



SPECIAL VOLUME, FEBRUARY 2025 ISSN 2394 - 630X

International Conference on Life Skills Education

Life Skills Integrated Learning and Living:
Pathways for a Sustainable Future
27 February - 1 March, 2025



CONFERENCE PROCEEDINGS: BOOK OF ABSTRACTS





INTERNATIONAL JOURNAL OF LIFE SKILLS EDUCATION
SPECIAL VOLUME, FEBRUARY 2025
ISSN 2394 - 630X

International Conference on Life Skills Education

Life Skills Integrated Learning and Living: Pathways for a Sustainable Future

27 February - 1 March, 2025



CONFERENCE PROCEEDINGS: BOOK OF ABSTRACTS

International Conference on Life Skills Education

DISCLAIMER

The authors are solely responsible for the contents of the papers compiled in this volume. The publishers or editors do not take any responsibility for the same in any manner. Errors, if any, are purely unintentional and readers are requested to communicate such errors to the editors or publishers to avoid discrepancies in future.

Published by:

Indian Association of Life Skills Education

Special Volume Editorial Team

Committee Chair: Dr. Chandrasekharan Praveen

Former Principal i/c, IASE, Thrissur, Kerala, India & Life Member IALSE

· Dr. Sunitha Ranjan

Managing Editor, International Journal of Life Skills Education, Master Trainer, Life Skills Consultant & Coach, Chennai; EC Member, IALSE

• Dr. Pritom Jyoti Sarmah

Joint Secretary, IALSE, Deputy Controller of Examintions, The Assam Kaziranga University, Jorhat, Assam

Ms. Rama Bhide

Secretary, IALSE, Founder Director, Alpha School of Life Skills, Mumbai

Special Volume Scientific Committee

Committee Chair: Dr. Chandrasekharan Praveen

Former Principal i/c, IASE, Thrissur, Kerala, India & Life Member IALSE

Dr. Pritom Jyoti Sarmah

 ${\it Joint Secretary, IALSE, Deputy \ Controller \ of Examintions, \ The \ Assam \ Kaziranga \ University, \ Jorhat, \ Assam \ Kaziranga \ University, \ Jorhat, \ Assam \ Landau \ Lan$

· Dr. Sivakumar S.

Assistant Professor, Department of Education, Central University of Kerala, Kasargode

• Dr. K.V. Muhammed

Assistant Professor, School of Pedagogical Sciences, MG University, Kottayam

• Dr. Maya Rodrigues

Librarian, Nirmala Institute of Education, Panjim, Goa

Ms. Sangeeta Kadam

Assistant Professor, Nirmala Institute of Panjim, Goa

• Ms. Goretti Falcao

Assistant Professor, Nirmala Institute of Panjim, Goa



CONTENTS

Sl. No.	Particulars	Page No
1	A brief on: The International Conference on Life Skills Education (ICLSE 2025) and	17
	Organizers	
2	Programme Schedule	21
3	Pre-Conference Workshop	25
4	Satellite Workshop	26
5	Profile of Indian Association of Life Skills Education (IALSE)	27
	Plenary Sessions Symposium I	
6	Integrating Life Skills into Education: Opportunities and Challenges	30
	Panel Discussion I	
7	Community-Led Sustainable Lifestyle: Empowering Local Communities through Life	33
	Skills	
8	Symposium II	35
	Life Skills for Building Entrepreneurial Mindset Panel Discussion II	
9	Addressing Gender Bias: Role of Life Skills Education	36
10	Teen Talk: Life Skills and Youth Engagement	37
	Symposium III	
11	Life Skills Integrated Adolescent Reproductive and Sexual Health Education	39
12	Panel Discussion III	41
12	Life Skills Education for Inclusive Communities	71
13	Symposium IV	43
	Adapting to Climate Change – Practices for a Modern Sustainable Lifestyle Panel Discussion IV	
14	21 st Century Life Skills in School Education: High order thinking and problem-solving	45
	skills	15
	NGO Conclave	
15	Innovations in Life Skills Integration - Case studies for holistic personal and societal	47
	development	
15	Focus Group Discussion	49
	Uses and abuses of AI - Life Skills approach for digital well-being Invited Lecture	
16	Life Skills Approach to Positive Mental Health	51
	Think Tank	
17	Life Skills Education in the Context of NEP 2020: A Multistage Approach - Schools,	52
	Higher Education, and Teacher Education	
	Thematic Sessions	
18	Thematic Session 1: Experiential learning as a catalyst for personal development	55
19	Thematic Session 2: Building cultural competence and active citizenship through global	60
	and local exposure development	
20	Thematic Session 3: Digital nomadism and the growing trend of remote working and	62
	learning environments	
21	Thematic Session 4: Balancing personal aspirations with environmental and cultural conservation	64
22	Thematic Session 5: Community-driven models for preserving cultural heritage	66
	Thematic Session 5: Community-driven models for preserving cultural heritage Thematic Session 6: Empowering local economies through life skills education and	
23	sustainable practices	68
24	Thematic Session 7: Integration of life skills into wellness and holistic living	70
	Thematic Session 8: Life skills education to support migrants and foster inclusive	
25	communities	78
26	Thematic Session 9: Integrating life skills into formal education policies and systems	91
	Thematic Session 10: Life skills integrated Adolescent Reproductive and Sexual Health	0.4
27	Education	94
20	Thematic Session 11: 21st Century Life Skills in School Education: High order thinking	99
28	and problem-solving skills	99
29	Thematic Session 12: Embedding environmental and cultural conservation into	105
<i></i>	educational frameworks	103
30	Thematic Session 13: Life skills education for achieving the Sustainable Development	108
50	Goals (SDGs)	100

P S Sreedharan Pillai Governor of Goa



Raj Bhavan Goa-403004



MESSAGE

I am happy to learn that the Nirmala Institute of Education, Panaji, Goa in collaboration with the Indian Association of Life Skills Education (IALSE), Chennai is organizing 10th International Conference on Life Skills Education from 27th February, 2025 to 1st March, 2025 on the theme "Life Skills Integrated Learning and Living: Pathways for a Sustainable Future".

The theme for this conference "Life Skills Integrated Learning and Living: Pathways for a Sustainable Future" is a very appropriate one in modern lifestyles since integrating life skills into education and daily living is a pathway is crucial for a sustainable future because it equips individuals with the necessary critical thinking, problem-solving, and decision-making abilities to address complex environmental and social challenges, fostering responsible behaviour and promoting sustainable practices in their daily lives and communities.

I am sure that this conference will explore how life skills integration into education and experiential lifestyles contributes to personal and societal development and also create a platform for collaboration among life skills practitioners, educators' community leaders, and other stakeholders to share insights and best practices.

While commending the organization for hosting this conference, I would like to convey my best wishes to all delegates for a bright and fruitful conference.

(P.S.Sreedharan Pillai) Governor of Goa

25th February, 2025



DR. PRAMOD SAWANT CHIEF MINISTER, GOA



25th February, 2025

MESSAGE

I extend my warm greetings to the Indian Association of Life Skills Education (IALSE) and the Nirmala Institute of Education, Goa, on the occasion of the 10th International Conference on Life Skills Education (ICLSE 2025). It is a great honor for Goa to host this important conference.

In today's world, education is not limited to only academics, it entails the need for our young people to learn practical skills they need to succeed in life in their chosen careers. In Goa, we have been working hard to make sure our students receive this well-rounded education. Through initiatives like the Digital Empowerment Mission, Vocational Training, Skill Development Centers, and Entrepreneurship Programs, we aim to equip our youth with the abilities needed for a bright future.

We have also formed partnerships with leading institutions, businesses, and global organizations to strengthen life skills education. In schools and colleges across the state, we have introduced career guidance programs, financial literacy workshops, mental health awareness drives, and leadership training sessions.

I believe that the ideas and suggestions shared at this conference will further strengthen Goa's position as a center of educational excellence. I wish all the participants every success and look forward to the positive impact this conference will have on life skills education in India.

(**Dr. Pramod Sawant**) A Chief Minister, Goa

MINISTER'S BLOCK, SECRETARIAT COMPLEX, PORVORIM, GOA, 403 521, INDIA PH: 0832-2419841/42 Fax: 0832-2419840/46 EMAIL: cm.goa@nic.in



Professor (HAG) Harilal B. Menon Vice-Chancellor



MESSAGE

It is with great pleasure and pride that I extend a warm welcome to all participants of the 10th International Conference on Life Skills Education. This landmark event brings together scholars, educators, practitioners, and students from across the globe to explore, share, and innovate in the vital field of life skills education.

Life skills are the foundation of holistic development, empowering individuals to navigate the complexities of life with resilience, adaptability, and confidence. As we mark the 10th edition of this esteemed conference, we celebrate not only a decade of knowledge exchange and collaboration but also the remarkable impact that life skills education has had on communities worldwide.

This year's conference theme resonates deeply with our commitment to fostering critical thinking, emotional intelligence, leadership, and adaptability among learners. The diverse sessions, workshops, and presentations promise to ignite insightful discussions and inspire new approaches to integrating life skills into educational frameworks.

I congratulate the organizing committee, keynote speakers, presenters, and all participants for their dedication to advancing this important discipline. May this conference serve as a catalyst for innovative ideas, enduring partnerships, and meaningful progress in life skills education.

On behalf of Goa University, I wish everyone a successful and enriching conference.

With best regards,

Prof. (HAG). Harilal B. Menon 24/02/1045



Indian Association of Life Skills Education

(Reg. No.: 24 / 2016)

15th February 2025



MESSAGE

The ability to live harmoniously is essential in a world too often plagued by conflict. We must master the art of coexistence. As knowledge expands and artificial intelligence transforms our landscape, we need to shift from traditional learning methods to a robust focus on how to learn—honing our skills in acquiring knowledge. The challenges of our time, from global pandemics to cyber threats, call for individuals to be equipped with a comprehensive toolkit of competencies that empower them to tackle everyday challenges through practical skills. Unlocking human potential is not just important; it is imperative, and we will achieve this through personal growth.

In an era of rapid change and unprecedented challenges, the urgency of reskilling and upskilling has never been more apparent. Life skills are finally receiving the acknowledgement they deserve as powerful tools for individual empowerment across all stages of life. Integrating these crucial skills into education is now necessary, not merely an option. This is reflected in policy documents around the globe, including those in India, which advocate for incorporating life skills into educational curriculums. This vital initiative promises immense benefits while presenting significant challenges we are fully prepared to tackle. Reskilling and upskilling are now front and centre and essential for navigating the present landscape. Given our considerable tensions, psychosocial skills are invaluable for fostering individual growth and critical for thriving in adversity.

The International Association for Life Skills Education (IALSE) has been advancing training, research, and publication in this field for over a decade. By promoting meaningful dialogue among stakeholders, practitioners, and policymakers, we address pressing contemporary issues and elevate life skills education for individuals and communities. As we gather for the 10th International Conference, we reaffirm our commitment to highlighting crucial discussions that lead to impactful actions. The Conference Proceedings Book, published for this occasion, is an essential repository of research and evidence-based studies in life skills education. These contributions provide a solid foundation for integrating life skills into education, fully aligned with the National Education Policy 2020 directives. We are confident that this compilation will serve as a guiding resource for all dedicated to cultivating life skills and shaping a generation prepared for the future. I extend my best wishes for a highly successful conference that sparks new ideas, strengthens collaborations, and drives transformative change in life skills education.

Regards,

Dr A Radhakrishnan Nair

Conference Chair

Founder President of IALSE

Former Registrar, Central University of Kerala





Indian Association of Life Skills Education

(Reg. No.: 24 / 2016)

21st February 2025

MESSAGE

Dear Friends.

Greetings from the Indian Association of Life Skills Education (IALSE)!

As IALSE celebrate its 10-year journey, we reflect on our indelible interventions in life skills education. Although 10 years is a short period in the journey of an organisation, IALSE has been able to sensitize all the stakeholders of education and life at micro, meso, and macro levels.

To explore new roadmaps, IALSE, in collaboration with the academic community, political, and governmental leadership, is making a confluence with the 10^{th} International Conference on Life Skills Education in Goa on the theme, "Life Skills Integrated Learning and Living: Pathways for a Sustainable Future,". The intellectual discourses and interaction promise to be a turning point in our country's history.

As India's educational landscape evolves with the National Education Policy and aligns with the UN's Sustainable Development Goals, we recognize the need for a transformative educational system. This system should provide a sustainable living ecosystem, ensuring no one is excluded from enjoying the happiness of life and the benefits of development. As society progresses technologically, we observe a paradoxical increase in unhappiness. This conference serves as a platform for discourses on life skills education, providing a reference point for addressing societal issues.

The conference aims to propose such approaches wherein the academic community will propose pragmatic and systematic interventional strategies by identifying the pertinent issues that hinder the development of human beings. It is admirable to note that such humble efforts of IALSE are being supported by the political and governmental leadership of Goa, and the academic community as well.

I extend sincere gratitude to His Excellency, the Governor of Goa, the Chief Minister of Goa, and the Head of Nirmala Institute of Education, Goa. I also appreciate the efforts of our academic community, volunteers, and contributors to the conference. I appreciate all contributors to the conference and express gratitude to IALSE members who worked tirelessly behind the scenes.

The proceedings book will be a valuable resource, offering solutions to various life challenges. I appreciate all contributors to the conference and express gratitude to IALSE members who worked tirelessly behind the scenes.

I wish and pray for the conference objectives to be accomplished, marking a transformative, epochmaking intellectual intervention marching toward sustainability.

Regards,

Prof. (Dr) M. N. Musthafa

President, Indian Association of Life Skills Education; Professor, Former Head & Dean, Department of Education; Director, E Sreedharan Centre for Life Skills Education,

Central University of Kerala, Kasaragod





FAMILY PLANNING ASSOCIATION OF INDIA

Headquarter: FPA India, Bajaj Bhawan, Nariman Point, Mumbai – 400021. T: 022-22029080 / 22025174

E: fpai@fpaindia.org W: www.fpaindia.org

Message from the President

On the Occasion of Inaugural Function of the 10th International Conference on Life Skills Education, Goa

It is an honour to extend a warm welcome to all participants, experts, and delegates attending the 10th International Conference on Life Skills Education. Life skills education is essential to empowering adolescents, preparing them to navigate the complexities of today's world, and ensuring they are equipped with the tools to make informed decisions. At this critical stage in their development, adolescents face multiple challenges – ranging from mental health issues, peer pressure, to societal expectations. Life skills, therefore, offer a unique and holistic approach to personal growth and resilience.

The Family Planning Association of India (FPA India) has long recognized the importance of equipping young people with these vital skills. Through our programs, we strive to create an enabling environment where adolescents are not only informed but empowered. FPA India's focus on life skills education emphasizes the need for enhancing emotional well-being, building self-confidence, and fostering communication and decision-making abilities. These foundational elements are crucial for the healthy development of young people, both on personal and societal levels.

As we celebrate this milestone of the 10th International Conference, it is imperative to remember that life skills education is not just about imparting knowledge but about shaping a generation that can face challenges with confidence, empathy, and awareness. The work done through this conference will surely play an instrumental role in advancing these principles across regions and cultures, aligning with FPA India's mission of promoting healthier, more empowered communities.

I commend the organizers, speakers, and all participants for their continued commitment to this important cause, and I look forward to the fruitful discussions and outcomes of this conference.

Warm regards,

Dr Rathnamala Desai President, FPA India

President Emeritus & Patron

Late Mrs. Avabai B. Wadia

Patrons

Dr. (Mrs.) Nina Puri Dr. M. N. Tavargeri

Dr. R. P. Soonawala Dr. (Mrs.) Usha Krishna President

Dr. Rathnamala M. Desai

Joint Treasurers

Ms. Palika Monga Dr. V A Malipatil

Vice Presidents Mrs. Raman Sachdeva

Mr. S. Vijava Simha

Director General Dr. Kalpana Apte

FOUNDER MEMBER

BRANCHES: AGRA | AHMEDABAD | BENGALURU | BELAGAVI | BALLARI | BHOPAL | BHUBANESWAR | BIDAR | CHENNAI | DHARWAD | GOMIA | GWALIOR | HYDERABAD | INDORE Jabalpur I Kolkata I Kalchini I Lucknow I Madurai I Mohali I Mumbai I Nagaland I Nilgiris I North Kanara I Panchkula I Pune I Raichur I Rajkot SHIVAMOGGA | SOLAPUR | SOUTH KANARA | SINGHBHUM | SRINAGAR | TRIVANDRUM | VIJAYAPUR | YAMUNANAGAR PROJECTS: DINDIGUL GGFC JAIPUR MURHU NEW DELHI NOIDA SAGAR THANE

Goa State Commission for Women





Junta House, 3rd Lift, 4th Floor, 18th June Road, Panaji Goa

Phone: (0832)2421080 Fax:(0832) 2232630 email ID:goawomenscommission@gmail.com



Smt. Ranjita Pai, Chairperson

Empowering women and girls is a fundamental step towards creating a more equitable and just society. Life skills education plays a vital role in this empowerment, enabling women to navigate the complexities of modern life with confidence and resilience. By acquiring life skills such as self-awareness, communication, and problem-solving, women can break free from the shackles of patriarchy, challenge stereotypes, and assert their rights.

As the Chairperson of the Goa State Commission for Women (GSCW), I am pleased to support the 10th International Conference on Life Skills Education (ICLSE 2025). This prestigious event brings together experts, educators, and stakeholders to discuss the vital importance of life skills education in shaping a sustainable future.

The conference theme, "Life Skills Integrated Learning and Living: Pathways for a Sustainable Future," aligns with our mission at GSCW. We believe that life skills education has the transformative power to create a more equitable, just, and sustainable society. I commend the Indian Association of Life Skills Education (IALSE) and Nirmala Institute of Education for organizing this conference.

Together, let us strive to create a world where every individual has access to quality life skills education, enabling them to reach their full potential and contribute to the well-being of our global community.

Yours Sincerely, Smt. Ranjita Pai

Chairperson, Goa State Commission for Women



Mantri Manor, B16, Lane Number 5, Koregaon Park, Pune, Maharashtra 411001 Contact: 9637195855 www.thepijam.org CIN:U74995PN2017NPL172480

Pranjali Pathak Co-Founder, Pi Jam Foundation



In an increasingly digital world, 21st-century skills are no longer a privilege—they are a necessity. The ability to think critically, solve problems, and create with technology defines opportunities for the next generation. However, millions of students across India still lack access to meaningful tech education. The question is no longer why these skills matter, but how we can ensure every child has the opportunity to develop them.

At Pi Jam, we believe that technology should be an enabler, not a barrier. Our work is driven by the urgency to bridge the digital divide by transforming classrooms into spaces where students don't just learn to use technology—but to create, innovate, and lead with it. But we recognize that true impact cannot happen in isolation. This is why we take a systemic and holistic approach, engaging every stakeholder in the digital learning ecosystem—students, teachers, schools, policymakers, and communities.

Through research-backed curriculum, hands-on learning experiences, and teacher empowerment programs, we ensure that students move beyond rote learning to develop real-world solutions for their communities. We work closely with state governments, education departments, and institutions to embed computational thinking and digital fluency at scale. By training educators, co-creating curriculum, and building policy-level advocacy, we ensure that digital learning is not just an extracurricular activity but a fundamental part of mainstream education.

From computational thinking to creative problem-solving, our programs cultivate a mindset of innovation and agency. We are equipping educators and students with 21st-century skills and transforming how learning happens. By addressing the entire digital ecosystem, we are laying the foundation for a future where technology is accessible, equitable, and empowering for all.

The future of education must be inclusive, systemic, and sustainable. As we continue our work, we reaffirm our commitment to ensuring that every child, regardless of circumstance, has the tools to thrive in a technology-driven world. Together, we can redefine what is possible and build a future where every student is not just a consumer of technology, but a creator of change.

Yours sincerely, Pranjali Pathak



SHELTER TRUST Regd. No.: 1469/2003

Regd. Office: Plot No. 167-168, Revathi Nagar, Villangadupakkam, Redhills, Chennai - 600 052 E-Mail ID: shelterindia05@yahoo.co.in, shelterindia5@gmail.com, Mobile Number: 9444455275.

A.D. Solomon Raj

Founder



"We are honoured to be a part of the 10th International Conference on Life Skills Education, organized by IALSE, Chennai, and Nirmala Institute of Education, Goa. Shelter Trust is happy to be associated with this conference as one of the sponsors, and we appreciate the opportunity given to us to contribute to this important event.

This year's theme, 'Life Skills Integrated Learning and Living Pathways for a Sustainable Future,' resonates deeply with our mission at Shelter Trust. We believe that life skills education is essential for empowering individuals, especially in the field of HIV.

Life skills education can play a vital role in HIV prevention, treatment, and care. By equipping individuals with essential life skills. We can help mitigate the impact of HIV and promote a more sustainable future.

We look forward to engaging with experts, practitioners, and policymakers at the conference to explore innovative solutions and strategies for integrating life skills education into HIV prevention and care efforts."

I extend my best wishes for the success of the conference.

Regards,

A.D. Solomon Raj

(Society for health education leadership training environment research and rehabilitation)



NIRMALA INSTITUTE OF EDUCATION

Altinho, Panaji, Goa 403 001 India

Ph: 0832-2225633 E-mail:niegoa@gmail.com Website: www.nirmalainstitute.org [NAAC Accreditation : GRADE : B+ CGPA 2.63]



Message from the Convenor

It gives us great pleasure to organise this 10th International Conference on Life Skills Education on the theme: *Life Skills Integrated Learning and Living: Pathways for a Sustainable Future* (ICLSE 25) in collaboration with The Indian Association of Life Skills Education (IALSE). This gathering is a monumental occasion for educators, life skills practitioners, community leaders, industrial designers, researchers, and other stakeholders from around the globe to convene and exchange valuable insights on the pivotal role of life skills in shaping the holistic development of individuals and society and to foster a sustainable future for the entire humanity.

In a rapidly evolving world, the significance of life skills education cannot be overstated. These skills—ranging from critical thinking and problem-solving to emotional intelligence and resilience—equip learners to navigate through the complexities of life and well-being with confidence and competence. Our conference aims to look into innovative approaches, share best practices, and foster collaborative efforts to integrate experiential living, wellness, sustainability, and digital connectivity into diverse aspects of living.

I extend my heartfelt gratitude to all the esteemed speakers, our dedicated organizers, participants and our valued benefactors who have made an immense contribution thorough their ideas and shared experiences, expertise and resources to enrich this event.

May the abstracts shared in this Proceedings play a constructive role leading towards a transformative experience for everyone.

Warm regards,

Antao

Dr. Delia Antao Convenor





International Journal of Life Skills Education https://ijlse.com/

15/02/2025

It is our great pleasure to welcome you to the 10th International Conference on "Life Skills Integrated Learning and Living: Pathways for a Sustainable Future". This is a timely and thought-provoking theme that places life skills at the centre of an integrated learning and living society.

As individuals, it is our duty to prioritize self-care, nurture mental wellbeing, inner strength and resilience, acquire essential life competencies, contributing as responsible citizens. This calls for a holistic approach that encourages individuals to adopt sustainable practices that promote the well-being of both humans and the environment, being mindful of posterity and the planet.

The conference platform brings together scholars, educators, life skills practitioners from India and abroad and other stakeholders, who will be sharing their research, experiences, and insights, offering a diverse range of perspectives and approaches on topics such as, the critical role of life skills education for inclusive communities, addressing gender biases, for achieving Sustainable Development Goals, digital well-being and role of AI, life skills integration for societal development and practices for a modern lifestyle.

We are delighted to publish these contributions in the Proceedings Book, as a 'Special Volume' of The International Journal of Life Skills Education (IJLSE), February 2025. We would like to extend our gratitude to all the authors, reviewers, and the conference organizers who have made this publication possible. We hope that the ideas and insights shared in this book will inspire and motivate readers to work towards creating a brighter, more sustainable future for all.

Best Regards,

Dr. Sunitha Ranjan

Sunita Lenga

Managing Editor, International Journal of Life Skills Education (IJLSE)



MESSAGE

Dear Participants,

In an increasingly complex world, equipping ourselves with life skills is not merely wise; it is essential for navigating the myriad challenges of daily life. As we grow and evolve, our understanding of these life lessons must also deepen and become more focused. It is crucial to acknowledge that while knowledge of life skills provides a strong foundation, it is not a panacea for all of life's trials. True resilience comes from the continuous refinement of these skills, enabling us to address even the most formidable crises with poise and determination.

The International Association for Life Skills Education (IALSE) is undertaking an invaluable initiative to explore the intersection of life skills and sustainable living. This conference features enriching deliberations from distinguished experts and practitioners across various fields, providing us with the insights needed to navigate our evolving landscape. Their contributions will enhance our understanding of the challenges we face and illuminate pathways toward a sustainable future.

