

# REPORT ON NATIONAL SEMINAR

## “THE INDIAN KNOWLEDGE SYSTEM”

5<sup>th</sup> July 2024



**Kamal Institute of Higher Education and Advance Technology**  
K-1 Ext. Mohan Garden New Delhi  
(Affiliated to G.G.S.I.P. University)

**1-DAY SEMINAR on "INDIAN KNOWLEDGE SYSTEM-ITS CONTRIBUTION IN QUALITY EDUCATION"**

**THEME FOR SEMINAR-** Indian Knowledge System- Its Contribution in Quality Education

**THE SUB-THEME**

- ❖ Conceptual framework and appropriate teaching technique.
- ❖ Indian knowledge system relevance in present context.

**This Seminar is open for all Teacher Educators and Scholars engaged in Teacher Education Institutions and Educational innovations and researches.**

Kamal Institute of Higher Education and Advanced Technology (KIHEAT) organized one day national seminar “THE INDIAN KNOWLEDGE SYSTEM” on 5th July 2024 in hybrid mode. The sub themes of the seminar was conceptual framework and appropriate

teaching techniques and relevance in present context. The programme started with the welcome address by the Principal Dr. Priti Srivastava, who highlighted the importance of understanding and preserving the Indian Knowledge System. **Principal Dr. Priti Srivastava** began the seminar by underscoring the profound significance of understanding and preserving the Indian Knowledge System. She articulated the critical importance of delving into these ancient knowledge traditions, not merely as an academic exercise, but as a means to harness their rich insights for addressing contemporary issues.

Dr. Srivastava emphasized that traditional Indian knowledge systems, which encompass a wide range of fields including philosophy, science, medicine, and art, hold valuable lessons that can inform and enhance modern problem-solving approaches. She highlighted how these systems, developed over centuries, offer innovative solutions and perspectives that are particularly relevant in today's complex world. She elaborated on how ancient Indian wisdom, with its holistic and integrative approach, can provide unique insights into current global challenges such as environmental sustainability, health care, and education. By revisiting and integrating these traditional practices and philosophies, we can uncover alternative strategies that complement and potentially resolve contemporary issues.

Dr. Srivastava's address was a call to recognize and utilize the depth of knowledge embedded in India's historical and cultural heritage. She urged attendees to explore these traditional systems not only for their historical value but for their practical applications in today's rapidly evolving context. Her emphasis was on leveraging this ancient wisdom to inform modern practices and solutions, thus ensuring that the Indian Knowledge System continues to contribute to global progress and innovation.

There was 25 participant and 10 presenter in seminar. The participants are typically attendees who are there to learn, engage, and discuss the topics being presented. They might include students, professionals, or individuals interested in the subject matter of the seminar. The presenters are individuals who share their knowledge, research, and insights on specific topics. Each session could include a presentation followed by a Q&A period. Each presentation might last between 10 to 15 minutes, with additional time allocated for questions and discussions. Opening remarks and introduction of the programme was given by Dr. Preeti Sharma. Dr. Preeti explained the theme of seminar. In ancient times, education in India was imparted through the Gurukul system, where students lived with their teachers (gurus) in an ashram-like environment. This system emphasized personalized learning, close mentorship, experiential learning, and a strong teacher-student bond, which are essential components of quality education. India's contribution to practices like yoga and meditation has gained global recognition for their benefits in promoting physical health, mental well-being, and cognitive development.

