

**Annexure IV**

**PROCEEDINGS OF THE NATIONAL SEMINAR**

**Title: Sardar Vallabhbhai Patel's Vision in Shaping India's Higher Education System for the 21st Century**

**Dates: July 25–26, 2025**

***Venue: GHG Khalsa College of Education, Gurusar Sadhar, Ludhiana***

***Organized by Internal Quality Assurance Cell (IQAC)***

***In Collaboration with Indian Council of Social Science Research (ICSSR)***

***Under Rashtriya Ekta Scheme***

**INTRODUCTION**

A two-day National Seminar on the theme “Sardar Vallabhbhai Patel's Vision in Shaping India's Higher Education System for the 21st Century” was organized by GHG Khalsa College of Education, Gurusar Sadhar, under the auspices of its Internal Quality Assurance Cell (IQAC) in collaboration with the Indian Council of Social Science Research (ICSSR) under Rashtriya Ekta Scheme on 25th and 26th July 2025.

The seminar aimed to revisit the educational philosophy and national vision of Sardar Vallabhbhai Patel and reflect on their relevance in present-day higher education. The programme brought together educationists, researchers, policy experts, and scholars from across the country to share and deliberate on sub-themes related to national unity, sustainable development, inclusion, innovation, and technology in education. 220 delegates from 13 states of India participated in this National Seminar and in all 112 papers were presented in offline as well as online mode.

**Objectives of the Seminar**

1. To revisit and reinterpret Sardar Vallabhbhai Patel's educational philosophy in the context of modern challenges confronting India's higher education system.
2. To contextualize Patel's vision of national unity, discipline, and integrity within the framework of contemporary educational leadership and policy.
3. To explore avenues for integrating Indian Knowledge Systems (IKS) and indigenous epistemologies into mainstream academic discourse and curriculum.
4. To critically evaluate the role of higher education institutions in promoting social equity, cultural inclusiveness, and national identity.

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5. To examine Patel's contribution to institutional development and governance, and its relevance in the post-NEP (National Education Policy) era.
6. To analyze the potential of technology in transforming teaching-learning processes and making higher education more inclusive, adaptive, and future-oriented.
7. To foster academic dialogue on innovation and entrepreneurship as tools for national self-reliance (Atma Nirbhar Bharat), rooted in educational transformation.
8. To deliberate on sustainable development as a goal of education, and how higher education can contribute towards achieving SDGs.
9. To stimulate multi-disciplinary research linking historical perspectives with contemporary educational reforms and global best practices.
10. To strengthen academic networks and institutional partnerships for promoting Patel's ideals across pedagogical, administrative, and research domains.

**The seminar was enriched by the dynamic leadership and commitment of the following key individuals:**

**Chief Patron:** S. Manjit Singh Gill, President, GHG Khalsa Colleges Governing Council

**Patron:** Dr. S.S. Thind, Secretary, GHG Khalsa Colleges Governing Council

**Chief Coordinator:** Dr. Pargat Singh Garcha, Principal, GHG Khalsa College of Education, Gurusar Sadhar

**Convenor:** Dr. Manu Chadha, Associate Professor & IQAC Coordinator

**Organizing Committee Members:**

Dr. Jasvir Kaur (Assistant Professor)

Dr. Ramandeep Kaur Sidhu (Assistant Professor)

Dr. Mini Sharma (Assistant Professor)

Dr. Jagjit Singh (Assistant Professor)

## Proceedings of the National Seminar

**Programme at a Glance**

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| <p><b>Day I</b><br/>(July 25, 2025, Friday)</p> <p>Registration and High Tea (09:00AM - 09:30 AM)</p> <p>Welcoming of the Invited (09:30AM - 10:00AM)</p> <p>Keynote Address (10:00AM - 11:00AM)<br/>Prof. Sangeet Anand</p> <p>Interactive Session (11:00AM - 11:45AM)</p> <p>Special Talk (11:45AM - 12:45AM)<br/>Educational Philosophy of Sardar Vallabhbhai Patel and its Influence on Modern Education<br/>Dr. Ranjeet Bawa</p> <p>HOOD: Application of Unity<br/>Shri Manu Khalsa College, Gurdaspur</p> <p>Poster I (12:45AM - 13:00PM)<br/>Higher Education for Sustainable Development<br/>Prof. Lata Shinde<br/>Professor, Distance Education, Panjab University, Chandigarh</p> <p>Poster II (13:30PM - 14:00PM)<br/>Patel's Vision in Action: Modern Educational Reforms<br/>Dr. Vandana Kaur, Assistant Professor<br/>LPU DAY College, Jalandhar</p> <p>Poster III (14:00PM - 14:30PM)<br/>Encouraging Innovation and Entrepreneurship to align with Global Advancements<br/>Dr. Jagjit Singh, Assistant Professor,<br/>Centre for Distance and Online Education, University of Jammu</p> <p>Poster IV (14:30PM - 15:00PM)<br/>Patel's Vision in Action: Modern Educational Reforms<br/>Dr. Vandana Kaur, Assistant Professor<br/>LPU DAY College, Jalandhar</p> <p>Poster V (15:00PM - 15:30PM)<br/>Poster Presentations (15:30PM - 16:00PM)</p> <p>Poster VI (16:00PM onwards)</p> | <p><b>Day II</b><br/>(July 26, 2025, Saturday)</p> <p>Registration and High Tea (09:00AM - 09:30 AM)</p> <p>Breakfast Session Day One (09:30AM - 10:00AM)</p> <p>Revival of Indian Knowledge Systems and their Integration with Contemporary Education<br/>Prof. (Dr.) Manju Saini, Head &amp; Director/ Central Researcher, Researcher, Prof.</p> <p>Theme I (10:00AM - 11:00AM)<br/>Vision and Self-Reliance: Building a Resilient Bharat<br/>Prof. Pashu Pal Singh, Mathematics, Amritapuri, Phagwara, Gurdaspur, Jalandhar, Amritsar, Punjab, India</p> <p>Theme II (11:00AM - 12:15PM)<br/>Leveraging Technology for Education<br/>Dr. Amritpal Singh, Professor<br/>Head and Dean Faculty of Education, GADSB, Amritsar</p> <p>Theme III (12:15PM - 12:45PM)<br/>Social Harmony and Inclusivity: Patel's Commitment to Equality<br/>Dr. Harman Shergill, Department of Education, Central University of Haryana, Panipat</p> <p>Poster Discussion (12:45PM - 1:30PM)</p> <p>Presidential Remarks (1:30PM - 2:00PM)<br/>Prof. Anubhav Kumar<br/>Dept. of Pol. Science, PGI, Chandigarh</p> <p>Lunch (02:00PM - 02:30PM)</p> <p>Poster Presentations (02:30PM - 03:00PM)</p> <p>Voluntary Services &amp; Vote of Thanks (03:00PM - 04:00PM)</p> <p>Tea (04:00PM onwards)</p> |
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**INTERNAL QUALITY ASSURANCE CELL**  
**of**  
**GHG Khalsa College of Education**  
Gurusar Sadhar, Ludhiana

**organizes**

**National Seminar**

**SARDAR VALLABHBHAI PATEL'S VISION IN SHAPING INDIA'S HIGHER EDUCATION SYSTEM FOR 21ST CENTURY**

**under**

**Rashtriya Ekta (National Unity Scheme)**

**in Collaboration with**

**INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH (ICSSR)**

**ON**

**July 25 & 26, 2025**

**(Friday & Saturday)**

|                                                                                                                                                                                                                      |                                                                                                |
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| <p><b>Chief Patron</b><br/>S. Manjot Singh Gill<br/>President, GHG Khalsa Colleges, Governing Council</p>                                                                                                            | <p><b>Patron</b><br/>Dr. S. S. Thind<br/>Secretary, GHG Khalsa Colleges, Governing Council</p> |
| <p><b>Chief Coordinator</b><br/>Dr. Pargat Singh Garcha<br/>Principal, GHG Khalsa College of Education<br/>Gurusar Sadhar, Ludhiana</p>                                                                              |                                                                                                |
| <p><b>Convenor</b><br/>Dr. Manu Chadha<br/>Associate Professor &amp; IQAC Coordinator<br/>GHG Khalsa College of Education<br/>Gurusar Sadhar, Ludhiana</p>                                                           |                                                                                                |
| <p><b>Organizing Committee</b><br/>Dr. Jasvir Kaur (Assistant Professor)<br/>Dr. Ramandeep Kaur Sidhu (Assistant Professor)<br/>Dr. Mini Sharma (Assistant Professor)<br/>Dr. Jagjit Singh (Assistant Professor)</p> |                                                                                                |
| <p><b>For any query contact</b><br/>E-mail: <a href="mailto:ghgicssrseminar25@gmail.com">ghgicssrseminar25@gmail.com</a><br/>9417000719, 9876733373, 8283838004</p>                                                  |                                                                                                |

**Registration Link**  
<https://forms.gle/Phjsu5FDfz32yzV8>

After registration, please remember to join the WhatsApp group by clicking on the Link shared in the Google form (Mandatory)



**ABOUT THE INSTITUTION**  
This institution is associated with the name of Sri Guru Hargobind Sahib Ji, the sixth Guru, who once visited this place in 1657. The college is located 28 kms from Ludhiana on Ludhiana-Raikot-Barnala road. This prestigious institution came into existence with the beginning of B.Ed. course in 1955 and M.Ed. course in 1982. In 2022, College has been sanctioned 40 seats in Post Graduate Diploma in Guidance and Counselling by P.U. Chd.

The College has been accredited Grade 'A+' (ICPA 3.31; Cycle 3) by National Accreditation Assessment Council. The College is a Grant-in-Aid College under 95% deficit grant-in-aid scheme of Govt. of Punjab and is recognized by University Grants Commission, New Delhi under 12 (B) & 2 (f) of the UGC Act. It is permanently recognized by the National Council for Teacher Education, New Delhi. The college motto 'Simple Living High Thinking' reflects its goals, vision and mission. The college has contributed a lot to society by producing well-informed, skilled and professionally qualified teachers for secondary schools and teacher educators for Colleges of Education.

**ABOUT THE SEMINAR**  
The seminar on 'Sardar Vallabhbhai Patel's Vision in Shaping India's Higher Education System for 21st century', seeks to explore the enduring relevance of his leadership in the context of contemporary education. His leadership, marked by pragmatism, foresight, and a deep commitment to national unity, continues to offer valuable insights for addressing modern India's educational challenges. Patel's emphasis on practical and professional education, aimed at preparing individuals for contributing to India's economic and administrative systems. This seminar will delve into Patel's educational philosophy, which emphasized the importance of skill development, national cohesion, and inclusive growth that remain highly relevant today. As India confronts complex issues such as political fragmentation, regional disparities, and socio-economic inequalities, Patel's strategies for integration and governance offer vital lessons for navigating these reforms in the realm of higher education.

The seminar will explore how Patel's principles of unity, discipline, and social harmony can be applied to build an education system that fosters intellectual growth, academic excellence, and inclusive development. By revisiting his vision, this seminar aims to present a framework for shaping India's higher education system in the 21st century one that empowers individuals, strengthens the nation, and positions India as a global leader. Ultimately, the seminar will underscore how Sardar Vallabhbhai Patel's legacy, rooted in national integration and pragmatic governance, can guide the development of an education system that not only meets contemporary challenges but also paves the way for a united and prosperous future for Bharat.

