



56th ANNUAL NATIONAL CONFERENCE OF IATE
ON
Indian Knowledge System: Teacher, Teaching and Learning



Organized by

Indian Association of Teacher Educators (IATE)

In Collaboration with

**Prof. Ram Takwale Research Centre &
School of Education**

**Yashwantrao Chavan Maharashtra Open University, Nashik, Maharashtra.
10th to 12th February, 2024**

Conference Report

Prof. Ram Takawale Research Center & School of Education, Yashwantrao Chavan Maharashtra Open University (YCMOU) in collaboration with the Indian Association of Teacher Educators (IATE) organised a three-day IATE's 56th Annual National Conference on "Indian Knowledge System: Teacher, Teaching and Learning" from 10-12 Feb 2024.



The Conference was inaugurated on 10th Feb 2024, 10.30am morning at the Auditorium, Yashwantrao Chavan Maharashtra Open University, Nashik and came to an end in the evening of 12 Feb 2024. Altogether, the conference was attended by 250 delegates, 156 research papers, 93 paper presentations were done in 16 parallel technical sessions on 13 different themes were conducted parallelly in the forenoon and afternoon.



The National Conference was initiated with an inaugural function with the collective singing of the National Anthem, Maharashtra Geet and the University (YCMOU) Song. It was then followed with the lighting of the Lamp by the dignitaries like Prof. Shashikala Wanjari (Vice-Chancellor, NIEPA, New Delhi), Prof. Mohammad Miyan (President IATE, New Delhi & Former Vice-Chancellor, MANUU, Hyderabad), Prof. Sanjeev Sonawane, (Hon'ble Vice-Chancellor, YCM Open University, Nashik), Dr. Jogendrasingh Bisen, (Pro-Vice-Chancellor, Yashwantrao Chavan Maharashtra Open University, Nashik), and Shri. Dilip Bharad, (Registrar, Yashwantrao Chavan Maharashtra Open University, Nashik).

Welcome address was given by Emeritus Prof. Kavita Salunke where she welcomed all the Dignitaries, Directors and Delegates present for this Conference and explained the importance of Indian Knowledge System.



Prof. Mohammad Miyan, President IATE, New Delhi & Former Vice-Chancellor, MANUU, Hyderabad, shared his views on the Restructuring of the Education System along with the Restructuring of Teacher Education. He explained the Foundation, Preparatory, Middle and Secondary stages of the National Education Policy 2020. He briefed about the importance of Ancient Indian Knowledge as the base of all disciplines.

Prof. Sanjivani Mahale, Director, School of Education, YCMOU introduced the various themes and subthemes of the conference.



In the Keynote address, Shashikala Wanjari, Vice-Chancellor, NIEPA, New Delhi, expressed her views on NEP Structure and Indian Ethos. She elaborated on the concept of “Panchakosha”, which is an ancient explication of the importance of the body-mind complex in human experience and understanding for the inner development of the students.



Prof. Sanjeev Sonawane, described the importance of unity in diversity and the importance of the IKS in daily life and also the advanced Pedagogy and Inclusiveness of Education. The message mentioned the role of Indian skills in life and society and about the process of learning and teaching, shifting to new and innovative realms. He motivated everyone to actively participate in the workshop to benefit.

Dr. Prof. B.R. Kukreti, General Secretary, IATE, New Delhi, announced the Award of Eminence to Teacher Educators Prof. Shashikala Wanjari, Vice-Chancellor, NIEPA, New Delhi, and Prof.

Nandita Shukla Singh, Former Chairperson, Department of Education, Punjab University, Chandigarh.

Hon'ble Shri. Chandrakant Dada Patil, Minister of Higher & Technical Education, Government of Maharashtra was the main guest of inaugural function of the conference.



Hon'ble Shri. Chandrakant Dada Patil and Dignitaries on the dais inaugurated the Conference Abstract book, YCMOU's Calendar, One IKS book from YCMOU, Two books titled– Jeevan Koushlya Sarjan Shilata, Jeevan Koushalya Samasya Nirakarn by Emeritus Prof. Kavita Salunke and Dr. Jyoti Lashakari. Three books titled– Shodh Vidhiaur Upagam, Aspects of Education, Manodarshanik Shiksha by Prof. R.P. Pathak, IATE and also Two Journals of IATE namely Teacher's Education Issue 1 and Issue 2 respectively.



Hon'ble Shri. Chandrakant Dada Patil elaborated on the powerful implementation of NEP in Maharashtra under his visionary leadership. He also stated the importance of NEP precisely in four main point's i. e.–

- Courses as per Disciplines requirement,
- Education in Mother Tongue,
- Sanskaar (Values and Holistic Development), and
- Rituals.

