



International Webinar On

Revisiting the Idea of Teacher and Teaching in the Virtual Space Syn-and Post COVID-19: Indigenous Narratives and Learning from within

28-29 May, 2020

The Context

The spread of Covid-19 across the globe has resulted in an unprecedented humanitarian crisis that challenged almost all the existing models of life forms of humanity. It resulted in a shrinking of real social and cultural space, where a new order of virtual space appeared as an alternative to maintain the continuity of communicative actions along the technologically mediated trans-real trajectory of human interaction. Accordingly, the pedagogic space and educational institutions became a virtual space and platform where technology ought to play a major role enacting pedagogic episode in which position of human agency become marginalized.

Though the web-based technology and virtual space have proposed an alternative to ensure the continuity of learning and teaching during the era of lockdown and quarantine in the present ontological crisis. But the majority of the learners are not able to access and participates in the virtual learning space due to the unequal availability of digital resources and digital literacy. Besides, it also alienates teachers and overlooks the strength of personalized instruction and face to face dialogic strategy of re-constructing knowledge and experience in the real learning space.

The technological driven pedagogic strategy has even been used from the pre-corona period, it was largely used as a supplement to the human-driven pedagogic processes. In the corona period, it is being referred to as space and resources to visualize new educational space, learning process, and pedagogic order which exist beyond the Spatio-temporal boundaries. It emphasized more on instrumental rather than intrinsic aspect of human agency. The history of education reveals some temporal block where technology proved to be a turning point in the pedagogical journey of mankind.

However, these appear as a natural juncture of this continuity and changes in the process of evolution of both human knowledge as well as the education system. On the other hand the virtual learning space and technocratic

pedagogic order appeared as an abrupt strategy to get grab the absence of real learning space as an opportunity in the time of closure educational institutions in socio-medical emergency. It is seemingly the strategy of hoarding the opportunity in favor of technologically driven education markets.

Thus, it is pertinent to deliberate upon the idea of teacher and educational institutions in the virtual world that irrupted the syn- and post COVID-19 crisis.

The deep-rooted tradition of pedagogical knowledge and wisdom may be the threshold to evaluate the worthwhile-ness of virtual learning space and its concomitant technologically driven pedagogic order in the course of facilitating empowerment and liberation of human and humanity, the indigenous and grounded narratives of Bhartiya scholars, teachers and practitioners may illuminate the ways of cultivating inclusive aforesaid design and process to address the questions emerged due to abrupt appearance and spread of virtual learning space and technocratic instructional design in the learning gap due to closure of the educational institution during COVID-19.

The virtual learning order and its instructional design are seemingly characterized illusion of learning can authentic learning. As its' devoid of face to face interaction and dialogue between students and teachers which is necessary for constructing the valid knowledge and authentic experiences. In extended deliberations, it is also important to unravel the epistemic ramification of virtual learning space and to search an authenticate and inclusive design to negotiate the conflict between the 'real and virtual' educational order.

Within these contexts, it becomes important that human society once again restores the basic tenets Bhartiya value system of its natural inter-relationship with nature, restructuring its modern knowledge-skills with folklife, culture, and frame of co-existence. The legacy of Indian knowledge system and extensive literary works has the potential to provide directions to the entire humanity and the world of the intellectuals.

Thus the indigenous pedagogic knowledge and wisdom may illuminate the ways of reconciling the troubling duality of educational orders during and beyond the COVID-19 era.

The Initiative

The Teaching-Learning Centre for Social Science, Dr. Harisingh Gour Vishwavidyalaya, Sagar, Madhya Pradesh-India has always remained active to engaged with such challenges and discover the possibilities to organizing deliberations and dialogue between academia and practitioner from the world.

Accordingly, we intend to host a vibrant discourse on the above concern for reconciling the troubling duality of teaching-learning space along an international dialogue on the theme "Revisiting the Idea of Teacher and Learning-Teaching in the Virtual Space Syn-and Post COVID-19: An Indigenous Narratives and learning from within " on two consecutive days through the virtual platform from **27-28 May 2020**.