**SUB-THEMES AND AREAS**

- Educational Philosophy of Sardar Vallabhbhai Patel and its Influence on Modern Education
- Patel's Vision in Action: Modern Educational Reforms
- Higher Education for Sustainable Development
- Encouraging Innovation and Entrepreneurship to align with Global Advancements
- Revival of Indian Knowledge Systems and their Integration with Contemporary Education
- Vision and Self-Reliance: Building a Resilient Bharat
- Social Harmony and Inclusivity: Patel's Commitment to Equality
- Leveraging Technology for Education

**CALL FOR PAPERS**

We welcome original papers relevant to the theme and sub themes from teachers, teacher educators, researchers and educational administrators as per the following Specifications:

- Abstract should not be more than 150-200 words.
- Paper (upto 2000 words) including abstract that should be in 1.5 (Line spacing), font (Times New Roman) with 12 Point (Font Size), MS-Word format and in English language only.
- Kindly ensure that the papers are checked for Plagiarism. Research papers will be preferred,
- Follow APA style of reference for references and cited works. For more details click <http://www.apastyle.org>
- The paper should mention Name/Names of Author(s), Email and Mobile Number.
- Accepted papers will be compiled in the book published by a National Level Publisher.
- Free accommodation will be provided to all the Outstation presenters whose papers will be selected and they will be reimbursed 3rd AC train fare or equivalent.
- You are requested to send your full papers along with Abstract at the email id [ghgicssrseminar25@gmail.com](mailto:ghgicssrseminar25@gmail.com)
- Last date for submission of complete paper- June 20,2025



**Day 1: July 25, 2025 (Friday)**

**Inaugural Session**

The Inaugural Session began with a soulful college Shabad presented by Dr. Jagjit Singh and students. This was followed by the lighting of the ceremonial lamp in the presence of dignitaries and resource persons. The audience was formally welcomed, and the theme of the seminar was introduced.



*(Shabad Gayan Team of the College guided by Dr. Jagjit Singh)*



***Lighting of Lamp by Resource Persons and Dignitaries***

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***Floral Welcome to the Resource Persons***

**The distinguished guests present on Day 1 included:**

- Prof. Man Singh Toor, Former Professor, Punjab Agricultural University, Ludhiana
- Dr. Satwinder Kaur, Principal, GHG Khalsa College of Pharmacy, Gurusar Sadhar
- Prof. Inderjeet Singh, Principal, GHG Khalsa College, Gurusar Sadhar

***Welcome Address by Dr Manu Chadha (Convener)***

The event commenced with a welcome address by Dr Manu Chadha, IQAC Coordinator and Convener of the seminar. She welcomed the resource persons and delegates with warmth highlighting the objectives of the seminar.



***Dr Manu Chadha (IQAC Coordinator and Convener) welcoming the Resource Persons and Delegates, highlighting the Objectives of the Seminar***

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### **Formal Welcome and Exposition of the Main Theme of the Seminar**

Dr. Pargat Singh Garcha, Principal of the college and Chief Coordinator of the seminar, extended a floral welcome to the special guests and esteemed resource persons. In his inaugural address, he eloquently unfolded the theme of the seminar, highlighting its relevance in the present educational landscape. He emphasized that Sardar Vallabhbhai Patel's vision marked by unity, discipline, self-reliance, and pragmatic governance offers timeless insights into nation-building and provides a strong ideological foundation for reshaping India's higher education system in alignment with contemporary needs and global aspiration.

Dr. Pargat Singh Garcha, Principal of G.H.G. Khalsa College of Education, Gurusar Sadhar, formally unveiled the theme of the two-day ICSSR-sponsored national seminar held on 25th and 26th July 2025, titled:

*“Sardar Vallabhbhai Patel's Vision in Shaping India's Higher Education System for the 21st Century.”*

While addressing the gathering, Dr. Garcha extended a warm and heartfelt welcome to all the distinguished guests, resource persons, and delegates joining both offline and online. He took the opportunity to share the rich legacy of the host institution, referring to G.H.G. Khalsa Institute as a historic centre of learning. He emphasized that the G.H.G. Khalsa College of Education, established in 1955 (marking nearly 70 years of excellence in 2025), is a pioneer teacher education institution with a glorious legacy of producing competent and value-oriented educators.

He proudly noted the college's sustained commitment to quality, as evidenced by its accreditation by NAAC with 'A' grade in the first two cycles and an 'A+' grade in the third cycle, reflecting its continuous efforts toward academic excellence.

Speaking on the seminar's theme, Dr. Garcha highlighted the visionary leadership of Sardar Vallabhbhai Patel, popularly revered as the "Iron Man of India." He elaborated that Patel advocated for a unified, disciplined, and value-rooted education system, one that promotes vocational training, national integration, and moral character-building. Dr. Garcha underscored Patel's belief in strengthening Indian civil services to build a cadre of responsible, ethical, and nationally committed leaders.

He further stated that Patel had envisioned universities as spaces for nurturing responsible citizens, and insisted that education in India should remain grounded in Indian values while maintaining global relevance.

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Drawing a strong connection to the National Education Policy 2020, Dr. Garcha asserted that NEP 2020 reflects the foundational ideals envisioned by Patel. The policy's emphasis on multidisciplinary education, rootedness in Indian traditions, ethical values, and global competence are deeply inspired by Patel's thoughts. He noted that NEP 2020 is not only a reform document but a philosophical revival — a tribute to India's historical educational wisdom blended with contemporary needs.

In conclusion, Dr. Garcha called upon educators, researchers, and policymakers to draw inspiration from the life and philosophy of Sardar Vallabhbhai Patel, especially in times of evolving educational challenges. He once again extended a cordial welcome to delegates from across the nation, appreciating their participation and scholarly contributions in making the seminar a grand success.



***Dr Pargat Singh Garcha (Principal) formally welcoming the audience and exposing the theme of the seminar***

### **Keynote Address**

**Prof. Sanjay Kaushik, Vice Chancellor, Gurugram University, Gurugram**

The keynote address of the national seminar was delivered by Professor Sanjay Kaushik, Vice-Chancellor of Gurugram University, Gurugram. A distinguished academician, Professor Kaushik has had a long and fruitful association with Panjab University, Chandigarh. At the outset, he expressed his genuine appreciation for the initiative taken by G.H.G. Khalsa College of Education in organizing this meaningful academic platform. He acknowledged the relevance and timeliness of the seminar's theme, "Sardar Vallabhbhai Patel's Vision in Shaping India's Higher Education

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System for the 21st Century," and extended his congratulations to the college management, faculty, and organizing team for conceptualizing and hosting such a forward-looking event.

He reflected personally on how, upon first hearing the theme, he felt an instant connection, stating that the topic not only aligned with national educational priorities but also echoed his own philosophical and professional beliefs. He recalled with admiration the values espoused by Sardar Vallabhbhai Patel and the far-sightedness he displayed as a nation-builder. To illustrate Patel's vision of education, Professor Kaushik quoted him: "It is the mind and character that make a university great, not the buildings." This, he said, remains a powerful reminder that the true wealth of an educational institution lies in the development of human potential, not its physical infrastructure.

He praised the college for embodying this vision and choosing such an intellectually and morally rich theme. He stated that teacher education institutions, like G.H.G. Khalsa College of Education, is playing a pivotal role in shaping the nation by training those who train others- the teachers of tomorrow.

Delving into the core of his address, Professor Kaushik drew a compelling link between Sardar Patel's thoughts and the National Education Policy 2020. He emphasized that NEP 2020 places a strong focus on multidisciplinary skills, values, and holistic development all of which were deeply embedded in Patel's ideology. He pointed out that education today is not simply about acquiring degrees but about nurturing balanced and emotionally intelligent individuals who are prepared to contribute to society.

He made a historical reference to the Wardha Scheme of Basic Education introduced in 1937, explaining that it stressed vocational education, self-reliance, and learning through productive work. Professor Kaushik noted how visionary leaders like Sardar Patel had already laid the foundations for a practical and value-based system of education. Reflecting on the timeline, he remarked that it has been nearly 88 years since the Wardha Scheme was introduced, and even today, in 2025, its core principles find resonance in NEP 2020. The relevance of such ideas, he said, only grows with time.

Further, Professor Kaushik emphasized that education should serve not only the goal of livelihood but also nation-building. Citing Patel's vision for Gujarat in 1948, where he had supported transformative educational institutions, Professor Kaushik underlined the importance of education that combines skill development with character formation. He said that we must aim not only for

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a skilled workforce but also for citizens who are emotionally resilient, ethically grounded, and socially responsible.

He highlighted that in the current employment landscape, recruitment processes are increasingly incorporating psychometric testing and emotional intelligence assessments. This trend, he said, validates the continued importance of Patel's emphasis on balanced personal development. Technical know-how must be matched with interpersonal skills and civic consciousness.

He went on to stress that "India lives in its villages," echoing Gandhi and Patel's shared belief in rural empowerment. Therefore, it is essential that rural students are brought into the mainstream of educational and professional advancement. Professor Kaushik called for integrating rural service into educational objectives and emphasized that education must address the needs and potential of all sections of society. He also mentioned the importance of inclusive educational models that go beyond job-readiness to foster civic involvement, ethical awareness, and a spirit of public service. Drawing attention to Patel's emphasis on unity and discipline, he suggested that such foundational values must remain central to India's higher education framework.

In conclusion, Professor Sanjay Kaushik said he was honored to be part of a seminar that tackled a subject of immense academic and national importance. He reiterated that education policies like NEP 2020 are most effective when aligned with the legacy and insights of visionaries like Sardar Vallabhbhai Patel. He closed his address with the conviction that if the educational fraternity, policymakers, and institutions work with such clarity and commitment, then the dream of an Atmanirbhar Bharat — a self-reliant India — can be realized in the near future.



***Prof. Sanjay Kaushik, Vice Chancellor, Gurugram University, Gurugram presenting the  
Keynote Address of the Seminar***

**Special Talk**

**Dr. Rakesh Bawa Head, Department of History, Guru Nanak Khalsa College, Daroli Kalan**

**Topic: Educational Philosophy of Sardar Vallabhbhai Patel and its Influence on Modern Education**

Dr. Rakesh Bawa, Head, Department of History, Guru Nanak Khalsa College, Daroli Kalan, delivered an insightful address on the topic Educational Philosophy of Sardar Vallabhbhai Patel and its Influence on Modern Education.

- **Indirect yet impactful educational philosophy-** Dr. Bawa began by highlighting that although Sardar Vallabhbhai Patel did not outline a direct educational philosophy, his work and actions reflected a deep concern for education as a tool for national progress. His thoughts were embedded in his political and social engagement, particularly in the post-independence period, where he prioritized education as a key driver of nation building. He stressed that Patel's vision emphasized both intellectual growth and the capacity to earn a livelihood.
- **Education as character and value building-** According to Dr. Bawa, Patel strongly believed that education should be value-oriented, character-building, and culturally rooted. Drawing from India's past, he traced how ancient systems such as the Gurukul tradition promoted multidisciplinary learning. However, during the medieval and colonial periods, the education system gradually distanced itself from Indian knowledge systems and became more utilitarian and state-controlled. Patel wanted to reclaim that foundational ethos.
- **Colonial legacies and reformist strands-** Dr. Bawa brought attention to colonial educational policies, particularly Macaulay's Minute and Wood's Despatch. During the freedom struggle, two parallel reformist strands emerged: political reformers like Sardar Patel, Nehru, Gandhi, and Gokhale, who upheld Indian culture and values in education; and social reformers like Raja Ram Mohan Roy, Jyotiba Phule, Syed Ahmed Khan, and Lokmanya Tilak, who worked to eradicate social evils and push education for the marginalized.
- **Post-independence educational thrust-** He noted that Nehru's international outlook helped promote world-class higher education, while Gandhi's Buniyadi Shiksha (Basic Education) supported vernacular learning and vocational skills. These initiatives were not possible without a unified India, so Saradar Patel played a key role in this transition. After Gandhi, Vallabhbhai Patel became Chancellor of Gujarat Vidyapeeth, showing his

continued involvement in India's educational institutions. Gandhi and Patel, he remarked, cannot be separated when it comes to educational and social reform, both have long lasting impact on the Indian Education system.

