

**Proceedings of National Seminar (04.02.2023)**

**Proceedings of  
National Seminar  
on  
NEP – 2020: Towards a Multidisciplinary Approach to Education**



**Sponsored by**  
*College Development Council, Panjab University, Chandigarh*  
**in collaboration with**  
*Council for Teacher Education Foundation*

**Dated: February 4, 2023**

# Proceedings of National Seminar (04.02.2023)



## Registration Link

<https://forms.gle/JrWtk5GZrgpWS4Xi7>

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

## Organizing Committee

Dr. Manu Chadha

IQAC Coordinator

Dr. Ramandeep Kaur Sidhu

Organising Secretary

Dr. Rachhpal Singh

Mr. Guru Trisha Singh

Co- Organizers

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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 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 PU, Chd.

The College has been accredited Grade 'A' (CGPA 3.30) 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.



INTERNAL QUALITY ASSURANCE CELL

of

**GHG Khalsa College of Education**

*Gurur Sadhar, Ludhiana*

organizes

## NATIONAL SEMINAR

ON

**NEP 2020: Towards a  
Multidisciplinary Approach  
to Education**

Sponsored by

**COLLEGE DEVELOPMENT COUNCIL**

**PANJAB UNIVERSITY,**

**CHANDIGARH**

in Collaboration with

*Council For Teacher Education  
Foundation*

**February 04, 2023**

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*Secretary, GHG Khalsa Colleges, Governing Council*

**Convenor**

**Dr. Pargat Singh Garcha**

*Principal, GHG Khalsa College of Education  
Gurur Sadhar, Ludhiana*



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## About the Seminar

National Education Policy 2020 is a comprehensive document with the main purpose to improve the quality of education at different levels. NEP 2020 is focusing upon more inclusive and multidisciplinary education.

Multidisciplinary learning is an innovative medium through which students can learn sciences, technologies, mathematics with liberal arts, humanities, languages, social sciences, professional skills, vocational skills, ethics, morality, human values and so on at the same time. It aims at overall development which means students can have knowledge or mastery across fields through access to infrastructure, trained teachers and other facilities at the higher education institutes.

The NEP 2020 envisages the revision of the Choice Based Credit System (CBCS) for instilling innovation and flexibility. It also envisages setting up of facilitative norms for issues, such as credit transfer, equivalence, etc., and moving towards a criterion-based grading system that assesses student achievement based on the learning goals for each programme, and moving away from high-stakes examinations towards more continuous and comprehensive evaluation. The policy supports the establishment of an Academic Bank of Credit (ABC) which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account the credits earned. Therefore, it must be ensured that foreign universities and local private institutions work with government institutions to attain the goal of multidisciplinary education. In a nutshell NEP 2020 is a framework for New India with quantum changes in the education system.

This seminar will be an attempt to present Multidisciplinary learning in the direction of quality improvement in higher education as per the context of new NEP 2020.

## Sub Themes

- Multidisciplinary Focus of NEP 2020 - Transforming the Standalone Colleges into Multidisciplinary Institutions
- Choice Based Credit System (CBCS): A Better Choice in Education System
- Academic Bank of Credit: Panacea for the Higher Education System?
- Multidisciplinary and Holistic Approach: Overall Personality Development
- NEP 2020: Undergraduate Education Reform in context of Multidisciplinary Approach
- Multidisciplinary Teaching: An Approach to Active Learning

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

## Details for Payment are given below:

A/c Holder Name :  
Principal , GHG Khalsa College of Education  
Gurusar Sadhar, Ludhiana

Account Number : 018701000026600  
IFSC Code : IOBA0000187  
Bank name : Indian Overseas Bank, AG, Sudhar

## Registration Fee :

Rs. 300/- (Paper Presentation)  
Rs. 200/- (only Participation)  
Rs. 500/- (Publication Fee)+ 300/-  
(Additional Authors)

## 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 published in the March 2023 Issue of GHG Journal of Sixth Thoughts (Peer Reviewed Journal) or The Book with ISBN from national level publisher.
- You are requested to send your full papers along with Abstract at the research cell mail id - [ghgresearchcell@gmail.com](mailto:ghgresearchcell@gmail.com)
- Last date for Submission of Complete Paper- January 31, 2023

Receipt of payment should be sent to  
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## **Proceedings of National Seminar (04.02.2023)**

**Dated: February 4, 2023**

GHG Khalsa College of Education, Gurusar Sadhar, Ludhiana, organized a National Seminar on the theme NEP – 2020: Towards a Multidisciplinary Approach to Education sponsored by College Development Council, Panjab University, Chandigarh in collaboration with Council for Teacher Education Foundation (CTEF) on February 4, 2023. Dr. Latika Sharma, Prof. and Fellow, Panjab University Chandigarh and Dr. Khushvinder Kumar, Principal M.M. Modi College, Patiala were the resource persons for the first and second session of the seminar respectively. Nearly 110 delegates including teacher educators, teachers and Principals of various schools and colleges attended the National seminar.

