



ICSSR SPONSORED

INTERNATIONAL CONFERENCE ON LEARNING (ICL 2024)

**EXPLORING THE INDIAN KNOWLEDGE SYSTEM:
TRADITION, MODERNITY AND FUTURE
PROSPECTS**

November 8-9, 2024

Sponsored by:

ICSSR

Conference Booklet



**DEPARTMENT OF EDUCATION LADY IRWIN
COLLEGE UNIVERSITY OF DELHI**

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FOREWORD

Lady Irwin College, an institution accredited with A+ by NAAC, declared as the 6th best Indian College (2017) by India Today and awarded Asia's Most Trusted Brand award (2016) for the Best Teacher Education College in Asia has sincerely been working towards improving the quality of life of people.



Since our first National Conference on Learning held on March 13, 2015, our endeavour is to inspire a deeper appreciation for India's intellectual legacy and being catalyst for new ideas, collaborations, and innovations in the field of education. The most insightful and significant contribution is to organize a conference and publish an edited volume each year by the Department of Education. Earlier topics as Learning: Issues and Aspects (2016), Learning Teachers: Diversity, Inclusion & Ethics (2017), Inclusive Education: Issues, Challenges & Possibilities (2017), Teachers: Effecting Change for a Sustainable Future (2019) Learning and Education towards best Practices (2020), Learning: Trends, Needs & Opportunities (2020) , Inclusion for Learning (2021), Gender & Education (2022) and Research Methodology across disciplines (2023) were deliberated meticulously.

This year's International Conference on Learning (ICL) sponsored by ICSSR on Indian Knowledge System titled "EXPLORING THE INDIAN KNOWLEDGE SYSTEM: TRADITION, MODERNITY AND FUTURE PROSPECTS" organized by the Department of Education, is an important step towards revitalizing and integrating this invaluable heritage into contemporary education. It is a platform where educators, scholars, and thought leaders come together to explore how ancient knowledge imparted through "GURUKUL PARAMPARA" can inform and enrich modern teaching practices, research methodologies and curricula.

I am confident that this conference will go a long way to ensure that this treasure trove of knowledge not only remains preserved but is dynamically integrated into the educational systems of today and tomorrow.

I would like to congratulate faculty of the Department of Education of their endeavour in organizing the conference as a topical issue.

Prof. Anupa Siddhu
Director
Lady Irwin College

CONFERENCE COMMITTEES

Conference Secretary

Prof. Neelima Asthana

Core Committee

Prof. Renu Malaviya, Prof. Mani Bhasin Kalra, Prof. Richa Mehta

Technical

Prof. Richa Mehta, Mr. Prasenjit Roy, Dr. Deepika Ahlawat,
Dr. Priya Khurana, Dr. Chetna Arora, Dr. Ravi K.M.

Finance

Prof. Mani Bhasin Kalra, Prof. Neelima Asthana, Dr. Chetna Arora, Mr. Prasenjit Roy, Ms. Mousumi Ghosh

Registration & Certification

Prof. Renu Malaviya, Prof. Neelima Asthana, Dr. Chetna Arora,
Dr. Deepika Ahlawat, Dr. Priya Khurana

Venue and Logistics

Prof. Mani Bhasin Kalra, Prof. Richa Mehta, Dr. Priya Khurana, Ms. Geetika Sharma,
Ms. Puja Tripathi, Ms. Mousumi Ghosh, Mr. Prasenjit Roy

Lunch and Refreshment

Prof. Mani Bhasin Kalra, Prof. Richa Mehta, Ms. Geetika Sharma,
Dr. Nazli, Ms. Puja Tripathi

Press Release and Videography

Prof. Renu Malaviya, Prof. Mani Bhasin Kalra, Prof. Neelima Asthana,
Prof. Richa Mehta, Dr. Nazli, Ms. Mousumi Ghosh, Ms. Puja Tripathi

Publication

Prof. Renu Malaviya, Prof. Mani Bhasin Kalra, Prof. Neelima Asthana, Prof. Richa Mehta

Accommodation

Prof. Neelima Asthana, Dr. Chetna Arora, Ms. Puja Tripathi, Dr. Deepika Ahlawat,
Dr. Nazli

Invitation/Printing/Kits/Mementos

Prof. Mani Bhasin Kalra, Prof. Neelima Asthana, Prof. Richa Mehta, Ms. Geetika Sharma, Dr. Nazli

Rapporteur & Report Writing

Prof. Renu Malaviya, Prof. Neelima Asthana, Dr. Priya Khurana, Dr. Ravi K.M.

Winding Up

All Faculty

DUTY LIST ICL 2024

B.Ed. STUDENTS

Welcome

Shreya Yadav, Chhavi Yadav (Sp. Ed.)

Registration and Certification

Teesha Bhandari, Shatakshi Tripathi, Khushi Sharma (Sp. Ed.), Meenakshi (Sp.Ed),
Anushka Sharma

Rapporteur

Anushka Sharma, Sakshi Gautam, Vidhi Bansal, Srishti Yadav, K.Shama (Sp. Ed.), Rachita Sahu (Sp. Ed.), Rupal Pandey (Sp. Ed.), Chetna Lamba (Sp. Ed.), Harshita Arya (Sp. Ed.), Meenakshi (Sp. Ed)

Venue and Logistics

Shreya Yadav, Chhavi Yadav (Sp. Ed.), Shivani (Sp. Ed.) Shatakshi Tripathi, Vedika Sharma, Teesha Bhandari

Press Release and Videography

Jahaanvi Verma, Sahar Zafar Chawla, Chhavi Yadav (Sp. Ed.)

Choir and Lamp Lighting

Vedika Sharma, Teesha Bhandari, Anushka Sharma, Khushi Upreti (Sp. Ed),
Ritu (Sp. Ed)

Gifts/Kits/Mementos

Chesta Sharma, Vedika Sharma, Khushi Upreti (Sp. Ed.)

CONCEPT NOTE

Exploring the Indian Knowledge System: Tradition, Modernity, and Future Prospects

THE BACKGROUND

India's knowledge systems, known collectively as the Indian Knowledge System (IKS), have evolved over thousands of years, encompassing a diverse array of disciplines including philosophy, science, mathematics, medicine, arts, and spirituality. These systems are deeply rooted in ancient texts and traditions, and they offer a unique blend of empirical observation, rational inquiry, and spiritual understanding. India's knowledge system is a rich tapestry woven from centuries of diverse cultural, philosophical, and scientific traditions. Encompassing various domains such as philosophy, mathematics, medicine, astronomy, literature, and the arts, the Indian knowledge system has contributed significantly to global understanding and progress. In contemporary times, there is a growing recognition of the value of integrating IKS into modern education systems and policy-making.

Different specializations of Home Science discipline distinctively include various issues which emerge from traditional Indian culture and heritage. Home Science emerged as a distinct academic discipline in the early 19th century, aiming to apply scientific principles to improve family and community life. By integrating scientific methods with practical applications, Home Science seeks to improve the quality of life for individuals and families. Home Science, as an interdisciplinary field, focuses on the well-being and management of the home and family, integrating principles from nutrition, health, family dynamics, and resource management and further extending the knowledge from 'laboratory to land' for the betterment of life of individuals.

This conference seeks to highlight how traditional Indian wisdom can inform and enhance Modern Home Science practices. This integration can address contemporary issues such as sustainability, health, ethical governance, sustainable development and promoting inclusion. However, there are challenges in preserving and promoting traditional knowledge in a rapidly globalizing world. The advent of new technologies has pushed humanity into big trouble.

These challenges require proactive, progressive and visionary thinking on the part of all the stakeholders participatory in the process of education. Digital preservation, interdisciplinary research, and policy support are essential for revitalizing and disseminating the Indian Knowledge System.

Therefore, in the wake of recent National Education Policy-2020, this conference has been conceptualized for a critical, constructive and progressive discourse in the field of inclusive education for 21st century learners along with integration of Indian Knowledge System and also aims to explore the historical roots, significant contributions, contemporary relevance, and future potential of IKS.

OBJECTIVES

This conference aims to provide a platform for scholars, practitioners, and enthusiasts to delve into the rich heritage of the Indian Knowledge System. It seeks to:

- Explore the historical evolution and foundational texts of IKS.
- Examine the relevance and application of IKS in modern contexts.
- Foster interdisciplinary dialogue and collaboration.
- Highlight the role of IKS in sustainable development and global well-being
- To identify future prospects and challenges and discuss sustainable practices from Indian traditions that can be integrated into contemporary home management and family welfare.
- To foster a global exchange of ideas and best practices related to home science and traditional knowledge systems.

Who Should Attend?

This conference welcomes diverse participants, including:

- Scholars and Researchers: Engage with IKS and explore its potential contributions to your field.
- Educators and Curriculum Developers: Participate in discussions on integrating IKS into modern education systems.
- Policymakers and Government Officials: Explore how IKS principles can inform policy frameworks in various sectors.
- Practitioners in Diverse Fields: Share your experiences of integrating IKS principles into your work (healthcare professionals, environmentalists, architects, artists, etc.).
- Students with an Interest in Indian Heritage and Knowledge Systems

Call for Papers

This International Conference invites submissions from scholars with interdisciplinary backgrounds and in-depth knowledge of Sāstras, the ancient Indian texts that cover a wide range of subjects including philosophy, science, law, art, and religion. We invite submissions that delve into the rich tapestry of Indian knowledge systems, encompassing both ancient wisdom and contemporary applications. Interested participants can submit abstracts of well-researched or conceptual papers based on the suggested sub-themes.

Themes and Subthemes

1. Philosophy and Spirituality: Vedic and Upanishadic wisdom, Contributions of Buddhist, Jain, and other philosophical traditions. Modern interpretations and applications Indian Intellectual Tradition, Texts and Thinkers Indian Research Methodology.
2. Science and Technology: Ancient Indian mathematics and astronomy, Innovations in ancient engineering and architecture, Computational linguistics,

its applications in AI and its role in human excellence, Multimedia Storage, Retrieval System, Computer Applications for Saṃskṛta and Bhāṣās in line with Human Resource Excellence

3. Home Science and Indigenous Knowledge Systems: Examine traditional healing practices using medicinal plants, dietary knowledge, and indigenous healing techniques, Integration of Indian arts in home décor and design. Handloom and handicrafts, Economic empowerment through traditional craft. Sustainable practices in textile production and care. Innovations in different fields inspired by traditional methods
4. Arts and Literature: Classical and folk traditions in literature, music, dance, and visual arts, Preservation and promotion of linguistic diversity and literature. Musical traditions of tribal communities and their methods of oral storytelling.
5. Philosophy and Ethics: Major philosophical schools: Vedānta, Sāṃkhya, Yoga, Nyāya, Mīmāṃsā, and Buddhism, Ethical frameworks and their application in contemporary society, Spirituality and its role in mental health and well-being.
6. Social Systems and Governance: Traditional systems of governance and law, Socio- economic frameworks and community living, Gender roles and contributions in traditional Indian society
7. Environment and Sustainability: Sustainable living and Indian cultural practices, Impact of synthetic products on health and environment, Promoting eco-friendly alternatives in modern households. Traditional Ecological Knowledge, Water Conservation, Soil Management, and Biodiversity Preservation
8. Divyāṅgaṇa and Mental Wellbeing: Use of Yoga and Sāṃkhya philosophy to Divyāṅgaṇa, Problems related to sense, psycho-emotional, concentration, and memory, Application of IKS philosophies the positive opportunities in the world to lead a healthy living, stress management, sustainability by divyāṅgaṇa, Meditation and mindfulness practices in Indian traditions, Role of spirituality in maintaining mental health, Traditional healing practices for mental well-being, Comparative studies of Indian and Western approaches to mental health.
9. Yoga and Ayurveda: Scientific Basis: Discuss the growing body of scientific research that supports the effectiveness of Yoga and Ayurveda for physical and mental well-being. Practical Applications and its integration into modern healthcare systems for preventive care, disease management, and holistic wellness, Traditional Healing Practices, Medicinal Plants, and Modern Chemical Applications
10. Architecture and Planning: Ancient Innovations in Architecture, Sustainable Practices, and Modern Applications
11. Arts, Literature, and Aesthetics: Sahityaśāstra, Kavyaśāstra, Saundaryaśāstra, Classical
12. and Folk Traditions in Music, Dance, and Visual Arts
13. Education and Extension: Gurukul Systems, Curriculum Integration, Policy

Development, and Community Outreach

Expected outcomes:

- Enhanced understanding and appreciation of the Indian Knowledge System.
- Identification of practical applications and integration strategies for IKS in contemporary society.
- Policy recommendations for incorporating IKS into educational curricula and sustainable development initiatives.

INTERNATIONAL CONFERENCE ON LEARNING, ICL 2024
“EXPLORING THE INDIAN KNOWLEDGE SYSTEM:
TRADITION, MODERNITY AND FUTURE PROSPECTS”

PROGRAMME

November 8-9, 2024

DAY-1, November 8, 2024, (Friday)

Venue: TRIVENI KALA SANGAM AUDITORIUM

09.30 am - 10:00 am	REGISTRATION
INAUGURAL SESSION	
10:00 am - 10:15 am	Welcome Address Prof. Anupa Siddhu, Director, Lady Irwin College, University of Delhi
10:15 am - 10:20 am	About the Conference Prof. Neelima Asthana, Conference Secretary, Lady Irwin College, University of Delhi
10:20 am - 11:00 am	Keynote Address Prof. Eva Orthmann, Professor, Göttingen University, Germany
11:00 am - 11:30 pm	Guest of Honor Dr. Abhishek Tandon, Associate Professor, Department of Operational Research, University of Delhi
11:30 pm - 11:45 pm	Tea

11:45 pm - 01:15 pm	<p>Panel Discussion Vision of an Education system rooted in Indian Ethos</p> <p>Panelists Prof. Dhananjay Singh, Member Secretary, ICSSR, New Delhi Prof. Niranjana Kumar, Dean, Planning, University of Delhi Prof. Toolika Gupta, Director, Indian Institute of Crafts and Design Prof.K. Pushpanadham, Department of Educational Administration, The Maharaja Sayajirao University of Baroda, Gujarat.</p> <p>Moderator Prof. Arbind Kumar Jha, Professor, School of Education, IGNOU</p>
1:15 pm - 2:00 pm	Lunch
2:10 pm - 3:00 pm	<p>Interactive Session :</p> <p>Venue : <i>Library Reading Room, Lady Irwin College</i> Prof. Praveen Tiwari Professor, Faculty of Education, University of Delhi</p>
3:10 pm - 4:30 pm	<p style="text-align: center;">Parallel Sessions</p> <p>Parallel Sessions 1: Philosophy & Spirituality</p> <p>Venue : <i>Department of Education: MPR-II (First Floor)</i> Chair: Dr. Neelam Bali, Associate Professor, MVCOE, University of Delhi Co-Chair: Ms. Puja Tripathi, Assistant Professor, Department of Education, Lady Irwin College</p> <p>Parallel Sessions 2: Home Science & Indigenous knowledge</p> <p>Venue : <i>Department of Education: MPR-I (Ground Floor)</i> Chair: Dr. Subhash Chander, Assistant Professor, Faculty of Education, University of Delhi Co-Chair: Ms. Geetika Sharma, Assistant Professor, Department of Education, Lady Irwin College</p>

	<p>Parallel Sessions 3: Art, Literature &Aesthetic: Yoga & Ayurveda</p> <p>Venue : <i>Library Reading Room</i></p> <p>Chair: Prof. Sandeep Kumar, Professor, Faculty of Education, University of Delhi</p> <p>Co-Chair: Mr. Prasenjit Roy, Assistant Professor, Department of Education, Lady Irwin College</p> <p>Parallel Sessions 4: Philosophy & Ethics; and Social Systems and Governance</p> <p>Venue : <i>Department of Education, Faculty Room (Ground Floor)</i></p> <p>Chair: Dr. Girish Bala Choudhary, Ex Faculty, Department of Education, Lady Irwin College</p> <p>Co-Chair: Dr. Chetna Arora, Assistant Professor, Department of Education, Lady Irwin College</p> <p>Parallel Sessions 5: Education & Extension</p> <p>Venue : <i>Department of Education, B.Ed. Classroom (First Floor)</i></p> <p>Chair: Dr. Vikas Baniwal, Assistant Professor, Faculty of Education, University of Delhi</p> <p>Co-Chair: Dr. Nazli, Assistant Professor, Special Education, Lady Irwin College</p>
04:30 pm	Tea and Cultural Programme
-	
05:00 pm	Venue : Amphitheatre, Department of Education

DAY-2, November 9, 2024, (Saturday)

09:45 am - 10:45 am	Interactive Session Venue : <i>Library Reading Room</i> Prof. Ayushman Goswami, Professor, Department of Education, RIE (NCERT), Bhopal
10:50 am - 11:00 am	Tea Venue : <i>Pillar Area, Department of Education</i>
11:00 am - 01:00 pm	Workshop on Appreciating Traditional Textiles Venue : <i>Library Reading Room & Laboratory (Department of FAS)</i> Facilitator: Prof. Simmi Bhagat, Professor, Lady Irwin College, University of Delhi
01:00 pm - 02:00 pm	Lunch Venue : <i>Pillar Area, Department of Education</i>
02:15 pm - 03:30 pm	<p style="text-align: center;">Parallel Sessions</p> <p>Parallel Sessions 6: Science & Technology; and Architecture & Planning</p> <p>Venue : <i>Department of Education, B.Ed. Classroom (First Floor)</i> Chair: Prof. Kalyani Akalamkam, Faculty, Lady Shriram College, University of Delhi Co-Chair: Dr. Priya Khurana, Assistant Professor, Department of Education, Lady Irwin College</p> <p>Parallel Session 7: Divyangjan & Mental Well being</p> <p>Venue : <i>Department of Education: MPR-I (Ground Floor)</i> Chair: Prof. Jayanti Pujari, Dean, Amity Institute of Rehabilitation Sciences, Noida Co-Chair: Dr. Ravi K.M., Assistant Professor, Special Education, Lady Irwin College</p> <p>Parallel Session 8: IKS & Issues in Contemporary Education</p> <p>Venue : <i>Library Reading Room</i> Chair: Dr. Anjali Shokeen, Associate Professor, GGSIP University, Delhi Co-Chair: Ms. Puja Tripathi, Assistant Professor, Department of Education, Lady Irwin College</p>

	<p>Parallel Session 9: Environment and Sustainability</p> <p>Venue : <i>Department of Education: MPR-II (First Floor)</i></p> <p>Chair: Dr. Shalini Sharma, Assistant Professor, Delhi Skill & Entrepreneurship University, Delhi</p> <p>Co-Chair: Ms. Mousumi Ghosh, Assistant Professor, Department of Education, Lady Irwin College</p> <p>Parallel Session 10: Online Session (International Presenters)</p> <p>Venue : <i>Department of Education, Faculty Room (Ground Floor)</i></p> <p>Chair: Dr. Dhananjay Deshmukh, Faculty, IITE, Gandhinagar, Gujarat</p> <p>Co-Chair: Dr. Deepika Ahlawat, Assistant Professor, Special Education, Lady Irwin College</p>
03:30 pm - 04:30 pm	<p>Valedictory Session</p> <p>Venue : <i>Library Reading Room</i></p> <p>Conference Report</p> <p>Valedictory Address: Prof. Ramesh Chander Bhardwaj, Vice Chancellor, Maharshi Valmiki Sanskrit University, Kaithal Prof. Chand Kiran Saluja, Director, Sanskrit Promotion Foundation</p> <p>Vote of Thanks</p>

PARALLEL SESSIONS

PARALLEL SESSION - 1

Date: 08/11/2024 || Timings: 3:10 p.m. to 4.30 p.m.

|| Venue: MPR-II (First Floor) ||

Chair: Dr. Neelam Bali, Associate Professor, MVCOE, University of Delhi

Co-Chair: Ms. Puja Tripathi, Assistant Professor, Department of Education, Lady Irwin College

Sr. No.	TITLE	AUTHOR & AFFILIATION
	<i>Theme: Philosophy and Spirituality</i>	
PS 1	Aparigraha in the Contemporary Context: A Review	Ms. Neha Jain, Ph.D. Scholar, University of Kashmir
PS2	Significance of Sandhyavandanam in Daily Life: How it Enrich Routine Life	Mr. Pranav Bhaskar, Graduation Student, RLV College of Music and Fine Arts, Trinpunithura Ms. Muthulakshmi R, Faculty Associate & Part time Research Scholar, Amrita School of Arts and Science, Kochi Campus, CUSAT.
PS 3	Philosophy and Spirituality: Insights from Indian Philosophical Schools and Foundational Text	Ms. Swati Kumari, PhD Scholar, Department of Philosophy, University of Delhi
PS 4	The Self in Indian Context: A Tapestry of Perspectives within Indian Knowledge Systems and their Relevance to Contemporary Understandings of Self	Ms. Divya Kalra, PhD Scholar, Department of Home Science, Lady Irwin College Prof. Mani Bhasin Kalra, Professor, Department of Education, Lady Irwin College

PS 5	Reviving Ancient Wisdom: A review of traditional perspective on wellbeing and healing practices from the lens of Indian Knowledge System	Yashika Malhotra, Ph.D. Scholar, Department of Human Development and Childhood Studies (HDCS), Lady Irwin College Prof. Shraddha Kapoor, Professor, Department of Human Development and Childhood Studies, Lady Irwin College
PS 6	Faith in Karma and Well-being	Ms. Kanak Shekhawat, M.A. Psychology Student, Department of Psy. Prof. Suneet Verma, Professor, Department of Psychology
<i>Theme: Philosophy and Spirituality</i>		
PS 7	Nurturing Life before Birth: A Catholic Approach to ensure Mental Well-being	Dr. Netramani Pradhan, Teacher Educator, Govt. E.T.E.I, Patnagarh, Odisha
PS 8	Utilizing Ancient Wisdom in the Digital Age: Advaita Vedanta's Principles for Social Media and Mental Well-being	Ms. Pravajya Pandey, Independent Researcher, Hindu College, University of Delhi

PARALLEL SESSION - 2

Date: 08/11/2024 || Timings: 3:10 p.m. to 4.30 p.m.

|| Venue: MPR-I (Ground Floor) ||

Chair: Dr. Subhash Chander, Assistant Professor, Faculty of Education, University of Delhi

Co-Chair: Ms. Geetika Sharma, Assistant Professor, Department of Education, Lady Irwin College

Sr. No.	TITLE	AUTHOR & AFFILIATION
	<i>Theme: Home Science & Indigenous Knowledge System</i>	
PS 1	Maternal health of Women in Jenu Kuruba Tribal Population in Mysore District	Dr Deepa Kannur, Assistant Professor, Department of Human Development and Childhood Studies, Lady Irwin College Prof. Komala M, Professor, Department of Food Science and Nutrition, Manasagangotri, Mysore, Karnataka
PS 2	Strength through Practice: Indigenous Practices for Building Resilience in Indian Children	Ms. Namrataa Mangai, Ph.D Scholar, Department Human Development and Childhood studies, Lady Irwin College Dr. Punya Pillai, Associate Professor, Department of Human Development and Childhood Studies, Lady Irwin College Dr. Mila Tuli, Associate Professor, Department of Human Development and Childhood Studies, Institute of Home Economics, University of Delhi.
PS 3	Indigenous Knowledge (IK): Quality of Human Life and Sustainability of Future	Dr. Krushnapriya Sahoo, Assistant Professor, Indraprastha College for Women (IPCW), University of Delhi
PS 4	A Study on Leveraging Home Science connecting indigenous Practices for ESD	Ms. Masooda Haseeb, Independent & Freelance Researcher

PS 5	The Evolution of Ethnic Identity in Indian Context: A Review of Theoretical Perspectives and Research Findings	Ms. Shraddha Pangtey, Ph.D. Scholar, Human Development and Childhood Studies, Lady Irwin College Prof. Neelima Asthana, Professor, Department of Education, Lady Irwin College
PS 6	Home Science and Indigenous Knowledge System	Ms. Shree Kumari, Ph.D. Scholar, Lalit Narayan Mithila University, Darbhanga, Bihar
PS 7	Tracing the Influence of Indigenous Textile Designs and Techniques on Indian Fashion Trends	Ms. Supriya, Ph.D Scholar, Department of Fabric and Apparel Science, Lady Irwin College, University of Delhi
PS 8	A Study of Improving Public Health by using Local Food Stuffs and Traditional Nutritional Knowledge in Patna District, Bihar	Ms. Nainshi Kumari, PhD Scholar, Department of Home Science, J. D women's college Patliputra University, Patna, Bihar Dr. Nidhi Sinha, Assistant Professor, Department of Home Science, J.D. Women's College Patliputra University, Patna, Bihar
PS 9	A Study of Adolescent's Interest in Indigenous Cooking recipes and Expenditure Interests	Ms. Muskan Sharma, PGT Teacher D.A.V. Police Public School, Faridabad Dr. Krishnaveni Achary, Senior Project Scientist, NCAHT

PARALLEL SESSION - 3

Date: 08/11/2024 || Timings: 3.10 p.m. to 4.30 p.m.

|| Venue: Library Reading Room ||

Chair: Prof. Sandeep Kumar, Professor, Faculty of Education, University of Delhi

Co-Chair: Mr. Prasenjit Roy, Assistant Professor, Department of Education, Lady Irwin College

