GHG Khalsa College of Education
Gurusar Sadhar, Ludhiana

PROCEEDINGS OF

National Seminar

Sponsored by

Indian Council of Social Science Research

on

"A New Dawn for Indian Higher Education: Embracing the Paradigm Shift "

March 07-08, 2025

ICSSR Sponsored National Level Seminar

A New Dawn for Indian Higher Education: Embracing the Paradigm Shift

(March 07-08, 2025)

GHG Khalsa College of Education, Gurusar Sadhar—an institution inspired by the teachings of Shri Guru Hargobind Sahib Ji, the Sixth Guru—stands as a beacon of quality teacher education in the rural belt of District Ludhiana, Punjab. Accredited with an 'A+' Grade by NAAC and recognized under sections 2(f) and 12(B) of the UGC Act, the college has consistently aimed at holistic development and academic excellence.

In keeping with its mission to foster educational innovation and community engagement, the Internal Quality Assurance Cell (IQAC) and Research Cell of GHG Khalsa College of Education organized a two-day **National Seminar on "A New Dawn for Indian Higher Education: Embracing the Paradigm Shift"** on **March 07–08, 2025**. Sponsored by the **Indian Council of Social Science Research (ICSSR)**, the seminar served as a platform for academicians, policymakers, and research scholars from across the country to deliberate on the evolving landscape of higher education in India. With a special focus on the **National Education Policy (NEP) 2020**, the seminar delved into the impact of interdisciplinary education, research-oriented teaching, employability-driven curriculum redesign, and the integration of artificial intelligence and automation in education. The event provided a platform for **academicians, policymakers, researchers, and industry leaders** to engage in critical dialogue, exchange innovative ideas, and discuss best practices in reshaping higher education. In all 248 delegates from 18 states across India participated with 82 paper presentations in the two day seminar.

Objectives:

1. **To Analyse NEP 2020 and Its Implementation:**
    - Explore the implications of the National Education Policy (NEP) 2020 for higher education institutions.
    - Evaluate how the policy aligns with global education trends and prepares Indian students for a competitive knowledge economy.
2. **To Address Multidisciplinary and Research-Oriented Education:**

- Discuss the transition from single-discipline institutions to multidisciplinary universities.
- Assess the role of interdisciplinary education in fostering holistic learning.
- Emphasize the significance of research-driven teaching and innovation in education.

3. **To Enhance Employability through Curriculum Reforms:**
   - Examine the role of skill-based learning, industry partnerships, and experiential education.
   - Identify strategies for integrating artificial intelligence, automation, and digital tools in education.
   - Explore assessment reforms that prioritize competency-based evaluation over rote learning.
4. **To Strengthen India's Global Higher Education Standing:**
   - Understand factors influencing global university rankings and academic competitiveness.
   - Identify policy reforms needed to make Indian institutions globally competitive.
   - Analyze international collaborations, faculty exchange programs, and research funding opportunities.
5. **To Explore the Role of Technology and AI in Education:**
   - Discuss how artificial intelligence is reshaping learning methodologies.
   - Evaluate the role of AI-driven assessments and digital learning platforms in enhancing accessibility.
6. **To Understand Institutional Readiness for NEP Implementation:**
   - Analyze policy challenges and opportunities for educational institutions adapting to NEP 2020.
   - Assess government and institutional roles in funding, governance, and regulatory frameworks.
7. **To Promote Research and Innovation in Higher Education:**
   - Address funding gaps and propose strategies to strengthen research infrastructure.
   - Discuss the importance of patenting research findings and commercializing academic innovation.

Proceedings of the Seminar

Date: March 7, 2025 (Day One)

You tube link: https://www.youtube.com/watch?v=0sTznGdormg

Inaugural Session

The seminar began with the **College Shabad**, followed by the **Lamp Lighting Ceremony**, symbolizing the enlightenment of knowledge. A **Floral Welcome** was extended to the esteemed guests, marking the beginning of an intellectually enriching seminar.

Presence of Dignitaries

The event was graced by several distinguished members of the **Managing Committee**, including:

- **Sardar Manjit Singh Gill** (President, Managing Committee)
- **Dr. S. S. Thind** (Secretary, Managing Committee)
- **Dr. Amandeep Kaur,** Principal, GHGH College of Education Sidhwan Khurd
- **Mr. Gurnaib Singh,** Principal, Ajitsar Khalsa Senior Secondary School, Jangpur
- **Dr. Sharanjit Kaur,** Principal Sahibzada Zorawar Singh Govt. College, Burj Hari Singh, Raikot
- **Prof. Inderjeet Singh,** Principal, GHG Khalsa College, Gurusar Sudhar
- **Dr. Satvinder Kaur,** Principal, GHG Khalsa College of Pharmacy, Gurusar Sudhar
- **Dr. H.S. Brar,** Former Principal, GHG Khalsa College of Education, Gurusar Sudhar
- **Dr. J.S. Brar**, Former Principal, GHG Khalsa College of Education, Gurusar Sudhar
- **S. Ravinder Singh, Principal** Sant Sunder Singh Public School, Boparai
- **Mrs. Navneet Kaur, Principal**, Guru Harkrishan Public School. Halwara

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Dr. Mini Sharma, convenor of the seminar conducted the initial proceedings of the stage. The event aimed to bring together educationists, policymakers, and researchers to discuss the future of higher education in India.

Welcome Address by Principal Dr. Pargat Singh Garcha

Dr. Pargat Singh Garcha, Principal of GHG Khalsa College of Education, delivered an expository address on the theme of the seminar, *A New Dawn for Indian Higher Education: Embracing the Paradigm Shift*. In his speech, he outlined the core objectives of the seminar, emphasizing the need for reformation in higher education, the impact of NEP 2020, and the globalization of education. He highlighted how this national seminar aimed to foster discussions on multidisciplinary learning, employability-focused curricula, research development, and digital transformations in education.

Dr. Garcha formally welcomed all dignitaries, faculty members, and participants on behalf of the management, principal, and faculty of the college, setting the stage for intellectual discussions ahead.

In his address, he reflected on the five years of NEP 2020's implementation, discussing:

- Opportunities for global education and how the policy promotes international collaborations.
- Benefits for B.Ed. teachers and students, highlighting multidisciplinary learning, internships, and digital integration in teacher education.
- The efforts behind organizing the seminar, emphasizing its relevance in understanding the evolving educational landscape.
- The ICSSR sponsorship of the seminar and the compilation of 67 research papers into a seminar publication, contributing to academic discourse on the subject.

Keynote Address

Speaker: Prof. Ravi Inder Singh
Professor in Finance
University Business School
Panjab University Regional Centre, Ludhiana

The keynote address was delivered by Prof. Ravi Inder Singh, an esteemed Professor of Finance at the University Business School, Panjab University. His topic was *National Education Policy 2020: Shaping the Future in the Evolving Techno-Economic Landscape* lecture provided an in-depth analysis of how NEP 2020 aligns with the changing techno-economic environment, highlighting the crucial role of artificial intelligence (AI), labor market dynamics, and institutional autonomy. The following points encapsulates the key insights from his address:

1. **The Shift from Industrial-Age Education to Digital-Age Learning**-Prof. Ravi Inder Singh remarked that traditionally, education followed an industrial-age model, where individuals completed formal schooling and entered a lifetime of stable employment. However, he stated that this outdated approach no longer aligned with modern career trajectories, where continuous learning and adaptability were paramount. He emphasized that with automation and AI revolutionizing workplaces, the need for a dynamic and evolving skill set had never been greater.

2. **The Role of AI and the Labour Market**-He pointed out that artificial intelligence (AI) was at an inflection point, significantly influencing various sectors, including education and employment. AI-driven automation, he noted, was reshaping job roles, necessitating critical thinking, problem-solving, and digital literacy. However, he argued that technology alone could not drive progress. He stressed the importance of a human-first approach to digital-age skilling, ensuring that individuals were equipped with not just technical skills but also creativity and emotional intelligence.

3. **Multilingual Learning and Inclusivity**-A notable aspect of NEP 2020, as highlighted by Prof. Singh, was its emphasis on multilingual education. He explained that given India's linguistic diversity, enabling students to learn in their native

language enhanced cognitive development and comprehension. He further asserted that multilingualism ensured inclusivity, bridging socio-economic gaps in education.

4. **The Evolution of Educational Institutions: Beyond Traditional Models**-Prof. Ravi Inder Singh posed an essential question—did we need education, or did we need educational institutions? This query, he explained, challenged us to rethink the structure of learning. He observed that with rapid technological advancements, digital platforms and autonomous learning models were gaining prominence, making institutional reforms imperative. He stated that NEP 2020 promoted learner-centric approaches, granting autonomy to students, teachers, and colleges to foster innovation and adaptability.

5. **The Financial Perspective: Education vs. Market Capitalization**-He drew a striking comparison in his keynote speech, highlighting the financial standing of leading educational institutions versus corporations. For instance, he noted that HDFC Bank's market capitalization stood at Rs. 8.42 lakh crores, while Punjab & Sind Bank's was Rs. 6071 crores. This contrast, he suggested, underscored the economic dynamics at play, questioning how financial investments in education compared to those in the corporate sector. He emphasized that education should be viewed as an asset for national development rather than a mere expense.

6. **NEP 2020: Student-Centric, Teacher-Centric, and College-Centric Reforms**-Prof. Singh explained that NEP 2020 was structured around three primary stakeholders:

    - **Students:** He discussed the shift towards skill-based learning, interdisciplinary education, and experiential pedagogy.
    - **Teachers:** He highlighted that NEP 2020 provided more academic freedom, professional development opportunities, and research-driven teaching methodologies.
    - **Institutions:** He noted that colleges and universities were granted greater autonomy in curriculum design, governance, and innovative pedagogical approaches.

7. **The Future of Thought-Process-Oriented Education**-He stressed that education should develop critical thought processes rather than rote memorization. He remarked that the NEP advocated for:

    - Conceptual clarity over mechanical learning
    - Encouraging curiosity and innovation
    - Assessment models based on competencies rather than theoretical exams

In conclusion, Prof. Ravi Inder Singh stated that the National Education Policy 2020 marked a paradigm shift in India's educational framework. He asserted that it aligned with the changing techno-economic landscape, ensuring that students and professionals were prepared for an AI-driven, innovation-centric world. He emphasized that the policy championed flexibility, inclusivity, and lifelong learning, making education a driving force for national progress.

Release of Seminar Book

On the first day of the seminar, a book titled *"A New Dawn for Indian Higher Education: Embracing the Paradigm Shift"*, comprising 67 research papers submitted for the event, was officially released.

This event was followed by a discourse by next speaker, Prof. Adit Gupta,Principal, MIER College of Education, Jammu.

Theme I: Globalization of Indian Higher Education – Enhancing Global Rankings and Competitiveness

Speaker: Prof. Adit Gupta, Principal, MIER College of Education, Jammu

Prof. Adit Gupta provided an in-depth evaluation of India's position in global university rankings, focusing on the key parameters that determine academic excellence and competitiveness at an international level. The National Seminar on *Globalisation of Indian Higher Education: Enhancing Global Rankings and Competitiveness* brought together leading experts, scholars, and policymakers to discuss India's positioning in the global education landscape.

1. **The Global Education Gap and India's Paradox**-Prof. Adit Gupta highlighted that despite India's vast network of higher education institutions, its impact on global rankings remained limited. He referred to this as **India's education paradox**, where the country had size without global impact**.** He emphasized that while India produced a large number of graduates, many institutions struggled with quality consistency and research output. He noted that bridging this gap required a strategic overhaul of policies, funding, and international collaborations**.**

2. **The Economic Impact of Educational Imbalances**-He presented data from the Ministry of Education, illustrating the cost of educational imbalances. He remarked that insufficient research funding and lack of global exposure had prevented Indian universities from competing with top institutions worldwide. He stressed that addressing these imbalances could boost economic growth, attract international talent, and enhance India's global academic reputation**.**

3. **India's Position in Global Rankings**- Prof. Gupta analyzed the QS World University Rankings 2024, pointing out that the top 100 universities were dominated by institutions from the United States (27), the United Kingdom (17), China (11), and Australia (7)**.** He noted that India had relatively low representation in these rankings, despite its rich intellectual heritage and growing educational infrastructure**.** He argued that improving faculty quality, research funding, and internationalization was crucial for enhancing India's global standing.

4. **What Drives Global Rankings?**-He explained that global rankings were influenced by factors such as:

    - International student mobility
    - Research output and funding
    - Industry partnerships
    - Proportion of international faculty
    - English-medium instruction policies

He pointed out that emerging education hubs like China and Singapore had rapidly climbed global rankings due to strong national policies and investments in higher education. He suggested that India needed a similar approach to compete on a global scale.

5. **India's Higher Education Strengths and the Growth Paradox**-Prof. Gupta acknowledged that India's higher education system had undergone rapid expansion, leading to increased enrolment and access. However, he cited NAAC assessment reports, which revealed that this expansion had created challenges in maintaining quality across institutions**.** He stated that the focus should shift towards quality-driven growth rather than mere expansion**.**

6. **NEP 2020 and India's Roadmap for Global Integration-** He noted that the National Education Policy (NEP) 2020 aimed to transform Indian institutions from local to global players**.** He highlighted key reforms under NEP 2020, including:

    - Multidisciplinary education and research universities (MERUs)
    - Increased autonomy for institutions
    - Enhanced industry-academia collaboration
    - International student recruitment strategies

He emphasized that NEP 2020 laid a strong foundation but required effective implementation and global partnerships to achieve tangible outcomes.