### **Introduction of Guests**

The event commenced with the recitation of College Shabad and the lightning of the ceremonial lamp. Dr. Manu Chadha, Associate Professor, GHG Khalsa College of Education introduced the guests to the audience and briefly introduced the relevance of the theme of the seminar. Setting the stage for the upcoming deliberations of the National seminar she added that national education policy-2020 has brought about with it radical transformations for the Indian education system at all the tiers of education. The government has already begun the execution of the policy at the grass root levels and has started inviting suggestions from the educationists from every walk of life. As the academicians are unfolding the different layers of the NEP document and interpreting the proposals and provisions laid in it, several clarifications are being sought by the practitioners and stakeholders.

### **Theme Exposition**

This National seminar was organised to join several heads together and precisely interpret the significant features of the policy. Dr Pargat Singh Garcha, Principal of the host college, formally introduced the theme of the seminar. He added that India is witnessing the transition stage whereby the NEP-2020 and its provisions are being gradually embedded in the educational system. This will surely bring about a significant change in the current scenario and lead to overhauling of the education from the early childhood stage up to the university level. Quoting the examples of

## Proceedings of National Seminar (04.02.2023)

Educational system and teacher education system of Finland, Singapore and Canada, he added that these countries are examples of quality education which should be provided in democratic and welfare countries like India. A close analysis of the teacher education system prevalent in these countries gives a visionary perspective of preparing teachers who can become the real drivers of change in the social and economic scenario of India. He expressed his concern that execution of national policies in India needs to be strengthened if best results of finely framed policies by intelligentsia of India have to be obtained. Kothari Commission of 1964-66 was a very Mighty document which proposed many useful suggestions on the role of teachers at different levels of education. NEP -2020 resembles the Kothari Commission as it also describes the importance of teachers in delivering education to the masses and helps in nation building.

### First Session

After the brief exposition of the theme by Dr Pargat Singh Garcha, Dr Ramandeep Sidhu, introduced the first resource person Dr Latika Sharma, Professor & Fellow, Panjab University, Chandigarh. She acquainted the delegates with the enriched academic and professional profile of Dr Sharma. She then invited her on the dais for the deliberations on the **first sub theme of the National seminar- Academic Bank of Credits: Panacea for the Higher Education System**. Dr Latika Sharma, renowned educationist, has been working on the national education policy since its draft came out in 2019. She was also instrumental in giving valuable suggestions on the draft when it was in the stage of making. She is currently engaged in exploring the nuances of national education policy since its implementation in 2020. Dr Sharma reiterated that a gigantic shift in the educational system was on the verge and to bring about this change an entire restructuring of the educational system is required. She started her discussion by explaining the role of the National Credit framework as proposed by the national education policy 2020 which aims to promote lifelong learning and education. NEP through ABC, which is Academic Bank of Credits proposes to give due credit to all the informal and non formal education acquired by the learner along with his formal education. According to NEP the student will get credits for all types of learning he engages in during his educational journey. But framing of credits for different types of learning dealing with various walks of life, will require enormous amounts of effort and a great deal of brainstorming by the academicians.

