



H. B. B.Ed. College, Vashi, Navi Mumbai

Recognition under section (2f) of UGC ACT, 1956

(NAAC Accredited B+ (CGPA 2.6) 1st Cycle)

And

Internal Quality Assurance Cell

Organises

One Day National Level Seminar

On

Inclusion of Indian Knowledge System in the Curriculum:

Challenges and Opportunities

15th February, 2025



Sponsored by

**Indian Council of Social Sciences Research,
Western Regional Center, Mumbai**

Venue

H.B. B.Ed. College,

Sector-10A, Plot No.16/17, Vashi, Navi Mumbai-400 703

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Web site: - <http://hbc.edu.in/>

Seminar Registration Link:

<https://docs.google.com/forms/d/e/1FAIpQLSd9vYjZXMjQu3tbk60sIKWxK7JcL7VEPfCPXV0toV2GMzmHow/viewform?usp=header>

Seminar Team

Patron

Shri Haribansh Singh

(Ex.Member of Parliament, Loksabha)

Advisors

Shri Ramesh Singh

(Vice-President, Sainath Education Trust)

Shri T. P. Singh

(Administrative officer, Sainath Education Trust)

Organising Secretary

Dr. Swarnalata Harichandan

Principal, H.B. B. Ed. College, Vashi

Convenor

Mrs. Roshani Kharat

Assistant Professor (IQAC Co-ordinator)

Dr. Sati Shinde

Assistant Professor

Organising committee

Dr. Rekha Jagdale

Mrs. Samiksha Mhatre

Mrs. Vibhavari Salunkhe

Miss. Seema Kale

Mr. Deepakkumar Kalambarkar

Mr. Firoz Shaukat Kazi

ABOUT THE COLLEGE

Sainath Education Trust was established in the year 1985 with the aim of spreading education in Navi Mumbai. Hon. Shri. Haribansh R. Singh (Member of Parliament) a visionary dreamed to provide higher education to the socially and economically under privileged strata of society at an affordable cost. The trust started its academic service by establishing a school in the year 1988, predominantly in Hindi medium which subsequently lead to the establishment of English medium school. In the year 1988, the trust established a Junior college in the streams of Arts, Science and Commerce. To cater to the needs of socially, economically and academically under privileged section of the society the Trust took a bold step to establish a degree College in the year 1998.

Moving one step ahead to cater the needs of Higher Education and to contribute in the development of a healthy and intellectual society the Trust has established Teachers Training College (B.Ed.) in 2006 with a view to provide increased access in higher education particularly in teacher education. The College affiliated to University of Mumbai is recognised by National Council of Teacher Education (NCTE). The Trust aspires to achieve many more milestones. The future classroom teachers need to be equipped to meet the emerging challenges, therefore teachers need to be oriented with emerging issues and challenges. In that direction we have started the tradition of organising seminar series. In the beginning we have organized a state level seminar on “counselling-a silent necessity” in 2011. In 2012 we have organised National level seminar on “Empowerment of Teachers – a practical solution” and published all the papers in a book form. During 2013 we organised MoEF (Ministry of Environment and Forest, New Delhi) sponsored two days National Seminar in collaboration with Thane Belapur Industrial Association & Rajiv Gandhi College of Arts Science and Commerce Vashi on “Creating Awareness to Conserve and Protect Environment-Role of Education”. We have also published the papers in Book form with two volumes. In 2014 we organized one day workshop to help the

teachers and the educational institutions to prepare for the “NAAC Accreditation Process”. In 2015 we organized an International Symposium on “Role of Politics in Education” to celebrate our Chairman’s victory as a Member of Parliament & to have a broad discussion on Politics & Education. In year (2016) we have organised two days National Workshop on “Developing Awareness on Yoga-A Way of Life”.

