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Global Synergy for Sustainable Development: Integrating Life Skills for Systemic Change

4-6 January, 2024



CONFERENCE PROCEEDINGS: BOOK OF ABSTRACTS





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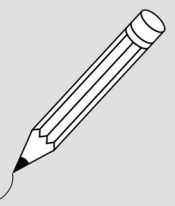
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वी. मुरलीधरन
V. Muraleedharan



विदेश राज्य मंत्री एवं
संसदीय कार्य राज्य मंत्री
Minister of State for External Affairs &
Minister of State for Parliamentary Affairs
Government of India



I extend warm greetings to the organizers and participants of the 9th International Conference on Life Skills Education.

Appreciate the collaborative effort of the Indian Association of Life Skills Education (IALSE), Chennai, and Mar Theophilus Training College (MMTC), Thiruvananthapuram, in organizing the conference.

The theme of the conference, "Global Synergy for Sustainable Development: Integrating Life Skills for Systemic Change," holds special significance at a time when the world has prioritized climate change and sustainable development.

India has already made significant progress in this aspect under the leadership of Prime Minister Narendra Modi. The Mission LiFE, launched by the Prime Minister, aims to address the challenges faced by our planet through human-centric, collective efforts and robust actions that enhance sustainability. The National Education Policy is designed with a commitment to align with the Sustainable Development Goals.

The Government of India is empowering youth to become self-reliant through programs such as Skill India, Start-up, and Standup India. It firmly believes that transformation and empowerment among young people can only be achieved by equipping them with employable skills.

The conference is a great platform for providing exposure, transferring knowledge, and motivating youth, especially children, to pursue a path that stimulates their creativity and nurtures talent. I am confident that the three-day conference will help children explore various aspects of life skills and guide them in developing the competencies they need.

I extend my best wishes for the success of the conference and hope that the proceedings book will be highly valuable to students and researchers in the field of life skills.

New Delhi
29th Dec 2023



(V. Muraleedharan)

THE SYRO-MALANKARA CATHOLIC CHURCH MAJOR ARCHDIOCESE OF TRIVANDRUM

✠ **BASELIOS CARDINAL CLEEMIS**
MAJOR ARCHBISHOP-CATHOLICOS OF
THE SYRO-MALANKARA CATHOLIC CHURCH &
MAJOR ARCHBISHOP OF TRIVANDRUM



MAJOR ARCHBISHOP'S HOUSE
PATTON, TRIVANDRUM - 695 004
KERALA, INDIA



27 December 2023.

MESSAGE

I am glad that a galaxy of educational experts and life skill trainers from different corners of the world, assembling to deliberate on the present educational scenario and formulate a conclusive framework to redefine the role of education. I welcome you all wholeheartedly. I would like to congratulate the Indian Association of Life Skills Education, Chennai, and the Mar Theophilus Training College, Mar Ivanios Vidyanagar, Nalanchira, Thiruvananthapuram for selecting the theme “Global Synergy for Sustainable Development: Integrating Life Skills for Systemic Change”. I hope the inputs of the debates during the conference would help all the stakeholders to chalk our new strategies to revitalize our education in par with International Standards.

The Life skills that spring from an all-inclusive portrait of the dignity of the human being, based on our ancient and venerable value system form the concept of ‘*Lokah Samastah Sukinno Bhavantu*’ which is the need of the hour. This panoramic vision accepting the Fatherhood of God and goodwill of humanity is the panacea for the conflicts in the world. Let us returns to our roots to bring love, peace and harmony that is the true wisdom that flows from the Divine. Our great Nation India has always been giving precedence to human values and spirituality.

May the publication of the synopses enlighten all those who read the pages!

The blessings of the Almighty be always with you all.

✠ Baselios Cardinal Cleemis,
Major Archbishop-Catholicos of Trivandrum &
Manager, Mar Theophilus Training College, Trivandrum.

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Reg. No. TVM / TC / 968 / 2022

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Thiruvananthapuram - 695 011



MESSAGE

It is my privilege and pleasure to pen down a few lines for the 9th International Conference on Life Skills Education to be organized by Indian Association of Life Skills Education (IALSE) Chennai at Mar Theophilus Training College, Thiruvananthapuram in collaboration with several likeminded agencies in the field of education on 4th – 6th January 2024. I would like to appreciate the efforts of officials of various agencies and host institution in general and Life Skills Association in particular for this great academic endeavor. I personally would like to extend my sincere support and cooperation for being the Chairman of Sree Vidyadhiraja International Study and Research Centre which is one of the collaborators and well -wishers of this event. The theme on Global Synergy for sustainable development integrating life skill for systemic change chosen for the conference is very relevant . I hope that the significance of Life Skills education is an essential component for better and harmonious co-existence of human beings. The learning should start from lower classes to higher level. The youth have to be oriented and made aware of the merits of Life Skill education in this era.

I hope that the three days deliberations would come out with concrete suggestions from among the renowned speakers and participants.

My best wishes for the successful conduct of the academic event.

M. Sangeeth Kumar
Chairman

Sree Vidyadhiraja International Study and Research Centre
Thiruvananthapuram, Kerala

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Dear Dr. Radhakrishnan,

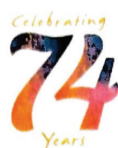
That's great to hear! Organising an International seminar on Life Skills Education can be a significant and impactful initiative. I understand that experts from different parts of the world are participating in this seminar, and you will compile and publish the seminar proceedings, including critical insights, research findings, and recommendations. This resource can be valuable for educators, policymakers, and researchers worldwide.

We at *Bharat Bhaavika* Foundation are happy to associate with you in your efforts to implement an evaluation mechanism to gather feedback from participants. This input is crucial for assessing the seminar's success and refining future editions.

I am confident that together, we can make this international seminar on Life Skills Education a hub for global collaboration, knowledge exchange, and transformative discussions that contribute to improving life skills education worldwide.

Regards,

Jiji Thomson IAS
MD, Bharat Bhavika Foundation
27th December 2023



FPA India TRIVANDRUM Branch
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Dear Dr. Nair,

Recently, India was declared as the most populous country in the world with the biggest cohort of young people. This is a great opportunity for the country's growth as young people are the engines of development and prosperity.

However, young people need education, knowledge and opportunities. Life skills education is an integral part of young people's development.

I congratulate Indian Association of Life Skills Education, Chennai, the Mars Theophilus Training College, Thiruvananthapuram and the partners for this very timely and technical Conference on Life Skills.

Regards,

Dr. Kalpana Apte
Director General



Chairperson
Dr. G. Suresh Kumar

Vice Chairperson
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Working for Sexual & Reproductive Health and Rights



INTERNATIONAL CONFERENCE ON LIFE SKILLS EDUCATION (ICLSE) 2024



Organised by
Indian Association of Life Skills Education (IALSE), Chennai
Mar Theophilus Training College, Thiruvananthapuram
4 - 6 January 2024



28th December 2023

Message

It is a great honour for me to Chair the 9th International Conference on Life Skills Education on the theme "Global Synergy for Sustainable Development: Integrating Life Skills for Systemic Change". In today's complex and interconnected world, the landscape of life skills has evolved significantly. The significance of life skills lies in empowering individuals to adapt to meet the challenges of our times while learning from past experiences. The ongoing pandemic and global conflicts emphasize the urgency to refocus on life skills, to equip individuals and communities with skills to navigate and thrive amidst adversities.

The deliberations during this conference aims to address present local and global challenges and leverage opportunities through the application of life skills. This will help us to gather global perspectives on this common platform, fostering an exchange of ideas to advance both the theory and practice of life skills.

The proceedings book being published as a special issue of the International Journal of Life Skills Education incorporating various presentations during the conference will be treasure of knowledge on life skills and will tremendously help the researchers and students of life skills education.

I extend my deepest gratitude to each participant for your contribution in this journey of sustainable transformation. May this conference be a catalyst for inspiration, collaboration, and meaningful change.

Regards

Dr. A Radhakrishnan Nair

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Date: 01.01.2024



S. Jyothis Chandran

Message

Life Skills are considered the most vital skills for survival in this complex world. The knowledge and technical expertise alone are not going to help us to navigate our lives successfully. A set of psycho-social and cognitive skills are imperative to perform one's duties in their full capacity. Life Skills Education nurtures responsible citizenship, resilience, and innovation. It equips individuals with the skills and values needed to undertake increasingly multifaceted tasks.

I am delighted to note that the Indian Association of Life Skills Education has been promoting life skills education in the country for more than a decade. I believe that the 9th episode of the International Conference of Life Skills Education opens the scope for all the educationists and activists in the country to discuss the ways and means to reach all the students with the concepts of life skills.

Jyothis Central School has got an opportunity to collaborate with IALSE and Mar Theophilus Training College, Nalanchira in organizing the International Conference on Life Skills Education and we are highly indebted to the organizers for the opportunity.

I wish the conference all Success.

Regards

S. Jyothis Chandran
Chairman, Jyothis Group of Institutions

jyothiscentralschool.org

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Message



Dear friends,

The Indian Association of Life Skills Education (IALSE) is opening an avenue for showcasing and documenting the collective discourses made at the 9th International Conference of Life Skills Education (ICLSE) 2024, hosted at the campus of Mar Theophilus Training College, Thiruvananthapuram, Kerala.

As the dogmas and complexities of humans and the entire living system become sensitive and vulnerable, efforts for synergizing sustainable development by integrating life skills are so critical. The configured thinking of all the experts and aspirants of life skills, no doubt shall bring in catalytic calibration on setting a roadmap for Sustainable Development and its accomplishment at the global and local scenario.

I salute all the luminaries who have left indelible imprints on this systemic effort. Gratitude to all the efforts taken by all the partners of the conference and well-wishers of IALSE.

Let our effort materialize for a better future.

With regards and wishes

Prof.(Dr.) M.N.Mohamedunni Alias Musthafa

President, IALSE

Director, ESNCLSE

Professor & Head, Department of Education

Central University of Kerala

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Message

Dear Delegates of the conference,

A human being is a wonder. He / She has two predominant questions- why he/she lives and how he/she lives. Once we answer the why- naturally the how evolves. We should develop life skills springing from the dignity and the existential identity of humans. In order to succeed in life, we need the essential life skills. Life skills are essential abilities and competencies that empower individuals to navigate the challenges of everyday life effectively. These skills go beyond academic knowledge and technical expertise, focusing on personal, social, and emotional aspects.

This publication of abstract is an excellent opportunity for all the delegates to showcase your work to a global audience of researchers, academicians, and professionals who share a common interest in life skills development. I would like to thank all those who are contributing to this abstract and look forward to your active participation during the conference. Your dedication to the cause of life skills is commendable, and your insights will stimulate engaging discussions among conference attendees.

The get together of the galaxy of experts and seasoned life skill trainers from different parts of the world would definitely help us decode the needs of the hour. The conference and the plethora of activities associated with it would definitely bring home the necessity of making our life a noble and empathetic one in congruence with the entire network of living and non-living beings.

Wishing you a fruitful reading.

Prof. Dr. Joju John

Convenor of the Conference and Principal in Charge,

Mar Theophilus Training College

DRAWING & DISBURSING OFFICER
MAR THEOPHILUS TRAINING COLLEGE
Nalanchira, Thiruvananthapuram-695015





Editorial Note

The need for global synergy for sustainable development in the present context is paramount, and integrating life skills from policies to daily life practice, at all levels is a recurrent and wake up call to all, to invest, engage and empower individuals and communities to take action for an equitable, prosperous and sustainable future.

This Special Issue – January 2024 of the International Journal of Life Skills Education (IJLSE), captures the essence and myriad perspectives of life skills as key enablers of systemic change for sustainable development through global synergies, addressed by leading experts, invited speakers, practitioners, and researchers from all over India and abroad.

As the Chairperson of the Editorial Team for The International Conference on Life Skills Education, (ICLSE) 2024, I express our sincere appreciation for your valuable contribution by submission of abstracts and full papers for the conference, displaying your dedication and passion to the advancing field of life skills education and research. We have received an overwhelming response of papers this time and thank you for the same.

This book is a compilation of the synopsis and abstracts received for the conference. We hope that the articles in this Special issue Journal, will add immensely to the existing body of knowledge in life skills and foster fresh ideas leading to more innovative research studies in the field.

Sincere gratitude and thanks to each one of you in Conference Editorial Team-ICLSE2024, for your hard work, dedication, and support in bringing out this volume.

Dr. Sunitha Ranjan

Managing Editor, IJLSE

A brief on:
**The International Conference on
Life Skills Education (ICLSE 2024)**

Indian Association of Life Skills Education (IALSE) and Mar Theophilus Training College, Thiruvananthapuram in partnership with Bharat Bhaavika Foundation, Thiruvananthapuram; Ajmal Foundation, Hojai, Assam; Family Planning Association of India, Mumbai & Jyothis Central School, Kazhakkuttam, along with all its collaborators - Life Skills Education Institute Pvt. Ltd, Kathmandu, Nepal; Emotional Intelligence and Life Skills Training Team, Boralessgamuwa, Sri Lanka; Indian Ocean Comparative Education Society, Mumbai, India; World Curriculum, Geneva, Switzerland; Association of International Researchers of Indian Origin (AIRIO), New York, USA; Sree Vidhyadhiraja International Study and Research Centre, Thiruvananthapuram; Council for Teacher Education Foundation, Thiruvananthapuram, is happy to extend a warm invitation for the 9th International Conference on Life Skills Education, on the theme “Global Synergy for Sustainable Development: Integrating Life Skills for Systemic Change”, from 4-6 January 2024 at Mar Theophilus Training College, Thiruvananthapuram, Kerala.

About the Conference:

The rationale behind convening an international conference with this theme is underscored by the pressing need for concerted, evidence-based, and innovative efforts to address the complex and interrelated challenges confronting our world. Global organizations like UNESCO, WHO, UNICEF, and UNFPA have highlighted the need for skills development to enhance global cooperation and collaboration role through the promotion of life skills education.

UNICEF recognizes that life skills education is intrinsically connected to the achievement of several SDGs, such as SDG 4 (Quality Education) and SDG 3 (Good Health and Well-being). By equipping individuals with life skills, we not only enhance their prospects for education and health but also empower them to contribute actively to the broader sustainable development agenda.

Objectives of the Conference:

- To showcase research findings and evidence supporting the effectiveness of life skills education in driving sustainable development and to advocate for the integration of life skills education into national and international policies for sustainable development.
- To explore and share best practices in the implementation of life skills education within various contexts, including formal education systems, non-governmental organizations, and community initiatives for global synergy.
- To showcase the practical tools and strategies to implement life skills education in their respective professional and personal interactions and address the gender, class, caste, regional, religious, and ethnic inequalities.

- To facilitate the exchange of knowledge and experiences and encourage collaboration among diverse stakeholders, including governments, NGOs, academia, and civil society, in leveraging life skills education as a catalyst for systemic change and sustainable development.

Structure of the Conference:

Inaugural session, Panel discussions, Symposia, Thematic sessions (Face-to-face & in online mode), Plenary, NGO Conclave, Think Tank, Roundtable, Teen Talk, Focus Group Discussion and Valedictory session are planned over three days. The conference which will be in hybrid mode (in-person as well as online) is expected to cater to over 300 delegates from India and abroad.

Conference programmes include:

- Inaugural session and Keynote address, Panel discussions, Symposia, Thematic sessions, Poster presentations and Valedictory sessions.
- Experience sharing workshop wherein the agencies working in the field of life skills education are sharing their experiences enabling collective learning.
- Kerala Cuisine Dinner on the 4th evening during which the participants can Greet, Meet, and Discuss future collaborations both nationally and internationally.
- Satellite Life Skills Workshops, wherein the individuals and organizations engaged in life skills programmes can conduct workshops in nearby Colleges, Schools, Juvenile homes, Prisons, etc. for 3 hrs. during the conference.
- Teen Talk: Adolescent students will share their experiences as to how life skills transformed their lives
- Kerala Classical and folk culture programmes
- Preconference workshops on area-specific and problem-specific life skills. Agencies and individuals working on the promotion of the life skills approach to tackling various issues and concerns in society can present a pre-conference workshop as part of the conference.

Participants:

The conference will consist of a galaxy of participants and invitees drawn from a wide range of life skills practitioners including academicians, social scientists, research scholars/ researchers, government representatives/ officials, members from civil societies, NGO/ INGO practitioners, youth workers, trainers and practitioners of life skills, social workers and activists, political and movement representatives, and individuals interested in life skills education, training, and researchers to actively participate on the deliberation, paper presentations as delegates, sponsors, and partners.

ABOUT THE ORGANISERS:

The Indian Association of Life Skills Education (IALSE) is a registered society and from its existence in 2010, brings together a forum where officials, academicians, professionals, researchers, policymakers, functionaries, and like-minded people would be able to interact, discuss, and thereby promote and strengthen Life Skills Education through an interdisciplinary and trans-disciplinary approach. It has a pan-India presence, with over 250 members including life, institutional, and patron members from different parts of the country. (www.ialse.net).

Mar Theophilus Training College is a Malankara Syrian Catholic College and the patron of the college is His Beatitude Moran Mor Baselios Cardinal Cleemis Catholicos, the Head of Malankara Syrian Catholic Major Archiepiscopal Church. The college was established in the year 1956 by Arch Bishop Benedict Mar Gregorios as an affiliated College to the University of Kerala. MTTC of-

fers courses for Bachelor of Education and Master of Education degrees. MTTC is the first college in Kerala State with all the specifications set by the National Council of Teacher Education. The college offers Ph. D. research facility as a centre of Research under the University of Kerala. The college is the first Accredited Teacher Education College under the University of Kerala with a Grade A in 2005. The college is ISO (1995:2001) certified and a permanent member with consultative status with United Nations Academic Impact. (<https://www.mttc.ac.in/>).

Bharat Bhaavika Foundation is an organization in Thiruvananthapuram that envisions to create a supportive and empowering student community where they have access to mentorship, guidance, and resources to help them achieve their full potential by fostering a culture of learning and growth, where students feel motivated, and equipped to collaborate with others and developing their agency, responsibility, empathy, critical and creative thinking, alongside a full range of social and emotional skills to pursue their academic and personal goals. Bhaavika is a unique Student Enrichment Program of the Bharat Bhaavika Foundation (<https://bhaavika.org/>).

Ajmal Foundation is a registered public charitable trust, established in the year 2005 at Hojai, Assam, India. The organization has been working in the fields of Modern Education, Skill Development & Employment Generation, Women Empowerment, Poverty Alleviation, Relief & Rehabilitation, and Environmental Awareness & Health aid programmes. The organization has as many as twenty-five educational institutions all over the state of Assam. With the spirit of serving humanity, the trustees of the organization have undertaken multifarious schemes and projects in various parts of the country to serve the downtrodden section of the society. (<https://www.ajmalfoundation.com/>).

Family Planning Association of India, Mumbai is a premier civil society organisation delivering essential health services focusing on sexual and reproductive health in over 18 states and union territories of India, in regions where key developmental indicators are poor and gender disparities are high. FPA India was instrumental in advocating for family planning to be introduced in the country's first Five Year Plan (1952). Thus, India became the first country in the world to have a family planning programme. FPA India works with corporates, businesses and bilateral donors to deliver health services and information, build capacities and advocate for causes that support the community's development and well-being. (<https://fpaindia.org/>).

Jyothis Group of Institutions, founded by Mr. Jyothis Chandran, is one of the most renowned schools in Kerala today, imparting the highest quality of education par excellence. The school was established in 2004 and is completing two decades. The institution has gained much acclaim for its board results and national ranks in the top ten, achieved over the years. What distinguishes JYOTHIS from other schools in the country is its myriad subject options, including both optional and sixth subjects. The main objective of offering such varied subject combinations is to enable candidates to appear for any competitive exam, especially for entrance into central and other universities, with a considerable level of confidence and aptitude. (<https://jyothiscentralschool.org>)

Life Skills Education Institute Pvt. Ltd., is an institute from Kathmandu, Nepal, committed to impart international standard soft skills and hard skills. The institute's mission is to sustain, maintain, and promote vibrant life skills, with a particular focus on empowering youth, women, leaders, and needy people by utilizing training, research, conferences, seminars, resources, and work. The Life Skills Education Institutes in Nepal are examples of hope and pioneers dedicated to unlocking human potential and creating a sustainable future for the nation. They prioritize individual growth and are dedicated to bettering the community.

Emotional Intelligence and Life Skills Training Team, Boraesgamuwa, Sri Lanka is a pioneer nonprofit training and consulting team on promoting Emotional Intelligence and Life skills and designing/implementing innovative creative and cost-effective behavioural change social marketing campaign development in Sri Lanka. The team is experienced in diverse fields such as emotional

intelligence and life skills development, video development, curriculum development, psychosocial, Youth Development, Business Development, Counseling, Drug demand reduction, Nutrition, Gender-based violence, Peace, Reconciliation, Community development, Digital Marketing and Personality development with experience in designing and implementing very creative and effective behavioural change social marketing campaigns. (<https://www.eilifeskills.org/>).

Indian Ocean Comparative Education Society strives to integrate the international and comparative studies on education with historical and interdisciplinary, cross-cultural approaches. The IOCES' mission is to promote studies and researches on comparative education, in particular on educational institutions and systems of the countries effacing the Indian Ocean. IOCES aims to encourage scholars and researchers of its area to join the international scientific community of Comparative and International Education, and vice versa, to favor the realization of international meetings in its macro-region. (<https://www.ioces.org/>).

World Curriculum, dedicated to redefining education, centers its knowledge streams on sustainability and empathy. Rejecting narratives glorifying conquests, the organization emphasizes the adverse impacts on people and the environment. Their innovative course, Life Management through Sustainability, fosters gratitude for life's experiences, empathy for nature, and humility, echoing Socrates' wisdom. World Curriculum envisions transforming identities from arrogance to a cosmic humility, alleviating modern-life stresses and fostering bliss on Earth. (<https://www.worldcurriculum.org/>).

Council for Teacher Education Foundation, Thiruvananthapuram is a leading Professional Organization in India for all teachers, Teacher Educators, Educational Administrators, Educational Policy makers, Research Scholars and Professionals of Educational Management. The prime objective of CTEF is to develop competent, resourceful and Skillful Teaching Professionals in all level of Education from Lower Primary to Higher education in general and Teacher Education in particular. CTEF has attained international status with establishment of overseas chapters. (<https://ctefglobal.in/>)

Association of International Researchers of Indian Origin (AIRIO) is a non-profit, nongovernmental organization registered in New York, USA, since 2010, dedicated to research development and promotion in education. Founded by Most Rev Dr. Joseph Mar Thomas, the Bishop of Sultan Bathery, India, AIRIO fosters a research environment for global faculty, guides, scholars, and post-graduate students in education. It conducts monthly discussions, academic debates, and seminars, providing platforms for members to present research, collaborate with international communities, and receive advisory support for publications. AIRIO's vision is the creation of knowledge for societal welfare, with a mission to preserve, promote, and disseminate knowledge. (<https://airiokerala.blogspot.com/>)

Sree Vidhyadhiraja International Study and Research Centre, Thiruvananthapuram has been established by the Thiruvananthapuram NSS Taluk Karayoga Union. The NSS envisions elevating the Study and Research Centre to national and international standards. The centre was started with an aim to bring Chattampi Swami's life, philosophy, work, renaissance values, literature, spiritual writings, poems, etc. The objectives of the centre are to conduct welfare activities and education programs for students facing financial difficulties, institute scholarships for study and research and publish scholarly articles, etc.

PROGRAMME SCHEDULE

Day One: 04/01/2024

09.00 – 10.00 am	Registration
10.00 – 11.30 am	Inaugural
11.30 – 11.45 am	Tea Break
11.45 – 01:30 pm	Parallel Sessions Symposium I: The Prospect and Retrospect of Life Skills Education in SAARC School Systems Panel Discussion I: Prioritizing Life Skills Education in Schools in the Context of NEP 2020
01.30 – 02.30 pm	Lunch
	Parallel Sessions
02.30 – 05.00 pm	Teen Talk: Life Skills for Personal and Academic Excellence
02.30 – 04.00 pm	Panel Discussion II: Challenges and Opportunities of Life Skills Education in the Digital Era and AI
04.00 – 04.15 pm	Tea Break
04.15 – 06.00 pm	Parallel Sessions Round Table: Life Skills and Gender Seminar: Life Skills for Mental Health and Well-being Thematic paper presentations

Day Two: 05/01/2024

	Parallel Sessions
09:00 – 11:00 am	Symposium II: Systemic Transformation through Life Skills Education for achieving Sustainable Development Goals - global and local perspectives and cross-cultural experiences
09:30 – 10:30 am	Invited Lecture: Drivers of Adolescent Sexual Reproductive Health Risks: Imperative of Life Skills Education as Mitigators
10.30 – 10.45 am	Tea Break
10:45 – 01:30 pm	Plenary Session NGO Conclave: Life Skills Education for Social Empowerment and Inclusion
01.30 – 02.30 pm	Lunch
02.30 – 04.00 pm	Parallel Sessions Panel Discussion III: Fostering Self-Reliance and Employability Through Life Skills Panel Discussion IV: Environment and Life Skills Education – Sustainable practices

04.00 – 04.15 pm	Tea Break
04.15 – 06:00 pm	Parallel Sessions Think Tank: Empowering the Disabled, the Life Skills Way Thematic paper presentations

Day Three: 06/01/2024

09.30 – 11.15 am	Parallel Sessions Symposium III: Integrating and Mapping Life Skills in School & Higher Education Curriculum Panel Discussion V: Life Skills for Human Rights, Citizenship, and Social Harmony Brainstorming: Implementation Strategy for UGC Module on Life Skills Education
11.15 – 11.30 am	Tea Break
11.30 – 01.30 pm	Parallel Sessions Focus Group Discussion: Life Skills in Teacher Education System Symposium IV: Yoga as a Supplementary Tool to Life Skills for Personal Effectiveness
01.30 – 02.30 pm	Lunch
02.30 – 03.30 pm	Valedictory

LIST OF SESSIONS

Symposium I	The Prospect and Retrospect of Life Skills Education in SAARC School Systems
Symposium II	Systemic Transformation through Life Skills Education for achieving Sustainable Development Goals - global and local perspectives and cross-cultural experiences
Symposium III	Integrating and Mapping Life Skills in School & Higher Education Curriculum
Symposium IV	Yoga as a Supplementary Tool to Life Skills for Personal Effectiveness
Panel Discussion I	Prioritizing Life Skills Education in Schools in the Context of NEP 2020
Panel Discussion II	Challenges and Opportunities of Life Skills Education in the Digital Era and AI
Panel Discussion III	Fostering Self-Reliance and Employability Through Life Skills
Panel Discussion IV	Environment and Life Skills Education – Sustainable practices
Panel Discussion V	Life Skills for Human Rights, Citizenship, and Social Harmony
NGO Conclave	Life Skills Education for Social Empowerment and Inclusion
Teen Talk	Life Skills for Personal and Academic Excellence
Round Table	Life Skills and Gender
Seminar	Life Skills for Mental Health and Well-being
Invited Lecture	Drivers of Adolescent Sexual Reproductive Health Risks: Imperative of Life Skills Education as Mitigators
Think Tank	Empowering the Disabled, the Life Skills Way
Brainstorming	Implementation Strategy for UGC Module on Life Skills Education
Focus Group Discussion	Life Skills in Teacher Education System

SUB THEMES

1. Systemic Transformation through Life Skills Education for achieving Sustainable Development Goals - global and local perspectives and cross-cultural experiences.
2. Integration and mainstreaming of Life Skills Education as a policy within formal education systems and government initiatives - Global and local episodes.
3. Life Skills Education as an enabler towards personal and professional empowerment of individuals and communities in the global and local contexts.
4. Cultivating Entrepreneurs and Fostering Employability: Life Skills for Self-Reliance and Innovation.
5. Life Skills Education as an instrument to foster gender equality and social inclusivity.
6. Application of Life Skills to empower differently abled and socially, economically, and culturally disadvantaged communities.
7. Resolving the digital divide and widening technological inequalities through Life Skills Education.
8. Life Skills Education for better negotiations and bargaining for intra-household equity, democracy, and citizenship.
9. Life Skills in the Indian Education System - Policy Initiatives and Strategies.
10. Life Skills for Informed Choices: Adolescents and Reproductive Health.
11. Life Skills and Yoga for Health and Wellbeing.
12. Lifelong Learning for All: Life Skills Across Generations.
13. Life Skills for Human Rights, Social Harmony, Peace, and Compassion.

Pre- CONFERENCE WORKSHOPS

Sr. No	Topic	Resource Person/Agency	Date	Venue
1	Emotional Intelligence and Life Skills (for students)	Emotional Intelligence and Life Skills Training Team, Boralessgamuwa, Sri Lanka	2-1-24 9.30 am - 12.30 pm	Mar Theophilus Training College Thiruvananthapuram
2	Life Skills Training through Storytelling (Panchatantra Stories) to teachers and activists	Prof. Uma Joshi Former Director of Amity University, Jaipur	3-1-24 9.30 am -12.30 pm	Mar Theophilus Training College Thiruvananthapuram
3	Life Skills Development Through Community Service Learning to Teachers	Sr. (Dr.) Nirmala Arul IBVM Loretto Province, Kolkata	3-1-24 1.30 pm - 4.30 pm	Mar Theophilus Training College Thiruvananthapuram
4	Emotional Intelligence and Life Skills (for students)	Emotional Intelligence and Life Skills Training Team, Boralessgamuwa, Sri Lanka	3-1-24 2.00 pm - 4.30 pm	PMS College, Vattappara

**INDIAN ASSOCIATION OF LIFE SKILLS EDUCATION (IALSE), CHENNAI
MAR THEOPHILUS TRAINING COLLEGE, THIRUVANANTHAPURAM**

**Pre-Conference Workshop-I
on
QUALITATIVE RESEARCH METHODOLOGY IN LIFE SKILLS**

On 2nd & 3rd JANUARY, 2024

Day 1: 02-01-2024

9.45a.m.-10.15a.m.	INAUGURATION CEREMONY	
Welcome	Prof. Dr. Joju John Convenor	Principal in-charge Mar Theophilus Training College, Nalanchira
<i>Inauguration by lighting the lamp</i>		
Inaugural address	Dr. A. Radhakrishnan Nair Chairperson	Founder President, IALSE Former Registrar, Central University of Kerala & Visiting Professor, Assam Don Bosco University
Felicitation	Prof. Dr. Maya S. Organising Secretary	Professor MTTC, Nalanchira
Vote of thanks	Dr. Deepthi Elizabeth Mathew Co-ordinator of Pre-Conference Research Workshop	Assistant Professor MTTC, Nalanchira
10.15a.m.-10.25a.m.	TEA BREAK	
10.30a.m.-11:30 p.m.	Technical session: 1 Research in Life Skills a Conceptual framework	
	Prof. M. N. Mohamedunni Alias Musthafa Professor & Head, Department of Education, Central University of Kerala President, IALSE	
1.00p.m.-1.40p.m.	LUNCH BREAK	
1.45p.m.-2.45p.m.	Continuation of Technical session: 2 Data gathering technique in Qualitative Research	
	Prof. Asha J.V.	
2.45p.m.-3.00p.m.	TEA BREAK	
3.00p.m.- 4.00p.m	Continuation of Technical session: 1 Research in Life Skills a Conceptual framework	
	Prof. M. N. Mohamedunni Alias Musthafa	

**INDIAN ASSOCIATION OF LIFE SKILLS EDUCATION (IALSE), CHENNAI
MAR THEOPHILUS TRAINING COLLEGE, THIRUVANANTHAPURAM**

**Pre-Conference Workshop-I
on
QUALITATIVE RESEARCH METHODOLOGY IN LIFE SKILLS**

On 2nd & 3rd JANUARY, 2024

Day 2: 03-01-2024

10 a.m.-11.00p.m.	Technical session: 3 Focus Group Discussion as a tool for Qualitative Research
	Prof. V. Reghu Former Controller of Examinations, Rajiv Gandhi National Institute of Youth Development, Chennai
11.00p.m.- 11.15 p.m.	TEA BREAK
11.15 p.m.- 1.00p.m.	Technical session: 4 Interview as a technique for Qualitative Research
	Prof. V. Reghu
1.00p.m.-1.40p.m.	LUNCH BREAK
1.45p.m.-3.15p.m.	Technical session: 5 Tool for assessing Life Skills
	Dr. R. SUBASREE M.A. Professor & Head Department of Psychology Madras School of Social Work
3.15 p.m.-4.00p.m.	Technical session: 6 Life Skills Research challenges ahead
	Prof. M. N. Mohamedunni Alias Musthafa Professor & Head, Department of Education, Central University of Kerala President, IALSE
4.00p.m. -4.15p.m.	Feedback and Vote of Thanks

**SATELLITE LIFE SKILLS TRAINING WORKSHOP
5TH JANUARY 2024**

TIME	VENUE	RESOURCE PERSON
10.00 -12.00	Sree Sathya Sai Arts and Science College, Thonnakkal	Dr. T. S. Sundaresan Nair
10.00 – 12.00	Mother-India Public School, Keezhattingal	Sree Lankan Team Jaya Kumar, Pallippuram
2.00 – 4.30 p.m.	Jyothis Centre School, Kazhakkuttam	Dr. Sunitha Ranjan
10.00 – 12.00	Higher Secondary School, Attur, Nagercoil	Mr. B. Senthil, Chennai
10.00 – 12.00	B Ed Training College, Attur, Nagercoil	Mr. Asokan, Nemmara
10.00 – 12.00	Higher Secondary School, Marthandom	Mr. PY. Anil Kumar
10.00 – 12.00	Saraswathy Nursing College, Parasala	Mr. Sudhir Kumar Kapur
10.00 – 12.00	NIMS Nursing College, Neyyattinkara	Ms. Arti Bardhan



INDIAN ASSOCIATION OF LIFE SKILLS EDUCATION &

MAR THEOPHILUS TRAINING COLLEGE

Jointly Organizes

9TH INTERNATIONAL CONFERENCE ON LIFE SKILLS EDUCATION INAUGURAL FUNCTION

Venue: Auditorium of Mar Baselios Engineering College
4th January 2024, Thursday 10 a.m.



Minute-to-Minute Programme

- 09:50 a.m - : Arrival of Guest
- 10:00 a.m - 10:05 a.m : Welcome Song: Students of Mar Theophilus Training College
- 10:05 a.m - 10:10 a.m : Welcome Address: **Dr. Joju John**,
Principal (I/c), Mar Theophilus Training College & Convenor, ICLSE 2024
- 10:10 a.m - 10:15 a.m : Lighting of the Lamp: Chief Guest & Others
- 10:15 a.m - 10:25 a.m : Presidential Address: **Dr A. Radhakrishnan Nair**,
Founder President, IALSE & Chairperson, ICLSE 2024
- 10:25 a.m - 10:30 a.m : Blessings: **Moran Mor Baselios Cardinal Cleemis Catholicos**
- 10:30 a.m - 10:35 a.m : Address by: **Mr. Sangeet Kumar**,
Chairman, Sri Vidhyadhiraja International Study and Research Centre
- 10:35 a.m - 10:40 a.m : Address by: **Dr. Kalpana Apte**,
Director General, Family Planning Association of India, Mumbai
- 10:40 a.m - 10:45 a.m : Address by: **Sri. Jiji Thomson**,
IAS (Retd), Former Chief Secretary, Government of Kerala
- 10:45 a.m - 11:00 a.m : Key Note Address: **Dr. Shekhar Seshadri**,
Former Director, NIMHANS, Bangalore
- 11:00 a.m - 11:20 a.m : Inaugural Address: **Sri. V. Muraleedharan**,
Hon. Minister of State, External Affairs and Parliamentary Affairs,
Govt. of India
- 11:20 a.m - 11:25 a.m : Vote of Thanks: **Prof. (Dr.) M. N. Mohamedunni Alias Musthafa**,
Professor & Head, Dept. of Education, Director, ESNCLSE,
Central University of Kerala; President, IALSE & Director, ICLSE 2024
On the dais **Ms. Rama Bhide**,
Secretary, IALSE & Organizing Secretary, ICLSE 2024
Prof. (Dr.) Maya S,
Professor, Mar Theophilus Training College &
Organizing Secretary, ICLSE 2024





INDIAN ASSOCIATION OF LIFE SKILLS EDUCATION
&
MAR THEOPHILUS TRAINING COLLEGE
9th INTERNATIONAL CONFERENCE ON LIFE SKILLS EDUCATION
VALEDICTORY CEREMONY

Venue: Mar Baselios Engineering College Auditorium

Date: 06.01.2024

Time: 2:00 - 3.50 pm (IST)



- 02:00 p.m - 02:15 p.m : Inducting Honorary Members of IALSE Honoring by **Prof. Shekar Seshadri**
1. Sri. Jiji Thomson IAS (Rtd.)
2. Prof. Dr. MKC Nair
3. Prof. Suman Kumar
4. Prof. Baby Shari
- 02:15 p.m - 02:25 p.m : Award distribution to **Dr. S. Sreedevi**,
Former Principal, Government College of Teacher Education,
Thiruvananthapuram, Kerala by Jiji Thomson IAS (Rtd.),
Former Chief Secretary Government of Kerala
- 02:25 p.m - 02:40 p.m : Reflections by Delegates
- 02:40 p.m - 02:50 p.m : Certificate Distribution
- 03:00 p.m - : **ARRIVAL OF THE CHIEF GUEST**
- 03:00 p.m - 03:05 pm : Welcome Address **Dr. S. Maya**,
Professor, Mar Theophilus Training College & Organizing Secretary,
ICLSE 2024
- 03:05 p.m - 03:10 p.m : Report Presentation **Ms.Rama Bhide**,
Secretary, IALSE, Organizing Secretary, ICLSE 2024
- 03:10 p.m - 03:13 p.m : Address by **Prof. K V .Thomaskutty**,
Secretary, Malankara Catholic Colleges
- 03:13 p.m - 03:15 p.m : Address **Prof. (Dr.) M. N. Musthafa**
Professor & Head, Department of Education, Central University of Kerala;
President, IALSE & Director, ICLSE 2024
- 03:15 p.m - 03:20 p.m : Concluding remarks **Dr. A. Radhakrishnan Nair**
Founder President, IALSE & Chairperson, ICLSE 2024
- 03:20 p.m - 03:25 p.m : Address by Guest of Honour **Prof. K. C. Baiju**
Vice Chancellor (i/c), Central University of Kerala
- 03:25 p.m - 03:45 p.m : Release of Proceedings Book & Valedictory Address Chief Guest
Dr. S. Jaishankar
Hon. Minister of External Affairs, Government of India
- 03:45 p.m - 03:47 p.m : Distribution of Lifetime Achievement Award by Chief Guest
- 03:47 p.m - 03:50 p.m : Vote of Thanks **Prof. Dr. Joju John**,
Principal (i/c), Mar Theophilus Training College & Convenor, ICLSE 2024



INDIAN ASSOCIATION OF LIFE SKILLS EDUCATION (IALSE)

(Reg No. 24/2016)

PROFILE

Life skills education and training is one of the young disciplines which have emerged during the second half of the 20th century. In India, Life Skills as a subject of study had been launched by Rajiv Gandhi National Institute of Youth Development, Sriperumbudur in 2008 and subsequently they had started trainers training programme in Life Skills as well. The professionals working in the field of Life Skills Education and training decided to joined together to form an association, to promote Life Skills in the country.

