ANCIENT WISDOM, FUTURISTIC LEARNING UNLEASHING THE POTENTIAL OF EDUCATION
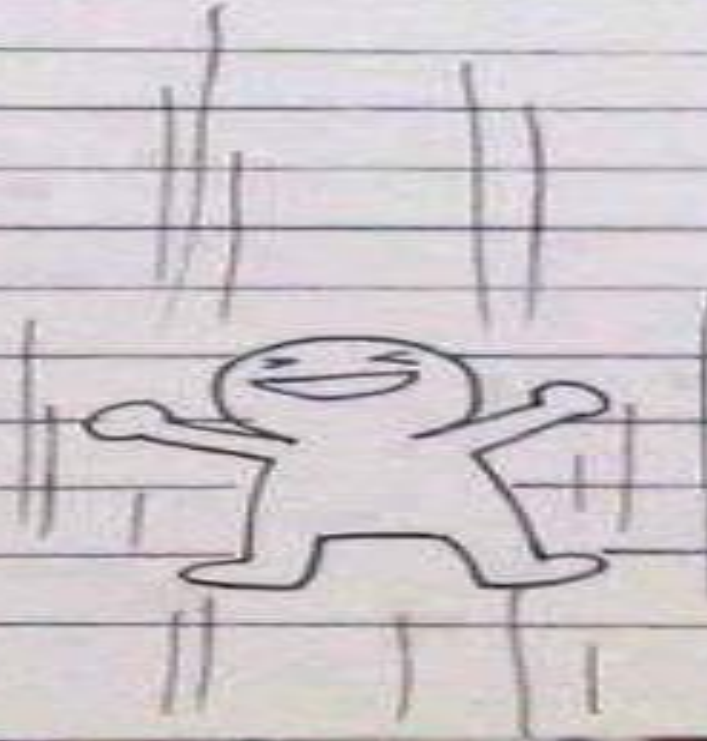
DR. SWATI POPAT VATS

PRESIDENT

EARLY CHILDHOOD ASSOCIATION
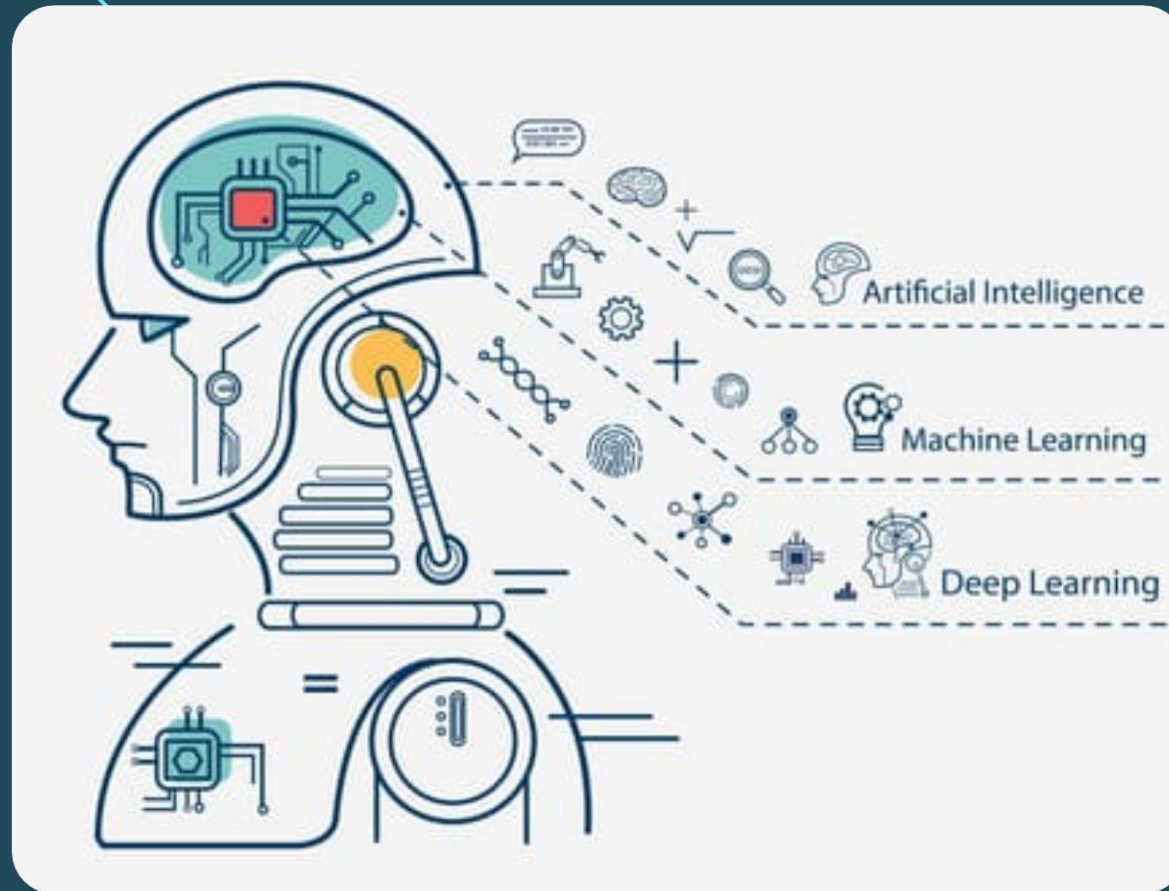
ASSOCIATION FOR PRIMARY EDUCATION AND RESEARCH
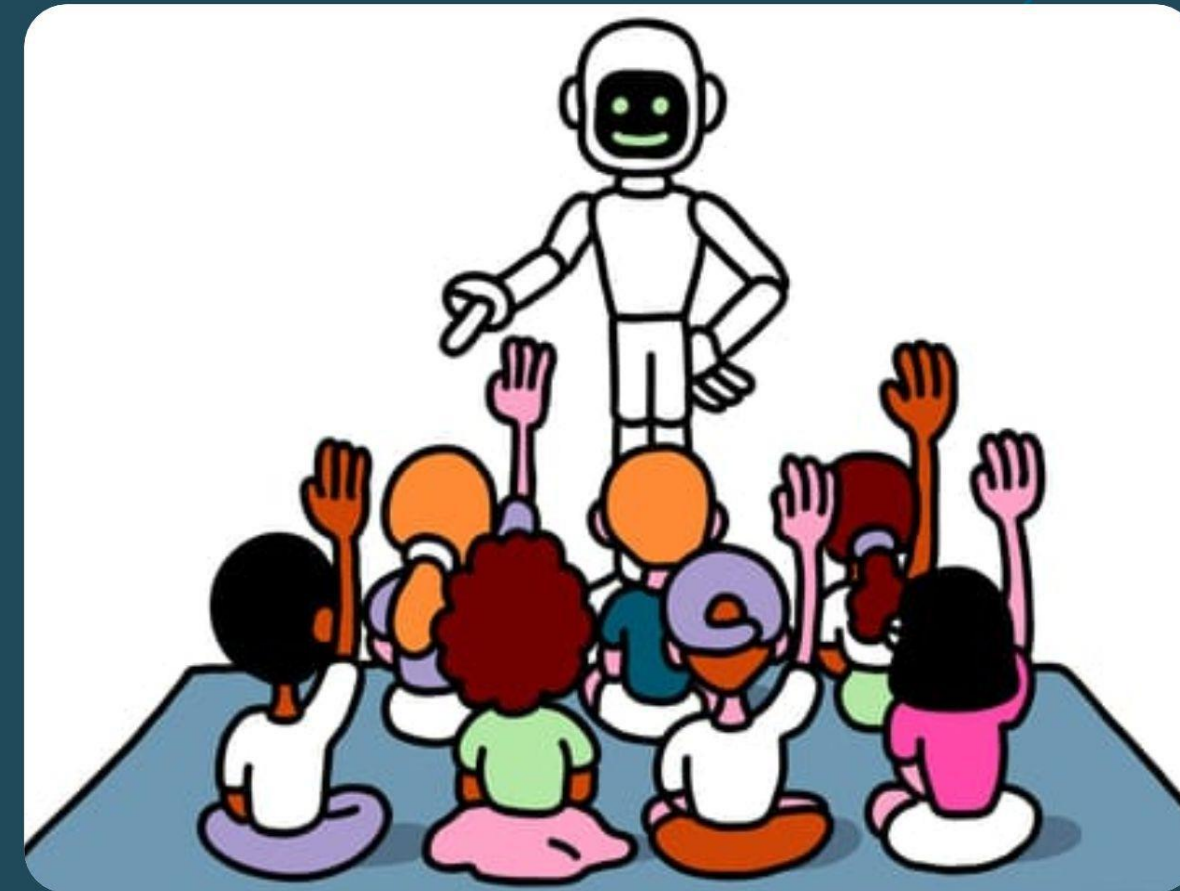
PODAR EDUCATION NETWORK

Introduction to AI

What is AI?