In year (2017) we organised one day National seminar on “Contribution of Dr.Babasaheb Ambedkar & Rashtrasant Tukadoji Maharaj to the society.” In 2018 we organised one day Seminar on “Contribution of Swami Vivekananda & his prime Disciple Sister Nivedita on Education” and One-Day National Level Seminar On “We are Teaching, Are they Learning?” in collaboration with Anjuman-I-Islam’s Akbar Peerbhoy College of Education, Vashi and in 2019 we organised One Day National Seminar on “Opinion of Stake Holders towards Four-Year Integrated Teacher Training Programme”. One day State level workshop on “Gandhiji’s Nai Talim-Experiential Learning” Organised in collaboration with Mahatma Gandhi National Council of Rural Education Ministry of Human Resource Development, Government of India on 17th July 2019. We also organised Five days Faculty Development programme on “Gandhiji’s Nai Talim-Experiential Learning” in collaboration with Mahatma Gandhi National Council of Rural Education Ministry of Human Resource Development, Government of India. from 6th to 10th August 2019. In line with national priorities college organised one day Workshop on “Improving Digital Skills for Empowering Women” on 11th January 2020 in collaboration with Maharashtra State Women Commission. We also organised National Seminar on “Cultural and Language Interface to commemorate Azadi ka Amrit Mahotsav” on 29th & 30th March, 2022 in collaboration with Indian Council of Social Sciences Research (ICSSR). We also organised three days National Workshop on Basic Statistics and Training on SPSS Package 19th–21st December, 2022 in collaboration with Indian Council of Social Sciences Research (ICSSR). We also

organised Three Days Workshop on Faculty development “Improving Teacher Preparation: Building on innovation” for Primary School Teachers on 4th to 6th January, 2023. Last year H.B.B.Ed college, NAAC Accredited B+ (CGPA 2.6) 1st Cycle & Internal Quality Assurance Cell (IQAC) Organised two days national seminar on ‘Teacher Education in the context of NEP 2020’ on 10th -11th February 2024 Sponsored by Indian Council of Social Sciences Research, Western Regional Center, Mumbai.

ABOUT THE SEMINAR

The National Education Policy (2020) emphasises on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities but also social, ethical, and emotional capacities and dispositions.

The pursuit of knowledge (*Jnan*), wisdom (*Pragyaa*), and truth (*Satya*) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. World-class institutions of ancient India such as Takshashila, Nalanda, Vikramshila, Vallabhi etc. set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Chanakya, Panini, Patanjali, Nagarjuna, Gautama, and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system.

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and under represented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system. During the four years of implantation of NEP 2020 many areas have been covered about IKS by different higher education institutes. We as teacher education institute thought it appropriate to organize this seminar on IKS. Inclusion of Indian knowledge system in the curriculum: challenges and opportunities.

OBJECTIVES OF THE SEMINAR

The proposed seminar emphasises on Indian knowledge system in relation to NEP 2020. The seminar focuses on inclusion of IKS in curriculum and its implementation through training future teachers. The main objectives of the seminar are:

- To bring awareness about ancient Indian knowledge system and its relevance in present situation
- To familiarize the participants with IKS in school curriculum

- To emphasize on the role of teacher education programme in training the future teachers to use different strategies in promoting IKS.

THEME FOR THE SEMINAR

"INCLUSION OF IKS IN THE CURRICULUM: CHALLENGES & OPPORTUNITIES" kicked off the event.

SUBTHEME FOR THE PAPER PRESENTATION

Sub-Theme 1: Relevance of Ancient IKS in the present context

Sub Theme 2: IKS in School Curriculum

Sub Theme 3: Role of Teacher Education in Promoting the Indian Knowledge System (IKS)

EXPECTED OUTCOME

- Comprehend the concept of IKS
- Understand the ancient and current Indian knowledge system
- Realise the importance of inclusion of IKS in curriculum as per NEP 2020 with special reference to school education.
- Explore the ways of promoting IKS through teacher education programme

**National Seminar on
Inclusion of Indian knowledge system in the
curriculum: Challenges and Opportunities**

**on
15th February, 2025**

Programme Schedule

15th February 2025	
9.00 am to 10.30 am	Registration & Breakfast
10.30 am to 12.00 am	Inaugural Session
12.00 am to 01.00 pm	Key Note Address
1.00 pm to 2.00 pm	Lunch
2.00 pm to 3.30 pm	Theme Wise Paper Presentation Parallel Session Theme-1(Auditorium) Theme-2 (Seminar Room) Theme-3 (Audiovisual Room)
3.30 pm to 4.00 pm	Tea break
4.00 pm to 4.30 pm	Panel discussion Inclusion of IKS in Curriculum: Challenges and Opportunity
4.30 pm to 5.30 pm	Valedictory Function
5.30 pm to 6.00 pm	Certificate Distribution

**REPORT ON ONE DAY NATIONAL SEMINAR
SPONSORED BY ICSSR, WESTERN REGIONAL CENTRE, MUMBAI
ON THE TOPIC OF 'INCLUSION OF IKS IN THE CURRICULUM:
CHALLENGES & OPPORTUNITIES'**