## Proceedings of National Seminar (04.02.2023)

1. She then explained about the '**National Credit Framework**' (NCrF) **draft** which has been proposed by the Ministry of Education to bring the entire education system, from school to university, into the academic 'credit' regime and has sought public view. The new framework is a part of the **National Education Policy**.
  - I. According to the framework, an academic year will be defined by the number of hours a student puts in. Credits will be provided to them accordingly at the end of each academic year.
  - II. The framework has been formulated under the University Grants Commission (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, notified in July 2021.
  - III. **Credit System:** The report of the high-level committee on the NCrF, put out in public domain, proposes credit levels from class 5 onward itself - which will be credit level 1, going up to credit level 7 and 8 with post-graduation and a doctorate, respectively.
  - IV. Credit levels will increase by 0.5 for every year of learning.
  - V. **Earning Credit:** The total 'Notional Learning hours in a year' for assignment of Credits will be 1200 hours. A minimum of 40 credits may be earned for 1200 hours of learning every year with 20 credits per semester of six months. Each Credit will come with 30 hours of learning- 30 hours per credit.
  - VI. Notion learning hours in the context of NCrF means time spent not just in classroom teaching, but also in a range of co-curricular and extracurricular activities. The list of such activities includes sports, yoga, performing arts, music, social work, NCC, vocational education, as well as on-the-job training, internships or apprenticeships.
  - VII. **Easy Entry and Exit:** The credit transfer mechanism will also **enable a student/ learner to enter and exit the educational ecosystem, both general and vocational**, at any point of time. In such cases due weightage is given to work experience gained or any other training undertaken by the learner.
  - VIII. **Due Attention to Co-Curricular Activities:** The new credit framework will **not have any hard separation between Curricular and Co-Curricular**, or various disciplines and will count in performance on -classroom teaching/learning/laboratory work/class projects; Sports and games, etc.



## Proceedings of National Seminar (04.02.2023)

- IX. **Aadhaar-enabled student registration:** An Aadhaar-enabled student registration will take place. After student registration, an **Academic Bank of Credit (ABC)** account will be opened. The deposit of degree and credits will take place in those accounts. There will be a knowledge locker along the lines of DigiLocker. **Academic Bank of Credit:** The recently introduced **Academic Bank of Credit (ABC)** for higher education will be expanded to allow for end-to-end management of credits earned from school education onwards and will also include vocational education and trainings, it is envisaged.
2. Dr Latika also talked about the 4-year undergraduate program proposed by NEP -2020 for students to experience a holistic education, with the fourth year of the programme focusing on the research component. She explained: **Provision for Multiple Entry and Multiple exit (MEME) where a student can exit and rejoin again in between a degree program within a period of 7 years.**
- **The four year undergraduate programme** will offer multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.
  - She took up an **example** where she said that a student of BSc can get admission in IIT, IIT will have to give 10% weightage to the provision of lateral entry at the same time the institution can have its own admission criteria where merit, entrance exam or both maybe considered before allowing the student in the institution.
  - **Master's programmes:** HEIs will have the flexibility to offer different designs of Master's programmes: (a) there may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme; (b) for students completing a 4-year Bachelor's programme with Research, there could be a 1-year Master's programme; and (c) there may be an integrated 5-year Bachelor's/Master's programme. Undertaking a Ph.D. shall require

## Proceedings of National Seminar (04.02.2023)

either a Master's degree or a 4-year Bachelor's degree with Research. The M.Phil. programme shall be discontinued.

3. **Collaboration and sharing of resources-** She further explained about the multiple ways such as collaboration, merging and clustering as suggested in NEP- 2020 between institutions to achieve the characteristics of a multidisciplinary institution. The physical proximity of the institutions should be such that they can share physical and human resources and ensure easier student and faculty mobility. Research collaborations and sharing of human and material resources will further facilitate multiple entry and exit of students and also promote continuity in learning. She emphatically put forward that NEP- 2020 has placed the entire sustenance of the higher educational institutions on 2 keywords which are collaboration and flexibility. After acquainting the delegates about the major provisions of NEP-2020, Dr. Latika Sharma explain the ABC of National Education Policy through a PowerPoint presentation:
4. **ABC of National Education Policy-2020-** ABC is an educational digital platform created to facilitate students' seamless mobility between or within degree granting higher education institutions(HEIs) through a formal system of credit recognition, credit accumulation, credit transfer and credit redemption In order to promote distributed and flexible teaching and learning. The ABC platforms will provide students with the opportunity to register for a unique ABC ID and interactive dashboard to see their credit accumulation and options to begin a Choice Based Credit transfer mechanism.

In addition the student self registration module will enable accurate identification of candidates who want to check and transfer the credits depending on their needs.

### Features of ABC platform

Register yourself under ABC → Select credits of your choice for transfer → ABC send AI for verification→ On approval credit will be redeemed for your desired course

#### 1. The process of registration:

- Students register with their mobile number through digilocker.
- a unique ABC ID is allotted.
- ID can be shared to all academic Institutions with which the student is enrolled.

#### 2. Login Process

- Students log in with an OTP from a registered mobile number.