- **Values, vocational training, and practical education-** Dr. Bawa emphasized that Patel's ideals supported gender equality, moral education, and vocational training. These were neglected during medieval times, and Patel wanted their revival. He believed education must serve dual purposes—livelihood and character development. The overemphasis on syllabus and exam preparation in today's institutions, he cautioned, often leads to a neglect of values. Patel's philosophy advocated that moral and practical education must co-exist.
- **Nation-building as the core of education-** He reiterated that for Patel, nation-building was inseparable from education. Students must not only be employable but emotionally intelligent, socially aware, and ethically grounded. He referred to the importance of psychometric testing and emotional intelligence in modern recruitment as an echo of Patel's emphasis on holistic development. Patel's vision included mainstreaming rural learners and uplifting society through education tailored to Indian needs.
- **Administrative vision and civil services-** Dr. Bawa also recalled Patel's instrumental role in sustaining and shaping the Indian Civil Services (ICS into IAS), famously calling it the "steel frame" of India. He believed that administration rooted in integrity and efficiency would arise from a strong education system, and thus civil service became one of the institutions through which his educational vision manifested.
- **Holistic education and Indian knowledge system-** Touching on the present-day relevance, Dr. Bawa explained how the Government of India now promotes holistic education—focused not just on curriculum but also on life skills, ethics, and community participation. Patel linked Indian ethos, spirituality, and moral reasoning with educational objectives. Ancient thinkers like Aryabhatta and Chanakya should, he insisted, be embedded in the current curriculum to revive India's rich knowledge tradition.
- **Education beyond job orientation-** Dr. Bawa critiqued the present trend where education is largely seen as a means to employment. He warned that such short-term perspectives undermine long-term societal growth. True education, according to Patel's ideals, develops not only the mind for economic productivity but also the spirit for national service. Both goals must be harmoniously pursued.
- **Remembering Patel among educational luminaries-** In his concluding remarks, Dr. Bawa reminded the audience not to overlook the role of Vallabhbhai Patel alongside Tagore, Gandhi, and Nehru. While others presented defined educational models, Patel gave

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India a nation-building formula that implicitly directed the course of educational transformation. His legacy continues to shape India's commitment to unity, discipline, and development through education.



***Dr. Rakesh Bawa Head, Department of History, Guru Nanak Khalsa College, Daroli Kalan presenting the Special Talk on the Educational Philosophy of Sardar Vallabh Bhai Patel***

### **Technical Session I: Theme-Based Talks**

#### **Theme I**

**Prof. Latika Sharma**

**Professor, Department of Education, Panjab University, Chandigarh**

***Topic: Higher Education for Sustainable Development***

- **Purpose of Education: Beyond Employment**- Prof. Latika Sharma opened her address by emphasizing that education should not be reduced to a utilitarian pathway for employment alone. Rather, it must be envisioned as a foundational tool for nation-building, character formation, and civic empowerment. She asserted that the true essence of education lies in nurturing individuals who are morally anchored, socially responsible, and equipped with both intellectual and ethical capacities to contribute meaningfully to society. Institutions, she argued, must strike a careful balance between equipping students for the job market and fostering life skills, value systems, and democratic sensibilities.
- **Volunteerism as Pedagogy**- She passionately advocated for recognizing volunteerism not as an optional co-curricular engagement, but as an essential pedagogical tool within the

education system. According to her, volunteering instills empathy, cooperation, accountability, and a sense of civic belonging among learners. It serves as a medium for experiential learning, allowing students to connect with social realities and develop compassion and a commitment to service. When embedded within the curriculum, volunteerism nurtures both emotional intelligence and moral responsibility—qualities indispensable in a participatory democracy.

- **Service-Learning in Teacher Education-** Prof. Sharma made a compelling case for embedding service-learning into teacher education programmes. She defined this as an integrative approach that combines academic instruction with meaningful community service. This model, she noted, strengthens the bridge between theoretical understanding and practical social engagement. Student-teachers, through service-learning, are exposed to real-world challenges and are encouraged to reflect critically on societal issues, thereby fostering deeper learning, empathy, and civic-mindedness. It not only enriches academic knowledge but also builds resilience, ethical clarity, and leadership skills.
- **Alignment with National Education Policy 2020-** Expressing appreciation for the National Education Policy (NEP) 2020, Prof. Sharma highlighted its emphasis on holistic, multidisciplinary, and value-based education. She observed that the policy provides an important opportunity to reimagine educational institutions as spaces for civic engagement and community-oriented learning. However, she cautioned that realizing this vision requires deliberate implementation. Institutions must actively align pedagogical practices with community realities and embed service, ethics, and democratic engagement as central components of teacher training programmes.
- **Educators as Value Mentors-** A central theme of Prof. Sharma's address was the evolving role of the educator—not merely as a transmitter of knowledge, but as a mentor and moral guide. She emphasized that teachers must model ethical behavior, demonstrate civic responsibility, and inspire democratic values in their students. Effective teacher preparation, she argued, must include content mastery, contextual sensitivity, and value orientation. Educators should be prepared to engage with social issues, instill critical thinking, and cultivate an inclusive, empathetic mindset in future generations.
- **Education and Democracy-** Drawing inspiration from the educational philosophy of John Dewey, Prof. Sharma underscored the intimate relationship between education and democracy. She remarked that democracy is not a static system but a living process that must be recreated with every generation—and education is the means to that renewal. Through civic participation and socially engaged learning, students develop public spirit,

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critical consciousness, and a sense of moral duty. Education, in this sense, becomes a transformative experience that prepares individuals for active and responsible citizenship.

- **Call to Educators and Policymakers-** Prof. Sharma directed a strong and clear appeal to educational leaders and policymakers to reorient learning environments toward transformative goals. She pointed out that the youth of India are full of potential and energy, but they need purposeful mentorship, empowering platforms, and visionary institutional leadership. Educational institutions must look beyond exams and textbooks to provide meaningful opportunities for self-discovery, societal contribution, and value-driven action. Only then, she suggested, can students be truly prepared to lead change.
- **Conclusion: Education as a Transformational Force-** In her concluding reflections, Prof. Sharma reaffirmed that education should aspire to transform not only the intellect but also the conscience and character of learners. Classrooms must become spaces that nurture ethical reasoning, social awareness, and holistic development. She envisioned an education system that produces not just employable graduates, but socially responsible, emotionally intelligent, and democratically engaged citizens. Such an education, rooted in purpose and values, would honor the legacy of nation-builders like Sardar Vallabhbhai Patel and pave the way for a resilient and inclusive Bharat.



***Prof. Latika Sharma Professor, Department of Education, Panjab University, Chandigarh  
deliberating on the topic, "Higher Education for Sustainable Development"***

**Theme II**

**Dr. Varun Goel**

**Assistant Professor, LRDAV College, Jagraon**

***Topic: Patel's Vision in Action: Modern Educational Reforms***

Dr. Varun Goel delivered a well-researched and insight-driven lecture on the topic “Patel’s Vision in Action: Modern Educational Reforms”. He emphasized that Sardar Vallabhbhai Patel’s contributions were not confined to the political unification of India alone but extended into foundational ideas about education as a tool for nation-building. Dr. Goel connected Patel’s core values—national unity, self-reliance, and rural empowerment—with the ongoing reforms under the National Education Policy (NEP) 2020 and other flagship government initiatives. His address offered historical insights, present-day examples, and data-backed reflections on systemic challenges and the way forward.

- **National Unity through Education-** Dr. Goel emphasized that Sardar Patel viewed education as an instrument to foster unity in a culturally diverse nation. He recalled Patel’s efforts during the integration of princely states, where education served as a medium to forge a national identity. Patel opposed rote-based learning and promoted the idea of education for the holistic development of the individual—mind, body, and soul. In present times, this vision is echoed in initiatives like the Three-Language Formula, Ek Bharat Shreshtha Bharat, Bhasha Sangam, and NEP 2020’s emphasis on mother tongue education. However, he cautioned against selective textbook deletions, which threaten inclusivity and create social divides, deviating from Patel’s ideal of unity through education.
- **Self-Reliance through Vocational Education-** The speaker highlighted that Patel advocated for practical and vocational education to prepare youth for nation-building roles rather than clerical jobs. As Chancellor of Gujarat Vidyapith, Patel supported vernacular and skill-oriented education. Dr. Goel correlated this with NEP 2020’s provision for introducing vocational education from Class 6 and other schemes like Skill India, PMKVY, and National Apprenticeship Promotion Scheme. However, data reveals that only 4.1% of youth receive formal vocational training, and unemployment among vocationally trained youth is on the rise, exposing the gap between vision and implementation.
- **Gaps in Vocational Training Infrastructure-** Despite the push for skill development, vocational training suffers from critical shortcomings. Dr. Goel shared that more than 65% of Indian youth still depend on informal or short-term courses, many of which are not

industry-relevant. The speaker cited the declining enrolment in formal vocational programs—down by 50% between 2017–18 and 2023–24—even as short-term certifications have doubled. Poor linkage with industry, substandard course quality, and lack of practical experience have collectively reduced the employability of vocational graduates, making the current ecosystem ineffective in realizing Patel’s self-reliant vision..

- **Vocational Education in Punjab: A Ground Reality Check-** Dr. Goel presented a case study from Punjab, based on data from the 2019–20 appraisal report and recent research. Out of 780 government schools, 380 lacked even basic tools for vocational training. Budget utilization was dismal, with only ₹38 crore out of an allocated ₹72 crore being spent. Students and teachers reported poor infrastructure, outdated syllabi, and a lack of practical exposure. Factors like political interference and corruption further hampered vocational education in the state. This micro-level analysis illustrated the systemic issues that prevent the realization of vocational education as envisioned by Patel.
- **Rural Empowerment through Education-** Sardar Patel, in alignment with Mahatma Gandhi, believed in self-reliant village republics. Dr. Goel stressed that Patel considered rural education fundamental to national progress and social equality. He linked this vision to initiatives like Sarva Shiksha Abhiyan, RMSA, Eklavya Model Schools for tribal students, and PM e-Vidya. These programs aim to bridge the rural-urban divide and make education accessible to marginalized communities. Nevertheless, a persistent digital divide, regional disparities, and infrastructure issues continue to limit the impact of these schemes in rural areas.
- **Digital Divide and Technological Gaps-** The lecturer highlighted the ongoing digital gap as a major obstacle in delivering quality education to rural and remote areas. While schemes like PM e-Vidya aim to digitize learning, only 47% of rural households have access to such resources. The lack of digital infrastructure—such as smart classrooms, internet connectivity, and trained educators—makes online education less effective. Dr. Goel underscored the urgency of addressing these inequalities to ensure that rural students can benefit from reforms rooted in Patel’s vision of inclusive and equitable learning.
- **Curriculum Reform and Historical Inclusivity-** Dr. Goel stressed the importance of a curriculum that represents India’s pluralistic society. He argued that textbooks must reflect the contributions of all regions, communities, and marginalized groups, aligning with Patel’s inclusive nation-building ethos. The selective deletion or distortion of historical

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content, he warned, could lead to alienation and polarization. An inclusive curriculum not only educates but also fosters empathy and national integration among learners—goals central to Patel's educational outlook.