7. **Success Stories: Lessons from Leading Institutions-** Prof. Gupta discussed how IITs had successfully improved their global rankings through strategic research investments and international collaborations**.** He cited the case of IIT Bombay, which had witnessed a significant rise in global rankings due to a research-driven approach**.** He also examined the success model of top private universities**,** stating that greater institutional autonomy, international faculty recruitment, and industry tie-ups played a crucial role in their global recognition.

8. **The Five Pillars of Global Competitiveness-**He outlined a strategic framework based on five pillars that universities must focus on to enhance global rankings:

    - Research excellence
    - Global faculty and student ecosystem
    - Digital transformation and industry synergy
    - International partnerships
    - Strong policy implementation

He cited data showing that institutions implementing all five pillars experienced a 4x faster rise in global rankings compared to those with a fragmented approach.

9. **The Investment-to-Impact Model-** He argued that universities needed to view education as an investment rather than an expenditure**.** He explained the Investment-to-Impact Model, which emphasized funding key areas such as:

- Faculty development
- Student experiences and international mobility
- Research infrastructure
- Digital transformation

He presented data indicating that institutions that increased research funding by more than 50% saw a 3.2x improvement in global rankings over five years**.**

10. **Implementation Roadmap and Policy Enablers-** Prof. Gupta outlined a three-phase implementation roadmap for universities aiming to improve global competitiveness: Short-term (1-2 years): Strengthening research infrastructure, hiring international faculty, and digital integration; Medium-term (3-5 years): Expanding global partnerships and increasing international student intake; Long-term (5+ years): Achieving global recognition and sustaining competitiveness.

He also discussed policy enablers that had yielded success in other countries, emphasizing that India must adopt best practices from global leaders while maintaining its unique educational strengths**.** In conclusion, Prof. Adit Gupta stated that India stood at a critical juncture in its higher education transformation journey**.** He emphasized that while NEP 2020 provided a strong foundation, success depended on effective implementation, research-driven strategies, and global collaborations**.** He urged institutions to take proactive steps, remarking that **"**The world is watching—now is the time for action." He concluded by encouraging universities to become catalysts of change in India's quest for global educational excellence.

Theme II: Addressing the Employability Gap through Curriculum Redesign

Speaker: Prof. Jatinder Grover, Department of Education, Panjab University, Chandigarh

Prof. Jatinder Grover presented an extensive discussion on bridging the gap between academic learning and employment opportunities, emphasizing the need for a modernized, skill-oriented curriculum. He provided a detailed analysis of how curriculum redesign was essential to meet modern educational demands. His lecture focused on the challenges, strategies, and innovations required to create a future-ready curriculum. The following report encapsulates the key insights from his address.

1. **The Need for Curriculum Redesign-** Prof. Jatinder Grover emphasized that traditional curricula were no longer sufficient to equip students with the skills needed in a rapidly changing world. He stated that education systems had to shift from content-heavy syllabi to skill-based learning that fostered critical thinking, creativity, and problem-solving. He pointed out that outdated curricula often lacked interdisciplinary approaches**,** preventing students from developing a holistic understanding of real-world challenges.
2. **Challenges in the Current Educational Framework-** He highlighted several critical challenges in the existing curriculum, including:

    - Rigid structures that limit innovation
    - Emphasis on rote learning instead of conceptual understanding
    - Lack of industry-aligned competencies
    - Minimal focus on experiential learning and research

He remarked that these challenges created a gap between academic knowledge and practical application**,** making graduates less competitive in the job market. He stressed that a redesigned curriculum must be more dynamic, learner-centric, and aligned with global educational trends**.**

3. **Key Principles of Effective Curriculum Redesign-** Prof. Grover outlined several key principles that must guide curriculum transformation:

    - **Flexibility and Interdisciplinarity:** He emphasized the need for curricula that allowed students to explore multiple disciplines and career pathways**.**

- **Technology Integration:** He argued that digital tools and blended learning methods should be embedded in educational frameworks to enhance engagement and accessibility.
- **Competency-Based Learning:** He stated that assessments should shift from rote memorization to evaluating skills, creativity, and real-world problem-solving abilities**.**
- **Incorporating Industry Needs:** He noted that universities must collaborate with industries to ensure students develop relevant skills for the future workforce.

4. **The Role of NEP 2020 in Curriculum Reforms-** He discussed the role of the National Education Policy (NEP) 2020 in facilitating curriculum redesign. He pointed out that NEP 2020 promoted:

    - Multidisciplinary education with a focus on skill development
    - Flexibility in subject choices
    - A shift from summative to formative assessments
    - Increased emphasis on research and innovation

He asserted that NEP 2020 provided a strong foundation for transformative curriculum reforms but required institutional commitment and policy support to be effectively implemented.

5. **Best Practices in Curriculum Redesign-** Prof. Grover shared examples of successful curriculum redesign initiatives, both in India and internationally. He cited case studies where institutions had implemented:

    - Project-based and experiential learning models
    - Cross-disciplinary courses merging sciences, arts, and technology
    - Internship and apprenticeship programs integrated into degree structures
    - Online and hybrid learning platforms to increase accessibility

He explained that institutions that had adopted these progressive strategies saw improved student engagement, better learning outcomes, and higher employability rates**.**

6. **The Role of Faculty in Curriculum Transformation-** He underscored that faculty members played a crucial role in curriculum redesign. He stressed that teachers should be given:

    - Professional development opportunities to enhance their instructional skills
    - Autonomy to experiment with innovative teaching methods
    - Resources to integrate research-driven approaches into their teaching

He noted that without active faculty involvement**,** any curriculum reform would remain ineffective.

7. **Implementation Strategies for Curriculum Redesign-** Prof. Grover provided a **strategic roadmap** for implementing curriculum reforms, dividing it into three phases:

    1. Short-Term (1-2 years):
        - Conducting curriculum audits to identify gaps
        - Training faculty in modern pedagogical approaches
        - Integrating technology into learning systems
    2. Medium-Term (3-5 years):
        - Establishing interdisciplinary programs
        - Strengthening industry-academia partnerships
        - Developing competency-based assessment models
    3. Long-Term (5+ years):
        - Ensuring global recognition of Indian curricula
        - Creating research-driven education systems
        - Establishing lifelong learning frameworks to support continuous education

He remarked that a phased approach ensured systematic implementation and long-term sustainability of curriculum reforms.

8. **Policy Recommendations for Future Curriculum Reforms-**In his concluding remarks, he suggested several policy recommendations that could accelerate curriculum transformation:

- Government and regulatory bodies should provide incentives for curriculum innovation.
- Institutions should actively seek global partnerships to benchmark best practices.
- Curriculum development should be an ongoing process, adapting to technological advancements.

He emphasized that collaborative efforts between policymakers, educators, and industries were necessary to create a globally competitive education system.

In conclusion, Prof. Jatinder Grover stated that curriculum redesign was no longer an option but a necessity to ensure India's education system remained globally relevant**.** He stressed that embracing flexibility, technology, and industry alignment was the key to fostering a future-ready education system**.** He urged institutions to take proactive steps, remarking that "The education sector must evolve in sync with the changing world—transformation begins today." He concluded by encouraging educators to be at the forefront of curriculum innovation, ensuring that students were equipped with skills for the future rather than knowledge of the past**.**

Theme-III "Transforming Single Stream Colleges into Multidisciplinary Institutions: Challenges and Opportunities."

Speaker: Dr. Jaspal Singh, Directorate of Distance Education, University of Jammu, Jammu Dr. Jaspal Singh from the Directorate of Distance Education, University of Jammu, delivered an insightful presentation on His discourse aligned with the objectives of the National Education Policy (NEP) 2020, which advocates for the restructuring of higher education institutions (HEIs) into multidisciplinary entities.

1. **Role of Management and Government-** Dr. Jaspal Singh emphasized that the transformation of single-stream colleges into multidisciplinary institutions required proactive involvement from both institutional management and government bodies. He stated that management must spearhead internal reforms, ensuring that faculty, students, and infrastructure aligned with multidisciplinary education. He further explained that government support was crucial for policy implementation, financial assistance, and regulatory approvals. He remarked that without a synchronized effort between institutional leadership and government agencies, the transition to multidisciplinary institutions would be difficult to achieve.

2. **Benefits of Multidisciplinary Institutions**-Dr. Singh outlined several benefits of establishing multidisciplinary institutions:
    - Expanded Student Choices: He stated that integrating multiple disciplines provided students with a broader selection of courses, which fostered holistic development and adaptability to diverse career paths.
    - Faculty Collaboration: He emphasized that faculty members could engage in inter-departmental collaborations, leading to more comprehensive teaching approaches and enriched research opportunities.
    - External Partnerships: He remarked that collaborations with non-governmental organizations (NGOs) and other academic institutions could enhance community engagement, experiential learning, and social impact.
3. **Inclusivity of Specialized Schools**-Dr. Singh proposed that specialized schools could be incorporated into multidisciplinary frameworks, thereby expanding their scope and impact. He noted that specialized fields, such as law, medical sciences, and performing arts, could flourish within a broader institutional ecosystem, benefiting from cross-disciplinary learning and shared resources.
4. **Challenges in Implementing Multidisciplinary Institutions**-Dr. Singh highlighted several challenges in executing this transformation:
    - Institutional Selection: He explained that determining which institutions should transition to a multidisciplinary model was a complex task that required thorough evaluation of existing strengths and future potential.
    - Resource Allocation: He stated that establishing new departments and academic programs demanded significant infrastructural investments and faculty recruitment.
    - Faculty Development: He emphasized that educators would require retraining to adapt to interdisciplinary teaching methods, research collaborations, and evolving pedagogical approaches.
    - Regulatory Compliance: He pointed out that navigating existing educational regulations to accommodate multidisciplinary structures posed a significant challenge and required policy modifications and administrative flexibility.

5. **Insights from NEP 2020-** Dr. Singh discussed the strategic vision outlined in NEP 2020 for higher education. He elaborated on the following key aspects:

    - Phasing Out Single-Stream HEIs: He stated that, over time, single-stream institutions were expected to evolve into multidisciplinary entities or become part of Higher Education Institution (HEI) clusters, facilitating cross-disciplinary research and teaching.
    - Establishment of Multidisciplinary HEIs: He explained that NEP 2020 aimed to establish large multidisciplinary HEIs in every district by 2030, drawing inspiration from historical centers of learning such as Nalanda and Takshashila. He remarked that this approach would revitalize Indian higher education and align it with global standards.

Dr. Singh concluded that while the vision set forth by NEP 2020 was ambitious, its successful implementation required strong leadership, institutional commitment, and strategic planning.

Panel Discussion

The panel discussion was moderated by Dr. Gurpal Singh Rana, Principal, YS Group of Institutions, Barnala, who facilitated an engaging discussion among panelists on the implementation of NEP 2020, global rankings, and employability gaps. Key discussion points included:

- Policy implementation challenges in higher education reforms.
- Strategies for increasing global competitiveness in academia.
- The role of AI, digital tools, and industry collaborations in reshaping education.

Panelists:

- Prof. Ravi Inder Singh
- Prof. Adit Gupta
- Prof. Jatinder Grover
- Dr. Jaspal Singh

Question: Dr. Gurpal Singh Rana to Prof. Adit Gupta:

Is it possible to redesign the curriculum to incorporate MOOCs as a mandatory component for degree fulfillment, ensuring that students are required to complete a MOOCs program?

Answer: Prof. Adit Gupta:

Integrating MOOCs into the curriculum is indeed a valuable initiative. The University Grants Commission (UGC) has already adopted this approach, allowing up to 40% of courses to be conducted online via MOOCs, with the remaining 60% delivered offline. This blended mode facilitates flexibility and enhances learning opportunities for students.

Question: Dr. Gurpal Singh Rana to Dr. Jaspal Singh:

How can institutions effectively implement MOOCs, and what considerations should be made to align them with students' needs?

Answer: Dr. Jaspal Singh:

At Jammu University, we've already integrated MOOCs into various courses. Institutions should assess the needs, interests, abilities, and aptitudes of their students to introduce need-based MOOCs. This tailored approach ensures that the MOOCs offered are relevant and beneficial to the students' academic and professional aspirations.

Audience Question to Prof. Jatinder Grover:

What is your perspective on the assessment of students undertaking MOOCs, and how can institutions ensure the credibility of these assessments?

Answer: Prof. Jatinder Grover

Assessment is crucial. Teachers should meticulously evaluate the list of MOOCs to ensure their relevance and utility. Moreover, innovative assessment methods should be employed to accurately measure the outcomes of MOOCs, maintaining the integrity and credibility of the evaluation process.

Question: Dr. Gurpal Singh Rana to Prof. Ravi Inder Singh:

How can artificial intelligence (AI) be leveraged in examinations, and what role does it play in addressing diverse learner needs?

Answer: Prof. Ravi Inder Singh:

The National Education Policy (NEP) 2020 introduces 'exams on demand,' catering to advanced, average, and slow learners. Implementing such a system can be challenging for educators. AI can assist by generating customized question papers based on the content and learner profiles, eliminating the need for extensive question banks and streamlining the assessment process.

Audience Question to Prof. Adit Gupta:

Could you elaborate on research commercialization and its significance in academia?

Answer: Prof. Adit Gupta:

Research commercialization involves transforming academic research into marketable products or services. For instance, Qualcomm holds patents essential to 5G technology, requiring other companies to obtain licenses to use these technologies. Similarly, academia should focus on innovation, secure patents, and engage in local research to generate revenue and contribute to technological advancements.

Audience Question to Prof. Ravi Inder Singh:

You've mentioned that AI might displace 75 million jobs but also create 133 million new ones. Could you provide more insight into this projection?