A one day NATIONAL SEMINAR sponsored by ICSSR, Western Regional Centre, Mumbai on the topic of 'INCLUSION OF IKS IN THE CURRICULUM: CHALLENGES & OPPORTUNITIES' was organized in the auditorium of H.B.B.Ed College, Vashi, Navi Mumbai. Programme began by lighting of lamp, Saraswati Vandana, Maharashtra geet, University song and by welcoming song by B.Ed student. Dr. Swarnalata Harichandan, Principal of H.B.B.Ed college welcomes the participants and felicitated all the dignitaries and introductory speech with release of seminar book of last year and proceeding of seminar abstracts with the presence of eminent personalities of Sainath Trust's, Inaugural Speaker Dr. Magre madam, Department of Education, Mumbai University & Key Note Speaker Prof. Gopal Krishna Thakur, Mahatma Gandhi Antrarrashtriya Hindi Vidyalaya, (A Central University) Wardha. The following Personalities grace the Dias in an Inaugural session:

- 1) Shri. Haribansh Singh, (President, Sainath Education Trust's and Member of Parliament)
- 2) Mrs. Nilim Singh (Member of Sainath Education Trust's)
- 3) Prof. Sunita Magre (Inaugural speaker, Dept. of Education, university of Mumbai)
- 4) Prof. Gopal Krishna Thakur (Key Note Speaker, Mahatma Gandhi Antrarrashtriya Hindi Vidyalaya, (A Central University) Wardha)
- 5) Ms Beena Parera (Principal of Sainath Hindi School & Jr. College)
- 6) Ms. Lata Pillai (Principal of Sainath English Medium School)
- 7) Ms. Shashikala (Principal of Sainath Primary School)
- 8) Dr. Asma Shaikh (Principal of Anjuman Islam College, Vashi)

Our college President Shri. Haribansh Singh Sir, expressed as a presidential talk on IKS. Sir, shares personal anecdotes with us that inspire everyone.

Ms. Roshani Kharat, addresses the inaugural guest-Dr. Sunita Magre madam & Ms. Samiksha Mhatre addresses the key note speaker-Prof. Gopal Krishna Thakur, Mahtma Gandhi Antrarrashtriya Hindi Vidyalaya, (A Central University) Wardha.

Prof. Sunita Magre, Inaugural speaker, Dept. of Education, university of Mumbai.

Dr. Magre discussed on topic of IKS in the curriculum also highlighted the incorporating the Indian Knowledge System into the curriculum offers a unique opportunity to create an inclusive, balanced and culturally rich education framework. Dr. Magre welcomed Keynote Speaker Prof. Gopal Krishna Thakur. Prof. Gopal Krishna Thakur, Key Note Speaker, Mahtma Gandhi Antrarrashtriya Hindi Vidyalaya, (A Central University) Wardha.

Sir discussed on Indian Knowledge System (IKS) refers to the rich, diverse and ancient body of knowledge that has evolved in the Indian subcontinent over thousands of years. It encompasses disciplines like philosophy, mathematics, astronomy, medicine (Ayurveda), yoga, literature, arts, architecture, environmental science and more.

Sir focused on integrating IKS into modern education aims to create a holistic, culturally rooted learning environment that values both indigenous wisdom and contemporary scientific knowledge.

Sir emphasised on Shruti, Smriti repeat and pass on to next generation. Also focused on Viksit Bharat Developed India. Viksit Bharat is a vision for making India a fully developed nation by 2047, marking 1000 years of Independence. The concept encompasses growth across various sectors such as economic growth, education and skills development, Infrastructure development and global leadership.

Sir discussed about Desher Katha is a Bengali book written by Sakham Ganesh Devrukhkar that criticizes British rule in India. The book was published in 1904 and was widely read. It inspired street plays and folk songs that promoted Swadeshi. The book was banned later. Even sir highlighted on Lord Clive compared London with Murshidabad Indian city. He found people rich in India. Some years ago Pope realised Galileo suffered on Geocentric and Heliocentric research. Sir discussed about information on Aryabhatta invention and discussed some attributes to develop personality such as dharma, arth, karma & moksha. Dharma has 10 attributes i.e., Patience, Forgiveness, calm, non-stealing, control on mind and control over our senses, intelligence, knowledge, truthfulness & anger less attitude. Even sir focused on learning we must do the unlearning first, teacher should inspire and motivate to constant learning. Sir highlighted more terms such as Pascal's triangle, learning by doing, experiential teaching, Upaveda, some research terms related Tata Institute of Fundamental Research (TIFR), Baiga community medicine therapies, Raja janak, sidharth (Gautam Budha), Nagarjun and peepaladrishi. Even sir discussed on the banking concept of education was coined by 'Paulo Freire'. Sir emphasised on Dharam Pal wrote book 'The beautiful tree', in this book summarize as a Teacher, he/she should be a love our profession, as teacher love your students & as a person love discipline of knowledge. Even as a teacher always remember I³ rule i.e., teacher should possess Inform, Impress & Inspire.