- **Multilingualism and Cultural Diversity in Education-** Dr. Goel discussed Patel's support for linguistic and cultural inclusivity. This approach is supported in NEP 2020's promotion of multilingualism and programs like Bhasha Sangam. By encouraging the learning of multiple Indian languages and fostering cultural exchanges, these initiatives resonate with Patel's dream of a united yet diverse nation. Language, he emphasized, should be a bridge and not a barrier, and schools must play a pivotal role in nurturing mutual respect and understanding among students from different linguistic backgrounds.
- **Policy Implementation and Accountability-** Dr. Goel noted that while India has introduced several progressive education policies, a gap remains in their effective implementation. He called for accountability in budget utilization, better teacher training, and continuous monitoring of schemes. Drawing inspiration from Patel's no-nonsense administrative style, he emphasized that integrity and efficiency in educational governance are essential to ensure that policies yield intended outcomes.
- **Reclaiming Patel's Vision for the Future-** As a concluding thematic point, Dr. Goel called for a revival of Patel's educational philosophy in a contemporary context. He urged educators, policymakers, and institutions to treat Patel's ideals not merely as history, but as guiding principles for present and future reforms. National unity, self-reliance, and rural upliftment should not remain abstract goals, but should be practically integrated into curriculum design, teacher training, and institutional planning.

## **Conclusion**

Dr. Varun Goel concluded his address by reiterating that Sardar Vallabhbhai Patel's vision was far ahead of its time. His emphasis on national unity, practical education, and rural empowerment finds strong resonance in current reforms like NEP 2020 and schemes such as PM SHRI, Skill India, and PM e-Vidya. However, achieving Patel's dream in totality requires sincere commitment to inclusivity, accountability, and quality. Dr. Goel urged all stakeholders to move beyond rhetoric and operationalize Patel's legacy in a way that strengthens both the individual learner and the nation at large.



**Dr. Varun Goel Assistant Professor, LRDAV College, Jagraon highlighting Patel's Vision in Action: Modern Educational Reforms**

### **Theme-III**

**Dr. Jaspal Singh**

**Associate Professor,**

**Centre for Distance and Online Education,  
University of Jammu, Jammu**

**Topic: Encouraging Innovation and Entrepreneurship to Align with Global advancements**

- **Innovation Begins with Self-Reliance and Community Awareness-** Dr. Jaspal Singh opened his talk by challenging the commonly held belief that societal problems will always be solved by external agents. He emphasized that innovation truly emerges when individuals take ownership of local challenges. Citing a simple example, he asked the audience to reflect on how they respond to routine issues—such as a blocked drain in the neighborhood—not by waiting for authorities, but by exploring small, innovative solutions that could benefit the whole community. This, he suggested, reflects the essence of "social innovation," where problem-solving transcends self-interest and contributes to collective well-being.
- **Local Solutions, Entrepreneurial Mindsets: The Cow Dung Diya Model-** To illustrate the power of grassroots innovation, Dr. Singh shared an inspiring story from his own university, the University of Jammu. In the nearby Gujjar community—traditionally

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engaged in dairy farming—cow dung is abundant but often considered waste. One student, however, saw this as an opportunity. He began collecting cow dung from Gaushalas and Gujjars and used it to manufacture eco-friendly diyas (lamps). Despite initial mockery from peers, the student persisted and eventually turned his idea into a thriving business. Dr. Singh used this anecdote to highlight how entrepreneurial thinking, coupled with courage and commitment, can convert waste into value and create employment while also addressing environmental sustainability.

- **Innovation with a Social Lens: Dual-Use of Inventions**-Dr. Singh reminded the audience that innovation is value-neutral—it can be used for constructive or destructive purposes. He gave the historical example of Barood (gunpowder) which, while often associated with warfare, also enabled the blasting of mountains to construct roads and tunnels, especially in hilly regions. Similarly, the invention of paper revolutionized knowledge dissemination, but it also brought challenges like counterfeit documentation. The key takeaway, he stressed, is that the moral intent behind innovation is as crucial as the invention itself.
- **Mobility and Micro-Entrepreneurship: Opportunities for the Youth**-Focusing on urban mobility, Dr. Singh mentioned emerging models like BlaBlaCar, a peer-to-peer ride-sharing platform that has gained global traction. He noted that such models hold potential for Indian youth, especially in areas where students travel long distances on motorcycles. Referring to a student-led initiative in Kolkata, he mentioned how students devised sustainable commuting systems through shared services. Dr. Singh encouraged the students and local youth to identify similar gaps in their daily routines and develop scalable, need-based solutions using available resources.
- **The Halwara Opportunity: Think Local, Act Entrepreneurial**- Bringing the discussion to the local context, Dr. Singh pointed out the upcoming Halwara Airport near GHG Khalsa College of Education, Gurusar Sadhar. With this development, the area is poised for economic activity and infrastructural growth. While large companies like Ola and Uber will likely enter the market, he emphasized the potential for local entrepreneurship. Youth from the region can create their own transport services with a personal touch—offering reliability, trust, and local knowledge. He also spoke about women-led home kitchens that have evolved into brands, emphasizing that micro-entrepreneurship rooted in community identity can be both economically viable and socially empowering.

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- **Data, AI, and India's Innovation Trajectory-** Shifting to a global perspective, Dr. Singh highlighted that India ranks 39th out of 133 countries in the Global Innovation Index, and notably, holds the top position among lower-middle-income economies. He emphasized that in recent years, India has shown consistent progress in innovation, particularly in ICT services, where it ranks among the best globally. The rise of Artificial Intelligence (AI) and Data Science, he noted, is transforming industries. Universities are now introducing specialized programmes in these areas. Citing the example of GPS-based applications, he showed how real-time data is changing how we interact with our environment. Dr. Singh urged institutions to keep pace with technological advancement and encouraged students to position themselves at the forefront of this data revolution.
- **The Statue of Unity: Patel's Legacy in Action-** Dr. Singh then drew a powerful connection between innovation, national pride, and development through the example of Kevadia, the site of the Statue of Unity, built in honor of Sardar Vallabhbhai Patel near the Narmada River. He noted that Kevadia was once a modest tribal region, but the construction of the world's tallest statue transformed it into a major tourist and economic hub. A particularly inspiring outcome was the emergence of tribal women operating e-rickshaws, showcasing empowerment through infrastructure-led development. This example, he said, embodies Patel's vision of integrating rural India into the mainstream while ensuring dignity and self-reliance for all.
- **Educational Institutions as Hubs of Innovation-** In his concluding remarks, Dr. Singh appealed to educational institutions—schools and colleges alike—to become incubators of collaborative problem-solving. He emphasized that they must not function in isolation from societal needs but rather align themselves with real-world challenges. When academic spaces encourage experimentation, inter-disciplinary dialogue, and social responsibility, they become fertile grounds for innovation. Collective efforts by educational communities can lead to tangible improvements not only in the lives of individuals but also in the broader social fabric.

Dr. Jaspal Singh's session left the audience with a clear message: that true innovation is rooted in context, driven by courage, and guided by compassion. Whether through technology, local entrepreneurship, or academic reflection, each individual has a role to play in advancing India's global position while staying grounded in its civilizational values

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**Dr. Jaspal Singh Associate Professor, Centre for Distance and Online Education, University of Jammu facilitating the audience with live examples of Innovation and Entrepreneurship to Align with Global advancements**

### **Panel Discussion**

A thought-provoking panel discussion took place during which participants and speakers reflected on the key issues raised during the morning sessions.

**Moderator:** Dr. Manu Chadha, IQAC Coordinator, GHG Khalsa College of Education, Gurusar Sadhar

#### **Panelists:**

Dr. Latika Sharma

Dr. Rakesh Bawa

Dr. Jaspal Singh

Dr. Varun Goyal

Dr. Pargat Singh Garcha (Principal, GHG Khalsa College of Education)

Prof. Mann Singh (Retired Professor, PAU)



***Panel Discussion Session (Day 1)***

***Q1. Dr. Manu Chadha to Dr. Latika Sharma:***

**How is Panjab University aligning its curriculum with the values and vision of Sardar Vallabhbhai Patel?**

**Answer – Dr. Latika Sharma:**

Dr. Sharma responded by highlighting the need to bring value education back into focus, especially at the higher education level. She observed that students in schools often display stronger skills and value systems than those in colleges. She attributed this to the comparatively unregulated and free environment of higher education institutions, where students are not closely mentored in ethics and behavior.

She emphasized the need for social-emotional learning in higher education, explaining that in today's world—dominated by “me, mine, and myself”—students are losing empathy, compassion, and kindness. Referring to the Kothari Commission, she lamented how education and values have been separated over time, leading to a decline in moral development.

She noted that Punjabi University has adopted a UNESCO course titled “Social-Emotional Learning: From Knowledge to Practice”, a step toward integrating values and emotional intelligence into the curriculum. She concluded by advocating for a revival of traditional Indian storytelling, idioms, and phrases, which historically carried moral lessons and helped shape character.

***Q2. Dr. Jagminder Kaur to Dr. Rakesh Bawa:***

**How do you view the role of multidisciplinary education and the Indian Knowledge System in shaping holistic learners, in line with Patel's vision?**

**Answer – Dr. Rakesh Bawa:**

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Dr. Bawa noted that the present education system is too compartmentalized. Subjects like physics, chemistry, and biology are taught in isolation, leaving students—especially those in science streams—with little exposure to the arts, music, or philosophy. He stressed that students are under pressure from entrance exams and often lose interest in holistic development.

However, the National Education Policy (NEP) 2020 is attempting to correct this imbalance by encouraging major and minor subject combinations, allowing students to pursue broader interests. He said that creative subjects can help relieve stress and depression, and promote emotional and intellectual balance.

He acknowledged, however, that challenges remain, particularly the workload on teachers and the need for more faculty to teach minor and interdisciplinary courses.

#### ***Q3. Dr. Ramandeep to Dr. Jaspal Singh:***

**What elements of Sardar Patel's vision are missing in today's youth and in the current higher education system?**

#### **Answer – Dr. Jaspal Singh:**

Dr. Jaspal said that although NEP 2020 has sparked worry among some stakeholders, it is in fact a realistic and much-needed shift. Under NEP, skill education will begin from Class 6, gradually making students from school to college levels more socio-economically productive.

He emphasized the need for experiential learning, which forms the base of the new curriculum, and stressed that vocational education is no longer optional—it will now be integrated into mainstream learning. This approach, he argued, is aligned with Patel's pragmatic vision of preparing individuals to serve the nation with competence and responsibility.

#### ***Q4. Dr. Jasleen to Dr. Rakesh Bawa and Dr. Varun Goyal:***

**In a techno-driven world, are we at risk of losing cultural and moral values?**

#### **Answer – Dr. Varun Goyal:**

Dr. Varun responded that value education is already being emphasized in schools, and the multidisciplinary model of NEP will now carry these values into higher education as well. He noted that a balanced mix of science and liberal arts can help maintain cultural roots while adapting to technological advances.

#### **Answer – Dr. Rakesh Bawa:**

Dr. Bawa supplemented this by drawing on his cinema background, stating that earlier films like Do Bigha Zamin and Pyaasa conveyed strong moral messages. Today's cinema, he felt, lacks that depth. He advocated for the revival of educational cinema, Nukkad Nataks, and value-based public storytelling.

