

V. Jayasree
M. Sai Baba



KNOWLEDGE

COMMUNICATING
ANCIENT INDIAN KNOWLEDGE SYSTEM FOR THE
HOLISTIC DEVELOPMENT OF THE SCHOOL STUDENTS
FOR THEIR PHYSICAL, MENTAL AND SPIRITUAL WELL-BEING



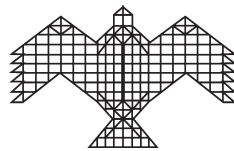
NATIONAL INSTITUTE OF ADVANCED STUDIES
Bengaluru, India

Communicating

Ancient Indian knowledge System for the Holistic Development of the School Students

for their Physical, Mental and Spiritual Well-being

7- 8 May 2019, NIAS, Bengaluru



NATIONAL INSTITUTE OF ADVANCED STUDIES
Bengaluru, India

and

CHINMAYA VISWAVIDYAPEETH
Veliyanad, Ernakulam

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PREAMBLE

Education plays an important role in shaping students into good human beings. The modern system of education, which concentrates more on imparting professional skills and developing intellectual knowledge, ignores the holistic development. Imparting holistic education has become a challenge in modern times. The importance of psychological well-being, emotional health, of the students for the social-physical-cognitive-development, is well recognized. Various forms of ancient practices such as yoga, meditation, spiritual healing exist in our ancient knowledge system and encompass not only the development of “Annamaya Kosam” (constituting the physical body) but also for the mind, intellect, vitality and spirituality. All these together with balanced food and lifestyle as described in Ayurveda helps to nurture the body, mind, vital force and intellect of school children. A physically, mentally and spiritually advanced child will have enhanced self-esteem, confidence and respect through which the child would be able to deal with the challenges that are posed by modern-day that life. A two-day meeting on the theme “Communicating Ancient Indian Knowledge System for the holistic development of school children for their physical, mental and spiritual well-being” was held during 7-8 May 2019 at National Institute of Advanced Studies.

The meeting aimed at the following:

- Discuss various issues and challenges faced by the student community
- Trace, identify and redefine the ancient knowledge systems to correlate with modern sciences
- Arrive at plausible solutions from ancient Indian knowledge system for the holistic development of children for their physical, mental and spiritual wellbeing
- To explore integrating the ancient knowledge into imparting education to deal with the problems faced by the student community
- Identifying the methods of communicating the outcomes to reach to the students, teachers and policymakers
- Suggest methods of implementation

The meeting was combinedly organized by National Institute of Advanced Studies, Bengaluru and Chinmaya Vishwavidyapeeth, Ernakulam with the support from SATYAM, programme, Department of Science and Technology, New Delhi.

PARTICIPATING ORGANISATIONS

1. National Institute of Advanced Studies, Bengaluru
2. Chinmaya Vishwavidyapeeth, Ernakulam
3. Department of Science and Technology, New Delhi
4. S-Vyasa Yoga University, Bengaluru
5. Amrita Vishwa Vidyapeetham, Coimbatore
6. Shiksha Samskriti Utthan Nyas, New Delhi
7. Shiksha Samskriti Utthan Nyas, Kochi
8. National Council for Education, Research and Training, New Delhi
9. Trans-Disciplinary University, Bengaluru
10. M.S. Ramaiah Indic Speciality Ayurveda, Bengaluru
11. Vellore Institute of Technology, Vellore
12. M.G.M University of Physiotherapy, Navi Mumbai
13. Patanjali Yoga Foundation, Kochi
14. MIT AD University, Pune

CONFERENCE PROGRAMME

COMMUNICATING ANCIENT INDIAN KNOWLEDGE SYSTEM FOR THE HOLISTIC DEVELOPMENT OF
THE SCHOOL STUDENTS FOR THEIR PHYSICAL, MENTAL AND SPIRITUAL WELL-BEING

National Institute of Advanced Studies, Bengaluru
and
Chinmaya Vishwavidyapeeth, Veliyanad, Ernakulam

Convenors:

Dr. Jayasree and Prof M. Sai Baba, NIAS, Bengaluru
Prof. Krishna Mohan, CVV, Veliyanad, Ernakulam

7th May 2019

Time	Topic	Speaker
0930 – 10.00	Welcome About the meeting Opening remarks Remarks Vote of Thanks	V Jayasree M Sai Baba Shailesh Nayak Sanjay Mishra K Krishna Mohan
10.00 – 10.30	Contemporary Indian Education and Panchkosha Udharan	Atul Kothari
1030 – 1100	The essence of Integral Education: Need of Gurukul tradition to the system in the contemporary World	Harsh Kumar
1100 – 1130	Tea break	All
1130 – 1200	Ancient Wisdom for modern education system: Challenges and solutions	Judu Ilavarasu
1200 – 1230	Enhancing physical activity for overall development in children using traditional Indian movement science	Rajani Mullerpattan
1230 – 1300	Personality strengths and their relationship with Life-goals and Well-being: A Traditional Indian Approach based on Sanskrit Poetics	Shankar Rajaraman
1300 – 1400	Lunch	All
1400 – 1430	Lesson from Indigenous health systems for developmental psychology of childhood	Malavika Kapur
1430 – 1500	Spirituality and Well-being in School Children	N C Induchoodan
1500 – 1530	Tea Break	All
1530 – 1600	Yoga for the Holistic Development of Student's Personality and Well-being	Sripad Ghaligi
1600 – 1630	Indian Knowledge Traditions and its Contemporary Relevance	Darshan Shankar
1630 – 1700	Contemporary education and Panchakosh ki Udhararan-Part II	Prof. Atul Kothari
17.00 – 17.30	Discussion	

Technical Discussion Meeting

COMMUNICATING ANCIENT INDIAN KNOWLEDGE SYSTEM FOR THE HOLISTIC DEVELOPMENT OF THE SCHOOL STUDENTS FOR THEIR PHYSICAL, MENTAL AND SPIRITUAL WELL-BEING

National Institute of Advanced Studies, Bengaluru
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Dr. Jayasree and **Prof M. Sai Baba**, NIAS, Bengaluru
Prof. Krishna Mohan, CVV, Veliyanad, Ernakulam

8th May 2019

Time	Topic	Speaker
0930 – 1000	Holistic Child Development and Education: A Golden Opportunity for Renaissance based on Indic Wisdom and Modern Technology	Sai Susurla
1000 – 1030	“Vyakthithwa Vikasa”-An Indian perspective	KV Namboothiri
1030 – 1100	The relevance of Ancient Indian Knowledge Tradition for Mental Health and Well-being of Students	K Krishna Mohan
1100 – 1130	Tea break	All
1130 – 1200	Ancient Indian Knowledge based value education for school children	S Rukmini
1200 – 1230	Holistic approach of Ayurveda on children’s health based on life cycle	G.G. Gangadharan Nair
1230 – 1300	Imparting Education: Ancient times and Now	Jayasree Vaidyanathan
13.00 – 1400	Communicating ancient knowledge systems	M Sai Baba
1400	Lunch	
16.00 – 17.30	Public lecture Ancient Indian Knowledge System: Holistic Development of Children Indian Indigenous Health systems and contemporary child psychology	N.C. Induchoodan Malavika Kapur

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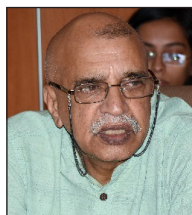
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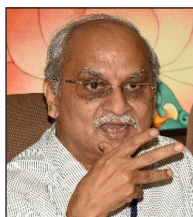
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ABSTRACTS

CONTEMPORARY INDIAN EDUCATION AND PANCHKOSHA UDHARAN

Prof. Atul Kothari

Shiksha Sanskriti Utthan Nyas, New Delhi

Education has a critical role in supporting students to have holistic development which constitute physical, mental and spiritual wellbeing. The process of learning has five elements: -Pancha Koshas that needs to be developed in every child that can lead to personality development. The concept of Pancha Kosha (from Taittiriya Upanishad) explains the five layers for human existence - Anandamaya Kosha, Pranamaya Kosha, Manomaya Kosha, Vigyanamaya Kosha and Anandamaya Kosha. The talk discusses the importance of developing each of the five koshas and provides some examples of activities for the holistic development of children.

Prof Atul Kothari is the National Secretary for Shiksha Sanskriti Utthan Nyas, New Delhi. He is also the National Co-Convener for Shiksha Bachao Andolan Samithi. He works as the convener for Bharathiya Bhasa Manch as well as Bharathiya Bhasa Abhiyaan. Prof Atul Kothari has served as the General Secretary of Akhila Bharathiya Vidyarthi Parishad. Serving as an expert in Educational Institutions, Universities of the country on fundamental topics in which Nyas is trying to provide an alternative curriculum

THE ESSENCE OF INTEGRAL EDUCATION: NEED OF GURUKUL TRADITION TO THE SYSTEM IN THE CONTEMPORARY WORLD

Major Harsh Kumar

NCERT, New Delhi

The present talk analyses the idea of India, the concept of nation, the essence of the building of a nation, the uniqueness of our culture and traditions, the setback to the indigenous educational system suffered. Introduction of an alien system of education which helped the colonial rulers in strengthening their Empire. The article further trails the facts for the core reasons leading to the requirements, the traditional system of imparting learning and knowledge which existed and the rudimentary requirements to cover the gaps in present time, and suggesting establishment of institutions for holistic education, their aim and values imbibed through the proposed system which will help the nation to re-establish its ancient glory.

