

Indian Council Of Social Science Research (ICSSR)
Sponsored
INTERNATIONAL CONFERENCE ON LIFE SKILLS
EDUCATION - 2019



On
LIFE SKILLS & YOGA AS
CUTTING-EDGE MECHANISMS
FOR TRANSFORMATIVE COMPETENCIES

1st - 3rd November 2019, Bengaluru
at
S-VYASA (Deemed to be University),
Bengaluru

BOOK
OF
ABSTRACTS



Jointly Organized by
INDIAN ASSOCIATION OF LIFE SKILLS EDUCATION (IALSE)
&
S-VYASA (DEEMED TO BE UNIVERSITY), BENGALURU
Prashanti Kutiram, Vivekananda Road, Kalluballu P.O., Jigani, Anekal, South Bangalore - 560010.

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**International Conference on
Life Skills Education
ICLSE-2019**

**Sponsored by:
Indian Council of Social Science Research (ICSSR)**

1-3 November, 2019

BOOK OF ABSTRACTS

Editors:

- *Ms. Sunitha Ranjan*
- *Dr. Gauri P. Hardikar*
- *Prof. (Dr.) Mohamedunni Alias Musthafa. M.N*
- *Dr. Apar Saoji*

International Conference on Life Skills Education

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Published by: INDIAN ASSOCIATION OF LIFE SKILLS EDUCATION (Regd. No. 47/2011)

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Preface

Indian Association of Life Skills Education (IALSE) is an association of professionals working in the field of life skills education and training and endeavours to propagate life skills education through its initiatives in training and research. Through its annual international conferences, IALSE strives to provide a platform for academics, practitioners, policy makers, mental health professionals and the civil society to deliberate upon the current issues and latest trends in life skills education. The theme of this year's conference emerged from the unprecedented challenge thrown up by the 4th industrial revolution (4.0) and the potential of life skills education to empower individuals and communities to not only surmount challenges but to also create positive change in a world which is constantly in a state of flux.

Advanced technologies such as artificial intelligence (AI), virtual reality (VR) are leading to the need for re-skilling and up-skilling at a rapid pace. However, such intelligent technologies increasingly require people to hone more exclusive human skills. To make sense of and function well in this complex world, it is required that individuals master the changing skill sets and mind-sets and balance self, economic growth, and societal integration.

Life skills and yoga are the transformative competencies, which reflect what an individual can actually do, not only to adapt to the changing environment but also to transform the environment for positive outcomes for self and society. Thus, the focus of life skills development has expanded from enabling individuals to respond to change to making individuals proactive agents in creating positive change.

This conference seeks to explore the role of life skills and yoga as the mechanisms for transformative competencies. The conference aims to provide a platform for deliberations on the major trends prevalent in the different areas ranging from education and environment to civic engagement and employability, where life skills are involved as a critical factor in transformation.

OBJECTIVES OF THE CONFERENCE

The major objectives of the conference are:

- To discuss frameworks that elicit the conceptualization of life skills and / or yoga as transformative competencies
- To identify the strategies for implementation of programmes for life skills education aimed at transformative competencies
- To examine the competency assessment frameworks and modalities for evaluating life skills programmes
- To facilitate networking and collaboration among academicians, researchers, students and practitioners of life skills globally
- To serve as a forum for cross-sectional and multidisciplinary dialogue between researchers, practitioners and policy makers on issues related to life skills.

The three day conference is being held at S-VYASA (Deemed to be University) situated at Bannerghatta, a beautiful outskirts of Bengaluru City. S-VYASA is a registered charitable institution (1986) working for making Yoga as a socially relevant Science. Based on the teachings of Swami Vivekananda the four streams of Yoga with unity in their diversity, the key essence of Indian culture, applications of Yoga to bring health, harmony, peace the world over are now spread across the globe in nearly 30 countries.

This book is a collection of abstracts of the papers being presented in the conference on various themes, plenary and symposia. The Plenary and Symposia are on:

- Philosophical underpinnings of Yoga and Life Skills as Transformative Competencies
- Yoga and Life Skills as Transformative Competencies for Health and Well-being
- Situating Life Skills in the National Education Policy
- Life Skills Interventions: International Perspectives
- Community Service Learning as tool for Transformative Competencies
- Integrating Life Skills across Curriculum as a Tool for Transformative Competencies
- Yoga as a Man Making Science
- Transformative Competencies for Employability and Entrepreneurship Development
- Interventions to promote Life Skills among Young Adults
- Mapping Stakeholders' Experiences of Life Skills Education

Apart from this, thematic presentations and discussions will be held on:

- Nurturing Social Inclusion
- Promoting Societal Integration
- Enhancing Quality of Life
- Reducing the Skills Gap to enhance Employability
- Enhancing Positive Mental Health
- Addressing Educational practices for 21st Century Education
- Fortifying Health & Well-being
- Fostering Multicultural Mind-set
- Strengthening Civic Participation and Engagement
- Innovation and Technology to accelerate progress for Quality Education

This abstract book includes the essence of the addresses delivered by leading experts in the field of life skills and yoga. Researchers from all over India and abroad working in the areas of life skills and yoga have contributed their abstracts for this publication.

This book is our humble endeavour to collate a resource for all those interested in advancement of the field based on the strong foundation of evidence based research.

We hope this book will add to the existing knowledge of research in life skills and yoga and serve as an impetus for fresh ideas leading to more innovative research studies in life skills and yoga.

Editorial Board
ICLSE 2019

PROGRAMME SCHEDULE

Day One: 01/11/2019

08.30 – 09.30 am.	Registration
09.30 – 11.15 am.	Inaugural Session
11.15 – 11.30 am.	Tea Break
11.30 – 01:00 pm.	Plenary Session I
01.00 – 02.00 pm.	Lunch
02.00 – 04.00 pm.	Symposium I&II (Parallel sessions)
04.00 – 04.15 pm.	Tea Break
04.15 – 06.00 pm.	Thematic Sessions I, II, III, IV
07:00 – 8:00 pm	Cultural Programme

Day Two: 02/11/2019

09:00 – 11:15am	Plenary Session II
11.15 – 11.30 am.	Tea Break
11.30 – 01.30 pm.	Symposium III&IV (Parallel Sessions)
01.30 – 02.00 pm.	Lunch
02.00 – 04.00 pm.	Symposium V& VI (Parallel Sessions)
04.00 – 04.15 pm.	Tea Break
04.15 – 06:00pm	Symposium VII
04.00 – 06:00pm	Thematic Session – V, VI, VII, Online presentation

Day Three: 03/11/2019

09.00 – 1.00 pm	Plenary Session III
1.00 – 2.00 pm.	Valedictory
2.00 pm.	Lunch

LIST OF SYMPOSIA & PLENARY SESSIONS

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Symposium I	Yoga and Life Skills as Transformative Competencies for Health and Well-being
Symposium II	Situating Life Skills in the National Education Policy
Plenary Session II	Life Skills Interventions: International Perspectives
Symposium III	Community Service Learning as tool for Transformative Competencies
Symposium IV	Integrating Life Skills across Curriculum as a Tool for Transformative Competencies
Symposium V	Yoga as a Man Making Science
Symposium VI	Transformative Competencies for Employability and Entrepreneurship Development
Symposium VII	Interventions to promote Life Skills among Young Adults
Plenary Session III	Mapping Stakeholders' Experiences of Life Skills Education

DAY 1 01/11/2019	PROGRAMME SCHEDULE
08.30 – 9.30 a.m.	Registration
9:30 - 11:30am	<p>Inaugural Session</p> <p>Welcome Address Dr. Vinod Chandra Conference Director & President, IALSE Associate Professor of Sociology, Shri JNPG (KKC) College, Lucknow</p> <p>Special Address Dr. A. Radhakrishnan Nair Conference Chair & Founder President, IALSE Registrar, Central University, Kerala</p> <p>Key Note Address Prof. Dr. Shekhar Sheshadri Senior Professor, Dept. Child & Adolescent Psychiatry & Associate Dean, Behavioural Sciences Division, National Institute of Mental Health and Neurosciences (NIMHANS), Bangalore, India</p> <p>Inaugural Address Dr. Patanjali Dev Nayar Consultant, WHO, South East Asia Regional Office, New Delhi</p>

	<p>Presidential Address Dr H.R Nagendra Founder & Chancellor Swami Vivekananda Yoga Anusandhana Samsthana (S-VYASA), Bengaluru</p> <p>Vote of thanks Dr. Gauri P. Hardikar Secretary, IALSE, Associate Prof. Smt. Kapila Khandvala College of Education, Mumbai</p> <p>Presence on stage: Registrar, S-VYASA University, Bengaluru</p>
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<p>Date: 01.11.2019</p> <p>Time: 11.30am – 1.00 p.m.</p> <p>Venue: Hall 1</p>	<p>Plenary I Philosophical underpinnings of Yoga and Life Skills as Transformative Competencies</p>	
	<p>Chairperson Dr. A. Radhakrishnan Nair Registrar, Central University, Kerala</p>	
	<p>Keynote Speaker Dr. Srinidhi K Parthasarathi Registrar, S-VYASA , Bengaluru</p>	
	<p>Key Speakers</p>	
	<p>Dr. Devendra Agochiya Consultant & Former Head Youth Affairs Division, Commonwealth Secretariat, London</p>	<p>Dr. Baby Shari. P. A Professor, Department of Psychology University of Calicut, Kerala</p>
<p>Dr Shilpa Ashok Pandit Associate Professor, School of Philosophy, Psychology & Scientific Heritage Chinmaya Vishwavidyapeeth, Kochi, Kerala</p>		

<p>Date: 01.11.2019</p> <p>Time: 2:00 – 4:00pm</p> <p>Venue: Hall 1</p>	<p>Symposium -I Yoga and Life Skills as Transformative Competencies for Health and Well-being</p>	
	<p>Chairperson Dr. Srikala Bharath Former Professor of Psychiatry , NIMHANS Bengaluru Founder - STEPS (Skills To EmPower Self) Foundation, Bengaluru Consultant - Adult & Old Age Psychiatrist, Bengaluru</p>	
	<p>Keynote Speaker Dr. Patanjali Dev Nayar Consultant, World Health Organisation, South East Asia Regional Office, New Delhi</p>	
	<p>Key Speakers</p>	
	<p>Prof. Dr. Gautam Gawali Professor and Director Amity Institute of Behavioural and Allied Sciences, Amity University, Mumbai</p>	<p>Dr. G. Suresh, Former Registrar Child Development Centre Medical College, Trivandrum. Kerala</p>
<p>Dr. N.K. Manjunath Director Research, S-VYASA , Bengaluru</p>		

<p>Date: 01.11.2019</p> <p>Time: 2:00 – 04:00pm.</p> <p>Venue: Hall 2</p>	<p>Symposium – II Situating Life Skills in the National Education Policy</p>	
	<p>Chairperson Prof. Dr. Mahendra P. Sharma Professor and Former Head, Dept. of Applied Psychology National Institute of Mental Health and Neurosciences (NIMHANS) Bangalore, India</p>	
	<p>Key Speakers</p>	
	<p>Prof. Dr. V. Reghu Director (Rtd) Centre for Continuing Education University of Kerala & Former Director of Research RGNIYD</p>	<p>Prof. K. Jayaprasad Pro Vice Chancellor Central University of Kerala Periye, Kerala</p>
	<p>Dr. Gauri Hardikar Secretary, IALSE Associate Professor Smt Kapila Khandvala College of Education, Mumbai.</p>	<p>Dr. Suman Kumar Associate Professor Rajadhani College, New Delhi</p>

THEMATIC SESSIONS

<p>Date: 01.11.2019</p> <p>Time: 4:15 – 6:00pm</p> <p>Venue: Class Room A</p>	<p>Thematic Session – I Role of Life Skills and /or Yoga in Nurturing Social Inclusion & Promoting Societal Integration</p>	
	<p>Session Chair Dr. Rashmi Soni Head, Department of Education, Sri Jai Narain P.G. College, University of Lucknow, Lucknow</p>	
	<p>Paper Presenters</p>	
	<p>Sonam Choden Teacher (Special Educator)</p>	<p>Towards Nurturing Inclusion that Fosters Quality of Life and Positive Mental Health of Children with Special Needs – Perspectives from Bhutan</p>
	<p>Harshitha Praveen, Pooja Varma& Papia Saraf</p>	<p>Participation Challenges of Transwomen in Life Skill based Programmes</p>
	<p>Linda. M, Prasanna Bharathi. K</p>	<p>Life Skill Intervention To Promote Well- Being Among Transgenders</p>
	<p>Vaneccia Grace Wahlang</p>	<p>In search of Oneself: Using Self Awareness Skill as a Life skill for social inclusion</p>

<p>Date: 01.11.2019</p> <p>Time: 4:15 – 6:00pm</p> <p>Venue: Class Room B</p>	<p>Thematic Session – II</p> <p>Role of Life Skills and /or Yoga in Strengthening Civic Participation and Engagement &Fostering Multicultural Mind-set</p>	
	<p>Session Chair</p> <p>Ms. Indira Sampath Assistant Professor, Environmental Studies, College of Fine Arts, JNA FA University, Hyderabad, Telengana</p>	
	<p>Paper Presenters</p>	
	<p>Gururaj .P & Praveen R Development of Social Leadership Skills in Secondary School Students through Scouting Programs</p>	
	<p>Indiramma B. S Guidance Needs Of Urban And Rural Adolescents For The Effective Civic Participation</p>	

<p>Date: 01.11.2019</p> <p>Time: 4:15 – 6:00pm</p> <p>Venue: Class Room C</p>	<p>Thematic Session – III</p> <p>Role of Life skills and /or Yoga in Enhancing Quality of Life</p>	
	<p>Session Chair</p> <p>Dr. Baby Shari. P. A Professor, Department of Psychology, University of Calicut, Kerala</p>	
	<p>Paper Presenters</p>	
	<p>Debopriya Sen, Kavya Kumar & Sandhya Rani Ramadass</p>	<p>Relationship Between Birth Order, Emotional Maturity And Communicative Competence</p>
	<p>Subbu Parameswaran</p>	<p>Ready for the world'- A progressive Social – Emotional Learning curriculum</p>
	<p>Kusum K P & Preetham Ponnappa N. G.</p>	<p>Perceptions on quality of life – A finding</p>
	<p>Puspanjali Borthakur & Sudhesh N T</p>	<p>Emotional Regulation as a Predictor of Peer Relationship and Assertiveness among Adolescents</p>
	<p>Neha Sharma</p>	<p>A Study of Life Skills in Adolescent Students</p>
<p>Manmohan Singh Thakur</p>	<p>Life skills in education - perspective through Bhagavad Gita Concept</p>	

<p>Date: 01.11.2019</p> <p>Time: 4:15 – 6:00pm</p> <p>Venue: Class Room D</p>	<p>Thematic Session – III (Contd.) Role of Life skills and /or Yoga in Enhancing Quality of Life</p>	
	<p>Session Chair Dr. Narendra Deshmukh Chief Scientific Officer, Homi Bhabha Center for Science Education, Mumbai</p>	
	<p>Paper Presenters</p>	
	Ruchi Dubey Chaturvedi & Dhrumi Savla	Enhancing Thinking and Learning Skills in Indian Adolescents
	M. Varalakshmi, S. Johnson & P. Prakash Babu	India Ageing Study Functional Intervention Program: Social and Exercise Skill learning for functional health among Indian senior adults
	Puranik, D.A. & Gawali, G.S	A comparative study on life skills in institutionalized and non-institutionalized youth
	Aravind Babu Chilukuri	Enhancing quality of life through Patanjali yoga sutras
	Nagendra R	Introduction of Life Skills Among the Rural Adolescents; An Impact Study
Vaishali S. Dhaware	Need of the Life Skills Training for enhancing quality of life in the school going tribal adolescents.	

<p>Date: 01.11.2019</p> <p>Time: 4:15 – 6:00pm.</p> <p>Venue: Class Room E</p>	<p>Thematic Session – III(Contd.) Role of Life skills and /or Yoga in Enhancing Quality of Life</p>	
	<p>Session Chair Dr Puneeth Raghavendra Deputy Director – Administration, The School of Yoga and Naturopathic Medicine, S-VYASA, PrashanthiKuteeram, Bengaluru</p>	
	<p>Paper Presenters</p>	
	A V Janardhan Reddy & Satya Prakash Purohit	Effects of Cyclic Meditation and Nadi Suddhi Pranayama on Life Skills of Adolescents: A Stratified Randomized controlled Study
	Annmary M J & K Jayasankara Reddy	Spiritual intelligence, grit and perceived stress among Allopathic and Ayurvedic medical professionals
	Tahoor Gubitra, Hiba Sayed, Rafat Ansari, Nida Khan & Chandrashekhar Gawali	A Comparative Study of Developmental Life Skills and Wellbeing of Yoga Performers and non-Yoga Performers
	S. Bakthavatchalam	Effect of Yogic Practices on Selected Bio-Chemical variables among Women Home Makers
	Amogha T N, Hesi S Herbert & Padmakumar P	The relationship of positive parenting with optimism, self regulation and perceived competence among adolescents

<p>Date: 01.11.2019</p> <p>Time: Time: 4:15 – 6:00pm</p> <p>Venue: Class Room F</p>	<p>Thematic Session –IV Role of Life skills and /or Yoga in Reducing the Skills Gap to enhance Employability & Facilitating Life Long Learning</p>	
	<p>Session Chair Dr. V. Reghu Director (Rtd), Centre for Continuing Education, University of Kerala & Former Director of Research RGNIYD</p>	
	<p>Paper Presenters</p>	
	<p>Rekha Chavhan</p>	<p>Teachers’ Role in Enhancing 21st Century Skills among Secondary School Students:A Survey</p>
	<p>Kalyana Chakravarthi Thirunagari</p>	<p>Life Long Learning Through Lateral Thinking Skills For 21 Century Education</p>
	<p>Preety Thapa</p>	<p>Reducing The Skills Gap To Enhance Employability Through Capacity Building</p>
	<p>M. Sridevi & T.G. Amuthavalli</p>	<p>Teacher Trainees’ Life Skills – A Study</p>

<p>Date: 02.11.2019</p> <p>Time: 09:00 – 11:15am</p> <p>Venue: Hall 1</p>	<p>Plenary Session –II Life Skills Interventions: International Perspectives</p>	
	<p>Chairperson Mr. Kathirasan K Managing Director & Founder, Centre for Mindfulness, Singapore Director, Positive Performance Consulting, Singapore</p>	
	<p>Keynote Speaker Dr. Kanishka Bedi Executive Director, World Council of Comparative Education Societies (WCCES), Switzerland</p>	
	<p>Key Speakers</p>	
	<p>Mr. Suresh K. Panicker Managing Director Unique You Learners, Singapore</p>	<p>Dr. Sunita Rai Executive Director Mindfulness Psychologist & Coach Centre for Mindfulness Singapore</p>
	<p>Mr. Rizan Zain Managing Director Oxford International College Badulla, Srilanka</p>	<p>Ms. Sunitha Ranjan Vice President, IALSE India</p>

<p>Date: 02.11.2019</p> <p>Time: 11.30am – 1.00 p.m.</p> <p>Venue: Hall 1</p>	<p>Symposium – III Community Service Learning as Tool for Transformative Competencies</p>	
	<p>Chairperson</p> <p>Dr. A. Radhakrishnan Nair Founder President, IALSE, Registrar, Central University of Kerala, Periyar, Kasargode</p>	
	<p>Key Speakers</p>	
	<p>Mr. S. Sathese State Director (Rtd) Nehru Yuva Kendra Sangathan</p>	<p>Sr A. Nirmala Principal St. Loreto Convent, Tara Hall, Shimla</p>
	<p>Dr. A. K. Mohan Associate Professor and Head, Dept. Of Social Work, CUK</p>	<p>Dr. Mary Princess Lavanya Associate Professor. St. Joseph College, Bangalore</p>

<p>Date: 02.11.2019</p> <p>Time: 11.30am – 1.00 p.m.</p> <p>Venue: Hall 2</p>	<p>Symposium IV Integrating Life Skills across Curriculum as a Tool for Transformative Competencies</p>	
	<p>Chairperson</p> <p>Prof. Dr.M.N Mohamedunni Alias Musthafa Professor and Dean, School of Education & Director, Centre of Life Skills Education & IQAC Central University of Kerala</p>	
	<p>Key Speakers</p>	
	<p>Dr. Bisni P S Associate Professor, SN Training College Moothakunnam, Ernakulam</p>	<p>Dr. Muhammed. K.V Assistant Professor, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam, Kerala</p>
	<p>Mr. Shareef N Research Scholar Central University of Kerala</p>	<p>Mrs. Rini E Stephen Research Scholar Central University of Kerala</p>
<p>Dr.Gauri P. Hardikar, Secretary. IALSE Associate Professor Smt. Kapila Khandvala College of Education, Mumbai</p>	<p>Mr. Jijo Varghese Research Scholar Central University of Kerala</p>	

<p>Date: 02.11.2019</p> <p>Time: 2.00 – 4.00 p.m</p> <p>Venue: Hall 1</p>	<p>Symposium V Yoga as a Man Making Science</p>	
	<p>Chairperson Dr. R. Nagarathna Medical Director S-VYASA, (Deemed to be University)</p>	
	<p>Key Speakers</p>	
	<p>Dr.Srinidhi K Parthasarathi Registrar S-VYASA, Bengaluru</p>	<p>Prof. Dr. Subramanya Pailoor Academic co-ordinator-Yoga Central University of Kerala Kasargode</p>
	<p>Dr.Apar Saoji, Organising Secretary, ICLSE 2019 Deputy Director Academics, BNYS S-VYASA , Bengaluru</p>	

<p>Date: 02.11.2019</p> <p>Time: 2.00 – 4.00 pm.</p> <p>Venue: Hall 2</p>	<p>Symposium VI Transformative Competencies for Employability and Entrepreneurship Development</p>	
	<p>Chairperson Prof. Dr. Vinod Chandra Conference Director & President, IALSE Associate Professor of Sociology, Shri JNPG (KKC) College, Lucknow, UP</p>	
	<p>Key Speakers</p>	
	<p>Dr. P. Sivakumar Asst Professor Department of Development Studies RGNIYD</p>	<p>Dr. T. Sundaresan Nair Former Director State Resource Centre Kerala</p>
	<p>Prof. Dr. Anshumali Sharma OSD & State Liaison Officer NSS Cell, Department of Higher Education, Govt. Of U.P.</p>	<p>Dr. Athaullah Khan Professor, Department of Urdu & Former Director, Regional Centre, Sree Sankaracharya University of Sanskrit, Calicut, Kerala</p>

<p>Date: 02.11.2019</p> <p>Time: 04:00 – 5.00 p.m.</p> <p>Venue: Hall 1</p>	<p>Symposium -VII Interventions to promote Life Skills among Young Adults</p>	
	<p>Chairperson Mr. Bhaskar Natarajan Head- Program Execution, Tata STRIVE, Mumbai</p>	
	<p>Key Speakers</p>	
	<p>Mr. Joseph Thomas Assistant Manager- Facilitator Development Tata STRIVE Mumbai, Maharashtra</p>	<p>Mr. Sreehari Ravindranath Head of Research Dream a Dream Bengaluru, Karnataka</p>
	<p>Ms. Pavithra K L Head of After School and Career Connect program Dream a Dream, Bengaluru, Karnataka</p>	

THEMATIC SESSIONS

<p>Date: 02.11.2019</p> <p>Time: 4:00 – 6:00pm</p> <p>Venue: Class Room G</p>	ONLINE PRESENTATIONS	
	<p>Session Chair Prof. Dr.MN Mohamedunni Alias Musthafa Professor and Dean, School of Education & Director, Centre of Life Skills Education & IQAC Central University of Kerala</p>	
	Paper Presenters	
	Rekha Mistry	Efficacy of Life Skills Programme in Empowering out- of- school Adolescent girls – A study from Surat City
	Savvy Moses Gomes & Gauri P. Hardikar	Character Strengths and Life Skills of School Teachers in Suburban Mumbai
	Renu Bala & Sheela Sangwan	Empowering Adolescents with Life Skills – Solution for Better Future of Youth
	Meghna Basu Thakur & Anvita Walia	Relationship between Emotional Intelligence and Mental Health in the Undergraduate students: The Indian Context
	Alka Ranjan	Enhancing Life Skills through the practice of Yoga
Srishti Singh Kaushik	Role Of Life Skills And Yoga In Promoting Well-Being	

<p>Date: 02.11.2019</p> <p>Time: Time: 4:15 – 6:00pm</p> <p>Venue: Class Room A</p>	<p>Thematic Session – V Role of Life Skills and /or Yoga in Enhancing Positive Mental Health</p>	
	<p>Session Chair Dr. Apar Saoji, Organising Secretary, ICLSE 2019 Deputy Director Academics, BNYS, S-VYASA , Bengaluru</p>	
	Paper Presenters	
	Khushali Adhiya-Shah &Gautam Gawali	Practice Effects of Finding Meaning in Life to Enhance Mental Health of Youth
	Prashant Thote	An Analysis of Impact of Life Skills Education on Nurturing Positive Discipline among secondary School Teachers
	Rashmi. A. Appannavar & Vijayalaxmi. A. Amminabhavi	A Comparative study on Behavioral Problems of Orphan Children and Children Living in Family
	Sujamani	Effect Of Emotional Intelligence Training On Mindfulness And Emotional Well-Being Among College Students
	Sheela Sangwan and Shanti Balda	Intervention programme/ Strategies for managing shyness among children

	Anshumali Sharma & Rashmi Soni	Enhancing Positive Mental Health of Youth through Life Skills Education and Training
	Chandra Kala Singh and Santosh Sangwan	Psychological well being of Senior Citizens across Living Arrangements
	Meghna Basu Thakur & Anvita Walia	Relationship between Emotional Intelligence and Mental Health in the Undergraduate students: The Indian Context

<p>Date: 02.11.2019</p> <p>Time: 4:15 – 6:00pm</p> <p>Venue: Class Room B</p>	Thematic Session – V (Contd.)	
	Role of Life Skills and /or Yoga in Enhancing Positive Mental Health	
	Session Chair	
	Dr. T. S. Nair	
	Former Director, State Resource Centre, Ministry of HRD, Trivandrum, Kerala	
	Paper Presenters	
	Chandrasekharan Praveen	Reprogramming Fixed Mindset Using Energy Psychology-A Proposal
	Neeta Mehta and Latika Suryavanshi	Exploring Individual Philosophy and Need for Skill-Based Model of Forgiveness
Pooja Prasad	Examining the Relationship between Yoga Involvement and Mental Health	
Vijendra Kumar S K	Supra Conscious Meditation: A Process of Connecting Pancha Bhutas with the Chakras of Human Body	
V Lalitha	Effect of Yogic Practices Selected Bio-Chemical variables among Type II Diabetes men	
Sradha P & K Jayasankara Reddy	Integrated Yoga and Dance Movement Intervention to Enhance the Self-esteem of Low Academic Achievers	

