



# INTERNATIONAL JOURNAL OF LIFE SKILLS EDUCATION

SPECIAL VOLUME, FEBRUARY 2026

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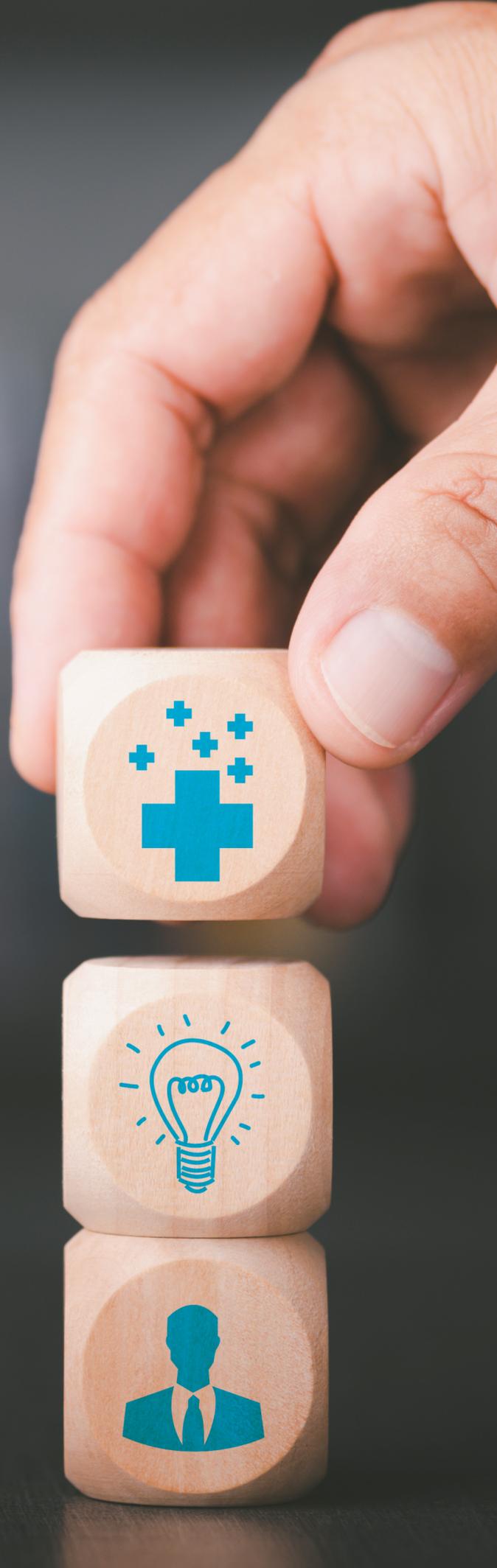
# Life Skills Beyond 2030:

Learning to Live Together  
in an Interconnected World

## International Conference on Life Skills Education

5-7 February 2026  
at Kalinga Institute of Social Sciences (KISS DU)  
Bhubaneswar, Odisha

# CONFERENCE PROCEEDINGS: BOOK OF ABSTRACTS



In Collaboration with



Knowledge Partner





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## International Conference on Life Skills Education

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**Prof. (Dr.) Achyuta Samanta**  
**Founder, KIIT, KISS and KIMS**

**Founder's Message**

**“Educate, Enable, Empower”**

I consider myself blessed to have been bestowed with some of the key virtues like foresight, forward-thinking and vision because when I embarked on the journey of establishing Kalinga Institute of Social Sciences (KISS), I had a very clear picture in mind that this institution will be unique and will offer holistic education which is beyond academics to Indigenous youth. This gave rise to the need for introducing Life Skills Education (LSE) at KISS. For me it was a dream turned reality; a vision translated into action and since then there is no looking back.

When I got to know about that the School of Liberal Studies, KIIT-DU, Kalinga Institute of Social Sciences and the Indian Association of Life Skills Education (IALSE) is jointly organizing the 11<sup>th</sup> International Conference on Life Skills Education (ICLSE 2026) from 5<sup>th</sup> to 7<sup>th</sup> February 2026 on the theme “Life Skills Beyond 2030: Learning to Live Together in an Interconnected World” sponsored by the Indian Council of Social Science Research (ICSSR), my happiness knew no bounds, as this will offer the attendees a chance to witness the work of KISS with respect to LSE. I am elated to learn that this conference offers a dynamic platform to explore how life skills education can become a cornerstone of equitable, inclusive, and sustainable societies. Bringing together life skills professionals from diverse domains, the event will open space for deep dialogues, policy reflections and practice-based innovations. On behalf of KIIT Group of Institutions, I invite you to join this collective endeavour to reimagine educational systems as transformative spaces that equip learners not only to survive the future but to shape future discourses with courage, compassion and conviction.

I am confident that the Inaugural Session, Panel Discussions, Seminars, Symposia, Thematic Sessions, NGO Conclave, Think Tank, Round Table, Master Classes, Spotlight Sessions and Valedictory Session spread over these three days will offer umpteen opportunities for intellectual deliberations, networking and exploring opportunities for future collaborations.

My gratitude to our Sponsors the Indian Council of Social Science Research, our Collaborators Child in Need Institute (CINI), Loreto College Kolkata, Shelter Trust Chennai, Nazir Ajmal Memorial College of Education Hojai and our Knowledge Partners Indian Ocean Comparative Education Society, University of Peradeniya, Sri Lanka, Family Planning Association of India, Emotional Intelligence and Life Skills Training Team (GTE), Sri Lanka and Life Skills Education Institute P. Ltd, Nepal.

As the Founder of KIIT, KISS and KIMS, I take this opportunity of inviting to participate and attend this three-day conference, visit our lush green campuses and enjoy the warm hospitality. I look forward to meeting each one of you during your stay here and wish for the success of this Conference.

Regards,

**Prof. (Dr.) Achyuta Samanta**



## Indian Association of Life Skills Education

Reg. No. 24 /2016



**Dr. A. Radhakrishnan Nair**  
President

I am pleased to present the proceedings of the 11th International Conference on Life Skills Education (ICLSE 2026), sponsored by the Indian Council of Social Science (ICSSR), themed “*Life Skills Beyond 2030: Learning to Live Together in an Interconnected World.*” This volume reflects the shared vision of global educators, researchers, and practitioners: to empower individuals with essential skills for success in a complex, rapidly changing world. For more than a decade, the Indian Association of Life Skills Education (IALSE) has advanced evidence-based life skills education across India and internationally. The annual conferences have become a forum for integrating theory with practice and exploring the transformative impact of life skills on education, health, employability, and social cohesion. ICLSE 2026 marks a milestone by looking beyond 2030, proactively envisioning how life skills education must evolve to help learners navigate an unpredictable, interconnected future. The conference theme urges us to anticipate future competencies and rethink education’s core purpose.

I am deeply grateful to the ICSSR for sponsoring the conference. I thank our co-organisers, Kalinga Institute of Social Sciences (KISS), Kalinga Institute of Industrial Technology (KIIT), especially its founder Prof. Achyuta Samanta, for extending all the support for the conference and the collaborators CINI-India, Kolkata; Ajmal Foundation, Hojai; ISSRA, Chennai; Shelter Trust, Chennai; and Loreto College, Kolkata. I also appreciate the knowledge partners of the conference, the Indian Ocean Comparative Education Society, USA; Family Planning Association of India, Mumbai; University of Peradeniya, Sri Lanka; Emotional Intelligence and Life Skills Training Team, Sri Lanka; and Life Skills Training Institute, Nepal and the steering committee, organising teams, and all who supported and encouraged participation from India and abroad.

I am grateful to all contributors, presenters, and discussants whose work enriches these proceedings and will inform future policy, curricula, and research. Thanks are also due to reviewers and editors for ensuring academic quality. I am failing in my duty if I do not mention the contributions of Prof. C. Praveen, Chairman of the Scientific Committee, and his untiring work in coordinating and editing the abstracts, and in making this volume possible. Mr S. Jyothischandran, Chairman of Jyothis Groups of Schools, Kazhakkuttam, Thiruvananthapuram, has graciously sponsored the printing of the proceedings book, for which I am grateful.

This volume is intended to both document current thinking and inspire action, reminding us that everyone has a role in fostering a world where people live together with dignity, empathy, and optimism.

With warm regards,

**Dr. A. Radhakrishnan Nair**  
President, Indian Association of Life Skills Education (IALSE)



**Professor (Dr) Anoop Swarup**  
*M.Sc. MS, MBA, M.Phil., Ph.D., FZSI, FWBI, FAZ FRSA, FOE*  
Founder Chairperson Global Knowledge Alliance  
Chairperson Centre for Global Nonkilling  
Chairperson WeVenture  
Secretary General AUAP

14th Jan 2026

### Message

I am delighted that the Indian Association of Life Skills Education is organising the International Conference on Life Skills Education (ICLSE 2026) and is publishing the Conference Proceedings to mark this important occasion. As I compliment the very eminent Chairman IALSE, Dr. A. Radhakrishnan Nair, and the distinguished fraternity at IALSE for their vision and commitment, I warmly welcome researchers, academicians, and professionals from across the globe who are joining this exciting conference for insightful deliberations.

I am confident that the Conference will serve as a vibrant platform to connect, exchange ideas, and share cutting-edge research on Life Skills Education. Indeed, life skills education is far more than a mere pedagogical framework; it is a profound investment in the human spirit. At a time when our world is confronted with unprecedented challenges—technological disruption, social divides, and ecological uncertainty—we are reminded that true progress begins with the inner strength of individuals. When learners cultivate empathy, resilience, ethical judgment, and the courage to collaborate across differences, they become architects of a more compassionate and peaceful future. These skills empower young minds not merely to succeed, but to *thrive*—to transform adversity into opportunity, conflict into dialogue, and diversity into shared strength. Life Skills Education nurtures the wisdom to act with purpose, the imagination to envision a better world, and the humanity to build it together.

The International Conference on Life Skills Education stands as a beacon of hope, bringing together scholars, practitioners, and visionaries committed to shaping a global culture of nonkilling, inclusion, and harmony. May the ideas born here inspire generations and illuminate pathways toward a world where every individual can live with dignity, confidence, and joy. It will further contribute to understanding current academic trends and strengthening global access to emerging knowledge for future research in India and abroad.

I extend my best wishes for the grand success of the conference and its proceedings.

Regards,



**Professor (Dr) Anoop Swarup**

***From the Desk of the Vice Chancellor, KIIT Deemed to be University***



**MESSAGE**

I am pleased to present the Proceedings of the 11th International Conference on Life Skills Education on the theme “Life Skills Beyond 2030: Learning to Live Together in an Interconnected World,” scheduled to held from 5<sup>th</sup> to 7<sup>th</sup> February 2026 at the Kalinga Institute of Social Sciences (KISS), Bhubaneswar, Odisha.

This conference strongly resonates with the visionary ideals of our Founder, Dr. Achyuta Samanta, whose lifelong commitment to holistic, value-based, and inclusive education continues to guide the mission of KIIT and KISS. As the world moves beyond 2030, life skills education has become essential for fostering responsible, empathetic, and resilient global citizens. This conference provides a timely platform for meaningful dialogue on reimagining education to address emerging social, cultural, and global challenges.

I appreciate the support of the Indian Council for Social Science Research (ICSSR) and commend the joint efforts of IALSE, the School of Liberal Studies, KIIT, and KISS in organising this important academic event. I am confident that the contributions compiled in these proceedings will serve as a valuable resource for educators, researchers, and policymakers.

I extend my best wishes for the continued success of this scholarly initiative.

**Prof. (Dr.) Saranjit Singh**  
**Vice Chancellor**





**Prof. K S Chandrasekar**

Vice Chancellor  
Cluster University of Jammu  
Jammu and Kashmir

**Message**

At the outset, let me extend warm wishes on the International Conference on Life Skills Education (ICLSE 2026) at KIIT, Bhubaneswar. Dr. Radhakrishnan Nair, Dr Gauri Hardikar and the team of professionals who are pushing for the relevance of life skills amidst the stressful life of people now. With the advent of NEP 2020, it was decided to embed the skill component that has been the forte of the vocational stream into the mainstream to identify the talent who can be excellent skilled workers. It can be seen that the school curriculum was separated from the life skills including vocational education and there was a disconnect in terms of skilling and knowledge. Life skills such as communication, co-operation, teamwork and resilience need to be imparted to the current generation of students so that they understand how to face challenges in life and move ahead and do not focus only academics. Life skills need to be included along with vocational training so that overall personality and passion will be clearly defined for the students. The NEP 2020 recommends the use of digital resources such as e-books, e-journals, and other online learning materials to supplement traditional classroom teaching. This will enable students to access high-quality learning resources and engage in self-paced learning. With over 10,000 Atal Tinkering Labs established nationwide, engaging over 1.1 crore students, the initiative has transformed the educational landscape. The labs emphasize inclusivity, with over 60% in government schools and 96% in co-educational or girls' institutions, ensuring widespread access to STEM innovation opportunities. "Identify the students at the young and formative ages, make them part of skilling, the future of the country will be bright and soon it will grow into Vikasit Bharat even before 2047."

I am happy to see the proceedings volume that is carrying select scholarly contributions along with messages from the distinguished invited dignitaries. These proceedings will be of great help to policy makers in ensuring the inclusion and implementation of life skills education in the ensuing revisions in school and college curriculum. I congratulate the team for painstakingly putting together the research outputs to the society.

Regards,

**Prof. K S Chandrasekar**



**Professor Terrence Madhujith**  
Vice-Chancellor  
University of Peradeniya, Sri Lanka

### **Message**

It is with great pleasure and a deep sense of honour that I extend my warm greetings to the Indian Association of Life Skills Education (IALSE) and all partner institutions on the occasion of the 11<sup>th</sup> International Conference on Life Skills Education, themed “*Life Skills Beyond 2030: Learning to Live Together in an Interconnected World,*” to be held from 5–7 February 2026 at the Kalinga Institute of Social Sciences (KISS), Bhubaneswar, India.

In an era defined by rapid change and global interdependence, education must go beyond the transmission of knowledge to nurture the life skills essential for empathy, ethical leadership, resilience, and peaceful coexistence. As we look beyond 2030, the challenge before us is to empower learners not only to succeed individually, but also to live together harmoniously in diverse and interconnected societies. The theme of this Conference therefore speaks powerfully to the collective responsibility of educators worldwide.

I am deeply honoured that the University of Peradeniya has been invited to serve as a Knowledge Partner for this significant international event. I am also privileged to have been invited to deliver the Keynote Address at the Inaugural Session, and I look forward to engaging with scholars, educators, and practitioners in meaningful dialogue on advancing Life Skills Education for a sustainable and inclusive future.

I commend the Indian Association of Life Skills Education, the School of Liberal Studies of KIIT, and the Kalinga Institute of Social Sciences (KISS), together with national and international collaborators, for their visionary leadership and commitment to fostering global conversations that bridge knowledge, values, and practice.

I am confident that this Conference will inspire new perspectives, strengthen international partnerships, and contribute significantly to shaping educational pathways that promote understanding, compassion, and shared humanity. I wish the Conference every success and extend my best wishes to all participants for an intellectually enriching and transformative experience.

Regards,

**Professor Terrence Madhujith**



**Dr. Indrani Bhattacharyya**  
Chief Executive Officer  
Child in Need Institute (CINI)

### **Message**

Life Skills Education is increasingly recognised as a critical pedagogical and developmental approach for advancing inclusive, equitable, and peaceful societies. In contexts such as India and the Global South—marked by social inequality, demographic transition, and rapid change—it plays a vital role in strengthening socio-emotional, cognitive, and behavioural competencies, including critical thinking, communication, self-regulation, and empathy. These capabilities are essential for wellbeing and meaningful social participation across the life course.

Evidence from practice and research shows that Life Skills Education contributes to improved educational outcomes, healthier decision-making, gender equity, and social cohesion, particularly among adolescents and young people facing structural vulnerabilities. When embedded within education systems and reinforced through community, health, and protection platforms, it enhances agency, resilience, and civic engagement.

Looking ahead, the impact of Life Skills Education will depend on its institutionalisation within policy frameworks, curriculum integration, and alignment with health, livelihood, and social protection systems. Greater attention to measurement, context-responsive design, and appropriate digital innovation is essential for quality and scale. Grounded in a rights-based and life-course perspective, Life Skills Education can build long-term human and social capital, enabling young people to actively shape more just and peaceful societies.

Regards,

**Dr. Indrani Bhattacharyya**



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**MR. A. D. SOLOMON RAJ**

**FOUNDER-DIRECTOR**



## MESSAGE

It is with great pride that **Shelter Trust** joins the **11<sup>th</sup> International Conference on Life Skills Education (ICLSE 2026)**, jointly organised by **IALSE** and **Kalinga Institute of Industrial Technology (KIIT)**. As a collaborating organisation, we are honoured to support this important platform dedicated to the advancement of **Life Skills Education**.

The conference theme, “**The Relevance and Future of Life Skills Education for an Inclusive and Peaceful World,**” aligns closely with our core mission. At Shelter Trust, we work extensively with children and communities affected by **HIV/AIDS**, focusing on holistic care, psychosocial support, and life skills empowerment. Through our experience, we have witnessed that life skills are not optional—they are **essential tools** that equip individuals with the confidence, resilience, and values needed to face life’s challenges with dignity.