It has been both an honour and a privilege to chair the abstracts review committee and serve as the editor for this special issue of the journal. I extend my heartfelt gratitude to the dedicated reviewers and members of the editorial team for their unwavering support and commitment.

I sincerely hope that this special issue and conference proceedings will serve as an invaluable reference, offering myriad perspectives on life skills and become a beacon of hope for systemic change in sustainable development.

Warm regards and best wishes,

Dr. Chandrasekharan Praveen

Chair, Scientific Committee & Editor Special Edition of Conference Proceedings

A brief on:

The International Conference on Life Skills Education (ICLSE 2025)

Indian Association of Life Skills Education (IALSE) and Nirmala Institute of Education, Altinho, Panjim, in partnership with Knowledge Partner - Directorate of Higher Education, Goa; Family Planning Association of India, Mumbai; Goa State Commission for Women, Goa; Pi Jam Foundation, Pune; Shelter Trust, Chennai along with all its collaborators Goa Handicrafts, Rural and Small-Scale Industries Development Corporation, North Goa Zilla Panchayat, Union Bank of India, Panjim & Goa Tourism Development Corporation, is happy to extend a warm invitation for the 10th International Conference on Life Skills Education, on the theme "Life Skills Integrated Learning and Living: Pathways for a Sustainable Future," from 27th February to 1st March, 2025 at Nirmala Institute of Education, Altinho, Panjim, Goa.

About the Conference:

Integrating life skills into daily living, education and modern lifestyles represents a new paradigm as individuals and communities seek holistic approaches to personal and social development. This paradigm emphasizes meaningful, reflective experiences that cultivate essential life skills, fostering personal growth, cultural competence, and resilience. Experiential lifestyles are increasingly shaped by a desire to align individual aspirations and well-being with sustainable practices and community-driven values. This approach emphasizes how education - both formal and experiential - can empower individuals to develop essential life skills, enabling them to navigate the complexities of a rapidly evolving world while contributing to sustainable living.

This integration plays a pivotal role in promoting sustainable development by fostering cross-cultural exchange, supporting local economies and encouraging environmental conservation. Life skills, as defined by the World Health Organization (WHO) and UNICEF, encompass a range of psychosocial and interpersonal skills that enable individuals to cope with the demands and challenges of daily life effectively. By embedding these skills into the design of experiences, education and lifestyle choices, we can create pathways for achieving the Sustainable Development Goals (SDGs), particularly SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 12 (Responsible Consumption and Production), SDG 13 (Climate Action), and SDG 14 (Life Below Water). These developments align with the aspirations of global frameworks such as the NEP 2020, SDGs 2030, and UNICEF's Life Skills and Citizenship Education Initiative, in fostering resilience, well-being, and global citizenship.

This conference explores how life skills integrated into modern, sustainable lifestyles can become transformative tools for individuals and societies. Through dialogue and collaboration, the conference aims to bring together educators, life skills practitioners, and other stakeholders to explore how these intersections can empower individuals and communities while fostering sustainable futures. The discussions will focus on experiential living, wellness, sustainability, and digital connectivity, and how these trends are shaping lifestyles that prioritize holistic growth and active participation in sustainable development.

Objectives of the Conference:

- To explore how life skills integration into education and experiential lifestyles contributes to personal and societal development.
- To analyze the role of sustainable living, digital connectivity and community-driven living practices in shaping modern lifestyles.
- To examine the impact of life skills education on building cultural competence, resilience and emotional intelligence.
- To discuss the implications of integrating life skills for individuals, communities and industries through global and local experiences.
- To discuss the implications of integrating life skills into policies, practices and modern educational approaches.
- To evaluate shifting trends toward niche lifestyles, technology integration and communitydriven models.
- To create a platform for collaboration among life skills practitioners, educators, community leaders, and other stakeholders to share insights and best practices.

Structure:

The conference will be held in a hybrid mode (both in-person and online) and is expected to attract over 300 delegates from India and abroad. It will span over three days and will include Inaugural Session, Panel Discussions, Symposia, Teen Talk, NGO Conclave, Focus Group Discussion, Think Tank, Thematic Sessions and Valedictory Session.

Conference programmes include:

- Inaugural session and Keynote address, Panel discussions, Symposia, Thematic sessions and Valedictory sessions
- Preconference workshop on Integration of Life Skills Across Curricula
- Satellite Life Skills Workshops, wherein the individuals and organizations engaged in life skills programmes can conduct workshops in nearby Colleges, Schools, Juvenile homes, Prisons, etc. during the conference.
- Teen Talk: Adolescent students will share their experiences as to how life skills are needed for youth engagement.
- Dinner on the 27th evening during which the participants can Greet, Meet, and Discuss future collaborations both nationally and internationally.
- Goan folk culture programme

Participants:

The conference will consist of participants and invitees from a wide range of life skills practitioners including academicians, social scientists, research scholars/ researchers, government representatives/ officials, members from civil societies, NGO/ INGO practitioners, youth workers, trainers, social workers, activists, digital nomads, entrepreneurs, and individuals interested in integrating life skills into their personal and professional lives, through deliberations or paper presentations, as delegates, sponsors, and partners.

ABOUT THE ORGANISERS:

The Indian Association of Life Skills Education (IALSE) is a registered society and from its existence in 2010, brings together a forum where officials, academicians, professionals, researchers, policymakers, functionaries, and like-minded people would be able to interact, discuss, and thereby promote and strengthen Life Skills Education through an inter- disciplinary and trans-disciplinary approach. It has a pan-India presence, with over 280 members including life, institutional, and patron members from different parts of the country (www.ialse.net)

Nirmala Institute of Education, Panaji, Goa is a secondary Teacher Education Institute established in 1963 by the Society of the Daughters of the Heart of Mary. The institution has completed 60 years as a premier Teacher Education Institute in 2023. Approved by the National Council for Teacher Education (NCTE), the college conducts several courses; providing pre- and in-service teacher education to thousands of teachers; like Bachelor of Education; Post Graduate Diploma in Guidance and Counselling, a Certificate Course in Early Child Care Education (ECCE); Diploma in Elementary Education and MA in Wellness Counselling. The main objective of the college is to develop universal values in teachers. (www.nirmalainstitute.org)

The Directorate of Higher Education (DHE), Goa is responsible for facilitating the overall growth of higher education in the state of Goa and currently administers 38 higher institutions in the state. In addition to the administrative services, DHE has taken several key initiatives to enhance academic standards in Goa. These include DISHTAVO, an online e-content portal where the entire syllabus of 8 undergraduate programs is available for free. This entire in-hours project is being recognised nationally and is included in the NSDL library. The NET/SET mentoring programme for prospective teachers and researchers has been highly successful. DHE, Goa works tirelessly to achieve access, equity, quality, affordability & accountability in higher education which are also the pillars of National Education Policy 2020 (https://dhe.goa.gov.in/)

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

The Goa State Commission for Women was set up in year 1996, with a mandate to safeguard the constitutional rights of Women. It is concerned with advising the Government on all policy matters affecting Women. GSCW is constituted to investigate, examine and recommend a course of action on all matters relating to the provision for women under the constitution and other laws. GSCW is also designated as "State Food Commission" under National Food Security Act, 2013.

Pi Jam Foundation is an impact-driven non-profit organisation founded to democratize computer science learning at scale in India. Over the past six years, Pi Jam has empowered over 5,00,000 students and 5,600 educators by enabling access to high-quality 21st-century skills learning ecosystem across system levels. Focused on creating inclusive and accessible 21st-century education ecosystems, Pi Jam's approach follows the 3P model: Prototype, Propagate, and Proliferate. This includes setting up low-cost digital labs, building networks of teachers (especially female educators), and engaging with local governments to integrate cultural relevance into curriculum and policy. Pi Jam operates across four states—Maharashtra, Karnataka, Uttar Pradesh, and Chhattisgarh—as well as the Union Territories of Jammu & Kashmir, reaching diverse communities with innovative, culturally responsive solutions. By fostering problem-solving, creativity, and digital skills, they nurture

a generation of future creators and problem-solvers, ensuring that its programs are locally relevant while equipping students for a digitally empowered future. (https://www.thepijam.org/)

Shelter Trust is a leading non-profit organization dedicated to supporting HIV-positive children and their families. Founded in 2003, its mission is to provide comprehensive care, education, and emotional support to empower them to lead healthy, productive lives. Shelter Trust offers medical care, nutrition, education, livelihood opportunities, and counselling services. Shelter Trust supports families by providing resources, guidance, and financial assistance to help them care for their children. It advocates for better healthcare and social policies for HIV-positive individuals, working closely with local authorities and organizations to improve their quality of life. By integrating life skills education into their programs, Shelter Trust is not only improving the immediate quality of life for HIV-positive children but also preparing them for a brighter and more independent future.

The Goa Handicrafts, Rural and Small-Scale Industries Development Corporation (GHRSSIDC), founded in 1980, is dedicated to supporting Goan artisans and small-scale industries by promoting their handcrafted products and providing a platform to showcase their talent. With five emporiums across Goa, the corporation offers local craftsmen an opportunity to display their craft and artistry. GHRSSIDC also supplies goods under the Government of Goa's Preferential Purchase Scheme and implements various government initiatives. Additionally, the corporation is developing the Kunbi Handloom Craft Village to promote the craft and preserve cultural heritage. Through these efforts, GHRSSIDC plays a vital role in preserving traditional crafts, creating rural employment, and strengthening Goa's cultural legacy.

The North Goa Zilla Panchayat plays a vital role in grassroots governance, focusing on rural development, education, healthcare, sanitation, and women's empowerment. Through various initiatives, it enhances livelihoods, support self-employment, and promote sustainable practices. NGZP's projects in clean drinking water, rural infrastructure, attempt to utilize green energy and skill development, uplift communities and improve quality of life. By investing in education and healthcare, NGZP creates a strong foundation for future generations. Its efforts ensure inclusive growth, making a lasting impact on North Goa's social and economic well-being. By integrating life skills into education and community development, it contributes to building a sustainable future. They are proud to be associated with efforts that enhance individual growth and community well-being.

Union Bank of India is one of the leading public sector banks of the country. The bank is a listed entity and has its headquarters in Mumbai and is registered in 1919 as a limited company.

Goa Tourism is an undertaking of the Government of Goa. The department has its zonal office headquarters in North Goa at Panjim and in South Goa at Madgaon.

PROGRAMME SCHEDULE

Day One: 27/02/2025

	Day Onc. 27/02/2023
09.00 – 10.00 am 10.00 – 11.00 am	Registration Inaugural Function
11.00 – 12.15pm 12.15 – 12.30 pm	Tea Break & Transit to Nirmala Institute of Education Welcome Address
12.30 – 01:45 pm	Parallel Sessions Symposium I: Integrating Life Skills into Education - Opportunities and Challenges Panel Discussion I: Community-Led Sustainable Lifestyles - Empowering Local Communities through Life Skills
01.45 – 02.30 pm	Lunch
02.30 – 03.45 pm	Parallel Sessions Symposium II: Life Skills for Building Entrepreneurial Mindset Panel Discussion II: Addressing Gender Bias: Role of Life Skills Education
03.45 – 04.00 pm	Tea Break
04.00 – 05.30 pm 05.30 – 06.30 pm 06.30 – 07.30 pm 07.30 – 08.30 pm 08.30 – 10.00 pm	Plenary Session: Teen Talk – Life Skills & Youth Engagement Thematic Paper Presentations Cultural Programme Meet and Greet Dinner
	Day Two: 28/02/2025
09.30 – 11.00 am	Parallel Sessions Symposium III: Life Skills Integrated Adolescent Reproductive and Sexual Health Education Panel Discussion III: Life Skills Education for Inclusive Communities
11.00 – 11.15 am	Tea Break
11.15 – 12.45 pm 12.45 – 01.45 pm	Parallel Sessions Symposium IV: Adapting to Climate Change - Practices for a Modern Sustainable Lifestyle Panel Discussion IV: 21st Century Life Skills in School Education: Higher order thinking and problem-solving skills Lunch
01.45 – 03.45 pm	Plenary Session: NGO Conclave – Innovations in Life Skills Integration: Case studies for holistic personal and societal development
03.45 – 04.00 pm	Tea Break

04.00 – 05.30 pm 05.30 – 06.30 pm	Plenary Session: Focus Group Discussion: Uses and abuses of AI - Life Skills approach for digital well-being Thematic Paper Presentations			
Day Three: 01/03/2025				
09.30 – 11.00 am	Plenary Session: Invited Lecture – Life Skills Approach to Positive Mental Health			
11.00 – 11.30 am	Tea Break			
11.30 – 01.30 pm	Plenary Session: Think Tank – Life Skills Education in the Context of NEP 2020: A Multistage Approach - Schools, Higher Education, and Teacher Education			
01.30 – 02.30 pm	Lunch			
02.30 – 03.30 pm	Convergence			
03.30 – 04.00 pm	Tea Break			
04.00 – 05.20 pm 05.20 –06.00 pm	Valedictory Certificate Distribution			

LIST OF SESSIONS

Symposium I	Integrating Life Skills into Education: Opportunities and Challenges
Symposium II	Life Skills for Building Entrepreneurial Mindset
Symposium III	Life Skills Integrated Adolescent Reproductive and Sexual Health Education
Symposium IV	Adapting to Climate Change – Practices for a Modern Sustainable Lifestyle
Panel Discussion I	Community-Led Sustainable Lifestyles: Empowering Local Communities through Life Skills
Panel Discussion II	Addressing Gender Bias: Role of Life Skills Education
Panel Discussion III	Life Skills Education for Inclusive Communities
Panel Discussion IV	21st Century Life Skills in School Education: Higher Order Thinking and Problem-solving Skills
Teen Talk	Life Skills & Youth Engagement
NGO Conclave	Innovations in Life Skills Integration - Case studies for holistic personal and societal development
Focus Group Discussion	Uses and Abuses of AI - Life Skills Approach for Digital Well-being
Invited Lecture	Life Skills Approach to Positive Mental Health
Think Tank	Life Skills in NEP 2020 - A Multistage Approach - Schools, Higher Education and Teacher Education
Thematic Paper Presen	tations

SUB THEMES

A) Life Skills for Personal Growth and Global Competence

- 1. Experiential learning as a catalyst for personal development
- 2. Building cultural competence and active citizenship through global and local exposure
- 3. Digital nomadism and the growing trend of remote working and learning environments
- 4. Balancing personal aspirations with environmental and cultural conservation

B) Community Empowerment and Economic Sustainability

- 1. Community-driven models for preserving cultural heritage
- 2. Empowering local economies through life skills education and sustainable practices
- 3. Integration of life skills into wellness and holistic living
- 4. Life skills education to support migrants and foster inclusive communities

C) Education, Policy, and Sustainable Development Goals (SDGs)

- 1. Integrating life skills into formal education policies and systems
- 2. Life skills integrated Adolescent Reproductive and Sexual Health Education
- 3. 21st Century Life Skills in School Education: Higher order thinking and problem-solving skills.
- 4. Embedding environmental and cultural conservation into educational frameworks
- 5. Life skills education for achieving the Sustainable Development Goals (SDGs)

INDIAN ASSOCIATION OF LIFE SKILLS EDUCATION (IALSE), CHENNAI & NIRMALA INSTITUTE OF EDUCATION, ALTINHO, PANJIM

10TH INTERNATIONAL CONFERENCE ON LIFE SKILLS EDUCATION

PRE-CONFERENCE WORKSHOP INTEGRATING LIFE SKILLS ACROSS CURRICULA

26TH FEBRUARY 2025 | 10.00 - 4.00 PM | NIRMALA INSTITUTE OF EDUCATION

TIME	AGENDA
10.00 - 10.15	Registration
	Inauguration Ceremony
	Welcome Sr. (Dr.) Delia Antao Former Principal, Nirmala Institute of Education& Convenor ICLSE 2025
	Lighting the Lamp
	Inaugural address Dr. Russell D'souza Principal, Nirmala Institute of Education& Co-convenor, ICLSE 2025
10.15 – 10.45	Felicitation Speech Dr. T. Sunderasan Nair Former Director, State Resource Centre, Kerala, Govt. of India EC Member, IALSE
	Dr. G. Sureshkumar Chairman, Family Planning Association of India (FPAI), Kerala Chapter; EC Member, IALSE
	Dr. V M Sasikumar Former Chairman, CTEF India, (South Zone)
	Vote of thanks Ms. Pratiksha, Assistant Professor, Nirmala Institute of Education
	Basics of Curriculum Design
10.45–11.30	Prof. M. N. Musthafa Former Head & Dean, Department of Education, Central University of Kerala; Director, E. Sreedharan Centre for Life Skills Education; President, IALSE
11.30 - 11.45	Tea Break
	Integrating Life Skills Across Curricula
11.45 – 1.45	Dr. Seema Shaikh Director, Pragnya Bodhini High School Regional Head – AFS International Intercultural Programs
1.45 - 2.30	Lunch Break
	NEP 2020 Alignment
2.30 - 3.30	Prof. M. N. Musthafa Former Head & Dean, Department of Education, Central University of Kerala; Director, E. Sreedharan Centre for Life Skills Education; President, IALSE
3.30 - 4.00	Concluding remarks

INDIAN ASSOCIATION OF LIFE SKILLS EDUCATION (IALSE), CHENNAI & NIRMALA INSTITUTE OF EDUCATION, ALTINHO, PANJIM

10TH INTERNATIONAL CONFERENCE ON LIFE SKILLS EDUCATION

SATELLITE WORKSHOP

Learning for Life: Integrating Life Skills into Everyday School Activities 28TH FEBRUARY 2025

TIME	VENUE	RESOURCE PERSON
11.00 am – 12.00 pm	Hedgewar High School	Dr. Chandrasekharan Praveen Former Principal i/c, IASE, Thrissur, Kerala, India & Life Member IALSE
11.00 am – 12.00 pm	Don Bosco High School	Ms. Aarti Bardhan Child Psychologist & Career Coach, St. Columba's School



INDIAN ASSOCIATION OF LIFE SKILLS EDUCATION (IALSE)

(Reg No. 24/2016)

PROFILE

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

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

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

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

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

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

Conferences Organised

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

- 1. International Conference on "Global Synergy for Sustainable Development:Integrating Life Skills for Systemic Change", from 4-6 January 2024 in collaboration with Mar Theophilus TrainingCollege, Thiruvananthapuram, Kerala.
- 2. International Conference on 'Sustainable Future in the Post Pandemic Era: Life Skills as Strategic Enablers', 4-6 November 2022 in collaboration with The Department of Political-Science, Rajdhani College, University of Delhi, New Delhi.
- 3. International Conference on 'Crisis Management Through Life Skills' in collaboration with Ajmal Foundation & Group of Institutions, Assam, in online mode, from 18-20 February 2021.
- 4. International Conference on 'Life Skills & Yoga as Cutting-edge Mechanisms for Transformative

- Competencies', 1-3 November, 2019, at S-VYASA University, Bengaluru, Karnataka.
- 5. International Conference on 'Life Skills and Well-being of Children and Youth in the Digital World', 9-11 February, 2018 hosted by Sri Jai Narain Post Graduate College, Lucknow, India.
- 6. International Conference on 'Life Skills for Achieving Sustainable Development Goals 2030',3rd to 5th February, 2017, Pune, Maharashtra, India.
- 7. International Conference on 'Mainstreaming Life Skills for Nation Building', 26 & 27 February 2016 at Bhopal, India.
- 8. International Conference on 'Life Skills Education on the theme Skill Development & Competency Building of Youth Through Life Skills as a Cutting Edge Tool', 12-15 February 2015 at Guwahati, Assam, India.
- 9. International Conference on Life Skills Education on the theme 'Life Skills and Maximizing Potentials of Youth', 20-22 February 2014 at Thiruvanathapuram, Kerala, India.

Office Bearers:

- Founder President: Dr. A. Radhakrishnan Nair, Former Registrar, Central University of Kerala, Visiting Professor, Assam Don Bosco University; Director, Global Givers Foundation.
- President: Prof. (Dr) M.N.Mohamedunni Alias Musthafa, Former Head & Dean, Department of Education, Central University of Kerala; Director, E. Sreedharan Centre for Life Skills Education.
- Vice- President: Prof. (Dr). N. Manimekalai, Director, Centre for Women's Development Studies, Delhi.
- Secretary: Ms. Rama Bhide, Founder Director, Alpha School of Life Skills, Mumbai.
- Joint Secretary: Dr. Pritom Jyoti Sarmah, Deputy Controller of Examinations, The Assam Kaziranga University, Jorhat, Assam
- Treasurer: Mr. Nagarajan T, Librarian, Banyan Academy of Leadership in Mental Health, Chennai.

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.

SYMPOSIUM - I

Integrating Life Skills into Education: Opportunities and Challenges

Chairperson: Dr. A. Radhakrishnan Nair

Our Experiments with Truth

Aryavan Mc Sweeney Director, Living Wisdom School of Palo Alto

Synopsis

A society is only as good as how well it manifests its values. The same can be said for an individual. Learning character by rote doesn't change us as human beings; personal and societal transformation comes only through putting our highest values into practice. In this session, I will share a piece of curriculum based on the Living Wisdom School Rules that was recently offered in our middle school, and how through challenging ourselves to test a truth in the laboratory of their own experience, students were able to discover their own values, and how to live them more perfectly.

Keywords: Testing truth, enduring skills, experiential learning.

Integrating Life Skills into Education: Opportunities and Challenges

Pramila Pudasaini Thapa, PhD (Emotional Intelligence)
Associate Professor, Yeti Health Science Academy & Founder, Life Skill Education, Nepal
Email: pbrt426@gmail.com

Synopsis

In today's fast-changing world—driven by technology, globalization, and digital transformation-traditional life skills education methods alone are not enough. Life Skills Education (LSE) is essential for equipping individuals with the ability to navigate challenges, seize opportunities, and adapt to an evolving society. It enhances well-being, boosts student engagement, and fosters responsible global citizenship. However, challenges such as increased screen time, cultural barriers, accessibility gaps, insufficient funding, and inadequate teacher training pose significant obstacles. Strengthening partnerships, investing in inclusive education, and promoting holistic learning can help bridge these gaps. Prioritizing life skills education ensures a resilient, adaptable, and empowered future for individuals and communities.

Keywords: Digital Transformation, Globalization, Holistic Learning, Life Skills Education (LSE), Student Engagement.

The Past as Prologue: How Ancient Wisdom can Shape Life Skills Education for the Present and Future?

Dr. Gauri P. Hardikar Senior Vice President, World Curriculum Executive Director, Indian Ocean Comparative Education Society

Synopsis

Educational policies across the globe emphasise the imperative of transitioning from a narrow focus on academic achievement to a more comprehensive emphasis on knowledge, skills, attitudes, and values through integration of life skills in the educational curricula. This talk argues this integration of life in education is not alien to Indian education and culture, but is in fact deeply rooted in our ancient Indian educational systems. The talk analyses the aspects of ancient Indian educational systems, for practical pathways for integration of life skills into the curricula. By drawing inspiration from the wisdom of ancient Indian educational philosophies that prioritized the development of a harmonious development of the mind, body, and spirit, it offers significant insights into the ways to integrate core life skills into education for a balanced fulfilling and socially cohesive life.

Keywords: Life Skills Integration, Ancient Indian Knowledge Systems

Preparing Teachers for Life Skills Education

Dr. Pandurang Bhagwan Pandit
Officiating Principal, HPSM's Ganpat Parsekar College of Education, Harmal, Goa.

Synopsis

Effective life skills education is essential for preparing students to navigate the complexities of the modern world. This talk will focus on the critical role of teachers in fostering skills such as critical thinking, communication, problem-solving, and emotional intelligence. It will explore strategies for equipping educators with the necessary knowledge, methodologies, and tools to integrate life skills into their teaching practices. Key topics will include curriculum development, experiential learning techniques, and the importance of continuous professional development. The session will emphasize the need for a holistic approach to teacher training, ensuring educators can nurture well-rounded, future-ready individuals.

Keywords: Preparing Teachers, Life skills Education.

Integrating Life Skills into Education: The Role of Systemic SEL Interventions in Indian Public Education

Sreehari Ravindranath Director, Research and Impact, Dream a Dream, India

Synopsis

Systemic Social and Emotional Learning (SEL) interventions are transforming Indian public education by fostering holistic development, equity, and inclusion. Programs like Delhi's Happiness Curriculum and state-led initiatives in Uttarakhand, Jharkhand, and Telangana equip students with life skills, resilience, and agency. SEL enhances teacher capacity, classroom culture, and student well-being while addressing systemic barriers. However, scaling, policy integration, and cultural adaptability remain challenges. This paper explores strategies for sustainable SEL implementation, emphasizing government collaboration, contextual adaptation, and teacher training to create inclusive, thriving learning environments where every child can succeed.