<p>Date: 02.11.2019</p> <p>Time: 4:15 – 6:00pm</p> <p>Venue: Class Room C</p>	Thematic Session –V (Contd.)	
	Role of Life Skills and /or Yoga in Enhancing Positive Mental Health	
	Session Chair	
	Dr. G. Suresh	
	Former Registrar, Medical College, Trivandrum. Kerala Registrar, SUT Medical College.	
	Paper Presenters	
	Laxmi	Life Skills Awareness Among High School Students-An Intervention Study
	Sneha Shruthi. A, Hesi S Herbert & Padmakumari P.	Marital adjustment and perceived social support as predictors of positive parenting
Meenakshi, Urmila Devi & Priyanka Chauhan	Occupational Stress and Professional Burnout among College Teachers	
Rajkumar B. Nanaware & Palanethra. L	Developing human values through co-curricular activities: an extracurricular advantage	
S. Kumaravel	Life Skills Interventions among Children in Juvenile Homes in Tamil Nadu	
Hazel Berret Wahlang	Life Skills Intervention in Child Care Institutions (CCI) in Meghalaya through a Five-Day Kiddies Day Camp	

<p>Date: 02.11.2019</p> <p>Time: 4:15 – 6:00pm</p> <p>Venue: Class Room D</p>	<p>Thematic Session – VI Role of Life skills and /or Yoga in Addressing Educational practices for 21st Century Education & Innovation and Technology to accelerate progress for Quality Education</p>	
	<p>Session Chair Dr. (Smt) Vijayalaxmi Aminabhavi Professor of Psychology, Former Dean of Social Science and Law Faculty, Syndicate Member, Academic Council Member, Karnatak University, Dharwad</p>	
	<p>Paper Presenters</p>	
	Sunita Rai & Sonam Mahajan	The Impact of Mindfulness on Schools and Students
	Geetha G Nair	How should School Education be today? A sketch
	Kavana Naik , Pooja Varma & Papi Saraf	Assessing the gaps in implementation of Sex Education programs
	Dollyrose D'souza & Gauri P. Hardikar	Psychological Well-being, Academic Achievement and Life Skills of Adolescents of Suburban Mumbai
	Naom Ondicho, Felicita W. Njuguna & Kisilu Kombo	Prevalence of student sexual harassment in secondary schools in Nyamira and Kiambu counties, Kenya

<p>Date: 02.11.2019</p> <p>Time: 4:15 – 6:00pm</p> <p>Venue: Class Room E</p>	<p>Thematic Session – VI (Contd.) Role of Life skills and /or Yoga in Addressing Educational practices for 21st Century Education & Innovation and Technology to accelerate progress for Quality Education</p>	
	<p>Session Chair Dr. Muktipada Sinha Associate Professor, Dept of Education, Jadavpur University, Kolkata</p>	
	<p>Paper Presenters</p>	
	Shivani Mishra	A Teacher's Experience in Promoting Autonomous Social work Practice through the Model of Life Skills Education
	Sargam Patel	Qualitative Change through Life skill education Enhancing the skills of Primary School Teachers from Baroda High School, Bagikhana
	Vivekananda, J, Palanethra L	Creativity And Leadership As Essential 21 st Century Educator Skills Among Principals In Innovating Educational Practices
	Lalita Vartak & Gargee Mitra	Using Mind Maps to address the 21 st Century classroom practices
	Rashmi Tyagi, Shilpi Battacharya & Shilpa Jejurkar	Addressing Educational Practices for 21st Century Learning

<p>Date: 02.11.2019</p> <p>Time: 4:15 – 6:00pm</p> <p>Venue: Class Room F</p>	<p>Thematic Session –VI (Contd.) Role of Life skills and /or Yoga in Addressing Educational practices for 21st Century Education & Innovation and Technology to accelerate progress for Quality Education</p>	
	<p>Session Chair Dr. Gautam Gawali Professor and Director, Amity Institute of Behavioural and Allied Sciences, Amity University, Mumbai</p>	
	<p>Paper Presenters</p>	
	Debaki Naik	Empowering the Adolescent Tribal Girls Through Life Skills Education: A Case Study of Kalinga Institute of Social Sciences(KISS). Bhubaneswar, Odisha
	Anji A	Life Skill Intervention Among The Rural Girls Children In Nagalapur, Karnataka State
	K. Viswanath	Life Skills Education For First Generation Tribal Learners
Raghunath Murmu & Sunita Acharya	Life Skill Education For Tribal Adolescent: A Comparative Study Between Kalinga Institute Of Social Science (Kiss) Students And The Students Of Balasore District	

<p>Date: 02.11.2019</p> <p>Time: 4:15 – 6:00pm</p> <p>Venue: Class Room H</p>	<p>Thematic Session – VI (Contd.) Role of Life skills and /or Yoga in Addressing Educational practices for 21st Century Education & Innovation and Technology to accelerate progress for Quality Education</p>	
	<p>Session Chair Dr. Neeta Mehta Associate Professor, Department of Psychology. KET's V.G.Vaze College Mumbai</p>	
	<p>Paper Presenters</p>	
	Alaka Das	A Study of Life Skills in Relation to Academic Anxiety of the B. Ed Students
	Avanthika Pulijala	Investigating the Impact of Life Skills Education on Social and Emotional Learning of Adolescent North Indian Girls
	Swetha Gaur	Life Skill Education and School Cinema
Sandhya Thakur & Narendra Deshmukh	Teacher Compassion: An Exploration	

<p>Date: 02.11.2019</p> <p>Time: 4:15 – 6:00pm</p> <p>Venue: Class Room I</p>	<p>Thematic Session – VII Role of Life skills and /or Yoga in Fortifying Health & Well-being</p>	
	<p>Session Chair Dr. Anshumali Sharma OSD & State Liaison Officer, NSS Cell, Dpt of Higher Education Govt. of U.P.</p>	
	<p>Paper Presenters</p>	
	Nima Parekh	Life Skills education to enhance mental health in school going children
	Bigi Thomas & Chandrik Rajdeep	Enhancing Empowerment among Rural Primary School Children with Life Skill Education
	Jagpreet Kaur	A Life Skills Intervention For Prevention Of Substance Abuse Among Youth
	M.Varalakshmi	Gender perceptions and Health behaviours among urban adolescent students in South India
	Deepa L. Hungund, &Shanmukh V. Kamble	Gratitude and Psychological well-being among College Students
	Sowrabha. C.	Social Wellness: Corner Stone of Holistic Health
Manjula G. Kadapatti & Dixitha M. Bhurat	A Comparative Study On Level Of Life Skills Among Early Adolescent Boys And Girls	

<p>Date: 02.11.2019</p> <p>Time: 4:15 – 6:00pm</p> <p>Venue: Class Room J</p>	<p>Thematic Session – VII (Contd.) Role of Life skills and /or Yoga in Fortifying Health & Well-being</p>	
	<p>Session Chair Dr. A. K. Mohan Associate Professor & Head of the Department, Central University of Kerala Periye, Kasaragod</p>	
	<p>Paper Presenters</p>	
	Erica Mary Cyril & Baiju Gopal	Dealing with an Existential Crisis among Young Adults: The concept of God and Spirituality
	Maitree Padhi	Relevance of life skill based ARSH education for adolescent girls-Experiences from Kalinga Institute of Social Sciences
	M.H. Hullur	Assessment of life skills education and needs of young adolescents: Reference to Dharwad District, Karnataka
	Anji A	Life Skill Intervention among The Rural Girls Children In Nagalapur, Karnataka State
	Mallika Kalita	Life Skills Education among The Senior Secondary School Students In Guwahati City
Alka Seth & Novrattan Sharma	Predictors of Happiness among School Going Students	

<p>Date: 03.11.2019</p> <p>Time: 09:00 – 01.00 PM</p> <p>Venue: Hall 1</p>	<p>Plenary Session III Mapping Stakeholders' Experiences of Life Skills Education</p>	
	<p>Chairperson Dr. Aparajita Gogoi Director, Catalyst for Change, New Delhi</p> <p>Keynote Speaker Dr. UNB Rao Chairman, Urvi Vikram Charitable Trust, New Delhi</p>	
	<p>Key Speakers</p>	
	<p>Dr. M H R Azad Manager Ajmal Foundations Haji Mufossil Ali Complex Hojai, Assam</p>	<p>Ms. A.S. Padmavathi Treasurer, IALSE Former Joint Director, TNSACS Chennai, Tamil Nadu</p>
	<p>Mr. Balaji Gorantla Founder & Chief Learner Ankur Learning Solutions Pvt Ltd</p>	<p>Ms. Anjali Agarwal Director Bharatiya Grameen Mahila Sangh (BGMS), Indore, Madhya Pradesh</p>
	<p>Dr. Poonam Sharma Assistant Professor, Institute of Behavioural & Allied Sciences (AIBAS), Amity University Mumbai</p>	<p>Ms. Nuha Rizaan Managing Director Oxford International College, Badulla Sri Lanka</p>
	<p>Ms. Ashwini N.V Director, MUKTHA Foundation Bengaluru</p>	<p>Mr. Sreehari R Director, Research and Advocacy Dream a Dream, Bengaluru</p>
	<p>Ms. Rama Bhide Director Alpha School of Life Skills Pvt. Ltd.</p>	<p>Mr. Bryan Mc Sweeney Education for Life, India</p>
	<p>Ms. Samira Saheba Student Teacher Smt Kapila Khandvala College of Education, Mumbai</p>	

VALEDICTORY PROGRAM

3rd November, 2019, 01.00 PM

- Welcome Address** : **Ms. Sunitha Ranjan**
Vice- President, IALSE
- Report of the Conference** : **Dr. Gauri P. Hardikar**
Secretary, IALSE
- Reflections from participants** :
- Presidential Address** : **Dr. Vinod Chandra**
Conference Director & President, IALSE
- Special Address** : **Prof. Dr. K Subramanyam**
Pro-Chancellor, S-VYASA University, Bengaluru
- Valedictory Address** : **Prof (Dr.) G. Gopakumar**
Vice Chancellor, Central University of Kerala
Kasargod, Kerala.
- Vote of Thanks** : **Dr. Apar Saoji,**
Organising Secretary, ICLSE 2019
Deputy Director Academics, BNYS, S-VYASA , Bengaluru
- National Anthem**
- Lunch** : **2.00 PM**



INDIAN ASSOCIATION OF LIFE SKILLS EDUCATION (IALSE)

(Reg No. 47/2011)

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 (7 days -basic & 21 days – 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.

Program Highlights:

- Train the Trainer program on Life Skills, for Bagyalakshmi Arumugham Institute of Mental Health & Neurosciences (BIMHANS), Coimbatore 28th June – 27 July 2019 (weekend classes)
- Life Skills for Personal Effectiveness, for staff, Ajmal Foundation, 5 May 2019
- Life Skills Capacity Building Program for Student Teachers of BEd Colleges of Ajmal Group of Institutions, Hojai, Assam, 30 April to 4th May 2019
- Capacity Building Program for Teachers Training on Life Skills, 28-29 April 2019 for Ajmal Foundation, Hojai, Assam
- Life Skills & Disabilities: Empowering the Un-empowered! Orientation program, 23 March 2018, at Jadavpur University, Kolkotta, West Bengal
- Life Skills Training for Teachers, Loretto School, Shimla, 8 March 2019
- Certified Master Trainer In Life Skills, 27-31st December 2017, at Smt. Kapila Khandvala College of Education, Juhu Road, Mumbai
- Three day Teachers' Orientation Program at Hojai, Assam, for Ajmal Group of Institutions, 14-16 May 2016
- *Developing life skills training modules* to impart to youth of age group 19-25years for World Vision India, May 2016
- Trainer's Training programme: For professionals in the field of English literature, e-prof, Thiruvananthapuram, Kerala – November 2015
- Knowledge partner and training in Life Skills, conducted for students of Malayalam University, Kerala, September 2015
- Developed framework for Introducing Life Skills Education in Schools of Ethiopia – May 2015
- Trainer's Training programme of principals & teachers of Ajmal Foundation, Hojai, Assam, May 2015

In the arena of research in life skills education, IALSE works towards dissemination of life skills research through its publication and annual international conferences.

Publications & Journal

- Life Skills: A Reader (Excerpts from Handbook of Life Skills for Trainers, 2015)
- Published its very own bi-annual journal – International Journal of Life Skills Education, ISSN no. 2394-630 X, Vol.1, No.1 during the 6th International Conference held at Guwahati by Honourable Minister of State in-charge of Youth Affairs and Sports, Government of India, Shri Sarbananda

Sonowal, during 12 -14th February 2015. The research papers and articles in the area of life skills, throws new perspectives to this evolving concept and scientific discipline.

- Since 2015, every year IALSE has been publishing its bi-annual journals to strengthen the research base and dissemination in life skills.

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 Life Skills and Well-being of Children and Youth in the Digital World, 9-11 February, 2018 Lucknow, India
2. International Conference on Life Skills for Achieving Sustainable Development Goals 2030, 3rd to 5th February, 2017, Pune, Maharashtra
3. International Conference on Mainstreaming Life Skills for Nation Building, 26 & 27th February 2016 at Bhopal
4. IALSE and UNICEF jointly organized a Regional Conference on Life Skills & Adolescent Development, 6-7th April 2015 at Loyola College Chennai, Tamil Nadu
5. 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.
6. International Conference on Life Skills Education on the theme Life Skills and Maximizing Potentials of Youth, 20-22 February 2014 at Thiruvananthapuram, Kerala.

Office Bearers:

- Founder President: *Dr. A. Radhakrishnan Nair, Registrar, Central University, Kerala.*
- President: *Dr. Vinod Chandra, Head and Associate Professor of Sociology in J N Post Graduate College of Lucknow University, Lucknow.*
- Vice- President: *Ms. Sunitha Ranjan, Psychologist, Life skills Consultant and Master trainer*
- Secretary: *Dr. Gauri P. Hardikar, Associate Professor, Smt. Kapila Khandvala College of Education, Mumbai.*
- Joint Secretary: *Dr. Attaullah Khan, Director of the Regional Centre, Sree Sankaracharya University of Sanskrit.*
- Treasurer: *Ms. A S Padmavathi, Former Joint Director (IEC), Tamil Nadu State Aids Control Society*

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

**Inaugural
Key Note Address**

Post Nirbhaya - Life skills, Transformation and Juvenile Justice

Prof. Dr. Shekhar Sheshadri

*Senior Professor , Dept. Child & Adolescent Psychiatry & Associate Dean, Behavioural Sciences
Division, National Institute of Mental Health and Neurosciences (NIMHANS),Bangalore, India*

There is an innate belief that all children, and that includes children who have allegedly committed offences and are in conflict with the law, have the potential for (behaviour) transformation. Inherent in this is that any treatment or therapeutic intervention also assumes that children and adolescents have the potential for transformation. If we did not believe this, there would be no need to try to provide intervention at all. Whether (or not) transformation can occur, can only be determined after adolescents receive opportunities for process-oriented reflection and life skill acquisition and training, and other requisite treatment and interventions. Not providing for these are akin to child right violations, and contradictory to the care and protection objectives as envisaged by the Juvenile Justice Act.

Further, most mental child health problems (except for those such as psychosis and those caused by organic factors or physiological problems) may also be viewed as life skill deficits. For instance, violent and abusive behaviours result from children's inability to regulate emotions, negotiate inter-personal relationships and/or resolve conflicts in alternative or creative ways; thus, the objective of any therapeutic work with such children will be to enable them to acquire the life skills to manage anger and aggression—in other words, to manage emotions, develop creative thinking, problem-solving and conflict resolution (life) skills. Children in difficult circumstances , exposed to experiences of deprivation and abuse from early childhood, develop emotional and behaviour problems which may also be viewed as being created by life skill deficits i.e. due to their difficult circumstances, children have not learnt certain life skills, and that results in emotional and behaviour problems. These life skill deficits, if not addressed, then exacerbate emotional and behaviour problems, increasing the risk for more serious and chronic mental health disorders.

PLENARY – I
Philosophical underpinnings of Yoga and
Life Skills as Transformative Competencies

Theoretical Underpinnings of Yoga

*Dr. Srinidhi K Parthasarathi,
Registrar, S-VYASA, Bengaluru*

Yoga is a way of life and is an On- Going Affirmation to Success and Delight. The practice and application of the Yoga fundamentals at work ensures success and keeps the practitioner in a constant state of delight. The texts of Ancient Indian Wisdom viz. the Vedas, Vedanta, Itihasas and Puranas form a treasure house of Yogic wisdom. These gems are relevant even today and when applied to our workspaces they improve the quality of every action performed. These catalyze the ripening of man thus making Yoga a man making science.

The Bhagavad Gita which is the condensation of Upanishads defines yoga across its 18 chapters. In fact, each of the chapter is titled as Yoga and gives insights into excelling in work at the physical level, intellectual level, emotional level and the Spiritual level. The text clearly brings out two definitions of Yoga in the second chapter. The 48th verse of the II chapter says *Samatvam Yoga Uchyate*”, meaning, the practice of Yoga leads to Equanimity of mind. The 50th verse of the II chapter states “*Yogah Karmasu Kaushalam*” meaning Dexterity in work is Yoga. Yoga also causes Intellectual unfoldment which is given in the 10th verse of the X chapter where it is stated that when a man is constantly devoted to work and performs the same with love and a feeling of sacrifice, the intellect unfolds and they tend towards perfection.

The 2nd Sutra in the Patanjali Yoga Sutras defines Yoga as “*Yogah Chittavrutti Nirodhah*” meaning Yoga is restraining the thought streams which is natural to the mind. The Yoga Sutras of Patanjali also speak about the eight limbs of Yoga viz. *Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana* and *Samadhi*. These limbs when understood and put to practice support the ascension of Man.

Hence, the theoretical foundation of Yoga clearly indicate that yoga is a journey during which we move towards exploring the divinity and infinite potential existing within each one of us, realise and connect with the same externally and thereby tend towards a state of continuous ecstasy and contentment in life.

Yoga and Life Skills: Unique perspectives and some overlaps

Shilpa Ashok Pandit, PhD,

*Associate Professor, School of Philosophy, Psychology and Scientific Heritage, Chinmaya
Vishwavidyapeeth University, Veliyanad, Kochi, Kerala*

Yoga represents a more than 4000 year old civilisational heritage of India and among all the texts and references of Yoga, the fundamental text by Patanjali (hereafter referred as PYS) and its elaboration by Vyasa is taken as central to all discussions. In PYS, several models are presented for beginners, intermediate and advanced practitioners. The sutras and their elaborations provide the model frameworks as well as the competencies that yoga practice would create.

Life-skills Frameworks on the other hand, are a recent development in response to the developmental issues and challenges that were observed in the 1970's and 80's among youth and adolescents. Later, the Delors Commission of the UNESCO framed the 4 competencies or pillars of education that youth and adolescents should have to lead a well-adjusted life.

The life-skills framework uses group and experiential learning, whereas, the yogic methods become more and more intuitive and subtle as they progress. In such a situation, a possible pathway to integration would be to view life-skills framework as the initial steps and then use the models available in PYS as the intermediate and advanced steps. The yoga framework is a much wider and deeper framework that transcends the 4 pillars of education in their essence.

SYMPOSIUM – I
Yoga and Life Skills as Transformative
Competencies for Health and Well-being

Self-Advocacy Skill and Psychosocial Rehabilitation of Persons with Disability

Dr. Gautam Gawali

Professor and Director, Amity Institute of Behavioral and Allied Sciences, Amity University, Mumbai

In view of the psychosocial rehabilitation of persons with disability (PWD) in our society and the resulting psychosocial challenges, the present study is an attempt to examine the problems confronted by persons with disability. The major objectives of the study are to understand the relevance of self-advocacy skill for learning how PWD should speak up for themselves, making their own decisions about their own life, learning how to get information so that they can understand things that are of interest to them and the same information can be incorporated in personal decision making as well as personal problem solving. It is assumed that this self-advocacy skill may reduce uncertainty of their future. The paper further suggests how self-advocacy skill support, PWD to know their rights and responsibilities which ultimately expedite the process of their rehabilitation.

Keywords: Psychosocial rehabilitation, Self-advocacy, uncertainty of future

Yoga & Life Skills

Prof. Dr. Srikala Bharath,

STEPS Foundation 4 WellBeing

Former Professor of Psychiatry, NIMHANS, BENGALURU

In simple terms Yoga involves asanas, correct breathing and meditation. It involves practice and mastery of these as skills to make it an integral part of one's life. Such capabilities make Yoga a Way of Life. While such skills were foreseen by Patanjali Muni to connect oneself with the abstract / absolute, in terms of daily living it is an ability to deal with the challenges and hassles of everyday life.

Life Skills are also those abilities which enable one to deal with the strife of the everyday existence. Yoga is a strategy to arm oneself with life skills such as dealing with emotions, coping with stress, and knowing self. In an interrelated manner it becomes a means to acquire skills to live effectively.

SYMPOSIUM – II

Situating Life Skills in the National Education Policy

Mindfulness as Transformative Competency in Education

Dr. Mahendra P. Sharma

Professor of Clinical Psychology & Head,
Behavioural Medicine Unit, Department of Clinical Psychology,
National Institute of Mental Health and Neuro Sciences, Bengaluru.

Many philosophical, spiritual, and psychological schools and approaches give emphasis to the significance of the prominence of consciousness for the protection and enrichment of well-being. The mindfulness is one attribute of consciousness that has been discussed extensively in relation to well-being. Meditation is one of the most significant contributions made by India to the world civilization. The cultivation of mindfulness is the aim of all systems of meditative traditions. The concept of mindfulness has its roots in Buddhist and other meditative traditions where conscious attention and awareness are actively cultivated.

Mindfulness involves intentionally bringing one's attention to the internal and external experiences occurring in the present moment, and is often taught through a variety of meditation exercises. In the current empirical literature, clinical interventions based on training in mindfulness skills are described with increasing frequency, and their popularity appears to be growing rapidly. Research has shown that mindfulness enhances physical, psychological and spiritual well-being as well as quality of life. Research also indicate that mindfulness is a powerful skill that helps children and teachers in reducing stress, focusing their attention, and interacting effectively with others, all critical skills and competencies for functioning well in school and in life. Integrating mindfulness in the field of education is a growing area, which is evident by the rapid increase of mindfulness in education programs around the globe. The research looking at the benefits of mindfulness in education is pointing toward the positive. The present talk will provide participants with an overview of mindfulness as a transformative skill and its relevance in the field of education.

The Draft National Education Policy 2019: Expectations and Concerns

Prof. (Dr.) K. Jayaprasad

Pro Vice-Chancellor, Central University of Kerala, Kasaragod, Kerala

The vision as stated by the National Education Policy 2019 is to create an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. To fulfill the vision of the Policy, it should be a forward move to enforce and ensure the quality of education in India. Besides its concerns on School Education, the Draft proposes restructuring of Higher Education Regulation Bodies including the Universities Grant Commission.

It is a fact that even after 72 years of Independence Indian education system still nourishes the colonial legacy. It is a fact that without proper understanding of the ground realities in India Western or US models were introduced in the Higher Education sector. This “look West- USA” policy of the Experts of Indian education is the fundamental problem which pulled down the quality of education in India. As a result only “privileged” institutions like IIT, IIM, AIIMS, IISc etc. and some Private universities can claim ‘standard’ but all public institutions where the admission is open to all sections of society, lost the quality. Entrance coaching industry also flourished and its beneficiaries are limited to middle class or upper middle class sections of the society. In this background we should look into the Draft National Education Policy 2019. The structural reforms at the Higher Education sector will help the system. The new institutional architecture for higher education namely Type One Research Universities, Type 2 Teaching Universities and Type 3 Colleges may enhance quality. But even today majority of colleges not even come under Type 3 colleges. The Rashtriya Shiksha Aayog (RSA), the National Higher Education Regulatory Authority (NHERA), Replacing UGC with Higher Education Grants Council (HEGC), General Education Council (GEC), Professional Standard Setting Bodies (PSSBs), Indian Institute of Liberal Arts (IILAs), National Research Foundation (NRF), National Educational Technology Forum (NETF), National Repository of Educational Data (NRED) etc. are the new proposed Higher Education Agencies. Whether these institutional restructuring or creation of new Regulatory Bodies will help to improve the quality of existing public institutions is a serious question. Hence improving the standard and quality of public institutions like State Universities and Colleges in the public sector is a major concern of today, because out of more than 40,000 colleges in the country, majority of

colleges lacks proper physical facilities or Teachers. My major concern is the improvement of quality of education at school level. As noted above, India failed to develop a clear vision on education system, still we are following the colonial legacy. Even an ordinary man in the street is not happy with the present system of education. Any effort to improve the quality of Higher Education should starts with school education because the quality of the higher education depends upon the quality of school education. Also the Value Education can be effectively imparted at school level. There is a great divide in the present school education system. This divide can be seen between rural and urban institutions, English medium and Hindi and other regional language medium, Central syllabus like CBSE, ICSE and State level syllabus. etc. In Indian context uniformity may not be possible but at the same time parity should be made among various syllabuses. Most of the Self-financing private institutions are running under Central Examination Boards like CBSE or ICSE. State syllabus schools are also divided into English medium and Hindi or regional language medium. Majority of the students are studying in the Hindi or regional language medium schools. It is a fact that performance of students from regional language medium and State syllabus are poor in entrance examinations compared with the CBSE or ICSE students. Hence CBSE- ICSE students get advantage in admissions to IIT, IIM, IISc, ISER, AIIMS, NIT and also in NEET examinations. Hence some parity of syllabus and quality should be ensured to all students irrespective of medium or syllabus. The quality education is limited to urban students and it should be guaranteed to rural students also. Indian Higher Education System failed to contribute inputs into the individual disciplines. We are still copying from the West. Hence our contributions are still confined with "Guide writing". Because of this "Look West" policy Indian Professors were rarely quoted outside. Foreign students are not much attracted to Indian Universities because of this "Look West" policy in Higher Education. Also lakhs of Indian students are opting foreign Universities. While remembering the heritage of Nalanda and Thakshasila, we should introspect and critically analyze that why modern Universities are not attracted to the foreign students. At the same time Universities of Japan, China, Singapore, Philippines, Taiwan, South Korea, Indonesia, Malaysia etc. were raised to the level of western counterpart.

Conclusion

It should be remembered that before going for an operation of a patient first the concerned hospital needs a good doctor and a modern well equipped operation theatre. Otherwise the patient's life will be under threat. Like that, before going for restructuring the Higher Education Scenario the existing institutions should be strengthened with full faculty and other infrastructural facilities. The new National Education Policy must be formulated only under this background; otherwise it will be a great disaster to the existing education system. To conclude, the Draft National Education Policy 2019 lacks National identity and spirit and also failed to address the core issues of existing education system starting from school education to Higher Education.

Situating Life Skills in National Education Policy : The IALSE Perspective

Dr. Gauri Hardikar

Secretary IALSE

Associate Prof., Smt Kapila Khandvala College of Education, Mumbai

The role of policies in education is to set standards for learning through outlining expectations and defining accountability. Policies in education set the tone of the educational system and have far reaching impact on the lives of individuals, communities, and also the world at large.