Major Harsh Kumar, is the Secretary, National Council for Education, Research and Training (NCERT), New Delhi. He has served the Indian Army. He is having 23 years of expertise in supervising General Administration/Operational Management. He did his master's in human sociology and currently pursuing a PhD in Anthropology. He has won several awards and honours during his career.

ANCIENT WISDOM FOR MODERN EDUCATION SYSTEM: CHALLENGES AND SOLUTIONS

Dr Judu Illavarasu

S-Vyasa Yoga University, Bengaluru

Need for imparting ancient values into today's education system has been recognized, mainly because there are many lacunae that are not addressed by the modern education system. Holistic development of personality is what is being desired for and not mere development of certain specialized skills.

In the first part of this presentation, three dimensions of this issue will be discussed: 1) Student characteristics, 2) Teacher characteristics, and 3) Environment in which both interact. Challenges and Solutions under these sections will be discussed. In the second part of the presentation, Yoga as a means of finding a solution for some of these problems will be discussed.

In ancient times, the qualification (leadership quality) of students (*adbikaritva*) was considered while imparting education, which has become not so easy to practice in today's secular educational scenario. This has its own merits and demerits. Similarly, teachers of ancient times had certain inherent characteristics (*sbhrotriyam, brahmanistha*), that gave them the power to infuse knowledge, not only of worldly nature but also of the highest spiritual knowledge. What do these qualities of a teacher get translated to, in today's world? The Ambiance in which a student and a teacher interact has changed tremendously, and the focus is more on student-centric methods to develop the best skills in a student. However, the purview of the ancient system was life training, and it's a big challenge as to how to revive this. There is a need to assimilate the best of the modern education system and try to supplement

with the ancient wisdom for best results. Yoga is one such tool which can be used as a bridging means between ancient and modern value system because it primarily deals with culturing body and mind and modern education system values these both prospects. Some of the implementing strategies will also be discussed.

Dr Judu Illavarasu has his master's in Chemistry and Psychology, and PhD in Yoga. Currently, he is working as Associate Professor at Swami Vivekananda Yoga Anusandhana Samsthana (S-Vyasa), Bengaluru. He teaches Research Methodology and his area of research interests include Implicit Social Cognition and Human Subtle Energy Field.

ENHANCING PHYSICAL ACTIVITY FOR OVERALL DEVELOPMENT IN CHILDREN USING TRADITIONAL INDIAN MOVEMENT SCIENCE

Dr Rajani Mullerpatan

Professor and Director, MGM Centre of
Human Movement Science, Navi Mumbai

Physical inactivity is identified as the fourth leading risk factor for global mortality. Physical inactivity levels are increasing at an alarming rate in many countries with major implications on the prevalence of non-communicable diseases (NCDs) and the general health of the population worldwide. A survey conducted by WHO on Indian children in 2013, revealed that only 29% of high school students participated in at least 60 minutes of physical activity per day on each of the 7 days.

Physical activity is a behaviour whereas physical fitness is a biological trait. Health-related fitness includes various components like anthropometric measurements, flexibility, balance, muscle strength-endurance and cardiopulmonary endurance. Physical activity levels have been

assessed using questionnaires. However, only quantifying physical activity level does not encompass all the components necessary for maintaining health-related physical fitness. Evaluation of fitness in the field settings using fitness batteries is the current method available for testing many people. Currently, data for reference values on healthy children is primarily sourced from countries like US, UK, Canada and Australia which provide norms for their population. Fitness is a multi-factorial construct which is affected by factors like anthropometry, ethnicity, cultural aspects and others. Differences in variables like hand grip and 6-minute walk distance, are already reported to be less by 30% in Indians in comparison to people from western countries. On the national front, currently, norms are available only for children based on a study done in Kerala.

By becoming more active throughout the day in relatively simple ways, at home and in school, children can easily achieve the recommended activity levels. The ancient traditional Indian movement science of yoga is known to enhance the flexibility of the body, endurance and mental abilities. However, this science has been underutilized for early intervention in children to enhance their mental and physical capabilities. A large proportion of the time is spent in academic pursuit and sedentary leisure activity with little time left over for physical activity. Hence, the inclusion of structured physical activity and traditional methods of enhancing physical fitness levels using evidence-based evaluation methods is an urgent need of the hour.

Dr Rajani Mullerpatan is the Professor and Director from MGM center for Human Movement Science, Navi Mumbai. She is also an Affiliate Societies Officer, International Society of Biomechanics.

**PERSONALITY STRENGTHS AND THEIR
RELATIONSHIP WITH LIFE-GOALS AND WELL-
BEING: A TRADITIONAL INDIAN APPROACH
BASED ON SANSKRIT POETICS**

Dr Shankar Rajaraman
NIAS, Bengaluru

Traditional Indian wisdom regards a life led well as a life led in the pursuit of certain goals, collectively referred to as “puruṣārtha” (literally “human purpose”). The four fold goals of human life are the acquisition of material wealth (artha), enjoyment of material wealth (kāma), ethically guided acquisition and enjoyment of material wealth (dharma), and eternal freedom from the world of matter (moksha). Taking the correspondence between real-life individuals and literary characters as his starting point, Bhoja, the 11th century Sanskrit aesthetician, works out a complex theory of character typology that brings together character personality, a set of 24 traits that function as personality strengths, character-specific life-goals, and well-being (defined empirically as long-lasting pleasure and transcendentally as eternal freedom from displeasure). According to Bhoja’s theory, the four fold goals of human life are placed along a hierarchy with artha, occupying the lowermost and moksha, the uppermost, position. If personality strengths can be regarded as the paraphernalia in an individual’s journey towards achieving his/her life-goals, a fewer number of them are required for achieving artha as compared to moksha. Finally, individuals enjoy greater and more long-lasting well-being as they traverse from artha towards moksha. The talk shall also draw correspondences between the list of personality strengths as proposed by Bhoja on the one hand and Peterson and Seligman on the other.

Dr Shankar Rajaraman is an allopathic doctor with a post-graduate diploma in psychiatry. He also holds a Masters in Sanskrit and psychology. His doctoral thesis was on an interdisciplinary topic bridging psychology and Sanskrit poetics. He is a Sanskrit poet with several publications to his credit. He has translated works in Ayurvedic dietetics and literature from Sanskrit to both English and Kannada. For his contribution to Sanskrit language and literature, he was awarded the Presidential Award by the Honourable President of India in 2019.

LESSONS FROM INDIAN INDIGENOUS HEALTH SYSTEMS FOR DEVELOPMENTAL PSYCHOLOGY OF CHILDHOOD

Prof Malavika Kapur
NIAS, Bengaluru

Contemporary Developmental Psychology aims at promoting the holistic development of children. Overall and holistic development includes the domains of Physical, Cognitive, Language, Emotional, Social, Moral and Sexual development. Education system on the other hand only educational achievement of the pupil as the sole aim and the most desirable aim not only of the teachers but also of the parents. The WHO considers the school as the “safety net” for the promotion of Mental Health. The onus of promoting healthy overall development in all the domains of development thus needs to be considered as a top priority in the school setting.

Unfortunately, the present education system is biased towards Teacher Centric and unidirectional teaching, negating the learning potentials of the pupil. This widely practised system depends entirely on rigid rote learning and memorising, with a heavy emphasis on the syllabus and the

performance in the examinations. It totally overlooks the learning potential and creativity overall development in all the domains. In contrast, the best practices in teaching/learning recommend child centred approach where each child is active in learning. There is a dire need for a paradigm shift in teaching/learning practices in India. In contrast, the Indigenous health systems of Ayurveda, Unani, Siddha and Tibetan medicine systems, the approach to child development is holistic and developmentally appropriate. The presentation will focus on what preferred practices can be gleaned and incorporated into contemporary school practice to promote holistic and positive well-being of school children.