He also greeted the administration of Shri. Chhatrapati Shivaji Maharaj and further discussed various Schemes for skill building and its implementation in Maharashtra. He also shed light upon the academic bank of credits and gave information about a proposal from Germany, that required 40,000 young skilled persons from India and the Government Maharashtra is ready to provide scholarships and the financial support required for the training.

After the inauguration, session-wise program was started.

Session 1 – Prof. T. K. N. Menon Memorial Lecture

Prof. (Dr.) Manoj Kumar Saxena Head & Dean (Education) introduced the speaker of the session Dr. Bhujang Ramrao Bobade. He also threw light on the achievements and contribution made by Prof. T.K.N. Menon in the field of Education and Psychology.



Dr. Bhujang Ramrao Bobade started his speech with a Sanskrit Shloka in relation with IKS which state that ‘Karma’ is something which does not tie us in obligations, rather it makes us free and enlighten us do good for others without any expectations. Further he asked question about nature whether it is good or bad, he explained that nature is good and it depends upon how we use it. Later he also enlightened us on difference between information and knowledge by giving an example of a mathematical formula $(a^2+b^2) = a^2+2ab+b^2$, if we don’t know the implementation of information in our life then it will remain merely information rather than knowledge. He also shed light on the implementation and integration of IKS at micro to macro level. He delved us through various real time examples of the children-parent relation in which he explained us about how parent behavior is important towards upbringing of the child and they need parent love rather than money. In this connection he also quoted that ‘Swami Vivekanad told that panchatantra stories are good’ and the children’s should be educated through short stories and by setting real time example by their parents. Furthermore he said that it is the duty of the teacher to increase the skills of the students by inculcating the values of IKS. He also stated that the syllabus should be developed focusing global view. Towards the conclusion of the session he explained how our surroundings are rich in heritage such as Indian Education Heritage Museum of Nashik, which is first in India and third in the World etc. Lastly he concluded the session by singing a song which includes various facets of the knowledge in our lives.

Chairman IATE Prof. Dr. Mohd. Miyan concluded the session by stating everyone should treat their parents with love and care, the same will return in terms of prosperity in life. The things which are not taught by the parents should be taught by the teachers.

Session 2 – Panel Discussion: Topic – Challenges of NEP2020 Implementation in Teacher Education

Eminent speakers of the session were Hon’ble Pro Vice chancellor, Prof. Jogindrasingh Bisen, Mr. Anurag Deshpande, HRDC, Delhi, Dr. Purshotam Rana, Dean, Nalanda University, Prof. Yashpal singh.

“You have to know the past to understand the present” Carl Sagan



First panel discussion was started with the topic ‘IKS for Holistic development’ by Mr. Anurag Deshpande. He discussed that the role of teacher is very important in IKS because the education system is based on true educators.



He also added that the IKS is already deeply rooted in Indian culture. In Indian culture, information about many things and related knowledge is presented in script forms in various ways but due to the lack of decoding system, the information is yet to be published in the reading form. He elaborated the points Traditional Knowledge, Literature, Science related to IKS, Folk Art, Importance of stories, arts & crafts, Ved & Puran in his speech. He ended his discussion quoting that our spiritual and cultural heritage is the backbone of our nation.



Second panel discussion was started by Dr. Purshotam Rana. He discussed on Ayurveda and Neuropsychology. He explained the importance of Ayurveda that it has natural remedial options which needs to be learnt and adopted through the New Education Policy. He highlighted that Teacher is the only person who can build “Vikasit Bharat” along with the learners. He stated that with the help of Yoga & Dhyana, neuroplasty can be cured.



Third panel discussion was lead by Yashpal Singh on Inclusive Education. He explained that every situation has three questions i.e. what, why & how. If we need to gain knowledge, you have to ask these three questions.

He also explained the concept of Exclusion, Segregation and Integration. He stated that Fear is the only obstacle in learning new things. He strongly says that everyone is unique, every learners is different. To bring about equality, there must be unequal provisions for all. He ended with information that, Central government initiated process of inclusive education from year 2008.

Fourth panel discussion was lead by Prof. Dr. Jogendra Singh Bisen, Pro-Vice Chancellor, YCMOU with the topic of भारतीय ज्ञान परंपरेतील शिक्षकांची भूमिका.



He discussed the definition of Teacher saying that the person who learn first and then teach others is a Teacher. Teacher has to behave very responsibly because learners follow them blindly. In the Indian education system, the teacher is given a special importance. The Gurukul system was considered equal to god place of learning. In the Indian educational tradition, the Guru always tries to make his disciple greater than himself.

