



GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING

(NAAC ACCREDITED, NCTE RECOGNIZED, GGSIPU AFFILIATED)

NATIONAL SEMINAR

MARCH 21, 2024

NEP -2020: INTEGRATING PEDAGOGY WITH ART, MUSIC AND PLAY - FEASIBILITY & IMPLICATIONS

VENUE:

GOOGLE MEET PLATFORM

DATE:

21ST MARCH '2024, THURSDAY

+91-11-27057722,+91-11-27057733

giastcordinators@outlook.com.

<https://www.giast.org/>





ABOUT GIAST

GIAST, an affiliate of GGSIPU, Dwarka, and a pioneer in Teacher Training which was set up under the aegis of Rohini Educational Society in 1999 with prime objective of nurturing every student-teacher as a “responsible” Teacher. The institute is a venture of its own kind where educators and professionals have joined hands to aid direct the agenda of Education.

In today’s highly competitive era, schools are equipping the teachers who are multi-talented to have strong creative skills along with the understanding of students to shape their future. To fulfill the need of society and to face the challenges of life, the budding teachers are to be prepared to cope with the changing societal and professional needs.

For this GIAST is providing platform to enhance the potential of aspirant teachers.

Gitarattan Institute of Advanced Studies and Training has emerged as a widely recognized & one of the best centres of excellence in Teacher Education. GIAST is committed to produce excellent teachers who are highly motivated, globally competitive and are living models of human values. They are capable of transforming acquired knowledge and skills into professional life to nurture the future of the nation.

NEP -2020: INTEGRATING PEDAGOGY WITH ART, MUSIC AND PLAY - FEASIBILITY & IMPLICATIONS

We solicit your gracious presence on this occasion to make this event
a grand success!

BACKGROUND AND RATIONALE

Till date, we've been focusing on 'What to Think' in our education policy. In the NEP 2020, we're focusing on 'How to think'. There is an avalanche of information in this digital era, and thus, we've tried to filter out what's not needed. How can our youth think critically and innovate unless we ensure a purpose in the education system... unless they can be passionate? The 5+3+3+4 structure - moving forward from the 10+2 structure - is a step in this direction.

The National Education Policy 2020 represents a visionary step towards transforming India's education system. With its focus on holistic development, flexibility, technology integration, and teacher empowerment, NEP 2020 aims to create a dynamic, inclusive, and learner-centric education system. By nurturing young minds and equipping them with essential skills, NEP 2020 aspires to build a generation that can effectively tackle the challenges of the 21st century and contribute to the progress and development of the nation.

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India has the highest population of young people in the world and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The above and many more targets adorned in the policy can be achieved only if the teaching-learning in our classrooms takes place in the right perspective. Of course, the training perspective expects that teachers should use content-based pedagogy during the teaching-learning transaction. The Policy has gone a few steps ahead in making the ensuing curriculum transaction more fertile. It says that pedagogy should be integrated with music, art and play as such integration will turn the teaching-learning more effective.

Regarding Art-integration, the NEP 2020 rightly says that "As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level." Thus such an art-integration will make the teaching-learning more lively and effective.

Music, too, has been emphasized in NEP-2020. It is a vehicle for excellent memory skills. Its learning as a discipline and its integration in the pedagogy of different subjects - both help in the growth of human faculties. While reaching the brain in the right areas, music can help to improve mood and focus—which can help us pay attention better while retaining information more effectively. Therefore the medium of music as an attention-winning device for better learning has been kept as a focal point of discussion.

NEP 2020 has hinted at a play way method of teaching at several places. It says that "The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy. The Preparatory Stage will comprise three years of education building on the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage, and will also begin to incorporate some light textbooks as well as aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics. The Middle Stage will comprise three years of education, building on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject that students will be ready for at this stage across the sciences, mathematics, arts, social sciences, and humanities." Now it has been found that teaching through the Play Way method is equally useful for teaching the senior classes also. Seeing the importance of Art, Music and Play, Gitarattan Institute of Advanced Studies and Training has decided to organize a National Seminar

MAIN THEME:

NEP -2020: INTEGRATING PEDAGOGY WITH ART, MUSIC AND PLAY – FEASIBILITY & IMPLICATIONS

SUB-THEMES:

1. Integration of Pedagogy with Art, Music and Play is a remote possibility.
2. Integration of Pedagogy with Art, Music and Play will take away the right perspective of teaching.
3. Art and Music should be taught as independent disciplines only.
4. Play should be a part of Physical Education only.