Prof. Malavika Kapur, Visiting Professor, NIAS and formerly a Professor and Head of Clinical Psychology at NIMHANS, Bengaluru. She is a consultant to various organizations such as WHO, UGC, NCERT, ICMR, ICSSR. Her areas of interest are Developmental Psychology, Community Mental Health programmes for Children and Adolescents, Primary Health Care personnel and Anganwadi Workers. In the recent past, she has been exploring traditional healing systems from the Perspective of Developmental Psychology

SPIRITUALITY AND WELL-BEING IN SCHOOL CHILDREN

Dr N.C. Induchoodan

Shiksha Sanskriti Utthan Nyas, Kerala, State
Chairman Bharathiya Vidya Niketan, Kochi

Our traditional knowledge system is oriented for Panchakosha vikasam (development of Annamaya, Pranamaya, Manomaya, vijnanamaya and Anandamaya kosam). Development of Anandamaya kosam, leading

to total happiness or bliss that could easily be achieved through spirituality. As against the common notion, spirituality is not the opposite of physical or material things but encompasses everything in this universe. It gives an experience of interconnectedness or rather oneness with the cosmos. This realization melts away our ego and arouses the emotion “*Athmano Mokshardham Jagath Hithaya*” and improves the Seva Bhavam (Service mentality) in the individuals. Normally, Mind creates and re-creates within a framework. Spirituality leads to the liberation from that framework. The incompatible becomes compatible. This universe exists on both physical and spiritual laws. While physical laws were taught, spiritual laws were overlooked. Children, who are the future citizens of the country should also be aware of those spiritual laws for their eternal happiness to shape their lives and the impact of the violation of these laws. Once they understand these moral values, such as honesty, sincerity, sacrifice; good words, thoughts, acts and deeds etc., automatically the divine consciousness will increase in the individuals. It is also important to make them understand that violence, greed and lustful love will give way to peace, happiness and unconditional love. This paper highlights, how we can help our children to manifest the perfection in them to make this earth a better place to live in. “*Loka Samastha Sukhino Bhavanthu*”.

Dr N. C. Induchoodan is the Kerala State Chairman for Shiksha Sanskriti Utthan Nyas. He is also the State Vice President for Bharathiya Vidya Niketan, Kerala and Chairman, Green Doctor Movement, Swadeshi Science Movement, Kerala. An ecologist by profession and retired DFO from Kerala Forest Department. Currently, he is active in the field of school education and focuses on the value-based education and for the holistic development of School children

YOGA FOR THE HOLISTIC DEVELOPMENT OF STUDENT’S PERSONALITY AND WELL-BEING

Dr Sripad Ghaligi

Amrita Vishwa Vidyapeetham, Ettimada,
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Yoga is one of the cohesive and rigorous multifaceted disciplines to develop a holistic personality. It is occupying a special position in the modern world as a process of refinement of the physical, intellectual, emotional, social and spiritual arena of an individual. Pragmatic benefits of Yoga are being recognised in various domains of life. This is being authenticated by its popularity and research pursued in the field of yoga and allied subjects. Yoga is one of the emerging fields requiring more attention to the application of various principles of yoga especially for the students. The present education system is accentuating only on some of the aspects of the personality of a student but lacking in the holistic development of personality. This is leading to many problems and challenges at the physical, emotional and intellectual levels of students. Principles of yoga can provide preventive, restorative and nurturing guidelines for holistic personality. This presentation is to highlight the approach of Yoga towards holistic development of student’s personality and well-being.

Dr Sripad H. Ghaligi, has a PhD related to Yoga Psychology, (Bhagavadgita and Yoga sutra) from Mysore University. He has an M.Sc. in Yoga from SVYASA University and M.A. in Sanskrit. He has completed six years program in Veda, Vedanta and Yoga in traditional Gurukula system from Veda Vijnana Gurukulam, Bangalore. He has been a resource person to various cultural and spiritual organizations and for Department of State Education Research and Training (DSERT), Bangalore. He has conducted

several courses, training camps and workshops for students, teachers and corporate on topics related to Veda, Sanskrita, Yoga and allied subjects. He worked as an Assistant professor and Head-Yoga and Lifestyle in Jain University and Jain Group of Institutions, Bangalore. He is presently working as an Assistant professor and Coordinator in Amrita Darshanam-International Centre for Spiritual Studies, Amrita School of Engineering Coimbatore campus.

INDIAN KNOWLEDGE TRADITIONS AND ITS CONTEMPORARY RELEVANCE

Prof Darshan Shankar

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Bengaluru

Today the content of school education in India in all domains of knowledge is largely based on the modern western cultural and intellectual traditions. While knowledge from any cultural and intellectual source may be enlightening within the limitations of its world view, it is utterly untrue that any particular knowledge tradition, however illuminating, provides the only or the best way of knowing nature. The prevalence of a dominant monocultural orientation in the Indian education system is indeed a skewed orientation. This has resulted in euro-centric categories of knowledge, epistemologies and ontologies in all domains of knowledge. In India, the skew is evident in the best of knowledge institutions, across various disciplines, due to the relatively recent political history of colonialism and its aftermath.

Anant Darshan Shankar is the Managing Trustee of the Foundation for Revitalization of Local Health Traditions (FRLHT) and Vice-Chancellor of the Trans-Disciplinary University (TDU), Bangalore. During the last 25 years, FRLHT-TDU has inspired research and outreach in the field of Ayurveda-biology

a new transdisciplinary domain that combines systemic perspectives of Ayurveda with the molecular approaches of biology. His work has received several national and International Awards like the Norman Borlaug Award (1998), Columbia University's International Award (2003) for the revitalization of traditional systems of health-care in India and Padma Shri, by the Government of India in 2011.

HOLISTIC CHILD DEVELOPMENT AND EDUCATION: A GOLDEN OPPORTUNITY FOR RENAISSANCE BASED ON INDIC WISDOM AND MODERN TECHNOLOGY

Dr Sai Susarla

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Most parents today grapple with several burning questions about children, their upbringing, education and success in life. What is the ideal way to raise and educate my child? How to handle the difficulties that arise in dealing with unwanted behaviour? What is the ideal approach to formal and informal education and what are their relative roles in a child's growth and fulfilment? What is the role of discipline and how to inculcate it? How to handle chronically difficult and/or recalcitrant behaviours? How to nurture a progressive and inclusive outlook in the next generation?

The importance of these issues is being felt acutely at the present time. The western model of intellect-focused education that is prevalent for the last several centuries has led the world to a state where more than 40% of adolescents in developed countries suffer from mental depression of some sort, domestic and social violence is rising at an alarming rate and the earth is on the brink of ecological disaster. Since today's children are tomorrow's humanity,

child development and education are critical determinants of its future state.

Fortunately, a couple of trends are helping bring renaissance. The overwhelming explosion in the body of knowledge is raising questions on the feasibility of the existing information-imparting approach to education. One will never be able to learn enough in school or college. This is driving a shift towards meta-education (learn how to learn) where Indic wisdom excels. It also frees up student's time to focus on higher-order life issues, where again, Indic wisdom excels.

Second, Information, Communication and Automation Technology (ICAT) has revolutionized the way in which learning happens. Ubiquitous and free access to knowledge in consumable capsules at fingertips is dramatically changing the face of education in two ways – democratized access to multiple viewpoints, and the rapid rise of demand for non-formal, just-in-time education. Brick-and-mortar institutions with pre-set curricula are too slow and inflexible to adapt to the evolving requirements of the society today. They are rapidly going out of fashion – the rising homeschooling families in India is a case in point.

These trends present a unique opportunity for Indic knowledge and wisdom to guide the younger generation that was simply not possible at scale till recently. In this discourse, we examine Sri Aurobindo's and the Mother's views on Sanaatana Dharmic approach to child development and education, and how it is within reach to practice nowadays and opens a golden opportunity for renaissance globally.

Dr Sai Ramakrishna Susarla has a 20 year long career in software research and development with

multinational corporations in the US and India. He was a technical director at NetApp in Bengaluru. He has a PhD in Computer Science from the University of Utah, Salt Lake City, USA. He has close to 20 research publications and 25 patents in the areas of large-scale data management and analytics. He is interested in understanding the Indian spirituality and focused to make India's native knowledge more accessible and understandable to the younger generation through technology and education. He is the co-founder and Dean of a new School of Vedic Sciences (mitvedicsciences.com) since June 2017 under MIT Group of Institutions, Pune.

“VYAKTHITHWA VIKASA”- AN INDIAN PERSPECTIVE

Mr Kaithapram Vasudevan Namboothiri

The present talk describes about the “Vyakthiwa Vikasa” –Personality development in school children. This concept has been explained in Indian philosophy as “Aham Brahma Asmi” – meaning I am Brahman – the God as everyone having God in them, is the essence of Indian education. Ways to achieve Brahman are through Pancha Kosha development and through Patanjali's yoga and mediation practices that are the road map for physical, psychological and spiritual development.

Mr. Kaithapram Vasudevan Namboothiri, is the president of Patanjali Yoga Peetham, Kochi. He served as the Deputy Director of Education, Government of Kerala. He is also on the Board of Studies of S-Vyasa Yoga University, Bengaluru. He has written several articles and books on Yoga and conducted programmes on yoga on television. Before joining Patanjali, he was an active member of Vidya Bharathi.