The key points for discussion and takeaways from the webinar will be a deliberation on:

1. Indian Education: Reflection from a Indigenous Narratives
2. Re-define Education, Teacher, and Pedagogical Practices the Virtual Space
3. Syn- and post COVID-19 crisis: Challenges, and Prospects in Virtual Education
4. Social responsibilities for Teachers and Administrators in the Virtual mode

This webinar is an attempt to understand all such concerns and issues which may need attention while moving to off line learning to Online learning as paradigmatic shift at global level.

Platform:The webinar will be hosted on licensed secure version of ZOOM Meetings. General guidelines and the link of the webinar will be shared to participants on their registration for the webinar.

Who can attend:Research Scholars, Faculty from Higher Education Institutions, Teacher Educators from CTE, IASE, SCERT, DIET, NCERT and Persons associated with NGOs.

Participation:The seats are limited to 300 participants offered on a statement of purpose and disciplinary requirements for which a participant needs to register using a given link of **google form** <https://forms.gle/RMTMoRYAavVDCCBi9>. The form will be open till 05:00 PM of 26th May, 2020.

Certification: Digitally signed e-certificate will be provided to all participants, who will attend all sessions of the webinar and submit the assessment via e-mail. Please note no certificate would be made available in hard copy.

Note:

- Certificates will be awarded to only those participants who successfully complete the assignment.
- The link of Assignment will be open till 27 May 2020, 09:30 AM.
- Only e-certificates will be provided to successful participants which may be circulate on/before 15 June 2020 after data verification.
- There is No Registration Fee for participation.

- This Webinar will be conducted through Zoom Video Conferencing and TLC will not be responsible for technical issues, if any.
- The confirmation mail and Zoom ID will be sent only to those whose participation is confirmed. Teachers must be able to login on their own using the zoom ID after the login id is shared, no technical assistance will be provided for this by TLC, Sagar.
- Use earphones/Airpods for better quality of sound

Eminent Speakers



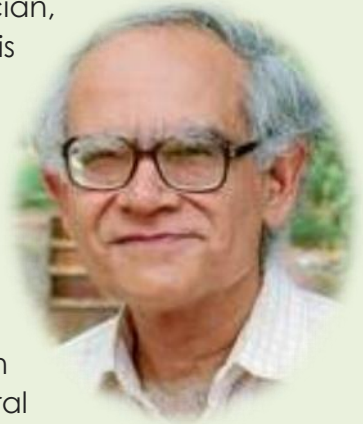
Padma Bhushan Dr. Vijay Bhatkar is one of most acclaimed and internationally acknowledged scientists of India. He is presently the Chancellor of Nalanda University. He is best known as the architect of India's national initiative in supercomputing, where he led the development of India's first supercomputer Param in 1990, under the technology denial regime. Dr. Bhatkar is also widely known for bringing ICT to the masses through a wide range of path-breaking initiatives, such as the celebrated GIST multilingual technology covering India's 22 official languages with 10 diverse scripts that has dissolved the language barrier on computers once for all; MKCL's computer literacy programme, Education to Home (ETH) initiative for bringing the benefits of ICT to school education.

Dr. Bhatkar has served as a member of the Scientific Advisory Committee to PM, Member of the Governing Council of CSIR and a member of the IT Task Force constituted by PM in 1998.

Dr. Bhatkar was conferred with Krishi Bharat Ratna Award in 2017, Padma Bhushan Award in 2015, Padma Shri Award in 2000, Maharashtra Bhushan Award of 1999-2000. He is the recipient of the prestigious Jindal Prize 2012, Saint Jnaneshawar World Peace Prize 2010 by World Peace Centre, nominated to the Petersberg Prize 2004, Adi Godrej Award 2010, C-DAC Oration Award 2006, KG Foundation's Personality of the Decade Award 2004, PGCIL Award 2001, Om Prakash Bhasin Foundation Award 2000, Global e-Biz Award 2001, FICCI Award 1999 for Excellence in Engineering & Technology, Lokmanya Tilak Award 1999, VASVIK Award 1993, and Electronics Man of the Year Award 1992 and many more.

