MALLA REDDY COLLEGE OF ENGINEERING

(Approved by AICTE-New Delhi, Affiliated to JNTUH-Hyderabad)
Recognised under Section 2(f) & 12(B) of the UGC Act 1956,
An ISO 9001:2015 Certified Institution.
Maisammaguda, Dhulapally, post via Kompally, Secunderabad - 500100

One Day National Faculty Training Workshop

Indian Knowledge System for Sustainable Development Goals: Integrating Ancient Wisdom with the Vision of Viksit Bharat 2047

Event Report

Organized by:

Indian Knowledge System Cell (IKS Cell),

Date: 08 November 2025

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Event Report

One Day National Faculty Training Workshop

Indian Knowledge System for Sustainable Development Goals: Integrating Ancient Wisdom with the Vision of Viksit Bharat 2047

Organized by: Indian Knowledge System Cell (IKS Cell),

Malla Reddy College of Engineering (MRCE), Hyderabad

Date: 08 November 2025

Venue: Seminar Hall, MRCE

1. Brochure Release Ceremony

As part of the inaugural program, the workshop **brochure** was formally unveiled by:

- **Dr. Maram Ashok**, Principal, MRCE
- **Deans of Academics and Administration**
- **Heads of Various Departments**
- **IKS Cell Convener** – Dr. Y. Saritha Kumari
- **Faculty Coordinators of the IKS Cell**

The brochure outlined the workshop objectives, session themes, resource persons, and the importance of integrating Indian Knowledge Systems into technical education. The release symbolized the institution's commitment to promoting IKS-based academic initiatives.

Registration

Who can participate?

• Faculty
• PhD Scholars, Postgraduates

Mode of Workshop: Hybrid

Registration Fee
• Rs.200 for Faculty/Research Scholars, Postgradutes

Online gives information, but being here gives transformation- come, experience the essence of IKS in physical mode.

Registration: Click here for Registration

Scanner for location

Location: MRCE

Important Dates

Last Date for Registration : 5th Nov, 2025

Contact: For any Queries

Mr. A. Ramakrishna -7075095687
Dr. B. Raju   -9494115157
EMail   - iksc@mrce.in

Resource Persons:

Prof P. Hari Krishna
Professor . Dept of Civil Engineering .and
Head of Indian Knowledge Systems
National Institute of Technology, Warangal

Mr. G. S . Sreeharsha Sarma
Teach for India, Hyderabad Telangana

Dr. Praveen Kumar Madikonda
Professor. Department of Panchakarma,
BRKR Government Ayurvedic College, SR nagar,
Hyderabad

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"sponsored by CHANDRAMMA EDUCATIONAL SOCIETY"
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One Day
National Faculty Training Workshop
on
Indian Knowledge System for Sustainable Development Goals : Integrating Ancient wisdom with the Vision of Vikasit Bharat 2047.
Nov 08, 2025
Organized by
INDIAN KNOWLEDGE SYSTEM CELL

About the Institute

Malla Reddy College of Engineering formerly CM Engineering College has been established under the aegis of the Malla Reddy Group of Institutions, a majestic empire, founded by Sri CH. Malla Reddy garu. He has been in the field of education for the last 23 years with the intention of spearheading quality education among children from the school level itself. It is the largest cluster of technical institutions in the state of Telangana.

ABOUT IKS (Indian Knowledge System)

The Indian Knowledge System (IKS) embodies India's timeless wisdom spanning science, technology, philosophy, art, and sustainable living. Rooted in the Vedas, Upanishads, and ancient treatises, it reflects a holistic understanding of nature and humanity. From Ayurveda and Yoga to mathematics, astronomy, and architecture, IKS showcases India's scientific temper and cultural depth

ABOUT FTW

The rich and diverse Indian Knowledge Systems (IKS) embody profound wisdom that has stood the test of time. The Centre for Indian Knowledge Systems at MRCE aims to be a pioneering hub for exploring and implementing these interdisciplinary connections. This workshop serves as a platform to bridge ancient wisdom with modern science, reinforcing the relevance of IKS in addressing contemporary challenges.