THE RELEVANCE OF ANCIENT INDIAN KNOWLEDGE TRADITION FOR MENTAL HEALTH AND WELL-BEING OF STUDENTS

Prof Krishna Mohan
Chinmaya Viswavidhyapeeth,
Velliyanad, Ernakulam

In recent years reports and research studies have highlighted the negative consequences of present school education system to mental health and well-being of school students. Further, parental expectation, peer and societal pressures are causing serious mental problems among students in India. The transition from childhood to adulthood involves complex physical, psychological, emotional and social developmental changes, all taking place at the same time. School going age is critical for developing a holistic physical, psychological and emotional well-being as well as positive personality. Scholars and educationists have pointed out the limitations of the western education system and methods as well as the value system and approaches followed by the schools in India in educating the students. It is a well known fact that the present system has not given the desired results and more so has influenced the attitude of teachers, parents, society for wrong reasons. Given this background and need to give priority to student's holistic development for better mental health and well-being the presentation will try to show the relevance of ancient Indian knowledge traditions. Ancient Indian knowledge traditions are rooted in cultural ethos and the practices are time tested and known for their benefits for mental health and well-being. These practices are elaborated in the Sastras, yoga system, Hindu religio-spiritual tradition. Further, the ancient Indian education system has been embedded for the holistic development of children and youth. In recent years, research studies have shown

positive benefits of practices and systems rooted in Indian knowledge traditions to the cognitive, emotional and psychological development of children. Further, there are many insights and detailed practices from ancient Hindu spiritual literature which will help physical, psychological and emotional well-being as well as the positive personality of the students. The presentation will elaborate on various aspects of ancient Indian knowledge tradition and their relevance to mental health and well-being of students from a preventive, promotion and holistic developmental perspective. Further, outline ways and means to include in the school curriculum.

Dr Krishna Mohan is a Professor and Head for School of Philosophy, Psychology and Scientific Heritage at Chinmaya ViswaVidyaPeetha, Kochi. His research interests include applications of psychological and cognitive processes to mental health and well-being. Prof. Mohan is trained in psychotherapies rooted in Indian cultural and spiritual perspectives and has been conducting several workshops and sessions on well-being and positive psychology. He has several publications to his credit and an international affiliate member of the American Psychological Association.

ANCIENT INDIAN KNOWLEDGE-BASED VALUE EDUCATION FOR SCHOOL CHILDREN

Dr S Rukmini
Senior Assistant Professor,
VIT University, Vellore

In recent years, the learner-centric approach has gained importance and is in practice leading to neglect of holistic development of a student. Recent studies suggest that there is a shift in the value system leading to individualism and other forms of negative behaviours among students. Further, there is a general perception that due

to mechanical delivery and evaluation, teaching and learning process is becoming less joyful and there is an over-emphasis on techniques the methods of teaching. Teaching, which is an art that requires much of patience and love has been reduced to that of intellectual attainments, which in turn has made the role of the teacher to mere imparting of information rather than the cultivating of an inquiring mind. Overemphasis on techniques has made us more rational and scientific. It is making our thinking enormous and thought-provoking but the problems that we face are mainly at the emotional level. Perhaps this has led to the keeping of the emotional world at variance with their thoughts and actions and insensitiveness to human feelings and emotions. Only when the three- thought, and action and emotions- are integrated, one can achieve harmony and one who integrates them is a master. Thus, the need for value-based teaching as it provides the right kind of understanding of life, for it alone can set the mind free from conditioning and instil in one, love which in its action builds better relationship amongst people.

In the light of these developments, the presentation highlights the necessity for value-based teaching that instils in the learner moral values, ethical values, human values and spiritual values. Ancient Indian knowledge penned down by the Rishis that has come down to us through the scriptures is a repository of Spiritual knowledge. To quote the Bhagavad Gita “Adyatma Vidya Vidyaanam”- which meant it is the spiritual knowledge that is the highest form of all knowledge. Their writings on the education that always emphasized the power of right understanding have always given courage and inspiration to both the teacher and the taught. If such literature is introduced in the teaching curriculum along with the skills and knowledge

that is presently being delivered, the students will be imbued with values and full flowering of the individual as a whole will be possible. Drawing from the rich scope in Ancient Indian literature in imparting the afore-mentioned values, certain key aspects such as the importance of Time, the very purpose of life, role of discipline and definition of success in education and the key aspects of education such as Listening, Reflection, Application and priorities in life will be discussed.

Dr Rukmini is senior academic at VIT, Vellore, Tamil Nadu. She has a PhD in English Literature and has 20 years of experience in the field of Teaching English Language and Literature. Her areas of interest are in Indian Philosophy, Literature and Culture. She has 25 publications to her credit. She has presented 30 research papers.

A HOLISTIC APPROACH OF AYURVEDA ON CHILDREN’S HEALTH BASED ON LIFE CYCLE

Dr G. G. Gangadharan Nair

MS Ramaiah Indic speciality Ayurveda,
Bengaluru

Ayurveda, probably the world’s oldest science on healing and healthcare, has a comprehensive approach towards health involving the person in its totality; body, mind, spirit and their interrelation with the external environment. Ayurveda offers a life cycle approach, based on one’s gender and ecosystem in which one is living and in tune with one’s cultural background.

In Ayurveda the whole childhood is divided into three phases: i) Ksheeraada - 0-12 months, ii) Ksheerannada - 12 months - 2 years & iii) Annaada - 2 years - 16 years.

The present talk deals with healthcare approaches of Ayurveda in school going children i.e. 5 to 16th year of their life span. It deals with specific advises for children and remedies for the diseases and for children's proper growth milestones by taking appropriate food and herbal formulations and rasayanas. It also describes the importance of abhyanga, proper sleep and rest and need for a conducive social and domestic environment for proper growth of the child. This phase (0-16 years) is the most important part in one's physical, mental and intellectual growth. Ayurveda approach to health and diseases is not drug-based but involves the whole body's response to the internal and external environment.

Prof. Dr G. G. Gangadharan is a practising Ayurveda physician with a PhD from Tilak Maharashtra Vidyapeeth, Pune and a post-doctoral degree from McGill University, Canada. He is the Director of Ramaiah Indic Specialty Ayurveda – Restoration Hospital, (RISA), Bengaluru, a 100-bed NABH accredited Ayurveda Hospital. He is an expert on authentic Ayurveda methods of diagnosis – especially the pulse diagnosis and treatment, and successfully treats lifestyle disorders. He has dedicated himself to the propagation of Ayurveda knowledge and promoting the use of Ayurveda and local health traditions at the grass-root level in rural parts of India.

**IMPARTING EDUCATION:
ANCIENT TIMES AND NOW**

Dr Jayasree Vaidyanathan
NIAS, Bengaluru

Education is the process of learning or the acquisition of knowledge, skills, values, beliefs and habits that shape a child into a good human being. Present-day education is focussed mostly

on the intellectual growth of children side-lining their holistic development and physical, mental and spiritual well-being. Modern education does not emphasize the ancient notion of education “*Sa Vidya yavimuktaye*”—means education is that which leads to liberation – freeing from life bondages. India has a rich heritage of knowledge system that was practised from our ancient times which for the overall development of children, including intellectual and spiritual growth. In order to understand the best practices to be incorporated from our ancient knowledge systems into modern education, it is very important to understand how education has been transitioned from ancient to modern times. In this presentation, an attempt has been made to highlight the important landmarks in the history of education in India from ancient to contemporary times. This would be helpful in identifying the best practices from our knowledge system that can be blended with modern education for the overall development of our future citizens.

Dr Jayasree Vaidyanathan is a Meteorologist with expertise on geographic information systems, river basin management and drinking water issues and presently working on science communication on “Water, Energy and Environment”. She is also working on value-based education focusing resource conservation for school/college children. She has conducted several pieces of training for school students and women SHG on various environment issues and is a certified “Training of Trainer”. Before joining NIAS, she has worked in both Private and Academic positions. She is also a consultant to International Organizations such as Winrock, CCES Global, ISET international and member and advisor of various organizations in Kerala, Karnataka and Odisha. She has many publications to her credit and presented papers in National and International conferences.

COMMUNICATING ANCIENT INDIAN KNOWLEDGE SYSTEMS

Prof. M. Sai Baba

Shri TV Raman Pai Chair Professor, NIAS,
Bengaluru

Education plays an important role in laying the foundation for shaping young minds into a responsible citizen of the world. The teacher-learner relationship places an important role in shaping the students into good human beings. With the development of Science and Technology, education has become more of imparting professional skills and ignores the holistic development. With changing times and globalization, a disconnect between what one is capable of and the choice of the learning streams has become the order of the day. Often talked about gap in skill development and employability are a manifestation of the way education is being imparted. While to some extent intellectual curiosity is being addressed, the physical, mental and spiritual wellbeing is being ignored, affecting the development of young minds into matured human beings. One major aspect which is being increasingly noticed is the inability of the learner to cope up with the challenges of assimilating what is being taught and leading to lack of self-esteem resulting in imbalance and affecting mental health. Mentoring and getting connected to the learner are the need of the hour. The talks discuss some of these aspects of learning.

Prof. M. Sai Baba, Outstanding Scientist and formerly Director, Resources Management Group, Indira Gandhi Centre for Atomic Research (IGCAR), Kalpakkam and Senior Professor, Homi Bhabha National Institute. Presently holding "Shri TV Raman Pai Chair Professor" at National Institute of Advanced Studies, Bengaluru and working in the domain of Science Communication and Risk Communication.