The highlight of the seminar was the keynote address delivered by the esteemed guest speaker, **Prof. M.C. Sharma**. Prof. Sharma, a renowned academic and a profound scholar of Indian

knowledge traditions, captivated the audience with his deep insights and eloquent oration. Prof Sharma explained The Indigenous Knowledge System (IKS) refers to the body of knowledge, skills, practices, and cultural expressions that are developed, preserved, and passed down through generations within indigenous communities. This knowledge system is deeply rooted in the local environment, history, and cultural context of these communities and often includes a holistic understanding of the world, encompassing various domains such as agriculture, medicine, ecology, art, and spirituality. In his address, Prof. Sharma emphasized the holistic nature of the Indian Knowledge System, which encompasses various disciplines such as philosophy, science, mathematics, medicine, and art. He elucidated the evolution of educational technology reflects broader societal changes, technological advancements, and shifts in pedagogical approaches. How ancient Indian scholars made significant contributions to these fields and how their works continue to be relevant today. Prof. Sharma provided an overview of the technological development of Indian knowledge systems, appropriate technology refers to technological solutions that are designed to be environmentally, culturally, and economically suitable for the context in which they are applied. The concept emphasizes the use of technologies that are simple, cost-effective, sustainable, and locally manageable, often in contrast to high-tech solutions that may be unsustainable or unsuitable for local conditions. He highlighted key texts and scholars who have made substantial contributions over the centuries. The seminar also featured interactive sessions where participants had the opportunity to engage with Prof. Sharma and other participants. These sessions fostered lively discussions on various aspects of the Indian Knowledge System, including its philosophical underpinnings, scientific achievements, and cultural significance.

At the end of the session Prof Sharma conclude, the integration of Indigenous Knowledge Systems into appropriate teaching technologies is a transformative approach that enriches education. By following these steps, educators can ensure that learning is inclusive, relevant, and sustainable while fostering respect and appreciation for cultural diversity. This approach not only enhances educational outcomes but also contributes to the preservation and revitalization of indigenous knowledge and culture. Ultimately, embracing IKS in education helps build a more inclusive, informed, and interconnected world.

Dr. Geeta's paper focused on outlining the conceptual framework of the Indian Knowledge System. She emphasized the holistic and interdisciplinary nature of IKS, which integrates philosophy, science, art, and spirituality. The paper highlighted key components such as Ayurveda, Yoga, classical arts, Vedic mathematics, and traditional ecological knowledge. Dr. Geeta argued for the need to systematize and document these diverse knowledge areas to preserve and promote them in modern education and research.

Dr. Preeti presentation explored how IKS can be integrated into the contemporary educational curriculum. She discussed the potential of traditional Indian pedagogical methods, such as the Gurukul system, which emphasizes personalized and experiential learning. Dr. Preeti suggested that including IKS in the curriculum could provide students with a more comprehensive

understanding of both ancient and modern knowledge systems, fostering critical thinking and cultural appreciation.

Dr. Indu's paper linked IKS with sustainable development, focusing on traditional practices in agriculture, water management, and medicine. She provided examples of how indigenous agricultural techniques, such as crop rotation and organic farming, contribute to biodiversity and soil health. Dr. Indu argued that integrating IKS into sustainable development strategies could offer solutions to current environmental and health challenges, highlighting the importance of local knowledge in achieving global sustainability goals.

Dr. Meenakshi explored the contributions of IKS to health sciences, particularly through Ayurveda and traditional healing practices. Her paper emphasized the holistic approach of these systems, which consider the physical, mental, and spiritual well-being of individuals. Dr. Meenakshi also discussed the relevance of these practices in addressing contemporary health issues such as lifestyle diseases and mental health challenges, advocating for more research and integration of traditional knowledge into modern healthcare.

Ms. Sheetal's presentation focused on the rich traditions of Indian arts and humanities within the IKS framework. She discussed the importance of classical music, dance, literature, and crafts in preserving cultural heritage and fostering creativity. Ms. Sheetal argued that these art forms are not only vital for cultural identity but also play a crucial role in education and social cohesion. She suggested incorporating these elements into modern education to promote a well-rounded and culturally sensitive approach to learning. Ms. Anju Kaushal addressed the relevance of IKS in tackling contemporary societal challenges, such as cultural erosion, social inequality, and environmental degradation. Ms. Anju emphasized the need for collaborative efforts between traditional knowledge holders, academics, and policymakers to leverage IKS for holistic and sustainable solutions to global issues.