Answer: Prof. Ravi Inder Singh:

"The advent of AI is expected to automate certain jobs, leading to the displacement of approximately 75 million positions. However, it will also create around 133 million new roles, particularly in areas requiring AI management and oversight. To adapt, we must realign our educational focus towards these emerging fields, ensuring that the workforce is prepared for the evolving job landscape.

Question: Dr. Gurpal Singh Rana to Prof. Jatinder Grover:

You've secured a research grant of approximately ₹6.63 crores from the Government of India. Could you share your approach to obtaining such substantial funding?

Answer: Prof. Jatinder Grover:

Securing significant research funding is a continuous process that demands persistent effort. Even if proposals face initial rejections, it's crucial to persevere. Additionally, meticulous financial management and adherence to guidelines during project execution are vital for successful grant acquisition and implementation.

Dr. Manu Chadha to the Panel:

With the introduction of 10 new parameters in the National Assessment and Accreditation Council (NAAC) affiliation, how can we ensure that colleges, especially those previously avoiding inspections, take these evaluations seriously?

Answer: Panel Response:

It's imperative for regulatory bodies to enforce compliance and for institutions to recognize the value of accreditation in enhancing educational quality. Transparent processes and accountability can encourage institutions to engage earnestly in the accreditation process.
This panel discussion provided valuable insights into the integration of MOOCs, the application of AI in assessments, and strategies for research commercialization, highlighting the evolving landscape of higher education.

Presidential Remarks by Dr. S. S. Thind

- In his Presidential Remarks, Dr. S. S. Thind, Secretary Governing Council acknowledged that *NEP 2020 is a well-structured and progressive policy* with the potential to transform Indian education. However, he emphasized that effective implementation remains a key challenge. He pointed out that funding for education needs significant improvement, as many colleges and universities struggle with financial constraints.
- Dr. Thind stressed that for NEP 2020 to yield meaningful outcomes, fundamental issues such as adequate funding, timely salaries, and infrastructural development must be addressed. He further highlighted that policy success depends on strong efforts from government officials, educationists, and policymakers. Only with systematic execution and sustained.
- Dr. Thind appreciated the college's efforts in organizing a national-level academic discourse and emphasized the role of educators in adapting to evolving educational policies and technological advancements.

The morning session concluded with final reflections and an open Q&A session and honouring of the resource persons and the special guests.

The technical sessions for paper presentation both online and offline tool place post Lunch. There were organised at three different venues and chaired by Dr. Jagminder, Assistant Professor, GHGH College of Education, Sidhwan Khurd, Dr. Rakesh Bharti, Assistant Prof. Govt. College of Education, Jammu, Dr. Ashwani Kumar, Incharge, Govt Senior Secondary School, Gurdaspur. Nearly 39 papers were presented during these sessions both offline and online.

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GHG Khalsa College of Education Gurnam Sadhar, Ludhiana
TRANSFORMING SINGLE-STREAM COLLEGES INTO MULTIDISCIPLINARY INSTITUTIONS:
CHALLENGES AND OPPORTUNITIES

GHG Khalsa College of Education
National Seminar

Date: March 8, 2025

(Day Two)

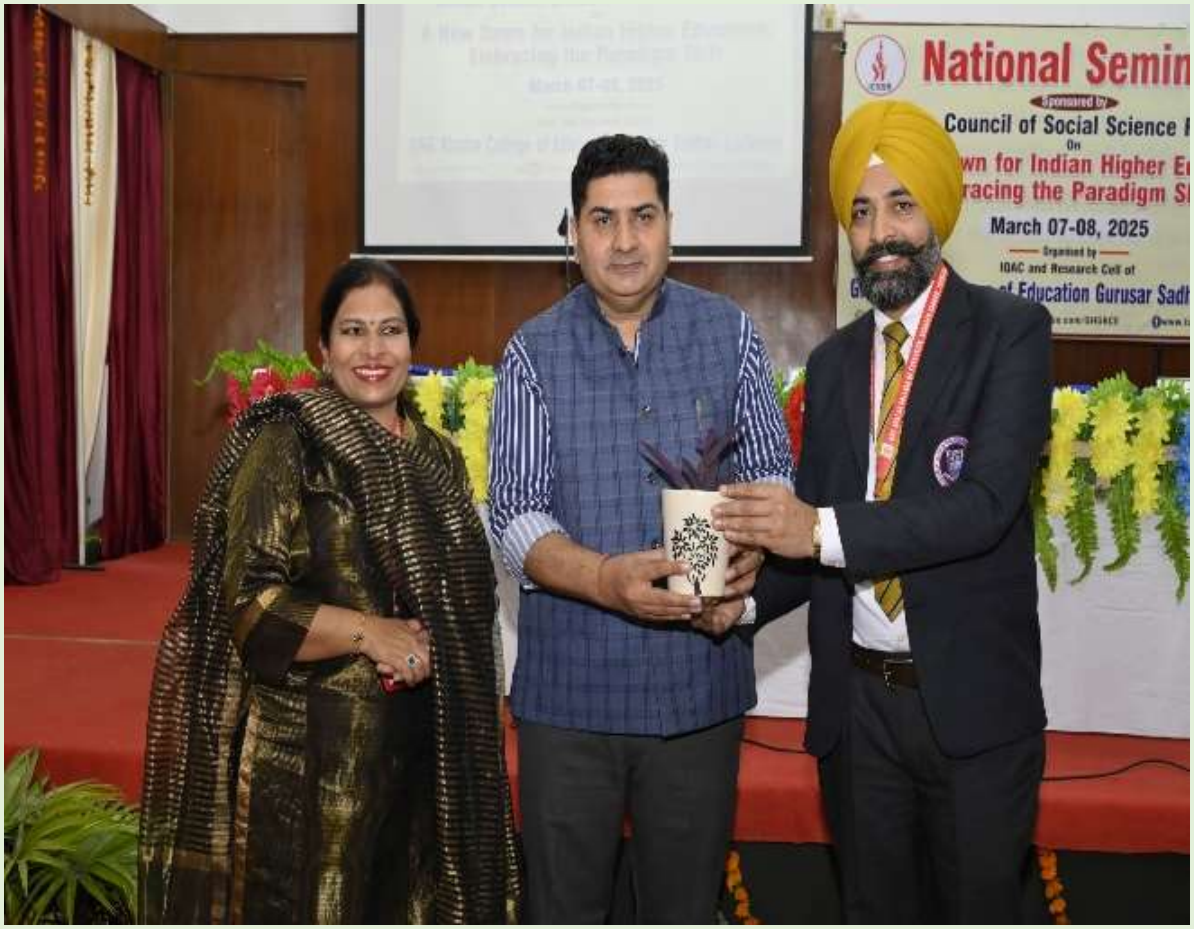
You tube link: https://www.youtube.com/watch?v=nN8u9T2IMm0

The second day of the ICSSR Sponsored National Level Seminar on *A New Dawn for Indian Higher Education: Embracing the Paradigm Shift* commenced with recitation of College Shabad, followed by a warm floral welcome extended by Dr. Pargat Singh Garcha and the faculty, symbolizing the institution's appreciation for the distinguished speakers and participants.

Presence of Dignitaries

- Dr. Manpreet Kaur, Principal, Pratap College of Education, Ludhiana
- Dr. Mandeep Bhullar, Principal, Bhutta College of Education, Ludhiana
- Dr. Satvinder Kaur, Khalsa College for Women, Sidhwan Khurd
- Dr. Jaspreet Kaur, Principal, Government Senior Secondary School, Dhaka
- Prof. Inderjeet Singh, Principal, GHG Khalsa College, Gurusar Sudhar
- Dr. Satvinder Kaur, Principal, GHG Khalsa College of Pharmacy, Gurusar Sudhar
- Dr. H.S. Brar, Former Principal, GHG Khalsa College of Education, Gurusar Sudhar
- Dr. J.S. Brar, Former Principal, GHG Khalsa College of Education, Gurusar Sudhar

Following this, Dr. Pargat Singh Garcha formally welcomed all attendees, emphasizing the significance of the seminar in shaping the future of Indian higher education. He highlighted the critical role of academic discussions and collaborative efforts in implementing progressive educational reforms. He expressed his gratitude to the organizing committee, faculty members, and scholars for their dedication to advancing higher education discourse. He further reiterated the need for multidisciplinary approaches, policy interventions, and institutional transformation, setting the stage for the thought-provoking discussions of the day.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March 07-08, 2025
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To provide continuity, Dr. Jasleen Kaur presented a brief overview of the discussions from Day One, summarizing key takeaways and insights shared by experts. The rest of the proceedings were facilitated by Dr. Mini Sharma, ensuring a seamless flow of presentations, discussions, and interactive sessions.

Theme IV: Institutional Readiness for ITEP: Proven Practices and Strategic Insights (Online Mode)

Speaker: Dr. Khushvinder Kumar, Registrar, Khalsa University, Amritsar

Professor Dr. Khushvinder Kumar, Registrar of Khalsa University, Amritsar, deliberated on Institutional Readiness for ITEP: Proven Practices and Strategic Insights. He discussed the transformational changes in higher education introduced by the National Education Policy (NEP) 2020. He highlighted three major paradigm shifts:

1. **Transition from Affiliated Colleges to Autonomous Degree-Granting Institutions-** He noted that standalone institutions are to be phased out and replaced by autonomous multidisciplinary institutions, as outlined in NEP 2020. Dr. Kumar emphasized that affiliated colleges must transform into teaching or research universities to align with NEP's vision. He mentioned that the University Grants Commission (UGC) released guidelines in September 2022 to facilitate this transition.
2. **Multidisciplinary Institutions & Flexible Learning-**Dr. Kumar remarked that higher education institutions will no longer be restricted to single disciplines. He cited NEP 2020, stating that by 2030, only sound multidisciplinary institutions will be permitted to

offer teacher education programs. He observed that even engineering colleges, such as IITs and NITs, are now incorporating humanities and social sciences into their curricula. Dr. Kumar explained that the concept of Major-Minor degrees will replace traditional BA, BSc, and BCom classifications, allowing students to major in one subject while taking minors in others. He provided an example: a student may major in Physics but take minors in Economics and Computer Science.

3. **Academic Bank of Credits (ABC) & Digital Degree Lockers (DigiLocker)-** He introduced the concept of storing students' credits digitally, allowing seamless transfer between institutions. Dr. Kumar explained that if a student switches programs or colleges, earned credits will remain valid and transferable. He emphasized that this system ensures lifelong learning and flexibility in higher education.
4. **Integrated Teacher Education Program (ITEP) & Changes in B.Ed-** Dr. Kumar emphasized how the Integrated Teacher Education Program (ITEP) is central to teacher education reforms.

Implementation of ITEP

He stated that the National Council for Teacher Education (NCTE) introduced ITEP in three phases:

1. Central Universities & National Institutions (First Phase).
2. State Universities (Second Phase).
3. Self-financed universities and some colleges (Third Phase—cases under review).

Changes in B.Ed Structure

Dr. Kumar highlighted that the 4-year ITEP will become the standard for teacher education. He noted that 2-year and 1-year B.Ed programs will continue but only in institutions offering the 4-year ITEP. He outlined the eligibility criteria:

- 3-year undergraduate degree holders can pursue a 2-year B.Ed.
- 4-year undergraduate degree holders can pursue a 1-year B.Ed.

Dr. Kumar mentioned that institutions offering ITEP can also run 2-year and 1-year B.Ed programs.

Future of Higher Education Institutions by 2040- He discussed NEP 2020's goal to have only large multidisciplinary institutions by 2040. Dr. Kumar stressed that affiliated colleges must transition into multidisciplinary universities or merge into existing universities to

comply with this vision. He referenced the Swayam Regulation 2021, which allows students to take up to 40% of their courses online, promoting flexible learning.

Conclusion

Professor Dr. Khushwinder Kumar concluded by stating that NEP 2020 is revolutionizing higher education by:

- ✓ Breaking rigid disciplinary barriers.
- ✓ Encouraging flexible learning through ABC & DigiLocker.
- ✓ Transforming institutions into multidisciplinary hubs.
- ✓ Reshaping teacher education through ITEP.

Theme V -The Future of Higher Education: Long-term Implications of the Merging Policy

Professor Kaushal Kishore, Head of the Department of Educational Studies, Jamia Millia Islamia, New Delhi

Professor Kaushal Kishore, Head of the Department of Educational Studies at Jamia Millia Islamia, New Delhi provided an in-depth analysis of the current educational landscape and the transformative potential of the National Education Policy (NEP) 2020.

Key Highlights of Professor Kaushal Kishore's Address:

1. **Significance of Student Life in Learning:** Professor Kishore emphasized that student life is a pivotal phase for learning, where individuals are most receptive and capable of profound intellectual growth.
2. **Critique of the Traditional Indian Education System:** He observed that the existing system has been restrictive and inflexible, often hindering learners with greater potential due to a rigid curriculum structure.
3. **Diversity in Learning Styles:** Highlighting that each student possesses a unique learning style, Professor Kishore stressed the necessity for educational approaches that accommodate individual learning preferences.
4. **Reference to Mark Zuckerberg's Letter to His Daughter:** He mentioned an open letter by Mark Zuckerberg, co-founder and CEO of Meta (formerly Facebook), to his daughter Max.
5. **Uniform Teaching Methods:** Professor Kishore remarked that, regardless of individual learning capacities, styles, interests, or aptitudes, students in India are often subjected to uniform teaching methods, which may not cater to diverse learning needs.
6. **Challenges Posed by Artificial Intelligence (AI):** He noted that the advent of AI introduces new challenges to the Indian education system, necessitating adaptive and forward-thinking educational strategies.
7. **Advocacy for Learner Autonomy and Inter-University Mobility:** The lack of learner autonomy and limited inter-university mobility were identified as significant issues that need addressing to foster a more dynamic educational environment.
8. **Promotion of Multidisciplinary:** Professor Kishore asserted that society functions in a multidisciplinary manner, and educational institutions should mirror this by adopting multidisciplinary approaches, especially those with diverse departments.

