

PROCEEDINGS REPORT

National Seminar on “Empowering Teachers Through Ethics, Innovation and Indian Knowledge System (IKS)”

February 20, 2026

GHG Khalsa College of Education

Objectives of the Seminar

- I. To deliberate on the ethical roles and responsibilities of teachers in a changing educational landscape.
- II. To ensure equitable access to learning opportunities for the creation of an inclusive knowledge society.
- III. To provide hands-on exposure to digital classrooms and Open Educational Resources (OER) for enriching classroom experiences.
- IV. To explore the integration of Indian Knowledge Systems (IKS) in contemporary educational practice.
- V. To reflect on the NEP 2020 vision for teachers as nation-builders and lifelong learners.

INAUGURAL CEREMONY AND OPENING PROCEEDINGS

The National Seminar on “**Empowering Teachers Through Ethics, Innovation and Indian Knowledge System (IKS)**”, held on 20 February 2026 at GHG Khalsa College of Education, commenced with solemn dignity and spiritual grace. The atmosphere of the college campus resonated with intellectual anticipation as distinguished academicians, scholars, and participants gathered to deliberate upon one of the most significant themes in contemporary education aligned with the vision of NEP 2020.

The ceremonial inauguration began with the soulful rendition of the **College Shabad**, presented by the College Shabad Team under the able leadership of Dr. Gurjit Singh. The devotional hymn set a serene and reflective tone for the day, invoking divine blessings for wisdom, clarity of thought, and meaningful academic engagement. The spiritual commencement symbolized the institution’s commitment to harmonizing knowledge with values.

Following the Shabad, the dignitaries were invited to the stage for the traditional **Ceremonial Lamp Lighting**, signifying the dispelling of ignorance through the light of knowledge. The lighting of the lamp marked the formal inauguration of the seminar and reflected the timeless



Indian tradition of beginning academic endeavors with illumination and enlightenment.

In an environmentally conscious and value-driven gesture, the esteemed guests were felicitated not with conventional bouquets but with **potted saplings** — living plants symbolizing growth, sustainability, and nurturing. This thoughtful initiative reflected the institution's commitment to ecological responsibility and the idea that education, like a plant, flourishes when carefully nurtured.



The inaugural segment and the first two plenary sessions of the seminar were gracefully hosted by **Dr. Mini Sharma**, who conducted the proceedings with eloquence, composure, and academic decorum. Her articulate introductions and seamless coordination ensured a dignified and intellectually engaging beginning to the seminar.



Welcome Address and Exposition of the Theme

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

Dr. Pargat Singh Garcha formally welcomed the distinguished keynote speaker, plenary speakers, academicians, researchers, faculty members, and students from various institutions who had gathered in both physical and virtual modes.

In his welcome address, Dr. Garcha emphasized that teaching is not merely a profession but a moral and national responsibility. He stated that teachers serve as architects of the intellectual and ethical foundations of society. Referring to the transformative vision of NEP 2020, he highlighted that policies become meaningful only when translated into classroom realities by empowered educators.



Exposition of the Theme

Elaborating upon the seminar theme — *Empowering Teachers Through Ethics, Innovation and Indian Knowledge System (IKS)* — Dr. Garcha structured his exposition around three interrelated pillars:

Ethics – as the foundation of trust, credibility, and accountability in education.
Innovation – as the necessary adaptation to changing global and technological contexts.
Indian Knowledge System (IKS) – as the cultural and philosophical grounding of holistic education.

He underlined that empowerment does not originate from authority but from intellectual integrity, reflective practice, and moral courage.

His address set a reflective tone for the deliberations that followed.

KEYNOTE ADDRESS

Prof. Ravi Inder Singh
Dean, College Development Council

Dr. Ravinder Singh delivered a deeply reflective keynote address on the dignity and global relevance of the teaching profession.

He described teaching as the most empowered profession because teachers shape the cognitive and moral framework of future generations. Unlike many professions that are driven by economic incentives, teaching offers intellectual immortality through research, scholarship, and student impact.

Teaching as an Institution

Dr. Singh remarked that a committed teacher becomes an institution in himself or herself. He shared personal reflections from his academic journey, emphasizing how meaningful research and publications transcend geographical boundaries and earn global recognition.

He reminded participants that the teacher's influence is not confined to the classroom but extends into society through students who become policymakers, administrators, scientists, and citizens.

Ethics in Research and Academia

Dr. Singh raised serious concerns about the relevance and ethical grounding of contemporary research. He narrated instances where scholars claim global academic rankings yet fail to articulate tangible contributions to society.

He questioned whether doctoral research genuinely addresses societal challenges or merely fulfills promotional criteria.

He emphasized:

- Research must solve real problems.



- Scholarship must be socially accountable.
- Academic credibility must rest on integrity.

Ethical Practices in Teaching

Turning toward classroom realities, he addressed issues such as:

- Inflated internal assessments
- Marking absent students as present
- Compromised evaluation standards

He cautioned that small ethical deviations erode institutional credibility and weaken educational foundations.

Teachers in the Age of Artificial Intelligence

Dr. Singh acknowledged the growing presence of Artificial Intelligence but firmly asserted that AI cannot replace teachers. While AI may provide answers, it cannot cultivate curiosity, inspiration, and emotional engagement.

Teachers remain indispensable in nurturing critical thinking, moral reasoning, and interdisciplinary awareness.