Sr. No.	TITLE	AUTHOR & AFFILIATION
<i>Theme: Arts, Literature & Aesthetics</i>		
PS 1	Re-reading Bhāsa: Exploring Ancient Sanskrit Drama and Its Modern Implications	Mr. Jatinpreet Singh, Student, Department of English, Punjabi University, Patiala, Punjab
PS 2	The Portrayal of Human Emotions through Navarasas and Its Contemporary Relevance	Ms. Debjani Bardhan Roy, Student, Department of History, Jadavpur University, Kolkata
PS 3	The Resurgence of Theater and Drama: Catalysts for Empathy and Social Transformation in Contemporary Humanitarian Practice	Mr. Nirbhay Kumar Trigun, Dr. Anjuli Jain, Department of Humanities and Social Sciences, Maulana Azad National Institute of Technology, Bhopal,
PS 4	Need of Art in Education	Ms. Deeba Qureshi, Assistant Professor, Department of Applied Art, Faculty Of Fine Arts, Jamia Millia Islamia
<i>Theme: Yoga and Ayurveda</i>		
PS 5	Effect of Six Months Surya Namaskar Training on Selected Physiological and Motor Fitness Variables of School Going Students of Delhi	Mr. Praveen Kumar, PhD Scholar, Department of Physical Education and Sports Sciences, University of Delhi, Dr. J.P. Sharma, Professor, IGIPSS Vikaspuri, University of Delhi,
PS 6	The Changing Face of Ayurveda	Ms. Toorni Biswas, PG Student, Jawaharlal Nehru University, Delhi

PS 7	Exploring the Lived Experiences and Benefits of Integrating Yoga and Mindful, Satvic, Diverse Eating Practices	<p>Ms. Prapti Gupta, Ph.D. Scholar Department of Food and Nutrition & Food Technology, Lady Irwin College</p> <p>Prof. Richa Mehta, Professor, Department of Education, Lady Irwin College, University of Delhi</p> <p>Prof. Mani Bhasin Kalra, Professor, Department of Education, Lady Irwin College, University of Delhi</p>
PS 8	Contributions of Indigenous Knowledge System of Medicine in India: A Review of Modern Health Care Practices	Ms. Sasmita Sahoo, Ph. D. Scholar, Gangadhar Meher University, Odisha
PS 9	The Role of Spices in Traditional Indian Medicine for Management of Diabetes: A Comprehensive Review	<p>Ms. Neha Sahani, PhD Scholar, University Department of Home Science, Lalit Narayan Mithila University of Darbhanga</p> <p>Dr. Manju Kumari, Assistant professor, Home Science Department, Mithila Mahila College, Darbhanga</p>

PARALLEL SESSION - 4

Date: 08/11/2024 || Timings: 3.10 p.m. to 4.30 p.m.
|| Venue: Department of Education, Faculty Room (Ground Floor) ||

Chair: Dr. Girish Bala Choudhary, Former Faculty, Department of Education, Lady Irwin College

Co-Chair: Dr. Chetna Arora, Assistant Professor, Department of Education, Lady Irwin College

Sr. No.	TITLE	AUTHOR & AFFILIATION
<i>Theme: Philosophy and Ethics</i>		
PS 1	Cultivation of Moral Values through Narratives Inspired by the Indian Knowledge System	Ms. Shreya Katiyar, Research Scholar, Department of Education, University of Lucknow, Uttar Pradesh Dr. Arpana Godbole, Associate Professor, Department of Education, University of Lucknow, Uttar Pradesh
PS 2	Hidden Wisdom: The Knowledge System of Thievery in Ancient India	Mr. Protim Sadhukhan, Student of Masters, Jadavpur University
PS 3	मानवाधिकार दर्शन का पुलिस बल के संदर्भ में एक विश्लेषण	Mr. Anwar Ali, PhD Scholar, Department of Political Science, University of Delhi
<i>Theme: Social Systems and Governance</i>		
PS 4	Nationalism and <i>VASUDHAIVA KUTUMBAKAM: Two Ideals and One Idea</i>	Mr. Pinku Jha, Assistant Professor, Department of Development Studies, Vivekananda Global University, Jaipur
PS 5	Intellectual Property Rights for Knowledge System in India	Ms. N. Shradha Varma, Assistant Professor, Economics and Maitreyi College, University of Delhi
PS 6	Locating women and children in the Uttarakhand Ramlilas : An Inquiry Into Indigenous Practices	Dr. Punita Gupta, Associate Professor, Aditi Mahavidyalaya, University of Delhi Ankita Bhattacharjee, Field Investigator Aditi Mahavidyalaya, University of Delhi

PS7	Digital Lending as a Modern Socio-Economic Empowerment Tool within the Indian Knowledge System for Women Entrepreneurs	Mr. Ravindar Meena, Assistant Professor Janki Devi Memorial College, University of Delhi Ms. Puja Tripathi, Assistant Professor Lady Irwin College, University of Delhi
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PARALLEL SESSION - 5

Date: 08/11/2024 || Timings: 3.10 p.m. to 4.30 p.m.

|| Venue: B.Ed. Classroom (First Floor) ||

Chair: Dr. Vikas Baniwal, Assistant Professor, Faculty of Education, University of Delhi

Co-Chair: Dr. Nazli, Assistant Professor, Special Education, Lady Irwin College

Sr. No.	TITLE	AUTHOR & AFFILIATION
	<i>Theme: Education and Extension</i>	
PS 1	Acquiring Proficiency in English to Promote IKS	Ms. Vandita Sharma, PGT, Department of English, Birla Balika Vidyapeeth, Pilani
PS 2	Education and Islam: Teachings of the Quran and Hadith	Ms. Arisha Sajid, PhD Scholar, Lady Irwin College, University of Delhi, Prof. Richa Mehta, Professor, Department of Education, Lady Irwin College
PS 3	Teacher Education Revisited: From Traditional Old to Modern Era	Ms. Nalini Verma, Ph.D. Scholar, Department of Education, University of Lucknow, Uttar Pradesh
PS 4	Primary Teachers' Readiness on Using ICT as a Pedagogical Tool in Government Schools of Delhi	Ms. Vaishali Teotia, Ph.D. Scholar, Institute of Home Economics, University of Delhi
PS 5	Peeping of Indian Tradition of Toys and Games inside the Classrooms and Development of 21st-Century Skills	Ms. Alka Verma, Assistant Professor, Aditi Mahavidyalaya, University of Delhi
PS 6	Integrating Indigenous Knowledge System into the Indian School Science Curriculum	Ms. Mitali Patle, PhD Scholar, National Institute of Educational Planning and Administration (NIEPA)
PS 7	ग्रामीण क्षेत्र की महिलाओं में शिक्षा का प्रभाव	Ms. Jyotsana Yadav, Research Scholar, Department of Home Science, LNMU, Darbhanga, Bihar
PS 8	Teacher and the Taught: Guru Shishya Parampara and NEP 2020	Dr. Shubhra Seth, Associate Professor, Department of Political Science, Indraprastha College for Women, University of Delhi
PS 09	Flexible Learning in Traditional Indian Education: A Study of Part Time Education Models in Indian Knowledge System	Mr. Umair Abdul Latheef, Graduate Student, Jamia Madeenathunnur, Kerala.

PARALLEL SESSION - 6

Date: 09/11/2024 || Timings: 1:45 p.m. to 3.15 p.m.

|| Venue: B.Ed. Classroom (First Floor) ||

Chair: Prof. Kalyani Akalamkam, Faculty, Lady Shriram College, University of Delhi

Co-Chair: Dr. Priya Khurana, Assistant Professor, Department of Education, Lady Irwin College

Sr. No.	TITLE	AUTHOR & AFFILIATION
	<i>Theme: Science and Technology</i>	
PS 1	Exploring the Indian Knowledge System: Chemical Sciences in Tradition and Modernity	Ms. Yashi Goyal, M.Ed. Scholar, Department of Education, University of Delhi
PS 2	Artificial Intelligence (AI) and the Future of Education	Ms. Megha Verma, PhD Scholar, Department of Home Science, Lady Irwin College Dr. Punya Pillai, Associate Professor, Department of Home Science, Lady Irwin College, University of Delhi
PS 3	Idea of Yojana and the Speed of Light in Sayana's Astronomy	Dr. Manish Agrawal, Assistant Professor, Department of Physics, Institute of Home Economics, University of Delhi
PS 4	Kolam: Geometry and the Holistic Science	Ms. Kaarthikanjana K., Ph. D Scholar, Department of Mathematics, Amrita School of Physical Sciences, Kochi Campus Dr. Parameswaran R, Assistant Professor, Department of Mathematics, Amrita School of Physical Sciences, Kochi Campus Dr. U Krishnakumar, Dean & HOS of Schools of "Arts, Humanities, & Commerce" and "Spiritual & Cultural Studies", Amrita School of Physical Sciences, Kochi Campus

	<i>Theme: Architecture and Planning</i>	
PS 5	Peralassery Temple Pond: A Mathematical Study	<p>Ms.Lakshmi Priya K.,Faculty Associate, Department of Mathematics, School of Physical Sciences, Amrita Vishwa Vidyapeetham, Kochi</p> <p>Mr. Parameswaran R, Assistant Professor, Department of Mathematics, School of Physical Sciences, Amrita Vishwa Vidyapeetham, Kochi.</p>
PS 6	Construction Practices in the Hilly Regions of Himachal Pradesh Involving Vernacular and Modern Architecture	<p>Ms. Mehak Madhok, Designer, Ashabhi Design</p> <p>Prof. T.G Rupa, Professor, Lady Irwin College, University of Delhi</p>
PS 7	Philosophical Foundation and Complexities of Modern India in Reference to Ethics	<p>Dr. Swati Bijawat, Associate Professor, Amit Law School, Noida, Uttar Pradesh</p> <p>Ms. Kavya Tyagi, Law Graduate, Amity Law School Noida, Uttar Pradesh</p>

PARALLEL SESSION -7

Date: 09/11/2024 || Timings: 1.45 p.m. to 3.15p.m.

|| Venue: MPR-I (Ground Floor) ||

Chair: Prof. Jayanti Pujari, Dean, Amity Institute of Rehabilitation Sciences, Noida

Co-Chair: Dr. Ravi K.M., Assistant Professor, Special Education, Lady Irwin College

Sr. No.	TITLE	AUTHOR & AFFILIATION
	<i>Theme: Divyangjan and Mental Well-being</i>	
PS 1	Knowledge, Attitude and Practices of the parents/primary caregivers of Individuals with Autism Spectrum Disorder related to Nutrition	<p>KM Vishu, Ph.D. Scholar, Department of Education, Lady Irwin College</p> <p>Prof. Neelima Asthana, Professor, Department of Education, Lady Irwin College</p> <p>Prof. Richa Mehta, Professor, Department of Education, Lady Irwin College</p>
PS 2	The Healing Possession of Indian Knowledge System: Effectiveness of Oral Stories (katha) to Enhance the Mental Well-being of Autistic Students	<p>Ms. Nutan Pandey, Assistant Professor, Department of Education, Dr. Shakuntala Misra, National Rehabilitation University, Lucknow</p> <p>Prof. Amita Bajpai, Professor, Department of Education, University of Lucknow</p>
PS 3	Enhancing Disability Rehabilitation through ICT and Assistive Technology: A Comprehensive Review	<p>Dr. Charu Chugh, Assistant Professor, Psychology Department, IILM University Greater Noida</p> <p>Ms Arushi Srivastava, Assistant Professor, Department of Communication, IILM University.</p>
PS 4	Contribution of Indian Knowledge System in Successful Living of Divyangajan and Maintaining Their Mental Well- being	Ms. Nazish Khan, Ph.D. Scholar, Department of Human Development and Childhood Studies (HDCS), Lady Irwin College
PS 5	Mental Well-being of Children with Special Needs: Role of Indian Knowledge System (IKS) in Supporting Inclusive and Holistic Development	Dr. Sampurna Guha, Assistant Professor, AIRS, Amity University, Uttar Pradesh

PS 6	Bullying and the Factors affecting: Understanding from the Student's Vocabulary and their Perspectives	Swati Sharma, PhD Scholar, CIE, University of Delhi, Prof. Renu Malaviya, Professor, Department of Education, Lady Irwin College, University of Delhi
PS 7	Mahilao Mein Mahavari ke Prati Gyan, Dharna evam Drishtikon ka Tulnatmak Adhyan	Ms. Shashikala, Ph.D. Scholar, Lalit Narayan Mithila University, Darbhanga, Bihar Dr. Aparajita, Assistant Professor, Lalit Narayan Mithila University, Darbhanga, Bihar

PARALLEL SESSION - 8

Date: 09/11/2024 || Timings: 1.45 p.m. to 3.15 p.m.
|| Venue: MPR-II (First Floor) ||

Chair: Dr. Anjali Shokeen, Associate Professor, GGSIP University, Delhi

Co-Chair: Ms. Puja Tripathi, Assistant Professor, Department of Education, Lady Irwin College

Sr. No.	TITLE	AUTHOR & AFFILIATION
	<i>Theme : IKS & Issues in Contemporary Education</i>	
PS 1	Understanding the Impact of Personality in Job Anxiety in Delhi School Teachers	Ms. Shruti Pandey, Ph.D Scholar, Department of Psychology, Sri Venkateswara University, Dr. Soofia Sayed, Research Guide, Department of Psychology, Sri Venkateswara University,
PS 2	Navigating Adolescent Privacy in Indian Family Dynamics: Tradition, Modernity, and Future Prospects	Ms. Neelam Sharma, PhD Scholar, Indira Gandhi National Open University, Delhi Prof. Rekha Sharma Sen, Professor, Indira Gandhi National Open University, Delhi
PS 3	बच्चों के स्वास्थ्य पर टीकाकरण कार्यक्रमों के प्रभाव का अध्ययन: मधुबनी जिला के झंझारपुर प्रखंड का एक अध्ययन।	Ms. Indu Kumari, Ph.D. Scholar, Lalit Narayan Mithila University, Darbhanga, Bihar Dr Sunita Kumari, Assistant Professor, A.M. College, Benipur, Darbhanga, Bihar
PS 4	Vedic Mathematics: Merging Ancient Wisdom for Promising Future in Mathematics	Ms. Ankita Nanda, Junior Research Fellow, Department of Education, Panjab University, Chandigarh
PS 5	Grah Vigyan evam Swadeshi Gyan Pranali	Ms.Kiran Kumari, Ph.D. Scholar, Lalit Narayan Mithila University, Darbhanga, Bihar

PS 6	A Comparative study of Satisfaction level of Students from Modern and Ancient Education System	Ms. Arunima Rai, Ph.D. Scholar, Lalit Narayan Mithila University, Darbhanga, Bihar Dr. Aprajita Kumari, Assistant Professor, LNM University, Darbhanga, Bihar
PS 7	Bharatiya swadeshi Gyan Paddhati aur Grah Vigyan	Ms.Kavita Kumari,Ph.D. Scholar, Lalit Narayan Mithila University, Darbhanga, Bihar
PS 8	Teacher's talk impacts children's well-being and academic engagement	Dr. Shashi Shukla,Assistant Professor, Institute of Home Economics, University of Delhi
PS 9	Bachhon ki Shaikshik Uplabdhi par Parivarik avam Samajik Sthiti ke prbhavo ka Addhyan	Ms. Vandana Kumari,Ph.D. Scholar, Lalit Narayan Mithila University, Darbhanga, Bihar
PS 10	Mathematical Methods for Basic Arithmetic Calculations: Comparison Between Indian Traditional Vedic Mathematics and Modern Mathematics	Mr. T Vishnu Babu, PG Student,School of Physical Sciences, Amrita Vishwa Vidyapeetham, Kochi Ms. Anila Lakshmanan, PG Student,School of Physical Sciences, Amrita Vishwa Vidyapeetham, Kochi Mr.Parameswaran R, Assistant Professor, Ms.Lakshmi Priya K, School of Physical Sciences, Amrita Vishwa Vidyapeetham, Kochi

PARALLEL SESSION - 9

Date: 09/11/2024 || Timings: 1.45 p.m. to 3.15 p.m.
|| Venue: Library Reading Room ||

Chair: Dr. Shalini Sharma, Assistant Professor, Delhi Skill & Entrepreneurship University, Delhi

Co-Chair: Ms. Mousumi Ghosh, Assistant Professor, Department of Education, Lady Irwin College

Sr. No.	TITLE	AUTHOR & AFFILIATION
<i>Theme: Environment and Sustainability</i>		
PS 1	Traditional Fishing Practice of Rabha Tribe in North Bengal	Ms. Rimi Mondal, Ph.D Scholar, Department of Home Science, Lady Irwin College, University of Delhi, Prof. Neelima Asthana, Professor, Department of Education, Lady Irwin College, University of Delhi
PS 2	Unveiling Sustainability Ethics and Stewardship: Insights from Indian Knowledge Systems	Ms. Vimmita Solanki, Ph.D. Scholar, Department of Resource Management & Design Application, Lady Irwin College, University of Delhi, Prof. Puja Gupta, Professor, Department of Resource Management & Design Application, Lady Irwin College, University of Delhi Dr. Reetu Chandra, Deputy Secretary, Ministry of Education (GOI)
PS 3	Heritage Tourism Through the Lens of Sustainability - A Study in Sivasagar District, Assam	Ms. Krishnamoni Saikia, Ph.D Scholar, Mizoram University, Mizoram Dr. Bobby Beingachhi, Associate Professor, Pachhunga University College, Mizoram Dr. Ghanashyam Deka, Associate Professor, Pachhunga University College, Mizoram
PS 4	Indian Knowledge Systems and Sustainable Environment: Integrating traditional Wisdom with	Ms. Nidhi Rai, Scholar, Regional Institute of Education, NCERT Ajmer, Rajasthan

	Modern Solutions through Teachers' Perspective	Mr. Abhishek, Scholar, Regional Institute of Education, NCERT Ajmer, Rajasthan
PS 5	Exploring Environmental Consciousness in Ancient Indian Writings	Ms. Namrata Gaur, Junior Project Fellow, NCERT
PS 6	Traditional Knowledge System and Its Modern Relevance: The Intangible Heritage of Ladakh	Ms. Chhavi Jain, UG Scholar, Department of Psychology, Jesus and Mary College, University of Delhi Dr. Ruchi Mishra, Assistant Professor, Environmental Science, Jesus and Mary College, University of Delhi
PS 7	Enhancing Carbon Handprint with Indian Knowledge System: A Review	Ms. Damini Singh, Ph.D. Scholar, Department of Home Science, University of Delhi Prof. Neelima Asthana, Professor, Department of Education, Lady Irwin College
Participant: Ms. Srimantee Mohanta, Psychology (B.Sc.) Graduate Student, Department of Psychology, Ashoka University		

PARALLEL SESSION - 10

Date: 09/11/2024 || Timings: 1.45 p.m. to 3:15 p.m.

|| Venue: Faculty Room ||

Chair: Dr. Dhananjay Deshmukh, Faculty, IITE, Gandhinagar, Gujarat

Co-Chair: Dr. Deepika Ahlawat, Assistant Professor, Special Education, Lady Irwin College

(ONLINE SESSIONS)

Sr. No.	TITLE	AUTHOR & AFFILIATION
PS 1	Indian Knowledge System for Sustainable Futures	Dr. Balayogi Kotra, Assistant Professor, Unity College of Teacher Education, Dimapur, Nagaland, India
PS 2	Psychological Depth and Socio-Cultural Transformation in Nirmal Verma's Short Stories: A Critical Analysis of Narrative Techniques and Thematic Concerns	Ms. Tilovmurodova Shamsikamar, PhD Student Furqat Kizi, Researcher, Tashkent State University of Oriental Studies, The School of South Asian Languages and Literature
PS 3	Teaching Hindi as a Foreign Language in Uzbekistan: Challenges and Opportunities	Dr. Nilufar Khodjaeva, Head of Department South Asian Languages, Tashkent, State University of Oriental Studies, Uzbekistan
PS4	Ancient Remedies: The Medicinal Power of Indian Spices	Ms. Arushi Jain, Postgraduate Scholar, Department of Health and Medicine, Australian National University, Australia
PS 5	The Hindi Novel of the Twentieth Century and the Socio-Political Life of India	Prof. Mukhibova Ulpatxon, Professor, Tashkent State University of Oriental Studies, Uzbekistan
PS 6	Exploring Competency-Based Teacher Education: A Policy Perspective	Mr. Soumen Ghosh & Mr. Akal Bayor, Ph.D. Scholars, Department of Education, Rajiv Gandhi University, Rono Hills, Arunachal Pradesh

PS 7	Promotion of Indigenous Crafts in Urban Cities through Haats: Artisans' Perspective	Ms. Sabanaz Kori, M.Sc. Student, Department of Resource Management and Design Application, Lady Irwin College Prof. T G Rupa, Professor, Department of Resource Management and Design Application, Lady Irwin College Ar. Anju Kakkar, Ex. Faculty, Department of Resource Management and Design Application, Lady Irwin College
PS 8	Ancient Education System and Sustainability	Dr. Anuradha Asthana Singh, Assistant Professor (History) Department of Law MAIMS, Delhi
PS 9	Fostering Cultural Dynamics and Legal Pluralism through integration of Indian Knowledge Systems in Legal Education	Dr. Ekta Gupta, Associate Professor, Amity Law School, NOIDA, AUUP Gauri Dwivedi, Law Student, Amity Law School, NOIDA, AUUP
PS 10	Mental health issues of Students with Sensory Disability at School level.	Dr Sheela Rajeshwari, Assistant Professor, Department of Elementary Education, Miranda House, University of Delhi,
PS 11	Sustainable Urbanization, Solid Waste Management, Challenges and Remedies in India: A Review Study	Mr. Gourav Kali, M.Ed. Trainee, Eastern Dooars B.Ed. Training College, Bhatibari, Alipurduar, West Bengal

ABSTRACTS

ABSTRACTS

PARALLEL SESSION - 1

Date: 08/11/2024 || Timings: 3:10 p.m. to 4.30 p.m.
|| Venue: MPR-II (First Floor) ||

Chair: Dr. Neelam Bali, Associate Professor, MVCOE, University of Delhi

Co-Chair: Ms. Puja Tripathi, Assistant Professor, Department of Education, Lady Irwin College

THEME: PHILOSOPHY AND SPIRITUALITY

PS 1: Aparigraha in the Contemporary Context: A Review Ms. Neha Jain, Ph.D. Scholar, University of Kashmir

The core principle of Aparigraha, a concept originating in Jainism and Yoga philosophy, is non-possession or non-attachment. Amidst rising consumerism, materialism, environmental degradation and mental well-being issues, aparigraha offers a countercultural perspective that emphasizes simplicity, sustainability, and mental well-being. This review explores the contemporary relevance of aparigraha, drawing connections between ancient wisdom and modern practices. It examines the philosophical foundations of aparigraha, its interpretations, and its application in addressing contemporary issues such as overconsumption, environmental sustainability, and mental health. The review synthesizes current literature on the subject, highlighting practical implementations of aparigraha in daily life, including minimalist living, sustainable practices, and the cultivation of gratitude and contentment. By examining various perspectives this review signifies how aparigraha can contribute to a more mindful, balanced and sustainable lifestyle in the present times. It aims to provide an understanding of how this ancient principle can be adapted to modern contexts, offering insights for individuals and communities seeking to navigate the complexities of contemporary life with greater awareness and intentionality. The paper suggests directions for future research and emphasizes the importance of embracing aparigraha as a means to foster a more balanced, equitable, and environmentally conscious society.

Keywords: Aparigraha, Indian philosophy, Indian Psychology, non-possessiveness, non- hoarding, non-greediness, Minimalism, Mindful Living, Conscious Consumption, Jain Ethics, Sustainable Lifestyle, Consumerism, Ashtaang Yog, Mental health, Well-being

PS 2: Significance of Sandhyavandhanam in Daily Life: How it Enrich Routine Life

Mr. Pranav Bhaskar, Graduation Student, RLV College of Music and Fine Arts, Trinpunnithura Ms. Muthulakshmi R, Faculty Associate & Part time Research Scholar, Amrita School of Arts and Science, Kochi Campus, CUSAT.

Sandhya Vandhanam is the basic and most fundamental Nitya karma to be followed by

Brahmins, Kshatriyas and Vaiśyas belonging to all the four ashramas. However, unfortunately in the current context of jet setting and hectic life styles many have abandoned this important duty. Many others are performing half-heartedly, not knowing what they are doing and why. There are still many more who have been diligently following the practice of performing

Sandhya Vandanam three times daily. A paradigm shift towards Eastern Spirituality and Philosophy in aspects of science, management, arts and medicine is more than evident. Taking cue from this, the present article looks at various key components of Sandhya

Vandanam from the perspective of the “modern eye”, by understanding the meaning and significance of each term used, both on lexical and deeper philosophical levels, aided by the concepts of the 51 Aksharas. From the explorations, the observation of the universality and magnificence of the practice along with its relevance even in the present day is easily observed.