The panel discussion concluded with the Concluding note from Prof. P.K. Sahoo. He discussed the gist of panel discussion and focused Finding of Truth in education, Education is the base of new nation, Education is pillar of Geographical and cultural diversification.

Day 2

Session 3 – Key Note Address on IKS by Mr. Mandar Bhanushe, IODL, University of Mumbai

Topic: Bharatiya Knowledge System for Holistic Education



Session started with prayer by Mr. Mandar Bhanushe. To begin with, different domains of knowledge which were included in our ancient knowledge system as our ancient knowledge

system consisted of each & every domain of society were discussed by sir. Further sir added that, 1835 Indian Educational act changed our knowledge system as Indian in blood & colour, but English in tastes, in opinions, in morals and in intellect. Medium of education became English and subjects became the western books, thoughts and its philosophy. This changed the objective of education as to earn money.

To eradicate all these things NEP2020 has been introduced. As per NEP2020 emphasis is given on things such as medium of education should be Indian regional languages, Inclusion of Bharatiya knowledge traditions/ systems into educational curriculum, Learner centric education, Holistic, Integrated, Experiential, Enjoyable learning.

Pedagogical framework requirements as per NEP2020 that are Holistic Development, Active learning, Multidisciplinary Learning, Technology enabled learning, Assessment reform, Teacher Empowerment, Critical thinking, Innovation and Creativity, were also, discussed.

What is education and aim of education is not only the cognitive development but also building character and creating holistic well routed individuals equipped with the 21st century skills these things were also discussed.

Present day challenges in education such as understanding of curriculum, Expectation form Teachers, Parents and Society, Individualistic behavior, Career driven educational system, Impact of social media, internet, Real or reel role model were also addressed.

He concluded the session with noting the importance of the fact that IKS is not a separate subject but, it should be integrated with the entire subject you are learning or teaching.

Session 4 – Keynote address by Prof. Erland Bendik Myhre, University of South Eastern Norway

Topic: On Internationalization of various policies in Higher Education



Prof. Erland Bendik Myhre started his keynote address with a question about how do we do the internationalization at home and how can we bring internationalization into our local classroom? Then after he stated that to realize the internationalization there are many challenges in front of

the educators. Like most students don't go to exchange programmes. Then after he explicated the importance of minerals for today's ever-changing life by explaining that there are around 30 elements i.e. (minerals) in human body whereas there are 60+ elements in the Smartphone making it more complex than human being. He explained that for these entire mineral requirements we need mining to be done. Next he stated that Norway is the biggest rare earth minerals hub as well the china also dominates in the rare earth materials, we need this rare earth materials such as magnet for production of EVS, wind turbines, windmills, military fighter jets, submarine and all electronic gadgets and phones. There is a conflict between sharing of rare earth metals within USA and China. The USA is hindering the supply of semi-conductors to China whereas the China is hindering the supply of materials required to produce semiconductors. How he came to know about all these, he called the professor of china who taught Metrology and met environmentalist and later realized that the environment should be protected from being misuse. Later he delved us through various aspects of internationalization with the help of a story of his own students, how a person named David Brook spent a day with his students and educated them on how rare earth materials are important and how they are extracted. It takes nearly 16 and half years to start a mining industry. Afterwards he explained about the importance and existence of metals around us. In USA a person is surrounded with around 17 tons of steel whereas in should be made available to all citizens of the globe. He concluded his keynote address by stating that, due to the lecture given by David Brook students of the Prof. Erland Bendik Myhre started getting interested in the Internationalization at local level.

Prof. Dr. Shashikala Gaikwad concluded the session by saying that the rare elements are the teacher education students to whom we the teachers should mine and bring out the rare element by removing the impurities in them. She emphasized that the IKS will be envisioned if the existing courses will be taught with the IKS element included in it. She concluded that this IKS conference should end up with an action taken rather than ending up with merely a conference.

On the second day, parallel sessions were started in four halls with different themes.

Session 5 – 1st Parallel Session

A. Key Points discussed in the Hall no. one are:

- Vedas and Vedic Literature including Rigveda, Samaveda, Yajurveda and Atharvaveda and stating them as the pillars of the Indian Knowledge System.
- Means through which the Indian Knowledge was transmitted in the ancient times, i. e., through Shruti, Smriti and Mantras.
- Traditional education system of India was divided in four stages, i. e., Vedic Period, Buddhist Period and Islamic Period and Modern Education.
- Purpose of implementing a *Guru Shishya Parampara* system into current education system is to assist students in understanding the concept of leading of balanced life.