This conference comes at a critical time when the world needs inclusive solutions and compassionate responses to complex social realities. We believe this gathering will spark innovation, foster dialogue, and encourage impactful collaboration.

We are grateful to be part of this journey and remain committed to advancing life skills as a foundation for healing, empowerment, and lasting peace.

Wishing the conference a great success.

Regards,

A.D. Solomon Raj



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**DR. V. BALAJI**

**FOUNDER DIRECTOR**



## MESSAGE

Warm Greetings from Indian Social Sciences Research Academy (ISSRA)

We're honoured to collaborate with IALSE and KIIT for the 11th International Conference on Life Skills Education (ICLSE 2026). The theme, "The relevance and future of Life Skills Education for an inclusive and peaceful world," aligns with ISSRA's vision of advancing social science research for societal betterment. Life Skills Education empowers individuals and communities to navigate complexities, fostering empathy, resilience, and inclusivity. As ISSRA, we're committed to exploring how life skills can address social challenges and promote peace. We believe this conference will provide a vital platform for sharing insights and best practices, shaping the future of Life Skills Education. We congratulate the organisers and participants of ICLSE 2026 and look forward to meaningful discussions and collaborations. Together, let's empower individuals and communities for a more inclusive and peaceful world.

Best regards,

Dr. V. Balaji  
Founder Director



**Prof. Kanishka Bedi**

President, Indian Ocean Comparative Education Society, USA

President, World Council of Comparative Education Societies, Geneva, Switzerland

**Relevance and Future of Life Skills Education for an Inclusive and Peaceful World**

Today the world is facing innumerable challenges in macro as well as micro views of human existence. On the macro front, there is a constant threat to peaceful coexistence due to conflicts and violence stemming from geopolitical situations. From the micro perspective, the human mind is stuck with confusion in this highly competitive world with several demands, ambitions and the struggle to survive.

Life skills education, therefore, is imperative to address these issues on both the fronts. It helps the individuals to understand the interconnectedness of the entire universe and mutual dependence of all the entities therein. It provides various proven tools and techniques, which allow them to declutter their minds of excessive thoughts and provides them a clear direction. This clarity in individuals on leadership roles allows them to take rational and informed decisions for the welfare of all. Also, such leaders ensure that the voices of all are taken into account in decision-making, thus improving the chances of arriving at solutions to problems that are acceptable to a majority of stakeholders. Hence, life skills education holds the key for a peaceful and inclusive world, in which everyone has the opportunity of lead an enjoyable, fulfilling and meaningful life.

I am happy to see that the International Conference on Life skills Education will explore these critical issues, in collaboration with the Kalinga Institute of Social Sciences and Kalinga Institute of Industrial Technology. The Indian Ocean Comparative Education Society is privileged to associate with this meaningful academic initiative that seeks to contribute to peace, inclusion, and human well-being. I extend my best wishes for a highly successful and impactful conference!

Regards,

**Prof. Kanishka Bedi**



**Dr. Pramila Thapa**

Associate Professor & Chair  
Life Skills Education, Nepal  
Local Leader PESEL Project  
Email: [pbrt426@gmail.com](mailto:pbrt426@gmail.com)

**Message**

It is a privilege for Life Skills Education, Nepal to associate with the 11<sup>th</sup> International Conference on Life Skills Education (ICLSE 2026) as a Knowledge Partner and to engage in dialogue on the growing relevance of Life Skills Education in today's rapidly changing, technologically advanced, and socially polarised world.

Our work in Nepal is closely aligned with the PESEL framework (Peace Education and Social-Emotional Learning), a collaborative initiative involving Peace Education Network Nepal, EQ4Peace Worldwide (USA), World Without Anger, and Life Skills Education Nepal, with support from UNESCO and other international organisations.

At a time when Nepal, like many societies, faces challenges such as youth unemployment, social divisions, workplace conflict, and mental health concerns, Life Skills Education offers practical pathways for self-awareness, emotional regulation, respect for diversity, and constructive conflict resolution. We believe the future of Life Skills Education lies in its integration across education systems, workplaces, and communities - grounded in evidence, strengthened through collaboration, and oriented towards enabling people not only to work effectively, but to live meaningfully.

We appreciate the opportunity to be part of this important platform and look forward to the collective learning and collaboration that ICLSE 2026 will foster.

Regards,

**Dr. Pramila Thapa**



**Prasad Jayasinghe**

Founder/Managing Director

Emotional Intelligence and Life Skills Training Team (Gte) Ltd

Sri Lanka

**Message**

Life Skills Education is essential in today's world of rapid change, conflict, and environmental crisis. It helps people develop self-awareness, emotional balance, empathy, and respectful communication. These human skills allow individuals to live with dignity and to work peacefully with others across cultures, beliefs, and backgrounds.

From long-term experience in Emotional Intelligence and Life Skills training with youth, professionals, and communities, we have seen how these skills reduce violence, improve mental well-being, and strengthen social trust. We are also committed to linking life skills with environmental conservation by encouraging respect for nature, responsible choices, and collective action to address climate change, land degradation, and the loss of biodiversity. When people feel emotionally connected to nature, they are more likely to protect ecosystems and live sustainably.

Life Skills Education supports Sustainable Development Goal 4 through inclusive and quality learning, Sustainable Development Goal 3 through mental health and well-being, and Sustainable Development Goal 16 by nurturing peaceful and inclusive societies. The future of education must unite life skills, environmental responsibility, and human values to protect both people and the planet for future generations.

Regards,

**Prasad Jayasinghe**



**Dr. Rathnamala M. Desai**

President, FPA India.

Ex-Principal, SDM College of Medical Sciences  
Dharwad, Karnataka, India.

MESSAGE

Adolescents are the present and the future of our nation. This period of their life is extremely crucial and they should be guided with prudence.

The youth of today are digitally distracted and are not in a position to focus on important issues of life, while they are constantly lured by trivial matters in social media.

In the real world of tough competition, and scarcity of resources the youngsters are lost, aimless and frustrated. Many of them are demoralized, demotivated and end up being depressed.

Education in life skills, time management and stress management will help adolescents cope with the challenges of reality, become tough, strong and equipped to face hardships in life. At the same time education in life skills will also teach the youngster to live life fully, meaningfully, usefully and enjoy life and make it worth living.

I wish and hope IALSE and this Conference will be successful in imparting knowledge about life skills to the youth and make their lives meaningful and fruitful.

With Best Wishes.

**Dr. Rathnamala M. Desai**



**Dr. Bignya Patnaik**

Senior Assistant Professor  
Conference Convenor

**From the Desk of the Convenor**

Kalinga Institute of Industrial Technology (KIIT) Deemed to be University stands as a premier institution of higher education, distinguished by academic excellence, global engagement, and a strong commitment to social transformation. Founded with the visionary leadership of Prof. Achyut Samanta, KIIT was established to nurture talent and shape value-driven global citizens. Over the years, it has evolved into a world-class, multidisciplinary university with strong national and international recognition for quality, innovation, and inclusivity.

KIIT offers a wide spectrum of academic programmes across engineering, technology, management, law, medicine, humanities, social sciences, biotechnology, and emerging areas of knowledge. Known for its learner-centric pedagogy, outcome-based education, and industry-aligned curricula, the university consistently prepares graduates to excel as leaders in a rapidly changing global landscape.

The university's achievements are reflected in its prestigious rankings and accolades. KIIT is ranked 17th in NIRF 2025 among Indian universities and has secured the No. 1 position in ARIIA for the second consecutive time, highlighting its leadership in innovation and entrepreneurship. It was also conferred the Rashtriya Khel Protsahan Puruskar 2022 for sustained excellence in promoting sports. Globally, KIIT is placed in the 501–600 band of the Times Higher Education World University Rankings 2026 and ranks among the top Indian universities in Asia and Young University rankings. As India's first QS 5-Star Rated University, KIIT also features prominently in QS Asia and Sustainability rankings.

Research, innovation, and social impact form the core of KIIT's academic mission. Recognised as an Impact Leader, the university ranks among the top globally for Quality Education (SDG 4) and Reduced Inequalities, reflecting its strong commitment to inclusive growth. Through interdisciplinary research, global collaborations, and extensive community engagement in education, healthcare, and skill development, KIIT continues to contribute meaningfully to national development and global progress.

By integrating academic rigor with ethics, empathy, sustainability, and social responsibility, KIIT University provides a holistic learning ecosystem supported by state-of-the-art infrastructure, vibrant campus life, and international exposure. Through academic forums, conferences, and scholarly contributions, KIIT reaffirms its role as a catalyst for knowledge creation, innovation, and societal advancement.

Regards,

**Dr. Bignya Patnaik**



**Dr. Gauri Hardikar**

Director, ICLSE 2026

Vice President, Indian Association of Life Skills Education

Executive Director, Indian Ocean Comparative Education Society

**Conference Perspective**

At a time when the certainties that once guided human progress are quietly losing their power to explain, predict, and inspire, the questions we now face demand new ways of thinking and being. What is required is a thoughtful yet courageous reimagining of how we understand development, coexistence, and human flourishing. Such renewal must arise from inclusive dialogue, where diverse voices, grounded in rigorous scholarship and lived experience, shape knowledge that is relevant, ethical, and humane.

The emerging paradigm recognizes the deep interdependence of nature, society, and transformative technologies such as artificial intelligence. It calls for the capacity to engage with difference, resolve conflict through win win approaches, and draw strength from ancient and indigenous wisdom, while moving forward with moral clarity and responsibility. Life skills, in this context, become the essential psychosocial foundation for both personal growth and collective transformation.

In an interconnected world where relationships can generate either collaboration or conflict, life skills enable wise choices that deepen cooperation and safeguard what truly matters. Through learning to learn, learning to do, and learning to be, individuals and societies can translate insight into compassionate action and purposeful living- Learning to Live Together.

The conference has been envisioned as a space where such integration can be explored and advanced. Guided by the collective wisdom of our eminent leadership, it offers three days of focused deliberation on the future of life skills and the pathways through which these abilities can be consciously nurtured. This endeavour is the outcome of committed collaboration among the organising institutions and collaborating agencies and our knowledge partners, brought together to shape progressive thought while honouring enduring wisdom. We hope that the reflections emerging from this dialogue will contribute to a renewed paradigm for our times and move us closer to the timeless aspiration of *Sarve Bhavantu Sukhinah*, May All be Happy!

Regards,

**Dr. Gauri Hardikar**



## Indian Association of Life Skills Education

(Reg. No.: 24 / 2016)



**Rama Bhide**  
Secretary

### IALSE Annual Report – 2025

The Indian Association of Life Skills Education (IALSE) continued its focused efforts in 2025 to strengthen research, training, publication, and outreach in the field of life skills education across India and internationally. Guided by the leadership of President, Dr. A. Radhakrishnan Nair, and supported by the Executive Committee and the active members of the association, the year 2025 focused on *strengthening academic dialogue, building research capacity, and expanding national and international collaborations* to enhance the reach and impact of life skills education.

### Conferences and Engagement

A major highlight of the year was the successful organisation of the 10<sup>th</sup> International Conference on Life Skills Education (ICLSE 2025), held in Goa in collaboration with the Nirmala Institute of Education. Marking *a decade of ICLSE*, the conference brought together academicians, practitioners, policymakers, researchers, NGOs, and students to deliberate on themes such as life skills education, sustainability, mental health, gender, inclusion, community development, technology, and emerging global challenges.

Building on this momentum, IALSE initiated preparatory activities for the 11<sup>th</sup> International Conference on Life Skills Education (ICLSE 2026) in collaboration with School of Liberal Studies, Kalinga Institute of Industrial Technology (KIIT) DU and Kalinga Institute of Social Sciences (KISS) DU. The formal release of the conference brochure was organised through an online event, launching collaborative academic planning for the conference on the theme *“Life Skills Beyond 2030: Learning to Live Together in an Interconnected World.”*

### Lecture Series and Knowledge Dissemination

IALSE significantly expanded its academic outreach through structured lecture series. The *NEP 2020 Lecture Series*, jointly organised with the Centre for Life Skills, Loreto College, Kolkata, served as a key platform for scholarly engagement. Five lectures were conducted focusing on situating life skills education within the framework of NEP 2020, addressing *foundational learning, early childhood education, universal human values, citizenship education, and transformative learning*. Experts engaged in discussions that underscored the role of life skills in NEP’s holistic and value-based approach.

The *Voices of Life Lecture Series*, jointly organised with Smt. M.M.P. Shah Women’s College of Arts & Commerce, Mumbai, and in collaboration with academic institutions across India, addressed *contemporary psychosocial issues such as kindness, empathy, emotional intelligence, mental health, substance use prevention, and social responsibility*. Seven lectures in this series encouraged reflective engagement and practical application of essential life skills.



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IALSE initiated the *Thematic Masterclass Series*, a monthly online programme designed to bring together *youth, educators, and thought leaders* to explore emerging themes related to life skills. The series promoted *interactive learning, dialogue on critical global and social issues, and engagement with domain experts and changemakers*.

### Training and Capacity Building

Capacity building remained a core focus area during the year. IALSE organised and supported several training programmes and workshops. Key initiatives included Train-the-Trainer programmes conducted at Loreto College, Kolkata, and the North East Regional Institute of Education, Shillong. A 15-hour online certificate programme on decision-making and applied life skills attracted participants from diverse academic and professional backgrounds.

### Research and Academic Development

IALSE initiated a nationwide collaborative research project to study the *status of life skills education* across Indian States and Union Territories. The project aims to map current practices, identify gaps, and generate evidence-based recommendations for policy and curriculum development.

To promote academic excellence, IALSE instituted *three National Awards* in Life Skills Education - the Lifetime Achievement Award, Best PhD Thesis Award, and Best Master's Thesis Award - recognising sustained contribution and scholarly excellence in the field.

### Publications and Academic Resources

Dr. Radhakrishnan Nair, President, IALSE; Dr. Gauri Hardikar, Vice President, IALSE; and Dr. Sunitha Ranjan, Training Vertical In-charge, IALSE, prepared and released a two-volume training manual titled *"Core Life Skills for the 21st Century: A Comprehensive Training Manual."* The manual serves as a structured academic and training resource and reflects the authors' commitment to developing indigenous, contextually relevant, and practice-oriented materials in life skills education.

### Advisory Board and Organisational Development

An Advisory Board comprising twelve distinguished individuals, including Honorary Members and Past Presidents, was constituted to provide strategic guidance and strengthen the association's long-term vision.

Membership growth continued steadily, with 282 Life Members, 10 Patron Members, and 13 Institutional Members, bringing the total membership strength to 305. IALSE enhanced its digital presence through a comprehensive revamp of its official website and the launch of social media pages to improve outreach and engagement.

### Institutional Partnerships and Collaborations

IALSE strengthened its institutional network through Memoranda of Understanding with key institutions, including *Loreto College, Kolkata; Kalinga Institute of Social Sciences (KISS) DU; Kalinga Institute of Industrial Technology (KIIT) DU; Pattom Thanu Pillai Memorial College of Education; and Pimpri Chinchwad College of Engineering.*



## Indian Association of Life Skills Education

(Reg. No.: 24 / 2016)

At the international level, IALSE co-organised and participated in the *International Conference on Wellness in Wetlands 2025* held in *Sri Lanka* in collaboration with *the EI & Life Skills Training Team, Sri Lanka*. The participation of IALSE delegates and the keynote address delivered by the President strengthened regional dialogue and international engagement. IALSE also actively participated in the *Multidisciplinary International Seminar on Skills for the 21st Century*, organised in partnership with *Kathmandu University and Tribhuvan University, Nepal*.

The activities of IALSE during 2025 reflect a year of consolidation, academic depth, and strategic expansion. Through conferences, lecture series, training programmes, research initiatives, publications, and collaborations, IALSE continued to advance its mission of promoting life skills education as a foundation for individual wellbeing, social harmony and national development.

Regards,

**Rama Bhide**



**Dr. Sunitha Ranjan**

Managing Editor, IJLSE  
Former President, IALSE

**From the Desk of the Managing Editor, IJLSE**

The February 2026 Special Issue of the International Journal of Life Skills Education (IJLSE) (ISSN 2394-630X) presents the official proceedings of the International Conference on Life Skills Education (ICLSE 2026), themed “*Life Skills Beyond 2030: Learning to Live Together in an Interconnected World.*” Reflecting this future-oriented vision, the issue brings together perspectives from leading experts, academicians, practitioners, research scholars, and youth from India and across the globe. Their contributions collectively envision a holistic and sustainable future by reimagining life skills education not only as preparation for present-day challenges, but also as equipping learners to become responsible global and digital citizens, to develop digital and AI-age resilience, and to nurture agency, innovation, adaptability, and peaceful coexistence in an ever-evolving world.

This volume is an endeavour to compile a comprehensive resource that reflects diverse perspectives and directions in the field of life skills education, that will be of value to all those committed to shaping a sustainable future.

The full papers presented at the conference will undergo the standard double-blind peer-review process and, upon acceptance, will be published in subsequent issues of IJLSE.

I take this opportunity to convey my sincere appreciation to the entire editorial team, led by Dr. Chandrasekharan Praveen, Chairperson of the Scientific Committee on Abstracts, ICLSE 2026, for their committed efforts in completing this issue on schedule.

I also extend my heartfelt thanks to our esteemed peer reviewers for their valuable time and scholarly contributions.

I am equally grateful to Mr. Dias of D’Bright Advertising, Thiruvananthapuram, for the design and artwork of this special issue.