AI refers to the development of computer systems that can perform tasks requiring human-like intelligence, including visual perception, speech recognition, decision-making, and language translation.
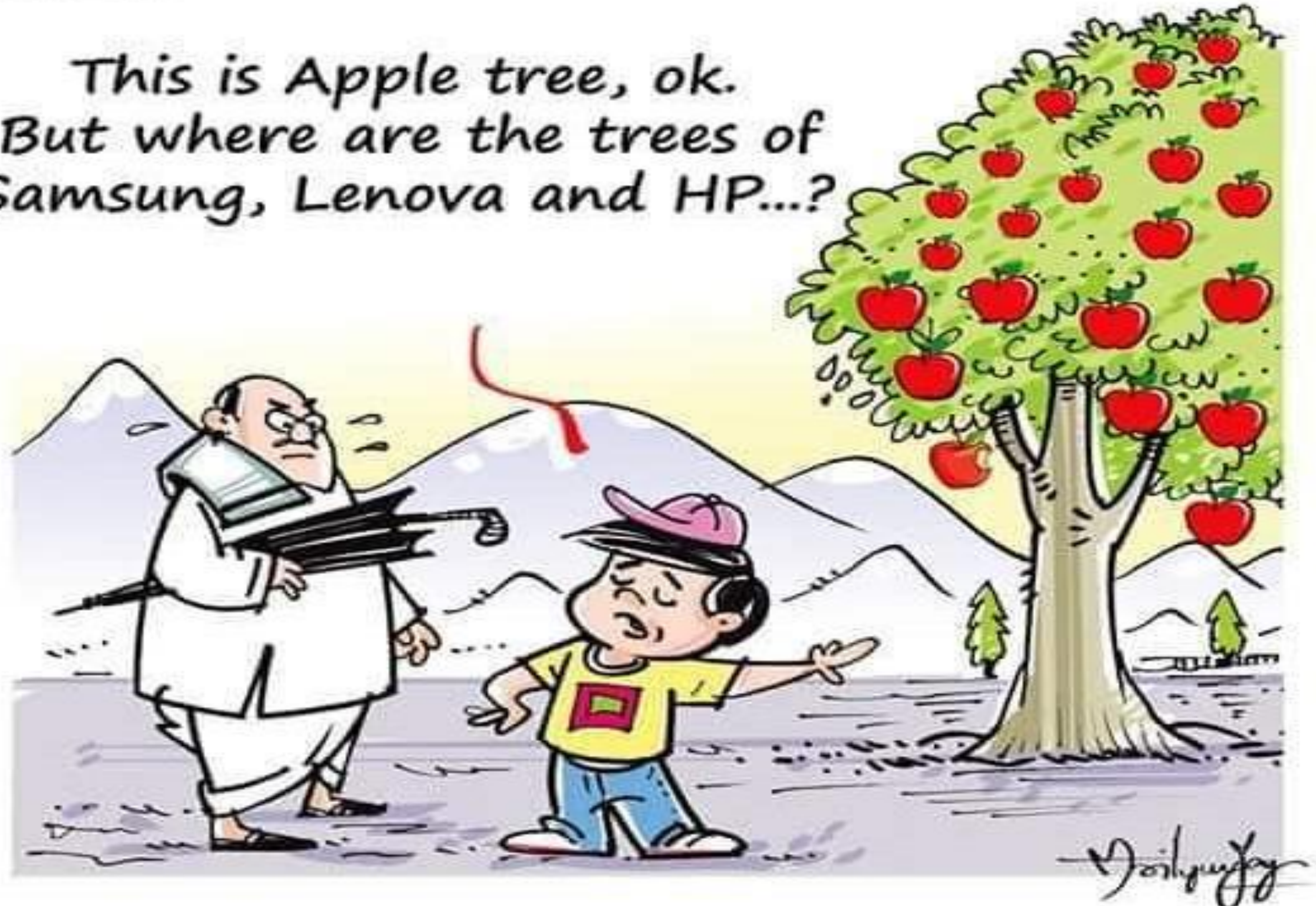

The Role of AI in Education

AI can supplement traditional teaching methods by providing personalized learning experiences and freeing up teachers' time for more one-on-one interactions with students.

Panchaadi is a Sanskrit word that means "five elements." In the context of the metaverse, Panchaadi refers to the five key components that make up the metaverse:

Places:
The metaverse is a virtual world, so it needs places for people to go. These places can be from realistic recreations of real-world locations to fantastical worlds that have never been seen before.

Data:
The metaverse is a digital world, so it needs data to function. This data can be anything from user profiles and game stats to environmental information and weather data.

People:
The metaverse is a social space, so people are essential to its existence. They are the ones who will create, explore, and interact in the metaverse.
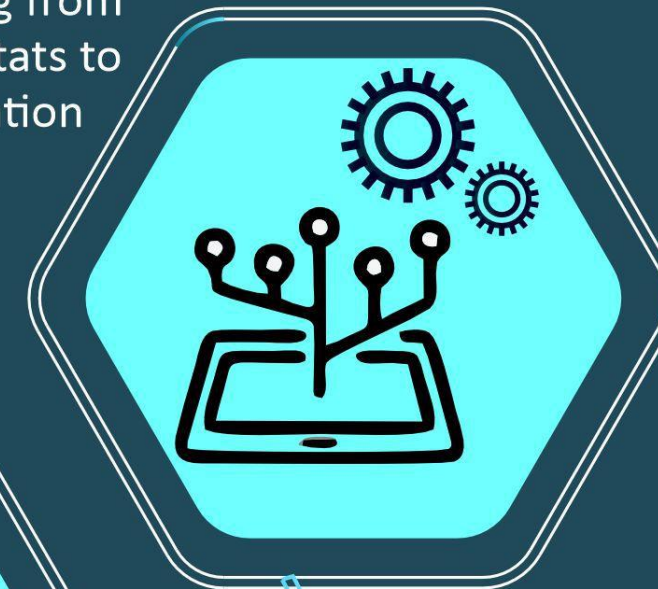
Things:
The metaverse also needs things for people to do. These things can be anything from games and activities to tools and objects.

Technology:
The metaverse is made possible by technology. This technology includes everything from VR headsets and AR glasses to blockchain and cloud computing.

The five elements of Panchadi are all interconnected.