Keywords: Systemic Social and Emotional intervention, educational system transformation, Thriving, Public education, Equity, dignity, and inclusion in education

Opportunities of Integrating Life Skills into Education

Ms.Ozai Mehr CMI, Devagiri Public School - Learner's Perspective

Synopsis

- 1. Better Prepared for the Real World: Imagine stepping out of school and knowing how to file taxes, manage a budget, or negotiate a salary. With life skills education, students will transition into adulthood with confidence, rather than confusion.
- 2. Improved Mental Health and Well-being: Many students struggle with stress, anxiety, and time management. Teaching coping mechanisms such as mindfulness, emotional intelligence, and resilience can help reduce stress and improve mental health.
- 3. Enhanced Career Readiness: Employers don't just look at grades; they value communication, teamwork, and problem-solving. Life skills education can make students more employable and adaptable in different work environments.
- 4. Stronger Decision-Making and Problem-Solving: Schools focus heavily on theoretical knowledge, but real life is full of unexpected situations. Teaching students how to make informed decisions, think critically, and solve problems effectively is essential.

Challenges in Implementing Life Skills Education:

- 1. Curriculum Overload: Schools already have packed schedules with academic subjects. Adding life skills might feel like an extra burden unless it is carefully integrated into existing subjects.
- 2. Lack of Trained Educators: Not all teachers are equipped to teach financial literacy or mental health management. Schools may need specialized training programs or external experts, which can be costly.
- 3. Resistance from Traditional Education Systems: Many education systems focus on exams and grades, and life skills are often considered "non-academic." Changing this mind-set requires time and effort.
- 4. Diverse Needs of Students: Different students may require different life skills depending on their backgrounds and aspirations. A one-size-fits-all approach may not be effective, making customization a challenge.

Keywords: Life Skills Education, Career Readiness, Mental Health, Problem-Solving, Employability

PANEL DISCUSSION 1:

Community - Led Sustainable Lifestyle: Empowering Local Communities through Life Skills

Moderator - Prof. K. Gireesan

Community-led Sustainable Practices – How Life Skills Can Add Value?

Dr. K Gireesan
Head, Dept. of Public Administration,
Rajiv Gandhi National Institute of Youth Development
(Institute of National Importance by the Act of Parliament)
Ministry of Youth Affairs and Sports, Govt. of India
Regional Centre, Chandigarh - 160012.
Email: gireesan.decentralisation@gmail.com

Synopsis

In today's rapidly evolving world, sustainability is no longer just a policy goal; it is a way of life. It is no longer a distant ideal, but an urgent necessity. Communities, as the bedrock of societal transformation, play a crucial role in shaping sustainable practices. It is significant to explore how life skills, ranging from self-awareness to critical thinking, problem-solving, decision making, etc. could transform citizens as 'informed citizens' and communities as 'empowered communities' by leading and practising sustainable lifestyles. While governments and institutions play a crucial role in policy-making, real transformation happens when local communities actively participate in shaping their own future. The key to this transformation lies in life skills - the knowledge, attitude, skills along with abilities, and values - that enable individuals and groups to make informed decisions, adapt to changing circumstances, and contribute meaningfully to sustainable development. At the same time, it is imperative to examine the real-world initiatives where communities have successfully led sustainable practices, be it through resource management, constituency development, climate change adaptation, sustainable livelihoods, or participatory governance.

Keywords: Informed Citizens, Empowered Communities, Life Skills, Constituency Development, Climate change adaptation, Sustainable Practices, Sustainable Livelihoods, Participatory Governance

Dr. Sudha G. Associate Professor, SMGFGC, Kollegal, BADAKU Social - Cultural - Educational Trust, Karnataka

Synopsis

In today's world, every community must collaborate for the betterment of its members. No individual can envision a better life without actively participating in community activities, which contribute to the community's overall development. Furthermore, a sustainable lifestyle is crucial today because we must consider not only the present but also the future; not only must we strive for a good quality of life, but also ensure that it is sustained for future generations. Consequently, a community-led sustainable lifestyle is essential for sustainable development.

This practice of sustainable lifestyle can be facilitated through empowering local communities with life skills. Life skills empower the entire community with the diverse skills necessary to achieve sustainability goals. We can readily understand the difference by observing a community without life skills training compared to a community with life skills training, both working towards sustainable development.

Life skills encompass the development of emotional skills to manage feelings, thinking skills for creative problem-solving, and social skills for effective communication and the establishment of healthy relationships. These skills will undoubtedly equip each member of the community to understand themselves, their community, and to contribute to building a better society.

An attempt will be made to describe the speaker's experienceof training women in life skills within the Bijapur District.

Ms. Sukanya Program Manager, Swasthi - The Health Catalyst, Bangalore

Synopsis

Swasti envisions 100 million healthy days by 2030. This ambitious goal will be achieved by empowering communities through a comprehensive health and wellbeing program. The program equips health champions and healthcare providers with crucial skills: effective communication, negotiation, self-awareness, motivation, and cultural sensitivity. These skills enable champions to serve as first responders for their families. They facilitate health education through personalized counselling, awareness sessions, storytelling, real-life examples, and interactive group discussions. The program has demonstrated significant positive outcomes, including enhanced self-care practices, improved health-seeking behaviours, more timely access to health services, and an increase in healthy days. Utilizing life skills tools and methodologies, the program fosters resilient communities that embrace and sustain healthy behaviours, ultimately leading to a higher quality of life.

Keywords: Empowerment, Health Champions, Healthy Days, Resilience, Life Skills

Empowering Local Communities through Life Skills

Prof. Suman Kumar Department of Political Science, Rajdhani College, University of Delhi, New Delhi

Synopsis

Indian society, traditionally characterized by the intergenerational transmission of undocumented knowledge, embodies a sustainable lifestyle. This resilience stems from locally-driven innovations and a deep-rooted capacity for adaptation, ensuring community survival for millennia. Life skills, essential for human civilization, have always been an integral part of this traditional fabric. Modern science is now challenged to uncover the rationales behind these time-tested customs and traditions. These traditional life skills, currently at risk of being lost due to the adoption of modern lifestyles, are remarkably similar to modern concepts of life skills. Therefore, it is imperative to revitalize and share these invaluable traditions, integrating them with modern life skills and promoting a holistic Work-Life Balance.

Keywords: Traditional, Community, Civilization, Customs, Knowledge

Focus on Gender and Environment

Prof. Shaila Desouza Professor of Women's Studies, Goa University

Synopsis

Community-led interventions focused on gender and environmental sustainability empower individuals within the community to actively contribute to positive social and ecological change. Some of the key skills required include gender and environmental sensitivity, respect for diversity and equity, effective communication, critical thinking, and participatory problem identification and analysis. These skills help communities identify solutions. Leadership and team-building skills foster collaboration, enabling diverse stakeholders to work toward common goals. Conflict resolution and negotiation skills are vital for addressing gender-related challenges and environmental disputes. Additionally, financial literacy and resource management are essential for sustaining intervention projects. Cultivating these life skills ensures that interventions are sustainable, equitable, and adaptable, benefiting both the environment and marginalized groups in the long term.

Keywords: Gender Equity, Environment, Sustainability, Community-led Interventions

SYMPOSIUM - II

Life Skills for Building Entrepreneurial Mindset

Keynote speaker - Dr. Khagendra Dhakal Chairperson - Ms. Asha Arondekar Chairperson, Goa Chamber of Commerce & Industry Women's Wing

Life Skills for an Entrepreneurial Mind-set: Importance of Critical Thinking

Khagendra Raj Dhakal, PhD Specialist Lecturer, King Mongkut's University of Technology North Bangkok

Synopsis

In today's fast-changing world, life skills play a crucial role in shaping an entrepreneurial mind-set-a way of thinking that embraces challenges, fosters innovation, and enhances strategic decision-making. This presentation introduces the 'T-Framework for Life Skills for an Entrepreneurial Mind-set,' highlighting how cognitive, social, and emotional skills form the broader categories of life skills that reinforce entrepreneurial thinking. In turn, an entrepreneurial mind-set strengthens the rational application of these skills in real-world contexts. At the core of these skills lies critical thinking, as thinking is essential for executing all three categories of life skills effectively. However, critical thinking is most explicitly aligned with cognitive skills, serving as the foundational competency that underpins problem-solving, creative thinking, and decision-making. This presentation introduces key sub-skills of critical thinking that empower individuals to analyze complex problems, develop innovative solutions, and make informed decisions for success in life, education, and work.

Keywords: Life Skills, Entrepreneurial Mind-set, T-Framework, Critical Thinking, Problem-Solving, Decision-Making

Improving Ethical Decision - Making Processes for a Sustainable Future

Prof. Reena Cheruvalath

Professor, Birla Institute of Science and Technology, Goa

Synopsis

Identifying the ethical dimensions of issues and solving ethical dilemmas are important life skills for a sustainable future. It focuses on developing critical thinking and decision-making abilities in real-world situations and emphasizes recognizing one's ethical responsibilities as a person and a professional. To improve ethical decision-making processes, it is essential to have the skill to critically evaluate the consequences of actions and consider diverse perspectives and logical reasoning. Considering virtues such as honesty, fairness, and responsibility, individuals learn to make better ethical decisions. This empowers individuals to make informed, responsible choices, fostering integrity, empathy, and accountability in daily interactions and broader decision-making processes.

Keywords: ethical decision-making; critical thinking skills; logical reasoning

PANEL DISCUSSION II:

Addressing Gender Bias: Role of Life Skills Education

Chairperson: Dr. Sunitha Ranjan Life Skills Consultant & Coach, Former President, IALSE

Addressing Gender Bias: Role of Life Skills Education

Dr. Amruthraj R.M.

Thematic Expert, Localisation of Sustainable Development Goals State Panchayath Resource Centre, Kerala Institute of Local Administration (KILA)

Synopsis

Gender inequality restricts the full development of human potential for all individuals. This presentation explores the vital role of life skills education in fostering gender equality and empowerment. Life skills education, tailored to regional and cultural contexts, equips students of all genders with essential skills for navigating challenges, especially in supportive communities. It fosters critical thinking, self-awareness, effective communication, and advocacy. This presentation will delve into a variety of life skills education which include:

- 1. Empowerment and Self-Awareness: By exploring the significance of self-awareness and self-esteem, life skills education breaks down harmful stereotypes.
- 2. Critical Thinking: Fostering critical thinking skills allows individuals to analyze societal norms and recognize gender biases.
- 3. Communication and Interpersonal Skills: Enhanced Communication and Interpersonal skills enable young people to navigate and challenge gender bias effectively.
- 4. Gender Sensitivity Training: Incorporating gender sensitivity training educates on gender roles and the importance of inclusivity.
- 5. Advocacy and Social Action: This element empowers students to advocate for gender equality through community initiatives.

The presentation will highlight how these strategies can empower individuals to challenge gender norms and build a more equitable society where everyone thrives, making life skills education uniquely qualified to promote gender equality.

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

Understanding Work Life Balance

Ms. Ketaki Parob Member, Goa State Commission for Women

Synopsis

Traditionally, gender roles and responsibilities have dictated societal norms. However, the rapid pace of technological advancements, the rise of Artificial Intelligence (AI), and evolving lifestyles have created new challenges that necessitate a re-evaluation of essential life skills for both genders. To thrive in this dynamic environment, we must equip individuals with critical thinking skills for rational decision-making, effective communication in both personal and professional contexts, and an understanding of emotional intelligence—a crucial skill in today's world. Furthermore, ensuring equal opportunities in the workplace, regardless of gender, is essential. Ultimately, self-confidence is paramount; a strong belief in oneself and one's abilities is the foundation for not only achieving success, but also maintaining a balanced and fulfilling life.

Keywords: life skills, critical thinking skills, communication, work life balance

TEEN TALK:

Life Skills & Youth Engagement

Moderator - Ms. Mumtaz Syed Founder Director, The Sky Explorers

Why are Life Skills important for us?

Ms. Ozai Mehr CMI Devagiri Public School, Calicut

Synopsis

1. Handling Real-World Responsibilities

Imagine stepping into adulthood without knowing how to budget money, manage stress, or even cook a meal! Many students graduate with excellent grades but struggle with basic life tasks. While schools often prioritize academic excellence, what about life preparedness? This is the question, focusing on the practicality.

2. Mental Health and Emotional Strength

Teen years can be overwhelming – peer pressure, academic stress, and personal challenges can take a toll on our mental health. Life skills like stress management, self-awareness, and emotional intelligence can help us navigate these pressures with confidence.

3. Building Confidence and Leadership

Youth engagement involves participating in social, cultural, and leadership activities. Whether it's organizing events in school, volunteering, or starting initiatives in our communities, these experiences teach us teamwork, problem-solving, and decision-making – skills that text books don't always cover.

Challenges We Face in Learning Life Skills

1.Lack of Focus in Schools

The education system in Kerala, like in many parts of India, often emphasizes academic scores more than practical skills. While subjects like math and science are essential, shouldn't we also have lessons on financial literacy, time management, or public speaking?

2. Limited Opportunities for Engagement

Not every school actively promotes extracurricular activities, leadership programs, or volunteer work. Many students don't get enough exposure to real-world problem-solving outside of exams and assignments.

3. Parental and Societal Expectations

In many families, there's a strong focus on traditional career paths—medicine, engineering, or government jobs. While these are great choices, youth engagement in creative fields, entrepreneurship, or social work is sometimes discouraged, limiting our opportunities to develop diverse skills.

How Can We Overcome These Challenges?

1. Incorporating Life Skills in Schools

Schools can introduce workshops on public speaking, financial management, mental health awareness, and even first aid. A balanced education system should focus on both academics and real-life preparedness.

2. Encouraging Youth Participation

As teenagers, we should take initiative. Join clubs, participate in debates, volunteer for causes,

or even start small projects that make a difference. Kerala has a strong youth culture – let's make the most of it!

3. Learning Beyond the Classroom

Life skills don't have to be taught only in schools. We can learn through books, online courses, and real-life experiences. Parents and teachers should also encourage independent thinking and practical learning.

SYMPOSIUM - III

Life Skills Integrated Adolescent Reproductive and Sexual Health Education

Chairperson: Dr. Nilesh Patil Director Adolescent Programme, FPA India

Synopsis

Background and overview:

Adolescence is a period marked by significant physical, psychological, and social changes, including sexual and reproductive maturation. Equipping young people with life skills is essential for dealing with these challenges, improving their sexual and reproductive health, and enabling them to make informed decisions.

The symposium on "Life Skills Integrated Adolescent Reproductive and Sexual Health Education" aims to highlight the importance of integrating life skills into adolescent reproductive and sexual health education. This event will bring together health educators, youth leaders, policy makers, and healthcare professionals to address the critical need for comprehensive sexuality education (CSE) for adolescents. The focus will be on integrating life skills with sexual and reproductive health (SRH) education to empower young people to make informed, responsible, and healthy decisions.

Objective:

- *Discuss the importance of incorporating life skills into CSE education for adolescents.
- *Highlight innovative approaches to improving SRH knowledge among youth, particularly in underserved regions.
- *Provide a platform for sharing best practices, challenges, and success stories from various organizations.

Key Themes:

- *Adolescent Health: Understanding the unique challenges adolescents face regarding reproductive and sexual health.
- *Life Skills Education: Integrating life skills with CSE to promote healthy decision-making.
- *Innovative Models: Sharing effective models and programs for teaching SRH in schools and communities.
- *Policy and Advocacy: Advocating for supportive policies and frameworks for comprehensive adolescent health education (CSE).
- *Youth Engagement: Empowering adolescents to become active participants in their own health and well-being.

The symposium will be a significant platform to highlight the pivotal role of life skills education in improving adolescent reproductive and sexual health outcomes. By sharing knowledge, building networks, and fostering collaboration, the event will help shape the future of SRH education for young people.

Dr. Prabhudas Karsunkal Senior Public Health & Development Professional

Synopsis

Are the life skills integrated Adolescent Reproductive and Sexual Health education effective in improving Sexual and Reproductive Health?

A resounding YES! Life skills education, when implemented effectively, has proven to be highly effective in improving sexual and reproductive health, especially in rural areas of India. Through various government and non-government organizations, this education has fostered:

- 1. Decision-Making & Relationship Skills: The ability to make sound decisions and build positive relationships is strengthened.
- 2. Resisting Peer Pressure: Adolescents are better equipped to resist peer pressure, fostering healthy choices.
- 3. Delayed Sexual Debut: Life skills education contributes to delaying the onset of sexual activity.
- 4. Safe Sex Practices: There's increased condom use and a reduction in sexual partners among sexually active youth, which helps to prevent STIs and unintended pregnancies.
- 5. Increased Awareness and Improved Contraception: There's a heightened awareness of the consequences of unprotected sex and improved knowledge of contraceptive methods.

Empowering Adolescents:

Life skills education also empowers adolescents to play a role in decision-making processes, such as selecting a spouse, discussing family planning, and influencing decisions with their partners and other decision makers.

Addressing Health Challenges:

Moreover, life skills education enables adolescents to:

- 1. Protect against Violence and Abuse: They can better protect themselves from violence and sexual abuse.
- 2. Improve Health Seeking: Seek proper healthcare and knowledge.

Keywords: Adolescent Health, School Health & Wellness, Adolescent Reproductive & Sexual Health, Life Skills Education

PANEL DISCUSSION III:

Life Skills Education for Inclusive Communities

Keynote speaker – Prof. Anand Kumar Visiting Professor, Dayanand Bandoodkar Chair, Goa University

Life Skills Education for Inclusive Communities

Janet Fernandes (PhD)
Professor & Head, Department of Psychology
St. Xavier's College, Goa.

Synopsis

Link between Life skills Education and Inclusive societies: Life skills education refers to the development of psychosocial and interpersonal skills that help individuals make informed decisions, solve problems, think critically and creatively, communicate effectively, and build healthy relationships. An inclusive society values diversity and ensures equal opportunities for all, regardless of gender, ability, socioeconomic background, or ethnicity. Life skills empower individuals to navigate social complexities and contribute meaningfully to society.

Finland has integrated life skills education into its national curriculum, fostering social equity and emotional well-being among students from diverse backgrounds.

The Role of Life Skills in Inclusion is 3-fold:

1. Enhancing Social and Emotional Competence: Life skills of Self-awareness, empathy, and emotional regulation reduce biases and foster respect for differences. Encouraging open-mindedness through interpersonal skills creates harmonious interactions in diverse settings.

The Roots of Empathy Program (Canada)—This school-based program reduces bullying by teaching children to understand emotions and develop empathy through interactive sessions.

2. Fostering Equity in Education and Employment: Life skills can equip marginalized groups (persons with disabilities, minorities, LGBTQ+ individuals) with critical skills to access education and employment. Employers value life skills like teamwork, adaptability, and problem-solving, which improve workplace inclusivity.

The Teach for India Fellowship trains educators to integrate life skills into teaching, ensuring that underprivileged children develop resilience, leadership, and adaptability for the workforce.

3. Promoting Conflict Resolution and Social Harmony: Life skills such as active listening, negotiation, and empathy help resolve community conflicts peacefully in multicultural and multiethnic communities.

The Mahila Panchayats (India)—Women-led village councils in India train local women in communication and problem-solving skills, enabling them to mediate family disputes and prevent domestic violence.

Importance of Life Skills for diverse groups:

1. Young minds: children & adolescents - Schools must integrate LSE into curricula to build confidence, resilience, and respect for diversity from an early age. Programs like peer mentoring and inclusive sports activities foster teamwork and acceptance.

The Happy Schools Project (Thailand, UNESCO) promotes socio-emotional learning through arts, storytelling, and interactive activities, improving student well-being and reducing discrimination.

2. PWD: Need for adaptive strategies (e.g., assistive technology, personalized learning plans) to build their self-efficacy and independence. Training educators in inclusive teaching methods ensures equal participation in learning.

India's National Institute for the Empowerment of Persons with Visual Disabilities (NIEPVD) runs

digital literacy and life skills programs for visually impaired students, enabling them to access higher education and employment.

3. Vulnerable & Marginalized Communities: Skill-building programs for women, rural youth, and economically disadvantaged groups enhance self-reliance. Community-based initiatives, such as financial literacy workshops, digital skills training, and leadership programs, empower disadvantaged individuals.

Barefoot College (India) trains rural women (many of them illiterate) in solar engineering, financial literacy, and leadership, enabling them to become solar energy entrepreneurs in their communities

Implementing Life Skills Education for Inclusion:

1. Curriculum Integration and Teacher Training: Schools and colleges must integrate life skills education into standard curricula.

Kenya's "Tuseme" (Let's Speak Out) Project—A UNESCO initiative empowering girls to develop assertiveness and leadership skills, preventing school dropouts due to gender-based discrimination.

2. Community and Policy-Level Support: Governments and organizations must work together to develop inclusive life skills programs.

The Young Africa Works Initiative (Africa, Mastercard Foundation) provides life skills and entrepreneurship training to millions of young people to increase job opportunities and economic inclusion.

3. Leveraging Technology for Inclusive Life Skills Education: Digital platforms can offer flexible, inclusive learning for different needs.

"Be My Eyes" App—A global digital platform that connects visually impaired individuals with sighted volunteers who help them navigate daily tasks, improving their independence and social inclusion.

Concluding remarks:Life skills education is a powerful tool for fostering inclusion, equity, and social cohesion. Practical case studies prove that investing in life skills enhances education, employment, and community well-being.

It is important to actively advocate for policies integrating life skills into education and workforce training and support grassroots initiatives empowering marginalized groups through life skills training.

Keywords: Life skills. Inclusion. Curriculum, training, advocacy

Brig (Dr) V.S. Chauhan Professor & HoD Psychiatry, AFMC, Pune

Synopsis

An inclusive community values diversity, equity, participation, and respect, ensuring all individuals, regardless of their abilities or backgrounds, have equal opportunities to thrive. It addresses barriers to accessibility and fosters belonging by embracing differences in culture, race, gender, and abilities. Life skills education plays a crucial role in building such communities by developing cognitive, emotional, and interpersonal competencies like communication, empathy, decision-making, and conflictresolution. These skills promoteself-awareness, reducebiases, and empower individuals, especially marginalized groups, to engage actively in community life. Integrating life skills education enhances social cohesion, equity, and sustainability in inclusive social systems.

Keywords: Life skills; Inclusive communities; Education; Diverse communities; Special population

SYMPOSIUM - IV

Adapting to Climate Change – Practices for a Modern Sustainable Lifestyle

Chairperson: Dr. Sushi Kadanakuppe

Sr. Delia Antao

Former Principal & Associate Professor, Nirmala Institute of Education

Synopsis

In an age where environmental concerns are becoming increasingly pressing, the need for life skills that promote sustainable living has never been more critical. Sustainable living involves making conscious choices that reduce our impact on the environment and ensure that resources are available for future generations.

The Earth, our sole oasis of life in the cosmos, is irreplaceable. Our very survival hinges on the health of natural ecosystems. However, global warming and climate change are causing catastrophic impacts on land biodiversity, resulting in profound imbalances. The key to reversing this trend lies in behavioral transformation, driven by awareness that fosters commitment. Both awareness and commitment stem from a value-driven process known as Environmental Education (EE). This process calls upon educators, from kindergarten to universities, to serve as role models, inspiring their students to safeguard the planet for future generations.

In response to the inaugural UN Conference held in Stockholm, Sweden, the first International Environmental Workshop in Belgrade, Yugoslavia in 1975 declared that the goal of environmental education is "to develop a world population that is aware of, and concerned about, the environment and its associated problems, and which has the knowledge, skills, attitudes, motivations, and commitment to work individually and collectively towards solutions to current problems and the prevention of new ones."

The National Policy on Education (NPE) of 1986 recognized the imperative of integrating environmental education across all age groups and societal segments, beginning with children. Environmental consciousness must permeate teaching practices in schools and colleges. The National Education Policy (NEP) 2020 represents a significant shift towards embedding environmental education and sustainability within the Indian education system.

Given the current trajectory, the future of humanity is precariously balanced. To tip the scales in our favour, it is essential to emphasize life skills for sustainable living. These skills not only enable individuals to lead healthier lives but also nurture a harmonious relationship with nature and with one another. Embracing these skills will significantly enhance the quality of life for present and future generations.

Adapting to Climate Change – Practices for a Modern Sustainable Lifestyle

Harshada S Gauns
President, Head-Environment Education Division- AERO

Synopsis

Adapting to climate change is crucial for minimizing harm and seizing potential opportunities in our evolving world. This involves a multifaceted approach, incorporating infrastructural solutions, institutional adjustments through policy changes, behavioural shifts in individual practices, and nature-based strategies such as ecosystem restoration. Adaptation can be reactive, addressing the immediate consequences of climate change as they arise. Alternatively, it can be proactive, anticipating future climate scenarios and implementing preventative measures. A proactive approach is vital for long-term resilience and sustainability in the face of ongoing climate change.

Keywords: Climate Change, Adaptation, Sustainability.