Regards,

**Dr. Sunitha Ranjan**



**Dr. Chandrasekharan Praveen**

Editor, IJLSE

Editor, Conference Proceedings &

Chair, Scientific Committee of Abstracts ICLSE 2026

**From the Editor's Desk**

Greetings,

In our rapidly shifting landscape, mastering the art of living is no longer a luxury—it is a fundamental necessity for managing the various hurdles we face every day. As we mature, our grasp of these core competencies should become more sophisticated and intentional. However, we must recognize that while a solid grasp of life skills offers a powerful starting point, it isn't a "magic bullet" for every hardship. True strength is forged through the constant polishing of these abilities, allowing us to meet even the most daunting setbacks with composure and resolve.

This year's conference showcases a vibrant spectrum of presentations and dialogues centered on pivotal sub-themes. The insights offered within these abstracts hold the potential to redefine the landscape of life skills education well past 2030, championing a more unified and adaptable global community. Through the collective contributions of scholars and practitioners, this volume forges a transformative, future-ready roadmap for the next decade and beyond. It has been a profound pleasure to lead the abstract evaluation panel and oversee the curation of this special journal edition. I am deeply grateful to our diligent reviewers and the entire editorial board; their steadfast dedication and collaborative spirit were the cornerstones of this project.

My sincere ambition is that this collection of research serves as a definitive resource, illuminating diverse viewpoints on life skills. I hope these pages act as a catalyst for meaningful, systemic shifts toward a more sustainable future.

Regards,

**Dr. Chandrasekharan Praveen**

## **11<sup>th</sup> International Conference on Life Skills Education**

Theme: Life Skills Beyond 2030 -  
Learning to Live Together in an Interconnected World

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

### **Concept Note**

#### **Introduction:**

The world stands on the precipice of profound change, marked by an unprecedented velocity driven by technological breakthroughs, climate crises, geopolitical turmoil, demographic shifts, and escalating inequality. This critical juncture compels us to reimagine education as a public service and a powerful catalyst for transformation. It is no longer enough to prepare individuals solely for economic participation; we must empower them to lead lives of meaning, rooted in ethical practices and harmonious coexistence with others and the planet.

While digital connectivity has unlocked remarkable opportunities for collaboration and knowledge-sharing, it has regrettably deepened societal divisions and exclusion. Therefore, the core mission of education must evolve: we should strive to equip learners not just for careers, but for the complexities of life, enabling them to forge connections and drive positive change toward inclusive and peaceful futures.

The urgency for redefining educational success has never been more pressing. Traditional metrics, obsessed with economic growth and mere employability, fall short in addressing the multifaceted realities of artificial intelligence, environmental degradation, and social fragmentation. Now is the time for a revolutionary educational approach prioritising lifelong adaptability, deep empathy, ethical reasoning, and intercultural understanding. These are desirable traits and essential competencies for upholding democracy, preserving human dignity, and responding effectively to life's uncertainties.

According to UNICEF, life skills are “higher-order, transversal and transferrable psychosocial skills” that encompass higher-order psychosocial capabilities that empower individuals to think critically, navigate complex decisions, solve problems, manage emotions, communicate effectively, and build healthy relationships. In a world characterised by displacement and identity challenges, the ability to coexist peacefully—with oneself, with others, and with nature—emerges as the vital essence of education.

A rights-based approach to life skills education is beneficial and imperative for cultivating inclusive, just, and peaceful societies. By embedding life skills within the universal human rights framework, we empower learners to claim their rights and develop their understanding of responsibilities in a diverse, interconnected world. Critical thinking, empathy, and effective communication are indispensable for fostering human dignity and instilling the values of equality, justice, and civic participation.

As we look toward fulfilling the ambitious goals of the 2030 Agenda, we must redefine life skills as essential instruments for confronting and dismantling structural injustices that deny opportunities to marginalised communities. Our vision for life skills education post-2030 must be rooted in a holistic, humanistic paradigm that views education as both an inherent right and a foundation for other rights, ultimately driving social cohesion, equity, and peace.

In alignment with the Education 2030 Agenda and the Global Citizenship Education initiative, we must acknowledge the intrinsic value of each learner and our collective duty to nurture inclusive, just, and resilient societies. Life skills education should not be deemed ancillary; it must be recognised as the cornerstone through which learners build the attitudes, behaviours, and competencies essential for meaningful democratic engagement and resisting violence and discrimination.

UNESCO characterises life skills as “transversal and cross-cutting competencies” that empower individuals to make responsible choices, participate effectively in society, and achieve their personal and collective aspirations. To realise education’s full potential as a transformative force, it is critical that life skills are embedded in every aspect of curricula, pedagogy, assessment, and policy. The World Health Organisation defines life skills as the capabilities for adaptive and positive behaviour essential for managing daily challenges. By ensuring these skills are integral to our educational systems, we can genuinely prepare learners for the complexities and challenges of the future, empowering them to contribute positively to their communities and the world.

Now is the time to passionately advocate for a comprehensive approach to life skills education, which is at the heart of personal empowerment and societal progress. Together, we can reshape our educational landscape to meet the needs of our time and foster a brighter, more equitable future for all.

In today’s rapidly changing world, the importance of life skills extends far beyond personal development; they are essential for fostering active citizenship in the digital age. As we navigate the complexities of modern society, we must recognise the role of education in equipping individuals with the tools necessary to engage ethically and thoughtfully in civic life.

Access to information is no longer enough. We must empower individuals to critically assess the information they encounter, mobilise around shared values, and contribute meaningfully to public discourse. Skills such as critical thinking, collaboration, negotiation, and emotional regulation are desirable and vital for nurturing a democratic culture. In an era where misinformation and authoritarianism threaten inclusive dialogue, these life skills become the foundation for transformative citizenship.

A society where citizens actively challenge structural injustices and build solidarity across diverse communities is achievable if we prioritise the development of empathetic, culturally aware, and advocacy-minded individuals. To enable this, life skills must be integrated into educational frameworks, allowing learners to see themselves as agents of change, capable of reconciling local commitments with global responsibilities.

The conference on “Life Skills Beyond 2030: Learning to Live Together in an Interconnected World” presents a crucial opportunity to reshape our understanding of education and civic engagement. By fostering dialogue among diverse stakeholders, the conference will explore how life skills serve as a common language for social transformation.

Investing in life skills is not just an educational imperative but a moral obligation to ensure that future generations can navigate and thrive in an interconnected world.

#### **Conference Objectives:**

- To explore the evolving role of education beyond 2030 in fostering ethical agency, ecological responsibility, and adaptive capacities through a life skills lens.
- To examine transformative approaches to pedagogy and policy that integrate psychosocial competencies into mainstream curricula across diverse learning spaces.

- To promote inclusive discourse and collaborative strategies that honour the lived experiences and knowledge systems of marginalised, tribal, and indigenous communities.
- To critically assess the impact of digital transformation on equity, civic freedoms, and well-being, and explore how life skills education can mediate these effects constructively.
- To explore strategies for co-creating culturally grounded, contextually relevant, and sustainable life skills ecosystems that strengthen the resilience of educators, learners, and communities in response to climate crises, political instability, and socio-economic disruptions.
- To reaffirm life skills education as a tool to advance human rights literacy, agency, and practice among learners and communities beyond 2030.

### **Conference Sub-themes:**

The following sub-themes are intended to explore the diverse dimensions of life skills education beyond 2030. Each sub-theme reflects a critical arena where life skills intersect with urgent global challenges and transformative educational possibilities.

1. Reimagining Life Skills Education in the Age of Disruption: Purpose, Paradigms, and Policy Pathways
2. Life Skills for Adolescent Reproductive and Sexual Health: Agency, Consent, and Rights-Based Learning
3. Building Transformative Citizenship through Life Skills: Participation, Advocacy, and Ethics in a Polarised World
4. Life Skills and Human Rights: Educating for Dignity, Justice, and Global Solidarity
5. Gender Justice through Life Skills Education: Disrupting Patriarchy and Building Equitable Futures
6. Life Skills and Climate Resilience: Nurturing Sustainability Mindsets
7. Social Inclusion through Life Skills: Advancing Equity and Participation among Tribal and Disadvantaged Communities
8. Wellbeing as an Educational Outcome: Positioning Life Skills as Central to Mental, Emotional, and Social Health
9. Life Skills in the National Education Policy (NEP) Era: Opportunities and Challenges for Systemic Integration
10. Holistic Tools for Life Skills Education: Yoga, Art, and Sports as Catalysts for Connection and Wellbeing
11. Situating Life Skills in Global Contexts: Comparative Perspectives from the Global South
12. Digital Citizenship and Life Skills: Navigating Misinformation, Surveillance, and Disconnection in Hyperconnected Spaces
13. Life Skills for Entrepreneurial Mindsets: Fostering Agency, Innovation, and Resilience.
14. Assessing the Impact of Life Skills Education: Indicators, Innovations, and Interrogations
15. Status of Life Skills Education across the States and UTs of India.

### **Rationale of the Conference:**

The International Conference on Life Skills Beyond 2030: Learning to Live Together in an Intercon-

nected World aims to respond to the growing need for fostering peaceful, inclusive, and cooperative societies in an era marked by rapid technological change, global mobility, environmental challenges, and increasing social fragmentation. In these uncertain times, life skills enable individuals to build meaningful relationships, appreciate diversity, manage conflicts constructively, and participate in building societies based on mutual respect and shared responsibility.

The conference will provide a platform for educators, researchers, practitioners, policy-makers, and community leaders to engage in dialogue on how life skills can be embedded more deeply in education systems, community programs, and policies to prepare individuals for life in an increasingly interconnected world. It will focus on sharing evidence-based practices, innovative models, and research findings that demonstrate how life skills education contributes to inclusion, social cohesion, and intercultural understanding. The conference will stress on the importance of moving beyond fragmented interventions towards integrated, systemic approaches that prioritize life skills as essential for achieving the broader goals of peace, equity, and sustainable development.

By creating space for collaboration and knowledge exchange, the conference seeks to strengthen collective efforts to promote life skills education as a foundation for learning to live together. It also aims to review and reflect on significant research and practice in this field over the past decade, exploring how these have shaped the growth of life skills education both in India and globally.

#### **Publications:**

The conference publication will be an edited volume, with synopsis of the speakers and abstracts of the research papers, titled Book of Abstracts. The Book of Abstracts will be published as a special copy of the International Journal of Life Skills Education (ISSN 2394-630X) which will be released during the Valedictory function of the conference on 7 February 2026. Research papers will be published in the International Journal of Life Skills Education (ISSN 2394-630X), while selected papers will be published in an edited book with ISBN.

#### **Conclusion:**

The world today is navigating an era of profound transformation, accelerated by climate crises, global conflicts, digital disruptions, social fragmentation, and widening inequalities. At this critical juncture, education must be reimagined not merely as a tool for employability but as a public good that fosters ethical leadership, peaceful coexistence, and planetary wellbeing. The evolving landscape compels us to shift from a narrow perspective of academic success toward a broader vision of human flourishing — one where life skills are seen as foundational competencies for meaningful and just participation in society.

This conference offers a dynamic platform to explore how life skills education can become a cornerstone of equitable, inclusive, and sustainable societies. Bringing together life skills professionals from diverse domains, the event will open space for deep dialogue, policy reflection, and practice-based innovation.

#### **About the Sponsor**

Indian Council of Social Science Research (ICSSR): ICSSR was established in the year of 1969 by the Government of India to promote research in social sciences in the country. ICSSR provides grants for projects, fellowships, international collaboration, capacity building, survey, publications, etc. to promote research in social sciences in India. Documentation center of ICSSR – National Social Science Documentation Centre (NASSDOC) – provides library and information support services to researchers in social sciences. ICSSR has developed ICSSR Data Service to serve as a national data service for promoting a powerful research environment through sharing and reuse of data among social science communities in India (<https://icssr.org/>).

## **About the Organisers**

### **Kalinga Institute of Industrial Technology (KIIT), DU**

Kalinga Institute of Industrial Technology (KIIT), Bhubaneswar, Odisha, is a multidisciplinary institution recognized as an Institute of Eminence by the Ministry of Education, Government of India. Accredited with the highest 'A++' grade by NAAC, KIIT has established itself as a hub of academic excellence, research innovation, and global engagement. KIIT's strength lies in its commitment to advancing knowledge through state-of-the-art infrastructure, internationally benchmarked curricula, and strong partnerships with academic institutions and industries worldwide. The university is consistently ranked among India's top higher education institutions, including being ranked 8th among Indian universities by the National Institutional Ranking Framework (NIRF). KIIT offers professional education to around 40,000 students from across India. KIIT is ranked in the cohort of 601-800 in the Times Higher Education "World University Ranking 2024" (<https://kiit.ac.in/>)

### **Kalinga Institute of Social Sciences (KISS), DU**

Kalinga Institute of Social Sciences (KISS), Bhubaneswar, Odisha, India, is the largest institute for the indigenous communities in the world and a home for 80,000 underprivileged indigenous children (30,000 students at KISS, Bhubaneswar, 40,000 well-placed alumni; and 10,000 students in various satellite centres), who are provided holistic education from Standard I to Ph.D. free of cost along with lodging, boarding, healthcare facilities. It was founded in the year 1992-93 by Dr. Achyuta Samanta, noted philanthropist and social entrepreneur. KISS, follows the motto of eradication of hunger through education, and focuses on teaching and research in areas of tribal culture, philosophy, life skills, gender, health, food security, nutrition, climate change, science and technology to improve lives and livelihoods of rural population, especially, indigenous communities. It has been in Special Consultative Status with the Economic and Social Council (ECOSOC) since 2015 and is also associated with the United Nations Department of Public Information (UNDPPI). KISS has been conferred with UNESCO International Literacy Prize 2022, for promoting inclusive learning space. (<https://kiss.ac.in/>)

Indian Association of Life Skills Education (IALSE): The Indian Association of Life Skills Education is a registered society that, since its inception in 2010, has created a forum where officials, academicians, professionals, researchers, policymakers, functionaries, and like-minded individuals can interact, discuss, and thereby promote and strengthen Life Skills Education through an interdisciplinary and transdisciplinary approach. It has a pan-India presence, with over 300 members, including life members, institutional members, and patron members from various regions of the country. The association enables life skills professionals, practitioners, and researchers nationwide to share ideas, resources, and expertise. The focus areas of IALSE include training, content and curriculum development, research, and publication in life skills education. The International Journal of Life Skills Education (IJLSE) is the exclusive journal on life skills education and related subjects, published by the International Association of Life Skills Education (IALSE). ([www.ialse.net](http://www.ialse.net))

## **Conference Collaborators**

### **Child In Need Institute (CINI): [www.cini-india.org](http://www.cini-india.org)**

CINI is a national organisation working for children's rights and entitlements in India. CINI has strived to uphold child rights norms and extend dedication to broader human rights principles through its core approach - the CINI Method. With over five decades of experience, CINI's core mission is to ensure that children and adolescents achieve their rights to health, nutrition, education, protection and participation by making duty bearers and communities responsive to their well being.

**Loreto College Kolkata: [www.loretocollege.edu.in](http://www.loretocollege.edu.in)**

Loreto College, Kolkata, founded in 1912 by the Sisters of the Institute of the Blessed Virgin Mary (IBVM), commonly known as Loreto, a catholic religious order established by Mary Ward in 1609, has a rich history marked by its pioneering role in women's education in India and began as an extension of the School Department of Loreto House. The college aims to develop high academic standards and inculcate values of leadership, commitment and selfless service.

**Shelter Trust, Chennai**

Shelter Trust, Chennai, provides holistic care and rehabilitation for HIV-positive children and adults. The trust provides the children and adults shelter, nutrition, healthcare, life skills education, counseling, and livelihood support and also gets them married. The NGO runs a Home Care Support project under which support is provided to HIV+ children at their own homes.

**Indian Social Sciences Research Academy (ISSRA)**

ISSRA is a registered research academy in India, committed to advancing higher education and research in the field of social sciences. With a strong emphasis on academic rigor, ISSRA aims to provide a platform where innovative ideas, interdisciplinary approaches, and socially relevant research can thrive. The academy aspires to nurture scholars who can contribute meaningfully to knowledge creation, policy development, and sustainable societal transformation.

**Nazir Ajmal Memorial College of Education, Hojai: <https://namce.ajmalgroupofcolleges.org>**

Nazir Ajmal Memorial College of Education, Hojai established by Ajmal Foundation in the year 2014, has been imparting lessons in Teacher Training Education and Research to equip the teachers with appropriate knowledge, habits, attitudes and values to develop the necessary competencies as a teacher but also create a desire for lifelong learning and to reach the unreached. It has made impressive strides in establishing itself as a premier institution of learning by blending quality education and socially relevant academic endeavours with mission orientation and tireless striving for excellence.

**Conference Knowledge Partners****1. Indian Ocean Comparative Education Society (IOCES) [www.ioces.org](http://www.ioces.org)**

Indian Ocean Comparative Education Society (IOCES) strives to integrate the international and comparative studies on education with historical and interdisciplinary, cross-cultural approaches. The IOCES' mission is to promote studies and researches on comparative education, in particular on educational institutions and systems of the countries effacing the Indian Ocean. IOCES is a full member of the World Council of Comparative Education Societies, an international organisation for Comparative education, in official consultative partnership with UNESCO.