People need places to go and things to do,
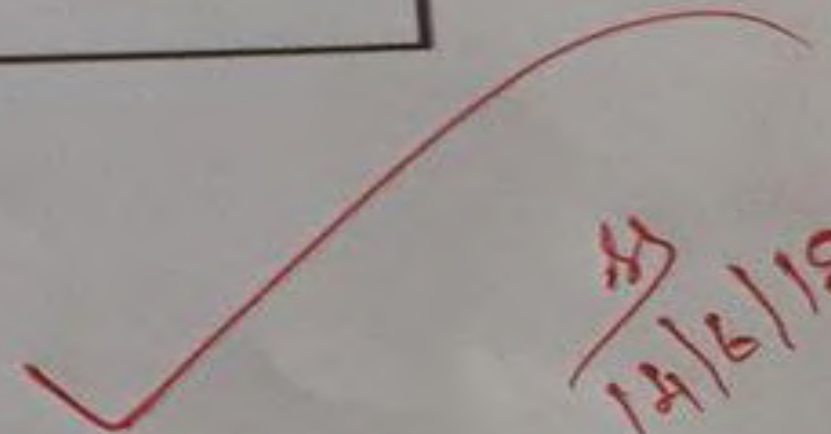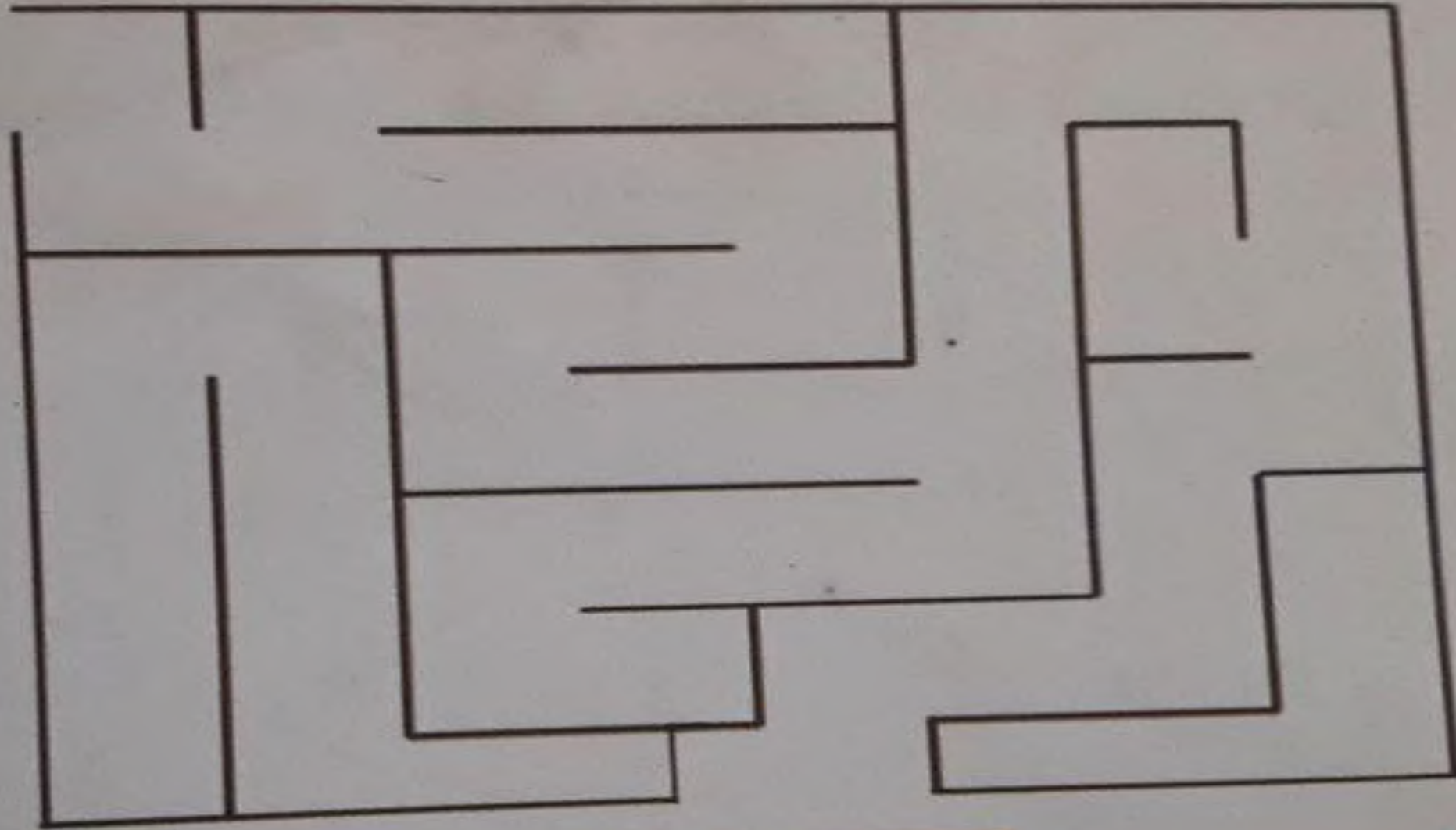
Places need data to be created,

And things need technology to function.

Together, these five elements create the metaverse, a vast and Immersive virtual world where anything is possible.

This cat is hungry. Help the cat reach the milk.

the baby with its mother by drawing a line.

What ended in 1896?

1895

What was significant abou

Can You Draw This Ship

no.

What the Vedas taught us and how it can lead us in the Metaverse

The child is an active learner.

In the metaverse, children can learn by doing. They can explore virtual worlds, interact with objects and characters, and solve problems. This hands-on learning experience can help children develop their critical thinking skills and creativity.

01
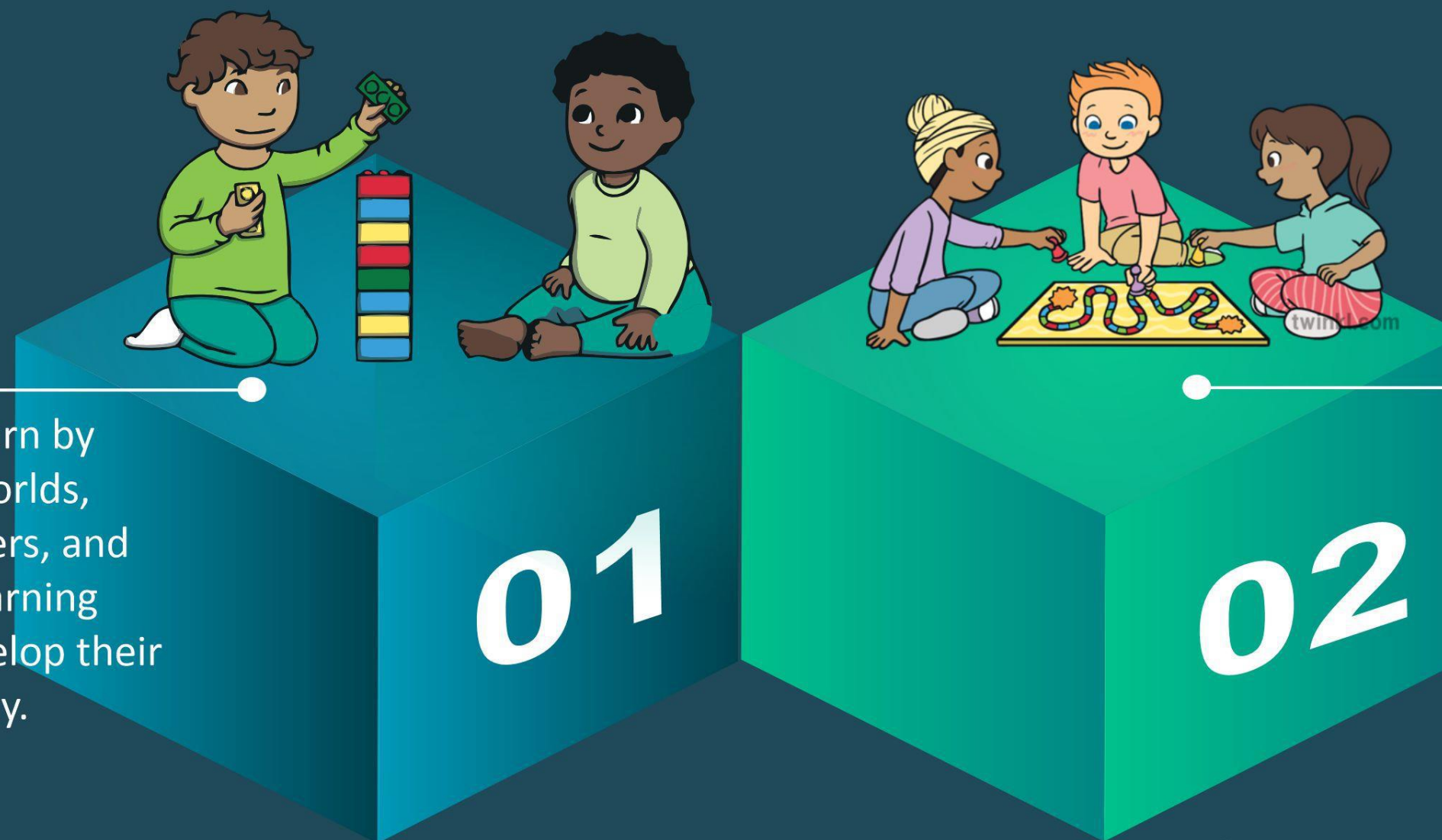
The child learns through play.

