SEVEN DAYS ONLINE FACULTY DEVELOPMENT PROGRAMME (FDP)

SCIENCE, SOCIAL SCIENCES AND HUMANITIES: A QUEST FOR INTERDISCIPLINARY UNDERSTANDING

(06.08.2021 to 12.08.2021)

PROGRAMME REPORT







POST GRADUATE GOVERNMENT COLLEGE FOR GIRLS, SECTOR 11, CHANDIGARH
IN ASSOCIATION WITH
UGC- HUMAN RESOURCE DEVELOPMENT CENTRE
PANJAB UNIVERSITY, CHANDIGARH
UNDER THE AEGIS OF RUSA

Prof. S.K. Tomar Honorary Director HRDC, Panjab University Chandigarh

COURSE COORDINATORS:

Prof. Anita Kaushal Principal, P.G.G.C.G.-11, Chandigarh

Dr. Sangeeta Mehtani Dr. Ambuj Sharma

PANJAB UNIVERSITY ANTHEM

Tamso Ma Jyotirgamaya, Tamso Ma Jyotirgamaya, Tamso Ma Jyotirgamaya

Tamso Ma Jyotirgamaya, Panjab Vishaw Vidyalaya, Teri shaan-o-shauqat sada rahe

Mann mein tera aadar maan, Aur mohabbat sada rahe, Panjab Vishaw Vidyalaya

Teri shaan-o-shauqat sada rahe, Tu hai apna bhavishya vidhata, Pankh bina parwaaz sikhata

Jeevan pustak roz padha kar, Sahi galat ki samajh badhata, Jeevan pustak roz padha kar

Sahi galat ki samajh badhata, Teri jai ka shankh bajayein,

Roshan tare ban jaayein, Vakhari teri shohrat, Teri shohrat sada sada rahe,

Panjab Vishaw Vidyalaya, Teri shaan-o-shauqat sada rahe, Panjab Vishaw Vidyalaya,

Teri shaan-o-shauqat sada rahe, Tamso Ma Jyotirgamaya, Tamso Ma Jyotirgamaya

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INTRODUCING THE CENTRE

Human Resource Development Centre, Panjab University, Chandigarh was one of the first ASC/HRDC College established in the country. It was set up in 1987 and since then it has consistently set benchmarks in terms of quality in the area of teaching and learning. The role of the College has become paramount at a time when pedagogy is faced with new challenges and there is a need to adopt a progressive view of education in the 21st century.

The UGC-HRDC, P.U. has till now provided in-service training to more than 15,000 teachers and is presently engaged in conducting Orientation Courses and Refresher Courses for newly inculcated faculty, Short Term Courses for Non-Teaching Staff, Research Students and Assistant Professors Grade-III. In addition to this, UGC-HRDC also conducts Principals Meet and coordinators meet to spread sensitization and awareness of the significance of training in higher education. Over the years, the College has successfully executed over 270th Refresher Courses, 121th Orientation Courses, 29th Short Term Courses, 04th Principals Meet, 01 Academic Administrators Meet, 03rd Induction Training Programs and 09th Special Schools (Science & Social Science), Training Programme for Non-Teaching Staff 01st, 01st All India UGC-ASC/HRDC Directors' Meet – A Total of 438th Programmes. Indeed, the UGC-Human Resource Development Centre, P.U. has proved to be the nodal institute for training lecturers aspiring for upgrading their knowledge and enhancing their skills.

The UGC- HRDC, P.U. presently has full-fledged facilities of seminar hall, a well-equipped library, Computer lab and a transit hostel for the participants. It also publishes a newsletter titled 'Alok', featuring teachers' contributions regarding academic issues.

The mission of the College is to provide a full support to the human resources responsible for effective functioning of a higher education institutes. It aspires to be an interface for the stake hold

Introducing the College

Accredited with a score of 3.52 by NAAC, PGGCG-11 has not only carved a niche as an academic institution par excellence in northern India but has also served the national objective of cleanliness by winning the 6th position in the Swachhta Ranking by Ministry of Human Resource Development, Govt. of India in 2017 and as the Best Maintained Campus in the Rose Festival, 2019. With the vision of transformational change to help build the architecture of an Inclusive India, the college has been selected by MHRD, Govt. of India for collaboration in Unnat Bharat Abhiyan. PGGCG-11 has also been selected to establish an Institution Innovation Cell by MHRD, Govt. Of India, so as to systematically foster the culture of innovation and encourage, inspire and nurture young students with new ideas.

"To strive, to seek, to find and not to yield"- Alfred Lord Tennyson's words complement our college motto-'Courage to Know' that inspires inquiry and facilitates research to discover truth and explore newer vistas of knowledge.

Our mission at PGGCG-11 is to transform students into rational thinkers, competent workers, law abiding citizens as well as enlightened and empowered individuals. Our team of dedicated and proficient educators encourages analytical thinking and shapes an ethical approach that becomes a lifetime habit. A broad academic range of subjects at UG and PG level along with skill development and job-oriented courses impart meaningful learning and foster multiple abilities with a global outlook. Extra-curricular activities give a wide scope to hone the talents of students in diverse fields of art, music, dance, theatre and sports. Our students have brought laurels to their institution showcasing their creative, imaginative, communicative talent; and athletic potential at university, state, national and international levels. PGGCG-11 is proud of its alumnae who are placed at high echelons in public service, judiciary, media, IT, MNCs, entrepreneurship and have excelled professionally in the fields of fine and performing arts and sports both within and outside the country. Modern technology, effective infrastructure, green cover and other value-added amenities are a hallmark of brilliance that makes the learning experience congenial and purposeful. Societies and clubs with a strong inclination towards our mission of Institutional Social Responsibility carry out community centric initiatives.

LOCAL PROGRAMME PLANNING AND MANAGEMENT COMMITTEE (LPPMC) (2019 to 2021)

Sr. No.	LPPMC/Advisory Board		
1.	Vice-Chancellor, Panjab University, Chandigarh – (Chairman)		
2.	Director, Human Resource Development Centre, Panjab University, Chandigarh – (Member Secretary)		
3.	One UGC Nominee, University Grants Commission, New Delhi		
4.	Vice-Chancellor, Punjabi University, Patiala, Punjab		
5.	Vice-Chancellor, Mata Vaishno Devi University, Jammu, J&K		
6.	Director, Human Resource Development Centre, Kurukshetra University, Kurukshetra, Haryana		
7.	Director, Human Resource Development Centre, Guru Nanak Dev University, Amritsar, Punjab		
8.	Prof. Vanita Verma, Department of Mathematics, Panjab University, Chandigarh		
9.	Prof. Gurpal Singh, Department of Evening Studies, Panjab University, Chandigarh		
10.	Dr. S.S. Sangha, Principal, Dashmesh Girls College of Education, Badal, Sri Muktsar Sahib, Punjab		
11.	Registrar, Panjab University, Chandigarh - (Special Invitee)		
12.	Finance & Development Officer, Panjab University, Chandigarh - (Special Invitee)		

STAFF OF UGC-HUMAN RESOURCE DEVELOPMENT CENTRE PANJAB UNIVERSITY, CHANDIGARH

ACADEMIC STAFF

Honorary Director

• Prof. S.K. Tomar

Deputy Director

• Dr. Jayanti Dutta

NON ACADEMIC STAFF

Senior Assistant

• Mr. Sunil Kumar

Computer Operator

• Mr. Subhash Chand

Clerk

• Ms. Ritu Bansal

HOSTEL ATTENDANT

• Mr. Deepak Rana

SUPPORTING STAFF

Peon

Mr. Jeet Pal

Cleaner

- Mr. Rahul
- Ms. Sushma Rani

SECURITY GUARD

Mr. Manmohan Singh

IQAC Members and Staff Associated with FDP

S.No.	Names			
1.	Prof (Dr.) Anita Kaushal (Principal)			
2.	Dr. Sangeeta Mehtani (Incharge IQAC, Faculty Department of Chemistry)			
3.	Mr. Ajay Sharma (Dean and Head, Department of Public Administration)			
4.	Prof. Pardeep Singh Walia (Incharge RUSA, Faculty Department of Commerce)			
5.	Dr. Madhumita (Department of Botany)			
6.	Dr. Gurjeet Kaur (Department of Chemistry)			
7.	Dr. Umesh Bharti (Department of Zoology)			
8.	Dr. Sukhwant Sidhu (Department of Sociology)			
9.	Dr. Naveen Pandhi (Department of Commerce)			
10.	Dr. Ambuj Sharma (Department of Philosophy)			