Dr. Vijay Bhatkar is presently Chairman of the Oversight Committee, Science and Engineering Research Board (SERB) as well as Chairman of Unnat Bharat Abhiyan. Founder Chancellor and Chief Mentor of Multiversity, Chancellor of D. Y. Patil University, and National President of Vijnana Bharati. Dr. Bhatkar did his Ph.D. in Engineering from IIT Delhi in 1972. He has been conferred Honorary D.Sc. (Honoris Causa) by Dr. D.Y. Patil University. He attained Doctoral Degree by Gujarat Technological University and D.Litt. from Nagpur University. His life mission is to bring about a synthesis of science and spirituality for the service of humanity.

Padma Shri Krishna Kumar is an Indian intellectual and academician, noted for his writings in the sociology and history of education. His academic oeuvre has drawn on multiple sources, including the school curriculum as a means of social inquiry. His work is also notable for its critical engagement with modernity in a colonized society. His writings explore the patterns of conflict and interaction between forces of the vernacular and the state. As a teacher and bilingual writer, he has developed an aesthetic of pedagogy and knowledge that aspires to mitigate aggression and violence. In addition to his academic work, he writes essays and short stories in Hindi, and has also written for children. He has taught at the Central Institute of Education, University of Delhi, from 1981 to 2016. He was also the Dean and Head of the institution. From 2004 to 2010, he was Director of the National Council of Educational Research and Training (NCERT), an apex organization for curricular reforms in India. He was awarded the Padma Shri by the President of India in 2011.



Dr. Bal Ram Singh has been a professor since 1990 and Henry Dreyfus Teacher-scholar since 1997 at UMass Dartmouth (until 2014) and at the Institute of Advanced Sciences (INADS), Dartmouth, Massachusetts. He has been a visiting professor at Georgetown University, Harvard Medical School, Yang Ming University (Taiwan), and Jawaharlal Nehru University (India). He is currently the President of the Institute of Advanced Sciences, and also the founder of Prime Bio Inc., a biotechnology-based company. Dr. Singh is the Founding Director of the Botulinum Research Center, established in 2003 and currently located at INADS. He is also the Founding Director of the Center for Indic Studies at the University of Massachusetts Dartmouth. He is currently a Fellow of the Jawaharlal Nehru Institute of Advanced Study, JNU, Delhi. Dr. Singh is an alumnus of Kamla Nehru Institute Science and Technology of Avadh University, Ayodhya, India, Jawaharlal Nehru University in New Delhi, India and TexasTech University in Lubbock, TX, USA. He has published 13 books and over 300 articles, including articles related to India's philosophy and traditions. He is Editor/Associate Editor of four journals, including Biochemical and Biophysical Research Reports (Elsevier), Ayurveda Journal of Health (UMass Dartmouth), and International Journal of Indian Culture and Business Management. Ayurveda - Health Happiness and Harmony Book Series, Motilal Banarsidass.





Padma Shri Dr. Subhash Kak is Regents Professor at Oklahoma State University in Stillwater. His research is on cyber security, artificial intelligence, quantum computing, archaeo-astronomy, and history of science. He is a member of Indian Prime Minister's Science, Technology and Innovation Advisory Council (PM-STIAC) since 2018, and he was awarded the Indian civilian award Padma Shri in 2019. The Pantheon Project of MIT (2016) has him in its list of 33 computer scientists. His other awards include British Council Fellow (1976), Science Academy Medal of the Indian National Science Academy (1977), UNDP Tokten Award (1986), National Fellow of the Indian Institute of Advanced Study (2001), and Distinguished Alumnus of IIT Delhi (2002). He has served on academic advisory committees of the Smithsonian and NIST and on the advisory boards of several technology companies. He is the author of twenty books that include *Mind and Self*, *The Aśvamedha* and *The Wishing Tree*, and his autobiography *The Circle of Memory*. He discovered a long-lost astronomy of the Vedic period that was published in scholarly journals of the West and India and in the book *The Astronomical Code of the R̥gveda*. He has translated several texts from Sanskrit to English, including the *Vaiśeṣika Sutra* of Kaṇāda. He is featured as one of the interviewees in the area of mathematics and information in the long-standing PBS series *Closer to Truth*.



