



नेहरु युवा केन्द्र संगठन Nehru Yuva Kendra Sangathan

स्वायत्तशासी संस्था An Autonomous Body under the
युवा कार्यक्रम एवं खेल मंत्रालय Ministry of Youth Affairs and Sports
भारत सरकार Government of India



Ref No. NYKS/NPYAD-LSE Camp/2015-16 / 1208

Date: 03.12.2015

From: Dr. M. P. Gupta, Joint Director (NPYAD), NYKS, HQ, Delhi

To: All Zonal Directors, Nehru Yuva Kendra Sangathan

Sub: Guidelines and other details for organizing Life Skills Education Camps under NPYAD for the year 2015-16.

Madam/Sir,

1. The Ministry of Youth Affairs & Sports vide its sanction letter No. F.13-19/2015-NPYAD dated 13.10.2015 has sanctioned 204 Life Skills Education Camps for the year 2015-16. An amount of Rs. 81,00,840/- @ Rs. 39,710/- per camp for organizing 204 camps have been released to the concerned PAO zone (Annexure I).
2. The budget break up at Annexure II, the Budgetary Guidelines at Annexure III, the Operational Guidelines at Annexure IV and reporting format at Annexure-V for organizing Life Skills Education Camps are enclosed herewith.
3. Awareness in National Flagship Programme of Government of India for Financial and Social inclusion should be created for more details please see the enclosed guidelines.
4. You are requested to ask the concerned DYCs to strictly adhere to the guidelines for the organization of Life Skills Education Camps.
5. Local district/State units of NSS and NCC be coordinated for this programme.
6. The booklet on Life Skills Education published by CBSE may be used as reference material while conducting Life Skill Education Camps. (Copy enclosed as Annexure-V)
7. Schedule of Camps should be planned in rational manner and scope for inspection visits & surprise visits should be incorporated in the programme. Vigilance compliance must be taken ensured.
8. All ZDs must send Plan of Implementation of Life Skills Education Camp (LSE) in attached format (Annexure VI) so as to reach HQ. NYKS, Delhi well in advance before commencement of the programme. It would facilitate extending invitation to officials and dignitaries to visit the programme.
9. Inviting the participants of LSE will be the prime responsibility of the host District Youth Coordinator (DYC). He/She will confirm the participation of the participating Kendras. It will be the duty of each ZD to see that the host Kendras have invited participating Kendras at the earliest, and the confirmations are received immediately.

Continued to page 2....

-2-


द्वितीय तल, कोर-IV, स्कोप मीनार, लक्ष्मी नगर जिला केन्द्र, विकास मार्ग, दिल्ली-110092
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10. The participants should be selected immediately after Plan of Implementation is final and it should be shared with respective Zonal Directors. Youth from Saansad Adarsh Grams may also be given opportunity to participate in the Life Skills Education Camps.
11. Interaction Session with participant about their expectations from the programme, on their arrival and feedback session with participant about their feedback from the programme on their departure should positively be organised. Video-Clipping of both the session is mandatory which should be shared with NYKS Hqtrs. with the report. Annexure VII (a) & (b).
12. For mobilizing support and resources local district units of NCC be coordinated for this programme. NSS volunteers should also be involved during the camp as per their suitability.
13. Awareness in National Flagship Programme of Government of India for Financial and Social inclusion should be created for more details please see the enclosed guidelines.
14. To make the programme more transparent, responsive, vigilant and effective, local public Representatives viz. Hon'ble Ministers, MPs, MLAs, PRI members; eminent personalities from difference walks of life, State Govt. and Districts Administration's Officers; Chairpersons and Members of SACYP and DACYP and others with whom NYKs have been collaborating, should be invited on different occasions during the camp. Their remarks about the camp should be taken in Visitor's Book.
15. Electronic and Print Media should be invited for wider coverage of the programme.
16. The required funds are being released to concerned PAO Zones through RTGS for immediate release to concerned Zonal Offices and Kendras.
17. Funds should be utilized strictly accordingly to the budget breakup attached with this letter. There should not be any diversion. Even inter head diversion is not permitted. Settlement of accounts will be on the basis of actual expenditure or maximum admissible amount without the head, whichever would be the less. If number of participants will be less then boarding and lodging and other expenditure amount will be deducted accordingly.
18. Transparency and probity in utilization of funds supported by Correct and complete real time accounting should be ensured.
19. During the period of preparatory phase of the Programme NYC should send weekly and fortnightly report to Zonal Directors. Zonal Directors are requested to send compiled weekly and fortnightly report to Shri A. K. Verma, Assistant Director (NPYAD). His email id is project.nyks@gmail.com.
20. Comprehensive monitoring mechanism and reporting system should be followed. A daily report will be forwarded by the ZD to Shri A. K. Verma, Assistant Director (NPYAD).
21. Respective Zonal Director should also ensure to get feedback from the participants on

Continued to page 3....

19. Respective Zonal Director should also ensure to get feedback from the participants on daily basis through meetings and should ensure resolution of the issues, if any thereof. Similarly, he should also be alert about instructions forwarded by the DG and Hqtrs and ensure compliance of the same.
20. It is important to mention here that Zonal Directors of zone organizing the programmes and Participating Zonal Directors, NYKS should submit the compiled report within 15 days of the completion of the programme.
21. Physical Progress Report in the prescribed proforma attached in the guidelines along with detailed report of the activities undertaken during 07 days of the programme should be supported by quality action photographs, press clipping and Video-clippings.
22. The report should also be supported with evaluation report, inclusive of feedback report along with analysis of the feedback given by the participants.
23. Please note that hard copies of the above mentioned report and soft copies are required to be sent to Hqtrs.
24. Audited utilization certificate based on actual expenditure and within the sanctioned released amount should be submitted immediately after completion of the programme.
25. Hence, you are directed to organize the programme in befitting manner and submit reports and returns immediately after completion of the programme to Dr. A.K. Verma, Asst. Director (Spl. Projects) at project.nyks@gmail.com and arjun03_2000@yahoo.com
26. This issue with the approval of the Director General.

Yours sincerely,

(Dr. M.P. Gupta)
Joint Director (NPYAD)

Encl: Guidelines, annexure and forms are being sent through email only and placed on NYKS Website.