9. **Integration of Technical and Social Disciplines:** He advocated for the support of technical and scientific education through the inclusion of social disciplines, promoting a holistic educational experience.
10. **Multiple Entry and Exit Options in NEP 2020:** Discussing the NEP 2020, he highlighted its provision for multiple entry and exit points, which aim to rectify existing flaws by offering flexibility and recognizing partial educational attainments**.**
11. **Reference to B.S. Bloom's Work on Mastery Learning:** He referred to educational psychologist Benjamin S. Bloom's concept of mastery learning, emphasizing that every learner is capable of achieving mastery with appropriate instructional support.
12. **Recognition of Partial Educational Achievements:** Professor Kishore addressed the issue of educational dropouts, particularly in cases where students, due to personal circumstances, are unable to complete their degrees. He advocated for a system that acknowledges and values partial educational achievements.
13. **Core Values of NEP 2020:** He outlined the core values of NEP 2020, including flexibility, learner autonomy, and a shift in societal mindset towards education.
14. **National Council for Teacher Education (NCTE) Models:** Professor Kishore discussed two models of teacher education:
    - ✓ **Consecutive Model:** Wherein academic degrees (e.g., B.Sc., B.A.) are pursued separately from professional courses like B.Ed., focusing on disciplinary knowledge followed by pedagogical training.
    - ✓ **Concurrent Model:** Where disciplinary and pedagogical knowledge are integrated simultaneously, promoting a cohesive learning experience.
15. **Analysis of Teacher Education Models:** He noted that the Consecutive Model often attracts individuals without clear career goals, leading to a disconnection between content and pedagogy. In contrast, the Concurrent Model addresses this issue by integrating both aspects, better preparing teachers for multidisciplinary environments.
16. **Challenges in Teacher Education:** Professor Kishore emphasized the need for quality in teacher education, cautioning that institutions failing to provide such quality may face challenges. He also highlighted the importance of not undermining institutions that have established high standards in teacher education during the implementation of NEP 202
17. **Societal Perception of the Teaching Profession:** He lamented that, unlike in the Gurukul era where the best minds became teachers, the contemporary teaching profession often lacks societal status, leading to a decline in the quality of entrants into the profession.

18. **Call for Societal Mindset Shift:** Professor Kishore concluded by advocating for a societal shift towards valuing the teaching profession, aligning with the multidisciplinary and flexible approach envisioned in NEP 2020.

Conclusion: Professor Kaushal Kishore's comprehensive address provided valuable insights into the future trajectory of higher education in India, emphasizing the need for flexibility, quality, and a multidisciplinary approach to meet emerging challenges.

Theme: VI Strengthening Research Infrastructure and Funding in Higher Education in India

Speaker: Dr. Vijay Kumar Chechi, Professor and Deputy Dean, School of Education, Lovely Professional University

Dr. Chechi delivered an insightful lecture on Strengthening Research Infrastructure and Funding in Higher Education in India during the national seminar.

Dr. Chechi commenced his lecture by emphasizing the National Education Policy (NEP) 2020, which regards "outstanding research as a corequisite for outstanding education and development." He remarked that higher education institutions must prioritize research to drive academic excellence and societal progress.

1. **Importance of Research in Higher Education-** Dr. Chechi stated that understanding the significance of research is essential for academic and economic growth. He noted that robust research infrastructure fosters innovation and enhances the global standing of Indian higher education institutions.

2. **Research Infrastructure and Funding in India**-He highlighted that India invests only 0.7% of its GDP in Research & Development (R&D), which is relatively low compared to other nations. He presented a comparative analysis of the total number of universities and research institutions from 2014 to 2024, emphasizing the progress made in publications, patents, and research output.

3. **Challenges in Research**-Dr. Chechi discussed various obstacles affecting research quality and innovation in India, including:

    - Low R&D investment and insufficient funding mechanisms
    - Lack of modern infrastructure and high-end research facilities
    - Quality concerns in research and patents
    - Limited industry-academia collaboration
    - Brain drain and talent retention issues
    - Regulatory and bureaucratic hurdles
    - Over-reliance on foreign technology

4. **Government Initiatives for Strengthening Research**- He elaborated on several government measures aimed at enhancing research infrastructure, such as:

    - National Research Foundation (NRF) for increasing research funding and collaboration
    - Increased budget allocation: The 2025 Union Budget allocated ₹20,000 crore to R&D, including investments in AI, geospatial research, and deep-tech
    - Department of Science and Technology (DST) initiatives, including PURSE, FIST, and SURE programs for university research
    - UGC initiatives, including STRIDE, RUSA, and Shodhganga for improving research accessibility
    - International collaborations, such as Erasmus+, Fulbright-Nehru Fellowships, and UKERI
    - Expansion of research parks and incubation centers in premier institutions
    - Startup and Innovation Grants, such as Atal Innovation Mission (AIM), Startup India, and Biotechnology Ignition Grant (BIG)

5. **Impact of Atal Innovation Mission (AIM) on Research and Startups**
   Dr. Chechi highlighted the significant impact of AIM in fostering research, innovation, and entrepreneurship. He mentioned:

- Establishment of over 75 Atal Incubation Centers (AICs)
- Setting up of 10,000+ Atal Tinkering Labs (ATLs) in schools
- Collaboration with global organizations, including UNDP and the Bill & Melinda Gates Foundation

6. **Role of Higher Education Institutions in Research Growth-** Dr. Chechi stressed that universities and colleges must actively promote interdisciplinary and applied research. He suggested the need for: Strengthening research networks and collaborations; Enhancing research ethics and quality control; Providing incentives for faculty and students to engage in research
7. **Strategies for Further Strengthening Research-** He concluded his lecture by recommending the following strategies:

- Increasing public and private investment in research
- Developing world-class research labs and innovation hubs
- Expanding international research collaborations
- Encouraging research commercialization and patenting
- Utilizing AI and digital tools to enhance research outcomes
- Motivating young scholars and faculty to apply for research grants

Conclusion: Dr. Chechi remarked that India's higher education sector is undergoing a significant transformation, and strengthening research infrastructure is crucial for its success. He urged stakeholders, including academicians, policymakers, and industry leaders, to collaborate and build a research-driven ecosystem that can propel India to global leadership in education and innovation. The lecture provided deep insights into research policies, funding mechanisms, and government initiatives, leaving the attendees more informed and motivated to contribute to research excellence in India.

Theme: VII Institutional Readiness for the National Education Policy (NEP)

Speaker : Dr. Navneet Sharma , Department of Education, Central University of Himachal Pradesh

Dr. Sharma delivered a lecture on Institutional Readiness for the National Education Policy (NEP) 2020. He discussed various aspects of NEP 2020 and its implications for higher education in India.

1. **Multiple Entry and Exit System-** Dr. Sharma highlighted the NEP 2020's introduction of a flexible undergraduate education structure, allowing multiple entry and exit points. This system enables students to earn a certificate after completing one year, a diploma after two years, a bachelor's degree after three years, and a bachelor's degree with research after four years.
2. **Four-Year Undergraduate Program (FYUGP) and Credit Allocation-** He elaborated on the Four-Year Undergraduate Program, noting that the NEP proposes a multidisciplinary approach with multiple exit options.
3. **Integration of Soft Skills and Research Components-** Dr. Sharma emphasized the importance of integrating soft skills and research components into higher education curricula. While NEP 2020 encourages the development of these skills, it does not prescribe specific credit allocations, allowing institutions the autonomy to design courses that best suit their students' needs.
4. **National Higher Education Qualification Framework (NHEQF) and the Bologna Process-** He addressed concerns regarding the National Higher Education Qualification Framework (NHEQF), which aims to standardize qualifications across the country. Some critiques have drawn parallels between the NHEQF and the European Bologna Process, suggesting similarities in their frameworks. However, these comparisons do not necessarily indicate direct copying but rather reflect global trends toward standardizing higher education qualifications.
5. **Reforms in Regulatory Bodies**-He highlighted the NEP 2020's proposal to transform the regulatory landscape by establishing the Higher Education Commission of India (HECI). This body would subsume existing regulatory agencies, including the University Grants Commission (UGC), aiming to eliminate overlaps and conflicts of interest in higher education governance.
6. **School Education Structure and Inclusivity**-Dr. Sharma also touched upon the restructuring of school education into a 5+3+3+4 model, covering ages 3 to 18. This

model includes foundational, preparatory, middle, and secondary stages, with an emphasis on early childhood care and education. He stressed government's support responsibility to ensure that every child completes their education, thereby reducing dropout rates.

7. **Focus on Socially and Economically Disadvantaged Groups (SEDGs)-** He underscored the NEP's commitment to equitable education by focusing on Socially and Economically Disadvantaged Groups (SEDGs), including females, individuals with disabilities, and those from rural, urban poor, and tribal communities. The policy aims to bridge educational disparities and promote inclusivity.

In conclusion, Dr. Sharma provided a comprehensive overview of NEP 2020, highlighting its potential to transform India's education system through flexibility, inclusivity, and a focus on quality.

Panel Discussion

Themes:

- The Future of Higher Education: Long-term Implications of the Merging Policy
- Institutional Readiness for ITEP: Proven Practices and Strategic Insights
- Strengthening Research infrastructure and Funding in Higher Education

Moderator: Dr. Rakesh Bharti

Panelists: Prof. Kaushal Kishore, Dr. Vijay Kumar Chechi, Dr. Navneet Sharma

Question: Dr. Rakesh Bharti to Prof. Kaushal Kishore:

How can we frame a comprehensive curriculum to accommodate the multiple entry and exit options suggested by NEP 2020?

Answer: Prof. Kaushal Kishore:

Implementing NEP 2020 is indeed a gradual process that requires careful planning. Transitioning from longstanding educational systems presents challenges. However, integrating vocational courses and skill-based training into the curriculum will enhance students' overall development and elevate educational standards. As we progressively implement the policy's provisions, we'll be better equipped to refine and adapt the curriculum accordingly.

Question: Dr. Rakesh Bharti to Dr. Vijay Kumar Chechi:

Is there an issue with global ranking parameters, or does the quality of Indian education need improvement, considering our students excel abroad, yet our institutions often don't rank within the top 200 globally?

Answer: Dr. Vijay Kumar Chechi:

The global ranking parameters are appropriate; however, many Indian institutions haven't yet met these international standards. Even esteemed institutions like IITs and the Indian Institute of Science typically rank within the top 300, not the top 200. This is partly because they aren't multidisciplinary. The NEP's emphasis on multidisciplinary approaches aims to elevate institutional standards. Additionally, the National Institutional Ranking Framework (NIRF) is gaining traction, helping stakeholders understand institutional standings, and many institutions are now ranking within the top 500.

Audience Question to Dr. Navneet Sharma:

NEP 2020 emphasizes both quality in higher education and increasing the Gross Enrollment Ratio (GER). How can these objectives be balanced?

Answer: Dr. Navneet Sharma:

While NEP 2020 aims to increase the GER in higher education, it's essential to address the high dropout rates at primary and secondary levels. By the time students reach higher

education, only about 56% continue their studies. Therefore, enhancing quality at foundational levels will naturally lead to better outcomes in higher education, balancing both quality and quantity.

Audience Question: As parents, how should we prepare for the changes introduced by NEP 2020, especially regarding the credit system?

Answer: Dr. Navneet Sharma:

Parents should familiarize themselves with the new credit system under NEP 2020, which varies across disciplines. For instance, undergraduate programs now offer multiple exit options: a certificate after 1 year, a diploma after 2 years, a bachelor's degree after 3 years, and a multidisciplinary bachelor's degree after 4 years. Understanding these structures will help parents guide their children effectively.

Audience Question: What provisions does NEP 2020 have to ensure women's participation in policy-making?

Answer: Dr. Navneet Sharma:

NEP 2020 introduces a Gender Inclusion Fund to support female and transgender students, aiming to reduce gender disparities in education. While the policy emphasizes inclusivity, active participation of women in policy-making requires continuous advocacy and involvement at institutional and governmental levels.

Audience Question: Considering political influences, is NEP 2020 aligned with market demands, or does it prioritize national values?

Answer: Dr. Navneet Sharma:

While market dynamics influence educational policies, NEP 2020 uniquely emphasizes nurturing a love for the nation. It seeks to balance global competencies with national values, ensuring students are prepared for the global market while staying rooted in India's rich heritage.

Concluding Remarks: Dr. Pargat Singh Garcha, Principal of the host college:

Continuous discussions and brainstorming sessions, like this seminar, are crucial for problem-solving. Educators must thoroughly read policy documents and provide timely feedback during policy formulation stages to ensure effective implementation.

Following the panel discussion, Dr. Rakesh Bharti expressed gratitude to the panelists. The guests, resource persons, and dignitaries were honored by Principal Dr. Pargat Singh Garcha and faculty members.