Keywords: Sandhya Vandanam, Spirituality, hectic lifestyles

PS 3: Philosophy and Spirituality: Insights from Indian Philosophical Schools and Foundational Text

Ms. Swati Kumari, Ph.d Scholar, Department of Philosophy, University of Delhi, Delhi

This paper shall explore what is Spirituality? What is Philosophy? Is it even correct to use the term ‘Spirituality’? Moreover, what is the relationship between spirituality and philosophy, with a special emphasis on the Indian schools of philosophy. It examines the different schools of Indian philosophy like Jainism, Buddhism, Nyāya, Vedānta, alongside the foundational text of the Bhagavad Gita. Spirituality, often seen as a personal quest for meaning, purpose, and a connection to a higher reality, intersects with philosophy, which seeks to understand the fundamental nature of existence, knowledge, and ethics. The rich and varied Indian philosophical schools offer an invaluable framework for exploring these themes. This paper shall examine these texts using the method of textual analysis to figure out how Indian philosophy integrates its epistemology, metaphysics and ethics with practical spiritual guidance. This integration addresses existential questions while offering a way of life that promotes inner peace, ethical conduct, and societal harmony. Further, it discusses how philosophy can offer rational foundations for spiritual beliefs, how spirituality combines ethical and metaphysical goals, and how traditions like Buddhism challenge self-centric spiritual models by denying the existence of a permanent self. Ultimately, the paper argues that spirituality and philosophy complement each other in addressing existential concerns and offers Indian philosophical traditions as valuable resources for navigating contemporary challenges such as alienation, environmental crises, and global interconnectedness. It highlights the relevance of these ancient texts and traditions in fostering personal growth, societal well-being, and a deeper sense of interconnectedness.

Keywords: Spirituality, Philosophy, Vedānta, Nyāya, Bhagavadgita, Buddhism, Samkhya

PS 4: The Self in Indian Context: A Tapestry of Perspectives within Indian Knowledge Systems and their Relevance to Contemporary Understandings of Self

Ms. Divya Kalra, Ph.d. Scholar, Department of Home Science, Lady Irwin College, University of Delhi, Delhi

Prof. Mani Bhasin Kalra, Professor, Department of Education, Lady Irwin College, University of Delhi, Delhi

This review paper explores the multifaceted and complex concept of "self" within the diverse and rich landscape of Indian Knowledge Systems (IKS), examining the various perspectives and insights these systems offer that are highly relevant to contemporary understandings of the self. While Western psychology has often emphasized a bounded, individualistic view of the self, shaped primarily by personal experiences and social interactions, the IKS present a vibrant tapestry of alternative conceptions that challenge and expand this limited perspective.

This paper delves deeper into key philosophical concepts such as Ātman, Brahman, Puruṣa, Prakṛti, and Anātman, highlighting how these nuanced and interconnected ideas have the potential to significantly enrich and deepen contemporary discussions and understandings surrounding the nature of identity, consciousness, and human well-being. By carefully bridging these profound ancient insights and frameworks with modern psychological perspectives, the paper aims to foster a more nuanced, holistic, and multidimensional understanding of the self that is better equipped to address the complex realities of the 21st century."

Keywords: Indian knowledge systems, self, social context, education, ecological environment

PS 5: Reviving Ancient Wisdom: A review of traditional perspective on wellbeing and healing practices from the lens of Indian Knowledge System

Ms. Yashika Malhotra, Ph.D. Scholar, Department of Human Development and Childhood Studies (HDCS), Lady Irwin College, University of Delhi, Delhi

Prof. Shraddha Kapoor, Professor, Department of Human Development and Childhood Studies (HDCS), Lady Irwin College, University of Delhi, Delhi

The current Indian academic discourse is bringing back into focus the wisdom of the ancient and traditional Indian philosophies and practices. The wisdom of ancient scholar and people is being uncovered and reconsidered in light of modern technology breakthroughs and cultural changes. Although there has been documentation overtime in Vedic literature and other texts such as epics, Upanishads, etc., they have been more or less been out of reach for the general public due to various barriers. The rich and diverse nature of the ancient and traditional literature is progressively being brought into the domain where the general public can easily access it and inculcate it into the existing structures so as to preserve these practices as well as reap most benefits in contemporary world. With this current focus on Indian Knowledge Systems, it provides the infrastructure and opportunities for the scholarly community to examine traditional knowledge through a modern and global perspective.

Considering this, one of the important aspects that should be studied from the lens of Indian Knowledge Systems is mental health and wellbeing. The world we live in today is fast-paced, shifting and changing virtually daily. New communication and technological developments are propelling inventions and discoveries at an unprecedented pace. With these improvements, the demands on the human intellect have increased dramatically, creating a stressful environment. While accessibility to many modern and Western solutions is becoming more readily available, it is critical to investigate and explore the knowledge of Indian traditional practices, which may uncover approaches to enhance psychosocial wellbeing. Thus, we intend to synthesise the existing literature on various traditional mental health and well-being perspectives and practices. We would bring forth and intend to highlight a) how the traditional systems view the mental health and well-being of the individuals and the community b) some of the practices that were considered to have healing effects c) ways to accommodate these practices and challenges to acclimatise them, in contemporary times, in our everyday lives. By synthesizing findings from various studies, this review aims to highlight the potential of IKS in enhancing overall wellbeing and its significance in addressing contemporary health issues in India. The paper concludes by proposing areas for future research which links Indian Knowledge Systems with wellbeing in contemporary society.

Keywords: Well-being, Mental health, traditional knowledge, healing practices, Indian practices, modern age, Indian knowledge system

PS 6: Faith in karma and mental well-being

Ms. Kanak Shekhawat, M.A. Psychology Student, Department of Psychology, University of Delhi

Prof. Suneet Verma, Professor, Department of Psychology, University of Delhi

The law of karma is widely present in Indian knowledge systems, and it has been defined as both action and effects of action. Phalas and Samskaras are the two effects of action. The law of karma is broader than the universal principle of causality, which only represents a superficial understanding of karma. This study dwells on the similarities in the concept of karma as proposed in Hindu, Buddhist, and Jain philosophy to draw an integrated theoretical framework. Karma is interpreted subjectively by people, influenced by their life stage and socioeconomic status. Research in this area has largely focused on karma as delineated in the scriptures but there is a lack of literature focusing on the understanding of karma in the Indian psyche. The present study investigates faith in karma held by the Indian population and its influence on their mental well-being. The data was collected from 20 Indians, with different religious identities with the help of semi-structured interviews. Using Braun and Clarke's (2006; 2019) reflexive thematic analysis as the tool of inquiry, two major themes were identified, that indicated 'understanding of karma' and 'effects of faith in karma'. Sub- themes identified under the theme 'understanding of karma' were neutrality, universality, generational transference, temporal linking, emphasis on intention, and experiential verification. Closely, sub-themes identified under the theme 'effects of faith in karma' were assurance of justice, encouraging forgiveness, reinforcement of altruistic behaviour, hope of purification, and equanimity. The

analysis notably highlighted that the law of karma is a tool used for making sense of life events, it is continually verified by people through their own experiences, which in turn reinforces faith in karma. The ways in which faith in karma can be used to promote well-being at individual and community levels are discussed. There is a scope for integrating faith in karma in modern- day psychotherapy, to make it increasingly relevant and holistic for the indigenous population.

Keywords: karma, reflexive thematic analysis, mental well-being, experiential verification, generational transference

PS 7: Nurturing Life before Birth: A Catholic Approach to Ensure Mental Well-Being

Dr. Netramani Pradhan, Teacher Educator, Govt. E.T.E.I, Patnagarh, Odisha

The journey of Human life is considered sacred and starts even before birth. Garbha Sanskar is a Vedic science deeply rooted in Indian philosophy and culture to nurture life before birth of the child. Dreaming and making a Virtue baby can be possible through Garbha Sanskar. Through this an ideal child with desired good qualities can be created. Through Garbha Sanskar the ninety years of effort for making an ideal man is done only in nine months of pregnancy. Garbha Sanskar is a process of educating the child in womb. This is a holistic approach of prenatal care, including physical, mental, spiritual and emotional aspects. The ancient Indian tradition is supposed to influence the physical development, holistic character development and future mental well-being of child. This article explores the rich Indian practice of Garbha Sanskar for nurturing life before birth and its implication for prenatal bonding with fetal development. This paper presents a catholic approach to ensure mental well- being of child by practicing Garbha Sanskar and contemporary scientific findings of a case study with the significance of mother's well-being during pregnancy on fetus development. Furthermore, this paper advocates for more comprehensive studies on Garbha Sanskar to validate its global implications.

Keywords: Virtue Baby, Mental Well-being, Garbha Sanskar, Motherhood, Holistic Development

PS 8: Utilizing Ancient Wisdom in the Digital Age: Advaita Vedanta's Principles for Social Media and Mental Well-being

Ms. Pravajya Pandey, Independent Researcher, Hindu College, University of Delhi

This paper aims to explore the application of the ancient concepts of 'viveka' (discrimination between the real and unreal) and 'vairagya' (detachment from worldly desires) from Advaita Vedanta in the context of present-day social media use to improve the mental health of young adults. In today's digital age, young adults face an increasing exposure to a constant stream of information and stimuli through social media platforms, which can result in feelings of anxiety, comparison, and disconnection. By integrating the principles of viveka and vairagya into their social media usage, young adults can develop a discerning mind capable of distinguishing between meaningful content and superficial distractions. This discrimination can assist individuals in filtering out negative influences and focusing on content that

nurtures their mental well-being. Moreover, cultivating detachment from the continual quest for validation and approval on social media can lead to a sense of inner peace and contentment. Through the incorporation of these timeless philosophical principles into their online interactions, young adults can establish a healthier relationship with social media, fostering mental clarity, emotional resilience, and a deeper self-awareness. This paper highlights the relevance of ancient wisdom in navigating the challenges posed by modern technology and underscores the potential for utilizing Indian Knowledge Systems to enhance mental health and well-being in the digital age.

Keywords: Indian Knowledge Systems, Indian Philosophy, Advaita Vedanta, Viveka, Vairagya, Social Media, Mental Health and Well-being

PARALLEL SESSION - 2

Date: 08/11/2024 || Timings: 3:10 p.m. to 4.30 p.m.

|| Venue: MPR-I (Ground Floor) ||

Chair: Dr. Subhash Chander, Assistant Professor, Faculty of Education, University of Delhi

Co-Chair: Ms. Geetika Sharma, Assistant Professor, Department of Education, Lady Irwin College

THEME: HOME SCIENCE AND INDIGENOUS KNOWLEDGE SYSTEMS

PS 1: Maternal health of Women in Jenu Kuruba Tribal Population in Mysore District

Dr. Deepa Kannur, Assistant Professor, Department of Human Development and Childhood Studies, Lady Irwin College, University of Delhi, Delhi

Prof. Komala M, Professor, Department of Food Science and Nutrition, Manasagangotri, Mysore, Karnataka

Maternal health refers to the health of women during pregnancy, childbirth and postnatal period. The population of Jenu Kurubas is 36,076 in Karnataka mostly living in the districts of Mysore, Kodagu, and Chamarajanagar. The study was conducted with an objective of to know the maternal health of women in Jenu Kuruba Tribal population in Mysore District. A cross- sectional study was conducted in Jenu Kururba Tribal Haadies of H.D Kote and Hunsuru Talukas of Mysore district. A random sampling technique was used to recruit 1307 women having children from birth to 5 years. Self-structured questionnaire was used to elicit personal information and maternal status of the women. The findings revealed that, out of 1307 mothers, more than half percent of mothers were in the age range of 18-21 years and 68.41% of mothers (68.41%) were not literate. Most of the working mothers (46.75%) were getting income of Rupees below 5000/- per month. Prevalence of preterm births (41.47%) and complications during pregnancy, such as anemia (47.51%) and hypertensive disorders (30.37%). Maternal health was influenced by factors like early menarche, consanguineous marriages, and varied family sizes. Cesarean sections were common (39.86%) and complications during delivery, such as prolonged labor (22.42%) and preterm rupture of membranes (15.38%), highlight challenges. The data underscores the need for targeted interventions in maternal and child health, focusing on reducing preterm births, addressing anemia and providing comprehensive prenatal care. These findings are crucial for informing public health strategies, healthcare services, and maternal and child health programs within the community.

Keywords: Maternal health, Tribal population, Preterm birth

PS 2: Strength through Tradition: A Review of Indigenous Practices for Building Resilience in Indian Children

Ms. Namrataa Mamgai, Ph.d Scholar, Department Human Development and Childhood studies, Lady Irwin College, University of Delhi, Delhi

Dr. Punya Pillai, Associate Professor, Department of Human Development and Childhood Studies, Lady Irwin College, University of Delhi, Delhi

Dr. Mila Tuli, Associate Professor, Department of Human Development and Childhood Studies Institute of Home Economics, University of Delhi, Delhi

Standing strong on the face of adversities builds the core process of resilience. It is more than just being strong rather it's an umbrella of values, thoughts, ideas, and emotions helping an individual adapt and thrive through various difficulties of life. While modern methods offer valuable tools to foster resilience but embracing our roots through Indigenous Knowledge Systems (IKS) can significantly contribute. Our country is home to many IKS like folk narratives (folktales, epics, myths), yoga (breathing exercises, postures), Ayurveda (herbal remedies, dietary practices), rituals (ceremonies, cultural practices), traditional games (play activities, sports), a value system inculcating connection to nature, respect for elders, and inter-generational learning. Thematic analysis of these systems unravels the intricacies of how multiple aspects of resilience can be highly promoted by these IKS. For example, storytelling imparts coping mechanisms, yoga promotes stress management, Ayurveda emphasizes holistic well-being, rituals provide a sense of belonging and much more. The review will include discussions upon conceptual questions surrounding each of these IKS also presenting an integrative framework harping on their complementary strengths. This framework will advance our understanding of the significance of preserving and leveraging such knowledge systems for promoting resilience in Indian children.

Keywords: Resilience, Indigenous Knowledge Systems, Yoga, Indian Children, Holistic Well-being

PS 3: Indigenous Knowledge (IK): Quality of Human Life and sustainability of future

Dr. Krushnapriya Sahoo, Assistant Professor, Indraprastha College for Women (IPCW), University of Delhi, Delhi

Indigenous knowledge (IK) defined from two words indigenous and knowledge. United Nation (UN) defined "Indigenous" as "Groups of people whose social, cultural and economic conditions distinguish them from other sections of the national communities, and whose status is regulated wholly or partially by their own customs or traditions or by special laws or regulations. Knowledge means understanding or gained information, facts through learning or experience. It also interpreted in different way at different place like local knowledge, traditional knowledge, environmental knowledge, technical knowledge. Human being gathers information for survival and development.

Objectives: With this researcher interested to study related terms related to indigenous knowledge, relation of IK with human life and for sustainable future.

Methodology: To study the objectives investigator critically reviewed research papers, books, folk talks and stories as a secondary source of data.

Result and conclusion: Findings of this study depicts that Indigenous knowledge (IK) is simple and practical in nature which provides concrete solutions to the people, retrieving social and cultural values, improved social outcomes, higher and nutritious agricultural yields and successes in both academic and non-academic domains. Lastly it can conclude that incorporating indigenous knowledge into planning and decision making can lead to sustainable practices and positive relations among human beings.

Keywords: Indigenous knowledge (IK), sustainability, quality of life

PS 4: A Study on Leveraging Home Science Connecting Indigenous Practices for ESD

Ms. Masooda Haseeb, Independent Researcher, Freelance Researcher

The tangible and intangible cultural heritage practices recognised by neighbouring villages, states, countries provide a link from past through present into the future. The indigenous practices bind a sense of responsibility passed down from one generation to another contributing to social cohesion as also synchronises with the Nai Taleem ideology of education expressed in Wardha commission 1937. The SDG's 2030 envisions for a better tomorrow through components of ESD i.e. S.E.E. (social, economic and environment) personal life skills, values, and actions to be concerned about one's own and others' physical, emotional, and spiritual well-being; to live healthy, optimistic, and purposeful lives. While also engaging in meaningful relationships and overcoming threats of economic pressure. The UNESCO General Conference enacted the Convention for the Protection of Intangible Cultural legacy in 2003 assisting and appealing governments to initiate measures and guarantee that communities protect their living legacy. Education too has a crucial role in preserving indigenous practices while overcoming challenges in pedagogies, inclusivity, skill development in an array of realms. This thematic paper shall delve in linking indigenous Indian practices significant to meet challenges in 21st century through streams of Home Science and highlighting few with vocational significance.

Keywords: Intangible and tangible assets, indigenous skills, capacity building, 21st century skills, ESD, vocational education.

PS 5: The Evolution of Ethnic Identity in Indian Context: A Review of Theoretical Perspectives and Research Findings

Ms. Shraddha Pangtey, Ph.D. Scholar, Human Development and Childhood Studies, Lady Irwin College, University of Delhi, Delhi

Prof. Neelima Asthana, Professor, Department of Education, Lady Irwin College, University of Delhi, Delhi

This review examines the evolution of ethnic identity at various developmental stages. People's sense of self and sense of belonging to a group is shaped by their ethnic identity, which is a dynamic construct influenced by historical, social, and cultural factors. A thorough examination of the literature was done to look at several theories

and research on ethnic identity from diverse academic sources. It examines the ways in which identity development, cultural influences, and the ways in which social and historical contexts shape ethnic identity have been explored by researchers. Identity formation processes, cultural adaptation, generational transmission, and the effects of globalization on ethnic identities are among the major themes. The review demonstrates the evolution of concepts related to ethnic identity.

While identity was viewed as unchangeable in earlier ideas, it is now seen as flexible and shaped by experiences. The studies highlight the wide range of ethnic identification experiences among different groups, emphasizing the significance of family, community, and societal elements in identity construction and validation. This review deepens knowledge on the factors affecting the formation of ethnic identity.

Keywords: ethnic identity, identity development, cultural influences, ethnic groups, diversity

PS 6: Home Science and Indigenous Knowledge System

Ms.Shree Kumari, Ph.D. Scholar, Lalit Narayan Mithila University, Darbhanga, Bihar

Home science and Indigenous knowledge systems are two distinct but interrelated fields that contribute significantly to sustainable living and community well-being. Home science encompasses various disciplines such as nutrition, textiles, human development, and family relations, focusing on practical applications within household settings. It integrates scientific principles with traditional wisdom to enhance domestic activities like cooking, nutrition management, childcare, and home economics. Indigenous knowledge systems, on the other hand, encompass the unique knowledge, practices, and beliefs developed by indigenous communities over generations. These systems encompass a wide range of subjects, including agriculture, medicine, natural resource management, and spirituality, rooted in local ecosystems and cultural contexts. They emphasize sustainability, resilience, and community cohesion, often offering holistic approaches to complex challenges. This abstract explores the intersection of home science and indigenous knowledge systems, highlighting their complementary roles in promoting sustainable livelihoods, health, and cultural continuity. By recognizing and integrating these knowledge systems, societies can leverage diverse perspectives and practices to address contemporary challenges such as food security, climate change adaptation, and health disparities. This interdisciplinary approach not only preserves cultural heritage but also fosters innovative solutions for global sustainability and community resilience in a rapidly changing world.

Keywords: sustainability, community well-being, traditional wisdom, cultural heritage, sustainable livelihoods.

PS 7: Tracing the Influence of Indigenous Textile Designs and Techniques on Indian Fashion Trends.

Ms. Supriya, Ph.D Scholar, Department of Fabric and Apparel Science, Lady Irwin College, University of Delhi, Delhi

This study aims to trace the influence of indigenous textile designs and techniques on contemporary Indian fashion trends, examining how traditional aesthetics and craftsmanship have shaped and continue to inspire modern fashion. Indigenous textiles are rich in cultural heritage, embodying centuries of refined skills, symbolism, and community identity. This research seeks to uncover the extent of their impact on the Indian fashion industry, highlighting the ways in which traditional elements are integrated into mainstream fashion and how they contribute to the industry's innovation and sustainability.

The methodology for this study involves a comprehensive literature review, field visits, and interviews with fashion designers, artisans, and historians. The literature review will provide a theoretical framework, exploring historical texts and previous studies on indigenous textiles. Field visits to textile-producing regions will allow for direct observation and documentation of traditional techniques and designs. Our findings reveal that indigenous textiles profoundly influence contemporary Indian fashion through several channels: the revival of traditional weaving techniques, the use of natural dyes, and the adaptation of indigenous motifs and patterns. Designers are increasingly recognizing the value of indigenous craftsmanship, integrating it into their collections to create unique, culturally rich garments. This trend not only preserves traditional practices but also promotes sustainability, as many indigenous techniques are environmentally friendly.

The outcomes of this research highlight the symbiotic relationship between indigenous traditions and modern fashion, suggesting that the past plays a crucial role in driving innovation and sustainability in the latter. Furthermore, the study underscores the importance of ethical practices, advocating for fair compensation and recognition of indigenous artisans. Future research could explore the global influence of Indian indigenous textiles, examining how these traditions are adapted and appreciated in international fashion markets.

Additionally, there is scope for investigating the economic impact of this integration on local communities, providing a deeper understanding of how fashion can contribute to cultural preservation and socioeconomic development.

Keywords: Indigenous textiles, Indian fashion, traditional techniques, sustainable fashion, cultural heritage, economic empowerment.

PS 8: A Study on Improving Public Health Nutrition Using Local Food Stuffs and Traditional Knowledge in Patna District Bihar

Nainshi Kumari, PhD Scholar, Department of Home Science, J. D women's college Patliputra University, Patna Bihar

Dr. Nidhi Sinha, Assistant Professor, Department of Home Science, J.D. Women's College Patliputra University, Patna, Bihar

In order to ensure general wellbeing and prevent chronic diseases, public health nutrition is essential. Even with the availability of processed foods and contemporary nutritional supplements, malnutrition and dietary-related illnesses still exist, especially in low-income areas. This study explores how utilising regional food sources and customary eating habits may improve public health nutrition. The project intends to develop successful techniques for merging indigenous food knowledge into contemporary dietary guidelines, with a focus on sustainable and culturally appropriate approaches. This will help to reduce malnutrition and promote general health. The objective of the current study was to examine how people in the Patna district of Bihar use traditional knowledge and culture in public health nutrition. Information on traditional dietary and health habits was gathered through interviews and questionnaires, and 100 households were chosen using a random purposive selection method. The study's findings showed that a variety of locally available foods were used for their health benefits, including rice beer for better health and fatigue relief, bottle gourd and sago dana kheer for better lactation and Babul leaves for fair baby during pregnancy. They used a variety of items to treat various illnesses, such as chutney made from wild ants for coughs, juice made from Giloy leaves for fevers of malaria, amar poi leaves for diarrhea, powder made from blackberry seeds for diabetes, Tulsi for eczema, neem leaves and oil for scabies, and mehendi roots for jaundice. Banana bug for piles, etc. There are many different kinds of medical facilities in that area, but people were not using them because of ignorance and misconceptions. Therefore, a focus on nutrition and health education for the local population is necessary, and more thorough scientific research is needed in this area in order to implement new methods for the coming generation.

Keywords: Nutritional deficiency, traditional diet, food habit, blackberry seeds, sago dana.

PS 9: A study of Adolescents Interest in Indigenous Cooking Recipes and Expenditure Interest

Ms. Muskan Sharma, PGT Teacher, D.A.V. Police Public School, Faridabad

Dr. Krishnaveni Achary, Senior Project Scientist, NCAHT

India's rich cultural heritage offers a treasure trove of knowledge applicable to modern Home Science practices. Indigenous knowledge systems and traditions hold a significant place in preserving cultural heritage across various communities worldwide. In the context of indigenous cooking, the interplay between tradition, modernity, and the engagement of youngsters plays a crucial role in shaping culinary practices and cultural expenditures. The research study will be an endeavour to examine how adolescents become interested in Indigenous cooking recipes and how

they exercise their expenditure interest. It will also reflect upon different types of mental processes associated with Indigenous nourishment of a body. The data will be collected from 30 adolescents from a private school which will be analysed by conducting structured interview. The data will be collected on interest on spending money towards different food items and also on traditional recipes that are indigenously prepared. The wisdom passed down through generations forms the bedrock of indigenous cooking practices. A futuristic approach to preserve and promote indigenous recipes will be provided in the study.