CC:

1. PS to VCs
2. PS to DG.
3. Director FB&A for information please.
4. ZD, NYKS, PAO zone, Gandhinagar, Bhubaneswar, Lucknow, Guwahati, Bangalore and Alipur.
5. Concerned Zonal Directors, NYKS.
6. JD, CDN for information and necessary action.

Fund Release for Life Skills Education Camps for the year 2015 - 16

S. No	PAO	State/ Zone	No of Kendras in the state/ Zone	No. of LSEs allocated	Total Amount calculated @ 39710 per camp (39710 * f)	Total Amount to be released PAO wise
(a)	(b)	(c)	(d)	(f)	(g)	(h)
1	Bangalore	Andhra Pradesh	13	4	158840	1310430
2		Telangana	10	3	119130	
3		Tamilnadu	30	10	397100	
4		Puducherry	4	2	79420	
5		Karnataka	27	9	357390	
6		Kerala, Lakshadweep & Mahe	15	5	198550	
7	Gandhinagar	Gujarat, Dadar Nagar & Haveli, Daman & Diu and Goa	29	9	357390	1628110
8		Madhya Pradesh	48	16	635360	
9		Chattisgarh	16	5	198550	
10		Maharashtra	35	11	436810	
11	Alipur	Rajasthan	32	10	397100	1389850
12		Delhi	9	3	119130	
13		Haryana	19	6	238260	
14		Punjab & Chandigarh	21	7	277970	
15		Himachal Pradesh	12	4	158840	
16		Jammu & Kashmir	14	5	198550	
17	Guwahati	Sikkim	4	2	79420	1191300
18		Assam	27	9	357390	
19		Arunachal Pradesh	15	5	198550	
20		Meghalaya	7	2	79420	
21		Tripura	4	2	79420	
22		Nagaland	11	4	158840	
23		Manipur	10	3	119130	
24		Mizoram	8	3	119130	
25	Bhubaneswar	Odisha	30	10	397100	1508980
26		Bihar	38	12	476520	
27		West Bengal and Andaman & Nicobar Island	29	9	357390	
28		Jharkhand	22	7	277970	
29	Lucknow	Uttarakhand	13	4	158840	1072170
30		Uttar Pradesh	71	23	913330	
Grand Total			623	204	8100840	8100840

BUDGET BREAK UP FOR LIFE SKILL EDUCATION CAMPS 2015-16

MoYAS has conveyed the sanction of Rs. 81,00,840/- (Rupees Eight one Lakhs eight hundred forty only) to the Nehru Yuva Kendra Sangathan, Hqrs for organizing 204 Life Skill Education Camps under the component of Promotion of Life Skill Education Camps of NPYAD scheme as detailed below. However as per enhanced budget of Rs. 39,710/- per camp the details are as follows:

A	Honorarium for core staff	For 7 days
1	Trainer I (Should possess the qualification of MSW or its equivalent) Execution, coordination, maintenance of records and providing camps @ Rs.500 per day (500*7)	Rs.3,500/-
2	Counselor (Psychology), (Trainer II) Counseling, testing and providing camps @ Rs.500 per day (500*7)	Rs.3,500/-
B	Details of Expenditure on activities per batch:	For 7 Days
3	Expenditure on mid-day meal and light refreshment for 40 students @ Rs.50/- per day per person X 7	Rs.14,000/-
4	Guest/ Expert lectures covering special subjects (2 lectures per batch, Rs.800/- per lecture)	Rs.1,600/-
5	Field visits to Jan Shikshan Sansthan, reputed NGOs, etc. (Actual by Bus)	Rs.3,000/-
6	Camps kit to participants 45 kit @ Rs.100/-	Rs. 4500/-
7	Overhead Projectors (OHP) hiring cost etc. for one day	Rs.2000/-
8	Printed material (Question answer sheets and reading material)	Rs.2000/-
9	Contingencies	Rs. 2000/-
C	Total Project Cost	Rs. 36,100/-
10	Administrative cost (10%) of project cost	Rs. 3610/-
Total		Rs. 39,710/-

Therefore, total budget for 204 camps = Rs. 81,00,840/-

Nehru Yuva Kendra Sangathan Operational Guidelines for

Implementation of the 7 days' Non- Residential Life Skill Education Camps

Life Skills have been defined by World Health Organization as the abilities for adaptive and positive behaviors that enable individuals to deal effectively with the demand and changes of everyday life. There are three broad areas of life skills: thinking skills, social skills and negotiating skills.

- **Thinking Skills:** include problem solving, thinking critically, processing information and exercising choice, making informed decisions and setting goals.
- **Social Skills:** include appreciating/ validating others; building positive relationship with peer groups and family; listening and communicating effectively; taking responsibility; and coping with stress.
- **Negotiating Skills:** include self-realization that enables and individuals to understand one's values, goals, strengths and weaknesses. Thus, negotiating skills need to be enhanced at two levels- within oneself and with others. Adolescents need to learn to be assertive, including learning to say "no" to drug use and other harmful behavior. Assertiveness without aggressiveness is a skill of immense value for adolescents.
- **Schedule of Camps** should be planned in rational manner and scope for inspection visits & surprise visits should be incorporated in the programme. Vigilance compliance must be taken ensured.
- All ZDs must send Plan of Implementation of Life Skills Education Camp (LSE) in attached format (Annexure V) so as to reach HQ. NYKS, Delhi well in advance before commencement of the programme. On receipt of Plan of Implementation from the organizing Office/Kendras invitation will be forwarded to the Eminent Guest & dignitaries at Delhi for their graceful presence in the programme.
- Inviting the participants of LSE will be the prime responsibility of the host District Youth Coordinator (DYC). He/She will confirm the participation of the participating Kendras. It will be the duty of each ZD to see that the host Kendras have invited participating Kendras at the earliest, and the confirmations are received immediately.
- The participants should be selected immediately after Plan of Implementation is final and it should be shared with respective Zonal Directors.
- Interaction Session with participant about their **expectations from the programme, on their arrival and feedback session with participant about their**

feedback from the programme on their departure should positively be organised. Video-Clipping of both the session is mandatory which should be shared with NYKS Hqtrs. with the report.