OBJECTIVES

> To highlight the scientific and mathematical foundations of ancient Indian knowledge and their modern relevance.
> To inspire learners to apply traditional wisdom toward achieving Sustainable Development Goals and Viksit Bharat
> To promote integration of Indian Knowledge Systems with NEP 2020 for holistic and sustainable education.

Chief Patron:

Sri. CH. Malla Reddy, Founder Chairman, MRGI
Sri. Ch. Mahender Reddy, Secretary, MRGI
Sri. Ch. Bhadra Reddy, President, MRGI
Smt. Ch. Shalini Reddy, Managing Director, MRGI
Smt. Dr. Ch. Preethi Reddy, Managing Director MRGI
Dr. N. Sudhir Reddy, Director MRCE

Patrons:

Dr. M. Ashok, Principal MRCE

Convener :

Dr. Y. Saritha Kumari, IKS Cell Convener

Advisory Committee :

Dr. V. Narasimha Reddy, DEAN-Student Affairs
Dr. M. Sandhya Rani, DEAN-Academics
Dr. N. Satish, DEAN-EDC
Dr. Anantha Raman Rathinam, DEAN-IQAC & HOD-CSM
Dr. V. Vivekanandhan, DEAN-IIIC & IIC
Dr. Kande Archana,DEAN-R&D
Dr. Manjunath Gadiparthi, HOD-CSE
Dr. J. Gladson Maria Britto, HOD-CSD
Dr. P. Sampath Kumar, HOD-ECE
Dr. Sneha Joshi, HOD-H&S

Organizing Committee

Event Coordinator :

Mr. N. Arjun , Asst. Professor - H&S

Faculty Coordinators :

Mrs. A. Karuna Sri, Asst. Professor - H&S

Mr. A. Ramakrishna, Asst. Professor - CSE

Mrs. Lirina Ponnuswamy, Asst. Professor-CSE-DS

Dr. B. Raju, Asst. Professor - CSE-AI&ML

Mrs. Ravali Jangam, Asst. Professor - IT

Mrs. Rajeshwari, Asst. Professor - ECE

Student Coordinators:

Name	Dept	Name	Dept
Anshu Singh	CSE	G. Akshitha	CSM
B. Rishika	CSE	K. Charan	CSD
E. Bhajarng	IT	Aansika	CSD
M. Harish Reddy	IT	D. Venu	ECE
P. Dravika	CSM	CH. Nandini	ECE

Aryabhatta

2. Introduction

Event Banners

The Indian Knowledge System Cell (IKS Cell) of Malla Reddy College of Engineering conducted a **One Day National Faculty Training Workshop** on the theme:

"Indian Knowledge System for Sustainable Development Goals: Integrating Ancient Wisdom with the Vision of Viksit Bharat 2047."

The workshop aimed to strengthen faculty understanding of Indian Knowledge Systems, promote interdisciplinary teaching, and support NEP-2020 recommendations. More than **115 faculty members** across various departments actively participated. The event also received coverage in ABN Andhra Jyothi, highlighting MRCE's commitment to reviving the scientific heritage of India.