The metaverse can provide a safe and engaging environment for children to play. They can play games, create stories, and explore their imaginations. This type of play-based learning can help children develop their social and emotional skills.

02

What the Vedas taught us and how it can lead us in the Metaverse

## The child learns through relationships.

The metaverse can provide children with opportunities to connect with others from all over the world. They can collaborate on projects, share ideas, and learn from each other. This type of social learning can help children develop communication and collaboration skills.

03

The child learns through the environment.

The metaverse can provide children with access to a variety of environments that they may not be able to experience in the real world. They can explore different cultures, learn about different animals, and even travel to space. This type of experiential learning can help children develop their understanding of the world around them.
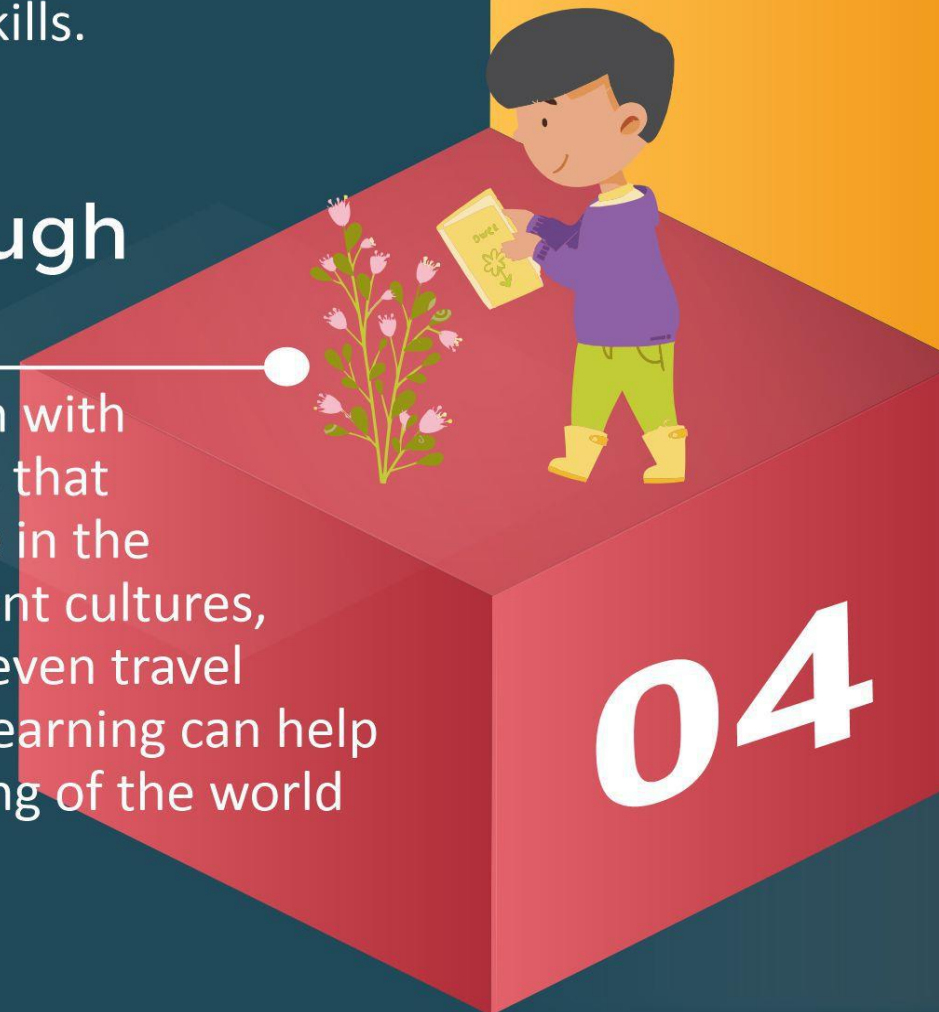
04

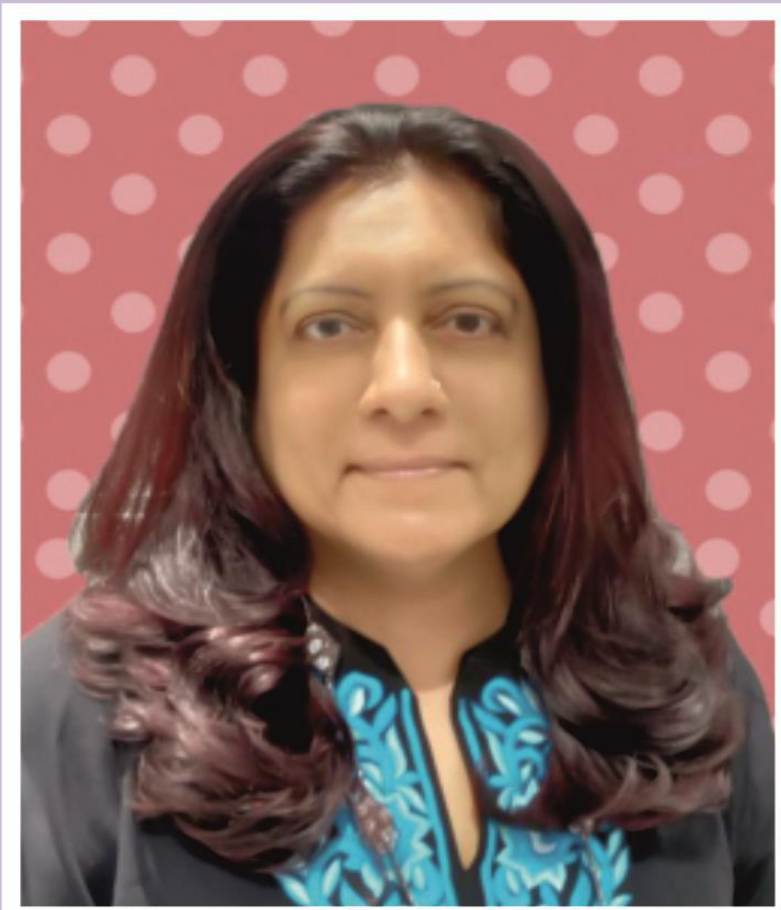## The child learns through multiple learning styles.

The metaverse can cater to different learning styles. Children can learn through visual, auditory, kinesthetic, and other modalities. This type of differentiated learning can help all children reach their full potential.

05

NEP 2020 and Global Theories-
Dr. Swati Popat Vats

Panchakosh,

Panchadi,

Maslow,

Bloom

Why study the linkages?

1

The NEP 2020 and NCF talk about Panchakosha Vikas and Panchadi, two important aspects of Indian traditional pedagogy

2

Most schools and educators are aware of Maslow Hierarchy of Needs and Bloom's Taxonomy.

3

Its time to understand how our traditional learning systems are linked to these and have been leading us much before global learning theories were developed.

4

It is also important for educators to see the similarities and differences between-

- Panchakosha and Maslow's needs
- Panchadi and Bloom's Taxonomy

5

To be able to ensure complete implementation of NCF 2022-23

Panchakosh and Maslow's Hierarchy of needs

01 The **Panchakosh of NCF 2022** and **Maslow's hierarchy** of needs are both frameworks that can be used to understand human development.