The Indian Association of Life Skills Education (IALSE) is a registered society under the Tamil Nadu Societies Registration Act, 1975. It had its inception in 2010 with the aim “To ignite minds, to unleash the power and empower individuals to face challenges in life”. Since then, the association is working relentlessly for the promotion of Life Skills across India.

The association aims to provide a platform for professionals working in the field of life skills education to interact, collaborate and contribute to life skills education for individual and national development. IALSE has a pan-India presence, enabling life skills professionals across the country share ideas, resources and expertise. The focus areas of IALSE include training and research in life skills education.

Objectives

The Indian Association of Life Skills Education is formed with the objectives to:

- Bring together social scientists, educationists, scientists, practitioners and policy makers from various disciplines in one forum to explore and work in the area of life skills education.
- Encourage mutual and collective efforts to develop, promote and apply life skills to improve quality of education and learning through inter-disciplinary and trans- disciplinary approaches.
- Assess current status and best practices in relation to application of life skills approach in education and training.
- Strengthen the network with other sub-regional, regional and trans-regional organizations working in the areas of Life Skills Education and training.
- Organise conferences, seminars, consultation, workshops, to enable sharing of research findings and experiences relating to life skills education and training.
- Disseminate new theories and innovative inter-disciplinary and trans- disciplinary approaches for understanding and addressing emerging trends in Life Skills Education.

- Initiate steps to promote Life Skills approach in teaching, training and to strengthen the theoretical framework of Life Skills Education.
- Publish books, journals and such other literature which would promote the dissemination of knowledge in the field of Life Skills Education.
- Enable scholars in Life Skills Education to enhance their career opportunities and fulfill professional goals.

One of the thrust areas of IALSE is to provide training in life skills to target groups such as students, educators (schools & colleges), counseling professionals, managers and executives at all levels, NGO representatives, Government Officials, organizations, homemakers etc. The training formats are customized adopting a competency building approach. It has a rich resource pool of over 150 qualified and experienced life skills trainers across the country who imparts training. IALSE has also developed life skills resource materials that are field tested to enhance training experience making it enjoyable and effective. It follows a participatory approach in delivery of the training and is learner centric.

The trainings are of the following nature, culturally contextualized to attain excellence.

- Orientation to Life Skills
- Capacity Building on Life Skills (3 days/ 5 days- need based)
- Train The Trainer (TTT) programme in Life Skills (basic & advance level)
- Other specially designed training programs to suit clients needs

Design & Development of Training Manuals, Life Skills Education Curriculum and Workshop Modules:

IALSE also carries out consultancy work specializing in designing Life Skills Education curriculum for universities and colleges, who wish to introduce the subject. Training Manuals are designed and developed in-house for its own training purpose as also for consultancy. The core team of IALSE also designs and organizes customized Life Skills workshops.

Conferences Organised

IALSE has been successful in bringing together like-minded people on a common platform through organizing international conferences, workshops and programmes to suit varied stake holders.

1. International Conference on ‘Sustainable Future in the Post Pandemic Era: Life Skills as Strategic Enablers’, 4-6 November 2022 in collaboration with The Department of Political Science, Rajdhani College, University of Delhi, New Delhi.
2. International Conference on ‘Crisis Management Through Life Skills’ in collaboration with Ajmal Foundation & Group of Institutions, Assam, in online mode, from 18-20 February 2021.
3. International Conference on ‘Life Skills & Yoga as Cutting-edge Mechanisms for Transformative Competencies’, 1-3 November, 2019, at S-VYASA University, Bengaluru, Karnataka.
4. International Conference on ‘Life Skills and Well-being of Children and Youth in the Digital World’, 9-11 February, 2018 hosted by Sri Jai Narain Post Graduate College, Lucknow, India.
5. International Conference on ‘Life Skills for Achieving Sustainable Development Goals 2030’, 3rd to 5th February, 2017, Pune, Maharashtra, India.

6. International Conference on 'Mainstreaming Life Skills for Nation Building', 26 & 27 February 2016 at Bhopal, India.
7. International Conference on 'Life Skills Education on the theme Skill Development & Competency Building of Youth Through Life Skills as a Cutting Edge Tool', 12-15 February 2015 at Guwahati, Assam, India.
8. International Conference on Life Skills Education on the theme 'Life Skills and Maximizing Potentials of Youth', 20-22 February 2014 at Thiruvananthapuram, Kerala, India.

Office Bearers:

- Founder President: Dr. A. Radhakrishnan Nair, Former Registrar, Central University of Kerala; Visiting Professor, Don Bosco University, Assam.
- President: Prof. (Dr) M.N.Mohamedunni Alias Musthafa, Professor and Head, Department of Education; Director, E Sreedharan Centre for Life Skills Education, Central University of Kerala.
- Vice- President: Prof. (Dr). N. Manimekalai, Director, Centre for Women's Development Studies, Delhi.
- Secretary: Ms. Rama Bhide, Founder Director, Alpha School of Life Skills, Mumbai.
- Joint Secretary: Dr. Pritom Jyoti Sarmah, Academic Officer, Ajmal Group of Institutions, Assam.
- Treasurer: Mr. Nagarajan T, Librarian, Banyan Academy of Leadership in Mental Health, Chennai.
- Programme Manager: Mr. B. Senthil, Program Manager, IALSE, Former District Child Protection Officer (DCPO), Department of Social Defense, Tamil Nadu

The focus of IALSE is to promulgate the concept of life skills/ life skills education, and strengthening it's felt need and importance among various stake holders across India.

SYMPOSIUM – I

The Prospect and Retrospect of Life Skills Education in SAARC School Systems

The Landscape of Life Skill Education in Nepal: Current Realities and Future Horizons (A Meta-Synthesis)

Pramila Thapa, PhD

Associate Professor and Founder of Life Skills Education Institutes, YHSA, Nepal

Synopsis

This meta-synthesis study explores into the conceptualization of life skills education, its current status in Nepal, and future prospects. Similar to a systematic review, it dissects results, recognizes essential landscapes, and associates phenomena to transform education. Drawing insights from 11 research sources, the study aims to enhance the education model, acknowledging changes and issues. Stressing the importance of life skills education in empowering individuals, it proposes a model for the current educational scenario, contributing to deeper thoughtfulness and offering valuable insights for future implementations in Nepal and beyond on the journey of 'Sustainable Learning and Lives.'

Keywords: Educational transformation, Life skills education, Meta-synthesis, Nepal, Sustainable learning

Prospect and Retrospect of Life Skills Education in Sri Lanka

Roshan Kithsiri Delabandara

Consultant Nutritionist, Emotional Intelligence and Life Skills Training Team

Synopsis

Life skills education in Sri Lanka has the potential to foster personal development, societal impact, and career readiness. Despite historical hurdles like curriculum constraints and awareness gaps, efforts are underway. Sri Lanka intends to integrate life skills into education, provide teacher training, and enhance awareness. Empowering individuals by addressing these challenges aims to foster resilience and adaptability. This strategy aims for a more proactive society and better-equipped individuals. It charts a path for holistic personal growth and societal contribution through comprehensive life skills education. Sri Lanka is developing 21st-century skills to enable students to be productive citizens.

Keywords: Life skills, life skills education, Teacher training, holistic personal growth, 21st-century skills

Prospect and Retrospect of Life Skills Education for Children in Bangladesh: Challenges and Possible Way Forward

Prof.(Dr.) Protiva Rani Karmaker

Professor (English), Institute of Modern Languages, Jagannath University, Dhaka, Bangladesh

Synopsis

Children are our future leaders. They display “extraordinary” variations in patterns of development. Life skills education can help our children in building their basic skills of communication, cooperation collaboration and many more. Over the past decade, Bangladesh has made remarkable progress in expanding access to education for children. Very recently the country has entered a new era of education with a new curriculum based on life skills and competency-based learning. This paper will focus on prospect and retrospect of life skills education for children in Bangladesh in reference with new curriculum.

Keywords: Children in Bangladesh, life skills education, new curriculum, prospect, retrospect

Rethinking Life Skills Education: Towards Justice, Equality, and Peace in India and SAARC Nations

Dr. Gauri P. Hardikar

Senior Vice-President, World Curriculum, Geneva, Switzerland
and Secretary, Indian Ocean Comparative Education Society

Synopsis

The colonial roots embedded in India's education system have structured this system to mould the learners into a subservient class devoid of critical thinking, fostering a culture of conformity rather than innovation or initiative. The system fails to empower learners to raise their voice against injustice and ingrained prejudice. This might apply as the persisting dominant narrative in colonized societies in the SAARC countries. The present times are characterised by global conflict, divisive divides and deep-rooted prejudice. There is an urgent need for a paradigm shift in education, in order to make education relevant for individuals as well as societies for fostering sustainable development through addressing these issues. Placing life skills at the core of the educational endeavour opens up the possibilities for this paradigm shift. Life skills may be broadly defined as the abilities to live life well. Though shifting educational landscapes have changed the desired outcomes from life skills education, the core life skills needed remain unchanged over time. Life skills education programs in India have been implemented through formal education systems as well as by external agencies. These programs are largely focused on empowering individuals with life skills for outcomes relevant to their own life. But prevailing challenges faced by youth—unemployment, social conflicts, discrimination—cannot be solely tackled by honing individual skills. Instead, a broader, more transformative approach is needed. Hence, there is a need to explore a more inclusive, justice-driven approach that not only equips individuals with essential life skills but also empowers them to enact positive societal change.

Keywords: Life Skills Education, Justice, Equality

PANEL DISCUSSION - I

Prioritising Life Skills Education in Schools in the Context of NEP 2020

Prioritising Life Skills Education in Schools in the Context of NEP 2020

K. Ramachandran

National Institute of Educational Planning and Administration, New Delhi

Synopsis

The National Education Policy (NEP 2020) states “certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today’s rapidly changing world”. The session on the theme “Prioritising Life Skills Education in Schools in the Context of NEP 2020” will focus on curricular integration of some of the essential life skills and capacities such as communication, problem solving and logical reasoning, creativity and innovativeness, critical thinking, cooperation, teamwork, resilience, judgement and decision making, ethics, empathy, scientific temper, digital literacy, financial literacy, environmental literacy, cultural literacy etc. The session will also cover some of the curricular and pedagogical approaches that are required to enable students to acquire critical life skills and capacities that enable an individual to deal effectively with different challenges in life and lead a better and productive life.

Keywords: life capacities and skills, life skills education

NEP 2020 And Integration of Life Skills Education Curriculum in School Education: Challenges and the way out

Prof. (Dr.) K. Y. Benedict

Principal, Mother Teresa College of Teacher Education, Perambra, Kozhikode, Kerala, India

Synopsis

Among the many highlights of NEP 2020; enhancing the employability of educated youth through proper skill acquisition at all levels of education assumes highest significance today. The earnest effort of strengthening the National Mission of Skill Development and setting up of Skill Labs in each Secondary and Senior Secondary schools of the country during the advanced level of the implementation of the NEP 2020 is a promising initiative. In realising the skill enhancement agenda of the policy; proper integration of Life Skill Education as an inseparable part of the school curriculum is so cardinal. There are many challenges to it, like lack of trained teachers, curriculum overload, inadequate assessment methods, resource material deficiency, issue of cultural and contextual relevance, resistances to change etc. to list a few. The presentation wishes to elaborate these challenges to suggest the possible way out.

Keywords: NEP 2020, National Skill Development Mission, Skill Lab, Employability, Life Skill Education, School Curriculum

Prioritising life skills education in schools in the context of NEP 2020

Dr. Kamala Selvaraj

Former Principal, Grace College of Education, Padanthalumoodu, Kanniyakumari District.

Synopsis

Life skills such as communication, cooperation, teamwork, and resilience are needed in school education. Experimental learning is also a crucial component, all of which are all included in the NEP. The transition of education from a learning-based approach to a skill-based model is an important change in NEP 2020. Vocational education is introduced from the 6th grade onwards, which may improve the employability of the students. The multidisciplinary approach of the NEP provides knowledge in different sectors. Education must build character, enable learners to be ethical, rational, and caring, while at the same time prepare students for gainful employment. Through implementing NEP, we will become ethical, socially responsible, and employable citizens.

Keywords: NEP 2020, School Education, life skills and skill-based education.

TEEN TALK

Life Skills for Personal and Academic Excellence

Teen Talk - Life Skills for Personal and Academic Excellence

Dr. Shekhar Seshadri

Former Senior Professor and Former Head

Dept. of Child & Adolescent Psychiatry

Former Dean, Behavioral Sciences Division, Former Director, NIMHANS,

Advisor, SAMVAD

Support, Advocacy & Mental health interventions for children in Vulnerable circumstances And Distress

A National Initiative & Integrated Resource for Child Protection, Mental Health, & Psychosocial Care

Established by Ministry of Women & Child Development, Government of India

Located in Dept. of Child and Adolescent Psychiatry at National Institute of Mental Health & Neurosciences (NIMHANS), Bangalore.

Synopsis

In recognition of the importance of life skills and with a view to making it accessible to all children and adolescents, the WHO and other national initiatives advocated strongly for life skills education to be made available in schools, through training of teachers and as part school mental health programs. Each child is unique in that he/she has his/her own story, is impacted again, in unique ways. We need to take into consideration the fact that children in similar contexts have different processes and outcomes and conversely, children with the same manifest issues come from different contexts. Recognizing this 'equation' to effectively construct interventions for personal and academic transformation is critical.

Keywords: Personal Transformation, Unique universe.

Life Skills for Personal and Academic Excellence

Isuru Ranaweera

Chairman - Lassana Kolonnawa Youth Network

Project Coordinator – Emotional Intelligence and Life Skills Training Team

Founder of Scientific.lk

Presentation Outline

Growing up, I was a quiet kid, hiding in the back of the classroom. Today, I'm a confident leader and even started my own company! What changed? Learning powerful life skills like communication and resilience. Join me as I share my journey from shy student to thriving young adult, showing how these essential skills can unlock your own personal and academic success. It's not about grades, it's about discovering your inner strength and potential. Let's crack this life skills code together!

Keywords: creative thinking, critical analysis, problem-solving, stress management, launching a business, leadership

PANEL DISCUSSION - II

Challenges and Opportunities of Life Skills Education in the Digital Era and AI

Challenges and Opportunities of Life Skills Education in the Digital Era and AI

Dr. Achuthsankar S. Nair

Former Professor, Dept. of Computational Biology and Bioinformatics

Synopsis

Using and Managing AI has emerged as a new life skill. If AI is not managed well, it will adversely affect traditional life skills like communication and creativity. At the same time, AI can be a great tool in imparting life skills.

Challenges and Opportunities of Life Skills Education in the Digital Era and AI

Prasad Jayasinghe

Managing Director/ Master Trainer/Psychosocial Counsellor, Emotional Intelligence and Life Skills
Training Team (Gte) Ltd, Sri Lanka

Synopsis

In the Digital and AI Era, untapped opportunities exist for life skills education. Unfortunately, life skills trainers, policymakers, and media experts have largely overlooked this potential. Harmful industries, such as tobacco and liquor, cleverly exploit technology for profit, leading people to misery. The attention of those in health science, psychology, sociology, and art is urgently needed. Embracing the Digital and AI Era, we must foster life skills and emotional intelligence. Specialized training for young tech enthusiasts is crucial, utilizing tools like mobile phone games—an accessible and eco-friendly medium. Let's harness technology to empower individuals and positively shape our society.

Keywords: Digital and AI Era, Life skills education, Societal impact, Harmful corporate practices, Emotional intelligence, Fear of technology, positive use of technology, Youth development, Training and motivation, Mobile phone games, Accessibility for children and youth.

Challenges and Opportunities of Life Skills Education in the Digital Era and AI

Dr. Thasleema T. M.

Assistant Professor, Central University of Kerala

Synopsis

Life skills are essential qualities that help individuals to navigate various aspects of life. As the need of the hour turned on AI and technologies, following are the challenges and opportunities associated with life skills education.

Challenges:

1. Rapid technological advancements
2. Commitment towards technology
3. Information overload
4. Man to machine replacement
5. Privacy and security concerns

Opportunities:

1. Global connectivity
2. Remote learning and work
3. Access to Information and learning resources globally
4. Enhanced productivity
5. Entrepreneurship opportunities
6. Innovation and problem solving

With this state of the art advancements individuals must continuously cultivate a diverse set of life skills for a successful life.

Keywords: AI advancements, skills gap, AI roles, skill diversifications.

ROUND TABLE

Life Skills and Gender

It is Time to Strike the Glass Ceiling

Prof. Uma Joshi

Former Dean Social sciences, Humanities and Liberal Arts
Director, AIBAS, Amity University, Rajasthan, Jaipur

Synopsis

Women are acquiring functional and professional competence to be successful and financially independent. But the pertinent questions are-

Are these qualifications sufficient to sustain, succeed and –self-actualize their potentials?

Do they get equal opportunities, challenging assignments and objective criteria to qualify promotions, and recognition equitable compensation to their counterparts?

Are women facing Glass Ceiling in their career life?

How would they break Glass Ceiling if there is any?

Women need to complement their functional and professional competence with Behavioural Skills (Life Skills) to hammer the glass ceiling in their career.

Keywords: Glass Ceiling, Life Skills

Gender Responsive curriculum embedded with life skills: New Trends

Dr. M.S. Geetha

Former Principal, Govt. College of Teacher Education, Thiruvananthapuram

Synopsis

Life skills are a broad group of psycho-social and interpersonal skills which enable adolescents to be confident, communicate effectively, and develop their coping and self – management skills that may help them lead a healthy and creative life style. Although appropriate life skills are recognized as a fundamental right (WHO/ UNESCO) for adolescents, they are often overlooked and rarely mentioned and developed through proper curriculum in schools. Adolescents face related issues in personal, cognitive and social dimensions of skill development. Studies have shown that many adolescents are prone to drug use, bullying, violence, STIs, HIV, AIDS, malnutrition and other socio- economic and environmental challenges. Specific emotional, cognitive, behavioural and resilience skills play a vital part in ensuring an adolescent's personal and social success. Likewise, psychosocial skills allow individuals to recognize, interact, influence in different environments. It is noticed that children and adolescents with psychosocial skills have positive mental health and wellbeing. Additional skills such as emotional, cognitive, behavioural and resilience development in adolescents will help them navigate their psychological push backs for high-risk behaviour. Hence while framing curriculum for schools these skills may be part of the syllabus and they must be developed through different lessons irrespective of the subject of disciplines they have been taught.

Keywords: Gender responsive curriculum, life skills

Life Skills and Gender

Prof. Dr. Joju John

Principal in Charge, MTTC

Synopsis

India used to give great honour and prestige to women. Manusmriti writes -Yatra naryastupujyanteramantetatra Devata, yatra itaastunapujyantesarvaastatrafalaahkriyaah (where Women are

honoured, divinity blossoms there, and where women are dishonoured, all action no matter how noble remain unfruitful.) But in the course of history- life is predominantly HIS-STORY. Women are sidelined. In order to realize the dream of Dr A P J Abdul Kalam of India being listed among the developed nations, the half of Indian population- the women of India-need to be liberated and nurtured to realize their full potential. The whole story has to begin with development of Life Skills. We are yet to reach a dignified standard of life where no one need to give women rest and recreation but where women naturally enjoy it- not being at the mercy of others.

Keywords: Honouring Women, Prestige of Women, Sidelining Women

Life Skills and Gender

Dr. Amruthraj R.M.

Specialist in Women's Studies, Kerala Institute of Local Administration (KILA)

Synopsis

Unequal gender relations stunt the freedom of all individuals to develop their human capacities to their fullest. Life skills education is envisaged as one of the strategic means to 'mould' the personality and human potential of the young generation. Around the world, there is now recognition that gender inequalities can be best addressed by an education that equips students with life skills.

Young people, especially girls and transgender individuals, regularly face risks that threaten their health and limit their learning opportunities. Life Skills – based education can endow girls and genderqueer people with skills to manage challenging situations, particularly in the context of supportive communities and environments. Life skills education is an approach to education that can facilitate gender-responsiveness and can contribute to gender equity in teaching and learning. Life Skills education empowers individuals of all genders with unique tools for making informed decisions across several areas of living, such as career and vocational choices, health, nutrition, safety and leadership. Region specific and cultural specific Life Skills based education can enhance the value of traditional subjects as well as address topics of increasing relevance to young people, including gender equality, Human Rights, Peace Building, and sustainable development. A life skills – based approach that puts gender responsiveness at its core is uniquely qualified to promote gender equality.

Keywords: Gender, Gender Inequality, Gender Responsiveness, Life Skills Education

Empowerment Across Differences: Life Skills Education in Culturally Disadvantaged Communities

Mini Mohan T.S.

Migrant Research Consultant, Equidem Research

Synopsis

Life skills education, encompassing a diverse range of competencies, emerges as a dynamic catalyst for dismantling barriers to inclusion within society. This comprehensive approach goes beyond traditional academic learning, providing individuals with practical tools and nurturing self-confidence. It acts as a formidable force, empowering individuals with the resilience and adaptability required to navigate a society that, at times, exhibits hesitancy in accommodating certain communities, often influenced by factors such as gender and caste.

This transformative process doesn't imply an outright acceptance by mainstream society solely based on acquired skills; rather, it aligns with the evolving demands of the market. The contemporary market landscape necessitates a skilled and adaptable workforce. The creation of a robust market mechanism places a premium on skills, acknowledging the value they bring to products and services. In this context, the market-driven demand for skilled labourers focuses solely on their abilities, transcending societal prejudices tied to identity markers.

Life skills education thus becomes a vehicle for social mobility, as it equips individuals with the

tools to thrive in a meritocratic environment where their capabilities take precedence over social identities. The emphasis on skills aligns with a market-oriented ethos that values competence and proficiency, creating an avenue for individuals from marginalized communities to contribute meaningfully to society. This paradigm shift from identity-based judgments to skills-based recognition fosters a more inclusive and equitable societal framework, emphasizing the inherent worth of each individual based on their abilities rather than predetermined societal categories.

The paper will provide a theoretical framework on how life skills education contributes to the emancipation of socially and culturally discriminated, including both women and differently-abled individuals. A detailed literature review exposing gaps in the present knowledge on the topic will precede it. The relevance of a development model based on life skills for developing economies like India will be discussed in detail.

Keywords: Life Skills, Gender, Socially and Culturally Discriminated, Empowerment, Emancipation, Skill Gaps, Employment, Job Mobility.

SYMPOSIUM – II

Life Skills for Mental Health and Wellbeing

Transformation of Self through S.E.L.F.

Prof. (Dr.) Jagdish Khatri

Ex-Director & Chair Holder-UNESCO Network Chair, Mandsaur University;
Life Skills Coach; Author; Keynote Speaker; Global Goodwill Ambassador.

Synopsis

Transformation of Self means a state where each one of us discovers our higher Self, to express our divinity. A new concept coined as 'S.E.L.F.' is proposed meaning 'Self-empowered Life Framework'. It comprises of six stages of Self- awareness, Self-exploration, Self-analysis, Self-development, Self -empowerment and Self Esteem. The basic premise of the concept is that each individual is born unique and hence must become self-empowered to design own life framework. The concept highlights the need for well-being not only at physical level but also at mental, social and spiritual levels too; leading to a healthy self-esteem and becoming the best version of Self.

Keywords: Self -awareness, Self-exploration, Self-analysis, Self-development, Self-empowerment, Self-esteem, Life Framework, Transformation

SYMPOSIUM – II

Systemic Transformation through Life Skills Education for achieving Sustainable Development Goals - global and local perspectives and cross-cultural experiences

World Curriculum for Systemic Transformation through Sustainability

Dr. Kanishka Bedi

President, World Curriculum by Comparative Education Societies and President,
Indian Ocean Comparative Education Society

Synopsis

Modern life is full of stress and anxiety, without any formal training to tackle them in daily life. This has led to enormous hardships for people of all ages throughout the world. There is a need for systemic transformation in planning and delivering education so that people may be given a formal framework to lead a happy and content life. It is imperative for humans to understand their place in this humungous universe, in which they are certainly not the centre of attention. Humans

themselves being a part of nature must learn to dedicate the results of their actions to Mother Nature to relieve themselves of 'ownership'. Such a philosophy has existed eternally, however a new world curriculum would provide a platform for systemic transformation by connecting various dots of sustainability.

Keywords: world curriculum, systemic transformation, sustainability

Be The Change

Dr. Sylvia Van de Bunt

UNESCO Chair 'Cross Cultural Sustainability', SERVUS, Vrije Universiteit Amsterdam

Synopsis

How can you inspire learners to achieve sustainable life skills in a cross-cultural society? Let us first look at the inspiring servant-leadership of Dr. Martin Luther King Jr. and his role model Mahatma Gandhi. They were true pioneers for SDGs. Their commitment to human rights, equality, peace, and social justice holds many lessons for today. In times of crisis, personal and professional growth, recognition of talent diversity, the art of coaching, protecting Mother Earth, non-violence, and community building are more relevant life skills than ever before. Some local UNESCO actions will illustrate how you can impact cross-cultural sustainability and be the change toward societal transformation.

Keywords: servant-leadership, the art of coaching, SDG pioneers, non-violence, equal opportunities.

A Review of Life Skills Education for Sustainable Development Goals: A Perspective of Science Education

Dr. Narendra D. Deshmukh

Scientific Officer, Homi Bhabha Centre for Science Education, Tata Institute for Fundamental Research, Mumbai;
Senior Vice President, Indian Ocean Comparative Education Society;
Member of the Advisory Board, World Curriculum by Comparative Education Societies

Synopsis

Nowadays the world is facing many challenges regarding sustainable economic, social and environmental development. The UN 2030 agenda of Sustainable Development Goals (SDGs) envisions a future of sustained, inclusive and sustainable economic growth that is essential for prosperity and places an important emphasis on education as stated in Goal 4. At the same time, the world is turning into a single social space, shaped by complex economic and technological forces. In other words, all these sustainability issues often face a lack of collective action. For addressing these sustainability challenges certain systemic transformations are required in the way we think, act, and relate to other biotic and abiotic systems. However, individual and collective choices can exacerbate environmental, economic and social problems. Changes in perceptions, values, attitudes and behaviours among all students, teachers, teacher educators, researchers, and policymakers can lead to better results. There is no doubt that life skills through science education is one of the most important tools to reshape worldviews and values and has enormous potential to address the sustainability challenges facing humanity.

Keywords: Life Skills Education, Science Education, Sustainable Development Goals

A world curriculum anchored in the values of peaceful and harmonious coexistence through uBuntu

Mr. Joel Mukwedeya

Member, Indian Ocean Comparative Education Society, Executive Committee

Synopsis

Of the many adverse outcomes colonialism has exacted on colonized peoples everywhere is erosion and, in some cases, erasure of Indigenous languages, cultures, and knowledge systems. In the context of environmental instruction, non-western perspectives have often been ignored, marginalized, or made to seem diminished as 'primitive.' Since environmental sustainability is a global imperative; it will be important that these different worldviews are acknowledged, especially when these contribute to sustainable solutions. This research suggests that western education could benefit greatly from the immense knowledge of Indigenous Southern African uBuntu worldview to influence environmental educational curriculum, sustainable food cultivation, and accountable environmental stewardship. In Indigenous uBuntu philosophy, an individual is a person because of ALL there is.

Keywords: Ubuntu, Environmental stewardship, Sustainable Development

Life Skills Integration for Ensuring Quality Education for Sustainable Development

Dr. Gauri P. Hardikar

Senior Vice-President, World Curriculum, Geneva, Switzerland
and Secretary, Indian Ocean Comparative Education Society

Synopsis

The World Bank report "Learning to Realise Education's Promise," (World Bank, 2018) highlights a critical learning crisis in the current times, attributed to an overly academic curriculum with focus on basic literacy and numeracy, neglecting essential skills vital for individuals' daily lives and community engagement. SDG 4, aimed at ensuring inclusive and equitable quality education along with promoting lifelong learning, emphasizes the importance of cognitive and psychosocial competencies essential for navigating life's challenges. This necessitates a departure from the conventional academic-centric approach towards a curriculum that seamlessly integrates life skills. Such an integration would foster holistic well-being outcomes, enabling informed decision-making, and nurturing individuals to make positive contributions to society. The discourse on integrating life skills into the curriculum is crucial, especially when exploring the pathways toward achieving these transformative educational outcomes. The World Curriculum framework recognises this paradigm shift, emphasizing a holistic approach that intertwines academic knowledge with essential life skills to prepare learners for the complexities of the modern world, thereby aligning with the aspirations delineated in SDG 4 and addressing the deficiencies identified in contemporary educational systems through an online curriculum.

Keywords: Sustainable Development Goals, Quality Education, World Curriculum, Life Skills

NGO CONCLAVE

Life Skills Education for Social Empowerment and Inclusion

Life Skills Education for Social Empowerment and Inclusion

Sri. Jiji Thomson IAS (Retd)

Former Chief Secretary, Govt of Kerala;
Managing Director, Bharat Bhaavika Foundation, Thiruvananthapuram

Synopsis

The talk underscores the contemporary necessity of mastering life skills, articulating that academic knowledge alone is insufficient in a dynamic world. They highlight eight key life skills: adaptability, effective communication, critical thinking, emotional intelligence, time management, resilience, financial literacy, and teamwork. Humorous metaphors and quotes from notable figures enrich the

discourse, making these concepts relatable. The talk urges the audience to invest in themselves, framing these skills as indispensable for personal growth and societal contribution. The conclusion emphasizes the importance of embracing these skills for a fulfilling life journey, likening it to navigating a roller coaster with its inevitable twists and turns.

Keywords: Adaptability, emotional intelligence, time management, resilience, financial literacy, teamwork

A Journey in the Field of Life Skills Education in Nepal

Pramila Thapa, PhD

Associate Professor and Founder of Life Skills Education Institutes, YHSA, Nepal.

Synopsis

The Life Skills Education Institute, nestled in Maharajung, Kathmandu, operates under Nepal's Company Registrar Act. Its primary goal is to facilitate a transformative journey through life skills and emotional intelligence, encapsulated in the motto 'embrace: Sustainable Learning and Lives.' Open to all participants, the institute predominantly emphasizes online mediums. Activities included conducting over 60 international and national webinars and a few seminars featuring renowned speakers who explored into diverse topics such as SDGs in education, emotional intelligence, and life skills education. The anticipated outcomes encompass heightened self-awareness, improved social skills, and the cultivation of a healthy, happy, and productive lifestyle for individuals engaged with the institute.

Keywords: Life Skills Institute, Nepal, Transformative Journey, Sustainable Learning

Integrating Social and Emotional Learning (SEL) and Social Justice: Advancing Inclusive Education for Social Change

Sreehari Ravindranath PhD

Director – Research and Impact, Dream a Dream, Bangalore, India

Synopsis

There is a global learning crisis, as education systems around the world struggle to provide high-quality education that will prepare students to succeed in an interconnected, rapidly changing world (Desai, 2018). Education systems globally are facing challenges in preparing students to deal with the demands of unpredictable environments. Specific to India, children growing up in adverse circumstances and coming into the school system as first-generation learners do not have the foundational capacities to learn and engage in the classroom.

Current educational research and trends emphasize the need for holistic approaches that go beyond academic achievement and prioritize the development of essential social and emotional skills. Considering this, SEL programs and interventions have gained recognition for its potential to enhance students' well-being, academic performance, and overall school-going experience. Systemic SEL intervention in public education in India started in 2018 with the launch of the Happiness Curriculum in Delhi public schools. Happiness Curriculum enables students to become aware of different aspects of oneself, develop the ability to understand and respond to expectations in relationships empathetically and inculcate human values to make meaningful contributions to society. This paper reflects on how the curriculum has been contextualized and culturally adapted to understand and respond to the needs of children from disadvantaged backgrounds and refer to parallel education reforms that support its effective implementation in this context. Finally, we emphasize on the need to adopt an intersectional and equity lens to social and emotional learning that can nurture and enhance children's happiness and wellbeing. This paper aims to share a broader context of social justice to address systemic inequalities and create inclusive learning environment, specifically for students who come from adverse backgrounds.

Keywords: Social-emotional learning, Social Justice, Life Skills

Alpha School of Life Skills: Empowering Futures through Life Skills Education

Ms. Rama Bhide

Founder Director, Alpha School of Life Skills, Mumbai, India
Secretary, Indian Association of Life Skills Education

Synopsis

While the rationale behind integrating life skills training into the school curriculum is well-established, the challenge lies in the tight school schedules, making it difficult to incorporate additional sessions. However, with the willingness of schools, integrating a training module seamlessly into the existing system can be easily achieved and yield remarkable results. Monitoring the impact of these modules is crucial. It helps to understand the effectiveness of the training in enhancing the skills and overall well-being of the students. This talk will cover the approach taken by Alpha School of Life Skills in developing and delivering workshop modules through experiential learning methodology and digital tools. The presentation will delve into the seamless incorporation of these modules into a school timetable, showcasing our commitment to providing practical and effective life skills education.

Keywords: life skills training, experiential learning

Advocating for Life Skills Education through Collaboratives and Futures Literacy

Snehal Shah

Research and Impact Specialist
Quest Alliance

Synopsis

With a vision of a world where all young people take charge of their future and drive equitable social and economic progress, Quest Alliance works to transform learning ecosystems by creating and embedding innovative learning experiences that prepare young people to thrive in their careers.

This talk will share insights from two studies.

Being one of the 18 organizations forming phase 1 of the Life Skills Collaborative (LSC), Quest Alliance participated in studies that collated Voices from 37,000 youth, parents, and educators across 15 states in India. LSC's three-pronged approach (Glossary, Assessments, Voices) has been recognized for its high impact potential and scalability.

Believing young people possess the capability to anticipate, shape, and determine their own futures, Quest Alliance also pioneered a study using Futures Literacy workshops in 3 states. Insights show how Futures Literacy can be democratized for young people, by actively engaging them in shaping their own understanding and visions of the future.

Keywords: Quest Alliance, Life Skills Collaborative (LSC), Futures Literacy, transform learning ecosystems, innovative learning experiences, Young people thrive in careers, Voices, Glossary, Assessments, Futures Literacy democratized, Young people's visions of the future.