**2. University of Peradeniya, Kandy, Sri Lanka [www.pdn.ac.lk](http://www.pdn.ac.lk)**

University of Peradeniya is Sri Lanka's oldest and largest public research university, tracing its origins to the University of Ceylon established in 1942, and is set on one of South Asia's most scenic campuses. It offers a wide spectrum of undergraduate and postgraduate programmes across arts, sciences, medicine, engineering, management, and allied disciplines through multiple faculties and postgraduate institutes. The University is widely recognised for its strong research culture, distinguished academic legacy, and contribution to national and international scholarship.

**3. Family Planning Association of India: [www.fpaindia.org](http://www.fpaindia.org)**

Family Planning Association of India is a pioneering voluntary organisation established in 1949, committed to advancing sexual and reproductive health and rights across India, particularly for women, young people, and marginalised communities. Through a nationwide network of clinics, outreach

programmes, and advocacy initiatives, it delivers integrated services in family planning, maternal health, HIV prevention, and gender empowerment. Over the decades, FPA India has played a significant role in shaping India's public health landscape through policy engagement, research, and partnerships with national and international agencies.

**Emotional Intelligence and Life Skills Training Team (GTE) Ltd., Sri Lanka: [www.eilifeskills.org](http://www.eilifeskills.org)**

Emotional Intelligence and Life Skills Training Team is a Sri-Lanka-based nonprofit training and consulting organisation focused on promoting emotional intelligence and life skills development as foundational for personal and community growth. Over more than a decade, it has delivered workshops, social marketing campaigns and customised programmes to diverse audiences including youth, professionals, community leaders and disaster-affected groups, aiming to foster positive behaviour and resilience. The team also develops innovative training products and curricula and partners with national and international organisations to advance sustainable skills development and behavioural change.

**Life Skills Education Institute P. Ltd., Nepal**

Life Skills Education Institute Pvt. Ltd. In Nepal is a centre dedicated to promoting emotional intelligence, social and emotional learning, and leadership development through education, research and practical life skills training. The Institute advances human capacity building and well-being by integrating evidence-based life skills education into schools, communities and professional environments.



# **PROGRAM SCHEDULE**

**Day One: 05/02/2026**

08.00 a.m.– 09.00 a.m.	Registration
09.00 a.m.– 11.30 a.m.	Inauguration
11.30 a.m.– 12.00 noon	Tea Break
12.00 noon – 01:00 p.m.	Master Class I
01.00 p.m. – 02.00 p.m.	Lunch
02.00 p.m.– 04.00 p.m.	Panel Discussion I Symposium I
04.00 p.m. – 04.15 p.m.	Tea Break
04.15 p.m. – 05.15 p.m.	Spotlight Session I
05.15 p.m. – 06.15 p.m.	Spotlight Session II
04.15 p.m.– 06.15 p.m.	Thematic Sessions – I to VII
07.30 p.m. – 09.00 p.m.	Cultural Programme

**Day Two: 06/02/2026**

06.00 a.m. – 7.00 a.m.	Yoga Demonstration & Practice – Dr. G Sureshkumar, Yoga Guru
09.30 a.m. – 11.30 a.m.	Symposium II Panel Discussion II Seminar I
09.30 a.m. onwards	NGO Conclave
09.30 a.m. onwards	Seminar II
11.30 a.m.– 12.30 p.m.	Master Class II
11.30 a.m. – 12.30 p.m.	Master Class III
11.15 a.m. – 11.30 a.m.	Tea Break
01.00 p.m. – 02.00 p.m.	Lunch
02.00 p.m. – 04.00 p.m.	Think Tank
02.00 p.m.– 04.00 p.m.	Round Table I
02.00 p.m. – 04.00 p.m.	Voices from the Field I
05:15 p.m. – 06:15 p.m.	Voices from the Field II
02.00 p.m.– 06.00 p.m.	Voices of Youth
04.00 p.m.– 04.15 p.m.	Tea Break
04.15 p.m.– 06:15 p.m.	Thematic Sessions -VIII to XV
04:30 p.m.– 06:00 p.m.	Panel Discussion III

**Day Three: 07/02/2026**

09.00 a.m. – 11.00 a.m.	Symposium III Panel Discussion IV
09.30 a.m. – 12.30 p.m.	Mindfulness Workshop
11.00 a.m. – 11.15 a.m.	Tea Break
10.00 a.m.– 11.00 a.m.	Spotlight Session III
11:15 a.m. – 12:15 p.m.	Spotlight Session IV
11.15 a.m. – 01.00 p.m.	Panel Discussion V Round Table II
12:15 p.m. – 01:15 p.m.	Spotlight Session V
01.15 p.m.– 02.00 p.m.	Lunch
02.00 p.m.– 03.30 p.m.	Valedictory

<b>DAY ONE</b>			
<b>Date</b>	<b>Time</b>	<b>Session &amp; Venue</b>	<b>Theme</b>
05/02/2026	09.30 - 11.30 am.	<b>INAUGURAL</b> Venue: <b>Auditorium, Campus 6 Kalinga Institute of Industrial Technology KIIT DU</b>	
05/02/2026	12.00– 01.00 p.m.	<b>MASTER CLASS I</b> Venue: <b>Auditorium, Campus 6, KITT DU</b>	Life Skills Beyond 2030: Learning to Live Together in an Interconnected World
05/02/2026	02.00– 04:00 p.m.	<b>PANEL DISCUSSION I</b> Venue: <b>Seminar Hall I, T&amp;P Cell, Kalinga Institute of Social Sciences KISS DU</b>	Reimagining Life Skills Education in the Age of Disruption: Purpose, Paradigms, and Policy Pathways
05.02.2026	02.00– 04:00 p.m.	<b>SYMPOSIUM – I</b> Venue: <b>Seminar Hall II, T&amp;P Cell, KISS DU</b>	Life Skills for Adolescent Reproductive and Sexual Health: Agency, Consent, and Rights-Based Learning
05.02.2026	04.15 – 05.15 p.m.	<b>SPOTLIGHT- I</b> Venue: <b>Auditorium Campus 4, KISS DU</b>	System Integration of Life Skills and Experiences of Scaling in India <b>By Room to Read India</b>
05.02.2026	05.15 – 06.15 p.m.	<b>SPOTLIGHT II</b> Venue: <b>Auditorium Campus 4, KISS, DU</b>	Life Skills: Transforming the Lives of Young People. <b>By Child In Need Institute (CINI)</b>
05.02.2026	04.15– 06.15 p.m.	<b>THEMATIC PAPER PRESENTATIONS</b>	By Researchers/Students/Assistant Professors
05.02.2026	07.30– 09.00 p.m.	<b>CULTURAL PROGRAMME</b> Venue: <b>Auditorium Campus 4, KISS DU</b>	
	09.00 – 10.00 p.m.	<b>DINNER</b>	
<b>DAY TWO</b>			
<b>Date</b>	<b>Time</b>	<b>Session &amp; Venue</b>	<b>Theme</b>
06/02/2026	09:30 – 11:30 a.m.	<b>SYMPOSIUM II</b> Venue: <b>Seminar Hall 1 T &amp; P Cell, KISS DU</b>	Life Skills and Human Rights: Educating for Dignity, Justice, and Global Solidarity
06/02/2026	09:30 – 11:30 a.m.	<b>PANEL DISCUSSION II</b> Venue: <b>Auditorium, Campus 4 KISS DU</b>	Life Skills for Entrepreneurial Mindsets: Fostering Agency, Innovation, and Resilience
06/02/2026	09:30 – 11:30 a.m.	<b>SEMINAR I</b> Venue: <b>Conference Hall 1, Campus 3</b>	Digital Citizenship and Life Skills: Navigating Misinformation, Surveillance, and Disconnection in

		<b>KISS DU</b>	Hyper-connected Spaces
06.02.2026	09.30 a.m. onwards	NGO Conclave Venue: <b>Conference Hall 2, Campus 3 KISS DU</b>	Assessing the Impact of Life Skills Education: Indicators, Innovations, and Interrogations
06/02/2026	9:30 am onwards	SEMINAR II Venue: <b>Seminar Hall 2, T &amp; P Cell KISS DU</b>	Status of Life Skills Education across the States and UTs of India
06/02/2026	11.30 – 12.30 p.m.	MASTER CLASS II Venue: <b>Auditorium, Campus 4 KISS, DU</b>	Reimagining Mental Health and Well-being: Life Skills for Shared Futures
06/02/2026	11.30 – 12.30 p.m.	MASTER CLASS III Venue: <b>Seminar Hall 1, T &amp; P Cell KISS DU</b>	Building Transformative Citizenship through Life Skills: Participation, Advocacy, and Ethics in a Polarised World
06/02/2026	02.00 – 04.00 p.m.	THINK TANK Venue: <b>Conference Hall 1, Campus 3 KISS DU</b>	Life Skills in the National Education Policy (NEP) Era: Opportunities and Challenges for Systemic Integration
06/02/2026	02.00 – 04.00 p.m.	ROUND TABLE I Venue: <b>Conference Hall 2, Campus 3 KISS DU</b>	Wellbeing as an Educational Outcome: Positioning Life Skills as Central to Mental, Emotional, and Social Health
06/02/2026	02:00-04:00 p.m.	VOICES FROM THE FIELD I Venue: <b>Seminar Hall 1 T &amp; P Cell KISS DU</b>	Evidence, Experience and Best Practices of Independent Life Skills Practitioners
06/02/2026	5.15 - 06:15 p.m.	VOICES FROM THE FIELD II (International) Venue: <b>Seminar Hall 1 T &amp; P Cell KISS DU</b>	Evidence, Experience and Best Practices of Independent Life Skills Practitioners
06/02/2026	02-00 - 06:00 p.m.	VOICES OF YOUTH Venue: <b>Auditorium Campus 4 KISS DU</b>	Insights, Expectations and Reflections of Young People on the Need, Relevance and Practice of Life Skills Education
06/02/2026	04.30 - 06.00 p.m.	PANEL DISCUSSION III (INTERNATIONAL) Venue: <b>Conference Hall 2, Campus 3 KISS DU</b>	Situating Life Skills in Global Contexts: Comparative Perspectives
06/02/2026	04.15-06.15 p.m.	THEMATIC PAPER PRESENTATIONS	By Researchers/Students/Assistant Professors
<b>DAY THREE</b>			
<b>Date</b>	<b>Time</b>	<b>Session &amp; Venue</b>	<b>Theme</b>
07.02.2026	09.30 a.m.– 12.30 p.m.	WORKSHOP on MINDFULNESS Venue: <b>Conference Room 1</b>	By Prof. Sanath Mahawithanage Sri Lanka

		<b>KISS DU</b>	
07.02.2026	09.30 – 11.15 a.m.	SYMPOSIUM III Venue: <b>Seminar Hall 1 T &amp; P Cell KISS DU</b>	Holistic Tools for Life Skills Education: Yoga, Art, and Sports as Catalysts for Connection and Well- being
07.02.2026	09.30 – 11.15 a.m.	PANEL DISCUSSION IV Venue: <b>Seminar Hall 2, T &amp; P Cell KISS DU</b>	Life Skills and Climate Resilience: Nurturing Sustainability Mindsets
07.02.2026	09.30 – 10.30 a.m.	SPOTLIGHT SESSION III Venue: <b>Auditorium, Campus 4 KISS DU</b>	School-to-Work Transition- Panel Discussion By <b>Magic Bus</b>
07.02.2026	11.00 a.m. –12.00 Noon	SPOTLIGHT SESSION IV Venue: <b>Auditorium, Campus 4 KISS DU</b>	By <b>Centre For Catalyzing Change</b>
07.02.2026	12:00– 01.00 p.m.	SPOTLIGHT SESSION V Venue: <b>Auditorium, Campus 4 KISS, DU</b>	By <b>Ugam Foundation, Mumbai</b>
07.02.2026	11.30 a.m.– 01:30 p.m.	PANEL DISCUSSION V Venue: <b>Seminar Hall 1 T &amp; P Cell KISS DU</b>	Social Inclusion through Life Skills: Advancing Equity and Participation among Tribal and Disadvantaged Communities
07.02.2026	11.30 a.m. – 01.00 p.m.	ROUND TABLE II Venue: <b>Seminar Hall 2, T &amp; P Cell KISS DU</b>	Gender Justice through Life Skills Education: Disrupting Patriarchy and Building Equitable Futures
07.02.2026	02.00- 03.30 p.m.	<b>VALEDICTORY</b> Venue <b>AUDITORIUM, CAMPUS 4 KISS DU</b>	

## SESSION- WISE PROGRAM SCHEDULE

<b>DAY 1 05/02/2026</b>	<b>PROGRAMME</b>
<p>08.00 – 9.00 a.m. <b>Venue: Reception</b></p>	<p>Registration</p>
<p>09.00 – 11.30 a.m.</p> <p><b>Venue:</b></p> <p><b>Auditorium, Campus 6 Kalinga Institute of Industrial Technology, KIIT DU</b></p>	<p><b>Inaugural</b></p> <p>Prayer</p> <p>LIGHTING OF THE LAMP</p> <p>WELCOME ADDRESS <b>Dr Gauri Hardikar</b> <b>Vice President, Indian Association of Life Skills Education (IALSE) &amp; Director, ICLSE 2026</b></p> <p>INTRODUCTORY ADDRESS <b>Dr. A. Radhakrishnan Nair</b> <b>President, Indian Association of Life Skills Education (IALSE) &amp; Former Registrar, Central University of Kerala</b></p> <p>SPECIAL ADDRESS <b>Dr. Indrani Bhattacharyya</b> <b>CEO, Child In Need Institute, India</b></p> <p>SPECIAL ADDRESS <b>Ms. Poornima Garg</b> <b>Country Director, Room to Read India</b></p> <p>SPECIAL ADDRESS <b>Prof. (Dr.) Jnyana Ranjan Mohanty</b> <b>Registrar, Kalinga Institute of Industrial Technology (KIIT DU)</b></p> <p>KEYNOTE ADDRESS <b>Prof. Terrence Madhujith</b> <b>Vice Chancellor, University of Peradeniya, Sri Lanka</b></p> <p>INAUGURAL ADDRESS BY CHIEF GUEST <b>Prof. Anoop Swarup</b> <b>Secretary General, Association of Universities of Asia Pacific (AUAP) Chairman, Global Knowledge Alliance Chairman WeVenture Chairman, Centre for Global Nonkilling, Hawaii</b></p> <p>AWARD DISTRIBUTION BY CHIEF GUEST</p> <p>REPLY SPEECH BY AWARD WINNER</p> <p>PRESIDENTIAL ADDRESS</p>

	<p style="text-align: center;"><b>Prof. Saranjit Singh</b>  <b>Vice Chancellor</b>  <b>Kalinga Institute of Industrial Technology (KIT DU), Bhubaneswar</b></p> <p style="text-align: center;">VOTE OF THANKS  <b>Dr. Prashanta Routray</b>  <b>Registrar</b>  <b>Kalinga Institute of Social Sciences (KISS DU), Bhubaneswar</b></p>
11.30 a.m. – 12.00 noon	Tea Break

Date: 05.02.2026	<b>MASTER CLASS-I</b>
Time: 12.00 – 01.00 p.m.	<b>Life Skills Beyond 2030: Learning to Live Together in an Interconnected World</b>
Venue: Auditorium, Campus 6 KIIT DU KIIT Auditorium	<b>Dr. A. Radhakrishnan Nair</b> <b>President, IALSE</b>

	<b>PANEL DISCUSSION I</b> <b>Re-imagining Life Skills Education in the Age of Disruption: Purpose, Paradigms, and Policy Pathways</b>	
Date: 05.02.2026	<b>Chairperson</b> <b>Prof. Padmaja Mishra</b> <b>Former Vice Chancellor</b> <b>Ramadevi Women’s University, Bhubaneswar, Odisha</b>	
Time: 02.00 – 04:00 p.m.	<b>Keynote</b> <b>Dr. Srikala Bharath</b> <b>Consultant - Adult &amp; Old Age Psychiatry, Bengaluru</b> <b>STEPS 4 WellBeing Initiative</b> <b>Former Professor of Psychiatry, NIMHANS, Bengaluru</b>	
Parallel Session	<b>Discussants</b>	
Venue: Auditorium Campus 4 KISS DU	<b>Dr. Priscilla Sathianathan (Online)</b> Chair, Centre of Excellence in Health Psychology (CoEHP) Madras School of Social Work, Chennai	<b>Dr. Sunitha Ranjan</b> Life Skills Educator and Master Trainer &Former President, IALSE

	<b>Ms. Poornima Garg</b> Country Director Room to Read India	<b>Dr. Sreehari Ravindranath</b> Associate Director, Research Dream a Dream Foundation, Bengaluru, Karnataka
	<b>Mr. Priyanshu Kumar</b> Student KIIT DU, Bhubaneswar	<b>Dr. Rabindra Kumar Pradhan</b> Professor, Department of Humanities and Social Sciences, IIT, Kharagpur

