



# 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**

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



## Report on National Seminar

### “EMPOWERING THE PROSPECTIVE TEACHERS IN LIFE SKILLS”

9<sup>th</sup> 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.