



Sri Nanak Jhira Saheb Foundation

## GURU NANAK COLLEGE OF EDUCATION

Teachers Colony Manhalli Road Tq & Dist: Bidar-585 403

College Website: [www.gurunanakbed.org](http://www.gurunanakbed.org)

Mail: [Gurunanakbedcollege@gmail.com](mailto:Gurunanakbedcollege@gmail.com)

E-Mail IQAC: [iqacgnbedc@gmail.com](mailto:iqacgnbedc@gmail.com)

### Report on

## The Role of the Arts and Humanities in Human Flourishing

at Guru Nanak College of Education, Bidar

Date: 11<sup>h</sup> –April--2019

Location: Guru Nanak College of Education, Bidar

Resource Person Dr. Nagesh

Associate Professor Guru Nanak PG Centre Bidar

The event was attended by students from various education program and guru nanak college of education faculty members and administrative staff.

### Introduction

The Positive Humanities are an emerging new field of inquiry and practice concerned with the relationship between the arts and humanities and human flourishing. The first half of this chapter introduces the work of the Humanities and Human Flourishing Project (HHF), a

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growing international and multidisciplinary network of scholars, researchers, and creators that the Positive Humanities as a robust field. Among other endeavors, HHF has conducted literature reviews, developed and refined a conceptual model, created and validated a toolkit of measures, and identified five key psychological mechanisms connecting the arts and humanities to human flourishing: reflection, acquisition, immersion, socialization, and expression (RAISE). The overview of the Positive Humanities, historical and current trends, flourishing outcomes, pathways from arts and humanities engagement to human flourishing, disciplinary considerations, and public engagement and policy.

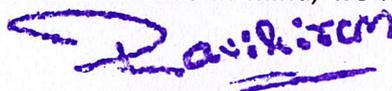
The Positive Humanities are an emerging new field of inquiry and practice concerned with the relationship between the arts and humanities—collectively referred to as *culture*—and human flourishing. Both *culture* and *flourishing*, of course, are botanical terms. Etymologically, culture refers to the cultivation of plants, with the flourishing of those plants as its goal. Metaphorically, culture refers to the cultivation of human beings, and by extension, to the artistic and intellectual fruits of that cultivation. As implied by this metaphor, human culture should result in human flourishing.

With science, technology, engineering, and math (STEM) fields in the ascendancy, declining enrollments in many arts and humanities departments, and students increasingly viewing higher education as vocational preparation, the arts and humanities are often called upon to justify themselves and their role in our contemporary world. Many times these justifications are made in economic terms, citing the impact of museums, performing arts centers, and other cultural organizations on the economies of the cities and regions in which they are located.

Human flourishing can also take the form of psychological competencies, in which the arts and humanities can build skills and abilities. One barrier to engaging in the arts and humanities is a lack of self-efficacy.

## Conclusion

As we observed at the outset of this introduction, the arts and humanities play a vital and manifold role in human flourishing. The Positive Humanities seek to understand, assess, and advance this role, supporting the sustained interdisciplinary efforts required to do so. Our goal in this is to present an overview of the current theory, research, and practice in this field to further its establishment as a valued area of inquiry and application. We note that this overview has to be selective, as there is much more relevant work than can be included in a single volume, and that a range of new research is just beginning to emerge. We also note that the content of the chapters we have included, substantial and varied as it is, places us solidly at the beginning of this field, with much more work needed in all directions, especially across a wider diversity of racial and ethnic groups and world. With this in mind, we hope this volume will