3. Display of Indian Knowledge related Topics
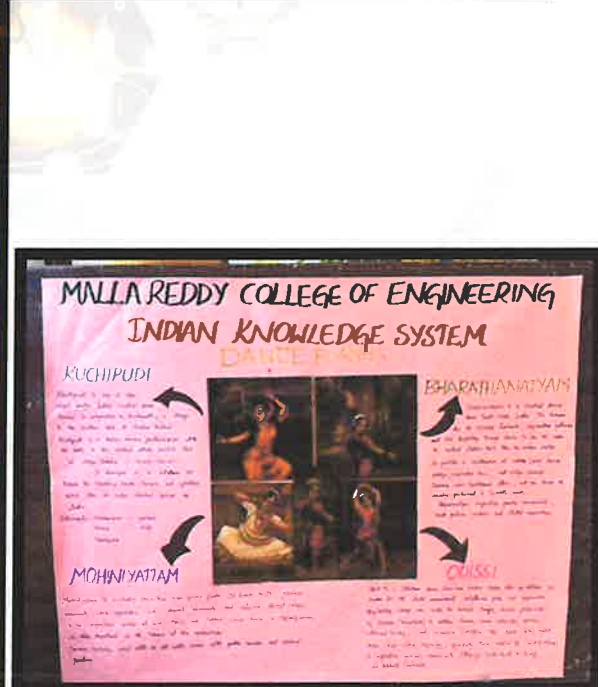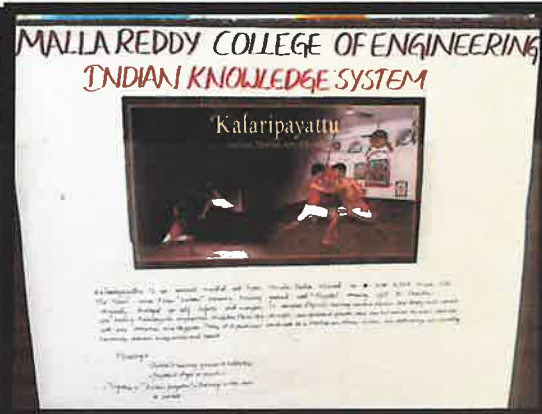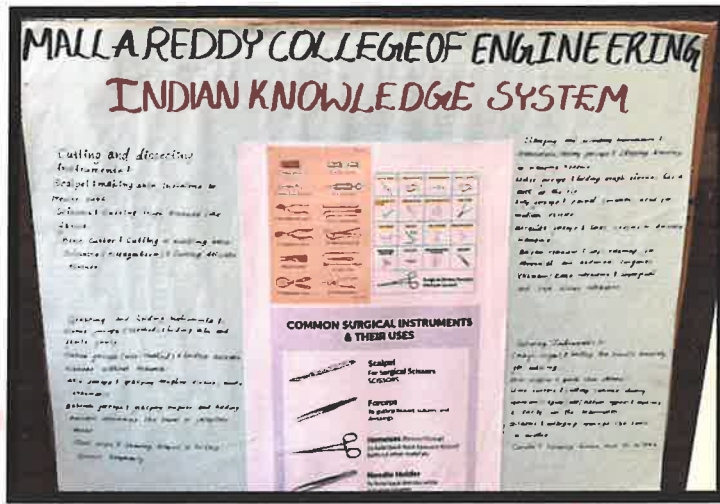
4. Chief Guest & Resource Persons

Chief Guest

- **Prof. V. Kamakshi Prasad**, Director, Academic Planning, JNTUH

Resource Persons

1. **Prof. P. Hari Krishna,** Head, IKS, NIT Warangal
   Topic: *Temple, Time, and Technology.*
2. **Mr. G. S. Sreeharsha Sarma,** Teach for India
   Topic: *Vedic Mathematics and Ethical–Philosophical Foundations of Sustainability.*
3. **Dr. Praveen Kumar Madikonda,** Professor, Panchakarma
   BRKR Govt. Ayurvedic College
   Topic: *Ayurveda for Holistic Well-being and SDGs.*

5. Workshop Proceedings

The event began with an invocation, followed by a welcome address by the Convener. The workshop featured three thematic sessions:

✓ Session 1 – Temple Science & Astronomy

Prof. Hari Krishna presented the engineering precision and astronomical calculations embedded in ancient temple architecture.

☑ Session 2 – Vedic Mathematics for Modern Learners

Mr. Sreeharsha Sarma demonstrated efficient computational methods and highlighted the philosophical depth behind Vedic Mathematics.

☑ Session 3 – Ayurveda and Sustainable Wellness

Dr. Praveen Kumar explained scientific concepts in Ayurveda and linked them to modern sustainability and global health goals.

☑ 6. Workshop Outcomes: Academic & Teaching Outcomes

- Faculty understood frameworks for **integrating IKS into engineering education**.

- Practical Vedic Mathematics techniques improved teachers' ability to guide students in faster problem-solving.

- Ayurveda concepts encouraged faculty to promote holistic well-being among students.