WHO SHOULD ATTEND:

We cordially invite abstracts & manuscripts from the following categories

- Teacher Educators,
- Research Scholars,
- Academicians,
- Principals/ HODs of the schools and Teacher Training Institutes

EXPECTATIONS FROM THE PARTICIPANTS:

- to attend to the experts' view-points.
- to share their own views after each session of the Seminar.
- to develop articles/papers on the various aspects of the theme

REGISTRATION: TO REGISTER CLICK ON THE LINK OR SCAN QR CODE.

<https://forms.gle/LicYT6hd9RXUfC576>

- There is **No Registration** fee for the Seminar.
- The technical sessions of the **seminar** will be conducted on “GOOGLE MEET PLATFORM”.
- Interested participants can **REGISTER themselves through the provided link**.
- We will send the **seminar invitation (meeting no.)** through **WhatsApp / Mail** on the numbers provided by the participants, which is to be used to participate in the session.
- The online **National Seminar** is open on a First cum first serve basis. Total number of participants shall be restricted to max. Capacity of 100 entries.
- **Certificates** will be provided to only those candidates who have both registered and attended the **Seminar**.
- **All the participants presenting papers will be awarded E – Certificate.**
- **All non – paper presenting participants will also be awarded with a certificate of participation.**



CALL FOR PAPERS:

Interested participants are requested to send their papers on original & unpublished works keeping in mind the above-mentioned theme and sub-themes. Kindly send ABSTRACTS as per the following guidelines by **15TH March 2024** and **FULL PAPER** by **20TH March 2024** to giastcordinators@outlook.com.

Suitable papers may find a place in Gitarattan Journal of Education (a REFEREED JOURNAL)

GUIDELINES FOR PAPER SUBMISSION:

- All submissions must be made in Word format
- Abstracts should not exceed 400 words.
- The manuscript (in about 3000 words) should be sent only by e-mail in MS Word document (A4 Size, Single Column, 12 font Point, Times New Roman, Single line spacing).
- A separate covering page indicating the theme, sub-theme, title of the paper, Name of the author(s), Designation, Organizational address, Phone number, E- mail address should be sent with the manuscript.
- After sending a soft copy of your paper, you will receive acknowledgment via email.
- Referencing should be as per the latest APA style.
- The selected papers may be published in our journal as per the guidance of the Editorial & Refree Board.

IMPORTANT DATES:

1	Abstract Submission	15th March 2024
2	Submission of Final Paper	20th March 2024
3	National Seminar Date	21st March 2024

PLEASE NOTE:

- All submitted papers will undergo a review process by eminent referees.
- The papers shortlisted by our referees may find a place in our journal "Gitarattan Journal of Education".
- Submission of the manuscript will simply imply that the paper has not been sent for publication anywhere else.
- For further query and assistance please contact at 9540711555

PROGRAM SCHEDULE:

PROGRAMME	TIME
Inaugural Remarks & Keynote Address:	11: 15 A.M. – 12:00 NOON
Technical Session: I	12:00 NOON. – 1:00 PM
Paper Presentation and Open Discussion (reactions & views)	1:00 NOON TO 1:45 PM
Technical Session: II	1:45 P.M. TO 2:45 P.M.
Paper Presentation and Open Discussion (reactions & views)	2:45 P.M. TO 3:15 P.M.
Valedictory Session	3:15 P.M. – 3:30 P.M.

We at GIAST are all connected digitally. For any further query or assistance, please contact@9540711555 or email giastcoordinators@outlook.com

The link for the SEMINAR will be shared before the session of the seminar to the registered participants only. Looking forward to meet you all on Virtual platform. Your gracious presence in the seminar is solicited.

Stay Safe, Stay Digital, Be Positive.