Eminent Sanskrit scholar **Dr. Chand Kiran Saluja** has been selected for this year's prestigious 'President's Certificate of Honour' by the Government of India. Dr. Saluja has dedicated his entire life for promotion of Sanskrit language, particularly to change the way Sanskrit is taught in the country.

Dr Saluja taught Sanskrit, Hindi, Philosophy of Education in Central Institute of Education, University of Delhi for more than twenty years before he took VRS and joined the Sanskrit Promotion Foundation as Director, Academics. He is considered to be a great authority in subjects like Human Rights & Education with special reference to Children's Rights, Philosophy, Sociology and Problems of Indian Education, Legal Perspectives of Education, Ancient or Bharatiya System of Education.

Dr Saluja is actively working in promotion of Sanskrit across the world through his project Sanskrit Promotion Foundation (SPF) under ONGC-CSR. He has already produced more than 70 books in Sanskrit.. Apart from this, Dr. Saluja is engaged in online Sanskrit tutorials, translation of books and research in Sanskrit pedagogy.



Padma Shri Dr. Jagmohan Singh Rajput is an Indian educationist, writer and the former director of the National Council of Educational Research and Training. After his stint as a professor at the Regional Institute of Education, Bhopal during 1974–77, he served as the principal of the institution till 1988 when he was appointed as Joint Adviser on Education to the Ministry of Human Resource Development, a post he held till 1994. When the National Council for Teacher Education (NCTE) was established in 1994, he was made the founder chairman of the council where he served until his move in 1999 to the National Council of Educational Research and Training (NCERT) as its director. He superannuated from service in 2004 and during his tenure as the head of NCERT, it was reported that he brought in regulations in BEd education by distance education method and introduced a two-year BEd course. Prof. Rajput has published several articles and books on physics and education in English and Hindi languages; Encyclopaedia of Indian Education (2 volumes), Education in a changing world: fallacies and forces, Contemporary Concerns in Education, Universalisation of Elementary Education: Role of Teacher Education, and Teacher Education in India are some of the notable ones. UNESCO honored him with Jan Amos Comenius Medal in 2004 for his contributions to educational reforms in India and he received the Maharshi Veda Vyas Award of the Government of Madhya Pradesh in 2010. The Government of India awarded him the fourth highest civilian honour of the Padma Shri, in 2015, for his contributions to literature and education.

Prof. Nita Kumar completed her Ph.D. from the University of Chicago in History and has taught at the University of Chicago, Brown University, and the University of Michigan among other places. She presently holds the Brown Family Chair of South Asian History at Claremont McKenna College, Claremont, California.



Prof. Kumar studied Anthropology alongside History and has been productive in research and publishing in both fields. She has further moved on to include Women's and Gender Studies, Literary Criticism, Education and Performance Studies in her approach. From 1990, Nita Kumar has been associated with NIRMAN, a non-profit NGO that works for education and the arts in Varanasi, India. Kumar's scholarship has included a questioning of the pursuit of agency and 'justice' in history, and the responsibilities of the scholar towards her subject(s) of study. At NIRMAN, Nita Kumar has taught, written curricula, trained teachers, and worked on children's books and arts. She has worked with weavers' children, working class women, and village families. These are also subjects she has written the histories and anthropologies of. Nita Kumar has presented her research on education, democracy, modernity, and children in India at numerous places, and continues to do so.

Shri Mukul Kanitkar is the Akhil Bharatiya Joint Organizing Secretary of Bharatiya Shikshan Mandal, an organization dedicated to evolve indigenous model of education. He has conducted innumerable workshops on personality development, and research for National Resurgence in IIT Delhi, IIT Roorkee, Jawahar Lal Nehru University, Delhi University, MS University Vadodara etc. He trained and motivated 29,973 School students to perform Mass Suryanamaskar at Gwalior in 2005 to create a world record duly entered in the Guinness World Records.