Rethinking Health Behaviours for a Sustainable Population Health (SDG 3)

Dr. Sushi Kadanakuppe Associate Professor, Department of Public Health Dentistry V. S. DentalCollege and Hospital, Bengaluru, India

Synopsis

Health behaviours, or individual acts, significantly impact health and well-being in communities. Sustainable behaviours, on the other hand, are actions taken by individuals or organizations to support social development, economic prosperity, and environmental preservation. To promote health, new strategies incorporating sustainability literacy are needed, influencing lifestyle habits like dietary and physical activity patterns. Public health professionals must acquire 'sustainability literacy' competency as they face a new challenge to promote population health through sustainable development, particularly promoting sustainable health practices. Integrating life skills education with health promotion can considerably improve this competency building. Sustainable health practices can reduce greenhouse gas emissions associated with climate change, thereby enhancing the health and well-being of the populace.

Keywords: Sustainable health practices, sustainability literacy, health, individual acts, social development

PANEL DISCUSSION IV:

21st Century Life Skills in School Education: High-Order Thinking and Problem-Solving Skills

Chairperson: Mr. Nagendra R. Program Manager, Pi Jam Foundation

Synopsis

In the 21st century, the ability to think critically, solve complex problems, and adapt to changing environments is more important than ever. Traditional education often focuses on memorization and standardized testing, but real-world success requires much more. Higher-order thinking and problem-solving skills enable students to analyze information, make decisions, and create innovative solutions—skills that are essential for future careers and everyday life. This panel discussion explores how schools can integrate these critical life skills into education, moving beyond passive learning to active engagement. We will discuss pedagogical strategies, curriculum innovations, and real-world applications that foster independent thinking and creativity in students. How can educators equip children with the tools to navigate an increasingly complex world? What role do technology and experiential learning play in this transformation? For me, the power of problem-solving and logical thinking has been transformative. Whether it was learning to break down challenges into smaller steps or using technology to create solutions, these skills shaped my approach to learning and innovation. This personal journey aligns with the work we do at Pi Jam Foundation, where we empower students with computational thinking, coding, and handson learning experiences. By making problem-solving accessible and engaging, we help students develop the confidence and adaptability needed to thrive in today's digital world. Through this discussion, our panel of experts will share insights and best practices on embedding higher-order thinking into mainstream education. By fostering these skills, we can ensure that students are not just consumers of knowledge but creators, innovators, and problem solvers prepared to shape the future.

Ms. Abhilasha Singh
Principal, Shining Star International School, Abu Dhabi
UN Common Cluster Major NGO Group - Education Outreach Coordinator

Synopsis

This session explores the importance of embedding high-order thinking (HOT) skills, focusing on the development of students' analytic skills, problem-solving skills, and application of their knowledge. The study will analyze the challenges in current education models, specifically examining rote learning, overemphasis on standardized testing, and lack of interdisciplinary opportunities. It also examines how incorporating inquiry-based learning (IBL), project-based learning, and design thinking can foster the development of critical thinking skills. The paper will present best practice cases and case studies that incorporate HOT approach and provides recommendations.

Keywords: High-Order Thinking (HOT), Problem Solving, Education, Skills, Skill

Empowering Young Minds: Building Problem-Solving Skills to Combat School Stress and Suicide

Dr. Shareef N M
CEO & Founder
Institute for Career Guidance and Research India (ICGR India)
Operations Manager, V Zone International LLC

Synopsis

Students need to be able to solve problems, but many are unable to handle the difficulties of daily life. Exam anxiety, peer pressure, teacher abuse, and public humiliation are common problems

that school children deal with, and they can have serious repercussions, including death. Student suicides in India increased from 8,068 in 2014 to 13,089 in 2021, according to NCRB data, with mental health difficulties, family troubles, and exam failure being the main causes. Schools must aggressively incorporate problem-solving education, stress management, and emotional resilience training to help pupils effectively negotiate life's challenges, even in the face of efforts like 'Manodarpan' and the 'Mental Healthcare Act (2017)'.

Keywords: Problem-solving skills, Exam fear, Peer pressure, Mental health, Student suicides

PLENARY

NGO Conclave: Innovations in Life Skills Integration – Case Studies for Holistic Personal and Societal Development

Chairperson: Dr. Ajay Gaude GCS, Chief Executive Officer, Zilla Panchayat, North Goa, Govt. of Goa

Young Leaders Realizing Dreams - A Life Skills Intervention Project by Visions Sri Lanka

Dr. S. Kumaravel
Assistant Professor and Head, Department of Social Work
ajiv Gandhi National Institute of Youth Development (RGNIYD), Sriperumbudur

Synopsis

The life skills are the psychosocial skills that emphasis on the core values and principle that educational institutions must instil among school children. Alongside cognitive skills such as critical thinking and problem solving, the social and emotional skills such as cultural awareness, empathy, perseverance, teamwork, leadership, effective communication are vital for holistic development of the children.

Evolving this thought process; the Visions Sri Lanka, a non-profit organization, has launched the "Young Leaders Realizing Dreams" campaign to promote social change through life skills education, leadership development, and community empowerment. The project aims to create 10,000 leaders among schoolchildren and youth.

The project's outcomes include:

- Training 80 trainers through ToTs in 20 schools in Jaffna, Sri Lanka
- Conducting 781 life skills sessions, benefiting 4,446 students from class 6 to 11.
- Developed 761 leaders through leadership training, career guidance, and smart education initiatives

As a consultant and Master Trainer, the author would like to share the project's outcomes and the positive impact of life skills education on the overall well-being of adolescent schoolchildren.

Keywords: Life Skills, leadership, intervention, school children

Innovations in Life Skills Integration - Case Studies for Holistic Personal and Social Development & Tele-MANAS Services

Dr. Sneha Pokle MBBS, MD Senior Consultant Psychiatrist State Tele-MANAS Goa

Synopsis

Life Skills Integrated Learning and Living promotes holistic development and mental well-being by incorporating essential skills into education, community, family, and workplace settings. Tele-MANAS, a pioneering tele-counselling service, offers confidential and empathetic support 24/7. Trained professionals provide a safe space for individuals to share concerns and emotions, offering unconditional support and guidance to navigate life's challenges. Tele-MANAS is a reliable companion for emotional support, promoting mental well-being and a sustainable future. It ensures patient-centered conversations and confidentiality.

Keywords: Tele-MANAS, Mental Health, Life Skills, Holistic Development, Tele-Counselling

Innovations in Life Skills Integration - Case Studies for Holistic Personal and Societal Development

Dr. Subhomoy Bhaduri Associate Director - Training

Synopsis

Since 1999, Magic Bus India Foundation has been working with young people, taking them on a journey from Childhood to Livelihood. Magic Bus equips children and youth (ages 12-25) with life skills and knowledge to help them move out of poverty.

Magic Bus has a validated Life Skills Framework and a team of experts to design and deliver large-scale programs. We operate across 23 states and 74 districts and partners with 10 state governments to advance life skill education. Programs follow a stringent reporting mechanism through technology platforms and in-person visits.

Magic Bus engages young people's ecosystems—parents, peers, communities, and institutions—to create a strong support network. Currently, 30,00,000 children are on their journey to complete school education. The organization has 3,700 full-time employees and 5,000 community volunteers.

Case stories will be shared during the presentation.

Keywords: Life Skill Education, Education Systems, Adaptive Approach, Government Partnerships, Curriculum Contextualization

Building Resilient Futures: Case Studies in Life Skills Integration

RSVN Sharma Founder & CEO. MHITR

Synopsis

MHITR's Igniting Minds Program integrates life skills through experiential learning models, delivered as a year-long value-added curriculum, intensive boot camps, or focused capsules. Designed for youth aged 11 to 25, the program emphasizes emotional resilience, critical thinking, problem-solving, and holistic development. Blending cognitive-behavioural techniques, gamified learning, and reflective exercises, it equips participants with essential skills for personal growth and societal impact. Its adaptable design ensures it caters to diverse learner needs while promoting well-being and building lifelong competencies. Real-world case studies highlight its transformative potential across various educational and community settings.

Keywords: Experiential Learning, Well-being, Problem-Solving, Adaptable Design, EmotionalResilience, Critical Thinking, Societal Impact, Cognitive-Behavioural Techniques

Innovations in Life Skills Integration: The Life Skills Collaborative (LSC) Model for Holistic Development in India

Ms. Pallavi Kulshrestha Associate Director - National Partnerships Dream a Dream, India

Synopsis

The Life Skills Collaborative (LSC) is a coalition of 18 organizations working to enhance the life skills ecosystem in India. With a focus on resilience-building and empowering children, LSC is developing scalable, contextual life skills resources. Its key initiatives include collecting feedback from 200,000 stakeholders to align life skills provisions with aspirations, creating a contextual glossary to standardize life skills terminology, and developing assessment tools for social-emotional well-being and future-readiness. Collaborating with Maharashtra, Mizoram, Rajasthan, and Uttarakhand, LSC has validated its tools and glossary with teachers and students, ensuring regional relevance and government engagement for effective implementation.

Keywords: Life Skills, Collaborative leadership, Social and emotional learning, Government Collaboration

FOCUS GROUP DISCUSSION

Uses and Abuses of AI - Life Skills Approach for Digital Well-being

Keynote speaker - Prof. Matt Perlstein

Uses and Abuses of Al: A Life Skills Approach for Digital Well-being

Gautam Gawali PhD
Professor and Director
Amity Institute of Behavioural and Allied Sciences
Amity University, Mumbai

Synopsis

Artificial intelligence (AI) is transforming the world, offering many benefits in healthcare, education, business, and entertainment. However, it also poses ethical and psychological challenges, such as privacy concerns, misinformation, and digital addiction. A life skills- based approach can help individuals navigate AI responsibly, ensuring its benefits while avoiding potential harms. AI has improved lives in various ways, making everyday tasks easier, faster, and more efficient. Some key uses of AI for digital well-being include AI- powered chatbots (e.g., Woebot, Wysa) provide instant emotional support, helping individuals manage stress and anxiety, AI-driven therapy tools offer personalised mental health interventions, guiding users through meditation, cognitive behavioral therapy (CBT), and self-care strategies.

Al is a powerful tool that can enhance digital well-being when used responsibly. However, its misuse can lead to privacy risks, misinformation, and mental health challenges. A life skills- based approach, including critical thinking, emotional intelligence, and digital literacy, can help individuals navigate Al responsibly. By balancing Al's advantages with ethical considerations, we can create a digitally healthy society where technology serves as a force for good.

Artificial Intelligence: Boon and Bane for Critical and Creative Thinking

Dr. Anand J. Kulkarni Research Professor & Associate Director Institute of Artificial Intelligence

Dr. Vishwanath Karad MIT World Peace University Synopsis

In the latter half of the 20th century, mental and physical well-being gained significant attention. With the onset of the digital era, the importance of associated digital well-being has also become increasingly pronounced. As Artificial Intelligence (AI) tools gradually integrate into our decision-making processes, continuous evaluation of their impact is essential. While AI tools are designed to support and augment individual decision-making, their growing use as a substitute for creative and critical thinking is a concerning trend. This phenomenon is particularly alarming when observed in young individuals, as it can significantly impede the development of these crucial life skills at a formative age. Therefore, the regulated and mindful use of AI tools from an early age is vital to strike a balance between technological advancement and the cultivation of essential human skills.

Keywords: Artificial Intelligence, Digital Well-being, Critical Thinking, Creative Thinking

Gayathri Rao Konkar Counselor & Mediator

Synopsis

Drawing upon 25 years of experience working with young people, the speaker challenges the notion that today's youth are lost or hopeless. Instead, she observes that young people are navigating a complex and challenging landscape marked by heightened confusion and mental health concerns, particularly loneliness. The speaker argues that the influence of technology, societal

pressures, and the relentless pursuit of fame, wealth, and power contributes significantly to these struggles. To combat these challenges, the speaker emphasizes the critical role of community, meaningful relationships, a sense of purpose, healthy habits, and effective life skills education in promoting overall well-being.

Keywords: Mental Health, Loneliness, Youth, Technology, Community, Relationships, Purpose, Life Skills Education, Well-being, Fulfillment

Cognitive Decline and Behavioral Issues: The Impact of Excessive Screen Time and Al

Sulaxa Manesh Gawas **Psychologist**

Synopsis

Excessive screen time and an increasing reliance on artificial intelligence (Al) raise concerns about the potential negative impact on cognitive development and behaviour in school-age children. Prolonged screen use has been linked to cognitive decline, including reduced problem-solving abilities and a tendency towards metacognitive laziness. Moreover, excessive screen time has been associated with attention issues, behavioural problems, and decreased impulse control. Brain imaging studies suggest that prolonged exposure to screens can alter brain structure, affecting self-regulation, language skills, and impulse control in children. However, some argue that the impact of screen time on cognitive and behavioural development is minimal. The key to minimizing potential risks and maximizing benefits lies in striking a balance between screentime and promoting healthy screen use habits in children.

Keywords: Screen time, cognitive decline, behavioural problems, children, Al dependence, self-regulation, brain structure, mindfulscreen usage.

Uses and Abuses of AI – A Life Skills Approach for Digital Well-being

Shrishti Jain (Ph.D.) Senior School Counsellor

Synopsis

Artificial Intelligence (AI) is restructuring mental health, education, and communication, with both pros and cons. This talk explores Al's impact on students' digital well-being, emphasizing essential life skills like problem solving, critical thinking, decision-making, self-awareness, and ethical responsibility. While AI enhances learning and efficiency, it also raises concerns about misinformation, privacy, cyber addiction, increased non creativity and reduced human connection. By integrating a life skills approach, students can navigate AI responsibly, ensuring mindful engagement with technology. The discussion aims to equip educators and students with strategies to maximize Al's benefits while mitigating its risks for a balanced digital life.

Keywords: Al ethics, digital well-being, critical thinking, cyber safety, misinformation, life skills, responsible Al use, student mental health.

PLENARY: INVITED LECTURE

Life Skills Approach to Positive Mental Health

Dr. Shekhar Seshadri Advisor, SAMVAD

Synopsis

The interplay between psychosocial and interpersonal skills is what produces powerful behavioural outcomes, especially where this approach is supported by other strategies such as media, policies and health services. The challenges children and young people regularly face are many. The shared central idea is that young people regularly face risks that threaten their health and limit their learning opportunities. The choice of different skills will vary according to the topic and local conditions (e.g., decision-making may feature strongly in sexual choices whereas conflict management may be more prominent in relationship tensions). This presentation will cover a different frame of reference to life skills in the context of positive mental health. It will use lecture-demonstration format for the same.

Keywords: Life Skills, Contexts, Positive Mental Health

THINK TANK

Life Skills Education in the Context of NEP 2020: A Multistage Approach - Schools, Higher Education, and Teacher Education

Chairperson - Prof. M.N. Musthafa

Integrating Life Skills in Education: Implicit or Explicit Approach?

Dr. Sreelaxmi Madhusudan Murthy
Director - Nnam

Mr. Viren Parmar Advisor. NEXT School

Synopsis

Education has shifted from content-based learning to a holistic, inquiry-driven framework emphasizing cognitive, emotional, and spiritual competencies. India's National Education Policy (NEP) 2020 promotes cognitive growth, character-building, and 21st-century skills. A key element is Life Skills Education, covering social, thinking, and coping skills vital for navigating complexity. The Indian Association of Life Skills Education (IALSE) aligns with NEP 2020 byemphasizing self-awareness, empathy, critical thinking, communication decision-making, and emotional regulation. Teachers play a crucial role in actualizing the policy and curriculum framework by effectively integrating life skills into classroom instruction. This discussion focuses on exploring the feasibility of explicitly teaching life skills alongside academic subjects addressing two questions: (i) whether life skills integration should be implicit or explicit and (ii) feasible opportunities for embedding them in classroom teaching.

Keywords: Life skills; explicit teaching, implicit teaching, integrating

Life Skills Education in the context of NEP 2020: A Multistage Approach-Schools, Higher Education and Teacher Education

Prof.(Dr.) V. Reghu
Former Dean & Controller of Examinations (Retd.), RGNIYD, Govt. of India

Synopsis

The National Education Policy (NEP) 2020 emphasizes the importance of life skills education, acknowledging its essential role in holistic student development. The policy promotes 21st-century skills such as critical thinking, problem-solving, communication, collaboration, creativity, and digital literacy, ensuring students are well-equipped to face modern world challenges.

Key Areas of Focus for Life Skills Education in NEP 2020:

- 1. Holistic and Multidisciplinary Learning Encouraging well-rounded education beyond academics
- 2. Emphasis on Soft Skills & Vocational Training Equipping students with practical and interpersonal skills.
- 3. Flexible Curriculum and Choice-Based Learning Allowing students to tailor their learning paths.
- 4. Digital and Financial Literacy Preparing students for the evolving technological and financial landscape.
- 5. Mental Health and Well-being Prioritizing emotional and psychological support in education.
- 6. Assessment of Life Skills: Integrate evaluation that focuses on skills alongside traditional assessments.

Relevance of Life Skills Education in Higher Education and Teacher Education:

Life skills education holds particular significance in higher education and teacher education pro-

grams. Developing skilled educators in this area is essential for strengthening life skills education in India. Qualified manpower is needed to ensure the effective implementation and long-term success of life skills education in our country.

Pre-service and in-service teacher education programs should incorporate life skills education into their curriculum, aligning with evolving needs and priorities. Teachers play a pivotal role in shaping students' personalities, social behaviours, and emotional intelligence. By incorporating life skills training in teacher education, educators can foster holistic development in students, empowering them with the competencies necessary to navigate life successfully.

Keywords: Life Skills Education, Holistic Development, Teacher Education, Digital Literacy, Soft Skills

Challenges and Opportunities in Implementing Life Skills Education under the National Education Policy (NEP) 2020

Mr. Sharique Mashhadi Associate Director - Strategic Partnerships Dream a Dream, Bangalore, India

Synopsis

The National Education Policy (NEP) 2020 highlights life skills as an essential component of education, yet its implementation faces challenges. While the policy advocates for integrating critical thinking, emotional intelligence, and problem-solving into the curriculum, there is a gap in translating these ideals into practical classroom practices. Teachers require extensive professional development to effectively teach life skills, and the policy's focus on holistic education may be hindered by traditional exam-centric approaches. Additionally, the diverse educational landscape in India demands context-specific adaptations of life skills training, ensuring that every student, especially from marginalized communities, benefits equally.

Keywords: National Education Policy (NEP) 2020, Life Skills Education, Education Reform

Teacher intervention to foster Life Skills-A Case Study

Dr. Chandrasekharan Praveen Former Faculty, ITEP, NIT Calicut

Synopsis

This case study examines a teacher's initiative to integrate Life Skills Education (LSE) into the new 4-year Integrated Teacher Education Programme (ITEP). Recognizing the ITEP curriculum's emphasis on qualities like empathy and open-mindedness, the investigator, a LSE practitioner, sought to formally incorporate LSE, aligning with NEP (2020) and UGC guidelines. Despite rejection due to curriculum constraints, the teacher discreetly integrated LSE activities focused on communication skills within English language classes. This presentation details the rationale, strategy, and positive impact of this intervention, demonstrating how LSE helped meet the ITEP's curriculum framework expectations and fostered students' development of essential life skills.

Keywords: Life Skills Education (LSE), Teacher Intervention, ITEP Curriculum, Communication skills, Curriculum Integration



Sub Theme I: Experiential Learning as a Catalyst for Personal Development

The Process of Experiential Learning in Facilitating the Personal Development of Students

Mrs. Paulami Nayak

Assistant Professor and Student Counselor, Center for Counseling and Career Guidance, PES University, Bengaluru. Email: paulaminayak@pes.edu

Mrs. Jayashree Nadig

JayashreeNadig: Assistant Professor and Student Counselor, Center for Counseling and Career Guidance, PES University, Bengaluru. Email: jayshreenadig@pes.edu

Dr. Vijendra Kumar S.K.

Assistant Professor and Student Counselor, Center for Counseling and Career Guidance, PES University, Bengaluru. Email: vijendrak@pes.edu

Abstract

Many high-achieving engineering and management students face difficulties in their academics and personal lives. We observed that numerous personal factors limit their ability to perform to their full potential. To enhance and develop these personal factors, we engaged students in experiential learning within a conducive environment. Mentors facilitated the students' learning, fostering a sense of psychological security and support throughout their experiential learning journey. This observation aligns with findings in Kisfalvi & Oliver (2015).

Objectives: This study aims to delineate the process of experiential learning in facilitating the development of personal factors. By providing a detailed account of the process and procedures, we hope to comprehensively explain the nuances of experiential learning and emphasize the importance of emotional security and mentor support.

Method: This paper employs a case study approach (Yin, 2003) to describe the process and explain the nuances of experiential learning in developing personal factors.

Results: This paper presents diverse case studies of students who, with mentor support, have used experiential learning to overcome behavioural and emotional limitations. Four case studies illustrate the importance of the mentor's role in facilitating personal development through experiential learning.

Conclusion: Our observations from the case studies suggest that students can more readily take risks and develop their personal factors through experiential learning when provided with a safe psychological space and a sense of security.

Keywords: Emotional security, psychological space, experiential learning

Empowering Life Skills Through Cooperative Learning: A path to Holistic Development

Ms.Neesha Nazareth
Nirmala Institute of Education,Goa
Email: urneesha@gmail.com

Abstract

Life skills such as problem-solving, teamwork, and leadership are important for the overall development of students in educational settings. This study explores the effect of incorporating cooperative learning methods to empower life skills among D.El.Ed. teacher trainees. Specifically, the research focuses on how the inclusion of cooperative learning in the teaching of Science and Environmental Studies can improve the development of these life skills. The study was conducted with a sample of 80 D.El.Ed. teacher trainees, who were exposed to cooperative learning methods during lessons.

The findings suggest a positive correlation between the use of cooperative learning techniques and the improvement of key life skills, particularly teamwork. The trainees showed improved col-

laboration, communication, and problem-solving abilities as a result of the cooperative learning activities. Moreover, the results indicated significant growth in leadership skills, as students took on roles that required decision-making and shared responsibility. These outcomes enhance the effectiveness of cooperative learning in fostering a learning environment that not only improves academic understanding but also nurtures critical life skills necessary for both personal and professional development.

The study emphasizes cooperative learning as an effective pedagogical approach to empower life skills in teacher education programs. Incorporating cooperative learning methods into the curriculum can contribute meaningfully to the holistic development of future teachers, equipping them with the skills needed to succeed in diverse educational settings and beyond.

Keywords: Cooperative Learning, Life Skills, Problem Solving, Teamwork, Leadership, Holistic Development, Teacher Trainees, D.El.Ed., Science, Environmental Studies

The Power of Performance: Experiential Learning in the Contemporary Classroom

Ms. Runa Menezes Goa University Email: runa.menezes@unigoa.ac.in

Abstract

Background and Context: The teacher's role and intervention have become both significant and challenging in the contemporary classroom. Knowledge and information are not only easily accessible and inexhaustible, but the teacher's position is also increasingly undermined by technology, virtual learning platforms, artificial intelligence, and the contemporary phenomenon of shortening attention spans.

Relevance: Teachers constantly face the challenge of adopting pedagogies and strategies to keep pace with the times and engage students meaningfully. There is a pressing need for student-centric pedagogical approaches that ensure skill development with an eye on the rapidly evolving job market, as well as the development of life skills for long-term well-being.

Objectives: Against this backdrop, this paper argues that integrating performance techniques and strategies from theatre into the teaching of English literature contributes not only to increasing interest in, engagement with, and retention of literary texts, but also has immense potential for enhancing life skills, developing empathy and tolerance, nurturing collaboration and team spirit, and building self-confidence. Through the lens of Performance Studies (Schechner, 2002) and the framework of Constructivist Learning Theory (Piaget, 1973), this research analyzes the transformative potential of performance techniques and experiential learning in pedagogical interventions.

Methodology: A preliminary classroom study involved providing hands-on training in basic theatre techniques to post-graduate English Literature students (MA-English, Goa University) and analyzing their performance and feedback after the intervention.

Results and Conclusions: The study's results corroborated recent research that points to the effectiveness of theatrical and performance techniques in teaching English literature and their often untapped potential to impart key proficiencies and life skills.

Keywords: Experiential learning, performance, theatre, life skills

Story-based Learning for Personal Development with Reference to The Panchatantra

Kasthuri P. K.
Ph.D Scholar, Department of Sanskrit, Madurai Kamaraj University
Email: kasthurikeerthi16@gmail.com

Abstract

This research paper presents the results of a study conducted on experiential learning through the stories of the Panchatantra, focusing on their contribution to personal development. Experiential learning is a practical approach where complete understanding occurs through experience. Beyond real-life experiences, stories can also be tools for experiential learning. They allow readers or listeners to connect emotionally with characters, imagine themselves in their situations, and vicariously experience the events. Subsequently, individuals may admire certain qualities and attempt to incorporate them into their own lives. However, some scholars argue that stories are merely fantasies without practical value and therefore not conducive to experiential learning. This study investigates the validity of story-based learning for personal development, using the *Panchatantra* as a case study. The *Panchatantra*, a collection of Indian fables, was written to simplify political science for children through animal stories and also serves as a repository of life skills education. This study analyzes *Panchatantra* stories, exploring how they promote experiential learning in addition to imparting scriptural knowledge. Comparative and analytical methods are employed in this research. The study explains the importance and forms of experiential learning and analyzes *Panchatantra* stories that contribute to personal development.