Warm Regards
Prof. Sonia Jindal
PRINCIPAL



GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING

NATIONAL SEMINAR , 2024

NEP - 2020: Integrating Pedagogy with Art, Music and Play - Feasibility & Implication

LEAD SPEAKER
Prof. Dhananjay Joshi
 Vice Chancellor (DTU)

RESOURCE PERSON
Prof. Usha Sharma
 (NCERT)

MODERATOR
Dr. Shikha Ranja
 Associate Professor (GIAST, GGSIPIU)

RESOURCE PERSON
Dr. Sapna Yadav
 (SCERT)

DATE : **21TH MARCH 2024**

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27045808

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www.gias.org

NATIONAL SEMINAR 2024

NEP 2020- INTEGRATING PEDAGOGY WITH ART, MUSIC AND PLAY-
FEASIBILITY AND IMPLICATION

"Education is not just about the past and present, but it is also the key to the future. It is about empowering our children to create a better tomorrow. The National Education Policy 2020 paves the way for a brighter, more inclusive, and innovative future for India."

The National Seminar was aimed to review one of the highlighting spot of NEP 2020- INTEGRATING PEDAGOGY WITH ART, MUSIC AND PLAY- FEASIBILITY AND IMPLICATION. The National Seminar was conducted on 21st March, 2024 on Google Meet application.

The National Education Policy (NEP) 2020 is a comprehensive reform that aims to transform the education system in India by focusing on holistic development, flexibility, and promoting critical thinking and creativity among students. It emphasizes universalization of early childhood education, foundational literacy and numeracy, vocational education, multilingualism, and integration of arts and sports in education. The policy also highlights the use of technology for personalized learning, teacher training, and research and innovation in education.

The National Education Policy (NEP) 2020 in India has brought about significant changes in the education system, emphasizing holistic and multidisciplinary learning approaches. One of the key aspects of the NEP 2020 is the integration of pedagogy with art, music, and play in the curriculum.

This seminar aimed to explore the feasibility and implications of integrating art, music, and play into pedagogy in the context of the NEP 2020. Art, music, and play are essential components of a well-rounded education that can enhance creativity, critical thinking, and socio-emotional skills among students.

By integrating these elements into pedagogy, educators can create a more engaging and inclusive learning environment that caters to the diverse needs and interests of students. However, there may be challenges and barriers to implementing this approach, such as limited resources, infrastructure, and teacher training.

Prof. Sonia Jindal, Principal, Gitarattan Institute of Advanced Studies and Training, was the guiding force in the dynamic execution of National Seminar and other faculty members and guests enriched the event with their remarkable presence.

Dr. Shikha Ranjan, Associate Professor, Gitarattan Institute of Advanced Studies and Training gave the salutation for the programme.

Gitarattan Institute is presenting

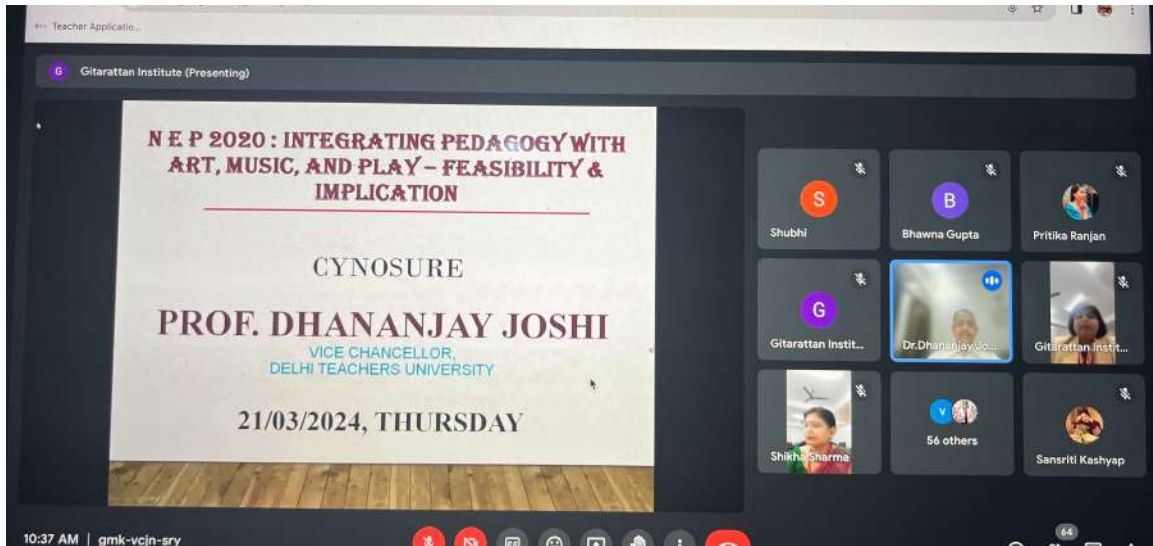
NEP 2020: INTEGRATING PEDAGOGY WITH ART, MUSIC, AND PLAY – FEASIBILITY & IMPLICATION

