education, Education Department, Midnapore City college

Email: Somapatra0302@gmail.com

Abstract

This study investigates the educational achievement and motivation of socially disadvantaged students through the lens of the Ancient Indian Knowledge System (AIKS). Recognizing the persistent challenges faced by these students, the research explores how principles from AIKS—such as cultural relevance, holistic development, and value-based education—can be integrated into contemporary pedagogical strategies to enhance academic outcomes. Using a purposive sample of 100 higher secondary students from Paschim Medinipur district, data were collected via a structured questionnaire assessing familiarity with AIKS, perceptions of its impact, and challenges in implementation. Findings reveal strong awareness and positive attitudes toward AIKS, with respondents emphasizing its potential to improve motivation, engagement, and learning outcomes among socially disadvantaged students. However, practical challenges and the need for adequate support and resources were also highlighted. The study underscores the significance of culturally rooted educational approaches in promoting equity and suggests avenues for further research and policy development to effectively incorporate AIKS into modern education frameworks.

Key Words: Ancient Indian Knowledge System, Socially Disadvantaged Students, Educational Achievement.

Teacher Training and capacity Building for Effective Iks Implementation

Manas Ranjan Barik

M.A in Education, Education Department, Midnapore City College.

Email: mb831435@gmail.com

Abstract

The present study will be on the training and capacity building of teachers to be able to effectively implement the Indian Knowledge System (IKS) in education. It highlights how teachers should be equipped with both the conceptual and practical skills to use the present knowledge and apply it with the traditional pedagogy. The research design used is a descriptive survey as a mixed-methods adaptive approach to supplementing the competencies of the teachers. Teacher data are gathered through questionnaires as well as interviews to evaluate the awareness competencies, training experiences, and perceptions toward skill. The researchers found out that although the teachers have a positive attitude towards inclusion of IKS, there is a lack of proper training, instructional resources and systematic support to its successful execution. The researchers discovered that the major obstacles to effective implementation of IKS include insufficient professional development opportunities, teaching materials, and institutional guidance. It also emphasises that effective training programs have to be well designed to lay emphasis on practical approaches to implementing IKS in classroom teaching. The study also concludes that effective training programs and constant capacity-building programs must be strengthened to encourage the effective implementation of IKS. It prescribes a policy-level assistance, better training programs, and resource building to empower the teaching personnel and increase the quality of education. The results of this research will most likely lead to the creation of an inclusive, culturally enriched, and holistic education system.

Keyword: Indian knowledge system (IKS), Teacher training, capacity building, pedagogical training.

Yoga and Mindfulness in Modern Classrooms: Reviewing the IKS Perspective on Mental Health and Discipline

Baisakhi Karak

Bengal College of Teacher Education, Baba Saheb Ambedkar Education University
(BSAEU)

Email: baisakhikarak04@gmail.com

Abstract

In the modern educational landscape, students often face significant challenges related to stress, anxiety, and a lack of concentration. This paper explores the potential of the Indian Knowledge System (IKS), specifically through Yoga and Mindfulness, to address these issues. By reviewing ancient Indian pedagogical practices and contemporary psychological findings, this research highlights how integrating traditional wisdom can foster mental well-being and self-discipline among students. The study concludes that the application of IKS-based practices can significantly transform the classroom environment into a more holistic and peaceful space for learning.

Keywords: Indian Knowledge System, Classroom Pedagogy, Holistic Education, Mental Health, Mindfulness.

Integrating Pancha-Kosha Theory in Modern Curriculum: A Framework for Holistic Student Development

Shilpi Mondal

Bishnupur Public B. Ed. College, Baba Saheb Ambedkar Education University

Email: silpimondalcsc@gmail.com

Abstract

This paper explores the integration of the Pancha-Kosha theory from the Ancient Indian Knowledge System (IKS) into the modern school curriculum. While modern education focuses mainly on intellectual growth (grades and exams), the Pancha-Kosha model suggests that a student has five layers of personality: Physical, Vital, Mental, Intellectual, and Spiritual. This study uses secondary data to show how these layers can be developed through activities like Yoga, Mindfulness, and Value Education. The goal is to move from Information-based learning to Holistic development.

Keyword: Indian Knowledge System, Holistic development, Pancha-Kosha Theory, Pedagogical Integration.

Evaluation of School Health Programs at the Upper Primary Level Incorporating Indian Knowledge Systems (IKS) Principles

¹Supriti Karan

M.A in Education, Education Department, Midnapore City College.

Email: supritikaran876@gmail.com

²Rimpa Jana

M.A in Education, Education Department, Midnapore City College.