The draft of the National Education Policy (2018) states that the policy aims to change the educational landscape by preparing the youth to meet the challenges of the present and future . WHO (1992) 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 .Hence, by their very definition, life skills would be the pathways to achieving the aim set by the National Education Policy (NEP).

This talk analyses the inclusion of life skills in the different sections of the draft NEP. It also suggests the plug points as well as the strategies for effective inclusion of life skills in the policy so as to achieve the aims set by the policy and also to harness the potential of life skills as transformative competencies as per the vision of IALSE.

PLENARY – II

Life Skills Interventions: International Perspectives

Finding our Purpose and Creating meaning in the Fourth Industrial Revolution-Becoming a person of value rather than person of success

Mr. Kathirasan

Managing Director & Founder, Centre for Mindfulness, Singapore, Director, Positive Performance Consulting, Singapore

Mr Suresh Panicker

Managing Director, Unique You Learners, Singapore

The theme for this seminar is “BE UNIQUE BE GREAT - in the Fourth Industrial Revolution” which essentially aims at addressing the need for a new kind of living. The fourth industrial revolution is challenging our beliefs and values of life. The most important asset in the future is therefore the ‘I’ and the SELF. The transformation of an individual to a UNIQUE YOU individual is hence one of the most rewarding moments in life and career.

Self-aware, positive and values driven individuals stay rooted in their mission and meaning, inspire and achieve their goals. As the global economies undergo unpredictable changes, one needs to learn the skills to lead in an ambiguous and volatile environment. The “one size fits all” philosophy is no longer relevant when it comes to leading our lives. Therefore, an individual needs a tool that provides her with a **CLEAR DIRECTION** and the ability to **ADAPT** it in different countries, cultures and contexts – without compromising one’s values and priorities. The unbroken Yoga tradition of more than 2000 years provides a valuable response to this need of the century.

The **Yoga tradition** has given a unique perspective about the Self and the way meaning and purpose are derived and understood. In this uncertain and ambiguous global economy, an individual need to leverage the collective wisdom of humanity and the wisdom of Yoga philosophy, to succeed and be future-ready. Yoga’s models of living with a well-being centred approach provide a radical shift in the way we look at ourselves and the world. This unique approach responds to the Fourth Industrial Revolution by providing a paradigm that allows us to be a UNIQUE YOU as we march into the future. UNIQUE YOU journey begins with self-awareness, core values, aspirations, strengths, goals and areas of development. This might include continuous learning and practicing discipline and resiliency. Enhance and maximize the potential through Unique You transformational journey.

Life Skills Interventions: International Perspective

Dr. Kanishka Bedi

Executive Director, World Council of Comparative Education Societies (WCCES), Switzerland

Human life is increasingly becoming complex, due to globalization, technological progress and increased career aspirations of individuals. In their vain to garner more and more materialistic objectives in life, like money, fame, and power, individuals are losing sight of interlinkages with the society, elders and children. The Western lifestyle is attracting the young individuals in the developing nations, which neither have the infrastructure nor social support systems to warrant a lavish lifestyle. In this context, it is very important that life objectives are prioritized and reset to simplify human life in developing as well as developed countries.

In this speech, a comparison between Western and Indian lifestyles is made in order not to criticize one another but to highlight the inherent differences between them. These differences lead us to rationalize suitable life skill interventions in each of these unique settings. The spiritual life lessons imparted by ancient Indian texts are used to drive home the message of healthy, happy and peaceful modern life.

Traditionally, in the Indian context, religion has been a guiding force in life skills development. However, in the modern times, there is a clear need to have life skills interventions irrespective of religious inclination of individuals. Therefore, prioritization of life objectives is recommended such that life skills interventions are put to use in relatively rare circumstances. Illustrations of specific life skill interventions are shared to keep contemporary human life stress-free and meaningful. Last but not the least, the interconnectedness of human race across the globe is emphasized through the Indian philosophy of *Vasudhaiva Kutumbakam* and the African paradigm of *Ubuntu*. Realization of this shared humanness and interdependence on “others” is the basis for resurrecting the common objective of mutual love, empathy, and camaraderie leading to contentment and redemption.

Integrated Wellbeing Model (IWM)

Dr. Sunita Rai

Executive Director, Mindfulness Psychologist, Centre for Mindfulness Singapore

Integrated Wellbeing Model (IWM) was inspired by the Pancakosha Prakriya of the Taittiriya Upanishad. IWM unifies the Five Selves of a human personality to create a wellbeing and happiness strategy that caters to all levels of human experience and desires. The Five Selves are: Eudaimonic, Intellectual, Emotional, Physical and Spatial. Wellbeing and happiness can be enhanced by analyzing and redesigning our lives in each of the Five Selves individually or collectively. One can utilise the IWM to lead a meaningful, enjoyable and purposeful life.

Life Skill Intervention: Perspectives from Sri Lanka

Mr. Rizaan Zain

Managing Director, Oxford International College, Badulla, Srilanka

The talk introduces education In Sri Lanka, through its history of Education, education policies, standards of education in Sri Lanka the problems & challenges encountered, standards of school, number of students and teachers available etc. It discusses the implementation of Life skills education in Government schools from grade six to nine and the acceptance of this study in Colleges of Education, Universities & other academic institutions and the private sector organizations like NGO, how they support life skill education. The benefits gained through this life skill education, the problems and challenged encountered, parents' attitude towards this education and suggestions to overcome these problems and challenges are analysed. The project on Career Guidance, which includes Life Skills Education and is supported by the Health Sector is also explained.

Life Skills Education in India: the IALSE perspective

Ms. Sunitha Ranjan

Vice President, IALSE

The 4th Industrial revolution has brought about vast changes in all spheres of life and the systems that surround us. This has necessitated changes resulting in transformations in the way of perceiving, responding, connecting and being. The shift has created the need to re-look into the complex interplay between humans and technology and at the same time review the skills sets and mind set required to meet the changing times. Significant shifts are common across and within countries/ communities and societies, while each country/ community/society have along with their own identity, challenges to cope with. Life Skills are the generic and specific abilities and seen as those skills that help individuals cope with the growing uncertainties, rapid changes, promote mental well being and better lives. Life Skills education has come to be seen as important for young people to negotiate and mediate challenges and risks and enable productive participation in society. (UNICEF report 2012). Though all human beings thrive through the process of inculcating life skills, the specific contexts in which the skills need to be used, plays an important role. Hence, through a careful analysis of implementation of Life Skills Education across the globe and study of the specific needs of our local contexts, Life Skills Education can become a meaningful and impactful tool for developing transformative competencies. The presentation attempts to discuss life skills programs from a world perspective, focusing on its relevance, effectiveness and sustainability, followed by evidences from the India on similar aspects. The presentation concludes by sharing the workings of the Indian Association of Life Skills Education (IALSE), a strong advocate in this space.

SYMPOSIUM – III

**Community Service Learning
as Tool for Transformative Competencies**

**Community Services of NSS in Developing Competencies and
Impact of Community Service among Rural Population**

Dr. Mohan A K

*Associate professor and Head, Department of Social Work,
Central University of Kerala, Kasaragod, Kerala*

The konark wheel in the NSS badge calls upon the wearer to be ready round the clock to render services to the nation. Along with the responsibilities the badge demands, comes a set of boons for the badge holder and the community at large. From a pedagogical perspective, “learning by doing” is considered to be the ideal model in imbibing skills and wisdom. A critical assessment of the working style of the NSS would reveal that the underlying epistemological notions behind the seemingly activity oriented working style, bear deeper pedagogical aspects. The Gandhian model of educational philosophy concisely represented as the 3H’s viz. hand, heart and head is vividly visible in the work philosophy of NSS. The badge holders while contributing to the community, receives education in three levels viz. physical skills, spiritual skills and cognitive skills. This process of “learning by doing” is constructive i.e. it contributes to the growth of the doer and the receiver. The benefits that the communities receive are directly proportional to the set of skills that the volunteers gain. The goal of the entire process is nation building through youth contribution and the means to this end are myriad. The means or the process is beneficial for the volunteers in a dynamically transformative manner. The competencies that a volunteer gain range from concrete skills to abstract philosophical worldviews.

The youth, being enormous resources, are put to efficient use within the community settings towards the cause of nation building and they are transformed into ambassadors of nation building. The youth being innovators in turn would utilize knowledge in finding solutions to micro and macro level problems, develop competencies required for group living and sharing responsibilities, gain skills in mobilizing community participation, acquire leadership qualities and democratic attitude and develop capacity to meet crises and contingencies. This would, besides contributing to nation building through youth community, would also lead to character building. Individuals with sound character, dedicated to nation building would be a resource pool for the nation in turn as well.

The community at large, on the other hand, while gaining materially also gains insights regarding a wider worldview. The material benefits that the broader community gains from the activities of

NSS are vivid and tangible. There are a set of intangible, subtle social benefits too that the community gains as well. The tangible benefits are largely appreciated and discussed in the mainstream circles. However, the intangible sets of benefits that NSS provides are subtle and abstract that they are often downplayed. The discussions in the academic circles shall pay more focus on such aspects in this subject matter. The abstract benefits would range from community leadership to piece meal social engineering and consequently to social change and hence evidently has higher implications than the tangible physical benefits.

To summarize, NSS offers a double benefit; to the volunteer and the community members. The community receives both abstract and concrete benefits and develops itself into a better social system through receiving the services of the volunteers and collaborating with them. The volunteers on the other hand, while building the community also builds their own character and strengthens themselves by imbibing insights from the community and gaining competencies that contribute to their personal growth. NSS, thus, is an ideal pedagogical model; rather than just an activity oriented platform.

Community Service Learning as a tool for Transformative Competencies

A. Nirmala, Research Scholar

Assam Don Bosco University, Azra, Guwahati

&

Dr. A. Radhakrishnan Nair

Registrar, Central University, Kerala

The UNESCO Position paper on Education 2015, states that education should aims at enabling and empowering people to realize their rights, fulfill their personal expectations for a decent life and work, and contribute to the achievement of their societies' socio-economic development objectives. The content of learning must promote acquisition of basic knowledge and cognitive skills, problem solving and creative thinking, understanding and respect for human rights, inclusion and equity, cultural diversity and foster a desire and capacity for lifelong learning and learning to live together. Education should enable the children to acquire these skills to live in a competitive world. Education is lifelong learning. Every experience becomes the center of one's learning. Our traditional educational system has given importance to develop skills like reading, writing and arithmetic. It is not enabling the children to meet the real-life situations like today's growing unemployment, poverty, inequality, violence and environmental destruction. It demands more life skills, abilities and creative learning potentialities. In this perspective, the researcher proposes community service as a pedagogy to teach life skills among school children. Community service as an outdoor learning is one of the best ways for children to develop their thinking, emotional and social skills. In this context, the researcher has taken class 9 children as sample and conducted a community service intervention study. The objective of this study is to examine the impact of community service on life skill development among school children. The method used is both quantitative and qualitative. The life Skill Assessment Scale (LSAS) developed by Dr. A. Radhakrishnan Nair, et.al is used for the data collection. The study has proved that community service is one of the best ways to enhance life skills among children and has enabled them to develop their skills and competencies.

Key words: community service, life skills

SYMPOSIUM – IV

**Integrating Life Skills across Curriculum
as a Tool for Transformative Competencies**

Integrating Life Skills across Curriculum as a tool for Transformative Competencies

Prof. (Dr) Mohamedunni Alias Musthafa

Professor and Dean, Coordinator, Centre for Life Skills Education

School of Education, Central University of Kerala, Kasaragod

Each society has asked the crucial question “why schooling?” Being a social institution, it is the societal expectation that school has to extend the service of facilitating the all-round development of the individual to successfully enhance the harmonious adjustment of the individual with the society. It is through this expectation; the society invests for providing hands on experiences, contrived and symbolic experiences which is termed as curriculum. The curriculum is the totality of the experiences that a child receives from the educational institution. And these experiences are expected to facilitate the development of the individual as it transfers value or transferability of learning. But it is a naked truth and empirical fact that the curriculum fails to address the real life issues. Over institutionalization and bureaucracy make the institutional life as a factory preparing the individual for examination. As a result the learner goes out from the institution with a score card with some numerical index and the real life remains as a harsh and hard reality. The scenario is that curriculum fails to address the myriad of issues of a competitive world. Knowledge expansion and technology advancement has made the web of life so ephemeral and complex. The situation is that the problems of the present may not be solved with the same tools that were in existence at the time of its origin. The youth after leaving from the institution is not able to solve the issues in an amicable way. The solution of this ‘tragedy’ is the meaningful and effective integration of life skills across curriculum. This symposium attempts to make an intellectual discourse on the different psychosocial perspectives and practical measures to integrate the 10 core life skills across curriculum at different stages of education.

Curriculum Reformation as a prime variate for enhancing Transformative Competencies

Jijo Varghese, Research Scholar

Department of Education, Central University of Kerala, Kasaragod

Education is the only medium through which the potential of an individual can be facilitated. Therefore, it is the extent to which curriculum- content-pedagogy is reinvigorated in the system of education; the transformative competencies can be acquired by the learner. This presentation highlights the need of reforming the higher education curriculum and emphasizes the necessity of shifting the existing curriculum to develop a generation who are competent of transformative competencies and can take advantage of 21st century developments. The relevance of transformative competencies lie with its alluring effect in the individual to meet the challenges of 21st century. Hence, our students need to be empowered and make them to feel that they can envisage to mould and shape a world where well-being and sustainability is attainable for themselves and others. This calls for an immediate need to evaluate and reform the present curriculum to ensure that our 21st century learners are equipped with skills needed for the present century.

Re-exploration of the place of life skills in curriculum at different levels

Rini E. Stephen, Research Scholar

Department of Education, Central University of Kerala, Kasaragod

Teaching children wellbeing and life skills in schools is the best way to ensure that the future generations flourish. Instilling life skills and wellbeing skills in school supports mental wellbeing in children and youth now and in the future. A comprehensive, empirically-supported, social-emotional-skills-accredited approach that powerfully helps youth develop self-awareness, self-regulation, and empathic connection with others. Life skills can be implemented as a module or as individual exercises. The teachers and other school staff should familiarize themselves in and even receive training on teaching life skills. When life skills are taught consistently the results will become visible at the community-level and not only in individual student wellbeing. Thus this paper analyses the need of integrating of life skills education which requires input from the school and education authorities. This investment is worthwhile considering that the potential gains of life skills education are so far reaching. There are also research indications of improved academic performance as a result of teaching life skills. Hence we must to revisit how far life skills education is been integrated to our curriculum of all levels.

**Strategies for Integrating Life Skills across Curriculum
Pre-primary, Primary, Secondary and Higher Education**

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It took a long time for people from agriculture to run after industry. But the world has changed rapidly from the Industrial Revolution to the modern world, especially the world of Information Technology. Of these, India and China have seen rapid growth. India has seen tremendous growth in information technology and it is still going on. But the fact that India's education sector has not seen much change in the twenty-first century is a matter of concern.

About 250 million students are enrolled in the government and private sector, with 1.5 million students studying in the primary - secondary (K - 1 2) system in India. Similarly there are 993 Universities, 39931 Colleges and 10725 Stand Alone Institutes in India. About 37.4 million children are studying in this area. Of those, 26.3% were children between the ages of 18-23. But according to Job Surveys, the number of people who have a clear career plan is the lowest.

The main aim of this paper is to help students from primary to higher education learn precisely how to move forward with modern day learning and what skills are needed. Another important objective of this paper is to examine the need for a student to acquire the life skills required for modern day learning (from primary to higher education) and how it can be incorporated into his / her learning activities.

Evaluation of life skills

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'Life Skills' refers to any skill that is useful in one's life. It is usually used for any of the skills needed to deal well and effectively with the challenges of life. It is no doubt that each and every one will potentially have a different of skills they consider most essential in life, and those that they consider unnecessary. The World Health Organization in 1999 identified the following areas of life skills (UNICEF also listed similar skills in its 2012 report). They are Decision-making, Problem-solving, Creative thinking, Critical thinking, Communication, Interpersonal skills, Self-awareness, Empathy, Assertiveness, Equanimity, Resilience, Ability to cope with problems. Many Educational Commissions and Committees have recommended our education system to aim and focus in imparting these life skills through curriculum transaction. Apart from these, teaching learning system should also ensure co-curricular and enrichment activities to enhance life skill education. But it is unfortunate that there is no sufficient evaluation strategy to assess the level of life skills acquired by a learner. This paper attempts to share some thoughts to develop an evaluation strategy to assess acquisition of various life skills quantitatively and qualitatively by analyzing various components and observable characteristics related to each life skill.

**Is Teacher Transformation the Key to Unlocking the
Potential of Life Skills as Transformative Competencies?**

Dr. Gauri P. Hardikar, Associate Professor

Smt Kapila Khandvala College of Education

Secretary, Indian Association of Life Skills Education

Education faces a tough challenge in engaging learners through a curriculum which will empower them to navigate the volatile uncertain complex present as well as the unknown future. Integration of life skills into the curriculum would ensure that learners inculcate the uniquely human abilities which help them adapt and cope with challenges. However, the demands of the changing times need learners to not only cope and adapt to change but to also develop their agency to create desirable changes. This needs the fostering of life skills as Transformative competencies.

The need to foster life skills as Transformative competencies through a relevant curriculum which is responsive to the dynamic demands raises the following questions:

- Who designs the curriculum for fostering life skills as Transformative competencies?
- What role does the teacher play in the fostering of life skills as Transformative competencies through the curriculum? What would be the repercussions of placing teachers as the mere implementers of a curriculum designed to facilitate individual agency for transformation? The presentation seeks to deliberate upon these questions.

SYMPOSIUM – V

Yoga as a Man Making Science

Yoga: An Evidence Based Science

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Yoga as a traditional text has a lineage of over 5000 years. It is believed to be a tool for liberation by the wise. In the process of the journey, one has to master in many facets of Mind, Body, and Spirit. According to the modern science, Yoga has gained more prominence in the field of health. The modern medical fraternity is trying to understand the limitations of Allopathic Medicine with consideration to the side-effects of the treatment. On the other hand, Complementary and Alternative Medicine (CAM) has shown promising results with non – invasive and safe methods in which Yoga is playing a vital role in the system. Yoga can relatively be called as a ‘Mind, Body Medicine’ in the context of health problems. Yoga helps in understanding the process of Mind through Meditation and Mindfulness. Traditional texts like Patanjali Yoga sutras, Bhagavad-Gita, Yoga Vasista, and other ancient lore of Vedanta have revealed the secrets of understanding one’s own mind. Texts like Hatha Yoga, Gheranada Samhita, Kundalini Yoga and other texts helps us to maintain the physical Health and to lead a healthy lifestyle.

Integrative medicine (IM) approaches have gained significant interest in recent years to provide a solution to the healthcare challenges we face today. Researchers are trying to unravel the science behind Yoga and its applications on health and lifestyle disorders. Due to the new paradigm of modern lifestyle, stress has become a major cause for lifestyle disorders like Diabetes, Heart problems, Anxiety, Depression, Cancer etc. Research has shown evidence that Yoga is a promising tool for psychosomatic problems and lifestyle disorders. Further studies have proved that comprehensive lifestyle education based on Yoga reduces the risk factors for cardiac problems, Arthritis, and diabetes. With the regular practice of Yoga asanas, Pranayama, and Meditation regularize the metabolic activity in the body. This helps in regulating the glucose level in the body which is the major concern for the diabetic patients. Yoga has also proven effective for improving emotional function in healthy and in clinical populations including reducing negative affect, anxiety, depression, and improving emotional well-being. These observed beneficial effects on cognitive and emotional health are thought to result in part from increased mindfulness arising from various yoga practices. Yoga Meditation practice may provide putative therapeutic benefits for individuals with deregulated affect and/or cognitive control deficits. One such example may be individuals with a substance abuse disorder.

Keywords: *Yoga, Health, Life-style disorders, Stress*

SYMPOSIUM – VI

**Transformative Competencies for
Employability and Entrepreneurship Development**

Transformative Competencies for Employability and Entrepreneurship Development.

Dr. T S Nair

Former Director, State Resource Centre, Kerala

The wealth of a nation depends more on its people, management and government, than on its natural resources. Education helps to enhance the knowledge base of a nation and therefore it has a vital role to play in shaping the future of a nation. Education and training system is identified as the key points to cope up with these changes. Many educators faced the challenge of preparing young people to participate in the increasingly complex and changing world of work by calling on employers to articulate and communicate their needs better. Job competencies are those activities and skills judged essential to perform the duties of a specific position. The link between competencies and employee performance is also very strong.

Competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating". The concept of competency is mostly related to performance of an individual.

The emphasis on skills required by employers differs depending on the nature of job role to be carried out within an organization. These skills refer to certain personal traits of an individual, which can be fit from one job role to another. The critical success factors which contribute to the employability skills are Communication and Interpersonal Skills, Information, and Technology Skill, Ability to work as a team, Leadership Skills, Problem Solving Skills, Identified professional accreditations, Work experience, Identified industry links, Adaptability Skills and Creativity Skills. In order to achieve this above skills, the employer's involvement and engagement in higher education through particular programs is needed. The employability skills should embed into the mainstream curriculum and also the assessment practices should link to employability skills. It is also important that the inclusion of Personal Development and Planning modules.

Entrepreneurial competency results in superior performance of a job. Competency has a direct bearing on human behavior and performance. Therefore, entrepreneurial competencies are needed to be developed and cultivated in a very systematic manner. The entrepreneurial competency

consist five levels of learning. They are, Know-what, or knowledge; Know-when, or insight; Know-who, or social skills; Know-how, or skills; Know-why, or attitudes, values and motives.

In conclusion it is clear that the wealth of a nation depends more on its people, management and government, than on its natural resources. Education helps to enhance the knowledge base of a nation and therefore it has a vital role to play in shaping the future of a nation. Therefore, they too must adapt in order to accompany a successful transition to a knowledge-based economy and society.

SYMPOSIUM – VII

Interventions to promote Life Skills among Young Adults

Youth Development Score Card (YDSC): A Coaching Tool to Transform Youth Through Empowerment

Bhaskar Natarajan

Head, Program Execution, Tata STRIVE, Mumbai

& Joseph Thomas R

Assistant Manager, Facilitator-Development, Tata STRIVE, Mumbai

Addressing the need for the right mind-set and skill sets towards employment of the underprivileged youth in India is a priority for the skill development sector. The focus should be on equipping youth with significant habits, to sustain successfully in their jobs and build a career and not just be to get a job or be an entrepreneur. With a view to achieve the above goal, Tata STRIVE has developed a coaching tool named Youth Development Score Card (YDSC) aimed at developing Self-Esteem (I am), Self-Confidence (I Can) and Self-Efficacy (I will) among the youth. The objective is to empower youth to believe in themselves and help them set and achieve short term goals. YDSC focusses on four key dimensions namely i) Behaviour ii) Emotions iii) Cognitive Skills iv) Social Skills. The Application based tool is being used by our facilitators in every coaching conversation with learners at all Tata STRIVE and its Partner Centres across the country. As an outcome of this intervention, Tata STRIVE was able to address key challenges in lack of interventions for holistic development. The paper highlights the need, the design and the process of YDSC tool and the outcomes derived from its consistent use.

PLENARY- III

Mapping Stakeholders' Experiences of Life Skills Education

Mapping Stakeholders' Experiences of Life Skills Education

Dr. U N B Rao, Ph.D., IPS (Retd.)

Founder & Chairman, Urivi Vikram Charitable Trust

Modern Life Skills seems to me is a capsulised-format of our age-old dictums for good behavior and better communications, that are talked about in our ancient texts. For example, one Subhashita that says “*Lakshnirvasati jihwaagre, jihwaagre mitra bandhawaa , Jihwaagre bandhanam praptam,jihwaagre maranam dhruvam*”, referring to our Communication skills. Moral of the Shloka is that if a person has proper control over his speech, he can get very rich, have good and reliable friends and relatives. Improper use of speech can land a person into trouble and may even result in his death. Experiences of stake holders – Learners, Educators and Policy makers – are encouraging. Life Skills Education is being tried out in different settings. Learners invariably feel empowered and better informed. One expression generally heard from Learners is ‘no one ever told us all these’ and that the inputs are useful for them to plan better their future. But we also see that this ‘feeling of well-being’ is not long-lasting and requires ‘booster shots’. Dual attitude that is prevalent in human –beings needs to be kept in view by the Educators while imparting the Life Skills. More brain-storming sessions, role-plays and audio-visual inputs are seen making lasting impressions in the learners. Where ever ‘impact studies’ are conducted through pre and post intervention, the content and format is improved and helps in coming up with effective models. One of our Educators observed, after a committed tenure of 15 months, that ‘the sessions helped him dive deep into adolescent psyche and their needs. The effects of life skills are varied and he being an absurdist, it really fascinates him as it shows how young adults generally behave and what tips off to their adult life’.

Interestingly, ‘Life Skills’ have become an USP for some of the educational institutions and NGOs, which take to a ‘peace-meal’ approach, whereas a ‘holistic’ approach ‘ is better to bring in personality development and equipping the target group with better coping mechanisms.

Policy makers did their bit - the then Planning Commission of India’ devoted an exclusive Chapter for ‘Life Skill Education’, in their first-ever Report on Adolescents, 2001. UNIAWG developed in 2001-02, well-structured Modules (49 in total), **admittedly basing** on UVCT’s innovative program ‘Shakti: Personality Development’ for mainstreaming out-of- school adolescents. CBSE aimed to include LSE in their curriculum. All Ministries dealing with young adults include Life - Skill – centric programs in their developmental activities. Above all, it is found, most important is the competency and commitment of the Educators in furthering the efficacy of LSE.

**Integration of Life Skills Education in
Government High and Higher Secondary Schools of Madhya Pradesh**

Ms. Anjali Agarwal

Director, Bhartiya Grameen Mahila Sangh

Bharatiya Grameen Mahila Sangh is a state level NGO working in the field of life skills education since 1993. With support from UNFPA, BGMS has been providing technical support to the School Education Department, Government of MP in institutionalizing LSE in all 9228-government run high and higher secondary schools of the state since 2017. Looking at the impact of the life skills education project on the students of 43 RMSA girls' hostels that was run from 2015-17, the program was launched by the school education department under the name of Umang. In the first phase, a basic life skills manual (grade 9th) -was launched and the program was piloted in 1874 schools located in 52 districts headquarter blocks of the state where sessions were conducted with students of grades 9 to 12. For the purpose of teacher training, a cascade model of training was used. After training, rigorous handholding support was offered by BGMS, state and district officials and by the trainers from respective districts. A mobile application was developed to support real-time monitoring and data collection. The data was compiled and shared in review meetings at the state level. The teachers have reported a positive impact on the students and an enhancement in teacher-student relationships.

The second phase of the project is witnessing the launch of graded curriculum for grades 9 to 11 in the 1874 schools and implementation of the basic manual in all the 9228 government schools. There is a special focus on development of institutional mechanisms like addition to the academic calendar, selection and training of state level trainers, monitoring and review mechanisms, identification of ideal schools in each district etc. to ensure sustainability of the project. The processes are being further evolved to cater to the needs arising from the ground level.