Sir finally highlighted on IKS opportunities such as embedding IKS in the curriculum helps preserve India's cultural and intellectual heritage, ensuring younger generations stay connected to their roots. Even subjects like Yoga and Ayurveda promote physical, mental and emotional well-being, complementing modern health and wellness education. Vedic Mathematics and traditional learning methods offer alternative problem-solving techniques that can enhance critical thinking skills. Traditional knowledge systems emphasize eco-friendly living and sustainable practices, relevant in today's climate crisis. Incorporating

IKS positions India as a unique contributor to global academia, promoting cross-cultural exchange and international collaboration.

We are now at the end of the inaugural function, Ms. Roshani Kharat as an anchor, thanks to all the dignitaries for gracing the occasion.

2nd Session –Presentation by participants

A PowerPoint of presenter's presentation on a following sub-theme of "Inclusion of Iks in the Curriculum: Challenges & Oppourtinities" kicked off the event.

Sub-Theme 1: Relevance of Ancient IKS in the present context

Sub Theme 2: IKS in School Curriculum

Sub Theme 3: Role of Teacher Education in Promoting the Indian Knowledge System (IKS)

Paper Presenters List with topic name

Sr No	Name of Participate	Designation/ Address	Title of Paper Presentation
1	Dr. Rajendra B. Deshmukh	Asst. Professor RSPM'S Satyagraha College of Education	IKS in School Curriculum: Integration of Indian Knowledge System in the School Science subject.
2	Dr. Vithoba C. Sawant	Assistant Professor MES's Pillai College of Education and Research, Chembur	Attitudes of Student-Teachers towards the Indian Knowledge System: Challenges and Opportunities
3	Mrs. Aditi Mangesh Tawre	Assistant Professor R. R. Educational Trust's B.Ed. College	IKS in School Curriculum: Indian Ancient Sports
4	Dr. Sushmita Patra	Assistant Professor in Teacher Education, Nalini Devi Women's College of Teacher Education, Bhubaneswar	Relevance of Indian Knowledge System in the Present Context with Special Reference to Mahakumbh 2025
5	Dr. Sati S. Shinde	Assistant Professor, H.B.B.Ed College, Vashi, Navi Mumbai	Vedic Mathematics and Teacher Education's Contribution to the Advancement of the Indian Knowledge System
6	Dr. Snigdha Pradhan	Principal, Sarada Kurup College of Education and Research	Relevance of the Ancient Indian Knowledge Systems in the Present Context

7	Dr. Malini Pattanaik & Dr.Namita Dash	Assistant professor in Education & Associate professor in Education NDWCTE, Bhubaneswar.	Indian Knowledge System and it's integration in Teacher Education
8	Dr Pratima Pradhan	Asst. Prof., Mr Shishir Mohanty, Research Scholar, & Ms. Aishwarya Mishra, Research Scholar, PG Department of Education, Fakir Mohan University, Balasore	Role of Teacher Education in Promoting the Indian Knowledge System (IKS)
10	Dr. Rekha Jagdale Bhawana Agarwal	Assistant professor in Education, H.B.B.Ed. College, Vashi, Navi Mumbai. & S.Y.B.Ed Student H.B.B.Ed. College, Vashi,	Inclusion of Indian Knowledge System in the Curriculum
11	Mr. Manoj Mahatre	Research Scholar,Sevasadan College of Education,Ulashnagar	“Exploring Teacher Perspectives on the Inclusion of the Indian Knowledge System in Educational Curricula**
12	Mrs. Vibhavari Vijay Salunkhe	Librarian H.B.B.Ed College, Vashi, Navi Mumbai	Indian Knowledge System: Role of Libraries
13	Mrs Samiksha Samir Mhatre	Asst. Professor H.B.B.Ed. College, Vashi, Navi Mumbai.	Integrating Indigenous Knowledge Systems (IKS) in the School Curriculum
14	डॉ. लता सोपान सिनलकर-विधाटे	प्राथमिक शिक्षिका. नवी मुंबई मनपा शाळा क्र.१७, जुईनगर	भारतीय ज्ञानपरंपरेचा आधुनिक शिक्षणात समावेश – एक सुसंवादी दृष्टीकोन
15	Dr. Falguni Anish Shah	Principal, R.R. Educational Trust's B.Ed. College	“Development of a 2-Credit Module on Incorporating Indian Knowledge System in Teacher Training Programs”
16	Mrs Jigna Jagdish Khoyani	Principal Narayanan e Techno School, Ahmedabad.	Relevance of Ancient Indian Knowledge System in the Present Context
17	Mrs. Vandana Kishor Chaudhari Mrs. Purnima Sunil Rajput	Asst. Professor Saket College of Education Kalyan (East)	Sub Theme: Role of the Teacher Education In Promoting
18	Ms. Vidya Ramesh	Assistant Professor	The Role of IKS in Contemporary Education