02 They both propose that there are different levels of needs that humans must fulfill in order to thrive.

Panchakosha and Maslow's Hierarchy of needs

They both propose that there are different levels of needs that humans must fulfil in order to thrive.

Panchakosha Vikas

1. **Annamaya Kosha-** Physical layer
2. **Pranamaya Kosha-** Life Force Energy layer
3. **Manamaya Kosha-** Mind layer - Emotional and Mental
4. **Vijnanmaya Kosha-** Intellectual layer
5. **Anandamaya Kosha-** Inner self
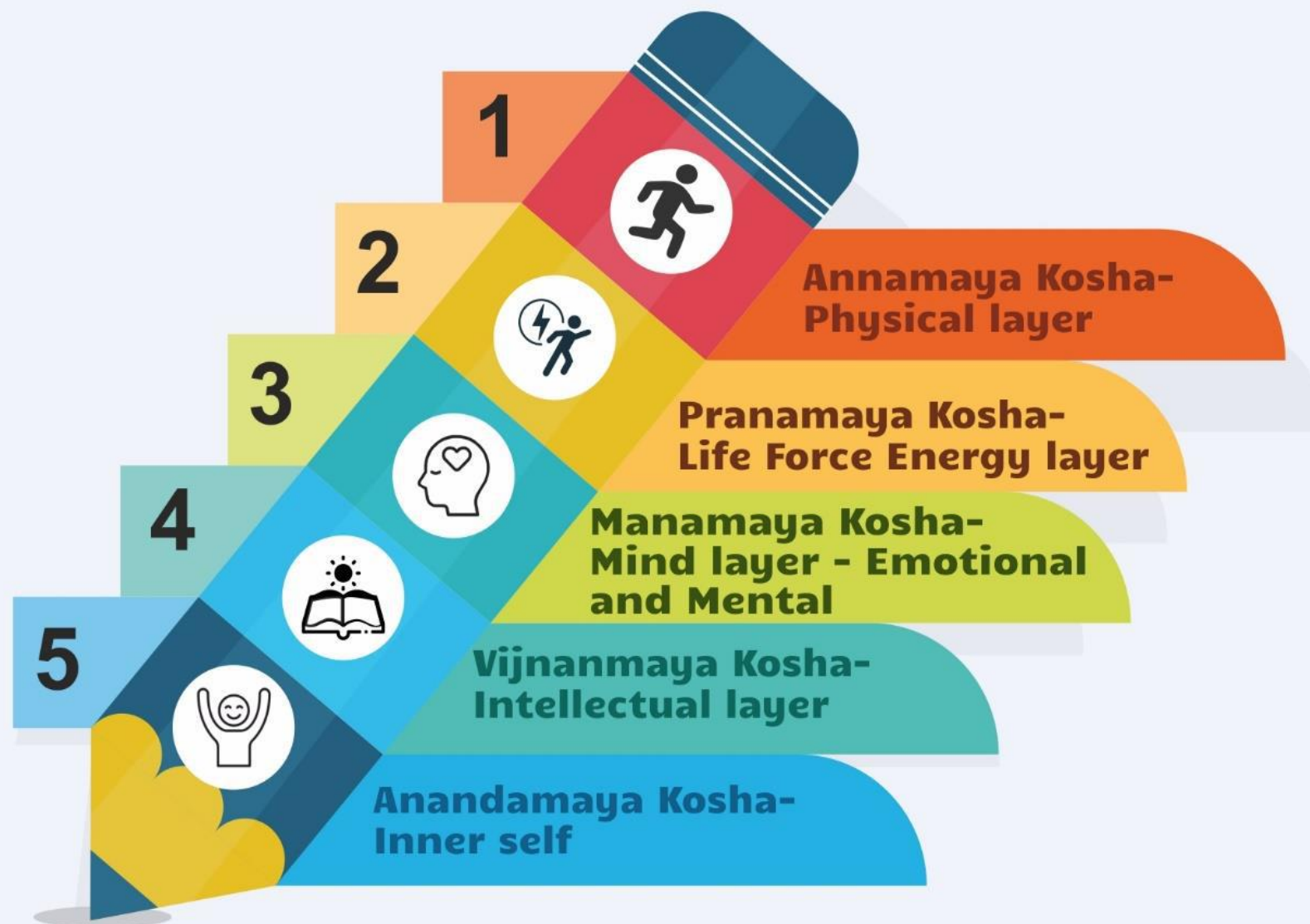
Maslow's Hierarchy of needs

(its usually a pyramid but here it is for comparative purposes)

- 01 Physiological needs
- 02 Safety needs
- 03 Love and belonging
- 04 Esteem
- 05 Self actualization

Similarities

01 Lower-level needs must be met before higher-level needs can be addressed.

02 The needs are hierarchical, but not necessarily linear.

Differences

01 The Panchakosh is more focused on the holistic development of the individual

02 Maslow's hierarchy of needs is more focused on the individual's motivation.

Using the Panchakosha in teaching about shapes

Annamaya Kosha (physical):

01

Learn with their body and senses-

- Touch, feel, and look at shapes, listen to the sounds that shapes make.
- They can create with their bodies.

Pranamaya Kosha (vital energy)

02

Learn with their imagination.

- Imagine how shapes are used in buildings, or how shapes are used in nature.
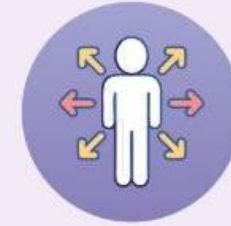- They can draw or paint shapes.

Manomaya Kosha (intellect):

03

Connection with emotions.

- How shapes make them feel- draw your favourite shape
- How shapes are used in celebrations.

Vijnanmaya Kosha (wisdom):

04

Thinking about and problem-solving with shapes

- Sort shapes by size, color, or shape.
- Create patterns with shapes, solve puzzles that involve shapes.
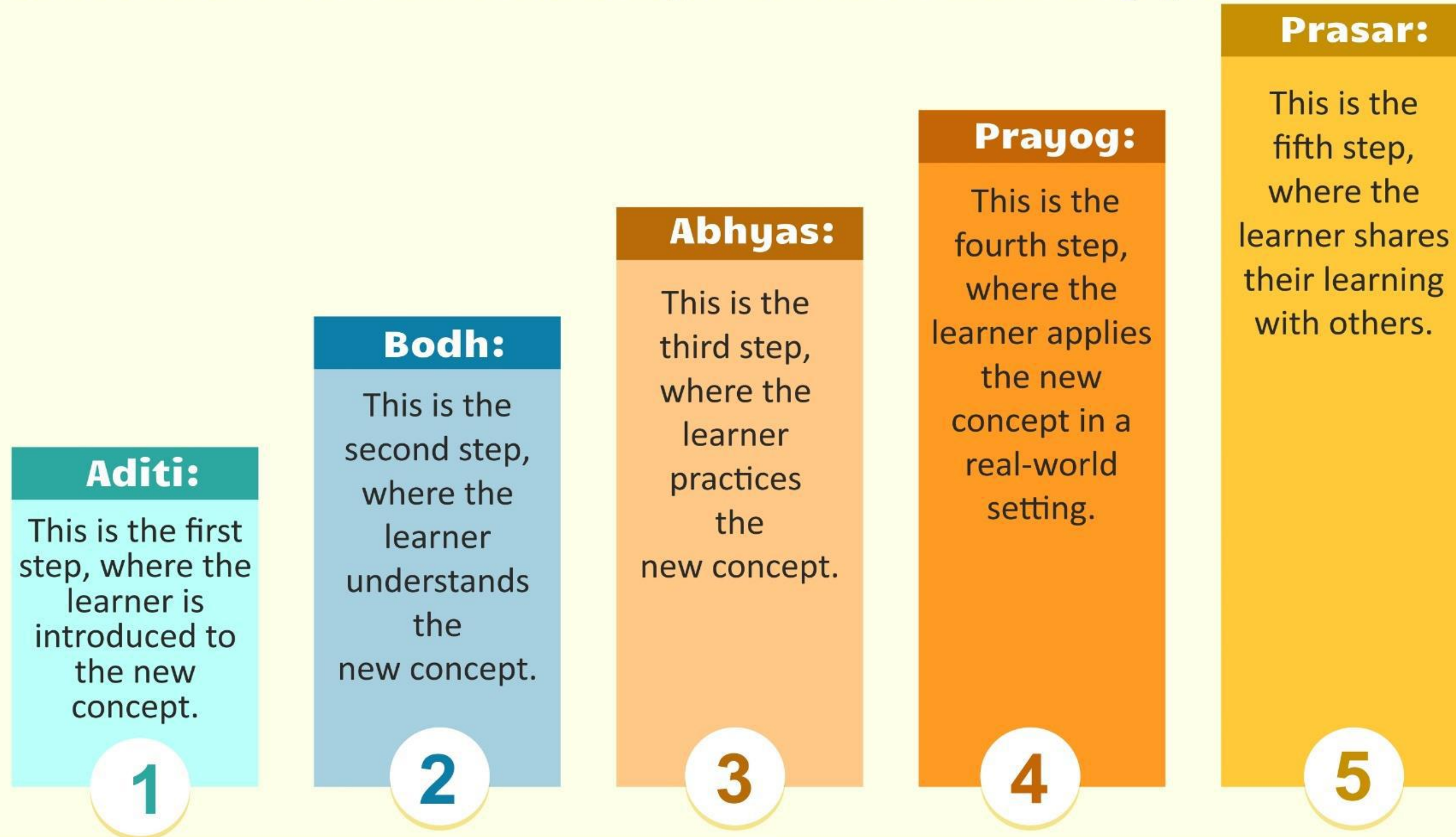- Play a game of shape bingo.