Innovation and IKS

He appreciated the inclusion of innovation in the seminar theme and urged teachers to integrate modern tools while preserving intellectual autonomy.

On Indian Knowledge System, he reflected upon colonial disruptions in language and cultural identity. He called for revival of indigenous intellectual traditions while remaining globally competent.

His address provided both introspection and direction.

PLENARY SESSION II “From Gurukul to NEP 2020: Reviving Indigenous Wisdom in Education.”

Prof (Dr.) Mandeep Kochar

Vice Principal, BTTC, Mumbai

Dr. Mandeep Kochar spoke on the theme “From Gurukul to NEP 2020: Reviving Indigenous Wisdom in Education.” She stated that while discussing IKS, educators must reflect upon what needs to be re-wired, revived, and re-examined in contemporary education.

Understanding Knowledge and Context

Dr. Kochar emphasized that knowledge must be understood within its cultural and historical context. She referred to the concept of Akhand Bharat, describing the



vast geographical and intellectual landscape that historically nurtured diverse knowledge traditions. She observed that modern education often limits children to a narrow perspective, depriving them of broader civilizational insights.

The Knowledge Gap

She pointed out the gap between the knowledge imparted to students and the rich heritage that remains unexplored. Using the example of Punjab, traditionally known as the land of five rivers but now associated with only three, she illustrated how knowledge erosion parallels geographical changes. She stressed that teachers must consciously bridge such gaps.



Evolution of IKS

Dr. Kochar traced the evolution of IKS from the Vedic period to the 21st century. She explained that knowledge in the Indian tradition was experienced, assimilated, and transmitted across generations. She discussed the Rigveda, Yajurveda, Samaveda, and Atharvaveda, emphasizing their teachings on ethical conduct, humanity, and rational thought.

Spiritual Foundations and Epics

She noted that Vedic knowledge emerged from spirituality, experiential learning, and inner inquiry. She highlighted the moral lessons derived from epics and explained that Dharma Shastras functioned as ethical codes for societal conduct. Referring to the Artha Shastra, she stated that economic stability is essential before engaging in higher pursuits.

Takshila, Nalanda, and Gurukul

Dr. Kochar described Takshila and Nalanda as international centers of excellence that predated Oxford and Harvard. She recounted their destruction but emphasized that intellectual traditions survived through scholars and oral transmission.

She explained the Gurukul system as a residential model where teachers shaped students holistically. She described the dialogic method of teaching and highlighted the inherent value system of respect for nature and scientific temper.

Colonial Impact

Dr. Kochar discussed the damaging impact of colonial education policies, including the 33 percent pass rule and language displacement. She quoted Lord Macaulay's objective of creating individuals Indian by blood but English in intellect. She observed that this policy led to the loss of cultural identity.

She remarked that while students learned Newton's laws, they were often unaware of Aryabhata's contribution of zero. She concluded that IKS is not about rejecting modern education but about integrating the strengths of both systems.

NEP 2020 and the Way Forward

Dr. Kochar described NEP 2020 as a turning point that promotes holistic and flexible education. She encouraged the revival of Indian languages and stressed that teachers who understand indigenous traditions will be better equipped for future education systems.

She suggested strategies such as storytelling, dialogue, observation, and case studies. She concluded that reviving IKS means moving forward with wisdom from the past rather than reverting to ancient times.

Historical Evolution of IKS

She traced the evolution of knowledge from:

- The Vedas
- Epics and Puranas
- Dharma Shastras
- Artha Shastra
- Takshila and Nalanda Universities
- Gurukul System

She explained that Indian knowledge traditions were experiential, dialogic, ethical, and holistic.

Colonial Displacement

Dr. Kochar analyzed colonial educational policies and their long-term impact, particularly language displacement and psychological alienation. She referenced Macaulay's objective of creating a class "Indian in blood but English in intellect."

She emphasized that while Western scientific frameworks were adopted, indigenous contributions such as Aryabhata's concept of zero were underrepresented.

NEP 2020 as Corrective Vision

She described NEP 2020 as a turning point integrating holistic, multidisciplinary, and culturally grounded education. She concluded that revival of IKS does not imply regression but conscious progression rooted in wisdom.

After the successful completion of the first two plenary sessions, the stage moderation was smoothly transitioned. The responsibility of conducting the subsequent sessions was taken over by **Dr. Jasleen Kaur**, who continued the proceedings with clarity, professionalism, and scholarly engagement. The transition was marked by continuity of purpose and maintained the academic momentum established during the inaugural segment.

With renewed enthusiasm and sustained intellectual fervor, the seminar proceeded into its subsequent deliberations, further enriching the discourse on ethics, innovation, and the Indian Knowledge System in teacher education.



PLENARY SESSION III- Value-Based and Ethical Decision-Making in Teaching and School Leadership.

Dr. Tirath Singh

Principal, Sacred Heart International College of Education, Barnala

He defined values as guiding beliefs, ethics as universal standards, and morality as applied conduct.

I. The Core Philosophy: "Do Better, Be Better"

To "do better" in any profession, one must first "be better." Education is not merely a transfer of data; it is a process of **self-empowerment**. We often ask ourselves "What have I achieved?" in terms of titles and material gain. However, the more vital question is "How have I achieved it?" True empowerment comes from a foundation of ethical decision-making in complex situations, where priorities are set by the importance of values rather than the convenience of results.