It is envisioned that the manual developed for grade 12th will be introduced and the implementation of manuals for grades 10th and 11th will be scaled up to cover 9228 schools and institutional mechanisms will be further strengthened.

The key challenges and learnings from the process have been investment of district officials and principals, selection of trainers from the district, dilution in quality of training at district and block levels, ensuring handholding support to maximum schools, along with covering 0 teacher schools.

Since this is the first time that a graded LSE based curriculum is being institutionalized within the education system of a state, the processes being undertaken, and best practices being followed by the stakeholders are being documented. A similar process has also been initiated by the directorate of skill development, MP for the 223 ITIs run by the state government.

Education for Life: Preparing Children for Life's Challenges through Joyful Learning

Bryan McSweeney

Department of Teacher Training, Education for Life, India.

Education is at a turning point. The system we have inherited is a remnant of the Industrial Revolution, and hasn't kept up with the needs of a world that is changing rapidly. It is no longer enough to prepare students solely with facts and techniques. Those entering the workforce today need skills that are less tangible but no less real. The leaders of tomorrow will need a new skill set: cooperation over competition; supportive leadership over domination; intuition over intellect. Jack Ma, Chairman of the Alibaba Group, has eight skills he considers crucial to success. Seven of them are soft skills.

Google studied its own workforce with Projects *Oxygen* and *Aristotle*, and found that the single most important quality in their teams wasn't technical knowledge, but rather being able to create *emotional safety*.

Education for Life (EFL) is a philosophy uniquely positioned to address the deficiencies facing education today. Outlined by Swami Kriyananda in his book of the same title, the ideas behind this system were pioneered in the How-To-Live school started in Ranchi by the yoga master aramhansa Yogananda, author of *Autobiography of a Yogi*.

Using Raja Yoga principles discovered by rishi's in ancient times and made practical for this age of energy, EFL brings balance to education by focusing not only on the mind but on the heart. This inculcates an emotional intelligence in the student which enhances their academic success, and makes them more self-actualized, whole people.

This system of schools has been training students in life skills since its inception over 45 years ago. Over the years, hundreds of children have graduated from these schools, prepared for the challenges of life. They go on to be leaders and innovators in whatever field they choose, because they are equipped to learn the greatest lesson of all: to know themselves.

Life Skills: The Aspirations and Expectations of a Millennial

Ms. Samira Saheba

Student teacher, Smt. Kapila Khandvala College of Education

Citizens of a very dynamic and increasingly complex world, the millennial generation has been found to be glaringly unprepared for the world of work and even for the general challenges of life. A key reason for this is the lack of life skills— essential skills required to meet the demands and challenges of the different situations that life throws up. While formal education equips the students of today with wide-ranging factual knowledge, it does not teach them how to make sense of it independently, or create something meaningful using it. The world today offers a lot more choice in every sphere of life, but lacking the skills required to make decisions and choices effectively, millennials often find themselves overwhelmed, and not empowered, by the options they have at hand. And as they struggle to cope with all the myriad challenges, they also find themselves lacking the capacity to manage emotions healthily, and be empathetic towards others, and as importantly, to themselves.

This talk seeks to explore, from the perspective of a millennial, why this is happening. What is it that is missing and where exactly is the formal education system falling short in anticipating and meeting the needs of the generation. Taking insights from how the generation has picked up the life skills they do possess, suggestions have also been made about how the existing gaps could be bridged. Finally, the presentation also delves into what support teachers and teachers-to-be might find beneficial in helping their students not just develop the necessary life skills, but to use these competencies to bring about transformative change in their lives, while also developing the agency to bring about transformations in their broader environment.

Life Skills for Positive Living in People with HIV AIDS

Dr. Poonam Sharma

Assistant Professor, Institute of Behavioural & Allied Sciences (AIBAS),

Amity University Mumbai

The session would throw light on the nature of HIV and AIDS as special condition which require positive outlook by the ones who are affected and infected with it. The treatment and management largely depends on family support, acceptance by community, good nutrition and inculcating essential life skills to live a positive life and not letting the infection overpower the person and their families as a condition to be feel ashamed off and depriving oneself from right to have treatment and healthy living.

Life Skill Education – From Margins to Mainstream

Ms. Rama Bhide

Director, Alpha School of Life Skills Pvt. Ltd.

Life Skill Education is not a new term, but it is still in the margins. Many pioneers, researchers, social workers, trainers and entrepreneurs have dedicated their lives in bringing Life Skill Education to the mainstream. Yet, it is miles to go before we sleep. One of the challenges standing in the way of making this dream a reality, is lack of clarity about 3 crucial aspects -

- 1 – Understanding of the unmet need at the ground level
- 2 – Awareness level in beneficiaries about the need-gap
- 3 –Way to bridge this gap, with a win-win situation

To get a better clarity, let's understand the What, Who and How of education system:

'What' - relates to the content. Stakeholders involved are the researchers, academicians and educators.

'Who' - relates to the person imparting and the person imbibing LSE as well as the people in their environment. Stakeholders involved are parents, children, educators, trainers, government and society at large.

'How' - relates to the methodology, mechanism and the medium. Skill development is very different from teaching academic subjects. Skills cannot be taught theoretically. They need to be imbibed through experiential learning and practiced to make it a habit. Stakeholders involved are Coaches, Life Skill Trainers, Counsellors and Workshop Facilitators. With our experience we have perceived, that, content is important, however, delivery of LSE is more critical due to a lack of:

- 1 - Standardised curriculum and methodology
- 2 – Motivated and trained skill coaches
- 3 – Prioritization of LSE vis- a-vis academics

Hence, we need to map the perspective of every stakeholder. By emulsifying their thoughts we can create an atmosphere, conducive to make LSE a success at grass root level and a household name. IALSE plays a pivotal role in this noble cause and we, at Alpha School of Life Skills, are on a mission to support this cause.

THEMATIC SESSIONS

THEMATIC SESSION – I

**Role of Life skills and /or Yoga in Nurturing Social Inclusion &
Promoting Societal Integration**

Towards Nurturing Inclusion that Fosters Quality of Life and Positive Mental Health of Children with Special Needs – Perspectives from Bhutan

Sonam Choden

TEACHER (Special Educator), Bhutan

Education has been accepted as a basic human right (Jomtein Education for All Conference, 1960; Dakar World Education Forum, 2000). Education is the critical element for development for individuals and nations. Inclusive education considers all children to be a part of the school community and endeavors to provide for the development of each child. This paper explores the practice of inclusive education in the school with special needs children in Bhutan.

Though inclusion has been implemented in Bhutan for quite a long time, as a process of acceptance of all, it has been either taken for granted or overlooked. The study addresses the following research questions – How is inclusive education implemented in the schools in Bhutan? What are the perspectives of the various stakeholders to the implementation of inclusive education in Bhutan? What measures could contribute to enhancing the quality of inclusive education in Bhutan to foster quality of life and positive mental health for children with special needs in Bhutan? The data to answer these questions were collected through qualitative methodology. Focused group discussions were used to gain knowledge about the perceptions of inclusive education among different stakeholders viz. teachers-15; parents-30; school administrators-2; students -10. Based on the data gathered in these focused group discussions, individual interviews were conducted. The data was analyzed and the findings were considered in the light of the existing literature in the area. Conclusions suggest that effective awareness programs, teacher training for inclusion as well as introduction of life skills education and yoga as crucial elements for education of children with special needs can enhance the quality of inclusive education interventions in Bhutan. Thus, such a study can serve as an emergent call to the concerned organization or agencies to support and move further with awareness programs on inclusiveness, and to execute interventions in a timely and appropriate manner.

Key words: Inclusion, inclusiveness, interventions, inclusive education

Participation Challenges of Transwomen in Life Skill based Programmes

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Pooja Varma, Assistant Professor, Jain University, Bangalore

Papia Saraf, Assistant Professor, Jain University, Bangalore

Since the story of human life has been recorded, plight of transgender people remained to exist in a similar way in every culture, race, and class. The present research is based on the fact that education and skills development plays pivotal role in enhancing jobs and economic opportunities for a transgender as they face different kinds of atrocities and defamation in their day to day life. What is appalling is that despite affirmative action (reservation policies, Right to Education, etc.) the disparities remain substantial among the transgender community especially in India. The objective of the study throws light on challenges faced by thirty transwomen with respect to their initiative in joining skill enhancement programmes for empowering their communities. The focused group discussion method was used to explore areas like available support, their partners, equal opportunity of education, need for skill development, government programmes, and so on. The findings reflected on high levels of stigma in almost every sphere of their life such as health (HIV and other risk), schools/colleges, employment, social schemes and entitlement, lacking family support, compromising on daily earning timings, facing atrocity and negligence by the police and lacking social security and so on. The major themes centred around extreme social exclusion, self-esteem issues that hinders them to upgrade their skills, their sense of social responsibility, their fear of rejection or need to affirm their gender through having sex. Keeping in view the above findings it can be concluded that there is an immense need to intervene at individual, community and policy level to safeguard the rights of transwomen. The research implication targets on providing life skills intervention programme incorporating the challenges for which more interactive session and discussion on the issues concerned were suggested.

Keywords : Transwomen, Challenges, Social inclusion, Life Skills Education

Life Skill Intervention to Promote Well- Being Among Transgenders

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Learning and Development Coordinators

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Studies have shown that almost all transgender individuals face intense stigma and discrimination. Their hardships highlight the need of life skills in both their professional and personal lives. Especially for those transwomen who engage in begging and/or sex work, the situation is even more arduous. A 10-day intervention has been formulated to empower the individuals who are seeking employment and business opportunities. This program applies 'Concepts of Wellbeing' by Ryff (1995), where the objective is to find purpose of life by defining clear goals and working towards attaining them. The training program takes its cues from the various challenges faced by trans individuals and equips them with specific strategies that are required to overcome such issues. The sample consists of 30 transgenders (transmen and transwomen). A quasi experimental design is adopted and the effect would be measured through pre-post personal interviews & questionnaire administrations. Ryff's scale of psychological Well-being (2007) which includes the following dimensions: Self-acceptance, Autonomy, Environmental Mastery, Personal growth and Positive relations with others would be used as the metrics. 't test' would be used to quantify the significance of effect. As the training is on progress, the results would be discussed on submission of full paper.

Keywords: transgender, life skill, employment, purpose in life, wellbeing

The Effect of Family Environment on Entrepreneurial Behaviour In Agricultural Area

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Gawali, G.S. , Professor & Director, Amity Institute of Behavioural and Allied Sciences,
Amity University, Mumbai

In Indian context even today agricultural and farming is considered as vital source of paid as well as self employment. The choice of an occupation is influenced by home environment to which individual is exposed to. To be successful in an occupation one has to develop certain skills and competencies. This paper is an attempt to understand the effect of family environment on entrepreneurial behaviour in agricultural field. The focus of this study was on personal relationship and personal growth as parts of family environment and how it affects entrepreneurial behaviour in agricultural field.

The data were collected by using purposive sampling from 50 undergraduate students of agriculture. Their age range was 20 yrs to 23 yrs. For data collection, Family Environment scale-BC developed by Dr. Harpreet Bhatia & Dr. N.K. Chadha, and Entrepreneurial Behaviour scale developed by Dr. Serje Schmidt was used. Data were treated by using adequate statistics it was found that the family environment affect on Entrepreneurial Behaviour.

Keywords: Agriculture, Entrepreneurial skills, Family environment

In search of Oneself : Using Self Awareness Skill as a Life skill for social inclusion

Vanecia Grace Wahlang.

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Searching for things outside oneself is easier than searching within. The question is however, can we find ourselves by helping others? A person by the name of Mr Wanphai Nongrum dared to think differently and endeavoured to help others find the meaning of Life.

This paper deals with the autobiography of a person residing in Shillong, who found himself by becoming Self Aware and by helping the victims of the 2004 tsunami in the Andamans. He helped them to love the sea once again by devising games which soothed their pain, helped them heal and to love once again what they had grown to fear.

This paper will try to elaborate on how he lived, stayed with and experienced street children - dalits, cobblers, rag pickers - to try and find the meaning of life. He did this to try and get a sense of where these children, in their abject poverty, draw their happiness and joy from. Here is a person who plunged himself into and blended his life with others just to be in harmony with himself and with others.

This was not the end of his journey however. He is currently the owner of an art café in Shillong called 'You and I Cafe', which not only serves indigenous food but enables people to learn about Khasi culture as well. In this way, he hopes that posterity, especially our youth, can experience their own culture and roots, and in the process maybe find themselves.

In this paper, the researcher will use the interview method to understand the life story of Mr Wanphai Nongrum.

Keywords: Finding oneself, self-awareness, social inclusion, life skills.

THEMATIC SESSION – II

**Role of Life skills and /or Yoga in
Strengthening Civic Participation and
Engagement & Fostering Multicultural Mind-set**

Development of Social Leadership Skills in Secondary School Students through Scouting Programs

Gururaj .P, Research Scholar in Education – CMR University, Bangalore

Praveen R., Research Supervisor – CMR University, Bangalore

Scouting programs have a positive social impact on individuals, young people and communities. Most of the educational institutions have tried their best to include scouting programs into their curriculum but are yet to create an ecosystem where every institution will integrate value based education through scouting programs at school. Institutions should emphasize more on civic participation which indirectly help the students in developing social leadership skills. Today stakeholders in educational institutions expect scouting programs to develop specific outcomes in young people that will assist them in becoming fully functional adults. More empirical evidence is needed to support the idea that scouting programs indeed provide added educational or developmental benefits. One key outcome with all the scouting programs, regardless of setting, is leadership and social skills development. Therefore, the purpose of this study was to evaluate social leadership development among scouts and guides. Major research objective was to determine whether students' participation in scouting program reported increases in social leadership measures as a result of their experiences. Based on the goals of this program, the researcher hypothesized that self-reported social leadership qualities would increase after children had participated in the scouting program. The research design for this study was a non-experimental retrospective research design using quantitative obtained from a single sample of participants at the Bangalore South District Scouts and Guides Camp, Besant Park, Doddabalapur. The method of data collection employed a self-administered survey instrument given to scouts and guides who were preparing for Rajyapuraskar Award Test. The survey used the customized Socially Responsible Leadership Scale where the results indicated that there was a statistically significant difference between the mean of Scouts and Guides. Overall, this study provides much needed empirical evidence to contribute to the idea that scouting programs, while providing civic experiences, can utilize their settings to make an even bigger contribution to the lives of young people through scouts and guides.

Keywords: Education, student, Scout, Guide, Socially Responsible, Leadership Scale, SRLS, Institutions, Social leadership competencies, scouts, guides, scouting programs, secondary schools

Guidance Needs Of Urban And Rural Adolescents For The Effective Civic Participation

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Social skills are vital for the effective civic participation of adolescents. Today's adolescents are living in a world which has many distractions and no boundaries. As they face serious challenges of adapting themselves to the ever expanding demands of the society, they come across diverse complexities which affect their involvement in civic activities. To take part in the civic activities of any particular society they need social skills. Social guidance is the process of helping an individual to know how to behave with consideration towards other people. It helps the individual to understand oneself, know how to get on with others, learn manners and etiquette, practice social skills and understand social roles and responsibilities. The present study was undertaken with an aim to study the need of social guidance among urban and rural adolescents. The objectives of the study were- to study need of social guidance among adolescent boys and girls of urban and rural area. One hundred and twenty adolescents from Bangalore Urban and one hundred and twenty adolescents from Bangalore rural district were selected for the present study. To assess the guidance needs of adolescents the Guidance Need Inventory (GNI) developed by Dr. J. S. Grewal was used. The data was analyzed by using percentage analysis and chi square test. The results indicated that the adolescents residing both in urban and rural area have high need of social guidance. The rural adolescents have higher need of social guidance than the urban adolescents. The study highlights the need of social guidance for adolescents to encourage them to take up the civic responsibilities effectively.

Keywords: adolescents, civic participation, guidance, social skills

Multicultural Education: the importance among Preschoolers

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India is a melting pot of various cultures, religion, ethnicity and tradition. The changing nature of the society reflects the tremendous influence of culture on children's upbringing and perception. In this present context multicultural education fosters in recognizing, appreciating and accepting the diverse group of people with innumerable values and belief systems. Education should cater to holistic development of child's social, emotional, cognitive and physical development. The crucial part of child's ability to function and learn is imparted through play in Early Childhood Education (ECE). Early childhood education is no more considered a play time for toddlers but has gained its significance for imparting value based education. Early childhood education helps in molding the success and failure of the child. The reasons for early childhood education become important because early nurturing is important to learn empathy, happiness, hopefulness and resiliency. This qualitative study will focus on the undermining practices of multicultural education. The purpose of this article would be to understand the ways multicultural education is imparted among preschoolers and the role of teachers and parents in fostering it. This paper would also investigate the developmental activities of imparting multicultural education by teachers and parents through semi structured interviews.

Keywords: Multicultural education, Early Childhood Education

THEMATIC SESSION – III

Role of Life skills and /or Yoga in Enhancing Quality of Life

Relationship between Birth Order, Emotional Maturity and Communicative Competence

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Alfred Adler stressed on the importance of social environment in an individual's development (Adler, 1928). One of the most important aspects he took into consideration was an individual's birth order. The aim of this study is to draw a relationship between an individual's birth order, their levels of emotional maturity and their respective communicative competencies. Emotional maturity and communicative competence are important life skills that help an individual in dealing with peer relationships and other areas of their lives. Emotional maturity and communicative competence play a great deal in determining organizational behavior as well. Understanding the dynamics of birth order and parenting, one can improve and enhance these skills. The participants were informed about the details of the study. They were questioned about their demographic details such as age, education and birth order. This was followed by an interview that consisted of twelve questions for the oldest, middle and youngest children and six questions for the only children. Following the interview, the two questionnaires on emotional maturity (Singh & Bharagava, 1991) and communicative competence (Wiemann, 1977) were administered to them. 8 individuals were interviewed regarding their demographic details such as age, education, location and birth order and the Communicative Competence Scale (CCS), developed by Wiemann in 1977 and Emotional Maturity Scale, developed by Singh and Bharagava were administered to the participants. 2 of the participants were of the birth order, 'oldest child', 2 were of 'middle child', 2 were of 'youngest child' and 2 of 'only child'. 2 of the samples were male and six of the samples were female. A study conducted by Curry in 2015 suggested that birth order affects people's ability to communicate as it affects their social relationships and career choices. Building on the same, this study attempts to find a relation between the different birth orders and how they impact the general way of communication and emotional maturity, which are crucial life skills for success and enhancement.

Keywords: Birth order, oldest child, middle child, youngest child, only child, communication, competency, social relationships, life skills, enhancement

Efficacy of Life Skills Programme in Empowering out- of- School Adolescent girls: A study from Surat City

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The various data, India and Gujarat level reveals the fact that drop out ratio among girls is higher at secondary school level. Due to lack of proper guidance and motivation, they are unable to utilize their potential in an appropriate way and are engaged in non-productive activities. These high risk behaviours may be affecting society negatively.

The present paper is based on implementation of Life Skills Training programme by Urban Health Climate Resilience Centre for Excellence to enhance the capacity of out of school girls to prevent further vulnerability from slums of Surat city. The training programme of Life Skills was initiated in 33 Anganwadi of Vijaya Nagar Urban Health Centre jurisdictions, which further divided in to 5 clusters. At each cluster, three training sessions of two hours each were organized during August - Sept. 2018. The Vijaya Nagar- cluster-1, comprised of seven anganwadi, considering the inclusive criteria, 35 girls (12-18 years age group) were enrolled for the scheduled training.

The sessions were focused on the most concerned three major topics of their lives. (A) Conflicts and Violence, Child Marriage, and Gender Equality. (B) Menstrual Hygiene, Sexual and Reproductive Health and (C) Bullying in Community and Cyber Safety.

The quantitative and qualitative analysis revealed the enhanced positivity in solving their day to day life situations. The outcome of programme advocates importance of life skills education for arming adolescent girls with the knowledge, skills, and attitudes needed to rewrite their futures.

Keywords: Adolescent, Life Skills, Non- Formal, Cognitive and Social Skills.

Ready for the world'- A progressive Social – Emotional Learning curriculum

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The process of Education enables children to deal effectively with the environment, use available resources, and face challenges of the society. To enable behavioural transformations in the child for positive outcomes, the system needs to enrich school curriculum with a highly researched and effective Life skills programme. Life skills based education (LSE) refers to an interactive process of teaching and learning which facilitate learners to acquire knowledge, develop attitudes and support the adoption of healthy behaviour. LSE believes that early identification of problems, early intervention and support at key moments in lives of young children is vital.

Developing core life skills through SEL is crucially important to a child's development as it directly correlates to how socially, academically and professionally skilled the child will be as an adult. Considering these, a structured SEL curriculum for grades 3 to grade 9 was conceptualised by Learning Curve Life Skills Foundation based in Hyderabad. This curriculum is based on the widely acknowledged CASEL framework that equips children with competencies to navigate the world smoothly. This exclusive curriculum is catered to children from under resourced and vulnerable backgrounds. Effective implementation of this curriculum is realized by making teachers as change makers, transforming classrooms as safe places, schools as enablers and engaging parents as stakeholders. This curriculum is being implemented in the schools from the academic year 2014-15. In the academic year 2018-19, the curriculum was implemented in 55 schools in 2 states of India and has positively impacted 390 teachers, 11,280 children (grade 3-grade 9), parents and has contributed to the development of positive school culture. The present study details out the components of this curriculum, the transactional and assessment modes that were employed which has resulted in effectively reaching out to the stakeholders. The proven effective practices and inputs discussed upon in this paper can be considered for further developing of life skill programmes and wider implementation.

Keywords: Life skills, SEL, Life skills based education, Learning Curve, SEL curriculum

Perceptions on quality of life – A finding

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Aim/purpose

The purpose of the study is to explore the existing thought processes and perceptions of people from various occupational backgrounds with respect to quality of life in today's world.

Background

The need to acquire life skills for survival itself, as the constantly evolving lifestyles poses challenges. Also the need to know oneself and be purposeful in any area one chooses to live in and the impact of one's choices in leading life, perceptions of people on quality of life, a quest on these points lead to an humble finding.

Exploring definitions of people on what quality of life is and if it is aligned with the present living. If yes, exploring if life skills (acquired/natural) played a role. If no, was lack of life skills the reason?

Methodology

A qualitative design is adopted for this study, where the data is being collected in through semi-structured interviews.

Sampling

The sample for this study is being derived from a population comprising of 50 people with vivid occupational backgrounds ranging up to thorough professionals who lie between the age group of 25 to 50. A non probability, judgement/purposive sampling method is being used, as the participants are selected based on the researcher's judgement on who to ask to participate. Representative samples are selected to suit the needs of the researcher. It is expected to result in a range of responses useful so as to help in the qualitative research.

Results and conclusions:

Does the existence of life skills play a role in enhancing the quality of life as defined by people?

Keywords: life skills, quality of life

Emotional Regulation as a Predictor of Peer Relationship and Assertiveness among Adolescents

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Emotional regulation can be defined as goal-directed processes functioning to influence the intensity, duration, and type of emotion experienced. Emotion regulation skills develop substantially across adolescence, a period characterized by emotional challenges and developing regulatory neural circuitry. Peer relationships are very influential in adolescence. During this time, when young people are developing autonomy from their parents, peers become a significant source of social and emotional support. Also assertiveness is a skill that does not develop independently but depends on other communication skills. Experience with assertiveness strategies, which organize the adolescent's social competence, is mutually and individually beneficial to those involved in interpersonal relationships also. The current investigation focuses on understanding if there is any relationship between emotional regulation as being the predicting factor for peer relationship and assertiveness among adolescents. Also to see if there exists any gender differences in emotional regulation, peer relationship and assertiveness among adolescents. The study is also essential for highlighting the growth and development of adolescents and to see how a better self-regulation or emotional regulation can bring in significant changes in the adolescents attitudes and their social relationships specifically in relation to the mentioned dependent variables presented. The sample consists of 400 male and female adolescent students from 8th and 9th standard (high school) ranging from the age of 13-15 years. This study will use the Difficulties in Emotional Regulation Scale- short form (DERS-SF), Index Of Peer Relation (IPR), and Rathus Assertiveness Schedule (RAS) to find if there exist is any relationship between emotional regulation, peer relationship and assertiveness or if emotional regulation acts out as the predicting factor for both the dependent variables. A correlational research design and regression analysis would be done to find out the overall results. The research is ongoing and the results/findings will be discussed in full paper.

Keywords: Emotional Regulation, Peer relationship, Assertiveness

Empowering Adolescents with Life Skills - Solution for Better Future of Youth

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Background: Adolescents across world face many changes and challenges during this phase of life. It is important to equip the adolescents with the necessary skills to adopt the developmental changes and deal effectively with the demands and challenges of everyday life. Life skills are a comprehensive set of universal cognitive and non- cognitive skills and abilities, connecting behaviour attitude and knowledge, which youth can develop and retain throughout life. Through life skill education one can move towards more positive and holistic approaches in order to educate the new generations and through them the future generations. **Aims and Objectives:** The main objective of the study was to impart an intervention and study the impact of intervention programme on life skills of adolescents. **Materials and Methods:** Adolescents in the age group of 13-19 years, total 200 adolescents were pre- tested by using Life Skills Assessment Scale (LSAS) developed by Nair *et al.* (2010). On the basis of pre testing scores, aggregate scores were arranged in ascending order and 100 adolescents as experimental group and 100 adolescents as control group were selected. The statistical analysis was done using descriptive statistics. The intervention programme included different activities like yoga meditation, group discussion, games, asking questions etc. for enhancing life skills among adolescents. **Results:** It was found that there were significant difference in post testing of experimental and control group adolescents, as the 'z' values were statistically proved to be significant for all six dimensions of life skills i.e. for self-awareness 16.57*, empathy 14.36*, effective communication 19.73*, interpersonal relationship 18.19*, coping with emotions 17.34* and coping with stress 16.56*.

Keywords: Adolescence, life skills, intervention, yoga and games

Spiritual intelligence, grit and perceived stress among Allopathic and Ayurvedic medical professionals

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Professional stress is a frequently stated phenomenon. The unique and compelling nature of medical profession puts the practitioners and students at a high risk of stress. Across the past few decades research has been reporting the prevalence of professional stress and its repercussions on medical professionals, including doctors, residents and students. Variables like grit and spiritual intelligence have been found to have potential impact in anxiety, attrition, burnout, clinical competency, job satisfaction across different population. This study aims at finding the relationship between spiritual intelligence, grit and perceived stress among Allopathic and Ayurvedic medical doctors and students. The study employed a quantitative research design. Data from 150 medical professionals, that consisted of 30 Ayurvedic and Allopathic doctors each and 45 Ayurvedic and Allopathic students respectively were collected for this study. The variables were measured using The 12 item Grit scale, The spiritual intelligence self report inventory and perceived stress scale. Data analysis was done using SPSS version 23. The results suggest a significant relationship between the research variables and also regression analysis revealed both Spiritual Intelligence and Grit as a predictor of perceived stress. There were no significant differences in the variables, across the two streams and between the practitioners and students. The results supports a feasible intervention involving spiritual intelligence training or a grittiness training to inculcate life skills like resilience, creative and critical thinking, self awareness, self control, interpersonal skills and problem solving, and there by improve the quality of life of medical professionals, burdened by stress.

