

2.1 Induction program

1. Because of the innate nature of IKS, the induction program should not be limited to the faculty's discipline. The content should be broad-based and cover introductory material on all aspects. It would enable teachers to explore the most fundamental ideas that have shaped IKS over the centuries.
2. The IKS Induction programme should ideally be of 30 hours in a 10-10-10 format. The induction module should be divided broadly into three parts:

Overview of IKS: philosophy, cross-disciplinarity, main approaches and methods, the place of Indian civilization among other classical civilizations and inter-civilizational exchanges, sources of authentic material

- Case studies: to illustrate a few remarkable accomplishments in diverse fields
 - Pedagogy related to IKS: Innovative methods to teach IKS including innovative methods propounded by NEP, avoidance of bookish teaching, the use of audiovisual material, possible field studies, some exposure to a few primary sources, possible activities, and micro-research projects, innovative ways to evaluate learning in IKS, avoidance of common pitfalls such as exaggeration or glorification.
3. The IKS-related content should be allocated a minimum of 10% of the total time spent during the induction program. This will translate to about 17.5-20 hours for a typical induction program.
 4. All faculty must be exposed to common underlying philosophical foundations across disciplines in the IKS.
 5. At least one to two lectures on the fundamental vocabulary of IKS must be conducted to familiarize faculty with the common terms used in IKS.
 6. Faculty must be exposed to the primary texts (Sutra Text) of IKS which is required for understanding the sources and origin of IKS. It would help teachers to understand the primary purpose of the text along with the objective, layout, concise and precise way (*sutras*) of presenting ideas, content, etc.
 7. Common pedagogical template should be used for designing IKS subjects for every discipline to maintain consistency and quality in the instruction.
 8. For each module, ready access to a wide range of primary and secondary resources must

be provided to enable teachers to understand the continuous and vibrant tradition of IKS. These materials may be developed by a team of subject experts and provided to teachers so that there is consistency in the source material used for instruction. Extreme care must be taken to ensure the authenticity and scholarly nature of the content that may be developed for the orientation/induction and refresher courses. Unverified or unverifiable contents must not be used in any case.

9. A database of authentic books, papers, articles, videos should be created. Faculty should be invited to contribute to the database, with a mechanism for peer review to assess the quality of the submitted material.
10. A list of IKS content available in regional languages must be compiled and made available for the benefit of non-English medium teachers.
11. A field visit to nearby IKS related prominent places such as Temples, Gurukuls, Historical sites, Arts & Crafts communities, Ayurvedic Healing Centers, Astronomical Observatories (Jantar Mantar) would enable teachers to appreciate the various manifestations of IKS should be organized.
12. Sharing the life and work of contemporary original thinkers who have made seminal contributions in their field, using IKS framework, would motivate teachers to explore various dimensions of IKS.
13. The faculty must be informed about the opportunities to conduct original research in the IKS domain.
14. Courses must be developed in a range of subjects across natural sciences, social sciences, humanities, engineering, medicine, agriculture, community knowledge systems, fine and performing arts, vocational skills etc, which have IKS content. The courses must have a clear mapping of the traditional subjects in IKS with the modern subjects such chemistry, mathematics, physics, agriculture, etc.
15. For orienting prospective teachers towards IKS, initiatives should be made to revise UGC syllabus (General Paper) so as to pay sufficient weightage to the IKS content in respective subjects. This would enable prospective teachers preparing for UGC NET examination to get familiarized with IKS. The same should be done in CSIR NET, GATE exams etc.