- Faculty gained ideas for interlinking IKS with **mathematics, architecture, ethics, design thinking, and environmental studies**.

- Generated enthusiasm for future workshops, heritage-based learning activities, and exhibitions.

7. Participant Feedback

Faculty members appreciated the **clarity of presentations**, **interdisciplinary content**, and **applicability** of IKS concepts in teaching. The sessions were rated highly for usefulness and relevance.

8. Conclusion

The workshop successfully connected India's ancient scientific wisdom with contemporary educational and sustainable development needs. It inspired faculty to adopt IKS-based teaching practices and motivated departments to develop new IKS-oriented academic activities.

The event concluded with a vote of thanks delivered by **Mr. Arjun Kumar**, Faculty Coordinator, acknowledging chief guests, speakers, management, faculty, and student volunteers.

9. Media coverage

10. Organizing Committee

Patron:

- **Dr. Maram Ashok**, Principal, MRCE

Convener:

- **Dr. Y. Saritha Kumari**, IKS Cell

Faculty Coordinators:

Arjun Kumar, Karuna Sri, A. Ramakrishna, Lirina Ponnuswamy, Dr. B. Raju, Ravali Jangam, S. Rajeshwari

Student Coordinators:

Students from CSE, CSM, CSD, IT, ECE, H&S

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Date: 08 November 2025

Program Outcomes (POs)

PO1: Faculty understood frameworks for integrating IKS into engineering education.

PO2: Practical Vedic Mathematics techniques improved teachers' ability for faster problem-solving.

PO3: Ayurveda concepts encouraged faculty to promote holistic well-being among students.

PO4: Faculty gained ideas for interlinking IKS with mathematics, architecture, ethics, design thinking & environmental studies.

list of the 17 Sustainable Development Goals (SDGs):

Mapping of program outcomes with sustainable Development Goals.

SDG → / POs ↓	PO1	PO2	PO3	PO4
SDG 1 –No Poverty	1	1	1	1
SDG 2 – Zero Hunger	1	1	2	1
SDG 3 – Good Health & Well-being	1	1	3	1
SDG 4 – Quality Education	3	3	2	3
SDG 5 – Gender Equality	1	1	1	1
SDG 6 – Clean Water & Sanitation	1	1	1	2
SDG 7 – Affordable & Clean Energy	1	1	0	2
SDG 8 – Decent Work & Economic Growth	1	2	2	2
SDG 9 – Industry, Innovation & Infrastructure	2	2	1	3
SDG 10 – Reduced Inequalities	1	1	1	1
SDG 11 – Sustainable Cities & Communities	2	1	1	3
SDG 12 – Responsible Consumption & Production	2	2	2	3
SDG 13 – Climate Action	2	2	2	3
SDG 14 – Life Below Water	1	1	1	1
SDG 15 – Life on Land	1	1	2	2
SDG 16 – Peace, Justice & Strong Institutions	2	2	1	2
SDG 17 – Partnerships for the Goals	2	2	1	3

SDG → PO1 (IKS Framework Integration)

SDG	PO1 (0–3)	Justification
SDG 1	1	IKS-based teaching promotes long-term societal development.
SDG 2	1	Ancient agricultural knowledge adds value to engineering education content.
SDG 3	1	Integrating IKS supports health-related awareness indirectly.
SDG 4	3	Directly improves quality, relevance, and cultural depth of education.
SDG 5	1	IKS values promote respect and inclusiveness.
SDG 6	1	Water-conservation principles from ancient practices enrich teaching.
SDG 7	1	Traditional sustainable energy concepts inform curriculum topics.
SDG 8	1	Improved curriculum indirectly supports workforce readiness.
SDG 9	2	Ancient engineering principles strengthen innovation learning.
SDG 10	1	Inclusive teaching frameworks reduce inequalities.
SDG 11	2	Temple architecture and ancient systems relate to sustainable community planning.
SDG 12	2	IKS encourages value-based and responsible consumption.
SDG 13	2	Sustainability embedded in IKS contributes to climate awareness.
SDG 14	1	Limited but promotes ecological respect.
SDG 15	1	Ancient ecological harmony concepts support biodiversity awareness.
SDG 16	2	Ethical teachings in IKS strengthen responsible citizenship.
SDG 17	2	Integration promotes academic partnerships.

