INDIAN KNOWLEDGE SYSTEMS (IKS) PERFORMS IN AGRICULTURAL UNIVERSITY LIBRARIES

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Abstract :

The Indian Knowledge System (IKS) is a significant topic in the context of agricultural universities. Since the country has a long history of using indigenous farming methods that are firmly anchored in the local ecosystem, culture, and sustainable practices. Universities studying agriculture are currently attempting to combine these conventional methods with contemporary agricultural science.

Agricultural university libraries are active hubs for knowledge sharing in addition to being information stores. The integration and promotion of Indian Knowledge Systems (IKS), which include traditional ecological wisdom, farming and sustainability-related cultural legacy, and indigenous agricultural methods, is a critical function of these libraries in the Indian setting. This study looks at how agricultural university libraries serve as information centres for sharing IKS, how they help connect traditional knowledge with contemporary agricultural research, and what potential and problems exist in this field. There are suggestions made for enhancing libraries as essential hubs for maintaining and advancing IKS development in higher agricultural education.

Introduction :

The Indian Knowledge System (IKS) at agricultural university libraries task in multiple angles, such as collect data on environmental balance, crop management, and traditional agricultural methods, sharing it with the community, and connecting it to current agricultural research. Through the integration of ancient knowledge and contemporary science, IKS provides libraries with a valuable platform for the development of sustainable agriculture practices and knowledge sharing.

Indian Knowledge Systems (IKS) have its roots in the regional agricultural, ecological, and cultural traditions. Communities have been supported for thousands of years by traditional agricultural expertise, including crop rotation, organic farming, protecting soil and water, mixed farming, preserving seeds, and managing natural resources. Many of these indigenous knowledge systems run the risk of being forgotten or excluded with the development of contemporary agricultural science.

Agricultural university libraries serve as a bridge between the official educational system and the traditional farmers' knowledge, preserving, documenting, and sharing IKS. Research can be facilitated, knowledge-sharing can be promoted, and curriculum development can be supported by these libraries. This study examines how agricultural university libraries serve as hubs for the dissemination of IKS, with a focus on Maharashtra, where agricultural universities serve as both knowledge producers and preservers of rural culture.

Objectives of the Study :

1. To investigate how Indian Knowledge Systems are preserved and shared by agricultural university libraries.
2. To evaluate the programs, services, and materials used to include IKS into agriculture education.
3. To determine the obstacles libraries encounter when promoting IKS.
4. To make recommendations for how to make libraries more effective as hubs for the spread of IKS.

Methodology :

The study is qualitative in character and focus on the investigation and evaluation of secondary materials, including case studies, research publications, university reports, and policy documents. Four agricultural universities in Maharashtra used as a framework for reference when examining the library activities. Findings were further supplemented by observational insights and, when available, interviews with library professionals.

Role of Agricultural University Libraries in Disseminating IKS:

1. **Development of Collections** : Resources on local biodiversity, traditional medicine, crop, and indigenous farming methods were selected by agricultural university libraries. These consist of government documents, rare books, manuscripts, farmer reports, and theses.

2. **Preservation and Digitisation** : To preserve indigenous knowledge and make it available to people worldwide, numerous libraries are digitising old documents, manuscripts, and regional agricultural journals.

3. **Knowledge Sharing Platforms :** Libraries promote communication between scholars and practitioners of traditional farming systems through conferences, seminars, exhibitions, and farmer-scientist contacts.

4. **Including the Curriculum :** By providing materials for classes on organic farming, natural resource management, and traditional seed conservation, libraries aid in education and research.

5. **Community Engagement** : Agricultural university libraries serve as links between

academia and the community by providing services to farmers, non-governmental organisations, and rural communities.

Challenges :

- Inadequate funds for IKS resource collecting and digitisation.
- Insufficiently skilled personnel to manage documentation of indigenous knowledge.
- Because Western scientific literature predominates, IKS is insufficiently utilised.
- Insufficient cooperation between libraries and farmers (knowledge bearers);
- Inadequate incorporation of IKS into official research and curriculum.

Opportunities :

- National programs that highlight the integration of Indian knowledge systems, such the National Education Policy (NEP 2020), give libraries the opportunity to play a bigger role.
- Open access platforms and digital technology advancements allow IKS resources to be shared more widely.
  ICAR, NGOs, and Krishi Vigyan Kendras (KVKs) can work together to enhance libraries' IKS collections.
- Participatory documentation led by farmers can guarantee genuine traditional practice preservation.

Recommendations :

1. Create specialised IKS Resource Centres in the libraries of agricultural universities.
2. Create publicly accessible digital repositories of native agriculture methods.
3. Train librarians in the documentation of local knowledge and oral traditions.
4. Encourage closer cooperation between research organisations, local communities, and universities
5. Promote the inclusion of IKS and contemporary agricultural sciences in the curriculum.
6. Encourage bilingual documentation so that a wide range of users can utilise IKS.

Conclusion :

India's agricultural university libraries have a special chance to develop into vibrant hubs for the dissemination and conservation of Indian knowledge systems. These libraries have the power to revolutionise sustainable agriculture education and practice by fusing ancient knowledge with contemporary science. Collaboration between scholars, libraries, and rural communities is crucial to ensuring that IKS continues to be a dynamic, ever-evolving knowledge structure that still directs the agricultural growth of India.

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