Present work includes obtaining effective and informative insights on managing public perceptions and public acceptance of public risks associated with new and emerging technologies, through science and technology communications. Developing platforms for enhancing interaction between scientists and the public using conventional and nonconventional media of communication.

His interests include understanding Ancient wisdom and adopting the same for the wellbeing of society.

Dr. Sanjay K Mishra

Dr. Sanjay K Mishra is the Advisor and Head for Knowledge involvement in research advancement through Nurturing (KIRAN) Division of Department of Science and Technology, New Delhi.

Mr. A. Vinod

Mr. A. Vinod, Member, National monitoring committee on Minority Education, MHRD, New Delhi. He is working as a Teacher in Government Higher secondary school at Karuvarakundu. Vinod has a Bachelor's in mathematics and a degree in moral and spiritual education. He conducts programmes for school children on character building and overall development as described in Upanishad and Yoga sastra. He coordinates the Educational activities in South India of Shiksha Sanskriti Utthan Nyas.

Prof. Sisir Roy

Prof. Sisir Roy is the Homi Bhabha Chair Professor at the National Institute of Advanced Studies with the NIAS Consciousness Studies Programme. His fields of interests are the foundation of quantum physics, quantum effects in Biology, modelling brain functions and cognitive

science, quantum tunnelling for dissipative systems, data analysis and Quasar astronomy.

Ms Sneha Sundari Y

Ms Sneha did her Master's in Plant Biology and Biotechnology. She is part of the science communication team at NIAS. Some of the works she has carried out at NIAS includes studying conflicts arising out of implementing projects relating to science and technology in Indian society

Ms Devika S Iyer

Ms Devika did her Master's in Clinical Psychology and trained on Special Education for Children. Currently working as an Intern with the Animal Behavior

and cognition programme. She is also interested in Understanding how yoga and meditation impact mental health. Devika has attended many workshops and seminars related to mental health and well-being.

Dr Moumitha Koley

Dr Moumitha Koley is an experienced synthetic organic chemist with expertise in conceptualizing, synthesizing and characterizing organic materials. Dr Koley's PhD is from Vienna University of Technology. Her research interest include metal-assisted catalytic transformations in organic chemistry. She is currently involved in teaching and designing chemistry experiments in the UG Programme at IISc, Bangalore. She has authored research papers on novel undergraduate experiments. Her recent research engagement is the domain of science and technology policy.

CONFERENCE SUMMARY

Students of the present generation endure various types of challenges in scholastic progress with respect to understanding curriculum, teacher expectations, parental pressure and many other socio-psychological factors. In order to address the above-mentioned issues and for their holistic and overall physical mental and spiritual development, experts from various backgrounds from different reputed institutions were invited to deliberate on “Communicating Ancient Indian Knowledge System for the holistic development of school children for their physical, mental and spiritual well-being” during 7-8 May 2019, held at National Institute of Advanced Studies, Bengaluru.

The discussion meeting began with Dr Jayasree welcoming the guests on behalf of the organizers and NIAS and introducing the theme of the meeting. Followed by Prof. Sai Baba briefly describing the programme as well as on what is expected from the meeting. He spoke about the importance of holistic development of children and the current situation where one takes care of physical aspects while mental and spiritual well-being are neglected. It is of importance to include and communicate to the younger generation to prepare them for coping up with the current day challenges. He stressed that the meeting is intended to identify a few implementable practices from our ancient wisdom to be taken to many schools in the country.

During the inaugural session, in his opening remarks Prof. Shailesh Nayak, Director, NIAS highlighted the importance of the topic for the school students. He emphasized that though this discussion is focussing on school children, it should also address the concerns of students of primary, secondary and higher secondary school

as they would have a different set of issues and levels of understanding. He also stressed the need for identifying the strategies with definite perspectives on what we need to do and why we need to do for the benefit of the school children.

In his opening remarks, Dr Sanjay Mishra mentioned the objectives of the meeting and its importance for the Department of Science and Technology in view of the possible implementation strategies. He spoke about the information available in our ancient system – few practices either non-tested or scientifically evidenced and time-tested ones, currently performed by a few organizations. He also spoke about the challenges faced by school children and the need for including some unified, standardized practices from our ancient system specifically for the physical, mental and spiritual well-being of school children. Dr Sanjay Mishra requested participants to focus specifically on the issues of school-going children and recommend a hybrid implementable and actionable model which would be studied in detail through the multi-organization collaborations with DST support. He concluded by saying that the outcome of such a study should lead to recommendations to MHRD, for implementation in the academic institutes.

Prof. Krishna Mohan delivered the vote of thanks. While thanking the guests for participating in the meeting, he pointed out the need for time tested strategies to be provided to the new generation of school and college children particularly and society at large for the highest wellbeing and harmony.

Major Harsh Kumar opened the technical session with his talk on “The essence of Integral

Education: Need of Gurukul Tradition to the System in the Contemporary World”. He started his talk with the concept of “Bharathvarsh” - the concept of nation and the essence of nation-building and spoke about the uniqueness of Indian culture and traditions. A brief on shortcomings in the current education system, how it has been deteriorated over the last few decades, degradation in terms of moral, ethical, spiritual and dharmic values were detailed. He applauded the glory of Indian ancient education system that aimed at both grooming the students for the future as well as to become a good human being. Harsh Kumar explained the concept of being satisfied, ideas of need, greed etc. and also on “Vasudaiv Kudumbakam – meaning the whole world is one family”. He described how the Gurukul learning nurtured the students through deep levels of determination, focus and concentration and how Guru/ the teacher served his role as teacher, mentor, parent and role model for the child. He emphasized that the Nation needs well qualified, trained manpower who would be the future leaders with good qualities such as faith in values, self-esteem, national identity, perseverance etc., that got eliminated in the process of the modern education. He briefed about various efforts of NCERT to include some of the moral values through various programmes for both children and for parents. Suggested that in order to re-establish the ancient glory, Indian knowledge and tradition needs to be reinstated and re-established in the school educational system.

Prof. Atul Kothari’s talk on “Contemporary Indian education and Panchkosha Udharan” was on the need for Pancha Kosha development in modern education. He spoke about the current education system and the need for education as a means for overall personality development comprising physical and mental growth. He

pointed out that food, sleep, fear and love are common for life, but humans need to follow “Dharma” in addition. He introduced the concept of Pancha Koshas which is the body-mind complex of man and consists of five layers (sheaths) of human existence viz., Annamaya kosha, Pranayama kosha, Manomaya kosha, Vigyanamaya kosha, Ananadamaya kosha – food, prana, mind, vigyan and ananda or bliss respectively. For physical, mental and spiritual well-being, all these layers should be in complete harmony with each other. He suggested various ways through which these five koshas can be strengthened in children. Annamaya kosha, the sheath of our physical body is nourished by food. Pranayama kosha is the life force energy controlling our bodily and spiritual rhythm and holds the body and mind together. As life /prana is determined by our state of mind, pranayama practices are useful. Manomayakosha is made up of human thoughts, feelings, mind and emotion. This included Gyanendriya and Karmendriya – Gyanendriya has five organs of perception through sight, hearing, smell, taste and touch and Karmendriya have five organs for action-prehension, locomotion, articulation, excretion and procreation. As these components are central to human existence, meditation can boost this Kosha. Vigyanamayakosha is composed of Vigyan or the intellect, the faculty that discriminates and determines our will. As the mind is wavery always and controlling mind is very difficult, mental growth in children is essential for keeping mind calm, concentrated, detached and being positive in thinking. Meditation is the tool work for Vigyanamayakosha. The firth of the Anadamaya kosha is the innermost kosha in the proximity of the soul. It is composed of Ananda or the bliss. Atman lies in this Kosha and explained how all other koshas contribute and help in easy development of Anandayamaya kosha. Prof. Kothari quotes the famous Rigveda

Sloka “Atmano mokshartham Jagat hitaya cha” which speak about salvation and ultimate well-being on earth for which vitalizing ananadamaya kosha is very important. He concluded with the message “desh ko badalna hay tho shiksha ko badlo”.