SDG → PO2 (Vedic Mathematics & Problem-Solving Skills)

SDG	PO2 (0–3)	Justification
SDG 1	1	Analytical skills contribute indirectly to societal progress.
SDG 2	1	Mathematical efficiency supports analytical thinking in food systems.
SDG 3	1	Better problem-solving supports health-related computations.
SDG 4	3	Strongly enhances teaching quality, learning speed, and conceptual clarity.
SDG 5	1	Equal access to faster learning techniques promotes inclusiveness.
SDG 6	1	Supports analytical skills useful for water-resource studies.
SDG 7	1	Useful in energy-efficiency calculations and analysis.
SDG 8	2	Improves employability through faster and accurate reasoning.
SDG 9	2	Enhances innovation through precise mathematical logic.
SDG 10	1	Skills help reduce learning gaps among students.
SDG 11	1	Supports calculations in planning and optimization.
SDG 12	2	Analytical reasoning helps evaluate sustainable consumption patterns.
SDG 13	2	Mathematical modelling helps climate analysis.
SDG 14	1	Limited but applicable in environmental modelling.
SDG 15	1	Supports computation for ecological studies.
SDG 16	2	Logical reasoning strengthens decision-making and fairness.
SDG 17	2	Mathematical clarity helps in collaborative academic projects.

SDG → PO3 (Ayurveda & Holistic Well-being)

SDG	PO3 (0–3)	Justification
SDG 1	1	Well-being awareness indirectly enhances societal productivity.
SDG 2	2	Ayurveda links food, nutrition, and health.
SDG 3	3	Directly strengthens health and wellness education.
SDG 4	2	Enhances holistic educational approaches.
SDG 5	1	Promotes balanced well-being for all students.
SDG 6	1	Ayurveda supports pure water and hygiene concepts.
SDG 7	0	Minimal connection to clean energy.
SDG 8	2	Healthy individuals contribute better to economic growth.
SDG 9	1	Limited role in technological innovation.
SDG 10	1	Promotes equal access to well-being knowledge.
SDG 11	1	Ayurveda contributes to healthy community living.

SDG		Justification
SDG 12	2	Encourages natural, sustainable lifestyle practices.
SDG 13	2	Ayurveda promotes eco-friendly and nature-respecting habits.
SDG 14	1	Links to purity and ecological respect.
SDG 15	2	Herbal, plant-based concepts relate to biodiversity.
SDG 16	1	Supports peaceful and stress-free living.
SDG 17	1	Encourages collaboration on health and sustainability topics.

SDG → PO4 (Linking IKS with Math, Architecture, Ethics, Design & Environment)

SDG	PO4 (0–3)	Justification
SDG 1	1	Heritage-based learning indirectly supports societal development.
SDG 2	1	Ancient food & environmental systems inform interdisciplinary learning.
SDG 3	1	Ethical and environmental design supports wellness.
SDG 4	3	Strongly improves interdisciplinary, innovative teaching.
SDG 5	1	Ethics and design promote fair participation.
SDG 6	2	Ancient water architecture aligns with SDG6.
SDG 7	2	Traditional sustainable energy concepts connect with design thinking.
SDG 8	2	Interdisciplinary ideas support innovation and employment.
SDG 9	3	Strong link due to temple architecture, engineering, and design.
SDG 10	1	Ethical learning promotes equity.
SDG 11	3	Heritage architecture and design thinking support sustainable cities.
SDG 12	3	Strong alignment with responsible and sustainable practices.
SDG 13	3	Environmental studies support climate-responsible thinking.
SDG 14	1	Limited but philosophical respect for ecology applies.
SDG 15	2	Supports nature-based architecture and environmental ethics.
SDG 16	2	Ethics directly supports peace and institutional integrity.
SDG 17	3	Cross-disciplinary ideas promote strong academic collaborations.