The Crisis in Modern Teaching

Our current system is plagued by what we might call "systemic cancers."

- **Dummy Admissions:** These undermine the integrity of educational institutions.
- **Grading Pressure & Cheating:** When the focus shifts from learning to just "scoring," ethical boundaries are blurred.
- **Ethical Modeling:** Teachers must act as moral role models. If a teacher lacks moral courage, they cannot expect to instill it in their students.

II. Expanding the Framework of Intelligence

We must move beyond the narrow "Cognitive" focus of our current educational system. While IQ is a standard metric, we are witnessing a "Spiritually Dumb" society where IQ scores might rise (the **Flynn Effect**), but moral and spiritual grounding is degrading.

The Four Pillars of Intelligence

1. **General Intelligence (IQ):** Rational and logical reasoning.
2. **Emotional Intelligence (EQ):** The ability to manage your own emotions and understand others.
3. **Spiritual Intelligence (SQ):** Based on the work of Danah Zohar and Ian Marshall, this is the "ultimate" intelligence that allows us to find meaning and value in our actions.
4. **Artificial Intelligence (AI):** A tool we must use, but only when guided by EQ and SQ to ensure it remains ethical.

III. Moral Development & The Prefrontal Cortex

To reach higher ethical standards, we must understand how our brains and moral compasses develop. Dr. Singh points to **Lawrence Kohlberg's Stages of Moral Development**, specifically emphasizing the shift from "Fear-based" to "Principle-based" living.

- **Pre-conventional Stage:** Driven by fear of punishment or belief in a basic "eye for an eye" principle.
- **Post-conventional Stage:** This is the "Principle-based" level where we follow universal ethical principles even when they conflict with laws or social norms.

Brain-Based Research

Ethics isn't just a philosophy; it's biological. Ethical decision-making is rooted in the **Prefrontal Cortex**. By activating and developing this part of the brain through deep reflection, we move away from impulsive, fear-based reactions and toward thoughtful, moral actions.

IV. Energy Management: The "Chakra" Framework

A unique aspect of this lecture is the mapping of Western psychology (Kohlberg) onto the Eastern concept of **Energy Centers (Chakras)**.

Understanding Energy Flow

- There are **108 energy centers** in the human system (107 within the body and 1 outside).
- **The Lower/Root Centers:** Associated with basic survival and fear. When energy is stuck here, we operate in the "Pre-conventional" moral stage.
- **The Upward Flow:** As we manage our energy through **deep breathing and meditation**, our energy moves to higher centers, allowing for "Self-Empowerment" and "Ethical Awareness."

Practical Management Tools

You cannot be a good teacher or student if you cannot control your energy. To maintain a high frequency of "Post-conventional" thinking, one must:

- **Meditation:** To quiet the noise and focus the mind.
- **Yoga & Deep Breathing:** To physically move energy and oxygenate the brain.
- **Energy Selection:** Actively attend to positive energy and consciously avoid/deflect negative energy.

V. Conclusion: The Path Forward

We must look for **positiveness in all circumstances**. By managing our energy and expanding our intelligence beyond the cognitive, we become "Self-Empowered." Only a self-empowered teacher has the capacity to empower their students.

PLENARY SESSION IV- Promoting Inclusivity and Social Justice in the NEP 2020 Era.

Dr. Manpreet Kaur

Principal Partap College of Education, Ludhiana

I. The Identity of the Teacher: Researcher and Spiritual Being

The foundation of a great teacher is the continuous pursuit of knowledge and self-reflection. A teacher is fundamentally a **researcher**, constantly analyzing the needs of their students and the effectiveness of their methods. However, in our current educational climate, the contribution of **spirituality** is often negligible. To truly inspire, a teacher must cultivate their own ethical responsibility and prepare for the complex challenges that lie ahead.



Energy Management for Educators

To be an effective leader in the classroom, a teacher must master **Energy Management**.

- **Controlling Energy:** One cannot be a "good" teacher if they cannot control their own energy.
- **Attending to Positivity:** It is essential to look for positiveness in all circumstances.
- **Practical Tools:** Practices such as **Meditation, Yoga, and Deep Breathing** are not just for personal health; they are tools for professional empowerment.
- **Self-Empowerment:** By becoming self-empowered, we gain the capacity to empower others in our role as educators.

II. Redefining Inclusivity and Social Justice

Inclusivity is not just a policy; it is a universal necessity. Dr. Kaur emphasizes that education must ensure **dignity and belongingness** for every single learner, regardless of their background.

The Shift from Access to Participation

In the past, inclusivity was often defined merely as "access"—ensuring a student could enter the building. Today, the focus has shifted to **participation and belongingness**.

- **Beyond Enrollment:** Enrollment alone does not guarantee inclusion; a student must feel they truly belong and can participate in the group.
- **Celebrating Diversity:** While diversity is often celebrated as a statistic, true inclusion—ensuring everyone can participate—is where the real work lies.
- **Slowing Down for Progress:** Inclusion is not about stopping progress; it is about "slowing down" enough to ensure no one is left behind.

Barriers to Inclusion in India

In the Indian context, inclusion must address specific regional and social challenges:

- **Caste and Region:** Students must be included irrespective of caste, gender, or socio-economic background.
- **Language and Tagging:** Tagging or differentiating someone based on their regional language leads to exclusion and emotional detachment.
- **Equity over Equality:** We often prioritize the "intelligent" while challenging students are left out; inclusion means taking students from a lower level and bringing them to an upper level through exclusivity and focused care.