Keywords: Expenditure, Heritage, Indigenous Knowledge, Nourishment, Tradition

PARALLEL SESSION - 3

Date: 08/11/2024 || Timings: 3.10 p.m. to 4.30 p.m.

|| Venue: Library Reading Room ||

Chair: Prof. Sandeep Kumar, Professor, Faculty of Education, University of Delhi

Co-Chair: Mr. Prasenjit Roy, Assistant Professor, Department of Education, Lady Irwin College

THEME: ARTS, LITERATURE, AND AESTHETICS; AND THEME: YOGA AND AYURVEDA

PS 1: Re-reading Bhāsa: Exploring Ancient Sanskrit Drama and Its Modern Implications

Mr. Jatinpreet Singh, M.A. English Student, Department of English, Punjabi University, Patiala, Punjab

Bhāsa, a celebrated Sanskrit playwright, has been esteemed among the foremost writers of ancient India for over fifteen hundred years by classical Indian commentators and anthologists. Kālidāsa, in the prologue of his play *Mālavikāgnimitram*, refers to Bhāsa as one among the poets of ‘established fame’. This indicates that Bhāsa was well known in the Indian literary scene over fifteen hundred years ago, when Kālidāsa was still a young poet. However, the plays of Bhāsa were lost over time until 1912, when Mahamahopadyaya T. Ganapati Sastri discovered 13 Sanskrit plays now believed to be authored by Bhāsa. By Bhāsa’s time, classical Sanskrit drama had already developed certain conventions systematically described in the *Nāṭya Shāstra*. However, Bhāsa’s plays are notable for departing from these conventions in interesting ways. First, he dispenses with the opening benediction or *nāndī*, and closing benediction is also absent in some of his plays. Bhāsa’s most significant departure, however, lies in giving one of his plays a tragic ending, with the hero’s death on stage. The play *Urubhangam*, a powerful tragedy in modern terms, ends with the death of the hero (Duryodhana). Furthermore, in his six *Mahabharata* plays, Bhāsa frequently departs from, reinvents, and recreates episodes of the epic. The form of dramatic presentation that Bhāsa has devised in his plays has no other examples in the history of classical Sanskrit literature. The aim of this research paper is not only to enumerate the ways in which Bhāsa breaches the literary conventions of his time, but also, simultaneously, to explore the elements of modernity in his work. This endeavor necessitates a reevaluation and reformulation of our perspectives on Indian classical literature and tradition. The rediscovery of Bhāsa, a Sanskrit playwright who wrote fifteen hundred years ago and was modern and audacious enough to break the conventions of his time, undoubtedly has far-reaching implications for the past, present, and future of the Indian knowledge system. Therefore, this research paper also aims to explore the contribution of the rediscovery of Bhāsa’s work vis-à-vis the Indian knowledge system.

Keywords: Modernity in Bhāsa, Indian knowledge system, Sanskrit Drama, Indian classical literature and tradition.

PS 2: The portrayal of human emotions through Navarasas and it's Contemporary Relevance.

Debjani Bardhan Roy, M.A. History Student, Department of History, Jadavpur University, Kolkata

The Navarasa, one of the most important propositions in Indian classical arts consists of nine primary emotions: Śṛṅgāra (love), Hāsyā (laughter), Karuṇā (compassion), Raudra (anger), Vīra (heroism), Bhayānaka (terror), Bībhatsa (disgust) Adbhuta (surprise) and Śānta or Śamādhi. This research spans the relevance of the navarasas to performance, psychology and education in a contemporary context. Aimed at academics, practitioners and students of art education and music therapy who are interested in this socio- cultural context, the work contributes to an understanding of how these age-old emotional frameworks can function with current-day art making that addresses emotionality. This research bolsters the understanding that the concept of Navarasas offers a holistic instrument of emotional expression and connection on modern creative fronts that could in turn lead to richer cultural and psychological study. The study also brings out the possibility of Navarasas to be used in the development of innovative educational methodologies that leads for integrated learning process. Further research might want to focus on how Navarasas can be applied in the digital media and therapy context, potentially enhancing cross- cultural emotional literacy.

Keywords: Navarasas, Ancient History, Contemporary Relevance, Culture, Heritage, Art History

PS 3: The Resurgence of Theater and Drama: Catalysts for Empathy and Social Transformation in Contemporary Humanitarian Practice

Nirbhay Kumar Trigun, Ph.D. Scholar, Department of Humanities and Social Sciences, Maulana Azad National Institute of Technology, Bhopal, Madhya Pradesh 462003, India

Anjali Jain, Ph.D. Scholar, Department of Humanities and Social Sciences, Maulana Azad National Institute of Technology, Bhopal, Madhya Pradesh 462003, India

This research paper delves deep into the enduring relevance and modern-day significance of theater and drama in nurturing empathy and sparking profound societal shifts amidst the complex tapestry of global humanitarian efforts. Steeped in the rich traditions of ancient India and the foundational principles of Nāṭyashastra, it delves into the intricate interplay among personal expression, communal dynamics, and artistic engagement. By scrutinizing the teachings of Nandikeshwar's Abhinayadarpan and its core principles, notably delving into the profound concept of Rasa, the document highlights the timeless importance of these age-old wisdom in the contemporary landscape marked by momentous political, societal, and economic transitions. It asserts that the interpretative framework rooted in classical Indian aesthetics offers invaluable insights into the role of performing arts in tackling present-day challenges, including the global impact of crises such as the COVID-19

pandemic and the complexities of geopolitical tensions. Through advocating for the fusion of theater and drama as potent tools for worldwide well-being, the paper underscores their potential for catalyzing transformative change by nurturing empathy and steering positive societal evolution.

Keywords: Theater and Drama, Humanitarian Practice, Empathy, Social Change, Natyashastra, Rasa Theory.

PS 4: Need of Art in Student Teaching Learning in Education

Deeba Qureshi, Assistant Professor, Department of Applied Art, Faculty of Fine Arts, Jamia Millia Islamia, Delhi.

This paper examines the critical issues and barriers that art faces in the field of education. Often viewed as weaker and assigned a secondary status, art nonetheless plays a critical role in ensuring a brighter and more stable future. As awareness of this role grows, those in the arts are increasingly determined to pursue higher education and assist others in doing so, contributing to rapid literacy growth in the country. This analysis aims to help stakeholders in higher education strengthen the role of the arts and enhance their overall contribution to social development.

The integration of the arts in education offers a holistic approach to student development, addressing emotional, social, cognitive, and cultural aspects. Although still evolving, significant groundwork has been laid in this area. Engaging in the arts stimulates creative thinking and problem-solving skills, which are transferable to academic subjects and can enhance overall cognitive development. Art projects provide students with a sense of accomplishment and pride, boosting self-esteem and confidence. Furthermore, art allows students to explore and express their identities, fostering individuality and self-worth. In the long run, the arts have made enormous contributions to education and the improvement and elevation of society. Thus, the arts play a crucial role in educating both our minds and our souls.

In the late twentieth century, globalization brought the world closer together, profoundly impacting the arts. With the advent of technology, the arts found new vitality. After initially lagging behind, India eventually embraced this change, merging its creative forces with the evolving global landscape.

Keywords: Art, Higher Education, Strengthen Arts Roles, Holistic Approach

PS 5: Effect of Six Months Suryanamaskar Training on Selected Physiological and Motor Fitness Variables of School Going Students of Delhi

Mr. Praveen Kumar, Ph.d. Research Scholar, Department of Physical Education and Sports Sciences, University of Delhi, Delhi

Dr.J.P.Sharma, Professor, IGIPSS VIKASPURI, University of Delhi, Delhi

The purpose of this study was to see the effect of six months Surya-namaskar Training on selected Physiological and Motor Fitness Variables of School going students of Navyug School Mandir Marg, New Delhi. In this study one hundred students were selected randomly as subjects. Fifty subjects (students) age ranged from

under 13 to 16 years were kept for control group and another fifty subjects (students) age ranged from under 13 to 16 years were kept for experimental group. In this study - Explosive Strength and Speed were chosen as selected Motor Fitness Variables and Blood Pressure and Resting Heart Rate were selected as Physiological Variables. Experimental group was administered Surya-namaskar Training and control group has not been given any training. Pre-test data were collected from both the groups before giving six months Surya-namaskar Training and also post-test data were collected from both the groups at the end of six months Surya-namaskar Training. The data was collected for each variable through administering their respective tests. To ensure the reliability of collected data, the AAHPER youth fitness test was used to measure the selected Motor Fitness Components of students and Sphygmomanometer was used to measure the selected Physiological Variables of students. Descriptive statistics i.e. Mean, Standard Deviation and t-test were used as statistical technique to analyze the data in the present study. After statistical analysis, the findings showed significant effects of six months Surya- namaskar Training on selected Physiological Variables and Motor Fitness Variables of school going students of Delhi.

Keywords: Explosive strength, Speed, Blood Pressure, Resting Heart Rate, AAHPER Youth Fitness Test and Sphygmomanometer.

PS 6: The Changing Face of Ayurveda

Ms. Toorni Biswas, PG Student, Jawaharlal Nehru University

Ayurveda or the Veda of Life comprises of a large corpus of texts documenting various remedies and processes for the healing of the body and mind by balancing the elements and bodily humors. Ayurveda has had a very long history of practice in the Indian subcontinent with Vaidyas or Ayurvedic physicians becoming a respected professional class. However the introduction of Western medical systems from the nineteenth century posed tough competition to Ayurveda in practice and popularity. With Western medicine receiving patronage of the colonial government, practicing it became a lucrative enterprise, while at the same time Ayurveda received disdain from the colonizers as being outdated. Thus, Ayurveda was now confronted with Western medicine and was challenged to make efforts for its continued sustenance in an atmosphere of growing regard for Western medicine. This paper focuses on how the ancient system of Ayurveda tried to adapt to the changing trends. The paper undertakes a review of different literature, especially scholarly works, to try to bring to focus this changing face of Ayurveda at the turn of the century. Through incorporation of western medical diagnostic practices and the institutionalization of Ayurveda through the creation of Ayurvedic colleges and hospitals, the system attempted to retain its relevance in a time of competing medical trends. The paper tries to show that owing to the very flexible and adaptable nature of Ayurveda, it was able to integrate different medical practices into its corpus, which allowed it to remain a popular course of treatment for the masses and thus become an effective balance to the Western medical practices despite the colonial government's indifference.

Keywords: Ayurveda, Western medicine, institutionalization, indigenous medicine, composite medicine

PS 7: Exploring the Lived Experiences and Benefits of Integrating Yoga and Mindful, Satvic, Diverse Eating Practices

Prapti Gupta, Ph.D. Scholar, Department of Food and Nutrition & Food Technology, Lady Irwin College, University of Delhi, Delhi

Prof. Richa Mehta, Professor, Department of Education, Lady Irwin College, University of Delhi, Delhi

Prof. Mani Bhasin Kalra, Professor, Department of Education, Lady Irwin College, University of Delhi, Delhi

There is rising incidence of chronic health conditions and stress-related disorders. This study underscores the necessity for further research to substantiate these benefits and encourages the adoption of holistic health practices in both individual and community health programs. This study investigates the lived experiences of individuals who have integrated yoga and mindful eating into their daily routines, emphasizing the holistic benefits of these practices. The significance of this study lies in its potential to inform health and wellness practices by advocating for the integration of yoga and mindful eating as effective strategies for enhancing overall well-being. Objectives: To examine the lived experiences and benefits of integrating yoga, mindful eating and Satvic diet in life. Methodology: This study employs a qualitative research approach by analyzing existing texts and online testimonials. Data sources include personal blogs, health forums, and published articles where individuals share their experiences with yoga and mindful eating. Thematic analysis was conducted to identify recurring themes and patterns, capturing the holistic benefits reported by participants.

Findings: People practicing yoga and adopting diverse mindful eating practices enjoyed greater overall balance and satisfaction in daily life with enhanced physical health, including improved flexibility, strength, and digestion. They had better mental clarity, reduced stress, and emotional resilience. Conclusion: This study contributes to the field of health and wellness by highlighting the practical, lived benefits of yoga and mindful eating. It advocates for the inclusion of these practices in individual health routines and community health programs, promoting a more comprehensive approach to well-being.

Keywords: Satvic, mindful, diverse, health, integrated, wellbeing

PS 8: Contributions of Indigenous Knowledge System of Medicine in India: A Review of Modern Health Care Practices

Sasmita Sahoo, Ph. D. Scholar, Gangadhar Meher University, Odisha

This paper is based on a comprehensive understanding of the great variety of knowledge, means, methods and skills in the domain of health and medicines in India since ancient time. Ayurveda and siddha system of medicine came into existence after Aryan's invasion that developed a comprehensive concept of health. During Mughal period, Unani system of medicine was introduced. From the 18th century, British introduced the allopathic system of medicines based on scientific theories and this has achieved great success in the domain of health and illness. This shows the pluralism

of medicines and health practices that includes Ayurveda, siddha, Unani, naturopathy, homeopathy and allopathy etc. But unfortunately, the indigenous knowledge of medicines and health could not receive enough attention in the public health sector of India. The indigenous system of medicine consists of codified and organized knowledge with sophisticated theoretical foundations, expressed in several ancient books such as Atharvaveda and Charaka and Susruta Samhita. Ancient Indians made great advancement in terms of health, medicines and surgery. With this background, the current paper attempts to understand how the Indian traditional knowledge of health and medicines has contributed to the modern healthcare system and how it can be better integrated to the existing healthcare for the betterment of the common masses. In the findings, the paper explains the significance and benefits of integrating the traditional indigenous medical knowledge into the modern healthcare practices in the era of emerging and dynamic diseases and illness.

Keywords: Indigenous knowledge, Ayurveda, Siddha, Unani, health practices

PS 9: The Role of spices in traditional Indian medicine for management of Diabetes

Neha Sahani, Ph.d Scholar, University Department of Home science, Lalit Narayan Mithila University of Darbhanga

Dr. Manju Kumari, Assistant professor, Home Science Department, Mithila Mahila College, Darbhanga

Chronic hyperglycemia, a common metabolic disorder known as diabetes, has been a focus of attention in recent years. The use of spices for various medical conditions and their positive health effects has garnered significant interest. Due to their biological activity, these chemicals may have applications in medical fields. The main active compounds in spices are known to have antidiabetic effects. Many spices have been used in traditional Indian medicine, particularly Ayurveda, for their medicinal properties. This review aims to emphasize the chemical components, composition, compositional changes, putative biological activities, and health impacts of spices. The role of several spices, including black pepper, garlic, ginger, fenugreek, turmeric, and cinnamon, in the treatment of diabetes is examined in detail. Bioactive substances such as curcumin, trigonelline, cinnamaldehyde, charantin, piperine, gingerols, and sulfur compounds are abundant in these spices, helping to control blood sugar levels, improve insulin sensitivity, and reduce oxidative stress. Preclinical and clinical studies attest to their effectiveness in lowering blood glucose levels and enhancing insulin action. Incorporating these spices into meals or taking them as supplements presents a viable alternative to traditional diabetic care. Therefore, the current study aims to investigate the potential of spices in managing diabetes. Future research should focus on standardizing dosages, assessing long- term safety, and exploring synergistic effects.

Keywords: Spices, medicinal value, Diabetes, antioxidant, Ayurveda

PARALLEL SESSION - 4

Date: 08/11/2024 || Timings: 3.10 p.m. to 4.30 p.m.
|| Venue: Department of Education, Faculty Room (Ground Floor) ||

Chair: Dr. Girish Bala Choudhary, Ex Faculty, Department of Education, Lady Irwin College

Co-Chair: Dr. Chetna Arora, Assistant Professor, Department of Education, Lady Irwin College

THEME: PHILOSOPHY AND ETHICS; AND THEME: SOCIAL SYSTEMS AND GOVERNANCE

PS 1: Cultivation of Moral Values through Narratives inspired by the Indian Knowledge System

Ms. Shreya Katiyar, Research Scholar, Department of Education, University of Lucknow, Uttar Pradesh

Dr. Arpana Godbole, Associate Professor, Department of Education, University of Lucknow, Uttar Pradesh

Cultivation of moral values is vital for the comprehensive development of individuals and society. Indian traditional stories are a promising resource for this purpose because they are full with moral precepts. This study examines the effectiveness of moral lessons delivered through stories influenced by the Indian Knowledge System. The research employed a single- group experimental design, focusing on a sample of 30 students of middle school aged between 11 to 13 years. A Moral Judgement Test was administered. A pre-test examined the students' baseline moral beliefs, followed by a 10-day intervention in which students engaged in daily sessions that included stories from Indian epics like the Mahabharata and Ramayana, along with traditional literature like the Jataka Tales and Panchatantra. The stories chosen by researcher incorporate values such as honesty, respect and responsibility, fairness, caring & courage etc. The purpose was not only to share these narratives but also to foster discussions and reflections on the moral lessons within them. A post- test was conducted to assess the changes in moral values. The collected data was analyzed using a paired t-test to determine the statistical significance of any observed differences. The results indicated significantly enhanced moral values after the intervention program. This study highlights the importance of integrating cultural and traditional elements into contemporary education. It indicates that the rich tradition of Indian storytelling can be used to foster moral growth in young students, thereby providing them with a solid ethical foundation. It may also have an impact on future educational practices and policy decisions.

Keywords: Moral Values, Indian Knowledge System, Indian traditional narratives, Ethical Education, Storytelling

PS 2: Hidden Wisdom: The Knowledge System of Thievery in Ancient India Mr. Protim Sadhukhan, Student of Masters, Jadavpur University

This paper delves into the ancient knowledge system of thievery, a historically significant yet often overlooked aspect of study, as evidenced by the inclusion of 'steyaaprakaraṇa' in numerous normative and legal texts. Maurice Bloomfield posited the existence of manuals dedicated to the art of stealing, suggesting a formalized tradition known as 'steyaśāstra' in ancient Indian culture. Various references in Sanskrit literature, Buddhist Jatakas, and Jain texts describe thievery as a profession requiring substantial expertise, thereby elevating it to a structured knowledge system. This study raises critical questions: Why did these texts accord such importance to an illegal profession? How were thieves depicted in different literary and normative texts? What perspectives did these texts offer on thieves? Were there underlying dialectical ideologies influencing these narratives? Was there a religious connection to the knowledge of thievery? What techniques did thieves employ? By examining these questions, this paper aims to explore the origins and significance of this counterculture, which advocated for the systematic study of 'illegal' subjects, juxtaposed with socially defined knowledge. The focus will be confined to literary sources from ancient and early medieval India, providing a comprehensive analysis of this intriguing aspect of historical knowledge systems.

Keywords: Steyaśāstra, Thievery, Counterculture, Thief, Knowledge System

PS 3: मानवाधिकार दर्शन का पुलिस बल के संदर्भ में एक विश्लेषण

अनवर अली, पी.एच.डी. स्कॉलर, राजनीति विज्ञान विभाग, दिल्ली विश्वविद्यालय, दिल्ली

मानवाधिकार प्रत्येक मनुष्य के अस्तित्व को बनाए रखने तथा उसके व्यक्तिगत विकास के लिए आवश्यक जरूरत है। मानवाधिकार मनुष्य को मानव के रूप में जन्म लेने के साथ प्राप्त हुए हैं। जिनका स्वरूप सार्वभौमिक, प्राकृतिक, नैतिक व मानवीय है। जिसे वैधानिक आधार 1948 में संयुक्त राष्ट्र संघ की मानवाधिकार दस्तावेज की सार्वभौमिक घोषणा ने प्रदान किया। मानवाधिकार दर्शन की जड़ें मनुष्य द्वारा अधिकारों को लेकर किये गए ऐतिहासिक संघर्ष से जुड़ी हुई हैं। जिसमें न सिर्फ विभिन्न विचारधाराओं जैसे उदारवाद, समाजवाद, साम्यवाद, नारीवाद, मार्क्सवाद तथा विउपनिवेशवाद इत्यादि को समाहित किया गया बल्कि मानवाधिकारों पर विभिन्न सभ्यताओं के धार्मिक मूल्यों तथा उनके सिद्धांतों जैसे हिन्दू सभ्यता की धर्मा की संकल्पना, अहिंसा, शांति, मानवतावाद तथा सार्वभौमिक समुदाय इत्यादि संकल्पना का प्रभाव देखने को मिलता है। मानवाधिकार दर्शन कन्फ्यूशियस की निष्पक्ष वितरण व शिक्षा की अवधारणा तथा बौद्ध धर्म की धार्मिक सहिष्णुता, पुरुष व स्त्री के बीच समानता तथा जीवनयापन के लिए न्यूनतम संसाधनों का प्रयोग इत्यादि को समाहित किये हुए है। कुरान व बाइबल जैसे ग्रंथों की व्यक्तिवाद, मानवतावाद, भाईचारा, धार्मिक सहिष्णुता, मनुष्य की दासता से मुक्ति तथा सम्पत्ति व आत्मरक्षा इत्यादि संकल्पना का प्रभाव मानवाधिकार दर्शन पर रहा है।

मानवाधिकार की संकल्पना में समय के अनुरूप परिवर्तन होते रहे हैं। नए मानवाधिकारों की मांगों को संधियों व अन्तर्राष्ट्रीय सम्मेलनों के द्वारा उन पर सहमति बनायी गयी है। चाहे वह जैसे बालिका के मानवाधिकार, ट्रांसजेंडर के मानवाधिकार, मुल्जिम के मानवाधिकार, प्रवासी के मानवाधिकार तथा स्वच्छ पर्यावरण से जुड़े मानवाधिकार इत्यादि वर्तमान में पुलिसकर्मियों के

मानवाधिकार का विषय एक नवीन विषय के रूप में राष्ट्रीय व अन्तर्राष्ट्रीय स्तर पर उभर कर सामने आया है। भारत में सभी नागरिक समान हैं। जिन्हें समान रूप से संवैधानिक तौर पर अधिकार प्रदान किये गए हैं। लेकिन उनका उपयोग व्यवहार में भिन्न हो जाता है। इसमें हमारे सुरक्षा बल शामिल हैं। यदि हम पुलिस बल के मानवाधिकार विषय में बात करें तो व्यवहारिकता में उनके पास कोई मानवाधिकार नहीं है। अनुशासन व औपनिवेशिक विरासत के चलते उनके मानवाधिकार को सरकार द्वारा प्रतिबंधित कर दिया गया। न तो उनके पास विचार अभिव्यक्ति की स्वतंत्रता है और न वह कोई संघ बना सकते हैं। वह अपने शोषण के विरुद्ध अनुशासन के कारण किसी भी मंच पर अपना विरोध दर्ज नहीं करा सकते। काम की अधिकता के चलते वह बिना अवकाश के सामाजिक अलगाव के शिकार हैं। उनके लिए काम के घंटे निर्धारित नहीं हैं। वह 24 घंटे के लिए सार्वजनिक सेवक हैं। राजनीतिक दबाव व काम की अधिकता के कारण मानसिक उत्पीड़न के शिकार हैं। वहीं असाधारण परिस्थितियों तथा हिंसात्मक भीड़ का सामना करते हुए उनके पास व्यक्तिगत आत्मरक्षा का कोई अधिकार नहीं है। जिसका नकारात्मक प्रभाव उनके व्यक्तिगत जीवन पर पड़ता है।

eq[; 'kCn % मानवाधिकार, विभिन्न सभ्यता, दर्शन, पुलिस.

PS 4: Nationalism and 'Vasudhaiva Kutumbkam': Two Ideals and One Idea

Mr. Pinku Jha, Assistant Professor, Department of Development Studies, Vivekananda Global University, Jaipur

In the context of Indian knowledge tradition, this paper explores the intricate relationship between the concept of 'Nationalism' and 'Vasudhaiva Kutumbkam'. This study aims to investigate the potential political meanings of Vishwa and Rastra (Nation in the Western Vocabulary) in Indian political thinking, as well as the ways in which they have become entwined over time. It lends credence to the theory that nationalism strengthens the foundation for raising the value of welfare to the level of the global village rather than being in opposition to Vasudhaiva Kutumbkam's ideal. The researcher has used a hermeneutical approach to research as well as relational and content analysis techniques in an attempt to meet the goals of the current paper. The work has added to the current body of knowledge in the subject of politics and its discourse, but it also makes a strong case for revisiting the social sciences' epistemology from the perspective of Indian studies.

Keywords: Hermeneutical, Indian, Political, Rastra, Vishwa

PS 5: Intellectual Property Rights for Knowledge System in India

Ms. N. Shradha Varma, Assistant Professor, Economics and Maitreyi College, University of Delhi

Since ages India has established itself in a significant position on global platform in terms of its knowledge base created by its cultural setup, interaction of ethical and moral values within the diverse social structure. There is no denial to the fact that India is blessed to have its contribution to the knowledge system through its traditions, ideas, cultural views, moral setup etc. in domains including music, medicine, economics, mathematics, architecture and so on. The process of creating new learning

material and knowledge requires elaborated research- based activities and further development and support to protect and preserve that research which brings in the idea of Intellectual Property Rights (IPRs). This paper focuses on establishing the necessity of IPRs in Indian territory to promote R&D based activities in all fields so that knowledge system in India can widen itself and hence progress. Using the data of existing legal ways of providing IPRs and respective data of expenditure on R&D through secondary sources will help in understanding the link between intensity of R&D occurring and protection provided to the same in India. Econometric analysis along with social perspective of need of IPR will be the methodology of this paper. This study has relevant scope for future as knowledge will continue to prevail and grow and their IPRs help in protecting the rights of the creators of knowledge so that their efforts are respected and give them moral motivation for future research and knowledge creation.

Keywords: Knowledge, Intellectual Property Rights, Research, Learning

PS 6: Locating women and children in the Uttarakhand Ramlilas: An Inquiry into Indigenous Practices

Dr. Punita Gupta, Associate Professor, Aditi Mahavidyalaya, University of Delhi
Ankita Bhattacharjee, Field Investigator Aditi Mahavidyalaya, University of Delhi

The Himalayan cities, lying at the threshold of mountains and plains till date hosts the traditional dramatisation and performance of the ancient text of Ramayana. The Ramlila performance from an onlooker's eye is just about the songs, acts and characters. But looking nuanced, one can find its different and multilayered aspects. There are both onstage and offstage elements which makes a Ramlila what it is. This paper comes from the field visit of various Ramlilas in the Garhwal and Kumaon regions of Uttarakhand where it has been attempted to see the various intersectional elements and processes that lie beyond the Ramlila's curtains and give it its present form. This paper traces the changes in the Indigenous practices and dramatisation of Uttarakhand's Ramlilas and locating women and children amidst these changes. The positionality of women and children has both been shaped by the changes in the Ramlila practices and has initiated changes in the practices. This paper is an attempt to locate these changes and the positionality of women in children in this myriad of Ramlila practices and processes.