National Seminar
Indian Council of Social Science Research
On
A New Dawn for Indian Higher Education:
Embracing the Paradigm Shift
March 07-08, 2025
Panel Discussion

GHG Khalsa College of Education
National Seminar
Indian Council of Social Science Research

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National Seminar
Indian Council of Social Science Research

Technical Sessions

A lunch session ensued, leading into the post-lunch offline technical session, chaired by Dr. Manu Chadha, Associate Prof., GHG Khalsa College of Eduction, Gurusar Sadhar and online sessions chaired by Dr. Rakesh Bharti, Assistant Prof. Govt. College of Education, Jammu, Dr. Ashwani Kumar, Incharge, Govt Senior Secondary School, Gurdaspur. Nearly 43 papers were presented during these sessions both offline and online. Dr. Manu Chadha delivered the formal Vote of thanks during the valedictory session and the National Seminar concluded with the singing of the National Anthem.

Outcomes:

1. **Enhanced Understanding of NEP 2020:**
    - Participants gained insights into policy implications, challenges, and strategies for effective implementation.
    - Clarification of multidisciplinary and research-oriented reforms in Indian higher education.
2. **Recommendations for Curriculum Transformation:**
    - Identification of strategies to bridge the employability gap by redesigning curricula.

- Understanding of competency-based assessments and industry-academia collaborations.

3. **Policy Suggestions for Strengthening Global Competitiveness:**
   - Proposals for improving India's position in global rankings through research funding, faculty development, and internationalization.
   - Understanding of global best practices and their applicability in the Indian education system.
4. **Incorporation of AI and Digital Technologies in Education:**
   - Awareness of the role of AI in assessments, digital learning platforms, and personalized education models.
   - Recommendations for integrating AI-based learning strategies in higher education institutions.
5. **Actionable Insights for Institutional Transformation:**
   - Practical steps for transitioning single-stream colleges into multidisciplinary institutions.
   - Understanding the roadmap for implementing the Integrated Teacher Education Program (ITEP).
6. **Strengthened Research Ecosystem:**
   - Understanding of funding mechanisms, government initiatives, and international research collaborations.
   - Strategies for improving research output, securing grants, and fostering innovation.
7. **Strategic Roadmap for Higher Education Reform:**
   - Identification of short-term and long-term strategies for effective policy execution.
   - Encouragement of institutional autonomy and faculty-driven innovations.

This seminar provided a comprehensive platform for thought leaders, policymakers, educators, and researchers to collaborate on reshaping the future of Indian higher education. It facilitated the exchange of innovative ideas, best practices, and critical discussions to drive meaningful change.

Programme Schedule

ICSSR Sponsored National Level Seminar

A New Dawn for Indian Higher Education: Embracing the Paradigm Shift

(March 07, 2025)

Day 1	Session (March 07, 2025)
9:00AM – 9:30AM	**Registration and High Tea**
9:30AM-10:00AM	Inauguration of the Seminar Shabad Lamp Lighting & Floral Welcome Formal Welcome and Theme Exposition by Dr. Pargat Singh Garcha, Principal host college
10:30AM-11:00AM	**Keynote Address** **Prof. Ravi Inder Singh** Professor in Finance, University Business School Panjab University Regional Centre, Ludhiana
	Book Release
11:00AM-11:30AM	**Theme I-** Globalization of Indian Higher Education: Enhancing Global rankings and Competitiveness **Prof. Adit Gupta** **Principal, MIER College of Education, Jammu**
11:30AM-12:00 Noon	**Theme II**-Addressing the Employability Gap through Curriculum Redesign **Prof. Jatinder Grover** **Department of Education, Panjab University, Chd**
12:00 Noon -12:30 PM	**Theme III-** Transforming Single-Stream Colleges into Multidisciplinary Institutions: Challenges and Opportunities **Dr. Jaspal Singh** **Directorate of Distance Education, University of Jammu, Jammu**
12:30 PM- 01:30 PM	**Panel Discussion (Coordinated by Dr. Gurpal S. Rana)**
01:30 PM-02:00 PM	**Lunch**
02:00 PM-04:00PM	Paper Presentations
04:00 PM onward	**Tea**

Programme Schedule

ICSSR Sponsored National Level Seminar

A New Dawn for Indian Higher Education: Embracing the Paradigm Shift

(March 08, 2025)

Day 2	Session (March 08, 2025)
9:00AM – 9:30AM	**Registration and High Tea**
9:30AM-10:00AM	Shabad Floral Welcome Formal Welcome Briefing about Day one
10:00AM-10:30AM	**Theme IV**-Institutional Readiness for ITEP: Proven Practices and Strategic Insights **Dr. Khushvinder Kumar** **Registrar** **Khalsa University, Amritsar**
10:30 AM-11:15 AM	**Theme V** -The Future of Higher Education: Long-term Implications of the Merging Policy **Prof. Kaushal Kishore** **Head, Department of Educational Studies** **Jamia Millia Islamia, New Delhi**
11:15 AM-12.00 PM	**Theme VI**-Strengthening Research infrastructure and Funding in Higher Education **Dr. Vijay Kumar Chechi** **Prof. & Deputy Dean, School of Education Lovely Professional University Phagwara**
12:00PM-12:45PM	**Theme VII**-Institutional Readiness for NEP -Strategic insights **Dr Navneet Sharma, Department of Education,** **Central University of Himachal Pradesh.**
12:45 PM-01: 15 PM	**Panel Discussion (Coordinated by Dr. Rakesh Bharti)**
01:15 PM-02:00 PM	Lunch
02:00 PM-03:30 PM	Paper Presentations
03:30 PM-04:00 PM	Valedictory & Vote of Thanks
04:00 PM onward	Tea

National Seminar

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On

A New Dawn for Indian Higher Education: Embracing the Paradigm Shift

March 07-08, 2025

Organized by

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Programme at a Glance

Day 1 (March 07, 2025)

Registration and High Tea

Inauguration of the Seminar

Keynote Address (10:30AM-11:00AM)
Prof. Ravi Inder Singh
Professor in Finance
University Business School
Panjab University Regional Centre, Ludhiana

Theme I
(11:00AM-11:30AM)
Globalization of Indian Higher Education: Enhancing Global rankings and Competitiveness
Prof. Aditi Gupta
Principal, MIER College of Education, Jammu

Theme II
(11:30AM- 12:45Noon)
Addressing the Employability Gap through Curriculum Redesign
Prof. Jatinder Grover
Professor, Department of Education
Panjab University, Chandigarh

Theme III
(12:45Noon - 1:30PM)
Theme III- Transforming Single Stream Colleges into Multidisciplinary Institutions: Challenges and Opportunities
Dr. Jaspal Singh
Directorate of Distance Education
University of Jammu, Jammu

Panel Discussion
(1:30PM - 2:30PM)

Lunch
(2:30PM- 03:00PM)

Paper Presentation
(03:00PM - 04:00PM)

Tea (04:00PM onwards)

Day 2 (March 08, 2025)

Registration and High Tea
(9:00AM - 09:30 AM)

Briefing about Day One
(09:30AM-10:00AM)

Theme IV
(10:00AM-11:30AM)
Institutional Readiness for ITEP: Proven Practices and Strategic Insights
Dr. Khushwinder Kumar
Registrar, Khalsa University, Amritsar

Theme V
(11:30AM-12:30Noon)
The Future of Higher Education: Long-term Implications of the Merging Policy
Prof. Kaushal Kishore
Head, Department of Educational Studies
Jamia Millia Islamia, New Delhi

Theme VI
(12:00Noon-12:45PM)
Strengthening Research Infrastructure and Funding in Higher Education
Dr. Vijay Kumar Chechi
Prof. & Deputy Dean
School of Education, Lovely Professional University, Phagwara

Theme VII
(12:45PM-02:15PM)
Institutional Readiness for NEP: Strategic Insights
Dr Navneet Sharma
Department of Education, Centre
University of Himachal Pradesh

Panel Discussion (02:15PM-03:45PM)

Lunch (03:45PM-04:30PM)

Paper Presentation (04:30PM - 05:30PM)

Valedictory Session & Vote of Thanks
(05:30PM-06:00PM)

Tea (06:00PM onwards)

For any query contact at E- mail:- ghgicssrseminar25@gmail.com
8283638004, 9417000719, 9876733373

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on

"A New Dawn for Indian Higher Education: Embracing the Paradigm Shift "

March 07-08, 2025

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(Assistant Professor)

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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 1857. 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 1962. In 2022, College has been sanctioned 40 seats in Post Graduate Diploma in Guidance and Counselling by PU, Chd. The College has been accredited Grade 'A+' (CGPA 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 2(f) & 12 (B) 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

Indian higher education stands at the cusp of a transformative era, driven by dynamic policy changes, technological advancements, and global shifts in education paradigms. This seminar, "A New Dawn for Indian Higher Education: Embracing the Paradigm Shift," seeks to delve into the opportunities and challenges that define this crucial juncture. The seminar will explore the profound impact of the National Education Policy (NEP) 2020, focusing on its vision for multidisciplinary education, emphasis on research, skill development, strengthening research infrastructure and funding in Higher education. Key discussions in the seminar will center on the role of higher education in nurturing employable graduates, promoting inclusivity, and bridging the gap between academia and industry, role of accreditation bodies in driving institutional excellence, role of artificial intelligence and automation in reshaping higher education, promoting sustainable practices and environmental consciousness through higher education and addressing the employability gap through curriculum redesign.

Special emphasis will be placed on how universities can leverage global collaborations to enhance competitiveness and achieve international recognition. The seminar will bring together educators, policymakers, researchers, and industry leaders to engage in critical dialogue and share best practices. This platform promises to be a catalyst for meaningful change, inspiring a collective vision for a progressive and sustainable higher education ecosystem in India. Through collaboration and innovation, the seminar envisions a new dawn for Indian higher education.

SUB-THEMES AND AREAS

This National Seminar will address the following sub themes:

- *The Future of Higher Education: Long-term Implications of the Merging Policy*
- *Transforming Single-Stream Colleges into Multidisciplinary Institutions: Challenges and Opportunities*
- *Institutional Readiness for ITEP: Proven Practices and Strategic Insights*
- *Globalization of Indian Higher Education: Enhancing Global rankings and Competitiveness*
- *Strengthening Research Infrastructure and Funding in Higher education*
- *Role of accreditation Bodies in driving institutional excellence*
- *Role of Artificial Intelligence and automation in reshaping Higher Education*
- *Promoting Sustainable Practices and Environmental consciousness through Higher Education*
- *Addressing the Employability Gap through curriculum redesign*

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.
- The best paper presentations will be awarded (Three).
- You are requested to send your full papers along with Abstract at the mail id- ghgisssreminar25@gmail.com
- Last date for Submission of Complete Paper- February 15, 2025

Registration Link

https://forms.gle/PtWZ6ApCMfUaKrsJ7

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

Paper Presentation will be in blended mode
Certificates will be given for participation /presentation.

ਖ਼ਾਲਸਾ ਕਾਲਜ ਸੁਧਾਰ ’ਚ ਦੋ ਰੋਜ਼ਾ ਸੈਮੀਨਾਰ ਦਾ ਆਗਾਜ਼

ਅਮਰਜੀਤ ਸਿੰਘ ਅਕਾਲਗੜ੍ਹ • ਪੰਜਾਬੀ ਜਾਗਰਣ

- ਵਿਦਿਆਰਥੀਆਂ ਨੇ ਸ਼ਬਦ ਰਾਹੀਂ ਕੀਤੀ ਸਮਾਗਮ ਦੀ ਸ਼ੁਰੂਆਤ
- ਪ੍ਰਿੰ. ਡਾ. ਪ੍ਰਗਟ ਸਿੰਘ ਗਰਚਾ ਨੇ ਮਹਿਮਾਨਾਂ ਦਾ ਕੀਤਾ ਸਵਾਗਤ
- 70 ਖੋਜ ਪਰਚਿਆਂ ਦੀ ਕਿਤਾਬ ਕੀਤੀ ਰਿਲੀਜ਼

ਜੀਐੱਚਜੀ ਖਾਲਸਾ ਕਾਲਜ ਸੁਧਾਰ ਵਿਖੇ ਸੈਮੀਨਾਰ ਦੌਰਾਨ ਪ੍ਰਿੰਸੀਪਲ ਡਾ. ਪ੍ਰਗਟ ਸਿੰਘ ਗਰਚਾ, ਡਾ. ਰਮਨਦੀਪ ਕੌਰ ਸਿੱਧੂ, ਮਨਜੀਤ ਸਿੰਘ ਗਿੱਲ, ਪ੍ਰੋ. ਅਦਿਤ ਗੁਪਤਾ, ਮਿੰਨੀ ਸ਼ਰਮਾ ਤੇ ਹੋਰ ਪਤਵੰਤੇ। ਪੰਜਾਬੀ ਜਾਗਰਣ

ਗੁਰੂਸਰ ਸੁਧਾਰ : ਜੀਐੱਚਜੀ ਖਾਲਸਾ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ ਗੁਰੂਸਰ ਸੁਧਾਰ ਵਿਖੇ ‘ਭਾਰਤੀ ਸਿੱਖਿਆ ਲਈ ਇੱਕ ਨਵੀਂ ਸਵੇਰ’ ’ਤੇ ਦੋ ਰੋਜ਼ਾ ਰਾਸ਼ਟਰੀ ਸੈਮੀਨਾਰ ਦਾ ਆਗਾਜ਼ ਕੀਤਾ ਗਿਆ। ਇਸ ਸੈਮੀਨਾਰ ਦੇ ਪਹਿਲੇ ਦਿਨ ਪ੍ਰੋ. ਰਵੀ ਇੰਦਰ ਸਿੰਘ ਪ੍ਰੋਫ਼ੈਸਰ ਫਾਈਨਾਂਸ ਬਿਜ਼ਨਸ ਸਕੂਲ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਰਿਜਨਲ ਸੈਂਟਰ ਦੇ ਪ੍ਰੋ. ਅਦਿਤ ਗੁਪਤਾ ਪ੍ਰਿੰਸੀਪਲ ਮਾਇਰ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ ਜੰਮੂ, ਪ੍ਰੋ. ਜਤਿੰਦਰ ਗਰੋਵਰ ਪ੍ਰੋਫ਼ੈਸਰ ਸਿੱਖਿਆ ਵਿਭਾਗ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜ੍ਹ, ਡਾ: ਜਸਪਾਲ ਸਿੰਘ ਡਾਇਰੈਕਟੋਰੇਟ ਆਫ਼ ਡਿਸਟੈਂਸ ਸਿੱਖਿਆ ਜੰਮੂ ਯੂਨੀਵਰਸਿਟੀ ਨੇ ਵਿਸ਼ੇਸ਼ ਤੌਰ ’ਤੇ ਸ਼ਿਰਕਤ ਕੀਤੀ।