- Holistic development that can be achieved with integrating physical, mental and spiritual dimensions.
- ‘Ashtasheel’, i. e., Perfect Vision, Perfect Emotion, Perfect Speech, Perfect Action, Perfect Livelihood, Perfect Efforts, Perfect Mindfulness and Perfect Samadhi.
- Vedic Sleep, Veda, Physiology of Sleep and Energy Metabolism.

Contribution of the session in terms of IKS:

- Vedas and Vedic Literature including Rigveda, Samaveda, Yajurveda and Atharvaveda are considered as the pillars of the Indian Knowledge System.
- Means through which the Indian Knowledge was transmitted in the ancient times were through Shruti, Smriti and Mantras that explains the importance of Indian Knowledge System since the ancient times.



B. Key Points discussed in the Hall no. two are:

How will IKS being used in tribal areas

- How can NEP 2020 will implementation
- How to motivate parents for IKS
- What is a global knowledge for super power
- How we will start implementation of gurukuls
- What is the different source of Indian knowledge system

Contribution of the session in terms of IKS:

- Create employment opportunities for youth through Skill based IKS based program.
- Promotes research and critical Studies
- Knowledge of the environment possessed by the indigenous peoples.
- IKS encompass divers’ fields such as philosophy, science, medicine and mathematics
- Topic like Ayurveda, yoga, vedas, Upanishads and ancient Indian mathematical Concept.



C. Key Points discussed in the Hall no. three are:

The study explores the Indian Knowledge System through English literature, develops an IKS module for teachers, and explores Indian psychology.

Contribution of the session in terms of IKS:

Indian Literature in English, despite its short history, showcases Indian culture and traditions, revealing traditional knowledge and behaviours. It provides insights into the Indian ethos and ethical education, and can be used as a pedagogical approach to explore traditional knowledge effectively, highlighting the importance of environmental preservation and ethical education. The study assesses the efficacy of a module enhancing Indian Knowledge System (IKS) understanding and application, focusing on Yoga theory, holistic development, and well-being among in-service and trainee teachers. Ancient India, rich in gold, silver, copper, iron, and steel, played a significant role in metal commerce, providing weapons and Wootz steel for military and agricultural use.



D. Key Points discussed in the Hall no. four are:

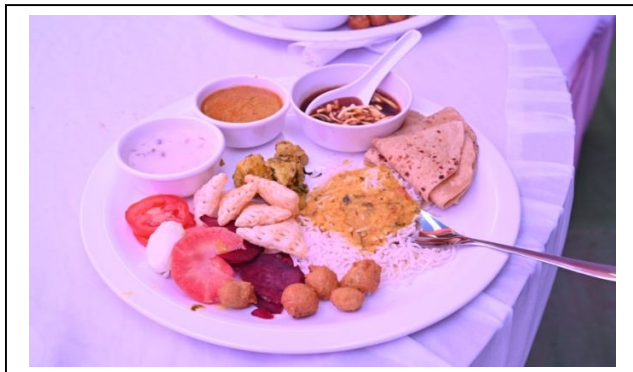
Indian Knowledge system, Digital Initiatives, Modi script translator, Gurukul system, Identify ICT Tools for preserving traditional Knowledge, Guru Shishya Tradition, the role of teachers in the development culture for IKS.

Contribution of the session in terms of IKS:

Contribution to IKS teachers and students relationship, according to this session how to developed moral values, Thoughts expressed on the learning process in the Indian culture of teaching , IKS is characterized by a blend of traditional wisdom and modern advancements. As a teachers play a pivotal role in shaping the future of education in India.



The conference place was decorated by theme base rangoli which is very appreciated by all the experts. Also YCM Open University has given delicious food of Maharashtra which reflect Maharashtrian Culture.



Session 6 – 2nd Parallel Session

A. Key points discussed in Hall no. one are:

- Teacher’s role, transfer of knowledge, academic abilities, subject matter and a variety of learning materials.
- Role of IKS in Students Overall Development: Cultural enrichment, holistic development of students, practical application of knowledge, language proficiency of the students, inclusiveness and accessibility in education, digital literacy, global competence among the students, entrepreneurial mindset, environmental consciousness and lifelong learning.
- The teacher is the backbone of the nation and the engineer of society, so the role of the teacher is important in the development of society.
- Faculty members should vouch for active teaching and learning methods that would be beneficial for the holistic development of the students. Faculty members should preferably focus on the activity method of teaching, which will help the students properly understand the concepts in depth.
- The students found the jigsaw technique to be more engaging than the traditional classes. Hence, traditional didactic teaching methods need to be complemented with interactive methods such as the jigsaw technique to facilitate learning. It is an innovative teaching-learning methodology that can be effectively implemented in small group teaching

sessions in medical schools. It improves their communication skills and problem-solving skills.