PANEL DISCUSSION III

Fostering Self-Reliance and Employability Through Life Skills Life Skills and Competency Assurance

Dr. Sajeed Nair

CEO and Managing Director of ASSET and CHRS
(Former Senior Vice President – Reliance Industries Limited Mumbai)

Synopsis

Developing skills is important because it allows you to improve attributes and qualities vital to effective workplace performance. By developing these skills, you can also begin your path to personal development, which can help you maximize your potential and achieve your career goals in record time. Skills in education means or Life skills-based education (LSBE) is a form of education that focuses on cultivating personal life skills such as self-reflection, critical thinking, problem solving and interpersonal skills. Employability is the lifelong, continuous process of acquiring experience, new knowledge, purposeful learning, and skills that contribute to improving your marketability for enhancing your potential to obtain and maintain employment through various shifts in the labor market. Competency assurance is the process of setting and maintaining the quality of the assessments, the evidence collected and the system used. The quality checking is done by trained and qualified Quality Verifiers.

Keywords: skills, knowledge, behaviour, competency, assessment and assurance, observation, product, questionnaire, competent, not yet competent, gap analysis, training and development.

Fostering self-reliance and employability through life skills

Prof. Sudhir Kapoor
Retd. Principal from SCERT, New Delhi

Synopsis

Employers seek to hire those with a mix of cognitive and technical skills as well as life skills and are as concerned about life skills as they are about cognitive and technical capabilities. Life skills such as communication, teamwork and leadership are especially important in the informal economy, where most workers are self-employed and must carry out a wide range of tasks. Transferrable skills and being able to apply existing skills in a new context – learning how to learn – is particularly important in today's dynamic and fast-changing job market.

Keywords: Self-awareness, critical thinking, communication skill and dimension of self.

Skill Development: Leveraging the Demographic Dividend in India

Prof. (Dr) Saji T.G.
Professor & Dean, School of Business Studies, Central University of Kerala

Synopsis

The global population is ageing fast; by 2050, there will be 1.5 billion people over 65 worldwide, more than double the 727 million that existed in 2020. The global employment market will face a severe labour shortage due to the rapidly ageing population. With 1.1 billion people expected to be in the working age group (15–64 years old) by 2047, India is in the demographic dividend phase and has a unique window of opportunity to unleash the potential of its youth. To meet this demand, the nation should develop the skills with a focus on Industry 4.0 standards. To create new solutions, Industry 4.0 makes use of a number of linked technologies, including big data (BD), machine learning (ML), and artificial intelligence (AI).

Keywords: Ageing population, Demographic dividend, India, Industry 4.0, Artificial Intelligence

Fostering Self-Reliance and Employability Through Life Skills

V. Manogaran
Director/ Trainer, Emotional Intelligence and Life Skills Training Team (Gte) Ltd.

Presentation outline

As a panelist for the upcoming discussion, I want to share how life skill development has helped

me both professionally and personally. I'll especially highlight the transformative role of emotional intelligence in my professional growth.

During the panel discussion, I'll talk about the importance of life skills in building self-reliance and employability in the Sri Lankan life insurance industry. I'll provide a unique perspective on how practical applications of life skills, especially emotional intelligence, can help navigate a dynamic and competitive professional landscape. My goal is to share insights that offer valuable take-aways, helping everyone understand the real benefits of life skill development and how it transforms individuals and industries.

Keywords: Emotional Intelligence, Positive thinking, Managing relationship, Goal setting, Decision making, Problem solving.

PANEL DISCUSSION IV

Environment and Life Skills Education – Sustainable Practices

Nurturing Life Skills for leveraging environmentally sustainable practices and lifestyles

Prof. (Dr.) Bindu R.L.

Professor, Department of Education, University of Kerala

Synopsis

Environmental and sustainable development issues are of paramount significance nowadays, and to achieve the goal of sustainable development, we have to adopt lifestyles that care for the environment and respect nature in day-to-day life. The fundamental value related to health and harmony with nature is fostering a holistic development of humans - physical, mental, intellectual, social, and spiritual. True development should lead to an environmentally sound and sustainable quality of life that is socially just and equitable. Sustainable living focuses on respect and care for the community life, which demands empathy and tolerance, improves the quality of human life by critically analyzing contexts and creatively responding to changes, conserves the earth's vitality and diversity by observing civic sense and resilience, minimize the depletion of non-renewable resources and keep within the earth's carrying capacity by critically analyzing and constructing better adaptive environments, Change personal attitudes and practices through critical and creative thinking, Enable communities to care for their own environments through better negotiations with the environmental changes and Create a global alliance for harmonizing environmental conservation, development and sustainability. Greener lifestyles always encourage and leverage positive life skills. When people become environmentally aware, we are nurturing life skills and building lifelong habits that could potentially make a dramatic difference in the future of man as well as the earth. It may reduce the man-made disturbances in natural ecosystems that are leading to the rapid extinction of species at the global level and help mankind in maintaining an eco-friendly lifestyle.

Keywords: Life skills, Sustainable development and practices, Green Environment, sustainable living

Environment and life skills education: Sustainable Practices

Dr. Maya S.

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Synopsis

Environment and life skills education act as a foundation for sustainability. Knowledge about environmental issues is the bedrock for responsible action and individuals become more interested in protecting the environment when they grasp its importance and the potential consequences of neglecting it. Awareness leads to environmentally sound practices, eco-friendly life styles, green skills and meaningful action towards sustainable development goals. A pollution-free natural en-

vironment facilitates both physical and mental well-being of individuals. The success of sustainable development and environmental policies hinges on effective formal, non-formal and informal educational programs in equipping individuals with the essential knowledge, attitude, decision making, problem-solving skills, and values.

Keywords: Environmental education, sustainable development, Life skills education, Decision making, problem-solving skills, and values.

THINK TANK

Empowering the Disabled, the Life Skills Way

Empowering the Disabled, the Life Skills Way

Shekhar Seshadri

Former Senior Professor and Former Head Dept. of Child & Adolescent Psychiatry

Former Dean, Behavioral Sciences Division

Former Director, NIMHANS

Advisor, SAMVAD

Support, Advocacy & mental health interventions for children in Vulnerable circumstances And Distress

A National Initiative & Integrated Resource for Child Protection, Mental Health, & Psychosocial Care

Established by the Ministry of Women & Child Development, Government of India

Located in the Dept. of Child and Adolescent Psychiatry at National Institute of Mental Health & Neurosciences (NIMHANS), Bangalore.

Synopsis

Viewed through a life skills lens, for children with developmental disabilities, the needs and opportunities that should be available in order to develop the requisite abilities and skills are critical. These children experience inadequate caregiving, environmental stressors, and other negative risk factors. These stressors and factors can compromise a their physical, social-emotional, and cognitive growth and development. Life skills education has conventionally focussed on neuro-typical children. However, children with disability need it even more because of their vulnerability to protection risks. The methods and approaches to this population need suitable modification to accommodate the challenges of working with disability.

Keywords: Disability, Protection risks, life skills

Life skills training in young adults with Intellectual Disability

Prof. Baby Shari

P.A. University of Calicut

Synopsis

The community-based Disability Management and Rehabilitation Programme is an implementation project under the Social Justice Department of the Government of Kerala, run in the Department of Psychology, University of Calicut. It has extension centers in the districts of Malappuram, Kozhikode, and Kannur districts. It is an authentic platform to conduct need-based training and awareness programs in disability and rehabilitation through organizational collaboration and community participation. Other than therapeutic multi-disciplinary intervention, it targets Sustainable development and social inclusion which is the primary ingredient for the mainstreaming of the differently abled. CDMRP mainly works against the marginalization of children with developmental disability, whereas we also get demands from young adults with intellectual disability (YAID). When the University of Calicut extended some support with infrastructure, the project was slightly extended to their vocational skill training. It was like a life skills development of YAID. The journey till today with three batches of 40 YAID was exploring its unique scope and challenges. Two Ph.D. works were also done meanwhile and the development in the participants was motivating to move forward while facing many institutional and financial challenges. This presentation is a sharing of our experiential learning in the attempt for vocational training. To bring out a YAID as an independent

living person is not easy. Lack of prevocational skills even being passed in 10th or 12th grade was the primary challenge. But later, other social layers also began to bring out challenges. Parents attempt for the YAID to get into marriage, make them get driving licence hiding the matter of ID, not allowing them to explore other opportunities, etc are a few of them. At times conflict among parents even created legal issues. The matter of support from parents even led to ownership, competition, and the fight for the small-scale vocational internship and training center. Life skills application in general adults also should be the target when we attempt social inclusion.

Keywords: YAID, Life Skills. Vocational skill training, Prevocational skills

Sports: A Powerful Platform for Life Skills Empowerment

Dr. Anne Varghese

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National Institute of Speech & Hearing (NISH), Thiruvananthapuram

Synopsis

Empowerment has an important role in determining the real position of Persons with Disabilities (PwD) in society. Life skills are the fundamental abilities needed to function and their development is determined by the opportunities available. Majority of these skills are also transferable. Primarily, PwDs are taught skills in which they are deficient due to their disability. The easily attainable skills are neglected and become deficit without practice. The saying 'All work and no play makes Jack a dull boy' is also applicable to children with disabilities. Sports have a significant impact on everyone's lives as it promotes biological, psychological, and social wellbeing. It can easily enhance skill development, resulting in a better way of life. Sports should be easily and equally accessible. With Adapted Physical Education (APE) supporting it.

Keywords: Empowerment, Life Skills, Sports, Wellbeing, Adapted Physical Education

Empowering the Disabled, the Life Skills Way

Dr. Shivakumar S.

Assistant Professor, Department of Education
Central University of Kerala

Synopsis

Living with a disability can be a challenging experience, but having the correct life skills will help you navigate the world with confidence. Individuals with disabilities frequently have particular challenges, but life can be easier and more manageable with the correct resources and techniques. The World Health Organization (WHO) has defined life skills as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". UNICEF defines life skills as "behaviour changes or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills". UNICEF has further explained life skills as psychosocial and interpersonal skills that are important for day-to-day existence. To become financially independent, people with impairments require the same skills as people without disabilities. They must learn how to budget their money, use banks wisely, and control their credit and debt. They also need to comprehend the disability services system and public benefit initiatives. Life skills are essential for people with disabilities to lead a full and independent life. With the right skills, individuals can gain confidence, manage their own lives, and build meaningful relationships.

Keywords: empowerment, disability, life skills, financially independent, WHO, UNICEF

SYMPOSIUM – III

Integrating and Mapping Life Skills in School & Higher Education Curriculum

Implementation of Life Skills Education in Higher Education

Prof. G. Viswanathappa
Professor in Education, Regional Institute of Education,
NCERT, Mysore

Synopsis

The Life skills education programme can be integrated in the higher education with an aim to inculcating among the students which will help to improve their personal and professional abilities. The various area of the Life Skills that are emphasised in NEP-2020 like understanding of self and others; interpersonal skills; communication skills for effective presentations; problem solving techniques; decision making skills; fostering creativity; innovations for the excellence; stress management; time management; conflict management, and human values. The presentations will also focus on the learning approaches to be used for the inculcation of the above life skills and also ways and means of integration of these skills in different subjects of learning in higher education. The way of using various approaches like debates, discussions, quizzes, critical analysis of selected case studies, use of the approaches for creative thinking, exercises for the team building, visit to the local areas for the purpose of the field exposure, preparation and presentation of the project report, presentations by successful professionals, exposure visits etc.

Keywords: Life Skills, Integration of the Life Skills Education, Attainment of Life Skills

Integrating and Mapping Life Skills in School & Higher Education Curriculum

Ms. W. Rasika Manohari
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Emotional Intelligence and Life Skills Training Team (Gte) Ltd, Sri Lanka

Synopsis

In my role as a psychological counselor at a Sri Lankan university and a life skills coach, I've observed a gap in our educational system: life skills and emotional intelligence aren't fully integrated into the curriculum. While attempts have been made in Sri Lanka, there's still work to do. We recognize that in today's world, emotional intelligence and life skills are crucial. I extend this invitation to join us in addressing this gap. Let's collaborate and explore innovative strategies to bridge this divide between curriculum and life skills. Together, we can overcome the barriers and pave the way for a more comprehensive and relevant education.

Keywords: Educational curriculum, School and higher education, emotional intelligence, life skills, wellbeing

Integration of Life Skills across curriculum: Fancies & Fallacies

Prof. (Dr.) M. N. Mohamedunni Alias Musthafa
Professor & Head, Department of Education, Director, ESNCLSE
Central University of Kerala
President, IALSE

Synopsis

Knowledge expansion across the curriculum and technological advancement has brought out dramatic changes in the web of life. Parallel to the functional improvement and standard of living there had been challenges and issues. Formal education institutions have failed miserably to address these issues and bring about pragmatic solutions. Life skills and life skills education are considered as the dynamic solution for addressing the dogmas and complexities. There is uniform vocalism in support of these. But the pertinent question is how to integrate it at different

levels of education from school to higher education. The age of faulty psychology is no more and hence there is no scope for a disciplinary approach. The more the system is progressing towards a multi-disciplinary and trans-disciplinary knowledge domain. Hence the entire synchronization is possible only through conceptualizing and contextualizing the varied skills. The curricular integration must be in tune with the development tasks at each stage. The structural reformation as envisaged by NEP 2020 is expected to have wide implications in designing curricular integration of life skills. The curricular integration will not be attainable unless there is total internalization from the part of teachers by conceptualizing the real spirit of 'hidden curriculum'.

Keywords: Life Skills, Curriculum, Hidden curriculum

PANEL DISCUSSION V

Life Skills for Human Rights, Citizenship, and Social Harmony

Life Skills for Human Rights, Citizenship, and Social Harmony

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Mar Ivanios College (Autonomous), Thiruvananthapuram 695015, Kerala

Synopsis

The cultivation of life skills is pivotal in fostering human rights, citizenship, and social harmony within societies. These skills encompass a broad spectrum, including critical thinking, empathy, communication, and conflict resolution. They empower individuals to navigate diverse perspectives, uphold fundamental rights, and contribute positively to their communities. Real-life experiences illustrate the profound impact of these skills in promoting human rights, fostering responsible citizenship, and nurturing harmonious social interactions. Through the lens of personal narratives and societal anecdotes, this abstract delves into the transformative power of life skills in shaping inclusive, just, and harmonious societies.

An example highlighting the significance of life skills in promoting human rights and social harmony is the story of a grassroots community initiative aiming to bridge cultural divides. In a diverse neighbourhood, individuals from varying backgrounds often encountered misunderstandings and tensions. Recognizing the need for empathy and effective communication, a group of residents-initiated dialogue sessions facilitated by trained mediators. Through these sessions, participants engaged in active listening, shared experiences, and learned to appreciate each other's perspectives. As a result, prejudices diminished, mutual respect grew, and the community became more cohesive. The cultivation of life skills empowered individuals to uphold human rights by fostering understanding, tolerance, and collective action toward a harmonious coexistence.

Keywords: Human rights, Social Harmony

Brainstorming

Implementation Strategy for UGC Module on Life Skills Education

UGC-Curriculum Guidelines for Life Skills (JEEVAN KAUSHAL) 2.0.

Reverberations and Re imaginations

Professor (Dr.) M. N. Mohamed Unni Alias Musthafa

Professor and Head, Department of Education, Central University of Kerala.

President, IALSE

Director, ICLSE 2024

Synopsis

Education aims to foster sustained ontogeny and phylogeny. This dynamic process envisages smooth interaction of the individual to one's self and others and largely to the development of the universe. This value has been cherished in the Indian tradition of education. At one point in time,

the Indian Education system could not substantiate and fulfil these envisions. Indian higher education seems to alienate the learners as they feel diffident in the contextual skills that are required to enable the youth to face the challenges of the contemporary world. Internalising this spirit and in tune with the visualisation of NEP 2020, UGC has come up with Curriculum Guidelines for Life Skills (JEEVAN KAUSHAL) 2.0.

The thrust areas focussed are; community engagement and service and value-based education which aims to develop a holistic education system. UGC asserts the competency of faculty members to deal with these courses at the undergraduate level and calls the higher education institutions to plan to identify and hire faculty members who are allowed to teach a course of a similar nature elsewhere. This necessitates rigorous action and concerted efforts from all the partners of education and specifically life skills and life skills education to explore the guidelines constructively and nurture the competencies among the faculty members of higher education and aspiring experts in the field of life skills. The 25 modules presented in the guidelines must be customised keeping the contextual and cultural validity and embedding with life skills rather than amalgamating with a lot of varied skills and abilities that have an independent niche. Efforts should be made to design a learning ecosystem that helps the youth develop self-confidence and successfully deal with significant life changes and challenges.

Keywords: UGC Curriculum and Guidelines for Life Skills, Holistic Development, Learning Ecosystem

Focus Group Discussion

Life Skills in Teacher Education System

Life Skills in Teacher Education System

Prof. (Dr.) V. Reghu

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Synopsis

Teacher Education in India is in a period of transformation. At present it is a two-year program after graduation. It is being transformed into a four-year program after higher secondary education. Candidates will be selected through a national test for admission.

As you know teacher education and teaching are considered as a “process of Nation Building” Special care and attention are needed in planning the processes of teacher education in our country.

Life skills education helps individuals develop the skills and habits they need to succeed in their personal, professional and social lives. So, it is to be made a part of school education in our country. That means future teachers of the country are to be trained to handle the subject with proper attention and care. There comes the need for incorporating life skills education as a part of Teacher Education programs in our country, in the context of pre-service and in-service teacher education programs.

The new system of the Integrated Teacher Education Program (ITEP) would be developed to address the specific needs of the future generation of the country. There will be two types, one for primary-level teachers and the other for secondary school teachers. Life skills education is to be incorporated in the curriculum of two types of teacher education according to the specific needs of the rural and urban students. Now it is time to think about the double optional system for the Teacher Education program instead of the existing single optional. All teacher students must get a chance to specialize in Life skills Education / Student Counseling / Educational Technology / Extension etc. according to their choice.

These subjects may be offered as an optional subject in addition to the school subjects like science /social science/languages/Maths etc. Innovative approaches are necessary to prepare teachers for the nation-building process.

Keywords: Integrated Teacher Education Program, Life skills education

Life Skills and Teacher Education

Dr. V. M. Sasikumar

Patron, Council for Teacher Education Foundation (CTEF) India, South Zone

Synopsis

The intersection of Life Skills and Teacher Education is pivotal for fostering holistic development in students. Life Skills, comprising critical thinking, communication, and emotional intelligence, are essential for success beyond the academic realm. Integrating these skills into teacher education programs ensures educators are equipped to instill not only subject knowledge but also practical abilities crucial for real-world challenges. Effective teaching involves not only disseminating information but nurturing students' adaptability and resilience. By emphasizing life skills in teacher education, we empower educators to cultivate well-rounded individuals capable of navigating complexities in both personal and professional spheres. This synergy between life skills and teacher education forms a foundation for comprehensive learning environments, preparing students for the multifaceted demands of the future.

Keywords: Life Skills, Teacher Education, Holistic Development, Critical Thinking, Emotional Intelligence, Comprehensive Learning

Change in Indian teacher education programmes and its impact on Life Skills Education

Dr. Chandrasekharan Praveen

Faculty, ITEP, NIT, Calicut

Synopsis

The National Curriculum Framework for Teacher Education (2009/10) (NCFTE) had a catchy slogan: "Towards preparing professional and humane teacher". This implied nurturing in prospective teachers a 'life focus' where the emphasis is on 'we' not 'me', foster interpersonal skills and develop an empathy for learners. So, Life Skills Education for student teachers in the age group 21-24 of the two-year B.Ed. programme prioritized 'Interpersonal skill and Self-awareness'. But the recently launched 4-year Integrated Teacher Education Programme (ITEP) for students after Plus Two in the age group 18-19 with a provision to leave with a degree in the majors they choose to study after 3 years has in a way 'diluted' teacher training programmes. This has indirectly impacted Life Skills Education programmes for ITEP. So, how life skill trainers can adapt to the new scenario, needs to be pondered on.

Keywords: Integrated Teacher Education Programme, Life Skills Education, Priority

Life Skills and Teacher Education

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Synopsis

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life. Considering the array of life skills such as creativity, critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, along with personal and social responsibility that contribute to good citizenship that education encompasses and the necessity for leading a healthy and constructive life. Thus, these are the skills to be acquired and internalised through observation, understanding, analysing, experience and practice. They must be imparted through interactive and participatory teaching and learning methods, strategies and techniques. Overall, teachers play a vital role in imparting life skills to secondary school students by modelling, instructing, guiding, and creating a supportive learning environ-

ment. Their active involvement in students' skill development contributes significantly to students' overall growth and success. Hence and thereby the Investigator highlights the need for space for Life skills education in Teacher education for fostering and internalising life skills among students.

Keywords: Integrated Teacher Education Programme, Life Skills Education, Priority

Life Skills in Teacher Education System

Dr. N. Johnson

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Synopsis

Life skills are essential for teachers to be successful in their careers. These skills include but are not limited to organization, communication, financial planning, time management and empathy. Life skills can be imparted to students during school hours as a stand-alone subject or through integration into the regular curriculum. The University Grants Commission of India has recommended a flexible and innovative credit-based curriculum that emphasizes the development of life skills. Life skills help individuals deal effectively with the challenges of life and lead successful and satisfactory lives, thereby realizing their infinite potential as human beings. Teachers must foster resilience, empathy, and collaboration in students, preparing them for real-world challenges. By emphasizing life skills, Teacher education ensures holistic development, empowering individuals to navigate diverse situations and contribute meaningfully to society.

Keywords: Communication, Financial planning, Time management and Empathy

Professional Life Skills of Teacher Educators: A Key for Prospective Teacher Building

Dr. Bindu T. V.

Associate Professor & Head, Department of Education, University of Kerala

Synopsis

Every mind possesses certain strategies and techniques to meet the positive and negative life situations. Teacher educators are expected to prepare future teachers at different levels of education from minus two to higher education. Among the core life skills namely; problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions, each and every one plays important role in the development of professional teacher. All the professional qualities of a teacher are related to the life skills they possess. Integrating life skills in the teacher education curriculum will help the prospective teachers to develop their professionalism to become an ideal teacher.

Keywords: Teacher Educator, Life skills, Professional, Prospective teacher, Teacher building

Life skills in Teacher education system

Niroshika Karawdeniya

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Emotional Intelligence and Life skills training team Gte ltd

Synopsis

Teachers play a vital role in the education field. Teachers as educators hold utmost responsibility in achieving effective education aims and outcomes.

Depending on the educational categories such as preschool education, primary education, secondary education and tertiary education, the standard qualifications of a teacher change. The current teacher education system includes government and private institutions.

In the modern competitive world, Life skills have become the latest trend. It is vital to include Life skills in Teacher education since formal education is the best strategy to create individuals with life skills.

The authorities have taken some actions to include life skills in Teacher education and the results of the actions are mixed as successful and failed. In the discussion, it is aimed to discuss the recommendations and suggestions regarding the inclusion of life skills to Teacher education.

Keywords: Teacher, Teacher education system, Life skills

SYMPOSIUM IV

Yoga as a Supplementary Tool to Life Skills for Personal Effectiveness

Union of Mind and Body: Yoga and Life Skills

Dr. Sunitha Ranjan

Master Trainer in Life Skills & Life Coach, Chennai

Synopsis

Belief in oneself, acquiring necessary knowledge, receiving quality education, achieving career success, taking control of one's life events, the ability to identify alternatives in various situations, the freedom to make informed choices, self-expression, and emotional management are among the criteria considered for personal effectiveness. Individuals are reconsidering and continually devising new methods to leverage innovative tools and techniques to reach these goals. Yoga, described as the 'union of mind and body,' has emerged as a popular approach for addressing both the physical and mental well-being of individuals.

The practice of yoga has significantly contributed to individual well-being through its numerous physiological and mental benefits. Research indicates that practicing yoga can lead to the development of self-control, self-regulation, relaxation, stress reduction, creative thinking skills, improved communication, resilience, adaptability to change, persistence, teamwork, and confidence. Regular engagement in yoga helps in cultivating essential life skills, and this is why yoga sessions are often incorporated into various life skills training programs.

As new and noteworthy research findings emerge, the connection between life skills and yoga has strengthened, paving the way for including yoga as a supplementary tool in life skills exploration. Life skills are recognized as a cutting-edge mechanism for nurturing transformative competencies in learners. In the 21st century, fostering lifelong learning and the ability to live together in a multicultural society are essential for achieving sustainable development through active citizenship. This, in turn, is crucial for personal effectiveness and overall well-being.

Keywords: Life skills, personal effectiveness, transformative competencies, yoga

Yoga as a Supplementary Tool to Life Skills for Personal Effectiveness

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Dr. Ananthakrishnan

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Synopsis

The current scenario, revealed by increased depression, increased suicidal rates and increased drug use is a clear indication of the challenges we are facing. In this situation, Yoga as a supplementary tool to life skills aims to help free the mental and creative energies in a constructive manner so as to lead self-confidence and self-awareness. This will include rhythmic movements and some selected simplified asana for stretching, toning the muscles and creating flexibility within the

skeletal system, as well as the development and maintenance of healthy nervous and endocrinal systems.

Keywords: Yoga, Life skills, Personal effectiveness

Life skills and Yoga for health and wellbeing

Dr. G. Suresh Kumar

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Kannammoola, Thiruvananthapuram

Synopsis

Yoga is a science of human development. It helps to integrate the development of human beings' physical, mental and emotional conditions. It is also a discipline that enables man to actualise his potential to the fullest extent through self-culture and self-education. The continuous practice of yoga gradually helps in developing the virtues of humility and peace of mind, which ultimately enable man to have a peaceful and cordial relationship with others. The ultimate aim of Yoga is the transformation of a disintegrated personality into a coherent and cohesive being. The eight yoga practices established by Saint Pathanjali are meant for mental and physical cleansing and social enlightenment and have successfully cured diseases like diabetes, obesity stomach problems like gastric problems, constipation, respiratory problems, blood pressure, depression, stress, heart diseases, etc.

The skill development of human beings is a natural process, but we need interventions to accelerate the speed of acquiring the skills and thereby the development of the individuals. Life skill Education also helps to develop positive behavior and the ability to adjust efficiently to the needs and challenges of everyday life. The strength of the positive behavior depends on the depth of the skill acquired by the individual. The total reflection of one's behavior is the sum total of the appropriate combination of different life skills. It also changes our mental setup and the style of functioning. Acquired life skills lead to Self-development, Family development, social development and the Development of a nation. Like Yoga, Life skills also equip people to do their duties and jobs in a better way.

Keywords: Yoga and life skills, Human development, positive behaviour

Yoga as Supplementary Tool to Life Skills for Personal Effectiveness

Cynthiya Niluxshini Robinson

International Certified Yoga Teacher / Assistant Trainer Emotional Intelligence and
Life Skills Training Team Sri Lanka

Presentation Outline

Cynthia Nilukshini's inspiring journey traces her resilience from childhood challenges to becoming a renowned yoga instructor. Despite early emotional scars, she found solace in yoga, establishing the SAI YOGA CENTER and becoming a respected international teacher. Her commitment to continuous learning, mastery of diverse yoga methods, and recognition by Yoga Alliance USA showcase her dedication. Cynthia's expansion to global teaching platforms, including collaborations in Dubai and online classes for international students, underscores her impact. Her story serves as a testament to the transformative potential of yoga, empowering individuals to overcome obstacles and contribute positively to their communities.

Keywords: Yoga, life skills, motivational self-improvement, strong speech, emotional handling problem

Yoga

Dr. James T. Joseph
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Former Principal of Sarvodaya Vidyalaya

Synopsis

Just like animals and plants, humans require a continuous energy supply. Our body is a constant energy generator; its source is food, which includes air. Proper practice of Yoga helps to control and optimize the use of food. Yoga is the path that teaches us to believe in 'self' and live life with positive thoughts and peace. It helps in the prevention and cure of most of the psychosomatic diseases. It should not be considered a simple exercise but an 'Adjunct Therapy' to heal the mind and body. To achieve positive results, it should be practiced regularly to gain supreme harmonization of body, mind, and spirit.

Keywords: Yoga & Air, Yoga & Energy, Yoga & psychosomatic diseases

Prioritizing Life Skills in Schools in the Context of NEP 2020

Prof. (Dr.) S. Mani
Former Professor and Head, Member, NCTE-SRC

Synopsis

Education is a medium to enable students to be productive in today's rapidly changing world, and to develop a nation with an equitable and just society. India is expected to have the highest young population in the next decade. NEP (2020) suggests that the whole education system needs to be reconfigured with specific sets of skills, capacities, and values across domains to help students become good, successful, innovative, adaptable, productive, and equipped with key 21st-century skills, including meeting the SDG4. Hence, NEP (2020) emphasises integration and implementation of life skills education at all four stages of school education, from the foundational stage to the secondary stage, to help the learners develop higher-order cognitive capacities such as creativity, critical thinking and problem-solving to encourage logical decision-making and innovation; skills of communication, cooperation, teamwork, and resilience; and social, ethical, and emotional capacities and dispositions.

Keywords: Education, NEP, Life Skills, Students, SDG4

Communicating in the AI-Powered Echo Chamber: New Skills for a New World

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Synopsis

Every technology, from fire to computers, has transformed the way humans “survive”, necessitating an evolution in the skills we require. This is particularly evident in the information age, where the advent of Artificial Intelligence (AI) technologies is revolutionizing various aspects of our lives. AI is altering how we consume and process information, transforming our communication methods, and redefining our work processes. As we adapt to these changes, we must also develop new skills and abilities to thrive in this AI-driven world. This constant evolution is the essence of human progress in the face of changing technology. The acceptance of AI as a transformative power and the continuous refinement of our communication and life skills are indispensable.

Keywords: Technology, transformation, skills, information age, Artificial Intelligence (AI), communication methods, adaptation, information consumption

The Role of Mobile Communication for Systematic Transformation through Life Skills Education to achieve the SDGs

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Indian Ocean Comparative Education Society

Synopsis

In the pursuit of Sustainable Development Goals (SDGs), the integration of technology, particularly mobile communication, has emerged as a pivotal force for driving systematic transformation. Life skills education plays a crucial role in empowering individuals with the abilities to navigate the complexities of the contemporary world, fostering personal development, and promoting sustainable practices. Through innovative educational applications and platforms, mobile communication provides a dynamic avenue for delivering life skills education to a global audience. This is attributed to the transformative potential of mobile communication, which lies in its ubiquitous accessibility, reaching diverse populations across geographical and socio-economic boundaries, and the ability to be utilized irrespective of the time and venue. Thus, mobile communication enhances the dissemination of life skills, fostering inclusivity, and addressing disparities in education.

By harnessing the potential of technology to deliver inclusive and impactful life skills education, societies can empower individuals to contribute meaningfully to sustainable development, fostering a more resilient and equitable future.

Keywords: Sustainable development, Mobile communication, Systemic transformation, Life long education.

The Transformative Power of Art: Nurturing Life Skills in Children Through Arts

George Varghese

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Former Deputy Director, NYKS (MoYAS)

Synopsis

Art, encompassing visual and performing arts, is widely acknowledged for its capacity as a potent tool for self-expression and creativity. Beyond its aesthetic value, art plays a pivotal role in instilling crucial life skills in children, providing them with the essential abilities needed to navigate life's complexities. This paper delves into the multifaceted impact of art on various life skills. Through

arts and crafts, students acquire patience, perseverance, and time management skills and nurture their self-esteem and individuality. Moreover, arts and crafts prepare for future careers in a dynamically evolving world, fostering problem-solving and analytical thinking. This educational approach extends beyond the confines of the classroom, encouraging higher-level thinking to explore academic subjects and navigate life beyond school. Ultimately, teaching art empowers students to develop creativity, problem-solving skills, and self-expression. It is essential to give due importance to Arts and Crafts in schools to recognize the transformative power of art and ensure that children have ample opportunities to engage in artistic activities, fostering their holistic growth and equipping them with the skills necessary to thrive in an ever-changing world.

Keywords: Art, Creativity, Critical thinking, Children, Self-expression. Life skills, Problem solving

Gendered Dimensions of Care Work as Decent Work: Life Skills Perspective

Dr. Jyothi S. Nair

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Synopsis

UNESCO defines life skills as a mix of knowledge, behaviour, attitudes and values and designates the possession of some skill and know-how to do something or reach an aim. They include competencies such as critical thinking, creativity, the ability to co-operate, social and communication skills, adaptability, problem solving, and the ability to cooperate on a democratic basis that is needed for actively shaping a peaceful future. As the world is grappling with diverse forms of inequalities emerging on the basis of differential access to resources, solutions have to be thought upon and policies have to be drafted. Decent work ensures opportunities for the most disadvantaged sections of society to scale up and work hand in hand for social progress. Women are by default expected to cater to care work both paid and unpaid primarily due to their biological makeup and also because of the processes of socialisation. Care work consists of two overlapping activities: direct, personal and relational activities such as feeding a baby or nursing an ill partner or doing indirect care activities like cooking and cleaning. Care economy has to be examined from a life skills perspective to examine how unpaid care work can be brought into the purview of paid care work and then later as decent work. Transformative policies aimed at ensuring care work as paid and decent work should definitely have a gender perspective in order to bring in gender justice and also aim at social justice. As per ILO, women perform 76.2 percent of the total amount of unpaid care work, 3.2 times more time than men. Life skills perspective will bring in more a cooperative and democratic framework to work and aim towards building decent paid care work for women.

Keywords: Care work, gender justice, paid care work

Empowering the Disabled, the Life Skills Way

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Synopsis

There are about 26.8 million disabled persons in India as per the 2011 Population Census. It is 16% as per WHO. Therefore, it is the need of the hour to understand the various challenges faced and to implement 'effective' projects that cater to every type of disability (21 as per the RPWD Act 2016) so that each disabled individual can be empowered to develop their skills and aspire to lead an independent life with confidence and contentment.

It is pertinent to note that for each skill to be imparted to each category of the disabled population there should be some sort of customisation depending on the individual and the disability. Only a

small part of the population has been able to overcome the disabilities given the physical, mental and economic support from their own families or friends. Even though many disabled persons have developed resilience and adapted themselves to the circumstances they are in, they are still vulnerable to many health conditions, especially depression, as per WHO.

Out of the 64 schemes run by the social justice department of Kerala, 23 projects are for disabled persons in Kerala. But currently, there is no project seen in Kerala towards the development of life skills. In DDRS Schemes run by DePwD, there is a provision for imparting life skills as per the revised guidelines from April 1st, 2022.

The following areas require focus when it comes to skill development for the Disabled -Accessible Education, Vocational Training, Communication Skills, Problem Solving and Decision Making, Social Skills, Assistive Technologies, Accessible Information, Physical Fitness, Mental Health Support, Entrepreneurial Training, Inclusive Employment Programs, Community Awareness, Legal Rights Education, Accessible Infrastructure, Collaboration with NGOs and Government Agencies.

Keywords: Disability Empowerment, Life Skills, Independent living, RPWD Act 2016, Social Justice



THEMATIC SESSIONS





THEMATIC SESSION – 1

**Systemic Transformation through Life Skills Education
for achieving Sustainable Development Goals - Global and
Local Perspectives and Cross-cultural Experiences**



Intergenerational Knowledge Transfer in PVTG (Koraga) Communities: A Qualitative Exploration of Traditional Ecological Knowledge and Sustainable Life Skills

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Abstract

Tribal communities possess a rich repository of traditional knowledge rooted in their cultural and spiritual heritage, which holds immense potential for guiding sustainable development and holistic living practices. This paper delves into the significance of Traditional knowledge in imparting sustainable life skills to the next generation within the Particularly Vulnerable Tribal Groups, especially the Koraga community in Kerala, India. This qualitative study utilizing in-depth interviews, explores the challenges faced by PVTGs in preserving and transmitting their traditional knowledge, highlighting the need for effective strategies to safeguard this invaluable heritage. Drawing upon the principles of India's New Education Policy, the paper proposes a roadmap forward, advocating for the integration of Indian Knowledge Systems, including tribal knowledge, into formal education curriculums. By recognizing and harnessing the enduring tradition of knowledge transmission and its unique perspective (Bhaaratya Drishti), we can empower PVTGs to thrive sustainably, fostering a harmonious coexistence between humans and nature.

Keywords: Koraga; Sustainable Life Skills; Indian Knowledge System; Intergenerational Knowledge transfer; Sustainable Development

Life Skills Education as A Tool For Mitigation and Preparedness against Calamities: an Exploration in the context of Kerala's Emergencies

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Abstract

Kerala is known for its impressive achievements in human resource development, ecological and cultural diversity, and its dynamic climatic conditions. The land of the state is sandwiched between the Arabian Sea to the west and Western Ghat to the east at the same time the state is blessed with 44 major rivers. As Kerala is one of the most densely populated Indian states, its geographical conditions, changing dynamics of climate, and anthropogenic activities make the state more vulnerable to natural calamities. A total of 39 commonly occurring natural and anthropogenic hazards have been identified in the state by the State Disaster Management Authority. Floods, landslides, and cyclones are the most common natural disasters that affect the state along with earthquakes, heat waves, and coastal hazards. Tsunami in 2004, flood, and landslide in 2018, Nipah in 2018 and 2023, and COVID-19 in the year of 2019 are some of them. These disasters cannot be prevented but the impact of such disasters can be reduced by enabling life skills among the individuals. Life skills are a group of psychosocial competencies and interpersonal skills that help an individual make decision.