<p>Date: 05.02.2026</p> <p>Time: 02.00 – 04:00 p.m.</p> <p>Parallel Session</p> <p>Venue: <b>Seminar Hall II, T&amp;P Cell KISS DU</b></p>	<p><b>SYMPOSIUM – I</b> <b>Life Skills for Adolescent Reproductive and Sexual Health: Agency, Consent, and Rights-Based Learning</b></p>	
	<p><b>Chairperson</b> <b>Dr. Rathnamala Desai</b> <b>President, FPA India</b></p>	
	<p><b>Keynote</b> <b>Dr. Preeti Galagali</b> <b>Director</b> <b>Bengaluru Adolescent Care and Counselling Centre &amp; Clinical Lead, Adolescent Clinic, Manipal Hospital, Bengaluru</b></p>	
	<p><b>Speakers</b></p>	
	<p><b>Dr. UNB Rao, IPS (Retd.)</b> Chairman, Urvi Vikram Charitable Trust, New Delhi.</p>	<p><b>Prof. Dr Nandita Bhan</b> Vice Dean, Jindal School of Public Health and Human Development, Haryana</p>
<p><b>Ms. Priyanka Sreenath</b> Deputy Director Certified trainer on ‘Gender and Sexuality, MAMTA- Health Institute for Mother and Child, New Delhi</p>	<p><b>Dr. Ramya Pinnamaneni, MBBS, MPH</b> Director, School of Public Health KIIT University, Bhubaneswar</p>	
<p><b>Ms. Nikki Kujur</b> Research Scholra KISS DU, Bhubaneswar</p>		

<p>Date: 05.02.2026</p> <p>Time: 4.15- 05.15 p.m.</p> <p>Venue: <b>Auditorium Campus 4, KISS DU</b></p>	<b>SPOTLIGHT SESSIONS</b>	
	<b>SPOTLIGHT SESSION - I</b>	
	<b>ROOM to READ INDIA</b> <b>System Integration of Life Skills and Experiences of Scaling in India</b>	
	<p><b>Ms. Prerna Mishra</b> Program Officer Girls' Education Program Room to Read</p>	<p><b>Ms. Tanushka Sharma</b> Sr. Program Associate Girls' Education Program Room to Read</p>
<p><b>Mr. Avik Dey</b> Senior Manager Girls' Education Program</p>		

<p>Date: 05.02.2026</p> <p>Time: 5.15- 06.15 p.m.</p> <p>Venue: <b>Auditorium Campus 4, KISS DU</b></p>	<b>SPOTLIGHT SESSION -II</b>
	<p><b>Life Skills: Transforming the Lives of Young People</b></p> <p><b>Child in Need Institute (CINI), India</b></p>

## THEMATIC SESSIONS

<p>Date: 05.02.2026</p> <p>Time: 4.15– 06.15 p.m</p> <p>Venue: <b>Classroom – 001 Campus -4,</b></p>	<p><b>Thematic Session -I</b> <b>Re-imagining Life Skills Education in the Age of Disruption: Purpose, Paradigms, and Policy Pathways</b></p>	
	<p><b>Session Chairperson</b> <b>Dr. T Sunderesan Nair</b> <b>Former Director, State Resource Centre Kerala, Ministry of Human Resource Development, Govt. of India</b></p>	
	<b>IN-PERSON PAPER PRESENTATIONS</b>	
	<p><b>Dr. Pradeep Kumar Sahu</b> Asst. Prof., Centre for Medical Sciences Education. Faculty of Medical Sciences, The University of the West Indies, St. Augustine</p>	<p>From Problem to Practice: PBL as a Pathway to Life Skills through Critical Thinking and Collaborative Learning in Medical Education</p>

<b>KISS DU</b>  Parallel Sessions	<b>Ms. Saimita Swain &amp; Dr. Sasmita Padhi</b> Kalinga Institute of Social Sciences, DU, Bhubaneswar	Digital Disruption and Life Skills: The Imperative Framework for Gen Z
	<b>ONLINE PAPER PRESENTATIONS</b>	
	<b>Ms. Priyadarshini Pratap, &amp; Dr. Jayalaxmi Samal, Dr. Nisrutha Dulla</b> KIIT DU, (School of Economics and Commerce)	Integrating Life Skills and Financial Resilience: A Literature-Based Exploration
	<b>Mr. Uttam Kumar Das</b> Assistant Professor Nazir Ajmal Memorial College of Education, Hojai, Assam	Life Skills Education and Academic Achievement: An Empirical Study of Learner Outcomes

Date: 05.02.2026  Time: 4.15 – 6.15 pm  <b>Venue:</b> <b>Classroom – 002</b> <b>Campus -4,</b> <b>KISS DU</b>  Parallel Sessions	<b>Thematic Session -II</b>  <b>Life Skills for Adolescent Reproductive and Sexual Health: Agency, Consent, and Rights-Based Learning</b>	
	<b>Session Chairperson</b> <b>Mr. Sudhir Kapoor</b> Former Principal, Dept. Of Education, Shiva Institute, Sr. Lecturer, SCERT (Retd.); Life Skills Consultant, New Delhi  <b>Session Co-chairperson</b> <b>Dr. Pabitra Kumar Das</b> KISS, DU, Bhubaneshwar	
	<b>IN-PERSON PAPER PRESENTATIONS</b>	
	<b>Ms. Sima Tudu, PhD</b> Scholar & <b>Dr. Jhilli Mohapatra</b> KISS, DU, Bhubaneswar	Reproductive Health Problems and Their Awareness Among Adolescent Girls: A Study on Khadia Tribe of Mayurbhanj District of Odisha
	<b>Mr. Ashok Kumar Nayak &amp; Mohammed Ziauddin</b> Centre For Catalyzing Change, New Delhi	Imparting Life Skills Education Among Peer Educators to Improve Adolescent Health Outcomes in Bhadrak District, Odisha

<b>Mr. Om Prakash Singh, Avinash Kumar and Mohammad Ziauddin</b> Centre For Catalyzing Change, New Delhi	Empowering Adolescents by through Life Skills Education under the School Health and Well-Being Program in Jharkhand
<b>Mr. Mohammed Ziauddin &amp; Avinash Kumar</b> Centre For Catalyzing Change, New Delhi	Imparting Life Skills-Based Learning to Adolescents Through Interdepartmental Convergence in Jharkhand
<b>Ms. Samidha Rout &amp; Dr. Bibhabari Bal</b> BJB Autonomous College	An assessment on problems of child marriage among adolescent girls in Mahakalpara Block of Odisha
<b>Ms. Sangeeta Parida &amp; Tapasi Devi</b> Kalinga Institute of Social Sciences, KISS DU, Bhubaneswar, Odisha	Exploring Underutilized Medicinal Plants Used for Menstrual Disorders in Tribal Odisha
<b>Ms. Kritii Tikku, Dr Sheila Ramaswamy, Dr Shekhar Seshadri</b> Azim Premji Foundation	From Avoidance to Engagement: A Life Skills Based Approach to Sexuality Education in Schools
<b>Dr. Maitree Padhi</b> Kalinga Institute of Social Science, DU	Life Skills Based Sexual Reproductive Health (SRH) Education as an Effective Model for Adolescent Girls: Evidence from Kalinga Institute of Social Sciences
<b>Dr. Pramila Pudasaini Thapa &amp; Christeena Dhakal</b> Life Skills Education (LES), Nepal	Evaluating Self-Awareness Skills among the Students at Secondary Level
<b>Ms. Raimat Hansda Ms. Nirashi Bindhani, PhD Scholar, &amp; Dr. Sujata Acharya</b> Associate Professor Kalinga Institute of Social Sciences DU, Bhubaneswar	Enhancing Adolescent Reproductive and Sexual Health, Agency, Consent, and Rights through Life Skills-Based Learning in Odisha
<b>Ms. Pankajini Patra, PhD Scholar &amp; Dr. Pabitra Kumar Das</b> Kalinga Institute of Social Sciences (KISS)	Gond Adolescent Girls' Awareness of Menstruation Health Care
<b>ONLINE PAPER PRESENTATION</b>	
<b>Dr. Rekha B. Raveendran, Liya Thasni, Rima Rajesh, Athulya Krishna, Vismaya P, Gayathri Narayanan, &amp; Afifah Navas</b>	The Effectiveness of Life Skills Training on Adolescent Sexual Health Education: A Quasi-Experimental Study

	Nehru Arts and Science College Coimbatore	
	<b>Ms. Shomini Biswas, Dr. Santwana Adhikari, Sutapa De</b> Child in Need Institute	Menstrual Health Education and its influence on Adolescent Life Skills: A Pre-Post Assessment in North 24 Parganas, West Bengal

<b>Thematic Sessions III, IV, V</b>		
<p>Date: 05.02.2026</p> <p>Time: 4.15 – 6.15 pm</p> <p><b>Venue:</b> <b>Classroom – 003</b> <b>Campus -4,</b> <b>KISS DU</b></p> <p>Parallel Sessions</p>	<p><b>Session Chairperson</b> <b>Dr. Pragnya Mohanty</b> Asso. Prof., Dept of Social Work KISS, DU</p> <p><b>Co-Chairperson</b> <b>Prof. Maya S</b> Mar Theophilus Training College, Thiruvananthapuram</p>	
	<p><b>Thematic Session -III</b> <b>Building Transformative Citizenship through Life Skills: Participation, Advocacy, and Ethics in a Polarised World</b></p>	
	<p><b>IN-PERSON PAPER PRESENTATIONS</b></p>	
	<p><b>Ms. Sunanda Mohanty &amp; Dr. Prashanta Kumar Pardia</b> Kalinga Institute of Industrial Technology (KIIT), DU, Bhubaneswar</p>	<p>Impact of life skills education on adolescents' socio-emotional development in the TATA CSR project region in Jamshedpur: A research using mixed approaches</p>
	<p><b>Ms. Madhusmita Das &amp; Dr Bignya Patnaik</b> School of Economics and Commerce Kalinga Institute of Industrial Technology, (KIIT), DU, Bhubaneswar</p>	<p>Beyond Compliance: CSR and Life Skills Education as Catalysts for Transformative Citizenship in India</p>
	<p><b>Mr. Pankaj Barman, PhD Scholar &amp; Dr. Tapan Talukdar</b> Kumar Bhaskar Varma Sanskrit And Ancient Studies University</p>	<p>Empowering Responsible Governance: Life Skills For Ethical Administrative Practice</p>
	<p><b>ONLINE PAPER PRESENTATION</b></p>	
	<p><b>Ms. Upasna Roy</b> Assistant Professor Department of Special Education, SNDT</p>	<p>Strengthening Citizenship and Inclusion through Participation, Advocacy, and Ethics in Special Education Teacher Training</p>

<b>Thematic Session -IV</b>	
<b>Life Skills and Human Rights: Educating for Dignity, Justice, and Global Solidarity</b>	
<b>IN-PERSON PAPER PRESENTATIONS</b>	
<b>Prof. Niraj Kumar</b> Maharaja Agrasen College, University of Delhi & <b>Dr. Umesh</b> Department of Maths, Rajdhani College, University of Delhi	Human Rights Education as Political Formation: Teaching Dignity and Justice in the Global Age
<b>ONLINE PAPER PRESENTATION</b>	
<b>Mr. Kishan Bhue &amp; Seeman Rani Panda</b> Guru Ghasidas Vishwavidyalaya, Bilaspur	A study on the influence of Life Skills on attitudes about women's rights of female undergraduate students
<b>Thematic Session -V</b>	
<b>Gender Justice through Life Skills Education: Disrupting Patriarchy and Building Equitable Futures</b>	
<b>IN-PERSON PAPER PRESENTATIONS</b>	
<b>Prof. Suman Kumar</b> Department of Political Science & <b>Dr. Umesh</b> Department of Maths Rajdhani College, University of Delhi.	Disarming Patriarchy through Life Skills Education
<b>Mr. Pratyush Dash, Tamal Reja, Ajay K Singh, Santosh Kumar Sharma, Dhanashri Brahme &amp; Preetha Bhakta</b> Magic Bus Foundation	Shaping Adolescent Futures through Life Skills and Gender Equity: Evidence from the Magic Bus Programme in Delhi
<b>Ms. Poornima Narang, Mr. Saktibrata Sen, &amp; Mr. Avik Dey</b> Room to Read India	Understanding Masculinity and Gender Dynamics with a Life Skills Lens - Perspective from Boy's Landscape Study in India
<b>Dr. Kaushlendra Kumar, Abha Mishra &amp; Poornima Garg</b> Room to Read India	Voices of Change: A Qualitative Exploration of Girls' Life Skills Education Program in Telangana and Uttarakhand
<b>ONLINE PAPER PRESENTATION</b>	
<b>Ms. Tusnim Trushna Mishra</b> Ph.D. Scholar Humanities, KIIT - DU	Reel Life, Real Lessons: Gender Justice and Life Skills in Contemporary Indian Cinema with Reference to Tribhangha (2021) and Laapata Ladies (2024)

	<b>Ms. Prabha E</b> Assistant Professor Nehru Arts and Science College	Empowering College Students to Challenge Patriarchy Through Digital Literacy and Advocacy
	<b>Ms. Lincy Khaikei &amp; Lalpekkimi Ralte &amp; C.Lalfamkima Varte</b> Mizoram University	A Study of the Relationship Between Positive Psychological Attributes with Mental Well-Being Among Mizo Youth

<p>Date: 05.02.2026</p> <p>Time: 4.15 – 6.15 pm</p> <p><b>Venue: Classroom – 004 Campus -4, KISS DU</b></p> <p>Parallel Sessions</p>	<b>Thematic Session -VI</b>	
	<b>Life Skills and Climate Resilience: Nurturing Sustainability Mindsets</b>	
	<p><b>Chairperson</b> <b>Prof. Bindu R.L</b> <b>Dean, School of Education</b> <b>University of Kerala, Thiruvananthapuram</b></p> <p><b>Co-Chairperson</b> <b>Dr. Bignya Pattnaik</b> <b>Faculty in Management, School of Humanities, KIIT University</b></p>	
	<b>IN-PERSON PAPER PRESENTATIONS</b>	
	<p><b>Dr. Ipsita Mohapatra</b>, Assistant Professor, School of Liberal Studies &amp; <b>Dr. Bignya Pattnaik</b> Assistant Professor Kalinga Institute of Industrial Technology (KIIT) DU, Bhubaneswar</p>	Life Skills for Sustainable Management: Building Human-Centric Workplaces
	<p><b>Mr. Ramachandran R A</b>, PhD Scholar &amp; <b>Prof. Bindu R.L</b> Department of Education, University of Kerala</p>	Essential Life Skills for Promoting Disaster Resilience and Environmental Adaptability among Secondary School Students
	<p><b>Ms. Seema Shaikh</b> M.Phil. Scholar Pragnya Bodhini High School, Mumbai</p>	Millet Culture for a Sustainable Future
	<p><b>Dr. Sujaya Routray</b> Centurion University of Technology and Management</p>	A Cross-cultural Analysis of Life Skill as Climate Intelligence: Integrating Indigenous women’s Knowledge into the Modern Management System.
<p><b>Mr. Sabyasachi Mallik</b> Ph D. Scholar &amp; <b>Dr. Pabitra Kumar Das</b> Kalinga Institute of Social</p>	Role of Indigenous Knowledge and Life Skills in Climate Adaptation among Tribal Communities of Odisha	

	Sciences, DU, Bhubaneswar	
	<b>Prof. Amit Kumar Jaiswal</b> Associate Professor Sri Dev Suman Uttarakhand University Campus, Government PG College Gopeshwar, (Chamoli), Uttarakhand <b>&amp; Dr. Narendra D. Deshmukh</b> Senior Vice President, Indian Ocean Comparative Education Society	Life Skills Education in Uttarakhand B.Ed. Programme as a Pathway to Education for Sustainable Development
	<b>Ms. Minati Biswal,</b> <b>Dr. Lopamudra Lenka, Dr.</b> <b>Tulasi Malini Maharatha</b> Kalinga Institute of Industrial Technology (KIIT) DU, Bhubaneswar	Fintech Innovation Driven Green Finance In Indian Emerging Economy: Pathways, Barriers and Future Road Maps
<b>ONLINE PAPER PRESENTATIONS</b>		
	<b>Ms. Nibedita Kalita</b> <b>&amp; Dr. Krishna Kalita</b> Kumar Bhaskar Varma Sanskrit and Ancient Studies University	Environmental Practices: The Essential Life Skills for Nurturing Sustainability Mindsets
	<b>Ms. Arya S &amp; Prof. Bindu R.L.</b> Department Of Education, University of Kerala	Environmental Empathy as a Catalyst for Promoting Conservation Ethics among Adolescent Learners through Life Skills
	<b>Dr. Simi M &amp; Prof. Bindu R.L.</b> Department Of Education University Of Kerala	Exploring Eco-Reasoning: Nexus of Scientific Reasoning and Environmental Justice among Higher Secondary School Students in the Post-NEP era

	<b>Thematic Session -VII</b>  <b>Social Inclusion through Life Skills: Advancing Equity and Participation  among Tribal and Disadvantaged Communities</b>
	<b>Session Chairperson</b> <b>Dr. Khusboo Kuddus</b> Associate Professor (English) School of Liberal Studies, KIIT DU  <b>Co-Chairperson</b> <b>Dr. Sweta Arora</b> Assistant Professor, KISS DU
	<b>IN-PERSON PAPER PRESENTATIONS</b>