In the second part of his presentation, Prof. Kothari provided some examples of activities for the holistic development of children based on the Pancha kosha concept which are practised in many schools under Shiksha Sanskriti Utthan Nyas (SSUN) in different parts of the country. He described how physical development can be achieved in school students through physical education classes for about 20 minutes through activities such as - brisk yoga and sandhi yoga for 5 minutes, Soorya namaskar for 3 minutes, standing asanas for 3 minutes and four pranayamas for 5 minutes. Sleep, diet and basic hygiene are also practised among school children. He spoke of some practices in their schoolseg: Saraswathi Vidya Mandir, Naraina, New Deli - making children drink water, training on first aid, regular medical check-ups, imparting basic etiquette while sneezing and coughing, teaching of cleanliness – personal/classroom /school/ cleanliness, habits of washing daily bathing, wearing clean clothes, teaching about environment – through not wasting foods, planting trees, use of lights and fans after usage, no water wastage, not using plastics and many others were part of the personality development. As a part of teaching about the environment, it included forming environment council in schools, not using plastic water bottles, gifting books, and other useful items, installation of rainwater systems, keeping food and water for birds were suggested. Students can develop helping habit by teaching them about labour by assisting in library wok, voluntary work, developing the habit of doing every task efficiently. For the development

of pranayamakosha and manomayakosha, children were made to practise pranayama and meditation every day. Some strategies to reduce fickle mindedness were through music, devotion, service and patience teaching, Omkar chanting for concentration, participation in arts and sports and for “sharing and caring” through sitting and sharing lunch together, changing seating arrangements often were adopted. He pointed out how daily practice becomes a habit in the children, and they start doing it on their own after some time. Positive things lead to good habits, getting rid of weakness and achieving goodness and by learning patience students can have higher thinking skills. Some activities for the development of Vigyanamayakosha are conducting competitions for essay writing and debating, lecturing on the birth anniversary of great men, daily one question in one of the periods, writing quotes, leaning mantras, planning tasks priority, inspiring to study etc. In order to develop Anandamaya kosha, few strategies are helping in running the class, donate used books, helping other students in learning, schools adopting one village/slums, working in old age homes, planting trees, developing the habit of self-introspection. He concluded his speech by saying once these are regularly practised in schools, it aids in holistic personality development and overall well-being in children.

Dr Judu Ilavarasu discussed on the topic “Ancient Wisdom for Modern Education System: Challenges and Solutions”. While mentioning about the modern education system he pointed out the modern education is ignoring trust on teachers and missing of moral values. He emphasized the need for balancing spiritual and material values. The ancient education system has so many merits in terms of life training and if some of the practices are revived and assimilated in the modern system would bring

the best results. Dr Judu explained the self-determination theory of motivation, the macro theory of human motivation and personality, the basic concept of which are competence, autonomy and relatedness. According to him, this five-century old theory is still applicable in the modern-day and described how we can nourish these three aspects of this theory in our educational setup by giving autonomy, defining the purpose and providing freedom. He defined yoga being a mastery tool to maintain equilibrium for body and mind control and explained the conditions of Avarana and Vikshepa in three states viz., wakeful, dream and the deep sleep. According to him, it is very important to understand the three – “Gunas: sattva, rajas and tamu” in children, which are well established in the children in the preconception stage. There is a need for intervening parents from the pre-conception stage as 80% of character formation begins during this time. He suggested that yoga as the best tool which can bridge the gap between the ancient and modern value system, and culture both mind and body. In order to have a persistent change in the education system, Dr Judu suggested incorporating some suitable components of yoga especially those with higher dimensions into the education system. Such forms are to be included in most passive and consistent ways in order to achieve holistic development in children.

Dr Rajani Mullerpatan presented on “Enhancing physical activity for overall development in children using traditional Indian movement science”. She started with ancient Indian knowledge (AIKS) system, its values and need to unravel the system and the need to incorporate some of them in the health and education system. Rajani’s talk was more focussed towards the importance of physical activity and fitness that is declining in the present times (evidenced

from WHO survey reports) lack of which poses health risks including mortality. While explaining the difference between physical activity and fitness, she pointed out what WHO recommends for children and adolescents ages of 5 to 17 to do 60 minutes of moderate to vigorous and intense physical activity every day that can promote health and fitness. Also, no specific forms such as any form like yoga, Tai chi and other traditional forms are being prescribed at present and there is a need for generating scientific evidence-based solutions for individuals and institutes to decide upon that suits them best. In her talk, she described how the Mahatma Gandhi Mission in Navi Mumbai is evaluating scientifically the effects and benefits of some of the physical activities such as the Yoga, Surya Namaskar, Thoppukarnam, ancient sport forms, specific dance forms, sitting cross-legged on the floor etc., being tested across various age groups. She pointed out that all these forms are to be scientifically proven solutions that can be recommended in the current complex medico-legal systems. She suggested that the school going children have different levels of flexibility, endurance and mental abilities which vary at different periods of the schooling that need to be built up through physical activity. The ancient Indian movement science such as yoga have been underutilized for the early intervention in children. Therefore, there is a need for structured physical activity in the school curriculum which though exists in the present curriculum in some form, and are practised either partially or fully in many schools. She opined that these are inadequate and are not carefully and meticulously monitored. Dr Rajani suggested for the physical and mental health of children, yoga, meditation and Thoppukarnam to be integrated with physical education, and for overall development – introducing health sanskar through cultural exercises, Indian

movement science forms such as Bharatanatyam dance form, squatting, cross leg sitting on floor etc. can be combined. Incorporating the Sanskrit language for understanding of Ancient Indian Knowledge Systems, gender equality and introducing ancient food habits such as Ragi Porridge were also suggested.

Dr Shankar Rajaraman spoke on “Personality strengths and their relationship with life goals and well-being and how the traditional knowledge from the Sanskrit poetics” can be communicated to the youth for their well-being. He started how our Indian tradition regards life having a purpose the “Purushartha” - having four components artha - aquisition of material wealth, kama - enjoyment of material wealth, dharma - ethically guided acquisition of material wealth and moksha -eternal freedom from the world of matter. The first two being natural instincts and the other two are to be learnt. These goals, being dependent on each other follow a hierarchy from artha to moksha and described how it progresses both horizontally and vertically. He explained that life is well lived when a person progress in the vertical direction and ultimately attains moksha. Our tradition assures vertical progress of every individual at some point in their lives. Dr Shankar described how metaphysical basis for these goals are detailed in Sankhya Darshana that regards universe consisting of two realities purusha - the consciousness and prakriti - the matter and how intellect is very important in aiding bondage leading to the realization of consciousness. He also explained what APA defines well-being as the state of happiness and contentment with low levels of distress and overall physical and mental health and absolute well-being as attaining eternal freedom from displeasure that helps to liberate the soul. Sanskrit poetics have a greater role in achieving these life goals as their objectives are aesthetic

delight and education through the depiction of literature. He explicated these poetics described how heroes whowere symbolized as prototypes achieving a particular goal through appropriate actions and also how these characters in drama and literature had been used to communicate the knowledge of life goals, especially to sukumaramatis — individuals and youth who are wary of direct exposure to values and who are averse to advice. Dr Shankar concluded with suggesting few implementable strategies such as exposure to these poetics through various means such as providing examples from uddata, lalitha udatta and Santa from modern literature, drama, movies, televisions etc. making the children correlating with hero’s and anti-hero’s personality to the state of well-being, making youth identify their life experiences and recording their thoughts.

Dr Malavika Kapoor’s presentation was on “Lessons from Indian Indigenous health systems for the Developmental Psychology of childhood”. She spoke about the objectives of the contemporary development psychology for the promotion of holistic development of children that includes physical, cognitive, language, emotional, social, moral and sexual developments. Her talk covered important aspects of child development especially brain and mind and the emotional difficulties of children and how screen time affects the child’s development. She mentioned how old theories of Darwin, Freud and others viewed child development that is presently not much relevant and the necessity for changing approach to the modern children. Dr Malavika mentioned that children are born as scientists with their innate ability to learn from their growing environment through various means such as mimicry, modelling, simple instructions and how values inculcate in them starting from age two. She

detailed various developmental stages of the child especially brain and mind development and how indigenous health system such as the Ayurveda, Unani, Siddha and Tibetan approaches childcare. She spoke about triguna- rajo, tamo and sattvic and tridosha – vata, pitha and kapha and the need for identifying these in each of the children to suggest strategies to promote sattvic guna. She also mentioned that it is important to consider the individual difference in the children for any intervention and the need for holistic approach through diet, play arts, crafts and the inclusion of formal and informal games and yoga, meditation, relaxation techniques. Limiting screen usage, replacing with real-time activities could also be sought.

Dr N. C Induchoodan spoke about spirituality and the holistic development of children. He started his talk with Shri. Vivekananda's famous quote on education as a manifestation of perfection that exists in man and briefed of importance of Pancha Koshas. For "Vyakthithva Vikas", all the five koshas are not being attended through proper interventions starting from childhood. Dr Induchoodan stressed the importance of intervening the Ananadamaya kosha, which is connected to the spirituality of any person. Spirituality is seen as a connection of a person to self, others, and the community and development of anandamaya kosha leads to total happiness. He described spirituality as a culture aimed at "health, wealth and welfare" of man and one involving beliefs and values to provide a meaning to life. The existence of the universe is based on physical and spiritual laws and the present education system overlooks spiritual laws. Therefore, it is important to involve spiritual laws in school children from the very young age onwards. Dr Induchoodan also described spiritual laws consisting of divine oneness, vibration, attraction, karma, relationship

etc. and cited examples on how each one of these provides interconnectedness to self and others and induces "Seva Bhavam" in individuals. Spiritual development helps to understand the value of honesty, sincerity and many good qualities which can raise divine consciousness leading to happiness and unconditional love. He rightly pointed out that for overall development, knowledge of spiritual laws is essential and how spirituality can be habituated in children which becomes automatic action in them. Dr Induchoodan cited examples from his experience and described how their organisation, the Shiksha Sanskriti Utthan Nyas impart value education in schools through simple thoughts and deeds on building the honesty, sincerity, sharing and caring, donating etc. so that children develop these good habits and experience spiritual well-being. He concluded his talk by giving few suggestions such as making the children do some charity through donation of books, small contribution to "Seva Nidhi", planting trees for benefit of man-kind, sharing food with others and few more among school children which will not only help in their spiritual well-being but also for contributing to "*Lokasamasthasukino bhavantu*"- May all in the World live in happiness.