Keywords: Spiritual Intelligence, Grit, Stress, Allopathic and Ayurvedic medical professionals

A Comparative Study of Developmental Life Skills and Wellbeing of Yoga Performers and non-Yoga Performers

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Yoga as physical exercise determines wellness of physical and psychological health. It's a discipline which helps an individual reframe or remodel their life through by helping to attain health and happiness. Yoga performed regularly not only promotes physical, psychological health, but develops a holistic personality i.e., its practices are positively correlated with developmental skills. It enhances competence required to performed life functions. Additionally, it coordinates to wellbeing of an individual. Current research is trying to establish the link between performance of yoga and its effect on life skills and wellbeing among adults.

The study will conduct a comparison examination using a descriptive design between a sample size N=200 early adults (20- 40), divided in 100 participants as performers (performing yoga 1-1.5 hours regularly) and 100 participants non-performers (rarely or never) of yoga. The sample will be assessed with self-structured tool of developmental life skills and a standardized questionnaire of well-being. The study will compare the difference between the levels of life skills and wellbeing between the two different groups of participants (performers and non-performers of yoga). The scoring for both the tools will be carried out for both the desired groups. Required analysis and comparison will be made by considering the compared difference between data on levels of developmental skills and wellbeing of these adults (yoga performers and non-yoga performers).

Keywords: Developmental skills, Well-being, Yoga performers, non-yoga performers

A Study of Life Skills in Adolescent Students

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Life skills are abilities which help children to deal with everyday challenges and stress. It is a skill which helps children adapt to daily problems of life. Adolescence is a transition period that bridges childhood and adulthood during which major physical, cognitive, and psychological changes occur which need to be addressed. Each adolescent has his/her specific abilities for adaptation. Life skills education is suggested by many as a prevention and development approach to cope with the complex scenario of life. The present research was undertaken with the following objectives: (i) To assess the different life skill of the adolescents. (ii) To compare the life skills of adolescents on basis of gender and type of board of the school. It is a descriptive research under which survey method has been used .The researcher has used a rating scale to assess the different life skills used by adolescents. The researcher collected data from 320 students out of which 102 girls and 82 boys were from SSC board school and 70 boys and 66 girls were from ICSE board school. The students were selected by cluster sampling technique. The students are from different boards. The study reveals that there is gender wise difference in life skills of students. Significant difference was also found in life skills of SSC and ICSE board students.

Key words: Life skill, adaptation, cognitive, psychological changes

Enhancing Thinking and Learning Skills in Indian Adolescents

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Life skills are an important aspect of every individual's life. It helps one to deal with their day to day commitments. These skills can be modified at every stage of one's life. Incorporating these skills is crucial for adolescents, as they are undergoing major changes in their personal life. The present study was based on a sample size of 100 participants, who were in the age range of late adolescence (17yrs-19yrs). Objective of the study was to focus on the Thinking & Learning Skills of participants who were in Late Adolescence stage of development, as this is the stage where the society expects them to take more independent decisions & the adolescents themselves want to exercise more autonomy. For investigating this, a repeated measure design has been used whereby all the participants will be assessed for three life skills- Problem Solving, Critical Thinking & Creativity. The tools used to assess these were: Critical Thinking in Everyday Life [Mincemoyer, C., Perkins, D. F., & Munyua, C. (2001).], Solving Problems [Barkman, S. & Machtmes, K. (2002).] and Creativity Questionnaire-Revised [Dr. V.K. Kumar & Dr. E.R. Holman (West Chester University)]. The correlation analysis was done to assess the relationship between the three life skills; and their significance was tested with two-tailed test, with $df=99$. The results obtained indicate that Problem Solving was significantly and positively correlated with Creativity ($p<0.02$) and with critical thinking also ($p<0.01$). Further, creativity and critical thinking are also significantly and positively correlated ($p<0.01$) Hence, it can be concluded that Problem Solving, Creativity and Critical Thinking are related to each other and Life Skills training can enhance these skills together.

Keywords: problem solving, creativity, critical thinking, life skills, late adolescents

India Ageing Study Functional Intervention Program: Social and Exercise Skill learning for functional health among Indian senior adults

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Ageing is an inevitable physiological process that affects all body systems, psychological and social health and wellbeing. Old age may lead to progressive loss of adaptive response and increasing risk of age-related health challenges. Fear of Falls (FOF) is the commonest reason for physical inactivity, social isolation among older adults. Physical activity improves individual functioning, delays the onset of frailty and preserves independent living. The India Ageing Study (IAS) Pilot program examined the outcome of Exercise Program on the compliance, functional performance and perceived wellbeing in older adults. Older adults (≥ 60 years) staying in home for the aged and from residences from the selected urban, peri-urban communities of Telangana. Findings revealed significant enhancement in subjective health, social connectivity and functional health. About 63% of men and 14% of women were receiving government pension; 60% of men and 50% women said, they are fully independent of their economic needs. About 50 % of men and 45 % of women live alone, all 100 % of men and women reported of not having any leisure time activities. Functional exercise intervention showed improvement in the functional health as measured by the functional parameters. The perceived social support reported as good in men was 70% and 59% in women. About 80% men and 68 % of women reported of feeling despaired. Findings support a significant improvement in the balance and perceived health and happiness. The fall risk as assessed was reduced from 60 % to 40% in men and 68% to 59% in women in high risk category. Conclusion: Majority of older adults experienced insecurity and dissatisfaction with family relations. Physical activity, social engagement has positive impact on functional health and wellbeing in senior adults.

Keywords: India Ageing Study, Functional Health, Exercise Program, Self-rated Health, Perceived Social support, Happiness, senior adults

A comparative study on life skills in institutionalized and non-institutionalized youth

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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 Skills is considered to be one of the most important skills set which helps an individual to improve his or her quality of life as well as to cope with everyday life complexities effectively. The present paper intends to compare the life skills in institutionalized youth with non-institutionalized youth. To collect the data a Life skills Assessment scale developed by R. Subasree and A. Radhakrishnan Nair was administered on 31 institutionalized and 31 non-institutionalized youth between the age ranges of 15 to 20 years. After using appropriate statistics we found that there is significance different the two groups. The social implications of this study are discussed in detail.

Keywords: Institutionalization and Non-institutionalization, Life skills, Quality of life

Enhancing Quality of life through Patanjali Yoga Sutras

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This conceptual study is taken from 'Patanjali Yoga sutra' by Swami Vivekananda and 'Yoga: The alpha and omega' by Rajneesh. It proposes to show how 'Yoga sutras' can bring transformation in a person. As each person has to save himself or herself by transformation and not through belief systems, transformation happens through consciousness and consciousness is a continuous process.

The objective of the paper is to contribute to the development of individuals, society, country and the world at large through yoga sutras.

The Maharshi's conveyed the sutras to bring forth human beings into a higher state of consciousness. By looking directly, through inner discipline and by directing one's all life energies, a person earns the capability to help one's own self and others. Through such realization, people can live an authentic life. Life coupled with creativity, intelligence and wisdom will elevate the world

Yoga sutras can help them to get rid of superstitious outlook, cruelty, anxiety, complexity, aggression etc to build a quality life. The need of the hour is to manage with the hassles and worries of modern life with its aspirations and competitions. For this reason, it is pertinent to direct ones energies on their chosen path. Such people create wellness around them because of their original stream of thoughts.

These studies can help people to be enthused and devoted to learn and take action by connecting the content to real life situations. Therefore, it is necessary to combine the essence of teachings in a scientific and pragmatic approach as endorsed by Maharshi Patanjali in order to enhance quality of life.

With this background, the paper focuses and looks upon the relevance of these teachings in the fields of life skills such as self-awareness, ethics, direction, vision, effective communication, interpersonal relationship, personal development, and problem-solving.

Keywords: Yoga Sutras, Directing, Quality of life, Transformation, Consciousness

Effects of Cyclic Meditation and Nadi Suddhi Pranayama on Life Skills of Adolescents: a Stratified Randomized controlled Study

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Background-Adolescence is a period of rapid biological, psychological, and social transitions. It is utmost necessary that their wellbeing is taken care of during the transitions. But, literature on Indian adolescents highlighted that there is a high magnitude of the developmental and psycho-social issues. Life skills are the psychological abilities that enable individuals to facilitate the holistic development of an individual's psychosocial well-being. But, a little evidence exists to support the effectiveness of different interventions intended to improve the life skills of adolescents. Cyclic Meditation (CM) is an advance technique of Yoga practice developed by Dr. H R Nagendra for the all-round wellbeing of a person.

Aim - The aim of the study was to evaluate the effects of CM and Nadisuddhi Pranayama(NSP) on life skills of adolescent.

Methods - It was a randomized controlled study with 120 participants (Intervention group, n = 61(32male, 29 female with mean \pm SDof13.47 \pm 0.89years); and Control group, n=62.(male 32, female 30 with mean \pm SD of 13.49 \pm 0.83 years).Cyclic meditation and Nadisuddhi Pranayama were the two Yogic practices given to the intervention group for around 40 minutes (one period) daily over a timeline of one month whereas, the Control group had routine game period. The life skills questionnaire measures decision making, problem solving, empathy, self-awareness, communication skill, interpersonal relationship skill, coping with emotions, coping with stress, creative thinking skill and critical thinking skill used for the study was standardized for the Indian adolescent population with overall reliability of 0.96.

Result & Conclusion: The result showed a highly significant difference ($P < 0.001$) in a nine domains of the life skills except self-awareness in Yoga group from pre to post. Whereas, control group showed in only in five domains such as decision making, empathy, coping with stress, creative thinking and critical thinking with the significance of $p=0.03$, $p=0.003$, $p=0.001$, $p=0.000$, $p=0.045$ respectively from pre to post. The between group difference was highly significant ($p < 0.001$) in eight domains except empathy ($p=0.057$) and communication skills ($p=0.01$). The principle adopted in CM to stimulate and relaxation; expansion of awareness from pointed to universal might have the underline cause for such result. Hence, we acknowledge the strong potential of the effect of CM and NSP on the life skills of adolescents. We also suggest in incorporating these two practices in the school curriculum.

Introduction of Life Skills among the Rural Adolescents: An Impact Study

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According to WHO (1997), Life Skills can be defined as the abilities for adaptive and positive behavior that would enable an individual to deal with the demands and challenges of everyday life effectively. Life Skills is not something that can be achieved by an individual just by attending a single class or lecture; as the name suggests these are skills that can be perfected to constant and rigorous practice and the person should have the patience also to completely comprehend it. Life Skills helps an individual in accessing themselves and find about their own inner being, i.e. their strengths and weaknesses and thereby start implementing steps through which they can overcome the different obstacles in life. To be trained in different life skills benefits the individuals by increasing their competency among their fellow adolescents and help in changing behavior and attitude. The target of the study is the early adolescent rural population. Out of the total population of India more than half resides in the rural areas. The rural areas of India are deprived of the vast majority of opportunities that are available to the rest of the population. One of the crucial facilities that the rural areas are getting deprived of is proper education. Education is necessary for the proper upbringing of an individual as it paves way to their future. But learning only the core subjects within the education curriculum will not help the individuals in their cognitive abilities which will in turn help them in dealing with the problems and challenges that they will face in the future. As a result, it is important to introduce Life Skills to the adolescents in the rural areas. The focus of the program is on early adolescents falling in the age group of 10-13 years as they are the future of a particular demography. The study is pre dominantly qualitative and the tools used in the study are as follows:

1. Focus Group Discussions: Conducting 5 sessions.
2. Case Work

The focus is mainly on two research questions:

1. Whether story telling is an effective way to inculcate the values of life skills to the early adolescent individuals.
2. Does Life Skills help in changing the behavior pattern of early adolescent individuals?

For conducting the session, the literature used are:

- RGNIYD, Manual for Training in Life Skills Through Story Telling
- RGNIYD, Facilitator's Manual on Enhancing Life Skills

The sample consists of 35 individuals belonging to the early adolescent age group within which 20 are male and 15 are female. Demographic profile has also been collected through survey.

Every study has its limitations. The major limitations of this study were:

- Lack of time available for conducting the sessions.
- Language barrier as most of the kids were not fluent in Hindi.
- Lack of trained professionals.
- Lack of cooperation from the school administration.
- No concrete authoritative power.

The result shows that Panchatantra stories are an effective way to impart knowledge for the individuals belonging to the adolescents' age group and it helps them in developing their skills.

Keywords: Life Skills, Adolescents, Rural Population

Need of Life Skills Training for enhancing Quality of Life in the School going Tribal Adolescents

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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. Tribal adolescents face many changes and challenges in their life. They need to enhance their life skills in order to deal with it successfully. Thus, the present study aimed to find out need of the life skills training in the school going tribal adolescents in the state of Maharashtra (dist. Thane, Raigad). This research is significant in identifying the areas for life skill training of tribal adolescents.

Purpose of the study:

To ascertain the life skills training needs of school going tribal adolescents.

Methodology: Mix Method Research

The researcher used mix method design for this research. A sample of 30 school going tribal adolescents from Ashram Shalas were given life skills assessment scale. For this study 5 headmasters, 10 teachers and 5 social workers working in the field of education and training in the tribal areas were interviewed. The data was analysed using appropriate data analysis techniques.

Results /conclusions:

It was found that there is a dire need to train school going tribal adolescents to enhance their life skills.

Keywords: *Life Skills training, Adolescent tribal school going children*

The relationship of Positive Parenting with Optimism, Self regulation and Perceived Competence among Adolescents

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Background: Positive parenting practices result in healthy and positive developments among children. It focuses on providing to the needs of the children through guidance and tends to break away from the practice of punishing or setting ground rules and regulations. The transitory period through adolescence is a challenging stage, where there is a change in the cognitive, emotional and behavioral developments. Studies have shown that during this period, these aspects can be strengthened and improved if they are provided with positive parenting. Previous studies have shown that optimism, self-regulation and perceived competence have a positive relationship with positive parenting. However, most of these studies have focused more on children and less on adolescent population. This study examines the relationship that positive parenting has with optimism, self-regulation and perceived competence among adolescents.

Objective: The objective of the study is to examine the relationship of positive parenting with optimism, self regulation and perceived competence among adolescents.

Methodology: Correlational research design was used. Sample consisted of 189 adolescents between the ages of 14 – 18 years. Data was collected through convenient sampling from tuition center, school and PU College. The questionnaires used for the study are Alabama Parenting Questionnaire, Self-Perception Profile for Adolescents, Life Orientation Test – Revised and Short Self-Regulation Survey.

Results: The results of the study will be presented during the presentation.

Keywords: Positive Parenting, Optimism, Self-Regulation, Perceived Competence, Adolescents

Life Skills in Education: Perspective through Bhagavad Gita Concept

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Introduction: Krishna is not a seeker. It would be wrong to call him a seeker. He is a siddha, an adept, an accomplished performer of all life's arts. It is really arduous to understand Krishna. It is easy to understand that a man should run away from the world if he wants to find peace, but it is really difficult to accept that one can find peace in the thick of the marketplace. It is understandable that a man can attain to purity of mind if he breaks away from his attachments, but it is really difficult to realize that one can remain unattached and innocent in the very midst of relationships and attachments, that one can remain calm and still live at the very center of the cyclone.

Bhagavad Gita and life skills in education: Gita says the real meaning of education is receiving to virtual knowledge but question arise 'what is virtual knowledge?' whenever we see or we feel the universe in diversity and God exists everywhere. Here comes the concept of life skills to decide importance of learning. Firstly, in order to progress in life we need to strikes the chord of realistic and grounded approach. To attain success, we need to be master of certain specific traits – the fighter, the fighter, the problem solved, the knowledge seeker an mostly important the risk taker.

Objectives of Life skills in education according to Bhagavad Gita:

1. Development of virtual knowledge.
2. Development and modification of personality
3. Adjustment in individual and social aims.
4. Establishment of importance of duties in life

Methods of teaching life skills:

1. Conversational method
2. Question-answer method
3. Demonstration method
4. Learning by doing

Conclusion: Success comes only when we put all the knowledge to use. The Gita introduces our inner personality, which reasons and discriminates the mind, is the centre of emotions and impulses. After reading the Bhagavad Gita, one can the understanding that it is our valuable historical asset of knowledge and it demands deep study and interpretation. The moral teaching ethical action skills that run through the whole of Gita is not only an emergence need to our

country but of the world community. One can get fruit from the Bhagavad Gita according to the intention and level of thinking and understanding. Therefore, the Bhagavad Gita can be taken as educational philosophy for life skills because it has got all components of life philosophy.

THEMATIC SESSION – IV

Role of Life skills and /or Yoga in Reducing the Skills Gap to enhance Employability & Facilitating Life Long Learning

Teachers' Role in Enhancing 21st Century Skills among Secondary School Students: A Survey

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In India, students' level of learning is measured through their academic achievement in terms of grades and marks. This faulty yardstick of measuring achievement of students does not check the skills required for preparing 21st century learners. We need to equip students with a new extended skill sets so that they can apply their academic learning innovatively into new situations for overcoming day-to-day challenges in their lives and in the society. Accordingly local, state, and federal policies insists on adoption of explicit integration of 21st century skills into instruction for all students. Present study analysed efforts put by teachers in enhancing critical thinking, collaboration, communication, creativity and innovation, self direction, global connection, local connection and use of technology in learning skills among secondary school students. Survey method was used to collect data. Data was collected from 84 secondary school teachers. The purpose of the study was to study gender, age, qualification, work experience and subject of teaching wise difference in efforts put by the teachers in developing 21st century skills among learners. It is found that both male and female teachers put more efforts in developing 'creativity and innovation skill' and 'critical thinking skills'. Teachers with more than 32 years of age put more efforts in developing 'creativity and innovation' and 'critical thinking skills' than other teacher counterparts. Post graduate teachers put more efforts in developing 'creativity and innovation' and 'critical thinking skills' than graduate teachers. Teachers with more than 15 years of experience put more efforts in developing creativity and innovation skill and self direction skills than other teacher counterparts. Language, Maths and Science teachers put more efforts in developing 'creativity and innovation' and 'critical thinking skills' whereas Social Science teachers put more efforts in developing critical thinking, self direction, communication, global connection, local connection skills.

Keywords- 21st Century Skills, Teacher Role, Secondary School Students

Life Long Learning Through Lateral Thinking Skills for 21 Century Education

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Background

Academicians, philosophers, psychologists across the world keep thinking of new methods of teaching and educational practices. As the learners' needs and expectations are changing based on the socio-economic and emotional needs, it is required to think to improve the skill sets in the academia and corporate.

Lateral Thinking, by Edward Debono, is one such concept which systematically improves multiple skills like Critical Thinking, Creative Thinking, Emotional Intelligence, Problem-solving and Decision-making. This can be implemented as a Skill Development or Capacity Building activity in schools and universities in India and other countries. Corporate organisations can train their employees to improve productivity.

The presenter has gathered useful findings from India and Middle East which can be shared with the global participants in the upcoming ICLSE 2019.

Purpose/ Objectives

- To explore Lateral Thinking Technique
- To identify the place of this technique on various Indian curricula
- To evaluate and integrate this concept in Life Long learning
- To take up Action Research in this area
- To train the students, teachers and administrators on this concept

Methodology

The researcher used both Qualitative and Quantitative techniques of research in this study. He has tried out a mixed method of research. The data is collected in India and the Middle East. He designed an Opinionnaire on which participants wrote their opinions against various aspects (variables of Teaching and Learning applying the technique in his workshops). He not only

collected the opinions of the faculty, teachers and trainers in writing on the opinionnaires but also conducted face-to-face discussions with the participants individually.

The sample is the opinions collected from 270 Teaching and Training Professionals consisting 80 Faculty members teaching at MBA and Engineering colleges in India; 20 Trainers in India; 100 High School teachers in India; 70 Lecturers teaching at Colleges in Oman (Middle East).

These interesting and informative opinions are collected, analysed and to be presented in the paper and conference.

Results/ Conclusions

Based on the study and data interpretation the following facts are found:

- 85% of the teachers, faculty and trainers felt that the concept and technique are highly thought-provoking and useful.
- 75% of the teachers, faculty and trainers said this can be a part of curriculum at universities and schools.
- 80% of the participants opined that the teachers and trainers must be trained on this concept
- 65% of the participants opined that the concept has to be an integral part of MBA and Engg courses.
- 45% of the participants suggested that a detailed discussion at all levels of education across the country and other countries can be benefitting to all the stake holders.

Keywords: Life Long Learning, 21st Century Education, Skill Development, Capacity Building, Lateral Thinking, Emotional Intelligence, Critical Thinking, Creative Thinking

Reducing the Skills Gap to Enhance Employability Through Capacity Building

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Purpose/ Objective: To understand the importance of capacity building and to address the simmering volcano of educated unemployment by imparting employability skills in an experiential way.

In order to capitalize on the demographic dividend, it is important to enable Facilitators, Professors or Trainers to become competent enough to deliver Employability/Life skills in an experiential way.

Methodology: 1) Comprehensive training of the trainers – Focusing on Concept, content & classroom delivery. The continuous process of learning & self- awareness through a cycle of learning, unlearning and relearning to identify and create enriching learning experiences and their own developmental goals.

2) A yearlong Learning Journey- Throughout the journey, the Trainers grow through experience and perception. The year-long learning journey is largely driven by the Trainers and they achieve not just role expertise but also progress on an individual path of self-growth. The interventions, both formal and in-formal, are designed and structured to help them achieve those.

3) Handholding - This is a phase of discovery for the Trainers as they go out into the field. They discover their strengths as they identify and address challenges. They get value through a peer community. It's a blend of coaching, mentoring, peer learning and focused formal interventions.

Conclusion: We believe that an effective learning journey should be able to transfer knowledge, build skills and shape attitudes. It also presents an opportunity to reflect and share learning's imbibed during the developmental journey. By the culmination of one cycle of the learning journey the trainers grow professionally, to bring the transformative change in the competencies of the young individuals.

“Give a man a fish & you feed him for a day, teach a man how to fish & you feed him for a lifetime”

Keywords: Learning Journey, Capacity building, Competencies, Trainers/Facilitators

Teacher Trainees' Life Skills - A Study

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An attempt was made to study the Teacher Trainees' Life Skills - A Study. A sample of 60 B.Ed. teacher trainees which 30 male and 30 female teacher trainees from Anantapur District, Andhra Pradesh State were taken for the study. The simple random sampling technique was used for the study. The Life Skills Scale was constructed for collection of data. The findings revealed that there is a significant difference between male and female teacher trainees in their life skills, which revealed that female B.Ed. teacher trainees have high level of life skills than their counterparts. It was also found that there is a significant difference between rural and urban area of B.Ed. teacher trainees with reference to their life skills, revealing a finding that urban area B.Ed. teacher trainees have high level of life skills than rural area B.Ed. teacher trainees. The result also indicated that there is no significant difference between government and private college B.Ed. teacher trainees in their life skills.

Keywords: Life Skills, B.Ed. Teacher Trainees

THEMATIC SESSION – V

Yoga and Life Skills for enhancing Positive Mental Health

Practice Effects of Finding Meaning in Life to Enhance Mental Health of Youth

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It is observed that humans rarely practice the skill of pausing with life events and considering the potential meaning underlying those difficult life events. On the basis of Dr. Frankl's work, it is proposed that when individuals practice perceiving the potential meaning behind life situations, then their perceived suffering, pain and other negative emotions would cease. Hope and positive emotions may be enhanced. Furthermore, this increased confidence in self with positive emotions would also aid their understanding of social cues, processing of social information and practicing of social skills. The aim of this investigation is to observe the practice effects of finding the meaning of life events on mental health. The study employs a robust pre and post test design on forty young adults (male and female) with three phases – baseline assessment, practice phase and post intervention assessment. The practice phase includes twenty practice sessions of induced reflection on case studies who have found meaning in their life. It is hypothesized that scores of meaning in life, social intelligence, resilience, forgiveness and gratitude would increase post intervention. The hypothesis is based on the spill-over theory paradigm which proposes that practicing to find the potential meaning of life events (of others' life too) would broaden the cognitive capacity for participants to see the potential meaning of their own life events and thereby enhance their mental health. Results, implications and applications will be discussed in the light of employing such interventions to enhance positive mental health.

Keywords: mental health, meaning in life, young adults, practice skills

An Analysis of Impact of Life Skills Education on Nurturing Positive Discipline among secondary School Teachers

Prashant Thote

Today our education needs to review theories, practices and solutions more than ever. It is necessary for teachers to create a new vision of education and training in relation to their personal knowledge. Education has been changed completely and the task of the teacher is no longer limited to the transfer of knowledge, rather she is responsible for leading and guiding the students. Hence, the teacher as the manager of the classroom should plan for the mental, emotional, moral, social, and skill development of the students. Positive discipline is an approach to teaching that helps children succeed, gives them the information they need to learn, and supports their development. It respects children's right to healthy development, protection from violence, and active participation in their learning. The study was delimited to the students of Private school in Central India. Fifty students of class 09 were selected as sample of the study. Sample students were divided into two groups i.e. control group and experimental group by equating them on the basis of their previous knowledge in positive discipline as determined through a pre-test. Each group was composed of 25 students. Students of the experimental group were engaged in Life Skills Education regularly for two hours in week for 56 weeks for three years during school time. The study was experimental in nature therefore, "The pre-test-post-test Equivalent Groups Design" was used for the collection of data. Statistical tools i.e. the mean, standard deviation and differences of means were computed for each group. Significance of difference between the mean scores of both the experimental and control groups on the variable of pre-test and post test scores was tested at 0.05 levels by applying t-test. After statistical analysis of the data, the researchers concluded that there is significant positive effect of Life Skills Education on nurturing positive discipline among secondary school. Based on the findings, it was recommended that school should integrate Life Skills education in school curriculum for their children to develop positive discipline.

Keywords: Life skills, discipline, positive, mental and attitude

Reprogramming Fixed Mindset Using Energy Psychology: A Proposal

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In 2007, the renowned Stanford University psychologist Carol S. Dweck, discovered the power of mindset and found that success in school, work, sports, the arts, and almost every area of human endeavour can be dramatically influenced by how we think about our talents and abilities.

The author and investigator-cum-teacher educator had recently attempted to transform the Fixed Mindset of his teacher trainees using strategies proposed by Carl S. Dweck to nurture a Growth Mindset (Praveen, 2018). Simultaneously, the investigator explored the possibility of transforming Fixed Mindset of old generation teacher educators using the same strategies proposed by Dweck, but this did not produce any significant change in the educators.

In **The Biology of Disbelief** (2005), Dr. Bruce Lipton, a former researcher of Stanford University and medical school professor proposed more than twenty belief changing strategies called Energy Psychology. Drawing on select strategies proposed by Lipton, the author of this paper suggests a specialized ICT training to transform the fixed mindset of old generation teacher educators.