- Local district units of NCC be coordinated for this programme. NSS volunteers should also be involved during the camp as per their suitability.
- Awareness in National Flagship Programme of Government of India for Financial and Social inclusion should be created for more details please see the enclosed guidelines.
- To make the programme more transparent, responsive, vigilant and effective, local public Representatives viz. Hon'ble Ministers, MPs, MLAs, PRI members; eminent personalities from different walks of life, State Govt. and Districts Administration's Officers; Chairpersons and Members of SACYP and DACYP and others with whom NYKS have been collaborating, should be invited on different occasions during the camp. Their remarks about the camp should be taken in Visitor's Book.
- Electronic and Print Media should be invited for wider coverage of the programme. Press Conference should also be organised before commencement of the programme.
- The required funds are being released to concerned PAO Zones through RTGS for immediate release to concerned Zonal Offices and Kendras as per Annexure A.
- Funds should be utilized strictly accordingly to the budget breakup attached with this letter. There should not be any diversion. Even inter head diversion is not permitted. Settlement of accounts will be on the basis of actual expenditure or maximum admissible amount without the head, whichever would be the less. If number of participants will be less then boarding and lodging and other expenditure amount will be deducted accordingly.
- Transparency and probity in utilization of funds supported by Correct and complete real time accounting should be ensured.
- During the period of preparatory phase of the Programme NYC should send weekly and fortnightly report to Zonal Directors. Zonal Directors are requested to send compiled weekly and fortnightly report to Shri Nand Kumar Singh, Deputy Director (NPYAD). His email id is ddnpyad.nk@gmail.com.

- Comprehensive monitoring mechanism and reporting system should be followed. A daily report will be forwarded by the ZD to Nand Kumar Singh, Deputy Director (NPYAD).
- Respective Zonal Director should also ensure to get feedback from the participants on daily basis through meetings and should ensure resolution of the issues, if any thereof. Similarly, he should also be alert about instructions forwarded by the DG and Hqtrs and ensure compliance of the same.
- It is important to mention here that Zonal Directors of zone organizing the programmes and Participating Zonal Directors, NYKS should submit the compiled report within 15 days of the completion of the programme.
- Impact assessment through feedback format should be done and included in the Physical Report.
- Physical Progress Report in the prescribed proforma attached in the guidelines (Annexure-10) along with good quality detailed report of the activities undertaken during 07 days of the programme should be supported by quality action photographs, press clipping and Videographs.
- Evaluation report, inclusive of feedback report along with analysis of the feedback given by the participants and follow up programme should be sent to NYKS, Hqrs. Please note that hard copies of the report along with soft copy are required to be sent to Hqtrs.
- Audited utilization certificate based on actual expenditure and within the sanctioned released amount should be submitted immediately after completion of the programme.



Aim and Objectives of Life Skills Education Camps:

The Adolescent Life Skill Training (2015-16) aims to:

- I. Provide opportunities for the reinforcement of existing positive behavior and strengthening of life skills that enable young people to protect them from and to cope with risky situations they encounter in their lives.

Keeping the above aim, NYKS is very much keen to develop competence in Sexual and Reproductive Health, at the individual and community level, particularly among hard-to-reach youth and their social networks.

The objectives are:

- To organize activities for life skill development.
- To inculcate essential life skills to develop healthy attitudes and responsible behavior towards ARSH, including HIV/AIDS and substance abuse and Social issues in out of school adolescents.
- Identifying harmful aspects of traditional gender roles (violence, domination, discrimination) and effective ways for working towards gender equity in relationships.

- Increasing life skills, such as assertiveness, and communications and negotiation skills on sexual and reproductive health issues between parents and children, teachers and students.
- Increasing decision-making skills, which include moral and situational analysis skills.
- Increasing young adults' ability to exercise leadership in programs for their benefit, specifically learning to assess problems, design responses, organize and manage programs, and evaluate them.

Components of Life Skill Education Camps:

- Imparting of Life Skill Training to Adolescents
- Sensitization on various social issues
- Community based activities

Besides these, during the Life Skills Education Camp an everyday Cleanliness Drive activities would be undertaken by the participants and special sessions should also be organized with the help of experts and resource persons for educating and motivating the participants on National Flagship Programmes viz.

- ✓ Pradhan Mantri Jan Dhan Yojna, (Pradhan Mantri Suraksha Bima Yojana, Pradhan Mantri Jeevan Jyoti Bima Yojana, Atal Pension Yojana).
- ✓ MUDRA Bank (Micro Units Development and Re-Finance Agency).
- ✓ Swachh Bharat Mission, Nirmal Bharat Abhiyan- Constuction of Toilets.
- ✓ Digital India.
- ✓ Make in India.
- ✓ Skill India.
- ✓ Beti BAchao – Beti Padhao Abhiyan.
- ✓ Practice and Promotion of Good Governance and Civic Responsibilities.
- ✓ Partition in Saansad Adarsh Gram Yojana.
- ✓ Shramdaan – motivating youth to devote 100 hours on voluntary labor a year (2hrs a week) in their areas.
- ✓ Other Schemes for the benefit of youth and masses.

Method of Selection of the beneficiaries:

40 participants will participate in each of this Life Skill Training. Following shall be the broad criteria.

- The Age group of the participants shall be 10-19 years.
- All participants shall be preferably the members of the Teen Club/ Youth Clubs affiliated to NYK. The participants should have participated in youth activities organized by the NYK/ Youth Clubs. Due representation shall be given to Women, SC/ST/OBC. More number of female participants would be encouraged to take part in the training. **Youth from Saansad Adarsh Grams may also be given opportunity to participate in the Life Skills Education Camps.**



Phasing of the Camps:

- **Preparatory Phase**

Finalization of Dates, selection of venue, selection of participants, Identification of resource person, Facilitators and trainers. Invitation to participants and resource persons/ Facilitation/trainers. Arrangements of other logistics, Equipments and reading and learning material.

- **Implementation phase**

Smooth conduct of Training as per plan.

- **Documentation phase**

Proper documentation should be made for the Life Skills Training programme organize with detailed physical and financial report including photographs and press clippings.