Keywords: Experiential learning, Stories, Imagination, Life skills, The Panchatantra

Life Skills Education Beyond Classrooms: Breaking Boundaries and Building Bridges

Mini Sukumaran Nair

Life Skill Trainer, Trainer in Conflict Transformation, Psychotherapist, Fiction Writer& Independent Consultant Email: miniprabhat@gmail.com

Abstract

The contemporary landscape of Urban India presents unique challenges to Life Skills Education. Driven by the pervasive influence of digital stimuli, social media validation, and the rapid evolution of socio-economic lifestyles, it is increasingly difficult to design a Life Skills program that is both relevant and effective across diverse sectors, from privileged to less-privileged communities. This synopsis proposes a transformative approach to Life Skills Education, advocating for a shift beyond the confines of the traditional classroom.

The central argument underscores the critical importance of bridging the gap between formal education and the wider world. The proposed program will prioritize building connections with local communities, organizations, the environment, and various sectors of society. This will be achieved through strategic experiential learning opportunities, including exposure visits, interactions with civil society groups, internships, and field trips. Furthermore, opportunities such as travel and documentation are encouraged. The expected outcomes include:

Enhanced Social and Emotional Development: Fostering self-awareness, empathy, and responsible decision-making.

Heightened Consciousness and Social Responsibility: Cultivating a sense of awareness towards the realities of "Others".

Personal Growth and Active Citizenship: Equipping students with the skills and mindset necessary to contribute actively to their communities and the global society.

Development of Critical and Creative Thinking: Encouraging the analysis of complex issues and innovation.

Experiential Learning: To create exposure to realities that are discussed in classrooms.

School Social Responsibility Program: To facilitate in community and environmental engagement.

The practical application of this approach will be demonstrated through a research methodology comprised primarily of Case Studies and Focus Groups. A comparative study will be conducted,

analyzing data from two distinct focus groups to provide a comprehensive understanding of diverse perspectives and experiences.

In essence, the program is founded on the principle that effective Life Skills Education demands engagement with the real world. The program aims to show how isolation hinders growth, drawing a parallel between human intellectual development and the need for continuous environmental interaction for plants to thrive.

Keywords: Life Skills Education, Urban India, Experiential Learning, Critical Thinking, Personal Growth

Sub Theme II:
Building Cultural Competence and Active Citizenship
Through Global and Local Exposure

Designing, Deploying Developing and Validating to Global Competency skills and Personal skills through Student Leadership programme

Ms. Seema Shaikh Principal, PragnyaBodhini High School, Maharashtra Email: shaikh.seema@gmail.com

Abstract

Experiential learning is a powerful catalyst and a game-changing approach to learning. It not only involves hands-on experience but also provides learners with an opportunity to reflect, analyze, and apply their learning to real-life situations, resolve complex problems, and improve their quality of life. This ultimately leads to personal growth, equipping individuals to be better global citizens. By incorporating experiential learning into curricula and educational programs, students develop essential skills for thriving in today's VUCA (Volatile, Uncertain, Complex, Ambiguous) world and cultivate a deeper understanding of themselves and the world around them. Evidence has shown a strong correlation between student leadership and engagement in experiential learning. With this in mind, PBHS (Pragnya Bodhini High School) designed and implemented a focused, outcome-oriented student leadership program with a whole-school approach. Initiatives such as the creation of community agreements, circle time activities, involvement in paper setting, correction, and assessment, and student-led community events, among other actions, have been transformative in the school's vision and mission. This engagement has unlocked the hidden potential of learners, making them more resilient and empathetic, and encouraging more confident and responsible behavior. Analysis of the student leadership program has highlighted the overlapping benefits of critical thinking, conflict resolution, readiness to embrace diversity, initiation of cross-cultural communication, and, above all, self-management and self-awareness. Thus, experiential learning, when explored through student leadership, empowers students to become globally competent and socially responsible individuals who can navigate real-world challenges and handle complex issues effectively.

Keywords: Experiential Learning, Student Leadership, Personal Growth, Global Citizenship, Complex Situations

0 **Sub Theme III: Digital Nomadism and the Growing Trend of Remote Working and Learning Environments** 0 0 0

.

Digital Nomadism, Gender, and Sustainability: Reimagining Remote Work and Learning for an Equitable Future

Mahera Imam

Research Scholar, Department of Women's Studies, Khajamalai Campus, Bharathidasan University, Tiruchirappalli Email: maheraimam8@gmail.com

Prof. N. Manimekalai Director, Centre for Women's Development Studies, New-Delhi

Prof. S. Suba

Professor, Department of Women's Studies, Khajamalai Campus, Bharathidasan University, Tiruchirappalli

Abstract

The rise of digital nomadism has fundamentally altered traditional work and learning environments by enabling individuals to work and study remotely, often while traveling. This shift has been driven by advancements in digital technology, the proliferation of high-speed internet, and the increasing acceptance of remote work models by employers and educational institutions. Historically, work and education were tied to specific physical locations—offices, factories, and classrooms—reinforcing rigid structures of employment and learning (Sassen, 1991). The digital revolution (Castells, 1996) dismantled these boundaries, allowing individuals to engage in professional and academic pursuits from virtually anywhere. This transformation gained momentum with the rise of the gig economy (Standing, 2011), where work became more decentralized, flexible, and independent, fostering the emergence of digital nomads—workers who leverage technology to operate beyond fixed office spaces. Similarly, education has undergone a paradigm shift, with online learning platforms (such as Coursera, edX, and MOOCs) making knowledge more accessible and enabling students to participate in global learning communities without physical presence in classrooms (Selwyn, 2016). These transformations are deeply gendered, with existing socio-economic inequalities shaping access and participation. Drawing on Bauman's (2000) concept of "liquid modernity," which emphasizes the erosion of stable structures in favor of mobility, this paper examines how digital nomadism reflects both freedom and precarity, particularly for women and marginalized communities. Labor markets and educational systems have been built on rigid, place-based structures that disproportionately excluded women due to domestic responsibilities and societal expectations (Hochschild&Machung, 1989). The digital revolution, as Castells (1996) posits in "The Rise of the Network Society," has transformed these dynamics, allowing for greater flexibility while also reinforcing gendered digital divides. Despite its promises, digital nomadism remains unequal. Women face "double burdens" (Fraser, 1997) of professional and domestic labor, lack of digital access, and gendered violence in online spaces (UN Women, 2021). Furthermore, sustainability concerns emerge as digital nomadism contributes to environmental degradation through constant travel and precarious gig economies (Cohen, Hanna, &Gössling, 2018). Looking forward, a gender-inclusive and sustainable future for digital nomadism requires policy interventions, investment in digital literacy, and infrastructural changes that support secure and equitable remote work and learning environments. By integrating feminist critiques of digital capitalism (Duffy &Hund, 2015) and sustainable work frameworks (Raworth, 2017), this paper advocates for systemic shifts that balance mobility, equity, and long-term sustainability. This research paper is a conceptual analytical review, with arguments derived from published literature on digital nomadism, women's work participation, and the digital economy.

Keywords: Digital Nomadism, Gender Inequality, Remote Work, Digital Divide, Sustainable Work, Feminist Digital Studies, Gig Economy, Online Learning, Mobility and Precarity, Inclusive Digital Economy

Sub Theme IV: Balancing Personal Aspirations with Environmental and Cultural Conservation

.

Exploring the Mediating Role of Social Interaction in the Relationship Between Exercise and Stress Release

Mohammed Kabeer A.

Department of Commerce, MES Mampad College (Autonomous), University of Calicut
Email :kabeer@mesmampadcollege.edu.in

Saudabeegam V. Email: molymuhammedali@gmail.com

Abstract

Modern life is replete with various stressors that can contribute to adverse physical and mental health conditions. Exercise is widely recognized as a stress-reduction method; however, the underlying mechanism of this relationship remains underexplored. Social interaction, a key feature of group exercise, may mediate these effects by increasing the effectiveness of physical activity as a means of stress relief. This research explores the relationship between exercise and stress relief, with social interaction as a mediator. A cross-sectional design was used in this study. One hundred and fifty adult participants, aged 18 to 60, were assessed for their exercise patterns (frequency, duration, and type), social interaction (frequency and quality), and perceived stress levels using validated questionnaires: the International Physical Activity Questionnaire, the Social Interaction Scale, and the Perceived Stress Scale. Structural equation modeling (SEM) was used to evaluate the direct and indirect effects of exercise on stress relief, with social interaction as the mediator.

Results indicated that physical exercise significantly reduced perceived stress levels, with group exercise being more effective than individual exercise. Social interaction acted as a partial mediator, as high and frequent interactions during activity also contributed to lower perceived stress. Major physical and mental symptoms of stress, such as fatigue, anxiety, and mood swings, were significantly reduced through physical exercise, particularly in group settings and moderated by social interaction. This study highlights the dual benefit of exercise in managing stress through both physiological and social mechanisms. Therefore, this study suggests prioritizing group-based exercise programs in interventions for enhanced stress relief.

Keywords: Exercise, Stress Release, Social Interaction, Mediator, Group-Based Exercise

Sub Theme V: Community-driven Models for Preserving Cultural Heritage

Development and Try-out of a Model Community School

Ms.Shilpa Shri R.D. Research scholar, Karnataka State Open University Email: smileeshri28@gmail.com

Dr. Geetha Prasannan
Former Professor, Regional Institute of Education, Mysore

Abstract

This paper focuses on the role of school education in promoting individual welfare and community well-being. It argues that school education should prioritize community welfare rather than solely focusing on employment preparation. The researchers advocate for reviving aspects of the Indian Gurukul system as a model for community schools, emphasizing the importance of addressing local issues and fostering collaboration among families, communities, and schools. A survey of 64 students in Mysore explored demographics, community school models, infrastructure needs, expanded learning opportunities, and community engagement. The responses were statistically analyzed to develop a localized community school model. The researchers argue that current education systems prioritize job preparation over personal development and community service, highlighting the need for a more community-oriented approach. The ancient Indian Gurukul system is presented as a potential model, emphasizing local issue identification and collaboration. A comprehensive 64-item survey was administered via Google Forms to B.Ed. and M.Ed. students in Mysore, covering various aspects of community schooling. The collected feedback was statistically analyzed to develop a workable, locally specific model, focusing on key areas such as infrastructure, learning opportunities, and community engagement. Future research should focus on implementing Gurukul system principles in modern schools and developing teacher training programs to enhance community engagement. Creating partnerships with local organizations to support expanded learning opportunities and implementing regular feedback mechanisms to assess the community school model's effectiveness are also recommended.

Keywords: Community School, model, expanded learning opportunities, community education.

0 0 **Sub Theme VI: Empowering Local Economies through Life Skills Education** and Sustainable Practices 0 0

Economic Empowerment from the Perspective of Dasakumaracarita

Muthuselvi A

Ph.D Research Scholar, Department of Sanskrit, Madurai Kamaraj University, Madurai Email: muthuselvi 137@gmail.com

Abstract

A nation's development is fundamentally intertwined with its economic strength. Throughout history, from ancient times to the modern era, the economy has played a pivotal role in shaping a nation's progress. Economic shifts and vulnerabilities have affected people globally, impacting both developed and developing countries. During worldwide economic crises, local economies have often been crucial in sustaining livelihoods, particularly for non-affluent populations. These local economies are deeply influenced by the habits, lifestyles, and needs of their communities. The Sanskrit text Dasakumaracarita offers insights into life skills and their direct connection to a country's economic stability and growth through its narratives. This research investigates the role of life skills in strengthening local economies, focusing specifically on the story of Vishruta from the Dasakumaracarita. The study aims to analyze and identify the essential life skills required for local economic empowerment. Furthermore, it examines the influence of a ruler's habits and governance on the life skills of the people and their economic activities. This study employs analytical and qualitative methods to explore the interconnectedness of life skills, governance, and economic crises. By connecting ancient wisdom regarding life skills for both rulers and the populace to present-day challenges, this study aims to contribute to local economic empowerment.

Keywords: Local economy - Lifestyles - Life Skills - Ruler - Habits

Sub Theme VII: Integration of Life Skills into Wellness and Holistic Living

Impact of Life Skills in Disabled Traffic Accident Victims: A Qualitative Study in Kerala

Junaid P

Research Scholar, Centre for Study of Social Exclusion and Inclusive Policy
Pondicherry University, Puducherry
Email: Junaidmohammed7722@gmail.com

Dr. A. Chidambaram

Associate Professor, Centre for Study of Social Exclusion and Inclusive Policy
Pondicherry University, Puducherry
Email: chidambaram.cseip@pondiuni.ac.in

Abstract

Traffic accidents are a leading cause of disability worldwide, particularly in countries like India, affecting approximately 400,000 people and resulting in over 170,000 fatalities annually. Victims experience negative consequences across their physical, emotional, economic, and social well-being. According to the WHO, life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Life skills play an important role in promoting holistic well-being for road accident victims by improving their financial stability, social integration, fostering emotional resilience, and promoting their overall recovery. Existing research has focused on the medical rehabilitation and physical recovery of road accident victims, while neglecting the importance of life skills in their physical, emotional, social, and financial recovery. This study aims to address this gap by adopting a qualitative approach, integrating case studies and semi-structured interviews with traffic accident victims in Kerala. By investigating the lived experiences of selected individuals, this research seeks to uncover the link between life skills and their psychological, physical, social, and economic recovery. This study will contribute to the disability research field by highlighting the transformative role of life skills among traffic accident victims in their holistic recovery and social integration. By emphasizing holistic well-being, it will advocate for integrating life skills training into rehabilitation programs, enriching existing approaches, and contributing to inclusive policies for an equitable society and social justice.

Keywords: Life skills, Traffic accident victims, Disability, Emotional resilience, Social integration, Economic stability.

Impact of Life Skills Education on Mental Resilience and Sustainable Behavior among Unemployed Adults

Dr. Kritika
Assistant Professor, Lady Irwin College, University of Delhi
Email: kritika.hdcs@lic.du.ac.in

Abstract

This study explores the impact of Life Skills Education (LSE) on mental resilience and sustainable behaviour among unemployed adults. Recognizing the high levels of stress and challenges faced by individuals experiencing unemployment, this research investigates whether LSE can foster mental resilience and encourage sustainable behaviours that aid in coping with unemployment. The study employed a structured questionnaire designed to assess participants' levels of mental resilience, sustainable behaviour, and perceptions of LSE. The questionnaire consisted of three sections: 1) demographic information; 2) a mental resilience scale measuring coping strategies and emotional regulation; and 3) a sustainable behaviour scale focused on resource conservation, waste reduction, and eco-friendly practices. The sample comprised 150 unemployed adults, aged 25–45, with varying educational backgrounds, randomly selected from urban areas. Statistical analysis revealed significant improvements in both mental resilience and sustainable behaviour following participation in LSE programs. This suggests that LSE may play a crucial role in enhancing psychological well-being and promoting positive behaviours among unemployed adults, offering a potential intervention for improving their overall quality of life.

Keywords: Life skills, Young adults, unemployment, mental resilience and sustainable behaviour

The Role of Emotional Intelligence in Peace building: Enhancing Conflict Resolution and Fostering Harmony

Upasana Roy
Assistant Professor, Claras College of Education
Email: upasna.education111@gmail.com

Abstract

Life is a unique experience for every individual. Life skills empower individuals by promoting effective emotion regulation. They represent a competency-building approach that fosters a positive attitude toward confronting life's challenges. Life skills can nurture inclusion, equity, equality, and social justice, contributing to a harmonious and peaceful society. They bring about significant personal changes, making life meaningful and purposeful. Life skills are essential for creating inner peace and harmony with one's surroundings, working toward a sustainable future.

Life skills cultivate positive habits, fostering confidence and strength. They enable individuals to analyze situations more effectively, examining problems with emotional and philosophical insight.

Background: Excessive discord and pervasive self-centeredness have fostered hatred. Nations are becoming less safe, with divisive policies emerging that threaten healthy and happy communities. Education is producing individuals focused on financial gain, often at the expense of humanity.

Objective: To develop a sustainable world.

Methodology: Qualitative study involving interviews and evaluation of pre-service teachers' assignments.

Results: Emotion is complex and abstract. A balanced emotional state facilitates peace-building by dissolving conflict and fostering harmony. It contributes to greater self-understanding. Emotional intelligence enhances subjective well-being. A strong foundation in emotion regulation reduces chaos.

Conclusion: This research paper evaluates pre-service teachers' awareness of emotional intelligence. Assignments were designed for students, with clear rubrics and guidelines provided to ensure that each student felt respected and that their work was evaluated fairly. Students were motivated to participate with complete honesty.

Keywords: Holistic Development, Wellness, Peace building, Life skills

Life Skills, Resilience and Life Satisfaction in Adolescents: Relationship With Familial and Psychosocial Factors

Tanushree Dhandhania Research Scholar, Amity Institute of Psychology & Allied Sciences, Amity University, Kolkata Email: tdhandhania@gmail.com

Akash Kr Mahato
Associate Professor, Amity Institute of Psychology & Allied Sciences; Amity University, Kolkata

Abstract

Background: Life skills, resilience, and life satisfaction have gained considerable attention as key concepts in holistic living and well-being. Life skills are a set of abilities that help individuals navigate daily life situations positively and constructively. Resilience is the ability to adapt positively to challenging life situations by maintaining mental balance, while life satisfaction is an individual's subjective evaluation of their quality of life.

Objectives: Given the unprecedented challenges adolescents face, they have become increasingly prone to socio-emotional and behavioural problems. This study's primary objective is to determine whether familial and psychosocial factors influence adolescents' life skills, resilience, and life satisfaction.

Methodology: This cross-sectional, quantitative study used purposive sampling to collect data from 250 adolescents aged 11–17. The quantitative variables included parental education, number of siblings, family type, socioeconomic status, life skills training, life skills, resilience, and life satisfaction. The Life Skills Scale, the Cope-Up (Resilience) Scale, and the Multidimensional Students' Life Satisfaction Scale were used for data collection.

Results: A weak correlation was found between familial and psychosocial factors and adolescents' levels of life skills, resilience, and life satisfaction, suggesting that these factors may not significantly influence these outcomes in adolescents.

Conclusion: Factors beyond those considered in this study may influence adolescents' life skills, resilience, and life satisfaction and warrant further investigation.

Keywords: Life Skills, Life Satisfaction, Resilience, Family, Psychosocial Factors, Adolescents

Mental Health Promotion – Life Skills Training For Mental Health Professionals

Dr. Srikala Bharath
Steps 4 WellBeing Initiative &Sumana Trust
Email:srikala.bharath@gmail.com
Dr. SugnyaniPatil

Abstract

Background: Mental Health Training and Counseling Courses have traditionally focused on the management of mental health disorders and psychosocial problems. However, in recent years, mental health and emotional well-being have gained increased attention, with growing emphasis on training mental health professionals in mental health promotion through community participatory approaches.

Methodology: Over the past two years, the Steps 4 WellBeing Initiative and Sumana Trust have conducted Life Skills Training Courses for practicing mental health professionals using a hybrid model.

Results: The courses have received positive responses and feedback. The pedagogy focuses on facilitative skills for promoting life skills among adolescents and youth.

Details of the courses and pedagogy will be presented.

Keywords: Mental Health Promotion, Life Skills, Mental Health Professionals

Understanding the Other: Using Fiction to Develop Perspective-Taking as a Life Skill

Natasha Guarda
Assistant Professor, Department of English
Government College of Arts, Science & Commerce, Sanquelim-Goa

Email: guardanatasha7@gmail.com

Abstract

This research explores the role of perspective-taking as a life skill in improving interpersonal gender relations. The study will be conducted in two segments using a qualitative approach. In the first segment, students will read a short story and express their opinions, revealing their natural tendency to sympathize with characters of their own gender due to shared experiences. In the

second segment, students will be asked to switch perspectives by imagining themselves as the opposite gender and reassessing their viewpoints. This shift will highlight how ingrained biases and gendered experiences shape perception. The objective is to help students develop empathy and critical thinking, equipping them with essential skills for both their personal and professional lives. The study will demonstrate how perspective-taking fosters greater understanding, reduces gendered misinterpretations, and enhances communication in real-world interactions.

Keywords: Perspective, Gender, Empathy, Communication

Impact of Negative Psychological Symptoms on the overall Well-being of drop-year students preparing for NEET

Adrena Evangelin

Student, Department of Counselling Psychology, Madras School of Social Work, Chennai. Email: adrenamsccp24@gmail.com

S.P. Swetha

Student, Department of Counselling Psychology, Madras School of Social Work, Chennai. Email: swethapmsccp24@mssw.in

Kalyani Kenneth

Assistant Professor, Head of the Department, Department of Counselling Psychology, Madras School of Social Work, Chennai.

Email: kalyanikenneth@mssw.in

Abstract

A drop year refers to a break of one or more years after completing higher secondary school to prepare for competitive examinations. Students take drop years to gain admission to a university they deem satisfactory, a decision that is subjective to the individual. A drop year is often marked by notable psychological challenges for students preparing for competitive examinations like NEET. This research focuses on understanding the degree of negative symptoms—namely, stress, anxiety, and depression—experienced by these students and their impact on overall well-being. A quantitative research approach was used to gather data from 50 participants who were in their drop year and enrolled in NEET preparation coaching centers. The Depression, Anxiety, and Stress Scale (DASS) and Ryff's Psychological Well-being Scale were administered. Findings reveal a significant negative correlation between stress, anxiety, and depression and the students' overall well-being. These findings highlight an urgent need for mental health interventions and psychological support for drop-year students. It is crucial that these students receive counseling services, stress management techniques, and have trustworthy individuals with whom they can openly discuss their struggles. This support will enable them to better navigate their drop year and achieve effective and efficient academic outcomes.

Keywords: stress, anxiety, depression, well-being, DASS, Ryff's scale, NEET

Exploring the Integration of WHO-Recommended Social Life Skills into Wellness and Holistic Living: A Study of BEd Students

Sanjay Govekar GVM's Dr. Dada Vaidya College of Education Email: govekarsanjay6@gmail.com

Abstract

Social life skills, as recommended by the World Health Organization (WHO)—including self-awareness, effective communication, empathy, and interpersonal relationships—are essential for promoting emotional well-being, reducing stress, and fostering holistic living. This study explores the integration of these specific WHO-recommended social life skills among B.Ed. students at GVM's Dr. Dada Vaidya College of Education, Ponda, Goa, and examines their impact on overall well-

ness. The primary objective is to assess how these skills influence students' emotional regulation, stress management, and interactions within academic and personal settings.

A mixed-methods approach was employed, consisting of a structured questionnaire and semi-structured interviews. The survey targeted B.Ed. students to evaluate their self-reported use of self-awareness, empathy, effective communication, and interpersonal skills, while in-depth interviews provided insights into how these skills are applied in daily life. Preliminary findings suggest that students who actively practice these WHO-recommended social life skills experience enhanced emotional resilience, improved communication, and stronger interpersonal relationships. These skills significantly contribute to stress reduction, promoting a more balanced and mindful lifestyle. The study concludes that embedding these social life skills into the daily routines of B.Ed. students not only enhances their personal wellness but also prepares them to foster these skills in their future roles as educators, creating more supportive and effective classroom environments.

Keywords: WHO recommended social life skills, B.Ed. students, Holistic living

The Interplay between Stress and Exercise: A Bidirectional Relationship

Sauda Beegam Email: molymuhammedali@gmail.com

Abstract

Stress and exercise share a complex, bidirectional relationship. Chronic stress can negatively impact physical health, leading to decreased motivation and energy for exercise. Conversely, regular exercise is a well-established stress management technique, capable of reducing anxiety and improving mood.

Exercise has been shown to mitigate the negative effects of stress on the body, including reducing cortisol levels, improving sleep quality, and enhancing cognitive function. Additionally, physical activity can increase self-esteem, body satisfaction, and overall well-being, further contributing to stress reduction.

However, excessive exercise can also be a source of stress, particularly if it becomes an obsession or leads to overtraining. Furthermore, individuals experiencing high levels of stress may struggle to initiate or maintain a regular exercise routine, creating a vicious cycle.

Understanding the interplay between stress and exercise is essential for promoting physical and mental well-being. By incorporating regular exercise into their lifestyles, individuals can better manage stress and improve their overall quality of life. Conversely, managing stress through relaxation techniques, such as meditation or deep breathing, can also enhance exercise performance and adherence.