Programme	Concerned Person
PRELUDE	Ms. Shikha Sharma Assistant Professor, GIAT
CYNOSURE	Prof. Dhananjay Joshi, Vice Chancellor, Delhi Teachers University
Honourable Speaker Technical Session – I (Followed by open discussion)	Prof. Usha Sharma, Coordinator, Deptt. Of Elementary Edu. NCERT
Honourable Speaker Technical Session – II (Followed by open discussion)	Dr. Sapna Yadav, Sr. Lecturer, SCERT
GRATITUDE	Ms. Rupa Sharma Assistant Professor, GIAT

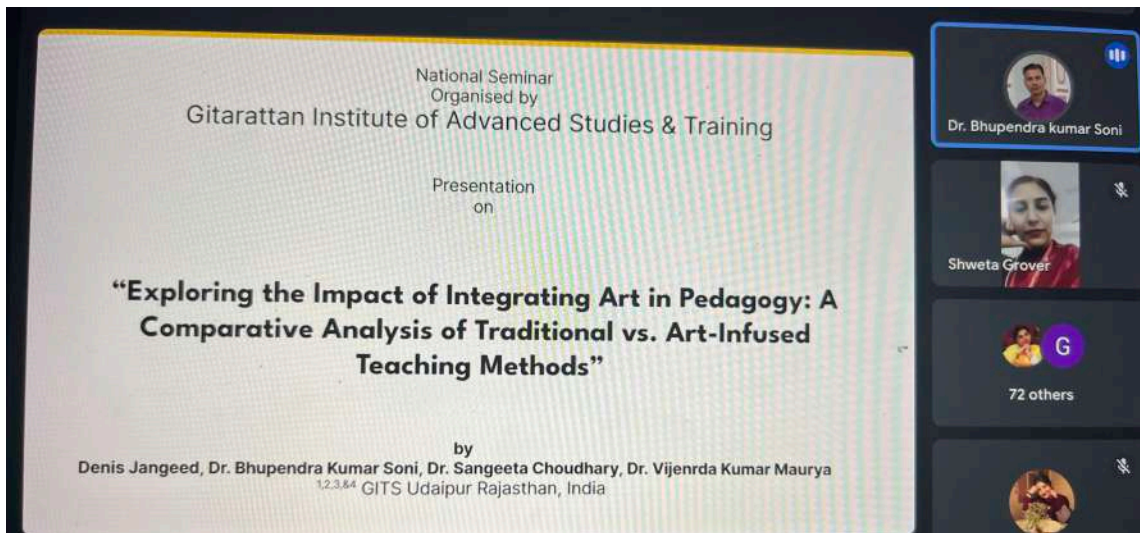
Dr.Dhananjay

Shikha

To carry over the proceedings of the National Seminar, Ms. Shikha Sharma Assistant Professor, Gitarattan Institute of Advanced Studies and Training gave Prelude where she gave the introduction about the topic in a detailed manner. She emphasized on the NEP 2020- INTEGRATING PEDAGOGY WITH ART, MUSIC AND PLAY- FEASIBILITY AND IMPLICATION.



Cynosure address on the topic was taken forward by Professor Dhananjay Joshi Sir, vice chancellor Delhi Teachers University. Sir has a great companionship with the Institution. He addressed the faculties and personalities from educational fraternity and shared his words of wisdom. He explained about the NEP 2020 relating to the times of the past and how it has evolved in the present times and needs of education. He clearly mentioned and stressed on how important it is to focus on interactive, experiential learning. He also made a point how effective and encouraging offline mode of education is.



To carry forward the session abridgement was done by Dr. Shweta Grover, Assistant professor GIAST.

The National Seminar has happened under two technical sessions. The First Technical Session was hosted by Dr. Shweta Grover and chaired by Professor Usha Sharma in which four papers were presented by guests.