The national seminar on the Indian Knowledge System at Kamal Institute of Higher Education and Advanced Technology was a resounding success. It provided a platform for intellectual exchange and underscored the importance of integrating traditional knowledge with modern education. The seminar concluded with a vote of thanks to Prof. M.C. Sharma for his enlightening address and to all participants for their enthusiastic involvement. The vote of thanks which was given by Dr. Indu Singh. We hope that the knowledge gained and the connections made during this seminar will continue to inspire and inform future endeavors. Together, we can advance the integration of IKS in educational practices, fostering a more inclusive and sustainable world.

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**Kamal Institute of Higher Education and Advance Technology**  
**(K-1 Ext. Mohan Garden New Delhi)**

**Affiliated to G.G.S.I.P. University**

**Invites you**

**For**

**5-DAY**

**FACULTY DEVELOPMENT PROGRAMME**

**On**

**“ICT for Quality Teaching Learning”**

**(12<sup>th</sup> to 16<sup>th</sup> March 2024)**

### **About KIHEAT**

*Kamal Institute* of Higher Education and Advance Technology, Mohan Garden was set-up by Sankalpa Educational Welfare and Charitable Society (Regd.) in 2001 in order to prepare Professionals in the field of Education, Management and Information Technology. The institute got affiliated for B.Ed. course to GGSIP University in 2009-10 and to BBA and BCA course in 2011-12 and B.Com (H) course in 2013-14. The institute lays greater emphasis on exposure of its students to the practical environment by providing exposure with various industry and educational institutions. The teacher Training course provided by the institute aims at laying emphasis on equipping the teacher trainees with theoretical foundation along with practical inputs in order to become competent and effective teachers.

## **About the FDP**

ICT, or Information and Communication Technology, plays a significant role in enhancing the teaching-learning process in education. It encompasses various tools, devices, applications, and resources that facilitate the exchange of information and communication. ICT offers interactive and multimedia elements that capture student's attention and engagement, making learning more interactive and enjoyable. It enables teachers to present content in diverse formats, such as videos, simulations, and animations, which cater to different learning styles. This access allows both teachers and students to explore and utilize various educational materials, including online libraries, research databases, and educational websites, enhancing the depth and breadth of learning. With ICT, educators can employ adaptive learning technologies and software that cater to individual student needs. These technologies can analyze student's strengths and weaknesses, offering personalized learning paths and content to suit their pace and learning styles. Technology facilitates various assessment methods, including online quizzes, simulations for practical assessments, and automated grading systems. It provides instant feedback to students, allowing them to track their progress and identify areas for improvement. It is essential to strike a balance between traditional teaching methods and technological integration to maximize the benefits of ICT in the teaching-learning process. For teachers, teacher educators, educational planners, administrators, ICT role is significant in various aspects like professional development in educational evaluation, management etc.

The proposed FDP will provide a platform for professional development for teacher / teacher educators / planner/ administrator to upgrade their knowledge in ICT specifically its effective use in the field of education to bring quality and sustainability in education.

In view of this the Kamal institute has proposed to organize a **hybrid mode five day Faculty Development Programme (FDP) for teacher educators and researchers on the following topics.**

## **THEME: “ICT FOR QUALITY TEACHING LEARNING”**

**The sub-themes for the FDP are:**

- ICT for quality teaching-learning.
- ICT for curriculum development.
- ICT for effective transaction of curriculum.
- Development of ICT based audio–video programme.
- Development of computer assisted, computer based learning material and online education.
- ICT for effective evaluation.
- ICT for educational management.
- Issues and challenges or possible strategies for effective use of ICT.

This FDP is open for all Teacher Educators and Scholars engaged in Teacher Education Institutions and Educational innovations and researches.