Non Academic Staff:

Ms. Maninder Kaur- Junior Assistant

Ms. Deepa Naskar- Steno Typist

Ms. Babita- Lab Attendant

Mr. Naresh Kumar- Assistant Technician

Mr. Suresh Yadav- Lab Attendant

Supporting Staff:

Mr. Lal Bahadur (Peon)

Contact Details of the Participants

S.no	Name of Participants	Designation (Subject)	College	Phone	Email
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Programme Schedule

Programme Team:

Prof Anita Kaushal, Principal, PGGCG-11, Chandigarh Prof. S.K. Tomar, Honorary Director, UGC-HRDC

 $\textbf{Course Coordinator:}\ \ Dr.\ Sangeeta\ Mehtani,\ Head,\ Dept.\ of\ Chemistry,\ PGGCG-11,\ Chd.$

Dr. Ambuj Sharma, Head, Dept. of Philosophy, PGGCG-11, Chd.

Timing of Technical Sessions

 Review Session:
 10:00 A.M. to 10:30 A.M.

 Session:
 I

 Session:
 II

 10:30 A.M. to 12:00 Noon

 10:30 A.M. to 12:00 Noon

 10:30 P.M. to 01:30 P.M.

 10:30 P.M. to 04:00 P.M.

 10:30 P.M. to 05:00 P.M.

 10:30 P.M. to 05:00 P.M.

Friday, 06th August, 2021

Registration: 09:30 A.M. Briefing by Office: 10:00 A.M.

Inauguration Ceremony by: Prof. Arvind, Vice Chancellor, Punjabi University, Patiala

	Inauguration Ceremony by: Prof. Arvind, Vice Chancellor, Punjabi University, Patiala				
Date & Day	Session	Topic	Resource Person		
	I	Inaugural Address Keynote Address Presidential Address	Prof. Anita Kaushal Principal, PGGCG-11, Chandigarh Prof Arvind, Vice Chancellor, Punjabi University, Patiala Prof. S. K. Tomar Honorary Director, HRDC, Panjab University,, Chandigargh		
06.08.2021 Friday	II	"Subverting the Male Gaze: Liberatory Body Politics in Sarghi's Short Story "Apne Apne Marsheia"	Dr. Rajesh Kumar Jaiswal, Faculty English, University School of Open Learning, Panjab University		
	III	Relational Pedagogy: Co-producing Knowledge in the Classroom Ice Breaking Session	Prof. Krishna Kumar, Honorary Professor, Department of Education, Panjab University, Chandigarh		
07.08.2021	I	"Infosphere and the Synergy of Technoscience: The Percolation of the Scientific in the Life of the Humanities"	Prof. Bijoy Bourah, Department of Humanities and Social Sciences, Indian Institute of Technology (IIT), Punjab		
Saturday	II	"Thinking about Thinking, Criticism and language"	Prof. Rajesh Kumar Sharma, Head, Department of English, Punjabi University, Patiala, Punjab		
	III				
08.08.2021 Sunday	I II III	Science, Social Sciences and Humanities: A Quest for Interdisciplinary Understanding Focus: Public Health	Dr. Sandeep Singh Chhatwal, MD Internal Medicine Managing Trustee Veeranwali Foundation, NanhiJaan, Project of Veeranwali Foundation, Omni Clinics and Diagnostics, #343, 345, Sector 34-A,Chandigarh		
09.08.2021 Monday	I	"Knowledge Acquisition in Natural and Social Sciences"	Professor Harjinder Singh Centre for Quantum Science & Technology &		

		T	
			Centre for Computational Natural Sciences &
			Bioinformatics
			International Institute of Information
			Technology, Hyderabad
			Hyderabad 500032, T.S
-			Dr. Jayanti Dutta
		"Collegiality: A Prerequisite for	Deputy Director (Associate Professor),
	II	Interdisciplinary Approach"	UGC-Human Resource Development Centre,
		пистанзетринату турргоаси	Panjab University, Chandigarh
 			BHAGAT OINAM
		"G : G : 1G : 1	Professor, Centre for Philosophy, School of
		"Science, Social Science and	Social Sciences
	III	Humanities: Some Methodological	Chairperson & Concurrent Faculty, Special
		Issues"	Centre for the Study of North East India
			Jawaharlal Nehru University
			New Delhi – 110067, India
			Dr. Kuldip Puri
	I	"Critical Pedagogy"	Professor of Education University School of
			Open Learning Panjab University Chandigarh
		"Science, Social Sciences and	Dr. Bhupinder Singh Brar
10.08.2021		Humanities: Overcoming the Artificial	Professor (Emeritus),
Tuesday	II	Boundaries"	Department of Political Science,
Tucsday		Doundaries	Panjab University, Chandigarh
-			· · ·
	TTT	"Perspectives and Biases, and how to	Prof. Jasjeet Baghla,
	III	account for them?"	Department of Physical Sciences,
44.00.004		(CT) 27 (1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	IISER Mohali, SAS Nagar, Manauli, Punjab
11.08.2021	I	"The Nature of Interdisciplinarity"	Prof. Sunder Sarukkai
Wednesday			Visiting Professor,
			Centre for Society and Policy,
			Indian Institute of Science,
			Bangluru
	II	"The Idea of Interdisciplinarity Quest:	Lallan Singh Baghel,
		Mapping the Commons and Borders"	Chairperson,
			Department of Philosophy,
			Panjab University, Chandigarh
	III	लोकप्रिय संस्कृति और साहित्य	Prof. J.K. Srivastava,
		(Popular Culture and Literature)	School of Humanities,
		() T	IGNOU, New Delhi
12.08.2021	I	Evaluation Session	Prof. Satvinderpal Kaur,
Thrusday	1	Dyaraation Session	Department of Education,
Tinusuay			Panjab University, Chandigarh
			Prof. Satvinderpal Kaur,
	TT	Eltion Cooping	
	II	Evaluation Session	Dr. Gurmeet Singh
			Department of Hindi,
<u> </u>			Panjab University,
	III	Valedictory Address:	Prof. S.K. Tomar,
			Honorary Direcor,
			HRDC, Panjab University, Chandigarh
		Preside by	Prof. (Dr.) Anita Kaushal, Principal
			PGGCG-11, Chandigarh
		Feedback/Cultural	Participants

Session Review by Participants

06.08.2021- 12.08.2021

Date & Session: Day 1 (6.8.2021) Session I (Inaugural) (10:00 noon- 11:30pm)

Resource Persons: Prof. Arvind, Vice-Chancellor, Punjabi University, Patiala & Prof. S.K. Tomar, Head, Human Resource Development Centre (HRDC), Panjab University, Chandigarh.

Theme: Science, Social Science and Humanities: A Quest for Interdisciplinary Understanding

Chairperson/Reviewer: Ms. Kunjan Gupta, Assistant Professor, Department of Mathematics, P.G.G.C.G-11, Chandigarh.

The seven days online Faculty Development Programme on "Science, Social sciences and Humanities: a Quest for Interdisciplinary Understanding" organized by IQAC, Post Graduate Government College for Girls, Sector 11, Chandigarh in association with Human Resource Development Centre (HRDC), Panjab University, Chandigarh under the aegis of RUSA began well. The course coordinators Dr. Sangeeta Mehtani, Head, Deptt. Of Chemistry and Dr. Ambuj Sharma, Head, Deptt. Of Philosophy started the session by introducing the eminent resource persons and welcoming the participants from different parts of the country.

Prof. Dr. Anita Kaushal, Principal, PGGCG - 11 extended a formal welcome to the guests. She introduced the theme of the FDP and expressed that while intradisciplinary depth is crucial, interdisciplinary and integrative learning encourages cross-disciplinary collaborations which enables students to develop critical thinking skills. Prof. Dr. Anita Kaushal also mentioned that complex problems like poverty, social and cultural inequalities and human right violations require an interdisciplinary attention. She also highlighted that the purpose of this FDP is to engage discussions and deliberations in the direction of critical thinking towards better understanding and solving problems faced by people in the contemporary world which requires interdisciplinary and integrative approach.