The twin objectives of the paper include 1. Introducing participants of the Conference to an evolving area of study and 2. Open up new avenues for conducting research by systematically introducing select strategies of Energy Psychology proposed by Dr. Bruce Lipton to re-programme fixed mind sets of old generation teachers. The author believes that the 'Energy Psychology'-based specialized ICT training is the right recipe for transforming the Fixed Mindset of old generation teacher educators and nurture a Positive Mindset.

Keywords: Energy psychology, fixed Mindset, positive mindset, sub conscious

Character Strengths and Life Skills of School Teachers in Suburban Mumbai

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Education today needs to have a paradigm shift from its previous method of one size fits all model to customized and curated rational learning for its learners with emphasis on character development and socio-emotional learning. Life skills are the most crucial skill sets that enable people to live happy and meaningful lives. Life skills include knowledge, attitude, skills and behavior and what directs all this is our 'values'. Life skills is a set of transformative competencies that strengthen over time through various contexts, practice and critical reflection and 'values' underpin these into empowered actions. According to Martin Seligman, character strengths are values in action. For the scientific pursuit of positive youth development, education must include life skills and character strengths for educators and students as it helps build personal resources for ensuring happiness, well-being, social integration and generativity (Chadha, Nidhi, 2017). Character strengths are thus a foundation of life skills and both have been associated with desirable outcomes such as delay gratification, kindness & altruism (Scales et al, 2000). The aim of this study is to explore the relationship between character strengths and life skills of in-service school teachers and secondary school students of suburban Mumbai. The sample of this study were 195 in-service school teachers (M=28, F=165) and 150 students from suburban Mumbai (M= 75, F=75). Purposive sampling technique was used. The tools for assessing character strengths was the 'Value in Action Scale' by Martin Seligman and for life skills scale was the Life Skills Assessment Scale (LSAS) by (Nair, et. al 2010). The research methodology is mixed method. Character strengths of students' perception of teachers and those from high scorers and low scorers of life skills of teachers are compared. The findings concluded that teachers who were high LSAS scorers had strongest values of leadership, fairness, capacity to love and kindness while teachers who scored low on the LSAS had strongest values of spirituality, kindness and hope. Students who perceived teacher as 'heroes' revealed that these teachers had values of creativity, love of learning, forgiveness, honesty and being loving. While students who perceived teachers as 'villains' revealed that these teachers had values of judgement, bravery, curiosity, perspective. Further implications for positive education for character strengths and life skills education are discussed.

Keywords: Life skills, Character strengths, Positive Education, In-service teachers, Students perception

Exploring Individual Philosophy and Need for Skill-Based Model of Forgiveness

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As much as human beings get joy, satisfaction and purpose in the relationships, they experience pain, disappointment, disillusionment and suffering, whenever there is a transgression. The tendency to retaliate is a deeply ingrained motivation that invariably elicits reciprocal retaliation, causing a vicious cycle, eventually rupturing the relationships. Forgiveness plays a significant role in the prevention of negative spirals of hurt and suffering and restoration of peace.

Though popularly acknowledged as an important virtue and its benefits, do people really understand what forgiving involves? What hampers their understanding and exercising of forgiveness? The purpose of the study is to understand unique ways in which forgiveness is defined and personal values that guide people's actions when transgression occurs.

Fifteen males and 15 females above 18 years were surveyed using a combination of convenient sampling and snowball sampling. A set of open-ended questions was emailed to them. It sought information on individuals' general philosophy and experience of forgiveness in specific instances. The obtained responses were analyzed qualitatively.

The findings of the study indicate that people's exercising of forgiveness is far from the spirit embodied in the virtue of forgiveness. It is not easy for people to forgive the wrongdoing and at times they do not want to forgive. Ego, expectations or sense of entitlement, self-righteousness, ideas about perfect relationship prevent them from exercising forgiveness and consequently experience suffering that has rippling effects on health, occupational functioning and overall well-being. The study, thus, underlines the need for people to be educated about the spirit of forgiveness and developing it as a life skill that can help them lead healthier and fulfilling lives, simultaneously bringing peace for the community.

Keywords: Forgiveness, Transgression, Virtue, Skill-Based Model

Examining the Relationship between Yoga Involvement and Mental Health

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The role of Yoga is assuming an important place in enhancing Mental Health and thereby improving the quality of life. The aim of the study was to examine the relationship between yoga involvement and mental health which will be measured through the subjective Well-being inventory (SUBI). The inventory measures the attitude and feelings of individuals with regards to their interpersonal relations, happiness and the involvement in Yoga is measured through the Yoga Immersion scale. Both the scales have sound properties; Yoga immersion scale has a Cronbach's alpha of 0.93 and the SUBI has a reliability of 0.79. The study was conducted on 105 yoga practitioners above the age of 18 and included a control group of 85 non-practitioners; the data was collected through an online survey. Primary analysis reveals that there is positive relationship between the involvement of Yoga and the scores of subjective well-being between the yoga practitioners as well as non-practitioners. This indicates that small lifestyle modifications can contribute to the enhancement of subjective well-being scores of individuals.

Keywords: Yoga, Subjective Well-being

Relationship between Emotional Intelligence and Mental Health in the Undergraduate students: the Indian Context

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Emerging adulthood, as perceived through a developmental lens, marks a critical transitional phase in one's life (Arnett, 2000). In the recent years, there have been growing concerns regarding the mental health of college students in India (Deb et al., 2016; Jaisoorya et al., 2017). Meta-analyses have demonstrated significant associations between emotional intelligence (EI) and mental health (Martins et al., 2010; Schutte et al., 2007). Mayer, Salovey, and Caruso (2008) define emotional intelligence as "the ability to engage in sophisticated information processing about one's own and others' emotions and the ability to use this information as a guide to thinking and behavior" (p. 516). This paper seeks to study relationship between Emotional Intelligence and Mental Health in the undergraduate students. A sample of undergraduate students (n = 120-equally from Art, Commerce and Science faculty) will complete on Google forms self-reported measures of emotional intelligence using TEIQue-SF,(Trait Emotional Intelligence Questionnaire, Petrides K.V,2009); and mental health using K10(Psychological Distress, Kessler and Mroczek,1992),SWLS (Subjective Well-being for Life Satisfaction, Diener et al 1985).Results obtained will be analysed for descriptive and inferential statistics (Pearson's Product Moment Correlation and Analysis of Variance).The results obtained will be discussed in light of the main study.

Keywords: *Emotional intelligence, mental health, college Undergraduate students*

**A Comparative study on Behavioral Problems of Orphan Children
and Children Living in Family**

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Behavioural problems are diagnosed when a child exhibits persistent and repetitive patterns that break social rules. Unsettled behavioural problems in childhood manifest in many forms. When a lot of care is required for healthy development during the childhood, the absence of parents make the child to feel insecure and create a great psychological turmoil which might further lead to behavioural problems. Although, it has been recommended to introduce life skills training at school level these often remain on paper. The present study intended to assess and find out common the behavioural problems, to find out difference and to test gender-wise difference in behavioural problems of orphan children and children living in family. To achieve the objective using empirical research design and quota with purposive sampling 120 children (60 orphan children and 60 children living in family) were included in the study and administered Problem Behaviour Checklist by Dr. Veerraghvan and Dr. Archana Dogra (2005). Statistical analysis revealed that orphan children have statistically very high behavioural problems compared to children living in family. Gender-wise comparison showed that orphan girls and boys exhibited more behavioural problems compared to girls and boys living in family. Common behavioural problems observed in children include disturbed sleep, temper tantrums, defiant conduct, fear of animals, irritability and soiling of pants. Orphan children have significantly high behavioural problems than children living in family. Further, based on this results life skills training is planned for orphan children to reduce their behavioural problems and enhance psychosocial competence.

Keywords: Behavioural Problems, Orphan Children and Children Living in Family

Effect of Emotional Intelligence Training on Mindfulness and Emotional Well-Being among College Students

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In the present scenario, adolescents are overwhelmed with intra and interpersonal relationship problems. This may be due to unaware of understanding their own emotion and preoccupied with past and future life. Mindfulness allows us to become more aware of the stream of thoughts and feelings. Emotional well-being are vital and essential elements to maintain good relationship. Emotional intelligence has a predominant role in mental health. Adolescents can improve mindfulness and emotional well-being by using Emotional intelligence training. Both Mindfulness and Emotional well-being are associated with positive life outcomes. The present study aims to examine the effect of emotional intelligence training on mindfulness and emotional well-being among college students. The study would be single group research design in nature. The sample of this study consists of 50 college students with purposive sampling technique. The data will be collected using 15- FFMQ (Five Facet Mindfulness Questionnaire) to measure Mindfulness and PANAS (Positive and Negative Affect Scale) to measure Emotional well-being. The data so obtained will be statistically analysed using descriptive statistics, t-test and Pearson's correlation. The results of this study may enhance the mindfulness and emotional well-being. By emotional intelligence training this could help students to create greater capacity to deal with adverse effects, maintain preparedness and orient attention, ability to process quickly and accurately, improves academic success, able to handle life's inevitable changes, build strong intra and inter personal relationship and to lead productive and fulfilling lives.

Keywords: Emotional intelligence, Mindfulness and Emotional well-being

Intervention programme/ Strategies for Managing Shyness among Children

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Shyness is a temperamental trait characterized by wariness, fear, and self-consciousness in social situations. In elementary school, child shyness is associated with a wide range of socio-emotional difficulties. The study was conducted in five cultural zones of Haryana state – Bagar, Nardak, Mewat, Khadar, and Ahirwati. From Bagar cultural zone, Hisar city was selected. Kaithal city was selected from Nardak cultural zone, Faridabad city from Mewat cultural zone, Rohtak city from Khadar cultural zone and Rewari city from Ahirwati cultural zone were selected. Thirty children (15 boys and 15 girls) from each cultural zone were selected and total sample constituted of 150 children. These 150 children included 75 boys and 75 girls and were selected from government primary schools and age of these children ranged from 8-10 years. The selected children were pre and post-tested for shyness coping strategies. Paired-t and z-tests were computed to analyze data. Children were assessed for strategies to cope with shyness at pre and post testing stages. Total number of coping strategies suggested by children at pre and post testing stages were computed separately. Results revealed that strategies suggested by children increased significantly at post-testing stage (Mean = 4.56) as compared to pre-testing stage (Mean = 1.27). Boys and girls suggested significantly more number of strategies to cope with shyness at post-testing stage as compared to pre-testing stage. Gender differences in use of shyness coping strategies were examined at pre-testing stage, there was significant association between gender and coping strategies, $\chi^2 = 11.50$, $p < .01$. Girls were poor in coping mechanism as compared to boys. It can be inferred from these results that after exposure to intervention programme, both boys and girls used similar in coping with shy behaviour.

Keywords: Shyness, Strategies, Cultural zones, Intervention programme, Pre and Post-testing

Enhancing Positive Mental Health of Youth through Life Skills Education and Training

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Youth all over the world is in a state of restlessness and revolt. Drug addiction, violence, aimless murders proves beyond doubt that mere material prosperity is not the end of all problems. The youth today aim more at increasing productivity rather than developing wisdom, confidence, warm-heartedness and life-dealing skills. Consequently, unfulfilled aspirations and expectations lead many youth either to adopt unethical means to achieve the aspiration or to frustration and depression. Recently surveyed National Mental Health Survey of India estimates the current prevalence of mental disorders in the age group of 18-29 year at 7.39 per cent (excluding tobacco use disorder) and lifetime prevalence at 9.54 per cent. The prevalence of mental disorders in the age group of 13-17 year is reported to be 7.3 per cent. The young people also suffer a high rate of self-harm, with suicide being a leading cause of death. About half of the all mental illnesses are known to begin by the age of 14 and three-quarters by mid-20s. A public health approach is needed that is focused on both controlling the risk factors as well as enhancing protective factors.

Positive Mental Health can only be attained by firstly connecting with oneself and that is possible only through inculcating life skills in our youth and helping them to come to term with themselves so that they can accept the reality. The paper, a qualitative research work, will discuss few case studies whereby after the training programme the youth gained important insights and realizations about self and developed self-confidence and were able to come out of their anxiety and depression. With the help of survey and interview method the positive effect of Life Skills Training given to youth for seven days was analysed and recorded in the voice of the participant. The paper is a reflection on the importance of life skills education through training programmes to improve the mental health of youth. The paper is a sincere call for policy makers and intellectuals to recognize the importance of including life skills education in our education system so that we can develop emotionally and mentally healthy children and youths for our nation.

Keywords: Mental health, Life skills, Youth

Psychological well being of Senior Citizens across Living Arrangements

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Old age is the final developmental stage which is adorned by folds of wisdom, generatively and ripened meaning of life for successful aged. Since the dawn of civilization, human beings have recognized a progression through the life course, from infancy through old age. As man grows, his reduced activities, income and consequent decline in the position of the family and society makes his life more vulnerable. The increase in the number of elderly individuals has led to discussions about health care facilities and social support system in India. Aging is usually associated with physical decline and frailty as well as psychological modifications. The present study was conducted with the aim to find the level of psychological well-being of senior citizens across living arrangements. The study was conducted in Hisra city of Haryana state, for selection of sample representing two living arrangements i.e. institutionalized and non institutionalized elderly, a list was prepared from *Moksha Dham* institute for old age, Hisar. For non institutionalized sample, various areas of Hisar city were covered, using snow ball method. Out of prepared lists 60 institutionalized and 60 non institutionalized elderly were selected on random basis. Hence the total sample of the study was 120. Self developed schedule for general information was used which contained questions regarding personal, social and economic variables. To assess psychological well being of elderly, Psychological Well Being Scale by Sisodia and Chaudhry (2005) was used. All the senior citizens were informed about the purpose of the study. After that, personal interview was conducted for collecting information of each scale i.e. personal and socio- economic, psychological wellbeing. As far as overall psychological well-being of senior citizen is concerned it was found that the highest percentage of female respondents had moderate level of psychological well-being where male elderly had high level of psychological well-being. The study elucidates that positive and significant correlation between the marital status and individual income sources of elderly with psychological well-being elderly living with family had higher Psychological well-being i.e. life satisfaction, efficiency, sociability, mental health and interpersonal relations were better among elderly living with family against institutionalized elderly.

Keywords: Psychological well-being, Senior citizen, Mental health, Interpersonal relations

Life Skills Awareness among High School Students: an Intervention Study

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Adolescence is a critical stage where a child is transforming into an adolescent and it is a time when child explores new ideas, thoughts, and responsibilities. It is often seen that only academic skills are taught in schools and programmes related to life skills are rarely conducted. Life skills intervention can bring positive impact on behavior of adolescents and make them ready to face the day to day challenges of life. The present study focuses on only three life skills viz; self awareness, communication skill and decision making. The aim of the study is to find out the significance of life skills education among high school students. The study was conducted among ninth standard students of G.F.H.S.S, Thrikanad. There were 60 students in ninth standard and all the 60 students were included in the study, but in the post test 40 were present. The data for the study was collected from both primary and secondary sources. Primary data was collected by using interview schedule. The interview schedule consisted of socio- demographic profile and Life Skills Assessment Scale by R. Subasree and A.,Radhakrishnan Nair (2010).It was found that there is significant difference in pre and post test results which means awareness of the students relating to three of the life skills which are taken up for the intervention is enhanced.

Keywords: life skills, adolescents, self awareness, decision making, communication

Marital Adjustment and Perceived Social Support as predictors of Positive Parenting

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Background: Positive parenting is a skill that attempts to hold all the right parenting practices and parental attitudes associated with positive outcomes in children within it. The attributes of positive parenting are caring, teaching, leading, communicating, and providing for the needs of a child consistently and unconditionally. In the recent years, research has focused on the outcomes of positive parenting practices in children. The factors that promote positive parenting haven't received sufficient attention. This is of utmost importance, especially while parenting adolescents. During adolescence, good parenting practices can have protective effects in adolescent risk behavior

Objective: The objective of the study is to test if positive parenting is predicted by marital adjustment and social support.

Methodology: Exploratory study design was used. Data was collected from 112 parents (52 fathers and 60 mothers) of adolescent children. The variables selected for the study are positive parenting, social support and marital adjustment. Social support from friends, family and significant other were assessed. Marital adjustment was evaluated in the dimensions of cohesion, consensus and satisfaction. Tools used for the study are Alabama Parenting Questionnaire, Revised Dyadic Adjustment Scale and The Multidimensional Scale of Perceived Social Support (MPSS). Data was analysed using descriptive statistics, correlation and regression.

Results: Positive parenting was found to be significantly correlated with both marital adjustment and social support. Consensus between the parents in the areas of values, affection and decision making and social support from friends were found to be strong predictors of positive parenting.

Conclusion: The findings emphasize the need for increased support system and improved marital adjustment in parents of adolescent children.

Keywords: Positive parenting, marital adjustment, marital consensus, adolescence, social support

Occupational Stress and Professional Burnout among College Teachers

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The present study was carried out in Haryana state. Total sample constituted of 50 college teachers including 25 male and 25 female. The study was conducted to examine occupational stress and professional burnout among college teachers and to find out their relationship. Professional burnout was taken as dependent variable and socio-personal variables were independent variables. Occupational stress was taken as psychological variable. Interview schedule was developed to gather information on socio-personal variables. Occupational Stress Index developed by Srivastava and Singh (1984) was used to assess stress of college teachers. Maslach Burnout Inventory (1992) was used to assess professional burnout. Professional burnout is a type of psychological stress. Burnout is a psychological syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who work with other people in some capacity.

On the basis of standard deviation, three categories of occupational stress and professional burnout were computed- low, moderate and high. Results revealed that majority of college teachers experienced moderate level of occupational stress and professional burnout. Results further revealed that male and female teachers were at par in occupational stress and professional burnout. Correlation coefficients were computed between overall occupational stress and aspects of professional burnout and overall professional burnout of teachers. Results indicated that overall occupational stress was significantly positively correlated with emotional exhaustion, depersonalization, reduced personal achievement and overall professional burnout. Regression analysis indicated that occupational stress is strong predictor of professional burnout. The research findings have a scope of reducing professional burnout by decreasing the occupational stress..

Keywords: Occupational stress, professional burnout, college teachers, Haryana

Supra Conscious Meditation: A Process of Connecting Pancha Bhutas with the Chakras of Human Body

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Meditation has been known to Indians for not less than five thousand years. There were more than 2500 research papers (Murphy, Donovan & Taylor, 1997; Blairbuckman, 2011) on various meditation practices and methods in reducing physical, psychological and emotional illnesses and enhancing one's self towards self-realization. Supra Conscious meditation is a kind of meditation developed by the author, after going through many meditation techniques and experiencing it through direct participation. The practitioner applies different types of meditation to get the wholesome effect.

Purpose of the study: The purpose of the study is to describe the process of a meditation technique for the interested practitioner/person in a step by step method.

Methodology: Qualitative process work is described. The practitioner meditates on chakras (energy centers) using the energy of pancha mahabhutas (five fundamental elements) through colour visualization. The abundant energy of pancha mahabhutas will be flown through chakras in a systematic way.

Conclusion of the study: The feedback from the participants is very unique and each one feels wholesome after meditation. This article describes the process of meditation for the benefit of interested practitioners and it is self-explanatory.

Keywords: Meditation, Chakra system, Pancha Bhutas, colour visualization

Enhancing Psycho Social Competencies through Co-Curricular Activities: An Extracurricular Advantage

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Present article focuses on how extra-curricular activities affect the psycho social competencies of an individual. Students those who are good at life skills are actively involved in curricular and co curricular activities. Life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights. Among the expected individual development through extra-curricular activities are, cultivating leadership qualities, developing adaptive and positive behaviour, building and shaping a healthy personality and ultimately form a disciplined generation next. Involvement in co curricular activities is always aimed at developing psycho social skills, mingle and friendly relation as well as able to create public relations that can be utilized in creating healthy society. Participation in extracurricular activities is an exercise in preparing for the world of employment as it boosts an individual to create healthy and competitive work environment. Much conducted researches and its findings have put forth the consideration of incorporating the vitality and inclusion of life skills education in academic curricula. The study is based on the empirical findings of studies conducted on Psychosocial Competencies of an individual and the role of co-curricular activities in developing them which is discussed in the full paper.

Keywords: Psycho social skills, curricular and co-curricular activities, behavioural modification, social development, employment opportunities, healthy life style.

Integrated Yoga and Dance Movement Intervention to Enhance the Self-esteem of Low Academic Achievers

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Adolescence is a crucial period where academic performance plays a major role in influencing mental health. Past researches have shown that there is a bidirectional relationship between self-esteem and academic performance. Self-esteem is one among the positive mental health attributes that facilitates students to perform well in academics. Since Yoga therapy and dance movement therapy has shown to improve the self-esteem of adolescent students, this study aims to find the effectiveness of Integrated Yoga and Dance Movement Intervention for enhancing the self-esteem of low academic achievers in the adolescent period. So the research well fits under the topic enhancing positive mental health. The study uses experimental research design and data was collected from 88 students who are low academic achievers with low self-esteem. Among them 44 were selected as experimental group and 44 were selected as control group (waiting list). Integrated yoga and dance movement intervention package developed by the investigator was provided and the experimentation lasted for two months. To measure self-esteem the Rosenberg Self-esteem Scale was administered before and after the intervention. The pre and post test scores were analysed using SPSS version 23. Mann-Whitney U test results suggest that there is no significant difference between pre-test scores of experimental and control group, but there is a significant difference between the post-test score of experimental and control group. Wilcoxon Sign Rank test suggests that there are significant differences between the pre-test and post-test scores of both experimental group and control group. This concludes that Integrated Yoga and Dance Movement Intervention Package is effective in enhancing self-esteem of adolescents with low academic achievement. The result addresses the necessity for developing similar intervention to enhance other life skills that play a major role in promoting academic performance among adolescents.

Keywords: Integrated, Yoga, Dance movement, Intervention, Self-esteem, Low academic Achievers

Life Skills Interventions among Children in Juvenile Homes in Tamil Nadu

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“Juvenile” means a child below the age of eighteen years; (JJ Act 2015). Juvenile delinquency refers to the antisocial or criminal activity of the child which violates the law. There are many causes for juvenile delinquency such as poverty, family, neighbourhood, factors related to mental health, virtual world, substance abuse, bad peer group. As per data compiled by the National Crime Records Bureau, the incidents of juvenile crime have constantly increased between 2010-2014. There has been 7.2% rise in juvenile crimes between 2015-16. Another, alarming fact is that, more than 50% of all crimes committed by juveniles were against women and such crimes rose 92% all-India between 2012 and 2014. The children who are under conflict with law are given care and protection in the Child Care Institutions (CCIs) such as Government Children’s Homes, Observation Homes and Special Homes in Tamilnadu which are run by Department of Social Defense under the Ministry of Social Justice and Empowerment.

An attempt was made by Rajiv Gandhi National Institute of Youth Development (RGNIYD), a youth institute located at Sriperumbudur through a project called Life Skills for Adolescent Development (LEAD) which aimed at providing an integrated and a comprehensive intervention like life skills training and psychosocial counselling to the adolescents to tune the behavioral in a positive and desirable way. The project was funded by UNICEF, Tamil Nadu. A total of 21 training programme on life skills were conducted from September 2016– April 2017 covering 17 Govt. Observation/Children homes across Tamil Nadu befitting a total of 833 children (383 boys and 225 girls).

During the training programme, activity based learning and interactive & participatory training methods were adopted to train and inculcate the children on ten core life skills. These children were also provided psychosocial counselling in addition to life skills training. During the individual sessions psychological assessments were done to provide need based counselling. The Assessment tools used were Individual Case Record, Mini-Mental State Examination (MMSE), Multiphasic Personality Questionnaire (MPQ) and The Sacks Sentence Completion Test (SSCT). The life skills intervention enabled the adolescents to develop psychosocial competencies and brought about changes in behaviour and attitude to lead a healthy and crime free happy living.

Keywords: Juvenile, life skills, psychosocial counselling, intervention

Life Skills Intervention in Child Care Institutions (CCI) in Meghalaya through a Five-Day Kiddies Day Camp

Hazel Berret Wahlang

About the Program

- 5 Day Kiddies Day Camp is a life skills programme which is part of the Social Commitment Programme of Assam Don Bosco University.
- Initiated by the Alumni of Assam Don Bosco University.
- Organized in two Child Care Institutions (CCIs) in Meghalaya.
- 34 girls, 18 girls in 2018 and 16 girls in 2019.
- The programme focuses on adolescents living in CCIs.

Objectives

- To enhance the psychosocial competence of the children
- To help children build their self-esteem
- To empower the child to resist and report child sexual abuse
- To foster imagination and creativity
- To augment the children's confidence, team spirit, and healthy competition

Approach/Innovations

- Involvement of Alumni (9 resource person in 2018 and 11 resource persons in 2019) of the University.
- Funds are raised by the Alumni of the University.
- ❖ **Using Sports** as a strategy to develop interpersonal skills, problem-solving skills, critical thinking, and coping with emotions and stress among the children in the CCIs. The participants were divided into the different team and they have to work together, each has to know their own strength so that they will know which game they can represent the team well (Enhances interpersonal skills). Each game like flipped the spoon in the cup, balloon bursting, dressed up, etc. Can be just normal games but in other to win the team has to make a strategy how to work effectively and fast and this engages them into thinking critically thinking and problem-solving skills. Winning or Losing at the end of the game enhances the participants to cope with their emotions and stress. They learn to accept the reality and response to it positively because the resource persons explained about the reality of life which is just like games.
- ❖ **Using Puppetry** as a strategy to develop decision-making, effective communication, and empathy among the children in the CCIs. The resource person will demonstrate how to make a sock puppet and then split the team into groups. Each group will have to formulate a play and assigned characters to all the members (decision-making skill is use), then the members have to make the sock puppet according to their characters, like a mother, child, etc. And had to act the play using

the puppets, this gives them a platform to learn about empathy because they have to be in the shoes of their character and while choosing the characters they have to understand which one they can be enacted the best. This enhances their communication skills where for the first time they try to express the dialogue that is not scripted but keeping in mind the message they want to highlight.

- ❖ **Using Talent hunt** as a strategy to develop self-awareness among the children in the CCIs. This activity encourages the students to look at themselves and see what they are good at and then try to showcase these talents. Students were asked to do self-reflection to understand their strength which in the same way can do likewise to understand themselves better.
- ❖ **Using art-and-craft.** Here the students were given demonstration on how to make cards, and reuse bottles by the resource person but were encouraged to use their wildest imagination to create their own art in their cards and the waste bottles, hence this activity was used as a strategy to develop creative thinking
- ❖ **Follow-up** by the Alumni working in the Institution.
- ❖ **Informal feedback** session from caregivers and participants were conducted at the end of the programme where the caregivers expressed that they really came out of their shyness to participate in all the activities, they were surprised to see the talents that was hidden in these children, especially the way they communicated during the play using the puppet show. Children were happy that they learn so much about themselves, and that they can do so many things in such a short time. They were glad that the programme was conducted on their holiday time because they don't have to think about finishing their homework, etc. And they could concentrate on the activities fully.

Results/Impact

- Catered to 34 children living in Child Care Institutions in Meghalaya.
- Encouraged the CCI to provide life skills services as given in the Juvenile Justice (Care and Protection of Children) Act, 2015, Section 53 (v) to provide for children in Child Care Institutions.
- Promote psychosocial competence among the children in the CCIs.
- Two Districts have expressed to conduct a similar programme for the CCIs.