### **Registration Fees:**

Teacher Educators & Scholars: - Rs. 300/-

**Mode: Hybrid (Online & Offline)**

**Venue: Auditorium KIHEAT**

### **Experts for FDP:**

National and International Experts in the Field of Teacher Education from National and International Organizations will be enriching the faculty with their innovative and valuable experiences.

### **Organising Committee:**

#### **Patron**

Dr. V.P Tandon (Chairman)

Dr. Vandana Tandon (Gen. Secy.)

Mr. Harsh Tandon & Mr. Lakshay Tandon (Vice Chairman)

Mrs. Akansha Tandon & Mrs. Sakshi Tandon (Director, Academics)

#### **Convener**

Dr. Priti Srivastava

(Principal)

#### **Co-ordinator**

Dr. Preeti Sharma

## FDP Program Schedule

### “ICT for Quality Teaching Learning”

12<sup>th</sup> to 16<sup>th</sup> March, 2024

Timings: 10:00am – 1:00pm

<b>Day &amp; Date</b>	<b>Sessions</b>	<b>Topics</b>
<b>Day-1</b> <b>12/03/2024</b> <b>(Tuesday)</b>	Session -1 10:00-11:30am	Inauguration (Key Note)
	Session – 2 11:30am-1:00pm	ICT for quality teaching-learning.
<b>Day-2</b> <b>13/03/2024</b> <b>(Wednesday)</b>	Session -1 10:00-11:30am	Development of ICT based Audio–Video Programme.
	Session – 2 11:30am-1:00pm	Development of computer assisted, computer based learning material and online education.
<b>Day-3</b> <b>14/03/2024</b> <b>(Thursday)</b>	Session -1 10:00-11:30am	ICT for curriculum development
	Session – 2 11:30am-1:00pm	ICT for effective transaction of curriculum
<b>Day-4</b> <b>15/03/2024</b> <b>(Friday)</b>	Session -1 10:00-11:30am	ICT for Effective Evaluation.
	Session – 2 11:30am-1:00pm	ICT for Educational Management.
<b>Day-5</b> <b>16/03/2024</b> <b>(Saturday)</b>	11:00-1:30am	Valedictory Session Valedictory address - Issues and challenges or possible strategies for effective use of ICT.



# **One- Day National Seminar On**

## **“NEP 2020: Issues and Challenges of Implementation”**

### *on 28 January, 2023*

#### **About the Topic**

Teaching is considered as one of the noble profession in the world. In India, Teachers play an important role in moulding and shaping the personality of an individual. It is believed that great teachers create great students. It is evident from researches that an inspiring and informed teacher plays a significant role in students' achievement. Since teaching is considered an art and a Science, the teacher has to acquire not only knowledge, but also skills. Many eminent Personalities and Educationists have focused on the importance of Educational Policy of India as per need with the changing times.

The National Education Policy 2020 seeks to introduce and implement a huge change across the all the levels of education including the indispensable understanding of education within the country. The education policy refers to programs and guidelines supported the aim of the educational. The National Education Policy (NEP) is a policy prepared by the govt. to foster education amongst the citizens of India.

Government of India considered all the aspects of education on top priority in framing its NEP 2020 to ensure quality Education and to meet the present and future challenges faced by all in modern societies. As reflected in NEP 2020 documents the major issues and challenges in its implementation are many, but few of them are Multi-level-teaching, Multidisciplinary approach, Experiential Learning, Entrepreneurial Approach, Life-skill Development, Inclusive Education, Continuous Formative Assessment, CPD programme, etc. KIHEAT firmly believes that in-depth understanding and resolving of the challenging issues to the Teacher Educators/ practitioners, teachers, researchers, is the need of hour and thus proposes to organize a seminar to upgrade them all to meet the present challenges and to get them resolve with innovation and good practices to improve quality in the field of education in the shades of NEP 2020. In addition to this, the Seminar will provide a platform for intellectual interaction with experts, eminent educationists, researchers, teacher educators to look forward for smooth implementation of the National Education policy.