The inaugural lecture was delivered by a well-known theoretical quantum physicist Prof. Arvind, Vice-Chancellor, Punjabi University, Patiala. He beautifully expressed his ideas by giving examples that although it's important to have disciplinary boundaries but these boundaries should be flexible. He emphasised that specialisation is important but no discipline exists with strict boundaries.

His lecture was followed by the presidential remarks by Prof. S.K. Tomar, Head, Human Resource Development Centre (HRDC), Panjab University, Chandigarh. He started his lecture by stating that disciplines had very rigid barriers earlier but in the present scenario Science, Social Sciences and Humanities have been put together thus emphasising the importance of interdisciplinary learning. Prof. Tomar also stated that in the present education system the mark sheets are like a thermometer measuring the intellect of the student which must not be the case. He also advocated the idea that the

syllabus in the various courses should be reduced to an extent where teacher is not burdened to finish the syllabus on time and thus is able to interact and have healthy discussions with students and at the same time students will also have the time to ponder on the new concepts which are taught in class thus provoking their critical thinking. He also said that the burden on the teacher to complete the syllabus on time has resulted in mechanical student teacher relationship, which in turn has not only lowered the moral values in students but has also hindered the interdisciplinary learning. He summarised his lecture by citing a beautiful example from the Vedas which also favours interdisciplinary study.

Dr. Sangeeta Mehtani presented the vote of thanks to the speakers and Principal Madam for their contribution and support. She also congratulated the participants to be a part of the FDP. Dr. Ambuj Sharma also presented the vote of thanks.

Date & Session: Day 1 (6.8.2021) Session II (12:00 noon- 01:30pm)

Resource Person: Dr. Rajesh Kumar Jaiswal, USOL, Panjab University, Chandigarh

Theme: 'Subverting the male gaze liberatory body politics in Sarghi's short story 'Apne apne marsheia'

Chairperson/Reviewer: Dr. Saurabh Sood, Assistant professor, Dept of Music (Vocal), Dev Samaj

College for Women, Sector 45 B, Chandigarh.

Dr. Jaiswal discussed about "Body Politics" using a story by Punjabi writer Sarghi. He deliberately chose a women writer so that he could put forward a Female's perspective on bodily concerns. He defined that a body is a condition of being in the world and it has got different meanings for people from different backgrounds. For example, science looks at the body as a matter whereas social science and literature talk about body politics in society. His lecture was well constructed and he introduced the structure of his lecture to the participants in the beginning itself. His presentation was divided into three parts. In the first part he discussed about how a body is conceived, perceived and theorized, for which he discussed the inter-disciplinary idea of describing a female body. Second part of his presentation was a short story, whereas third part involved the discussion and conclusion.

Dr. Jaiswal defined the body of a woman on social, psychological, cultural, spiritual, historical and religious levels. He mentioned that gaze is not a neutral term and it has got a male and female view point while describing a women's condition. In literature, body politics is a disputed trail and there are various literary tools to define very idea of a female body. People from literature background are mainly concerned about critically thinking and developing people's consciousness or perception. It was further discussed that specifications of conduct of a woman in a society has been fixed and how she should behave in a given situation like her body behavior and its discipline. To describe all this Dr jaiswal discussed views of Gayatri Charkarboty, a famous critic. In religious aspect it is believed that a body traps the soul. Further he explained how the body is conceived through language. He described that the body of a woman itself is a social situation and not a biological fact, for that he cited examples of Sita, Draupadi and Ahilaya. Further he explained the cultural idea of womanhood. There should be a liberation

from watch and women should think about their own situation and should not merely be an objective of male gaze.

The next part of his talk dealt with a story by Sarghi having two characters Channi and Nandi, two middle aged widows having different set of conditions and social boundaries. Using this story Dr. Jaiswal defined the idea of womanhood covering various aspects like infertility, motherhood and sexuality. He concluded that different conditions like patriarchal and social structure along with her desires shape a woman's consciousness.

Date & Session: Day 1 (6.8.2021) Session III (2:30- 4:00pm)

Resource Person: Prof. Krishan Kumar, Professor Emeritus, Deptt. of Education, Panjab University, Chandigarh

Moderator for Ice-Breaking Session: Dr. Ambuj Sharma, Assistant Professor, PGGCG, Sector 11, Chandigarh

Theme: Science, Social Sciences and Humanities: A Quest for Interdisciplinary Understanding

Chairperson/Reviewer: Dr. Monika Bansal, Deptt. Of Physics, DAV College, Sector 10, Chandigarh

The audio lecture on "Interdisciplinary understanding" by Prof. Krishan Kumar was very thought provoking and inspiring. He talked about the transitions of subjects to discipline over the period of time. He mentioned that, in the pursuit of a discipline, when we give a considerable time of our life to a discipline, we start to identify ourselves with that area of knowledge. Thus, the various distinguished disciplines in an institution represent the reflections of the evolved self-hood of their faculties. This identification with a particular field of knowledge can be advantageous or disadvantageous as it can lead to great discoveries in that particular discipline, but at the same time one can be bounded within the walls of that discipline, which hinders their interaction with other disciplines.

In order to encourage interdisciplinarity, there is need of recognition and sense of appreciation for other disciplines. There must be a desire not out of need, but out of interest to interact with the people of other disciplines. If a teacher shows interest in other disciplines, then he/she can inspire the students as well to be attracted towards the concept of interdisciplinarity. Prof. Krishan Kumar also highlighted that Leisure is one of the prerequisites to grow interdisciplinarity in an institution along with presence of Physical proximity. In summary, the lecture not only highlighted the factors which hinders and helps the idea of interdisciplinarity, but also raises very intriguing questions among the participants.

This was followed by an ice breaking session which is essential for any group activity or training programs. It helps the participants to get to know each other and helps them to participate actively. The ice breaking session on the first day of this seven-day FDP was quite interesting and fruitful. It gave all the participants a chance to get to know about faculties belonging to various disciplines. We get to know not only about their academic achievements but also about their personal likings and abilities. In this FDP we not only have the academic experts who are doing great in their respective fields, but also Sufi singers,

eminent photographer, poets and social workers. I am thankful to HRDC to give me a chance to be a part of this FDP, with which I have got an opportunity to interact with people of such great skills and achievements.

Date & Session: Day 2 (7.8.2021) Session I (10:30am to 12:00 noon)

Resource Person: Prof Bijoy Bourah, Humanities and Social Sciences, Indian Institute of Technology, Ropar, Punjab.

Theme: Infosphere and the Synergy of Technoscience: The Percolation of the Scientific in the Life of the Humanities

Chairperson/Reviewer: Dr. Pankaj Srivastava, Department of Philosophy, Panjab University Chandigarh

Humans as self-conscious beings always reflect on existential philosophical questions- Who are we, how are we placed in a particular historical context? how do we relate to each other? Reflecting on these questions resource person Prof. Bijoy Bourah from School of Social Science and Humanities IIT Ropar delivered his talk on the theme "Infosphere and the Synergy of Technoscience: The Percolation of the Scientific in the Life of Humanities". As this fascinating title suggests he is primarily concerned about the present human situations in which information technology and computer (ITCs) not only affect our sensibility and thinking but also transform our beings. With artificial intelligence and robotics we are marching towards the post-human era. Prof. Bourah began his lecture by explaining the nature of humanities as a scientific study of human conditions.

Invoking Luciano Floidi one of the leading figures in the area of philosophy of information and technology Prof. Bourah asserted that with the speedy growth of Information and technology and bombardment of information the constitution of the human self is changing. As the boundaries between online and offline breakdown, and we become seamlessly connected and surrounded by smart, responsive objects, we are all becoming integrated into an" infosphere".

Prof. Bourah deliberated on how to understand the dynamic relationship between individual and society, self and others and human and their situations. In this context, he mentioned Luciano Floidi' idea of the fourth revolution that is the information technology and computer (ITCs). Earlier in the history of ideas, we have three revolutions- first was the Copernicus revolution where reason played a significant role to understand the human self and others. The second was the evolutionary theory of Darwin which explained how homo sapience evolute from the animal kingdom and the third was the psychoanalysis of Freud which maintains that consciousness is shaped by unconscious sexual drives, impulses and instincts.