The present study explores the emergencies that affect Kerala and how life skills education can help an individual in the mitigation and preparedness of such emergencies. All ten skills, problem-solving, critical thinking, effective communication, decision-making, creative thinking, interpersonal, self-awareness building, empathy, coping with stress, and coping with emotions are

the major life skills that can help an individual in mitigation and preparedness against emergency situations. These skills help an individual to live a healthy life even in adverse conditions. The study suggests the integration of life skills education into the curriculum at all levels of education.

Keywords: Calamities, Life Skills Education, Mitigation, Preparedness, Emergency Situation, Kerala

Embedding Global Competency Skill in the Curriculum to make SDG's a Reality

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Abstract

As we become more aware of the complexities, challenges, and contradiction of this VUCA world, we need to rethink and revisit our role as educators and the relevance of this world to the education system of the present. Education should create and cultivate a vision that enables educators and students to see beyond one's own interest and focus on the needs of the world. Here, it surfaced that developing 'Global competency skills' is the need of the hour. Our objective since then has been to embed these skills into the curriculum and transact these skills under cognitive, socio-emotional, and behavioural domains. This approach aims at helping all the stakeholders to seamlessly adopt the SDG's. Thus, they become Active global citizens by embodiment of these skills into their lives. To make this initiative create greater impact, the school indulged into Whole school approach with the involvement of all stakeholders. This has helped concretize the road map of a better and sustainable future. The process has been taken ahead through practical hands-on, doable, and transformative pedagogies. This enabled to develop global skills like empathy, awareness, communication, collaboration, and the likes. The real time experiences helped develop the right perspectives, attitudes, and willingness to take responsible actions amongst all who took it ahead. The connectivity between global and local issues was understood. Some strategies that fortified the delivery of SDG's through global skills, were P.E.A.C.E., flipped classroom, design thinking, and open dialogue. This descriptive methodology used qualitative tools like interviews, checklist, observation & questionnaire for impact analysis. All these global skills have enabled the learners, educators, and the community to move towards a more just, peaceful, sustainable and equitable world. As these were meticulously taken ahead it enabled to understand the interconnectedness of global crisis and the importance of taking right action.

Keywords: Skill, Sustainable Development, Global Competency

Empowering Minds, Building Resilience: Life Skills and Emotional Intelligence in Cult Prevention

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Abstract

Background: Cults are harmful organizations that impact people's well-being physically, mentally, socially, and spiritually. The global increase in cults raises concerns for society's safety and health. This study explores the importance of recognizing cults as a life skill, focusing on emotional intelligence.

Purpose/Objectives: This research review aims to uncover the connections between emotional intelligence, life skills, and preventing cult involvement. The study analyses existing literature to emphasize the crucial role of recognizing cults as a fundamental life skill.

Methodology: The study reviews 60 research papers to examine how emotional intelligence and life skills relate to susceptibility to cult involvement. The goal is to provide insights into the proactive role emotional intelligence and life skills can play in preventing individuals from falling prey to cult influence.

Results: The findings highlight a strong connection between emotional intelligence and life skills, showing that they enhance each other. The study underscores the critical importance of emotional intelligence and life skills in protecting individuals from the influence of cults.

Conclusions/Discussions: The article emphasizes the need for research to increase awareness and develop effective prevention strategies against cults. It suggests that emotional intelligence is a key life skill, helping individuals navigate challenges and make informed decisions. The study contributes to a broader understanding of emotional intelligence, especially in Asia, particularly Sri Lanka.

In summary, identifying cults is seen as an essential life skill for navigating today's complex world. The research supports integrating emotional intelligence and life skills education as a proactive approach to prevent cult involvement.

Keywords: *emotional intelligence, life skills, cults, cult prevention, awareness programs, resilience, decision-making, Asia, Sri Lanka, global scenario*

Life skills for peoples' participation in order to achieve the United Nations Sustainable Development Goals

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Abstract

Over the years, it has been understood that sustainability is a key element in the global development sector, amalgamating environmental, social, and economic sustainability. The United Nations has identified 17 sustainable development goals (UN-SDGs) and looks forward to the countries worldwide to take immediate actions to achieve these goals. Apart from the national and international policies, regulations and laws being brought into place for achieving these UN-SDGs, peoples' awareness and their participation in the different action plans and strategies being put forward for realizing each of these 17 goals is also crucial. Here is where life skills come into action. Improving and improvising the peoples' participation in UN-SDG action plans and strategies would include working on their knowledge attitude, on their behaviour and on their psycho-social competency or in other words on their life skills. The life skills like adaptive behaviour, positive behaviour, self-awareness, informed decision making, critical thinking / analysis and creative things play an important role in enabling the public to contribute to the success of the UN-SDGs. The UN-SDG 7 (Affordable and clean energy) and UN-SDG 12 (Responsible Consumption and Production) will be used to exemplify the role of individual citizens in making these UN-SDGs a reality to make Earth a peaceful place for every species to live on now and in the future.

Keywords: *Life skills, Peoples' participation, Peoples' awareness, UN-SDGs*

Prevalence of Social Media Needs and Quality of Life among Secondary School Students

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Abstract

Introduction: Social media has gained widespread popularity across all age groups and serves various purposes. In Nepal, numerous studies have explored social media, but there is a lack of research focusing on social media needs, usage, and their effects on the quality of life. This study addresses this gap, aiming to investigate the prevalence of social media use (SMU) and its influence on the quality of life (QOL) among secondary school students.

Methods: This cross-sectional study examines into the relationship b/t social media (SM) usage and the QoL of secondary school students. The research was carried out in three schools in Kathmandu, with a focus on students in grades 8, 9, and 10. Data was collected on socio-demographic profiles, SM use, and QoL using standardized scales. The study included testing for the reliability and validity of the scales used. Ethical considerations were strictly followed, and data analysis was conducted using SPSS, encompassing descriptive and non- parametric analyses.

Results: Most participants were ≤ 15 years old, with balanced gender distribution. High mobile-based SMU on platforms like Facebook and Messenger was observed, and the majority reported "good" QoL. Social media needs included both negative and positive diversion needs. Notably, no significant associations were found between demographic variables and quality of life.

Keywords: Social media, Quality of Life, Secondary School students

Exploring the Resilience of Higher Secondary Students: Essential role of Praxis -Oriented Life Skills Centredness

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Abstract

We are living in a world of complexities and uncertainties. Science and technology have undoubtedly made life standards and the living system more comfortable and joyful. It does not guarantee a stress-free landscape, but through education, the individual must explore the feasibility and possibility of overcoming all these criticalities. Adolescents who are in the higher secondary stage face such an adverse environment. Hence education must perform as a transformational tool to regain the lost equilibrium to ensure a sustainable marching towards the next phase of life. This mechanism - the psychological perspective is referred to as resilience.

The present inquisitiveness is a descriptive survey aimed to find out the level of resilience and the significant difference in the level of resilience among the higher secondary students studying government, aided and private schools of Kerala. The study was conducted on a stratified random sample of 360 higher secondary students drawn from the three different types of higher secondary schools. Data was collected by using a self-developed and validated five-point Resilience Scale. The data was analysed using the SPSS to find the significant mean difference among the higher

secondary students in terms of gender and stream of the subjects of study. This study suggests that mere academic rhetoric culture prevailing in the academic culture to be replaced by a life-centred curriculum. Life skills integrated programmes need to be evolved and implemented to build strong resilience skills among the higher secondary students.

Keywords: Higher secondary students, resilience, gender, stream of subjects of study

Communication Styles in Interpersonal Relationships: A Cross-Cultural Analysis of Indian and Canadian Students

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Abstract

This study investigates communication styles in interpersonal relationships among Indian and Canadian students in educational settings, aiming to uncover cross-cultural variations and contribute to a deeper understanding of intercultural communication. Employing a cross-cultural analysis, the research explores verbal and nonverbal communication patterns, conflict resolution strategies, and cultural influences on communication. The study involves a diverse sample of Indian and Canadian students, utilizing surveys, interviews, and observations to collect data. The research addresses the need for insights into cultural diversity in educational contexts, aiming to enhance educational practices, foster intercultural competence, and promote social integration. Findings from the study are expected to provide valuable contributions to the fields of cross-cultural communication, education, and intercultural relations, offering practical implications for educators, policymakers, and researchers working with culturally diverse student populations.

Keywords: Communication Styles, Interpersonal Relationships, Cross-Cultural Analysis, Indian Students and Canadian Students

Chaos before the Calm: Do Personality Traits Moderate Fear of Happiness and Flourishing in Early Adulthood?

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Abstract

In India, superstitious belief systems centring around invitation for evil eye, distancing from God, a cause for suffering, or that extreme happiness begets tragedy, are quite prevalent, which is studied under Fear of Happiness (FoH). The manner in which FoH can affect our psychological, social, and emotional well-being, studied under Flourishing is important to understand.

Aim: The purpose of this study was to explore the moderating effect of the Big Five personality traits on the relationship between fear of happiness and flourishing, specifically in the Indian context.

Methodology: A total of 351 individuals participated in the study. Respondents completed the Multidimensional Flourishing Scale by Mesurado et al. (2018), the Fear of Happiness Scale by Joshanloo (2013), and the big-five personality inventory, NEO-FFI-3 by McCrae & Costa (1987).

Results: Results showed that fear of happiness predicted levels of flourishing. Regression analyses demonstrated that conscientiousness, extraversion, and openness to experience acted as moderators in the relationship between fear of happiness and flourishing. Conscientiousness, however, was a partial moderator. Higher levels of openness to experience and extraversion potentiated the effect of fear of happiness on flourishing, whereas lower levels of conscientiousness potentiated this effect.

Conclusion: The results of this study would be significant to understand mental disorders that often coexist with an aversion or a fear of positive emotions, and that FoH, more than an inherent trait, like personality, is also based on a sociocultural norm in the Indian context, where happiness is largely dependent on societal standards and definitions of happiness, rather than the authenticity of it.

Keywords: fear of happiness, flourishing, personality, the big five, moderation



THEMATIC SESSION – 2

Integration and Mainstreaming of Life Skills Education as a Policy within Formal Education Systems and Government Initiatives - Global and Local Episodes



A Study on Awareness of Life Skills of Higher Secondary School Students of Jorhat district of Assam

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Abstract

Life skills are a set of abilities that enable individuals to adapt, interact, and deal effectively with the demands and challenges of everyday life. Awareness of life skills can be incredibly beneficial for young people as these skills play a vital role in personal development, well-being, and success in various aspects of life. Higher secondary level marks the transition from adolescence to young adulthood. It's a time when students start making more independent choices about their education, career, and life goals. Life skills like decision-making, goal-setting, and time management are vital for making informed choices. Life skills education provides young people with essential knowledge and competencies that empower them to make informed decisions, cope with challenges, and lead fulfilling lives. The higher secondary level is a pivotal stage for life skill development because it aligns with a critical period of transition and self-discovery. In this paper, an attempt has been made to study the awareness level of life skills among higher secondary students. Descriptive survey method has been used to collect data. A sample of 200 students has been taken for data collection. In this study, the results have shown no significant differences in the mean of life skills among senior secondary students concerning gender and location respectively. From the result, it may be concluded that there is no relation between life skills and phenomena like gender and location of the individuals.

Keywords: Life skills, Education, Awareness, problem solving, decision making, effective communication, empathy, coping with stress and emotion

Life Skill Education in Kerala School Syllabus: Opinion of Teachers

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Abstract

A skill is a learned ability. Everyone needs the ability to act responsibly, control his/her actions, emotions, cope up with stress and solve problems in a healthy and intelligent way. Life skills enable translation of knowledge, attitude and values into actual abilities. The life skills are important aspects of quality education especially in schools. The benefits of life skill education are increasingly acknowledged at all levels of general educational outcomes. The current state of education in India has not been kind to accepting life skills and adopting into curriculum. In Kerala School Curriculum Life Skills Education is not included. This paper mainly focuses on the opinion of teachers on implementing life skill education in Kerala school syllabus which could change the way education is imparted to our children and could be of holistic learning and development. The investigator used Normative Survey Method for conducting the study. The opinion of teachers was collected using Questionnaire, Interview (Semi – structured) and Secondary sources of data using Google forms and telephonic interviews. For the present study, school teachers and trainers who teach and train life skills are taken as sample. Educational experts are of opinion that it must be a part of school system. Many teachers also accept the suggestion to include Life Skills in the curriculum. It is found that by integrating life skills in Kerala school curriculum, it is expected to influence the attitude and skills of school students in their personal, academic and social life.

Keywords: Life Skill Education, School syllabus, Teachers

Empowering Cadets of the National Cadet Corps (NCC) through Life Skills Education and Training: An Impact Assessment Study

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Abstract

Empowering Cadets of the National Cadet Corps (NCC) through Life Skills Education and Training: An Impact Assessment Study. The National Cadet Corps (NCC) offers voluntary participation opportunities to students in schools and colleges. The NCC training is aimed at integrating life skills in daily life, fostering leadership, personality development and patriotism among cadets. This paper attempts to measure the levels of proficiency acquired by NCC Cadets through various training activities in the ten domain areas of life skills. The study will be conducted among 100 Ex-NCC cadets trained in different colleges in the city of Chennai, Tamil Nadu. A snowball sampling method will be adopted to collect data. The findings of the study will provide insights on the life skills imparted by NCC, which is the largest uniform youth organization in India, aimed at creating a human resource of organized and motivated youth. The study will also identify the gaps, if any, that could be addressed to enhance training, skill development and provide opportunities for NCC cadets to better understand self and others, develop personality, leadership and contribute to nation building.

Keywords: Ex Cadets of National Cadet Corps, Impact Assessment, Ten Domain Areas of Life Skills.

Life Skills Embedded Curriculum for Transforming ECCE in India: A Discourse in the Context of NEP 2020

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Abstract

Life skills are considered as a transformative tool for education at all stages. Early stages of an individual are crucial for his/her subsequent living. Realizing this, the National Education Policy (2020) in India has marked a significant shift in the approach to Early Childhood Care and Education (ECCE). The National Curriculum Framework for Foundational Stage (2022) also emphasizes on the same. At this juncture, embedding life skills into the curriculum in ECCE is crucial as it forms the bedrock for a child's future learning and adaptability. Life skills such as communication, critical thinking, and emotional resilience are essential for navigating the complexities of the modern world. Need for a life skills-embedded approach aligns with NEP 2020 which focus on multidisciplinary and holistic education in terms of the ECCE teacher preparation. It recognizes that early years are not just about imparting information but also about fostering a love for learning, curiosity, and creativity. Life skills enhance the adaptability of children, preparing them for a better future. After establishing the value of integration, here an attempt is made to analyze the different imperatives and interpretations of the emerging policies through Document analysis with respect to curriculum, NEP 2020, NCF for Foundational Stage etc. Moving to the successful implementation, teacher preparation curriculum and its transaction are crucial. NEP 2020 acknowledges the importance of continuous professional development for educators. Training them to integrate life skills into the curriculum equips them with the tools to nurture well-rounded individuals. A critical appraisal of the various trajectories and strategies by adopting a multifaceted research paradigm

and interventional experimentation clearly reveals that the teacher education for ECCE personnel need to be strengthened by integrating life skills across all facets like planning and organization, curriculum transaction, internship, community engagement, professional development of teachers, parental sensitization and evaluation.

Keywords: Life skills, ECCE, Teacher preparatio, NEP 2020, NCF for Foundational stage 2022, Life skills embedded curriculum

Promoting Life Skills among Adolescent in Government School

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Abstract

Background: The most transitional stage in the human life cycle is Adolescence. In this stage of life there is immense variation inside the body and also psycho social outlook with a lot of expectations from the society. Hence, they are more vulnerable and exposed to high-risk behaviours. Children get easily influenced and are unable to take responsible decisions for their life. The great support systems in this age are parents, teachers and peers. Most parents focus on the academic performance and career perspectives forgetting the emotional and psychological outcome. Success in this stage will bring better future citizens in order to create a better society. Hence the researcher feels to find the level of the life skills among the adolescent in the Government School. **Objectives:** This study aims to understand the level of life skills among the Adolescent Children. **Methodology:** Mixed methodology is used by the researcher as both qualitative and quantitative techniques were used to conduct the study. The study was conducted in the Government Hr. Sec. School, Otteri at Vandalur, Chennai, Tamil Nadu. The sample was collected from the 9th standard students through Simple Random Technique. The sample size is 85. And 5 case study were also conducted among children. Life Skills Assessment scale by Rajiv Gandhi National Institute of Youth Development was used to collect the data from the children. **Results:** Most of the children are under the average and low level in the life skills. This indicates the high level of prerequisite for life skills in the schools. **Conclusion:** The life skills have to be imparted to the children and can be added in the curriculum. This would bring a great impact among the children.

Keywords: Life Skills, Adolescent

Umang Life Skill Education Program: Bridging Gaps in Education for Adolescents in Madhya Pradesh

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Abstract

Life skill education has been found to be a successful psychosocial intervention strategy for promoting positive social and mental health in adolescents. It is crucial for improving all aspects of adolescent development, including coping mechanisms, emotional intelligence, self-confidence, and problem-solving abilities. School Education Department of Government of Madhya Pradesh launched Life skill education Programme "Umang for students of classes 9th to 12th. In the year 2015, the foundation of program Umang was laid with 42000 girls of 43 RMSA Girls Hostels of Indore division, many positive changes took place in girls through this program which was run till the year 2017. Umang Life Skill Education program addresses key educational gaps by integrat-

ing life skills education into the existing curriculum, emphasizing critical thinking, communication, emotional intelligence, and decision-making skills. The program adopts a learner-centric approach, acknowledging the diverse backgrounds and needs of adolescents in Madhya Pradesh. Through interactive workshops, extracurricular activities, and mentorship programs, Umang Life Skills seeks to empower adolescents with the tools necessary for personal growth and success in various life domains. The impact of Umang Life Skills is measured through a comprehensive evaluation framework that assesses not only academic progress but also the development of crucial life skills and a positive impact on overall well-being. A brief introduction to life skills, life skill education and types of life skills according to various organisations i.e., UNICEF, WHO, UNESCO etc. It also discusses about strategies for implementation of Umang Life Skill Education Program, Modules of Umang, initiatives taken by implementing agencies for proper for successfully running of the program. As education continues to evolve, programs like Umang serve as a beacon, guiding the way towards a more inclusive and comprehensive educational experience for adolescents in Madhya Pradesh.

Keywords: Life skills, Life skill education, Umang, Curriculum integration, Adolescence

From Classroom to Life: Implementing Effective Life Skills Programme for Adolescents

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Abstract

A person's psychosocial competencies and interpersonal skills, which include problem-solving abilities, critical and creative thinking, effective communication, the ability to establish and maintain healthy relationships, the ability to empathize with others, and the ability to cope with managing their lives in a healthy and effective way, are referred to as life skills. In all aspects of the student's physical, mental, social, and emotional life, the school phase is a period of intensive growth development, and change. It is primarily due to biological, cognitive, social, and cultural development that these changes occur. Life skill education has been proven to be an effective behavioural intervention strategy for promoting positive social and mental health in adolescents. All facets of teenage development, such as coping strategies, emotional intelligence, self-confidence, and problem-solving skills, must be improved. In order to improve student's mental health, give them better-adapted skills to deal with the challenges of changing life situations, and enable them to become fully functional members of their community and the larger world, it is crucial that life skills education be integrated into the core curriculum of schools and provided on a regular basis by a life skills trainer, teacher, or counselor. Enabling every student to realize their full creative potential is a major focus of the National Education Policy 2020. According to NEP 2020, all parts of the curriculum and pedagogy will be improved. The main goal of curriculum and pedagogy reform will be to move away from the existing rote learning culture and towards accurate understanding and learning how to learn. This will be true at all grade levels. The purpose of education will be to develop students' cognitive capabilities as well as their character, general well-being, and crucial 21st-century skills.

Keywords: Life Skills, Life Skill Education, Adolescents, NEP 2020

A study on the impact of Case Based Learning Strategy on Enhancing Critical Thinking Skills

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Abstract

This research abstract explores the impact of case-based learning (CBL) on enhancing critical thinking skills among students. Case-based learning engages students in discussing particular situations, that resemble or typically are real-world examples. It is regarded highly for its ability to bridge the gap between theoretical knowledge and practical application and promoting high-order thinking skills. Critical thinking is an imperative component of higher education. It is indispensable for fostering analytical reasoning, problem-solving abilities, and decision-making skills. So, the investigator is carrying out the study to find the implication of case-based learning on critical thinking skills. The objective of the study is to try to establish the association between case-based learning and critical thinking skills. The researcher also finds the opinion of teachers in implementing Case-based learning in the classroom. A survey will be conducted to study the opinions of teachers and students on the same.

Keywords: Cased Based Learning, Critical Thinking Skills

Integrating Life Skills Education in Curriculum for Systemic Change: When?

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Abstract

Preschool education is a small step for a giant exposure in a child's life' because it not only provides the foundation for long term physical, social, emotional and cognitive development of children but also prepare them for higher education. The studies have also emphasized the impact of early experiences in the later life of the child. Though different types of preschools are flourishing at present, there are mainly three types of preschools in Kerala namely Anganwadi, Kindergarten and Montessori schools. It is noted that preschool education, the first step in the educational ladder, is not well studied yet. Thus, this paper analyzes the curricula of three types of preschools in Kerala by conducting interview for preschool teachers from each category. It has found that there is a wide range of differences and issues in the curricula and practices of all these sectors. Moreover, all these preschools are focusing mainly on cognitive development of the child. Indeed, it is essential to develop the social and emotional aspects of the child in the current scenario. It can be implemented by employing various techniques and strategies. Life skills education is one of the strategies to strengthen all the aspects of an individual. But it remains a key challenge to the Government, especially in the absence of a strong institutional mechanism and a regulatory framework across the preschool sector. Revamping the preschool education with life skills education is the need of the hour for the sustainable development.

Keywords: Preschool Education, Preschool Curriculum, Life Skills Education, and Sustainable Development.

Role of Emotional Intelligence and life skills in effective preschool education

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Abstract

The first five years of a child's life are universally acknowledged as a critical period that shapes the foundation for future adulthood. Effective preschool education is deemed essential to ensure the development of children into successful adults, encompassing cognitive, mental, emotional, physical, social, and language domains. The overarching goal of preschool education is to enhance spatial and motor skills, emotional capabilities, social aptitude, and sensory proficiency. Within this context, the integration of emotional intelligence (EI) and life skills assumes paramount importance. This review article explores the pivotal role of emotional intelligence and life skills in preschool education, emphasizing their profound impact on a child's overall development. The review article aims to highlight the importance of integrating emotional intelligence and life skills learning with the preschool education curriculum in order to create wholesome social beings. An emotionally intelligent preschooler exhibits traits such as self-awareness, effective emotion regulation, understanding of peers, and adept interpersonal interactions, all of which contribute significantly to their holistic development. As a result, the academic performances of the emotionally intelligent children are proved to be higher than the rest of the children. The synthesis of preschool education with targeted emotional intelligence and life skills training, along with systematic screenings, ensures that children are equipped with the essential tools and mindset necessary for survival and flourishing in adult society. This integrated approach strives to optimize the developmental trajectory of preschoolers. The article underscores the importance of a comprehensive educational framework that goes beyond traditional academic aspects, recognizing the significance of emotional intelligence and life skills as indispensable components for shaping well-rounded and resilient individuals. Ultimately, the amalgamation of preschool education with emotional intelligence and life skills training emerges as a holistic strategy to empower children for success in their future lives.

Keywords: pre-school children, pre-school education, emotional intelligence, life skills, formal education



THEMATIC SESSION – 3

Life Skills Education as an Enabler towards Personal and Professional Empowerment of Individuals and Communities in the Global and Local Contexts



Fostering Life Skills in Students Through Strategies Using Music And Art

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Abstract

The study introduces a complete analysis of strategies focusing at fostering students' life skills through the integration of art and music in their education. This study discusses the challenges and benefits of this approach, highlighting the positive impact on students' holistic development. The research aims to provide educators with valuable insights on how arts and music can help students to become well-rounded individuals furnished with essential life skills by experimental approach. Including these creative subjects in the curriculum is known to help develop skills like creativity, critical thinking, communication, and emotional intelligence. The study examines how arts and music can enhance students' cognitive, emotional, and social growth. It also shares real-world examples from successful educational institutions that have implemented these strategies.

Keywords: Life skills, holistic development, art and music

Developing Life Skills Through Direct Social Work Interventions: Transformative Experiences of Children of Mannan Tribe

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Abstract

The Mannan community, the sole surviving tribal kingdom in South India, residing in Kovilmala, Idukki district, embodies distinct cultural and traditional practices. Currently being in a transitional phase, they grapple with the shift from tradition to modernity, including a shift in educational preferences towards contemporary learning methods. Assimilation of Mannan children into mainstream schools poses challenges in adapting to this new environment, leading to instances of discrimination. The School of Social Work at Marian College, Kuttikanam initiated the "NAIPUNYA" project within the Mannan community. Focused on cultivating life skills, it targets children in tribal settlements in the Kovilmala region. This qualitative study focuses on understanding how life skills were inculcated in the children through the project Naipunya and how it acted as an enabler towards personal and professional empowerment of individuals and the Mannan community as a whole. It employs a case study approach, utilizing in-depth interviews from the beneficiaries of the project and thematic analysis is used for data collection and interpretation. The sampling method used is purposive sampling. The study reveals the transformative impact of the life skills project, enhancing children's adaptability in formal education. The enhanced motivation in children to pursue further education along with their developed soft skills can be considered as the success of the project. The research also highlights the community's desire for empowerment through similar initiatives, acknowledging the gradual nature of this process.

Keywords: Life Skills, NAIPUNYA project, Tribal children

Life Skills Experiential Pedagogy - An Augmentative approach for Social Transformation

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Abstract

The knowledge produced in universities takes on a holistic dimension when participants have

firsthand experiences of reality. The combination of conventional and out of box approaches of life skills and experiential knowledge enable students to experience the three dimensions of education namely ethical & external, scientific, and technological, economic, and social. (Sivalingam & Yunus, 2017) Experiential pedagogy through life skills methodology is based on both case studies method and descriptive methodology.

1. Service Actions and their Role in Improving the Service Experience.
2. Self-Assessment and Awareness through a Reflective Experience
3. Exploring truth & the pursuit of purpose through contemplation in a Spiritual Experience.
4. Decisive actions made possible through assertive Servant Leadership Experience.

To become a true force for change in society, it is necessary to gain a more comprehensive understanding of challenges. Life Skills approach towards experiential process of reflecting on service experiences and analyzing it contextually creates a new personal experience that is more Reflective. Experiential pedagogy is rooted in the teachings of Jesus, who used his daily life experiences to teach people about God's kingdom and values. Jesus often taught starting with a service experience and following it with awareness and truth. Jesus washing disciple's feet (experience), discussed with peter (awareness) and they believed. (truth)(John13). For over 2000 years, this revolutionary pedagogical method has stood the test of time, resulting in numerous positive changes within society. Experiential pedagogy with Life Skills combination can ignite a spark in learners to find their own motivation and derive meaning from their education, leading to positive impacts on society.

Keywords: Life skills, Experiential pedagogy, argumentative approach

A Review on Life Skills Framework for Life Skills Trainers and Trainee for empowerment of Communities in the local contexts

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Abstract

The Youth have the intellectual, physical, social, emotional capabilities are very high, but unfortunately most of them are unable to utilize their potential to maximum due to various reasons. They face many emerging issues such as current global scenario, general scarcity of food as in a country or a large geographical area poverty, suicide, population explosion as well as other issues like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. that have an adverse effect on them and others too to a large extent. The cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. This new challenge requires immediate and effective responses from a socially responsible system of education. 'Education' is important, but education support and live life better is more important. This has been felt that Life Skills Education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society and helps in dealing with the above issues in a manner to get desired behavior and success. Imparting life skill through Life Skill Education will help youth to overcome such difficulties in life. The present paper focuses on the importance of life skills education and the benefits of imparting life skill education in our training curriculum. Developing a Life Skills training modules which help Indian society for effective imparting Life Skills i.e. developing social, emotional & thinking skills in youth/students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive well.

Keywords: Core Life Skills, Empowerment, Community, Current Global Scenario, Challenges, Un-employment

Post Covid Institutional Crisis II

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Abstract

This article is in continuation of an earlier attempt to study the effect of corona on work, infrastructure, employment, finances and productivity of staff where the psychology and productivity of the staff were directly affected. The attempt in the present study is to relate the effects of Covid 19 on academic performance, health, finances, family life, psychology and work related issues of students at undergraduate level. The methodology followed was that of the earlier study with pre-test, intervention and post-test tools and subjecting data to statistical analysis. The sample consisted of 14 students both boys and girls at undergraduate level. 16 variables were taken for statistical analysis. The variables were further categorized into 3 groups work related; psychology related; and others. Paired samples t tests were carried on the pre and post test data for all the 3 groups with standard deviation and standard error calculations and significance levels observed.

Keywords: Crisis; Institutions; Covid 19, Statistical analysis, undergraduate level, psychological issues, work related issues

Research Progress and Prospects of Life skills: A bibliometric overview

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Abstract

Life skills, defined as "those skills that enable individuals to succeed in the different environments in which they live, such as school, home and in their neighborhoods" (Danish, Forneris, Hodge, & Heke, 2004, p. 40), can be divided into emotional, cognitive, and social skills (Lerner et al., 2005; Turnridge, Cote, & Hancock, 2014). A variety of literature reviews focused on various aspects of life skills have been produced. The purpose of this bibliometric work is to give a thorough analysis of the existing literature on life skills, providing light on major trends, influential authors, most cited documents etc. In this paper, according to VOS viewer, the researcher makes a comprehensive bibliometric analysis of life skills namely from 1987 to 2023. After data processing, 827 life skills article papers were obtained from the Scopus data base. In terms of numbers, citations, and publication collaboration, a broad study is conducted using bibliometric variables at the levels of countries, institutions, and authors. The main contributing countries in the field of life skills are the United States, Canada and the United Kingdom. The most cited article is cited by 356 times. This study adds useful insights to both researchers and practitioners, attempting to navigate the evolving terrain of life skills by mapping the intellectual structure of the subject.

Keywords: Bibliometric analysis, Life Skills, Bibliometric over view, Scopus database

Debate- A Powerful Tool to Hone Comprehensive Life Skills in Higher Education

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Abstract

Debates have proved their worth over decades, as powerful tools to engage learners in constructive dialogues. The by-products of this fruitful engagement have been the development of communicative skills, critical thinking, research acumen, and social skills through teamwork and collaboration. The objective of the present study was to analyze the perception and decode the experiences of prospective teachers, regarding debates as not only being an effective instructional strategy but also a valuable tool to enhance the comprehensive life skills of participant learners. A series of structured classroom debates were conducted, to bring prospective teachers across subject methodologies to address the issues of common concern, be it socio-political or academic. The purpose of organizing these debates was to empower the youth to contribute their voice, via constructive dialogue and promote the culture of civil civic discourse- both of which are vital transferable life skills. With this, the focus was on building the competencies that are essential to traverse the increasingly vulnerable world. The analysis of the Survey conducted on 110 in-service teacher participants, post their debate experience, provided valuable inputs on their perceptions of debates as an effective instructional strategy to enhance life skills amongst youth as critical to addressing sustainable development goals. The focused group discussions that followed, were analyzed at two levels- skills developed during the course of preparation and skills developed during the actual presentation of the debate. These confirmed the validity of debates as pedagogical tools to hone life & leadership skills and afford an opportunity to instill firm groundings in civil civic discourse. The study supports the belief that if these life skills are developed in the prospective teachers of today, then there is hope that the same would be transferred to their own students.

Keywords: Debate, Life Skills, In-service Teacher Education

Life Skills Education in 21st Classrooms

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Abstract

All round development is the ever-cherished goal of education and it can provide sufficient knowledge and information to an individual but could not be guaranteed to bring desirable acceptance in the society. It is a person's ability to maintain a state of mental well-being and to demonstrate this in adaptive and positive behavior while interacting with others, his/her culture and environment. Psychosocial competence has an important role to play in the promotion of health in its broadest sense; in terms of physical, mental, social, etc. well-being. Sometimes it was found that a number of persons having high educational degree fail to adjust in their society along with behaviour disorders are also found in most of the adolescent. Imparting life skill training through inculcating life skill education will help 21st century students to overcome such difficulties in life and an attempt has been made in this present study paper to have a clear understanding of the concept and types of Life Skill Education towards why it is needed and who need it in the classroom situation. This review will be useful to administrators, policy makers, researchers, parents, teachers, etc. to implement effective life skills programs.

Keywords: Classroom, Curriculum, Education, Knowledge, Life Skills, Students, Teacher Role, Teaching

Effectiveness of Life Skills Training Programme on Self-calibration and Assertiveness among ITEP B.Ed. students in Kerala

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Abstract

This research paper aims to measure effectiveness of “Life Skills Training Programme” at improving self-calibration and assertiveness among ITEP B.Ed. students in Kerala. The paper expected to find out the followed by three objectives – first objective is to find out the current levels of self-calibration and assertiveness among the target demographic variables. Secondly, the researcher wanted to develop and validate a “life skills training program” for enhancing self-calibration and assertiveness among ITEP students. Lastly, the objectives aim to scientifically assess the effectiveness of “life skills training program” in enhancing self-calibration and assertiveness among the ITEP student in Kerala. Objectives (1) To find out the existing level of Self-calibration and Assertiveness among ITEP B.Ed. students in Kerala, (2) To develop and validate the “Life skill training programme” for enhancing self-calibration and assertiveness among ITEP students, (3) To find out the effectiveness of Life skill training programme for enhancing self-calibration and assertiveness among ITEP students. A Quasi experimental pretest post-test paired designed methodologies will be used for the proposed study. Descriptive survey method will be used for collecting data and standardized assessment tools will be utilized for check the levels of self-calibration and assertiveness among the ITEP B.Ed students. Population – All the ITEP students will be included for the proposed study in Kerala. Sample and sampling technique- simple random sampling technique will be used for selection of sample. Tools – Preparing of lesson transcript or instructional package for “life skill training programmes” for improving or treatment of selected dependent variables. Self-made validated scale will be used for checking the dependent variables - Scale for self-calibration and Assertiveness. Statistics to be used – Mean, median, Paired T-test. Along with the development, validation of “life skill training program” will be conducted in collaboration with life skill expert for making it relevant and applicable. The effectiveness of the program will be assessed through pre- and post- experimental design enabling a comprehensive evaluation on enhancing self-calibration and assertiveness among ITEP students. This research paper aims to develop core life skills competency among the ITEP B.Ed students in Kerala. Developing self-calibration and assertiveness will make students to overcome from emotional and cognitive problems. This study will provide evidence on the potential efficacy of life skills training in enhancing essential emotional variables like self-calibration and assertiveness among ITEP B.Ed. students. The implication of the study can help the students who have been suffering from problems related to lack of life skills. The strategy intervention is designed to make the students aware about necessary life skills for their personal and professional development.

Keywords: Life skills training programs, life skills, Self-calibration, Assertiveness, B.Ed. students

An Analysis of Life Skills Education in Secondary Schools of Nagaland

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Abstract

Life skills Education are qualities that enable young people to improve their mental well-being and competency as they face life's obstacles. In today's environment, life skills are required to enrich and strengthen one's life in order to optimize one's potential. Life skill education serves to enhance an individual's aptitude to meet the needs and demands of the present society, it helps in dealing with challenges in a way that results in desirable behavioural practices. Instilling life skill

education and offering life skill training will assist youth in overcoming such obstacles in life. The present study is an attempt to examine the status of life skill education in Secondary Schools of Nagaland, as well as the practices and activities used for imparting various types of life skills. The research will entail the survey of existing curricular subjects, journals, and secondary sources. This research abstract emphasizes the importance of imparting life skill education at the secondary level in Nagaland.

Keywords: Life Skills, Life Skills Education

Eloping Behaviour, Personality of Adolescents: Necessity of Life Skill Education - A Correlational Study

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Abstract

In the contemporary society running away and elopement the most dangerous situation specially among adolescents there are many factors behind elopement. This study examines whether the psychological and emotional state of family members also contributes to children's personality development and personality disorders. The objective of the study is relationship between eloping behavior and personality. To compare the male and female students on eloping behavior, and personality. To check the significance of life skill education of adolescence. The study follows co relational design, it investigates relationship between variable without researchers controlling or manipulating any of them. All the adolescents belonging to the Kerala constitute the population of the present study. Two schools were selected for the study as clusters and all the students of two schools Malappuram was the sample of present study approximately 500 Sample selection to analysis of the data in the present study, an attempt is made to find out prevalence of eloping behavior, personality of adolescents. The Big Five Inventory (BFI) was used to study the personality of students. Questions Results show that students high in agreeableness are active in including others in their activities, that they proactively express affection and form close relationships, and that they avoid outright control and domineering behaviors. Thus, the study revealed that behavioural problem is positively correlated with personality among adolescent. The study further revealed that there existed no significant difference in the mean scores of male and female adolescents on their eloping behaviour, personality trait and behavior problem among adolescents. This study shows the application of life skill education in adolescence is highly recommendable.