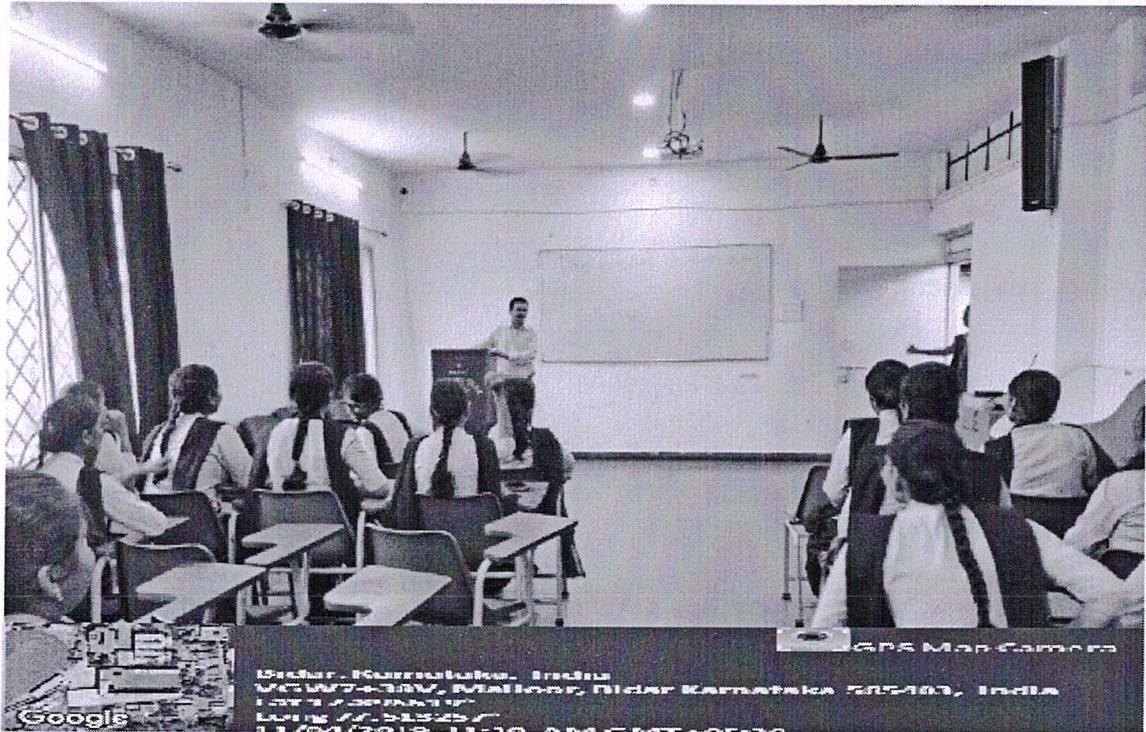


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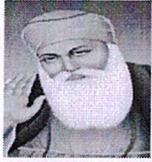
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provide information, direction, and encouragement to arts and humanities scholars and practitioners, scientific researchers, educators, leaders of cultural institutions, philanthropists, policymakers, and others who will help this field grow and thrive. In particular, we look with hope and anticipation to the students who will be inspired by this volume to focus their efforts in this field



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**PRINCIPAL**  
Gyananand College of Education  
585103



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### **Report on Child Protection Laws**

**Session at Guru Nanak College of Education, Bidar**

**Date: 6<sup>th</sup> –March -2019**

**Location: Guru Nanak College of Education, Bidar**

**Resource Person: Prof. Vagish**

**Rajeev Gandhi College of Education, Bidar**

On the 6<sup>th</sup> –March -2019, Guru Nanak College of Education in Bidar organized a session on Child Protection Laws aimed at educating students and staff about the legal framework surrounding the protection of children from abuse and exploitation. The session was conducted to raise awareness the about rights of children and the responsibilities of educators in ensuring their safety and well-being.

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## **\*Session Overview\***

The Child Protection Laws session was a comprehensive presentation followed by a Q & A session, designed to familiarize participants with relevant legislation and policies pertaining to child protection. The objective was to empower educators with the knowledge and tools necessary to recognize, prevent, and respond to instances of child abuse and neglect.

## **\*Participants\***

**The session was attended by:** Students enrolled in various education programs at Guru Nanak College of Education. Faculty members and staff responsible for the academic and administrative functions of the college.

## **\*Topics Covered\***

- 1. Introduction to Child Protection Laws:** The session began with an overview of the legal framework for child protection, including national and international laws, such as the Juvenile Justice (Care and Protection of Children) Act, 2015, and the Protection of Children from Sexual Offences (POCSO) Act, 2012.
- 2. Rights of the Child:** Participants were briefed on the fundamental rights of children as enshrined in the Constitution of India and various international conventions, emphasizing the right to protection from abuse, exploitation, and discrimination.
- 3. Types of Child Abuse:** The session outlined the different forms of child abuse, including physical, sexual, emotional, and neglect, along with warning signs and indicators that may suggest a child is experiencing abuse or neglect.

  
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4. **Reporting Mechanisms:** Participants were educated about their legal obligations to report suspected cases of child abuse or neglect, including the procedures for reporting to the appropriate authorities such as Child Welfare Committees and the police.

5. **Role of Educators:** The session emphasized the crucial role of educators in creating safe and supportive environments for children, as well as their responsibilities in identifying and addressing instances of child abuse or neglect within educational settings

### **\*Key Take aways\***

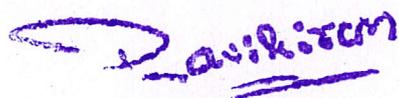
**Legal Awareness:** Participants gained a better understanding of the legal framework surrounding child protection, enabling them to fulfill their obligations under the law.

**Recognition of Abuse:** Participants learned how to recognize signs of abuse and neglect, equipping them with the knowledge to intervene and provide support to affected children.

**Preventive Measures:** The session highlighted proactive measures that educators can take to prevent child abuse, including creating awareness among students, parents, and community members.

### **Conclusion :**

The Child Protection Laws session at Guru Nanak College of Education in Bidar was a valuable initiative that underscored the importance of legal awareness and vigilance in safeguarding children's rights. By equipping students and staff with the knowledge and tools to address child protection issues, the session contributed to the college's commitment to promoting a safe and inclusive learning environment.



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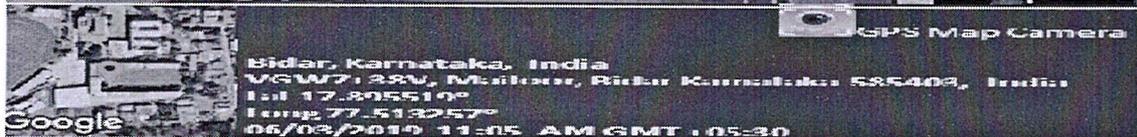
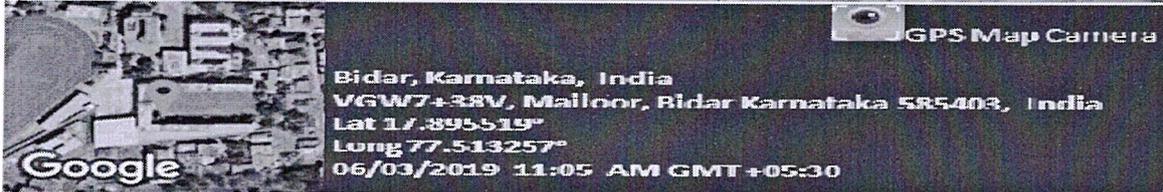
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## **\*Recommendations for Future Sessions \***

- Incorporate case studies and interactive exercises to enhance and understanding application of child protection laws.
- Provide resources and guidelines for developing child protection policies within educational institutions.
- Offer refresher sessions periodically to reinforce key concepts and updates in legislation.
- Overall, the session served as a foundational step in building a culture of child protection within the college community and empowering future educators to advocate for the rights and well-being of children.

  
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# Child Protection Laws



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