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He gave the example of following traffic signals as a daily act of moral discipline, showing how values must be lived, not just taught.

### ***Q5. Dr. Sonia Saggar to Dr. Varun Goyal:***

**How can we create leaders inspired by Sardar Patel's philosophy in today's context?**

#### **Answer – Dr. Varun Goyal:**

Dr. Varun reflected on the 2020 Farmers' Protest, arguing that although the movement aimed for social justice, its lack of unity weakened its impact. He stated that Patel's strength lay in his ability to unify fragmented groups, and that today's leaders need to embody that same spirit.

Educational institutions, he said, must nurture leaders who are committed to collective welfare, organizational discipline, and nation-building, much like Patel himself.

### ***Q6. Dr. Gulam Nabi to Prof. Mann Singh Toor:***

**Had Sardar Vallabhbhai Patel been alive today, would he have supported privatization in higher education?**

#### **Answer – Prof. Mann Singh Toor:**

Prof. Mann Singh argued that Patel would likely not have supported the unchecked privatization of education. He pointed out that courses from multiple agencies like ICAR, UGC, and MOOCs are being introduced without proper integration into core specializations like science or medicine. He also criticized the superficial nature of India's income equality ranking, saying that while India is ranked 4th, the ranking is based on consumption, which can be misleading. "A millionaire and a laborer may both eat three meals a day," he said, "but that doesn't reflect true equality."

He stressed that while policies in India are often well-crafted, their implementation is weak, which is where Patel's disciplined and efficient governance style is sorely missed.

### ***Q7. Dr. Manu Chadha to Dr. Pargat Singh Garcha:***

**How do you see the current curriculum reforms aligning with Patel's vision?**

#### **Answer – Dr. Pargat Singh:**

Dr. Pargat Singh began by referencing the Kothari Commission, which had famously stated that "Even the best of curricula are bound to fail if the process of education is not humane and meaningful." He pointed out how reforms like CCE (Continuous Comprehensive Evaluation) were implemented but failed in execution.

He welcomed the National Curriculum Framework 2023, now open to public feedback, and encouraged educators to submit constructive suggestions. He emphasized the need to strengthen vocational education, and praised MOOCs and two-credit elective courses for offering practical learning options.

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He strongly advocated for peace education, stressing that in a world of ongoing conflicts, schools and colleges must actively promote compassion, ethics, and social responsibility.

He concluded by invoking the Indian philosophy of “Vasudhaiva Kutumbakam” (the world is one family), saying that this inclusive worldview should guide our educational and national policies.

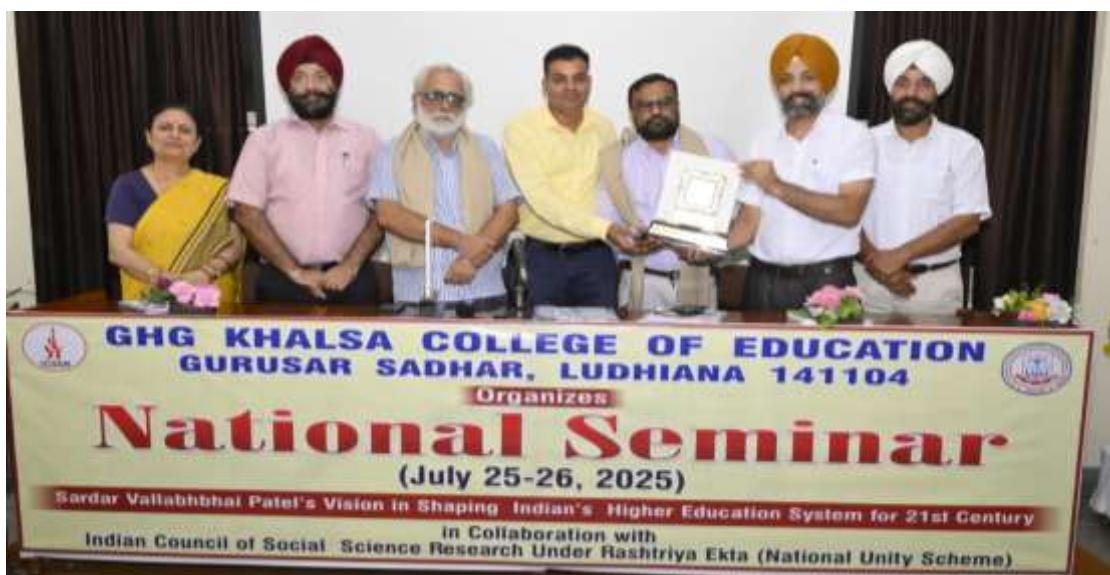
Dr. Mini Sharma, contributed an important point from the audience. She recommended that music and drama courses be included even at preparatory levels, especially for students preparing for competitive exams like NEET, as these art forms provide emotional healing and balance.

Dr. Rakesh Bawa added that the current coaching center culture has distanced students from school environments. He urged that children must return to schools where values, socialization, and emotional development are an integral part of education.



### **Honouring of dignitaries**

The before lunch session concluded with honouring of Resource persons and guests



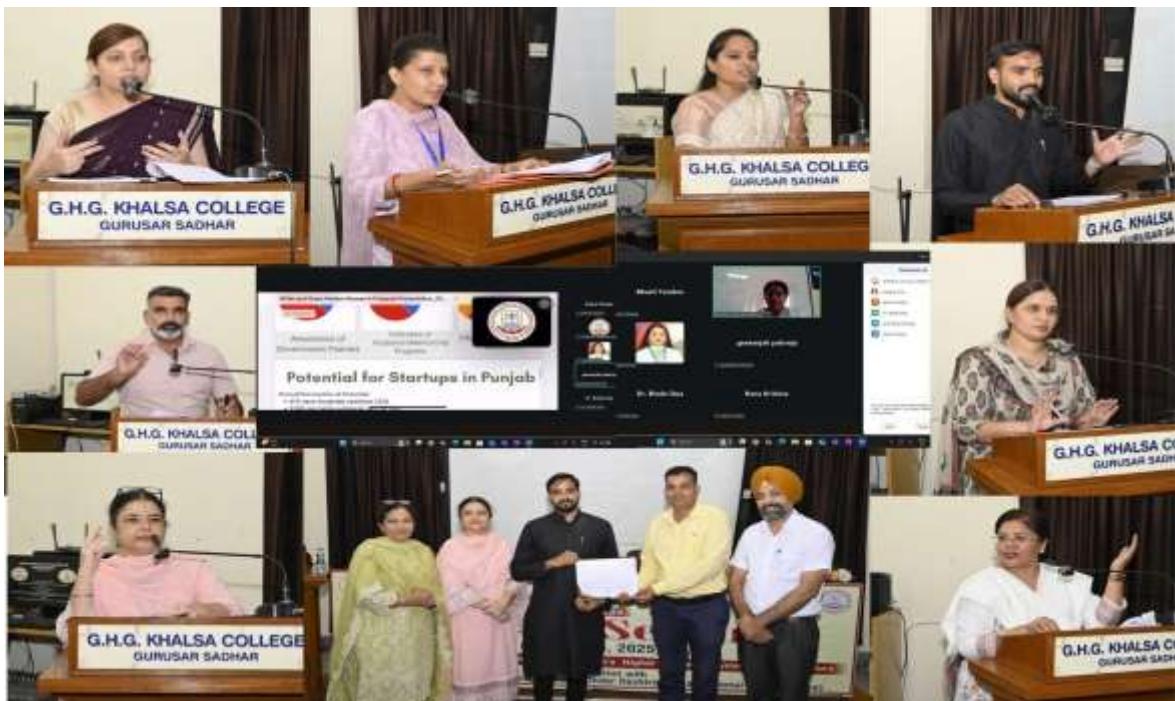
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### *Felicitating the Resource Persons*

### **Paper Presentation Session**

Post Lunch researchers and academicians from different parts of the country presented their scholarly papers related to the seminar theme and sub-themes. Nearly 60 presentations were made both online and offline.



### *Post Lunch Session-Paper Presentations by Delegates*

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### **Vote of thanks**

The proceedings of the first day were formally concluded with a vote of thanks delivered by Dr. Manu Chadha, IQAC Coordinator and seminar convenor. She expressed gratitude to the speakers, participants, organizing team, and support staff for their invaluable contributions.



***Dr Manu Chadha (IQAC Coordinator &Convener) presenting the Vote of Thanks on Day 1***

### **Day 2: July 26, 2025 (Saturday)**

The second day of the National Seminar on “Sardar Vallabhbhai Patel’s Vision in Shaping India’s Higher Education System for the 21st Century” commenced with a spirit of continuity and scholarly enthusiasm. Dr. Pargat Singh Garcha, Principal of GHG Khalsa College of Education, extended a warm welcome to all attendees and provided a brief recap of the previous day’s sessions to orient the participants for the discussions ahead. Dr. Mini Sharma gracefully conducted the stage proceedings on Day 2.

#### **The esteemed dignitaries who graced the Day 2 sessions included:**

Dr. S.S. Thind, Secretary, GHG Khalsa Colleges Governing Council

Dr. Satvinder Kaur, Principal, GHG Khalsa College of Pharmacy, Gurusar Sadhar

Prof. Inderjeet Singh, Principal, GHG Khalsa College (Degree College), Gurusar Sadhar

Dr. Sandeep Sawhney, Principal, Govind National College, Narangwal

Dr. Monika Dua, Principal, BCM College of Education, Ludhiana

Dr. Vijay Lakshmi, Principal, DD Jain College of Education, Ludhiana

Dr. Rajwinder Kaur, Principal, Dev Samaj College of Education for Women, Ferozepur City

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Dr. Tripta Parmar, Principal, SDS College of Education, Lopon (Moga)

Dr. Manpreet Kaur, Principal, Pratap College of Education, Ludhiana

Dr. Shweta Dhand, Professor, GHG College of Law, Sidhwan Khurd

S. Gurnaib Singh, Principal, Ajit Sar Khalsa Senior Secondary School, Jangpur



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***Floral Welcome of the Resource Persons on the Second Day of the Seminar (July 26, 2025)***

**Proceedings of Day 1:**

A comprehensive and thoughtful summary of Day 1's academic deliberations was presented by Dr. Manu Chadha, IQAC Coordinator and seminar convener.



***Dr. Manu Chadha, IQAC Coordinator & Seminar Convener presenting the Briefings of Day 1***

**Theme-Based Talks**

**Theme IV**

**Prof. (Dr.) Manoj Saxena Head & Dean (Edu), Central University, Himachal Pradesh**

***Topic: Revival of Indian Knowledge Systems and their Integration with Contemporary Education***

Prof. (Dr.) Manoj Kumar Saxena began his address by paying homage to the visionary leadership of Sardar Vallabhbhai Patel, acknowledging his instrumental role in the political integration of India. He drew an analogy between Patel's legacy of national unification and the current educational need for philosophical and curricular integration. Speaking on the theme of Revival of Indian Knowledge Systems (IKS), he advocated for the re-establishment of Bharatiya epistemologies within contemporary pedagogy through the framework of the National Education Policy (NEP) 2020.