Professor Usha Sharma Ma'am explained beautifully how integration of art in all forms is important in education. Starting from the very base she explained what we mean by art moving forward the different art forms and the integration of the same was explained with beautiful examples and activities. All in all Art Integrated Learning (AIL) importance was explained in detail with respect to pedagogy. Further, she opened the session for presenters to present their view points on different sub themes which were in corporate for first technical session.

PRESENTERS TECHNICAL SESSION : 1		
S.No.	Name	Institute
1.	Mr. Denish Jangeed , Dr.Sangeeta, Dr.Vijendra Maurya, Dr.Bhupendra Kr. Soni	Assistant Professor , GEETANJALI INSTITUTE OF TECHNICAL STUDIES, UDAIPUR, RAJASTHAN
2.	Dr. Manvinder Kaur	Assistant Professor , GRDCE, GGSIPU
3.	Dr. Geeta Pathak	Associate Professor , GRDCE, GGSIPU
4.	Ms. Ashima & Ms. Sansriti	Assistant Professor, GIAST, GGSIPU
5.	Ms. Varuna Dhaka	Assistant Professor, VDI, GGSIPU

At the end of Technical Session I, Dr. Shweta Grover, Assistant Professor, Gitarattan Institute of Advanced Studies and Training handed over the charge to execute the technical session II by Ms. Ashima Dhiman, Assistant Professor, Gitarattan Institute of Advanced Studies & Training.

PRESENTERS

TECHNICAL SESSION : 2

S.No.	Name	Institute
1.	<u>Mr.Rajesh Makol</u>	Assistant Professor , GIBS, Rohini , GGSIPU
2.	<u>Ms.Neha Madan</u>	Assistant Professor , GRDCE,GGSIPU
3.	<u>Arti Bhatnagar</u>	Associate Professor , GRDCE, GGSIPU
4.	<u>Dr.N.S.Rathore ,Vijendra Maurya, Payal Sachdev, Denis Jangeed</u>	GEETANJALI INSTITUTE OF TECHNICAL STUDIES, UDAIPUR, RAJASTHAN

Ms. Ashima Dhiman , Assistant Professor, Gitarattan Institute of Advanced Studies and Training, welcomed the honourable resource person for technical session II Dr. Sapna Yadav, senior lecturer, SCERT.

Dr. Sapna Yadav, senior lecturer, SCERT shared valuable ideas on the topic how teaching can be made interesting in different ways. She highlighted how boring subject can also be made interesting with involvement of art and drama. She also gave various examples and displayed many videos as to how we can enhance our teaching methods to make learning more interesting.

The technical session-2 was followed by an Open Discussion, where participants were invited to put forward their queries and ideas with a concluding remark from Dr. Sapna Yadav, senior lecturer, SCERT. The session came to its conclusion with expression of gratitude by Ms. Rupa Sharma Assistant Professor, Gitarattan Institute of Advanced Studies and Training, on the behalf of Gitarattan family, she thanked the honourable resource persons for both the sessions for their valuable insights on the theme, to the presenters and participants for their active engagement throughout the session and importantly she thanked the organizing committee and Principal ma'am Professor Sonia Jindal for being guiding force behind the National Conference.

"Dr Kalam used to say - 'The purpose of education is to make good human beings with skill and expertise. Enlightened human beings can be created by teachers.' Changes in the education policy is a major way to provide the nation better students, professionals & better human being."



NATIONAL SEMINAR



**"EMPOWERING THE PROSPECTIVE
TEACHERS IN LIFE SKILLS"**

SUB THEMES:

- ☒ REFLECTION ON CORE LIFE SKILLS.
- ☒ LIFE SKILLS ADDRESSING KEY ISSUES & CONCERNS OF ADOLESCENT STUDENTS.
- ☒ INCULCATING & STRENGTHENING THE LIFE SKILLS.
- ☒ RESPONSIBILITIES OF TEACHERS IN NURTURING THE LIFE SKILLS.



9 NOVEMBER'2023



TIME

9:30AM ONWARDS

Date: 14 October'2023

The Principal

Subject: Invitation for participation in National Seminar on “Empowering the Prospective Teachers in Life Skills” on 9 November'2023

Respected Sir / Madam,

Greetings for GIAST!!