## Proceedings of National Seminar (04.02.2023)

- Students access ABC dashboard.
- Credits mapped to ABC ID are displayed on the dashboard.

### 3. Transfer Initiation Process:

- Student selects credits of his/her choice
- Initiates transfer by selecting the beneficiary Instt.
- Provides additional details necessary for transfer

#### Request Status

- Student can check the request status
- Gets notified of the credit transfer
- All credit trails are maintained and reflected in student's account

### 4. Credit Transfer Process

- Academic Institution (AI) checks the eligibility of the transfer request based on the UGC Guidelines
- The AI approves/rejects credit transfer request partially or fully based on the course structure
- Provides reason for approval/rejection in the remarks column

### 5. Efforts being made by universities to accelerate the process of NEP-2020 execution:

- **Example of Delhi University:** The University has already started preparing syllabus according to the four year undergraduate program proposed by national education policy 2020 in a phased manner. And year wise syllabus is being prepared and being implemented simultaneously for the undergraduate program.
- **Example of Panjab University Chandigarh:** The University has also begun the implementation of NEP proposals in a step wise manner. The credits for PG courses have already been calculated and mentioned in the syllabus of respective PG courses.

For the undergraduate courses the University has integrated skill enhancement, ability enhancement, value inculcation etc in the syllabus. The SWAYAM portal is allowed for multi disciplinary learning. One teacher is made the coordinator of the SWAYAM program. The students can take any online course available on the portal in their first three semesters.

## **Proceedings of National Seminar (04.02.2023)**

### **Second Session**

Dr. Rachhpal Singh summed up the session and thanked the resource person for the informative talk on the chosen theme. He further introduced the second resource person for the second session of the National seminar, Dr. Khushwinder Kumar and presented an illustrious account of his academic and professional achievements. Dr Khushvinder Kumar has served the field of education as a researcher, writer, an assessor member, NAAC Bangalore, member NCTE, Peer team, Member Board of Studies in Education, Punjab University Chandigarh. He spoke on the topic Multi disciplinary focus of NEP - 2020- Transforming the stand alone colleges into multi disciplinary institutions.

Dr. Khushwinder Kumar began his deliberations by quoting examples from India's rich past, great educationists like Mahatma Gandhi, Rabindranath Tagore, Swami Vivekanand, Lala Lajpat Rai who contributed a lot in lifting the Indian education system during the British Raj. These were the people who were great visionaries and promoted education based on Indian ethos and values. In the present times Indian education system has received a great setback because of degradation in the value system and also because education has not been able to help our youth procure their bread and butter decently. The launching of national education policy 2020 has brought a ray of hope to the Indian education system as it aims to ensure multidisciplinary education for a holistic development of our youth. The policy envisages that all stand alone institutions will be converted to multidisciplinary Institutions by 2030. This will bring about revolutionary changes in the Indian education scenario whereby the students will not be confined within the boundaries of one chosen discipline, they will be allowed to learn according to their interest and abilities facilitating cross disciplinary, interdisciplinary and multidisciplinary environments in the HEIs. Dr Khushvinder Kumar cited the examples of private universities like Lovely University, Thapar University, Chandigarh University who have taken the initiative in adopting the provisions of national education policy 2020.

**He then explained the provisions for starting multidisciplinary institutions as laid in NEP-2020 through a PowerPoint presentation. The key highlights of his deliberations were:**

- I. **All existing stand-alone TEIs must aim to become multidisciplinary HEIs by 2030.**  
Because teacher education requires multidisciplinary inputs, all programmes for the initial

## **Proceedings of National Seminar (04.02.2023)**

preparation of professionally trained teachers will be moved into multidisciplinary HEIs in a phased manner.

### **II. Approaches Towards the Setting Up of Multidisciplinary HEIs**

- Academic collaboration between institutions, through HEI clusters, leading to multidisciplinary education and research in different modes.
- Merger of single-stream institutions with other multidisciplinary institutions under the same management or different management.
- Strengthening of institutions by adding departments in subjects such as: Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation and other subjects as needed for a multidisciplinary institution.

### **III. He went further explaining the multidisciplinary approach:**

- Multi disciplinary approach would mean the integration of humanity and arts with Science, Technology, Engineering and mathematics (STEM)
- A Holistic multi-disciplinary education would be provided in such institutions.
- Community engagement projects value based education, Global citizenship education, internship with local industry will be some key features of such an approach.