Shri Jayant Sahasrabudhe is the Akhil Bharatiya Organizing Secretary of Vijnana Bharati, an organization dedicated to popularisation of science and scientific temperament through indigenous knowledge system and culture. They want to promote indigenous model of education to decolonised Indian mind. He has conducted innumerable workshops on personality development, and research for National Resurgence in various Institutions. He is an engineer by training.



Shri Shankaranand BR, is a social- educational reformer, associated with Bharatiya Shikshan Mandal as All India Joint Organising Secretary. He is an engineer by training in the specialised branch of Electrical and Electronics. He started social journey with Vibhag Pracharak, Pranth Bouddhik Pramukh and Saha Pranth Pracharak in Karnataka Uttar Pradesh. He is known for intellectual oratory skill and nationalist frame for environment, education and philosophy.



Ajay Chaubey is Principal in the Directorate of Education, Delhi. He did his Master from Delhi University. He completed B. Ed, M., Ed, and MPhil. He joined as lecturer (Maths) in DOE when he was pursuing M. Phil (Education) from Faculty of Education (CIE), D.U. But, he continued his learning as M. Phil researcher scholar and later on he joined NUEPA for PhD course. He also taught in three different sessions for B.Ed at CIE and two sessions for BEIED at Miranda House, SPM and for some months in LSR. Where he taught Pedagogy of Maths and Sociology of Education. In this way, he kept emerging along the axis of both Idea as well as actions, theories as well as practices. Thus, this bi-focal engagement facilitated the personification of praxis of education within him. He presently investing his autonomy for cultivating school as democratic school, community school - a version of learning organisation where he uses his own frameworks and Action plans. He is leading the school through 24 innovations from front, some for example, are as, A system of Bal Sansad, Bal cabinet and community Council as a political forum for students. Children weekly news paper, TSIP, interaction circles, Young leadership programme, Creativity Adda, Student researchers, Participatory Budgeting by Students etc. 11 curricular processes for teachers' education and training at school. Process for enabling parenting. Learning community among neighbourhood schools.



Moderators

Poornima Tripathi, PhD in Political Science, 2011, Lucknow University

(Gold Medalist), PG Diploma in Journalism and Mass

Communication, Jaipurya Institute of Management,

She started her academic career as researcher, associated

with social concerns like UP AIDS awareness program; Women's

issues like Social Security, Nari Adalat in UP; Environment

Education Gender Development Index; Political Behavior of UP

etc.; Government projects like Prandhan Mantri Rojgar Yojna, Sarva

Sikhsa Abhiyan; Worked for Corporate Social Responsibility with Non-Governmental Organizations etc.

Presently she is working with MHRD since 2016 as Senior consultant.

She authored 06 Book Chapters; Research paper on Environment Economics and other socio-political issues.



Dr Ashutosh is an eminent young hindi story writer and recipients of

'Bhartiya Jnanpeeth Navlekhan Anushansa Puraskar' (2012) 'Yuva

Puraskar' (2016) Bhartiya Bhasha Parishad, Kolkata, 'Ramesh Datt

Dubey Sahitya Samman' (2018) by SHYALAM, Sagar, 'Vivekanand

Saraswat Samman' (2019) by Arsh Pariahad, Sagar. His stories

appeared in reputed Hindi magazine such as 'Tadbhav', 'Vagarth', 'Akar', 'Bahuvachan', 'Naya Gyanoday', 'Poorvgrah',

'Vartman Sahitya' etc. His collection of short stories, "Marein to umr bhar ke liye" was

published by Bhartiya Jnanpeeth, New Delhi (2014) and " Umar Paintalis Batlai Gayi

Thi" was Published by Aadhar Prakashan, Chandigarh (2017).

He has authored three books of criticism and three other edited books, which is cited widely.

He has trained in Neo-literary criticism, Non-Violence and Peace Studies and Gender

discourse from MGAHV, Wardha and further received his doctoral degree in 'Hindi

Sahitya Ka Itihas Lekhan Aur Ramvilas Sharma' from DDU Gorakhpur University in 2009.

Almost two decades' active engagement in academics, more than 30 papers, 18

chapters in books and many articles has been published in various research journals

and magazines in his name.