GIAST invites you and your faculty along with the students for National Seminar on “Empowering the Prospective Teachers in Life Skills” on 9 November'2023 (Thursday).

In today's highly competitive era, schools are expecting the teachers to have strong creative skills along with the holistic understanding of Life Skills that would be needed by these students either as adult or in future and to face the challenges of life; the prospective teachers are to be prepared to cope with the changing societal and professional needs. For this GIAST is providing platform to enhance the potential of aspirant teachers.

About the Seminar:

The seminar intends to provide a common platform for researchers, academicians and eminent educationists from the field of education to share their experiences and deliberate upon the significance to empower students with Life Skills and bring paradigm shift in the field of Education at large.

Sub Themes:

- Reflection on Core Life Skills.
- Life Skills addressing Key Issues & Concerns of Adolescent Students.
- Inculcating & Strengthening the Life Skills.
- Responsibilities of Teachers in Nurturing the Life Skills.

We humbly request you to depute two teachers and two students from your Institute to actively participate in the seminar and make their significant contributions in the deliberations.

Note: Interested Faculty & Students wish to present their papers are requested to send the abstract on or before 30 October'2023 (Monday). The papers would be published in our Gitarattan Journal of Education (GJRE); selected by the panel of eminent referees in the issue of Jan'2024.

We solicit your gracious presence on this occasion to make this event a grand success.

Enclosures:

1. Programme Schedule
2. Registration Form

Sincere Regards
Prof. Sonia Jindal
(Principal)

GITARATTAN INSTITUTE OF ADVANCED STUDIES AND TRAINING ROHINI, DELHI-110085

**NATIONAL SEMINAR
“EMPOWERING THE PROSPECTIVE TEACHERS IN LIFE SKILLS”
9 November ‘2023 , Thursday
PROGRAMME SCHEDULE**

PROGRAMME SCHEDULE

<u>TIME</u>	<u>PROGRAMME</u>
9:30-10:00 a.m.	Registration
10:00-10:30 a.m.	Inaugural Session : Dr.Gulab Singh
10:30-11:00 a.m.	Key Note Address : Dr.Shikha Ranjan
11:00-11:30 a.m.	Tea Break
11:30-1:30 p.m.	Technical Sessions – I & II Chaired by: Dr. Sandeep Kumar <ul style="list-style-type: none">➤ Reflection on core life Skills.➤ Life Skills Addressing Key Issues & Concerns of Adolescent Students.
1:30-2:00 p.m.	Lunch Break
2:00-3:30 p.m.	Technical Session – III & IV Chaired by: Dr. Ashish Ranjan <ul style="list-style-type: none">➤ Inculcating & Strengthening the Life Skills➤ Responsibilities of Teachers in Nurturing the Life Skills.
3:30-4:00 p.m.	Valedictory Session



Report on National Seminar

“EMPOWERING THE PROSPECTIVE TEACHERS IN LIFE SKILLS”

9th November’2023

Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). ‘Adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances. ‘Positive behaviour’ implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions. Every individual born in this world has to deal with challenges and situations he/she is put. The skills used for facing these challenges are certainly called the Life Skills.

In the above context a National seminar on “Empowering the Prospective Teachers in Life Skills” was scheduled and conducted successfully at Gitarattan Institute of Advanced Studies & Training, Rohini on Jan.31, 2019. Teacher Educators and students from different colleges of Education actively participated along with the students of the host Institute. Approximately 30 exemplary papers were presented on the theme and subthemes of this National Seminar. The seminar was scheduled in four Technical sessions on subthemes as follows:

Technical Session I: Reflecting on core life skills

Technical Session II: Life Skills addressing Key Issues & Concerns of Adolescent Students

Technical Session III: Inculcating & Strengthening the Life Skills

Technical Session IV: Responsibilities of Teachers in Nurturing the Life Skills

Technical session I & II were chaired by Dr Sandeep Kumar from CIE and Session III & IV were chaired by Dr Ashish Ranjan from CIE. The Seminar was inaugurated by the inspiring orientation by Dr. Gulab Singh which set the fire for the day which was then followed by the vital key note by Dr Shikha Ranjan , Associate Professor,GIAST. Dr Gulab Singh shared his life experiences in the context of life skills starting from the early morning routine. He further mentioned that life skills must be taught in accordance with livelihood which an individual can attain through learning such skills. After an inspiring inaugural address by Dr Gulab Singh the torch was carried forward by Dr. Shikha Ranjan who also focussed as to what are the probable reasons that teaching life skills and value based education have become the need of the hour. She emphasized on the fact that children these days need a direction, a guidance to channelize their potential and it is where we are lacking behind in the present times. Her words led the way ahead to the fascinating discourse taking place ahead.