Keywords: Dramatization, Indigenous Practices, Ramlilas, Ancient Text

PS 7: Digital Lending as a Modern Socio-Economic Empowerment Tool within the Indian Knowledge System for Women Entrepreneurs

Mr. Ravindar Meena, Assistant Professor Janki Devi Memorial College, University of Delhi

Ms. Puja Tripathi, Assistant Professor Lady Irwin College, University of Delhi

The introduction of digital lending platforms has changed the financial landscape in India, opening up new avenues for economic empowerment, particularly for women entrepreneurs. This study investigates digital lending as a socioeconomic

empowerment tool that connects conventional financial practices within the Indian Knowledge System (IKS) with cutting-edge fintech innovations. We hope to gain an understanding of how digital lending platforms promote financial inclusion, credit availability, and economic resilience among women who have historically been under-represented by traditional banking institutions by analysing their impact on women entrepreneurs. The study used a mixed-methods approach, integrating qualitative interviews with quantitative data analysis from several places across India, to capture the individual and community-level effects of digital lending. Our findings show the numerous advantages of digital lending, such as improved financial literacy, growth in micro and small businesses, and increased autonomy for women entrepreneurs. The report does, however, look at obstacles such as digital literacy barriers, credit risk, and regulatory concerns, all of which have an impact on the success of these platforms. By putting digital lending within the larger context of IKS, we can see how these financial innovations align with India's socio-cultural norms and community structures, generating a hybrid of traditional trust networks and modern technology. This study highlights the potential of digital lending to transform gender dynamics in Indian entrepreneurship, hence promoting individual empowerment and long-term economic progress. Future research should look at the policy implications and scalability of these platforms to reach an even larger audience of women entrepreneurs in India.

PARALLEL SESSION - 5

Date: 08/11/2024 || Timings: 3.10 p.m. to 4.30 p.m.

Venue: B.Ed. Classroom (First Floor)

Chair: Dr. Vikas Beniwal, Assistant Professor, Faculty of Education, University of Delhi

Co-Chair: Dr. Nazli, Assistant Professor, Special Education, Lady Irwin College

THEME: EDUCATION AND EXTENSION

PS 1: Acquiring Proficiency in English to Promote IKS

Ms. Vandita Sharma, PGT, Department of English, Birla Balika Vidyapeeth, Pilani

‘English language proficiency is a crucial skill in today’s globalized world. As the lingua franca of business, science, and international communication, English proficiency opens up countless opportunities for individuals in both their personal and professional lives.’ (Guilherme, 2007) India has a rich legacy of knowledge encompassing Yoga, Ayurveda, performing arts, Vedas. Given the linguistic diversity in the country, a common language is necessary to share this cultural heritage within India and globally. Thus, English has become the ideal language as it is the ‘lingua franca’ of business, science, and international communication. Proficiency in English opens a window to the world by enabling us in exchange of ideas. It also helps in showcasing and disseminating our cultural wealth across the globe.

Today’s boarding schools are yesterday’s ‘Gurukuls’, that offer experiential learning through the primary medium of instruction, English. With students coming from various backgrounds, areas, acquiring proficiency in this language is a challenge. Language is a medium through which we can communicate our thoughts, ideas, emotions and views. Thus, it is only when a child acquires proficiency can he/she explore the rich cultural heritage and intriguing mysteries of our past. The purpose of this research is to investigate all the factors namely parents, teachers and peers that influence the acquisition of English as a second language (ESL) among students of grades 9 to 12. This study aims to deepen our understanding of English as a Second Language (ESL) acquisition and its significance in promoting India's cultural heritage worldwide. The research seeks to identify the challenges faced by students in acquiring English proficiency and to explore potential interventions and policies that could support the acquisition of English as a second language. Ultimately, the goal is to contribute to the development of educational strategies that address disparities in language learning and promote academic success for all students, regardless of their sociocultural background.

Keywords: Acquisition of ESL, Influence of parents, peers, teachers, promote academic success, Residential Schools

PS 2: Education and Islam: Teachings of the Quran and Hadith

Ms. Arisha Sajid, PhD Scholar, Lady Irwin College, University of Delhi, Delhi
Prof. Richa Mehta, Associate Professor, Department of Education, Lady Irwin College

This research explores the profound emphasis on education within Islam, focusing on the teachings derived from the Quran and Hadith. The Quran, Islam's holy book, and the Hadith, records of the sayings and actions of the Prophet Muhammad, serve as foundational texts that guide the spiritual, ethical, and intellectual development of Muslims. This study delves into the Quranic verses and Hadith narrations that underscore the significance of knowledge, learning, and the pursuit of education both as a form of worship and societal duty. The research highlights key themes such as the obligatory nature of seeking knowledge, the value of both religious and worldly education, and the egalitarian approach to education in Islam, which mandates learning for both men and women. By examining classical Islamic scholarship and contemporary interpretations, this study aims to provide a comprehensive understanding of how Islamic teachings advocate for a holistic educational framework that integrates moral and intellectual growth. The findings of this research underscore the enduring relevance of Islamic educational principles in fostering a knowledgeable, ethical, and just society.

Keywords: Education, Quran and Hadith, Muslims, knowledge, teachings

PS 3: Teacher Education Revisited: From Traditional old to Modern era

Ms. Nalini Verma, Ph.D. Scholar, Department of Education, University of Lucknow, Uttar Pradesh

In the realm of education and research, the IKS offers unique perspectives and methodologies that can complement and enrich modern academic approaches. This research paper engaged in the evolution of teacher education in India, tracing its journey from traditional methods rooted in the Indian Knowledge System (IKS) to modern approaches influenced by global educational paradigms. Using a qualitative methodology, this study undertakes an exploratory investigation, drawing insights from expert analysis and interpretation. This study explores the philosophical underpinnings of ancient Indian education systems, such as the Gurukula tradition, and analyzes how these have been transformed and integrated into contemporary teacher education programs. This paper highlights the continuities and discontinuities in teacher education practices by examining historical texts, policy documents, and current research. It argues that while modern teacher education in India has adopted many global practices, there is a growing recognition of the need to incorporate elements of the IKS to create a more culturally relevant and effective teacher training system. The study examines how traditional Indian pedagogical approaches can be synthesized with modern educational theories to create a more holistic and culturally relevant teacher and also investigates the potential benefits and challenges of integrating IKS into teacher education programs, considering the diverse cultural and educational landscape of India. Through a comprehensive literature review and analysis of current practices, this study aims to provide insights into how key elements of IKS can be effectively incorporated into teacher training to enhance

pedagogical practices, teacher preparedness, and preserve cultural heritage. The findings suggest that incorporating IKS elements into teacher education programs can lead to more effective, culturally responsive, and innovative teaching practices. The paper concludes by proposing strategies for a balanced approach that combines the strengths of traditional and modern teacher education approaches, potentially offering a pathway for other developing nations with rich indigenous knowledge systems and shaping the future of teacher education in India. This study also suggests some recommendations for policy reforms and future research directions to fully leverage the potential of IKS in teacher education.

Keywords: Teacher education, Indian Knowledge System, Gurukula, modern pedagogy, educational reform

PS 4: Primary Teachers' Readiness on using ICT as a Pedagogical Tool in Government Schools of Delhi

Ms. Vaishali Teotia, Ph.D. Scholar, Institute of Home Economics, University of Delhi, Delhi

The implementation of the National Education Policy 2020 in India has significantly altered and reformed the country's educational system. The use of ICT in primary school is one of the main areas of concentration. The teacher is one of the most significant individuals involved in incorporating ICT in the classroom. They play a crucial part in engaging students who can contribute to society and have 21st-century abilities. The NCF 2023 highlights the value of technology in education and provides guidelines for using ICT into instruction. The purpose of this study is to investigate how government school primary teachers see the usage of ICT as a pedagogical tool. Information and Communication Technology usage survey was employed, with sample of 150 primary school teachers. The results indicate that although educators are aware of the potential advantages of using technology in the classroom, such as increased student engagement and better learning outcomes, they also encounter a number of difficulties, such as restricted access to technological resources, insufficient training, and a lack of institutional support. The study emphasizes the necessity of enhanced administrative support, better infrastructure, and extensive professional development programs in order to empower primary teachers in government schools to successfully use ICT as an important pedagogical tool. The data gathered from this study can help stakeholders in education and policymakers design initiatives that eliminate roadblocks and enable educators to easily incorporate ICT into their lesson plans.

Keywords: Primary teachers, Perception and challenges, Information and Communication Technology, Government school, NEP 2020

PS 5: Peeping of Indian tradition of Toys and Games inside the Classrooms and development of 21st century skills

Ms. Alka Verma, Assistant Professor, Aditi Mahavidyalya, University of Delhi, Delhi

NEP 2020 talks focus on play-based pedagogy for Foundational and Preparatory classes with an emphasis on early literacy and numeracy development as well as the development of cognitive, emotional, and psychomotor skills. The policy further suggests updating and redesigning every facet of the educational system while preserving Indian customs and values. The present study tries to explore the various forms of Indian traditional games and their association within the Indian classrooms. The main objectives of the study was (i) to Identifying Indian traditional games, toys and plays and its forms, (ii) to list out the 21st century skills (as described by CBSE,2020) associated with Indian traditional games, toys and plays and its forms (iii) locating the uses of Indian traditional games, toys and plays and its forms by the pre-service teachers during their internship program, (iv) to determine their perception regarding ‘engagement in games during teaching-learning process’ and ‘engagement in teaching-learning process through games i.e. the toy-based pedagogy. Qualitative research method was used during the study. Content analysis technique helps in achieving the result of initial two objectives. Classroom observations and unstructured interviews help in achieving the results of the last two objectives respectively. Various Indian traditional street games, board games, playing with materials were identified with a conclusion about development of Learning skills like communication, creativity (making aeroplanes, boats etc using waste papers), critical thinking, reasoning {(playing with cards, ludo, kanche (marbles))}, collaboration (vish-amrit, bandhi-chain, gallery etc), Life skills like social interaction (patangbaji etc), leadership and responsibility skills (stapu, char parchi etc) and so on. The results further show that pre-service teachers use various games as an activity to enhance learning but face challenges as well. It also shed light on pre-service teachers' perception about engagement in games during teaching-learning process’ and ‘engagement in teaching-learning process through games. Very few pre-service teachers said that the two approaches are different while others were unable to elaborate on it. The study provided scope for (i) enhancing 21st century skills among students with the toy-based pedagogy, (ii) focus Indian traditional games and the pedagogy to include them in pre-service as well as in- service teacher training program.

Keywords: Indian traditional games, Toy-based pedagogy, 21st century skill, Pre-service teachers

PS 6: Integrating Indigenous Knowledge System into the Indian School Science Curriculum

Ms. Mitali Patle, PhD Scholar, National Institute of Educational Planning and Administration (NIEPA), New Delhi

The Indian knowledge system aims to promote the integration of ancient traditional knowledge of India with the contemporary knowledge system. NEP 2020 prescribes the inclusion of Indigenous knowledge into the school curriculum as this localised content will make learning more relevant to the student environment and community. For the

integration of indigenous knowledge into the science curriculum following questions needs to be addressed: Where does the indigenous knowledge can be found? How does the indigenous knowledge can be integrated with the contemporary knowledge in the science classroom? The aim of this paper is to make sense of indigenous knowledge and further look into the ways for the inclusion of traditional science knowledge into the official science curriculum. The indigenous knowledge could offer traditional medicine, farming practices, nutrition, food preservation practices, local plants and animals, understanding of nature and many more. To bring this indigenous knowledge into the science curriculum in a legitimised way means that implicit ontologies and marginalised epistemologies needs to be explored and accorded respect. One needs to understand these implicit ontologies and marginalised epistemologies of indigenous knowledge for integrating it into the school textbooks, curriculum and pedagogy. To pull together the nuances of worldview and local knowledge for the bases of science curriculum is complex process. The issue of status, validation and identity begin to rise in the context of what counts as knowledge and who decides this knowledge. Thus, school and community have to work together for designing the science curriculum. The integration must go beyond just fitting some bits of indigenous knowledge into the official contemporary science curriculum. While designing science curriculum relevant to socio- cultural background of learners one needs to ensure that global perspective of science education is also taken into account in an equal manner. Together traditional science knowledge and contemporary science education will contribute to the meaningful science learning and community-centred learning.

Keywords: Indigenous knowledge, Science education, community-centred learning, traditional science, NEP 2020

PS -7 ग्रामीण क्षेत्र की महिलाओं में शिक्षा का प्रभाव

Jyotsana Yadav, Research Scholar, Department of Home Science, LNMU, Darbhanga, Bihar.

ग्रामीण महिलाओं में शिक्षा के अभाव के कारण बहुत से समस्याओं का सामना करना पड़ता है जैसे सामाजिक, सांस्कृतिक, आर्थिक, रूढ़िवादी ,आदि इसीलिए वर्तमान में सरकार निरंतर ग्रामीण शिक्षा के स्तर को बढ़ाना चाहती है, और उसके साथ महिला शिक्षा की व्यवस्था को भी आधुनिक रूप देना चाहती है। जब तक ग्रामीण महिला की शिक्षा का स्तर अच्छा नहीं होगा तब तक उसके परिवार एवं समाज के लोगों को समग्र विकास संभव नहीं है। इसीलिए ग्रामीण समाज में शिक्षा पर अधिक ध्यान दिया जा रहा है। क्योंकि शिक्षा अत्यंत महत्वपूर्ण है, शिक्षा एवं जागरूकता से महिलाएं अपने अधिकारों के प्रति निर्भर हो रही है। महिलाओं को शिक्षित होने से समाज में होने वाली बुराइयों जैसे- दहेज प्रथा, कन्या भ्रूण हत्या, यौन उत्पीड़न एवम पोषण से निपटारा आदि को दूर किया जा सकता है । महिलाओं को शिक्षा देना उतना ही आवश्यक है जितना की ऑक्सीजन लेना । महिलाएं शिक्षित होगी तो अपने घर के साथ- साथ समाज का भी विकास करने में मदद करेंगी । कुमारी, (2017), महिलाओं के विकास में कौशल की भूमिका में पाया है, कि महिलाएं शिक्षा एवं कौशल के माध्यम से रोजगार आर्थिक स्थिति और खान-पान आदि की व्यवस्था मजबूत होता है । अध्ययन उद्देश्य मे शिक्षा के माध्यम से समाज एवं परिवार का विकास होगा शोध क्षेत्र एवं प्रविधि उत्तर प्रदेश के बस्ती जिले के गौर ब्लाक में 3 से 6 वर्ष के बच्चों के शिक्षित मां का डाटा साक्षात्कार प्रश्नावली सर्वे विधि से एकत्र किया। शोध निष्कर्ष में

पाया कि जो महिलाएं शिक्षित एवं जागरूक थी वे अपने परिवार के सामाजिक एवं आर्थिक स्थिति का समाधान करती हैं और संतुलित आहार से बच्चों एवं परिवार के सदस्यों के स्वास्थ्य की देखभाल भी उचित प्रकार से करती हैं ।

eq[; 'kCn % महिला, शिक्षा, विकास, ग्रामीण

PS 8: Teacher and the Taught: Guru Shishya Parampara and NEP 2020

Dr. (Ms.) Shubhra Seth, Associate Professor, Department of Political Science, Indraprastha College for Women, University of Delhi, India.

At the core of the ancient Indian educational system, the Guru-Shishya Parampara cultivated a unique experiential learning approach across diverse domains such as Vedic, architectural, musical, and spiritual knowledge. Within the Gurukulas, where Shishyas resided with their Gurus, the focus was not only on academic pursuits but also on character development and holistic learning. This system centered on the profound relationship between a teacher (guru) and their disciple (shishya). Here knowledge was not merely about information acquisition but also encompassed a deep understanding of life, values, and spirituality.

The National Education Policy 2020 (NEP) is the result of a mammoth exercise to integrate Indian traditional value-based education with technology adapted teaching and learning process. It aims to introduce innovation in the existing education system through a multi- pronged approach, one of which is developing a pedagogy that makes education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible and enjoyable. The policy has a learner centric approach and revives the Guru-Shishya parampara. The policy allows meaningful spaces in choosing aspects of pedagogy where teachers may plan teaching-learning in the manner they find most effective for the students in their classrooms. The value added courses, emphasis on vernacular and skill enhancement all give a glimpse of multilayered teaching that a Guru would impart to their Shishya in earlier times. Supporting the ecosystem through environmental awareness, to know and learn the actions needed to mitigate the effects of environmental degradation, climate change and most important community engagement and service. This paper shall attempt to explore various aspects of NEP 2020 and how this policy is reviving the Indian Knowledge System enabling present day teaching and learning to be firmly rooted in the ancient heritage of our country upholding the Guru-Shishya parampara.

Keywords: NEP 2020, teaching-learning, Guru-Shishya Parampara, inclusive, holistic learning

PS 9: Flexible Learning in Traditional Indian Education: A Study of Part-Time Education Models for Working-Class Students in Indian Knowledge System

Mr. Umair Abdul Latheef, Graduate Student, Jamia Madeenathunnur, Kerala

The Indian Knowledge System, rooted in ancient traditions, offered a comprehensive approach to education that integrated spiritual, intellectual, and practical learning. This system, shown by institutions like Gurukulas, and Palli-Dars emphasized holistic

development and the transmission of knowledge across generations. This paper examines the flexible learning models that accommodated working-class students, particularly those balancing education with livelihood responsibilities. The research explores how the traditional Indian education system used methods to harmonize learning with practical life experiences, fostering academic growth and professional development. The study analyses various community support systems, seasonal adjustments and various learning schedules that hold working students. Furthermore, this paper examines psychologically how vocational education blended work and learning, impacting compromising stress and well-being. It also explores the apprenticeship models and strategies used to balance education with work responsibilities, highlighting how the flexible nature of the system allowed students of all ages and backgrounds to access education. This study employs a mixed-method approach, combining analysis of ancient texts, published works, historical books on the Indian Knowledge System and traditional education practices. In addition, various senior scholars and practitioners are interviewed to obtain authentic information. This methodology aims to provide a comprehensive understanding of flexible learning models in ancient Indian education. Findings reveal that the Indian Knowledge System employed various strategies to accommodate working students, including seasonal study arrangements aligned with agricultural cycles, community-supported learning initiatives, and apprenticeship models that blended theoretical knowledge with practical application. The study also uncovers the psychological benefits of this integrated approach, showing improved learning outcomes and maintaining work satisfaction among students. Future research could explore the applicability of these historical models in current educational settings, particularly in developing countries with large working-class populations.

Keywords: Indian Knowledge System, Flexible Learning, Work-Study Balance, Vocational Education, Traditional Education Models

PARELLEL SESSION - 6

Date: 09/11/2024 || Timings: 1:45 p.m. to 3.15 p.m.

|| Venue: B.Ed. Classroom (First Floor) ||

Chair: Prof.Kalyani Akalamkam, Faculty, Lady Shriram College, University of Delhi

Co-Chair: Dr. Priya Khurana, Assistant Professor, Department of Education, Lady Irwin College

THEME: SCIENCE AND TECHNOLOGY; AND THEME: ARCHITECTURE AND PLANNING

PS 1: Exploring the Indian Knowledge System: Chemical Sciences in Tradition and Modernity

Ms. Yashi Goyal, M.Ed. Scholar, Department of Education, University of Delhi, Delhi

This research delves into the rich legacy of Indian Knowledge Systems (IKS) with a specific focus on its contributions to the field of chemistry. The primary objective is to bridge the gap between traditional knowledge and modern scientific advancements. The methodology involves a multi-pronged approach. A thorough analysis of ancient Indian texts, archaeological evidence, and scholarly works has been conducted to identify and understand documented chemical processes and concepts. These findings have been compared and contrasted with established scientific principles in modern chemistry. Case studies have been explored to showcase the practical applications of traditional Indian chemical knowledge in various areas. The research reveals a well-developed scientific tradition in ancient India, characterised by keen observation, experimentation, and a holistic understanding of nature. The outcomes of this research contribute to the revitalisation of IKS and its potential integration into mainstream chemistry. It holds the promise of fostering scientific innovation, promoting sustainable practices, and fostering a deeper appreciation for India's scientific heritage.

Keywords: Chemistry, Indian Knowledge Systems (IKS), Scientific Principles, Sustainable, Traditional

PS 2: Artificial Intelligence (AI) and the Future of Education

Ms. Megha Verma, PhD Scholar, Department of Home Science, Lady Irwin College, University of Delhi, Delhi

Dr. Punya Pillai, Assistant Professor, Department of Home Science, Lady Irwin College, University of Delhi, Delhi

Artificial Intelligence (AI) is continuously shaping the future of education by transforming learning environments. AI has not only entered the area of education but it is also being used in various domains like healthcare, finance, transportation, national security among many others. By incorporating AI into our lives, diverse needs and challenges are addressed in a more advanced way. This paper speculates the impact of AI technologies on education, focusing on personalized learning, adaptive

assessment methods, and administrative processes. The study investigates how AI-driven technology and machine learning models can maximize learning opportunities and personalize educational content to the specific needs of each student through a comprehensive review of current literature. Further the study critically examines the ethical considerations such as data privacy, algorithmic bias, and the evolving roles of educators in AI- integrated classrooms. Findings suggest that while AI holds great potential to improve educational outcomes and access, careful implementation and regulation are crucial to mitigate risks and ensure equitable opportunities for all learners. This paper concludes with recommendations for future research directions and strategies for maximizing the benefits of AI in education while addressing associated challenges.

Keywords: Artificial Intelligence, Education, Personalized Learning, Ethical Considerations, machine learning.

PS 3: Idea of Yojana and the Speed of Light in Sayana's Astronomy

Dr. Manish Agrawal, Assistant Professor, Department of Physics, Institute of Home Economics, University of Delhi, Delhi

According to the vedic system, the knowledge is classified in terms of transcendental (para) and material (apara) knowledge. In a quest to realise the materialistic knowledge, Sayana's idea of speed of light is further explored. In this exploration, Arthasastra's meaning of yojana's and standard (based on evidence from Harappan sites) meaning of yojana's are used, as a measure of distance. It is observed that the yojanas in these two cases fall apart by 5.46 % (approx.) in distance. To calculate the speed of light, Sayana's commentary on the fourth verse of the hymn 1.50 of the Rgveda on the Sun is used for the relationship between distance and time. Arthasastra's and Harappan sites' understanding of yojanas are used for distance, and the time measures defined in the Vishnu Purana's (ViP) are utilised for the estimation of time. Upon calculation, the obtained value of speed of light is observed to be very close (within 5.0 % range deviation) with modern value 3.0×10^8 m/s in free space. Further, on the basis of standard values in Vedic and modern times, a more actual value of the yojana's is proposed.

Keywords: Astronomy, Yojana, Speed of Light, Rgveda, Vishnu Purana

PS 4: Kolam: Geometry and the Holistic Science

Ms. Kaarthikanjana S. Kumar, Ph. D Scholar, Department of Mathematics, Amrita School of Physical Sciences, Kochi Campus

Dr. Parameswaran R, Assistant Professor, Department of Mathematics, Amrita School of Physical Sciences, Kochi Campus

Prof. U. Krishnakumar, Dean & HoS of Schools of "Arts, Humanities, & Commerce" and "Spiritual & Cultural Studies", Amrita School of Physical Sciences, Kochi Campus

Kolam is a 5,000-year-old technique of using rice flour to create geometric floor designs. Kolam is an artistic creation and is an ancient practice of Tamilakam (land between present day Tirupathi hills and the southernmost tip of peninsula). As such, it

extended to Kerala, Telangana, Karnataka, and Andhra Pradesh in southern India. It has a strong connection to Hindu customs and rituals. Every day, women draw Kolam on their front doorway, just before sunrise and sunset, although men and boys also practice this tradition. Many of the designs found in Kolam patterns are inspired by conceptual and magical themes that have been combined with mixed religious and philosophical themes. It is an aesthetic mathematical art holding spiritual as well as psychological benefits for mankind. Also, the discipline of computer science makes use of the mathematical features of Kolam. Algorithms to generate Kolam designs with multiple designs have been developed and Kolam patterns are examined. In this paper, we discuss how the different branches of mathematics can be brought under the aesthetics of Kolam and its future study. In addition to that, a brief idea of how it nurtures the spiritual beliefs and the holistic or the psychological nature of the structure, that results in the cognitive wellness of the practitioners.

Keywords: Kolam, Patterns, Spirituality, Psychology, Algorithm

PS 5: Peralassery Temple Pond: A Mathematical Study

Ms. Lakshmi priya K, Faculty Associate, Department of Mathematics, School of Physical Sciences, Amrita Vishwa Vidyapeetham, Kochi
 Dr. Parameswaran R, Assistant Professor, Department of Mathematics, School of Physical Sciences, Amrita Vishwa Vidyapeetham, Kochi

Temple ponds or ambalakkulam or pushkarini are semi-natural ponds which can be found near majority of Indian temple complexes. These ponds are built with a long flight of steps that descend to the water level. This paper is a study of Indian architecture with special reference to Peralassery Sree Subramanya Swamy Temple in Kannur, Kerala. The temple pond of Peralassery Sree Subramanya Swamy Temple is an architectural marvel with a long flight of steps laid in unique and intricate patterns leading all the way to the base of the pond. The water in these ponds is used for spiritual purposes of the temple. As they extend below ground level their vital function is recharging the underground water. This paper is an attempt to understand and study the geometric rules used to build this complex stepwell. An attempt is made to compare this structure with that of Chand Bauri in Abhaneri, Rajasthan is done in this paper.