Research Papers are invited on the following theme/ Sub-themes:

***THEME: “NEP 2020: Issues and Challenges of Implementation”***

The **sub- themes** for the Seminar are:

1. Experiential learning
2. Multi-level teaching and Multidisciplinary Approach
3. Heterogeneous/ inclusive classroom
4. Enhancing Entrepreneurial Approach and Life-Skills
5. Recent trends in Evaluation
6. CPD (Continuous Professional Development) Programme for Stake Holders at School Level and Teacher Education Institutions .



**Kamal Institute of Higher Education and Advance Technology**  
(Affiliated to GGSIP University)



## NATIONAL SEMINAR

on

# “NEP 2020 : ISSUES AND CHALLENGES OF IMPLEMENTATION”

(28/01/2023)



**Key Note Speaker**  
Prof. Sarika Sharma  
Dean, School of Education,  
Central University of Haryana



**Guest Of Honour**  
Prof. M.C. Sharma  
Project Director, UNICEF



**Guest Of Honour**  
Dr. Anjali Shokeen  
Asst. Prof., USE, GGSIPU



**Patron**  
Dr. V.P. Tandon  
Chairman



**Patron**  
Dr. Vandana Tandon  
Gen. Secretary



**Convener**  
Dr. Priti Srivastava  
Principal

**ORGANIZED BY EDUCATION DEPARTMENT KIHEAT**  
**@9AM Onwards**

# REPORT

One Day National Seminar started with great zeal and zest. General Secretary, Dr. Vandana Tandon welcomed Key note speaker, “Prof Sarika Sharma”, Dean, School of Education, Central University of Haryana, along with Guest of Honour, Prof M. C. Sharma, Project Director, UNICEFF and Dr. Anjali Shokeen, Assistant Professor, USE, GGSIPU, with floral bouquet as a token of love and respect, followed by welcome of Dr. Vandana Tandon by principal of institute, Dr. Priti Srivastava. After this, the introduction of the college was given by Dr. Meenakshi Sharma and further theme and sub themes were discussed by honorable Principal, Dr. Priti Shrivastava. She briefed the great experiences of the key note speaker of the day, and introduced guest of honors.

The session started with the Key Note given by Prof. Sarika Sharma. She threw light on the challenges for implementation of the NEP 202 in detail and informed that the draft of the policy took 36 years to complete with the collection of data not only from various parts of our country but also from other various countries. The document has 66 pages and each page has content of a book. She also pointed few challenges such as: Adoption of the policy. Adoption of it is a challenge as need of schools and institutions are different and needs keep on changing with the dynamic environment. Teacher education institutes have big responsibility in its adoption as these are directly or indirectly linked with schools. Role of HEIs is major but policy itself also needs some changes to do. Other challenge is teaching of Values. Values can be developed through the learning and caring culture these cannot be taught. These can be there in all subjects. Another is inclusive classrooms in the schools and HEIs, where all could be bringing together in the common classroom. One more

thing is use of ICT. For this the teacher has to be digitally literate. Her talk most importantly focused on the importance of Teacher Training Institutes as they prepare teachers and trains them how to teach, indeed the document has some challenges for implementation.

Next, Dr. Geeta Sharma introduced Prof M.C. Sharma. In his talk, Dr. Sharma introduced three important pillars of policy: Equity, Quality, and Accessibility. He remarked that institutes should aim at producing good and eligible teachers. Teachers should be given respect and their dignity should be maintained. His major center of focus was that B.Ed. students should have assured job recruitment. Recruitment of teachers and their service conditions should be taken care and in order to improve the quality of the required infrastructure suggestions of Stakeholders should be asked time to time. Cluster of Schools should be associated with the teacher training institutes so that they could work altogether in a team. Curriculum and its transaction should have many qualities along with the learner centeredness. He informed the participating educators that NCERT and NCTE along with Ministry of Education are taking initiative for the cause of multilevel, multidisciplinary, availability and flexibility of the curriculum. This should have experiential learning and inclusive education. According to him , CBCS biggest challenge these days as credit transfer is very important but due to following different curriculum by the different university made it a challenge.