After the keynote address by Dr.Shikha Ranjan, we began with the Technical sessions I & II began on subthemes: **Reflection on core life skills addressing key issues & concerns of adolescent students.** It had **10 paper presenters** reflecting upon the above sub themes in

specific. In I technical session, paper was presented by the teacher trainees from GIAST itself, where they emphasized on core life skills through the story of “thirsty crow” ; focusing upon the skills utilized by crow to satiate its thirst such as analyzing environment and resources available, risk taking factor, dedication, problem solving, trying out alternatives, decision making etc.

Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world in general. As adolescents mature cognitively, their mental process becomes more analytical. In the technical session II, most of the paper presenters quoted the 10 core life skills suggested by WHO which are:

- Self-awareness
- Empathy
- Critical thinking
- Creative thinking
- Decision making
- Problem Solving
- Effective communication
- Interpersonal relationship
- Coping with stress
- Coping with emotions

Presenting her paper, **Urvashi, teacher trainee from GRDCE** spoke that adolescent period can be free from stress & depression if adequate time and concern is devoted by parents with their wards to groom them. Young children may be nurtured by their parents and environment through general discussion and no deliberate efforts are required to acquaint the children with the life skills. She rightly mentioned few of the problems faced by our adolescents.

The host of factors that promote high risk behaviour such as alcoholism, drug abuse and casual relationships are boredom, rebellion, disorientation, peer pressure and curiosity. The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behaviour. It has been seen that many adolescents are able to deal effectively with these challenges, while some struggle more than the others. How well an adolescent deals with these issues is decided by a host of factors that include their personality, psychosocial support from the environment (that includes parents, teachers and peers), and the life skills that they possess

One of the paper presenters from **Kamal Institute of Advanced Studies & Training**, spoke about globalization & urbanization as the root cause for necessity of life skills Education for adolescent children and **Ms Rashmi Sharma, B.Ed Student, GRDCE**

suggested to adapt Art & craft as a means for inculcation of life skills among adolescent children. She tried out this technique during her Internship at school in which she found that many life skills like teamwork, cooperation, collaborative working, healthy competitive spirit can be taught through simple art & craft activities .

To conclude the presentations of **Technical Session I & II, Dr Anchal Rana**, Assistant Professor from GIAST presented her views on the topic. Quoting techniques of Krishna in Bhagwat Gita, she emphasized on the fact that Life Skills Education is not a new concept in India. She very aptly justified that this dire need of teaching life skills to children these days especially adolescents. She justified her point by saying how we have lost control upon our basic and first life skill: ‘breathing’, which is the foremost skill, child learns as soon as he/she is born.

At last, Dr Sandeep Kumar concluded Technical Session I& II and suggested that there is no need to teach the standard life skills quoted by anyone. We have to generate the life skills as per our situation and environment i.e. we have to conceptualize life skills. He also stressed upon adolescence not being a stage of stress & strain as it is just our perception. Rather it is a stage of opportunities, exploration, zeal & wisdom. He also suggested that the life skills should not be standardised for all rather they must be created by one self as the standardised skills defined by psychology and WHO. The concept of psycho-social and autonomous problem solving, mindfulness, collaboration, inquisitiveness and self reflection are few of the skills students must be trained in. He also suggested that one must create life skills for oneself according to one’s need and environment. He also criticized theories given by organizations and renowned psychologists like Piaget as these reports and theories cannot be generalized for students in India.

Technical session III & IV on subthemes: Inculcating and Strengthening the life skills & Responsibilities of Teachers in Nurturing the Life Skills had around 10 paper presenters reflecting upon the above subthemes in specific. Papers were presented by the Teacher Educators and students raising a concern as to how the above life skills can be defined can be and what are the responsibilities of a teacher in imbuing such life skills traits in the students in the present scenario. Paper presenters discussed about several aspects as to how these survival skills or life skills be inculcated in the students. The aspects such as activities concerning and focussing upon critical thinking & creative thinking, using visual and performing arts to develop a concept, brainstorming through numerous ways, role play, through classroom discussions, simple classroom activities, by conducting and considering the case studies etc.