III. The Teacher's Responsibility: Inclusion in Action

Dr. Kaur references Dr. Vig's philosophy that the classroom should be a place where **no one feels left out**.

Creating the "Ideal Class"

We should be preparing students for an **Ideal Class**, not an **Exclusive Class**. This involves:

- **Student-Centered Thinking:** A student should always feel that their teacher is giving them attention and that their thoughts are being considered.
- **Integrity as Power:** Integrity is defined as the similarity between thoughts and action. For a teacher, being "integrated" means practicing what you preach regarding inclusion.
- **Vasudhaiva Kutumbakam:** Embracing the message that "the world is one family," where institutional barriers are broken down to foster a global sense of belonging.

IV. Ethical Dilemmas in Innovation and Policy

The National Education Policy (NEP) highlights the need for **Autonomy, Professional Ethics, and Content Sensitivity**. However, as we introduce innovation and technology, we face new ethical dilemmas.

Institutional Barriers

Teachers must move from "intent" to "impact". This requires identifying institutional barriers and adopting a **context-sensitive pedagogy**.

- **Accountability and Empathy:** We must combine strict accountability with deep empathy to promote institutional cultures of inclusion.
- **Equal Opportunity:** While every child, school, and teacher is different, we must strive to ensure equal opportunities for all.

Conclusion: As Ruha Benjamin suggests, we must look closely at the systems we build. Education is about creating a world where, as Rabindranath Tagore wrote, "the mind is without fear and the head is held high".

PLENARY SESSION V - Innovative Pedagogies for Inclusive and Engaging Classrooms.

Mr. Amandeep Singh Lakhanpal
Mentor, District Institute of Education & Training

III. Innovative Pedagogies for the 21st Century

Speaker: Mr. Amandeep Singh Lakhanpal

Mr. Lakhanpal's session moved the conversation from "what" we teach to "how" we teach, defining pedagogy as the specific methods and strategies used to manage a classroom and explain concepts to students.



1. The Hierarchy of Pedagogy

He explained that pedagogy is a "wider term" that functions on three levels:

- **Approach:** This is the foundation, built upon a teacher's personal beliefs about learning and validated learning theories developed through research.
- **Methodology:** This is the organized plan and "how-to-do" for a child's overall growth.
- **Methods & Strategies:** These are the literal actions and management choices made within the classroom setting.

2. Moving Toward Learner-Centered Classrooms

The goal of modern pedagogy is to replace traditional, rigid instruction with "Innovative Pedagogies" that make the classroom both inclusive and engaging.

- **Activity-Based Learning:** While content should be developed through activities, simply using "a lot of activities" is wrong if they aren't purposeful. They must be strategically designed to keep the learner at the center.
- **Inquiry and Projects:** He advocated for **Inquiry-based** and **Project-based learning** to move away from unplanned, rote teaching.
- **Continuous Assessment:** To prepare students for the 21st century, assessment must be a continuous process, not just a final exam.

3. Conclusion: Aligning Beliefs with Action

Mr. Lakhanpal concluded that an "Ideal Class" is created only when a teacher consciously aligns their personal beliefs, their teaching strategies, and their evaluation systems. This alignment ensures the **holistic development** of the student.

TECHNICAL SESSIONS

The seminar featured VII technical sessions accommodating 98 scholarly presentations.

Five sessions were conducted online, enabling participation from institutions including Central University of Jammu, Panjab University, and various regional colleges.

The Technical Sessions for the National Seminar on "Empowering Teachers Through Ethics, Innovation and Indian Knowledge System," held on February 20, 2026, were organized into eight distinct segments to accommodate a diverse range of scholarly contributions. The seminar featured a blend of virtual and physical interactions, with six sessions conducted in an online

format and two sessions held offline at the GHG Khalsa College of Education campus. In total, 87 presenters shared their research and insights across these eight sessions.

Sessions I through V were conducted online, facilitating participation from various institutions such as the Central University of Jammu, Panjab University, and various regional colleges. Session I, chaired by Dr. Mandeep Bhullar and coordinated by Dr. Jasbir Kaur, featured 12 presenters. Session II followed with 10 presenters under the chairmanship of Dr. Monika Dua and coordination of Dr. Mini Sharma. Session III included 10 presenters chaired by Ms. Kusam Lata and coordinated by Dr. Jasleen Kaur, while Session IV saw 12 presenters with Dr. Amandeep Kaur as Chair and Dr. Jagjit Singh as Coordinator. Session V involved 11 presenters chaired by Dr. Tripta Parmar and coordinated by Dr. Ramandeep Kaur Sidhu. Session VII, which focused significantly on the Role of Teachers in the NEP-2020 Framework and the Indian Knowledge System, was coordinated by Dr. Rachhpal Singh and included 11 presentations.

The offline component of the seminar was represented by Sessions VI and VIII. Session VI was the largest single group, featuring 20 presenters; it was chaired by Dr. Gurmeet Singh and coordinated by Dr. Jasvir Kaur. Session VIII concluded the physical presentations with 11 presenters and was coordinated by Dr. Manu Chadha. Throughout all sessions, the discussions remained centered on the integration of indigenous wisdom, ethical pedagogical practices, and the transformative potential of the National Education Policy 2020. The seminar concluded with a comprehensive closure note and a formal vote of thanks delivered by Dr. Rachhpal Singh.