Interestingly, the present shift from 'off line' to 'online' represent nothing less than a fourth revolution." To

my mind, this 'online mode' can be understood as a form of life in Wittgenstein sense where our lifeworld has been totally transformed since our daily activity-the way we shop, work, learn, care for our health, entertain ourselves, conduct our relationships; the way we interact with the worlds including every sphere of life - economic, political, social, religious etc. Hence ICTs have become environmental forces that are creating and transforming our realities.

Today the challenge is how can we ensure that we shall reap only their benefits? What are the implicit risks? Are our technologies going to enable and empower us, or constrain us? Lastly, Prof Bourah expressed his concerns on the present human situation by raising very pertinent questions to reflect - where are we now historically? Who are we becoming and where are we going?

The lecture was well-received by participants. Some of the participants have given their observations and raised relevant questions concerning ideology, politics of information and big data. These questions were well answered by Prof. Bijoy Bourah. It was also discussed that human being having free will and being rational should assert his/her agency to the technological determinism. I think that we should expand our ecological and ethical approach to address the present crisis that emerged from the development of information and technology.

Date & Session: Day 2 (7.8.2021) Session II (12:00noon to 1:30pm)

Resource Person: Prof Rajesh Kumar Sharma, Head, Department of English, Punjabi University, Patiala, Punjab

Theme: Thinking about Thinking, Criticism and Language

Chairperson/Reviewer: Dr. Ritu Sharma, Deptt. Of English, D.A.V.College, Chandigarh

The resource person in this session deliberated upon a very pertinent topic. In fact, 'Thinking about thinking' is something that we all should do today. Human beings are the only living beings endowed with the ability to think and while living in an age of ICT revolution, we are constantly and continuously being bombarded with information, opinions, thoughts and ideas. As a result of this we are, always indulged in the act of over thinking, which in turn is affecting our mental health. It is high time now that we take a pause and do a serious 'thinking about thinking'. The session has surely proved to be a milestone in that direction. However, the topic was too broad to be discussed in one session. The resource person started the session by dwelling upon the title of the programme- "Science, Social Sciences and Humanities: A Quest for Interdisciplinary Understanding. He made an apt observation that like Social Sciences, Science too is not monolithic in nature and should be used in plural form. While referring to Aristotle, he defined thinking as an ability to see or perceive something with open eyes. According to him, mind and body duality is a western notion and by referring to Patanjali and Jiddu Krishnamurty, he explained that thinking is not something which takes place only in the mind. Mind and body both are completely involved in the act of thinking. He emphasized on the idea that we are not data interpreters but are thinking beings

and rather than being dependent on the borrowed or collected information from outside, it is important to have knowledge of one's own self. While talking about human evolution through thinking he said, thinking actually leads to transformation.

He also explained the difference between opinion and view point and how thinking actually involves cultivating a view point. Everyone has opinion but very few people make an attempt in pursuit of developing a view point which according to him, comes by constantly challenging and chiselling our convictions. While speaking on criticism he said everyone is free to interpret according to his own ability to perceive and analyze. In order to critically analyse something one should plunge oneself into it whole heartedly and with full consciousness, only then the true critical analysis can take pace. He also deliberated upon the idea that writing, rather than being an expression of one's feelings and emotions, is actually an attempt to think. He is not in favour of doing the critical analysis from a distance, which I feel involves it own set of risks i.e. the emotions, feelings and socio-political background of the critic may tend to influence the analysis. He emphasized the fact that the role of a teacher is not to translate a piece of writing in a simple language for the students. In fact a teacher should encourage and guide the students to have their own interpretations. Despite a technical glitch in the beginning of the session, the resource person was able to deliver a thought provoking talk. The observations, comments and questions raised by the participants made the session interactive, interesting and engaging.

Date & Session: Day 3 (8.8.2021) Session 1 (10:30- 12:00pm)

Resource Person: Dr. Sandeep Singh Chhatwal, Senior Consultant Internal Medicine, Managing Director, Omni clinics and Diagnostics, Chandigarh.

Theme: Science, Social Sciences and Humanities: A quest for Interdisciplinary Understanding (with a special focus on Public Health).

Chairperson/Reviewer: Dr. Nidhi Sharma, Assistant Professor, Department of French, Post Graduate Govt. College for Girls, Sector-11, Chandigarh.

Dr. Sandeep Singh Chhatwal, Senior Consultant Internal Medicine, Managing Director, Omni Clinics and Diagnostics, delivered his lecture on 'Science, Social Sciences and Humanities: A quest for Interdisciplinary Understanding (with a special focus on Public Health)'. Dr. Chhatwal shared his perspective on how Sciences, Social Sciences and Humanities are important for Public Health and why interdisciplinary understanding is the need of the hour.

At the very outset Dr. Chhatwal, through a very effective PPT, explained the concept of independent disciplines, multidisciplinarity and interdisciplinarity. He aptly quoted Karl Popper: "We are not students

of some subject matter, but students of problems. And problems may cut right across the borders of any subject matter or discipline."

Dr. Chhatwal thereafter presented, through a slide of Wikipedia, the Branches and Hierarchy of Science: Scale of Universe, Branches of Science and Hierarchy of Science. Then there was a smooth transition from this topic towards Health where he quoted WHO (1948): "A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity." This definition of health was revised by WHO in 1984 and defined it as the extent to which an individual or a group is able to realize aspirations and satisfy needs and to change or cope with the environment.

Dr. Chhatwal explained the determinants of health which are not only health services but employment and working conditions, the education and literacy, one's physical environments, the sort of social support network one person has, the personal health practices and coping skills, the social environment, healthy child development, one's own biological and genetic endowment, our culture, financial and social status and gender. All these things together determine our health. He presented a pie chart showing the drivers of Health: Social & Economic Environment (40%) followed by Health Behaviour (30%), Clinical Care (20%), Physical Environment (10%). So he said that our surroundings are important and health is influenced by how our surroundings make us feel and the opportunities they provide.

Then Dr. Chhatwal highlighted another aspect of his presentation i.e. the Public Health. He stated the dimensions of Public Health: Health Education, Health Promotion, Health protection, Disease Prevention, Early Diagnosis, Prompt Treatment, Disability limitation, Rehabilitation.

After that Dr. Chhatwal mentioned the Public Health Approach by taking into account the questions like What is the problem? What is the cause?, What works and for whom?, How do you do it? The challenges of Public Health were explained in a simple way. According to Dr. Chhatwal, the first challenge is Support well-being, the next challenge, he said, is to transform systems and cultures, next is Spark and sustain movements; next challenge he stated is Changing patterns of Cause of death and next was the challenge of Ethical issues. He emphasized that everyone must have an access to healthcare.

He emphasized that art and culture are important assets of our community. They are the assets which contribute to our community's health and wellbeing and they can be used as active agents in designing and implementing the public health programs. He also said that art and culture are reliable and effective

because they can analyse the root causes of poor health, they can analyse health remedies and can help in the study of multiple historical inequities.

He highlighted that art and culture has a power to connect people and services, it helps raise the voice of the underrepresented, it can help improve health communication and education efforts and in a lot more ways. He also conveyed that Social Sciences study the health consequences of stigma, prejudice and discrimination and how we can deal with them, they study the impact of socio-economic positions and the impact of stress, and they study the role of policy, power and politics in structuring the health of population. He advocated that together the Social Sciences and Humanities establish a framework for a collaborative action, address the social determinants of health, achieve public health preparedness and ensure effective response, they also help to strengthen our system and make them resilient.

He concluded by saying that Science helps us to understand the basic problem from the perspective of health, the social sciences deal with public health problems by actually applying a deeper understanding of the economic and the political implications which happen because of these and humanities helps us make sustainable choices by providing ethical as well as philosophical perspective on public issues. So, Science, Social Sciences and Humanities have always worked to improve the human condition to create stronger and healthier communities but we are missing on the power of their combined strength. If we invest in collaboration and if we draw the strength and the knowledge from all these disciplines and also from the communities that these disciplines are designed to serve, the opportunities will be expanded and a healthier and equitable community can be created.