<p>Date: 05.02.2026</p> <p>Time: 4.15 – 6.15 pm</p> <p>Venue: Classroom – 005 Campus -4, KISS DU</p> <p>Parallel Sessions</p>	<p><b>Mr. Srimanta Kumar Patra</b> Ph.D. Scholar KSRM, KIIT University, Bhubaneswar</p>	Inclusive Development of Persons with Disabilities through Community-Level Institutions
	<p><b>Mr. Shashikant Digal, Santosh Kumar Sharma, Yudhisthira Panigrahi, Dhanashri Brahme, Aditi Aeron &amp; Ashique Rizvi</b> Magic Bus Foundation</p>	Life Skills Education as a Catalyst for Social Inclusion: Insights from Tribal Adolescents in Odisha, India
	<p><b>Ms. Vandana Nair &amp; Mohammed Ziauddin</b> Centre For Catalyzing Change, New Delhi</p>	Empowering Adolescent Girls in Gumla, Jharkhand through the Integration of Digital Literacy and Life Skills
	<p><b>Dr. Sanjeeta Kumari Devi</b> Asst. Professor, <b>Ms. Saurava Goswamy &amp; Dr. Trupti Mishra</b> Kalinga Institute of Social Sciences, DU, Bhubaneswar</p>	Promoting Social Inclusion through Life Skills Education: An Analysis of Diverse Tribal Students in KISS
	<p><b>Dr. Sasmita Pattanaik</b> Asst. Professor &amp; <b>Ms. Binita Xess</b> Kalinga Institute of Social Sciences DU, Bhubaneswar</p>	Learning to Live Together: An Experiential Psychology Review of How the Tutor-Mentor System at KISS Fosters Future-Ready Life Skills in Tribal Scholars
	<p><b>Mr. Makarbhanj Singh</b> PhD Scholar Kalinga Institute of Social Sciences DU, Bhubaneswar</p>	Mankirdia tribe and forest conservation: A case study of Mayurbhanj district of Odisha
	<p><b>Ms. Rituparna Mitra</b> PhD Scholar &amp; <b>Dr. Rooplekha Khuntia</b> National Institute of Science Education and Research Jatni, Khurda, Odisha</p>	Necessity of Life Skills Education for Children with Special Needs: A Systematic Review.
	<p><b>Mr. Subash Nandibadi</b> PhD Scholar &amp; <b>Dr. Pabitra Kumar Das</b> Kalinga Institute of Social Science (KISS) DU Bhubaneswar</p>	Life Skills enable the Paraja for greater Social Inclusion through Participation in the Community
	<p><b>Dr. Purna Bahadur Lamichhane</b>, Assistant Professor, <b>Mr. Kumar Narayan Shrestha &amp; Mr. Bidur Baniya</b> Tribhuvan University, Nepal</p>	Core Life Skills for Today's Graduate: Identifying Priorities for Inclusion in Higher Education
	<b>ONLINE PAPER PRESENTATIONS</b>	

	<b>Ms. Alankrithi Sivasubramanian, Kabilan R &amp; Dr. Subasree Vanamali</b> School of Social sciences, VIT University, Chennai	Qualitative enquiry on - The level of life skills, opportunities and challenges among first-generation learners and others among tribal communities in Tamil Nadu
	<b>Dr. Gargi. P. Sinha</b> Professor Dnyanvardhini Divyang Traiining College Sanjay Centre For Special Education, Bogda, Goa	A Study on the Impact Of 7E Learning Cycle Utilising Life Skills on Language Development of Learners at Beginners Level Studying in Middle School.

07.30 – 9.00 p.m. Cultural Programme

09.00 – 10.00 p.m. Dinner

**Day Two: 06/02/2026****06.00 – 7.00 am****Yoga Demonstration & Practice – Dr. G Sureshkumar, Yoga Guru**

Date: 06/02/2026  Time: 09:30 – 11:30 a.m.	<b>SYMPOSIUM II</b> <b>Life Skills and Human Rights: Educating for Dignity, Justice, and Global Solidarity</b>  <b>Chairperson</b> <b>Prof. Swarnamayee Tripathy</b> <b>Professor Emeritus</b> <b>Kalinga Institute of Social Sciences (KISS DU)</b>  <b>Keynote</b> <b>Prof. (Dr.) S. Sivakumar (Online)</b> <b>Senior Prof., Indian Law Institute, New Delhi</b> <b>Former Member, Law Commission of India; President and Trustee, CLEA</b> <b>Chairman, MILAT</b>	
Venue: <b>Seminar Hall 1</b> <b>T &amp; P Cell</b> <b>KISS DU</b>  Parallel Session	<b>Speakers</b>	
	<b>Dr. Satyendra Chandra Pandey (Online)</b> Associate Professor & Associate Dean (MDP), Institute of Rural Management, Anand, Gujarat	<b>Dr. Pragya Parimita Ray</b> School of Law Kalinga Institute of Industrial Technology (KIIT) DU, Bhubaneswar

	<p><b>Mr. Prince Nayak</b> Student Kalinga Institute of Industrial Technology (KIIT) DU, Bhubaneswar</p>	<p><b>Prof. Niraj Kumar</b> Professor Department of Political Science Maharaja Agrasen College University of Delhi</p>
	<p><b>Mr. Enketeshwar Kandagari</b> Student KISS DU, Bhubaneswar</p>	

<p>Date: 06/02/2026</p> <p>Time: 09:30– 11:30 a.m. (IST)</p> <p>Venue: <b>Auditorium, Campus 4 KISS DU</b></p> <p>Parallel Session</p>	<p><b>PANEL DISCUSSION II</b></p> <p><b>Life Skills for Entrepreneurial Mindsets: Fostering Agency, Innovation, and Resilience</b></p>	
	<p><b>Chairperson</b> <b>Prof. Surendra Jena</b> School of Rural Management, KIIT DU</p> <p><b>Keynote</b> <b>Prof. Kanishka Bedi</b> President, World Council of Comparative Education Societies Geneva, Switzerland</p>	
	<p><b>Speakers</b></p>	
	<p><b>Dr. Pinaki Nandan Patnaik</b> Dean School of Leadership Kalinga Institute of Industrial Technology (KIIT) DU, Bhubaneswar</p>	<p><b>Dr. Debasish Mohapatra</b> Professor and Coordinator Centre for Social Research and Innovation (SRI), School of Leadership, Kalinga Institute of Industrial Technology (KIIT), DU, Bhubaneswar</p>
	<p><b>Dr. Suparna Ghosh</b> Associate Professor Department of History Loreto College Kolkata</p>	<p><b>Dr. Prasanta Parida</b> Associate Professor School of Rural Management Kalinga Institute of Industrial Technology (KIIT) DU, Bhubaneswar</p>
<p><b>Mr. Neel Dhuruva (Online)</b> President &amp; Founder Peer-to-Peer Global Teens Co-Founder, Gamecents Empowering Youth with Essential Life Skills &amp; Financial Literacy Miramar, Florida, USA.</p>	<p><b>Mr. Gaurav Arora</b> Salam Bombay Foundation Mumbai</p>	

	<p><b>Ms. Sneha Nandy</b> Student BEd., Semester I Loreto College, Kolkata</p>	<p><b>Ms. Rama Bhide</b> Founder Director Alpha School of Life Skills Secretary, Indian Association of Life Skills Education</p>
	<p><b>Mr. Laxman Dora</b> Research Scholar KISS DU, Bhubaneswar</p>	

<p>Date: 06/02/2026</p> <p>Time: 09:30 – 11:30 am.</p> <p>Venue: <b>Conference Hall 1, Campus 3 KISS DU</b></p> <p>Parallel Session</p>	<p><b>SEMINAR I</b> <b>Digital Citizenship and Life Skills: Navigating Misinformation, Surveillance, and Disconnection in Hyperconnected Spaces</b></p>	
	<p><b>Chairperson</b> <b>Dr. Snigadharani Panda</b> <b>Chairperson of the Council of Deans</b> <b>Kalinga Institute of Social Sciences, KISS DU</b></p>	
	<p><b>Keynote</b> <b>Prof. T. M. Sakunthala Yatigammana Ekanayake</b> <b>Head, Department of Information Technology, Faculty of Arts</b> <b>University of Peradeniya, Peradeniya, Sri Lanka</b></p>	
	<p><b>Speakers</b></p>	
	<p><b>Prof. Umesh Kumar</b> Associate Professor Department of Maths Rajdhani College University of Delhi</p>	<p><b>Mr. Vimal Govind (Online)</b> Founder GenRobotics, Thiruvananthapuram</p>
<p><b>Dr. Nizar Bitar</b> Teaching Fellow The Max Stern Yezreel Valley College, Department of Information Systems D.N. Emek Yezreel, Israel</p>	<p><b>Ms. Anjana Das (Online)</b> AI Architect, Transportation Business Unit, TATA Elxsi Ltd Thiruvananthapuram</p>	
<p><b>Mr. Dhruv</b> Student Kalinga Institute of Industrial Technology (KIIT) DU Bhubaneswar</p>		

<p>Date: 06.02.2026</p> <p>Time: 09.30 a.m. onwards</p> <p>Venue: <b>Conference Hall 2, Campus 3 KISS DU</b></p> <p>Parallel Session</p>	<p><b>NGO Conclave</b></p> <p><b>Assessing the Impact of Life Skills Education: Indicators, Innovations, and Interrogation</b></p> <p><b>Chairperson</b> <b>Prof. Deepak Kumar Behera</b> <b>Adviser, KISS DU and Former VC, KISS DU</b> <b>Sambalpur University and Berhampur University</b></p>	
	<p><b>Speakers</b></p>	
	<p><b>Dr. V M Sasikumar</b> National President Council of Education Administration and Management, Thiruvananthapuram.</p>	<p><b>Mr. Pradeepta Sundaray</b> State Director Transform Schools, People for Action Bhubaneswar</p>
	<p><b>Dr. Santwana Adhikari</b> Senior Program Manager Child In Need Institute (CINI) Kolkata</p>	<p><b>Nagendra R.</b> Programme Manager Pi Jam Foundation, Pune</p>
	<p><b>Dr. Reikibul Azad</b> General Manager, Ajmal Foundation, Hojai, Assam</p>	<p><b>Md Azim Ud Doula</b> Associate Director - School Program Operations QUEST Alliance, Bhubaneswar</p>
	<p><b>Mr. Prasad Jayasinghe</b> Managing Director, Emotional Intelligence &amp; Life Skills Training Team (Gte) Ltd, Sri Lanka</p>	<p><b>Ms. Vandana Sharma</b> State Head Piramal Foundation, Bhubaneswar</p>
	<p><b>Dr. V. Balaji</b> Founder Director Indian Social Sciences Research Academy (ISSRA)</p>	<p><b>Ms. Lopa Gandhi</b> Founder Director Ugam Foundation, Mumbai</p>
	<p><b>Dr. A. D. Solomon Raj</b> Managing Trustee Shelter Trust, Chennai</p>	<p><b>Bibhu Prasad Sahu</b> Secretary YOUTH FOR SOCIAL DEVELOPMENT (YSD) Ganjam, Odisha</p>
	<p><b>Ms. Nisha Joshi</b> Sr. Officer, Girls' Education Program Room to Read India</p>	<p><b>Dr. Rukmini Panda</b> State Lead, Breakthrough, Odisha</p>
	<p><b>Dr. Pramila Thapa</b> Associate Professor Founder Chairperson, Life Skills Education Institute, Pvt. Ltd., Nepal &amp; Former Registrar, Purbanchal University, Nepal</p>	<p><b>Mr. Ashok Nayak</b> State Head, Centre for Catalysing Change (C3), Bhubaneswar</p>

	<b>SEMINAR II</b> <b>Status of Life Skills Education across the States and UTs of India</b>	
	<b>Chairperson</b> <b>Shri Jagadananda J</b> <b>Mentor &amp; Co-Founder, CYSD</b> <b>Bhubaneswar, Odisha</b>	
	<b>Co -chairperson</b> <b>Dr. Chandrasekharan Praveen</b> <b>Former Principal, Institute of Advanced Studies in Education, Kerala</b>	
	<b>Speakers</b>	
<p>Date 06/02/2026</p> <p>Time: 09:30 a.m. onwards</p> <p>Venue: <b>Seminar Hall 2, T &amp;P Cell KISS DU</b></p> <p>Parallel Session</p>	<p><b>MIZORAM</b>  <b>Dr. Muttu Vemula</b>  Assistant Professor  Department of Education  Mizoram Central University  Aizawl</p> <p><b>SIKKIM</b>  <b>Ms. Dipika Rai</b>  DIET, Gyalshing District  West Sikkim</p> <p><b>CHATTISGARH BIHAR &amp; JHARKHAND</b>  <b>Mr. Alok Tiwari</b>  Founder, National Youth Network and  Paramarsh Bharti Foundation, Ranchi</p> <p><b>MADHYA PRADESH</b>  <b>Dr. Rakesh Dangi</b>  Administrative Officer, Pithampur  Auto Cluster (MPIDC), Indore  Madhya Pradesh</p> <p><b>HARYANA</b>  <b>Dr. Jijo Varghese</b>  Assistant Professor  Department of Elementary Education  Jesus and Mary College (A  Constituent College of the University  of Delhi)</p> <p><b>UTTAR PRADESH</b>  <b>Dr. Indrajit Singh (Online)</b></p>	<p><b>ANDHRA PRADESH</b>  <b>Mr. K. Venkata Chalapathy</b>  Principal (Online)  TGSWRS JC, Narsampet  Telangana</p> <p><b>TELENGANA</b>  <b>Saritha Gangaraju</b>  Sr. Officer, Girls' Education Program  Room To Read</p> <p><b>KARNATAKA</b>  <b>Dr. Sushi Kadanakuppe (Online)</b>  Associate Professor,  Department of Public Health Dentistry  V.S. Dental College and Hospital  Bengaluru, Karnataka</p> <p><b>KERALA</b>  <b>Dr. T Sunderesan Nair</b>  Former Director, State Resource Centre  Kerala, Ministry of Human Resource  Development, Govt. of India.</p> <p><b>TAMIL NADU</b>  <b>Mr. B. Senthil</b>  Hon'ble Member, Juvenile Justice Board  Thiruvallur District  Dept. of Children Welfare and Special  Services, Govt. of Tamil Nadu &amp;  Joint Secretary, IALSE</p> <p><b>MAHARASHTRA</b>  <b>Dr Archana Patki (Online)</b></p>

Auditor General, Subharti Group Swami Vivekanand Subharti University, Meerut.	Principal and Head, Department of Psychology Smt. Maniben M P Shah Women's College of Arts & Commerce.
<b>UTTRAKHAND</b> <b>Dr. Neha Joshi</b> (Online) Subject Matter Expert Krishi Vigyan Kendra ICAR-IVRI, Bareilly	<b>GOA</b> <b>Dr. Janet Fernandes</b> (Online) Professor and Head of the Department of Psychology St. Xavier's College, Goa <b>Email: drjanet2307@gmail.com.</b> <b>Contact No.: +91-9823709003.</b>
<b>RAJASTHAN</b> <b>Mr. Ram Dayal Sain</b> Trainer & Consultant, Social Development Professional, Counselor National Youth Awardee by the MoYAS, Govt. of India	<b>WEST BENGAL</b> <b>Dr. Ranjita Dawn</b> Assistant Professor Department of Education, Loreto College, Kolkata.  <b>ODISHA</b> <b>Dr. Saswat Kishore Mishra,</b> Associate Professor & Associate Dean, School of Economics and Commerce KIIT, DU, Odisha
<b>UNION TERRITORIES</b>	
<b>ANDAMAN AND NICOBAR ISLANDS</b>  <b>Dr. Suparna Ghosh</b> Associate Professor Department of History Loreto College, Kolkata	<b>DELHI (NATIONAL CAPITAL TERRITORY OF DELHI)</b>  <b>Dr. Jijo Varghese</b> Assistant Professor Department of Elementary Education Jesus and Mary College (A Constituent College of the University of Delhi)
<b>PUDUCHERRY</b> <b>Prof. P.B. Shankar Narayan</b> Head, Department of Social Work Pondicherry University	
<b>EDUCATION BOARDS</b>	
<b>National Council of Educational Research and Training (NCERT)</b>  <b>Ms. L.K. Lalbiakfeli</b> Mizoram University	<b>Indian Certificate of Secondary Education (ICSE)</b> <b>Dr. Madhubala (Online)</b> Principal Kerala Hindi Prachar Sabha B.Ed. Training College Thiruvananthapuram

<p>Date: 06.02.2026</p> <p>Time: 11.30 –12.30 p.m.</p> <p>Venue: <b>Auditorium KISS DU Campus</b></p>	<p><b>MASTER CLASS II</b> <b>Re-imagining Mental Health and Well-being: Life Skills for Shared Futures</b></p>
	<p><b>Dr K Ellangovan, IAS</b> <b>Managing director, INKEL Ltd.</b> <b>Addl. Chief Secretary, (Retd.) Government of Kerala</b></p>

<p>Date 06/02/2026</p> <p>Time: 11.30 - 12.30 p.m.</p> <p>Venue: <b>Seminar Hall 1, T &amp; P Cell KISS DU Campus</b></p>	<p><b>MASTER CLASS III</b> <b>Building Transformative Citizenship through Life Skills: Participation, Advocacy, and Ethics in a Polarised World</b></p>
	<p><b>Chair</b> <b>Prof. Suman Kumar</b> <b>Professor</b> <b>Department of Political Science, Rajdhani College, New Delhi</b> <b>Managing Trustee, Public Media Tech Foundation, Delhi</b></p> <p><b>Speaker:</b> <b>Prof. Aditya Kumar Mohanty</b> <b>North East Hill University (NEHU), Shillong, Meghalaya</b></p>