Dr Sripad Ghaligi's presentation dealt with yoga for the holistic development of student's personality and well-being. He spoke about the issues in the current education system which focus towards objected-oriented knowledge acquirement and is accentuating only some of the aspects of the personality of students omitting holistic personality development. Yoga from the ancient system is intended for the well-being and currently being practiced in many schools but not in the right way in the sense it was meant for. Dr Sripad mentioned that there are several yoga sutra concepts available in Vedas, Bhagavat Gita and other Sastras which talks about yoga asanas

and postures in detail for the holistic personality development. These principles of yoga can provide preventive, restorative and nurturing guidelines. The requirement of activities vary from person to person and therefore while adopting any practice, other factors such as hereditytraits, environment, parenting etc. need to be considered. The yoga sutras are to be understood properly based on the situations and contexts while adopting them for achieving desired results. Dr Sripad spoke about different ways of conveying the message, which are defined in samhitas, He detailed the three samhitas - viz., prabhu samhita, suhruth samhita and kanta samhita - how the instructions are provided in different enjoyable ways so that it is not felt as instructions. Prabhu samhita, is like a king ordering to do's and don'ts and similar to vedas and shastras., Suhrut samhita instructed by a friend in form of stories and kaanta samhita which is likened to a wife instructing husband softly, such as the poetry and literature. He also highlighted the benefits of introducing the concepts of Karma yoga form Bhagavat Gita which is yoga based on action and that talks about the need for every human being to engage some sort of activity. He also described the need for interpreting the himsa and ahimsa based on the context and about yamas (for right living) and niyama (ethical rules) that are to be followed by every individual. He mentioned that consciousness as the core of personality to have cognition. Dr Sripad also highlighted the need to understand the dominant guna of each child to be considered while introducing interventions. He concluded his presentation by highlighting the role of parents and teachers in imparting ethics and values to children and communicating them with appropriate examples from Vedas, the epics Ramayana and Mahabharata etc., for their overall personality development.

Prof. Darshan Shankar gave an overview of the Indian Knowledge systems and its contemporary relevance. He described contemporary education as an aftermath of dominant imposition of western cultural and intellectual tradition from colonial times. AIKS are relevant even today and need to think about changing the education system. Prevalence of dominant mono-culture orientation in Indian education is skewed and has resulted in euro-centric categories of knowledge, epistemologies and ontologies in all domains of knowledge. He pointed out that the modern education system is based on a reduced view of nature and limited to the world of reality as amendable to six instruments – five sense organs and the state of mind. Prof Darshan also spoke about the modern health system having western medicine base whereas ancient Ayurveda though superior in many ways has less adaptability (3%) even today. Ayurvedic medicines and practices lack evidence with stipulated standard preventing expandability and adoptability in other countries. He pointed out the need for generating pieces of evidence for our ancient practices to increase acceptability. Ancient Indian Knowledge Systems having great contemporary relevance in many domains such as agriculture, technology, health care and even education, Prof Darshan suggested some of the good practices be introduced in schooling and at the college level through policy-level interventions.

Dr Sai Susarla talked about “Holistic Child Development and Education: A Golden Opportunity for Renaissance based on Indic Wisdom and Modern Technology”. He briefed the happenings in current education, perception of society and expectations of children, parents, teachers, society etc. which is undergoing huge transformations. He talked about information explosion at a fast pace because of internet and

social media and the helplessness of teachers who are finding hard to finish syllabus on time and about budding internet universities in the U.S. offering a short course for students to choose from. The expectations from the society are far-reaching, ways of achievement, how children rule everything in house, increasing concept of homeschooling, school and college becoming socialization points, the dominance of artificial intelligence are some of the issues in the modern education system. He also spoke about changing employer perceptions who look for characteristics such as self-reliability, productivity, communicative, empathetic, etc., as required qualities for job selection. Society understands and accepts value-based education as the need to the hour but is left with no idea on how to achieve it. Dr Susala described various efforts of MIT Pune where they are engaged in imparting value education by communicating the importance of discovering oneself, defining success in terms of social impacts, ethics greater than materialistic gains, shifting focus from self-orientation to self-congregation through directives, self-worth analysis, exposing children to people who do great work in the society etc. Sai Susurla explained various approaches through which people can be made efficient, like, useful learning, increasing ability to comprehend, retain, observe and infer things, knowledge acquirement on their own, hierarchical teaching such as seniors teaching juniors, introducing life skills etc. Values were imparted to them through outcome-oriented ways. Dr Sai Susurla suggested introducing few values and practices of Ancient Indian Knowledge Systems such as doing pooja which can develop an emotional connect, ayurvedic approach of physical health through mom's kitchen, Bharathiya kathas without teaching morals, Soorya namaskar and pranayama, logical studies such as Nyaya -

vinyasa, and training workshop for the parents to learn their children better.

Vasudevan Namboothiri's presentation was on "Vyakthithva Vikasa" concept and how Indian philosophy describes "Aham Brahma Asmi" – meaning I am Brahman – the God as everyone having God in them. He explicated child as a "Vyakthi" having a concrete picture equal to God - Brahman and is the invocation is the essence of Indian education. He referred to "Taittiriya Upanishad" which speaks about the Pancha Koshas – Annamaya kosha, Pranamaya kosha, Manomaya Kosha, Vigyanamaya kosha and the Anandamaya kosha and ways and means to achieve "Brahman". These koshas are roadmaps for physical, psychological and spiritual development. Any 'Vyakthi' (person) can gain, the status through development of Koshas which has to start from schooling.

He explained how yogic exercises, meditation, relaxation and few postures, work for the betterment of each of these koshas. Mr Vasudevan spoke about the usefulness of sitting in the right posture, the right way of meditation, relaxation, breathing etc. for physical and mental development and wrong methods resulting in problems. Mind and body being interconnected, various interventions are to be made to control the body to maintain physical health. It is important to control the mind through proper breathing techniques. He pointed out the need for introducing some important yoga, meditation and pranayama techniques in school children which they can practice daily during assembly time. He also suggested music learning as a means to control the mind for school children. He also pointed that any child should be "Veeryavaan" – should be able to absorb what is taught in one-hearing itself which can be achieved only

through observance of “Brahmacharya” — a form of self-restraint as per Patanjali yoga sutra. According to Patanjali, yoga is the way for “chitta, vritti, niroda” - that silences the disturbance of the mind. Mr Vasudevan also explained the first line of the Atma Shatakam, the famous Adi Sankara quote on self-realization – “Mano Buddhi Ahamkara chitta Ninham” and the need for the development of Anandamaya kosam intended for eternal bliss.

Prof Krishna Mohan’s presentation was on the relevance of ancient Indian knowledge tradition for mental health and well-being of children. He spoke about the current education system in which the transition from childhood to adulthood involves complex physical, psychological, emotional and social developmental changes, all taking place at the same time. School going age is critical for developing holistic - physical, psychological and emotional well-being as well as positive personality. He spoke about the relevance of yoga and meditation and the need for spiritual values in children. Most of these practices are elaborated in Sastras, yoga systems, Hindu religion - spiritual tradition has been rooted in our ancient education system. As cited through “Chitta Vrithi Nirodha” yoga promotes unison of body and mind and envisages wellness of human beings for physical, mental and spiritual well-being. In children, yoga practices improve balance, endurance, flexibility and strength and meditation helps in increasing concentration power, relieves stress and anxiety and strengthens the immune system. Though research studies have shown positive benefits of these practices, many lack scientific evidence due to the factors such as testing methodologies, sample size and control methods, lack of comparative studies, subjective and culture bias, replications and generalizations and few others. As for recommendations, he suggested

that the yoga, meditation and spiritual values be integrated into educational institutions as a part of curriculum leaving aside esoteric and religious and misleading spiritual concepts.