### **IV. Academic Collaboration between Institutions Leading to Multidisciplinary Education and Research**

#### **1. Institutional collaboration leading to the award of dual-major degree.**

- B.Ed (HEI 1) + BA (HEI 2)→ITEP
- The approval process and degree-awarding will be under the purview of the affiliating universities; The physical proximity of the institutions is the operational requirement. The institution will have to enter into a written Memorandum of Understanding (MoU) with its partner institution(s) for collaboration. The student's tuition fee may be charged only for the residential period in the concerned HEIs. Transcript or degree indicating the courses the student has taken at the partner institution.

#### **2. Collaboration between two institutions for the award of dual degree**

- BSc(HEI 1) + MBA (HEI 2) + BSc MBA

## **Proceedings of National Seminar (04.02.2023)**

- Eligibility to the dual degree programme will be as per the eligibility criteria in terms of qualifying examinations, minimum marks and any other factors as set for the programme by the partnering institutions.
- Joint seat allocation, first degree at the host Institute and second at partnering Institute without going through the admission process; fees as per the resident Institute.

### **3. Merger of HEIs**

#### **A. Under the same management**

- Management can convert them by promoting collaboration with their sister single disciplinary and/ or Multi disciplinary institutions.
- The Managing trust or Society of the Institutions should submit an undertaking to the effect that the Institutions under its management will merge in accordance with rules of the state government, affiliating University and/ or the regulatory body.

**B. Under different managements-** A private institution desirous of merging with a single stream institution / multidisciplinary institution of another registered society or trust, may apply, with the approval of the affiliating university, to become a part of it as per the procedure of the Societies Registration Act or Trust Act, as the case may be.

### **V. Strengthening of Institutions: Adding new departments**

#### **1. In stand-alone Teacher Education Institutes (TEIs):**

- NEP 2020 has recommended opening various departments needed for a multi disciplinary institution including: languages, literature, music, philosophy, indology, art, dance, theatre, education, mathematics, statistics, pure and Applied Sciences, sociology, economics, Sports, translation and interpretation, and other subjects.
- HEIs may open such departments in a phased manner.
- All existing stand alone TEIs must aim to become multidisciplinary HEIs .

#### **2. In multidisciplinary universities/ colleges**

- Multidisciplinary universities and Multidisciplinary colleges must also aim to establish departments of education.



## **Proceedings of National Seminar (04.02.2023)**

- DoE aside from teaching and research, can also offer four year - integrated programmes, in collaboration with other departments.

**VI. Dr. Khushwinder further discussed public notice F. No. 1-1/202 1 (CBCS/QIP) 17.03.2022 the provisions of which were:**

- The national education policy 2020 envisioned that institutions and faculty will have the autonomy to innovate within a broader framework of higher education qualifications that ensures consistency across institutions and programmes and also across ODL, online and traditional in-class modes.
- The task force visited the guidelines and renamed it as Curriculum Framework and Grading System for 4 year Undergraduate Program Draft.
- The draft framework seeks to equip students with the capacities in fields across the arts, humanities, languages , Natural sciences, social sciences, soft skills, complex problem solving, critical thinking, Creative thinking, communication skills, along with rigorous specialization in one or more subject areas.

**VII. The resource person further highlighted the objectives of teacher education as enlisted in NEP-202**

- Creating a pool of school teachers who will shape the next generation.
- To provide multidisciplinary perspectives and knowledge, formation of dispositions and values and development of practice under the best mentors.
- To provide teacher education grounded in Indian values, languages, knowledge ethos and traditions including tribal traditions, while also being well versed in the latest advances in education and pedagogy.
- All multidisciplinary universities will aim to establish education departments which besides conducting cutting edge research In various aspects of education, will also run B.Ed programmes.

**VIII. He further pondered upon the changed role of the education department in higher education institutions once they become an integral part of HEI's in a Multidisciplinary framework. He enlisted the roles as under**

1. Collaboration and linkage
2. Multidisciplinarity

## **Proceedings of National Seminar (04.02.2023)**

3. Program tenure
4. CBCS blueprint
5. OERs
6. Community engagement projects
7. Entry /exit certificate
8. Research and development cell

Dr Khushvinder Kumar called upon the Teacher education Institutions to take up the initiative in adopting the policy as soon as possible and also engage in seminars and conferences to spread awareness among other disciplines about the nuances of NEP 2020. He expressed his hope that the implementation of this policy will make education and society open to new changes and experimentation. It will strengthen the research and quality of research being conducted in Indian educational institutions. Further students who learn under multidisciplinary circumstances will be more prepared to handle the complexities and competitions of the world of work.