Keywords: Stress, Exercise, Well-being, Anxiety reduction, Cortisol levels

Authenticity in Café Society vis-à-vis Life Skills Pedagogy

Dr. Chandrasekharan Praveen Former Principal i/c IASE, Thrissur, Kerala Email: profcpraveen@gmail.com

Abstract

This research investigates the notion of authenticity as portrayed in the film Café Society (2016) and its significance for Life Skills pedagogy. The story follows two young romantics as they endeavour to chart their paths, navigating between illusion and reality, while interacting with individuals who lead inauthentic lives. Their journey ultimately leads to discontent and emptiness, raising the pivotal question: Can Life Skills provide a remedy? Café Society prompts introspection, inviting audiences to step back from their immediate experiences and critically evaluate their own realities. The film critiques the pursuit of shallow success, revealing the dangers of inauthenticity. Notably,

the theme of authenticity is a largely overlooked concept within Life Skills pedagogy.

This qualitative and analytical study explores the convergence of inauthenticity and Life Skills pedagogy through a detailed analysis of Café Society. The investigation draws on film-based pedagogical methods and underscores the importance of authenticity as a foundational value in life.

Keywords: Authenticity, Holistic Living, Life Skills Pedagogy, Youth, Well-being

Impact of Social Media on The Interpersonal Communication Skills of Indian Youth

Dr. Sunitha Kuppuswamy Assistant Professor, Department of Media Sciences, Anna University, Chennai. Email: k.sunitha.dms@gmail.com

Dr. P. B. Shankar Narayan
Associate Professor, Department of Social Work, Pondicherry University, Puducherry.
Email: carlshanan@gmail.com

Abstract

Social media usage is very high among Indian youth today. With advancements in technology and increased internet access, this shift in social media usage is inevitable. They spend significant time daily, often exceeding 2–3 hours, on platforms like Instagram, WhatsApp, and Facebook. This can affect interpersonal communication skills, as engagement in face-to-face communication decreases. Face-to-face communication provides rich social information, such as facial expressions, eye contact, gestures, tone of voice, posture, and interpersonal distance (Knapp & Hall, 2010), which is crucial for understanding social interaction. A person's ability to read non-verbal cues also depends on in-person peer interactions (Bosacki & Astington, 1999). Many learning opportunities are only available through face-to-face interaction (Gross & Ballif, 1991). Understanding non-verbal communication is crucial because, in certain social situations, we need to modify our behavior in response to others' reactions (Knapp & Hall, 2010), which can lead to superior social skills and more positive peer relationships (Blakemore, 2003). Therefore, extensive social media use can curtail the face-to-face experiences necessary to develop and master important social and interpersonal communication skills (Giedd, 2012).

This research aims to study social media usage behavior among Indian youth aged 15–29 and its impact on interpersonal and familial communication, using a survey. This quantitative research uses media dependency theory to explore the effects of extensive social media usage. Statistical tests using SPSS will be conducted on the collected data, from which results will be drawn and discussed.

Keywords: social media; interpersonal communication; social skills; relationships

Articulating the Integration of Coping with Emotion in Early Childhood Stage with Holistic Living and Community Empowerment

Leena S N Student, PGDLSE Central University of Kerala Email: leenasn1979@gmail.com

Abstract

Early childhood, spanning from birth to eight years of age, is characterized by optimal emotional development alongside physical, cognitive, and social development. A nurturing environment, adequate nutrition, and positive experiences play a key role in appropriate development, which significantly affects children's holistic well-being as adults in the community. Regarding emotional development, inappropriate emotional development during early childhood can increase the risk of mental illness, delinquency, poor academic achievement, and poor physical health in adulthood,

hindering holistic well-being. Integrating the skill of coping with emotions through various coping strategies in early childhood will help children modulate their emotional arousal and expression effectively, enabling them to adapt to environmental demands and achieve holistic well-being. Individuals with holistic well-being possess attributes and capacities that, when effectively managed, empower communities in numerous ways. This study, "Articulating the Integration of Coping with Emotion in Early Childhood with Holistic Living and Community Empowerment," investigates the link between proper development of emotion regulation skills in early childhood and holistic well-being in adulthood, exploring the potential for community empowerment. The investigator primarily uses content analysis to examine the impact of integrating emotion regulation skills in early childhood on holistic well-being and subsequent community empowerment. The study concludes by emphasizing the need to integrate emotion regulation skills during early childhood to empower communities with human resources that lead holistic lives.

Keywords: Articulate, Integration, Early childhood stage, Holistic living, Community empowerment

A Study of Selected Psycho-Social Variables AffectingAcademic Achievements of Secondary Schools Students of Goa in the Post COVID-Era

Mrs. Sharmila Kerkar Nirmala Institute of Education Altinho ,Panaji,Goa Email: sharmila@nirmalainstitute.org

Abstract

In the school a greater emphasis is place on the academic achievement of the students. Many studies are conducted on relation between academic achievements and the factors which affects it, COVID-19 pandemic has affected all the countries of the world and all the sections. It includes economy, society, religion and educational institutions. Goan students face many problems which affects their academic achievements negatively. So here researcher made an attempt to study effect of two psycho social life skills namely personal resilience and management of stress on academic achievements of the secondary students of Goa in the post COVID-19 era. Objectives of the study was to know the effect of personal resilience skill and management of stress as the psycho-social skills to what extend the academic achievements of the secondary school students of Goa in the post Covid -19 era. Researcher followed the EX-Post Facto Research methodology. Data was collected from North -Goa as well as South Goa district of Goa. Researcher prepared two tools namely COVID -19 Perception Scale and Personal Resilience Questionnaire. Test - Retest method was followed to establish the reliability of the tools. To establish the validity of the tools it was approved by five research guides of Assistant Professor level. Researcher have stated the null hypothesis. Research findings showed that the students who had high score on personal resilience achieved better academic achievements. Findings of the study also revealed that students who were able to manage the stress better were able to score better on academic achievements.

Keywords: COVID -19, life - skills, resilience, stress, perception scale, Questionnaire

Sub Theme VIII: Life Skills Education to Support Migrants and **Foster Inclusive Communities**

.

Relationship between Psychological Well-being and Social Integration among Migrant Workers

Nandhini M

Student, Department of Counseling Psychology, Madras School of Social Work, Chennai. Email:nandhinimsccp24@mssw.in

Rupesh K

Student, Department of Counseling Psychology, Madras School of Social Work, Chennai. Email: rupeshmsccp24@mssw.in

Kalyani Kenneth

Assistant Professor & Head, Department of Psychology, Madras School of Social Work, Chennai. Email :kalyanikenneth@mssw.in

Abstract

Cultural dislocation, social isolation, and discrimination are specific challenges faced by migrant workers that can negatively impact their mental health and hinder social integration. Understanding the interrelationship of these factors is crucial for developing solutions that improve their resilience, quality of life, and sense of belonging in host communities. Therefore, this research aims to determine if a significant relationship exists between psychological well-being and social integration among migrant workers. The proposed sample group consists of 150 migrant workers. The 42-item Ryff's Scale of Psychological Well-being (Abbott et al., 2010) and the Multidimensional Scale of Perceived Social Support (Zimet et al., 1988) will be administered to participants via Google Forms for data collection. Correlation and regression analyses will be used for data analysis. The findings can inform the development of targeted interventions and policies to support migrant communities' mental health and inclusion, thereby improving their overall quality of life.

Keywords: Migrant workers, psychological well-being, social integration

Perspective of Special Educators on the integration of Vocational Skills in Special Schools in the state of Goa: Possibilities and Challenges

Shirodkar Pratiksha Chandrakant Assistant Professor Email: pratiksha@nirmalainstitute.org

Daniella Miriam De Souza F.Y. B.Ed Teacher Trainee Email: daniellamiriam.03@gmail.com

Sanisha Jewela Pereira F.Y. B.Ed Teacher Trainee Email: sanishap06@gmail.com

Andria Lara Rodrigues F.Y. B.Ed Teacher Trainee Email: andriarodrigues60@gmail.com

Abstract

Vocational skills are an integral component of special education, and it has led to the empowerment of special students. The literature suggests that there was a gap in vocational skills in special education. It was noted that the problem was that there was no proper training of vocational skills for children with special needs, and often they are neglected because of their disabilities. This paper examines the perspectives of special educators in the integration of vocational skills in the special schools in the state of Goa. The objectives of the study are to understand the perspectives of special educators about the integration of vocational skills in special education in the state of Goa. It also intends to identify the possibilities of further improvement in the integration of vocational skills. Furthermore, it will also attempt to understand the challenges faced by the teachers in integrating vocational skills in special education in the state of Goa. The research will be conducted via a questionnaire-based survey of special educators that will reveal perspectives of special educators on the integration of vocational skills. The findings of the study will help in contributing a pathway to improve the integration of vocational skills in special education based on the perspectives of teachers by laying major emphasis on the difficulties faced by the special educators and paving ways for further possibilities.

Keywords: vocational skills, special education, integration, special schools



Mainstreaming Life skills in the Curriculum of Health Science Programs at Purbanhcal University, Nepal

Nabin Lamichhane
Assistant Professor, Purbanachal University School of Health Sciences (PUSHS), Gothgoun,
Morang, Koshi, Nepal
Email: 2021nabinlamichhane@gmail.com

Abstract

Background: Life skills encompass the total set of human skills needed to add value and quality to our lives. Health professionals, such as medical doctors, nurses, pharmacists, and other allied health professionals, should effectively practice life skills because they deal with patients' lives and deaths, a highly sensitive responsibility. The importance of life skills is growing in today's fast-paced and ever-changing society. It is essential to include life skills education in curricula because it helps students develop social, emotional, and thinking abilities. These skills are vital for shaping dynamic individuals who can adapt to future challenges and thrive.

Objectives: This study aimed to explore the life skills content in the existing curricula of health programs at Purbanchal University (PU).

Methodology: Purbanchal University (PU), a central university in Nepal established in 1994 AD, offers seven graduate and undergraduate academic programs in Public Health, Pharmacy, Nursing, and Medical Laboratory Sciences under its Faculty of Medical Sciences. This study is based on a secondary review of life skills content in the existing health science program curricula at PU.

Results: There is a significant need for integrating, adding, restructuring, and developing a life skills-oriented curriculum for health professionals, as they are directly involved in people's lives, and health is everyone's major concern. The life skills-related knowledge, content, and skills in PU's health science programs need to be broadened. Efforts should focus on identifying areas related to coping with and managing stress faced during both professional and student life.

Conclusions: Faculty members, university officials, and stakeholders should be encouraged to periodically review curricula from a life skills education perspective

Keywords: Life skills, Life schools and Curriculum, Life skills education

Integration Life Skill Education for Tribal Adolescent: A Comparative Study Between Students of Kalinga Institute of Social Sciences(KISS) and Students of Balasore District of Odisha

Dr. Sunita Acharya Hindi Teacher's Training Institute, Cuttack, Odisha, India Email:sunitaacharya936@gmail.com

Abstract

Integrating life skills education is essential for adolescents' development within society. This education encompasses psychological capabilities and interpersonal skills that contribute to their holistic growth. Therefore, it is necessary to raise awareness about life skills education among adolescent students in schools and colleges. Given that most tribal students are unaware of life skills education during adolescence, this awareness is particularly crucial. The study's objectives are: 1) to assess life skills awareness among tribal adolescent students at the Kalinga Institute of Social Sciences (KISS); 2) to assess life skills awareness among tribal adolescent students in the Balasore district of Odisha; and 3) to compare life skills awareness between adolescent students at KISS and in the Balasore district of Odisha. This study employs a descriptive survey method and theoretical analysis. The sample includes 200 secondary and higher secondary level tribal students from KISS in Bhubaneswar and 200 tribal students from the Balasore district of Odisha. The independent and interaction effects of the independent variables (class and sex) on the dependent variables are statistically analyzed using a 2x2 factorial design. Data were collected

using the Life Skill Awareness Scale, developed by A. Radhakrishnan Nair (2010) for secondary level students. The study's findings reveal significant differences in each life skill between KISS students and students from the Balasore district of Odisha. Because KISS students receive LSE training, their awareness of life skills is higher than that of tribal students in the Balasore district.

Keywords: Life Skill Education Tribal Adolescent Student, KISS

Exploring the Impact of Psychosocial Life Skills Education in HEI Using Qualitative Methods: A Holistic Approach under NEP 2020

Vyjanthi Trimal
Assistant Professor of Psychology, Fergusson College (Autonomous), Pune
Email: vyjanthi.trimal@fergsson.edu

Abstract

This study explores the implementation of psychosocial life skills education in higher education institutions as part of the NEP 2020 framework. For the first time, science students pursuing bachelor's degrees are being introduced to subjects traditionally associated with the arts, such as psychology. The curriculum includes life skills-centric courses like Social Behavior and Leadership, Emotional Intelligence, Stress Management, and Self-Enhancement, which aim to equip first- and second-year undergraduate science students with essential life skills. These courses foster emotional intelligence, resilience, and self-awareness—qualities vital for personal growth and professional success, and irreplaceable by artificial intelligence.

Objectives: This study investigates the impact of psychosocial life skills education on students' emotional well-being and interpersonal effectiveness.

Methodology: As these courses are in their first year of implementation, quantitative data are not yet available. However, qualitative data are being gathered through personal interviews and focus group discussions with science students who have had limited prior exposure to such topics.

Results: Preliminary observations indicate positive responses, with students reporting improvements in stress management, emotional awareness, and leadership abilities. Many participants have also expressed increased self-reflection and healthier interpersonal relationships.

Conclusions: The inclusion of psychosocial life skills education in undergraduate curricula is essential for holistic student development. This initiative aligns with the interdisciplinary approach encouraged by NEP 2020, emphasizing both academic learning and personal growth. Further longitudinal studies are recommended to measure the sustained impact of these courses.

Keywords: Life Skills Education, Emotional Intelligence, Psychosocial skill Development, NEP 2020, Higher Education, Holistic Learning, SDG

Implementation of 21st Century Life Skills in the Secondary Schools

Ilaxi Bora
Assistant Professor, Department of Education,
Bahona College, Jorhat, Assam
Email:ilaxibora000@gmail.com

Abstract

The rapid evolution of global societies necessitates an education system that extends beyond traditional academic competencies. Education in the 21st century demands a paradigm shift from rote learning to the cultivation of practical and adaptive skills. The concept of 21st-century skills encompasses cognitive, interpersonal, and intrapersonal domains aligned with the needs of contemporary societies. 21st-century life skills refer to a set of abilities that help individuals adapt to and thrive in today's complex world. These include critical thinking, problem-solving, creativity, communication, collaboration, and digital literacy. Such skills are essential for personal and pro-

fessional success and are increasingly recognized as a crucial component of modern education systems globally. This research explores the integration of 21st-century skills into the school system of Assam, aiming to prepare students for the demands of a rapidly changing world. The study's objectives include assessing the current status of life skills education, identifying gaps at the secondary level, proposing strategies for effective implementation of life skills, and evaluating the potential impact on students' holistic development. The methodology employs a mixed-methods approach, gathering qualitative data from interviews with educators and quantitative data through surveys administered to students and teachers across secondary schools in the Jorhat district of Assam. Key findings indicate significant gaps in curricular aspects, infrastructure, and teacher training. The study concludes that collaborative efforts among stakeholders are essential for success. Strategic planning, investment in teacher training, and community engagement are crucial for effective implementation.

Keywords: Life skills, 21st Century Skills, Life Skills Education, Secondary Schools, Skill Implementation, Education Curriculum

Shaping the Future: Integating Life Skills into Formal Education Policies and Systems

Sangeeta Rajaram Kadam Assistant Professor, Nirmala Institute of Education, Altinho-Panaji Goa Email: sangeeta@nirmalainstitute.org

Abstract

Background: Students' personal growth plays a significant role in their lives, and life skills such as critical thinking, communication, and decision-making are essential. However, the traditional education system primarily emphasizes students' academic achievements and neglects these crucial life skills.

Purpose: This research explores the effectiveness of integrating life skills into the formal education system and its associated policies. It also aims to assess students' and teachers' perceptions of life skills and identify related issues and challenges.

Methodology: This study uses a survey method to collect data. A structured questionnaire was distributed among respondents, and the received responses were analyzed. Three hypotheses developed for this study were tested. This analysis helped evaluate the relevance, feasibility, and potential impact of integrating life skills into the formal education system.

Results: The results indicate that integrating life skills into formal education is crucial for students. It helps them deal with real-world challenges and improves their adaptability and employability.

Conclusion: This study demonstrates the importance of life skills development for students and the need for their integration into the formal education system. This creates a balanced and dynamic learning environment that contributes to students' overall growth. Integrating life skills into formal education helps align students' academic goals with life skills training and enables them to identify current and potential future barriers.

Keywords: Life Skills, education, behaviour, incorporation, integration, formal education

A Study on Life Skills Among BEd Trainees in the Selected BEd Colleges of Goa

Sitendra Sawant GVMS. Dr. Dada Vaidya College of Education, Ponda, Goa Email: Siten99@gmail.com

Viraj Gawas GVMS. Dr. Dada Vaidya College of Education, Ponda, Goa Email: virajgawas2116183@gmail.com

Abstract

Life skills are important abilities that help individuals manage the challenges of everyday life, adapt to changing environments, and pursue personal and professional development. In teacher education, skills like critical thinking, problem-solving, communication, empathy, and decision-making are essential for promoting effective teaching methods and supporting students' overall growth. This study focuses on the development and application of life skills among B.Ed. trainees in selected colleges in Goa. It aims to evaluate the level of life skills among B.Ed. trainees, identify factors influencing their development, and explore how these skills are integrated into their B.Ed. training program. A normative survey method and quantitative research approach were used to gather data on the life skills of B.Ed. trainees. Data were collected through interviews with teacher educators and trainees. A questionnaire was prepared and shared with 100 trainees via Google Forms. The interviews revealed gaps and variations among institutions in the current training framework. Therefore, the researchers conclude that life skills play an important role in both teacher and student development. In the changing educational landscape, these skills will also help policymakers and educational institutions take appropriate action and develop life skills among B.Ed. trainees.

Keywords: Life skills, BEd teacher trainees, Education

Assessing the Practical Implication of Life Skills Education through National Cadet Corps- NCC Training: A Study Among Stakeholders of NCC Training in Chennai City

Ms. Yamini B
Postgraduate Social Work Student, Ex-NCC Cadet,
Stella Maris College (Autonomous), Chennai, Tamil Nadu
Email: yaminibaskar9@gmail.com

Ms. Angelin M
Postgraduate Social Work Student, Ex-NCC Cadet,

Stella Maris College (Autonomous), Chennai, Tamil Nadu Email: angelinmanickam@gmail.com

Ms. Cyndrilla Mary N C
PPostgraduate Social Work Student,
Stella Maris College (Autonomous), Chennai, Tamil Nadu
Email: Cyndrillamary4@gmail.com

Abstract

Research Focus: Examine the effectiveness of life skills education among National Cadet Corps cadets in Chennai City through NCC training by collecting data from Associate NCC Officers (ANOs), NCC Training Officers, cadets, and ex-NCC cadets.

Life skills education is a cornerstone for shaping individuals into responsible, resourceful, and resilient members of society. This study focuses on assessing the practical implications of life skills education imparted through National Cadet Corps (NCC) training in Chennai City. The research aims to explore the challenges cadets face in acquiring essential life skills, evaluate the effectiveness of the current NCC training curriculum, and identify areas for enhancement. The study gathers data from key stakeholders, including Associate NCC Officers (ANOs), NCC Training Officers, cadets, and ex-NCC cadets, through qualitative and quantitative methods. By examining these stakeholders' perspectives, the research identifies gaps in the delivery and impact of life skills education in NCC training. Recommendations from ANOs and other stakeholders are analyzed to propose actionable improvements to the existing syllabus, ensuring a more holistic approach to life skills development. Aligned with the sub-theme of integrating life skills into formal education policies and systems, this research underscores the importance of bridging theoretical knowledge with practical application. The study aims to contribute to policy recommendations and program enhancements that empower cadets with the necessary skills to thrive in real-world settings. By

enhancing the life skills curriculum within NCC training, the research aspires to bolster the personal, social, and professional growth of cadets in Chennai City and beyond.

Keywords: Life skills education, National Cadet Corps (NCC), Practical implications, Stakeholders, NCC training curriculum

Examining the Integration of Life Skills Education into Formal School Curricula: A Policy Analysis Approach

Anju P Research Scholar, Dept. of Social Work, Central University of Kerala

Abstract

Life skills education has emerged as a critical element in preparing students to navigate the complexities of modern life, promoting holistic development, and enhancing self-efficacy, critical thinking, and emotional resilience. This secondary study explores the integration of life skills education into formal education policies and systems, focusing on its implementation, challenges, and outcomes in schools. Using a qualitative methodology, the research employs a systematic review of existing policies, reports, and studies from global and national contexts, with an emphasis on UNESCO and WHO frameworks, as well as the National Education Policy (NEP) 2020 in India.

The study examines how life skills education is embedded in curricula, teacher training programs, and assessment strategies, identifying best practices and gaps in policy implementation. Data were collected through a critical review of peer-reviewed articles, policy documents, and case studies published in the last decade. Thematic analysis was used to identify patterns and key themes, such as alignment with global frameworks, institutional barriers, and the role of stakeholder engagement.

Findings reveal that while many policies recognize the importance of life skills education, there is often a lack of clarity in their operationalization, leading to inconsistent outcomes. The study highlights successful integration models from countries like Finland and Singapore, offering recommendations for aligning life skills education with formal curricula in India. It underscores the importance of policy coherence, capacity building for educators, and the inclusion of life skills assessment frameworks.

This research contributes to the discourse on educational reform by advocating for a more structured and systemic approach to integrating life skills education.

Keywords: Life Skills Education; Formal Education Policies; NEP 2020; Curriculum Integration; Policy Analysis

"I Can" -A 2 Way Model of Empowerment and Education Paving the Path of Inclusive and Equitable Climate of NEP 2020- A Case Study

Dr. Gargi.P. Sinha
Assistant Professor, DnyanvardhiniDivyang Training College,
Sanjay Centre of Special Education, Bogda,Goa.
Email:sinharoygargi@gmail.com

Abstract

This study aims to address SDG 4 by ensuring inclusive and equitable education through the implementation of the "I Can" Empowerment Model. The objectives were to: a) train student teachers in curriculum design and teaching strategies; b) empower people with disabilities (PWDs); and c) build community awareness about the capacities of PWDs. The methodology was as follows: The study was conducted within the controlled setting of a college attached to a special school, involving PWDs aged 14 and above from the special school. B.Ed. Special Education student teachers created person-centered curricula for each PWD, focusing on handmade items as end

products. The student teachers received pre- and on-task training on curriculum design, along with training on strategies such as positive behavior management, multiple goal setting, adaptation, and environmental structuring, from the B.Ed. Special Education faculty. The process also included labeling these products with "I CAN" tags, emphasizing the makers' strengths and abilities. This was followed by one-on-one intervention sessions (12) between the student teachers and PWDs, resulting in product creation. Awareness initiatives, including street plays and exhibitions in a regular college, followed. Results indicated that showcasing the producers' identities along with exhibiting quality products increased public awareness of PWDs' abilities, promoting a capacity-building perspective rather than a deficit-based perspective. The study's success positively impacted parents of children with special needs, reinstating faith in their children, and increasing the self-esteem of the PWDs through certificates and rewards from the generated income. This also instilled a belief in the student teachers regarding an ability-based approach and paved the way for building inclusive models by replicating the same curriculum as vocational activities during "bagless days" in regular schools and holding exhibitions featuring children aged 14 and above, with and without disabilities.

Keywords: Inclusive, Equitable Empowerment, Program, Support, Training

Human Development and Family Studies: A Course that Develops Life Skills in Adolescents

Dr. Nadisha Coelho
Assistant Professor (Human Development and Family Studies)
Goa College of Home Science, Campal, Panaji – Goa
Email: nadisha.gchs@gmail.com

Larissa Rodrigues

AAssistant Professor (Human Development and Family Studies)
Goa College of Home Science, Campal, Panaji – Goa
Email: larissa.castelinorodrigues@gmail.com

Abstract

Human Development and Family Studies (HDFS) is a specialized area within Home Science programs that focuses on understanding human life from conception to death. The curriculum provides individuals with a robust theoretical foundation and essential skills to support optimal development and promote healthy, happy families, ultimately contributing to a positive and holistic society. The course also promotes the integration of diverse, innovative pedagogical approaches to facilitate deep, lifelong learning of concepts and skills, moving beyond rote memorization and exam-oriented objectives. To assess the course's influence on life skills development, researchers from a Home Science degree college in Goa conducted focus group discussions with alumni, final-year students, and students who had recently chosen this specialization. These discussions explored participants' perspectives on their learning experiences and the life skills they attributed to their specialization. Key themes emerging from the analysis highlighted positive perceptions of the course. Alumni specifically reported that the knowledge and life skills gained had significantly contributed to their personal and professional development, enabling them to excel in various workplace capacities and effectively assume supportive roles within their families and social networks. Students highlighted specific practical exposure and skills they had acquired, which would help them secure employment and explore potential entrepreneurship opportunities. Additionally, they reported gaining awareness of personal qualities and latent skills, suggesting improved self-awareness. Participants underscored the breadth and depth of lifelong learning, advocating for the inclusion of specific HDFS papers in the curricula of other undergraduate programs as well. This research has implications for education and policy, as it highlights the importance and applicability of the HDFS specialization to life skills development and advocates its inclusion in varied formats tailored to a variety of educational levels and settings.