The Strategy:

The intervening strategy, i.e. imparting Life Skills Education to the adolescents in a rural setting, will therefore direct itself not only towards the adolescents but their parents and the village as well. It will be a re-socialization programme and will therefore direct itself in creating new behavior patterns among the adolescents, their siblings and parents. It will concern with life building, man making, character making and assimilation of Ideas for over all development.

- i. Following the Guiding Principles of youth work, the participants will be engaged not only in the extra-socialization through the methodologies of Academy, Participatory and illustrative nature for imparting life skills to them, but also through their continuous participation in sports, games and adventure activities.
- ii. Duties proposed for District Youth Coordinators for the implementation of 7 days Life Skill Education Camps are as follows:
 - Selection of 40 adolescents' participants, both girls and boys, preferably for untrained Peer Educators in the selected Block.
 - Selection of the Counselor: The Counselor will function as the trainer and counselor both she / He will be selected form Master degree holders and Research students in social science streams of the PG centers of Universities.
 - Programming and delivery of a package of activities through the Academic, Participatory and Demonstrative methodologies for giving life skills educations and certain other socially useful information to the participants should be ensured by above team. Resource persons conducting training, and advocacy comprising of consultants/experts in the area of Life Skills, ARSH and HIV/AIDS. In addition to these resource persons, one counselor will be deputed as resource persons with each team to cover the counseling and programmatic and managerial issues during the

training. Services of Academicians and professionals and parents will be taken for all days. These Resource Persons may be engaged for other remaining Camps. Emphasis should be given for life building, man making, character making and assimilation of ideas for over all development.

iii. Following tools are planned to be used for Monitoring, Evaluation and the Impact Study:

- The DYC shall do the regular monitoring of the training programme. The Dy. Director must visit at least once the programme while the programme is in progress and with his/her report in a form specially created for this purpose.
- Action photographs shall be taken of every day programme, the workshops, the lectures, the participation, the Wall magazine, the games and the outdoor activities or visits.
- The final report shall be prepared by Trainers I & II after receiving the impact study, evaluations and routine monitoring reports from the Dy. Director and the DYC. Imperatives about writing this report are the inclusion of: daily progress report by Trainers I & II, the Evaluation reports, the monitoring reports, the Impact study report and the general impression of the DYC about the village people, the parents, the participants and the resource persons about the programme and the action photographs.

Effective acquisition of Life Skills can influence the way one feels about oneself and others and can enhance one's productivity, efficacy, self-esteem and self- confidence. Life Skills can also provide the tools and techniques to improve interpersonal relations. Working on the issues of adolescents' concerns in a collective mode, these 7 days non- residential Life Skills Education Camps can serve the learning needs of different groups of adolescents.

Day wise activities would contain the following activities, subjects and methodologies:

Subjects:

- All the ten core Life Skills;
- Subjects related to general health, reproductive and child health, awareness and knowledge about HIV, AIDS, STDs and other ailments;
- Nutrition;
- Substance, Abuse and Alcoholism
- Norms and imperatives of a healthy family;
- Healthy moral life;
- Gender issues and
- Regular counseling etc.

Methodology (part- I): All three i.e, Academic, Participatory and Demonstrative methodologies will be used in the course of 7 days. Various method and techniques that will be used in these categories, especially for the pedagogy and communication of the information and knowledge are as follows:

Academic Methodology:

Sl. No.	Method	Techniques
1	Lecture and Class discussion	Lectures shall be delivered by the subject-specialists on the issues listed for daily discussions. The lectures will be followed by discussions, lateral thinking, questions and answers etc.
2	Story telling or story reading in the class	Regular reading/telling of stories from the Panchatantra, Maan Sarovar, Life Skills Education etc will be conducted in sessions by an eminent villager, or the NYK staff or a resource persons. Analysis of the story shall be followed by the participants. Learning points will be evolved out of the analysis and discussions.

Participatory Methodology:

Sl. No.	Method	Techniques
1	Discussion	Direct thematic discussion or brainstorming or/and question box technique, or/and any other that the teachers
2	Debates	Particular problem or issue may be presented by trainers and adolescents can debate in issue.

Demonstrative Methodology:

S.No.	Method	Techniques
1	Projector, slides show, Audio & Visual	Projector and slide show with explanation and discussions.
2	Charts preparation etc	Chart making in groups and presentations by the participants
3	Visits of educational and entertaining nature	Field Visits
4	Work on the wall magazine	Creative articles like poem, arts, write ups, story, photographs etc. on the issues of Adolescents like Life Skills, Nutrition, empowerment etc.
5	Demonstration of models and flip charts, pictures etc.	Demonstration and explanation followed by discussion and noting down the learning points.
6	Movies	Motivational and inspiring movies.
7	Case Studies	Situation analysis activities may be initiated by trainer.

Methodology (Part II): Following methodologies will be used to organize the participants and for creation of environment within the village or the panchayat for successfully executing this programme:-

- Meeting of the Gram Sabha/s;
- Workshop with the parents;
- Assertive invitation to parents to join the pedagogy sessions;
- Using pedagogy to associate the entire programme of life skill education with the family, community and the teen club by assertively using instances and techniques of individual and family lives towards strengthening native and nascent socialization of the participants.
- Regular (daily) games, adventure activities and Yoga sessions.
- Role plays.

Any other method, not given above but if felt necessary to be taken up by the Trainer I & II, the Counselor, the Resource Persons or the other trainers and educators can be used with the consensus of the training team.

Besides these, during the current year Camp on one day Cleanliness Drive would be undertaken by the participants and special sessions would also be organized with the help of experts and resource persons for educating and motivating the participants on National Flagship Programmes viz.

- ✓ Pradhan Mantri Jan Dhan Yojna,
- ✓ Swachh Bharat Mission
- ✓ Motivation for and facilitate construction of Toilets under Nirmal Bharat Abhiyan and
- ✓ Devoting 100 hours per year for Shramdaan

Day-to Day programme for the entire length of 7 days:

Whereas day to day work schedule for all the 7 days are being given, District Youth Coordinator (DYC) can decide addition or restructuring of some of the activities if those are extraordinarily needed to be revised because of the field situations of the cultural pulls. The day wise schedules of activities are as follow:

Coordination Agencies:

District/Block Administration, Educational Institution, Panchayati Raj Institution, NSS, NCC & other agencies working in the development in the district may be coordinated for successful implementation of the programme.