Anandamaya Kosha (bliss):

05

Experiencing the joy of discovery.

- Excited to learn about new shapes
- Feel a sense of accomplishment when they master new concepts about shapes.

In the context of the National Curriculum Framework (NCF) 2022 and 2023, Panchadi refers to the five steps of the learning process:

Aditi:
This is the first step, where the learner is introduced to the new concept.

1

Bodh:
This is the second step, where the learner understands the new concept.

2

Abhyas:
This is the third step, where the learner practices the new concept.

3

Prayog:
This is the fourth step, where the learner applies the new concept in a real-world setting.

4

Prasar:
This is the fifth step, where the learner shares their learning with others.

5

The Panchadi learning process is based on the idea that learning is an active process. The learner is not simply a passive recipient of information, but rather an active participant in the learning process. The Panchadi learning process helps to ensure that learners understand and apply new concepts in a meaningful way.

The steps of Panchadi and Bloom's

Panchadi

01 Adhiti- Introduction

02 Bodh- Conceptual understanding

03 Abhyas- Practice

04 Prayog- Application

05 Prasar- Expansion

Bloom's taxonomy

02 Remember

04 Analyse

06 Create

01 Understand

03 Apply

05 Evaluate

Panchadi and Bloom's taxonomy- similarities

01 Both can be used to understand and design learning experiences.

02 Both propose there are different levels of thinking that can be engaged in.

03 Students should be given opportunities to engage in activities that require them to think at different levels.

04 Both frameworks are hierarchical, but not necessarily linear. This means that students may need to go back and forth between different levels of thinking as they learn.

Panchadi- shapes

Adhiti: Introduction

- Show children pictures of shapes.
- Talk about shapes.
- Have children touch and feel shapes.

Abhayas: practice

- Play games- shape bingo and shape matching.
- Do puzzles, and shape tangrams.
- Create art- shape paintings, shape sculptures, and shape collages.

Prasar: expansion

- Have children write about shapes.
- Draw pictures of shapes.
- Make presentations about shapes.

01 A

02 B

03 Ab

04 P

05 Pr

Bodh: conceptual understanding

- Teach children about the different types of shapes, such as squares, circles, and triangles.
- Teach children about the properties of shapes, such as their size, color, and shape.

Prayog: application

- Build things with shapes- shape towers, shape houses, and shape cars.
- Solve problems with shapes, such as how to fit the most shapes into a box or how to make a shape design that follows certain rules.
- Create designs with shapes- shape patterns, shape mandalas

	Pedagogy: Teacher-Led Learning	Andragogy: Self-Directed Learning	Heutagogy: Self-Determined Learning
Dependence	The learner is dependent. The teacher determines what, how, where and when anything is learned	Learners are independent. They strive for autonomy in learning, to arrive at a destination determined by others. They are 'problem solvers'	Learners are 'problem-finders'. They know their destination and become interdependent on those who can help them determine the route
Reasons for Learning	Learners place their trust in the teacher and the efficacy of linear, sequential learning Learners take little or no responsibility for their learning	Learners seek guidance/mentorship, but aspire to increasing responsibility for the direction of their learning	Learning is not necessarily sequential or linear. Learners accept full responsibility for their learning, welcoming challenge and serendipity
Focus of Learning	Learning is subject-centred and focussed on prescribed curricula	Learning is goal-driven, focussing on tasks which allow for cross-disciplinary thinking and autonomy	Learners are enquiry driven-they take a long-term view of their learning, seeking further complexity and uncertainty
Motivation for Learning	Motivation derives from external/ extrinsic sources, eg. parents, teachers, sense of competition etc.	Motivation is intrinsic-learners enjoy the boost to self-esteem that comes from successfully completing challenges	Motivation lies in experiencing "flow" and knowing how to learn. Learners seek out unfamiliar situations and the gaining of 'adaptive competencies'
Role of teacher	Pedagogue-designs the learning process, suggests and provides materials deemed effective at achieving desired outcomes	Facilitator-sets tasks but encourages diverse routes to solutions. Pursues meta-cognition in learners	Coach-brings together opportunity, context, external relevance and extended complexity. Fosters a culture of collaboration and curiosity

Many Teachers...
Sanskrit words for 'teacher' based on their unique abilities...

The teacher who gives you information is called: **Adhyapak.**

The one who imparts knowledge combined with information is called: **Upadhyaya.**

The one who imparts skills is called: **Acharya.**

The one who is able to give a deep insight into a subject is called: **Pandit.**

The one who has a visionary view on a subject and teaches you to think in that manner is called: **Dhrishta.**

The one who is able to awaken wisdom in you, leading you from darkness to light, is called: **Guru.**

Sanskrit is, perhaps, the only language that has such a refined vocabulary to distinguish the different kinds of teachers.

Brain-based, research-backed strategies.

The Conscious Discipline® methodology is based in scientific and developmental research. It is recognized by NREPP, SAMHSA's National Registry of Evidence-based Programs and Practices. At its core, Conscious Discipline inspires an intentional shift in both adults and children based on the identification and response to three unique brain states as the primary trigger for social-emotional development and learning.