Keywords: Life skill education, Adolescence, Eloping Behaviour

Contemplative Education Practices for Enhancing Empathic Communication among Prospective Primary School Teachers

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Abstract

Contemplative Education can be defined as the set of practices that may foster particular forms of awareness in students, conducive to the conscious motivation and regulations of learning and freedom and transcendence in life more generally (Roeser & Peck, 2009). According to Covey (2013), the Principles of Empathic Communication are one of three critical dimensions for an individual to evolve from a state of independence to interdependence to attain public victory. This study attempts to bring insights into contemplative education activities and their impact on D.El. Ed. students. Effective Communication is an essential life skill in the Social skills category. D.El.

Ed. students were selected as the sample, and qualitative techniques were used for this investigation. Reflections of these future primary school teachers can be directed to bring sensible innovations and suitable modifications to life skill education programmes, especially in Effective communication skills.

Keywords: Contemplative Education, Principles of Empathic communication, Life Skills, Effective Communication Skill

The Landscape of Life Skill Education in Nepal: Current Realities and Future Horizons

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Abstract

Life skills education has emerged as a pivotal element across various sectors in Nepal, mirroring global trends seen in developed nations. This education paradigm shift is notably championed by figures like educationist Prof. Kedar Bhakta Mathma, former Vice Chancellor, Tribhuvan University, Nepal, Dilliram Sahrma, the president of the Social Studies Teachers' Society, and others who advocate for the positive impact of integrating social studies and life skills into the curriculum at the school level and others. The government's monumental step in 2020 in introducing the Social Studies Life Skills Education Curriculum signals a significant stride towards holistic education. In Nepal, Dr. Pramila Thapa, her team, Kuber Adhikari, and others are trailblazers in life skills education, having founded an institute dedicated to empowering and engaging individuals in discussions on diverse life skills topics. Their work centers on instilling a holistic approach, emphasizing the importance of experiential learning and life: A Journey of Life Skills and Emotional Intelligence. Looking to the future, life skills education is poised to play a crucial role. In a society marked by confusion, conflict, and competition, life skills education has become a compass, guiding individuals to recognize their own brands, strengths, and weaknesses. These skills enable critical and creative thinking, foster empathy and resilience, and instill the ability to work collaboratively with relationships and teams. Notably absent from traditional curricula, these skills are instrumental in understanding how to lead a happy, healthy, and prosperous life. As society gradually more realizes the significance of life skills in navigating the complexities of contemporary life, the journey towards a more comprehensive and holistic education in Nepal is underway. The application of the Social Studies and Life Skills Education Curriculum, despite initial debates, now stands as a testament to the country's commitment to shaping a more well-rounded and capable generation.

Keywords: Life Skills, experiential learning, holistic education

Life Skill Based Psycho Cognitive Exercises and Mental Health Acceleration

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Abstract

The World Health Organization has defined life skills as, "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". Life skill are the abilities and competencies that individuals need to navigate and succeed in various aspects of life. These skills are essential for personal development, effective communication, problem solving, decision making and overall well-being. The adolescent years are a critical period for the development of mental health and self-concept. Research indicates that interventions addressing psychological well-being during this stage have a lasting impact on an individual's

overall life trajectory (Paus, Keshavan, & Giedd, 2008). Furthermore, positive self-concept is closely linked to academic achievement, social competence, and overall life satisfaction (Marsh, 1990). Beyond the conventional realms of subject matter expertise, the cultivation of life skills becomes paramount. Life skills, encompassing cognitive, emotional, and social competencies, serve as the navigational tools that empower students to thrive in academic pursuits and successfully traverse the complexities of their personal and professional life. Hence, activities grounded in cognitive frameworks and positive psychological principles are to be imparted among the school curriculum to guide students towards a resilient mental state and a positive self-perception. Memory Training, Meditation, Mindfulness Exercises, Puzzles, Concentration improving workouts, Make Your Brain Work, Brain Gym with Hand, Mnemonics, N L P for Personal Growth and Success, these are some of the activities that can be practiced among students.

Keywords: Life Skills, Psycho Cognitive Activities, Memory Training, Meditation, Mindfulness Exercises, Puzzles, Concentration Improving Workouts, Brain Gym with Hand, Mnemonics, N L P for Personal Growth and Success

Significance of Life skills education as an enabler towards Personal and Professional Empowerment of individuals and communities in the Global and Local contexts

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Abstract

Life skills education serves as a transformative tool, fostering personal and professional empowerment within global and local communities. It equips individuals with essential abilities such as communication, problem-solving, and resilience, enabling holistic development to navigate challenges, pursue opportunities, and contribute meaningfully to society's advancement. Background of the study: Life skills education serves as a pivotal tool fostering personal and professional empowerment in both global and local settings. This study delves into the transformative impact of life skills education, examining its role in enhancing individual capacities and community development. Exploring its relevance within diverse cultural landscapes, the research aims to uncover the significance of these skills in enabling individuals to navigate challenges, cultivate resilience, and thrive in an increasingly interconnected world, contributing to societal advancement on multiple fronts. Objectives: Equip individuals with essential life skills such as communication, problem-solving, and adaptability to enhance personal development, cultivate a collaborative mindset, promoting teamwork and empathy for community engagement and Facilitate career readiness by imparting practical skills and enhancing employability. Methodology: The Methodology of the study followed the data from secondary sources and the interpretation of the given subject matter in a logical and systematic manner. Life skills education serves as a powerful catalyst for personal and professional empowerment, fostering resilience, adaptability, and interpersonal efficacy within individuals and communities. Its global and local impact manifests through enhanced abilities, equipping individuals to navigate diverse challenges and contribute meaningfully to a rapidly evolving world.

Keywords: Adaptability, Communication, Critical thinking, Resilience, Empowerment

On the role of Self-Awareness, Self-Efficacy and Well-Being in Career Choice of undergraduate engineering students: An Exploratory Study

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Abstract

This exploratory research aims to investigate the relationship among self-awareness, self-efficacy, well-being and career choice of undergraduate engineering students. The initial literature review identified several research works that focused on career choice, self-awareness, self-efficacy and well-being. However, no individual study has comprehensively addressed these three areas. Insufficient attention has been given to the correlation between an individual's well-being and their decision-making process regarding career path. While there is less data specifically examining this assertion, there are theoretical and observational reasons to suggest a positive correlation. The participants of the study were 147 undergraduate third year engineering students. The research evaluated the self-awareness outcomes questionnaire, the PERMA profiler and General Self-Efficacy scale. The results show a significant correlation between self-awareness, self-efficacy well-being and having a significant impact on career choices. The results point out the relevance of imparting programs that cater to improving the self-awareness, self-efficacy and wellbeing of young adults. Given India's increasing prominence as a global destination for skilled work force, it is crucial to examine the influence of these factors on job choices and create programs that assist young people in making better career decisions.

Keywords: Self-Awareness, Self-Efficacy, Well-being, Career Choice

Life Skills as one of the 21st Century Skills for Students Holistic Development

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Abstract

Life skills have been defined as "the abilities for adaptive and positive behaviour that enables 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 World Health Organisation has also laid down ten core life Skills and these are; Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem Solving, Effective communication, Interpersonal relationship, coping with stress and Coping with emotion. These life skills are essential in helping students deal constructively and positively with everyday life situations. Furthermore, 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 therefore act as an efficacious tool for empowering the youth to act responsibly, take initiative and take control of life. 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. According to the NEP, 2020, the aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual. All aspects of curriculum and pedagogy will be reoriented and revamped to attain these critical goals. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. This paper aimed at highlighting the importance of 21st century skills which include life skills in promoting holistic development among students.

Keywords: Life Skills, 21st Century Skills, Holistic Development

Harmonizing Emotional Intelligence, Life Skills, and Sales Proficiency: A Comprehensive Strategy for Elevating Life Insurance Agents' Performance in Sri Lanka

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Abstract

In the competitive landscape of Sri Lanka's insurance industry, comprising 19 non-life and 10 life companies regulated by the Insurance Regulatory Commission of Sri Lanka (IRCSL), strategic adaptation is crucial. This study addresses challenges posed by the intricacies of life insurance policies and the evolving influence of the millennial generation as Sri Lanka progresses towards middle-income status. Life insurance representatives, often independent contractors, serve as vital intermediaries between consumers and insurance companies, with their role extending beyond policy introduction to directly impacting premium collection and company performance. This research explores the interconnected realms of sales skills, emotional intelligence (EI), and life skills, considering the unique socio-economic context of Sri Lanka. While traditional focus centered on refining sales skills, this study advocates for a holistic approach, simultaneously developing emotional intelligence and life skills. It uncovers a reciprocal relationship, revealing that advancements in sales skills correspond with enhanced emotional intelligence and life skills. This dual enhancement not only fosters professional success but positively influences personal well-being. Methodologically, the study integrates an in-depth literature review, qualitative interviews with life insurance agents, and quantitative analysis of performance metrics. Findings underscore the interconnectedness of sales proficiency, emotional intelligence, and life skills, highlighting a symbiotic relationship contributing significantly to agents' success and well-being in Sri Lanka. The study concludes by emphasizing the critical importance of a holistic approach in training life insurance agents, suggesting that integrating emotional intelligence and life skills education with traditional sales training produces a resilient and adaptable workforce ready to navigate the evolving insurance landscape.

Keywords: Life Skills Education, Emotional Intelligence, Performance Enhancement, Sales Proficiency, Life Skills, Sales Skills, Insurance Industry, Sri Lanka

Enhancing Emotional Intelligence and Life Skills through Psychological Counseling Approaches among University Students

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Abstract

Background: This research investigates the efficacy of employing a combination of counseling techniques to enhance emotional intelligence-(EI) and life skills-(LS) among university students-(US). Over a two-year period, ten randomly selected participants engaged in regular psychological counseling sessions, aiming to address a spectrum of emotional, personal, and social life challenges commonly faced by students in academic settings. **Purpose/Objectives:** The primary aim was to assess the impact of diverse counseling approaches on participants' EI and LS. The research employed a unique assessment method, prompting participants to document per-

sonal reflections before and after counseling sessions. This method facilitated a comprehensive evaluation of the effectiveness of the techniques utilized in the counseling process. Methodology: The counseling sessions encompassed various techniques, including relaxation exercises, expressive writing, mindfulness practices, rational emotive therapy, and logotherapy. These interventions were strategically chosen to reinforce emotional intelligence and life skills. Analysis of self-reported measures, alongside counselor observations, formed the basis for evaluating the transformations experienced by the participants. Results: Participants initially grappled with issues related to self-esteem, relationship complexities, stress management, anxiety, depressive symptoms, and challenges in understanding emotions like jealousy and ego. Participants reported positive shifts; as enhanced comprehension of their thoughts and emotions, self-love and confidence, self-management, capacity development, improved decision-making, relationship management skills, demonstrated better stress resilience, financial independency during academic pursuits indicated personal growth and fostering positive behavioral changes. Conclusion: This study highlights the transformative effects of integrating diverse counseling techniques in elevating EI and nurturing LS among the US. The findings underscore the tangible benefits of employing a multifaceted approach in psychological counseling, offering holistic personal development and well-being in the face of diverse emotional, educational, and life challenges of US.

Keywords: Psychological counseling, university students, emotional intelligence, life skills, well-being

Empowering Minds, Building Resilience: Life Skills and Emotional Intelligence in Cult Prevention

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Abstract

Background: Cults are harmful organizations that impact people's well-being physically, mentally, socially, and spiritually. The global increase in cults raises concerns for society's safety and health. This study explores the importance of recognizing cults as a life skill, focusing on emotional intelligence. Purpose/Objectives: This research review aims to uncover the connections between emotional intelligence, life skills, and preventing cult involvement. The study analyzes existing literature to emphasize the crucial role of recognizing cults as a fundamental life skill. Methodology: The study reviews 60 research papers to examine how emotional intelligence and life skills relate to susceptibility to cult involvement. The goal is to provide insights into the proactive role emotional intelligence and life skills can play in preventing individuals from falling prey to cult influence. Results: The findings highlight a strong connection between emotional intelligence and life skills, showing that they enhance each other. The study underscores the critical importance of emotional intelligence and life skills in protecting individuals from the influence of cults. Conclusions/Discussions: The article emphasizes the need for research to increase awareness and develop effective prevention strategies against cults. It suggests that emotional intelligence is a key life skill, helping individuals navigate challenges and make informed decisions. The study contributes to a broader understanding of emotional intelligence, especially in Asia, particularly Sri Lanka. In summary, identifying cults is seen as an essential life skill for navigating today's complex world. The research supports integrating emotional intelligence and life skills education as a proactive approach to prevent cult involvement.

Keywords: emotional intelligence, life skills, cults, cult prevention, awareness programs, resilience, decision-making, Asia, Sri Lanka, global scenario

Igniting Minds: A Comprehensive Life Skills Program for Holistic Personal and Academic Development

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Abstract

In a rapidly evolving educational landscape, the Igniting Minds program by Mhitr emerges as a beacon, addressing the critical gap in our academic curriculum. This paper delves into the journey of implementing this life skills program, designed to equip individuals aged 6-25 with essential tools for navigating the complexities of modern life. Focusing on diverse age groups, from school-going children to young adults preparing for national-level competitive exams, Igniting Minds aims to instill 20 essential life skills through a meticulously structured curriculum. These skills, categorized into seven pillars, encompass vital aspects such as time management, emotional regulation, relationship management, critical thinking, and digital detox. Our presentation outlines the methodology adopted, featuring secondary research to identify patterns and challenges faced by today's youth. The findings emphasize the significance of addressing low self-confidence, limited critical thinking, and poor time management, identified as root causes leading to stress, anxiety, and depression. The paper further discusses the successful pilot program in Kapada district, where workshops were conducted in collaboration with schools, colleges, and institutes. Positive feedback from students, teachers, and even psychology students at a prestigious university underscores the program's efficacy. Notably, 89% of psychology students recommended the program for broader implementation across departments. While acknowledging the resonance of Igniting Minds with students, the paper addresses challenges faced during implementation, including time allocation and financial constraints. It advocates for the integration of such programs into the curriculum as interdisciplinary courses, emphasizing the need for support from educational authorities and private school associations. This paper contributes to the ongoing discourse on life skills education, showcasing Igniting Minds as a model for nurturing a generation capable of navigating the intricate demands of contemporary society. The findings underscore the urgency of incorporating comprehensive life skills programs into mainstream education, fostering competence and resilience among the youth.

Keywords: Life Skills Education, Igniting Minds Program, Holistic Development, Academic Curriculum, Youth Well-being, Mental Health, Educational Intervention, Interdisciplinary Education, Student Empowerment, Social and Emotional Learning.

A Comparative Study on the Level of Resilience among Introverts & Extroverts

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Abstract

Resilience is an essential psychological life skill present in everyone enabling one to adapt or bounce back from challenging life experiences. The Present study aimed to find out the Level of Resilience among Introverts & Extroverts. The purpose of the study was to see whether there is a significant difference in the level of resilience among Introverted & Extroverted samples. The Objectives of the study were to find out the levels of Introversion, Extroversion & Resilience among Young adults. The Research design adopted for the study was Quantitative research design. The Hypothesis framed for the study was Null Hypothesis. The Sampling technique adopted for the

study was Purposive sampling method which is one of Non – probability sampling techniques & the samples selected for the study were young adults, age ranging from 18 to 25 respectively. The sample size of the study selected for the research was 150, containing both Male & Female college students of various departments from DR. M.G.R University, Chennai, Tamil Nadu. The selected samples were equally divided into Introverts (75) & Extroverts (75) in order to find out the level of resilience among them. The Questionnaires used to collect data from the samples were 'Eysenck's Personality Questionnaire (Extroversion) & Brief Resilience Scale'. Independent T- Test analysis was done for the data in order to compare the means of 2 divided groups by using SPSS Software. The results of the study have shown that the significance level from the T – Test analysis of data is '0.389' (Non – Significant.). The study concludes that there was no significant difference in the level of Resilience among Introverts & Extroverts.

Keywords: Personality, Introversion, Extroversion, Resilience, Young adults

Emotional Expressivity, Emotional Regulation and Life Satisfaction among Young Adults in Chennai

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Abstract

This research study intends to explore the relationship among emotional expressivity, emotion regulation and life satisfaction of young adults in Chennai. Emotions are very short-lived feelings that come from a known cause. They are displayed through sudden physical body language and facial expressions, such as by smiling when happy or crying when sad. Emotional expression is simply the acknowledgement of these emotions we are built to feel. Life satisfaction has been defined as "a person's cognitive and affective evaluations of his or her life". The study aims to find out the relationship between these three variables comprising of 162 samples constituting males and females using convenience sampling technique. The study will be quantitative in nature adopting ex post-facto research design using the standardised tools such as Berkeley Expressivity Questionnaire - Gross, J.J., & John, O.P. (1997)., Emotional Regulation Questionnaire - Gross, J.J., & John, O.P. (2003)., Satisfaction with life scale - Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The data drawn will be analysed using SPSS with appropriate statistics. The results and discussion and the conclusion will be discussed in detail on the full paper.

Keywords: Emotional Regulation, Emotional expressivity, Life Satisfaction, Young Adults

The relationship between Fear of Happiness and Perceived Happiness among Male and Female Young Adults

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Abstract

Fear of happiness, is an attitude towards happiness in which individuals may deliberately avoid

experiences that invoke positive emotions or happiness. Whereas Perceived happiness can be defined as one's appraisal of one's own level of happiness and life satisfaction. The need for this study is to find how much the fear of being happy makes a person restrict themselves to experience positive emotions. The aim of the study is to find the relationship between fear of happiness and perceived happiness among male and female young adults. The study also aims to find the gender difference in fear of happiness and perceived happiness among male and female young adults. The sample of the study comprises 100 participants, consisting of 50 male and 50 female young adults. The research design used was Ex Post facto method and the sampling techniques adopted for the study were convenience and snowball sampling. The samples selected for the study were young adults of age ranging from 18 to 25. The tools used for measuring were the fear of happiness questionnaire developed by Joshanloo (2013) and the subjective happiness scale by Dr. Sonja Lyubomirsky. Pearson's product moment correlation was used to find the relationship between fear of happiness and perceived happiness among male and female young adults. The findings showed that there is no significant relationship between fear of happiness and perceived happiness among male and female young adults. Independent sample t-test was used to find the gender difference in fear of happiness and perceived happiness among male and female young adults. The findings showed that there is no significant difference among male and female young adults in fear of happiness and perceived happiness. It was also found that perceived happiness was less in male sample when compared to the female sample.

Keywords: Fear of happiness, Perceived happiness, young adults

Interpersonal Relationship Skills and Decision-making Skills among Young Adults

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Abstract

This study intends to explore the interpersonal communication skills and decision-making skills among young adults who are in relationship. Both interpersonal communication and decision making are vital among young adults as it's the stage in life individual involves in romantic relationship. Halpern-Felsher et al. (2016) conducted research on Decision-Making in Adolescents and Young Adult. In this genesis the study explores the relationship between interpersonal relationship and decision making among 100 young adults studying in college across Chennai using convenient sampling technique. The research design adapted for the study was quantitative in nature and ex-post facto research design. The Questionnaires used to collect data from the samples were Interpersonal communication inventory by Millard J Bienvenu, Sr & Decision style scale (DSS) by K Hamilton, SI Shih, S Mohammed. The correlation analysis will be carried out to find the relationship among young adults. The detailed results will be discussed in full paper.

Keywords: Interpersonal communication, Decision making, Young adults

The relationship between Impostor phenomenon and Social Safeness and Pleasure among Young Adults

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Abstract

Impostor phenomenon, is a psychological pattern characterized by persistent feelings of inadequacy and fear of being exposed as a fraud. Whereas social safeness and pleasure refers to a sense of emotional safety and connection in social relationships. The present study aimed to find out the relationship between Impostor phenomenon and Social safeness and pleasure among male and female young adults. The Questionnaires used to collect data from the samples were Clance impostor phenomenon scale (CIPS-10) and the social safeness and pleasure scale (SSPS). The study adopted the Ex post facto research design to test the hypothesis and appropriate statistics were used to draw conclusions. The Sampling technique adopted for the study was convenience and snowball sampling & the samples selected for the study were young adults, age ranging from 18 to 23 respectively. The sample size of the study selected for the research was 200, containing 100 Male & 100 Female college students. Results of the Pearson correlation indicated that there was a significant relationship between Impostor phenomenon and Social safeness and pleasure which indicated a positive correlation ($r(200)=0.1464$, $p=0.038585$). Independent t-test was computed to find out the difference in the scores of impostor phenomenon and Social safeness and pleasure among male and female young adults and the results showed a significant difference in impostor phenomenon between male and female young adults ($t(198)=2.79886$, $p=0.005636$) and no significant difference in social safeness and pleasure in male and female young adults ($t(198)=0.190374$, $p=0.058374$). Improving social safeness and reducing the impostor phenomenon sends the message that everyone is valued and has something important to contribute.

Keywords: Impostor phenomenon, social safeness and pleasure, young adults

A Study on Family Functioning, Self-esteem and Emotional intelligence among Adults

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Abstract

Family functioning refers to the social and structural properties of the global family environment. It includes interactions and relationships within the family, particularly levels of conflict and cohesion, adaptability, organization, and quality of communication. Whereas self-esteem refers to describe a person's overall sense of self-worth or personal value and emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. The Questionnaires used to collect data from the samples were Self-Esteem (Rosenberg .M (1965). Emotional Intelligence Scale (Schutte 2009) and Family Functioning Scale (FFS). The significance of family functioning is reflected in self-esteem and emotional intelligence of adults. To support the findings of the current study, two previous studies were reviewed. Ghanawat et al. (2016) conducted a cross-sectional study on the relationship between family functioning and emotional intelligence in adolescents. Similarly, Saleha Bibi et al. (2016) investigated the connection between self-esteem and emotional intelligence among university students in Pakistan In this genesis the current study aim to explore the relationship among these

three variables. The sample size is 170 comprises of 91 female and 79 male were collected using convenience and snow ball sampling technique & the samples selected for the study were adults, age ranging from 18 to 40 respectively. The research design adopted was Ex-post facto as it's an explorative and descriptive in nature. The data collected were analysed using appropriate statistics like correlation for finding the relationship among family functioning, self-esteem and emotional intelligence. Also, independent sample t test was calculated to explore the gender difference on the variables as mentioned above. The results of the current study indicate a significant positive relationship between family functioning and self-esteem. This suggests that an increase in family functioning is associated with an increase in the value for self-esteem. Furthermore, the study found a positive correlation between emotional intelligence and self-esteem, indicating that higher levels of emotional intelligence are associated with higher levels of self-esteem. The study also found significant gender differences in family functioning and emotional intelligence females reported higher levels of family functioning and emotional intelligence compared to males. However, there was no significant difference in the mean scores of self-esteem between females and males. These findings suggest that interventions aimed at improving family functioning may have positive effects on emotional Q and self-esteem.

Keywords: Self-esteem, Emotional intelligence and Family functioning, Adults

Explorative Study: Forgiveness, Self-Esteem and Psychological Well-Being among College Students residing in Chennai

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Abstract

Forgiveness is an essential life skill that a human should possess in order to lead a positive life with positive emotions. The main objective of the study is to investigate the relationship between forgiveness, self-esteem and psychological well-being among college students. Convenience sampling technique was adopted to identify 150 college students (107 males & 43 females). Explorative research design was used to conduct this study. Ryff's Psychological Well-being Scale (Ryff and Singer, 1995), Heartlands' forgiveness scale (Thompson, L. Y., & Synder, C. R., 2003) and Rosenberg self-esteem scale (Rosenberg, 1965) was administered to explore the relationship between these variables under study. SPSS (20.0) was used for data analysis. The analysis included the use of descriptive statistics such as measures of central tendency and inferential statistics such as correlation. The findings of the study indicate that males have higher psychological well-being, Self-Esteem and Forgiveness. Correlation (2-tailed) was used for understanding the relationship among forgiveness, self-esteem and psychological well-being. There was a statistically significant positive relationship between psychological well-being and forgiveness ($r=0.266$, $p<0.001$) and also, a statistically significant positive relationship between psychological well-being and self-esteem ($r=0.202$, $p<0.005$). The study also throws light on how forgiveness as a life skill can be used to reduce the risk of both physiological and psychological disorders. Thus, it emphasizes that college students have the ability to forgive themselves, others and the situations that have caused suffering for them. This would aid in sustaining good well-being and the ability to accept their value, worth and capabilities.

Keywords: Psychological well-being, Self-Esteem, Forgiveness, Positive emotion

The relationship between Social Media Addiction and Procrastination among young adults

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Abstract

Procrastination is the act of putting off the work that a person is doing till another day or time because he/she does not want to do it. A person may procrastinate owing to a lack of motivation towards performing a task or work. Using social media becomes problematic when people view social networking sites as a vital coping mechanism to relieve their stress, loneliness, or depression. Social media use provides these people with continuous rewards that they are not receiving in their real lives. Social Networking sites provide these kinds of people with the chance to socialize and feel relatedness in spite of being physically separated. People with social media addiction may need to work on their work as they spend so much time on social networking sites. The study aims to find the relationship between social media addiction and procrastination. The sample consisted of 100 young adults from Chennai and other places in the range of 18-35, out of which 50 are male and 50 are female. The research design used here is correlation research design to study the relationship between the variables. The data collection was carried out using tools like the Bergen Social Media Addiction Scale developed by Andreassen, (2017) and the Procrastination Scale developed by Lay, (1986). Pearson's product-moment correlation was used to find the relationship between social media addiction and procrastination among young adults. The results of the study revealed that there was no significant relationship between social media addiction and procrastination. This study was carried out during post covid and the result indicates that the students were welcoming academic commitments with scheduled social media usage. This may be due to boredom in online mode and excessive digital exposure for quite a long period which was crucially affecting the academic achievements. Hence the change in the mode of teaching would have brought some positive changes to regularize social media usage.

Keywords: Social Media, Procrastination, Young Adults, Correlation



THEMATIC SESSION – 4

Cultivating Entrepreneurs and Fostering Employability: Life Skills for Self-Reliance and Innovation



Life Skills Awareness as A Determinant of Entrepreneurship and Employability Skills among Postgraduate Students

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Abstract

The neoliberal, post-globalized together with the atrocities of the pandemic had led to a labour culture where competency and confidence to tap the resources in an optimum way is the solution for marching ahead for a sustained economy. India is the youth country in the world, if this demographic dividend is not properly utilized it will naturally be proving a demographic catastrophe. Higher Education is proven as a bookish exercise without promising opportunities. Many factors can be attributed to this. To face the new challenges, it is foolish to expect that the government system can provide jobs for all the graduates in a country and hence it is highly essential to generate Employment Skills among Undergraduate and post-graduates. After establishing the relevance of Employability and Entrepreneurship, this research effort tries to identify the potential role of Life Skills Awareness as a determinant factor in practicing Employment Skill and Entrepreneurship skills. This is highly relevant in the context where the nation is making all its efforts to materialize the envisioning of NEP 2020 and UGC has come up with the guidelines for implementing "Jeevan Kaushal" in the Undergraduate System. This study collects data from 600 postgraduate students of Kerala on their Life skills awareness, employability skills and Entrepreneurship through standardized tools developed by the researcher. The regression analysis and the equation generated clearly prove that Life Skills Awareness is a strong determinant in predicting Entrepreneurship and Employability skills. This further calls for all the partners of education and psychosocial context to wholeheartedly integrate Life Skills at all levels of education, particularly Undergraduate and post-graduate as these stages are very much vulnerable with respect to the setting stage of a youth.

Keywords: Life Skills, Entrepreneurship and Employability Skills

Exploring Employability Awareness and Communication Skills: A Comparative Study of Keralites and Non-Keralites in Central University of Kerala

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Abstract

This paper delves into the crucial aspects of employability awareness and communication skills among the diverse student population at the Central University of Kerala. In an era marked by globalisation and increasing intercultural interactions, the study aims to examine potential variations in employability awareness and communication proficiency between Keralite and non-Keralite students. By employing a comparative research approach, the paper seeks to shed light on the existing dynamics and identify factors that may contribute to disparities in employability readiness and communication competence.

The research methodology involves surveys and quantitative assessments to gather comprehensive data on students' perceptions, awareness levels, and communication abilities. Through a systematic analysis of the findings, the paper aims to provide valuable insights into the current state of employability awareness and communication skills within the Central University of Kerala. The study has found that there is a significant difference in employability awareness and communication skill among Keralites and non-Keralites in central university of Kerala. Further the study suggests the importance of addressing these disparities and advocates for proactive measures to

enhance employability and communication skills among the diverse student population of central university of Kerala. The study presents a life skills-oriented intervention approach for enhancing employability and communication skills among the students of central university of Kerala by adopting a context of their native culture.

Keywords: Employability Awareness, Communication Skills

Empowering Futures: Unveiling The Significance Of Entrepreneurship And Life Skill Attainment In School Education

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Abstract

Entrepreneurship is highly significant nowadays as it drives economic growth, fosters innovation, creates job opportunities, and contributes to societal development. Entrepreneurs play a crucial role in shaping industries, driving competitiveness, and addressing emerging challenges. Overall, entrepreneurship is a key driver of positive change and progress in economies around the world. This project explores the fundamental role of life skills in shaping individuals into successful entrepreneurs and aims to assess the effectiveness of life skill training imparted by schools in fostering entrepreneurial capabilities. Skills required to become entrepreneur include Creativity and Innovation, Risk Management, Adaptability, Leadership, Financial Literacy, Networking, communication, Decision-Making, Resilience, Time Management, Customer Focus, Sales Skills.

The methodology involves a comprehensive analysis of existing curricula, surveys to assess student perceptions, and case studies on successful entrepreneurial education programs. Results aim to highlight the correlation between entrepreneurship education and the acquisition of essential life skills. Our study reveals a current deficiency in incorporating essential life skills related to entrepreneurship within school education. In conclusion Curriculum redesign, emphasizing experiential learning, integrating mentorship programs, and enhancing career guidance would help in optimizing school education to empower students for future success through entrepreneurial endeavours and holistic life skill development can be achieved easily.

Keywords: Entrepreneurship, Life skills, Curriculum design, School, Experiential Learning, Critical thinking, Resilience, Mentorship



THEMATIC SESSION – 5

Life Skills Education as an Instrument to foster Gender Equality and Social Inclusivity



Empowering Women: Navigating Life's Challenges and Triumphs

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Abstract

Navigating through life can be more challenging. Women, the multitaskers should build a gap between life and challenges, but most of them, even though highly educated fail to cope up with their emotions and mental struggles. The objective of the study is to reduce these stress and depression through life skill. In this scenario they are unable to utilize their potential. The internal stress and social expectations lead to moments of uncertainty, self-doubts and disappointments. These challenges in the present and for future can be solved through life skill education. Life skills serve as a utility tool belt that they can always carry with them and utilize whenever they face life challenges. These can be any socio-emotional cognitive skills. The methodology of study is through survey, focus group discussions and detailed analysis of physical and emotional stability among woman going through different stages of life. The solution to the mental struggle is comprehensively explained. The conclusion explains the strategies to foster life skills which are based on the challenging life of women and the study focuses on how life skill training enable woman to plan and travel across life's complexities with resilience and empower them to take charge of their lives. Thereby concludes that life skills can uplift the self-concept of women.

Keywords: life skills, empower, socio-emotional stability, survey

The Significance of Life skills as an Instrument to Foster Gender Equality and Social Inclusivity

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Abstract

Gender equality and social inclusion are central to the development process. If we want to ensure that the process is equitable, and benefits reach marginalized groups, the development process must be informed by diverse voices. Men and women both are integral part of the society, complementing each other in every aspect. Gender equality thus emphasizes freedom of choice and equality of opportunity for all men and women. Background Study: This scenario requires immediate and effective responses from a socially responsible system of education. Here comes the role of Life Skills. Due to the growing complexities of modernization, liberalization, and globalization importance of life skills has been recognized worldwide and the concept of life Skills based education has been adopted in many countries. Objectives: To analyse the significance of life skill education in promoting gender equality and social inclusivity. To explore the major strategies adopted by various governments and organisations to promote gender equality through life skill education. To look into the major challenges in fostering gender equality and social inclusivity. Methodology: The Methodology of the study followed the data from secondary sources and the interpretation of the given subject matter in a logical and systematic manner. Conclusion: Life skills are abilities for adaptive and positive behaviour that enable humans to deal effectively with the demands and challenges of life. Life skills are considered as a range of psycho-social and cognitive abilities that prepare children to make informed decisions and choices to direct their emotional well-being and communicate effectively. Life skills are essential for successful living. Life skills education is a very significant and vital part of educational system.

Keywords: life skills, life skill education, gender equality, social inclusivity

Efficacy of Life Skill Education on Gender Equality

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Abstract

In this 21st century if we speak about the gender equality, it's not merely about the equality of men and women; it's far apart from that. Gender equality is the foundation of a happy and a peaceful society. All the genders have equal amount of rights and opportunities." Life skill education is the ability for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life." (WHO, 1995). The efficacy of life skill education in promoting gender equality is an important field of study. The purpose of the study is to identify the effect of life skills education for promoting gender equality. This will be qualitative research where primary and the secondary data will be used. Here the tools emphasized are interview and group discussion method. Purposive sampling technique will be used. The population of the study would consist of students enrolled in Ajmal Group of Institutions. The focus is to unlock and explore the insights into the educational initiatives aiming to fill the gap and promote the equality between genders. The proper implementation of life skills education encourages the students to break down the gender stereotype and brings a hope of light to the genders deprived of their rights. It could be concluded by saying that life skills education assesses the students to break down the gender stereotypes and encourage the impartial society.

Keywords: Gender equality, Life Skill Education

Life Skills Education as Capital: A Study of Youth in Srinagar City

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Abstract

Events during the first decade of millennium have profoundly affected gender roles. The study of gender emerged as one of the most important trends in the twentieth century. Gender equality emphasizes freedom of choice and equality of opportunity for all men and women. Women throughout the globe have to be dependent on their male counter parts to make choices and decisions for them in one aspect of life or the other. It is in this background that current study is undertaken. The study is interested in analysing whether and in what way life skill education fosters gender sensitivity among the Youth. In this perspective, the aim of this paper is to explore the role of life skill education as a specific form of capital that gives the courage to handle any kind of situation and improve the social competence, confidence and esteem among the Youth. The paper is grounded on the findings of primary data collected in 2023 from youth (aged between 18-21 years) residing in Srinagar city using in-depth interview schedule substantiated with participant observation and group discussions. The findings suggest that the life skill education is helping in inculcating the spirit of gender equality and social inclusivity among the youth. In order to achieve empowerment and gender equity, life skill education must be made accessible to all. Life skill education can open up new avenues for women and thus lessening the male-female divide.

Keywords: gender equality, capital, life skills education, inclusivity

Examining The Influence of Life Skills Education on Young Women's Participation in Democracy and Empowerment Pursuits

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Abstract

This work investigates the impact of life skills education on young women's engagement in participatory democracy and their engagement with issues related to women's empowerment, thus enforcing some of the Sustainable Development Goals. Life skills education, comprising of critical thinking and effective communication constitutes an effective intervention aimed at overcoming communication barriers, gender stereotypes, and unequal representation. This paper believes that life skill education destroys communication impediments, rejects feminine myth, and forms in active civic participation skills for women, creating a generation of young females, ready for active democracy practice. Based on various evidence from case studies and other secondary sources, the present study recommends on incorporation of life skills education in various settings like the formal and the non-formal ones. Under this model, young girls are expected to be not only well educated but also have relevant skills needed for effective democratic deliberations.