Recently he associated with mega project of Hindi Sahitya Gyan Kosh, BBP, Kolkata. He

has written ninety commentaries in the Hindi Kahani Kosh 'Kathadesh'. Along with

active academics, he has been associated with DD Channel (Lucknow & Gorakhpur)

in 05 Telefilms for youth and women empowerment, as Script writer of a documentary

on Nagar Katha (02 episodes). Several stories of Dr Ashutosh, has been translated in

various languages (English, Telugu and odia) and dramatised also. He is fellow

member of Film Writers Association, Mumbai.

Dr. Preeti Wadhvani, Assistant Professor in Education at Harisingh Gour Vishwavidyalaya in Sagar, M.P. A Gold medalist in B.Ed., M.Ed., and silver medalist in M.Com., and NET in Education, her research thrust areas have been multidimensional intelligence, teacher education, managerial creativity, ICT & pedagogy, and open book exams. She explored the relationships between different dimensions of intelligence and psychological well-being in teachers with a special focus on spiritual intelligence, in her doctoral work. She has to her credit invited lectures, publications of her research work in reputed national and international journals and award of best paper in an international seminar. She has a special interest in modes of evaluation that cater to assessing higher mental abilities in stress free environment. With an experience of 10 years of teaching and successful accomplishment of various responsibilities in academic field she intends to further explore the changing scenario of education in light of e-pedagogy.



Dr. Sajjad Ahmad has completed his education from University of Delhi. He is masters in History and has completed his B.Ed., M.Ed., M. Phil. and Ph. D. in education from Central Institute of Education, University of Delhi. He has served in various capacities like Research Associate in Developing Countries Research Centre, University of Delhi, and Society for All Round Development (SARD) (Voluntary Organization), Assistant Professor at Central Institute of Education, Shyama Prasad Mukherjee College, Zakir Hussain College, University of Delhi, and Alflah University Dhauj, Faridabad, Educational Consultant to the Government of India, at the Department of Higher Education, Ministry of Human Resource and Development (MHRD), New Delhi. He has remained associated as a Resource Person at SCERT, DIETs, HRDCs, TLCs, & FDCs across India. Presently, working as Assistant Professor, Department of Educational Studies, Jamia Millia Islamia, New Delhi.



Dr. Bhanu Pratap Pritam, Assistant Professor, Department of Education, Maulana Azad National Urdu University, Hyderabad. He completed his Doctoral Research from NIEPA, New Delhi. His area of specialization is Education Policy, Teacher Education and English Language Teaching. Almost from one decade he is constantly engaged in teaching and research and also published in various journals of national and international repute.



Navneet Sharma, PhD, is Assistant Professor in the Department of Education, School of Education, Central University of Himachal Pradesh. His research interest has a wide array from philosophy of education to its praxis in various forms. His core grounding in philosophy and education motivates him to look for and appreciate every educational initiative.



Kapila Parashar is a teacher in the Directorate of Education, Delhi. She has experience of teaching primary and secondary students of government schools. She got fellowship from RRCEE, University of Delhi to research on the effect of communication skills in learning English language. Currently, she is working as a Mentor Teacher. She is a resource person for pedagogy of English, has developed supplementary study material for secondary classes and for online teacher trainings. She is also a core team member of the Entrepreneurship Mindset curriculum team. She is a life-long learner and likes to read and sketch.

Dr. Vivek Jaiswal, Assistant Professor, Department of Communication and Journalism, Dr Harisingh Gour Vishwavidyalaya, Sagar-MP. He completed his Doctoral Research from MGAHV, Wardha. He has attained M.Phil with research work on Hindi Cinema through feminist lens. His area of specialization is Media Policy, Literary Journalism, New Media and Media Analysis. Almost from one decade he has been constantly engaged in teaching and research and also published in various journals of national repute. He is continuously engaged in writing on social concerns in different magazines and National Dailies. Presently he is working on Media and national Concern with Major Project, ICSSR, New Delhi.