Programme Schedule

Day One	Ice Breaker, Introduction, Objectives, “Give and Take”, Ground Rules, Question Box, Committee formation for carrying out a 4 page newsletter during the training period contributed by participants etc.	T E A B R E A K	Interaction with teachers, parents and adolescents. Discussion points: Why we want to have this project, what adolescent wards get from the training and other issues related to the training.	L U N C H	Introduction to Life Skills 1. Skills and Life Skills 2. What are Life Skills? Types and classifications 3. How do Life Skills act? 4. Acquiring Life Skills: Role of parents, society, media	T E A B R E A K	Outdoor and Indoor games, one legged race, Brain teasers, Case studies, Exercises Utilizing newspaper and media for transference
Day Two	Recap of previous Day’s work Discussion on newsletter etc.	T E A B R E A K	Understanding Life Skills Group work (Stories from Panchtantra, other methods) 1. “Understanding Life Skills and their interactions” 2. Practicing Life Skills – Relevant situations Transference of knowledge and skills to adolescents Focus on the rural setting Story analysis: Panchtantra	L U N C H	Vulnerability of Adolescents: Collage, Brain Storming, 1. Understanding adolescence and Adolescents: 2. Adolescence: Developmental Issues and their impact	T E A B R E A K	Outdoor and Indoor games, one legged race, Brain teasers, Case studies, Exercises Utilizing newspaper and media for transference
Day Three	Recap of previous Day’s work Discussion on	T E A B	Adolescent sexual and Reproductive Health Group Activity, Growing	L U N C	1. Adolescents and RTI, STI 2. Adolescents and HIV	T E A	Outdoor and Indoor games, one legged race, Brain teasers, Case

	newsletter etc.	R E A K	Up Conception and contraception Concept of Gender and sex selective abortions. Consequences of adolescent Pregnancy Adolescent Nutrition	H	Integrating Life Skills Education and ARSH	B R E A K	studies, Exercises Utilizing newspaper and media for transference
Day Four	Recap of previous Day's work Discussion on newsletter etc.	T E A B R E A K	Understanding High Risk Behavior Substance Abuse Role plays on ARSH and substance abuse Q&A Feedback and Problem Solving	L U N C H	How to be and effective Advocate. Carrying out Advocacy Discussion, Brain storming Role Plays Q & A session	T E A B R E A K	Outdoor and Indoor games, one legged race, Brain teasers, Case studies, Exercises Utilizing newspaper and media for transference
Day Five	Recap of previous Day's work Discussion on newsletter etc.	T E A B R E A K	Communicating with and counseling adolescents: Skills and Tools Barriers in communication specific to Adolescents overcoming Barriers- Skills building Basics of Counseling Discussion, Brain storming Role Plays	L U N C H	Field Visit to a nearby Jan Sikshan Sansthan, reputed NGO, VTs etc.	T E A B R E A K	-----
Day Six	Recap of previous Day's work Discussion on newsletter etc. De	T E A B R E	Career Guidance and counseling	L U N C H	Brainstorming, Group work Accessing Health Sector and "demand generation" Arranging referrals,	T E A B R	Outdoor and Indoor games, one legged race, Brain teasers, Case studies, Exercises Utilizing

	briefing of field visit.	A K			“depot holding” Education Sector Peer to Peer approach, opportunities for education, tuitions	E A K	newspaper and media for transference
Day Seven	Recap of previous Day’s work Discussion on newsletter etc.	T E A B R E A K	Interaction with teachers, parents and adolescents Presentation plus interactive session	L U N C H	Summing up Closing remarks Vote of Thanks	T E A B R E A K	-----

Outcome of the 7 Days Life Skills Education Training Programme:

- The participants will get updated information on some of the cross-cutting issues to be covered during the training programme, for example, Life Skills Education, gender, substance abuse and high-risk behaviors, etc.
- The participants will get familiar with each other and were able to identify their personal roles as Peer Educators.
- The participants will understand the modalities of acquiring 10 core life skills techniques for shaping their life.

About the Project:

The Ministry of Youth Affairs & Sports vide sanction letter No. F.13-19/2015-NPYAD dated 13.10.2015 has sanctioned Rs. 81,00,840/- (Rupees Eighty One Lakhs Eight Hundred And Forty Rupees only) @ Rs. 39,710/- per camp for organizing 204 camps 204 Life Skills Education Camps for the year 2015-16.

Note: Reading material on Life Skills Education & CCE of CBSE for IX and X may also be referred while imparting Life Skill Education Training. (The Copy of above is enclosed as Annexure IV).

Nehru Yuva Kendra Sangathan
Life Skill Education Camps (Non-residential camps)
(Reporting Format)

Name of the District:Name of Zone:

Date: Venue:

1. How many participants attended the camps?
2. From how many villages did the participants come?
3. Category wise number of the Stake holders' who participated in the Camps Programme:

PRI Member	Teacher	Parents	NGOs	Social Workers	Others	Total

*Stakeholders in this programme are: Parents, elder brother & sisters of adolescents; members of village gram sabha; members of Panchayat, School Teachers, Public servants like B.D.O; Panchayat Officers, District & Block Education Officers, Deputy Commissioner all officers related with development programme, Sports Officers, Sports Coaches, Social Worker, NGO etc.

4. How did the work was divide between 2 trainers (**write detail in the table**)

Trainer I (Counselor)	Trainer II (Counselor)

5. How many participants got counseling in the camps ?

6. Was the counselor facing any problem during counseling? Yes / No

If yes, in which area: ARSH HIV/AIDS Care Guidance Life Skills

Subjects Covered:

7. Which areas were covered in the training:-

Life Skill ARSH HIV/AIDS Nutrition Gender Issue

Others

For others write the topic of the subject:

8. Methods used for training:

Lecture Method Role Play Story Telling Discussion
 Power point Presentation Pie- Chart

9. Resource Persons attended the life skills training programme:

Sl. No.	Name of the Resource Persons	Organization/Department	Her/qualification	His	Subjects covered
1					
2					
3					
4					

10. Learning outcome from the Life Skill Training

11. Sports/Games done: Yes / No

If yes, please mention the name of Sports/ Games:

If not, why not?

