

# STATE LEVEL SCHOOL CONFERENCE

A state level Conference was organised by C.B.S.E. on **JAN BHAGIDARI Event, NEP, FLN and G20** in Gateway International School, Sonipat on 14.06.2023.

The programme was started with lightening the lamp by the Chief Guest Dr. Rajender Kumar Anayath ji (Vice Chancellor DCRUST University), Mr. Naveen Gulia ji (District Education Officer), Special guest Mr. Viay Singh (Regional Officer CBSE Panchkula Region) and special prayer was offered to Goddess Saraswati Ji by the students of Gateway International School.



On this special occasion students from different schools for classes 3<sup>rd</sup> to 5<sup>th</sup> made drawings on the theme **Save Earth** and students from 6<sup>th</sup> to 8<sup>th</sup> std. showed their creativity on **One Word One Future** All students were awarded with certificates.

**Resource person** :- Vice Chancellor of DCRUST University

In the beginning of the session he explained about Benjamin Bloom's Taxonomy (a **set of three hierarchical models used for classification of educational learning objective into levels complexity and specificity**) which covers three lists the Learnig

objectives in Cognitive, affective and psychomotor domains. This framework has been applied by Generations of K-12 teachers and college instructors in their teaching in 1950s and 1960s. This consists of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation

According to this framework six hierarchical levels are used by educators which shows progress from lower-order thinking skills to higher-order thinking skills of students. These levels are:

1. Knowledge: This level involves the recall of factual information and basic concepts.
2. Comprehension: This level focuses on understanding and interpreting information.
3. Application: This level involves applying knowledge and concepts in new or different situations.
4. Analysis: This level involves breaking down information into its components and understanding the relationships between them.
5. Synthesis: This level involves creating something new by combining different elements or ideas.
6. Evaluation: This highest level involves making judgments, forming opinions, and assessing the value or quality of information or ideas.

He gave stress to analyse and encourage student's critical thinking, problem solving, and higher order cognitive skills. He tried to connect Education from Ancient Gurukul Era to present education system.

**Resource person** :- Mr. Naveen Gulia (D.E.O.)

He gave preference on skill vocational Education system as per **NEP 2020**.

He told that a vocational skill system refers to a framework or structure designed to develop and assess practical skills required for specific occupations or trades. It focuses on providing individuals with the knowledge, competencies, and hands-on experience necessary for successful employment in a particular industry.

He explained in details of Vocational skill systems which include various components, such as:

1. Curriculum and Training: They offer specialized training programs or courses that target specific vocational skills. These programs may be offered at vocational schools, community colleges, or training centers.
2. Apprenticeships: Apprenticeship programs combine on-the-job training with classroom instruction. They allow individuals to learn and develop vocational skills while working under the guidance of experienced professionals in their chosen field.
3. Certification and Licensing: Vocational skill systems often include certification or licensing processes to validate an individual's competence in a specific occupation. These certifications or licenses demonstrate that the person has acquired the necessary skills and knowledge to perform the job effectively.

4. **Industry Standards:** Vocational skill systems align with industry standards and requirements. They take into account the skills and competencies that employers in a particular field value and ensure that the training and assessment processes meet those standards.
5. **Workforce Development:** Vocational skill systems play a vital role in workforce development by bridging the gap between the skills demanded by industries and the skills possessed by individuals seeking employment. They aim to equip individuals with the practical skills and expertise needed to meet the needs of the job market.

Overall, vocational skill systems provide individuals with a structured pathway to acquire the necessary skills for specific occupations or trades, enhancing their employability and career prospects in targeted industries.

He also requested the educators to add some surrounding work in holidays home work like dimension in mathematics etc.

He also made a request to save water and students of Gateway International showed their performance on the same topic.

**Resource person:** Mr. Vijay Singh Regional Officer (**CBSE Panchkula Region**)

He suggested to make mandatory training programmes for teachers.

He emphasized to provide holistic development for students and complete report should be sent to the school leader periodically.

He gave some tips to be followed by the teachers

Multiple assessment based questions, competency based questions, high order thinking skills based questions should be added in home exams and board exams. Students must be cleared about their SWOT (Strength, Weakness, Opportunities and Threat) analysis.

He gave stress to implement new education policy (NEP 2020)

He also focussed on Capacity development programmes, pedagogy approach for early child, activity based study, internship programmes from 9<sup>th</sup> to 12<sup>th</sup> std. students.

A commerce student must learn **telly software** and visit to C. A. which can be very much helpful to understand the concept and training purposes. Students from Humanities should visit court along with a lawyer to understand the things practically. He said that these types of facilities can be availed by the management because all institutions are having their own **Chartered Accountant and Lawyers**.

**Group Discussion Round:** Dr. Sakshi, Ms Kiran, Ms Geetanjali, Mr. Vijaya and Mr. Prem Ahuja ji . All these educators shared their opinions, views and thoughts on the routine problems/ issues faced by teachers like non-attending culture, Tuition culture, disrespecting of teachers and need to inculcate moral values in students.

## **Conclusion:-**

All 13 teachers who attended the seminar from **Satyanand Public School, Gohana** enrich their knowledge about new education policy of India and educators' experiences. The Resource persons explained the NEP2020 as it refers Universal Access and Early Childhood Care, emphasizes on providing universal access to quality, early childhood care and education for children aged 3 to 6 years. Foundational Literacy and Numeracy. It focuses on improving foundational literacy and numeracy skills for all students by Grade 3. Holistic Development, Flexible Curriculum and Skill Development, Technology in Education, Teacher Training and Professional Development, Higher Education Reforms, Equity and Inclusion

It represents a comprehensive reform framework for the education system in India. Its implementation will require collaborative efforts from various stakeholders to transform the education landscape and enhance the quality and accessibility of education throughout the country.

A report by Radheshyam Vashisth