		Sarada Kurup College of Education and Research, Ghansoli	
19	Mrs.Roshani V. Kharat	Asst. Professor H.B.B.Ed.College, Vashi, Navi Mumbai.	IKS-A Source of Experiential Learning among Middle School Students
20	Sunayana Siddharth Katala	Headmistress, National High School, Ulhasnagar-4	Enhancing the Role In-Service teacher training programs to implemente IKS in Education System
21	Ms. Sangeeta D. Patkar	Associate Professor Gokhale Education Society's College of Education and Research, Parel,Mumbai-12	Challenges Incorporating IKS into School
22	Dr. Pratibha Ursal	Associate Professor P.V.D.T. College of Education for Women, SNDT Women's University, Mumbai.	A Study on the Role of Teacher Education in Promoting Indian Knowledge System
23	Mrs.Manisha Deepak Chitre	Assistant Professor, RR College	Role Of Teacher Education In Promoting
24	Dr. Shubhangi Kedare	Assistant Professor, <u>Karkhani College</u>	Strategic Leadership & Governance: Management Principles of Ch. Shivaji Maharaj
25	Sunayana Siddharth Katala,	Headmistress, National High School, Ulhasnagar-4	Enhancing the Role In-Service teacher training programs to implemente IKS in Education System
26	Dr. Seema Kale	Assistant professor in Education, H.B.B.Ed. College, Vashi, Navi Mumbai.	IKS in school curriculum

Following the 26 presentations session, our esteemed chairpersons, Dr. Snigdha Pradhan, Dr. Sasmita Mukherjee & Dr. Sangeeta Nath, discuss their opinions on each of the three issues that the presenters covered. They focused IKS in teacher education nurtures well-rounded educators who can inspire students through a blend of tradition and modernity, fostering a deeper connection to India's cultural roots. Then, Dr. Sati Shinde gave VoT to all three chairpersons.

3rd Session- Panel Discussion

Dr. Seema Kale, madam, speaks to the prominent figures who participate in a panel discussion and share their knowledge. Dr. Sangeeta Pawar and Dr. Arundhati Chavan shared a message on IKS and its themes at the conclusion of this panel discussion. They emphasized incorporating IKS in the curriculum nurtures well-rounded individuals who are rooted in their cultural identity while embracing global knowledge. This fusion of tradition and modernity prepares students for both personal growth and societal contribution. Finally, Dr. Seema Kale Madam awarded our panelists' personalities VoT.

4th Session- Valedictory Address

Lastly Ms. Roshani Kharat madam, addressed the valedictory guest Dr. Chandra Shekhar Chakradeo, Associate Dean and Faculty of Interdisciplinary Studies. Sir focused on Yoga philosophy, Shadripu (six enemies of the mind i.e., Kama-Desire/Lust, Krodha-Anger, Lobha-Greed, Moha-Attachment/Delusion, Mada-Pride/Ego & Matsarya- Jealousy) are negative tendencies that cause suffering and disturb inner peace. Yoga helps conquer shadripu enemies, leading to a joyful life. Practicing yoga regularly, the mind becomes free from 'shadripu' enemies, leading to inner peace, emotional stability and lasting happiness. Even sir focused on Patanjali's Yoga Sutras offer a practical guide to achieving inner peace and a fulfilling life. The sutras outline the eight limbs of yoga (ashtanga yoga), which help balance mind, body and spirit. Sir connect this above discussion to IKS very enthusiastically with examples.

Thank you.