12. Was any sports competition held in the weeks? : Yes / No

If yes, please mention the name of the competition

13. **Recreation:**

Yoga Cultural Programme Name of Places

Learning outcome on Yoga, Cultural Programme and visit-programme

14. **Wall Magazine:**

Is it properly maintained: Yes NO

Contents of the Wall magazine

• **Category wise no. of participants**

Sl. No.	Participating		Categories of Participants															
	State	District	SC		ST		OBC		Minority		Physically Challenged		General		Total		Grand Total	
			M	F	M	F	M	F	M	F	M	F	M	F	M	F		
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.	No. of category wise participants from Saansad Adarsh Grams																	
Grand Total																		

Signature of Zonal Director

Signature of Youth Coordinator



LIFE SKILLS EDUCATION



CCE

Class IX & X



Central Board of Secondary Education

Preet Vihar

LIFESKILLS EDUCATION

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. They are now capable of abstract thinking, better articulation and of developing an independent ideology. These are truly the years of creativity, idealism, buoyancy and a spirit of adventure. But these are also the years of experimentation and risk-taking, of giving in to negative peer pressure, of taking uninformed decisions on crucial issues, especially relating to their bodies and their sexuality. Adolescence is thus a turning point in one's life, a period of increased potential but also one of greater vulnerability.

KEY ISSUES & CONCERNS OF ADOLESCENT STUDENTS

Developing an Identity

- ✎ Self – awareness helps adolescents understand themselves and establish their personal identity. Lack of information and skills prevent them from effectively exploring their potential and establishing a positive image and sound career perspective.

Managing Emotions

- ✎ Adolescents have frequent mood changes reflecting feelings of anger, sadness, happiness, fear, shame, guilt, and love. Very often, they are unable to understand the emotional turmoil.
- ✎ They do not have a supportive environment in order to share their concerns with others. Counseling facilities are not available.

Building Relationships

- ✎ As a part of growing up, adolescents redefine their relationships with parents, peers and members of the opposite sex. Adults have high expectations from them and do not understand their feelings.
- ✎ Adolescents need social skills for building positive and healthy relationships with others including peer of opposite sex. They need to understand the importance of mutual respect and socially defined boundaries of every relationship.

Resisting Peer Pressure

- ✎ Adolescents find it difficult to resist peer pressure. Some of them may yield to these pressures and engage in experimentation.
- ✎ Aggressive self conduct; irresponsible behaviour and substance abuse involve greater risks with regard to physical and mental health.
- ✎ The experiment with smoking and milder drugs can lead to switching over to hard drugs and addiction at a later stage.

Acquiring Information, Education and Services on issues of Adolescence

- ✎ Exposure to media and mixed messages from the fast changing world have left adolescents with many unanswered questions
- ✎ The widening gap in communication between adolescents and parents is a matter of great concern.
- ✎ Teachers still feel inhibited to discuss issues frankly and sensitively.
- ✎ Adolescents seek information from their peer group who are also ill informed and some may fall prey to quacks.
- ✎ Fear and hesitation prevents them from seeking knowledge on preventive methods and medical help if suffering from RTIs and STIs.

Communicating and Negotiating safer life situations

- ✎ Sexually active adolescents face greater health risks.
- ✎ Girls may also face mental and emotional problems related to early sexual initiation.

- ✎ Resisting the vulnerability to drug abuse, violence and conflict with law or society.

Understanding Life Skills – A Teacher’s prospective

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.

The terms ‘**Livelihood skills**’ or occupational/vocational skills refer to capabilities, resources and opportunities to pursue individual and household economic goals and relate to income generation. Thus, Life skills are distinct from livelihood skills.

Key Life Skills

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills - those related to thinking termed as “**thinking skills**”; and skills related to dealing with others termed as “**social skills**”. While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour and negotiating effectively. “**Emotional**” can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one’s point of view. To do that, coming to terms first with oneself is important. Thus, self-management is an important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and advocacy on issues of concern.

The Ten core Life Skills as laid down by WHO are:

- | | |
|----------------------------|-------------------------------|
| 1. Self-awareness | 2. Empathy |
| 3. Critical thinking | 4. Creative thinking |
| 5. Decision making | 6. Problem Solving |
| 7. Effective communication | 8. Interpersonal relationship |
| 9. Coping with stress | 10. Coping with emotion |

➔ **Self-awareness** includes recognition of ‘self’, our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

➔ **Empathy** - To have a successful relationship with our loved ones and society at large, we need to understand and care about other peoples’ needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Worst, we will be acting and behaving according to our self-interest and are bound to run into problems. No man is an island, no woman either! We grow up in relationships with many people – parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbours.

When we understand ourselves as well as others, we are better prepared to communicate our needs and desires. We will be more equipped to say what we want people to know, present our thoughts and ideas and tackle delicate issues without offending other people. At the same time, we will be able to elicit support from others, and win their understanding.

Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity.

Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

- ➔ **Critical thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.
- ➔ **Creative thinking** is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).
- ➔ **Decision making** helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have.
- ➔ **Problem solving** helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.
- ➔ **Interpersonal relationship** skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping, good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

- ➔ Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need.
- ➔ Coping with stress means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax.
- ➔ Coping with emotions means involving recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

⇒ Important FAQs:

(a) How are Life Skills important for growing minds?

We find that behaviour does not always follow the mind. This is when incidents of “**I know but I can’t help it**” occur. What we need is the ability to act responsibly. Life skills enable us to translate knowledge, attitudes and values into actual abilities.

(b) Why is there a need for Life Skills Education?

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. 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.

(c) Who needs Life Skills?

The Life Skills programme is a school based programme where Life Skills are imparted in a supportive learning environment. They are applicable for all ages of children and adolescents in school. However, the age group targeted is mainly 10-18, adolescent years, since young people of this age

group seem to be most vulnerable to behaviour related health problems. The programme is for the promotion of health and well being and targeted group is all children.

(d) How are they imparted?

The method used in teaching of Life Skills builds upon the social learning theory and on what we know of how young people learn from their environment; from observing how others behave and what consequences arise from behaviour.