Overall, the session held everyone's attention by the virtue of its content and the information that was given so well through a PPT. There were questions asked by the participants at the end of the presentation to which Dr. Sandeep Singh Chhatwal replied very aptly.

Date & Session: Day 4 (9.8.2021) Session 1 (10:30- 12:00pm)

Resource Person: Professor Harjinder Singh Laltu, Centre for Quantum Science & Technology & Centre for Computational Natural Sciences & Bioinformatics, International Institute of Information Technology, Hyderabad

Theme: Knowledge Acquisition in Natural and Social Sciences

Chairperson/Reviewer: Dr. Savita Chaudhary, Assistant Professor, Deptt. Of Chemistry, Panjab University, Chandigarh.

Initially In his talk Prof. Laltu has explained the concept of knowledge by defining it. He explained the nature of knowledge in reference to human and natural sciences. He also explains the concept of science by using a quote by Thomas Huxley in which he said that Science is an organised common sense. Prof. Laltu has also explained that this common sense is cultivated in oneself through the experience and education. He also defines science through the view point of Feynman in which he explained that Science is the belief in the ignorance of experts. Sir has also explained the concept of generalised beliefs that one should follows in their life. The way of differentiating the knowledge and information in his talk is quite impressive. The idea of perception is explained by sir through a quote of Helen Keller. In which he said that the greatest calamity is not be born blind but rather that should have eyes and yet fails to see. The perceptual illusion were mainly made by sensation provided by world and the respective illusions made in once mind. His talk is followed by the active involvement of our learner participants. Dr. Pankaj, Dr. Gopal, Dr. Jaspal, Prof. Lallan and many more have raised relevant questions to the speakers.

In my view point, the talk has opened new directions of thoughts in us and brought common things in sciences and non-sciences in front of us. Sir has rightly said that one should not only bother about our self, but we should be more concerned about what knowledge we are passing to our students. The sciences in one hand empower us and on other hand the languages enlighten us to express our views. However, I disagree in reference to one of the raised questions where scientific temperate of researchers from sciences are compared with non-sciences. This question has raised another direction of debate in this area. In my view, this thing of comparison is like we are comparing the vegetables with fruits. Both fields are equally important and have their own advantages and disadvantages and these two fields are two sides of a coin. To overcome these differences in thoughts, such FDP programs are quite helpful and give a new ray of hope to break the unseen boundaries between the two. I hope, this topic will be included in one of the sessions in near future in order to fulfil the motive of this program.

Date & Session: Day 4 (9.8.2021) Session I1 (12:00noon to 1:30pm)

Resource Person: Dr. Jayanti Dutta, Deputy Director (Associate Professor), UGC-Human Resource

Development Centre, Panjab University, Chandigarh

Theme: Collegiality: A Prerequisite for Interdisciplinary Approach

Chairperson/Reviewer: Dr. Renu Baliyan, Asstt. Prof. in History, KVA DAV College for Women, Karnal, Haryana.

Dr. Jayanti Dutta started her lecture with the outcomes of Orientation /Refresher courses for the foundation of teaching –learning concepts. She focused on debate/ discussion/Reflect Practices during the academic career with the colleagues. She highlighted the co-operative relationship / partnership/ teamwork and how we can enhance companionship by transparency, trust, departmental rituals etc. She focused on collective learning and holistic approach towards interdisciplinary aspects. She laid focus on more and more

interactions between the teacher and the learner. She focused on multiway communication in learning and suggested many ways how to improve the output of teaching.

She discussed various aspects of better teaching learning collaboration. She shared a questionnaire in which terms and issues of colleagues were focused that affects the work culture of educational institutes. Infect the session was very interactive, lively and full of information. All the participants were active during the session. She interacted with the participants during the session. They discussed their queries with the resource person.

In the Review Session the lecture was discussed by all the participants and Dr. Ambuj Sharma, Dr. Anuradha Agnihotri and Dr. Pankaj Srivastava also gave their submission.

Date & Session: Day 4 (9.8.2021) Session III (2:30pm to 4:00pm)

Resource Person: Professor Bhagat Oinam, Professor, Centre for Philosophy, School of Social Sciences, Chairperson and Concurrent Faculty, Special Centre for the Study of North East India, Jawaharlal Nehru University, New Delhi.

Theme: Science, Social Science and Humanities: Some Methodological Issues

Chairperson/Reviewer: Dr. Anand P. Shende, Associate Professor, Coordinator, Applied Art

Department, Govt. College of Art, Sector 10-C, Chandigarh.

Dr. Bhagat Oinam focused on two important terms in humanities, i.e Phenomenology and Hermenology. He distinguished between cultural life, science and religion are two different aspects. Religion is closely related to culture and science makes us distinguish and understand religion and culture. We see histories in different cultural contexts and time. For e.g. Jesus Christ sacrificed his own life, he was crucified similarly in Sikhism Guru Gobind Ji fought war for a cause. Therefore, one cannot ignore the cultural aspects and historical context.

Date & Session: Day 5 (10.8.2021) Session I (10:30 am to 12:00 noon)

Resource Person: Professor Kuldip Puri, Professor of Education, University School of Open Learning (USOL), Panjab University, Chandigarh

Theme: Critical Pedagogy

Chairperson/Reviewer: Dr. Anuradha Agnihotri, Assistant Professor, Dev Samaj College of Education, Sector 36-B, Chandigarh.

Professor Kuldip Puri initiated his though provoking session on "Critical Pedagogies" by saying that we generally limit our methodologies of teaching and learning, which have a larger meaning and that needs a

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relook at the issue which requires a strong desire to seek, acquire and generate knowledge. The critical pedagogies have different connotations for teachers and students which is not to be taken vacuum but to be interpreted in social contexts and in relation to context of learning. critical pedagogies are laced with political

Prof. Puri shared 3 real-life incidences out of his rich, vivid experience spread over decades, with the basic idea that if there is a surveillance on the thinking process of a child, then he/she may lose the confidence to think independently, leading to a crisis of dialogue in the class. It also insulates the entire teaching-learning process from entering into a situation which could lead to the transformational situations. He raised certain questions in the minds of the participants by sharing theses incidences such as why is it that we try to kill the questions in the minds of the students? Do we wish to fan the passion of ignorance among students? Prof. Puri shared his concern that killing the curiosity leads to acceptance, submission and not reflection.

Professor Kuldip Puri referred to NCF (2005) that has promoted critical pedagogy and has defined it as an opportunity to reflect critically in terms of socio-economic- political contexts, to see issues around the things with different perspectives. The essence of critical pedagogy lies in sharing collective experiences without fear of judgement. It gives an opportunity to learn new ways of co-existence and maintaining peace and harmony. It creates an environment where students learn how to question.

Prof. Puri pointed out that normally people are fearful of raising the voices. When we think critically, when we refuse the knowledge as it comes to us, when we question the established formulations, then it leads to critical pedagogies. It leads to an assurance that the questions raised by the students will be accepted and valued and that they would not be harmed or criticised so as to make informed choices & decisions.

Further elaborating on critical pedagogies, Prof. Puri reiterated that it also leads to democratization of the nation and strengthens democratic fibre, values and politics. No teaching can be neutral to politics. He further discussed the neo-liberal assault on teaching which is due to the advent of new era of market policies that has started with a promise that the problems not solved by the politics are to be solved by the market This corporatization of teaching has subdued the logic of the market making it dehumanized. The economic market is only selling individualistic, materialistic values and is not humane as says the popular tag line" Kar lo duniya mutthi mein", meaning that one is another's 'mutthi' or say, in the custody of some This power. race has totally marred the spirit of teaching-learning process.

Prof. Puri then focused his attention to another important aspect in critical pedagogies i.e. "Techno-Eutopia", saying that the technology is not the sole answer to all learnings, in fact it is leading to a technological assault and techno-slavery resulting in a compliance society. Towards the end of this fruitful session, Prof. Puri raised certain questions in the minds of the participants such as how can we have a balance between public values and corporate/consumer values?