Keywords: Life Skill Education, Women, Democracy, Sustainable Development Goals

A Comparative Study of Life Skill acquisition among Secondary School Students in Coeducational and Segregational Classroom setting in Trivandrum District

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Abstract

This comparative study explores the nuances of life skills development among school students in coeducational and segregational classrooms in Trivandrum District. Recognizing the pivotal role of life skills in shaping well-rounded individuals, the research aims to assess and compare the social, communication, emotional intelligence, and academic performance aspects across these two classroom settings. The study employs a structured questionnaire administered to a diverse sample of students, encompassing various grades and genders. The questionnaire addresses key dimensions of life skills, gauging comfort levels in social interactions, teamwork proficiency, and confidence in expressing thoughts, emotional intelligence, and perceptions of academic performance. The research is motivated by the hypothesis that the classroom environment, specifically its gender composition, can significantly influence the acquisition and manifestation of life skills. By comparing coeducational and segregational classrooms, the study seeks to uncover patterns, differences, and potential correlations that may contribute to informed educational practices. The findings of this study hold significance for educators, policymakers, and parents, offering insights into the factors that may impact students' holistic development. It is anticipated that the results will contribute to the ongoing discourse on educational methodologies and inform decision-making processes regarding classroom structures. Furthermore, the study recognizes the cultural and regional context of Trivandrum District, acknowledging the importance of tailoring educational approaches to the specific needs and dynamics of the local community. In conclusion, this research endeavors to shed light on the intricate interplay between classroom composition and life skills development among school students in Trivandrum District. By delving into the multifaceted aspects of social, communication, and emotional intelligence, as well as academic performance, the study aims to provide valuable insights that can foster a more nuanced understanding of effective educational practices in the region and beyond.

Keywords: Life skill, coeducational, segregational, secondary students

Need of Life Skill Education to Promote Gender Equality

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Abstract

In the 21st century, where all nations strive to achieve sustainable development goals, one of the most significant goals is securing gender equality by 2030. Gender equality emphasizes on establishing a society ensuring equal rights and opportunity for both men and women and vital realization of human rights for all. Life skills is a significant instrument to promote gender equality in present society where various gender-based issues emerge every day. Inclusion of life skills in education and developing life skills in women will contribute to women empowerment and make them efficient to face challenges in this progressive world. Life skills such as creative thinking, decision making, problem solving, self-awareness and so on can unfold many avenues for women. The objective of the paper is to understand the importance of life skill education to protect and promote human rights and assure equality of opportunity for women which will eradicate inequalities from society. The paper based on secondary methodology and the expected outcome is that life skills are key to ensure equality in all aspects of life for women which will contribute to establishing a gender just society. Life skills also boost women to make them realize their role for society's development as they are the human resource of the society.

Keywords: Life skill education, gender equality, human rights, women empowerment

The Impact of Life Skills Education on Social Integration Among Transgender Individuals: Study on The Importance and Effectiveness of Empowering Life Skills for Enhanced Well-Being and Community Inclusion

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Abstract

Integrating into the mainstream community remains nearly impossible for a transgender individual due to long-standing cultural norms and social stigma. This study endeavors to analyze how life skills education profoundly shapes the social integration of transgender individuals. The comprehensive qualitative study delves into the experiences and perspectives of transgender individuals and activists regarding the importance and effectiveness of life skills education in fostering enhanced well-being and community inclusion. The data obtained from in-depth interviews and focus group discussions with transgender individuals and experts are used for this study. The results indicate that life skills education for transgender individuals will enhance social inclusion and integration as well as the overall well-being of transgender individuals. The study highlights the existing literature and provides valuable insights for educators, policymakers, and advocates working towards creating more inclusive and supportive environments for transgender communities.

Keywords: Transgender, Life Skills, Gender, Social Integration, Community, Well-being

Fostering Gender Equality through Life Skills Education: Magic Bus Case Study

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Abstract

Background: Magic Bus India Foundation, working with adolescents and youth from economic resource challenged communities realized the restricting conditions in which girls lived with very little access to play, mobility, education and economic resources. Objectives: To empower adolescent girls and young women through life skills education. Methodology: Magic Bus offered life Skills education using an experiential learning approach, to adolescents and youth in the community set up and worked with community members as well, as they are the key decision makers to achieve step-by-step empowerment for girls. Baseline and end line have been conducted in some projects and quantitative and qualitative has been collected to analyze the results of the intervention. Results: Overall, it is visible that gender sensitivity has improved for boys as well as girls. Career Aspirations have gone up for girls through the life skills education intervention. Some other Gender Equality subdomains in which Magic Bus participants have gained positive movement through life skills education are Right to Play, Social Mobility, and Access to education, Economic Empowerment and Agency. The research paper is intended to elaborate how Magic Bus India Foundation's model of Life and Employability Skills and its delivery methodology has fostered Gender Equality across many contexts. Conclusion: Life skills Education is a very powerful instrument to foster Gender equality.

Keywords: Life Skills Education, Magic Bus India Foundation, Sports for Development, Gender Equality, Women's empowerment

The Relevance of Life Skills for Women in Disaster Prone Areas

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Abstract

India is a disaster-prone country with diverse geographical attributes. The manifold impact of disaster varies according to gender identity and it has been well documented that women are more susceptible to the consequences of disasters. Lack of own resources and property which they have control over, gender- biassed oppression and other existing inequalities make women vulnerable to the consequences of disasters. As the causes of vulnerability are deeply rooted in the socio-cultural contexts, empowering the women through life skills education can benefit not just themselves, but also the community at large. According to the WHO, life skills refers to a group of psychosocial competencies and interpersonal skills that may be directed towards personal actions, actions towards others and also towards actions to change the surrounding environment. The current research paper will explore the relevance of life skill education in disaster management with reference to women in Kerala. As the state of Kerala is multi-hazard prone and is known for its recurring disasters, the given paper will utilise the existing literature and case studies to establish the relevance of life skills education for women in the context of a disaster. Life skills education can equip the women to adapt better to the disaster as well as its aftermath such as mental, physical, emotional and socio-cultural impacts. Prior training of life skills education can in turn help build their capacity and preparedness to deal with the disaster as well as their role during relief, rehabilitation and reconstruction. Thus, it helps in transforming their role as merely a survivor to a caregiver for the most affected population.

The research study points out the recommendations for policy makers and the need to integrate life skills education into disaster management preparedness plans to reduce impact of disaster on women.

Keywords: Life skills education, women, disaster, disaster management, caregiver

Gender Equality and Social Harmony through Life Skills Development

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Abstract

In the 21st century, women have become crucial players for building resilience and community strengthening as well as the natural resources management as the world faces numerous natural disasters and man-made disasters while climate change rises sharply in the globe. In addition, it should not leave the gender roles in fostering community empowerment by means of equality and harmonized society in every sustainable approach. Furthermore, when we emphasize gender equality and social harmony, the primary vital is to provide awareness to the public with the purpose of understanding that. Likewise, to be able to understand those keywords such as gender, equality, and social harmony, the people require to comprehend life skills' knowledge. In accordance with my phenomenon, in that case, life skills education is an essential part especially for social workers who are directly dealing with communities. If they have limited or lack life skills education, they cannot lead the communities in equal and harmonized ways. Therefore, the purposes of this paper is "to amplify that life skills awareness plays a crucial role in community empowerment in civilization intended to sustainable development" and "to be able to notice especially for the social workers and human rights defenders that, it is impossible to build equality and harmonized society among diverse groups unless the fundamental life skills are not qualified". By combining my phenomena, secondary research, and UN guiding principles on gender equality through life skills, this paper will identify those connections between life skills education and sustainable development through gender equality and social harmony. To conclude, this paper will absolutely enlighten people in all sectors to consider life skills education development to build a harmonized society intended for sustainable development.

Keywords: Gender Equality, Social Harmony, Life Skills



THEMATIC SESSION – 6

**Application of Life Skills to empower differently abled and
Socially, Economically and Culturally Disadvantaged
Communities**



Life Skills: Improving Perceived Self-Efficacy and Resilience among Children Separated from Families

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Abstract

As per the Multidimensional Poverty Index, released by NITI Aayog in 2021, one in every four Indians live in poverty. While there are many reasons such as illness, death of parents, divorce, job loss, conflict, a child may end up in a child care Institution or children's home often due to poverty. It is well established that factors such as poverty, lack of education opportunities, mental health challenges, addiction, peer influence can lead children to situations of vulnerability, family separation and or crime. For systematic and holistic development of these children and family, the socio-legal approach put forth by the Juvenile Justice Act 2021, recognizes that while children need to take responsibility for their behaviour, they also require opportunities to steer their life towards socially constructive ways. In this direction, developing life skills, especially resilience and self-efficacy, among children becomes paramount, which helps them in dealing with destabilisers in their lives and meeting aspiration.

This study examines the effectiveness of life skill training given to the children separated from families for various reasons. The assessment was completed with 136 children, 52 children newly admitted in CCIs and not exposed to LSE, while 84 children earlier admitted to CCIs and were re-integrated back to the family post family strengthening intervention including LSE. With these children, two broad skills, perceived self-efficacy and resilience were measured using standard scales, that are tested for this specific age group in multiple contexts including in India. Measurement of perceived self-efficacy reflects that 51% children, who were exposed to Miracle Foundation India's Life skill program have a good level of self-efficacy as compared to 33% children, who were not exposed to the same. The organization has been working in the realm of family strengthening, building agency of children and youth to realize their full potential.

Keywords: Life Skills, Perceived Self-efficacy, Resilience, Family Separation, Institutional Care, Multi-dimensional Poverty Index, Best Interest of Child, Family Strengthening. Thrive Scale™ Methodology

Life Skills Education and Marginalized Women Empowerment in India: New Prospects for Better Life

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Abstract

The increasing prominence of life skills education is enhancing development and raising living standards. Skill development should be an integral part of education. In India, women's education is a major focus for both the government and civil society due to its pivotal role in the country's progress. Education stands as a cornerstone for women's empowerment, equipping them to tackle modern challenges. Neglecting the importance of education in empowering women would undermine India's trajectory towards becoming a superpower. Education is a potent tool for transforming women's societal status, granting them the liberty to lead meaningful lives, while skill development amplifies this liberty by fostering prosperity. Empowerment is the creation of a social environment where individuals have the autonomy to make decisions, individually or collectively,

for societal change. India's Constitution empowers the state to adopt affirmative measures for women's empowerment. Education plays a pivotal role in transforming the lives of women, particularly marginalized individuals who require better facilities like skill education to become self-sufficient and independent decision-makers. Moreover, families and society need to play a more supportive and cooperative role. Education not only reduces inequalities and gender biases but also empowers women to actively contribute to society and the economy. It equips women with the ability to explore the world, engage fully in the development process, secure better jobs, start businesses, and gain financial independence. This paper focuses on studying the specific roles of education in skill development and women's empowerment in India. This research paper uses the methodology as historical, analytical and descriptive to understand things critically. It emphasizes the importance of ensuring that women receive education that provides them with worldly knowledge, critical thinking skills, and practical abilities, fostering self-confidence and self-respect.

Keywords: Life Skills Education, Women Empowerment, Indian Constitution, Marginalized Women and Education

A Holistic Framework for Life Skills Education for Individuals with Disabilities in Alignment with NEP 2020

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Abstract

This paper introduces a comprehensive framework for life skills education tailored to individuals with disabilities, in harmony with the principles outlined in the National Education Policy (NEP) 2020. The present paper is conceptual paper which introduces a framework of life skills for individuals with disabilities. An exploratory design will be used for the study. The existing literature were reviewed and analyzed for the preparation of the framework. Embracing inclusivity as its core tenet, the proposed framework integrates Universal Design for Learning (UDL), person-centered planning, and a collaborative ecosystem to cater to diverse learning needs. The curriculum emphasizes holistic development, incorporating physical, emotional, and social skill enhancement. Through inclusive assessment practices, teacher training, and community engagement, the framework ensures equitable access to education for all learners. Furthermore, it emphasizes the use of technology for personalized learning experiences and prepares students with disabilities for successful transitions into adulthood. This paper aims to contribute to the ongoing discourse on inclusive education by providing a practical and adaptable blueprint that fosters the holistic development of individuals with disabilities, aligning with the transformative vision of education outlined in NEP 2020.

Keywords: disabilities; inclusive education; life skill education; nep 2020

Importance of Life Skill Education in Differently abled children and its Implications

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Abstract

The education, today, needs to enable a disabled child to deal effectively with the environment, make maximum use of resources, discern available opportunities and face the challenges of society. To enable these behavioural transformations in the child, the system needs to enrich the school curriculum with a highly researched and effective life skills training programme. Life skills

are essentially those abilities that help promoting mental wellbeing and competence in differently abled children. On the basis of an analysis of the life skills research field, WHO suggested 10 core skills: decision making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relationship skills, self-awareness, empathy, coping with emotions, and coping with stress which are also useful in the field of disability. It is an effective tool for empowering the children to act responsibly and handle daily tasks in their lives and develop into active and productive members of their communities.

Key words: Skill, disabled child, Life skills, WHO, Life skill education.

Background of the study: Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of disabled children. Many countries are now considering the development of life skills education in response to the need to reform traditional education systems, which appear to be out of step with the realities of modern social life.

Objectives

- To assess the application of life skills to empower differently abled children.
- To analyse the various initiatives of this nature in which an addition to life skill education and to promote the positive socialization of children in Indian context.
- To identify the various life skills in the education curriculum

Methodology: The methodology of study is followed the data from secondary sources and the interpretation of the given subject matter in a logical and systematic manner.

Conclusion: To conclude, Life skills education should be designed to enable disabled children to practice skills in progressively more demanding situations eventually leads to determine the available opportunities by taking positive action. It will help to improve and positive change in the disabled children to deal effectively with his/her family, school and community.

Life Skills Training among Persons with Disabilities: A Review

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Abstract

Life skills are an important requirement for every individual to lead a peaceful and successful life. It is a process through which Individuals develop their competencies. Life skills have been talked of, from time immemorial. However, it is now with the coming of the new NEP that the implementation of life skills training has been talked about. One needs to understand life skills training and its relevance in the rehabilitation process among persons with disabilities. By learning the various life skills expected, persons with disabilities can gain perceptual experience, appreciative experience, and creative experience. Persons with disabilities include persons with hearing impairment, visual impairment, orthopedic impairment, Intellectual impairment, and persons with multiple impairments. Life skills training has its implications in the psychological and community rehabilitation process. With the development of new adaptive technologies, this has further been enhanced. The present study through a narrative review aims to understand about life skills training and its implication in the psychological and community rehabilitation process among persons with disabilities.

Keywords: Life skills training, psychological rehabilitation, advanced technology, persons with disabilities

LLife Skill Training – A Tool For Fostering Inclusive Workplace For Persons With Intellectual Disability

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Abstract

This paper explores a transformative program aimed at empowering individuals with intellectual disabilities through a comprehensive approach, using a Life skill as a Tool. Individuals with disabilities encompass a diverse group facing various physical, sensory, intellectual, or mental health challenges. In this context, the paper focuses on empowering individuals with intellectual disabilities through a transformative livelihood training initiative. Navajyothi Trust and Leonard Cheshire initiated a pilot project to empower individuals with intellectual disabilities through livelihood and vocational training. Facing societal bias and limited opportunities, the project aimed to break barriers by training ten young men with mild to moderate mental retardation and placing them in open employment. The unique curriculum, was developed with combined core competency development and vocational training, resulting in successful placements within six months. The methodology unfolds in a meticulous manner: Assessment: A comprehensive evaluation is conducted to assess the vocational potential of individuals with intellectual disabilities, laying the groundwork for personalized skills training. Job Identification: The program identifies open employment opportunities suitable for training persons with intellectual disabilities, aligning with their capabilities and aspirations. Skills Training: A dual-pronged approach ensues, imparting both work-related and behavioral skills crucial for successful employment and integration into the workforce. Placement: Participants are strategically placed in employment based on their acquired skills and individual interests, marking a significant milestone in their journey towards independence. Ongoing Support: The initiative goes beyond employment, providing continuous support for Persons with Intellectual Disabilities (PIDs) in both work and adult independent living, fostering sustained success. Guidance and Counseling: Families and individuals with intellectual disabilities receive invaluable guidance and vocational counseling, enriching their understanding and support networks. Acknowledging challenges, the methodology ensures adaptability to the unique needs of each participant, resulting in successful employment placements and noteworthy improvements in personal grooming and daily living. In conclusion, this paper advocates for a paradigm shift in societal perceptions regarding individuals with intellectual disabilities. The success of this initiative becomes a beacon for broader change, inspiring confidence in families and communities and fostering inclusivity and empowerment for individuals with intellectual disabilities.

Keywords: Empowering, Disability, Life skill Training

Application of Life Skills to Empower Differently abled and Socially, Economically and Culturally Disadvantaged Communities

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Abstract

The WHO has defined Life Skills as, “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life”. The differently abled and disadvantaged communities seem to have even higher challenges to face the world in terms of stress and emotional management besides skills of effective communication and interpersonal relationships in autistic individuals, while other thinking skills are also found lacking in differently abled individuals that make them more vulnerable. It is thus, found essential to have life skills in place either in our school curriculum or taught in any formal/informal setting nationwide through means of a Facilitation Program in order to empower these minority group of people so that they overcome any challenges in life. To do this, initially a framework of life skills has to be published,

next, the strategy of training of trainers (TOT) has to emerge so that the expert group can disseminate the information (in practical and theory) to the relevant stakeholders nationwide. Finally, a survey work, as a follow can be carried out to rule out the effectiveness of the program. This paper throes light on the framework and its further steps.

Keywords: Life skills, Differently abled, school curriculum



THEMATIC SESSION – 7

Resolving the Digital Divide and Widening Technological Inequalities Through Life Skills Education



Assessing the Impact of Life Skills Training on Digital Literacy of Women Undergraduate Students

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Abstract

This research investigates the efficacy of Life Skills Education as a holistic approach to bridge the digital divide and address widening technological disparities in contemporary society. The study employs a descriptive co-relational design, combining quantitative surveys to assess the impact of life skills training on students' digital literacy. This study focuses on imparting critical digital skills encompassing digital literacy, internet safety, online communication, and problem-solving on women undergraduate students. Preliminary findings demonstrate a significant improvement in participants' digital proficiency and a reduction in disparities in technology access and utilization. Moreover, the preferred quantitative survey tool highlights the transformative effect of life skills education on students' self-efficacy, empowering them to engage meaningfully in the digital age. The study underscores the importance of coupling technological infrastructure development with targeted life skills education initiatives the women students to ensure equitable digital participation for all segments of society.

Keywords: Education, Digital, Life skill, Women students, Technology

Bridging the Digital Divide through Life Skill Education

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Abstract

The widespread use of Information Communication Technologies (ICT) in various aspects of life enhanced the quality and fastness of life. The application of computers and communication technologies has become widespread and there is no activity in human life untouched by these technologies. The Internet has revolutionised the way of accessing and sharing information. Those who have access to such technologies got the advantage of doing things better through acquiring more knowledge and skill while others with little or less access to technologies trailed behind. This gap popularly known from the 1990's as 'digital divide' is the result of various socio-demographic as well as psychological factors. The economic background of the individuals also may decide the level of use of digital gadgets. Even the students entering higher education are not fully prepared to adapt to fully digital environment. The digital divide is felt not only among individuals, but it is visible among nations as well. Life Skill Education aims at the development of human capital by enabling the individuals to gain knowledge and practical skill for doing things better. It enables individuals to adapt to all situations including the fast-growing digital activities in all spheres of life. Lack of Life Skill Education for harnessing technologies will widen the gap between the 'digitally rich' and 'digitally poor'. In a situation where everything is available on digital platforms, and even the money transactions are becoming purely digital, the individuals with less knowledge and skill about digital technologies will be left behind. Bridging the gap between those who have the capacity to use digital technologies and those without it, is essential where the world is moving fast to the era of Artificial Intelligence as well. The new generation, being the digital natives, will be able to acquire sufficient knowledge in computer and communication technologies easily through Life

Skill Education. The present paper is an attempt to reveal various factors that lead to digital divide. It also tries to find out ways to bridge the digital divide through Life Skill Education.

Keywords: ICT, Digital Divide, and Life Skills

Gamified Learning as a Catalyser on Students Thinking Skills: A Reverberation on Research Trajectory

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Abstract

In the swiftly evolving landscape of education, the amalgamation of technology and innovative teaching methods has garnered considerable attention. Among these pioneering approaches, gamified learning has emerged as a promising strategy for enhancing students' cognitive abilities. In this endeavour, this effort embarks on an explorative quest to identify the expositions & dispositions on the role of gamification particularly for enhancing thinking skills thereby delving into its role in navigating the intricate pathways of metacognition. With an initial conceptualization by elucidating factors of games, gamification & gamified learning, the paper progresses to reveal empirical explorations of the potential role of gamification on thinking skills. Conceiving the intricacies of contemporary market-driven living culture and the demands of multitasking, the paper attempts to make informed speculations about cognitive abilities or skills alike. Furthermore, within this undertaking, a comprehensive portrayal has been crafted detailing the evolution of gamification concepts and their impact on cognitive abilities. The extensive results highlight gamified learning's significant potential to enhance students' cognitive abilities, offering educators a valuable tool to cultivate higher-level thinking skills including critical thinking, problem-solving, creativity, and analytical thinking. This opens a new vista for researchers, policymakers, and practitioners to design a correct blueprint which further enhances to formulation of strategic enablers by incorporating today's 'instrument of learning'- game and gamification. This paper underscores the importance of continuous exploration in this domain. It offers recommendations for the effective integration of gamified learning in educational settings to nurture versatile, critical thinkers ready to tackle 21st-century challenges.

Keywords: Gamified Learning, Thinking Skills, Cognitive Abilities, Critical Thinking, Problem Solving, Creativity

Information Literacy as a Life Skill: A Point to Ponder

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Abstract

In today's world, to survive and thrive we need various kinds of skills. We compile them under the umbrella of Life Skills (LS). Yet, another important skill is not duly recognized as a life skill even though it is essential in our day-to-day life as any other skill. It is called the Information Literacy (IL) skills. It includes the knowledge and skills that are needed to deal with information. Whereas Life Skills include all those skills that are required to deal with our daily life problems (British Council, 2023). Even though IL is a broad category of skills that are especially significant in the digital environment, teaching it as a life skill is not considered important. This conceptual paper analyses the key characteristics of IL to be qualified as a Life Skill. It also examines how IL as a life skill can contribute to bridge the existing digital divide. It can be concluded that to be functional effectively

in this world and to reduce the digital divide existing now IL is a great tool. When it is considered as a life skill it can be more penetrating and easily assimilated. It can be recommended that IL skills should have a place in the spectrum of life skills and must be taught along with the LS starting from the preschool level itself.

Keywords: Information Literacy, Life Skills, teaching of life skills, digital divide

Empowering Future Educators: Integrating Life Skills Education to Bridge the Digital Divide in Prospective Teachers

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Abstract

Future educators are those getting ready to enter the teaching profession, and they have a significant impact on how future generations will use technology. However, differences in the availability of technology and level of skill among aspiring educators could exacerbate already-existing discrepancies in academic performance. The purpose of this study paper is to examine how life skills education can help close the digital divide and address the growing disparities in technology among aspiring teachers. The investigator used the normative survey approach to gather data because the current study is descriptive in nature. 150 B. Ed. and M. Ed. teacher training students provided data for this study. By means of surveys and interviews, the research will assess the efficacy of life skills education programs, pinpoint issues faced by prospective educators, and determine their current degree of digital readiness. This study's findings highlight how crucial it is to provide aspiring teachers with a broad range of holistic skills that go beyond conventional academic knowledge. We can potentially bridge the digital divide and provide aspiring teachers with the tools they need to manage the changing landscape of education in the twenty-first century by including life skills education into their training. The results of surveys and interviews highlight the gaps in educators' preparation that exist today and provide insight into domains where life skills can have a significant influence. The study concludes with implications and recommendations.

Keywords: Life Skill Education, Digital Divide, Prospective Teachers

Device-Induced Learning Gaps: Examining the Differential Impact of Laptop and Mobile Phone Usage on the Learning Profile of B.Ed Students

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Abstract

Considering the growing recognition that technology-driven education has surged post-COVID, with students primarily relying on two types of devices for educational purposes: mobile phones and laptops. Tablet usage is excluded from this study due to its negligible prevalence in India. The study investigates students' perceptions of productivity, learning effectiveness, and distraction levels when using laptops or mobile phones. It also investigates whether the variance in devices influences how students interact with AI tools like ChatGPT and Bard, examining if the device preferences impact the way students engage with these AI technologies. Additionally, the study investigates whether laptop ownership affects the frequency of using ICT-based presentation tools compared to mobile phone users. To investigate the impact of device selection on students' learning profiles, we conducted an online structured survey using Google Forms. The study aims to identify a potential new form of digital divide due to device disparities. This divide could arise due to differences in device capabilities, access to resources, and the ability to utilize technology effectively for learning purposes.

Keywords: Device-induced learning gaps, ICT-based presentation tools, Laptop and Mobile phone usage

Life Skills Education for Bridging the Digital Divide Among Students

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Abstract

The objective of this theoretical study is to find out how the Life Skills Education helps in the bridging of the digital divide among students in the present scenario. Bridging the digital divide among students is crucial for ensuring equal access to educational opportunities. The digital divide is concerned not only with those who have insufficient access to technology, but also with those who lack the knowledge of how to use it. Life Skills Education plays a key role in preparing students to navigate the digital world effectively. The digital divide and technological inequalities persist as significant barriers to equal educational opportunities. The Life Skill Education program encompasses essential skills such as digital literacy, critical thinking, problem-solving, cyber-security awareness, communication skills, time management, adaptability, information literacy, digital citizenship, and self-directed learning. These skills aim to empower students with the necessary tools to navigate the digital world effectively and responsibly. The program emphasizes practical activities, ranging from basic computer skills to online safety discussions, fostering independence, and cultivating a positive attitude toward continuous learning. Implementing a comprehensive Life Skills Education program that incorporates these elements can significantly contribute to bridging the digital divide among students. It not only equips them with the necessary technical skills but also fosters a mindset of continuous learning and adaptability in the digital era.

Keywords: Life skills education, Digital divide, Digital literacy, Digital citizenship, Technological inequalities

Empowering Digital Inclusion: Examining the Impact of Life Skills Education on Critical Thinking in The Digital Age

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Abstract

Background: The digital divide persists as a multifaceted challenge encompassing disparities in technology access, digital literacy, and the ability to critically evaluate online information. Life Skills Education emerges as a potential solution to bridge this gap, with a specific focus on enhancing critical thinking skills for effective digital engagement. This research investigates the transformative potential of Life Skills Education in promoting critical thinking skills for digital inclusion. The study explores the integration of digital literacy into formal education through a comprehensive review of literature, case studies, and qualitative data gathered from surveys and interviews.

Objective: This study aims to investigate the impact of Life Skills Education on nurturing critical thinking skills in the digital age.

Methodology: The study employs a mixed-methods approach. A comprehensive literature review will inform the theoretical framework, while case studies will be analysed to understand successful implementations of life skills programs addressing critical thinking in the digital context. Surveys and interviews with educators, students, and community members will provide qualitative insights into the perceived impact of Life Skills Education.

Results: Preliminary findings indicate a positive correlation between Life Skills Education and the development of critical thinking skills in the digital age. Case studies highlight successful strategies, and survey data shed light on participants' experiences, contributing to a deeper understanding of the relationship between life skills and critical thinking.

Conclusion: As a work-in-progress, this research anticipates contributing valuable insights into the role of Life Skills Education in fostering critical thinking skills essential for digital inclusion. Integrating digital literacy into life skills curricula not only enhances technology access but also fosters critical thinking and adaptability, empowering individuals for a digitally inclusive future.

Keywords: *Digital Age, Effective Digital Engagement, Mixed-Methods Approach, Qualitative Insights, Digital Divide, Life Skills Education, Digital Literacy, Critical Thinking, Adaptability, Technology Access, Empowering Digital Inclusion*



THEMATIC SESSION – 8

**Life Skills Education for better Negotiation and Bargaining for
Intra-household Equity, Democracy, and Citizenship**



Negotiation Skill as A Key Determinant in Intra-Household Bargaining for Equity and Role Performance: A Comparative Study Among Joint, Nuclear, And Neutron Family

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Abstract

The thrive for equity and equality acts as a foundation for almost all the disputes in the global arena. And if the disparity is deeply rooted in intra- household affairs, there arises the need for bargaining. Intra- household bargaining refers to the negotiation and decision-making process that takes place within a household between its members, typically involving issues related to resource allocation, decision making, and the distribution of responsibilities. When a disagreement intensifies, there is a chance to lead the dictatorial arguments to an irreparably harmed relationship. Though this is an issue in general, women are the more victimized gender. The present generation is giving due emphasis to gender neutrality and redefining gender roles. With the help of the literature and the empirical data from the field, the researcher attempts to analyze the existing circumstances in equity and role performance in intra- households and how the skill of negotiations that helps to ensure the same. A survey method is employed by collecting data from 150 households with different family structure. A sample size of 150 from different family structure is adopted for the study. The study provides new insights and reinforces the necessity for developing negotiation skills and also emphasizes the need of formulating novice strategy and approaches for promoting negotiation skills for the different household partners. The discourse helps to propose a road-map to accomplish the visualization of sustainable development goal by transforming the ultimate unit in the society, that is family, into an egalitarian institution.

Keywords: Negotiation skills, Intra-household bargaining, Joint family, Nuclear family, Neutron family

The Procrastination and Marital Satisfaction among Married Women

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Abstract

Procrastination is the act of needlessly delaying tasks to the point of experiencing subjective discomfort (Schouwenburg H.C. 1995). The attitude that an individual has toward his or her relationship is referred to as marital satisfaction (King, M.E. 2016). It is also the mental state that reflects a person's perception of the benefits and costs of marriage (M-Baumeister. 2007). Research study concludes that procrastination can lead to dissatisfaction in a relationship and can result in marital burnout (Raisi, 2016). Procrastination in relation to marital issues means delaying or avoiding the responsibilities and duties that each man and woman commit to in a marital relationship (Mohammadi & Abdi, 2018). With enough evidence from previous studies, it can be stated that procrastination has an influence on marital satisfaction but all the above-cited studies are from the Western countries and therefore applicable to their cultural context. This study aims to explore the relationship between procrastination and marital satisfaction among women. The Research design adopted for the study was Ex post facto method. Using convenience sampling techniques 100 married women were selected. The Hypothesis framed for the study was Null Hypothesis. The General Procrastination Scale (GPS; Lodha, 2016) and Enrich Marital Satisfaction Scale (EMS;

Fowers, B. J., & Olson, D. H., 1993) were administered. Pearson correlation method and simple regression was used to analyse the relationship between the variables. Independent sample t test was used to study the difference in procrastination and marital satisfaction between married and unmarried women.

Keywords: Procrastination, Marital Satisfaction, Married women



THEMATIC SESSION – 9

Life Skills in the Indian Education System - Policy Initiatives and Strategies



Significance of Life Skills Education in Indian Education System

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Abstract

Adolescence is a period when the intellectual, physical, social, emotional capabilities are very high, but, unfortunately, most of the adolescents are unable to utilize their potential to maximum due to various reasons. With population explosion, industrialization and globalization, the issues like drug abuse, sexual abuse, and antisocial acts among adolescents have emerged as major challenges to the society. Background of the Study: These new challenges require immediate and effective responses from a socially responsible system of education. Education is important, but education to support and live life better is more important. It also implies that adolescents should be equipped with other abilities that allow them to succeed in and contribute to the society they live in. These abilities are broadly called as life skills i.e. communication, critical thinking, creativity, self-management, decision-making etc. Imparting life skill training through inculcating life skill education will help youth to overcome such difficulties in life. Objectives: To analyse the major Policy Initiatives towards life skill education in India, to analyse the major strategies adopted by the government to promote life skill education, and to look into the major challenges to life skill education. Methodology: The Methodology of the study followed the data from secondary sources and the interpretation of the given Subject matter in a logical and systematic manner. Conclusion: Life skills are considered as a range of psycho-social and cognitive abilities that prepare children to make informed decisions and choices to direct their emotional well-being and communicate effectively. Life skills are essential for successful living. Life skills education is a very significant and vital part of educational system.

Keywords: Life skills; Life skills education; Adolescents; and Challenges

Adaptive Problem-solving Strategies depicted in Panchatantra

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Abstract

Learning life skills apart from parental and environmental observation by a child starts from hearing stories. Storytelling is an indisputably influential tool to ignite imaginations, inject ethical values, improve linguistic competence, and inculcate life skills in a child's mind. For these purposes, Panchatantra stories have been conventionally narrated to Indian children for centuries. However, the life skills education through these stories is yet to be scrutinized and organized. The purpose of this study is to identify and analyze problem-solving strategies applied in Panchatantra stories. Problem-solving is one of the core life skills proposed by the World Health Organisation, necessary for an individual to handle and conquer life challenges. This study involves textual analysis to find out the problem-solving skills inherent in Panchatantra stories and the synthesis of those strategies in an organized manner. Conflict resolution techniques embedded with these animal fables enable recipients to customize their cognitive ability to overcome their life problems. Implementation of storytelling with Panchatantra in Pedagogy of life skills education will enhance the learner's understanding and application ability due to its acquaintance.

Keywords: Life skills, Storytelling, Panchatantra, Problem-solving, Conflict resolution techniques

Aligning Life Skills development with Educational Goals: NEP 2020, Project-Based Learning and Peer Assessment in PBL

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Abstract

The policy document National Education Policy (2020) has redefined the educational landscape in India by placing significant emphasis on the development of life skills among students. The aim of this research paper is to provide a comprehensive review of the existing literature on the integration of project-based learning (PBL) and peer assessment as a means to enhance life skills. The study explores the theoretical and practical foundations of life skills education as laid out by NEP 2020, investigates the documented effects of PBL on life skills acquisition, and examines the role of peer assessment in this process. By synthesizing the current body of knowledge, the paper identifies gaps in research and sets forth a research agenda that seeks to further our understanding of how PBL with peer assessment can effectively cultivate vital life skills in learners. This research paper explores three important aspects of the transformative landscape of education to enhance life skills: the life skills reforms recommended in the National Education Policy 2020 (NEP 2020), Project-Based Learning (PBL) as a means to enhance life skills, and the role of Peer Assessment in PBL environments to enhance life skills. This study aims to explore the connection between life skills development and educational objectives, specifically focusing on the National Education Policy (NEP) 2020, Project-Based Learning (PBL), and the role of Peer Assessment in PBL settings. It aims to identify the explicit emphasis on life skills, explore PBL's role in skill development, and evaluate the impact of Peer Assessment. This study is purely qualitative in nature using secondary data consisting of books, journals and websites, research articles, government publications and so on. The study highlights the alignment between NEP 2020 educational goals and life skills developed through PBL, especially when integrated with Peer Assessment, demonstrating enhanced communication, collaboration, critical thinking, and problem-solving skills among students. The research emphasizes the importance of integrating life skills development with educational goals, utilizing NEP 2020 principles, Project-Based Learning, and Peer Assessment. The findings suggest that PBL, when combined with Peer Assessment, effectively fosters multifaceted skills, providing valuable insights for educators, policymakers, and researchers to enhance students' holistic development in contemporary educational frameworks.

Keywords: Life Skills, project-based learning, peer assessment, student-centered approach, National Education Policy 2020

SRES as an Intervention Strategy derived from the Indian Knowledge System for promoting Life Skills Education

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Abstract

Life skills education plays a pivotal role in nurturing holistic development and empowering individuals to navigate the complexities of the contemporary world. NEP 2020 emphasizes increased flexibility for students regarding their choice of subjects to study, particularly in secondary school – through the integration of vocational education in schools – so that they can design their own paths of study and life plans. It identifies the early school-based introduction of key life skills and competencies like problem-solving, collaboration, critical thinking, and decision-making – which promote creative, innovative, and inquiry-based learning. This study presents an innovative intervention strategy rooted in the Indian knowledge system named the Self-Reflection Enhancement

Strategy (SRES), emphasizing self-reflection as a transformative tool for enhancing life skills. Integrating ancient philosophies, spiritual insights, and cognitive frameworks, this strategy aims to augment self-awareness, interpersonal skills, critical thinking, emotional intelligence, and decision-making abilities among learners, especially in the light of IKS-related sources such as Bhagwat Geeta, Ramayana, Mahabharata. The research employs a qualitative research approach and incorporates qualitative analysis to explore the philosophical underpinnings of the Indian knowledge system. Additionally, interviews and focus group discussions with educators and students are conducted to ascertain the efficacy, challenges, and potential for wider implementation of this intervention. This paper concludes by advocating for the integration of indigenous wisdom into contemporary education systems, emphasizing the need for a holistic approach that acknowledges and integrates diverse cultural perspectives to foster robust life skills education.

Keywords: Self-Reflective Enhancement Strategy (SRES) Strategy, Indian Knowledge System (IKS), Life Skills Education

Uniqueness of Bachelor in Public Health (BPH) Program of Purbanchal University (PU)

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Abstract

Globally the craze of academic public health education has been rising. Purbanchal University (PU) is one of the universities offering BPH program in Nepal. Methodology: The desk review method was conducted to study the uniqueness of BPH program of PU. The relevant articles are searched in different search engines such as Google, Google scholar, pub med, yahoo etc. The curriculums, exam systems, philosophies and program related information was reviewed and compared between the universities of Nepal. Findings and discussions: PU, a second university of Nepal offering BPH program since 2002, is now producing a highest number of Public Health graduates in the country. It is the first university of Nepal to provide affiliation to private and corporate sector for conducting public health education program to meet the demand for Public Health Human Resources according to the mandate of National Health policy. Purbanchal University has semester based public health education system having international standard of credit hours consisting of practical skill development term paper presentation, research skill development focus. The evaluation is conducted by multiple choice, problem based, long and short essay by internal and external examination system having worldwide accepted grading system. The teaching learning activities are based in new technologies and Proper mix up of theoretical as well as skilled based subject matters. Methodological and Philosophical subjects are combined. The course has given emphasis on residential community diagnosis field, public health practices, family health exercise, transient and concurrent field visits and mini research skills. Conclusions and recommendations: BPH program of Purbanchal University can be recognized as an exemplary program by proper implementation and hence the proper actions need to improve the quality of graduates form planned basis.