Survival State
Am I safe?
The only way to soothe the survival state is through the creation of safety.
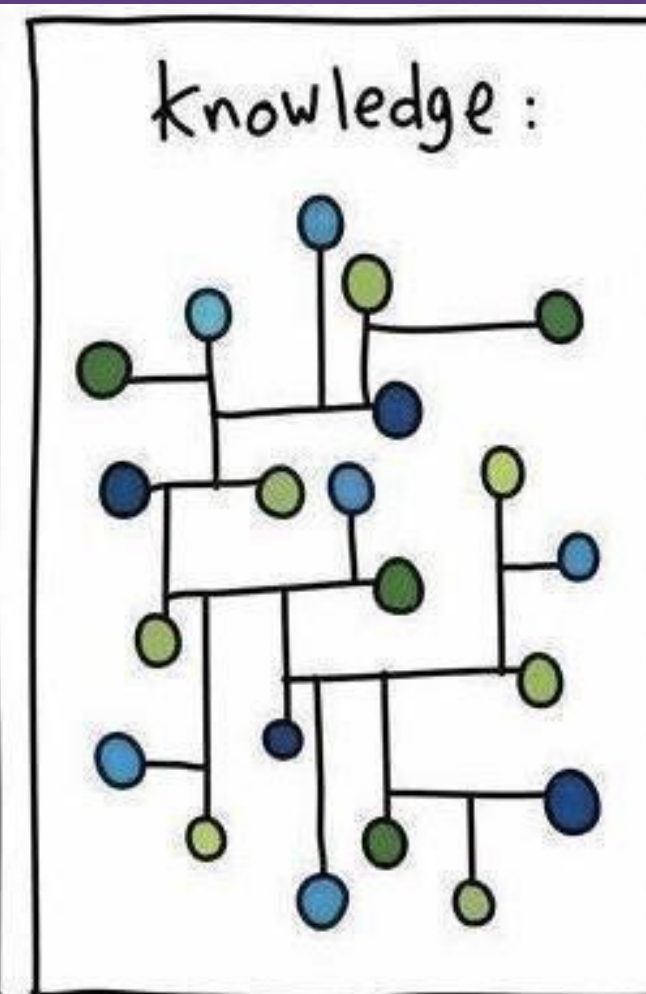
Emotional State
Am I loved?
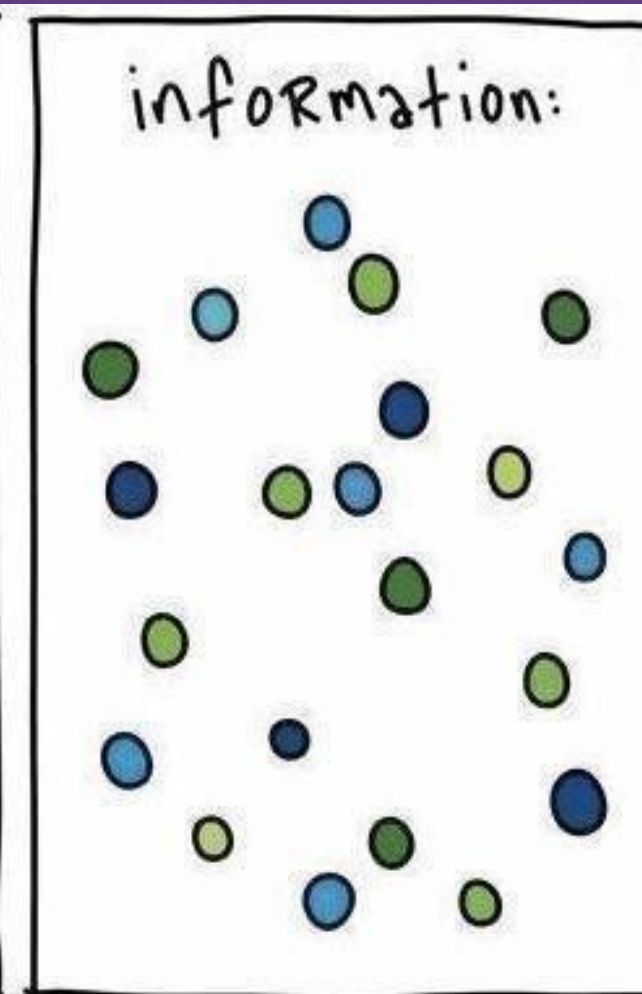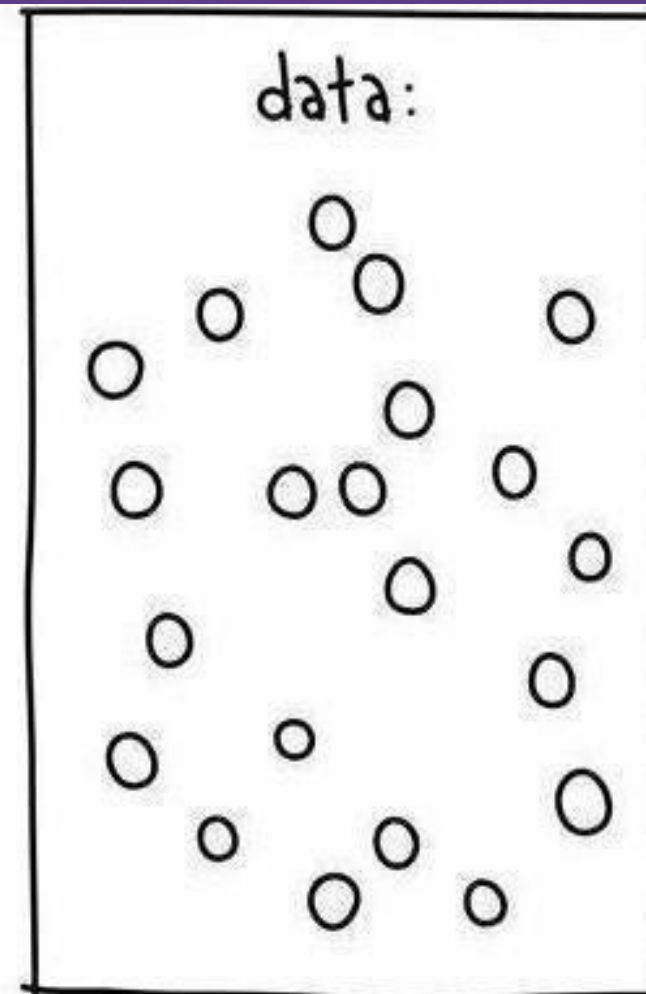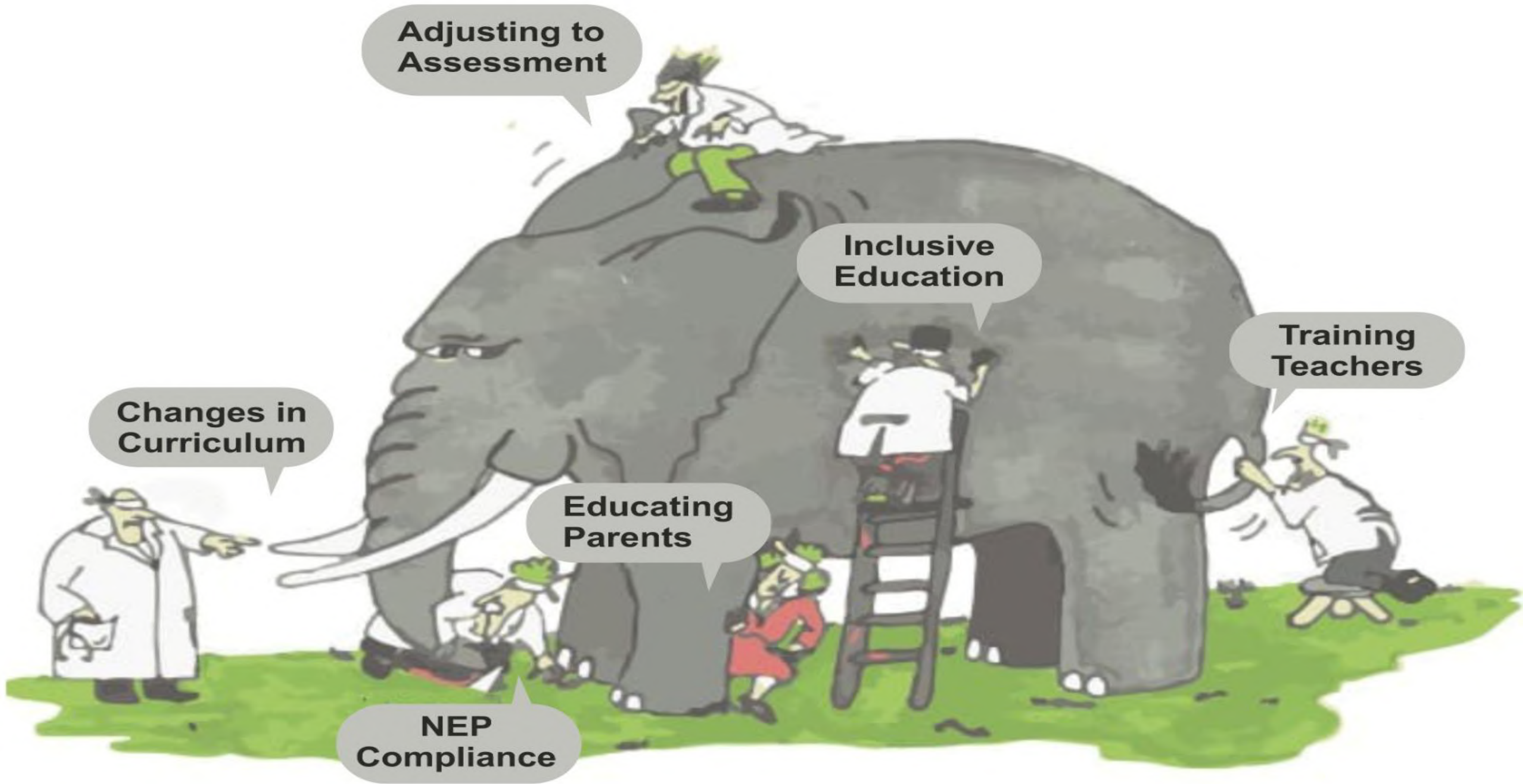The only way to soothe the emotional state is through the process of connection.