Keywords: Life Skills, Life-Span Development, Human Development, Family Studies, Home Science

Fostering Inclusive Classrooms: Developing Life Skills among B.Ed. students and Teacher Educators for Diverse Learning Environments

Asst. Prof. Maria GorettiFalcao Nirmala Institute of Education, Altinho – Panaji, Goa Email: goretti@nirmalainstitute.org

Asst. Prof. Dwayne Robert Fernandes Nirmala Institute of Education, Altinho – Panaji, Goa Email: dwayne@nirmalainstitute.org

Abstract

Inclusive education is a cornerstone of equitable learning environments, yet many pre-service teachers face challenges in fostering diverse and inclusive classrooms. This study explores how B.Ed. students develop life skills to support inclusive teaching, focusing on their perceptions, preparedness, and training experiences. The research uses a mixed-methods approach, incorporating quantitative surveys from 250 final-year B.Ed. students and qualitative interviews with 10 teacher educators from various institutions in Goa. The survey questionnaire will assess students' understanding of inclusivity, confidence in managing diverse classrooms, and perceived gaps in their training, using Likert-scale items and multiple-choice questions. The interviews will explore teacher educators' insights on curriculum effectiveness and strategies for enhancing inclusivity-focused pedagogy.

Data analysis will involve descriptive statistics (mean, standard deviation, and frequency distribution) to interpret survey responses, while qualitative data will be analyzed using thematic analysis to identify key themes. The study is expected to reveal that while B.Ed. students recognize the importance of empathy, adaptability, and intercultural competence, their formal training may lack hands-on exposure to diverse classroom settings. Teacher educators are anticipated to emphasize the need for interactive, real-world learning experiences in B.Ed. programs to bridge this gap. The research aims to highlight the necessity of integrating life skills education into teacher training programs to equip future educators for inclusive teaching. The paper will conclude with recommendations for curriculum enhancements, advocating for practical exposure, workshops, and innovative pedagogical strategies that strengthen life skills for inclusive education.

Keywords: Inclusive Teaching, Life Skills Education, B.Ed. Students, Teacher Educator, Diverse Classrooms

Preparing for the Future: The Role of Value-Based Education in Life Skills Development

B. Sai Soujanya Kumari Assistant Professor, Department of Education, Sri Sathya Sai Institute of Higher Learning Email: bsaisoujanyakumari@sssihl.edu.in

Dr P. Lavanya Associate Professor and Head, Department of Education, Sri Sathya Sai Institute of Higher Learning

Abstract

This study investigates the role of value-based pedagogy in fostering essential life skills among secondary students in India. Amid a rapidly changing global landscape, it emphasizes the need to shift from traditional academic models to holistic education that integrates human values. Examining frameworks like the New Education Policy 2020, the study highlights how value-based teaching enhances skills such as emotional intelligence, decision-making, and communication. It explores practical strategies for embedding values in curricula while addressing implementation challenges, such as teacher training and community engagement. The study advocates for an educational model that promotes both academic and moral development, equipping students for modern life.

Keywords: Value Based Education, Value-based pedagogy, life skills, holistic development, New Education Policy 2020

Are Aspiring Educators Equipped for Life Skills Pedagogy? Insights from a Dual-Phased Research Model

Dr. Jasna P. Varijan Principal, Jesus Training College, Mala, Thrissur, Kerala Email: jasnavarijan@gmail.com

Abstract

Life skills education plays a pivotal role in shaping individuals capable of navigating the complexities of modern society. When considering integrating life skills into formal education policies and systems, aspiring teachers, as facilitators of this transformation, must possess not only in-depth knowledge of life skills but also the requisite pedagogical competencies, attitudes, and readiness to effectively impart them. Given their responsibility in molding future generations, it is imperative that teacher education curricula are structured to equip them with these essential competencies. However, the extent to which prospective educators are prepared for this task remains a critical area of inquiry.

This study seeks to analyze the attitude, knowledge, and readiness of aspiring teachers in life skills education, thereby assessing the efficacy of their professional preparation. Employing a two-phased research model, the research integrates both qualitative and quantitative techniques to derive a comprehensive understanding of teacher preparedness. The qualitative phase comprises semi-structured interviews, a classroom observation rubric, and reflective journals, facilitating an in-depth exploration of participants' experiences and perceptions. The quantitative phase incorporates a Likert-scale questionnaire, an inventory, and an objective test, ensuring a systematic assessment of knowledge, attitude, and readiness in life skills education.

The study's findings provide valuable insights into the necessity of comprehensive training in life skills pedagogy, emphasizing its critical role in preparing aspiring educators for effective instructional practice. By addressing this crucial aspect of teacher preparation, the study contributes to the ongoing discourse on optimizing teacher education for holistic student development.

Keywords: Aspiring Teachers, Life Skills Education, Teacher Readiness, Dual-phased research Model

Integrating Life Skills in to Education: A Policy Imperative for Future-Ready Generations

Abhiudai Pandit Student, Rajdhani College, University of Delhi Email: abhiudaipandit@gmail.com

Abstract

In the 21st century, education must transcend traditional academics to equip students with essential life skills—critical thinking, emotional intelligence, adaptability, and digital literacy. Integrating life skills into formal education policies is crucial for fostering holistic development, employability, and responsible citizenship. This approach ensures that students are prepared not just for exams but for real-world challenges, enhancing their mental resilience, decision-making abilities, and interpersonal effectiveness.

Governments worldwide increasingly recognize the need to embed life skills into curricula, ensuring education systems remain relevant in a rapidly evolving global landscape. Policies must focus on experiential learning, interdisciplinary approaches, and teacher training programs that promote interactive pedagogies like case studies, simulations, and project-based learning. A competency-based framework, rather than a purely knowledge-based system, can help assess students

beyond rote memorization.

Technology also plays a transformative role in life skills education. Al-driven learning modules, gamification, and virtual reality can offer immersive experiences, making skill-building engaging and effective. Furthermore, fostering public-private partnerships can bridge the gap between academia and industry, ensuring students acquire skills that align with job market demands.

Incorporating life skills into formal education policies will cultivate a generation of problem-solvers, leaders, and empathetic individuals. A well-structured policy framework, coupled with innovative teaching methodologies, can revolutionize education, making it a catalyst for personal empowerment and societal progress. Hence, life skills integration is not just an educational reform—it is an imperative for future-ready generations.

Keywords: Life Skills, Education, Curriculum, Experiential Learning, Technology

Integration of Life Skills in Formal Education

Magic Bus Foundation

Abstract

Magic Bus' Approach to System Strengthening: Magic Bus India Foundation

The National Education Policy 2020 emphasizes life skills as essential for addressing everyday challenges, necessitating their integration into formal education. India's diverse educational landscape requires a flexible, system-responsive approach to achieve this. Since 1999, the Magic Bus India Foundation (MBIF) has empowered youth aged 12–29 in their transition from childhood to livelihood. MBIF's validated Life Skills Framework focuses on social, emotional, and cognitive dimensions. MBIF is currently present in 23 states and 74 districts, with formal partnerships in 10 state governments, using adaptive strategies for integrating Life Skills Education (LSE) into state systems. This paper examines how MBIF is collaborating with 10 state governments, using alternate approaches to integrate LSE into the formal state education system through an adaptive approach that complements the existing educational system while addressing state-specific requirements. The study examines MBIF's collaboration through strategic identification of departmental entry points—the Education Department (Mizoram, Andhra Pradesh, Chhattisgarh, Haryana, Himachal Pradesh), missions under the School Education Department, such as SamagraShikshaAbhiyan (Assam) and PanchasakhaShikshyaSetuAbhiyan (Odisha), the Tribal Welfare Department (Rajasthan, Madhya Pradesh), and the Planning Department & Education (Meghalaya)—while maintaining a consistent four-pronged approach: (1) contextualizing curricula through collaborative efforts; (2) developing training manuals and generating a pool of master trainers; (3) state-specific assessments and integrating session data into pre-existing government portals, such as VidyaSamiksha Kendra; and (4) customized implementation support, such as ensuring the system prioritizes teaching 21st-century skills in schools, and monitoring implementation and measuring delivery effectiveness. By equipping 1.72 million adolescents with life skills, MBIF demonstrates how strategic collaboration and alignment with state systems foster successful LSE integration. Its adaptable model offers a replicable framework for integrating life skills into education systems.

Keywords: Life Skills Education, System Strengthening, Government Partnerships, Adaptive Approach, Curriculum Contextualization

Integrating Life Skills for Young Students through Happiness and Wellbeing **Centres: A Social Action Initiative**

Ms. Elizabeth Sujeetha A. Academic Coordinator, Banyan Academy of Leadership in Mental Health Email: elizabeth@balm.in

Ms. Kaisar Jahan

Project Coordinator, Happiness and Wellbeing Center Banyan Academy of Leadership in Mental Health Email: kaisar@balm.in

Dr. K.S. Ramesh

Director Academics, Banyan Academy of Leadership in Mental Health Email: ramesh@balm.in

Mr. Nagarajan T.

Senior Manager, Internal Services Banyan Academy of Leadership in Mental Health

Email: admin@balm.in

Abstract

Background: This intervention program focuses on integrating Life Skills Education into formal education systems, particularly targeting high school students from vulnerable backgrounds. Using a participatory, needs-based approach, this initiative by the Banyan Academy of Leadership in Mental Health (BALM), with support from a CSR initiative of Sundram Fasteners Limited via Happiness and Wellbeing Centres, aims to enhance the social, cognitive, and emotional competencies of young learners to ensure long-term sustainability in their personal, academic, and adult lives.

Objectives: The program aims to identify the root causes impacting student development through comprehensive needs assessments; prevent substance use among adolescents; ensure institutional support through school leadership; equip trainers with the knowledge and strategies to implement Life Skills Education; and monitor outcomes through pre- and post-training assessments.

Methodology: The framework involves preliminary interactions with school leadership to assess student needs; conducting a three-day Training of Trainers (ToT) to prepare life skills educators; implementing pre-assessment evaluations to establish baseline data; and gathering information about student participation through data from implementation sites, educator feedback, and pre-and mid-assessment results.

Results: Preliminary findings suggest improved classroom interactions, enhanced socio-emotional skills, and increased teacher engagement in delivering life skills content. Additionally, they highlight institutional barriers that impede the effective implementation of life skills training and its integration.

Conclusion: The program emphasizes the necessity of structured life skills education as a core element in school systems. The findings underscore the importance of adopting inclusive educational models, especially for vulnerable student populations. This focus will contribute to educational policy reforms and provide a replicable framework for implementing life skills education in diverse contexts. The ongoing assessment and iterative program development aim to scale the initiative for broader impact.

Keywords: Life Skills Education, Vulnerable Students, Training of Trainers (ToT), Adolescent Development, Institutional Support, Educational Policy Reform

Integrating Life Skills into Formal Education Policies and Systems: A Pathway to Holistic Learning

Savita Zoro Student, GVM's Dr Dada Vaidya College of Education Ponda, Goa Email:sav3333style@gmail.com

Abstract

In the rapidly evolving global landscape, the integration of life skills into formal education policies has become crucial for preparing students to navigate complex personal, social, and professional challenges. This paper explores the significance of embedding life skills education within national curricula, teacher training programs, and institutional policies to foster holistic development.

The study aims to examine the role of life skills in enhancing students' cognitive, emotional, and

social competencies while aligning with educational frameworks and global standards. The research follows a qualitative approach, employing a systematic review of policy documents, curriculum frameworks, and existing literature to analyze how life skills are integrated into education systems across different countries. Additionally, interviews with educators and policymakers provide insights into the challenges and best practices in policy implementation.

The findings reveal that while many education systems recognize the importance of life skills, their implementation remains inconsistent due to curriculum constraints, lack of teacher training, and assessment challenges. Successful models emphasize experiential learning, interdisciplinary approaches, and competency-based assessment methods to ensure the effective integration of life skills.

This study concludes that policy-level interventions, including curriculum restructuring, teacher capacity-building programs, and collaboration between educational institutions and policymakers, are essential to embedding life skills into formal education. Strengthening these frameworks will contribute to developing individuals who are adaptable, resilient, and equipped for lifelong learning in the 21st century.

Keywords: Life skills, education policy, curriculum integration, teacher training, holistic development, 21st-century competencies

Assessment of Life Skills Development for Sustainable Development of Prospective Teachers

Dr. Anu Krishanan R.
Principal PTM College of Education
Kottukal P.O., Maruthoorkonam, Balaramapuram, Thiruvananthapuram, Kerala
Email: akrnvazhavila@gmail.com

Abstract

Life skills are collective skills, relevant to varied experiences throughout the life. It elevates healthy behaviour and mental well-being. Life skills are linked with managing and living a better quality of life. The objective of the present study was to assess the Life Skills development among Prospective teachers. The study also aims to find out whether the prospective teachers differ significantly in their Life Skills level with respect to Gender, Locality, Type of Family and Qualification of Parents and also to find out the significant relationship between Life Skills of Prospective teachers. Normative Survey Method was used in the present study. By using Simple Random Sampling Technique 80 samples were collected. The investigator used Life Skill Evaluation Inventory that consists of 59 items with 5 point rating scale. Mean, Standard Deviation, t – test,F – ratio were used for analyzing the collected data. Results showed that the Life skills level among Prospective teachers is Very high. Life Skills level of Prospectiveteachers with respect to Type of Family and Qualification of Parents was found to be significant at 0.05 level. Prospective teachers show significant strong positive relationship between Life Skills at 0.01 level. Life Skills help the 21st- century youngsters to achieve their goals, by strengthening their abilities to meet the needs and demands of the present society and be Sustain and successful in their work field and life.

Keywords: Life Skills level, Prospective teachers, Gender, Locality, Type of Family and Qualification of Parents

Integrating Life Skills into Formal Education Policies: A Strategic Approach to Advancing Sustainable Development Goals

Gargee Kalangutkar GVM'S Dr. Dada Vaidya College of Education E-mail: gargikalangutkar@gmail.com

Abstract

This paper examines the critical role of life skills—such as critical thinking, communication, and emotional intelligence—in preparing students to thrive in an increasingly complex global environment. In addressing challenges like gender inequality and societal fragmentation, life skills education is becoming an essential tool for promoting personal growth, social cohesion, and sustainable development. These skills are closely aligned with key United Nations Sustainable Development Goals (SDGs)—especially SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 16 (Peace, Justice, and Strong Institutions)—and are crucial for advancing both individual and collective well-being. The study investigates how life skills have been integrated into educational systems globally, assesses their alignment with SDG objectives, and highlights successful case studies from countries like Finland, Singapore, and Bhutan. Using a qualitative research methodology, the paper analyses secondary data, including peer-reviewed literature, policy documents, and case studies. The findings show that countries such as Finland, Singapore, and Bhutan have effectively incorporated life skills into their curricula, leading to improved academic results and enhanced socio-emotional development. Key strategies for successful integration include aligning curricula with life skills, providing comprehensive teacher training, and establishing robust assessment frameworks. However, challenges such as inconsistent policy implementation and insufficient teacher readiness continue to impede progress. The paper concludes by stressing the importance of cohesive national policies to support the integration of life skills into formal education. Policymakers are encouraged to prioritize teacher development, invest in continuous professional training, and foster collaborative learning environments to ensure the successful and widespread adoption of life skills education.

Keywords: Life skills, education policy, Sustainable Development Goals, curriculum integration, teacher training

0 **Sub Theme X:** Life Skills Integrated Adolescent Reproductive and **Sexual Health Education** 0 0

Addressing Disparities in Adolescent Reproductive and Sexual Health Education Through Life Skills Integration

Mrs. Sharmila Madhu Madkaiker Student, F.Y. M. Ed at G.V.M's College of Education, Farmagudi, Ponda, Goa Email: sharmila77madkaikar@gmail.com

Mrs. Nikita Chetan Naik Student, F.Y. M. Ed at G.V.M's College of Education, FarmagudiPonda,Goa Email: nikinaik27@gmail.com

Abstract

Adolescents constitute a significant demographic in achieving the Sustainable Development Goals (SDGs), particularly SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), and SDG 5 (Gender Equality). According to the World Health Organization (WHO), equipping adolescents with comprehensive life skills and reproductive and sexual health education (ARSHE) is critical for promoting informed decision-making, reducing health risks, and fostering gender equality. Despite its recognized importance, disparities in the implementation and accessibility of ARSHE persist, particularly across geographic and gender divides.

This study examines the integration of life skills education into ARSHE programs in schools to evaluate their effectiveness in addressing these gaps.

A mixed-methods approach is employed, using questionnaires for teachers and students to collect data on the implementation and awareness of ARSHE. The findings aim to identify gaps in program delivery, variations in awareness across genders, and geographic disparities in ARSHE practices.

By emphasizing the integration of life skills into ARSHE, this study underscores its significance in shaping informed and empowered individuals who contribute to sustainable development and social progress.

This research contributes to understanding the role of life skill-based ARSHE in promoting adolescent health and well-being. It provides evidence-based recommendations to enhance ARSHE implementation and align it with SDG targets, fostering equitable access to quality education and health services.

Keywords: Adolescent health, Life skills education, Reproductive and sexual health (RSH), Sustainable Development Goals (SDGs), Gender awareness

Resilience and Sexual Health Education: Teachers' Perspectives and Realities

Bernice Minoshka Viegas S.Y.B.Ed Teacher Trainee, Nirmala Institute of Education, Altinho Goa Email: viegasminoshka@gmail.com

Claryce Shannely Dias

S.Y.B.Ed Teacher Trainee, Nirmala Institute of Education, Altinho Goa Email: diasclaryce117@gmail.com

Daphne D'Silva

S.Y.B.Ed Teacher Trainee, Nirmala Institute of Education, Altinho Goa Email: dsilvadaphne247@gmail.com

Rizma Fernandes

S.Y.B.Ed Teacher Trainee, Nirmala Institute of Education, Altinho Goa Email: rizmafdes0608@gmail.com

Shirodkar Pratiksha Chandrakant

Assistant Professor, Nirmala Institute of Education, Altinho Goa Email: pratiksha@nirmalainstitute.org

Abstract

Resilience building in education emphasizes problem-solving, stress management, and emotional regulation. This study examines teachers' perspectives on the effectiveness of sexual health education in Goa in developing resilience among adolescents, as well as the level of resilience developed by adolescents. School curricula often cover biological processes and health education, teaching adolescents about reproduction. Given the increasing challenges facing adolescents, such as mental health issues, peer pressure, and poor decision-making, sexual health education as a life skill is underutilized despite its potential. This research is significant because adolescence is a period of vulnerability to risky behaviours. As several studies suggest, early sexual health education can act as a preventative measure, fostering emotional resilience and life skills necessary for navigating these challenges. The study's objectives are to understand teachers' perspectives on the development of resilience among adolescents through sexual health education and to determine the degree of resilience students have developed due to this education. A mixed-methods approach will be used. Interviews will be conducted with teachers to explore their views on how sexual health education helps build resilience. Standardized Likert scales will measure the resilience of students in secondary and higher secondary schools across Goa. The research intends to identify teachers' perspectives on the impact of sexual health education and understand the actual resilience exhibited by adolescents. The findings will support the inclusion of resilience-focused sexual health education in secondary education. They will also provide policymakers with actionable insights to design comprehensive curricula and teacher training programs supporting resilience-focused sexual health education in secondary education.

Keywords: Resilience, sexual health education, problem solving, emotional regulation, stress management, life skills, adolescents.

Pre-Service Teachers on Adolescent Sexual Health: Integrating It into Teacher Training in Goa

Leanne Juliet Morais S.Y.B.Ed Teacher Trainee, Nirmala Institute of Education, Altinho, Goa Email: leannemorais01@gmail.com

Prajakta Pradeep Kandolkar S.Y.B.Ed Teacher Trainee, Nirmala Institute of Education, Altinho, Goa Email: prajaktakandolkar9@gmail.com

Chetna Uday Vernekar S.Y.B.Ed Teacher Trainee, Nirmala Institute of Education, Altinho, Goa Email: k2dvchetna@gmail.com

Shirodkar Pratiksha Chandrakant Assistant Professor, Nirmala Institute of Education, Altinho, Goa pratiksha@nirmalainstitute.org

Abstract

India's pre-service teacher training curriculum must include life skills-based Adolescent Reproductive and Sexual Health (ARSH) education. This equips future educators to address reproductive and sexual health issues, thereby increasing adolescent well-being. In India's diverse educational system, integration may affect teacher preparedness and the long-term benefits of adolescent health education. Teacher preparation must include sexual health education to support students' development in this critical area. This study examines pre-service teachers' views on sexual health education within teacher training programs in Goa. It also aims to improve teacher competency, reduce stigma, and provide equitable and inclusive sexual health education to improve student outcomes and inform global educational policy. Focus group discussions will be conducted to understand pre-service teachers' perspectives on integration. Content analysis will reveal trends for curriculum and policy reform. The investigation may reveal curriculum gaps in pre-service teachers' knowledge of adolescent reproductive and sexual health. Many recognize the signifi-

cance of sexual health education, but stigma or personal beliefs may make them uncomfortable. Participants may also cite cultural taboos, institutional support issues, and community backlash as obstacles to practical training. Life skills-based sexual health education in teacher training prepares pre-service teachers to handle sensitive topics. It promotes holistic development, aligns with India's National Education Policy, and empowers educators to guide adolescents, benefiting reproductive health and society.

Keywords: Adolescent Reproductive and Sexual Health, Pre-service teachers

Exploring Age-Appropriate Life Skills-Based Sexual and Reproductive Health Education for Adolescents

Ms. Jayashree Jothiswaran

DNHE, PGDCFT Sexual health & Perinatal Counsellor, Founder of Uyirmei.

Email: uyirmeipregnancy@gmail.com

Abstract

Adolescence is a pivotal stage of development where individuals form the foundation of their understanding of sexual and reproductive health and safety, which significantly impacts their well-being and decision-making. Despite the critical need for age-appropriate sexual and reproductive health education, many adolescents remain uninformed, increasing their vulnerability to sexual abuse, coercion, peer pressure, and unsafe behaviors. This study investigates the impact of a two-day, life skills-based sexual and reproductive health and safety workshop conducted with 200 11th-grade students (110 girls, 90 boys) at a school in Glasgow. Using a quasi-experimental, pre-test/post-test research design, the workshop focused on recognizing sexual abuse, understanding consent, managing peer pressure, setting personal boundaries, fostering healthy relationships, and gaining reproductive health awareness. Interactive methods, including role-playing, drama-based exercises, and group discussions, ensured the content was age-appropriate, engaging, and practical. Statistical analysis using paired t-tests revealed significant improvements in students' awareness of sexual and reproductive health, consent, and safety practices (p < 0.05). Students also reported increased confidence in navigating relationship challenges, resisting peer pressure, and making informed decisions about their reproductive health. This study highlights the urgent need for integrating structured and age-appropriate, life skills-based sexual and reproductive health education into school curricula. By providing adolescents with the tools to protect themselves, respect others, and make informed choices, these programs contribute to fostering a generation of self-aware, confident, and responsible individuals prepared for the challenges of adulthood.

Keywords: Adolescents, Sexual and Reproductive Health, Life Skills Education, Consent, Sexual Abuse Awareness

The Need of Life Skill Trainers in Educational Institutions to Promote Awareness on Adolescent Reproductive and Sexual Health Immaculate

M. Immaculate Loura Independent Researcher Email: louramahibalan92@gmail.com

Abstract

The World Health Organization (WHO) defines life skills as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life." The National Education Policy (NEP) emphasizes the importance of integrating life skills into mainstream education. In the 21st century, children face increasingly complex issues, including teenage pregnancy, STIs, and challenges related to Adolescent Reproductive and Sexual Health (ARSH). At this crucial juncture, it is essential to incorporate life skills education into adolescents' lives, with educational institutions serving as the ideal platform. This paper aims to highlight the

advantages of employing trained life skills educators, as opposed to assigning this responsibility to regular teachers, in addressing the need for increased awareness of ARSH education. Through a literature review and practical experience, this study identifies gaps in the implementation of life skills education in educational institutions by teachers and emphasizes the need for dedicated life skills trainers to deliver crucial lessons, particularly concerning ARSH, using diverse methodologies.