Email: rimpajana323@gmail.com

Abstract

This abstract presents a comprehensive evaluation of school health programs at the upper primary level in Paschim Medinipur district, emphasizing the integration of Indian Knowledge Systems (IKS) principles. The study investigates how embedding traditional health concepts and indigenous practices within contemporary school health initiatives can enhance program effectiveness and cultural relevance. Utilizing a mixed-methods research design, data were gathered through structured surveys, in-depth interviews, and direct observations involving key stakeholders, including students, teachers, and health program coordinators. The findings indicate that the incorporation of IKS principles contributes significantly to improving student engagement, promoting holistic well-being, and fostering a culturally sensitive approach to health education. Despite these benefits, the study identifies several challenges such as limited resources, insufficient awareness about IKS integration, and gaps in training for educators and health personnel. The research highlights the need for strategic policy interventions and capacity-building efforts to address these obstacles and optimize program outcomes. Recommendations include the formal inclusion of IKS frameworks in school health curricula, enhanced community participation, and systematic monitoring mechanisms. This evaluation underscores the transformative potential of blending indigenous wisdom with modern health strategies to create sustainable, contextually appropriate health education models in schools. The study contributes valuable insights into the role of culturally grounded approaches in advancing health promotion among upper primary students and offers a replicable framework for similar educational settings.

Keywords: School health programs, Indian Knowledge Systems (IKS), traditional health practices, cultural relevance, capacity building.

Cultivating Mind, Body and Spirit through Indian knowledge system: Pathways to Holistic well-being

Susmita Pal

Anindita College for Teacher Education, Baba Saheb Ambedkar Education University

Email: sp7067901@gmail.com

Abstract

The Indian Knowledge System (IKS) offers a profound, time-tested framework for achieving holistic well-being by integrating the mind, body, and spirit. Rooted in ancient wisdom – including the Vedas, Upanishads, Ayurveda, and yoga – this tradition views human health not merely as the absence of disease, but as a state of inner balance, self-awareness, and harmony with the universe. This paper explores the pathways of IKS in Cultivating well-being through key practices such as yoga (physical/mental discipline), Ayurveda (personalized health and nutrition), and Dhyana (meditation). By utilising the Panchakosh framework (five layer of existence), IKS provides a structured approach to nurturing the physical body, vital energy, mind, intellect, and spiritual bliss. In the contemporary era, these traditional systems, including mindfulness and ethical living (Dharma), serve as vital tools for managing stress, enhancing emotional resilience, and fostering sustainable, balanced lives, bridging ancient philosophical insights with modern therapeutic needs.

Keywords: Mind, body and spirit, Indian knowledge system, pathways, holistic well-being.

Bridging Tradition and Technology: Integrating Indian Knowledge Systems with Open Education

Srabani Singha

M.A in Education, Education Department, Midnapore City college,

Email: srabonisingha97@gmail.com

Abstract

The growing emphasis on inclusive and accessible education in the 21st century has opened new pathways for reinterpreting and disseminating traditional knowledge. Indian Knowledge Systems (IKS), rooted in centuries-old practices encompassing philosophy, science, medicine, mathematics, and environmental wisdom, offer a rich intellectual heritage that remains highly relevant in contemporary times. However, much of this knowledge remains underutilized in formal education due to limited accessibility, lack of digitization, and insufficient integration with modern pedagogical frameworks. This paper explores the potential of Open Education as a transformative medium to bridge the gap between tradition and technology by integrating Indian Knowledge Systems into widely accessible learning platforms. It examines how Open Educational Resources (OER), Massive Open Online Courses (MOOCs), and digital repositories can facilitate the preservation, democratization, and global dissemination of indigenous knowledge. The study also highlights key challenges such as standardization, authenticity, language barriers, and intellectual property concerns that must be addressed to ensure ethical and effective integration.

By analyzing existing initiatives and proposing a framework for collaboration between educators, technologists, and knowledge practitioners, the paper argues that the convergence of IKS and Open Education can promote culturally rooted, inclusive, and sustainable learning ecosystems. Ultimately, this integration not only revitalizes traditional knowledge but also aligns it with contemporary educational needs, fostering innovation grounded in heritage.

Keywords: Indian Knowledge Systems, Open Education, OER, Digital Learning, Indigenous Knowledge, Educational Innovation.

Indian Knowledge Systems and Gender Inclusion: Revisiting Curriculum, Pedagogy, and Women’s Intellectual Traditions

Aishi Samanta

PG 2nd Semester, Department of English, Midnapore City College

Email: aishisamanta03@gmail.com

Abstract

The integration of the **Indian Knowledge System (IKS)** into contemporary education has gained renewed importance under recent reforms emphasizing culturally rooted and value-based learning. However, the inclusion of gender-sensitive perspectives within IKS-based educational frameworks remains uneven. This study examines selected areas—curriculum design, pedagogical practices, representation of women scholars, and policy-level initiatives—to explore how gender perspectives can be effectively integrated into IKS-oriented education.

The research highlights the contributions of early women intellectuals such as Gargi Vachaknavi, Maitreyi, and Lopamudra, demonstrating women’s historical participation in knowledge traditions. It further evaluates contemporary curricula incorporating IKS to assess the presence of gender inclusivity in teaching practices and learning outcomes. The study also situates these discussions within the framework of the National Education Policy 2020, which promotes interdisciplinary learning and indigenous knowledge revival.

By adopting a gender-sensitive approach, the paper argues that integrating IKS with inclusive pedagogical strategies can foster equitable participation and contribute to a more culturally responsive and gender-just education system in India.

Keywords: Indian Knowledge System, Educational Framework, Women, National Educational Policy, Inclusion