Dr Rukmini in her talk gave an idea about ancient Indian knowledge-based value education for school children. While talking about the flaws in modern education, she mentioned that the education system does not consider the holistic development of children. She spoke about how the teachers are imparting information to children empowering them with employability focus failing to cultivate the inquiring mind. Current day children undergo many problems at an emotional level. She highlighted the need for thought, and action and emotions to be integrated to achieve harmony. Dr Rukmini discussed the limitations of science and its development failing to consider holistic developments and how modern science has isolated and eliminated many important practices as there were not verified/ measured through physical instrumentation. Such systems failed to discover the underlying reality and process of creation that governs all phenomena in nature. She tinted the repository of knowledge which were penned down our Rishis and has reached to us through scriptures, Upanishads, Vedas and Epics. It is essential to introduce value-based teaching that inculcates moral, ethical, spiritual and human values in children. She suggested that such literature need to be introduced in the school curriculum along with skills and knowledge, it will not only help in imbibing these values but also aid in holistic development as an individual. She gave some suggestions such as replacing English rhymes introduce patriotic songs and bhajans and slokas, ancient stories to be made available in social media, inculcating moral and ethical values in the middle schools through various other methods, language being connected to other subjects,

including knowledge about Indian IKT through geography lessons, recitation competitions, summer schools on IKT, inclusion of mother tongue and vernacular language in education scenario, teaching about spiritual leaders, moral science books included with traditional values. Dr Rukmini gave some replacements of teaching numerals following a spiritual approach and suggested that such practices go well with physical and mental development without being seen in isolation.

Dr G.G. Gangadharan presentation was on the holistic approach of Ayurveda on children's health based on the life cycle of children. He spoke about the concepts of Ayurveda, the eugenics on child care as a process initiating from the preconception stage - preparing the mother and father from the planning of pregnancy onwards for a healthy progeny. While introducing the concept of "nature versus nurture", he explained the developments in the field of epigenetics and the ability to change individual phenotype, though influences such as nutrition, toxin exposure, parental behaviour etc. The genetic characteristics are the culmination of ethnicity, family aspects, geo-climatic conditions, age and diet and lifestyles. He cited that the ancient Ayurveda principles describe the influence of diet, lifestyle and therapy on healthy offspring. According to Ayurveda, an ideal offspring is the appropriateness of maternal, paternal, spiritual, nutritional and psychological factors. He detailed the three Gunas dominating at each stage of the human body, kapha guna dominating in early life, pitta guna in mid-life and vata guna in later part of life. He explained the ageing process and control/prevention through ayurvedic interventions in each of the decades of human life. Dr Gangadharan talked about various samskaras like Garbhadharana (conception procedure), prakara yoga -

procedures and immunomodulatory recipes, vyadhibala virodha - antagonistic to be strong and virulence of the disease, Vydadhutpada Pratibandhakatwa - capacity to inhibit and bind causes and factors of diseases in each stage of child development and what interventions are required at each stage. He described various interventions for anti-natal and after childbirth stages for ideal growth, immunity building and disease prevention. For a healthy body, Ayurveda specifies wholesome diet to children with five important rasas - madhura, sour, salt, bitter, pungent and Kashaya with the importance of each in this order. Details on how much food to be given and the timings were also provided. He also emphasised the need for following specific dinacharya, rathricharya and sattwik dharma for healthy body, mind. Introducing compassion is very much necessary from early childhood for mental and spiritual development. Since the needs of children are different some rasayanas based on their body composition are to be prescribed to them to aid their growth and development. He also emphasised the need for "brahmacharya" - the self-control and few codes of conduct to be followed by children. Such code of conduct can be reinforced in children by the family members, teachers, peers and mentors. He concluded by saying when a person follows ayurvedic principles at moderate levels, it can lead to longevity.

In her talk, Dr Jayasree Vaidyanathan described the history of education in India beginning from the ancient system, emphasizing the shifts and changes in contemporary times. She described how the education system changed from the concept of "Sa Vidya Ya Vimukyate" - education for liberation to the present-day education system that focuses on scholastic growth. Her talk aimed at understanding the changes in the education system to identify how

and when the transition has taken place and to see how the current system has been evolved over a period. The important landmarks in the history of education in India were presented starting from Vedic times, epic and Buddhist, the Islamic, the colonial periods to the current system. Various aspects of education such as aim, type, language, methods, contents, number of years of schooling, relationships, life situations etc. were compared across these time scales. There was a gradual change in the focus of education from the Vedic period till the Buddhist period. There was an abrupt shift in the focus of education from the Islamic period whose focus was more towards the promotion of Islamic religion. During the Islamic period, many Hindu centres of learning like Taxila and Nalanda faced a huge setback. In the aftermath of the medieval period, the formal schooling system was initiated by the East India company through missionaries. Evolution of modern education post-independence was also briefed. The presentation concluded by highlighting the importance of reviving some of the relevant systems inherent in ancient knowledge that needs to be blended with modern education for overall well-being of children - physical, mental and spiritual.

Prof. Sai Baba presented the challenges of communicating our ancient value systems. He started with famous quotes of Swami Vivekananda, Dr Radhakrishnan and Sri Buddha on education, knowledge and thoughts respectively and highlighted what the current generation is missing in their studies. The personality trait of children is a complex interplay among various factors but synergistic interactions from all fronts making the person motivated and successful. He mentioned that in today's competitive world as life is dependent on information and knowledge the challenge

is to identify, discern and absorb. And how the ancient wisdom took care of physical, mental, social and emotional spiritual well-being. He spoke about the need for highly motivated and skilled manpower as essential to make our country achieve progress in all domains. Prof Sai Baba described holistic approach consisting of learning, building skillsets, appreciation of ethics, sensitivity to the stakeholders as well as wealth generation and the need for all stakeholder to be made aware of these challenges. He spoke about the scientific inquiry for obtaining knowledge, to gain a better understanding and for explanations to be more useful. Research and development being a continuous process, all knowledge is for enhancement of quality of life and is aimed at developing new knowledge, apply and connect to the society. Convincing others about our ancient Indian knowledge systems and reaching out to society are the biggest challenges. He highlighted the role of parents in nurturing the child as primary lessons are learnt from parents and present-day parental expectation from teachers to nurture their children at school. It is very important to understand and recognise the interplay of teacher and parent in the child's development. He also cited that the ancient Indian system and spirituality need to be imbibed from a very young age itself. There is a need to reinvent out the ancient Indian system, to be made simple and integrate into our education system. These systems were emphasizing about the holistic development of self as well as others which is the challenge.

Suggestions on implementable strategies by the participants are listed below:

Judu Ilavarasu suggested that S-Vyasa University has already developed many modules on Yoga practices for the personality development of children. The university can share these modules

with NIAS. Another suggestion is, incorporate ayurvedic practices in daily life on the model of “food through mom’s kitchen” and “AIKS Olympiad” for school children.

Sripad Ghaligi discussed Amritha Viswa Vidya Peetha literature on Yoga sutras and ancient knowledge which would be shared with NIAS and willingness to extend all possible help in this direction.

Major Harsh Kumar cited about the modus operandi of NCERT working on the inclusion of ancient Indian knowledge system in the curriculum. He also offered to help in the implementation of strategies through NCERT publications.

Rukmini would contribute to the implementation of values and ethics education

Malavika Kapur suggested the creation of a repository of knowledge base and identify few practices for implementation in schools. Also, preparation of small handouts/manuals/ both in English and local language for dissemination.

Prof Atul Kothari would provide details of various strategies for Pancha Kosha development they have implemented through their organisation and would help to implement in schools

NC Induchoodan extended all help to implement the practices of value-based education and imparting spirituality through their schools and offered to share the details of practices for both students and training of teachers which Shiksha Sanskriti Utthan Nyas carried out in various schools across the country.

Vinod A suggested exhibition of ancient Indian practices and discussion of the same, implementation through teachers.

Jayasree suggested outreach activities through social media by NIAS communication team

Krishna Mohan suggested simple activities from ancient system to be included. The link between the researcher and the implementors are to be strengthened.

RECOMMENDATIONS

To initiate a detailed study on Ancient Indian Knowledge system for the holistic development and well-being of school children through

1. Creation of a repository of ancient practices focusing on holistic development in terms of physical, mental and well being
2. Identify implementable strategies for the well-being of school children
3. Develop strategies for implementation with piloting in selected schools
4. Evaluate communication approaches to advance the study in other geographic locations
5. Recommend policy level strategies to be incorporated in the school curriculum for wider outreach and dissemination.

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- 11 **Abstract:**

Education plays an important role in shaping students into good human beings. The modern system of education, which concentrates more on imparting professional skills and developing intellectual knowledge, ignores the holistic development. Imparting holistic education has become a challenge in modern times. The importance of psychological well-being, emotional health, of the students for the social-physical-cognitive-development, is well recognized. Various forms of ancient practices such as yoga, meditation, spiritual healing exist in our ancient knowledge system and encompass not only the development of “Anamaya Kosam” (constituting the physical body) but also for the mind, intellect, vitality and spirituality. All these together with balanced food and lifestyle as described in Ayurveda helps to nurture the body, mind, vital force and intellect of school children. A physically, mentally and spiritually advanced child will have enhanced self-esteem, confidence and respect through which the child would be able to deal with the challenges that are posed by modern-day life. This two day meeting discussed various aspects of Holistic development fo Children with an aim for their physical, mental and spiritual well-being”.
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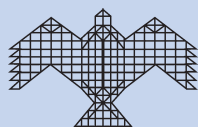
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