Keywords: Life Skill Trainers, Educational Institutions, Adolescent Reproductive and Sexual Health (ARSH)

Vulnerability of Adolescents of a Red-Light Area in Kolkata: Exploring Life Skills that address Sexual and Reproductive Health

Dr. Santwana Adhikari

Senior State Program Manager, Adolescent Resource Centre, Child in Need Institute (CINI) Email: santwana@cinindia.org

Sutapa De

Programme Officer, Adolescent Resource Centre, Child in Need Institute (CINI) Email: sutapa@cinindia.org

Shomini Biswas

State MIS and Documentation Officer, Adolescent Resource Centre, Child in Need Institute (CINI) Email: shomini@cinindia.org

Abstract

India with a population of over 1.2 billion people, has the largest number of adolescents in theworld, including 253 million who face several challenges pertaining to lack of awareness and knowledge regarding sexual and reproductive health (SRH). At the national and state levelsadolescent boys and girlsare affected by malnutrition, anaemia, teenage pregnancy, early and forced marriage, maternal and infant mortality, STIs, school drop-outs, substance misuse, suicide and mental health issues. From a regional perspective, a high prevalence of numerous SRH issues among adolescents in the state of West Bengal is worth noticing. With the current state of circumstances, a situational analysis has been conducted to provide a comprehensive understanding of the current SRH status and health behaviours of adolescents aged 10-19 years in one of the red-light areas of Kolkata, undertaken as part of the Ujjan Project, implemented by CINI. The primary objective of the study is toidentify the present situation of this vulnerable adolescent population of the red-light area and thereby link them with pertinent life skills to enable them cope with various SRH challenges. The analysis was conducted using methods that included literature reviews, field visits to selected communities in the study area, surveys and stakeholder consultations. The study presents key findings related to diverse aspects and the relevant life skills that can be linked to SRH of adolescents some of which include communication skills, decision-making skills, self-awareness, social awareness and effective negotiation skills that address challenges regarding aspects of early marriage, maintaining a healthy sexual life and protection from sexual abuse, STDs and substance misuse. These recommended life skills for minimizing sexual and reproductive vulnerability are expected to be a useful resource for the development of programs and policies to improve adolescent health outcomes.

Keywords: Sexual and Reproductive Health, Adolescent health, Red-light Area, Life Skills

Sub theme XI: 21st Century Life Skills in School Education: Higher Order Thinking and Problem-solving Skills .

0

0

0

0

Secondary Students' Perceptions of Life Skills Education: A Comprehensive Study

L.K Lalbiakfeli

Research Scholar, Dept.of Education, Mizoram University, Aizawl, Mizoram Email: biakfeli96@gmail.com

Dr. Muttu Vemula

Assistant Professor, Dept.of Education, Mizoram University, Aizawl, Mizoram

Abstract

This study explores secondary school students' attitudes toward life skills education, aiming to identify significant mean differences in these attitudes based on various factors. The research focuses on gender, locality, grade level, school board, family type, school management, and economic status. Two hundred students from three schools in the Aizawl district participated in the study, using a self-administered life skills attitude tool based on the WHO's 10 core life skills components. The findings indicate that gender, grade level, and school management do not significantly affect students' attitudes toward life skills, as evidenced by non-significant t-values for these variables. However, significant differences were found in attitudes based on locality, school board, and family type. Urban students demonstrated a significantly more positive attitude toward life skills compared to their rural counterparts (t = 3.170). Students from MBSE and CBSE boards also demonstrated differing attitudes (t = 2.033). Additionally, students from nuclear families had more favorable attitudes than those from joint families (t = 2.253). Economic status did not significantly influence life skills attitudes (p = 0.370). Overall, the study underscores the importance of environmental and familial factors in shaping students' life skills attitudes, while suggesting that gender, grade level, and economic status have minimal influence. The findings highlight the need for tailored life skills education programs that consider these demographic and environmental factors.

Keywords: Life skills, attitude, secondary student, WHO

Empowering Students: Higher-Order Thinking Skills in 21st-Century Learning

Dipesh Parmar

Research scholar, Department of Education, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. Email: tathydips2011@gmail.com

Prof. Satish P. Pathak

Professor, Department of Education, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. Email: pathaksatish13@gmail.com

Abstract

The challenges of the twenty-first century necessitate a revolutionary approach to education, one that prepares students with advanced cognitive skills to navigate an increasingly complex and interconnected world. High-Order Thinking Skills (HOTS), which include critical thinking, problem-solving, creativity, and decision-making, have become the foundation of modern educational paradigms. This article examines the crucial role of HOTS in developing learners who are not only academically proficient but also innovative, adaptable, and capable of making meaningful contributions to society. Integrating HOTS into curricula allows instructors to promote lifelong learning, increase student engagement, and prepare students for the challenges posed by rapid technological innovation and globalization. The article investigates assessment methodologies, technology, and evaluation models that support the development of HOTS, while addressing systemic challenges such as teacher readiness, curriculum limitations, and equitable resource allocation. In conclusion, this discussion emphasizes the need to prioritize HOTS in developing a generation of informed, resilient, and forward-thinking global citizens.

Keywords: High-Order Thinking Skills, 21st-Century Learning, Critical Thinking, Problem-Solving,

Creativity, Decision-making, Educational Innovation, Lifelong Learning

Exploring Students' Perceptions on Need for Digital Citizenship Through Life Skills Training

Mrs. Anu R

Ph.D. Scholar, Department of Social Work, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur, Tamil Nadu
Email: anuragupathy@gmail.com

Dr. S. Kumaravel

Assistant Professor, Department of Social Work, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur, Tamil Nadu Email: drkumar.rgniyd@gmail.com

Abstract

Digital citizenship has emerged as a crucial component of human life in the ever-changing digital age. However, many students lack the skills needed to use the internet responsibly, safely, and productively. Life skills training to inculcate digital citizenship has been suggested as a solution. The primary objective of this study is to understand students' perceptions of the need for life skills training on digital citizenship. This study is further designed to investigate how students view the necessity of life skills training in promoting digital citizenship. The study emphasizes critical thinking, decision-making, communication, emotional intelligence, and other vital life skills as core elements for responsible internet use.

A descriptive method was employed, using a survey of postgraduate social work students selected through purposive sampling. The sample size was 60. Students expressed that while digital tools are essential for learning and professional growth, their effective use requires effective life skills. The study's conclusion sheds important light on students' perceptions of the need for life skills training and its role in addressing issues like misinformation, cyberbullying, digital privacy, and ethical digital behavior.

The study also identifies gaps in current educational curricula regarding life skills training and digital literacy initiatives. Recommendations are provided for integrating life skills and digital citizenship programs in a structured way. The study emphasizes the importance of holistic education for students by aligning digital citizenship with life skills to help them grow personally, professionally, and socially, both in the real and digital worlds. The study can also help in creating student-centric life skills training on digital citizenship, using their preferred learning styles.

Keywords: Life Skills Training, Digital Citizenship, Student Perceptions, Digital Literacy, Holistic Education.

Incorporating Emotional Intelligence into Educational Instruction: A 21st Century Life Skills Framework for Pre-Service Teachers

Clint Noel Fernandes

S.Y.B.Ed Teacher Trainee, Nirmala Institute of Education, Ramchandra Naik Road, Altinho, Panaji, Goa Email: clintnoel.f@gmail.com

Leanne Francisca D'souza

S.Y.B.Ed Teacher Trainee, Nirmala Institute of Education, RamchandraNaik Road, Altinho, Panaji, Goa Email: leannedesouza2000@gmail.com

Simran Alira Rodrigues

S.Y.B.Ed Teacher Trainee, Nirmala Institute of Education, RamchandraNaik Road, Altinho, Panaji, Goa Email: simranrodrigues0117@gmail.com

Shirodkar Pratiksha Chandrakant

Assistant Professor, Nirmala Institute of Education, RamchandraNaik Road, Altinho, Panaji, Goa Email: pratiksha@nirmalainstitute.org

Abstract

A comprehensive educational framework that integrates life skills and emphasizes emotional intelligence as a fundamental component for professional and personal development is crucial in the 21st century. Emotional competencies, including empathy, self-regulation, and interpersonal communication, are essential for creating an engaging learning environment and improving the teaching-learning process. This study investigates pre-service teachers' ability to incorporate emotional intelligence into their classroom instruction, as it is essential for preparing students to manage the complexities of the contemporary world. The study aims to examine the deficiencies in pre-service teachers' capacity to integrate 21st-century life skills, particularly emotional competencies, into their instructional methodologies. This study is significant as it assesses pre-service teachers' capacity to promote emotional well-being, create inclusive and compassionate classrooms, and integrate emotional intelligence into their teaching practices. The research can enhance teacher education programs. The findings will assist educators, policymakers, and curriculum developers in incorporating emotional intelligence training into teacher education programs. Focus group discussions will be conducted among pre-service teachers to collect qualitative data. The research aims to enhance the understanding of how teacher trainees perceive and implement emotional intelligence in their teaching practices. It will also aid in preparing future educators to foster students' intellectual and emotional development, necessary for their post-school lives. The study aims to provide recommendations for improvements in teacher training programs. The study's findings will substantially bolster the overarching social goal of cultivating emotionally intelligent individuals who will foster a resilient and compassionate society. This research can influence educational policies and practices by prioritizing emotional intelligence in teacher training programs and classroom settings.

Keywords: Emotional intelligence, emotional competencies, 21st century life skills, pre-service teachers, teacher training, education.

Integrating Media Literacy with Critical and Creative Thinking: Empowering Secondary Students in Goa

Amulya K. B

S.Y. B.Ed Teacher Trainee, Nirmala Institute of Education, Ramchandra Naik Road, Altinho, Panaji, Goa Email: amulyakb1234@gmail.com

Shirodkar Pratiksha Chandrakant

Assistant Professor, Nirmala Institute of Education, Ramchandra Naik Road, Altinho, Panaji, Goa Email: pratiksha@nirmalainstitute.org

Abstract

Media literacy is a prerequisite for students to effectively navigate complex information environments as technology becomes increasingly prevalent in educational settings. It is imperative to understand how to critically engage with information as digital media becomes more pervasive. This research underscores the importance of 21st-century competencies, specifically media literacy, critical thinking, and creative thinking, in navigating the current information-rich environment. The objective is to ascertain the extent of media literacy among students and to emphasize how the effective integration of media literacy into educational systems has led to the development of critical and creative thinking among school students in Goa. This study is significant due to its potential to facilitate citizens' critical and creative evaluation of information sources. A quantitative method will be employed to measure the relationship between media literacy and both creative and critical thinking among secondary school students in Goa. The Harris (2016) questionnaire will be used to assess creativity. The Simone Questionnaire (2017) will assess media literacy, while the Sarigoz Questionnaire (2012) will evaluate critical thinking. Anticipated outcomes include an improved understanding of how targeted media literacy education can enhance critical and creative thinking skills, encourage responsible media consumption among students, and establish a comprehensive framework for incorporating media literacy into educational policies and practices. This research has substantial implications for educational policy, as it advocates for the implementation of comprehensive media literacy courses in educational institutions.

Keywords: Media literacy, Creative thinking, Critical thinking, Secondary school students

Understanding Life Skills Awareness Among B.Ed. Students: Impact of Demographic Factors

Mr. Dwayne Robert Fernandes
Assistant Professor, Department of Education, Nirmala Institute of Education,
Altinho, Panaji, Goa
Email:dwayne@nirmalainstitute.org

Ms. Chikita Franxa Braganza
Assistant Professor, Department of History, Rosary College of Commerce and Arts,
Navelim, Goa
Email: caprichiki98@gmail.com

Abstract

Life skills enable individuals to adapt and meet life's demands effectively, fostering resilience in the face of challenges. They promote healthy, positive, and productive growth, enhancing moral, ethical, and psychosocial maturity. In education, life skills are essential to the teaching and learning process. This study aims to assess life skills awareness among B.Ed. students with respect to selected demographic variables. The primary objective is to determine the impact of selected demographic factors—such as family background, subject area, place of hometown (urban/rural), academic performance at the graduate level, level of education, number of siblings, and gender—on life skills. In this descriptive and quantitative study, 250 B.Ed. students will be selected. The normative survey research method will be used. A life skills awareness tool will be developed, focusing on the five dimensions of life skills: self-awareness, critical thinking, creative thinking, interpersonal skills, and stress management. The tool will be standardized through item analysis. The life skills awareness tool will be constructed, self-administered, and standardized by the investigators. Statistical tools such as mean, median, standard deviation, and t-tests will be used to analyze the data. The study will reveal whether there are any significant differences in life skills awareness among B.Ed. students with respect to their subject area, level of education, academic performance at the graduate level, family background, number of siblings, and place of hometown.

Keywords: Life skills, demographic factors, self-awareness, critical thinking, creative thinking, interpersonal skills and stress management.

Soft Skills as Cornerstones of 21st Century Life Skills in School Education

G.S. Smitha Nair
Research Scholar, Govt. College of Teacher Education, Thiruvananthapuram, Kerala
Email:smithanairgs@gmail.com

Abstract

In the rapidly evolving landscape of the 21st century, the importance of soft skills has gained unprecedented recognition within educational frameworks. This paper explores the integral role of soft skills as cornerstones of life skills education in schools, emphasizing their necessity in preparing students for both personal and professional success. The objectives of this work are multifaceted: to analyze the significance of soft skills in the context of modern education, to identify effective strategies for their seamless integration into school curricula, to discuss the multifaceted impact of these skills on student outcomes both academically and socially, and to address the inherent challenges and potential, innovative solutions in implementing a comprehensive soft skills education program. The findings of this research suggest that while traditional academic knowledge remains an essential foundation, it is the sophisticated mastery of soft skills that truly equips students to navigate the complexities of modern social environments and the ever-shifting dynamics of contemporary workplaces. Furthermore, this paper highlights the imperative of adaptability, creativity, and problem-solving as key competencies fostered through effective soft

skills training. This paper concludes with a strong call to action for educators, policymakers, and all relevant stakeholders to prioritize soft skills training with the same vigour and dedication as academic instruction. A systemic and integrated approach, encompassing curriculum reform that embeds soft skills across all subjects, rigorous and on-going teacher training to ensure effective delivery, and the adoption of innovative assessment methods to accurately gauge student progress in these crucial areas, is advocated to ensure the effective and sustained integration of soft skills into the educational ecosystem.

Keywords: Soft Skills, Life Skills Education, 21st Century Skills, School Curriculum, Student Development, Holistic Education

Sub Theme XII: Embedding Environmental and Cultural Conservation into Educational Frameworks

Life Skills Education for Climate Literacy: A Meta-Analysis on Fostering Environmental Action Among School Students

Mr. Amit V Kumar

Associate Director, Research and Impact, Dream a Dream, Bangalore, India Email: amit@dreamadream.org

Dr. Sreehari Ravindranath Director, Research and Impact, Dream a Dream, Bangalore, India

Abstract

As climate change accelerates, integrating climate literacy into school curricula is essential for fostering environmental responsibility. Life skills education, an interactive and participatory framework, enhances students' cognitive, emotional, and social competencies, enabling them to make informed decisions and take meaningful climate action. This study employs a meta-analysis of existing research on life skills education and climate literacy to assess its effectiveness in school ecosystems. By synthesizing findings from multiple empirical studies, this analysis evaluates the impact of life skills-based pedagogies—including group discussions, role-playing, storytelling, and experiential learning—on students' climate awareness, attitudes, and behaviors. The results indicate that students exposed to life skills-based climate education demonstrate significantly higher levels of environmental knowledge, critical thinking, and proactive engagement in sustainability efforts compared to those in traditional instructional settings. The participatory nature of this approach enhances retention, fosters a sense of responsibility, and motivates individual and collective climate action. Given the urgency of the climate crisis, embedding life skills into climate education can empower students as proactive environmental stewards. The study recommends integrating climate change education into school curricula, strengthening teacher training in experiential pedagogies, and promoting student-led sustainability initiatives. Future research should explore the scalability and long-term impact of this approach in diverse educational contexts.

Keywords: Life Skills Education, Climate Literacy, Climate Change Education, Meta-Analysis, School Ecosystem, Environmental Sustainability

Climate Crisis Association With Cultural Conservation of Quality of Indoor Air in Educational Institutions and Adverse Public Health in Europe

Adamopoulos I.

Department of Environmental Hygiene and Public Health Inspections Hellenic Republic Region of Attica, Athens, Greece Email: adamopoul@gmail.com

Syrou N.

Department of Physical Education and Sport Science University of Thessaly, Trikala, Greece

Abstract

Climate Crisis association with Indoor air quality (IAQ) at educational institutions has emerged as an important public health issue, effecting the health and cognitive performance of school-aged children, students, and faculty alike. Addressing an increase in the occurrence of infections, asthma, allergies, and other respiratory issues. This study investigate and synthesize current literature on the factors influencing the current state of research on indoor air quality in educational institutions, as well as its implications for public health from 2004 to 2024. A scoping review methodology used to conducted a comprehensive search of databases including Web of Science, Central PubMed, Scopus, CHINAL, WHO, ECDC, OSHA, ILO, and Google Scholar using keywords such as "indoor air quality" "educational institutions" "public health" and "adverse health" outcomes. Study's inclusion and exclusion criteria, as well as the criteria for the scoping review and use of quality assessments BIOCROSS, standardized templates, the application of analysis techniques, the study aims to improve the dependability and validity of the results. Data were gathered on the sources of indoor air pollution, their health consequences, and mitigation techniques. The results

and important findings show that low IAQ is connected with a variety of public health issues, including health difficulties and cognitive impairments, particularly in vulnerable populations such as children and teachers. Inadequate ventilation the presence of volatile organic compounds, mold growth, and external contaminants of poor indoor air quality. The study monitoring and management measures are required to improve IAQ in educational institutions, encouraging better health outcomes, academic performance. Policy implications are highlighted, with a focus on the importance of Climate Crisis, and interdisciplinary approaches in addressing this public health concern. Monitoring and management measures are required to improve IAQ in Educational Institutions, encouraging students' health and academic performance. Policy implications are also important for interdisciplinary approaches addressing this public health concern.

Keywords: Climate Crises, Public Health, Quality, Indoor Air, Educational Institutions, Embedding Environmental Health, Cultural Conservation

Sub Theme XIII: Life Skills Education for Achieving the Sustainable Development Goals (SDGs)

0 0

Integrating Life Skills Education into SDG 4: A Pathway to Quality Education for All

Jasmeet Kaur
Research Scholar (UGC-NET), Department of Education,
Doctor HarisinghGourVishwavidyalaya, Sagar (M.P.)
Email: jk0977894@gmail.com

Dr. Abhishek Kumar Prajapati Assistant Professor, Department of Education Doctor HarisinghGourVishwavidyalaya, Sagar (M.P.)

Abstract

The Sustainable Development Goals (SDGs), adopted by the United Nations in 2015, outline a global agenda aimed at addressing various social, economic, and environmental challenges. Among these, SDG 4 emphasizes the need for inclusive and equitable quality education and promotes lifelong learning opportunities for all. A critical component of achieving SDG 4 is the integration of life skills education (LSE), which equips learners with essential competencies necessary for personal development and active citizenship. In the context of India, integrating life skills into the curriculum is vital for addressing various challenges faced by students, including high unemployment rates among youth and the need for holistic development that goes beyond academic knowledge. The NEP-2020 recognizes this necessity by advocating for a curriculum that fosters not only academic excellence but also essential life skills. By incorporating life skills into educational curricula, we can address these targets more effectively. Integrating life skills education into the framework of SDG 4 presents a pathway toward achieving quality education for all. By equipping learners with essential competencies necessary for personal growth and active participation in society, we can foster an educational environment that promotes not only academic success but also holistic development. Aligning educational policies with the principles of life skills education can significantly contribute to meeting the targets set out in SDG 4 by enhancing employability, promoting social cohesion, and encouraging lifelong learning among individuals. This paper employs document analysis of various government reports, policies, and journal and book articles. Life Skills Education, the SDGs, and the integration of life skills in the SDGs are described in this paper. It also discusses the role of life skills education in promoting quality education in India, with special reference to the NEP-2020.

Keywords: Life Skills Education, Sustainable Development Goals (SDGs), NEP-2020

Relationship Between Exposure to Suicide Related Content on Social Media and Suicidal Ideation Among Adults

Safrina Banu F

Student, Department of Counselling Psychology, Madras School of Social Work, Chennai. Email: safrinamsccp24@mssw.in

Nivetha E J

Student, Department of Counselling Psychology, Madras School of Social Work, Chennai. Email: nivethamsccp24@mssw.in

Sinduja V

Student, Department of Counselling Psychology, Madras School of Social Work, Chennai. Email :sindujamsccp24@mssw.in

Kalyani Kenneth

Assistant Professor & Head, Department of Psychology, Madras School of Social Work, Chennai. Email: kalyanikenneth@mssw.in

Abstract

Content related to suicidal ideation is present on social media. Such content can have both positive and negative impacts on individuals; while some content raises awareness, other content may unintentionally trigger suicidal ideation. Existing research has primarily focused on adolescents,

with less attention given to adults, cultural context, and specific content types. This research study aims to explore the influence of suicide-related content on social media on suicidal ideation among adults aged 18–45. Data were collected from 100 participants using a self-reported questionnaire to measure exposure frequency, type, and content. The Suicidal Ideation Rating Scale (SIRS) was used to measure suicidal ideation. Pearson's correlation coefficient was used to examine the relationship between variables. A significant relationship between the variables was expected. Addressing the research gap, this study aims to demonstrate the negative psychological impact of social media content on users. This research aims to inform responsible content regulation and tailored suicide prevention strategies to support users' mental health while minimizing risks.

Keywords: Social media, Suicidal ideation, adults, content regulation

The Role of Life Skills Education in Enhancing Good Health and Well-being: Contributing to the Achievement of SDG's

Dr. Ubaldina Noronha Associate Professor, St. Xavier's College, Mapusa, Goa

Dr. Eulalia Fernandes Associate Professor, St. Xavier's College, Mapusa, Goa Email: eulyferns@gmail.com

Fr. Dr. Ramiro Luis Assistant Professor, St. Xavier's College, Mapusa ,Goa

Abstract

Life skills education plays a vital role in promoting good health and well-being, directly contributing to the achievement of Sustainable Development Goal 3 (SDG 3). This research explores the role of life skills education in promoting good health and well-being through a survey conducted with children and their parents. The study assesses how life skills such as emotional regulation, self-esteem, and stress management impact health-related behaviors and overall well-being. The survey aims to identify key connections between life skills education and healthier lifestyle choices, mental health awareness, and resilience in children. Additionally, the study explores the role of parents in reinforcing life skills at home and how these skills can enhance children's resilience and well-being. The findings reveal that children who receive life skills education are more likely to engage in positive health behaviors, manage stress effectively, and report better emotional well-being. The parental role in improving their children's ability to cope with challenges and make informed health decisions is also explored. This paper highlights the importance of formally integrating life skills education into curricula, as well as emphasizing parental roles, as a strategy for advancing SDG 3 and fostering healthier communities. The results underscore the potential of life skills education to create lasting, positive impacts on the health and well-being of future generations. The research offers valuable insights for educators, policymakers, and practitioners seeking to empower individuals and families in fostering sustainable health and well-being across generations.

Keywords: Life skills education, Good health, Well-being, Sustainable Development Goal, Mental health

The Intertwining stories of SDGs

Anjum Panna PragnyaBodhini High School Email: anjummpanna@gmail.com

Abstract

The objective of this study is to explore the interconnected nature of the Sustainable Development Goals (SDGs) and analyze the impact of individual efforts across different domains. The methodology employed involves engaging activities, such as stories and games, conducted in the classroom. The study concludes that recognizing the snowball effect of the SDGs on various com-

munity aspects enables changemakers to create robust tools that influence youth perspectives.

The year 2015 marked the introduction of 17 meticulously crafted goals, collectively known as the SDGs. These goals built upon the earlier Millennium Development Goals (MDGs), which aimed to eradicate poverty and prioritize health and education but overlooked some critical areas. The SDGs address these gaps through a more integrated, universal, and inclusive framework, adopting a horizontal approach instead of the previous vertical one.

Individuals can prioritize the SDGs they find most important, yet it is crucial not to lose sight of other, simultaneously achievable goals. When young people actively recognize how their efforts impact various interconnected issues, it enhances their motivation to sustain their initiatives. For instance, while an educator may focus primarily on Quality Education (Goal 4), understanding its broader implications for health, employment, and future growth encourages a more holistic approach in the classroom.

This presentation will take participants on a journey through stories and real-life examples, emphasizing the interconnected nature of the global goals we aim to achieve by 2030.

Keywords: SDGs, Universal, Integrated, Inclusive, equity