He concluded his session by saying that if the classroom pedagogies will be market-oriented, then a teacher not equipped with technological knowhow such as to operate smart boards in schools will not be considered for jobs, despite being a good teacher. One must see the things in totality & if we have to keep the spirit of knowledge generation alive, then questioning and critical thinking must be an integral part of all our pedagogies.

An interactive session followed this thoughtful discourse wherein questions were raised by the participants like by Dr. Pankaj Srivastava, Dr. Jaspal Kamana and Dr. Monika Bansal which were well taken by the resource person. The session concluded with the observations and vote of thanks by the chairperson of the session Dr. Anuradha Agnihotri and course coordinator Dr. Ambuj Sharma.

Date & Session: Day 5 (10.8.2021) Session II (12:00 noon to 1:30pm)

Resource Person: Professor Bhupinder Singh Brar, Professor (Emeritus), Department of Political Science,

Panjab University, Chandigarh

Theme: Academic borders and Boundaries

Chairperson/Reviewer: Dr. Seema Sareen, Assistant Professor, Dev Samaj College of Education, Sector

36-B, Chandigarh.

The resource person, Prof. Bhupinder Singh Brar began his talk by narrating an anecdote of his visit to Vagha border of India and Pakistan to see retrieve ceremony. He was astonished to see aggressive behaviour of the soldiers of both the countries. He also shared the experience of his visit to some other country in Europe where people across two countries were free to move from one country to another. Similarly, there exist borders and boundaries across different disciplines in academics. He defined discipline as a **form of specific and rigorous learning that is disciplined by their discipline or rules.** So, there can be borders or they can be free so that they can go beyond the borders. Every discipline has sense of belongingness which is a must and root of every discipline. The speaker shared a number of experiences to make the concept clear.

He cited many examples of multidisciplinarians who had not worked in a single discipline but had a wider knowledge of many other areas like Pluto who was a political philosopher but he wrote many things in almost all the branches of philosophy similarly Aristotle and Marx have studied many disciplines. To quote Prof. Brar "When we are narrow to our disciplines, less comprehensive we are". To him narrow specialization is circumstantial. Prof. Brar also talked about the reasons of academic borders and boundaries. One of these reasons is knowledge explosion which is very fast in all the disciplines so, it becomes unmanageable. Thus, we prefer to restrict ourselves to our single discipline only.

Another reason is social change which is so complex and rapid that we cannot catch up with so many disciplines that we bind ourselves to our own disciplines only. However, the speaker cautioned that these boundaries are artificial and we must overcome these boundaries to maintain the dignity of knowledge. He suggested to employ Sovereign state system in this regard in which every state has its own boundaries and all other states respect these boundaries and at the same time relate and cooperate to

each other. Similarly, consider each discipline as a state having its own rules and methods and we have to work within the parameter of that discipline but many disciplines can come together.

Professor Brar talked about natural sciences, social sciences and humanities as disciplines. For prof. Brar difference between humanities and social sciences is completely artificial. Modernity has given new shape to disciplines by knowing the limits of what can we do into a discipline He stressed that every discipline has knowledge of certain kind but we cannot get a comprehensive knowledge in a single discipline. He cited the example we cannot imagine that social sciences alone can produce knowledge about human beings.

The resource person was convinced that Humanities courses are inadequate in giving the needed broader base of scientific and technological knowledge for understanding diverse social problems. Thus, Multidisciplinary learning process in the humanities makes the students to gaining confidence and enhancing knowledge. Keeping in mind the diversity of the participating group, the resource person cited many examples from our daily life and narrated a number of anecdotes during the session to make the lecture simple and interesting. He delivered the lecture in bilingual mode. Overall, it was highly relevant and informative talk. The session ended with interaction and deliberations by the group members.

Date & Session: Day 5 (10.8.2021) Session III (2:30 pm to 4:00pm)

Resource Person: Professor Jasjeet Singh Baghla, Department of Physical Sciences, Indian Institute of Science Education and Research (IISER) Mohali, Knowledge City, Sector 81, Sahibzada Ajit Singh Nagar, Punjab.

Theme: Perspectives and Biases, and how to account for them?

Chairperson/Reviewer: Dr. Gurpreet Kaur, Department of Chemistry, Panjab University.

Dr. Bagla started his talk by giving the plan of the talk to the audience and explained that he will talk about astronomy which mainly deals with what we observe from the earth and in near earth objects. Therefore, it is essential for us to imagine other perspectives and should go beyond. It was Jain astronomers who observed this concept in India but could not record any cosmography. Greeks were more advance and gave a quantitative concrete model for predictions. He started his presentation by giving some early observations of astronomy which included i) regular sunrise and sunset ii) stars are fixed, planets and moon appear to move in the background iii) planets, moon, sun drift from west to east in the background of fixed stars and sometimes planets move from east to west which is called RETROGRADE model. He also added a cartoon animation of retrograde model of mars.

Dr. Jasjeet told that the journey of subject started from Ptolemy's model which was proposed 2000 years ago and was essentially the best model for predications for nearly 1500 years. Ptolemy talked about seven objects including sun, moon and five planets i.e. Mercury, Venus, Mars, Jupiter and Saturn (all the planets that were visible with naked eye without telescope) and these seven objects had 53 epicycles.

Further, explaining the time-line he explained how this model had to bear the opposition from critics which was mostly based on philosophical grounds without offering any advantage in making predictions. Many new models were proposed from 1900 AD to 1400 AD, where, some were good with concepts and some were good with predictions, however, none of them could able to couple concepts with good predictions. For example, none of the models were able to explain that why the brightness of Venus does not change or remains constant? He then explained Copernicus model and also showed an original illustration from the book of Copernicus. Dr. Jasjeet further discussed Kepler's model that gave the best observation i.e. earth and other planets move around the sun and planet is back at the same place after certain time. It was Galileo who eventually explained that Venus also had phases.

In the last part of the presentation, he talked about galaxies and expansion of universe which is only a hundred years old concept and started in 1912 by Hubble. He pictorially illustrated the milky way galaxy and how does it look like in lights of different wavelengths. In my opinion, the lecture was interdisciplinary because in our childhood we all have been mesmerized by the presence of stars, moon and sun around us. Speaker also tried his best to make it simpler for the audience of different domains. However, it was still very technical and I am sure many of us found it hard to cope up with the scientific terminologies used. Participants raised curiosity questions like do stars or astrology influence our life? and what impact does blackhole create? Apart from this, more importantly this lecture made us all think about various challenges pertaining to the idea of adaptability of interdisciplinary/ multidisciplinary concepts.

Date & Session: Day 6 (11.8.2021) Session I (10:30 pm to 12:00 noon)

Resource Person: Professor Sunder Sarukkai, Visiting Faculty, Centre for Society and Policy, Indian Institute of Science, Bangalore.

Theme: The Nature of Interdisciplinarity

Chairperson/Reviewer: Dr. Gopal Chandra Nayak, Assistant Professor, Deptt. Of English, Regional

Institute of English, Sector 32, Chandigarh

The resource person for session-I of the online seven-day FDP was Professor Sunder Sarukkai, Visiting Faculty, Centre for Society and Policy, Indian Institute of Science Bangalore, who discussed the topic-The Nature of Interdisiplinarity with the fortysix participants belonging to twenty six disciplines. Before discussing interdisciplinarity, Professor Sarukkai discussed what constitute a discipline and explained that common aims, assumptions, methods, objects of study etc. form a discipline and make a discipline different from other disciplines. Then he introduced three categories such as *Interdisciplinary*, *Multidisciplinary* and *Transdisciplinary* and commented that it is difficult to be in "one" discipline today as more and more scientific research is being carried out borrowing concepts, ideas and methods across disciplines.

He gave the example of the trans-discipline called Ayurbiology which is created by balancing Ayurveda

and modern science (Allopathic science) whose theoretical bases are very different. Next Prof. Sunder illustrated the focus, methods, assumptions and goals of five disciplines- Science, Arts, Social Sciences, Business/Management and Philosophy which was very well structured (in ppt) to make the concept of discipline clear to the participants belonging to different discipline.