ਸਮਾਗਮ ਦੀ ਸ਼ੁਰੂਆਤ ਡਾ. ਜਗਜੀਤ ਸਿੰਘ ਤੇ ਵਿਦਿਆਰਥੀਆਂ ਦੁਆਰਾ ਸ਼ਬਦ ਦੇ ਜਾਪ ਨਾਲ ਹੋਈ ਤੇ ਉਪਰੰਤ ਸ਼ਮਾਂ ਰੌਸ਼ਨ ਕਰਨ ਦੀ ਰਸਮ ਅਦਾ ਕੀਤੀ ਗਈ। ਕਾਲਜ ਪ੍ਰਿੰਸੀਪਲ ਡਾ. ਪ੍ਰਗਟ ਸਿੰਘ ਗਰਚਾ ਨੇ ਆਏ ਮਹਿਮਾਨਾਂ ਦਾ ਨਿੱਘਾ ਸਵਾਗਤ ਕੀਤਾ। ਡਾ. ਗਰਚਾ ਨੇ ਕਿਹਾ ਕਿ ਰਾਸ਼ਟਰੀ ਸਿੱਖਿਆ ਨੀਤੀ 2020 ਸਾਡੇ ਸਾਰਿਆਂ ਲਈ ਬਹੁਤ ਸਾਰੇ ਬਦਲਾਅ, ਚੁਣੌਤੀਆਂ ਆਦਿ ਲੈ ਕੇ ਆਈ ਹੈ, ਜਿਨ੍ਹਾਂ ਤੋਂ ਡਰਨ ਦੀ ਬਜਾਏ ਸਾਨੂੰ ਸਮਝਣ ਦੀ ਜ਼ਰੂਰਤ ਹੈ। ਇਹ ਦੋ ਰੋਜ਼ਾ ਸੈਮੀਨਾਰ ਉਨ੍ਹਾਂ ਸਭ ਨੂੰ ਸਮਝਣ ਲਈ ਯਥਾਰਥ ਕਦਮ ਹੈ। ਇਸ ਤੋਂ ਬਾਅਦ ਇਸ ਸੈਮੀਨਾਰ ਨਾਲ ਸਬੰਧਿਤ ਤਕਰੀਬਨ 70 ਖੋਜ ਪਰਚਿਆਂ ਦੀ ਕਿਤਾਬ ਦੀ ਘੁੰਡ ਚੁਕਾਈ ਕੀਤੀ ਗਈ।

ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਰੀਜ਼ਨਲ ਸੈਂਟਰ ਲੁਧਿਆਣਾ ਦੇ ਫਾਈਨਾਂਸ ਬਿਜ਼ਨਸ ਸਕੂਲ ਦੇ ਪ੍ਰੋਫ਼ੈਸਰ ਰਵੀ ਇੰਦਰ ਸਿੰਘ ਨੇ ਆਪਣੇ ਮੁੱਖ ਭਾਸ਼ਣ ’ਚ ਰਾਸ਼ਟਰੀ ਸਿੱਖਿਆ ਨੀਤੀ 2020 ਬਾਰੇ ਵਿਸਥਾਰਪੂਰਵਕ ਚਾਨਣਾ ਪਾਇਆ। ਜੰਮੂ ਤੋਂ ਮਾਇਰ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ ਦੇ ਪ੍ਰਿੰਸੀਪਲ ਪ੍ਰੋ. ਅਦਿਤ ਗੁਪਤਾ ਨੇ ਭਾਰਤੀ ਉੱਚ ਸਿੱਖਿਆ ਦੇ ਵਿਸ਼ਵੀਕਰਨ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦਿੱਤੀ। ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜ੍ਹ ਦੇ ਸਿੱਖਿਆ ਵਿਭਾਗ ਤੋਂ ਪ੍ਰੋਫ਼ੈਸਰ ਜਤਿੰਦਰ ਗਰੋਵਰ ਨੇ ਪਾਠਕ੍ਰਮ ਦੇ ਪੁਨਰ ਡਿਜ਼ਾਈਨ ਰਾਹੀਂ ਰੁਜ਼ਗਾਰਯੋਗਤਾ ਦੇ ਪਾੜੇ ਨੂੰ ਦੂਰ ਕਰਨ ਬਾਰੇ ਭਾਸ਼ਣ ਦਿੱਤਾ।

ਜੰਮੂ ਯੂਨੀਵਰਸਿਟੀ ਦੇ ਡਾਇਰੈਕਟੋਰੇਟ ਆਫ਼ ਡਿਸਟੈਂਸ ਸਿੱਖਿਆ ਤੋਂ ਡਾ. ਜਸਪਾਲ ਸਿੰਘ ਨੇ ਸਿੰਗਲ-ਸਟਰੀਮ ਕਾਲਜਾਂ ਨੂੰ ਬਹੁ-ਅਨੁਸ਼ਾਸਨੀ ਸੰਸਥਾਵਾਂ ’ਚ ਬਦਲਣਾ, ਚੁਣੌਤੀਆਂ ਤੇ ਮੌਕੇ’ ਵਿਸ਼ੇ ’ਤੇ ਆਪਣੇ ਵਿਚਾਰ ਦਿੱਤੇ। ਇਸ ਸਾਰੇ ਸੈਮੀਨਾਰ ਦੌਰਾਨ ਮੰਚ ਸੰਚਾਲਨ ਡਾ. ਮਨੂੰ ਚੱਢਾ, ਡਾ. ਮਿੰਨੀ ਸ਼ਰਮਾ ਤੇ ਡਾ. ਜਸਲੀਨ ਕੌਰ ਨੇ ਕੀਤਾ। ਇਸ ਮੌਕੇ ਡਾ. ਜਗਜੀਤ ਸਿੰਘ ਬਰਾੜ, ਡਾ. ਐੱਚਐੱਸ ਬਰਾੜ, ਡਾ. ਸਤਵਿੰਦਰ ਕੌਰ, ਡਾ. ਅਮਨਦੀਪ ਕੌਰ, ਡਾ. ਸਰਬਜੀਤ ਕੌਰ, ਡਾ. ਸੰਦੀਪ ਕਟਾਰੀਆ ਆਦਿ ਹਾਜ਼ਰ ਸਨ।

educationnotes

Women's Day celebrated at Tagore Public school

LUDHIANA: Tagore Public School celebrated International Women's Day on Saturday. The event saw a turnout of mothers, who brought along various homemade dishes, including cakes and desserts. Dance and music performances were also organised. The event honoured the spirit of womenhood. Principal Amita Dahiya extended her gratitude to all the mothers for their participation and contribution.

International Women's Day celebrations at Malwa Khalsa Sr Secondary School

LUDHIANA: Malwa Khalsa Senior Secondary School, Model Gram, conducted a seminar on International Women's Day on Saturday. It was organised by NCC cadets of the No. 4 Punjab Air Squadron NCC Ludhiana and volunteers of NSS unit. Parambir Singh said that a seminar was focused on the theme 'impact of drug addiction on women's life'. Kamaljeet Kaur and Harpreet Kaur made the volunteers and NCC cadets aware about the ill effects of drug addiction on women's lives.

Spring Dale Public School celebrates chairperson's birth anniversary

LUDHIANA: Spring Dale Public School celebrated birth anniversary of school's chairman, Nirmal Singh Walia on Saturday. On the occasion, the entire management committee paid homage at the feet of Sri Guru Granth Sahib Ji. The path of Sri Sukhmani Sahib and sehaj path were recited, followed by Shabad Kirtan. The entire teaching staff and students were present on the occasion. The event concluded with the distribution of Karah Prasad, followed by Langar.

National seminar concludes at GHG Khalsa college

LUDHIANA: The two-day ICSSR-sponsored national seminar on 'A new dawn for Indian higher education: Embracing the paradigm shift' concluded at GHG Khalsa College of Education, Gurusar Sadhar on Saturday. During the event, experts, scholars and educators discussed key issues like globalisation, multidisciplinary institutions and employability-driven curriculum. Keynote speakers included Kaushal Kishore (Jamia Millia Islamia) and Vijay Kumar Chechi (LPU). The seminar featured research presentations and interactive sessions.

Sant Ishar Singh Ji Memorial Public School marks Women's Day

LUDHIANA : Sant Ishar Singh Ji Memorial Public School & Hospital celebrated International Women's Day on Saturday. The management members thanked the staff for their contribution and dedication to their duties for the students. Maninderjit Singh Benipal congratulated the school and hospital staff.

जीएचजी कालेज में नई शिक्षा नीति में बदलाव व चुनौतियों पर चर्चा

जागरण संवाददाता, जगराओं : शिक्षा ज्ञान में अन्य वृद्धि करने के लिए और अपने अध्यापन कौशल को और अपडेट करने के उद्देश्य से जीएचजी खालसा कालेज आफ एजुकेशन गुरुसर सुधार में आइसीएसएसआर की सरपरस्ती में भारतीय शिक्षा के लिए 'एक नई सुबह' विषय पर दो दिवसीय राष्ट्रीय सेमिनार का आगाज किया गया।

जीएचजी खालसा कालेज आफ एजुकेशन गुरुसर सुधार में दो दिवसीय राष्ट्रीय सेमिनार का आगाज करते प्रो. रवि इंद्र सिंह,प्रो आदित गुप्ता ,डा.जतिंद्र ग्रोवर व अन्य •सौ. कालेज

सेमिनार के पहले दिन प्रो रवि इंद्र सिंह प्रोफेसर फाइनांस बिजनेस स्कूल पंजाब यूनिवर्सिटी रोजनल सेंटर, प्रो आदित गुप्ता प्रिंसिपल मायर कालेज आफ एजुकेशन जम्मू, प्रो जतिंदर ग्रोवर, प्रो शिक्षा विभाग पंजाब यूनिवर्सिटी चंडीगढ़ आदि उपस्थित हुए। समारोह की शुरूआत डा.जगजीत सिंह और विद्यार्थियों ने की।

कालेज के प्रिंसिपल डा.प्रगट सिंह गरचा ने कहा कि राष्ट्रीय शिक्षा नीति 2020 हम सभी के लिए बहुत सारे बदलाव, चुनौतियां लेकर आई है जिनसे डरने के बजाए हमें समझने की जरूरत है। सेमिनार से संबंधित करीब 70 रिसर्च पेपरों की किताब का विमोचन किया गया। प्रोफेसर रवि इंद्र सिंह ने राष्ट्रीय शिक्षा नीति 2020 बारे विस्तारपूर्वक जानकारी दी।

- आइसीएसएसआर की अगुआई में सुधार कालेज में राष्ट्रीय सेमिनार की हुई शुरुआत
- विभिन्न विषयों के शिक्षाविदों ने शिक्षा के लिए 'नई सुबह' विषय पर दिए अपने विचार

प्रो आदित गुप्ता ने भारतीय उच्च शिक्षा के वैश्वीकरण के बारे में जानकारी दी। दोपहर के सेशन में प्रोफेसर जतिंद्र ग्रोवर ने पाठ्यक्रम के पुन: डिजाइन द्वारा रोजगार योग्यता के दरार को दूर करने के बारे में जानकारी दी। इसके बाद पैनल चर्चा की गई। इस सेमिनार में मंच संचालन डा.मनु चड्ढा व डा.मिनी शर्मा व डा.जसलीन कौर ने किया। शिक्षाविदों में डा.जगजीत सिंह चराड़, डा.एचएस चराड़, डा. सतविंदर कौर, डा.अमनदीप कौर, डा.सरबजीत कौर, डा. संदीप कटारिया सहित अन्य गणमान्य मौजूद थे। जीएचजी खालसा गवर्निंग काउंसिल के प्रधान मनजीत सिंह गिल, सचिव डा.एसएस बिंद ने कालेज प्रिंसिपल, स्टाफ व विद्यार्थियों को इस राष्ट्रीय सेमिनार के सफलतापूर्वक शुरुआत के लिए बधाई दी।