Online Sessions

Session I

Chair: Dr. Mandeep Bhullar
Coordinator: Dr. Jasbir Kaur
12 Presentations



Session II

Chair: Dr. Monika Dua
Coordinator: Dr. Mini Sharma
10 Presentations



Session III

Chair: Ms. Kusam Lata
Coordinator: Dr. Jasleen Kaur
10 Presentations



Session IV

Chair: Dr. Amandeep Kaur
Coordinator: Dr. Jagjit Singh
12 Presentations

Session V

Chair: Dr. Tripta Parmar

Coordinator: Dr. Ramandeep Kaur Sidhu

11 Presentations



Session VII

Chair: Dr. Gurwinder Singh

Coordinator: Dr. Rachhpal Singh

11 Presentations

(Focused significantly on NEP-2020 and IKS)



Offline Sessions

Session VI

Chair: Dr. Gurmeet Singh

Coordinator: Dr. Jasvir Kaur

20 Presentations

Session VIII

Coordinator: Dr. Manu Chadha

11 Presentations

Across all sessions, discussions centered upon ethical pedagogical practices, indigenous wisdom integration, innovation strategies, and transformative educational leadership.

VALEDICTORY AND VOTE OF THANKS

The seminar concluded with a comprehensive closure note and a formal Vote of Thanks delivered by Dr. Rachhpal Singh.

The seminar concluded with a renewed commitment to ethical integrity, innovation, and cultural rootedness in education.



Outcomes of the Seminar

I. Participants developed deeper ethical clarity regarding their professional roles and decision-making responsibilities within complex educational environments.

II. The deliberations strengthened participants' understanding of inclusive education and reinforced the importance of ensuring equitable learning opportunities across diverse socio-cultural contexts.

III. Attendees gained practical insights into the effective use of digital tools and Open Educational Resources (OER), enhancing their capacity to design technology-integrated and learner-centered classrooms.

IV. The seminar fostered renewed appreciation and academic engagement with the Indian Knowledge System (IKS), encouraging participants to thoughtfully integrate indigenous wisdom with modern pedagogical practices.

V. Participants reflected critically on the vision of NEP 2020, recognizing the evolving role of teachers as autonomous professionals, innovators, ethical leaders, and lifelong learners.

VI. The exchange of research findings and scholarly discussions during the technical sessions contributed to collaborative knowledge-building and interdisciplinary academic networking.

VII. The seminar cultivated a collective commitment toward fostering ethical integrity, innovation, inclusivity, and cultural rootedness in teacher education and institutional practices.

GHG KHALSA COLLEGE OF EDUCATION

Gurusar Sadhar, Ludhiana

organizes

NATIONAL SEMINAR

Sponsored by

COLLEGE DEVELOPMENT COUNCIL

PANJAB UNIVERSITY, CHANDIGARH

On

**EMPOWERING TEACHERS THROUGH ETHICS,
INNOVATION AND INDIAN KNOWLEDGE SYSTEM**

February 20, 2026



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Sub Themes

1. Indian Knowledge System (IKS): Reviving Indigenous Wisdom in Education.
2. Promoting Inclusivity and Social Justice: Challenges ahead.
3. Digital Assessment Tools: New Frontiers in Formative and Summative Evaluation.
4. Value- Based and Ethical Decision-Making in Teaching and School Leadership.
5. Innovative Pedagogies for Inclusive and Engaging Classrooms.
6. Leveraging Open Educational Resources (OER) in Classrooms.
7. Role of the Teacher in the NEP-2020 Framework: Autonomy, Innovation and Transformation.

Registration Fee:

Delegates- Rs. 300/- (On the Spot Rs. 350/-)

M.Ed., B.Ed. Students/ Researchers – Rs. 100/- (On the Spot Rs. 150/-)

Registration includes – Conference Kit, Lunch, Presentation, Publication.

Bank Details

Account No:	018701000000120
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Account Holder:	Principal, G.H.G. Khalsa College of Education.

NEWS HEADLINES

ਅੰਮ੍ਰਿਤਸਰ, 22 ਫਰਵਰੀ 2026

ਜੀ.ਐੱਚ.ਜੀ. ਖ਼ਾਲਸਾ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ ਸੁਧਾਰ ਵਿਖੇ ਰਾਸ਼ਟਰੀ ਸੈਮੀਨਾਰ ਕਰਵਾਇਆ