Keywords: Temple pond, Stepwell, Architectural marvel, Underground water level

PS 6: Construction Practices in the hilly regions of Himachal Pradesh involving Vernacular and Modern Architecture

Ms. Mehak Madhok, Designer, Ashabhi Design
 Prof. TG Rupa, Professor, Lady Irwin College, University of Delhi, Delhi

Vernacular architecture is a creative process using locally available materials, reflecting the identity and history of communities, and is crucial for heritage and ecological sustainability. Himachal Pradesh is renowned for its Kath Kuni structures, which are built using traditional methods. Unfortunately, these structures are disappearing due to commercial logging, urbanization, and low-cost substitute

materials like concrete. This research aimed to understand current housing construction methods, their pros and cons, and preservation efforts in Himachal Pradesh. It involved 60 residents, 5 local construction workers, and 5 members of an architectural organization. The study found that most residential units are modern, constructed with cement and bricks, while some integrate both modern and traditional architecture. Few homes remain fully traditional. Government schemes, material availability, skilled labor, and cost-effective construction methods have promoted modern practices. Residents value traditional structures for their resilience, sustainability, and aesthetics, but high material costs and a lack of skilled labor hinder traditional construction. The findings suggest promoting the reuse of materials from old Kath Kuni structures and integrating innovative sustainable materials into traditional practices. Future research could explore developing new sustainable materials and techniques to preserve architectural heritage and cultural identity.

Keywords: Vernacular Architecture, Sustainability, Culture, Construction Practices

PS 7: Philosophical Foundation and Complexities of Modern India in reference to Ethics Dr. Swati Bijawat, Associate Professor, Amit Law School, Noida, Uttar Pradesh

Ms. Kavya Tyagi, Law Graduate, Amity Law School Noida, Uttar Pradesh

Philosophy comes from two Greek words, “philo” meaning love and “sophia” meaning wisdom. Ethics deals with questions of morality. Immanuel Kant, in his “categorical imperative,” argued that an action is morally right if it can be universally applied without contradiction.

This paper delves into the intricate relationship between philosophy and ethics, exploring their foundational principles and their application in contemporary society. Philosophy, as the pursuit of wisdom and understanding, provides the critical framework through which ethical questions are examined. Ethics, a branch of philosophy, concerns itself with questions of morality, examining what constitutes right and wrong behavior. Philosophy often considers ethical questions, and ethics often use philosophical ideas to better explain phenomena. The paper aims to demonstrate that a robust philosophical foundation is essential for addressing the moral complexities of the modern world, advocating for a continued dialogue between theoretical ethics and practical applications to foster a more just and thoughtful society.

Keywords: Philosophy, Ethics, Moral Philosophy, Ethical Questions, Morality

PARALLEL SESSION - 7

Date: 09/11/2024 || Timings: 1.45 p.m. to 3.15p.m.

|| Venue: MPR-I (Ground Floor) ||

Chair: Prof. Jayanti Pujari, Dean, Amity Institute of Rehabilitation Sciences, Noida

Co-Chair: Dr. Ravi K.M., Assistant Professor, Special Education, Lady Irwin College

THEME: DIVYANGAJAN AND MENTAL WELLBEING

PS 1: Knowledge, Attitude and Practices of the parents/primary caregivers of Individuals with Autism Spectrum Disorder related to Nutrition

KM Vishu, Ph.D. Scholar, Department of Education, Lady Irwin College, University of Delhi, Delhi

Prof. Neelima Asthana, Professor, Department of Education, Lady Irwin College, University of Delhi, Delhi

Prof. Richa Mehta, Professor, Department of Education, Lady Irwin College, University of Delhi

ASD (Autism Spectrum Disorder) is a neurodevelopmental disorder characterized by repetition in the behavior, lack of social interest and difficulty in communication with peers. Nutrition of the people with ASD more depends on the Knowledge, Attitude and Practices (KAP) of their Parents and/or caregivers than individuals and it becomes matter of thought which should be taken into consideration very carefully for their physical and mental health. The goal of this study was to conduct a review of existing literature that focused on the KAP of parents/caregivers of people with ASD. Online databases were searched for the related articles to review the existing literature through Google Scholar, PubMed and Science Direct. This paper revealed that there is a lack of knowledge about the nutrition among parents/ primary caregivers of the individuals with Autism Spectrum Disorder which is leading to malnutrition among them. In some researches, even if parents had good knowledge, they were not able to implement in their lives. Studies suggested that there is a need to research nutritional KAP of their parents in detail to encounter the condition emerged & improve the nutritional status of these individuals.

Keywords: Autism Spectrum Disorder, Knowledge, Perception & Nutrition

PS 2: The Healing Possession of Indian Knowledge System: Effectiveness of Oral Stories (katha) to Enhance the Mental Well-being of Autistic Students

Dr. Nutan Pandey, Assistant Professor, Department of Education, Dr. Shakuntala Misra, National Rehabilitation University, Lucknow

Prof. Amita Bajpai, Professor, Department of Education, University of Lucknow

The antique practice of “Katha” has been well-preserved as a form of divulging knowledge through oral stories being accepted from one generation to another, preserving the culture and beliefs of different communities. What is it about stories that can be so trans-formative that it can fix us to ourselves and others break

obstructions and allow us to heal our deepest wounds? This study explored the powerful age-old Indian tradition of storytelling as a healing practice and its applications as a holistic tool to improve mental health of autistic students. An experimental study-one group pre-test post-test design has been used to collect the data from the group of 15 Autistic students. Findings suggest that 54% participants had shown modest increase in the mental well-being, while 34% participants were flourishing, and 12% participants had no effect. In future Stories from IKS can be used for intervening Autistic students.

Keywords: Autistic, Stories, Indian Knowledge system, Mental-well being, Intervention.

PS 3: Enhancing Disability Rehabilitation through ICT and Assistive Technology: A Comprehensive Review.

Dr. Charu Chugh, Assistant Professor, Psychology Department, IILM University Greater Noida

Ms. Arushi Srivastava, Assistant Professor, Department of Communication, IILM University.

Disability rehabilitation has witnessed significant advancements in recent years, largely attributed to the integration of Information and Communication Technologies (ICT) and assistive technologies. This paper provides a comprehensive review of the intersection between disability rehabilitation, ICT, and assistive technology. It explores the evolution of rehabilitation practices, the role of ICT in enhancing accessibility and inclusion, and the

impact of assistive technologies on the lives of individuals with disabilities. Through an analysis of current research, case studies, and technological developments, this paper highlights the potential of ICT and assistive technology to empower individuals with disabilities, improve their quality of life, and promote their full participation in society. Technology has the potential to make a significant impact on the lives of persons with disabilities. It can enable them to compensate for physical or functional limitations and as a result allow them to enhance their social and economic inclusion in society.

Keywords: Rehabilitation; Disability; Technology; ICT; Functioning, Inclusion, Participation

PS 4: Contribution of Indian knowledge system in successful living of divyangajan and maintaining their mental well-being

Ms. Nazish Khan, Ph.D. scholar, Department of Human Development and Childhood Studies (HDCS), Lady Irwin College, University of Delhi, Delhi

“All the purity of the people with divine abilities,” and this is how the topic itself explains the importance of the life of Divyangajan and their mental well-being. The abstract presents insights, knowledge, and information about the ancient to modern evolution of the labels and names given to divyangajan. It reflects the journey they lived till this era of transformation with all the efforts of the Indian government and policymakers. It emphasizes psychological involvement, such as emotional, sensory,

and other related aspects, that puts light on the concern that divyangajan are facing psychological mental issues too, along with physical disabilities that are not easily visible. Knowledge of the same will provide major growth in the field of creating an easy, successful, and healthier life for such people. To ease out their lives, the government and medicine world had worked consistently. This paper explores the multifaceted ways in which the Indian Knowledge System (IKS) can be leveraged to provide holistic support and empowerment for Divyangajan. With its rich repository of traditional knowledge, practices, and philosophies, it offers numerous applications for enhancing lives. It includes Ayurveda and traditional medicine, including dietary, nutritional, and herbal medicine practices; yoga, meditation, and mindfulness practices for keeping thoughts and souls sane. Along with all western approaches to treating divyangajan, nowadays Indian traditional approaches, philosophies, and applications are proving to be more helpful with zero to negligible side effects on the health of individuals. This Indian approach is more sustainable and fruitful for the future of a nation and the world in terms of healthier growth, This Indian approach is proving to be a more beneficial and widely chosen approach all over the world because of the expertise of Indian Ayurveda and our ancestors. While talking about mental health, we consider our value and belief systems to be major parts of our lives. Our knowledge systems are also promoting the same concept of creating the well-being of divyangajan and their families for holistic growth and development. This paper focuses on spirituality and ethics. Inculcating the roots of spirituality, the importance of moral values, and the role of ethics in divyangajan is the most important concern for their social involvement and integration as a community acceptance. Promoting a compassionate and inclusive society through spiritual and ethical teachings, fosters inner strength and resilience. Integrating these aspects of the Indian Knowledge System can create a supportive environment for Divyangajan, enhance their quality of life, and enable full societal participation.

Keywords: Indian Knowledge System, Divyangajan, Ayurveda and Traditional Medicine, Yoga, Meditation, Spiritualism and Social Inclusion.

PS 5: Mental well-being of Children with Special Needs: Role of Indian Knowledge System (IKS) in supporting inclusive and holistic development

Dr. (Ms.) Sampurna Guha, Assistant Professor, AIRS, Amity University, Uttar Pradesh

The Indian Knowledge System (IKS) instituted by the Ministry of Education (MoE) serves as a novel cell to promote innovative and interdisciplinary research. The IKS ensures that the traditional and rich cultural heritage and knowledge possesses India in the fields of Ayurveda, Art and literature, Science and Technology, Architecture, etc. are promoted and utilized to support the well-being of all individuals. It can be harnessed to support holistic and inclusive development of individuals thereby supporting their well-being. Reviewed literature reveals that presence of any form of disability significant impact the mental well-being of individuals especially children due to the associated social stigma and isolation due to social non- acceptance, societal isolation, discrimination and availability of restricted support. Further, this leads to psycho-social stress among young individuals with special needs which impair their well-being. The present study is aimed at exploring the role of IKS in

supporting the inclusive and holistic development thereby fostering positive mental health and supporting well-being of children with diverse needs. The study employed a structured interview schedule to gather insights from ten experts, having experience greater than fifteen years, in the field of education and special education. The findings underscore the efficacy of traditional indigenous practices such as Yoga, Ayurvedic remedies involving dietary and lifestyle modifications, oil massage, and techniques like Pranayama, Swadhyaya, Pratyahara, Dharana, and Dhyana. Additionally, activities such as Bhajans, performing Asanas, Kriyas, and Mudras were found to be beneficial in promoting the overall well-being of children with diverse needs.

Keywords: Children with Special Needs, Indian Knowledge System (IKS), Indigenous practices, Mental health, Well-Being

PS 6: Exploring Bullying in The Indian Education System: Students' Voices and Perspectives Ms. Swati Sharma, Ph.d Scholar, CIE, University of Delhi, Delhi

Prof. Renu Malaviya, Professor, Lady Irwin College, University of Delhi, Delhi

In the present study, Bullying is a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort. Types of Bullying included in the research are physical bullying, cyber bullying, verbal and non-verbal bullying. The study has attempted to explore the stakeholders' perception about different roles in bullying i.e. Child who bullies, Child being bullied and Bystander. Eleven schools have been selected from East Delhi. 15 students per class have been taken through random sampling. 45 students (from 7th, 9th and 11th) per school will be taken as sample. There will be 495 students in total from 11 schools of East Delhi. Questionnaire was self-developed by the researcher in which closed ended and open ended both type of questions were included to collect responses from the students. The students' responses helped the researcher to understand the developmental Contextual Perspective of Bullying.

Keywords: Bullying, Factors, Developmental Contextual Perspective

**PS 7: महिलाओं में माहवारी के प्रति ज्ञान, धारणा एवं दृष्टिकोण का तुलनात्मक अध्ययन
शशिकला, रिसर्च स्कॉलर, गृह विज्ञान विभाग, ल0ना0मि0वि0वि0 दरभंगा**

डा0 अपराजिता, असिस्टेंट प्रोफेसर, गृह विज्ञान विभाग, ल0ना0मि0वि0वि0 दरभंगा

मासिक धर्म एक सामान्य प्राकृतिक शारीरिक प्रक्रिया है, जिसका चक्र प्रत्येक महिला में अलग-अलग होता है। जिसे विभिन्न समाजिक और सांस्कृतिक ज्ञान एवं समझ के अनुसार अलग-अलग तरीके से देखा एवं प्रबंधित किया जाता है। शोध की प्रकृति वर्णनात्मक हैं। तथा प्रस्तुत शोध पत्र के लिए केवल मासिक धर्म से जुड़ी महिलाओं का चयन उद्देश्यपूर्ण नमूनाकरण पद्धति का उपयोग करके किया गया है। इस शोध के लिए शिक्षित एवं अशिक्षित तथा कालेज में पढ़ने वाली, प्राइवेट तथा सरकारी नौकरी पेशा एवं गृहिणियों का चयन समान संख्या में किया गया है। जिनकी आयु 20-40 वर्ष थी। तथ्यों का संग्रह करने के लिए अवलोकन एवं साक्षात्कार अनुसूची एवं द्वितीयक स्रोतों का सहारा लिया गया है। यह अध्ययन मऊ जिला (उ0प्र0) का है। इसमें विवाहित एवं अविवाहित दोनों समूहों को शामिल किया गया है। कुल 120 न्यायदर्श का

चयन लॉटरी विधि से किया गया था । इस शोध पत्र में ग्रामीण एवं शहरी महिलाओं में मासिक धर्म के प्रति उनके ज्ञान, धारणा एवं दृष्टिकोण का तुलनात्मक अध्ययन किया गया था । परिणाम से स्पष्ट है कि ग्रामीण क्षेत्र की 55 प्रतिशत एवं शहरी क्षेत्र की 35 प्रतिशत प्रतिभागियों ने बताया कि वह मासिक धर्म के समय स्नान नहीं करती और इस समय वह पजा-पाठ से दूर रहती है । ग्रामीण क्षेत्र की 80 प्रतिशत प्रतिभागियों ने बताया कि उन्हें सैनिटरी पैड खरीदते समय शर्म आती है, अतः निष्कर्ष से स्पष्ट है कि शहरी प्रतिभागियों की अपेक्षा ग्रामीण प्रतिभागियों में मासिक धर्म को लेकर सकारात्मक ज्ञान एवं धारणाएं कम और नकारात्मक ज्ञान एवं धारणाएं अधिक विद्यमान हैं जो उनके स्वास्थ्य के लिए अहितकर हैं।

eq[; 'kCn % ग्रामीण-शहरी, मासिक धर्म, ज्ञान, धारणा, दृष्टिकोण

PARALLEL SESSION - 8

Date: 09/11/2024 || Timings: 1.45 p.m. to 3.15 p.m.

|| Venue: MPR-II (First Floor) ||

Chair: Dr. Anjali Shokeen, Associate Professor, GGSIP University, Delhi

Co-Chair: Ms. Puja Tripathi, Assistant Professor, Department of Education, Lady Irwin College

THEME: IKS & ISSUES IN CONTEMPORARY EDUCATION

PS 1: Understanding the Impact of Personality on Job Anxiety in Delhi School Teachers

Ms. Shruti Pandey, Ph.D Scholar, Department of Psychology, Sri Venkateswar University, Uttar Pradesh, India

Dr. Soofia Sayed, Research Guide, Department of Psychology, Faculty of Humanities, Languages and Social Sciences, Shri Venkateshwara University, Uttar Pradesh, India. The prevalence of job-anxiety within a working teacher's population is limited and association with varied personality type. The object of this study is to analyze job anxiety levels and personality type of 100 teachers (40 men and 60 women) with stable or temporary employment in schools in Delhi, India. Both Job Anxiety and Personality were analysed using the Indian adaptation of standardized self-reported questionnaires. To assess the degree of job anxiety, the Job Anxiety Scale (Srivastava and Sinha, 1974) was used. The Scale (J.A.S.) measures the degree of employee's anxieties pertaining to seven constituents of the job-life. The personality test used has been standardized by S.S. Srivastava. As the present study required the measurement of extraversion-introversion traits of the participants. Thus, S.S. Srivastava's contact Personality Factor Test (Form B) was used. School teachers from different schools and years of experiences completed an anonymous questionnaire and provided information on their employment status. Statistically significant association between the level of job anxiety and personality type of the school teachers was observed. However, no significant association between the male school teachers and female school teachers was observed with relation to their level of job anxiety.

School teachers showed higher level of job anxiety irrespective of other variables of the study. Private school teachers showed higher percentage of high level of job anxiety than government school teachers. Also, teachers with introversion personality trait showed higher level of job anxiety as compared to teachers with extroversion personality trait. These differences shows significant differences in the level of job anxiety of school teachers with different personality traits.

Keywords: Job anxiety, School teachers, Personality types, Extraversion, Introversion, Employment status, Private schools, Government schools, Teacher stress

PS 2: Navigating Adolescent Privacy in Indian Family Dynamics: Tradition, Modernity, and Future Prospects

Ms. Neelam Sharma, PhD Scholar, Indira Gandhi National Open University, Delhi
Prof. Rekha Sharma Sen, Professor, Indira Gandhi National Open University, Delhi

This research explores adolescent privacy perceptions and parenting practices within diverse socio-economic contexts in Delhi and the National Capital Region (NCR). The objective is to study the meanings of privacy among adolescents and their parents. Using purposive sampling, the pilot study employed interviews. The pilot study revealed evolving privacy definitions among mothers and highlighted various attitudes towards adolescent privacy, from strict limitations to balanced approaches. Adolescents consider friendships, emotions, and romantic relationships as private, necessitating parental respect and open communication. The research also identified challenges in respecting privacy while ensuring safety, the influence of Western privacy notions, and the increasing desire for privacy with age. Effective strategies included active monitoring, flexible privacy rules, and discussions on technology's impact. Conflicts between privacy and parental involvement were managed through dialogue and trust-building. The study underscores the need for adaptive parenting strategies to support adolescent well-being. Future research will expand on these findings to further refine supportive parenting practices.

Keywords: Adolescent Privacy, Parenting Practices, Socio-Economic Factors, Indian Family Dynamics, Modernity and Tradition

PS 3: बच्चों के स्वास्थ्य पर टीकाकरण कार्यक्रमों के प्रभाव का अध्ययन: मधुबनी जिला के झंझारपुर प्रखंड का एक अध्ययन।

इन्दु कुमारी, शोधार्थी पेट 2020, गृह-विज्ञान विभाग, एल.एन.एम.यू दरभंगा, बिहार
डॉक्टर सुनीता कुमारी, सहायक प्राध्यापिका, गृह-विज्ञान विभाग, ए. एम. कॉलेज बेनीपुर दरभंगा, बिहार

बच्चों के शारीरिक और मानसिक विकास में टीकाकरण एक अहम भूमिका निभाती है। यह बच्चों को अनेक संक्रामक रोगों से दूर रखती है यह बच्चों के स्वास्थ्य को अनेक संक्रामक रोगों उससे बचाने में महत्वपूर्ण भूमिका निभाती है

इस शोध की प्रवृत्ति वर्णनात्मक है इसमें आंकड़ों को एकत्र करने के लिए प्राथमिक एवं द्वितीय स्रोतों का सहारा लिया गया है।

टीकाकटीकाकरण कार्यक्रमों के प्रभाव का आकलन करने के लिए 0-5 के 30 बच्चों का चुनाव लॉटरी विधि से किया गया है इसमें प्रभाव को जानने के लिए बच्चों की माताओं से साक्षात्कार अनुसूची का प्रयोग किया गया है।

उद्देश्य:-

बच्चों की स्वास्थ्य पर टीकाकरण कार्यक्रम का आंकलन करना।

परिणाम:-

प्राप्त निष्कर्ष से ज्ञात होता है की टीकाकरण कार्यक्रमों का सकारात्मक प्रभाव पड़ता है।

सभी माताएं अपने बच्चों के टीकाकरण के प्रति काफी सजग होती हैं प्राथमिक स्वास्थ्य केंद्र आंगनबाड़ी केंद्र सभी जगह वे टीकाकरण संबंधी जानकारी को प्राप्त करने में सदैव सक्षम और स्थित रहती हैं जिससे बच्चे के मानसिक और शारीरिक दोनों स्वास्थ्य पर एक सकारात्मक प्रभाव पड़ता है।

eq[; 'kCn % स्वास्थ्य, शारीरिक, टीकाकरण, बच्चे, कार्यक्रम, आंकलन।

PS 4: Vedic Mathematics: Merging Ancient Wisdom for a Promising Future in Mathematics

Ms. Ankita Nanda, Junior Research Fellow, Department of Education, Panjab University, Chandigarh

According to the National Curriculum Framework (2005), many children lose interest in mathematics by the time they reach secondary school. A significant factor in this decline is the lack of foundational mathematics skills, which should be established in primary education. Numerous studies indicate that a substantial number of Indian children struggle with acquiring basic mathematical knowledge. These foundational skills are crucial for every student's educational development. Vedic Mathematics, with its rich history, offers versatility, simplicity, speed, a holistic approach, and cultural pride, providing a potential solution for enhancing the teaching and learning of mathematics today. It has the potential to rekindle students' interest in mathematics and foster their mathematical skills. The current qualitative study utilized focus group discussions with ten Vedic Mathematics teachers to explore the benefits of integrating Vedic Mathematics into classrooms for developing students' basic mathematical skills. These discussions provided insights into how Vedic Mathematics can simplify complex calculations and enhance mental arithmetic capabilities, thus building a stronger mathematical foundation. The teachers highlighted that Vedic Mathematics can reduce mathematics anxiety and build confidence in students by making learning more enjoyable and less challenging. The findings indicated that Vedic Mathematics could significantly enhance mathematics education by fostering equal interest among all students and improving the delivery of high-quality education. By incorporating these ancient techniques into the curriculum, educators can create a more engaging and supportive learning environment that caters to diverse learning needs and promotes a deeper understanding of mathematical concepts. This study underscores the potential of Vedic Mathematics to transform mathematics education, making it more accessible, enjoyable, and effective for students at all levels. Vedic Mathematics can be a beacon of hope in mathematics education, enhancing foundational mathematical skills among students.