Way Forward

- Expand the intervention to other CCIs in the District.
- Network with District Child Protection Unit to carry forward the initiative in their respective Districts.
- Motivate alumni of the different university to give back to society in the best possible way they can.
- Standardized scale can be used to measure the effectiveness of the programme.

THEMATIC SESSION – VI

Addressing Educational practices & Innovation and Technology to
accelerate progress for Quality Education for 21st Century

The Impact of Mindfulness on Schools and Students

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Purpose

Mindfulness originated as a form of participatory medicine and complementary therapy in hospital settings in the late 1970s. Since then, research in Mindfulness interventions, especially in the last decade, had increased exponentially. Almost all findings recorded positive results in the areas of physical and mental health with a strong impact on the latter.

The strong connection between mindfulness and its effects on Education has been a much-validated area in both research and media. With increasing recognition of the positive effects of mindfulness, educational institutions world-wide are adopting mindfulness programmes for their students and educators. The growing research on the positive impact on emotional regulation, behavioural self-management and academic achievement are a few of the many reasons why Mindfulness programmes are adopted by schools.

The relevance of this study could potentially contribute further to the effective use of Mindfulness in the Education industry.

Methods

The research is a meta-analysis of literature from existing studies on Mindfulness and its findings in the Education sector from USA, Canada, UK, Spain, Germany, Hong Kong, India, Australia and Singapore.

Results

The session will present:

1. how mindfulness programmes could support the five sets of cognitive, affective and behavioural competencies in Social Emotional Learning in schools.
2. how educators could reduce the chance of becoming emotionally exhausted and burnt out, which may lead to emotional exhaustion, de-personalisation and eventually feeling a lack of personal accomplishment.

3. present the application of mindfulness concepts and tools in classroom instruction which can promote mindfulness among teachers and students within the classroom.

4. introduce how mindfulness concepts can benefit educators in their personal lives as well as its application in classroom management.

Conclusion

Mindfulness practices could potentially enhance the quality of education in schools by enhancing the wellbeing and effectiveness of educators and students.

Keywords: Mindfulness, Wellbeing, Emotional Regulation, Educators, Students

A Teacher's Experience in Promoting Autonomous Social work Practice through the Model of Life Skills Education

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Field placement is a central component of social work education. The author has observed that guided field practice is relatively dominant in social work education. Due to this, the students are highly in the ambit of guided supervision, and the question arises in their lifelong learning. The author had experienced that this process of field learning doesn't lead students to be a better social work practitioner and doesn't enable students to gain employability skills. Therefore, the objective of the present study is to encourage an independent social work practice in fieldwork with the help of life skill education module. The seventy-two hours of training were imparted to social work students, including author by the outside trainer in life skill education program. The primary focus of this qualitative study is to enable social work students to learn and practice the core set of life skills through participatory methods such as drama, games and reflection. The sample selection for the present study is forty social work students, and the sampling strategy is purposive sampling. Case study is chosen as a research design to carry out this qualitative study.

The findings of the study indicate that the uniqueness of the life skill training program enabled students to address the gap between classroom learning and field learning. The students learnt from their reflection on their experience in class and field, and this enabled them to practice an independent/autonomous social work practice in the field. Consequently, students carried out the field action projects, and with minimal supervision, they had completed it successfully. Lastly, self-directed learning helps students to understand how to put into practice the values and skills of the social work profession.

Keywords: Social Work Education, Life Skills Education, Autonomous Social Work Practice, Reflection

How should School Education be today? A sketch

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School education today is not a mere attainment of 3Rs of Reading, Writing and Arithmetic. It is not acquiring literacy or skills alone. It is education of 3Hs—the Education of Head, Heart and Hands and should include modern concepts of Environmental Education, Population Education, Vocational Education, Consumer Education, Women's Education; Personal, Social and Health Education and Life Skills Education. A narrative using existing data justifying the inclusion of these in today's School Education is presented. It is a concept paper based on collection of data through survey of literature. The concept is school education and the impact of various parameters of society on community life and the necessity to include these as relevant subjects for the purpose of schooling as it is the school students who form our future. School education here has been linked to Population Education, Environmental Education, Vocational Education, Women's Education, Consumer Education, Personal Social and Health Education and Life Skills Education per se. Though some of these such as Environmental Education is dealt with at the primary level and Population Education at the secondary level in school textbooks, it is not sufficient for the next generation students. Hence specific chapters on these topics be included at the secondary level alone with thrust on the latest trends in these areas along with practical experience on these topics and related problems through direct interactions with the community. Importance at par with that of Vocational Education needs be given by the government to the other areas of Education mentioned here for successful schooling benefitting both school goers as well as the society. Community Schooling would be ideal at the secondary level for the upcoming generations.

Keywords: School Education, Environmental Education, Population Education, Vocational Education, Women's Education, Consumer Education, Life Skills Education, Community schooling

Qualitative Change through Life Skill Education

Enhancing the Skills of Primary School Teachers from Baroda High School, Bagikhana

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This study refers to Life skill education through drama in the field of education.

Our thoughts over Life skills are that these skills build up a strong will-power within oneself. It enhances the inner growth and one's personality. It helps you confide in yourself and make effective decisions. Our main target group was "teachers" because we wanted them to learn first and later put it into effect /action on present and upcoming students for years, which will lead to improved student –teacher relationship. This study is a qualitative research where we fulfilled our respective research question i.e.1.How is life skill education beneficial to teachers? 2. How can we bring a Qualitative change in their practices? This study was done with 12 Primary teachers of Baroda High School, Bagikhana (Vadodara), because, the school has been emphasizing on Skills for adolescents, as the children needs to be moulded at the initial stages of school life so that they could grow up as productive and socially useful citizens. As per the analysis of the study, two main findings happen to be teacher's change in behavioral and emotional needs that can be a learning to students as well, moreover the effectiveness of teacher -student relationship. The current qualitative study offers groundwork for understanding and discussing teacher's feedback. Overall, the study showed everyday practices, thus underlying the importance in teacher's education of understanding.

Keywords: Life skill education, Primary school teacher, Emotional and behavioral change, Experiential learning.

Assessing the Gaps in Implementation of Sex Education Programs

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Sex education is a comprehensive process of providing information to help young individuals form attitudes and beliefs about sexual intimacy, relationships and one's sexual identity. It also helps children to understand the need for consent and the importance of making informed choices regarding sex. However, sex education still remains a taboo topic in most parts of India. The consequences can be seen in the increasing cases of sexual abuse and spread of sexually transmitted diseases in India. Hence there is a need to make sex education an integral part of the life skills training module in Indian schools. This study seeks to evaluate the effectiveness of these programmes both in terms of content and delivery. The data was collected from six schools with different curriculum: Private schools(ICSE, CBSE), State Board, Government school, NGO school and special education school. The semi- structured interview focused on the design of sex education module, the relative importance sex education in comparison to other life skills training in schools, the preparedness of teachers, etc. The sample consisted of school principals and teacher in-charges for delivering the sex education. The findings showed deficiencies in the design and implementation of the Sex Education module according to the needs of the children and adolescent. Few schools (NGOs and school catering to special needs) were more proactive about sex education with children and adolescents making it a part of the life skills education. The other schools had no standard formal training module covering all aspects of age appropriate sex education and the implementation showed lack of preparation for the role. Recommendations for effective implementation have been suggested.

Keywords: Sex education, Life skills training, School Curriculum, Education System

Psychological Well-being, Academic Achievement and Life Skills of Adolescents of Suburban Mumbai

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Life skills are the essential component of student's life in our modern times as every individual has to deal with the complex challenges of day to day life. Individuals equipped with psychosocial skills are not only an asset to the society but a productive entity for growth of the country. Schools must make every effort to equip students with the maximum skills to deal effectively. But the ground reality in Indian schools presents a different picture. The goal of schooling is perceived to be getting high grades, ultimately leading to happiness and success in life. With undue focus on academic achievement, the learning of these essential psychosocial skills is often sidelined. This leads to students who score high academically, but are not deemed employable in the world of work, and lack the skills to manage themselves, falling prey to mental health issues. Hence, empirical evidence is needed to investigate the link between academic achievement, life skills and psychological well-being of adolescents.

The objective of this study is to explore the relationship between Academic Achievement, Life Skills and Psychological Well-being of adolescents.

The sample of the study was 120 students (M = 55 , F = 65) of standard VIII. The Stirling Children's Wellbeing Scale was used to measure psychological well-being, Life Skills Assessment Scale (Nair, et al 2010) was used to measure life skills. The test scores of the students were used for academic achievement. Descriptive and inferential statistical analysis was carried out. Pearson's coefficient was used for inferential analysis. The findings and implications are discussed.

Keywords: Adolescents, Life Skills, Psychological Well-being, Academic Achievement

Prevalence of Student Sexual Harassment in Secondary Schools in Nyamira and Kiambu Counties, Kenya

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Student Sexual Harassment (SSH) has become a pervasive problem in institutions of learning worldwide. Thousands of students are affected daily, regardless of their gender. Reports from both the electronic and print media attest to the presence of diverse forms of SSH in Kenyan secondary schools. However, there seem to be no clear investigative reports of the actual forms of SSH in secondary schools that can provide data critical in guiding any intervention strategies. This study sought to describe and explore the prevalent forms of SSH in selected secondary schools in Nyamira and Kiambu Counties, Kenya. The study adopted a descriptive survey research design. The target population comprised 23,659 students, 678 teachers, 88 Deputy Principals and 88 Coordinators of Guidance and counselling in schools. Samples were obtained through Purposive and Proportionate sampling techniques. Quantitative data were analyzed descriptively and inferentially using the Statistical Package for Social Sciences (SPSS) while qualitative data were analyzed and presented in narrative form. Findings revealed that verbal sexual harassment was the most prevalent form of SSH harassment in schools. The study also showed that sexual harassment prevalence is not associated with school type. Further analysis revealed that most incidents of SSH took place in classes and sometimes even in unexpected places like the clothes line. The findings also revealed that most forms of sexual harassment were peer related. The study recommended active stakeholder involvement with a view to stemming sexual harassment in schools.

Keywords: Sexual harassment, secondary schools, pervasive, prevalence, forms of sexual harassment

Facilitating Positive Growth in Classroom

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Most often, being psychologists, teachers or parents, we trust on correcting the wrong and fixing the broken. The same approach is pervasive in all areas of life may it be professional or personal. Present paper displays the effect of positive psychology course wellbeing model on 20 final year undergraduate Psychology students (in the year 2018 and 2019) at Amity University Mumbai. The course was spread across 40 sessions for a period of three months, including identifying character strength, gratitude letter, forgiveness letters, humorous analysis of negative situation, one door closes, one door open, planning a beautiful day, goal setting, planning death and how would you like the world to remember you...followed by a one day workshop which was developed and conducted by students for other students. Post course completion students were asked to respond on the questionnaire administered through google forms on the effect of the course on various life dimensions. The positive effect was seen on the students, in terms of reporting improved relationship with parents (50%) better future view (60%), increased self-awareness(60%) and positive appraisal of situation (50%).100% of the respondents reported that the course is beneficial for good mental health of students and must be provided to all students. Qualitative inquiry revealed that the course has helped them to develop gratitude, self-efficacy, optimism and positive outlook towards life. Though, current findings are based on small sample, however, it indicates towards use of well-being model in classrooms as facilitative approach for overall positive growth amongst youth.

Keywords: Positive Growth, Classroom, Positive Psychology, Mental Health

Creativity and Leadership as Essential 21st Century Educator Skills Among Principals In Innovating Educational Practices

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The quality of a school is determined by the quality of its teachers and principal. There are many skill sets required for the school educators in creatively managing an institution, like communication skills, social skills, structured thinking and beyond structure. Among all these, life-skills required for a professional, an extra ounce of creativity and leadership abilities among the principals & teachers give them an edge over other professionals and it also defines the quality of the institution. The study is aimed at exploring the role of creativity and leadership skills in bringing innovations in school and the creative culture of the school. The objectives of the study are: to investigate the variables in creativity and leadership skills among the principals in bringing change within the school system; to understand the nature of creative leadership that prevails in different school context; and to identify factors which explain emergence of creative leadership among school heads. The study adopted a qualitative and quantitative approach with purposive sampling for two schools of which one rural school and an urban school in Karnataka. A questionnaire was prepared to select schools based on the innovative activities conducted in the school, the vision of the school and culture of the school. The study includes principal's interview, researcher's observation, leadership questionnaire for principal, school culture questionnaire for students and focused group discussion among teachers. The outcome of the study shows there is a positive influencing role of creativity and leadership abilities among principal and teachers in improving the various educational practices in terms of innovation in school and the culture of the institution. The study led to the exploration of various creativity variables and various leadership skill variables required for educators. It is hypothesized that developing various life skills will lead to effective inculcation & demonstration of values in life.

Keywords: Creativity, Leadership, life-skills, School Culture, Values, Innovation, performance

Using Mind Maps to address the 21st Century classroom practices

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The biggest challenge that the employers face today is to find employable employees. To prepare our graduates with the essential attributes, our educational practices need to be aligned with the present needs to help them thrive and survive. 21st century skills do not refer to only the technological expertise, but to all the content, proficiencies and practices that would prepare the learners to meet the challenges and opportunities in future. Technology and its applications will keep changing, but if a person is a critical thinker, he/she will be able to adapt to these future changes.

Mind Mapping is a unique strategy used across all subjects to develop 21st century life skills like critical thinking, innovation, creativity, collaboration, social skills, communication, leadership, life-long learning, etc. Unfortunately, many of our schools are still largely practicing that they did in the last century. Rather than feeding students with disconnected facts, this educational practice combines the left and right brain to give a whole brain thinking strategy. This is based on the principles of constructivism where every learner connects new and existing ideas to construct their own knowledge.

The objective of this paper is to analyse the use of mind maps for developing critical thinking and creativity among primary level students studying the subject Science. The researchers have used the Programme Evaluation method (QUAN + qual). Purposive sampling technique was used to collect data from 5 Experts; 18science teachers and 105 students of Std. VIII. Data was collected using Feedback sheets and Mind Maps developed by students. Data Analysis was done using Percentage; Friedman test and Qualitative analysis. The results reveal that mind maps can be used to develop a programme to enhance the critical thinking and creativity of the learners.

Keywords: Mind Maps, Critical thinking, Creativity

Empowering the Adolescent Tribal Girls Through Life Skills Education: A Case Study of Kalinga Institute of Social Sciences(KISS). Bhubaneswar, Odisha

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The 21st century has witnessed considerable transition and rapid changes. Among the most affected are the adolescent tribal girls. Technological advances have made the world a global village. Technology also has made tribal adolescent girls more dependent on the parents economically than in the forest area. Life skills based education focuses on the development of knowledge, attitude, skill.

Life skill education as a means of advancement of capacity, well-being and opportunity is uncontested, and more so among communities on the periphery. Marked improvements in access and to some extent in quality of primary education in tribal areas have occurred, and stem from government and non-government initiatives. However, the number of out-of-school children continues to be several millions, mainly due to a lack of interest and parental motivation, inability to understand the medium of instruction (i.e. state language), teacher absenteeism and attitude, opportunity, cost of time spent in school (particularly for adolescent tribal girls), large seasonal migration etc. Low literacy rates in tribal communities continue to indicate a need for overarching support that tackles issues from health to attitudes of non-tribal populations. The paper analyses the role, pattern and impact of Kalinga Institute of Social Sciences (KISS) in imparting elementary, secondary, higher and professional education free of cost. The aspects of vocational training, professional education, multi-lingual education, language barrier and culture components are also dealt with while analysing the model of education the organization provides. The objective of the study is the role of LSE for empowerment adolescent girls. An interview schedule is used for this study. Findings- After the study most of the girls have developed self-confidence in every aspect.

Keywords: Empowering, Adolescent, life skill education, Holistic development, Language

Life Skill Intervention among the Rural Girls Children In Nagalapur, Karnataka State

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Life skill education is a structural programme for needs and outcomes-participatory learning that aims to increase positive and adaptive behaviour which assist the individuals to develop and practice psycho-social skills. It helps to minimize the risk and protective factors regarding the development of a person. The researcher had conducted a life skill education intervention in Communication, Decision making, Problem solving between girls children group from primary Govt School (age group of 13 who continuing their studies in the standard of 7th) in Nagalapur village, Northern Karnataka. The researcher has selected, and the sample size is fourteen respondents. The researcher has used AB design method from intervention research for collecting data and followed cluster sampling. As part of the intervention research, pre and post intervention data has been assessed. The changes among the rural students were quite visible after the intervention research. The result shows that the students after the intervention, they improved their skills such as participation in academic and social activities, developed their communication skill and improved their decision making skill and the positive result has been reflected in their day to day life. With the frequent visit and interaction of researcher with the students has included different life skill activities. After results is the dramatic changes has been observed in the post intervention as the score of the children is more than pre intervention score. Hence, this paper has proved that life skill education has brought significant changes in the life.

Keywords: Life skill education, Intervention Research, communication, Problem solving, Decision making skill

A Study of Life Skills in Relation to Academic Anxiety of the B. Ed Students

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Life skills are some essential strategies developed in the form of insights, values, or one's perceptions towards self that helps an individual to address the needs and challenges of real life successfully. The teacher trainees, who are going to be teachers, have the responsibility to imbibe the life skills among the students. Academic anxiety is a kind of state anxiety that may motivate students to study or complete the assignments. However, sometimes, it may hinder the academic performance instead of improving. Since fewer studies are available in this area, an attempt has been made to study the level of life skills of the B.Ed students as per their sex, service status and academic qualification and relationship of life skills with academic anxiety of the B. Ed Students. The objectives of the study are to-

1. To examine the level of life skills of the B. Ed students along with the significance of difference in the level of life skills as per their sex, academic qualification and status of service.
2. To examine the relationship between life skills and academic anxiety of the B. Ed students.

Descriptive survey method is used to collect data from a sample of 120 B. Ed students selected randomly from 6 B. Ed colleges. Two Standardized tools have been used - 'Life Skills Scales for teacher Trainees' developed by M. K. Yagnik and 'Academic Anxiety Scale' by Dr. A.K Singh and Dr. A. N. Sen Gupta. Mean, S.D. t' test and correlation of coefficient will be used for statistical analysis. To ensure quality education, there is an urgent need to incorporate life skills education in teacher training curriculum as the adolescents need teachers to be part of their lives, nurture them, understand them, teach, guide and protect them on the journey to adulthood. It is expected that the findings of the study will be helpful in this venture.

Keywords: Life Skills, Academic Anxiety, B. Ed. Students

Life Skills Education for First Generation Tribal Learners

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Quality education is widely acknowledged as the cornerstone of sustainable development that begets an enriched life for the individual concerned. Tribal communities in India have traditionally been marginalised sections of the society. Despite many governmental programmes to bring about equitable access to education for tribals, inequalities exist and become more prominent with reference to English language learning. A large number of children coming from the lower rungs of society are deprived of English medium education simply because of lack of affordability, resulting in exclusion. Recognising the importance of quality education as the key factor that would determine the achievement of other Sustainable Development Goals (SDGs), the government of Odisha in 2015, came up with a unique innovative scheme named 'Anweshato' provide English medium education for some of the most deprived sections of the society. Under this scheme free education is provided to tribal children of below poverty line families from rural areas in private English medium schools in cities. Beneficiaries are provided residential accommodation in government-run hostels and they attend private English medium schools as day-scholars. But it is widely observed that these first-time tribal learners of English are being deprived of the desired results. Finding no motivation to study a foreign language with unfamiliar content, and facing unfair competition from city-bred privileged learners, many of them drop out midway. A three month pilot project was undertaken by the author with a group of 38 beneficiaries of the 'Anweshato' project who are currently studying at an English Medium school in Rourkela, Odisha. The project was conducted in a workshop mode on a weekly basis and topics on self-awareness, confidence building, goal setting, critical thinking and decision making were introduced. Their views on various issues pertaining to them were taken before the commencement of the pilot project and after its completion. This paper aims to project the positive results of a pilot-project of introducing Life Skills Education to enable them to develop a positive outlook for adapting to hostel life and facing competition. Young tribal learners from deprived sections of the society have been able to integrate well with the better-off city bred learners after attending the Life Skills Education classes. The findings of this study may be replicated in similar situations.

Keywords: Tribal learners, First-generation learners, SDGs, Anweshato scheme

Life Skill Education and School Cinema

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Background

In a recent directive the education department has advised all the ICSE and CBSE affiliated schools to teach life skills to the students. There is shortage of adequate tools which teachers can use for effective teaching of life skills to the students. Life skills are something which need to be taught through experiential learning.

Objectives

Hence the paper here had two main objectives: understanding the challenges faced by teachers in schools in teaching life skills to the students. Secondly, understand the effectiveness of School Cinema as a teaching-learning tool for teaching life skills to students.

Methodology

A questionnaire based survey was conducted to understand the challenges faced by the teachers in teaching life skills to students. The biggest challenge sighted by 80% of the teachers was the lack of motivation amongst the leaders to implement life skill education in full rigour. Another aspect of the challenge faced was the lack of presence of appropriate tools to teach life skills. School cinema as a teaching learning aid was rated very high by the teachers to impart life skill education through experiential learning methodology. School cinema is reaching out to 2,86, 975 students in 2019. These students are being exposed to the unique pedagogy of using films as a medium to impart experiential learning and life skills. A survey was conducted in Bangalore schools where 600 students participated from Government school, low income private school and an international school. A psychometric tool was used to analyse the life skills levels of the students in control group and the students who were exposed to school cinema sessions for life skill development.

Conclusion

A significant difference was observed when the students' life skills levels were correlated with their family education backgrounds.

Keywords: Life skills, School cinema, Teaching-learning tool, Life skill teaching

Investigating the Impact of Life Skills Education on Social and Emotional Learning of Adolescent North Indian Girls

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Background: The current scenario of adolescents indicates staggering levels of prosocial behaviour and increasing prevalence of mental health problems. Consequently, it is suggested that inclusion of life skills-based activities in school curricula may boost psychosocial competence and enhance social and emotional learning.

Objective: There have hardly been any studies analysing the impact of life skills education on empathy in niche rural Indian settings. Thus, the rationale of this research is to utilise and disseminate the flexible nature of life skills programs spanning across cultures.

Methods: The study applied a qualitative methodology which ensured greater interpretive detail to this culturally and gender sensitive population. 282 female students (aged 14-17) were employed from a residential school in Haryana through purposive sampling. From November'18-May'19, the girls received life skills training from the school counsellors. A narrative research design streamlined the study. 6 focus groups (containing 6-8 participants) were created to gather qualitative data. Data were recorded, translated and transcribed in-verbatim and, analysed qualitatively using thematic analysis.

Results: After identification of codes, the following major themes emerged from the content analysis: good listening, non-verbal body language cues, management of emotions, problem solving. **Conclusions:** Using theoretical frameworks such as Social Learning Theory and Basic Needs Theory, it was inferred that systematic implementation of life-skills training may prove to be beneficial in the Indian educational context. Additionally, it was deduced that schools offer a nurturing learning environment for the acquisition of life skills among students. The limitations of the study entail constrained psycho educative resources and short-term behavioural assessment.

Keywords: life skills; school-based, adolescence, social, emotional, psychosocial

Life Skill Education For Tribal Adolescent: A Comparative Study Between Kalinga Institute Of Social Science (Kiss) Students And The Students Of Balasore District

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Adolescence is a vital stage of growth and development, which marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychological maturation. It the stage when young people extend their relationship beyond parents and family and are intensely influences by their peers and the outside world in general. So it is a turning point in one life and is a period of increased potential but also one of greeter vulnerability. Objectives of the study were (i) to assess life skill awareness of adolescents in Kalinga Institute of Social Sciences, (ii) to assess life skill awareness of adolescent students of Balasore district of Odisha and (iii) to compare life skill awareness of adolescent students between Kalinga Institute of Social Science and Balasore District of Odisha. Hypothesis of the study were sex has significant difference in life skill awareness of adolescent students of KISS, (ii) Sex has significant difference in life skill awareness of adolescent students of Balasore district of Odishaand(iii) There exist significant differences in life skill awareness of adolescent students of KISS and Balasore district of Odisha. The sample of the present study covers secondary level children of Kalinga Institute of Social Sciences of Bhubaneswar and secondary level students Balasore district of Odisha.Data was collected from 600 students of secondary level (300 students fromKalinga Institute of Social Sciences, Bhubaneswar and 300 students from Baleswar district of Odisha).For collection of data Life Skill Awareness Scale were used.Descriptive survey method was used for collection of data. Mean, S.D, ANOVA and t-test were used for analysis of the data. The findings of the study may help the pupils to work harmoniously and confidently. Good working relationship is affected for performance in all spheres of life.

Keywords: Life skill education, Adolescence, KISS, Balasore

Teacher Compassion: an Exploration

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Teaching profession is very much different than any other profession. Teachers work with young minds, inspire them and can transform them into miracles in life. The students they handle come from various socio-economic backgrounds, capacities, personalities, needs, interests. Teachers have to outstretch themselves to play a role of catalyst for educating children to become lifelong learners and contributors of the society. Teachers indirectly contribute to build the new generation of citizens-so the nation.

Teachers must display enthusiasm, leadership, commitment, knowledge and at the same time they must be loving, caring, compassionate towards children. Unfortunately some people come into teaching profession just as a source of income, so one cannot expect all the best qualities of teacher in them. But compassion and kindness are extremely important for any person to be a teacher. Though compassion cannot be taught, certain steps need to be taken to improve mindset of teachers.

In this qualitative research design study, we stimulated the students-teachers (28) and practicing-teachers (50) during teacher education workshops by telling them motivational stories. We received positive opinionnaire responses which revealed that teachers approach towards their profession is maturing. Compassion is a natural human response which surfaces when certain techniques are applied to sink down the negativities.

Keywords: Compassion, Kindness, Teacher Profession

THEMATIC SESSION – VII

Yoga and life skills for fortifying Health & Well-being

Life Skills Education to Enhance Mental Health in School going Children

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This paper is based on a First person Action Research carried out by a teacher in an elementary Government School, in Lavad, Gujarat. The purpose of this research is to demonstrate the importance of life skill education for child and adolescent development with the aim to foster mentally healthy youth for a better society. I believe that education should lead children towards a better life; but in my classroom I found my students struggling with their personality development due to the divide between real life issues and schooling. Seeing the immense need to help them to deal with emotional, mental and social issues I embarked on this qualitative teacher- research. This project is a naturalistic inquiry and endorses mental well-being from early childhood, till adolescent years and beyond. In 2012, with ideas of empowerment through effective education, I, a teacher-researcher started practicing 'Life skills through Drama' with a group 30 students studying in 3rd Grade and continued working with them till 2018. Following a Total Population sampling the entire class was taught life skills.