- **Emphasis on Bharatiya Identity and Terminology**-Dr. Saxena pointed out the importance of using the term Bharatiya Knowledge System (BKS) instead of the broader term "Indian." He emphasized that this linguistic shift is not mere semantics but a conscious assertion of civilizational identity, reflecting the authenticity and rootedness of India's traditional knowledge.
- **Ancient Indian Knowledge as a Living Heritage**- He stressed that BKS is not an obsolete relic but a living tradition encompassing disciplines such as philosophy, medicine, mathematics, agriculture, astronomy, linguistics, and education. Referencing texts from the Rigveda to classical treatises, he noted that ancient Indian education was holistic, combining theory with practical wisdom.
- **Legacy of Ancient Universities**- Prof. Saxena highlighted the global stature of ancient universities like Takshashila, Nalanda, and Vikramashila, which were magnets for global scholars. He elaborated that institutions like Nalanda hosted over 10,000 students and 2,000 teachers and were exemplary in integrating research, teaching, and dialogue, much like modern interdisciplinary universities.
- **NEP 2020: A Paradigm Shift in Educational Vision**- He asserted that the National Education Policy (NEP) 2020 marks a significant paradigm shift by prioritizing indigenous knowledge systems. The policy calls for a deliberate move away from colonial legacies and advocates for a curriculum grounded in India's cultural and philosophical ethos.
- **Integration of Traditional Knowledge into Curriculum**-Dr. Saxena discussed how NEP 2020 proposes incorporating diverse elements of traditional knowledge—Ayurveda, Yoga,

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Vastu, Indian logic, classical literature, and environmental practices—into mainstream education at school and higher education levels.

- **Interdisciplinary and Experiential Learning-** He emphasized that Bharatiya knowledge traditions promoted experiential learning—through storytelling, community engagement, and hands-on practice—and were inherently interdisciplinary, bridging subjects like astronomy, medicine, linguistics, and mathematics. He noted that this aligns with modern constructivist theories of education.
- **Promotion of Multilingualism and Classical Languages-** The speaker underlined NEP 2020's emphasis on multilingualism, especially the promotion of Sanskrit and documentation of regional and tribal knowledge. The policy advocates the preparation of multilingual content and the training of educators in these domains.
- **Role of Platforms and Institutions in Dissemination-** He mentioned that platforms such as SWAYAM and DIKSHA have begun offering online courses rooted in the Bharatiya perspective, ensuring accessibility and reach. Institutions are also adopting elective IKS courses, supported by UGC guidelines, to expand research and academic exploration.
- **Innovations in Pedagogy and Shastra Tradition-** Prof. Saxena spoke about the importance of pedagogical integration, referring to shastrarth—the ancient Indian tradition of philosophical debate—as an exemplar of inquiry-based learning. This tradition fostered critical thinking, respectful disagreement, and dynamic learning, echoing principles of modern inquiry-based pedagogy.
- **Interdisciplinary Research and Modern Applications-** He shared examples of modern interdisciplinary innovations that combine traditional wisdom with cutting-edge science—Iyog genomics (Ayurveda with genomics), Vedic mathematics in computational science, and organic farming practices rooted in ancient environmental systems. NEP 2020, he noted, encourages such fusion to create a self-reliant and innovative Bharat.
- **Educators and Institutional Roles in IKS Diffusion-** Highlighting the role of educators, Dr. Saxena explained that teacher education programs now include modules on Indian pedagogies, preparing them to bridge modern teaching with ancient wisdom. He praised institutions that are taking the lead in IKS curriculum development and interdisciplinary dialogue.
- **Model Implementation: Central University of Himachal Pradesh-** He shared the pioneering initiative of the Central University of Himachal Pradesh, which launched a four-credit IKS course for all master's students. This course is divided into a common

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foundational module and a discipline-specific one, developed by individual departments, exemplifying how NEP's vision is being operationalized.

In conclusion, Prof. Saxena reiterated that the revival of Bharatiya Knowledge Systems is not only a matter of cultural pride but a strategic imperative for building a rooted, inclusive, and globally relevant educational future. He called upon educators, institutions, and policymakers to engage deeply with India's knowledge heritage, reimagining it through the lens of contemporary needs and scientific validation.



***Prof. (Dr.) Manoj Saxena Head & Dean (Edu), Central University, Himachal Pradesh  
deliberating on the theme***

***Revival of Indian Knowledge Systems and their Integration with Contemporary Education***

### **Theme V**

**Prof. Yash Pal Singh,**

**Mahatma Jyotiba Phule, Rohilkhand University, Bareilly**

***Topic: Vision and Self-Reliance: Building a Resilient Bharat***

Prof. Yashpal Singh began by expressing heartfelt gratitude for being invited to Punjab. He appreciated the region's vibrant academic and cultural traditions and contextualized his lecture within the current shift brought about by NEP 2020. According to him, the policy aims to build a truly inclusive India, but there remain multiple layers of misunderstanding, resistance, and ideological confusion that hinder its full realization.

- **The spirit of the Constitution as the foundation of resilience**-He stressed that our national vision must begin with the Preamble of the Constitution, which declares, "We, the

People of India, have solemnly resolved..." This, he said, places sovereignty not in the government but in the people. He drew attention to the four core values enshrined in the Constitution—justice (social, economic, and political), liberty (of thought, expression, belief, faith, and worship), equality (of status and opportunity), and fraternity (assuring dignity of the individual and the unity and integrity of the nation). These, he argued, are not static ideas but dynamic instruments for nation-building.

- **The promise versus the practice of inclusion-** Prof. Singh questioned whether these values have truly translated into practice. He noted that while inclusion is now a widely discussed educational goal, exclusion has historically been more dominant in both society and schooling. Although the Constitution did not use the word “inclusion” explicitly in 1947 however, inclusivity was inherent in its spirit. The term “inclusion” entered public policy formally only in 2008, he noted, with the government committing to apply it across all institutions.
- **The right to dignity is central, but often missing-** While constitutional provisions like Article 14 and Article 45 guarantee equality and free and compulsory education, Prof. Singh stressed that the right to live with dignity, though central, is still elusive for many. He questioned whether citizens, particularly marginalized groups, truly experience this right. He reminded the audience that rights such as the Right to Food are being implemented, but what about the right to dignity that underlies all others?
- **The complexity of pluralism and diversity in Indian education-** India, with its diverse federal structure, is home to a multitude of boards, linguistic zones, tribal communities, and socio-economic strata. Prof. Singh highlighted that pluralism must be addressed sensitively, especially in educational policy. He called for step-by-step progress, arguing that India cannot achieve inclusion overnight. The system must progress milestone by milestone, while constantly checking whether policy objectives align with ground realities.
- **The contradiction between policy goals and structural reforms-** Prof. Singh identified a key contradiction in educational policy. On one hand, previous efforts were directed at establishing primary schools in every remote village to increase accessibility. On the other, current NEP provisions suggest closing or merging schools with low enrolment to ensure economic efficiency. The decision to shut down schools in rural areas for the sake of numbers fails to consider the social justice implications. The alternative possible ways must be explored with the consultation of all the stakeholders by the govt of India.
- **Education as a means of social mobility, not just literacy-** Prof. Singh concluded by stating that education should not merely be about literacy or formal schooling—it must

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become a means of social change, upward mobility, and personal dignity. A resilient Bharat, he said, can only be built when the education is aligned with the constitutional vision of inclusion, equity, and justice, not just in words but in lived experience.

In conclusion, Prof. Yashpal Singh emphasized that building a resilient Bharat is not merely a policy goal—it is a constitutional responsibility. Inclusion, dignity, and justice must be actualized not just in frameworks like NEP 2020 but in everyday educational realities. He called for a fundamental shift from policy rhetoric to practice, where every child, regardless of location or background, receives not only access to education but also the opportunity to live with dignity, develop fully, and contribute meaningfully to the nation.



***Prof. Yash Pal Singh, Mahatma Jyotiba Phule, Rohilkhand University, Bareilly facilitating the delegates about the Vision and Self-Reliance: Building a Resilient Bharat***

### **Theme VI**

**Dr. Amit Kauts**

**Head and Dean, Faculty of Education, GNDU, Amritsar**

***Topic: Leveraging Technology for Education***

Dr. Amit Kauts began his address by emphasizing that policy and historical references must always be understood within context. He explained that just as Patel's legacy is viewed differently at various times, so is the case with policies like NEP 2020. He illustrated this with the example of how Ravan, though intellectually capable, is culturally condemned due to contextual interpretation. Likewise, Patel is being celebrated today in a different socio-political climate. He

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added that earlier every national structure was named after Gandhi, but this symbolic practice too is undergoing transformation. Dr. Kauts noted that although central universities are eager to claim implementation of NEP 2020, political contexts—like in Punjab—continue to shape how far the policy is executed.

- **The educator's role in interpreting and applying NEP 2020-** Dr. Kauts emphasized that teachers cannot implement NEP mechanically. They must engage with it critically and contextually. Patel's strength lay in being outcome-oriented, and so must educators be. NEP 2020 is the first national policy to emphasize outcomes explicitly. However, Indian education still fails to instill cultural pride among learners, causing many to view Indian identity with inferiority. This detachment leads students to migrate and then critique their homeland from abroad. He urged that education should nurture commitment to one's culture and society, even when learning or working abroad.
- **Integrating values, heritage, and multidisciplinary learning-** Dr. Kauts asserted that a meaningful education system must foster a positive outlook toward Indian systems and traditions. This involves integrating the Indian Knowledge System and promoting holistic learning through evaluation and reflection. He acknowledged the UGC's contribution by introducing credit-based, value-added courses and expanding the scope of multidisciplinary education. These innovations are essential for linking cultural grounding with academic relevance.
- **Contextualizing policy and educational values-** He posed a thought-provoking question—can values truly be taught, or must they be lived and absorbed? He pointed out how the growing IELTS culture in India reflects a systemic failure in English language teaching, where coaching centres replace schools. NEP 2020, according to him, is itself open to multiple interpretations, especially because it does not offer a fixed implementation blueprint. For example, a rural school will view NEP differently from an urban institution. Hence, teachers and institutions must engage with policy in light of their own **students, needs, and conditions**.
- **Teachers as reflective practitioners and change-makers-** He stated that Indian educators often take the curriculum at face value without reflecting on its relevance. Teachers should read around the subject, reflect, and adapt the curriculum to serve their learners. Staying within the NEP framework, educators can still reconceptualise its application. A single classroom, when led by a thoughtful teacher, can become a space of inquiry and transformation. Teachers should define pedagogy and learning outcomes **contextually rather than follow top-down templates**.

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- **Technology as a pedagogical tool, not a replacement-** Addressing the theme of leveraging technology, Dr. Kauts cautioned that people often equate it with mere resource access. He invoked terms like progressive differentiation and successive approximation from educational technology to explain that tech-enabled learning must be structured and scaffolded. Referring to MOOCs, he cited how the U.S. introduced them to ease student debt. While India has also developed platforms like SWAYAM, these resources are often used without thoughtful integration. If students simply watch videos in class, what role remains for the teacher? Technology must be modified and contextualized to meet the specific needs of learners. Teachers should curate, adapt, and guide its use. He urged educators to allow students to explore tools like ChatGPT but also ensure they add original thought. In this way, technology supports but never substitutes the reflective practitioner.



***Dr. Amit Kauts Head & Dean, Faculty of Education, GNDU, Amritsar deliberating on the theme -Leveraging Technology for Education***

### **Theme VII**

**Dr. Navneet Sharma**

**Department of Education, Central University of Himachal Pradesh**

***Topic: Social Harmony and Inclusivity: Patel's Commitment to Equality***

Dr. Navneet emphasized that in post-independence India, while Nehru and Gandhi dominate mainstream narratives, the legacy of other national leaders like Patel, Lal Bahadur Shastri, and Subhash Chandra Bose must not be overlooked. He cautioned against glorifying one leader at the

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cost of diminishing others. He emphasizes that historical contributions must be appreciated in totality.