Contribution of the session in terms of IKS:

The roles and responsibilities of teachers in Indian culture and the pedagogical implications of IKS for school and higher education can foster a more inclusive, culturally sensitive, and holistic approach to teaching and learning. It recognizes the importance of indigenous knowledge in education and its potential to enrich the educational experience for all students, preserving and promoting traditional Indian culture by highlighting the roles and responsibilities that teachers have within this cultural framework. This can include transmitting cultural values, practices, and knowledge to students.



B. Key Points discussed in Hall no. two are:

- Discussed the ICT tool ‘Ustaad’
- Discussed the Natural language process, Assessment Practices, IKS, learning Strategies, Cultural context, Student-centric, moral values, ethics, sustainability development, Community engagement, Artificial Intelligence, curriculum development, Diversity of knowledge, practical pedagogy implementation.
- Folk dance, Bharatnatyam, Mudra, and Navarasa involved in curriculum of school and higher education.

Contribution of the session in terms of IKS:

ICT integrated in IKS, The English questioner book helps develop English language of the pre-upper primary scholarship exam, NSS integrated to IKS, incorporation of Bharatnatyam to IKS, reflection of community engagement in IKS, Sustainable development and IKS, Curricular Interventions from IKS in School Education, Teacher Education and IKS.



C. Key Points discussed in Hall no. three are:

- ICT's crucial role in integrating IKS into Modern learning environments considering global shift towards digitalization and bridging the gap between Indian Traditional knowledge and Modern educational practices.
- Impact of IKS across diverse domain ranging from Science & Technology, Healthcare, Agriculture, Spirituality.
- Integrating process of IKS and holistic approach for development of various modern problem solving techniques.
- Integrating Ethos & Ethics in Teacher education programme.

Contribution of the session in terms of IKS:

This session elaborate the various domains of Indian knowledge system such as Literature, Science and Technology, Architecture, Agriculture, Medical, Spiritual, etc. and need of preservice of all these IKS domains through ICT for upcoming generations. Also this session induced us to think upon what is integration of IKS and Holistic development, its importance, how this can be implemented and what are the challenges to do this Implementation.



D. Key Points discussed in Hall no. four are:

- IKS has tremendous potential to contribute in Physical and Mental well-Being of students.
- Holistic Development by inculcating the IKS, awareness and training is required to teachers regarding IKS. Aspects and Importance of Holistic Development.
- Developmental change in the Learners through yoga education and importance of yoga education in overall Development of Learners.
- Traditional ways in IKS to protect our Environment and sustainable development.
- Discuss about the education system given by five ancient Universities.

Contribution of the session in terms of IKS:

- Yoga Therapy should be included in the syllabus of Divyangjan.
- Awareness of IKS to Teachers is required and Training programmes should be organised for Teachers on IKS, because first they will have to understand the IKS then only they can teach to learners.

- Yoga Education should be given proper place in the curriculum, Yoga Teacher should be appointed in every school for yoga education.
- In India Traditional Customs, Various ideologies and antiquated literature all contain a wealth of knowledge that contribute in sustainable development.
- Ancient Indian knowledge tradition was inspiring thus it should be studied and included in curriculum.



Session 7 – 3rd Parallel Session

A. Key Points discussed in Hall no. one are:

Principles of Design thinking and methodologies were discussed and to be adopted this for holistic development of student and teacher educators. While moving towards development we need to keep in mind that the nature is made of various creatures and all have the right to sustain, hence the natural resources should be used in a sustainable manner. The Bishnoi community practices their life activities in such a way that there is no harm caused to the nature, in other words they practice the sustainable development. In our day-to-day life we come across numerous cloth wastes, by using these waste quilts can be made which in turn will generate employment and self reliance to the weaker section and rural females. Training children in such a way that they are prepared industry ready is what NCF talks about and adopting such small skills will make them industry ready. Quilt making is not only an art but it makes you feel the joy of recycle-reuse. Neelima Mishra has been praised for this quilt making by Ramon Magsaysay award in 2011. IKS is something which is received by the Rushis and given by the Vyasas. The diversity in unity - Vasudhaiva kutumbakam, karuna bandhuta was discussed. To achieve sustainability through IKS we need to treat everyone equally irrespective of gender and creed. For gender inclusion urdhanarishwar, laxminarayana, lord jagannath, hariharan etc can be visualized and accordingly the same can be achieved.