<p>Date: 06/02/2026</p> <p>Time: 02.00 – 04.00 pm</p> <p>Venue: <b>Conference Hall 1, Campus 3 KISS DU</b></p> <p>Parallel Session</p>	<p><b>THINK TANK</b></p> <p><b>Life Skills in the National Education Policy (NEP) Era: Opportunities and Challenges for Systemic Integration</b></p>	
	<p><b>Chairperson</b></p> <p><b>Mr. Saktibrata Sen</b> Senior Director, Programs Room To Read India</p>	
	<p><b>Discussants</b></p>	
	<p><b>Prof. Bhaswati Patnaik</b> Head Department of Psychology Utkal University, Bhubaneswar</p>	<p><b>Prof. Bindu R L</b> Dean School of Education, University of Kerala, Thiruvananthapuram</p>
	<p><b>Prof. Vinod Chandra</b> Former Principal Sri Jai Narain Misra Post Graduate College, Lucknow. Head of the Sociology Department, Sri JNMPG College Vice-President, Research Committee of Sociology of Youth (RC34), ISA &amp; Former President, IALSE</p>	<p><b>Dr. V. Reghu</b> M.Ed. Course Director Mar Theophilus Training College Thiruvananthapuram, Kerala. Former Professor &amp; Dean RGNIYD, Tamil Nadu.</p>
	<p><b>Dr M S Geetha</b> Former Dean, Faculty of Education University of Kerala</p>	<p><b>Prof. Suman Kumar</b> Professor Dept. of Political Science Rajdhani College, Delhi University</p>
	<p><b>Prof. Zoengpari (Online)</b> Department of Psychology Mizoram University, Aizwal</p>	<p><b>Dr. Akkas Ali</b> Principal Ajmal Law College, Hojai</p>
	<p><b>Prof. P B Shankar Narayan</b> Head of the Department of Social Work Pondicherry University</p>	<p><b>Mr. Jyothis Chandran</b> Chairman Jyothis Group of Schools Thiruvananthapuram, Kerala</p>
	<p><b>Dr. V M Sasikumar</b> National President Council for Educational Administration and Management (CEAM), India</p>	<p><b>Dr. T Sunderesan Nair</b> Former Director State Resource Centre Thiruvananthapuram</p>
	<p><b>Mr. Gaurav Arora</b> Salam Bombay Foundation Mumbai</p>	<p><b>Ms. Jayeeta Ganguly</b> Child in Need Institute, Kolkata</p>
<p><b>Prof. Dr. Maya S</b> Former Professor in Education, Mar Theophilus Training College Thiruvananthapuram, Kerala</p>	<p><b>Dr. Sushmita Chakraborty (Online)</b> Associate Professor, NCERT New Delhi</p>	

<p>Date 06/02/2026</p> <p>Time:02.00 – 04.00 p.m.</p> <p>Venue: <b>Conference Hall 2, Campus 3 KISS DU</b></p> <p>Parallel Session</p>	<b>ROUND TABLE I</b>  <b>Well-being as an Educational Outcome: Positioning Life Skills as Central to Mental, Emotional, and Social Health</b>	
	<b>Chairperson</b> <b>Dr. Sunitha Ranjan</b> <b>Life Skills Educator, Master Trainer &amp; Former President, IALSE</b>	
	<b>Key Discussant</b> <b>Dr. Dimpy Mahanta</b> <b>Associate Professor of Psychology</b> <b>Cotton University, Guwahati</b>	
	<b>Prof. (Dr.) Jagdish Khatri</b> Leadership & Life Skills Coach, Corporate Trainer, Motivational Speaker, Author Chandigarh	<b>Robin Edward Gearing, PhD. (Online)</b> Professor Director, Centre for Mental Health Research and Innovation in Treatment Engagement and Service ( <u>MH-RITES Research Centre</u> ) Graduate College of Social Work, University of Houston, USA.
	<b>Mr. Meghendra Banerjee</b> Chief of Programmes Child In Need (CINI) Kolkata	<b>Dr. Rooplekha Khuntia</b> Assistant Professor, School of Humanities and Social Sciences, NISER Bhubaneswar
	<b>Dr. Madhumita Das</b> Principal Counsellor, Bhubaneswar Family Court -II, Bhubaneswar	<b>Dr. Kirti Singh Chauhan</b> Academic Counsellor, Indira Gandhi National Open University
<b>Ms. Vyjanthi Trimal</b> Assistant Professor Fergusson College, Autonomous, Pune	<b>Ms. Bhargavi Siva</b> Student, KIIT DU	

<p>Date 6/02/2026</p> <p>Time: 02.00 - 04.00 p.m.</p> <p>Venue: <b>Seminar Hall 1 T &amp; P Cell</b> <b>KISS DU</b> Parallel Session</p>	<p><b>VOICES FROM THE FIELD -I</b></p> <p><b>Evidence, Experience and Best Practices of Independent Life Skills Practitioners</b></p> <p><b>Chairperson</b> <b>Mr. Dipak Kumar</b> <b>Former Regional Director, NSS Guwahati</b></p>	
	<p><b>Dr. Chandrasekharan Praveen</b> Former Principal Institute of Advanced Studies in Education, Kerala</p>	<p><b>Ms. L. Salitha</b> Principal Jyothis Central School Kazhakkuttam, Thiruvananthapuram, Kerala</p>
	<p><b>Mr. B. Senthil</b> Hon'ble Member Juvenile Justice Board, Thiruvallur District Dept. Of Children Welfare and Special Services, Govt. of Tamil Nadu &amp; Joint Secretary, IALSE</p>	<p><b>Prof. Bindu R L</b> Dean School of Education, University of Kerala, Thiruvananthapuram</p>
	<p><b>Dr. Muttu Vemula</b> Assistant Professor Dept. Of Education Mizoram University</p>	<p><b>Ms. Manaswini Panigrahi</b> Sr. Manager , Curriculum Designer Breakthrough, Odisha</p>
	<p><b>Ms. Deeptimayee Pattanaik</b> Technical Expert, SM &amp; Convergence PRADAN, Odisha</p>	<p><b>Ms. Bedamati Patanaik</b> Faculty, KISS DU</p>
	<p><b>Dr. Maitree Padhi</b> Faculty, KISS DU</p>	<p><b>Ms. Saurava Goswamy</b> Faculty, KISS DU</p>
	<p><b>Ms. Sangeeta Parida</b> Faculty, KISS DU</p>	
	<p><b>Voices from the Field II</b> <b>(International Evidences)- ONLINE</b></p>	

<p>Date 06/02/2026</p> <p>Time: 05.15 - 06.15p.m. (IST)</p> <p>Venue: <b>Seminar Hall 1 T &amp; P Cell KISS DU</b></p>	<p><b>Chairperson</b> <b>Dr. Sunitha Ranjan</b> <b>Life Skills Educator &amp; Former President, IALSE</b></p>	
	<p><b>Ms. Parimala Rajan</b> Director, P2P Global Teens, USA</p>	<p><b>Ms. Isabella Fuentes Lara</b> Teen Life Skills Facilitator, USA</p>
	<p><b>Mr. Derrick Chilenga</b> Life Skills Facilitator, Kenya</p>	<p><b>Ms. Oriana Silva</b> Teen Life Skills Facilitator, USA</p>

<p>Date 06/02/2026</p> <p>Time: 2.00 to 6:00 pm</p> <p>Venue: <b>Auditorium Campus 4 KISS DU</b></p> <p>Parallel Session</p>	<p><b>VOICES OF YOUTH</b></p> <p><b>Sharing Experiences</b></p>	
	<p><b>Moderator</b> <b>Mr. Nagendra R</b> <b>Programme Manager</b> <b>Pi Jam Foundation, Pune</b></p>	
	<p><b>Ms. Shanti Murmu</b> Kalinga Institute of Social Sciences (KISS) DU</p>	<p><b>Ms. Arpitha Nair R</b> (Online) Student, Class XI, (Bio-Math) Carmel Higher Secondary School Vazhuthacaud, Thiruvananthapuram</p>
	<p><b>Mr. Santosh Kandamaka</b> Research Scholar KISS DU, Bhubaneswar</p>	<p><b>Mr. Haraprasad Hepruka</b> Vice Chairman Rayagada Panchayat Samiti Rayagada</p>
	<p><b>Ms. Priyanka Sahoo</b> Youth Champion, C3, Odisha</p>	<p><b>Mr. Sandeep Sahoo</b>, Youth Champion, C3, Odisha</p>
	<p><b>Mr. Prasanna Kumar Sahoo</b> Youth Champion, C3, Odisha</p>	<p><b>Mr. Archit Garg</b> Kalinga Institute of Technology (KIIT) DU</p>
	<p><b>Ms. Damayanti Giri</b> Research Scholar, KISS DU</p>	<p><b>Ms. Bishnupriya Mishra</b> Youth Champion, C3, Odisha</p>
	<p><b>Ms. Rasmirekha Champia</b> Child in Need Institute (CINI)</p>	<p><b>Mr. Ganesh Singh</b> Child in Need Institute (CINI)</p>

<p>Date: 06.02.2026</p> <p>Time: 04.30 – 06.30 p.m. (IST)</p> <p>Venue: <b>Conference Hall 2, Campus 3 KISS DU</b></p> <p>Parallel Session</p>	<p><b>PANEL DISCUSSION III (International)</b></p> <p><b>Situating Life Skills in Global Contexts: Comparative Perspectives from the Global South</b></p>	
	<p><b>Chairperson</b></p> <p><b>Dr. Narendra Deshmukh</b> Senior Vice President, Indian Ocean Comparative Education Society, USA</p>	
	<p><b>Speakers</b></p>	
	<p><b>Dr. Prema Sundara Rajan</b> (Online) Academic Chair, International Hindu University, Florida, USA, Former Consultant at Ministry of Health and Family Welfare</p>	<p><b>Mr. Prasad Jayasinghe</b> Managing Director, Emotional Intelligence &amp; Life Skills Training Team (Gte) Ltd, Sri Lanka</p>
	<p><b>Dr. Pramila Thapa</b> Associate Professor, Founder Chairperson, Life Skills Education Institute, Pvt. Ltd., Nepal &amp; Former Registrar Purbanchal University, Nepal</p>	<p><b>Prof. Nitza Davidovitch,</b> Head of Learning in Teaching and Learning Authority Department of Education Studies Faculty of Social Sciences and Humanities Head of Israeli Consortium of Faculty Development Centers, Israel</p>

## THEMATIC SESSIONS

	<p><b>Thematic Session -VIII - (a)</b></p> <p><b>Well-being as an Educational Outcome: Positioning Life Skills as Central to Mental, Emotional, and Social Health</b></p>	
	<p><b>Chairperson</b></p> <p><b>Dr. Saramma Chandy</b> Retd. Teacher Mary Immaculate Girls High School, Borivli, Mumbai</p> <p><b>Co Chairperson</b></p> <p><b>Dr.Sasmita Patanaik,</b> Head, Department of Psychology, KISS DU</p>	
	<p><b>IN-PERSON PAPER PRESENTATIONS</b></p>	
	<p><b>Ms. Karabi Das</b> PhD Scholar &amp; <b>Dr. Alaka Das</b></p>	<p>Professional Commitment and Role Conflict of Female Secondary School Teachers in Relation to Their Life Skills</p>

<p>Date: 06.02.2026</p> <p>Time: 4.15 – 6.15 p.m</p> <p>Venue: Classroom – 001 Campus -4, KISS DU</p> <p>Parallel Sessions</p>	<p>Kumar Bhaskar Varma Sanskrit and Ancient Studies University</p>	
	<p><b>Dr. Abha Mishra, Mr. Kaushlendra Kumar &amp; Mr. Saktibrata Sen</b> Room To Read India Trust</p>	Empowering Girls: Evidence from a Life Skills Education Program in Maharashtra
	<p><b>Ms. Barnali Nath</b> PhD Scholar &amp; <b>Dr. Alaka Das</b> Kumar Bhaskar Varma Sanskrit and Ancient Studies University</p>	Exploring the Interplay between Life Skills, Mindfulness, and Subjective Well-Being among the Higher Secondary Student
	<p><b>Ms. Swornagni Nayak</b> PhD Scholar &amp; <b>Dr Apramita Chand</b> Department of Education, Indian Institute of Technology, Kharagpur</p>	Effectiveness of Group-Based Scenario Learning Approach in Facilitating Pre-Service Teachers' Competence in Life-Skills Education for Adolescent Well Being
	<p><b>Ms. Gurtej Kaur &amp; Shalmali Naik</b> URIVI VIKRAM Charitable Trust</p>	Understanding Life Skills, Coping Mechanisms, and Psychological Wellbeing in Community-Based Youth Programs: A Mixed-Methods Study
	<p><b>Dr. Sasmita Pattanaik &amp; Mr. Bikash Pradhan</b> Kalinga Institute of Social Sciences, DU, Bhubaneswar</p>	Influence of Gender on Adjustment of Adolescents: A Study on Educational Adjustment
	<p><b>Dr. Prasanta Parida &amp; Ms. Siddhiswarupa Swain</b> School Of Rural Management, KIIT DU</p>	The Impact of Life Skills Education on Socio-Emotional Development and School-Related Outcomes among Adolescents in India
	<p><b>Dr. Ashis Saha</b> Associate Professor Nazir Ajmal Memorial College of Education, Hojai, Assam</p>	Life Skills Education for School Teachers in implementing the Inclusive Education: A case study of Hojai District, Assam
	<b>ONLINE PAPER PRESENTATIONS</b>	
	<p><b>Mr. Raghav Agarwal, Nishta Toshniwal, Aadhiti D. Naidu, Kavyaa Shah, Kahaan Modi</b> Social Sciences, Nalandaway</p>	Real Talk: What Life Skills Do Indian Teens Need?
<p><b>Prof. (Dr.) Geetha Prasanan and Ms. Shilpashri RD</b> Former Senior Faculty, Dept. Of Science, RIE, Mysore</p>	Development and try out of a Model Community School-Part II	
<p><b>Ms. Nikita Rajput, PhD Scholar &amp; Dr. Sangeeta Yaduvanshi</b> Social Sciences</p>	Integrating Life Skills into Education: Promoting Wellbeing, Inclusion, and Holistic Growth of Learners	

	Central University of Rajasthan	
	<b>Ms. Suchandra Gupta &amp; Rumeli Das</b> Child in Need Institute	Impact of Life Skill Training on Adolescents Living with HIV

<p>Date: 06.02.2026</p> <p>Time: 4.15 – 6.15 p.m</p> <p><b>Venue:</b> <b>Classroom – 002</b> <b>Campus -4,</b> <b>KISS DU</b></p> <p>Parallel Sessions</p>	<b>Thematic Session -VIII - (b)</b>	
	<b>Wellbeing as an Educational Outcome: Positioning Life Skills as Central to Mental, Emotional, and Social Health</b>	
	<b>Chairperson</b> <b>Prof. Nmaita Mohanty</b> <b>Professor Emeritus, KISS, DU</b>	
	<b>Co-Chairperson</b> <b>Dr.Sujata Acharya Dean ,STHI</b> <b>KISS, DU</b>	
	<b>IN-PERSON PAPER PRESENTATIONS</b>	
	<b>Prof. Vinod Chandra &amp; Pankhuri Bajpai</b> Sri J N M Post Graduate College, Lucknow	What Children Tell Us About Wellbeing: Implications for Creating Inclusive Digital Learning Environments
	<b>Mr. Kaji Minhajul Hoque</b> Nazir Ajmal Memorial College of Education	Reflective Journaling as a Transformative Tool for Life Skills Development in Teacher Education
	<b>Ms. Bhnaumati Biswal, PhD Scholar &amp; Dr. Pabitra Kumar Das</b> Kalinga Institute of Social Sciences, DU, Bhubaneswar	Holistic Student Development through Life Skills Education in Odisha- A case study on KISS Deemed to be University, Bhubaneswar
	<b>Ms. Olivia Haldar, PhD Scholar &amp; Dr. Soma Parija</b> KIIT, Deemed to be University, Bhubaneswar	Generation Z Perspectives on Parenting Styles
	<b>Dr. Anuradha Mahapatra</b> Manam Foundation	Educating for Wholeness: Life Skills as the Core of Holistic Learner Development
<b>Ms. Jyotirmayee Rath</b> PhD Scholar & <b>Dr. Rooplekha Khuntia</b> National Institute of Science Education and Research	Beyond Academics: Integrating Sports, Yoga and Arts as Core Life Skills for the 21st Century	
<b>Ms. Sunita Maharajan &amp; Mr. Pawan Saud Rawal</b>	Prevalence and Risk Factors of Nomophobia Among Students	

Life Skills Education (LES), Nepal	
<b>ONLINE PAPER PRESENTATIONS</b>	
<b>Ms. Hema Upadhyay &amp; Prof. Sunita Singh</b> Banaras Hindu University	Empowering learners through Life Skills: Education for Happiness and Well-being
<b>Prof. Divya Nair, Shreya Prabhu and Pooja Vardharaj</b> School of Education and Research MIT Art, Design and Technology University, Pune	Coping with Stress, Coping with Emotions and Resilience as Key Skills for Adolescent Wellbeing: A Narrative Review
<b>Ms. Raghavi Reddy Sangu &amp; Gowtham Nalluri</b> Vasudhaiva Kutumbakam software Solutions Private Limited	Counsellors As Catalysts of Emotional Safety: Re-Imagining Life skills Delivery Beyond 2030
<b>Dr. Soumi Mandal</b> Professor Department Of Education, Vinaya-Bhavana, Visva-Bharati, Santiniketan, West Bengal	Culturally responsive teaching practices as life skill education for teacher trainees: A study on Santiniketan
<b>Dr. Prabhudas Karsunkal</b> Uva Ahead Chennai	"Home is the First and Best University": A Multipronged Approach to Holistic Development of Adolescents
<b>Ms. Deepti Singh, PhD Scholar &amp; Dr. Rashmi Soni</b> University of Lucknow	Life Skills Education and Adolescent Well-Being: Understanding High-Risk and Suicidal Vulnerability Through Stakeholder Perspectives