Keywords: foundational mathematics skills, lack of mathematical skills, stronger mathematical foundation, transform mathematics, Vedic Mathematics

PS 5: गृहविज्ञान एवं स्वदेशी ज्ञान प्रणाली।

किरण कुमारी, ललित नारायण मिथिला विश्वविद्यालय, दरभंगा।

गृहविज्ञान एक विस्तृत अंतरक्षेत्रीय विषय है, जिसमें विज्ञान ही नहीं, बल्कि कला के सिद्धांत का

भी सुंदर समावेश है। इसके अध्ययन से विद्यार्थी प्रभावपूर्ण जीवन शैली विकसित करते हैं और अपने भविष्य के लिए रोजगार अथवा स्वरोजगार को अर्जित करते हैं। गृहविज्ञान एक विशेष शाखा है, जो मानव के घर और उसके आसपास के परिवेश के अध्ययन को करती है। इसमें घरेलू अर्थशास्त्र, घरेलू स्वास्थ्य, घरेलू प्रबंधन आदि शामिल होते हैं। स्वदेशी ज्ञान का तात्पर्य किसी संस्कृतियों विषय के लिये विशिष्ट ज्ञान से है। जिसे अक्सर स्थानीय ज्ञान के साथ परस्पर रूप से उपयोग किया जाता है। यह वैश्विक राजनीति और रिश्तों को प्रभावित करने वाले सांस्कृतिक संदर्भ में ज्ञान को समझने के महत्त्व पर प्रकाश डालता है। स्वदेशी ज्ञान प्रणाली का मतलब है की हम अपनी संस्कृति, भाषा, परंपरा और विरासत को महत्त्व देते हैं और उसे बढ़ावा देते हैं। इससे हमारी पहचान और गर्व बढ़ता है। स्वदेशी ज्ञान प्रणाली के अंतर्गत हम अपनी रीतिरिवाज, वस्त्र, खानपान और शैली को संभालते हैं। इससे हमारी पहचान का एक महत्वपूर्ण हिस्सा बनता है। गृह विज्ञान और स्वदेशी ज्ञान प्रणाली दोनों ही बहुत महत्वपूर्ण विषय है। गृहविज्ञान में हम अपने घर की संरचना, सजावट, सुरक्षा और संचालन के बारे में सीखते हैं। इससे घर के विभिन्न क्षेत्रों जैसे कि रसोईघर, बाथरूम, बेडरूम और रिसेप्शन का डिजाइन और सजावट शामिल होते हैं। साथ में पोषक तत्व, विभिन्न रोग, बच्चे के विकास और कपड़े के बारे में भी सिखाते हैं। गृह विज्ञान के अध्ययन से जीवन स्तर में सुधार लाने में कई तरीके हैं। 1. रोजगार और स्वरोजगार के अवसर। गृह विज्ञान के अध्ययन से हम। बेकरी, बूटी, डे केयर सेंटर आदि में नौकरी कर सकते हैं, या अपना खुद का कारोबार शुरू कर सकते हैं। 2. आर्थिक स्थिति में सुधार: गृह विज्ञान के अध्ययन से हम। अपने परिवार की आर्थिक स्थिति में सुधार ला सकते हैं। 3. जीवन यापन के कौशल गृह विज्ञान के अध्ययन से हमें बचत और निवेश करने का कौशल प्राप्त हो सकता है। 4. पारिवारिक जीवन में बदलाव : गृह विज्ञान के अध्ययन से हम बदलती परिस्थितियों के मुताबिक अपने पारिवारिक जीवन में बदलाव ला सकते हैं। 5. समाज में समायोजन गृह विज्ञान के अध्ययन से हमेशा समाज के साथ समायोजन करना सीखने में मदद मिलती है। 6. आधुनिक कौशल सीखना : गृह विज्ञान के अध्ययन से हमें आधुनिकतम कौशल जैसे समस्या समाधान, निर्णय लेने और आलोचनाकर चिंतन सीखने को मिलता है।

निष्कर्ष गृह विज्ञान और स्वदेशी ज्ञान प्रणाली के अध्ययन से कोई भी व्यक्ति अपना रोजगार शुरू करके अपना जीवन यापन के साधन प्राप्त कर सकेंगे। तथा अपने परिवार के आर्थिक स्थिति में सुधार ला सकेंगे। इन दोनों क्षेत्रों में ज्ञान और समर्थन देना हमारे विकास में महत्वपूर्ण भूमिका निभाता है।

eq[; 'kCn % गृहविज्ञान, स्वदेशी ज्ञान प्रणाली, कौशल

PS 6: A Comparative Study of Satisfaction Level of Students from Modern and Ancient education system

Ms. Arunima Rai, Ph.D. Scholar, Lalit Narayan Mithila University, Darbhanga, Bihar
Dr. Aprajita Kumari, Assistant professor, Lalit Narayan Mithila University,
Darbhanga, Bihar

Life Satisfaction is an important element of an individual's sense of well-being in general. University students have problems with life satisfaction from time to time. University years are a period in which students try their adult roles, prepare for working life and idealize their values more. Posture is of utmost importance for the activities that are performed for longer duration like attending a class. Good posture improves

retention power and keep the students awake in the classroom. Present study was planned to compare the posture of students of guru Kul and modern classes. Primary, secondary and tertiary data were used to compare both type of classes and draw meaningful inferences. For comparing the postures, the most commonly found posture of ancient literatures were analyzed with the help of RULA as well as OWAS worksheets. For collecting the primary data 10 different departments of L.N.M.U. were selected randomly and 10 students from each department were observed. 10 most common postures were analyzed with the help of RULA and OWAS worksheets. Results revealed that in guru Kul classes, students were sitting in acceptable posture and no corrective measure was needed. Whereas, in modern classes, results depicted that there is a need to investigate and implement change in the usual postures of students. Posture needs to be corrected in modern classes. Students should be sensitized about the importance of good posture and ways to maintain a good posture.

Keywords: Class, Guru Kul, Gurus, Modern classes, Posture, Student, Teachers.

PS 7: Hkkjrh; Lons”kh Kku i)fr vkSj x`g foKku

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PS 8: Teacher's Talk Impacts Children's Well-Being and Academic Engagement
Shashi Shukla, Assistant Professor, Institute of Home Economics, University of Delhi

This research article is part of doctoral study on understanding children's talk in classrooms of a Government school in Delhi. The method implied during the study were amalgamation of classroom ethnography and socio-linguistic approaches. The study was located in one government school and within that school two classes; Class III and Class VIII were selected to be site of data collection. All students studying in the selected classrooms and a total of 13 teachers (all teachers teaching the two classes) participated in the study. In-depth interviews were conducted with the teachers to understand their perspective of talk in the classroom. The purpose of the research was to understand children's talk within the classroom but it was difficult to understand children's talk in a classroom setup without understanding teacher's talk. The data collected from observation clearly showed the dominance of teachers and their talk in the classroom.

The teachers hold a position of authority in the classrooms and have very rigid perception of the students. In most of the classrooms, students are perceived as passive receivers rather than creators who can and should engage in construction of knowledge. As Friere (2000, 30th Anniversary Edition) quotes, "The more students work at storing the deposits entrusted to them, the less they develop the critical consciousness which would result from their intervention in the world as transformers of that world. The more completely they accept the passive role imposed on them, the more they tend simply to adapt to the world as it is and to the fragmented view of reality deposited in them" (p.71). Children believe their teachers and rarely do they question them thus establishing their understanding of the world on what the teachers tell them. The classrooms continue to be dominated by the teachers' talk and the children's talk is highly discouraged.

The study focused on understanding children's talk in the classroom. As I observed the classrooms, I understood that children's talk cannot be seen in isolation in a classroom setup, especially when teachers' occupy a dominant position and their talk takes up most of the class time. Sultan (2016) also mentions that teachers dominate classrooms and use various forms of teacher domination like labelling, threatening, scolding and emphasizing authority.

This presentation will be divided into three sections. The first section will describe the

content of teachers talk in the classroom. The second section will interrogate if teachers talk acts as a facilitator or inhibitor for children's talk in the classrooms. And the last section will highlight perceptions of the teachers about talk in the classrooms. These sections will enhance the understanding of why knowledge about the teacher's talk is essential to comprehend children's talk.

Keywords: Classroom, Talk, Teacher, Children

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PS 10: Mathematical Methods for Basic Arithmetic Calculations: Comparison between Indian Traditional Vedic Mathematics and Modern Mathematics

Mr. T Vishnu Babu, Post graduate student, School of Physical Sciences, Amrita Vishwa Vidyapeetham, Kochi

Ms. Anila Lakshmanan, Post graduate student, School of Physical Sciences, Amrita

Vishwa Vidyapeetham, Kochi

Mr. Parameswaran R, PG Student, School of Physical Sciences, Amrita Vishwa Vidyapeetham, Kochi

Ms.Lakshmi Priya K, PG Student, School of Physical Sciences, Amrita Vishwa Vidyapeetham, Kochi

Ancient Indian literature has a collection of religious text and scriptures called the Shruti (Vedas) that forms the backbone of Indian culture and tradition. From a mathematicians view point Vedas contain conventional mathematical sutras (formulae) or numerous mental Arithmetical techniques. It comprises numerous aphorisms that offer simplified techniques for complex arithmetical operations like addition, multiplication, division, squaring other algebra whereas modern mathematics uses formal methods and comprehensive understanding. The present generation is unaware about the techniques and shortcuts that Vedic mathematics provide as they often use standardized and formal methods in solving problems. In this work we are making an attempt to compare the traditional and modern methods used in solving arithmetical problems and provide an idea of implementing Vedic Mathematical techniques of Indian cultural and tradition to the modern education which aid for developing fast mental ability to give the desired mathematical calculation at a faster rate.

Keywords: Ancient Indian literature, Vedas, Sutras, Vedic Mathematics, Comparative study

PARALLEL SESSION-9

Date: 09/11/2024 || Timings: 1.45 p.m. to 3.15 p.m.

|| Venue: Library Reading Room ||

Chair: Dr. Shalini Sharma, Assistant Professor, Delhi Skill & Entrepreneurship University, Delhi

Co-Chair: Ms. Mousumi Ghosh, Assistant Professor, Department of Education, Lady Irwin College

THEME: ENVIRONMENT AND SUSTAINABILITY

PS 1: Traditional Fishing Practice of Rabha Tribe in North Bengal

Rimi Mondal, Ph.D scholar, Department of Home Science, Lady Irwin College, University of Delhi, Delhi

Prof. Neelima Asthana, Professor, Department of Education, Lady Irwin College, University of Delhi, Delhi

Background: The Rabha tribe, an indigenous community residing in the foothills of the Himalayas in North Bengal, has a rich cultural heritage of traditional fishing practices that have been passed down through generations. These practices are not only a means of livelihood but also an integral part of their socio-cultural identity.

Objective: This review paper aims to provide a comprehensive overview of the traditional fishing practices of the Rabha tribe in North Bengal. **Methodology:** A thorough review of existing literature, including research articles, books, and reports, was conducted to gather information on the traditional fishing practices of the Rabha tribe. **Findings:** The review highlights the unique traditional fishing gears and techniques used by the Rabha tribe, including angling, gillnets, lift nets, and plunging baskets. The cultural significance of fishing is deeply rooted in the tribe's spiritual beliefs and is an essential part of their daily lives. The traditional fishing practices also play a crucial role in the socio-economic development of the tribe, providing a source of income and food security. However, the practices are facing threats from modernization, industrialization, and environmental degradation, which pose significant conservation challenges. **Conclusion:** The traditional fishing practices of the Rabha tribe in North Bengal are a valuable part of their cultural heritage and livelihood. This review paper emphasizes the need for conservation efforts to protect the traditional fishing practices and promote sustainable livelihoods among the Rabha tribe. It also highlights the importance of involving the local community in conservation initiatives to ensure the long-term preservation of their cultural heritage.

Keywords: Rabha tribe, Tribal knowledge, Traditional knowledge, North Bengal

PS 2: Unveiling Sustainability Ethics and Stewardship: Insights from Indian Knowledge Systems

Ms. Vimmita Solanki, Ph.D. Scholar, Department of Resource Management & Design Application, Lady Irwin College, University of Delhi, Delhi

Prof. Puja Gupta, Professor, Department of Resource Management & Design Application, Lady Irwin College, University of Delhi, Delhi

Dr. Reetu Chandra, Deputy Secretary, Ministry of Education (Government of India)

While seeking solutions to contemporary challenges in most of the fields, there is often a tendency to prefer Western models and technologies. Even though these are likely to offer valuable perspectives, there is equal potential embedded within the Indian Knowledge System. Indian Knowledge System (IKS) is the storehouse of ancient wisdom and indigenous knowledge practices. For centuries, it has guided communities to sustain themselves through many different challenges. Considering this, the focus of the present paper is on the potentialities achievable from IKS towards sustainable development. Through secondary data and content analysis, the present review underlines the relevance of Indian Knowledge Systems in nurturing sustainability ethics and stewardship. Referring to its philosophical concepts and practical implementation, the article highlights relevance of Indian knowledge systems in addressing modern sustainability issues. In line with Vedic and other ancient texts, the paper sheds light on various ethical principles such as the ecological interconnectedness, ahimsa (non-violence), and aparigraha (non-attachment). The paper argues that being rooted in sustainable practices, holistic thinking, and profound ethical principles, IKS instils a sense of biocentrism and promotes sustainability stewardship. It discusses about the applicability of various facets of IKS like indigenous ecological knowledge, water conservation techniques, sustainable agricultural practices, and holistic health practices in addressing contemporary issues. The paper further analyses how specific elements within IKS are aligned with and supported in the realization of several Sustainable Development Goals; for instance, traditional agricultural methods support food security (SDG 2), Ayurveda's holistic health practices promote good health and well-being (SDG 3), traditional water conservation methods enhance water availability (SDG 6). In addition, the paper explores opportunities as well as challenges for blending IKS within contemporary sustainability frameworks, proposing the need for collaborative actions between traditional knowledge holders, policymakers, academia, and researchers. The paper concludes that by integrating traditional knowledge system within modern frameworks, we can employ a synergistic approach to create effective solutions that also resonate with the distinct social and environmental contexts.

Keywords: Indian Knowledge System, Sustainable Development Goals, Sustainability, Environmental Stewardship, Traditional Practices

PS 3: Heritage Tourism through the Lens of Sustainability -A Study in Sivasagar District, Assam.

Ms Krishnamoni Saikia, Ph.D Scholar, Mizoram University, Mizoram

Dr. Bobby Beingachhi, Associate Professor, Pachhunga University College, Mizoram

Dr. Ghanashyam Deka, Associate Professor, Pachhunga University College, Mizoram

Heritage tourism, which focuses on exploring the cultural, historical, and natural legacies of a region, plays a significant role in the socio-economic development of local communities. Heritage tourism concerned with architectural patterns and growth, cultural and ethnic practices, historic Sivasagar district, Assam is the exemplar of heritage tourism. Architectural monuments, buildings, tanks, cemeteries of the Ahom dynasty, and history bring glory to the development of heritage tourism in Sivasagar Assam. This study explores heritage tourism in the Sivasagar district of Assam, India, through the lens of sustainability. Sivasagar, renowned for its rich historical and cultural heritage, faces the challenge of balancing tourism development with the preservation of its unique cultural and natural assets. The research investigates the current state of heritage tourism in the district, identifying key attractions such as the Ahom-era monuments, temples, and the picturesque landscape. By examining the economic, social, and environmental impacts of tourism, the study aims to assess the sustainability of current practices. Using Q-GIS to prepare the study area map. A qualitatively driven mix method (Quan+qual Design) has been applied to analyze the data. Present study also incorporates qualitative interviews with local stakeholders, including community leaders, tourism officials, and business owners, alongside quantitative surveys of tourists and residents. The findings highlight the potential benefits of heritage tourism, such as economic growth and cultural preservation, while also addressing concerns like environmental degradation, cultural commodification, and inadequate infrastructure. The study also proposes a sustainable tourism framework tailored to Sivasagar, emphasizing the need for community involvement, capacity- building initiatives, and policies that integrate conservation with tourism development.

Keywords: Sustainability, Heritage tourism, Development, world heritage sites, Architecture, Monuments.

PS 4: Indian Knowledge Systems and Sustainable Environment: Integrating Traditional Wisdom with Modern Solutions through Teachers' Perspectives in Alignment with NEP 2020

Ms.Nidhi Rai, Scholar, Regional Institute of Education, NCERT Ajmer, Rajasthan
Mr.Abhishek Shukla, Scholar, Regional Institute of Education, NCERT Ajmer, Rajasthan

This study explores the integration of traditional Indian knowledge systems with modern environmental solutions through the perspectives of teachers, in alignment with the vision of the National Education Policy (NEP) 2020. The aim is to understand how educators perceive and incorporate indigenous wisdom into contemporary sustainability practices, fostering holistic and multidisciplinary education as advocated by NEP 2020. Employing a quantitative approach and the data

were collected from teachers across diverse geographic regions and school types through convenience sampling. A researcher-administered questionnaire was constructed through focus group discussion and validation from three external experts. Descriptive analysis techniques were used on collected data and reflected in tabular and graphical forms. The survey investigates teachers' awareness, attitudes, and application of traditional environmental practices in their teaching additionally, the study examines the barriers teachers face in integrating these practices and the support needed to overcome these challenges. Findings are expected to reveal the extent to which traditional knowledge influences modern environmental education and the potential for enhancing sustainability through this integration. By highlighting teachers' roles and insights, this study aims to provide a nuanced understanding of the practical and theoretical implications of blending ancient wisdom with modern innovations for sustainable development. The results will inform policymakers, curriculum developers, and educational practitioners on the value of integrating traditional knowledge in environmental education to foster a more sustainable future, in line with NEP 2020's vision of an inclusive and forward-thinking education system.

Keywords: Indian Knowledge System, Traditional Wisdom, Modern Solutions, Environmental Sustainability, Teachers' Perspectives, NEP 2020

PS 5: Exploring Environmental Consciousness in Ancient Indian Writings

Ms. Namrata Gaur, Junior Project Fellow, JPF, NCERT

An all-encompassing strategy for environmental preservation and conservation is encouraged by the way that ancient Indian writings incorporate environmental awareness into their moral, spiritual, and practical teachings. The religious symbolism of Shiv Parivar, Lord Shiva's heavenly family, aptly illustrates the subject of holism and ecological cooperation, emphasising harmony and interconnectedness. The prithvi sukta of atharvaveda advocates “Mata Bhumi Putroham Prithivyah”, i.e. The Earth is my mother, and I am her son. This paper explores the environmental ethics found in ancient Indian writings, emphasising how applicable and meaningful they are to environmental preservation today. With the use of a qualitative, theoretical, and thematic approach, this study highlights the ethical frameworks and ecological wisdom found in ancient Indian texts through in-depth textual analysis, thematic coding, comparative analysis, and interpretive analysis. The goal of this research is to uncover and analyse key lessons for the preservation of the environment and unveil its overarching relation with all species that is advocated in ancient Indian texts highlighting lessons that can inform modern practices. The research findings indicate that ancient Indian literature places a strong emphasis on the interdependence of all living things, the sacredness of nature, and the moral obligations of humans to act in harmony with the environment. These texts offer timeless principles like non-violence (ahimsa), duty (dharma), and reverence for nature, which are highly relevant to addressing contemporary environmental crises. The research findings also suggest practical ways to incorporate these ancient principles into international conservation policies and grassroots movements, fostering a more respectful and sustainable relationship with environments.

Keywords: Ancient Indian Texts, Environment, Interconnectedness, Holism, Contemporary Environmental crisis

PS 6: Traditional knowledge system and its modern relevance: The Intangible Heritage of Ladakh

Ms. Chhavi Jain, UG Scholar, Department of Psychology, Jesus and Mary College, University of Delhi, Delhi

Dr. Ruchi Mishra, Assistant Professor, Environmental Science, Jesus and Mary College, University of Delhi, Delhi

Indian knowledge systems (IKS) amassed a huge and diverse wealth of innovations, traditional knowledge and practices. The strength of IKS lies in its holistic approach which integrates multiple dimensions of knowledge, including empirical observations, theoretical frameworks, experiential wisdom, and spiritual insights. The present study focuses on traditional knowledge system of Ladakh, characterized by its harsh climate and fragile environment. Ladakh, a region in the high-altitudes of the Indian Himalayas, is renowned for its unique ecological, geological and traditional characteristics. The region has a unique history of traditional knowledge system that contributes to environmental sustainability of the region. It comprises agricultural practices, traditional medicinal knowledge, and socio- cultural traditions that have helped the residents of the region to inhabit and flourish in the harsh environment. Through a comprehensive review of existing literature and online resources, our research explores the intricacies of Ladakh's traditional knowledge systems, highlighting their significance and relevance in modern times. The research explores the agricultural knowledge of the inhabitants of Ladakh, including their innovative farming practices, agropastoralism and irrigation methods that have allowed them to sustain themselves in the rugged terrain. In addition, the study examines the traditional medicinal knowledge including the use of indigenous plant species to treat various ailments, as well as the use of traditional wisdom to sustainably harvest medicinal plants. The research attempts to understand the region's unique socio-cultural traditions, such as the importance of religion, linguistic patterns, social structure, art and craft, festivals, sports, music and dance and architecture in the daily lives of the people of Ladakh. This research presents the remarkable resilience and relevance of Ladakh's traditional knowledge systems, which have facilitated the region to maintain its rich cultural identity and ecological balance despite the harsh challenges, inviting the tourists from across the globe. The research promotes a deeper understanding and appreciation of the region's rich cultural heritage and its relevance in today's world, and encourages future researchers to work along the similar lines to help revive the traditional wisdom. In conclusion, the study establishes the immense potential of the traditional knowledge systems to educate present generations for promoting sustainable development, environmental conservation and community well-being and sheds light on the need for its documentation, preservation, and integration into modern development frameworks.

Keywords: Indigenous knowledge, Traditional, Sustainable, Ladakh, Environment

PS 7: Enhancing Carbon Handprint with Indian Knowledge System: A Review

Ms. Damini Singh, Ph.d. Scholar, Department of Home Science, University of Delhi
Prof. Neelima Asthana, Professor & Head of Department, Department of Education, Lady Irwin College, University of Delhi

India is rich in traditions, cultures, and spiritual beliefs, deeply rooted in distinct Indian knowledge systems (IKS) passed down through generations. These systems are vital to global environmental governance, offering profound insights into sustainable living and ecological harmony. IKS integrates Jnan (knowledge), Vignan (science), and Jeevan Darshan (life philosophy), refined through careful observation and validation, promoting symbiosis and sustainability embedded in cultural heritage and daily practices.

In environmental management, the carbon handprint paradigm goes beyond reducing negative impacts, advocating for proactive steps to improve environmental performance and achieve beneficial results. Incorporating IKS into school curricula and environments can significantly enhance carbon handprints, which represent the positive environmental impact of actions. However, as of 2024, there is a research gap in understanding the relationship between IKS and environmental implications, particularly through carbon handprints, with most studies focusing on carbon footprints. This paper explores the potential of IKS to enhance carbon handprints in the context of modern sustainability challenges and also highlights the need for a systematic approach to integrate IKS into broader sustainability initiatives in schools. In conclusion, IKS principles of reciprocity, guardianship, and respect for nature are increasingly relevant offers a holistic and effective approach to address sustainability. The paper uses secondary data for analysis.

Keywords: Indian Knowledge System, Carbon Handprint, Sustainability, Education.

PARELLEL SESSION - 10

Date: 09/11/2024 || Timings: 1.45 p.m. to 3:15 p.m.

|| Venue: Faculty Room ||

Chair: Dr. Dhananjay Deshmukh, Faculty, IITE, Gandhinagar, Gujarat

Co-Chair: Dr. Deepika Ahlawat, Assistant Professor, Special Education, Lady Irwin College ONLINE SESSIONS

PS 1: Indian Knowledge System for Sustainable Futures

Dr. Balayogi Kotra, Assistant Professor, Unity College of Teacher Education, Dimapur, Nagaland, India

The Indian Knowledge System (IKS) is a transmission of knowledge from one generation to the next and it is a well-structured system, a process of knowledge transfer, rather than just a tradition. The Vedic literature is considered the fountainhead of the India knowledge tradition, and Upanishads, Vedas, etc. are all part of the IKS. India has a very glorious past towards art, culture, science, medicine, astrology, mathematics, etc. and its contribution is immense in almost all fields of intellectual inquiry and focused on sustainable development. Indian education system believes in the existence of life in all the things of the universe and the present study depends on secondary data and highlight about the IKS and how it focuses on sustainable development so that it can serve the purpose of one earth, one family and one future towards the concept of 'Vasudhaiva Kutumbakam' or the whole world is one family. Despite the influence of technology, modernization, etc. the IKS continues to be a vital part of Indian society and serves as a source of guidance and inspiration for 21st century individuals and communities and has made significant contributions to humanity and legacy for generations to come.

Keywords: Ayurveda, Guru-shishya tradition, Indian Knowledge System, Sustainable Development, Yoga

PS 2: Psychological Depth and Socio-Cultural Transformation in Nirmal Verma's Short Stories: A Critical Analysis of Narrative Techniques and Thematic Concerns

Ms Tilovmurodova Shamsikamar Furkat kizi, Phd Student, Researcher, Tashkent state University of Oriental Studies, The School of South Asian Languages and Literature

This study provides a critical examination of the themes and narrative strategies employed in the short stories of Nirmal Verma, a seminal figure in modern Hindi literature. Focusing on Verma's exploration of the human psyche and social transformation in post-colonial India, this research investigates how his works reflect the intersection of personal and societal dilemmas during the transformative decades of the 1970s and 1980s. Through a detailed analysis of his short story "अँधेरे में" ("In Darkness"), the paper elucidates Verma's use of symbolism, character introspection, and fragmented narrative structures to portray the existential crises and psychological depth of his characters. By situating Verma's narrative

techniques within the broader context of Indian socio-cultural evolution, this paper seeks to uncover the nuanced ways in which his stories critique and mirror the shifting moral and cultural landscapes of the time. The findings underscore Verma's distinctive literary approach in capturing the complexities of identity, freedom, and familial obligations, contributing to a richer understanding of his contribution to Hindi literature and the cultural discourse of contemporary India.

Keywords: Nirmal Verma, Modern Hindi Literature, Post-colonial India, Human Psyche, Social Transformation, Symbolism, Narrative Structures, Existential Crises, Psychological Depth, Cultural Critique.

PS 3: Teaching Hindi as a foreign language in Uzbekistan: Challenges and Opportunities

Dr. Nilufar Khodjaeva, Head of Department South Asian Languages, Tashkent, State University of Oriental Studies, Uzbekistan

Importance of language teaching in modern education system is determined by the two irreversible progressive factors: information technology and the fierce competition in the educational services market. One of the main issue is to optimize the use of innovative resources to solve linguistic problems in the language teaching process. It is known that teaching Hindi as a subject in Uzbekistan started from 1947 at National University of Uzbekistan.

Keywords: foreign language, Hindi, teaching challenges, modern educational system

PS 4: Ancient Remedies: The Medicinal Power of Indian Spices

Ms. Arushi Jain, Postgraduate scholar, Department of Health and Medicine, Australian National University, Australia

Indian spices have been celebrated for their culinary and medicinal properties for centuries, playing a crucial role in traditional healing systems such as Ayurveda, Unani, and Siddha medicine. This paper will explore the ancient remedies associated with these spices, tracing their historical and cultural significance through the ages. We will delve into the therapeutic roles of key spices, such as turmeric, ginger, cinnamon, black pepper, and cardamom, uncovering their applications in treating a variety of ailments, from inflammation and digestive issues to infections and chronic diseases. Turmeric, known for its anti-inflammatory and antioxidant properties, will be examined for its historical use in wound healing and its potential role in preventing chronic diseases like cancer and Alzheimer's. Cinnamon, with its antimicrobial and blood sugar-regulating properties, will be discussed for its use in traditional medicine to treat respiratory and cardiovascular issues. Black pepper, often called the “king of spices,” will be analyzed for its role in enhancing the bioavailability of other spices and its digestive benefits. Cardamom, known as the “queen of spices,” will be examined for its use in treating digestive disorders, respiratory problems, and its potential antioxidant effects.