Contribution of the session in terms of IKS:

All the presenters included sustainable practices to be followed to achieve the goals for Indian Knowledge System. These practices included the ancient practices followed by our forefathers which would greatly contribute to the development of IKS based curriculum to be

offered as short term courses by the educational organizations. Such as courses on OER4BW based on IKS.



B. Key Points discussed in Hall no. two are:

This session began with Ms Vaishnavi Pradip Band presenting her papers that discussed about the ideas of ‘Sustainable Development and Indian Knowledge System’. She believes that the future is in the hands of the new generation and there is a need of integration of traditional knowledge and scientific knowledge of societies for sustainable development. It is hence the task of teachers and educators to integrate and share this knowledge with their students. Mr Rajkumar Nanaware, through his paper explored the philosophy of Corporate Social Responsibility and Social Engineering by drawing on the wisdom of Ancient Indian Texts. He spoke of Kautilya’s Arthashastra and of the revered sages and how it is still relevant to today’s corporate leaders. Mr Bhushan Patil in his paper explored the ‘Role of Indian Knowledge System (IKS) in the Sustainable Future of Quality Education’ and stated that it becomes evident that the treasures of ancient Indian wisdom offer a transformative path forward for global education. Next, it was Ms Rashmi Shewale who stressed on the importance of Libraries and stated that to achieve the goal of National Education Policy, it is important to note that Libraries have already contributed significantly by preserving the knowledge in the form of books. Then it was Mr Abhishek Kumar who through his paper, attempted to evaluate the well-being through the yogic practices among the students of English and Foreign Languages University, Hyderabad. His paper primarily focuses on investigating the opinion of the EFL University students on their basic awareness on yoga and its consequential impact on their well-being in the light of Eight-fold path i. e., Yama, Niyama, Asana, Pranayama, Pratyahara, Dharna, Dhyana and Samadhi.

Contribution of the session in terms of IKS:

- Future is in the hands of the new generation and there is a need of integration of traditional knowledge and scientific knowledge of societies for sustainable development.
- ‘Role of Indian Knowledge System (IKS) in the Sustainable Future of Quality Education’ which explains that it becomes evident that the treasures of ancient Indian wisdom offer a transformative path forward for global education.

- Importance of Libraries in the context of preserving ancient and traditional Indian Knowledge and the National Education Policy 2020 as well.
- Well-being through the yogic practices among the students of English and Foreign Languages University.



C. Key Points discussed in Hall no. three are:

- Impact of IKS across diverse domain ranging from Science & Technology, Healthcare, Agriculture, Spirituality.
- Creation of variety of modern problem-solving techniques through incorporating the IKS process with a holistic approach for well being
- Impact of Ethos & Ethics in Teacher Education
- Impact of IKS for reshaping of Indian Education System

Contribution of the session in terms of IKS:

This lesson explains the many Indian knowledge system domains, including medical science, yoga, science and technology, spirituality, etc., and stresses the importance of preserving these domains for future generations.

This workshop also made us consider what integration of IKS and holistic development is, why it is important, how to apply it, and what obstacles stand in the way.



D. Key Points discussed in Hall no. four are:

- Training Faculty Members and Students for effective use of the online digital platform to inculcate IKS in Education system.
- Use of IKS specially YOGA for enhancing Mental health.

Contribution of the session in terms of IKS:

- IKS helps persons well being in Mental sense
- Use of technology to elaborate IKS to learn smoothly
- Unique combination of IKS and modern system promotes holistic development.



After second day's parallel sessions, the cultural program was organised by Yashwantrao Chavan Maharashtra Open University with the help of Ashoka Educational Foundations students. In the program Maharashtra cultural was presented basically. Which was appreciated by all the delegates and experts. Followed by delicious dinner.





Day 3

Session 8 – Prof. S.N. Mukherjee Memorial Lecture By: Prof. E. Vayunandan, Ex. Vice Chancellor, YCMOU

Topic: National Education Policy 2020: A New & Forward Looking for Open & Distance Learning

Prof. (Dr.) Manoj Kumar Saxena Head & Dean (Education) introduced the speaker of the session Prof. E. Vayunandan. He also threw light on the achievements and contribution made by Prof. S.N. Mukherjee in the field of Education.



Prof. E. Vayunandan started his speech with an YCMOU's achievements and awards. He proudly stated that YCMOU is the only Open University who got Institutional Excellence award twice. He also explained the difference between Teaching and Counseling.