All the methods suggested and spoken about to inculcate the life skills in the students and also strengthening these for lifetime widened upon the horizons of all present and undoubtedly opened up new perspectives of each listener. In specific Ms. Meenakshi Mukherjee and Ms. Kajol Choudhary, B.Ed. Students, GIAST, discussed about as to how a teacher can use simple games to ignite the minds of children. Life skills can be an integral part of teaching every subject at school. Teachers while transacting the prescribed curriculum, can take care of developing life skills. Ms Maninder Kaur, Assistant Professor from Guru Ram Dass College of Education, presented a different aspect by indulging teaching life skills through engagement of students in forms of art like visual art and performing art. The presenter focussed upon using these forms of art to inculcate and train

students in various life skills so that the students can learn in an interesting way and the skills can be imbibed as learning and not as a burden on students. This idea in itself was naïve and professed the concept of child-centred approach to teaching-learning process, recommended by NCF 2005. Other presenters discussed about how students can be engaged in simulations, games and other activities in order to strengthen the life skills as to facilitate them with abilities to cope with the life situations in an optimum way.

This engaging session led its way to technical session IV wherein the responsibilities of a teacher in inculcating the life skills in students were focussed upon. The papers were presented by 8 participants including Teacher Educators and students. Each presenter defined several responsibilities levied upon teachers who are the ones shaping and moulding the concepts and beliefs of students. It is rightly said that teachers are the nation-builders as they lay the foundation stone of learning and understanding in students. Students learn a lot from the teachers in the schools and hence teaching and training in life skills eventually becomes the sole responsibility of teachers. Many responsibilities were discussed under the umbrella of teaching life skills. One of the participants, Ms Dimcle Riji, B.Ed Student from Kamal Institute of Advanced Studies and Training shared an entirely different view of training students for life skills. She based her studies on her personal experiences from Preliminary School Engagement Programme conducted in MC Primary School in Delhi. She explained as how she helped the students overcoming the labels assigned to them as ‘weak students’ or those ‘with learning disabilities’ and her efforts worked wonders with those students. She engaged them in simple activities like practising magic words such as ‘Sorry’ and also by answering their queries in a supportive manner. She concluded her paper with the thought that it depends upon the teachers to mould the ability of a student to act in certain manner and justly ended with Mother Teresa’s words of wisdom of not doing great things but doing small things greatly.

Another participant Mr Pankaj Pundir, B.Ed Students from Kamal Institute of Advanced Studies and Training presented the paper on Responsibility of Teachers in nurturing the Life Skills. The presenter, undoubtedly, swepted the boundaries by raising a question of historical existence of life skills in our blood and also the journey of losing its hold in the age of globalisation. He professed the teachings of ‘Bhagwad Gita’ mentioning the greatest Guru, Krishna.

To conclude the day, Dr Ashish Ranjan chairing the session III & IV, appreciated and congratulated all the participants for their active contribution and also emphasized upon nurturing citizenship skills in children in order to make them productive and responsible members of the society.



Conclusion

The different presenters established the need of Life Skills Education because of the following reasons:

- Indulgence in number of anti-social activities like drugs, sexual abuse, drinking, murders etc.
- help individuals accomplish their ambitions and live life to the fullest potential.
- It helps them to develop self-confidence and successfully deal with significant life changes and challenges, such as bullying and discrimination.
- It gives them a voice at school, in their community and in society at large.
- It enables them to make a positive contribution by developing the expertise and experience they need to assert their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life.

Life skills training is an efficacious tool for empowering the youth to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti social or high risk behaviours. The methods through which these skills can be inculcated as suggested by all the presenters for the day can be summarised as follows:

- Classroom Discussions
- Brainstorming and Role plays
- Demonstration and Guided Practice
- Audio and Visual activities, e.g. Arts, Music, Theatre, Dance
- Small Groups discussions followed by a presentation of group reports.
- Educational Games and Simulation
- Case Studies, Storytelling, Debates
- Decision making and mapping of using problem trees.