The paper will provide an overview of the bioactive compounds responsible for these health benefits, highlighting their pharmacological properties and mechanisms of

action. We will explore how modern scientific research is validating many of these traditional uses, providing a bridge between ancient wisdom and contemporary health practices. The latest studies on these spices, we will underscore their potential in preventive and integrative medicine, advocating for their incorporation into modern healthcare to promote holistic wellness and address current health challenges. This will help in developing comprehensive understanding of the enduring medicinal power of Indian spices, appreciating their historical significance and modern relevance. By bridging the gap between ancient wisdom and modern science, this article aims to shed light on the enduring medicinal power of Indian spices, advocating for their continued use in promoting health and wellness.

Keywords: Traditional medicine, Bioactive compounds, Spices, Cultural practices, India, Health.

PS 5: The Hindi novel of the twentieth century and the socio-political life of India. Prof. Mukhibova Ulpatkxon, Professor, Tashkand State University of Oriental Studies

Indian English-language writer Razipuram Krishnaswamy Narayan was first awarded the Indian Academy of Letters in 1961. This event marked the first recognition of Indian literature in English. Several other English language writers such as Raja Rao, Alvin Werner and Bhabani Bhattacharya followed and won various prizes. Raja Rao in 1963 for Kantapura, Werner in 1965 for Tribal Life and Bhabani Bhattacharya in 1967 for Shadow of Ladakh. Mulk Raj Anand, Kamala Markandaya and Kushwant Singh are among those who have written in English. Writing a novel in English is quite young. The novel genre appeared in the second half of the 19th century under the influence of England. Those who express their opinion in English include Ram Mohan Roy. However, until the 1930s, there were still no artists in English. In the 30s of the 20th Century, famous writers M.R. Anand, R.K. Narayan and Raja Rao entered the literary process. their novels such as "Khazari", "Swami and his friends", "Kantapura" were highly appreciated. During this period, R.K Narayan's "The Sweets Seller" and B. Bhattacharya's "Shadow of Ladakh" were very popular.

Keywords: Razipuram Krishnaswami, Premchad, Godan, Yashpal, Divya, varg, Meyla anchal, Shekhar ek jeevni, Krishan Chandar, Zindaginama

PS 6: Exploring Competency-Based Teacher Education: A Policy Perspective

Mr. Soumen Ghosh, Ph.D. Scholar, Department of Education, Rajiv Gandhi University, Rono Hills, Arunachal Pradesh

Mr. Akal Bayor, Ph.D. Scholar, Department of Education, Rajiv Gandhi University, Rono Hills, Arunachal Pradesh

This study attempted to draw a policy perspective on exploring Competency-Based Teacher Education (CBTE). This study focused on exploring different and diverse approaches to CBTE policies. This study used systematic secondary data analysis method and reviews to explore and illustrate the policy perspective of CBTE as an innovative pedagogical approach in the 21st century scenario. The significance of CBTE has been reflected by its comprehensive approach to the arena of teacher

education and its relevance in various areas of teaching as well as in the dynamics of life. In the 21st century, teacher education has practiced various pedagogical methodologies that are essential for implementing effective policies that address conventional drawbacks or challenges through a comprehensive strategy on performance demonstration or successive outcomes. Due to the drastic changes in education, emerging policies have now become necessary to reform and promote the advancement of learners' 21st-century competencies, which equip them with domain-specific skills in a changing world. This approach also addressed the common flows of the conventional approach of teacher education that overshadowed it and provided an innovative strategy that deals with the significant transaction of teaching-learning and performance. The quality aspect of a trainee's personal as well as professional development merely depends on the extensive policies on teacher education that make a competent and humane teacher for society. Effective implementation of such policies has a significant impact on trainee's performance as well as on the process of teacher education. This study outlines the essential components of various policies and frameworks related to CBTE for further significant improvement. Hence, from a policy perspective, CBTE has a meaning and importance to the past policies on teacher education as well as to the meaning that it is necessary for 21st-century teacher education scenarios and those are reflected by exploring its different policies and documents.

Keywords: CBTE, Teacher Education, learning outcomes, Policy Perspective and Paradigm Shift.

PS 7: Promotion of Indigenous Crafts in Urban Cities through Haats: Artisans' Perspective

Sabanaz Kori M.Sc. Student Department of Resource Management and Design Application, Lady Irwin College, University of Delhi, Delhi

T.G. Rupa, Professor, Department of Resource Management and Design Application, Lady Irwin College, University of Delhi, Delhi

Ar. Anju Kakkar, Ex. Faculty, Department of Resource Management and Design Application, Lady Irwin College, University of Delhi, Delhi

The research titled "Promotion of Indigenous Crafts in Urban Cities through Haats: Artisans' Perspective" provides invaluable insights into the dynamics of promoting indigenous crafts through traditional marketplaces known as haats. Conducted on a sample size consisting of 30 artisans, 45 customers, and 3 government officials across selected haats in Delhi, namely INA, Pitampura, and Janakpuri, this research aimed to understand the benefits of haats in promoting indigenous crafts as well as the challenges faced by artisans in marketing their products.

Research tools included interview schedules, questionnaires, and observation techniques. One of the key findings of the research revolves around the diversity of artworks promoted at haats, with a predominant focus on the textile sector across all three locations and common challenges like low sales and transportation issues. Customers primarily purchased crafts for gifts and home décor, favouring textiles, paintings, woodwork, and pottery. The research also delved into the differences in stall management across INA, Pitampura, and Janakpuri haats, with INA showcasing

diverse artworks and the latter two emphasizing textiles. Both artisans and customers recognize haats' role in promoting cultural and economic value. The study also identified areas for improvement, suggesting that haats require more extensive promotion and advertisement to enhance outreach and attract a wider audience. These insights can help policymakers and stakeholders in streamlining the management processes of haats to better serve the needs of artisans and customers alike, thereby fostering the growth of indigenous crafts in urban environments.

Keywords: Haats, Urban Haats, Artisans, Indigenous Crafts, Cultural Promotion

PS 8: Ancient Indian Education System and Sustainability

Dr. Anuradha Asthana Singh, Assistant Professor (History) Department of Law MAIMS, Delhi

Education in ancient India was not merely concerned with instruction to the young, formation of habit or the creation of will power. It sought to develop whole being of the individual. And enable him to lead the highest and best kind of life. It aimed at the holistic development of the student as envisaged in the NEP 2020. The early Hindus considered education as a life process and divided the life of an individual in four Ashramas where different duties were assigned in each Ashrama. The Indians looked upon society as an organic whole. There was a great scope in Ancient India of the development of one's capabilities. India has a rich tradition of education and learning right from ancient times and especially during the Renaissance period, the Golden Age of Indian Culture. In Ancient times greatest care was taken to discover the aptitude and fitness of an individual to receive a particular kind of education.

The major three achievements in education, during this period were the decimal system, the great Sanskrit epics, and the contribution to the sciences of astronomy, mathematics, and metallurgy. The four Vedas, i.e., the Rigveda, Yajurveda, Samaveda, and the Atharvaveda were configured through ideals, practices, and conducts. The doctrine of action (Karma) occupies a very significant place in the Indian system of education and has evolved during the transition from ancient to modern education. Two methods of teaching were being practiced during the Vedic period. First, the verbal/oral method, and the second based on thinking (Chintan). Current higher education has shown trends of multidisciplinary approaches along similar lines. NEP 2020 also suggests a multidisciplinary approach. Bloom's Taxonomy defines three domains of learning, cognitive, affective, and psychomotor. The ancient education system is also based on the three domains, to develop higher-order learning by building up the lower-level cognitive skills.

The literature analysis emphasizes that ancient learning systems based on Vedas included many yogic practices. In general, to calm the mind and improve learning, asanas, chanting of mantras, and meditation were done. The same practices are emphasized by HEI, guided by UGC and AICTE. Universal Human value (UHV) has been implemented for all-around personality development and practice of an integrated approach in Yoga. Modern methods to develop memory include the logical method, spaced learning, and rational memory. All of these are derived from the ancient way of teaching and learning.

An attempt is also made to find out the sustainability of Ancient Education system of India. Sustainability gives learners knowledge as well as skill and value to face and find solution of the global challenges... like climate changes, water crisis etc. Our planet is facing various challenges because of the collective activity of the human being and the recent report of UNO makes a surprising revelation that 47% of national curriculum framework of 100 countries make no reference to climate change. 40% of teachers are very confidently teaching cognitive dimensions of climate change but only 20% can explain well how to take action. { www.unesco.org/en/sustainable-development}. In this scenario the ancient education system which strives for the “welfare of all” (“Om Sarve Bhavantu Sukhina: Sarve Santu Niramaya: Sarve Bhadrani Pashyantu Ma Kashchid-Dukha-Bhaag-Bhavet. Om Shantih Om Shantih Om Shantih.”) becomes relevant.

Keywords: Gurukul, Welfare, Holistic education, Mantras, Organic whole

PS 9 Fostering Cultural Dynamics and Legal Pluralism through integration of Indian Knowledge Systems in Legal Education

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The Joint Committee on South Asia's chairman, Stanley J. Heginbotham of the Congressional Research Service, stated in September 1977 that the reason for the committee's "focus on South Asian perceptions of the world" is that social scientists should “keep in mind that the people of the region often think in very different categories, use very different logical linkages, and assume distinctive models of human behaviour” when formulating and applying analytical categories, logical linkages, and models. Heginbotham's emphasis on the need to consider regional perspectives when developing analytic categories and models is crucial for the Indian education system. The Indian Knowledge Systems (IKS) encompass a wide array of traditional knowledge, including ancient philosophies, sciences, arts, and social practices that have shaped Indian society for millennia, but are today almost forgotten. Despite the dominance of Western legal frameworks in contemporary Indian legal education, the relevance of IKS remains significant, especially in promoting a culturally rooted and pluralistic legal system. The study delves into the potential for incorporating IKS into legal curricula, highlighting the importance of understanding traditional Indian legal texts and practices. By comparing these systems with contemporary legal doctrines, this research advocates for a legal education that is not only more inclusive but also reflective of India's diverse cultural heritage. The integration of IKS is presented as a pathway to preserving and promoting India's legal traditions while equipping future legal professionals with the knowledge and sensitivity required to navigate the pluralistic legal landscape of India. The study concludes that embracing IKS in legal education is crucial for developing a more holistic and culturally dynamic legal system in India, one that respects and incorporates the country's rich traditions alongside modern legal principles.

Keywords: Cultural dynamics, Holistic, Indian Knowledge System, Legal education, Legal curricula, Pluralistic

PS 10: Mental health issues of Students with Sensory Disability at School level.

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Mental health issues have become an emergent area of debate in the present education system. It is an appreciating move of educationists and policymakers to address the mental health issues of students at various levels. However, sometimes, students with sensory disabilities remain ignored in these discussions. People who have sensory disabilities—that is, vision, hearing, or both—face particular difficulties that have significant adverse effects on their mental health. This population experiences increased levels of stress, anxiety, and depression due to several factors, including social isolation, communication difficulties, and limited access to resources and information. Moreover, these mental health problems are frequently made worse by the stigma attached to sensory impairments, which feeds a vicious cycle of psychological discomfort and isolation. To promote positive mental health outcomes, effective interventions, and support systems must be designed to meet the unique requirements of individuals with sensory disorders. We may address these issues by implementing community-based programs, accessible technologies, and inclusive policies at the school level. The relationship between sensory impairments and mental health is examined in this paper theoretically, with a focus on the complex connections between sensory restrictions and psychological effects. Also, suggestive majors for addressing mental health issues has also been discussed in this paper. The Data is collected through various narratives of students and their parents with sensory disorders from different schools in Delhi. Moreover, this paper provides insight to explore the various challenges and suggestive majors to address the mental health issues of Divyangjan (Sensory Disability at school levels).

Keywords: Mental Health, psychological effect, Sensory disability, schools of Delhi, Suggestive majors

PS 11: Sustainable Urbanization, Solid Waste Management, Challenges and Remedies in India: A Review Study

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The urbanization is a continuous transformational process from conventional rural society to modern urban society. Many developmental and problematic events arise during the course of migration of population from villages to towns and cities creating effective impact on the environment and society too. The 21st Century is called the 'Age of Urbanization'. According to the UN reports, 64% of developing countries and 86% of developed countries will become fully urbanized by 2050. The rapid and unplanned expansion of the urban areas definitely intervenes and exploits the natural environment causing socio-economic problems on environmental degradation. It needs to utilize the natural resources judiciously to balance environmental factors. Solid waste generation is the vibrant example of urbanization that exposes biodegradable and non-biodegradable materials to the environment causing environmental vulnerability. The solid waste is heterogenous mass from society and

homogenous aggregation of industry, agriculture and mining activities. These are newspapers, domestic garbage, broken glass, bottles, plastic goods, polythene bags which not only change food habits but also increase the volume of waste. So, the urban local bodies (ULBs) needs to handle solid waste materials in scientific manner that is the fundamental priority for the public health. According to the Journal of Management (2021), the annual urban waste products generation is by 62 MT. As per Central Pollution Control Board of India (CPCB), annual waste materials generation in India will be more than 165 million tones (MT) by 2030. Due to lack of infrastructural facilities of MSWM, valuable materials end up in landfills without leading to recycling, pollution and wastage of resources. Therefore, India needs to stress upon sustainable urbanization, increasing awareness of waste management and explore eco-friendly waste management technology.

Keywords: Urbanization, Degradation, Solid waste, Non-biodegradable, MSWM.

A1: Legacies and Contribution of Indian Scientist with reference to Indian Knowledge System: A critical reflection

Mr. Prasenjit Roy, Assistant Professor, Department of Education, Lady Irwin College, University of Delhi, Delhi

India having rich legacy in the fields of science, mathematics, technology, astronomy, medical field, culture and in many other fields which were enriched by the different Indian Scholars and Scientists. The paradigm shifts in the society for the development of the people's standard of life and the standard of living. The ethno-medical knowledge of Indian peoples and scientists shown the different traditional aspects of the health system which greatly benefited the society and its legacies are carried out from generation to generation. The different medicinal plants, dietary habits, yogic practices, and indigenous healing techniques which was discovered by the Indian Scientists were greatly contributed to the societal benefit in a large scale and showed the pathways to the entire world. Moreover, the ancient Indian Universities like Takshashila, Nalanda, Vikramshila, Vallabhi etc. these institutes were the sources of huge pool of Indian Knowledge system whose legacies greatly contributed to the Indian Knowledge System. The present paper attempted to critically reflect upon the different aspects of great Indian scientist legacies and their contribution to society.

Keywords: Indian Scientists, Indian Knowledge System, Ethno-Medical Knowledge and Indigenous Knowledge

A2: Indigenous Knowledge Systems and Contemporary Teacher Education

Dr. Priya Khurana, Assistant Professor, Department of Education, Lady Irwin College, University of Delhi, Delhi

Cultures across the globe have Indigenous Knowledge Systems of their own. Their distinctive ways of knowing and doing things, in depth knowledge and relationship with the environment is unique to all cultures, regions and countries. India is a country of diverse cultures and terrains. It has rich knowledge system, ancient wisdom and techniques of medicine, ayurveda, energy conservation, water harvesting to name a few. The challenges posed are to create a holistic education for children belonging

to all communities and cultures across India. This has direct implications for teacher education programmes. This paper thus proposes to analyse various teacher education programmes post NEP 2020 with regard to integration of Indigenous Knowledge Systems in their curricula.

Key words: Indigenous Knowledge Systems, Teacher Education, Integration

A3: Relevance of Indian Knowledge System in pedagogical practices in Inclusive Education

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Cultural narratives and educational paradigms have changed over time, but incorporating Indigenous knowledge systems into modern frameworks is still a difficult task. The Indian Knowledge System (IKS), which includes a wide range of practical, ethical, and philosophical knowledge that is inherent to different Indian groups, is at the heart of this discussion. A critical analysis of the ways in which IKS might be integrated with contemporary pedagogical approaches to promote a more comprehensive learning environment is necessary when highlighting inclusion in educational settings. The difficulties seen in UK-accredited programs offered in different Indian communities underscore the need for a departure from Western-centric paradigms in the Indian educational system, which frequently enforce normative assumptions about learning and inclusiveness. As a result, integrating IKS with inclusive education strategies encourages curriculum and instructional design to better meet the needs of all students. This paper analyses the application of Indian Knowledge system to improve the pedagogical practices in inclusive education in Indian classroom.

Key words: Indian Knowledge System, Inclusive Education, instructional design, paradigm

A4: Garbha Sanskar: The Indian Wisdom of Prenatal Care and its Holistic Impact on Maternal and Fetal Well-being

Dr. Deepika, Assistant Professor in Special Education, Lady Irwin College, University of Delhi, Delhi

The Indian Knowledge System (IKS) encompasses a vast range of traditional knowledge and practices rooted in ancient Indian culture. It includes areas such as Ayurveda, yoga, spirituality, philosophy, education, art, and science each offering unique insights into human life and well-being. Garbha Sanskar is a traditional Indian practice focused on prenatal care and the nurturing of the fetus through physical, emotional, and spiritual means. "Garbha" means womb, and "Sanskar" refers to values or conditioning, suggesting that the fetus can be influenced by the mother's thoughts, emotions, and environment. Expecting mothers are encouraged to maintain a positive mindset, listen to calming music, and engage in spiritual practices like prayer and meditation. This is believed to impact the mental and emotional development of the baby. Proper nutrition according to Ayurvedic principles is emphasized, with foods that enhance the mother's and child's vitality and balance the body's doshas (vata,

pitta, kapha). Yoga and Meditation: Gentle yoga postures and meditation during pregnancy help with mental clarity, relaxation, and physical well-being. Classical Music and Chanting: It is believed that listening to specific ragas or mantras helps stimulate the baby's intellect and emotional intelligence, fostering a calm, peaceful environment in the womb. Mental Health in Garbha Sanskar recognizes the strong connection between a mother's mental state and the unborn child's well-being. It emphasizes Mental and Emotional Stability: Practices like meditation, mindfulness, and positive affirmations are encouraged to ensure a serene state of mind for the mother. Emotional well-being is considered crucial, as stress and anxiety may negatively impact the fetus. Breathing exercises (pranayama) and music therapy are used to reduce stress levels, helping to maintain hormonal balance and mental health.

In the larger context of IKS, mental health is interwoven with physical, emotional and spiritual well-being. Indian philosophy, particularly Vedanta and concepts from the Bhagavad Gita, encourages detachment, mindfulness, and self-inquiry, all of which contribute to maintaining a balanced mind. There is growing scientific evidence to support the psychological and emotional benefits of practices like yoga, meditation, and prenatal bonding.

The concept of 'Virtue baby' is deeply rooted in our tradition and culture of the Indian Value System when the experienced and the elderly of the family instruct the soon to be mother to follow certain rituals and habits such as 'Grabha Samvad', 'Garbha Sanskar', (abstaining from negative emotions like anger, jealousy etc)and create a positive environment at home listening to bhajans, following a simple 'satvic diet' as it has a direct impact not only on the mother but the unborn as well. The connection of the unborn and the mother alongwith the unimaginable effect of the Garbha Sanakara shlokas and hymns while the baby is still developing is evident when we hear about the Abhimanyu's capabilities of dealing with the Chakrvyuh in Mahabharata.

Studies indicate that prenatal stress can negatively affect cognitive and emotional development in infants, aligning with Garbha Sanskar's belief in the influence of maternal mental health on the fetus. In conclusion, Garbha Sanskar and the broader Indian Knowledge System offer valuable insights into mental health by focusing on holistic, preventive approaches that integrate physical, mental, emotional, and spiritual well-being, both during pregnancy and throughout life.

Keywords: Meditation, Grabha Samvad, Satvik, Mindfulness

A5: Bridging Tradition and Modernity: Enhancing Wellbeing for Divyangjan through Integrative Approaches in Indian Knowledge Systems

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Background: The enhancement of wellbeing for persons with disabilities through integrative approaches in Indian knowledge systems is an ancient approach. These traditions offer valuable insights into managing mental health challenges and promoting resilience. Indian knowledge systems, including Ayurveda, Yoga, and Vedic philosophy, have long emphasized holistic approaches to health and wellbeing,

integrating mind, body, and spirit. In contrast, modern frameworks and practices often focus on clinical and empirical methods. However, the implementation of this approach in real setting has been a fairly recent development.

Objectives: This paper explores the intersection of traditional Indian knowledge systems and modern approaches to mental wellbeing for Divyangjan. By examining ancient texts and practices alongside contemporary scientific advancements, this paper aim to offer a comprehensive view of how traditional wisdom can inform and enhance mental health support for Divyangjan.

Methods: The investigators have gone through numbers of studies conducted in the past to review findings based on the topic chosen. The data based for review were ResearchGate, Science Direct, Google Scholar, PubMed, Scopus, Sage Journals and Wiley Online Library etc.

Results: The findings the present review suggest that integrative approaches in Indian knowledge systems has great protentional to help persons with disabilities to achieve the wellbeing which will further help them to lead their life independently. The combination of modern and Indian integrative approach has made a significant contribution in the last two decades in the field of mental health and wellbeing.

Conclusion: This paper investigates how traditional practices can be harmonized with modern techniques to create inclusive and effective mental wellbeing strategies. We also consider the future prospects of integrating these diverse approaches to improve mental health outcomes for Divyangjan. By bridging tradition and modernity, this paper highlights potential pathways for developing innovative, culturally resonant, and evidence-based interventions, contributing to a more inclusive and supportive environment for individuals with disabilities. The aim is to foster greater dialogue and collaboration between traditional knowledge keepers and contemporary mental health practitioners.

Keywords: Wellbeing, Divyangjan, Holistic Health, Traditional Indian Knowledge System

A6: Integrating Ethical Inquiry and Scientific Dialogue: Harnessing the Katha Upanishads in Science Education

Dr. Chetna Arora, Assistant Professor, Department of Education, Lady Irwin College, University of Delhi, New Delhi

This paper explores the ancient wisdom found in the conversation between Yama and Nachiketa from the Katha Upanishad. This dialogue is highly relevant to modern science education, especially for future science teachers. Beyond questions about life and death, this conversation also delves into the moral aspects of scientific inquiry.

Nachiketa, a young seeker of truth, fearlessly questions Yama, the lord of death. Their discussion goes beyond mortality, touching on the fundamental nature of existence. It highlights the connection between ethical behaviour and spiritual understanding.

One example from the dialogue shows Nachiketa's commitment to truth. When

offered wealth and power, he refuses and insists on seeking the ultimate truth. Yama, a wise mentor, guides Nachiketa on a journey of self-discovery and moral reflection. This exchange demonstrates the power of ethical inquiry and philosophical discussion in shaping one's worldview.

For science education, the Yama-Nachiketa dialogue offers valuable insights. By incorporating ethical inquiry and philosophical reflection, educators can nurture a deeper understanding of the moral responsibilities of scientists. The dialogical approach of the Upanishad aligns with modern teaching methods, fostering collaborative inquiry and meaningful discussions in science classrooms.

By encouraging students to ask questions, challenge assumptions, and explore different viewpoints, educators can enrich their learning experience. The Yama-Nachiketa dialogue provides a wealth of wisdom for science educators who aim to instill ethical inquiry and philosophical depth in their teaching.

Keywords: Dialogue, Katha Upanishad, Science Education, Philosophical Inquiry

A7: Indigenous System has been Favoring Multiculturalism

Ms. Geetika Sharma, Assistant Professor, Department of Education, Lady Irwin College, University of Delhi, Delhi.

Prof. Mani Bhasin Kalra, Professor, Department of Education, Lady Irwin College, University of Delhi, Delhi.

Guru-Shishya Parampara is a tradition in Indian religions that encapsulates the sacred relationship between a teacher and a disciple. The Guru-Shishya Parampara denotes a succession of teachers and disciples in religions Indian-origin religions such as Hinduism, Jainism, Sikhism, and Buddhism. Diversity in India is a concept which has always been cherished as well as became a cause of conflict. Marginalization and discrimination are prominent concept in Indian context so as Inclusion. As a society we have historical proof to substantiate this but when we look at present the diversity in social places of interaction has increased multiple times. With Right to Education act, 2010, diversity in classrooms have also increased in a different way. Schools in India have become places where diversity has seen a constant increase in last few decades due to multiple reasons. NEP 2020 emphasizes upon inculcating Inclusive educational structure and inclusive educational culture in our school education system. Cultural inclusion is the practice of valuing and respecting people from all cultures, and ensuring that everyone has access to opportunities and resources. Indigenous system fosters intercultural dialogue by building connections between newcomers and longer-term residents to strengthen relationships and communicate shared values in educational set up. Indigenous systems are the knowledge, practices and beliefs of indigenous people that are based on their culture and predate colonization have paved the way to bust the educational barriers for students of varied cultural origin. Hence, teacher's belief has a vital impact on how this cultural gap is bridged within the classroom and in school as a whole.

Keywords: Indigenous system, diversity in classroom, cultural inclusion, cultural background.

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