Keywords: public health education, internal and external examination

A Comprehensive Study of Life Satisfaction among Teacher Educators in Schools of Vikhroli, Mumbai, and its Correlation with Teaching Effectiveness

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Abstract

This research paper explores the relationship between life satisfaction and teaching effectiveness among teacher educators in schools located in Vikhroli, Mumbai. The study aims to provide valuable factors influencing the overall well-being of teacher educators and their subsequent influence on their effectiveness in the classroom. The research adopts a mixed-methods approach, incorporating quantitative and qualitative interviews. This study investigated the level of life satisfaction and teaching effectiveness among teacher educators in schools of Vikhroli, Mumbai, and examined the correlation between the two variables. A sample of 200 teacher educators was selected using a convenience sampling method. The Life Satisfaction Scale (LSS) and the Teaching Effectiveness Scale (TES) were used to collect data. The results showed that the overall level of life satisfaction among teacher educators was moderate. The findings of this study have important implications that teachers should be satisfied with their own lives. Even if one does not feel favorable about one's relationship or one's situation, one should be satisfied with it - such should be the situation. This study aims to inform educational institutions, policymakers, and professional development programs by identifying the key determinants of life satisfaction among teacher educators. The ultimate goal is to enhance the overall quality of teaching and learning experiences in schools by addressing the well-being of educators in Vikhroli, Mumbai, and potentially extrapolating insights to a broader educational context. The research contributes to the growing body of knowledge on the intersectionality of personal well-being and professional effectiveness within the field of education.

Keywords: life satisfaction, teaching effectiveness, teacher educators, Vikhroli, Mumbai

Gaining STEM: Real Life Skills in Science, Technology, Engineering and Mathematics

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Abstract

This study focused on exploring real life skills in the field of science, technology, engineering and mathematics (STEM) education. All activities in STEM fields accelerate students' skills more deeply using interdisciplinary approach. In STEM education, learners are able to develop inquiry nature based on STEM skills like problem solving, critical thinking and creativity. STEM projects utilize students Team work and collaboration communication, higher order thinking skills, Numeracy, career skills, information and communication Technology literacy etc. STEM integration will help them to succeed in their academic and real-life situations. In the modern classroom, it is important to know the dynamic nature of skills, knowledge and functions of technological literacy. Thus, teachers should design desired educational objectives based on proper STEM integration. Nowadays, we are living in the High-tech world and thus, technology involved pedagogies like STEM education necessary for promoting the twenty first century life skills and based on these pedagogies, teachers and educators could mould students' abilities through proper STEM exploration.

Keywords: STEM Education, STEM skills, STEM integration

Life Skills in the Indian Education System - Policy Initiatives and Strategies

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Abstract

Life Skills are a set of various skills which are required especially in a civil society from the birth till death. Living in a social setup, an individual always faces various challenges throughout life. Various international agencies like WHO and others have defined life skills and the definition and domain keep on changing also. Indian Education System is not only a mechanism to train an individual since its childhood but it also facilitates the person in getting into a profession to full fill the economic need also. The present-day NEP 2020 introduced by the present Government aims at reviving the ancient Indian knowledge system. The previous two education policies were design keeping in view the post independent social system of India although the second education policy had some focus on vocation training of young minds also. The NEP2020 dreams at fulfilling the multiple objectives like experiential learning, vocation training, start-up initiatives, promotion of Vernacular languages and Indianization of the educational system. The new curriculum frame work is reviving the Indian value system and ethos and at the same time it is preparing the youths to have international exposure to compete with the international modern education system. This research paper will be using the desk research method based on primary and secondary sources. Various Government publication and reports will also be used for the final analysis. The objective of this paper is to highlight the upcoming challenges while implementing the NEP 2020. This research will also help the policy framers in the identification of Implementation gap and the ways to bridge the same.

Keywords: Life Skills, Indian Education System, NEP 2020

Exploring Teacher Trainees' Views on the Development of 21st Century Life Skills in Undergraduate Education Program

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Abstract

This study investigates the perceptions of 100 teacher trainees enrolled in the two-year teacher education programs at Jamia Millia Islamia University during the 2022/2023 intake. Specifically, the focus is on exploring the teacher trainees' perspectives on the life skills they acquire and develop and those they perceive as lacking while pursuing their undergraduate studies in Bachelor of Arts with Education and Bachelor of Science with Education programs. Utilizing both open and close-ended questionnaires, the research delves into the trainees' views on key 21st-century life skills, such as critical thinking, adaptability, communication, collaboration, and technological proficiency. The study assesses the perceived effectiveness of various pedagogical methods, experiential learning opportunities, and technological integration in fostering these skills within the teacher education curriculum. The findings aim to shed light on the teacher trainees' awareness of the importance of life skills in preparing students for the complexities of the contemporary world. Additionally, the research explores the extent to which teacher education programs and educators play a role in nurturing these essential skills. It examines whether the curriculum aligns with the development of the identified life skills and provides insights into areas where improvements may be needed. This abstract encapsulates the study's objectives, emphasizing the significance of understanding teacher trainees' perceptions regarding the acquisition and development of life skills during their undergraduate teacher education. The results of this research can contribute valuable insights to curriculum development, pedagogical strategies, and overall enhancement of teacher education programs better to prepare educators for the demands of the 21st century.

Keywords: Teacher Trainees, 21st Century Life Skills, Undergraduate Education Programs, Perceptions

Importance of Life Skill Education in Digital Era

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Abstract

As we all know, we are living in a rapidly growing world. Here, to achieve success in life, academic excellence is not enough, because, as the world showcases many new opportunities, it also poses many new challenges. The new world has to face many emerging issues such as global warming, poverty, suicide, population explosion as well as other issues like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts. Without falling into the clutches of these issues, our new generation has to keep their life in a balanced manner. But unfortunately, most of the individuals are unable to face the challenges and they end up in a world where they do not want to be in. To face these challenges, education is very important, but even the educated people are living under a lot of stress and anxiety caused by the mad race, lack of opportunities and job security. So, the essential education, which an individual needs is life skill education. According to the World Health Organization life skills are “a group of 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 and manage their lives in a healthy and responsible manner”. Life skill education can equip an individual to face all the challenges and problems in life. So schools have a great responsibility to impart life skills among individuals. However, now-a-days schools only equip individuals to achieve academic excellence. So, from an overall view we can say that imparting life skill education in school level is the need of the hour. The present paper focuses on the importance of life skills education and the benefits of imparting life skill education in Indian education system through content analysis.

Keywords: Life Skill Education, psychosocial competencies, Life skills, education system



THEMATIC SESSION – 10

Life Skills for Informed Choices: Adolescents and Reproductive Health



Navigating Adulthood: Empowering Adolescents with Life Skills for Informed Reproductive Health Choices

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Abstract

In the dynamic and rapidly changing landscape of the 21st century, it becomes imperative for adolescents to acquire essential life skills, especially in realms like reproductive health, which holds considerable influence over their future. Adolescence marks a pivotal phase encompassing physical, emotional, and social transformations, demanding guidance and support for informed decision-making regarding reproductive health. This article delves into the significance of life skills in empowering adolescents to make informed choices and identifies key areas for skill development. In this systematic review, the researcher curated data from pertinent secondary sources, yielding a selection of ten articles published between 2003 and 2023. The findings underscore the necessity for further research on the efficacy of life skills education in fostering health-related self-regulation, particularly during adolescence. While successful interventions exist in reproductive health and sexuality, conducting longitudinal studies is crucial to comprehend the enduring impact of life skills programs on young individuals' well-being. The incorporation of economic empowerment and vocational training components into these programs emerges as a strategic approach to bolster the ability of young people to enter the workforce and attain economic independence. In essence, recognizing the current research gap is paramount for understanding the sustainability and effectiveness of life skills interventions.

Keywords: Life skills, Adolescents, Reproductive Health, Intervention

The Role of Life Skills in Empowering Adolescents to Prevent and Respond to Violence

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Abstract

Violence against adolescents continues to be a nagging social issue impacting their physical, mental, social and intellectual well-being. Developing life skills can help young people to avoid violence, by improving their social & emotional competence, teaching them how to deal effectively and non-violently with conflict. The WHO (2009), defines life skills as 'abilities for adaptive & positive behaviour that enable individuals to deal effectively with the demands & challenges of everyday life'.

Objectives

- To examine the nature and extend of violence faced by adolescents in schools and in general
- To understand the concept and importance of life skills
- To analyse the specific life skills prescribed by UNICEF in the context of prevention of violence against adolescents
- To observe the case studies of life skill-based education in preventing adolescent violence
- To study the strategies and suggestions to empower adolescents in preventing and responding to violence

Methodology: The methodology of the study followed the data from secondary sources and case studies. The interpretation of the given subject matter is done in a logical and systematic manner.

Results and Conclusion: The paper realises life skill-based education and its acquisition as an effective primary preventive approach for curbing the menace. The paper posits that the life skills proposed by UNICEF when properly inculcated in adolescents has the power to transform adolescents into change agents thereby breaking the cycle of violence. Successful case studies on life skill-based education preventing adolescent violence substantiates this fact. Various strategies and suggestions to empower adolescents in preventing and responding to violence forms the major thrust of paper. Life skills-based education and its acquisition can substantially reduce adolescents' vulnerability to violence. They could be fighters rather than being victims of violence.

Keywords: Violence, adolescents, life skill-based education, acquisition, preventive approach, UNICEF, Case studies

'Fire the Neurons, Wire the Neurons' - A Study of Learning to Unlearn and Relearn to Embrace the Agile Mind

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Abstract

'Fire the Neurons, wire the Neurons' (neurons that fire together wire together). Whenever we learn something new, the brain forms new neural connections and upscales its hardware. Learning is making new synaptic connections and remembering is maintaining & sustaining those connections. The more we run a neural-circuit in the brain, that circuit becomes stronger. In the present study, it implies practicing unlearning and relearning for a better and peaceful life. It is learning to unlearn which is holding you back in a fast-changing world and relearning is what takes you towards success. Unlearning can be attained by better critical thinking, problem solving and decision-making skills. These skills were provided for high school students through workshops. Tools used for empowering skills were effective and students showed active participation. Students acquired knowledge that unlearning is letting go of old ideas, ways and information which is no longer useful from a sustainability perspective. Students understood that Learning-Unlearning-Relearning (L-U-R) requires deliberate and consistent efforts. For that, they have to move out of their comfort zone. They will pass on this approach to friends and family. This study could act as a basic framework for constructing new tools.

Keywords: Unlearning, Thinking skill, Relearning

Impact of Life Skills Education on Adolescents

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Abstract

In the dynamic landscape of adolescent development, the acquisition of life skills plays a pivotal role in shaping cognitive and emotional competencies. Life skills education is crucial for adolescents as it equips them with the knowledge, attitudes, and skills necessary to navigate the challenges of everyday life and it encompasses a spectrum of abilities, including critical thinking, problem-solving, decision-making, and emotional regulation. The present study is conducted to know the influence of life skills education on the life skills scores among adolescents. A sample of 360 students (180 Boys and 180 Girls) of 7th, 8th and 9th class in rural and urban areas of Tirupati were selected by using a systematic stratified random sampling technique. Life Skills Self -Rating Scale (Anuradha 2005), was used to measure life skills scores of students. The survey method was used to collect the data from schools run by two types of managements that is government

and private organizations. The data related to life skills was assessed and life skills education was provided for six months period through different teaching methods. Again, post-test of life skills scores was conducted. Findings suggested that providing life skills education helped adolescents to get significant improvement in life skills such as creative thinking, effective communication, problem solving critical thinking and coping with stress. Providing life skills education to adolescents helps to improve their personal and academic skills.

Life Skills for Informed Choices: Adolescents and Reproductive Health

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Abstract

Health has long been viewed as an individualistic - biomedical condition but has been increasingly related to social circumstances and contexts. According to the WHO, "sexual and reproductive health means that people are able to have a responsible, satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so. This includes being informed of and having access to safe, effective, affordable and acceptable methods of fertility regulation of their choice, and the right of access to appropriate health care services." Young people's reproductive health plays a crucial role in their survival – morbidity, mortality and life expectancy. Due to their biology and gender-related roles and responsibilities, particularly women have a greater right to make reproductive choices, thus making women's right to choose an important part of a human rights framework. It can result in a fundamental shift in their perceptions or can lead to inner transformation enabling them to define self-interest and make life choices.

These life choices can further be strengthened by life skills. WHO has defined life skills as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO). Here 'adaptive' refers to a person's flexibility in their approach towards various domains of life and their adjustability in different circumstances. The 'positive behaviour' implies that an individual is positive, solution-oriented and forward looking even in difficult situations of life. Life skills enhance psychosocial competencies & interpersonal skills that help adolescents and young to make informed decisions, solve problems, think critically & creatively and communicate effectively. They are able to build healthy social and emotional relationships, develop empathy for others, and are able to cope with their lives in a productive manner.

In this light, this paper tries to explore how available resources can be used to enhance the life-skills of adolescents and youth, particularly within the context of their sexual and reproductive agency. These resources can be tangible such as money, medicines and goods or intangible like correct contraceptive knowledge. One of the important intangible resources is the self-awareness an individual has of the social structures influencing his/her situation (critical consciousness). More specifically, individual resources include adequate knowledge, health, self-efficacy, critical consciousness, good personal relationships and social support. Focusing on reproductive and sexual decision making an attempt is made to understand how adolescents and young women negotiate choices and exercise their sexual and reproductive agency in relation to socio-cultural expectations and accessible healthcare services.

Keywords: Life skills, Adolescents, Healthcare services, Sexual and Reproductive Health

Evaluating the Impact of Life Skills Training on Sexual and Reproductive Health in Adolescents

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Abstract

Young adulthood and adolescence are typically anxious and unclear times in life. Youth around the world, regardless of their cultural background, endure a variety of physical, psychological and social difficulties during this time. It is clearly a period of stress and storm. In order to help young people overcome obstacles, enhance their sexual and reproductive health, get ready for and plan for their careers, and take ownership of their lives, it is essential to equip them with life skills. Life skills play a major role in imparting necessary skills so that young people can lead a fruitful life. The methodology of the study followed is the data from secondary sources and the interpretation of the given subject matter in a logical and systematic manner. The objective of the study is to investigate the influence of life skills training on behavioural outcomes, focusing

on informed decision-making and responsible practices in the context of sexual and reproductive health. The findings underscore the efficacy of integrating life skills education into

comprehensive approaches for enhancing sexual health outcomes among youth. Life skills training significantly improves sexual and reproductive health outcomes in young people, showing a positive behavioural impact. These findings suggest a promising avenue for enhancing the overall well-being of young individuals in matters of sexual health through targeted life skills training.

Keywords: Life skills, adolescents, sexual and reproductive health

Level of Emotional Intelligence of High School Students in Selected Government Schools of Gorkha District

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Abstract

Background: Emotional intelligence (EI) has emerged as a crucial skill in the teaching and learning process, contributing to emotional maturity and overall well-being (WB). There is an insufficiency of Nepali literature on this topic, mainly including higher-school students. **Objective:** This study aims to assess the levels of EI among students and examine the association between EI and demographic variables.

Methodology: The research utilized a cross-sectional, descriptive design to examine high school Students' EI in Gorkha District. Stratified sampling was employed, with 217 participants selected from two distinct strata: Shree Mahalaxmi Higher Secondary School and Shree Shakti Higher Secondary School. Data was collected using the Schutte Self-Report Emotional Intelligence Test (SSEIT), which underwent validation and maintained a reliability of 0.90. Ethical guidelines were followed, ensuring confidentiality and informed consent. Data analysis involved SPSS, descriptive statistics, and Chi-Square tests.

Results: The results indicated a mean age of 16.72 among the participants. Most students exhibited a medium level of EI, indicating room for improvement in their emotional skills. Furthermore, the study demonstrated associations between EI and socio-demographic variables

such as age group, family type, and family income among the participants.

Conclusion: Most students showed medium EI levels, indicating room for emotional growth. Age, family types, and an income-influenced EI necessitate focused intervention, especially for younger individuals and those from varied family backgrounds with lower incomes. Implementing educational programs and resources is essential to fostering EI and enhancing students' WB and performance.

Keywords: Emotional Intelligence (EI), High School, Gorkha

Evolution and Metamorphosis of Souhrida Clubs in Kerala as an Aegis of Life Skills: An Exploration

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Abstract

Adolescence is a transition period of development and adolescents are considered as productive members of a society. Nowadays adolescents are becoming less motivated and are engaging in antisocial activities and spoiling their valuable life. Adolescence is a period when the intellectual, physical and all the capabilities are very high but their antisocial activities and behaviour are deteriorating all the capabilities and they are becoming a burden to the society. Life skill education aims to provide adolescents with strategies to make healthy choices that contribute to a meaningful life. Life skill facilitates the complete and integrated development of individuals to function effectively as social being. Developing life skill helps adolescents translate knowledge; attitudes and values into healthy behaviour that makes their life fruitful with life skills adolescent make rational decisions in solving each problem or issue as it arises.

This research quest aims to explore the evolution and metamorphosis of Souhrida in Kerala to ensure that life skill as a piece of their educational plan for both students and teachers.

Souhrida Clubs" are platforms in Kerala's higher secondary schools aimed at fostering life skills among adolescents. These clubs offer activities, discussions, and workshops covering various life aspects such as communication, problem-solving, decision-making, and emotional intelligence. Through these initiatives, students are encouraged to develop crucial skills that are essential for their personal and professional growth. Souhrida Club activities are specifically designed to enhance life skills among adolescents. By actively engaging in these activities, students can acquire and strengthen essential life skills that benefit their personal growth and future endeavours.

The life skill education initiative in Kerala among adolescents focuses on imparting crucial abilities and competencies necessary for personal, social, and emotional development. Implemented in higher secondary schools through Souhrida Clubs and other platforms, this initiative aims to equip adolescents with the tools to navigate challenges, make informed choices, and lead a balanced and fulfilling life. Further, a critical appraisal is made how life skills education in Kerala can be strengthened through Souhrida clubs.

Keywords: Souhrida club, adolescents, life skills, problem solving, decision making, emotional intelligence

Adolescence Reproductive Health and their Everyday Life

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Abstract

It is very complicated that several social changes or issues that over through the barriers of the sexual health. An adolescent's sexual and reproductive health is strongly linked to their particular social cultural and economic environment. Life skills encompasses the ability to adopt positive behaviours, which enable individuals to effectively deal with the demands and challenges of everyday life. Core life skills namely self- awareness, assertiveness, communication, decision making,

values clarification and career planning are the areas of life skills that adolescent would need to develop to face challenges of their lives concerning their reproductive health. The study aims to evaluate the effectiveness of the reproductive health in the adolescent period and encompass ability to adopt positive behaviour of life skills.

Objectives:

- To analyse how the mental abilities work in the adolescent period
- To find major life skills related to adolescence reproductive health

Methodology: The methodology of the study followed through secondary source of data and given the subject in a logical and systematic manner.

Conclusion: Life skills improve the capacity of young people to avoid risky sexual behaviour. Therefore, empowering adolescence with life skills influence their ability to adapt effectively with their environment.

Keywords: Adolescents and reproductive health, life skills

Effect of Life Skill Education on Academic Achievement, Self-concept, and Emotional Competence of Minority Adolescents

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Abstract

This paper delves into the transformative potential of life skill education in the context of minority adolescent communities, aiming to explore its profound effects on academic achievement, self-concept, and emotional competence. As adolescents navigate the complex journey of self-discovery and academic pursuits, the incorporation of targeted life skill education becomes a crucial factor in shaping their holistic development.

The study employs a mixed research paradigm, combining quantitative and qualitative methodologies to assess the multifaceted outcomes of life skill education. Academic achievement is measured through school performance metrics, while self-concept and emotional competence are evaluated through qualitative interviews.

The research framework considers diverse life skills such as communication, critical thinking, problem-solving, and coping with emotion. By implementing a tailored curriculum within the minority community context, the investigators aim to understand how these skills contribute to enhanced academic performance, bolstered self-concept, and improved adolescent emotional competence.

Preliminary findings suggest a positive correlation between life skill education and academic achievement, with participants showcasing improved problem-solving abilities and heightened emotional resilience. Furthermore, the cultivation of a positive self-concept is observed, as students report increased confidence, self-awareness, and a sense of purpose. The implications of these findings extend beyond the academic realm, emphasising the potential for life skill education to empower and uplift minority adolescents, fostering a generation of resilient, self-assured individuals equipped to navigate the complexities of both academic and personal spheres.

Keywords: Minority, Adolescence, Life skill, Self-concept, Emotional competence

Importance Of Integrating Life Skills Education for Informed and Healthy Reproductive Choices Among Adolescents

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Abstract

Adolescence, a transformative phase between childhood and adulthood, represents a critical juncture in an individual's life journey. This study focuses on the crucial domain of incorporating life skills education, aiming to reveal essential insights that form the foundation of this process. The primary goal is to recognize and understand the significant aspects associated with integrating life skills education into the educational framework. The study seeks to uncover key elements that contribute to the seamless integration of life skills education within the broader educational context. The methodology for the study was content analysis. By systematically analyzing the content of relevant materials, the study aimed to derive valuable information about the key components, challenges, and successful strategies associated with the integration of life skills education. The integration of life skills education for adolescents yields numerous advantages, creating a comprehensive framework that fosters informed and healthy reproductive choices. By instilling critical decision-making abilities, enhancing communication skills, and addressing risks associated with sexually transmitted infections, life skills education empowers adolescents to navigate the complexities of relationships and intimate choices. The emphasis on empowerment and autonomy cultivates responsible decision-making, while promoting healthy relationship dynamics and early intervention contributes to a foundation of awareness and respect. Collectively, these benefits underscore the transformative impact of life skills education, not only in shaping adolescents' reproductive choices but also in nurturing well-rounded individuals capable of leading healthier, more informed lives.

Keywords: Life skills, Life skill education, Adolescents, Reproductive choices, STIs (Sexually Transmitted Infections)

A Study on the Significance of Life Skill Education among Adolescents

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Abstract

Adolescence is a critical period characterised by high intellectual, physical, social, and emotional capabilities. Many adolescents fail to maximise their potential due to various reasons. They encounter a myriad of emerging issues, such as global warming, poverty, suicide, substance abuse, juvenile delinquency, and more, negatively impacting their lives and society as a whole. These issues not only affect them but also have broader societal repercussions. Consequently, empowering adolescents with life skills becomes crucial to navigating these complexities. Life skills refer to adaptive and positive behaviours that empower individuals to handle everyday challenges. Adolescents, in particular, stand to benefit significantly from life skills education. It aims to deepen their comprehension and application of these skills, especially in coping with personal, emotional, and social development hurdles. The present paper will focus on the significance of life skills education and the benefits of imparting life skills education to adolescents. The objectives of the study include highlighting the importance of life skills education among adolescents and analysing the benefits of imparting life skills education among adolescents. The method adopted for the present study is content analysis. This approach involved a thorough review and analysis of various documents, research articles, and academic journals. These sources were carefully examined to extract and synthesise relevant information for the study. The major findings reveal that life skills education aims to provide adolescents with strategies to make healthy choices that contribute to a meaningful life. Integrating life skills education into the curriculum empowers youth to overcome difficulties effectively. It strengthens their ability to meet present societal needs, addressing issues like unemployment, substance abuse, and social challenges, while fostering a mindset that allows for desired practical behaviour.

Keywords: Life skills, Life skill education, Adolescents



THEMATIC SESSION – 11

Life Skills and Yoga for Health and Wellbeing



Understanding the Factors Influencing Self-Esteem among Undergraduate Students: A Survey and Analysis

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Abstract

Effective studying is not merely a means to academic success; it also cultivates crucial personal life skills. Mastering effective study habits can bolster self-esteem while alleviating stress and anxiety associated with deadlines and exams. Self-esteem encompasses the belief in our ability to navigate life's challenges and deserve happiness. However, many students across educational institutions grapple with low self-esteem, often stemming from a crisis of self-identity and doubts about their capabilities. They may question their academic potential, hesitate to express their opinions, and lack the confidence to articulate them effectively.

This research investigates the levels of self-esteem among undergraduate students from diverse educational backgrounds, including Arts, Science, Commerce, and Technical Education. To gather primary data, questionnaires were distributed to 200 undergraduate students from various educational backgrounds, with one questionnaire allocated per student respondent. The questionnaire includes 20 questions based on self-esteem and incorporates a Likert scale to measure self-esteem. Additionally, Dr. Morris Rosenberg's self-esteem questionnaire was utilized. A pre-test was administered to assess self-esteem levels. After analyzing the student surveys, they were categorized into high and low self-esteem groups, both among male and female students.

The proposed research focuses on the effectiveness of Rajyoga meditation in enhancing self-esteem among students. Rajyoga meditation is a type of meditation known for its positive impact on mental health, including stress, anxiety, and depression reduction.

This research contributes to the existing body of knowledge by offering a holistic perspective on the intricate dynamics influencing self-esteem in the context of higher education. The comprehensive analysis presented in this paper serves as a valuable resource for researchers, educators, and practitioners interested in promoting positive psychological outcomes among the undergraduate student population.

Keywords: Self-esteem, Rajyoga Meditation, Questionnaire, Likert Scale, Dr. Morris Rosenberg

Need and Importance of Life Skills and Yoga for Health and Wellbeing

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Abstract

Modern lifestyles often contribute to stress and health issues. Yoga encourages mental and physical relaxation, enhances flexibility, helps reduce stress and anxiety, get better sleep and live a better life. Yoga is an Art and Science of healthy living. It is a spiritual discipline based on an extremely subtle science, which focuses on bringing harmony between mind and body. Life skills are those abilities that are essential for successful living. Life skills education focus on cultivating core life skills such as self-reflection, critical thinking, problem solving, interpersonal relationship skills and coping skills, directed towards development of an individual's fullest potentials. It is a very significant and vital part of educational system. Yoga can help improve your mental flexibility by teaching how to adapt to change. Addressing to this, proposes a unique intervention that blends life skill training with the transformative power of yoga.

Objectives

- To explore the impact of life skill and yoga for health and wellbeing.

- To analyse the blend of various yoga asana and life skill education for reducing stress and related health issues.

This paper explores the synergistic impact of integrating life skills education with yoga practices on overall health and wellbeing. The methodology adopted is review of data from secondary sources and the interpretation of the given subject matter in a logical and systematic manner. To show the growing importance of holistic approaches this paper delves into the profound effects of combining essential life skills and ancient yoga techniques.

Keywords: Life skills, Life skills education, Yoga, Health and Wellbeing

Effect of 'Zumba' Training in Stress Management among School Students

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Abstract

Stress among students is a prevalent and multifaceted issue characterized by the emotional, physical, and psychological strain resulting from various academic, social, and personal pressures. The combination of music, dance, and exercise in Zumba can help release endorphins, which are known to elevate mood and reduce stress. Additionally, participating in a group activity like Zumba fosters a sense of community and social connection, offering students a break from academic pressures and a chance to unwind. Regular participation in Zumba classes may contribute to improved mental well-being and stress management for school students. The objective of this study is to analyze the impact of Zumba training in stress management among students. Zumba training was conducted among 30 students of a school in Thiruvananthapuram district, in order to analyze stress of students due to pressure from school authorities, academic pressures etc. All the participants received Zumba training for 30 minutes every 3 days in a week. The stress was analyzed by Perceived Stress Scale (PSS) questionnaire at the beginning and after 3 weeks of Zumba training to study changes in their stress level. Data analysis was done by Pre and Post paired test. Stress was analyzed by using pre and post PSS scores of all the participants. The results showed significant reduction in their stress level.

Keywords: Stress management, Dance therapy, Exercise, fitness programme, Well-being

Effects of Yoga for Stress Management among School Students

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Abstract

Academic performance measures how much and how well a student learns a subject or set of subjects after receiving extensive training. Students who are under too much stress perform worse. Numerous yoga research studies have shown improvements in attentiveness and academic performance. The objective of the paper is to evaluate how yoga affected academic performance in response to stress. The study was conducted among 40 school students using a questionnaire. Students were given a pretest about their school environment and studies. A yoga module consisting of yoga asanas, pranayama, meditation, and a value orientation program was administered to students for two weeks. The students were tested for their performance after the yoga module.

The results show that the students who practiced yoga will perform better in academics. The study further shows that yoga leads to improved performance in school. The study's conclusion can be that academic performance improves when yoga is used as an intervention to optimize stress levels. It is therefore proposed that yoga modules be implemented regularly in schools.

Keywords: Academic, performance, stress, yoga, yoga module

Health Promoting Behaviour among Senior Citizen in Dharan, Nepal

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Abstract

Background: Health promotion is the process of enabling people to increase control over their health and its determinants, and thereby improve their health. It assists individuals to prevent disease, promote health, increase longevity and enjoy better quality of life.

Objectives: To assess the health promoting behavior among senior citizens in Dharan, Nepal.

Methods and materials: A cross- sessional study was conducted among 216 senior citizens of Dharan by using the systematic random sampling technique and purposive sampling technique was used to select the ward. Data were collected using modified HPLP II questionnaires via face-to-face interview. The Statistical Package for Social Science (SPSS) 11.5 software was used for both descriptive statistics like Mean, standard deviation, percent, and frequency and inferential statistics like Mann-Whitney U test, Kruskal-Wallis H test and multiple linear regression analysis were calculated.

Results: Mean age of respondents was 69.32+-6.85 years, more than half (63.0%) of the respondents were from the age group 60-70 and majority of the respondents (55.1%) were female. Mean score of total HPLP was 110.44+-17.77, the age of the participants was associated with the total HPLP ($p < 0.01$) in all its dimensions, except for the dimension of nutrition, stress management and spiritual growth. The educational status of the participants was associated with the total HPLP ($p < 0.01$) in all six dimensions. The highest mean score was in stress management dimension and lowest was in physical activity. Age ($p = 0.01$), sex ($p = 0.04$), educational status ($p = 0.00$) and income per month ($p = 0.03$) were the predictors of health promoting behaviors in the studied subjects.

Conclusion: The result concluded that respondents of the age group 60-70 years had a higher mean score of total HPLP than other age groups. HPLP sub-scales such as physical activity, nutrition and spiritual growth need to be promoted. Educational status, age, family income and sex are the factors that influence HPB.

Keywords: Senior citizens, Healthy Lifestyle, Health behavior, Health promoting behaviors

Foundation Years and Yoga to Build Life skills

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Abstract

Background: Yoga Activities were conducted with Pre-Primary students and learning objectives were achieved.

Objectives: To spread the awareness that learning with Yoga can start early in life and we will achieve rapid physical and mental growth.

Methodology: In this activity a descriptive methodology was followed. Students were asked to

come dressed as Joker from a Circus with their parents. A prop was given to them and all of them were guided to match the movements of the teacher like cycling, backward walking, long and short jump, depicting facial emotions and musical orchestra was also played. Yoga of the tongue was also practised by singing Sanskrit shloka by mothers with their children. Similarly, father and child performed few yoga asanas and sang and danced on the story recited by a teacher. Students were then taken through quiet time and meditation with recording of natural sounds in the background like singing of the birds or gurgling of a waterfall which helped in relaxation after the activity.

Results: As we involved the parents, we were able to show them different forms of Yoga and its positive effect on children. The interest and learning of storytelling and shloka memorizing was much higher due to the physical movement and interaction with each other. Life skills such as flexibility, concentration, creativity and visualization were achieved faster compared to the class of students who did not use this methodology.

Conclusion: Yoga can be used from early years to ease the learning and so we had different activities designed for different classes to be performed throughout the year.

Keywords: Yoga, Creativity, Activity based learning, concentration, meditation and descriptive method

Promoting global mental well-being: The role of yoga in coping with emotions and stress

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Abstract

Introduction: There is an escalating global burden of mental health issues, it is becoming more widespread in modern times and is affecting people across various countries and cultures. This study investigates the potential of yoga as a holistic approach to enhancing mental well-being, emphasizing its role in stress reduction and emotional control.

Background: Given the global scope of mental health, the study seeks innovative and inclusive interventions. Yoga, an ancient practice based on mental disciplines, shows a promising approach to promoting mental health. This study examines how incorporating yoga into different lifestyles can contribute to Sustainable development goals (SDGs) 3 (good health and well-being).

Objectives: The study aims to explore the role of yoga in promoting mental health globally with special focus on the management of emotions and stress.

Methodology: Rooted in an extensive literature review, it explores a diverse range of studies, spanning various cultures and populations, to provide a holistic understanding of the potential benefits of yoga in promoting mental health on a worldwide scale.

Results: The findings from relevant studies, indicate yoga as a contributor to emotional well-being and stress reduction. It demonstrates yoga's accessibility and its potential to support the SDGs.

Conclusion: The study provides evidence for the integration of yoga into global mental health initiatives. Yoga offers a versatile and accessible strategy for enhancing mental well-being. Customizing interventions to optimize the therapeutic potential of yoga on a global scale.

Keywords: yoga, well-being, emotions, stress, health

Impact of Integrating Life skills and Yoga for Health and Well being

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Abstract

Background of the Study: In today's world scenario, the individuals need a set of psychological skills to do well in society. Yoga is important, but practicing yoga instills the most important life skills to achieve sustainable future with physical and mental health and well-being. These psychological skills are broadly called as life skills i.e. communication, critical thinking, creativity, self-management, decision-making etc. By imbibing these, the quality of our living and interactions are improved and help us to cope with the future.

Yoga not only enhances physical strength and flexibility but also emotional stability, intellectual and creative talents. Practicing Yoga imparts life skills, which are psychological competencies which allow people to recognize and process emotions and also makes them to meet day-to-day life and train themselves in the competitive and stressful environment in today's world.

Objectives

- To assess the influence of life skills on promoting healthy habits
- To analyse the impact of practicing yoga and life skills in promoting health and well-being
- To identify the challenges in incorporating life skills and yoga into daily routines.

Methodology: The Methodology of the study followed the data from secondary sources and the interpretation of the given Subject matter in a logical and systematic manner.

Conclusion: Yoga is a life science and Life skills are psycho-social abilities that prepare individuals to be health conscious and to attain physical as well as mental well-being. Life skills are essential for successful living and makes life more efficient.

Keywords: Life skills; Yoga; Physical and mental health; Well-being

Significance of Life Skills and Yoga for Health and Wellbeing

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Abstract

Life skills and yoga are powerful tools for promoting health and wellbeing. This abstract explores the benefits of incorporating life skills and yoga into daily routines to improve physical, mental, and emotional health. Life skills such as stress management, communication, and decision-making can be enhanced through the practice of yoga, leading to better overall wellness. Additionally, yoga provides a holistic approach to health by promoting relaxation, mindfulness, and physical fitness.

The objective of the study is to assess the importance of integrating life skills and yoga into daily life to achieve optimal health and wellbeing. The specific objectives are if life skills education can:

- promotes effective coping strategies and relaxation techniques to manage stress and reduce its negative impact on physical and mental health.
- improve communication skills which are essential for building healthy relationships and, maintaining emotional well-being.
- promote self-awareness, helping individual understand their thoughts, emotions, and behaviors.
- help to enhance physical fitness

The methodology of the study followed, is gleaning data from secondary sources and the interpretation of the given subject matter in a logical and systematic manner.

It is envisaged that incorporation of life skills and yoga into promoting health and wellbeing can

be a powerful and effective approach, by addressing the specific needs and challenges of individuals, providing comprehensive education and training, and supporting their ongoing practice having a positive impact on overall health and wellness.

Keywords: Life skills: Life skills and Yoga: Health and Wellbeing

Emotional Intelligence of Teaching Faculty in a Health Science Institutes Affiliated with Purbanchal University in Nepal

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Abstract

Introduction: Emotional intelligence (EI) is a critical skill in health science faculties, with numerous studies focusing on students and management. However, limited research addresses health science teachers who directly engage with sensitive health science students. This study aims to examine EI levels among teaching faculty in health science institutes and explore associated socio-demographic variables.