Executive State
What can I learn from this?
The executive state is the optimal state for learning and problem-solving.

data:

information:

knowledge:

insight:

wisdom:

impact:
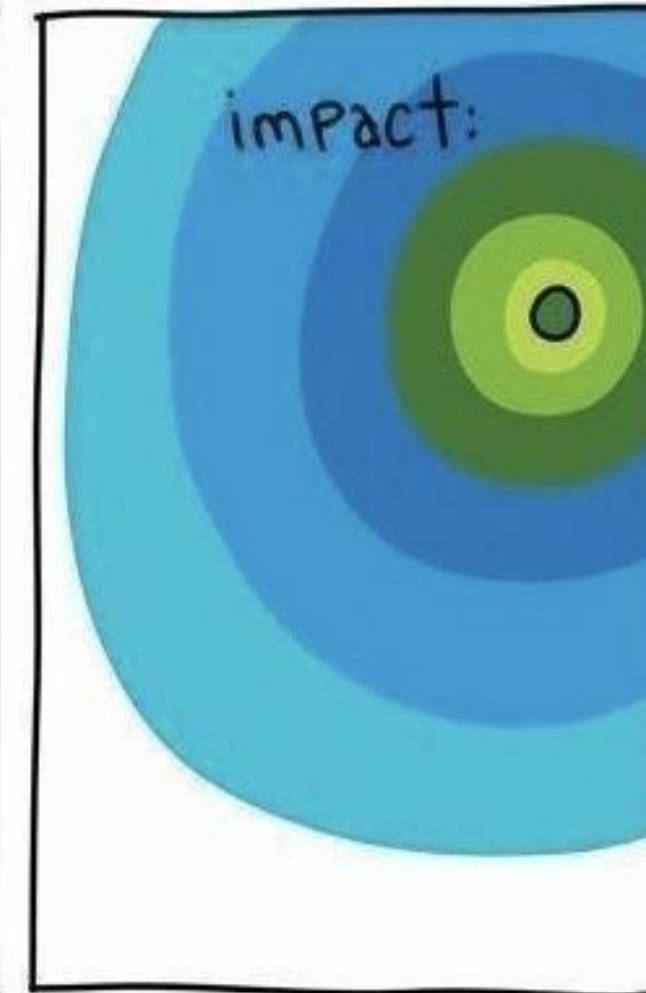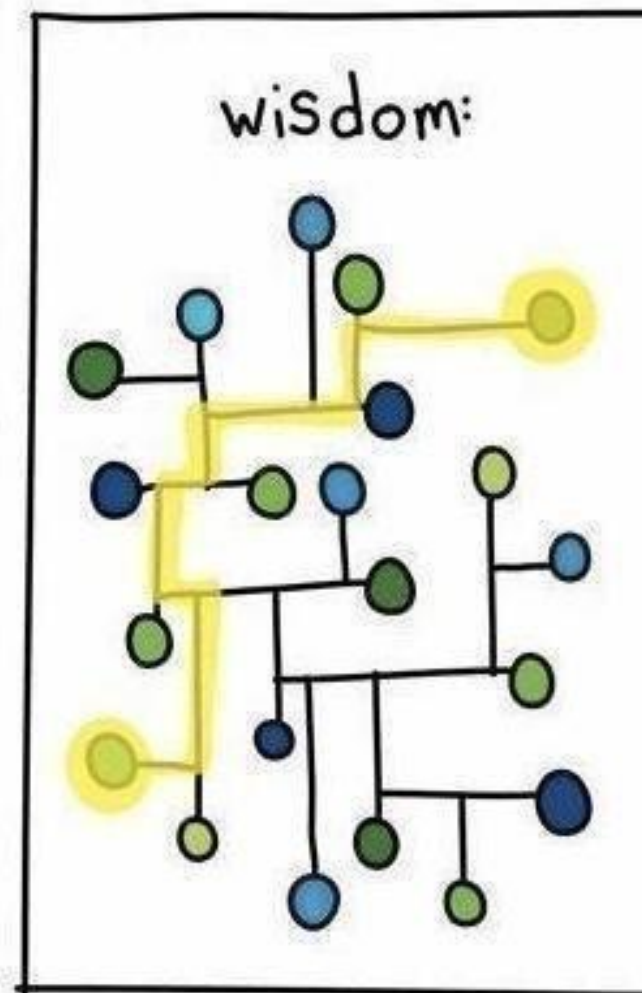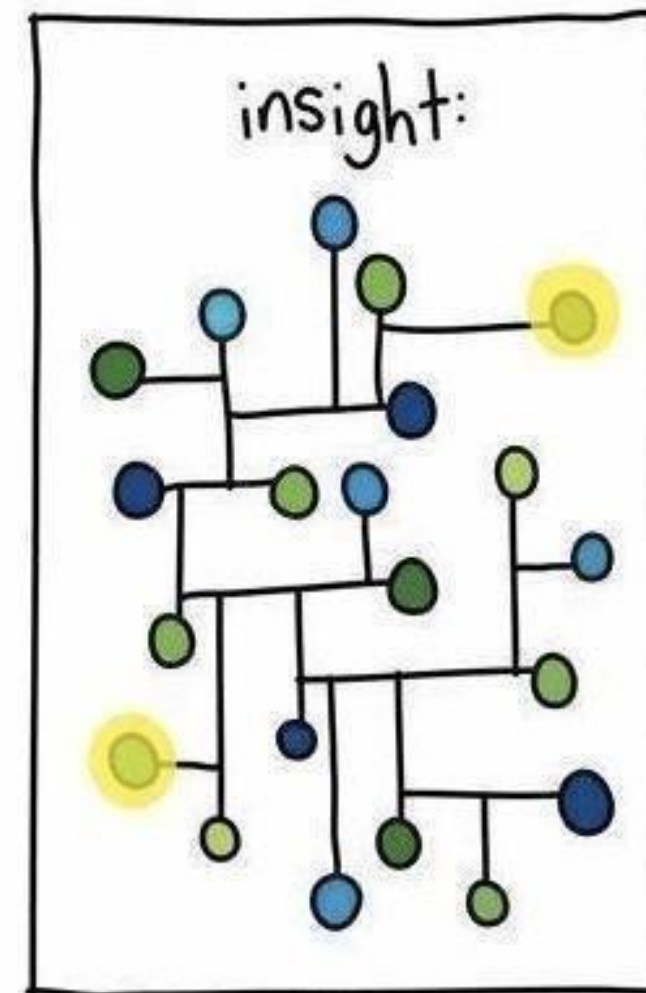
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