It involves the process of Participatory learning using 4 basic components:

1. Practical activities
2. Feedback and reflections
3. Consolidation and reinforcement
4. Practical application to day to day life challenges

(e) Peer Educators Approach?

The peer training approach, involves one teacher and 3-4 student representatives from each school (forming the core life skills team) at the school. They learn these skills through active learning and participation in a 6 session inter school training workshop programme. They further train their peers at school in these skills through the same process. They follow up with the main resource team for feedback, discussions, training material etc.

(f) Different methods that can be used to enhance Life Skills in students?

Each workshop is specially designed to impart a particular skill and involves all or some of the following techniques:

- Class discussions
- Brainstorming
- Demonstration and guided practice
- Role plays
- Audio and visual activities, e.g., arts, music, theatre, dance
- Decision mapping or problem trees
- Small groups
- Educational games and simulations
- Case studies
- Story telling
- Debates

KEY STEPS IN LIFE SKILLS APPLICATION

Defining and Promoting Life Skills

- Defining the skills: What skills are most relevant to influencing a targeted behaviour or condition; what will the student be able to do if the skill-building exercises are successful?
- Generating positive and negative examples of how the skills might be applied
- Encouraging verbal rehearsal and action
- Correcting misperceptions about what the skill is and how to do it.



Promoting Skills Acquisition and Performance

- Providing opportunities to observe Life skills being applied effectively
- Providing opportunities for practice with coaching and feedback.
- Evaluating performance.
- Providing feedback and recommendations for corrective action.



Fostering Skill Maintenance/Generalisation

- Providing opportunities
- Fostering self – evaluation and skill adjustment.

MATRIX OF LIFE SKILLS IN A CLASSROOM

TEACHING METHOD	DESCRIPTION	BENEFITS	PROCESS
CLASS DISCUSSION (In small or large groups)	The class examines a problem or topic of interest with the goal of better understanding an issue or skill, reaching the best solution, or developing new ideas and directions for the group.	Provides opportunities for students to learn from one another and practice turning to one another in solving problems. Enables students to deepen their understanding of the topic and personalize their connection to it. Helps develop skills in listening, assertiveness, and empathy.	<ul style="list-style-type: none"> • Decide how to arrange seating for discussion • Identify the goal of the discussion and communicate it clearly • Pose meaningful, open-ended questions. • Keep track of discussion progress
BRAIN STORMING	Students actively generate a broad variety of ideas about a particular topic or question in a given, often brief period of time. Quantity of ideas is the main objective of brain storming. Evaluating or debating the ideas occurs later.	Allows students to generate ideas quickly and spontaneously. Helps students use their imagination and break loose from fixed patterns of response. Good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria.	<ul style="list-style-type: none"> • Designate a leader and a recorder • State the issue or problem and ask for ideas • Students may suggest any idea that comes to mind • Do not discuss the ideas when they are first suggested • Record ideas in a place where everyone can see them • After brainstorming, review the ideas and add, delete, categorise

ROLE PLAYS	Role play is an informal dramatization in which people act out a suggested situation.	Provides an excellent strategy for practicing skills; experiencing how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into one's own feelings.	<ul style="list-style-type: none"> • Describe the situation to be role played • Select role players • Give instructions to role players • Start the role play • Discuss what happened
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TEACHING METHOD	DESCRIPTION	BENEFITS	PROCESS
SMALL GROUP/BUZZ GROUP	For small group work, a large class is divided into smaller groups of six or less and given a short time to accomplish a task, carry out an action, or discuss a specific topic, problem or question.	Useful when groups are large and time is limited. Maximises student input. Lets students get to know one another better and increases the likelihood that they will consider how another person thinks. Helps students hear and learn from their peers.	<ul style="list-style-type: none"> • State the purpose of discussion and the amount of time available • Form small groups • Position seating so that members can hear each other easily • Ask group to appoint recorder • At the end have recorder describe the group's discussion

<p>GAMES AND SIMULATIONS</p>	<p>Students play games as activities that can be used for teaching content, critical thinking, problem solving and decision making and for review and reinforcement. Simulations are activities structured to feel like the real experience.</p>	<p>Games and simulations promote fun, active learning, and rich discussion in the classroom as participants work hard to prove their points or earn points. They require the combined use of knowledge, attitudes, and skills and allow students to test out assumptions and abilities in relatively safe environment.</p>	<p>Games:</p> <ul style="list-style-type: none"> • Remind students that the activity is meant to be enjoyable and that it does not matter who wins <p>Simulations:</p> <ul style="list-style-type: none"> • Work best when they are brief and discussed immediately • Students should be asked to imagine themselves in a situation or should play a structured game of activity to experience a feeling that might occur in another setting
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<p>SITUATION ANALYSIS AND CASE STUDIES</p>	<p>Situation analysis activities allow students to think about, analyse, and discuss situations they might encounter. Case studies are real life stories that describe in detail what happened to a community, family school, or individual.</p>	<p>Situation analysis allows students to explore problems and dilemmas and safely test solutions; it provides opportunities to work together, share ideas, and learn that people sometimes see things differently. Case studies are powerful catalysts for thought and discussion. Students consider the forces that converge to make an individual or group act in one way or another, and then evaluate the consequences. By engaging in this thinking process, students can improve their own decision making skills. Case studies can be tied to specific activities to help students practice healthy responses before they find themselves confronted with a health risk.</p>	<ul style="list-style-type: none"> • Guiding questions are useful to spur thinking and discussion • Facilitator must be adept at teasing out the key points and step back and pose some ‘bigger’ overarching questions • Situation analyses and case studies need adequate time for processing and creative thinking • Teacher must act as the facilitator and coach rather than the sole source of ‘answer’ and knowledge.
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TEACHING METHOD	DESCRIPTION	BENEFITS	PROCESS
DEBATES	In a debate, a particular problem or issue is presented to the class, and students must take a position on resolving the problem or issue. The class can debate as a whole or in small groups.	Provides opportunity to address a particular issue in depth and creatively. Health issues lend themselves well: students can debate, for instance, whether smoking should be banned in public places in a community. Allows students to defend a position that may mean a lot to them. Offers a chance to practice higher thinking skills.	<ul style="list-style-type: none"> • Allow students to take positions of their choosing if too many students take the same position, ask for volunteers to take the opposing point of view • Provide students with time to research their topic. • Do not allow students to dominate at the expenses of other speakers. • Make certain that students show respect for the opinions and thoughts of other debaters. • Maintain control in the classroom and keep the debate on topic.
STORY TELLING	The instructor or students tell or read a story to a group. Pictures, comics and photo novels, filmstrips and slides can supplement. Students are encouraged to think about and discuss important (health related) points or methods raised by the story after it is told.	Can help students think about local problems and develop critical thinking skills. Students can engage their creative skills in helping to write stories, or a group can work interactively to tell stories. Story telling lends itself to drawing analogies or making comparisons, helping people to discover healthy solutions.	<ul style="list-style-type: none"> • Keep the story simple and clear. Make one or two main points. • Be sure the story (and pictures, if included) relate to the lives of the students. • Make the story dramatic enough to be interesting. Try to include situations of happiness, sadness, excitement, courage, serious thought, decisions, and problem solving behaviours.