Sir discussed about the previous education policies and also explained the process of New Education Policy (NEP) i.e. NEP 2020. He also explained that in NEP-2020 separate section information is given about Open & Distance Learning (ODL). In pandemic period of Covid-19 conventional universities faced many problems for conducting lectures. But Open Universities came out with the solution of conducting online sessions / counseling by using satellites technology like zoom platform and virtual platforms etc.



He also stated that in earlier time only distance learning was known to learners but later on Open word added to clarify its nature of delivery. Now it is called as Open & Distance Learning jointly. He defined the concept OPEN as, accessible to everyone at anytime from anywhere by hybrid mode.

He explained the journey of ODL system in four quadrants, starting from reluctant, resistance, acceptance and then appreciation of system. Open & distance learning is not second class of learning it is SECOND CHANCE education for those who couldn't complete their education due to various reasons like economic, family, career etc. In this regards he has given the example of YCMOU that this Open University served education to Artillery center, Jail inmates, Nakshalite area peoples who were away from regular education.

NEP-2020 offers three level educations at UG level i.e. Certificate, Diploma and then Degree. In this regard Prof. E Vayunandan has given an example of School of Agriculture, YCMOU's B.Sc. Agri Program. He also explained various features of NEP-2020 which relates to ODL system and also explained various features which are successfully implemented by YCMOU like multiple entry-exit, programs in regional language, use of innovative technology etc.

Prof. E Vayunandan concluded the session by highlighting that, every educational institution should prepare Institutional Plan in accordance to development of program and they should have clarity of its implementation.

Chairman Prof. JogendraSingh Bisen, Pro-Vice Chancellor, YCMOU concluded the session by stating that technology should be used very carefully otherwise it is dangerous to the

organization which will generate loss. He highlighted on previous economic survey of India and stated that the percentage expenses of Education of total GDP is much less as compare to other developing countries. Hence, some policies should be framed by Policy makers to increase this share of expenses.

Session 9 – 4th Parallel Session

A. Key Points discussed in Hall no. one are:

- Impact of ICT for developing interest in IKS.
- How to digitalize Ancient Indian knowledge with the help of ICT.
- ICT enabled tools for IKS Teaching-Learning process.

Contribution of the session in terms of IKS:

This session illustrates how ICT-enabled technologies can be used to promote IKS in the curriculum. With the use of pre-made ICT technologies like social media, blogs, augmented reality, and virtual reality, it also helps teachers teach IKS in an engaging way.



B. Key Points discussed in Hall no. two are:

- Imbibing the roots of Vedic and Buddhist traditions in the educational environment holds the potential to create a more inclusive and culturally sensitive learning space.
- Incorporating Vedic principles into modern educational practices can contribute to a more balanced and comprehensive learning experience, addressing the diverse needs of students.
- Buddhism's emphasis on mindfulness, compassion, and interconnectedness aligns with contemporary ideals of inclusive education
- Integrating Buddhist principles into the curriculum can promote empathy, tolerance, and a deeper understanding of diverse perspectives (Analayo, 2003).
- By weaving Vedic and Buddhist roots into the educational fabric, educators can create a space that respects and celebrates cultural diversity.
- Information and Communication (ICTs) have the potential to transform education, give people more power and create a vibrant digital society.

- Adoption of new technologies and encouraging ICT education can lead to a more affluent, inclusive and connected future for everybody.

Contribution of the session in terms of IKS:

- In the Vedic tradition, the holistic approach to education, as seen in the Gurukul system, emphasizes the integration of physical, mental, and spiritual dimensions (Saraswati, 2002). Incorporating Vedic principles into modern educational practices can contribute to a more balanced and comprehensive learning experience, addressing the diverse needs of students.
- By weaving Vedic and Buddhist roots into the educational fabric, educators can create a space that respects and celebrates cultural diversity.



C. Key points discussed in Hall no. three are:

- Implications of the Indian Knowledge System in Schools and Higher Education
- Methods to Integrate Ancient Indian and Current Educational Evaluation Methods
- Methods to Introduce Value Education in convocation as per the ancient Indian convocation methods

Contribution of the session in terms of IKS:

In this session enlightened about the methods to integrate Ancient Indian and Current Educational Evaluation Methods, about the methods to Introduce Value Education in convocation as per the ancient Indian convocation. This session described usefulness of implications of the Indian Knowledge System in Schools and Higher Education.



D. Key Points discussed in Hall no. four are:

- The curriculum approaches of IKS, Indian Culture, Historical Development, role and responsibility of teachers,
- Moral and Spiritual Guidance, Mentorship and Life skills, Teacher role of Spiritual and cultural Development,
- Wholeness and Integration, development perspective, inclusivity and diversity, holistic learning experiences, mindfulness and Inner growth.