Then he explained the conditions of scientific knowledge and said there are assumptions and conditions at the foundation of knowledge in every discipline, and Inderdisciplinarity is overlap of objects, methods, aims, assumptions and so on. Prof. Sarukkai asked the rhetorical question – Are disciplines already interdisciplinary? In Science; mathematics, Physics, Chemistry and Biology are already there as in Social Sciences; Philosophy, Natural Science and literature exist. He mentioned that the major problems in interdisciplinary research are integration/comparison of concepts, knowledge systems like different meaning or conditions of knowledge in each discipline. The professor said that one needs to understand one's discipline with clarity for doing interdisciplinary research.

The presentation was followed by interaction between Prof. Sunder and the participants. In the interaction, he highlighted how the New Education Policy 2020 has envisioned towards indisciplinarity (which is good for students), and for its proper implementation a lot of preparation including preparing the teachers/teacher training is required. The session was very well structured, informative, clear, focused, relevant and engaging.

Date & Session: Day 6 (11.8.2021) Session II (12:00 pm to 1:30 pm)

Resource Person: Dr. Lallan Singh Baghel, Chairperson, Department of Philosophy, Panjab University, Chandigarh.

Theme: The Idea of Interdisciplinary Quest: Mapping the commons and borders

Chairperson/Reviewer: Mrs. Jai Bharti Kashyap, Librarian, PGGCG, Sector 11, Chandigarh

Prof. Lallan Singh Baghel started his talk with describing Interdisciplinarity. Interdisciplinarity is the integration of information data techniques or perspectives from two or more disciplines or subjects to enhance the fundamental understanding how to solve the problems that are beyond the scope of a single discipline or subject. Interdisciplinarity helps to break the principles and control of a specific discipline and makes space for more possibilities. Interdisciplinarity helps to bring people together from different disciplines to collaborate their ideas and share their views on particular topics which helps both the parties as it helps to broaden their horizons of knowledge. Interdisciplinarity also promotes collegiality amongst colleagues which not only helps advancing their expertise but also provides support and promotes teamwork and bring the sense of togetherness in people and helps to improve positive workplace relationships between peers.

Plato, Aristotle and Socrates says that every human being has the capability of learning anything whether it be mathematics or anything else. Kautilya's arthashastra even shows and demonstrates the

relationship between philosophy, religious studies and political studies. Whether it be Aristotle in the western part or Kautilya in the southern part of the world, all of these philosophers were interdiciplinaries. Francis bacon says that we should value our experiences more than our principles. Science is more of curiosity than a cure. It is not a technology. It is a subject in which we can demonstrate something. In the early 19th century interdisciplinarity could be classified in different types one of them being the top down approach which states that the knowledge was imparted to everyone through the elite class of that time only i.e. the upper class people of that time who had the access to all the scientific knowledge available were the ones to further spread the knowledge among the other lower sections of the society like the working class and women in that time.

The second approach named the bottom approach states that knowledge should be generated through our experiences, the knowledge gathered from the experiences of the lower classes of that time like the agricultural class and women would be totally different that the one from the upper class because their experiences of that time were totally different as women or poor people because they weren't even allowed to gain knowledge at that time, and the third and the last type named the inside out, which states the principle of self-evaluation i.e. whatever we teach or impart to our students do we actually apply that to our own lives as well? It is method of implementing our own teaching which even promotes equality among each other. Prof. Bhagel ended his talk with beautiful poem which suggest that we should break the monotony and be open to Interdisciplinarity. Questions asked by participants were answered by resource person. Overall the session was very thought provoking, informative and interactive.

Date & Session: Day 6 (11.8.2021) Session III (2:30 pm to 4:00 pm)

Resource Person: Prof. Jitendra Kumar Srivastava, School of Humanities, Indira Gandhi National Open

University (IGNOU), New Delhi, India

Theme: लोकप्रिय संस्कृति और साहित्य

Chairperson/Reviewer: Dr. Anoop Singh, Assistant Professor, Deptt. of Public Administration, PGGCG-

11, Chandigarh.

प्रोफेसर जितेंद्र कुमार ने अपनी प्रस्तुति लोकप्रिय संस्कृति और साहित्य के अंत्र्संबंधों से शुरू की I जिसमे उन्होंने लोकप्रिय जीवन मूल्य और लोकप्रियता जैसे विषयों को उजागर किया। प्राचीन काल की बात करते हुए बताया कि एक दौर था जब प्रतिबद्धता को महत्वपूर्ण समझा जाता था परंतु धीरे धीरे इसमे परिवर्तन आने लगे क्यों की साहित्य अंततः समाज से स्रजित होता है। इसलिए आजकल संस्कृति को उधोगों की तरह देखा जाता है। उन्होंने उदाहरण देते हुए लोकप्रिय संस्कृति का वर्णन किया और समाज पर इसके प्रभाव के बारे में बताया। मुख्यतया चेतन भगत, रान् के उपन्यास, स्रेंदर मोहन पाठक के साथ साथ प्रेमचंद की लोकप्रियता के बारे में विचार

प्रकट किए। इसके साथ - साथ ये भी बताया की आप गंभीर हो कर भी लोकप्रिय हो सकते है।

जन संस्कृति व लोकप्रिय संस्कृति के अंतर पर प्रकाश डालते हुए बताया की जन संस्कृति आज भी श्रम समुदाय मे

जिंदा है जैसे जन जितयों मे नाट्य मंडलीया विशेषत: उत्तर प्रदेस्ग और बिहार मे इसके प्रमुख उदाहरण है।

इसके बाद लोकप्रिय संस्कृति के प्रभाव के बारे मे वर्णन करते हुए बताया कि यह चेतना को जगाने की बजाय
कुंथाओं को जगाती है। इसका प्रसार विदेशों मे ज्यादा होने लगा है जैसे अमेरिका मे (Lasswell) लोकप्रिय साहित्य मे

महत्वपूर्ण योगदान रहा है। यह भी बताया की लोकप्रियता का आधार आम आदमी से जुड़ा होता है।

कविताओं के बारे मे विचार प्रकट करते हुए राजेश जोशी, केदार और कुमार विशवास कि रचनाओं के बारे मे अंतर

स्पष्ट किया और इसके साथ साथ यह भी बताया की प्रेमचंद, सरत चंद और रविंदर नाथ टैगोरे लोकप्रिय एवं गंभीर

साहित्यकार थे।

हिन्दी फिल्मों का जिक्र करते हुए उन्होंने बताया कि गुलसन नन्दा के उपन्यासों के आधार पर झील के उस पार, कटी पतंग और खिलौना नामक फिल्में बनाई गई जो कि पूंजीवाद की ओर इशारा करते हैं। इसके साथ-2 अमिताभ बच्चन और नसीरुदीन शाह और ग्लजार के बारे में विचार प्रकट किए।

अंत मे यह बताया कि गंभीर साहित्य परंपरा के साथ साथ समय से लड़ने कि सीख देता है। लोकप्रियता अतृप्ति को जन्म देती है। स्त्रियों के साथ होने वाली अपमान जैसी घटनाएँ लोकप्रिय संस्कृति का परिणाम है। सत्र के अंत मे सभी प्रतिभागियों ने बड़े उत्साह के साथ विचार-विमर्श मे भाग लिया।

Date & Session: Day 7 (12.8.2021) Session I (10:30 pm to 12:00 pm)

Evaluator: Professor Satvinderpal Kaur, Department of Education, Panjab University, Chandigarh

Date & Session: Day 7 (12.8.2021) Session II (12:00 noon to 1:30 pm)

Evaluator: Dr. Gurmeet Singh, Department of Hindi, Panjab University, Chandigarh

Theme: Evaluation Session

Moderator: Dr. Ambuj Sharma, Course Coordinator, Assistant Professor, **Deptt. of Philosophy**, PGGCG-11, Chandigarh.

The seventh and final day of the FDP has been devoted to presentations from the participants in two sessions, which were evaluated by the evaluators of the two sessions Professor Satvinderpal Kaur and Dr. Gurmeet Singh.

Date & Session: Day 7 (12.8.2021) Session III Valedictory Session (2:30pm to 5:00pm)

Valedictory Address: Prof S. K. Tomar, Honorary Director, Human Resource Development Centre, Panjab University, Chandigarh

Presided by: Prof. (Dr.) Anita Kaushal, Principal, Post Graduate Government College for Girls,

Sector 11, Chandigarh

Theme: Lecture, Feedback and Cultural Events

Moderator: Dr. Ambuj Sharma, Course Coordinator, Assistant Professor, Deptt. of Philosophy, PGGCG-11, Chandigarh.