ICT in education depends on 3As: Availability, Accessibility and Acceptability. Also, CPDP is important and modules are there to develop and hence, these shall be provided by digital universities like IGNOU. Quality should be concerned. To meet the purpose and good performance there should be compulsory training for the teachers and they should be given opportunity for research. Research, innovation and good practices are very important for all teachers. ABC is also very important to save the data for future.

Dr. Preeti Sharma welcomed our next speaker ,Dr. Anjali Shokeen. Dr. Anjali discussed the policy NEP 2020, and its biggest challenge i.e, multidisciplinary aspect of the policy. Few things are quite difficult to manage like: Choosing the subject of their own from the basket of subjects. Due to lack of having multidisciplinary courses, standalone colleges might disappear. Changing the mind set of parents/ administration is a difficult task as coming out of frame is not easy, so there is a need to change their mindset. ABC offers the collection of credits and helpful in transferring them to the other college/ university. Multiple entries and multiple exits are to be implemented for that it is time to work on the framework of the functioning of multiple entry and multiple exit. Lacking of values possess as a big problem for which parents and teachers are responsible. The hidden curriculum contains such things which depend on teachers. Funding is also a big challenge in implementing aspects of the policy. Lack of space is also a problem for institutes to provide facilities. Establishment of one multidisciplinary university is also in need. Holistic education, CPDP, equality, accessibility and acceptability are very important on which the doc is focusing.

The next session was of “paper presentation” with a great participation. Our first presenter was research scholar (Law), Ms Astha Sharma IIMT, who spoke on the effect of online mode on Indian Education. She elaborated its positive and negative effects on education. Ms Deepa, Assistant Professor, KIHEAT, presented her paper on the Recent Trends of Evaluation and elaborated the various types of evaluation; she talked about transforming the culture of assessment and mentioned the change in the board examination pattern.

Dr. Geeta Sharma, Assistant Professor, KIHEAT also presented her paper on the recent trends of evaluation in education. She introduced the trends of evaluation since early ages and showed differences between the evaluation of traditional and modern type of evaluation.

Ms Ankita Dhakre, scholar, KIHEAT, presented her paper online on Enhancing Entrepreneurial Approach and life skills & Ms. Mallika Ghai scholar, KIHEAT Shared her views on Experiential learning, its benefits, challenges and recommendations.

Dr. Preeti Sharma, Assistant Professor, KIHEAT, presented her paper on multilevel teaching and multidisciplinary approach and detailed with Meaning of Multidisciplinary, Multidisciplinary as A) institutional restructuring B) Curriculum restructuring C) Teaching and research and Multidisciplinary universities.

Ms Sheetal, Assistant Professor, KIHEAT, elaborated the topic multilevel teaching and multidisciplinary approach further with management of multidisciplinary approach in teacher education ,advantages and disadvantages of the approach.

Dr. Meenakshi Sharma, Assistant Professor, KIHEAT, presented her paper on inclusive education. She started with the quote given by Dr. APJ Abdul Kalam. She elaborated further with the meaning, need, importance, its place in NEP 2020 and a variety of students who should be involved in the process.

Dr. Abhilasha Gautam , Principal, Army Institute of Education, expressed her views on values, moralities and virtues. She also said that guru shishya parampara should be continued. Google should be only the source of knowledge and should not take the place of guru. Role of teacher is very important. Moral education should be appointed in the schools.

Finally, At the end the was concluded with the vote of thanks by Principal of KIHEAT expressed her gratitude toward management of the KIHEAT for their constant support and encouragement to organize such academic activities for enriching the faculties and pupil teachers of the institutes. Dr. Priti Srivastava .further thanked to each and everyone for their input to make this seminar successful.

