Contribution of the session in terms of IKS:

- Indian Education system and IKS,
- Spiritual Knowledge and IKS,
- Yoga and IKS,
- IKS and well-being in context of Gherand Samhita,
- Holistic development with IKS.



Session 10 – Valedictory Session

Chief Guest of the valedictory session was Hon'ble Shri. Suraj Mandhare, Commissioner (Education) Government of Maharashtra and other delegates were Hon'ble Vice-Chancellor, YCMOU Prof. Sanjeev Sonawane, Prof. Mohd. Miyan, Chairman IATE, New Delhi, Prof. E. Vayunandan, Former Vice-Chancellor, YCMOU, Pro Vice-Chancellor, YCMOU, Prof. Jogendra Singh Bisen, Prof. Kukreti, Secretary, IATE, New Delhi, Emeritus Prof. Kavita Salunke, Director, Prof. Ram Takwale Research Center & School of Online Learning, YCMOU, Prof. Sanjivani Mahale, Director, School of Education, YCMOU were present on the dais.



A brief report of the three-day National Conference was presented by Dr. Asha Thoke, Principal, Ashoka B.Ed. College, Nashik which reflected a figure of around 250 delegates, 156 research papers, 93 paper presentations, 16 parallel technical sessions and 32 best research paper awards were given in the same and first two best paper awarded by IATE also.



It was then followed with the participants, chairpersons and co-chairpersons of the technical parallel sessions giving feedback on the entire three-day conference. Prof. Anita Rastogi, IATE mentioned that the theme provided by the YCMOU officials turned out to be a successful one. Later, she spoke of the hospitality and the cultural events and applauded the entire YCMOU Team and declared the Conference as a successful one. Mr. Chandrashekhar Dev spoke about the schedule of the Conference stating that it was executed in an efficient manner. Despite being on a weekend, the team tirelessly maintained the tempo of the conference with fullest enthusiasm and 100 percent attendance. Next, Dr. Arpita Kathane, Symbiosis University, Pune, depicted that her husband has been to YCMOU, Nashik long back in past and has always spelt that Nashik is a divine city with good hospitality. Dr. Surendra Patole, Director, School of Commerce and Management stated that the event was a great learning opportunity for one and all and he humbly mentioned about the greatness of one of the speakers, Dr. Bhujang Bobade, praising him for his simplicity and intellectuality. At the end of the feedback session, Prof. Mohd. Miyan threw light on the great alumni's produced by the university including Hon'ble Chief Minister of the State of Maharashtra, Shri. Eknathji Shinde and current Vice-Chancellor, YCMOU, Prof. Sanjeev Sonawane. He concluded by saying that the food, accommodation, travelling, cultural event organization and all the academic sessions coordination together was a huge achievement for YCMOU. He stated that the selected articles will now be published in the journal of IATE and will be distributed among members and participants.



The Chief Guest of the Valedictory Ceremony, Hon'ble Commissioner (Education), Shri. Suraj Madhare started his valedictory speech and kept it on a joyous note to keep the spectators in a Jovial mood. He stated that, to listen is a skill and to listen forcefully is a burden.

He is undertaking his Master's Degree (M. A.) in Education from Indira Gandhi National Open University, Delhi. He mentioned two books that he had read, one of which was titled as, 'Men Who Rule India', and the relevance of this is that those who ruled India (Britishers) for around two centuries, had first invaded our belief system and then they tried to change our religious system, legal system, our currency and finally our education system. We Indians are still following that system of education which was laid down by Lord Macaulay in 1838 which emphasized on the production of blue-collar job subordinates which blindly follow the orders of the higher authority. Also, he stressed that the current education system does not take care of learning and is teacher centric. He believes that our education system only focuses on teaching and does not have parameters to examine whether that what is taught is being learnt or not. He also emphasized on providing credits or a certificate to a non-formal education which some of the citizens might already possess.

Towards the end of the Valedictory Ceremony, the Vice-Chancellor, Prof. Sanjeev Sonawane, (YCMOU) concluded this session by mentioning the lines said by Shri Suraj Madhare that we need to relearn and erase the previously learnt jargons. Life rooted education should be included in the curriculum and the same should be taught. He stated that, as an outcome of this conference, our university will prepare syllabus related to 'Indian Knowledge System' for schooling and higher secondary education and submit the same to the education department of the State of Maharashtra.

The Valedictory Ceremony was then followed with the certificate distribution and award ceremony.

"An investment in knowledge pays the best interest" Benjamin Franklyn