- **Political appropriation and the need for balanced historical understanding-** Dr. Sharma discussed how Patel's legacy has been politically appropriated in recent times. According to him, history should not be read selectively to serve ideological agendas. A democratic society must critically study its past and ensure space for all historical figures who contributed to the nation's freedom and constitutional development.
- **Patel's idea of social harmony and the challenge of present-day polarisation-** Citing data from the National Crime Records Bureau (NCRB), he highlighted an 84% increase in communal crimes and a 74% rise in hate speech cases over the past years. Dr. Sharma stressed that democracy cannot sustain itself if the voice of the people is ignored or if marginalized communities live in fear.
- **Rethinking inclusion through Patel's constitutional lens-** Dr. Sharma drew attention to the fact that the word "minority" appears only twice in the Indian Constitution, urging the audience to understand that inclusion is embedded not just in language, but in intent. He referenced Patel's leadership during the Kheda Satyagraha and Bardoli Andolan, where farmers and the marginalized were mobilized for justice. These were not just anti-tax movements—they were movements for equity, dignity, and collective representation. He also referred to a growing economic and social inequality, loosely estimating it as a "147 times" disparity, likely indicating the growing chasm between privileged and underprivileged sections of society.
- **Evaluating the true spirit of inclusion-** Dr. Sharma emphasized that the character of a government is ultimately reflected in how it treats its most vulnerable citizens. Teachers, he said, must go beyond textbooks and engage with Patel's philosophy in depth, especially his vision for social unity, economic justice, and national integration. Understanding Patel today requires fresh eyes, a critical mind, and the courage to ask uncomfortable but necessary questions.

In conclusion, Dr. Navneet Sharma urged educators and citizens alike to critically engage with the legacy of Sardar Vallabhbhai Patel—not as a symbol selectively elevated, but as a visionary who believed in unity without uniformity, and in inclusion rooted in action, not slogans. He emphasized that Patel's philosophy must be understood not only in historical terms but also as a lens to evaluate the present. Social harmony, he concluded, is not the absence of conflict but the presence of justice, equality, and mutual respect. It is the responsibility of both the state and society—especially teachers—to uphold these values and pass them on to future generations.



**Dr. Navneet Sharma, Deptt of Education, Central University of Himachal Pradesh  
Presenting his views on Social Harmony and Inclusivity: Patel's Commitment to Equality  
Panel Discussion**

The Day 2 panel discussion was moderated by Dr. Pargat Singh Garcha, Principal, GHG Khalsa College of Education, and Gurusar Sadhar. The panel comprised the day's expert resource persons:

- Dr. Jaspal Singh, Associate Professor, Centre for Distance and Online Education, University of Jammu
- Prof. (Dr.) Amit Kauts, Head and Dean, Faculty of Education, Guru Nanak Dev University, Amritsar
- Prof. (Dr.) Yashpal Singh, Professor, MJP Rohilkhand University, Bareilly
- Prof. (Dr.) Manoj Kumar Saxena, Dean and Head, School of Education, Central University of Himachal Pradesh
- Dr. Navneet Sharma, Principal, Ramgarhia College of Education, Phagwara



**Panel Discussion Day 2**

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**Dr Pargat Singh Garcha initiated the question to different panelists:**

**Q1. With the rise of AI and digital platforms, how can higher education reduce the digital divide in rural areas?**

**Response (Prof. Amit Kauts):** He emphasized that the most effective solution is to invest in comprehensive teacher training. Educators, especially in rural institutions, must be trained in tools such as Kahoot, Quizziz, Google Forms, Edmodo, and basic video editing software. He stressed the need for teachers to design or adapt digital content, especially in low-connectivity environments, ensuring that the technology complements pedagogy, not replaces it.

**Q2. How can Indian Knowledge Systems (IKS) be integrated into universities across diverse regions of India?**

**Response (Prof. Manoj Kumar Saxena):** He explained that his university has introduced a foundational IKS course for all students, irrespective of discipline. Additionally, departments are being encouraged to offer subject-integrated IKS modules, such as Vedic mathematics in education or Ayurveda in sciences. This ensures cultural grounding while allowing for academic flexibility and alignment with NEP 2020.

**Question by Dr Manu Chadha to the Panelists**

**Q3. What are the consequences of merging and closing standalone teacher education institutions under NEP 2020?**

**Collective Response:** While such mergers aim to improve administrative efficiency and encourage multidisciplinary education, the panel expressed concern about the dilution of pedagogical focus. Teacher education demands field training, practicum, and sustained mentorship, which must not be lost. If implemented with clear autonomy and pedagogical identity, such mergers can be beneficial.

**Question by Dr Monica Dua (Principal BCM College of Education, Ludhiana) to the panelists**

**Q4. How can private/self-financed institutions manage salaries under the 7th Pay Commission without increased fees?**

**Collective Response:** The panel recognized the financial strain on private colleges. One suggestion was to rationalize teacher-student ratios to manage salary burdens, while another was

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to seek government policy support. There was consensus that universities may manage full pay scales, but self-financed colleges need structural support to ensure sustainability.

#### **Question by Mr Gulam Nabi (Delegate)**

##### **Q5. How can student diversity be used to strengthen national integrity?**

Response (Dr. Navneet Sharma): He cautioned against symbolic diversity and called for value-based integration. Using examples of social contradictions in everyday life, he advocated for education that cultivates national consciousness through lived experience, observation, and reflective action, not just textbooks.

#### **Question by Dr Tripta Parmar(Principal, SDS College of Education, Lopon)**

##### **Q6. What can be done to prevent closures of government schools due to low enrolment?**

Response (Prof. Yashpal Singh): He proposed that teacher training institutions partner with government schools, sending interns and creating activity-based programs to revitalize local confidence. A community-supported school model was recommended as a safeguard against closure.

#### **Question by Dr Rajwinder Kaur (Principal, Dev Samaj College of Education, Ferozepur)**

##### **Q7. How can we prevent oversupply in teacher education? Should institutions align with projected teacher demand?**

Collective Response: A data-based policy approach was proposed. Institutions should align annual intake with statewide and national projections of teacher vacancies. This will prevent saturation and ensure that training quality and employment viability remain in balance.

#### **Question by Dr. Manpreet Kaur (Principal Pratap College of Education, Ludhiana) to the panelists**

##### **Q8. How can teachers be trained to adopt secular and inclusive values in education?**

**Response:** The panel agreed that teachers must first unlearn ingrained biases and relearn inclusive practices. Training should focus on scientific temper, democratic values, and open-minded pedagogy. Secularism in schools must be practiced through balanced representation and equal respect for all.



***Panel Discussion Day 2***

**Presidential Remarks**

**Prof. Ashutosh Kumar**

**Department of Political Science, Panjab University, Chandigarh**

Professor Ashutosh Kumar, while delivering the presidential remarks, reflected deeply on the political legacy, leadership vision, and educational philosophy of Sardar Vallabhbhai Patel, especially in the context of India's evolving higher education system. He also offered an insightful critique of the National Education Policy 2020 (NEP 2020), connecting it with Patel's ideas, the larger development goals of the nation, and historical policy gaps. He emphasized the urgency to revisit Patel's contributions not merely in terms of national integration, but also through his work as a Chancellor and educational thinker.

- **Political Ideas of Sardar Patel and Historical Oversight**-Professor Ashutosh Kumar began by pointing out that history has not been kind to Sardar Patel, especially in popular narratives. While Patel was a firm constitutionalist and man of action, his educational and political vision has often been overshadowed. He lamented that Patel's role in shaping independent India—both administratively and educationally—remains underexplored.
- **A Long-Due Policy Reform: NEP 2020**-He appreciated the National Education Policy 2020, saying that he had a natural inclination toward it because it was “long due.” The

global landscape has changed drastically under the pressure of globalization, technological shifts, and demographic challenges, and a new framework for education has become indispensable.

- **Education as a Tool for Viksit Bharat**-Highlighting India's aspiration to become "Viksit Bharat" (Developed India), he stated that education is the most potent weapon for transformation. According to him, NEP 2020 is timely and aligned with India's development vision. Quoting World Bank statistics, he emphasized that even today 12–13% of the Indian population lives below the poverty line, indicating the urgent need for education-driven upliftment.
- **Gandhi–Patel Vision: Basic and Skill Education**-Professor Kumar emphasized that Gandhi and Patel both advocated for skill-based, vocational, and technical education. He stated that NEP 2020 echoes these ideals through its focus on scientific temperament, problem-solving ability, creativity, and other 21st-century skills. These are not just jargon, he clarified, but meaningful educational shifts.
- **Operational Focus: Vocational Education and Regional Disparity**-The operational strength of NEP lies in its focus on vocational education, which is vital for employment and economic mobility. He critiqued the current regional disparity, observing that southern Indian states have outpaced northern states in educational outcomes due to long-term investments in primary education, healthcare, sanitation, and civic infrastructure. Punjab, once an educational leader, is now falling behind.
- **Historical Policy Gaps: Nehruvian Focus and Literacy Deficits**-He critiqued the Nehruvian era's neglect of primary education in favor of elite higher education institutions, which left out the poorer sections of society. Countries like Vietnam and China have outperformed India in terms of literacy and human capital, underscoring India's misplaced priorities.
- **Implementation Challenges: Good Policy, Weak Execution**-India, he said, frames good policies but often falters in their implementation. NEP 2020 promises self-employment skills and inclusive education, but its success will depend on execution at the grassroots level.
- **Multidisciplinarity and Breaking Disciplinary Silos**-A visionary aspect of NEP 2020 is its emphasis on interdisciplinary and multidisciplinary education. Professor Kumar

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strongly endorsed the idea of breaking down boundaries between academic disciplines, encouraging holistic learning.

- **Technology and Post-COVID Transformation**-He acknowledged that COVID-19 catalyzed a digital shift in education. Platforms like DIKSHA, SWAYAM, e-PG Pathshala, and other government portals have enabled online learning and brought accessibility to the forefront. However, India's investment in education still remains below 6% of the GDP, and both state and central governments must act together. (Education was moved to the Concurrent List in 1976, enabling shared responsibility.)
- **The Need for Soft Skills and Classroom Reform**-Professor Kumar stressed the need to reform traditional classroom setups, which often focus on rote learning. In today's world, where appearances and communication play a key role, soft skills must be embedded in curricula. He called for the design of general and super-specialty courses, tailored for both breadth and depth in learning.
- **Political Leadership and Underrated State Leaders**-Turning back to Patel, he reflected on how state-level leaders have been historically sidelined. While national figures like Nehru, Gandhi, and Ambedkar are celebrated, leaders without dynastic or elite backgrounds—like Deendayal Upadhyay or Patel himself—are underrepresented in scholarly writing and public memory. He emphasized the need to study and honor regional leadership legacies, which also contributed significantly to India's freedom and development.
- **Patel: A Man of Action and Educational Vision**-Professor Kumar highlighted Patel's instrumental role in institution-building, fundraising, and his administrative acumen. As Chancellor and Vice-Chancellor of Gujarat Vidyapeeth, Patel advocated for indigenous education rooted in Indian ethos, diverging from the colonial model. He encouraged students and scholars to read Patel's speeches and letters, particularly his address at Banaras Hindu University, to understand his nuanced educational thought.

## **Conclusion**

In conclusion, Professor Ashutosh Kumar reiterated that Sardar Patel's contribution to nation-building goes beyond political unification—his vision for education, leadership, and governance remains relevant today. He urged academia to reclaim and re-evaluate Patel's ideas, not as a reactionary stance but as a historically informed initiative. He ended by affirming that Sardar Patel

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rightfully deserves the title of “Bismarck of India”, and his educational ideals must inform the ongoing transformation of India's higher education system in the 21st century.