ਗੁਰੂਗ੍ਰਾਮ, 21 ਫਰਵਰੀ (ਅੰਮ੍ਰਿਤਸਰ ਸਿੱਖ ਖ਼ਬਰਾਂ)- ਜੀ.ਐੱਚ.ਜੀ. ਖ਼ਾਲਸਾ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ ਸੁਧਾਰ ਵਿਖੇ ਰਾਸ਼ਟਰੀ ਸੈਮੀਨਾਰ ਕਰਵਾਇਆ ਗਿਆ। ਇਸ ਸੈਮੀਨਾਰ ਵਿੱਚ ਪ੍ਰੋ. ਡਾ. ਪੁਸ਼ਪਤੀ ਸਿੰਘ ਰਾਜਚੰਦ, ਪ੍ਰਿੰਸੀਪਲ ਅਤੇ ਪ੍ਰੋ. ਡਾ. ਅਮਰਿੰਦਰ ਸਿੰਘ ਨੇ ਸੈਮੀਨਾਰ ਦੀ ਸ਼ੁਰੂਆਤ ਕਰਦੇ ਹੋਏ ਆਪਣੇ ਵਿਚਾਰ-ਚਿੰਤਨਾਂ ਨੂੰ ਸਾਂਝਾ ਕੀਤਾ। ਇਸ ਸੈਮੀਨਾਰ ਵਿੱਚ ਪ੍ਰੋ. ਡਾ. ਪੁਸ਼ਪਤੀ ਸਿੰਘ ਰਾਜਚੰਦ, ਪ੍ਰਿੰਸੀਪਲ ਅਤੇ ਪ੍ਰੋ. ਡਾ. ਅਮਰਿੰਦਰ ਸਿੰਘ ਨੇ ਸੈਮੀਨਾਰ ਦੀ ਸ਼ੁਰੂਆਤ ਕਰਦੇ ਹੋਏ ਆਪਣੇ ਵਿਚਾਰ-ਚਿੰਤਨਾਂ ਨੂੰ ਸਾਂਝਾ ਕੀਤਾ। ਇਸ ਸੈਮੀਨਾਰ ਵਿੱਚ ਪ੍ਰੋ. ਡਾ. ਪੁਸ਼ਪਤੀ ਸਿੰਘ ਰਾਜਚੰਦ, ਪ੍ਰਿੰਸੀਪਲ ਅਤੇ ਪ੍ਰੋ. ਡਾ. ਅਮਰਿੰਦਰ ਸਿੰਘ ਨੇ ਸੈਮੀਨਾਰ ਦੀ ਸ਼ੁਰੂਆਤ ਕਰਦੇ ਹੋਏ ਆਪਣੇ ਵਿਚਾਰ-ਚਿੰਤਨਾਂ ਨੂੰ ਸਾਂਝਾ ਕੀਤਾ।



ਪ੍ਰੋ. ਡਾ. ਪੁਸ਼ਪਤੀ ਸਿੰਘ ਰਾਜਚੰਦ ਨੇ ਸੈਮੀਨਾਰ ਦੀ ਸ਼ੁਰੂਆਤ ਕਰਦੇ ਹੋਏ ਆਪਣੇ ਵਿਚਾਰ-ਚਿੰਤਨਾਂ ਨੂੰ ਸਾਂਝਾ ਕੀਤਾ। ਇਸ ਸੈਮੀਨਾਰ ਵਿੱਚ ਪ੍ਰੋ. ਡਾ. ਪੁਸ਼ਪਤੀ ਸਿੰਘ ਰਾਜਚੰਦ, ਪ੍ਰਿੰਸੀਪਲ ਅਤੇ ਪ੍ਰੋ. ਡਾ. ਅਮਰਿੰਦਰ ਸਿੰਘ ਨੇ ਸੈਮੀਨਾਰ ਦੀ ਸ਼ੁਰੂਆਤ ਕਰਦੇ ਹੋਏ ਆਪਣੇ ਵਿਚਾਰ-ਚਿੰਤਨਾਂ ਨੂੰ ਸਾਂਝਾ ਕੀਤਾ।

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ਸਮਕਾਲੀਨ शिक्षा के अहम पहलुओं पर चर्चा

ਨਗਰ, ਜਲੰਧਰ: ਤੀਹਵਜੀ ਖ਼ਾਲਸਾ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ, ਗੁਰੂਗ੍ਰਾਮ ਵਿਖੇ ਰਾਸ਼ਟਰੀ ਸੈਮੀਨਾਰ ਕਰਵਾਇਆ ਗਿਆ। ਇਸ ਸੈਮੀਨਾਰ ਵਿੱਚ ਪ੍ਰੋ. ਡਾ. ਪੁਸ਼ਪਤੀ ਸਿੰਘ ਰਾਜਚੰਦ, ਪ੍ਰਿੰਸੀਪਲ ਅਤੇ ਪ੍ਰੋ. ਡਾ. ਅਮਰਿੰਦਰ ਸਿੰਘ ਨੇ ਸੈਮੀਨਾਰ ਦੀ ਸ਼ੁਰੂਆਤ ਕਰਦੇ ਹੋਏ ਆਪਣੇ ਵਿਚਾਰ-ਚਿੰਤਨਾਂ ਨੂੰ ਸਾਂਝਾ ਕੀਤਾ।



ਪ੍ਰੋ. ਡਾ. ਪੁਸ਼ਪਤੀ ਸਿੰਘ ਰਾਜਚੰਦ ਨੇ ਸੈਮੀਨਾਰ ਦੀ ਸ਼ੁਰੂਆਤ ਕਰਦੇ ਹੋਏ ਆਪਣੇ ਵਿਚਾਰ-ਚਿੰਤਨਾਂ ਨੂੰ ਸਾਂਝਾ ਕੀਤਾ। ਇਸ ਸੈਮੀਨਾਰ ਵਿੱਚ ਪ੍ਰੋ. ਡਾ. ਪੁਸ਼ਪਤੀ ਸਿੰਘ ਰਾਜਚੰਦ, ਪ੍ਰਿੰਸੀਪਲ ਅਤੇ ਪ੍ਰੋ. ਡਾ. ਅਮਰਿੰਦਰ ਸਿੰਘ ਨੇ ਸੈਮੀਨਾਰ ਦੀ ਸ਼ੁਰੂਆਤ ਕਰਦੇ ਹੋਏ ਆਪਣੇ ਵਿਚਾਰ-ਚਿੰਤਨਾਂ ਨੂੰ ਸਾਂਝਾ ਕੀਤਾ।