Methods: This research, employing a cross-sectional design, investigates emotional intelligence in the health science faculty at Purbanchal University, Nepal. With 91 participants, the study used Cochran's formula to estimate the sample size. Data was collected in June–July 2023 via self-administered questionnaires, designed based on extensive literature reviews and expert consultations. Instruments included socio-demographic and emotional intelligence sections, analyzed using a Likert scale. Reliability and validity were ensured through pilot testing. Ethical approval was obtained, maintaining individual confidentiality and privacy. The reliability statistics confirm robust internal consistency for emotional intelligence dimensions, enhancing measurement stability (Cronbach's alpha: 0.812 to 0.892).

Results: Utilizing descriptive and chi-square analyses, the study found that participants had a mean age of 35.457. Emotional intelligence (EI) varied across dimensions: self-awareness (SA) at 52.2%, self-management (SM) at 58.1%, social awareness (SAA) at 62.5%, and social management (SMM) at 50.5%. A noteworthy percentage scored low, emphasizing the prevalence of lower EI levels. Marital status showed significance ($\chi^2 = 0.010$, $p = 0.05$), suggesting a positive impact on self-awareness.

Conclusion: This study reveals a notable deficiency in emotional intelligence among participants, with marital status emerging as a key factor. Essential emotional skills, including self-awareness, self-regulation, empathy, communication, and relationship-building, are crucial in health services faculties. Acknowledging limitations, the study advocates for cultivating emotional intelligence stability in healthcare, emphasizing the need for extensive future research to gain nuanced insights.

Keywords: Emotional intelligence, Health Science Institutes, Teaching faculty

Awareness and Practice Regarding Yoga Among High School Students in Selected Institutes of The Kathmandu District

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Abstract

Background: Yoga's impact on the physical and mental well-being of high school students is a topic of growing interest. Previous studies have highlighted the numerous benefits of yoga, including stress reduction, improved concentration, and physical fitness. However, limited research has explored the specific awareness and prevalence of yoga among high school students in Nepal. This study aims to address this gap by assessing the level of awareness and engagement in yoga activities among high school students.

Objective: The aim of the study is to assess the level awareness and practice regarding yoga among the high school students in selected institutes of Kathmandu district.

Methodology: A descriptive, cross-sectional study design is followed to examine the awareness and practice of yoga among high school students in selected institutions in Kathmandu District. The study focused on two institutions: Southwestern State College in Bashundhara, Kathmandu, and Uniglobe College in Kamaladi, Kathmandu. Stratified sampling method is used. Researchers applied self-administered questionnaires; this semi-structured questionnaire was designed with consultation from experts, literature review, and feedback.

Results: The study revealed that most respondents (49.8%) have a poor level of awareness regarding yoga and (25.6%) had an average level of awareness regarding yoga (23.8%) have good level of awareness regarding yoga. Similarly, 90.7% have no habit of practicing yoga whereas 9.3% have habit of practicing yoga.

Conclusion: The result of the study reveals that there is poor awareness and practice of yoga among students. By practicing yoga, it is capable to achieve prowess such as stress management, attention in their studies, maintenance of physical and mental health and mindfulness.

Keywords: Awareness, Practice, Yoga, well-being

Yoga for Life Skills: A Holistic Approach to Personal Development

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Abstract

Yoga, an ancient practice originating from India, has transcended its traditional roots to become a global phenomenon embraced for its profound impact on physical, mental, and emotional well-being. This abstract explores the integration of yoga into life skills development, recognizing its potential as a transformative tool for individuals seeking holistic personal growth. The practice of yoga contributes to the development of self-awareness, emotional intelligence, stress management, and resilience. By emphasizing mindfulness and presence, individuals learn to navigate challenges with a calm and focused mind, promoting adaptability and problem-solving skills. The incorporation of ethical principles such as non-violence (ahimsa) and truthfulness (satya) instills a sense of responsibility and integrity, forming a solid foundation for ethical decision-making. Moreover, yoga's emphasis on self-reflection and self-discipline aids in the development of time management, goal-setting, and organizational skills. The practice encourages a positive mindset, fostering a proactive approach to life challenges. Take a sample of 32 students from college and give yoga practices for 3 months after evaluating the life skills 30 to 45% increase in the skill.

Keywords: Life skills. Mudra, Pranayama, Asanas

Yoga as a Tool for Life Skill Education in Adolescent Age

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Abstract

Yoga has been recognized for its numerous benefits for both physical and mental well-being, and its potential as a tool for life skills education in adolescents is increasingly being explored. Yoga can be used to promote important life skills in adolescents, including stress management, emotional regulation, self-confidence, resilience, and the mind-body connection. These life skills are essential for promoting social harmony, human rights, peace, and compassion within a community. By incorporating these skills into education and promoting their practice in everyday life, individuals can contribute to creating a more inclusive, respectful, and empathetic society. Ultimately, the cultivation of these life skills can contribute to creating a more just, equitable, and compassionate world for all.

Objectives

- To explore the specific ways in which yoga can promote important life skills in adolescents
- To examine how yoga provides a holistic approach to stress management
- To study the fundamental aspect of the mind-body connection in yoga and how it can lead to greater self-awareness, self-acceptance, and inner harmony in adolescents

Methodology: The study is based on sources from the secondary data covering the subject matter and the objectives set in a logical order

Conclusion: Yoga has been shown to be a valuable tool for promoting important life skills in adolescents. From stress management and emotional regulation to self-confidence, resilience, and the mind body connection, yoga offers a holistic approach to supporting the overall well-being of young people.

Keywords: Life skills, Life skill education, Yoga, Adolescents

Integrating Yoga into School Curriculum: Fostering Life Skills and Enhancing Emotional, Mental, and Social Development in Children

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Abstract

Yoga is a form of exercise that involves breath control, simple meditation and various bodily positions. Although it's become increasingly popular among adults, it has also become a healthy practice for children as well. Yoga is a method that has been proven to help people, improve their physical, mental, emotional, and social well-being as well as deal with the problems brought in our day-to-day living. The purpose of this paper is to understand the relationship between yoga and emotional, mental and social skills of children. An attempt has been made to systematically review various studies related to the subject for better understanding. The purpose of this paper is a happy, confident, and compassionate child by using easy and playful yoga techniques. Reviewing the literature reveals that yoga is unique in its ability to enhance children's lives through physical and mental stimulation without the fears and pressures of performance. Yoga incorporation into one's daily regiment endows individuals with physical and mental fitness, which is becoming more and more necessary for a proper function in our society. Yoga provides training of mind and body to bring emotional balance. Children and young people need such tools to listen inward to their bodies, feelings, and ideas. Yoga may help children and young people cope with stress and thus, contribute positively to balance in life, well-being, and mental health. Yoga in schools helps students improve resilience, mood, and self-regulation skills pertaining to emotions and stress. Yoga

provides enormous benefits to students and helps in their holistic development. Yoga practices provides healthy, safe and happier learning environment to the students. Yoga should be added in the curriculum and practiced in all levels of education. It will produce a mentally, physically, psychologically, socially well individuals to the society.

Keywords: Yoga, Socio-Emotional Development, Mental well-being, Self-regulation, Holistic Development

Exploring Life Skill Development Patterns among Secondary School Students: A Comprehensive Survey

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Abstract

Life skills play a pivotal role in equipping individuals with the abilities necessary to effectively navigate the challenges of modern society. The importance of life skills, critical life skills as well as having advanced materials for life skills has been stressed in NEP, 2020. In the context of secondary education, the acquisition of life skills is of paramount importance, as it directly impacts students' personal growth, social interactions, and future success. This study adopts a mixed methods approach, combining quantitative surveys and qualitative interviews to gather comprehensive insights into the life skill development process. For this study a sample of 170 students from various educational institutions were selected. The study examines a range of life skills specified by WHO (1996). This research is based on the impact of 4 variables (parental attitude, teacher's attitude, peer acceptance, value integrated pedagogy, and gender) on the life skill development patterns and well-being amongst the students. For understanding and examining the life skills inherent in secondary school students, necessary tools have been implemented and both descriptive and inferential statistics were employed to conclude this study.

Keywords: Life Skills, well-being, value integrated pedagogy, critical thinking skills, communication skills, empathy, self-awareness

The Impact of Yoga on Life Skills Improvement: A Comprehensive Exploration

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Abstract

This research paper delves into the profound connection between yoga and life skills, elucidating their direct influence on the physical and mental development of individuals. Yoga, a time-honored spiritual practice, serves as a holistic approach to cultivating both the body and mind. Life skills, integral for fostering a healthy and balanced lifestyle, are identified as crucial competencies for personal development.

The study investigates the symbiotic relationship between yoga and life skills, emphasizing their collective impact on individual well-being. Through a synthesis of existing literature and empirical evidence, the research highlights the transformative effects of incorporating yoga practices into life skills training programs. The synergistic benefits of these two disciplines contribute significantly to enhancing physical and mental resilience, emotional intelligence, and overall cognitive function.

Recognizing the potential for positive outcomes, this paper argues for the integration of yoga into school curricula at various levels. By intertwining yoga with life skills education, students can access a comprehensive toolkit for personal growth and well-rounded development. The research underscores the urgency of embracing this holistic approach in educational settings, promoting greater health benefits and equipping individuals with essential tools for navigating the complexities of modern life. Ultimately, the findings of this research advocate for a paradigm shift in education, emphasizing the intrinsic connection between yoga and life skills as a transformative pathway to individual flourishing.

Keywords: Yoga, Life Skills, Wellbeing, Holistic Approach, Resilience, Emotional Intelligence, Cognitive Function, Education, Integration, Paradigm Shift, Transformative Effects, Toolkit for Personal Growth, Synergy, Empirical Evidence, School Curricula

The Effect of Yoga Practices on Life Skills and Resilience among Adolescents

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Abstract

This experimental study, entitled 'The Effect of Yoga Practices on Life Skills and Resilience among Adolescents,' addresses the impact of yoga on resilience among a sample of 30 adolescents. The hypothesis tested posits that the practice of yoga promotes resilience in this demographic. The study, conducted over one week, employed a pre-test post-test design with both control and experimental groups.

The rationale for this investigation lies in the growing interest in leveraging holistic approaches, such as yoga, to enhance adolescents' life skills and resilience. As the importance of fostering resilience in young individuals becomes increasingly evident, exploring the potential of yoga as a means to achieve this goal holds significant relevance.

The 'T-test' analysis of pre-test and post-test data revealed a noteworthy improvement in resilience resulting from the regular practice of yoga. These findings underscore the positive impact of yoga on adolescent resilience. In conclusion, this study contributes valuable insights into the potential benefits of incorporating yoga into life skills education programs, emphasizing its role in fostering resilience among adolescents. Such implications offer practical guidance for educators and policymakers seeking effective strategies to promote holistic development in youth.

Keywords: Yoga, Resilience, Life Skills

Ashtanga Yoga at Upskilling Resilience: A Review

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Abstract

Background: Resilience forms the cursor of aligning the body and mind towards a healthy living. Family, education, and experiences form the core of resilience attained by an individual. However finer edges of persona can be carved by upskilling the resilience factor to be open to more life experiences. Ashtanga Yoga, an Indian contribution to the globe, comprising of eight parts of yogic science are tools of introspection aimed to provide self-awareness, emotional regulation and hence build resilience.

Objective: The current paper's goals include the role of ashtanga yoga at upskilling resilience and thereby understanding resilience as a life skill.

Methodology: The relevant databases were searched for eligible studies with a vast range of relevant search terms for yoga and life skills, yoga and resilience, asana over the past 10 years. Studies that were found were properly selected before being either included or eliminated based on previously set standards. Data was retrieved and aggregated from the research studies that were included.

Result: Studies on yoga done on several different population including healthy individuals and patients documented improvement in resilience component. Most of the studies selected were on healthy individuals including students, adolescents, working population and senile individuals, while some other studies were on patients of psychiatric illnesses.

Conclusion: Ashtanga Yoga is found to have positive effect at upskilling resilience. Resilience being an essential life skill at improving sustainable living.

Keywords: *Life skills, Resilience, Yoga, Asana, Pranayama*

The Impact of Life Skills Awareness and Yoga Practice on Physical Health and Mental Well-being among Postgraduate Students: A Comparative Study between Yoga Practitioners and Non-Yoga Practitioners

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Abstract

Over the past two decades, the human way of life has undergone significant transformations mainly due to advancements in technology, globalization, and urbanization. These changes have brought about numerous positive developments at both the individual and global levels. However, alongside these benefits, there are also drawbacks that manifest in terms of physical health issues like obesity and fatigue, as well as psychosocial challenges. The emergence of the COVID-19 pandemic has further catalyzed shifts in various aspects of human existence, with education and human physical and mental well-being being particularly affected. In today's digital era, young people may have hundreds of friends and followers on social media platforms, but they often lack real-life companionship. While they spend hours engaged in online gaming, outdoor activities have taken a backseat. The youth face a multitude of challenges in their personal and professional lives, highlighting the significance of incorporating yoga and life skills education into their routines.

To explore the relationship between yoga practice, life skills education, physical health, and psychological well-being, a researcher conducted a quasi-experimental study involving 200 post-graduate students. The participants were divided into two groups: those who regularly practiced yoga in their daily lives and those who did not. The study revealed a highly significant correlation between the practice of yoga in daily life, life skills education, physical health, and psychological well-being. These findings underscore the potential benefits of integrating yoga and life skills education into the lives of young individuals. By embracing yoga as a regular practice, individuals can enhance their physical health and well-being, while life skills education equips them with essential tools to navigate the challenges they encounter in various aspects of life. Such interventions may contribute to a more holistic approach to education and promote the overall development and resilience of young minds.

Keywords: *Life Skills education, Well-being, Yoga*

Effect of Yoga Programme on Health Well-being

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Abstract

Yoga is an ancient practice that incorporates gentle exercise, breath control and meditation. Regular practice of yoga helps in improving the overall health well-being. The study was done to compare the flexibility of the body and lung capacity of the yoga practicing students and others who are not practicing yoga. The study involved a total of 400 male and female students in Devamatha College, Kuravilangad, Kottayam-Kerala. Among them, 50 students were selected randomly and divided into two equal groups namely the control group and the experimental group. The age of the subjects ranged from 18 to 22 years. Here the independent variable is 'selected yoga program' and the dependent variables are 'flexibility and lung capacity'. After the intervention, the results show that there was significant change in flexibility and lung capacity among experimental group and in improving overall health well-being.

Keywords: Yoga, Flexibility (life skills)

Integrating Yoga and Life Skills for Holistic and Health and Well-being among the Adult: A Comprehensive Approach

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Abstract

This research paper aims to explore the synergetic relationship between yoga and life skills in fostering holistic health and overall well-being among the adults.

The objectives include examining the impact of yoga on physical and mental health as well as investigating how life skills such as mindfulness and effective communication complement and enhance the benefits of yoga practice.

The methodology involves a thorough literature review in compassing scientific studies and philosophical writing to establish theoretical framework. Additionally empirical research will be conducted through interviews who have integrated yoga and life skills into their daily routine.

The findings aim to provide the understanding of the interconnectedness between physical and mental well-being shedding light on the potential of this integrated approach for individual seeking comprehensive pathway to a healthier and balanced life.

The research contributes to the existing body of knowledge by offering practical insights into the implementation of yoga and life skills interventions. Moreover, the study underscores the significance of personalized approaches considering preferences and needs, examining the holistic impact of combining yoga and life skills. This research aims to contribute more informed and holistic approach to health and well-being promotion

Keywords: Life Skills, Yoga, health and well-being



THEMATIC SESSION – 12

Lifelong Learning for All: Life Skills Across Generations



Teachings of Sree Narayana Guru on Life Skills and Values; Relevance across Generations

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Abstract

The eternal applicability of the teachings of Sree Narayana Guru, a visionary poet and social reformer from Kerala, is examined in this work throughout generations. His focus on self-respect, education, social peace, work ethic, compassion, and non-violence are still a great source of inspiration for people and communities today. These ideas are still crucial for encouraging moral behaviour, creating togetherness, and personal growth in a world that is changing all the time. This research looks at how Sree Narayana Guru's ideology is ageless and offers suggestions for creating a community that is more tolerant and tranquil. It focuses mainly on the ideas and practices proposed by Sree Narayana Guru on life skills to empower society through education. Three approaches are used to develop this study, which include examining and considering the information in Sree Narayana Guru's publications, inculcating the lifestyle and social improvements that the Guru brought about, and conducting discourse analysis using interviews with Guru devotees. Numerous ideas and methods for enhancing life skills are included in Sree Narayana Guru's teachings, which can be integrated into education to improve society's standard of living.

Keywords: Life skills, teachings, compassion, ideology, tranquil

Mapping the role of Life Skills as a Lifelong Learning for All: Life Skills Across Generations

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Abstract

This paper examines a comprehensive exploration of life skills and their critical role in promoting lifelong learning for all and nurturing compassion within societies, highlights significance of acquiring and honing life skills to ensure personal growth, and the vital role of life skills with an emphasis practice of peace, active listening. The paper delves into the concept of inter-generational learning, highlighting how diverse age groups can collaboratively acquire, exchange, and apply for life skills and it is a lifelong learning for all. By promoting mentorship programmes, community workshop learning, family involvement, and intergenerational events as mechanisms for transferring knowledge and experiences from one generation to another. The paper aims to foster a culture of lifelong learning, where individuals of all ages recognize the importance of continually developing life skills. The goal is to create an interconnected and supportive learning ecosystem that benefits individuals and society, embracing the idea that learning is a lifelong journey, transcending formal education.

Keywords: Life skill, lifelong learning, growth, generational education, age related education

Empowering Generations: Life Skill Education for All

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Abstract

Background of the study: It emphasizes the importance of life skill education in practical life. The need to concertize the new generation about the significance of the topic. The way in which the life skill education helps them to inculcate values in life and, how it becomes the lifelong learning.

Lifelong learning for all is a concept that emphasizes the importance of continuous education and personal development throughout one's life. It recognizes that the world is constantly changing and evolving, and individuals need to continuously update their skills and knowledge to stay relevant and competitive in the workforce. Life skill education across generations is another important concept that emphasizes the passing down of practical life skills from one generation to the next. This includes skills such as financial literacy, communication, problem-solving, critical thinking, and emotional intelligence. By sharing these skills across different age groups, individuals can learn from each other and benefit from a wider range of experiences and perspectives.

Objectives:

- The need of life skill education in an individual's life
- To promote continues education and personal development
- To make individuals stay competitive in the workforce and lead more fulfilling lives

Methodology: The methodology of the study followed the data from secondary sources.

Conclusion: By sharing practical life skill across different age groups, society can benefit from a wider range of experience and perspectives, leading to a more knowledgeable and resilient community.

Keywords: Life Skill, Lifelong Learning, Generations

Lifelong Learning: Life Skills Across Generations

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Abstract

SEL is a causative factor to enhance overall performance amongst the adolescents and their caregivers.

Background: Social and Emotional Learning (SEL) and life skills are crucial for the development and well-being of adolescents. During this critical stage of life, young people undergo significant physical, cognitive, and emotional changes, and acquiring SEL and life skills can greatly support their growth and success. The concept of Life-long learning for all, encompassing life skills across generations, is a holistic and inclusive approach to education Life skills-based education is required because adolescents today are exposed to different lifestyles media, and rising expectations.

Objective: In this study the researchers attempted to understand whether and how middle school students learnt life skills through their continuous involvement with school counsellors, their classmates, teachers, and parents and whether all these sessions have an impact in modifying their behaviour.

Data from students and their parents was used, students (N = 28) and the parents (N = 28).

Simultaneously along with the students, these life skills interventions were carried out amongst their parents as well. The study was conducted among the middle school adolescents who lacked positive motivation and continuously involved selves in certain dysfunctional behaviours like addictions, communication deficits, procrastination, non-academic.

Methodology: Quantitative methodology was adopted for the research study. The Life Skills Assessment Scale (LSAS) by Nair. A.R.K, Subasree. R, Ranjan Sunitha was used for a pre & post assessment for data collection of 28 students from class IX along with their parents. Structured counselling was integral part during the trainings.

Conclusion: The study proved that with continuous life skills training sessions along with structured counselling helped in developing positive changes among these students with problem behaviour. It has also helped the children to develop friendly relationship with teachers, peers, and parents.

Keywords: Life Skills Based Education, Adolescents, Parents, Counselling

The Need Analysis of The Implementation of Life Skills in Schools After the Pandemic Times

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Abstract

Apparently, the situation seems to be improving after the retreating of the pandemic Covid 19. The schools are making every effort to reach out to adolescents as they have been largely affected due to their digital and online classes. The educational institutions and teachers have had a herculean task to help them cope with the loss of their studies. The adolescents seem to have become disinterested to the normal mode of learning. There is too much of pressure on the teachers to make learning more interesting as well as upgrade them to the level of their classes. Not all the schools can carry on with the digital mode of learning due to lack of finances. Mostly, State board schools lack resources to provide latest facilities. In such situation the adolescents are put to a lot of mental stress.

This study determines to explore life skills of adolescents in the age group of 11-13 after the pandemic. The questionnaire consisting of 100 items were administered to the 60 boys and 60 girls of standard seventh. The data was collected and subjected to statistical analysis using the mean, SD, and t-test. The result revealed that there is no significant difference between the genders about their life skills after the pandemic, except there is a significant difference between their coping with emotions.

Keywords: Adolescents, Life skills

Study of Self-esteem in Female AYAs- I've Got My own back!

***This study is part of the Multicentric Youth Behaviour Project by -
Association of Adolescent and Childcare in India (AACCI)***

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Abstract

Introduction: AACCI conducts regularly conducts LSE workshops in schools and colleges and does Multicentric youth Behaviour studies using standardized psychometric scales. The results shared are with the management which allows AACCI -conduction of custom-designed intervention -parent and student workshops. The life skill of self-esteem is an important protective factor against high-risk behaviour in Adolescents and Young Adults – AYAs and hence fostering good self-esteem is very a very important area all adults should work towards.

Aims & Objectives:

1. To determine levels of Self-esteem scores in female college going AYA's
2. To see the effects of some sociodemographic variables (age, sibling status, academic course, engagement in extracurricular activities, perceived internet and social media usage and dependence, substance use, and perceived control over one's life) on self-esteem scores.

Materials & Methods:

Participants - all females (n = 354; age = 17-24 yrs.)

Tool: Rosenberg's Self-esteem Scale (RSES)

Ethical clearance: AACCI's IEC. Consent /Assent taken.

Statistical analysis: t-tests and one-way ANOVAs with statistical significance at $p < 0.05$.

Results: None of the participants showed low self-esteem (< 15 RSES scores). Those engaging in interschool/college competitions had significantly higher total scores ($p < 0.001$) and moderate (15-25) RSES scores ($p = 0.002$). Sports competition participants had significantly high scores ≥ 25 ($p = 0.035$). Those using social media also had better (15-25) scores ($p = 0.001$). The other demographic variables had no statistically significant effects on RSES scores.

Conclusion: In our sample we found good self-esteem scores in all the participants. Other demographic variables that were associated with high self-esteem scores were participating in intercollegiate competitions, more so in sports competitions. Interestingly in our study showed social media usage positively affected RSES scores. Further research needs to be done in more samples with both genders and various ages for enhance the generalizability of these findings.

Keywords: Life Skills, Adolescents and Young Adults – AYAs, Self-esteem, High-risk behaviour

Game-Changer for Change: A Gamified Approach to Revolutionize Waste Management Education

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Abstract

Waste management faces a critical challenge due to the prevalent practice of indiscriminate waste dumping, leading to environmental degradation in landfills and wetlands. Conventional awareness methods such as posters and videos have proven inadequate to reshape human behaviour. This study presents a promising solution through the development of an Interactive Educational Game, leveraging the universal affinity for childhood mobile gaming experiences to instil waste separation habits in future generations.

This research focuses on the 3R Waste Management Game, a mobile application crafted in collaboration with environmental NGOs, including Surakshi, EILS Project, and LKYN. The primary objective is transforming environmental education into an engaging and interactive experience. The development process, rooted in Rapid Application Development principles, prioritized community input garnered through meetings and insights from environmental professionals.

The game features distinct waste categories – plastic, paper, e-waste, glass, organic, and metals – challenging users to correctly identify and dispose of each item in the appropriate bins. Incorporating gamification techniques enhances the educational aspect, rewarding users with points for accurate waste disposal decisions.

In conclusion, this research underscores the promising potential of gamification in revolutionizing environmental education by harnessing the engaging elements of interactive games. To maximize accessibility, developing a progressive web app is recommended, enabling universal usage without installation across various devices. Moreover, prioritizing a higher budget allocation for marketing and promotions over development phases is vital to extending the game's reach and

engagement within communities. Additionally, expanding the game's compatibility to Apple devices will widen its accessibility, ensuring a broader audience can participate in and benefit from this innovative environmental education initiative.

Keywords: Environmental education; Accessibility; Waste management; Life skill development; Behavioural changes; Gamification of education

Can Good Self-Esteem Be A Protective Factor to Deal with Exam Anxiety – An Assessment Among School Children of Vadodara City, Gujarat India

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Abstract

Background: Self-esteem is a very important life skill which helps adolescents to deal with the various challenges of Life and also protects risk-taking behavior and negative peer pressure. Amongst the challenges adolescents faces, exam anxiety is very common. We have studied levels of exam anxiety and the impact of self-esteem on exam anxiety by use of standardized scales.

Aim and Objectives:

1. Assessment of various factors influencing self-esteem in school-going children.
2. Find out the relationship between self-esteem and exam anxiety.

Material and Methods: This is a cross-sectional study - 165 students (10-18 years). Informed consent. Self-esteem assessed - Rosenberg Self-Esteem Scale (RSES) and Exam anxiety was assessed by using Friedman's Test Anxiety scale along with and socio-demographic details. Ethical clearance - IEC of AACCI. Statistical analysis - GNU PSPP (ver. 1.4.1) T – test, Anova test & Linear regression.

Results

1. In both males and females RSES individual scores ranged from 10 to 38 (normal range) Mean=27.73. Higher scores statistically significant in males (28.51) ($P=0.012$).
2. Significant FTAS scores are > 7 . Participants Low self-esteem scores had higher FTAS scores (15.32). Higher Self-esteem (FTAS, Lower)
3. Correlation between two scores shown each unit increase of RESE score there is 0.75 decrease in FTAS Score. This shows that positive self-esteem helps to reduce exam anxiety.

Conclusion: In accordance with other studies in our study also we found positive self-esteem leads to reduction in exam anxiety. AACCI has been regularly conducting LSE workshops to enhance self-esteem using interactive session for parents, teachers and students. We also guide them about the important role they can play for enhancing self-esteem in children. This training will intergeneration effect as these adolescents will use these LSE skills for themselves and when they become parents.

Keywords: Self-esteem Exam anxiety, RESE scale & Friedman's Test Anxiety scale, Parental background

The Lifelong Learning Imperative and Soft Skills: To Future-proof Careers

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Abstract

The learner has evolved over the past few decades to become the modern Gen Z or iGen learner, and learning itself has changed significantly as well. Gone is the very formal, one-dimensional, linear approach that was thought to last a lifetime in favour of a more informal, social approach. Since knowledge and information have a much shorter shelf life nowadays and so do our skills, learning must be on-going, which emphasises the advantages of lifelong learning even more. Companies nowadays are readying themselves for non-existent jobs. The talent market has been severely impacted by the gig economy and the widening skills gap. To have a strong start in a career, formal schooling and the credentials that follow are crucial, but just as important is learning new skills and reskilling to match market demands and take advantage of possibilities! Globalisation and increased digitization have made employing new people much more flexible. It is no longer sufficient to have a set of talents; organisations now much prefer independent, part-time, project-based resources, or freelancers. Jobs based on talents are becoming more important than those based on qualifications. Acquiring new abilities can lead to greater possibilities and opportunities. Soft skills will continue to change, particularly considering the increasing use of virtual communication among young people. These days, developing soft skills is essential for young people to integrate into society and the workforce. Continuous learning fosters innovation and creativity while enabling students to apply their expertise and skills in relevant contexts. All things considered, educating the next generation for a world that is changing calls for a diverse strategy that emphasises critical thinking skills, a passion for learning, technology accessibility, soft skills, practical experience, and a culture of lifelong learning. The idea of lifelong learning thus emerged.

Keywords: Lifelong learning, soft skills, life skills, opportunities, career, up skilling & reskilling



THEMATIC SESSION – 13

Life Skills for Human Rights, Social Harmony, Peace, and Compassion



Developing Essential Life Skills for Human Development- A Study in Biblical Context

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Abstract

In this context, we draw inspiration from the profound teachings and timeless principles found in the Bible. Our study delves into the realm of essential human life skills that have the power to foster a more compassionate society. The Garden of Eden is a unique passage in the Bible explaining the 'to care and to protect' mission of human beings. To care is to have a loving and non-destructive relationship with creation. To protect is equivalent to guaranteeing the sustainability of all beings and leading a harmonious life. This study mainly focuses on the well-known Bible story of the Sermon on the Mount, where it emphasizes how to live a life pleasing to God and the characteristics of discipleship to be followed in life through literature study and contextual analysis. The analysis of the historical and cultural context of the chosen biblical passage, provides a deeper perspective of life skills for human development. It is an invitation to live in harmony, peace, and compassion and to experience blessings and rewards from the Almighty. Respecting human dignity and the sanctity of life are instruments by which we are humanizing the world and collaborating Biblical sayings with the worldly process. This research provides a unique perspective on how these life skills can be applied to address modern difficulties and contribute to a more peaceful and compassionate world by analysing a variety of Biblical passages and parables. The findings of this study highlight the Bible's timeless wisdom as a source of direction for people and groups working to advance social harmony and human rights by developing critical life skills.

Keywords: Life skills, mission, discipleship, sanctity, parables

Cultivation and Inculcation of Value Based Education in Life Skill Training

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Abstract

Value-based education is a form of education that focuses on cultivating personal life skills such as self-reflection, critical thinking, problem-solving, and decision-making. These life skills are essential for promoting social harmony, human rights, peace, and compassion within a community and act as a powerful tool to cultivate values in an individual and enrich their character. Life skills education can be used to promote values such as kindness, modesty, honesty, equality, and others. Life skills training has a positive effect and improves social development, emotional and social adjustment, suggesting an increase in compatibility of children and public health.

Objectives:

1. To analyse the importance of value education.
2. To explore the collaboration and inculcation of value-based education in life skill training.
3. To make an individual responsible for handling social and personal situations.

Methodology: The study is based on sources from the secondary data covering the subject matter and the objectives set in a logical order.

Conclusion: Incorporation of value-based education in life skill training is essential for the holistic development of a child and helps in developing the necessary skills to be successful in life. individuals can contribute to creating a more inclusive, respectful, and empathetic society. Ultimately, the cultivation of these life skills can contribute to creating a more just, equitable, and compassionate world for all.

Keywords: Life skill, Values, Value-based education, personal life, social life

Turning Screens into Windows to the World

Film Media & Literacy

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Abstract

Background: The individuals who will be solving world crisis 20 years from now, are sitting in our classrooms today. So today we do not only need our students to be evolved in their intellect, but we need them to be competent and awakened in their skills & approach. We at Pragnya Bodhini feel that movies are a portal, passing through which, we can evolve, and what better than opening this portal while their minds are fertile enough to accept a new idea and a fresh perspective.

Objective: Using films, aims at filling the classrooms with a spirit of world mindedness which is an awareness about belonging to an ecosystem to where one needs to contribute, by becoming a part of the solution.

Methodology – Choosing a theme: Along with using value-based entertainment the focus remained on SDG based films, as contributing to achieve SDGs is a global responsibility. The involvement of students enables partnership, ensures inclusive development & extends the effects to the community.

Choosing a film: Choosing of age-appropriate films for every class that could be interweaved with their curriculum was a norm we abided to.

Analysing Impact: In addition to the responses from students in the specially created worksheets for each film, the impact of the films was gauged by engaging in a meaningful dialogue pre, during & post screening.

Through this journey of 'Film Media and Literacy', we the mentors at PBHS tried to turn screens that opened like windows to the world for children to savour the beauty and become aware of the ugly that exists in this world so that they learn to dream of leaving a better world for their kin.

Keywords: Film media and Literacy, Students, SDG's, Screens

Role of Life Skill Education in Enhancing Human Rights & Social Harmony

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Abstract

Human Rights are moral principles that describe certain standards of human behaviour, and are regularly produced as legal rights in municipal. Human Rights Education evaluates each individuality as personally that how they are enabled by human rights laws, ethics and prospects. Human beings are full of potential, which manifests itself in our ability to do exemplary things, such as ground-breaking scientific research, commendable social services, outstanding achievements in various fields, and so on. Psychologists believe that we are all endowed with the ability to excel.

Objectives:

- To analyse the role of life skills in shaping a model society focused on attaining social progress and social harmony.
- To look into the role played by life skill education in framing a strong foundation for Human Rights education and its significance

Methodology: The study is based on secondary sources of data

Results: When we look into the overall nature of human progress the role played by life skill education in attaining a desired level is quite enormous. Life skills are a set of abilities, attitudes and socio-emotional competencies that enable individuals to learn, make informed decisions and exercise rights to lead a healthy and productive life and subsequently become agents of change.

Conclusion: Life skills programs can empower and guide learners to think critically about how gender norms and human rights govern their interactions with others and affect their behaviours. The influence of life skills is having a positive impact on the development of a society rich in social harmony and awareness about Human Rights.

Keywords: Human Rights, Ethics, Human Right Laws, Individuality

Fostering Life skill to ordinate Peacebuilding and Compassion among Pre-service Teachers

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Abstract

Background: Each life is unique so the challenges for one as well. To make life worthwhile it should be filled with such types of action which will be sustainable. It is possible when one is skilled enough to deal with the vicissitudes of life calmly. A life skill is the competency of each living being to survive but the degree of possession might differ, impacting the outcome. Peacefully handling the situation and emerging as a leader is the wish of each one and it can turn out to be a fact with some effort. Life skill gives the edge to meet and greet each challenge with some preparedness. Ordinating the core elements of life skills helps in idiosyncratic the individual. Peacebuilding is a process not the product It requires certain ability to develop social harmony, compassion and acceptance for all. Life skill reduces the lacuna in peacebuilding discourse. SDG2030 strongly advocate about "one life one earth". Its mission and vision are to create a world better place to be in. Teachers are the curator of future and developing life skill among them will certainly help in implementing the peace in society.

Objectives:

- To develop the life skills for peacebuilding among pre-service teachers.
- To understand the role of life skills in competency building for a better teacher.
- To understand the importance of peacebuilding ability in the teaching field.

Methodology: A single group, Pre-test followed by treatment-Post test. Sample size is 48, Pre-service teachers

Result/Conclusion: The pre-service teacher became more grounded and understood the importance of peacebuilding ability in this field. It is achievable through the right measures taken. Through the intervention, a democratic environment was created and a self-concept was instilled. Life Skills helped the student teachers to enhance their capability.

Keywords: Peacebuilding, Life skills, social harmony, Grit, Remotivated, competency

Leadership and Social Well-being: Dasakumaracarita's Perspectives

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Abstract

Society includes a variety of people with differences in culture, geography, faith, customs, and more. It appears beautiful when they coexist in harmony, but conflicts arise when humans make mistakes that impact the lives of others or when they oppose the rights of individuals. These occurrences are widespread worldwide. In such situations, the ruler of a country should play a pivotal role in maintaining social harmony through correct decision-making and by utilizing strategic skills. The primary purpose of the UNO is to maintain social harmony worldwide. A society with millions of people cannot function in an organized manner without effective leadership. For this purpose, Dasakumaracarita clearly narrates the skills required for social harmony and underscores the importance of the ruler in preserving societal equilibrium. However, these strategic skills for rulers to foster social harmony should be studied from different aspects of the tale. This study aims to identify and analyze the strategic skills, with reference to Dasakumaracarita, required for the leader to establish social harmony in society. The study further identifies and explores various dimensions of strategic skills in the text using analytical and qualitative methods. This study will provide the life skills required for both rulers and people to uphold social harmony in society.

Keywords: Leadership skills - Strategic skills - Social harmony - Society - Peace

Harnessing Hypnotism: A Novel Approach for Stress Coping

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Abstract

Stress has become an omnipresent facet of modern life, impacting mental and physical health. This paper delves into the potential of hypnotism as an innovative and holistic tool for stress coping. Hypnotism, a state of focused attention and heightened suggestibility, offers a unique avenue for inducing relaxation and fostering resilience against stressors. The article explores the theoretical underpinnings of hypnotism, highlighting its capacity to influence cognitive processes and promote deep relaxation. Evidence supporting the efficacy of hypnotic techniques in stress reduction is discussed, drawing from both historical perspectives and contemporary scientific research. Practical applications of hypnotism for stress coping, including guided imagery, positive suggestion, and mindfulness, are presented. Ethical considerations and potential limitations are also addressed, emphasizing the importance of responsible and informed use. By shedding light on the therapeutic potential of hypnotism in stress management, this paper contributes to the evolving landscape of alternative approaches to enhance well-being and resilience.

Keywords: UN, Hypnotism, Stress, Society, Health, Nations, Technology, Education, life-skills



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