A panel discussion was carried out on the completion of Dr Khushvinder Kumar's enriching discourse. Healthy discussions were carried out in which participants asked their doubts which were satisfactorily answered by the panelists on desk; Dr Latika Sharma, Dr Khushvinder Kumar, Dr Pargat Singh Garcha and Dr Harpreet Singh. Following were the queries addressed by the panlists

**Q Whether the Indian educational system is ready to adopt national education policy 2020 in its true spirit?**

A- Dr Latika Sharma answered that we need to change our approach towards the policies and programs and instead of focusing on the “what” of any policy we need to focus upon the “how” of the policy. Multi disciplinary wood ensures flexibility and optimum utilization of resources, Hence it is the duty of every practitioner to accept this upcoming change and gear themselves up to work in a more demanding and competitive situation.

**Q- Why does the NEP 2020 not mention the new challenges like Brain drain being faced by educational institutions throughout India?**

A- Dr Latika Sharma replied that NEP 2020 will bring with it multi disciplinary and a vibrant community in educational institutions. It will introduce variety; bring more liveliness as the students will be able to choose subjects across disciplines. This will automatically ensure that the

## Proceedings of National Seminar (04.02.2023)

demands of students are met within the boundaries of our country and they do not have to seek admission to foreign universities for flexible courses. Putting more variety in the basket will attract students with different choices. But here the practitioners have to take a leading role by conveying the policy to the stakeholders.

Dr Harpreet also answered the same question, he said it is not a policy which fails it is always the action plan which fails. Instead of reproducing the textbook in the classroom we need to focus on training skills in our students and produce wholesome packages which are easily employed in the world of work.

The National Seminar concluded with the formal honoring ceremony of the guests and vote of thanks delivered by Dr. Jasleen Kaur.



## Proceedings of National Seminar (04.02.2023)





## Proceedings of National Seminar (04.02.2023)



## Proceedings of National Seminar (04.02.2023)





## Proceedings of National Seminar (04.02.2023)



## ਸਿੱਖਿਆ ਨੀਤੀ 2020 ਵਿਸ਼ੇ 'ਤੇ ਖਾਲਸਾ ਕਾਲਜ ਸਧਾਰ ਵੱਲੋਂ ਰਾਸ਼ਟਰੀ ਸੈਮੀਨਾਰ ਦਾ ਆਯੋਜਨ

ਗੁਰੂਸਰ ਸੁਧਾਰ, 4 ਫਰਵਰੀ (ਹਰਪ੍ਰੀਤ ਲਾਡੀ ਸਿੰਘ) - ਕਾਲਜ ਡਿਵੈਲਪਮੈਂਟ ਕੌਂਸਲ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ ਦੀ ਰਹਿਨੁਮਾਈ ਹੇਠ ਕੌਂਸਲ ਫਾਰ ਟੀਚਰ ਐਜੂਕੇਸ਼ਨ ਫਾਊਂਡੇਸ਼ਨ ਦੇ ਸਹਿਯੋਗ ਨਾਲ ਜੀ.ਐੱਚ.ਜੀ. ਖਾਲਸਾ ਕਾਲਜ ਆਫ ਐਜੂਕੇਸ਼ਨ ਵਿਖੇ 'ਰਾਸ਼ਟਰੀ ਸਿੱਖਿਆ ਨੀਤੀ 2020 : ਸਿੱਖਿਆ ਲਈ ਇੱਕ ਬਹੁ-ਅਨੁਸ਼ਾਸਨੀ ਪਹੁੰਚ ਵੱਲ' ਇੱਕ ਰੋਜ਼ਾ ਰਾਸ਼ਟਰੀ ਸੈਮੀਨਾਰ ਕਰਵਾਇਆ ਗਿਆ। ਇਸ ਮੌਕੇ ਸਿੱਖਿਆ ਵਿਭਾਗ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜ੍ਹ ਤੋਂ ਪ੍ਰੋਫੈਸਰ ਲੋਤਿਕਾ ਸ਼ਰਮਾ ਅਤੇ ਡਾ. ਖੁਸ਼ਵਿੰਦਰ ਕੁਮਾਰ, ਪ੍ਰਿੰਸੀਪਲ ਐਮ.ਐਮ. ਮੋਦੀ ਕਾਲਜ,