Dr. Sanjay Sharma has completed his Education from University of Delhi. He did his masters in Geography, and has completed B.Ed., M.Ed., M. Phil. and Ph. D. in Education from Central Institute of Education, University of Delhi. He has remained associated as a Resource Person at SCERT, DIETs, HRDCs, TLCs, in various institutions. He was recipient of Jawaharlal Nehru Memorial Teen Murty Fellowship (2010-11) and recently he is working with IMPRESS, ICSSR Project on Idea of Nationalism and School Education in India. Presently, working as Assistant Professor, School of Educational Studies, Dr Harisingh Gour Central University, Sagar-MP-India and also coordinator, TLCSS, PMMMNMTT, MHRD, New Delhi.

Day 1: THURSDAY, 28th May,2020		
10:30 Hrs	Online Preparedness/Interaction with Coordinator-Webinar	Platform
11:00- 11:30 AM	L1: Welcome Address and Conceptual Deliberation Prof. R. P. Tiwari, Vice-Chancellor, Dr. Harisingh Gour Vishwavidyalaya, Sagar MP Moderator- Dr. Ashutosh K. Mishra	zoom
11:30- 12:10 PM	L2: Re-emergence of Gurukul System in the Context of COVID-19 Padma Bhushan Prof. Vijay Bhatkar Chancellor, Nalanda University, Scientific Advisory to PM, Govt. of India. Moderator- Dr. Preeti Wadwani	zoom
12:10- 12:50 PM	L3: Interaction with Participants Shri Jayant Shahasrabuddhe National Organizing Secretary, Vijnana Bharati Moderator- Dr. Vivek Jaiswal	zoom
12:50-01:30 PM	L4: Dilemma of F2F and Digital Learning : An opportunity for Future pathway Shri Shankaranand, Co-organizing Secretary, Bhartiya Shikshan Mandal Moderator- Dr. Ashutosh K. Mishra	zoom
04:00-05:00PM	L5: Understanding Education in Present Context : A Learners' Perspective Dr. Chand Kiran Saluja President, Rashtriya Sanskrit Promotion Foundation, New Delhi Moderator- Dr. Sanjay Sharma	zoom
05:00-06:00 PM	L7: Corona Brings India's Time after 2.5 Millennia in World Education Arena: Possibilities and Potential Hurdles Prof. Balram Singh, Institute of Advanced Sciences, Dartmouth, Massachusetts, USA Moderator- Dr. Poornima Tripathi	zoom
06:00-06:40 PM	L8: Teaching in the Post-Corona World from an Indian Perspective Padma Shri Prof. Subhash Kak Regents Professor, Oklahoma State University , Stillwater, USA Moderator- Dr. Sajjad Ahmad	zoom

Day 2: FRIDAY, 29th May,2020		
11:00- 11:40 AM	L9:Ekalavya Pedagogy for digital Era of Education Shri Mukul Kanitkar National Organizing Secretary, Bhartiya Shikshan Mandal Moderator- Dr. Ashutosh K. Mishra	zoom
11:40- 12:20 PM	L10: Learning to Learn Prof. Jagmohan Singh Rajput Former Director, NCERT, New Delhi Moderator- Dr. Bhanu P. Pritam	zoom
12:20- 01:00 PM	L11: Covid -19, Pedagogic Frontiers and Agency : Possibilities from within Mr. Ajay Kumar Choubey, DoE, Govt. of Delhi, Delhi Moderator- Ms. Kapila Parashar	
04:00- 05:00 PM	L12: Conversation with Prof. Krishna Kumar Former Director, NCERT, New Delhi Moderator- Dr Navneet Sharma	zoom
05:00-05:40 PM	L13: The Family-School Relationship in India: a new possibility in the Covid-19 online learning time Prof. Nita Kumar Brown family Professor of South Asian History, Claremont , CA Moderator- Dr Navneet Sharma	zoom
	Valedictory Session	
	L14: Concluding Remarks : Dr Sanjay Sharma	

Prof. R.P.Tiwari, Vice-Chancellor
Dr Harisingh Gour Vishwavidyalaya, Sagar

Prof. G.S.Giri
Prof. Pratibha Pandey
Prof. B.K.Srivastava

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