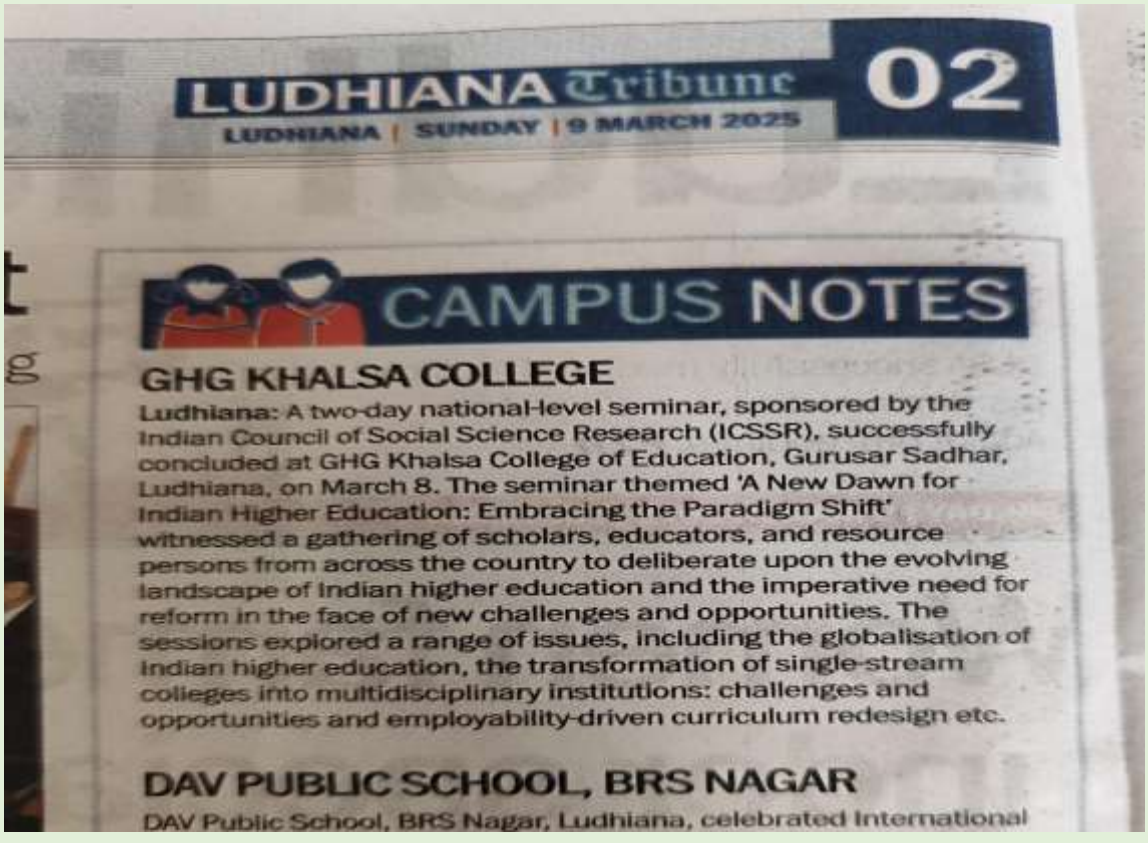
ਜੀਐੱਚਜੀ ਖ਼ਾਲਸਾ ਕਾਲਜ ਗੁਰੂਸਰ ਸੁਧਾਰ ’ਚ ਕੌਮੀ ਸੈਮੀਨਾਰ

ਅਮਰਜੀਤ ਸਿੰਘ ਅਕਾਲਗੜ੍ਹ • ਪੰਜਾਬੀ ਜਾਗਰਣ

ਗੁਰੂਸਰ ਸੁਧਾਰ : ਜੀਐੱਚਜੀ ਖਾਲਸਾ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ ਗੁਰੂਸਰ ਸੁਧਾਰ ਵਿਖੇ ਆਈਸੀਐੱਸਐੱਸਆਰ ਦੀ ਸਪਾਂਸਰਡੀ ਹੇਠ ਭਾਰਤੀ ਸਿੱਖਿਆ ਲਈ ਇਕ ਨਵੀਂ ਸਵੇਰ' ਵਿਸ਼ੇ 'ਤੇ ਦੋ ਰੋਜ਼ਾ ਰਾਸ਼ਟਰੀ ਸੈਮੀਨਾਰ ਦਾ ਸਫ਼ਲਤਾਪੂਰਵਕ ਆਯੋਜਨ ਕੀਤਾ ਗਿਆ। ਦੋ ਦਿਨਾ ਰਾਸ਼ਟਰੀ ਪੱਧਰ ਦੇ ਸੈਮੀਨਾਰ ਦੀ ਸ਼ੁਰੂਆਤ ਡਾ ਜਗਜੀਤ ਸਿੰਘ ਤੇ ਵਿਦਿਆਰਥੀਆਂ ਦੁਆਰਾ ਕਾਲਜ ਸ਼ਬਦ 'ਦੇਹ ਸਿਵਾ ਬਰ ਮੋਹਿ ਇਹੈ' ਦੇ ਜਾਪ ਨਾਲ ਕੀਤੀ ਗਈ। ਕਾਲਜ ਦੇ ਪ੍ਰਿੰਸੀਪਲ ਡਾ ਪ੍ਰਭਜੋਤ ਸਿੰਘ ਗਰਚਾ ਨੇ ਭਾਰਤ ਦੇ ਵੱਖ-ਵੱਖ ਖੇਤਰਾ ਤੋਂ ਆਏ ਸਰੋਤਿਆਂ ਦਾ ਨਿੱਘਾ ਸਵਾਗਤ ਕੀਤਾ। ਇਸ ਸੈਮੀਨਾਰ ਵਿੱਚ 'ਭਾਰਤੀ ਉੱਚ ਸਿੱਖਿਆ ਲਈ ਇਕ ਨਵੀਂ ਸਵੇਰ, ਪੈਰਾਡਾਈਮ ਸ਼ਫ਼ਟ ਨੂੰ ਅਪਣਾਉਣਾ' ਵਿਸ਼ੇ ਤੇ ਦੇਸ਼ ਭਰ ਦੇ ਸਤਿਕਾਰਤ ਵਿਦਵਾਨਾ, ਸਿੱਖਿਅਕਾ ਅਤੇ ਸ੍ਰੋਤ ਵਿਅਕਤੀਆਂ ਦਾ ਇਕੱਠ ਹੋਇਆ। ਜਿਸ ਵਿੱਚ ਭਾਰਤੀ ਉੱਚ ਸਿੱਖਿਆ ਦੇ ਵਿਕਸਤ ਹੋ ਰਹੇ ਦ੍ਰਿਸ਼ ਅਤੇ ਨਵੀਆਂ ਚੁਣੌਤੀਆਂ ਅਤੇ ਮੌਕਿਆਂ ਦੇ ਸਾਹਮਣੇ ਸੁਧਾਰ ਦੀ ਜ਼ਰੂਰੀ ਲੋੜ ਤੇ ਵਿਚਾਰ-ਵਟਾਂਦਰਾ ਕੀਤਾ ਗਿਆ। ਭਾਰਤੀ ਉੱਚ ਸਿੱਖਿਆ ਦਾ ਵਿਸ਼ਵੀਕਰਨ, ਸਿੰਗਲ-ਸਟਰੀਮ ਕਾਲਜਾਂ ਨੂੰ ਬਹੁ-ਅਨੁਸ਼ਾਸਨੀ ਸੰਸਥਾਵਾਂ 'ਚ ਬਦਲਣਾ, ਚੁਣੌਤੀਆਂ, ਮੌਕੇ ਅਤੇ ਰੁਜ਼ਗਾਰ ਅਧਾਰਤ ਪਾਠਕ੍ਰਮ ਮੁੜ ਡਿਜ਼ਾਈਨ ਕਰਨਾ, ਆਈਟੀਈਪੀ ਲਈ ਸੰਸਥਾਗਤ ਤਿਆਰੀ, ਸਾਬਤ ਅਭਿਆਸਾ ਅਤੇ ਰਣਨੀਤਕ ਸੂਝ, ਉੱਚ ਸਿੱਖਿਆ ਦਾ ਭਵਿੱਖ, ਉਭਰ ਰਹੀ ਨੀਤੀ ਦੇ ਲੰਬੇ ਸਮੇ ਦੇ ਪ੍ਰਭਾਵ, ਉੱਚ ਸਿਖਿਆ ਵਿੱਚ ਖੋਜ ਬੁਨਿਆਦੀ ਢਾਂਚੇ ਅਤੇ ਵਿੱਤੀ ਪੱਖ ਨੂੰ ਮਜ਼ਬੂਤ ਕਰਨਾ ਸ਼ਾਮਲ ਸਨ। ਸਮਾਪਤੀ ਵਾਲੇ ਦਿਨ, ਭਾਗੀਦਾਰਾ ਨੇ ਵਿਚਾਰ-ਉਕਸਾਉਣ ਵਾਲੇ ਵਿਚਾਰ-ਵਟਾਂਦਰੇ ਵਿੱਚ ਹਿੱਸਾ ਲਿਆ, ਗੁਣਵੱਤਾ ਵਾਲੀ ਸਿੱਖਿਆ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰਨ, ਅਕਾਦਮਿਕ ਪਰੰਪਰਾਵਾਂ ਨੂੰ ਵਧਾਉਣ ਅਤੇ ਉੱਚ ਸਿੱਖਿਆ ਖੇਤਰ ਦੇ ਅੰਦਰ ਸਮਾਵੇਸ਼ੀ ਵਿਕਾਸ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰਨ ਲਈ ਨਵੀਨਤਾਕਾਰੀ ਹੱਲ ਪੇਸ਼ ਕੀਤੇ।

ਜੀਐੱਚਜੀ ਖ਼ਾਲਸਾ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ ਵਿਖੇ ਕੌਮੀ ਸੈਮੀਨਾਰ ਮੌਕੇ ਆਏ ਮਹਿਮਾਨਾਂ ਨਾਲ ਪ੍ਰਿੰਸੀਪਲ ਡਾ. ਪ੍ਰਭਜੋਤ ਸਿੰਘ ਗਰਚਾ।

ਪ੍ਰਸਿੱਧ ਬੁਲਾਰਿਆ 'ਚ ਪ੍ਰੋ ਕੌਸ਼ਲ ਕਿਸ਼ੋਰ ਮੁਖੀ ਐਜੂਕੇਸ਼ਨਲ ਸਟੱਡੀਜ਼ ਵਿਭਾਗ ਜਾਮੀਆ ਮਿੱਲੀਆ ਇਸਲਾਮੀਆ ਯੂਨੀਵਰਸਿਟੀ ਨਵੀ ਦਿੱਲੀ, ਕੇਦਰੀ ਯੂਨੀਵਰਸਿਟੀ ਆਫ਼ ਹਿਮਾਚਲ ਪ੍ਰਦੇਸ਼ ਦੇ ਸਿੱਖਿਆ ਵਿਭਾਗ ਤੋਂ ਡਾ ਨਵਨੀਤ ਸ਼ਰਮਾ ਅਤੇ ਡਾ ਵਿਜੇ ਕੁਮਾਰ ਚੋਚੀ ਪ੍ਰੋਫੈਸਰ ਤੇ ਡਿਪਟੀ ਡੀਨ ਸਕੂਲ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ ਲਵਲੀ ਪ੍ਰੋਫੈਸ਼ਨਲ ਯੂਨੀਵਰਸਿਟੀ ਫਗਵਾੜਾ ਸ਼ਾਮਲ ਸਨ। ਖ਼ਾਲਸਾ ਯੂਨੀਵਰਸਿਟੀ ਅੰਮ੍ਰਿਤਸਰ ਦੇ ਰਜਿਸਟਰਾਰ ਡਾ ਖੁਸ਼ਵਿੰਦਰ ਕੁਮਾਰ ਨੇ ਸੈਮੀਨਾਰ ਵਿੱਚ ਆਨਲਾਈਨ ਵੀਡੀਓ ਰਾਹੀ ਆਪਣਾ ਭਾਸ਼ਣ ਦਿੱਤਾ। ਸੈਮੀਨਾਰ 'ਚ ਖੋਜਕਤਾਵਾ, ਸਿੱਖਿਅਕਾ ਅਤੇ ਵੱਖ-ਵੱਖ ਅਕਾਦਮਿਕ ਸੰਸਥਾਵਾ ਦੇ ਵਿਦਿਆਰਥੀਆ ਦੁਆਰਾ ਪੋਸ਼ਕਾਰੀਆਂ ਵੀ ਸ਼ਾਮਲ ਸਨ, ਜਿਨ੍ਹਾ ਨੇ ਖੇਤਰ ਵਿੱਚ ਨਵੀਨਤਮ ਰੁਝਾਨ ਅਤੇ ਚੁਣੌਤੀਆਂ ਤੇ ਆਪਣੀਆਂ ਖੋਜ ਦਾ ਪ੍ਰਦਰਸ਼ਨ ਕੀਤਾ। ਸਰਕਾਰੀ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ, ਜੰਮੂ ਤੇ ਡਾ ਰਾਕੇਸ਼ ਭਾਰਤੀ ਦੁਆਰਾ' ਸੰਚਾਲਿਤ ਇੰਟਰਐਕਟਿਵ ਸੈਸ਼ਨ ਵਿੱਚ ਭਾਗੀਦਾਰਾ ਨੂੰ ਪੈਨਲ ਚਰਚਾ ਕਰਨ ਦਾ ਅਤੇ ਆਪਣੇ ਸਵਾਲਾਂ ਦਾ ਜਵਾਬ ਲੈਣ ਦਾ ਮੌਕਾ ਦਿੱਤਾ ਗਿਆ। ਇਹ ਸਮਾਗਮ ਇਕ ਸਮਾਪਤੀ ਸੈਸ਼ਨ ਨਾਲ ਸਮਾਪਤ ਹੋਇਆ, ਜਿੱਥੇ ਕਾਲਜ ਪ੍ਰਿੰਸੀਪਲ ਤੇ ਡਾ ਮਨੂੰ ਚੌਧਾ, ਨੇ ਮਹਿਮਾਨਾ ਅਤੇ ਭਾਗੀਦਾਰਾ ਦਾ ਧੰਨਵਾਦ ਕੀਤਾ।



LUDHIANA Tribune 02

LUDHIANA | SUNDAY | 9 MARCH 2025

CAMPUS NOTES

GHG KHALSA COLLEGE

Ludhiana: A two-day national-level seminar, sponsored by the Indian Council of Social Science Research (ICSSR), successfully concluded at GHG Khalsa College of Education, Gurusar Sadhar, Ludhiana, on March 8. The seminar themed 'A New Dawn for Indian Higher Education: Embracing the Paradigm Shift' witnessed a gathering of scholars, educators, and resource persons from across the country to deliberate upon the evolving landscape of Indian higher education and the imperative need for reform in the face of new challenges and opportunities. The sessions explored a range of issues, including the globalisation of Indian higher education, the transformation of single-stream colleges into multidisciplinary institutions: challenges and opportunities and employability-driven curriculum redesign etc.