ਪਟਿਆਲਾ ਨੇ ਮੁੱਖ ਸ਼੍ਰੇਣੀ ਬੁਲਾਰੇ ਦੇ ਤੌਰ ਤੇ ਸ਼ਿਰਕਤ ਕੀਤੀ। ਸਮਾਗਮ ਦੀ ਸ਼ੁਰੂਆਤ ਕਾਲਜ ਸ਼ਬਦ 'ਦੇਹ ਸਿਵਾ' ਬਰ ਮੋਹਿ ਇਹੋ' ਨਾਲ ਕੀਤੀ ਗਈ। ਇਸ ਮਗਰੋਂ ਕਾਲਜ ਪ੍ਰਿੰਸੀਪਲ ਡਾ. ਪਰਗਟ ਸਿੰਘ ਗਰਚਾ, ਕੁਝ ਗੁਆਂਢੀ ਕਾਲਜਾਂ ਦੇ ਪ੍ਰਿੰਸੀਪਲ ਸਾਹਿਬਾਨ, ਮੁੱਖ ਬੁਲਾਰੇ ਅਤੇ ਸੀਨੀਅਰ ਪ੍ਰੋਫੈਸਰ ਸਾਹਿਬਾਨ ਨੇ ਸ਼ਮੂਲੇਤਾ ਕਰਨ ਦੀ ਰਸਮ ਅਦਾ ਕੀਤੀ। ਇਸ ਮੌਕੇ ਬੋਲਦਿਆਂ ਕਾਲਜ ਪ੍ਰਿੰਸੀਪਲ ਡਾ. ਪਰਗਟ ਸਿੰਘ ਗਰਚਾ ਜੀ ਨੇ ਕਿਹਾ ਆਪਣੇ ਪ੍ਰਬੰਧਕੀ ਭਾਸ਼ਣ ਵਿੱਚ ਸਾਰਿਆਂ ਨੂੰ ਸੈਮੀਨਾਰ ਦੇ ਵਿਸ਼ੇ ਤੋਂ ਵਿਸਥਾਰ ਪੂਰਬਕ ਜਾਣੂ ਕਰਵਾਇਆ। ਸੈਮੀਨਾਰ ਦੇ ਉਪਵਿਸ਼ਿਆਂ 'ਤੇ ਚਰਚਾ ਕਰਦੇ ਹੋਏ ਪ੍ਰੋਫੈਸਰ ਲੋਤਿਕਾ ਸ਼ਰਮਾ ਨੇ ਸੈਮੀਨਾਰ ਅਕਾਦਮਿਕ ਬੈਂਕ ਆਫ ਕ੍ਰੈਡਿਟ ਦੇ ਉਪ-ਵਿਸ਼ਿਆਂ 'ਤੇ ਚਰਚਾ ਕਰਦੇ ਹੋਏ ਅਕਾਦਮਿਕ ਬੈਂਕ ਆਫ ਕ੍ਰੈਡਿਟ ਦੀ ਧਾਰਨਾ ਨੂੰ ਉਜਾਗਰ ਕੀਤਾ ਅਤੇ ਕਿਹਾ ਕਿ ਏ ਬੀ ਸੀ ਅਕਾਦਮਿਕ ਬੈਂਕ