ਦਿਨ-ਦਿਨ ਸਾਈਬਰ ਸੁਰੱਖਿਆ ਬਾਰੇ ਸੁਚੇਤ ਰਹਿਣਾ ਜ਼ਰੂਰੀ ਹੈ। ਇਸ ਸੈਮੀਨਾਰ ਵਿੱਚ ਪ੍ਰੋ. ਡਾ. ਪੁਸ਼ਪਤੀ ਸਿੰਘ ਰਾਜਚੰਦ, ਪ੍ਰਿੰਸੀਪਲ ਅਤੇ ਪ੍ਰੋ. ਡਾ. ਅਮਰਿੰਦਰ ਸਿੰਘ ਨੇ ਸੈਮੀਨਾਰ ਦੀ ਸ਼ੁਰੂਆਤ ਕਰਦੇ ਹੋਏ ਆਪਣੇ ਵਿਚਾਰ-ਚਿੰਤਨਾਂ ਨੂੰ ਸਾਂਝਾ ਕੀਤਾ।

ਜੀਐੱਚਜੀ ਖ਼ਾਲਸਾ ਕਾਲਜ 'ਚ ਸੈਮੀਨਾਰ ਕਰਵਾਇਆ

ਅਮਰਜੀਤ ਸਿੰਘ ਅਕਾਲਗੜ੍ਹ, ਪੰਜਾਬੀ ਜਾਰਨਲ, ਗੁਰੂਸਰ ਸੁਧਾਰ : ਜੀਐੱਚਜੀ ਖ਼ਾਲਸਾ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ ਗੁਰੂਸਰ ਸੁਧਾਰ ਨੇ ਕਾਲਜ ਡਰੈਲੋਪਮੈਂਟ ਕਾਊਂਸਲ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜ੍ਹ ਦੇ ਸਹਿਯੋਗ ਨਾਲ ਨੈਤਿਕਤਾ, ਨਵੀਨਤਾ ਤੇ ਭਾਰਤੀ ਗਿਆਨ ਪ੍ਰਣਾਲੀ ਰਾਹੀਂ ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਜ਼ਰਤ ਬਣਾਉਣ ਵਿਖੇ 'ਤੇ ਇੱਕ ਦਿਨ ਰਾਸ਼ਟਰੀ ਸੈਮੀਨਾਰ ਸਫਲਤਾਪੂਰਵਕ ਕੀਤਾ। ਇਸ ਸੈਮੀਨਾਰ 'ਚ ਵਿਸ਼ੇਸ਼ ਮਹਿਮਾਨ ਵਜੋਂ ਪ੍ਰੋ. ਡਾ. ਅਮਰਿੰਦਰ ਸਿੰਘ ਡੀਨ ਕਾਲਜ ਡਰੈਲੋਪਮੈਂਟ ਕਾਊਂਸਲ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜ੍ਹ ਨੇ ਮੁੱਖ ਭਾਸ਼ਣ ਦਿੱਤਾ। ਹੋਰ ਪ੍ਰਮੁੱਖ ਸੁਲਾਹੀਆ 'ਚ ਥੀਟੀਟੀਸੀ ਮੁੱਢਲੀ ਦੇ ਵਾਈਸ ਪ੍ਰਿੰਸੀਪਲ ਤੇ ਡਾਇਰੈਕਟਰ ਐਲੂਮਨੀ ਐਂਡ



ਸੈਮੀਨਾਰ ਦੌਰਾਨ ਪ੍ਰੋ. (ਡਾ.) ਰਵੀ ਇੰਦਰ ਸਿੰਘ ਨੂੰ ਸਨਮਾਨਿਤ ਕਰਦੇ ਹੋਏ ਪ੍ਰਿੰ. ਡਾ. ਪੁਸ਼ਪਤੀ ਸਿੰਘ ਰਾਜਚੰਦ, ਪ੍ਰਿੰਸੀਪਲ ਇੰਦਰਜੀਤ ਸਿੰਘ ਤੇ ਪ੍ਰਿੰ. ਡਾ. ਕੁਪਿੰਦਰ ਕੌਰ।

ਨੈਤਿਕਤਾ, ਐਚਐਸਐਨਸੀ ਯੂਨੀ. ਮੁੱਢਲੀ ਤੋਂ ਪ੍ਰੋ. ਡਾ. ਮਨਦੀਪ ਕੌਰ ਕੋਰ, ਡਾ. ਤੀਰਥ ਸਿੰਘ, ਪ੍ਰਿੰਸੀਪਲ, ਸੈਕਰਟਰ ਹਰਦੇਵ ਇੰਦਰਨੈਸ਼ਨਲ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ

ਸੈਮੀਨਾਰ ਦੀ ਸੁਰੂਆਤ ਸਫਲ ਨਾਲ ਹੋਈ। ਸਮਾਇਕ ਪ੍ਰੋਫੈਸਰ ਡਾ. ਮਿੰਨੀ ਸ਼ਰਮਾ ਨੇ ਸੈਮੀਨਾਰ ਬਾਰੇ ਵਿਸਥਾਰ ਨਾਲ ਜਾਣਕਾਰੀ ਦਿੱਤੀ। ਪ੍ਰਿੰਸੀਪਲ ਡਾ. ਪੁਸ਼ਪਤੀ ਸਿੰਘ ਰਾਜਚੰਦ ਨੇ ਸਾਰੇ ਮਹਿਮਾਨਾਂ, ਪ੍ਰੋਫੈਸਰਾਂ, ਪ੍ਰਿੰਸੀਪਲਾਂ, ਅਧਿਆਪਕਾਂ ਤੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਜੀ ਆਇਆ ਆਖਿਆ। ਟੀਸਿਆ ਸੈਮੀਨਾਰ ਲਈ ਹੁਣ ਤੱਕ ਸੈਕਰੇ ਤੋਂ ਵੱਧ ਖੋਜ ਪੇਪਰ ਪ੍ਰਾਪਤ ਹੋ ਚੁੱਕੇ ਹਨ, ਜੋ ਭਾਰਤ ਦੀਆਂ 77 ਯੂਨੀਵਰਸਿਟੀਆਂ ਤੋਂ 4 ਕਾਲਜਾਂ ਦੇ ਵਿਦਵਾਨਾਂ ਵੱਲੋਂ ਭੇਜੇ ਗਏ ਸਨ। ਇਸ ਦੌਰਾਨ ਪ੍ਰੋ. ਡਾ. ਮਨਦੀਪ ਕੌਰ ਨੇ ਭਾਰਤੀ ਗਿਆਨ ਪ੍ਰਣਾਲੀ 'ਤੇ ਚਰਚਾ ਕੀਤੀ। ਡਾ. ਤੀਰਥ ਸਿੰਘ ਨੇ ਅਧਿਆਪਕ ਤੇ ਸਕੂਲ ਲੀਡਰਸ਼ਿਪ 'ਚ ਮੁੱਲ-ਆਧਾਰਿਤ ਨੈਤਿਕ ਫੋਕਲਸ ਕਰਨ 'ਤੇ ਚੇਤਨਾ ਪਾਈ।

ਜੀ.ਐੱਚ.ਜੀ. ਖ਼ਾਲਸਾ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ, ਗੁਰੂਸਰ ਸੁਧਾਰ ਵੱਲੋਂ ਰਾਸ਼ਟਰੀ ਸੈਮੀਨਾਰ ਸਫਲਤਾਪੂਰਵਕ ਆਯੋਜਿਤ

ਪ੍ਰਿੰ. ਡਾ. ਪਰਗਟ ਸਿੰਘ ਰਾਜਚੰਦ ਦੀ ਅਗਵਾਈ ਵਿੱਚ ਆਯੋਜਿਤ ਸੈਮੀਨਾਰ ਨੇ ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਚਰਚਾ ਫੌਜੀ



ਗੁਰੂਗ੍ਰਾਮ, 20 ਫਰਵਰੀ (ਅੰਮ੍ਰਿਤਸਰ) - ਜੀ.ਐੱਚ.ਜੀ. ਖ਼ਾਲਸਾ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ, ਗੁਰੂਗ੍ਰਾਮ ਵਿਖੇ ਰਾਸ਼ਟਰੀ ਸੈਮੀਨਾਰ ਕਰਵਾਇਆ ਗਿਆ। ਇਸ ਸੈਮੀਨਾਰ ਵਿੱਚ ਪ੍ਰੋ. ਡਾ. ਪੁਸ਼ਪਤੀ ਸਿੰਘ ਰਾਜਚੰਦ, ਪ੍ਰਿੰਸੀਪਲ ਅਤੇ ਪ੍ਰੋ. ਡਾ. ਅਮਰਿੰਦਰ ਸਿੰਘ ਨੇ ਸੈਮੀਨਾਰ ਦੀ ਸ਼ੁਰੂਆਤ ਕਰਦੇ ਹੋਏ ਆਪਣੇ ਵਿਚਾਰ-ਚਿੰਤਨਾਂ ਨੂੰ ਸਾਂਝਾ ਕੀਤਾ।

ਪ੍ਰੋ. ਡਾ. ਪੁਸ਼ਪਤੀ ਸਿੰਘ ਰਾਜਚੰਦ ਨੇ ਸੈਮੀਨਾਰ ਦੀ ਸ਼ੁਰੂਆਤ ਕਰਦੇ ਹੋਏ ਆਪਣੇ ਵਿਚਾਰ-ਚਿੰਤਨਾਂ ਨੂੰ ਸਾਂਝਾ ਕੀਤਾ। ਇਸ ਸੈਮੀਨਾਰ ਵਿੱਚ ਪ੍ਰੋ. ਡਾ. ਪੁਸ਼ਪਤੀ ਸਿੰਘ ਰਾਜਚੰਦ, ਪ੍ਰਿੰਸੀਪਲ ਅਤੇ ਪ੍ਰੋ. ਡਾ. ਅਮਰਿੰਦਰ ਸਿੰਘ ਨੇ ਸੈਮੀਨਾਰ ਦੀ ਸ਼ੁਰੂਆਤ ਕਰਦੇ ਹੋਏ ਆਪਣੇ ਵਿਚਾਰ-ਚਿੰਤਨਾਂ ਨੂੰ ਸਾਂਝਾ ਕੀਤਾ।

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