Life skills-Commandments to Remember

I read, I forget, I discuss, I remember, I do, I inculcate.

1. Life skills are essentially those abilities that help promote overall wellbeing and competence in young people as they face the realities of life.
2. Life skills are the beginning of wisdom which focuses on behaviour change or developmental approach designed to address a balance of three areas- knowledge, attitude and skills.
3. Life skills enable individuals to translate knowledge, attitude and values into actual abilities- i.e. what to do and how to do it, given the scope and opportunity to do so.
4. Life skills however are not a panacea of **“how to do abilities”** as they are not the only factors that affect behaviour. There are many factors such as social support, culture and environment that affect motivation and ability to behave in positive ways.
5. Effective acquisition and application of Life Skills can influence the way one feels about others, ourselves and will equally influence the way we are perceived by others. It contributes to perception of self confidence and self esteem.
6. Life skills for psychosocial competence needs to be distinguished from other important skills that young people will acquire as they grow up such as reading, numbers, technical and livelihood skills.
7. Life skills education involves a dynamic teaching process. The methods used to facilitate this active involvement includes working in small groups and pairs, brainstorming, role plays, games and debates.

8. We all use Life Skills in different situations such as:
- a) To negotiate effectively at home, school or work place, we need to have thinking skills as well as social skills
 - b) When faced with difficult situations we tend to think critically , to analyze all the pros and cons of the situation to think out of box to find a solution to seemingly difficult problems.
9. Many life skills are required to manage a particular situation effectively. In a way, various Life Skills work best in conjunction. In fact, the appropriate combination of Life Skills in a given moment is an art.
10. Children learn their Life Skills from parents, teachers and significant others who act as their role model. They gradually learn to use a particular skill effectively in diverse situation to cope with challenges of life.

“We are guilty of many errors and many faults, but our worst crime is abandoning the children, neglecting the foundation of life. Many of the things we need, can wait. The children cannot. Right now is the time his bones are being formed, his blood is being made and his senses are being developed to him we cannot answer “Tomorrow”. His name is “Today”.

Gabriela Mistral, 1948



CENTRAL BOARD OF SECONDARY EDUCATION

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**Nehru Yuva Kendra Sangathan
NPYAD Section**

Proforma for submission of implementation plan for Life Skill Education 2015-16

Name of Zone:

Name and contact details of organizing Kendra	Name and contact details of concerned DYC & ACT	Name, Address and logistic details of venue selected	Date & Duration of programme from/to	Number of participants	Availability of No. of Resource persons & from which Institute/ Organization/ Department					Mobilization of resource material (Sources)	Name and Contact Details of Dy. Director assigned for monitoring, supervision & follow-up
					NCC	NSS	Universities	Colleges	NGOs		

Prepared by AO.....

Verified & Signed by ZD

Note: This Plan of Implementation should be submitted to HQ (arjun03_2000@yahoo.com” and “ddnpyad.nk@gmail.com”) by email **at the earliest.**

Nehru Yuva Kendra Sangathan
Life Skills Education Camp (LSE)
Date _____ to _____
Venue:- _____

EXPECTATION OF THE PARTICIPANTS

(Questionnaire to be filed by the Participants on arrival)

1. Why did you wish to participate in Life Skills Education Camp (LSE)?

2. Have you ever visited any place outside your district? If Yes, what was your experience?

3. What are your expectations from this programme?

4. Do you have friends/relatives outside your district _____
yes/no _____

If yes, Name the place _____

5. What are your opinion about friendship, good food, good health and Fraternity and what measures you will take to strengthen these?

6. Do you know about the programmes run by Nehru Yuva Kendra or other department of Govt. in your district, if yes please elaborate.

7. In which programmes you are interested. (Group Discussion, Cultural programme, Debate, Elocution, Field visits, Interactive meeting, Yoga, Exercise, Sports & games etc) please specify?

8. What are your hobbies? Please specify

9. What measures should be taken for mainstreaming adolescent in the society?

10. What specifically would you like to learn & get experience from this programme?

11. Any other point you would like to mention

**Nehru Yuva Kendra Sangathan
Life Skills Education Camp (LSE)**
Date _____ to _____
Venue:- _____

FEEDBACK FORM FOR PARTICIPANTS

(Questionnaire to be filed by the Participants at the end of the programme)

1. Name of participant (Optional) _____
2. What was your first feeling when you come on the first day of the camp and what are your thoughts and impression now?

3. Have you made any friends during this programme if yes, how many and common areas of interest?

4. What impressed you much about this programme
Topics of the programme _____
Class Room Session _____
Culture _____
Other Camp activity _____
Way of interaction of the resource person

5. Did this programme enrich your knowledge about adolescent issue?

6. In what way do you think you can contribute in upbringing of responsible and productive youths in the society?

7. What role you would play after attending the LSE for mainstreaming the adolescent in your locality?

8. How would you disseminate the information you have accumulated in LSE to your peer groups for their benefit?

9. What improvements would you suggest in the organization of LSE? The activities you wish to be added/excluded from the programme.

10. Your overall impression on:

- Boarding and Lodging:- _____

- Programmes and activities:- _____

- Interaction with Resource Person :- _____

- Interaction with Youth:- _____

11. Any other comment you would like to register apart from above points.