ਆਫ ਕ੍ਰੈਡਿਟ ਇੱਕ ਵਿਦਿਅਕ ਡਿਜੀਟਲ ਪਲੇਟਫਾਰਮ ਹੈ ਜੋ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਡਿਗਰੀ ਪ੍ਰਦਾਨ ਕਰਨ ਵਾਲੀਆਂ ਉੱਚ ਸਿੱਖਿਆ ਸੰਸਥਾਵਾਂ ਦੇ ਵਿਚਕਾਰ ਜਾਂ ਇਸ ਦੇ ਅੰਦਰ ਸਹਿਜ ਗਤੀਸ਼ੀਲਤਾ ਦੀ ਸਹੂਲਤ ਲਈ ਬਣਾਇਆ ਗਿਆ ਹੈ। ਡਾ. ਖੁਸ਼ਵਿੰਦਰ ਕੁਮਾਰ ਨੇ ਆਪਣੇ ਸੰਬੰਧਨ ਵਿੱਚ ਸਿੱਖਿਆ ਪ੍ਰਤੀ ਵਿਸਥਾਰ ਵਿੱਚ ਚਰਚਾ ਕੀਤੀ। ਇਸ ਮਗਰੋਂ ਇੱਕ ਸਵਾਲ-ਜਵਾਬ ਸੈਸ਼ਨ ਵੀ ਕੀਤਾ ਗਿਆ ਜਿਸ ਵਿੱਚ ਸੈਮੀਨਾਰ ਦੇ ਭਾਗੀਦਾਰਾਂ ਵੱਲੋਂ ਸਵਾਲ ਪੁੱਛੇ ਗਏ ਜਿਨ੍ਹਾਂ ਦਾ ਜਵਾਬ ਅੱਜ ਦੇ ਦੋਵਾਂ ਬੁਲਾਰਿਆਂ ਨੇ ਸਪਸ਼ਟਤਾ ਨਾਲ ਦਿੱਤਾ। ਦੁਪਹਿਰ ਤੋਂ ਬਾਅਦ ਦੂਜੇ ਸੈਸ਼ਨ ਵਿੱਚ ਵੱਖ ਵੱਖ ਕਾਲਜਾਂ ਦੇ ਪ੍ਰੋਫੈਸਰ ਸਾਹਿਬਾਨਾਂ ਅਤੇ ਖੋਜ

ਵਿ. ਵਿਦਿਆਰਥੀਆਂ ਦੁਆਰਾ ਆਨਲਾਈਨ ਅਤੇ ਆਫਲਾਈਨ, ਦੋਵੇਂ ਢੰਗਾਂ ਨਾਲ ਖੋਜ ਪੱਤਰਾਂ ਦੀ ਪੇਸ਼ਕਾਰੀ ਕੀਤੀ ਗਈ। ਇਸ ਮੌਕੇ ਹਾਜ਼ਰ ਪਤਵੰਤਿਆਂ ਵਿੱਚ ਆਸ-ਪਾਸ ਦੇ ਵੱਖ-ਵੱਖ ਨਾਮਵਰ ਕਾਲਜਾਂ ਅਤੇ ਸਕੂਲਾਂ ਦੇ ਪ੍ਰਿੰਸੀਪਲ ਅਤੇ ਫੈਕਲਟੀ ਮੈਂਬਰ ਸ਼ਾਮਲ ਸਨ, ਜਿਸ ਵਿੱਚ ਏ.ਐਸ. ਕਾਲਜ ਆਫ ਐਜੂਕੇਸ਼ਨ ਖੇਨਾ ਤੋਂ ਡਾ.ਪਵਨ, ਜੀ. ਐੱਚ.ਜੀ.ਐੱਸ. ਕਾਲਜ ਆਫ ਐਜੂਕੇਸ਼ਨ ਫਾਰ ਵੁਮੈਨ ਸਿਧਵਾਂ ਖੁਰਦ ਤੋਂ ਪ੍ਰਿੰਸੀਪਲ ਡਾ.ਅਮਨਦੀਪ ਕੌਰ, ਪ੍ਰਤਾਪ ਕਾਲਜ ਆਫ ਐਜੂਕੇਸ਼ਨ ਤੋਂ ਪ੍ਰਿੰਸੀਪਲ ਡਾ.ਮਨਪ੍ਰੀਤ ਕੌਰ, ਐੱਸ. ਡੀ.ਐੱਸ. ਕਾਲਜ ਆਫ ਐਜੂਕੇਸ਼ਨ, ਲੁਧ ਤੋਂ ਪ੍ਰਿੰਸੀਪਲ ਡਾ.ਤ੍ਰਿਪਤਾ ਪਰਮਾਰ, ਡੀ.ਐੱਮ. ਕਾਲਜ ਆਫ ਐਜੂਕੇਸ਼ਨ, ਮੋਗਾ ਤੋਂ ਪ੍ਰਿੰਸੀਪਲ ਡਾ. ਆਸ਼ੀਮਾ ਸ਼ਰਮਾ, ਪ੍ਰਿ. ਗੁਰ ਨਾਇਬ ਸਿੰਘ ਜੀ ਆਦਿ ਹਾਜ਼ਰ ਸਨ। ਅੰਤ ਵਿੱਚ ਡਾ.ਜਸਲੀਨ ਕੌਰ ਜੀ ਨੇ ਸਭ ਦਾ ਰਸਮੀ ਤੌਰ ਤੇ ਧੰਨਵਾਦ ਕੀਤਾ।