DAV PUBLIC SCHOOL, BRS NAGAR

DAV Public School, BRS Nagar, Ludhiana, celebrated International

ਖ਼ਾਲਸਾ ਕਾਲਜ ਸੁਧਾਰ ਵਿਖੇ 'ਰਾਸ਼ਟਰੀ ਸਿੱਖਿਆ ਨੀਤੀ 2020' ਸੰਬੰਧੀ 2 ਰੋਜ਼ਾ ਸੈਮੀਨਾਰ ਦਾ ਆਗਾਜ਼

ਰਾਸ਼ਟਰੀ ਸਿੱਖਿਆ ਨੀਤੀ 2020 ਤੋਂ ਡਰਨ ਦੀ ਬਜਾਏ ਸਾਨੂੰ ਸਮਝਣ ਦੀ ਜ਼ਰੂਰਤ-ਪ੍ਰਿ: ਗਰਚਾ

ਗੁਰੂਸਰ ਸੁਧਾਰ, 9 ਮਾਰਚ (ਜਗਪਾਲ ਸਿੰਘ ਸਿਵੀਆਂ)-ਵਿੱਦਿਅਕ ਗਿਆਨ 'ਚ ਹੋਰ ਵਾਧਾ ਕਰਨ ਲਈ ਅਤੇ ਆਪਣੇ ਅਧਿਆਪਨ ਕੌਸ਼ਲਾਂ ਨੂੰ ਹੋਰ ਅੱਪਡੇਟ ਕਰਨ ਦੇ ਉਦੇਸ਼ ਨਾਲ, ਜੀ.ਐੱਚ.ਜੀ. ਖ਼ਾਲਸਾ ਕਾਲਜ ਆਫ ਐਜੂਕੇਸ਼ਨ, ਗੁਰੂਸਰ ਸਧਾਰ ਵਿਖੇ ਆਈ.ਸੀ.ਐੱਸ.ਐੱਸ.ਆਰ. ਦੀ ਅਗਵਾਈ ਹੇਠ 'ਰਾਸ਼ਟਰੀ ਸਿੱਖਿਆ ਨੀਤੀ 2020' ਸੰਬੰਧੀ 'ਭਾਰਤੀ ਸਿੱਖਿਆ ਲਈ ਇਕ ਨਵੀਂ ਸਵੇਰ' ਵਿਸ਼ੇ 'ਤੇ 2 ਦਿਨਾਂ ਰਾਸ਼ਟਰੀ ਸੈਮੀਨਾਰ ਦਾ ਆਗਾਜ਼ ਕੀਤਾ ਗਿਆ ਹੈ। ਇਸ ਦੋ ਦਿਨਾਂ ਸੈਮੀਨਾਰ ਦੇ ਪਹਿਲੇ ਦਿਨ ਪ੍ਰੋ: ਰਵੀ ਇੰਦਰ ਸਿੰਘ, ਪ੍ਰੋਫੈਸਰ, ਫਾਈਨਾਂਸ ਬਿਜ਼ਨਸ ਸਕੂਲ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਰਿਜਨਲ ਸੈਂਟਰ ਲੁਧਿਆਣਾ, ਪ੍ਰੋ. ਆਦਿਤ

ਭਰਤਵੀਰ ਸਿੰਘ, ਪ੍ਰਧਾਨ ਕੁਲਵੰਤ

ਤਸਵੀਰ: ਭੁਪਿੰਦਰ ਸਿੰਘ ਮੁਰਲੀ

ਗੁਪਤਾ, ਪ੍ਰਿੰਸੀਪਲ, ਮਾਇਰ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ, ਜੰਮੂ, ਪ੍ਰੋ. ਜਤਿੰਦਰ ਗਰੋਵਰ, ਪ੍ਰੋਫੈਸਰ, ਸਿੱਖਿਆ ਵਿਭਾਗ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ; ਡਾ: ਜਸਪਾਲ ਸਿੰਘ, ਡਾਇਰੈਕਟੋਰੇਟ ਆਫ਼ ਡਿਸਟੈਂਸ ਸਿੱਖਿਆ, ਜੰਮੂ ਯੂਨੀਵਰਸਿਟੀ, ਜੰਮੂ ਨੇ ਵਿਸ਼ੇਸ਼ ਸ੍ਰੋਤ ਵਿਅਕਤੀ ਵਜੋਂ ਸ਼ਿਰਕਤ ਕੀਤੀ। ਕਾਲਜ ਪ੍ਰਿੰਸੀਪਲ ਡਾ. ਪਰਗਟ ਸਿੰਘ ਗਰਚਾ ਨੇ ਵੱਖ-ਵੱਖ ਖੇਤਰਾਂ ਤੋਂ ਆਏ ਸਰੋਤਿਆਂ ਦਾ ਨਿੱਘਾ ਸਵਾਗਤ ਕੀਤਾ। ਡਾ. ਗਰਚਾ ਨੇ ਕਿਹਾ ਕਿ ਰਾਸ਼ਟਰੀ ਸਿੱਖਿਆ ਨੀਤੀ 2020 ਸਾਡੇ ਸਾਰਿਆਂ ਲਈ ਬਹੁਤ ਸਾਰੇ ਬਦਲਾਅ, ਚੁਣੌਤੀਆਂ ਆਦਿ ਲੈ ਕੇ ਆਈ ਹੈ, ਜਿਨ੍ਹਾਂ ਤੋਂ ਡਰਨ ਦੀ ਬਜਾਏ ਸਾਨੂੰ ਸਮਝਣ ਦੀ ਜ਼ਰੂਰਤ ਹੈ। ਇਸ ਤੋਂ ਬਾਅਦ ਇਸ ਸੈਮੀਨਾਰ ਨਾਲ ਸੰਬੰਧਿਤ ਤਕਰੀਬਨ 70 ਖੋਜ ਪਰਚਿਆਂ ਦੀ ਕਿਤਾਬ ਦੀ ਘੁੰਡ ਚੁਕਾਈ ਕੀਤੀ ਗਈ। ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਰਿਜਨਲ ਸੈਂਟਰ ਲੁਧਿਆਣਾ ਦੇ ਫਾਈਨਾਂਸ ਬਿਜ਼ਨਸ ਸਕੂਲ ਦੇ ਪ੍ਰੋਫੈਸਰ ਰਵੀ ਇੰਦਰ ਸਿੰਘ ਨੇ ਆਪਣੇ ਮੁੱਖ ਭਾਸ਼ਨ 'ਚ ਰਾਸ਼ਟਰੀ ਸਿੱਖਿਆ ਨੀਤੀ 2020 ਬਾਰੇ ਵਿਸਥਾਰਪੂਰਵਕ ਚਾਨਣਾ ਪਾਇਆ। ਮਾਇਰ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ ਦੇ ਪ੍ਰਿੰਸੀਪਲ ਪ੍ਰੋ. ਅਦਿਤ ਗੁਪਤਾ ਨੇ ਭਾਰਤੀ ਉੱਚ ਸਿੱਖਿਆ ਦੇ ਵਿਸ਼ਵੀਕਰਨ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦਿੱਤੀ। ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ ਦੇ ਸਿੱਖਿਆ ਵਿਭਾਗ ਤੋਂ ਪ੍ਰੋਫੈਸਰ ਜਤਿੰਦਰ ਗਰੋਵਰ ਨੇ ਪਾਠਕ੍ਰਮ ਦੇ ਪੁਨਰ ਡਿਜ਼ਾਈਨ ਰਾਹੀਂ ਰੁਜ਼ਗਾਰਯੋਗਤਾ ਦੇ ਪਾੜੇ ਨੂੰ ਦੂਰ ਕਰਨ ਬਾਰੇ ਭਾਸ਼ਨ ਦਿੱਤਾ। ਜੰਮੂ ਯੂਨੀਵਰਸਿਟੀ ਦੇ ਡਾਇਰੈਕਟੋਰੇਟ ਆਫ਼ ਡਿਸਟੈਂਸ ਸਿੱਖਿਆ ਤੋਂ ਡਾ: ਜਸਪਾਲ ਸਿੰਘ ਨੇ 'ਸਿੰਗਲ-ਸਟ੍ਰੀਮ ਕਾਲਜਾਂ ਨੂੰ ਬਹੁ-ਅਨੁਸ਼ਾਸਨੀ ਸੰਸਥਾਵਾਂ ਵਿਚ ਬਦਲਣਾ, ਚੁਣੌਤੀਆਂ ਅਤੇ ਮੌਕੇ ਵਿਸ਼ੇ 'ਤੇ ਆਪਣੇ ਵਿਚਾਰ ਦਿੱਤੇ। ਇਸ ਸਾਰੇ ਸੈਮੀਨਾਰ ਦੌਰਾਨ ਮੰਚ ਸੰਚਾਲਨ ਡਾ. ਮਨੂੰ ਚੱਢਾ, ਡਾ. ਮਿੰਨੀ ਸ਼ਰਮਾ ਅਤੇ ਡਾ. ਜਸਲੀਨ ਕੌਰ ਨੇ ਕੀਤਾ। ਇਸ ਮੌਕੇ ਡਾ. ਜਗਜੀਤ ਸਿੰਘ ਬਰਾੜ, ਡਾ. ਐੱਚ. ਐੱਸ. ਬਰਾੜ, ਡਾ. ਸਤਵਿੰਦਰ ਕੌਰ, ਡਾ. ਅਮਨਦੀਪ ਕੌਰ, ਡਾ. ਸਰਬਜੀਤ ਕੌਰ, ਡਾ. ਸੰਦੀਪ ਕਟਾਰੀਆ ਆਦਿ ਹਾਜ਼ਰ ਸਨ। ਜੀ.ਐੱਚ.ਜੀ. ਖ਼ਾਲਸਾ ਗਵਰਨਿੰਗ ਕੌਂਸਲ ਦੇ ਪ੍ਰਧਾਨ ਸ. ਮਨਜੀਤ ਸਿੰਘ ਗਿੱਲ ਅਤੇ ਸਕੱਤਰ ਡਾ. ਐੱਸ.ਐੱਸ. ਬਿੰਦ ਨੇ ਕਾਲਜ ਪ ਿੰਸੀਪਲ, ਸਟਾਫ਼ ਅਤੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਇਸ ਦੋ ਦਿਨਾ ਰਾਸ਼ਟਰੀ ਸੈਮੀਨਾਰ ਦੇ ਸਫ਼ਲਤਾਪੂਰਵਕ ਆਗਾਜ਼ ਲਈ ਵਧਾਈ ਦਿੱਤੀ।

ਸੈਮੀਨਾਰ ਨਾਲ ਸੰਬੰਧਿਤ ਤਕਰੀਬਨ 70 ਖੋਜ ਪਰਚਿਆਂ ਦੀ ਕਿਤਾਬ ਦੀ ਘੁੰਡ ਚੁਕਾਈ ਕਰਦੇ ਹੋਏ ਜੀ.ਐੱਚ.ਜੀ. ਖ਼ਾਲਸਾ ਗਵਰਨਿੰਗ ਕੌਂਸਲ ਦੇ ਪ੍ਰਧਾਨ ਮਨਜੀਤ ਸਿੰਘ ਗਿੱਲ ਅਤੇ ਸਕੱਤਰ ਡਾ. ਐੱਸ.ਐੱਸ. ਬਿੰਦ, ਕਾਲਜ ਪ੍ਰਿੰਸੀਪਲ ਡਾ. ਗਰਚਾ ਅਤੇ ਹੋਰ। ਤਸਵੀਰ: ਜਸਵੀਆਂ

ਅਜੀਤ
10-Mar-2025
Page: 6
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ਜਗਰਾਓਂ ਅਜੀਤ 6
ਸੋਮਵਾਰ, 10 ਮਾਰਚ 2025

ਖ਼ਾਲਸਾ ਕਾਲਜ ਸੁਧਾਰ ਵਿਖੇ 'ਰਾਸ਼ਟਰੀ ਸਿੱਖਿਆ ਨੀਤੀ 2020' ਸੰਬੰਧੀ 2 ਰੋਜ਼ਾ ਸੈਮੀਨਾਰ ਦਾ ਆਗਾਜ਼

ਰਾਸ਼ਟਰੀ ਸਿੱਖਿਆ ਨੀਤੀ 2020 ਤੋਂ ਡਰਨ ਦੀ ਬਜਾਏ ਸਾਨੂੰ ਸਮਝਣ ਦੀ ਜ਼ਰੂਰਤ-ਪ੍ਰਿ: ਗਰਚਾ

Office Order

Duty List for National Seminar on 07-08 March. 2025

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

Dr. Mini Sharma
(Convenor)

Dated: 17.02.2025

Chief Co-ordinator

Principal
G.H.G. KHALSA COLLEGE
OF EDUCATION
Gurusar Sadhar (Ludhiana)141104