***Prof. Ashutosh Kumar Department of Political Science, Panjab University, Chandigarh presenting the Presidential Remarks in online mode***

#### **Honouring of Dignitaries**

**The before lunch session concluded with honouring of the resource persons and special guests:**



***Honouring the Resource Persons and the Dignitaries***

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### **Paper Presentation Session**

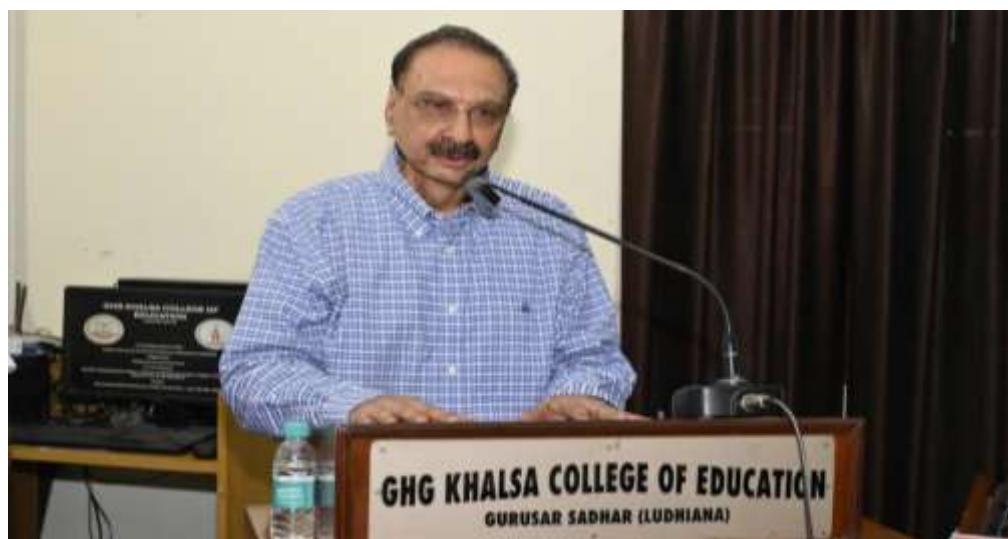
The paper presentation session continued with insights from a new group of scholars and educators. Nearly 52 delegates presented their papers on various themes of the seminar



### ***Post Lunch Session-Paper Presentations Day 2***

### **Valedictory Session and Vote of Thanks**

The seminar concluded with a Valedictory Session and final Vote of Thanks by Dr. S.S. Thind, Secretary, G H G Khalsa Colleges Governing Council. He commended the organizing committee and speakers for their dedication and scholarly engagement, and thanked all attendees for making the seminar a meaningful academic endeavor.



***Dr. S.S. Thind, Secretary, G H G Khalsa Colleges Governing Council presenting the  
Vote of Thanks***

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### **Outcomes of the Seminar**

**Two-Day National Seminar on “Sardar Vallabhbhai Patel’s Vision in Shaping India’s Higher Education System for the 21st Century” Organized by: GHG Khalsa College of Education, Gurusar Sadhar**

The seminar revisited Sardar Vallabhbhai Patel’s philosophy of education and its relevance in building a culturally rooted, inclusive, and future-ready higher education system. With **220 delegates from 13 states** and **112 presentations** (offline and online), discussions generated key insights and actionable recommendations for policymakers and institutions.

#### **I. Reaffirmation of Patel’s Ideals**

- Patel’s vision of unity without uniformity was seen as a guiding principle for education in a diverse nation.
- His emphasis on social harmony, equality, and national integration remains crucial in the face of present-day polarization and rising inequality.
- History must be taught in a balanced manner, appreciating contributions of all national leaders, without selective glorification or omission.

#### **II. Values, Constitutional Principles, and Social Harmony**

- Inclusion must be rooted in justice, dignity, and mutual respect — not mere slogans or symbolic representation.
- Teachers must critically engage students in discussions about democratic values, constitutional morality, and the responsibilities of citizenship.
- Education should actively counter hate speech, discrimination, and communal divides through value-based curriculum and practical community engagement.

#### **III. Rural Empowerment and Reducing Inequalities**

- Address the rural–urban educational divide by integrating rural service, community engagement, and locally relevant skill development into curricula.

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- Community-supported school models and partnerships between teacher training institutions and government schools were recommended to prevent closures due to low enrolment.
- Internships, activity-based learning, and local cultural integration can help restore trust in rural schools.

### **IV. Integration of Indian Knowledge Systems (IKS)**

- Universities should introduce foundational IKS courses for all students, with subject-specific modules such as Vedic mathematics in education or Ayurveda in sciences.
- Traditional knowledge should be documented and revitalized through interdisciplinary teaching, experiential learning, and use of digital platforms (SWAYAM, DIKSHA).
- Indigenous knowledge should be treated as a living tradition, adapted for contemporary needs and global relevance.

### **V. Technology, Teacher Capacity, and the Digital Divide**

- Teacher training must prioritize digital skills for low-connectivity environments to reduce digital divide.
- Technology should complement — not replace — pedagogy, ensuring active teacher–student engagement.
- Investments in rural connectivity and digital infrastructure are critical to equitable technology integration.

### **VI. Vocational Education, Innovation, and Local Opportunities**

- Strengthen vocational training through industry linkages, upgraded infrastructure, and accountable budget utilization.
- Encourage grassroots entrepreneurship and innovation by linking student projects to community needs (e.g., sustainable products, eco-friendly crafts).
- Prepare youth to leverage local economic opportunities, such as regional infrastructure developments, in ways that ensure community benefit.

## **VII. Institutional and Policy Recommendations**

- 1. Historically Balanced and Constitutionally Grounded Curriculum** – Develop higher education curricula that present India's freedom struggle and nation-building in a holistic manner, acknowledging the contributions of all leaders, and embedding constitutional values of equality, justice, unity, and secularism.
- 2. Context-Rich and Community-Linked Education** – Promote field immersion, rural internships, and community engagement programs across disciplines to align higher education with Patel's ideals of service, national integration, and grassroots development.
- 3. Integration of Indian Knowledge Systems (IKS)** – Embed IKS and indigenous epistemologies across disciplines in practical, region-specific ways, linking traditional wisdom with modern science, entrepreneurship, and sustainable development goals.
- 4. Promotion of Social Harmony and Inclusivity** – Strengthen institutional policies that actively counter polarization, promote intercultural understanding, and ensure equal opportunities for marginalized communities through targeted scholarships, mentorship, and representation in governance.
- 5. Ethical and Value-Based Education** – Make civic responsibility, environmental ethics, critical thinking, and empathy core learning outcomes across all programs, ensuring graduates are both skilled and socially responsible citizens.
- 6. Sustainable Financing Models for Quality Education** – Create funding frameworks, CSR partnerships, and performance-linked grants to help public and self-financed institutions maintain academic quality, infrastructure, and fair salaries without burdening students.
- 7. Digital Equity and Technology Integration** – Invest in low-cost digital infrastructure, offline learning tools, and teacher training in digital pedagogy to bridge the rural–urban digital divide and make higher education accessible to all.
- 8. National Teacher & Academic Workforce Planning** – Align professional education intakes (including teacher, medical, and technical training) with projected national and state workforce needs, ensuring quality and employability.

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9. **Collaborative Local Development Models** – Encourage partnerships between universities, industries, schools, NGOs, and local governments for joint research, skill development, and service-learning projects that directly benefit communities.
10. **Innovation and Entrepreneurship for Self-Reliance** – Establish innovation hubs, incubation centers, and start-up funding support in universities to encourage student-led projects addressing local, regional, and national challenges, in line with Atma Nirbhar Bharat.
11. **Green Campus and Sustainable Education Practices** – Mandate sustainable campus policies covering energy efficiency, waste management, biodiversity conservation, and integration of SDG-aligned courses into all disciplines.
12. **Strengthening Academic Networks and Knowledge Exchange** – Build regional and national consortia of institutions for faculty exchange, joint curriculum design, and interdisciplinary research, promoting Patel's vision of unity through cooperative nation-building in education.

## **VIII. Research Contributions**

- The 112 papers presented offered strategies to blend constitutional ideals, reaffirming the contribution of Patel's ideas in Indian education, culturally rooted education, Best-practice models, Vocational Education, Ethical and Value-Based Education, integrating IKS into mandatory curricula, indigenous knowledge, Sardar Vallabhbhai Patel as the Iron Man of India, Contribution of Sardar Patel in India's National Building Process, local cultural integration, role of higher education institutions in promoting social equity, innovation and technology in higher education and digital divide.

## **Conclusion**

The seminar reaffirmed that Patel's vision is not merely historical, but a living framework for an education system that is **culturally rooted, socially just, technologically empowered, and constitutionally aligned**. The recommendations call for concrete action by policymakers, institutions, and educators to ensure higher education contributes to an inclusive, united, and self-reliant India.

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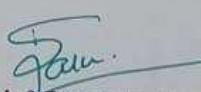
Office Order

Duty List for National Seminar on 25-26 July 2025

| S.No | Committees                                                                | Responsibility                                                                                              |
|------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 1.   | Registration/ Certificate Writing                                         | Dr. Jasvir Kaur<br>Dr. Ramandeep Kaur Sidhu<br>Dr. Jasbir Kaur Sarna<br>Dr. Jagjit Singh<br>S. Harpal Singh |
| 2.   | Stage                                                                     | Dr. Manu Chadha<br>Dr. Mini Sharma                                                                          |
| 3.   | Reception, Invitation, Crads, Letters & Thanks Letters                    | Dr. Manu Chadha<br>Dr. Rachhpal Singh<br>Dr. Mini Sharma<br>S. Randhir Singh<br>Central Student Council     |
| 4.   | Refreshment                                                               | Dr. Jasleen Kaur<br>Dr. Manpreet Kaur<br>Mr. Harpal Singh                                                   |
| 5.   | Hall Setting                                                              | Dr. Manpreet Kaur<br>Mr. Sukhchain Singh<br>Mr. Jagtar Singh                                                |
| 6.   | Projector, Video Recording & Sound System                                 | Mr. Hardeep Singh<br>Mr. Chanpreet Singh                                                                    |
| 7.   | Press Report Writing                                                      | Dr. Jagjit Singh<br>Dr. Mini Sharma                                                                         |
| 8.   | Writing of seminar Proceedings                                            | Dr. Jasleen Kaur                                                                                            |
| 9.   | Discipline                                                                | Dr. Jasbir Kaur Sarna<br>Mr. Sukhchain Singh<br>Mr. Jagtar Singh<br>& Central Student Council               |
| 10.  | Award and Honoring & Thanks letter                                        | Dr. Ramandeep Kaur Sidhu<br>Dr. Mini Sharma                                                                 |
| 11.  | Online/Offline Paper Presentation                                         | Dr. Ramandeep Kaur Sidhu<br>Dr. Jasbir Kaur Sarna<br>Dr. Jagjit Singh<br>Dr. Mini Sharma                    |
| 12.  | Vote of Thanks                                                            | Dr. Manu Chadha                                                                                             |
| 13.  | Arrangement of Transportation and stay for Resource Persons/Participants. | Dr. Jagjit Singh                                                                                            |

Dr. Manu Chadha  
(Convenor)

Dated: 15.07.2025

  
Chief Co-ordinator  
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