I have used methodological triangulation to gather data, such as interviews, observations, and documents like class books and reflective journals both mine and my students. Trainagulation has been used for two purposes; to assure the validity of my research by cross-validating data and also to capture different dimensions of my classroom and my students' learning. This paper also introduces a unique method of using drama in life skill education. Drama in education is experiential learning, where children can experience critical situation and find solutions to deal with it in safe atmosphere. In Drama in Education method I have used drama games, statue making, Group statues, three step statues, storytelling, etc. It brings a fun element in learning. Result of this study show that life skills education effected positive mental health in my students and enhanced the quality of life for them.

Keywords: positive mental health, school children, teacher-research

Enhancing Empowerment among Rural Primary School Children with Life Skill Education

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Background: At a time when there is an unprecedented surge in reported cases of abuses against children in its all forms in India and our legal, social as well as educational system continue to fail in either protecting them or empowering them to face their challenges, it is essential to equip them learn life skills because such initiatives provide the children with a wide range of alternative and creative ways of solving problems of everyday life.

Objectives: Authors in this paper attempt to assess the changes, seen among rural primary school children, after having life skill education for three months, in terms of communication, participation, perception, values, behavior and academic performance.

Methodology: Activity based participatory learning techniques like games, role plays, drama, drawing and reflections were included in the modules of life skills, which were used in teaching twelve 7th standard primary school children of Ravipura, a backward village in Anand district, Gujarat, in a non-threatening atmosphere. The experiential learning method, which gives opportunities to the subjects to have direct encounter with the phenomenon under consideration rather than merely imagining about the encounter or only looking into the possibility of doing something about it, helped children to have clear understanding about these life skills and its applicability in real life situations. A qualitative research methodology is been used in this study as it facilitates the researchers to have the richness of depth learning from a few and report the voices of own participants. Data collection was done with the help of observations, journal entries by students, audio clips of their reflections, photographs of drama games, reflective journals written by researchers and the testimonies of teachers of our children. Detailed narration of modules [specific activities, games etc practiced] of all life skills taught to children along with their reflections is also included in this paper.

Results: Results proved that there is improvement in life skills among children in the areas of communication, participation, perceptions and values after having life skill education. Reflective sessions after hearing, observing and practicing each skill, enabled children to think loudly about own performances and understanding about each session. Children could learn a lot from others' view points, observations and ideas too.

Keywords: Life skill education, Rural primary school children, Empowerment

A Life Skills Intervention for Prevention Of Substance Abuse Among Youth

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The objective of the present study was to explore the effect of life skills training on psychological capital and attitude of Punjabi youth towards alcohol and drug abuse. The design of the present study was a quasi-experimental design. This study was delimited to college students studying in government colleges in rural areas of Punjab. A total of 10 government colleges affiliated to Punjabi University were randomly selected for the conduct of the present study. A total sample of 1000 college students was selected for the conduct of the present study. Experimental and control group comprised of 500 students each. Psychological capital was measured with the help of Psychological capital questionnaire and a self-constructed scale was used to measure the attitude of Punjabi youth towards alcohol and drug abuse. The study was conducted in three phases. In first phase, pre-testing was done. In the second phase, the experiment in the form of life skills training programme was conducted with college students in various Government colleges. In third phase, post-testing was done after the completion of the life skills training programme with the help of above mentioned scales. The results of ANCOVA revealed a significant effect of life skills training on psychological capital and attitude of Punjabi youth towards alcohol and drug abuse. The implications of the results are discussed.

Keywords: Life skills training, psychological capital, attitude towards alcohol and drug abuse, college students

Gender Perceptions and Health Behaviours among Urban Adolescent Students in South India

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Adolescence is a transitional stage in human life, a bridge between the childhood and adulthood (WHO, 2011). Around 1.2 billion people (1 in 6) of the world's population are adolescents (WHO, 2011). Transforming to young adults after adolescence leads to challenging phase of adjustment and cope up with life challenges and competitions in academic targets. The stress and psychological distress among adolescent students is in steep rise. Adolescents' physical and psychosocial needs are unique hence awareness and adequate guidance in right time helps adolescents to adopt healthy behaviours. The present cross sectional school based study aims to measure knowledge on adolescent reproductive and sexual health (ARSH) and Gender perceptions among school going (13 - 18yrs) students (N=150) from the selected public school of the peri urban community. The findings revealed that thirteen percent of students were with high gender equality scores and 52% with moderate and 25% with low gender equitable scores. Post assessment was done 10 days after the implementation of the ARSH educational module, shows significant improvement in gender equality scores (78% with high and 22% with moderate scores). About 56% of girls and 32% of boys have reported experience of some sort of violence and 12% of them denied of experiencing any sort of violence. Conclusion: Gender balanced approach to adolescent health and education is the need of the hour. Parents, Teachers and health professionals need to understand the uniqueness of the adolescent needs to bring gender balanced health behaviours.

Keywords: Adolescents, Reproductive and Sexual health, Gender perceptions, Gender Equity, and Gender based violence

Gratitude and Psychological well-being among College Students

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Adolescence is a transitional period of crucial physical, psychological, emotional and social changes and these changes leads to conflict in one hand and development of positivity on the other. Since students are the future citizens, it is essential not only to develop sufficient physical and psychological health but also positive virtues and high well-being. The core integrity of gratitude goes along with various psychological benefits and assets of pro social behaviours, in which well-being is one among them. So the present study is aimed to investigate relationship of gratitude and psychological well-being among college students. Apart from this, the gender differences in gratitude and psychological well-being have also been studied. Two randomized group design and Random sampling procedure and has been adopted in this study. The total sample consisted of 140 students from Mysore, Karnataka, among which 70 are male and 70 are female students'. The Gratitude Questionnaire (GQ-6) developed by McCullough, Emmons & Tsang (2002) and Psychological well-being Scale developed by Ryff (1989) were administered on the sample. Findings of the study revealed that gratitude of male students is positively and significantly related to dimensions of psychological well-being namely, environmental mastery, purpose in life, personal growth and personal relation with others. Gratitude of female students is positively and significantly related to personal relation with others. Gender differences exist with regard to gratitude and personal growth.

Keywords: Gratitude, Psychological Well-being & students

Social Wellness: Corner Stone of Holistic Health

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Social wellness is one of the dimensions of holistic health. It is all about nurturing ourselves, others and our relationships. WHO also underlines 'social wellness' along with physical and mental wellness for complete health. Studies have emphasized the role of social interaction and its impact on general health and wellbeing. Research, training and practice of life skills in this direction are for nurturing inter-personal relationships and relationship management, indicating that social relationships are essential and not optional to our well-being.

Social wellness is one of the vital aspects of total health equation. This paper would highlight the significance of social connectedness, social relationships and its resultant wellbeing. Social wellness fosters social capital. It also serves as a buffer to diminish the negative stressful events at many levels in society. In the present day complex world featured with more virtual connections, it is indeed crucial to develop social wellness by building healthy, nurturing and supportive social relations. This paper dwells on many research studies specific to this area with a special focus on the study 'Social - Why Our Brains are Wired to Connect', by Matthew D. Lieberman, Professor at the University of California, Los Angeles.

Based on secondary studies this paper thus analyses and explains the significance of social aspect for wellness, it also would discuss strategies to cultivate and develop social wellness through activities in order to reap the benefits of growing social networks. This study would use a holistic approach to embark on emotional, instrumental and informational networks in a global society leading to a better and healthy world to live.

Keywords: Social wellness, holistic health and social connectedness

A Comparative Study on Level of Life Skills Among Early Adolescent Boys and Girls

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Early adolescents between the age of 10 to 14 are characterized by their diversity as they move through the puberty growth cycle at varying times and rates. The transition to high school is also a challenge for students, both academically and socially. The objective of the study is to compare level of life skills among early adolescence boys and girls studying in private and aided institutions and to study the core life skills among them. A survey was conducted with the assistance provided through the software on list of schools given by the Department of Education was used in identifying the schools situated in urban area of Bangalore District. Random Sampling technique was applied for data collection to study the core life skills among middle school students. The life skill rating scale was self structured. Expert validity was done to check the validity of the developed tool. A sample of 400 early adolescents' from Bangalore urban was randomly selected from private and aided institutions. The analysis of collected data put forth that 55.5 percent of early adolescents' have moderate life skill level and others having high life skill level. Among the respondents' 52.5 percent of girls possessed a higher life skill level when compared to 36.5 percent of boys and outlines that gender has influence on the level of life skills. Thus highlights that an attention is required in bringing up of boys. Gender differentiation in the data put forth shows that girls had a higher life skill level than boys, majorly in communication skills with a statistical difference of $t\text{-test} = 3.10^*$, then in interpersonal relationship with $t\text{-test} = 2.84^*$, also in decision making with $t\text{-test} = 2.41^*$ and coping with emotions having statistical difference of $t\text{-test} = 2.18^*$.

Keywords: life skills, significance, gender, core components, Adolescents

Role of Life Skills and Yoga In Promoting Well-Being

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With the modern world becoming more and more materialistic every passing day, one's ability to cope up with various difficulties life poses is becoming grave. Not only many of the working adults have difficulty coping but in an attempt to make the difficulties go away, individuals are relying on alcohol, smoking and other life threatening substances. In these conditions an individual must be aware of the life skills and other self care techniques which will help them deal effectively with everyday demands and maintain equilibrium in their lives. Various life skills can be put into use in order to meet the challenges of life.

Almost every mental health expert, health journals and magazines focus upon the necessity of doing yoga and maintaining a rational thinking in order to tackle obstacles whilst not losing one's temperament. It is a proven fact that yoga and other physical exercises help in reducing anxiety and depression. Various environmental stressors can no longer have a grave effect on us if we perform yoga and various aerobic exercises on a daily basis. Apart from yoga, various life skills such as assertiveness and positive thinking have been recognized in reducing and coping with stress. Optimism is the key to mental and physical well-being while assertiveness helps one to communicate their ideas and thoughts more clearly. We are somewhat lucky to live in a time and space where the social stigma attached to various mental health problems have considerably reduced. Thus, we should all come forward in sharing our problems and worries without any feeling of guilt and shame. Maybe our coming forward will help others to the same. We should all aspire to take the lead and serve as an example.

Objective:

1. To study the need and access of positivity of yoga and physical exercise pertaining to reducing anxiety and depression.
2. To study the various environmental stressors, which affect yoga and various aerobic exercises on daily basis.

Population and sample:

A sample of 100 women (50 working and 50 non-working women) taken as a population of the study. In the present study Random Cluster Sampling technique was used to select the sample. Age group is 30years to 50 years.

Methodology:

In the present study Descriptive Survey Method was used to collect the data.

The aim of the study was to promote well being and positive outlook towards mental health and assess the role of life skills in tackling obstacles pertaining to daily challenges.

Keywords: Yoga, Well-being, Anxiety, Depression, Life skills.

Dealing with an Existential Crisis among Young Adults: the concept of God and Spirituality

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A vast majority of young adults contemporarily face a confrontation with their life's purpose and meaning, direction and commitment which is commonly defined as an existential crisis. Dealing with an existential crisis promotes wellbeing and satisfaction, promotes prosocial behaviour and allows the individual to redirect their life's purpose. There is an existing lacuna of studies that establishes the influence of Spirituality and the Concept of God as influential factors while dealing with an existential crisis. This research study aims to understand the presence and considerations of spirituality used in dealing with an existential crisis, investigate the Concept of God as a dynamic in dealing with an existential crisis and explore the possible coping strategies and motivation utilized in dealing with an existential. The present study uses Interpretative Phenomenological Analysis to understand the individual coping mechanisms based on Spiritual and/ or religious practices and beliefs utilized by the 10 participants to overcome or effectively deal with the crisis. Preliminary findings suggest that rationalization, acceptance, reasoning methods, constant prayers and meaning making of miraculous interventions have been used as coping mechanisms. Findings from this study can be utilized for intervention-based programs and modules or workshops in educational institutions to reduce stress related factors and increase wellbeing.

Keywords: Existential crisis, Concept of God, Spirituality, Coping, Wellbeing

**Relevance of life skill based ARSH education for adolescent girls-Experiences from Kalinga
Institute of Social Sciences**

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Right to health is the basic human right to enjoy all other rights. The health status of a population is a reflection of the Socio-economic development of the country. Reproductive health is a crucial part of the general health and a central feature of human development. The adolescence stage is also considered as one of most vital period in one's life because it represents the transition from childhood to adulthood. It is the periods when social, biological & psychological changes occur that pave the way to adult life. Reproductive health is a state of complete physical, mental, social well-being and not merely the absence of disease or infirmity. During adolescence period providing correct information regarding reproductive health knowledge and rights to adolescent girls will have significant impact on their development. Reproductive health contributes enormously to physical, psycho-social comfort and to personal as well as social maturation. In this backdrop Kalinga Institute of social sciences is aimed to empower the tribal adolescent girls with the life skill based reproductive health knowledge to improve the overall development of self and effective contribution in social processes.

Objectives:

- To assess the knowledge of adolescent girls regarding the changes before and after intervention.
- To know the level of knowledge regarding the menstruation process before and after intervention.
- To understand the level of knowledge on HIV/AIDS before and after intervention.

Research design

The study uses experimental research design with focus on both quantitative and qualitative data. The researcher has adopted random sampling. A sample of 100 adolescent girls was selected for this purpose.

Methodology

A pre test and post test questionnaire along with focussed group discussion was adopted for the study.

Major findings

1. After the intervention of life skill based ARSH education the adolescent girls were able to know the changing process comfortably.
2. They also empowered with the knowledge of HIV/AIDS and menstruation process after intervention.

Keywords: Adolescent, reproductive health, menstruation

Assessment of Life Skills Education and needs of Young Adolescents: Reference to Dharwad District, Karnataka

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Life skills can be best understood as the abilities for positive and adaptive behaviour, which enable individuals to deal effectively with day to day needs and challenges. Major life skills include problem solving, decision making, creative and critical thinking, effective communication, interpersonal skills, empathy, and self awareness, coping with stress and emotions. In human life, adolescence stage occurs from ages 13 to 19 which is before adulthood. Life skill education is essential to enable adolescents to deal effectively with the environment, make maximum use of resources in positive way, discern from available opportunities and face the challenges of society. Life skills are essentially those abilities that help promoting mental well being and competence in young people as they face the realities of life. It is an effective tool for empowering the youth to act responsibly, take initiative and control over stress and emotions. Hence, this paper was attempted with the main objectives: to assess the life skills education of adolescents, and to determine the variation in their life skills with their socio economic and education status of parents. The data were collected from primary and secondary sources. Primary data were collected through interview schedule. The sample sizes were 30 respondents, randomly selected from the school students of classes IX to XII. They were selected from six schools, from each school 5 respondents in Dharwad rural and urban areas. The data were analysed through percentage methods. Descriptive methods have been adopted in the entire study.

Keywords: Life skills, Positive behaviour, Adolescents, Coping with Stress

Enhancing Life Skills through the practice of Yoga

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The World Health Organization (WHO, 1948) defines health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” Life skills which has been divided into three categories – social, thinking and emotional skills helps in promoting ‘health for all.’ Yoga through its practice helps towards physical, mental, social and spiritual well-being. The present paper looks at the integration of life skills and yoga in promoting health. Sampling comprises websites and systematic review of literature. Quantitative and qualitative data are analyzed through content analysis. The recent integrative trends and patterns are identified towards health promotion.

Keywords: life skills, yoga, health, well-being, qualitative content analysis

Yoga as a Tool for Well being among Adolescents

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Modern age life is challenged with problems related to mental and physical health. Adolescents engrossed with social media and spending much time with their mobile devices, lead to immobility that leads to health issues. Another problem that is common among the adolescents is, easily getting angry with their parents and care givers who do not support their ways, ending up in mental irritation and hence loses concentration and interest in their studies. This leads to poor or no interpersonal relationship between and among adolescents and with their surroundings. To deal with the pressures and challenges of today's life, one can practice 'Vethathiri Maharishi yoga'. This yoga consists of exercise, meditation, 'kayakalpa' and introspection. The present study was based on sample size of 45 girls who were in the age of 14-17 years. A pre and post test design with control group was adopted for this study, were pre-test with respect to physiological (breathe holding time, heart rate), bio-chemical (blood sugar, total cholesterol) and psychological (assertiveness, study skill) variables were measured using standardized test and methods. The sample of 45 girls was divided into 3 groups, namely (i) yoga with music, (ii) yoga without music and (iii) control group. The first group practiced yoga for one hour and listening music for 20 minutes for 12 weeks. The second group practiced only yoga for 12 weeks. The third group is a control group, where they led a normal life without yogic practices. At the end of twelve weeks training, post test with respect to physiological variables, biological and psychological variables were measured using standardized test and methods. The results proved that analysis of covariance (ANCOVA) at 0.05 level of confidence. The outcome of the study was those who practiced yoga with and without music improved in health condition, showed signs of stress free life, showed more concentration in studies, managed to solve all problems, became much self realized which gave them confidence. The details are discussed in the full paper.

Keywords: Exercise, Meditation, introspection, yoga, kayakalpa

Predictors of Happiness among School Going Students

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Mental Health promotion includes the growth of psychological resources including improvement in quality of life, preventing mental disorders and increasing satisfaction and happiness in life. In today's world, to be happy is more essential than to be successful. Happiness is a fundamental emotion, which is characterized as a state combined with (i) absence of negative emotions (ii) presence of positive emotions (iii) life satisfaction (iv) having some objectives in life and social engagement (Coloninger & Zohar, 2011). The concept of sustainable happiness was developed by O'Brien (2008), which defines happiness as a contributor of individual, community and global well being without exploiting other people, environment and future generation. Happiness is closely associated with the mental balance and an individual's ability to control of self and outcome of events around him/her. Present study takes into account the variables like self esteem, mental balance, sociability, social involvement and control of self and events in predicting happiness in one's life. A sample of 300 adolescents was collected from a CBSE affiliated school from District Kaithal, Haryana. Age range of adolescents lies between 12-16 years. Tool used for present study was Well-Being Manifestation Scale by Masse et.al. Results of the study shows that there is high correlation of happiness with above variables and regression analysis of data shows all variables have significant impact on happiness of sample. The study has implications in terms of organizing programs on training the students to be happy by working on different variables under study. Study also emphasized on the development of curriculum on happiness for adolescents.

Keywords: Happiness, Self Esteem, Sociability, social involvement, Mental Balance, Control of Self & Events and Adolescents

Life Skill Development in Migrants: A Case Study

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The purpose of this study was to analyze the need for life skills development among migrant labors in Kerala. The study conducted among interstate migrant workers who are the major work force of any developing state. The researcher adopted case study as the method to collect data from migrant workers. Thirty unskilled labor migrants are the cases and the investigator observes and analyzes them about 15 days continuously. After the analysis of data the researcher identified the lack of life skill education among interstate migrants. In continuation of the identification of the need for Life skill education, the investigator made an intervention strategy developed by the investigators especially health and cleanliness related aspects. It was found that the intervention strategy has been effective in health related issues among migrant youth such as use of tobacco and their general behaviour related to health and hygiene. Through this study the investigator pointed out the need of life skill education for migrant labors as well as children accompanying with them. Kerala being the “heaven” for domestic migrant laborers (DML), there is an urgent need for providing organized Life Skill Education programme which will add to the social capital of the state as well as the migrants. This fact was well established from the investigation.

Keywords: life skills education, migrant labours

The Stories of Banished Childhood and Struggling Parents In The Elysium of 21st century Pratfalls

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This paper aims to concentrate on how the changing dimensions of structural and organizational set up of the society are affecting the attachment between parents and children. By citing relevant case studies and observations, this paper will proceed to ground the truth that how emerging 21st century complications are drawing internal clashes in this particular relationship-paradigm. To reflect upon this relevant social kaleidoscope, multiple lines of research approaches have been undertaken i.e. case analysis, focus group discussion, critical observations and content analysis of secondary sources. Qualitative inferences have been derived out of the meta-analysis of these data. Parenting, being fortified by the social politics, never has an opportunity to be approached and broached for its issues. At the same time the social politics lifts parents to cherish the state of being an omniscient, omnipotent, supreme figure to the children. Without their knowledge, this narcissist false consciousness forms hierarchy silencing the children's voice, choice and individual rights which in their life perpetuating making them subordinate obedient slaves to the authority. All these manifestations and crisis lead to emotional cracks, personality disorder, and mental distance between parents and children. This paper underscores the urgency of promoting life skill among the target stakeholders by creating an open social platform, aiming to host a better endearing pathway for a healthy sustainable mental and emotional growth through validating and supporting the efforts and struggles of both parents and children.

Keywords: parenting, childhood, shifting paradigms, society, upbringing, personality, mental health, social platform

The Life Skills Education among The Senior Secondary School Students In Guwahati City

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World Health Organization mentioned 10 essential Life skills for adolescents which are- Self-awareness, empathy, decision making, problem solving, critical thinking, creative thinking, interpersonal relations, coping with emotion, coping with stress and effective communication. Life skills refer to positive behaviour which helps how to do a work positively and successfully. In promoting the Life skills in the young adolescents for the purpose of achieving their aims, role of educational institutions is very crucial. Guwahati is one of the fastest growing cities of India where all varieties of educational institutions like private, public, Government etc. are imparting education at their own level, but, the rate of successful candidates in national level competitive tests including civil service examinations is very less. It is evident from the data that definitely there exist problems in imparting the training on the above cited components of life skill education. So, present problem has been selected with the objectives of-

- (i) To study the present status of Life Skills among the students of Senior Secondary Schools
- (ii) To identify the gender difference in Life Skill Education Awareness of senior secondary school students.
- (iii) To find out is there any difference exists on Life Skill Education awareness of students from different streams.
- (iv) To compare the Life Skill Education awareness between the students from Government and Private Institutions.

In this study, total 120 students from 10 schools have been selected as sample by stratified random sampling procedure. The students were selected considering all the variables equally. It means 60 boys and 60 girls; 60 from Arts and 60 from science stream and again 60 were from private and 60 were from government managed institutions. Present study is conducted with the help of descriptive survey method and data have been collected by a self developed questionnaire consisting of all total 50 test items. Collected data will be analyzed both in quantitative and qualitative way. Findings of the study will be reported in the full paper.

Keywords: Life Skill Education, Senior Secondary, Guwahati

Effect of Yogic Practices Selected Bio-Chemicalvariables Among Type II Diabetic men

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Diabetes mellitus is a disease that prevents your body from properly using the energy from the food you eat. Diabetes occurs in one of the following situations:

The pancreas (an organ behind your stomach) produces little insulin or no insulin at all. Insulin is a naturally occurring hormone, produced by the beta cells of the pancreas, which helps the body use sugar for energy.

Type 2 diabetes (adult onset diabetes), the pancreas makes insulin, but it either doesn't produce enough, or the insulin does not work properly. Nine out of 10 people with diabetes have type 2. This type occurs most often in people who are over 40 years old but can occur even in childhood if there are risk factors present.

Methodology: For the present investigator thirty (30) Type II Diabetic men will be selected randomly form various hospitals from Chennai.

Subjects were assigned to one experiment group and control group consists of each 15 subjects. Following one type of packages were given to experimental group and control group (no training) was provided. Experimental group- (Asana, pranayama and Meditation based on Bihar school of Yoga, Bihar) Control group- (control group, no training was provided.

Selection of Variables: The investigator will review the available scientific literature pertaining to the study from books, journals, periodicals, magazines, research papers and available source Tamil Nadu physical education and sports university library and also various colleges from Belgaum with help of experts.

Bio-chemical variables

- a. Blood sugar (fasting & postprandial)

Selection of the independent variables

- a. Experimental Group-Asanas pranayama and Meditation (based on Bihar School of Yoga, Bihar)
- b. Group 'II'- (Control group, No training was provided)

Experimental Design

The subject chosen for this study were divided into two group at random. The pre and

Post-test random group design was used for analysis of the data

TRAINING PROGRAM ASANAS – Tadaana, padhasthasa, makarasana, shavasana, nadishuthi

Results

Within the limitation of the present study the following conclusions were drawn: Blood glucose (fasting) of the experimental group showed significant improvement when compared to the control group.

Blood Glucose (post prandial) of the experimental group showed significant Improvement when compared to the control group.

Keywords: Blood Glucose, Asans, diabetes

Effect of Yogic Practices on Selected Bio-Chemical Variables among Women Home Makers

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To assess the effect of 60 minute yogic practices (Surya Namaskar, Loosening and Asanas) for 6 weeks on various biochemical parameters (Haemoglobin) on selected home makers.

Following hypothesis framed in the study:

1. It was hypothesized that there would be significant differences due to yogic practices on **Haemoglobin** among middle aged home makers than the control group.

The present random group experimental study was designed to find out the effect of yogic practices on selected middle aged women. It was hypothesized that there would be significant difference in Haemoglobin among middle aged women.

1. The finding of the study will reveal effect of yogic practices on selected bio-chemical variables among middle aged home makers.

Purpose of the Study

The purpose of the study was to investigate the effect of yogic practices on selected bio chemical variable (Hemoglobin) among middle aged home makers.

Hypothesis

It was hypothesized that there would be significant differences due to yogic practices on **Haemoglobin** among middle aged home makers than the control group.

Methodology

The purpose of the study was to determine the effect of yogic practices on selected bio-chemical variables among middle aged home makers.

To achieve the purpose of the study, 30 middle aged women from Chennai city were selected as subjects. The age group of the women ranged from 25-45 years old. They were divided into 2 equal groups of 15 subjects each as experimental and control group.

Results and Discussions

The subject were selected at random and the groups were equated in relation to factors is to be examined. The difference between the mean of the two groups in the pre-test had been taken into account during analysis of the post test differences between the means.

Conclusions

1. Bio-chemical variables were improved significantly due to the influence of the effect of suryanamaskar series and asana series in home makers affect their bio chemical variables.
2. Hemoglobin, was increased significantly due to the influence of effect of suryanamaskar series and asana series.

Keywords: yogic practices, suryanamaskar, Home Makers

Addressing Educational Practices for 21st Century Learning

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21st century education is about giving students the skills they need to succeed in this new competitive world. The teachers should help the students to practice the life skills required to face the challenges of this century along with the academics .With so much information available to them, the said skills should focus on making right use of the diversified information and converting this to smart ways. The 21st century classroom teachers are facilitators for student's learning and they are creators of productive classroom environments, in which students can develop these skills which they need in their future workplace. The 21st Century calls for skills such as Critical thinking, Creativity, Collaboration, Communication, Information literacy, Leadership, decision making, self-awareness, emotional and social skills in an individual. The approach to this century education is to give students the opportunity to be self-learners, which guarantees lifelong learning. Secondly, we need to encourage collaboration in classroom by allowing students to work in pairs or groups through teaching learning tools like quiz, interviews, group discussions, debate etc. This system not only encourages the development of speaking and listening skills but also teaches students how to achieve goals in a team spirit. The critical thinking should be developed in students, which takes them well beyond simple comprehension of information. Students use these skills to solve problems in new situations, make inferences and generalizations, combine together a new patterns, and make judgments based on evidences.. This synthesizing and personalizing of knowledge, consolidates learning creates an experience that remains with students well beyond after their school and college education completion.

Keywords: 21st century skills, Critical thinking, Creativity, Collaboration, Communication, Information literacy, Leadership, decision making, self-awareness, emotional and social skills