In the valedictory session on the concluding day of the FDP the valedictory address was presented by Prof S. K. Tomar, Honorary Director, Human Resource Development Centre, Panjab University, Chandigarh. The session was presided by Prof. (Dr.) Anita Kaushal, Principal, Post Graduate Government College for Girls, Sector 11, Chandigarh. This was followed by various cultural performances and feedbacks by the participants. Thus, the seven-day FDP comprising of extensive and fruitful deliberations, discussions and review sessions came to a constructive and logical conclusion.

Resource Material

With New Hopes

PGGCG-11

Collegiality: A Prerequisite for Interdisciplinary Approach

Jayanti Dutta Panjab University



Disclaimers

- Objectives-
- Initiate/Debate/Discuss/Reflect/Practice
- To put ideas on the table
- To share things that I have read/ found

- Feel free to
- Stop/intervene/comment/question/criticise



What do we discuss

The concept of Interdisciplinarity
Strategies to do ID research and teaching
Collegiality as an organisational strategy
Put into action

- Are you a disciplinarian or an inter-disciplinarian?
- When was the first time you took interest/ were exposed to other disciplines?
- What is Interdisciplinarity?



What is Interdisciplinarity

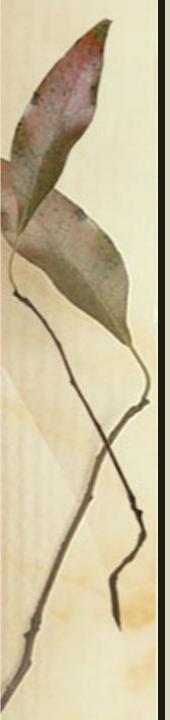
- a mode of research
- that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge
- to advance fundamental understanding or
- to solve problems whose solutions are beyond the scope of a single discipline or area of research practice.
- creating something new by crossing traditional boundaries between academic disciplines.



Historically

- We were more interdisciplinary
- Rhetoric/Logic/Mathematics/Philosophy
- Indian tradition
- Philosophers/thinkers/scientists/ mathematicians

- Age of Specialists
- Research funding/ collaborative approach/



 "The modern mind divides, specializes, thinks in categories: the Greek instinct was the opposite, to take the widest view, to see things as an organic whole."

Kitto, H.D.F. (1957). The Greeks. Middlesex: PengUIN



Is it something new?

Name some interdisciplinarians.



Is it something new?

- Biotechnology
- Biochemistry
- Biophysics
- Bioinformatics
- Physical chemistry
- Nanotechnology
- System biology

 Geography and Psychology



- Jagdish Chandra Basu- physicist, biologist, biophysicist, botanist, archaeologist, as well as an early writer of science fiction
- Prafulla Chandra Ray-chemist, educator and entrepreneur
- CV Raman-Scattering of Light, Music Acoustics, Optics, Optics of Minerals and Diamond, Physics of Crystals, Floral Colours and Visual Perception
- Darwin-Naturalist, physician and geologist
- Mendel- Monk and geneticist



- Science-Science
- Science-Humanities (MBA, quality studies, educational theory)
- Science-Languages (Neuro-linguistic, cognitive studies)
- Science-Fine arts (Impressionism)



Why Interdisciplinarity

- The subject is neglected (history of science)
- Misrepresented (womens studies)
- When a subject appears differently when examined by different disciplines
- Traditional disciplines are unable/ unwilling to address an important problem
- New research developments (nanotechnology/ system biology/ bioinformatics)
- As a remedy to excessive specializations
- When a problem is complex (elephant parable)



The world is ID

- Dewey Decimal system
- 000 General works, Computer science and Information
- 100 Philosophy and psychology
- 200 Religion
- 300 Social sciences
- 400 Language
- 500 Pure Science
- 600 Technology
- 700 Arts & recreation
- 800 Literature
- 900 History & geography



Complex subjects

- Global warming
- Public health
- Environmental studies
- AIDS
- Land Use



Why are'nt we interdisciplinary?

- Differing perspectives/methods
- Seen as soft
- Rigid systems
- Perceived as a competition by traditional deptts for funds
- Hegemony of traditional disciplines
- Politics of marginalization of basic and ID disciplines



ID for teachers

- ID research
- ID approach in teaching



ID in research

Immigrants with fresh eyes can

- Detect errors
- Generate new ideas
- New ideas fall within gaps
- More creative
- Many problems can be solved only through ID
- To bridge gaps in ideas

Benefits

- Cognitive ability
- Recognition of bias
- Critical thinking
- Perspective-taking techniques
- Tolerate ambiguity
- Appreciate ethical concerns
- Informed and engaged citizens

Strategies

- Allow doubts/ ambiguity
- Allow questions
- Encourage different perspectives
- Shun rigidity
- Plan exposures/ opportunities
- Use ID jargon

ID approach to teaching



What we have to do

- Cultivate interdisciplinarity as a habit of mind
- Ready to learn
- Stop being arrogant
- Humbling experience
- Focus on commanalities between fields
- Get exposure of other fields/ seminars
- Open/flexible/liberal
- MOOCS



Invest in Colleagueship



Defining Collegiality/ Colleagueship

Workplace companionship

- What it is not?
- Nexus
- Unholy network
- Clique
- Gang



Why do we need Collegiality?

- Personal benefits
- ~(Health, Physical, Mental, Time saving, More Productive, Enriching, Fulfilling, Joyous)
- Departmental benefits
- ~(Smooth administration, better quality of teaching and research, more funding, optimum use of resources)
- Institutional benefits ~(Better ranking, Enhanced perception, Student satisfaction, More retention)



Why do we need Collegiality in Academic institutions?

Unlike other workplaces

Shared Authority

Shared Decision making

Faculty are roughly equally empowered member

For knowledge exchange



Barriers

- size of the community
- personalities
- habits
- politics
- genuine differences of opinion

Agree to disagree without being disagreeable



How to identify a department having no collegiality

- low morale in the department
- lack of collaboration between and among faculty members
- lack of department celebrations or social alliances
- more classes being cancelled faculty not showing up to teach their classes
- faculty office hours not being kept
- increased absenteeism and tardiness
- diminished work quality of once-productive faculty
- new faculty struggling to survive in a hostile work environment
- older seasoned faculty worn down and becoming disengaged in department/institution



How to identify a department having no collegiality

- communication within the department described as inchoate
- increased illness and health issues
- working from home more than usual or more than necessary
- increasing faculty isolation and alienation
- poor teaching evaluations from students and peers
- refusal to serve on department, school or university committees
- lack of or minimal attendance at scheduled faculty meetings.



How to enhance Collegiality?

- Transparency
- Trust
- Build on strengths and weaknesses
- Departmental rituals
- Small but effective habits
- The problem is somewhere else
- Training and handholding
- Collegiality as a tenure parameter
- Collegiality as an organizational strategy



How to write a Collaborative paper

- Whoever has the idea initially, is the person who takes the lead.
 However, no matter who takes the lead, the work is always circulated to the others multiple times for input.
- We devised a simple document-handling system of adding our initials and the date to the file name each time we update a document.
- We are constantly on the lookout for articles that relate to our interests and share them with the team.
- We actively seek input from each other's professional domain.
- We take nothing personally. Our goal is to create the best possible presentation or article, so we remove our egos from the process.
- One person's suggestion is not viewed as criticism of the other person, but as a way to make the "product" better.
- It takes some practice (a chance to use your "active listening" skills) but ultimately results in something of which we are all proud.



 "I believe that the excitement happens at the margins. When two systems come together, the excitement – the dynamics – are at the margins where they connect" (Sorofman, 2011).



- https://www.researchgate.net/publication/277935009_C ollegiality_as_a_strategy_for_excellence_in_academia
- Sorofman B. (2011) 'Encouraging departmental teams', Academic Leader, Vol. 27, No. 10, pp.3–5.
- <u>Faculty Development Archives Faculty Focus</u> | <u>Higher Ed Teaching & Learning</u>

- Thanks
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