Date: 06.02.2026	<b>Thematic Session -IX</b>	
Time: 4.15 – 6.15 p.m	<b>Life Skills in the National Education Policy (NEP) Era: Opportunities and Challenges for Systemic Integration</b>	
Venue: Classroom – 003 Campus -4, KISS DU	<b>Chairperson</b> <b>Dr. Vimal Pandey</b> <b>Dean, CIST, KISS, DU</b>	
	<b>Co-chairperson</b> <b>Dr. Rudra Narayan Mohanty</b> <b>Assistant Professor, KISS DU</b>	
	<b>IN-PERSON PAPER PRESENTATIONS</b>	
Parallel Sessions	<b>Dr. Narendra Dadarao Deshmukh</b> Senior Vice President, Indian Ocean Comparative Education Society	Developing Life Skills in the Science Classroom: Reflections from My Experience

<b>Mr. Raj Ballav Panda,</b> <b>Ruchismita Gahir, Soumyamayee</b> <b>Ratha, Ghanashyam Sahu</b> PhD scholar Faculty of Education, Banaras Hindu University, Varanasi, Uttar Pradesh	Awareness, Perception, and Readiness towards Life Skill Education: An Empirical Study on Pupil Teachers of Western Odisha
<b>Dr. Sunita Acharya</b> Associate Professor Hindi Teacher's Training Institute Cuttack	Integration Of Life Skill Education In National Education Policy 2020- Opportunities and Challenges
<b>Dr. Muttu Vemula</b> Assistant Professor Dept. Of Education, Mizoram University	Life Skills in the NEP 2020 Era: Opportunities and Challenges for Systemic Integration through the INSPIRE Instructional Framework
<b>Ms. Khaleda Yasmin Mazumder</b> Assistant Professor Nazir Ajmal Memorial College of Education, Hojai, Assam.	Life Skills in the NEP 2020 Era A Policy Analysis of Systemic Integration and Implementation Challenges
<b>Ms. L.K Lalbiakfeli</b> PhD Scholar & <b>Dr. Muttu Vemula</b> Dept. Of Education, Mizoram University	Integrating Life Skills in the Science Curriculum: A Comparative Analysis of CBSE and MBSE Textbooks in the NEP 2020 Era
<b>Dr. Sukanti Behera</b> Assistant Professor KISS Deemed University	Nyaya Darshan for Life Skill Empowerment: Bridging Ancient Knowledge and the NEP 2020 Vision
<b>Ms. Sonali Debnath</b> Ph.D Scholar Central University of Karnataka Assam University, Silchar	Awareness of Pre-service Teacher- Trainee towards Life Skill Education with Special Reference to NEP 2020
<b>Ms. Deeptimayee Malik</b> <b>Durgaprasad Sahoo</b> PhD Scholar Central University of Karnataka	Preparing Future Teachers for Life Skills Education: Theoretical Perspectives in the NEP Framework
<b>Mr. Abu Mahomed Shumsuz</b> <b>Zaman</b> Assistant Professor Nazir Ajmal Memorial College of Education	Incorporating Life Skills in the Era of the NEP: Possibilities, Challenges, and Implications for Teacher Education
<b>ONLINE PAPER PRESENTATIONS</b>	
<b>Dr. Sikha V R,</b> Post Doctoral Fellow, & <b>Prof.(Dr.)Bindu R.L</b> Department of Education University of Kerala	Mathematical Deductive Reasoning as a Determinant of Life Skills among Secondary School Students.
<b>Dr. Balbinder Kumar</b> Assistant Professor UILS PUSSGRC HOSHIARPUR	National Education Policy (NEP) 2020 and Life Skills: A New Era for Opportunities and Development-+

	<b>Ms. Vyjanthi Trimal</b> Assistant Professor Fergusson College, Autonomous, Pune	Learning Beyond the Classroom: A Qualitative Inquiry into Life Skills Development through Student-Led Psychology Clubs
	<b>Ms. TC Rakil Ramhmachhuani</b> , PhD Scholar & <b>Dr. Lalchhuanmawii</b> Mizoram University	Life Skills Perception Among the Undergraduate Students in the light of NEP 2020
	<b>Ms. Preeti Nara</b> , PhD Scholar & <b>Prof. Raj Kumar</b> Chaudhary Devilal Univrtsity, Sirsa	21st Century Skills Through STEAM: A Holistic Approach to Learning”

	<b>Thematic Sessions X &amp; XII</b>	
<p>Date: 06.02.2026</p> <p>Time: 4.15 – 6.15 p.m</p> <p>Venue: Classroom – 004 Campus -4, KISS DU</p> <p>Parallel Sessions</p>	<b>Thematic Session - X</b>	
	<b>Holistic Tools for Life Skills Education: Yoga, Art, and Sports as Catalysts for Connection and Wellbeing</b>	
	<b>Chairperson</b> <b>Dr. G Sureshkumar</b> <b>Chairperson, FPA India (Kerala Chapter), Treasurer, IALSE</b>	
	<b>Co-Chairperson</b> <b>Dr. Yasobanta Das</b> <b>Principal, KISS</b>	
	<b>IN-PERSON PAPER PRESENTATIONS</b>	
	<b>Ms. Gayatri Mahanta</b> PhD Scholar & <b>Prof. Mallika Kalita</b> Kumar Bhaskar Varma Sanskrit and Ancient Studies University, Nalbari, Assam	Role of co-curricular activities in strengthening life skills for peaceful coexistence: A study
	<b>Ms. Titas Chakraborty, Paromita Ghosh, Nandini Chatterjee</b> Post-Graduate Social Sciences University of Calcutta	Does Dance Influence Big Five Traits and Life Skills?
<b>ONLINE PAPER PRESENTATIONS</b>		
<b>Ms. Shweta Manghnani, Sharon Solomon</b> PhD Scholar Shoolini University	Integrating Art-Based and Somatic Practices into Life Skills Education for Resilience and Well-being in Marginalised Communities	

<b>Ms. Savidamol V. R</b> Ph.D Scholar & <b>Dr.Sethu S Nath</b> N.S.S Training College, Pandalam	Art Integration in Mathematics: A Holistic Tool for Life Skills Education in Secondary School Learners.
<b>Ms. Leena S N</b> Post Graduate Central University of Kerala	Art therapy: an important intervention for inculcating life skills among school students
<b>Mr. Jugal Chutia</b> Assnt. Professor Nazir Ajmal Memorial College of Education Hojai, Assam	“Impact of Performing Arts Education for Creativity Enhancement and Holistic Development on Modern Education”
<b>Thematic Session - XII</b> <b>Digital Citizenship and Life Skills: Navigating Misinformation, Surveillance, and Disconnection in Hyperconnected Spaces</b>	
<b>IN-PERSON PAPER PRESENTATIONS</b>	
<b>Ms. Sushree Pallabi Mishra</b> <b>Akankhya Kanungo, Satyapriya Patra</b> Post Graduates, Utkal University	The Effect of Social Media Use on Fear of Missing Out in Hyperconnected Spaces
<b>Ms. Tapaswini Sarangi, Sneharani Sahoo</b> , Post Graduates & <b>Ms. Lucy Sonali Hembram</b> Assistant Professor <b>Utkal University</b>	Loneliness in Hyper-connected Societies: A Comparative Study of Adults across Gender and Residential Backgrounds.
<b>Dr. Sunitha Kuppuswamy Dr. P.B. Shankar Narayan</b> Associate Professor, Pondicherry University	Impact of social media on the Interpersonal Communication Skills of Indian Youth
<b>Dr.Snehaprava Sahoo &amp; Mr. Sabyasachi Rout</b> Kalinga Institute of Social Sciences, DU, Bhubaneswar	Digital Literacy as pathway to digital resilience: managing misinformation, online risk and well being
<b>Suvechhya Dewan, Pooja Paudel, Prakash Sharma, Dr. Pramila Pudasaini Thapa</b> Yeti Health Science Academy, Nepal	Factors Associated with Internet Addiction among Adolescents
<b>Thematic Session -I</b> <b>Re-imagining Life Skills Education in the Age of Disruption: Purpose, Paradigms, and Policy Pathway</b>	
<b>IN-PERSON PAPER PRESENTATION</b>	
<b>Ms. Malavika Kishore</b> Navodaya Vidyalaya Samiti	Learning Together: A Study of Collaborative Intelligence as a Life Skill for the Future

Thematic Sessions XIII, XIV, XV		
<p>Date: 06.02.2026</p> <p>Time: 4.15 – 6.15 p.m</p> <p>Venue: Classroom – 005 Campus -4, KISS DU</p> <p>Parallel Sessions</p>	<p><b>Chairperson</b> <b>Dr. Suparna Ghosh</b> Associate Professor, Department of History Loreto College, Kolkata</p> <p><b>Co-Chairperson</b> <b>Dr. Ch. Sudipta Kishore Nanday</b> Assistant Professor, KISS DU</p>	
	<p><b>Thematic Session - XIII</b> <b>Life Skills for Entrepreneurial Mindsets: Fostering Agency, Innovation, and Resilience</b></p>	
	<p><b>IN-PERSON PAPER PRESENTATIONS</b></p>	
	<p><b>Ms. Lisamayee Das</b> Ph.D Scholar &amp; <b>Prof. Ramakanta Mohalik</b> Regional Institute of Education, NCERT, Bhubaneswar</p>	<p>Life Skills for the 21st Century: Status of Students and School Initiatives in Fostering Entrepreneurial Mindset.</p>
	<p><b>Mr. Tamal Reja, Ajay K Singh, Santosh Kumar Sharma, Dhanashri Brahme &amp; Pratyush Dash</b> Magic Bus Foundation</p>	<p>Strengthening Adolescents' Employability Pathways through Life Skills Education: Evidence from Prayagraj, Uttar Pradesh</p>
	<p><b>Ms. Pallavi Sasidharan Pillai,</b> PhD Scholar &amp; <b>Prof. Bindu R L</b> Department Of Education, University of Kerala, Thiruvananthapuram</p>	<p>Life Skills for Sustainable Entrepreneurship: Cultivating Realistic and Smart Goals</p>
	<p><b>Ms. Mumtaz Syed</b> The Sky Explorers</p>	<p>Astronomy &amp; Space Science Education as Life Skills for an Entrepreneurial Mindset: Fostering Agency, Innovation &amp; Resilience</p>
	<p><b>ONLINE PAPER PRESENTATIONS</b></p>	
	<p><b>Ms. Parishmita Gogoi &amp; Dr. Hemanta Konch</b> Demow College</p>	<p>Impact Of Financial Literacy on Entrepreneurship Development</p>
	<p><b>Thematic Session - XIV</b> <b>Assessing the Impact of Life Skills Education: Indicators, Innovations, and Interrogations</b></p>	

<b>IN-PERSON PAPER PRESENTATIONS</b>	
<b>Mr. Santosh Kumar Sharma, Dechen Dolma, Amandeep Kaur, Dhanashri Brahme, Aditi Aeron</b> Magic Bus India Foundation	Assessment of Life Skills – Tool Development and Validation in Haryana
<b>Dr. Sandhya Thakur &amp; Ms. Surabhi Thakur</b> SKSVM Junior College	Self-Awareness - as a Foundational Life Skill for Student Mental Health
<b>Ms. Asima Patra, PhD Scholar</b> <b>Prof. Paromita Ghosh and Prof. Nandini Chatterjee</b> University of Calcutta	Prediction of Science Attitude Based on Academic Motivation and Life Skills of Higher Secondary Boys and Girls
<b>Thematic Session - XV</b> <b>Status of Life Skills Education across the States and UTs of India</b>	
<b>IN-PERSON PAPER PRESENTATIONS</b>	
<b>Ms. Shivani, PhD Scholar</b> <b>&amp; Prof. Meenakshi Singh</b> Banaras Hindu University	Communication, Interpersonal, and Leadership Skills of Pupil Teachers: A Study of Status and Correlation

### Day Three: 07/02/2026

Date: 07.02.2026	<b>WORKSHOP on MINDFULNESS</b>
Time: 09.30 a.m. – 12.30 p.m.	<b>Prof. Sanath Mahawithanage</b> Senior Lecturer at the Faculty of Medical Sciences University of Sri Jayewardenepura Founding Director, Centre for Mindfulness-Based Research and Practices, University of Sri Jayewardenepura, Sri Lanka
Venue: <b>Conference Room 1</b> <b>KISS DU</b> Parallel Session	

Date: 07.02.2026	<b>SYMPOSIUM III</b> <b>Holistic Tools for Life Skills Education: Yoga, Art, and Sports as Catalysts for Connection and Well-being</b>
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<p>Time: 09.30 – 11.15 a.m.</p> <p>Venue: Seminar Hall 1 T &amp; P Cell KISS DU Parallel Session</p>	<p><b>Chairperson</b> <b>Dr. P D Nayyar</b> <b>World Health Organisation South-East Asia Regional Office</b></p> <p><b>Keynote</b> <b>Prof. K. C. Sahoo</b> <b>Professor of Education, Former Head and Dean</b> <b>Department of Education</b> <b>Vinaya Bhavana: A Central University &amp; an Institution of National</b> <b>Importance, Santiniketan, West Bengal</b></p> <p><b>Prof Marinda Neethling</b> <b>North West University, South Africa</b></p> <p><b>Mr. Gaurav Arora</b> <b>Salam Bombay Foundation, Mumbai</b></p> <p><b>Dr. G. Suresh Kumar</b> <b>Yoga Guru and Treasurer, IALSE</b></p> <p><b>Dr. Santamati Dash</b> <b>Assistant Professor, School of Sports and Yogic Science</b> <b>KIIT Deemed to be University, Bhubaneswar</b></p>
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<p>Date: 07.02.2026</p> <p>Time: 09.30 – 11.15 a.m.</p> <p>Venue: Seminar Hall 2, T &amp; P Cell KISS DU Parallel Session</p>	<p><b>PANEL DISCUSSION IV</b></p> <p><b>Life Skills and Climate Resilience: Nurturing Sustainability Mindsets</b></p> <p><b>Chairperson</b> <b>Dr. Gauri Hardikar</b> <b>Vice President, Indian Association of Life Skills Education</b> <b>Executive Director, Indian Ocean Comparative Education Society</b></p>	
	<p><b>Mr. Daniel UMI</b> Director, Migration and Education, Aide et Action (India) Bhubaneswar</p>	<p><b>Dr. Sasikant Das</b> Former Registrar Pondicherry University</p>
	<p><b>Dr. Sandhya Ajit Thakur</b> Somaiya College, Mumbai</p>	<p><b>Dr. Seema Kumari Ladsaria</b> Associate Professor and Assistant Dean, Department of Humanities KIIT DU</p>
	<p><b>Mr. Manogaran Velusamy</b> (Online) Emotional Intelligence &amp; Training Team Union Assurance PLC, Sri Lanka.</p>	<p><b>Mr. Mithun Pradhan</b> Research Scholar KISS DU</p>

<p>Date: 07.02.2026</p> <p>Time: 09.30 – 10.30 a.m.</p> <p>Venue: <b>Auditorium, Campus 4 KISS DU</b></p>	<p><b>SPOTLIGHT SESSION III</b></p> <p><b>School-to-Work (STW) transition - Panel Discussion</b></p> <p>By <b>MAGIC BUS INDIA FOUNDATION</b></p>	
	<p><b>Senior representatives from</b></p> <p>The Department of School &amp; Mass Education/OSEPA and SCERT The Vocational/Skill Development Ecosystem (including OSDA) Industry/CSR or Sector Skill Council Representatives Civil Society Organisations working on Skills and Employability and Magic Bus India Foundation</p>	

<p>Date: 07.02.2026</p> <p>Time: 11.15a.m. – 12.15p.m.</p> <p>Venue: <b>Auditorium, Campus 4 KISS, DU</b></p>	<p><b>SPOTLIGHT SESSION IV</b></p> <p>By <b>CENTRE FOR CATALYZING CHANGE</b></p>	
	<p><b>Mr. Mohammed Ziauddin</b> Senior Specialist – Adolescent &amp; Young People</p>	<p><b>Mr. Sumit Bidla</b> Program Officer - Adolescent and Young People</p>
	<p><b>Ms. Yashvi Sharma</b> Program Officer – Capacity Building</p>	

<p>Date: 07.02.2026</p> <p>Time: 1215p.m. – 01.15p.m.</p> <p>Venue: <b>Auditorium, Campus 4 KISS DU</b></p>	<p><b>SPOTLIGHT SESSION V</b></p> <p>By <b>Ugam Foundation, Mumbai</b></p>
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<p>Date: 07.02.2026</p> <p>Time: 11.30 – 01.30 p.m.</p> <p>Venue: <b>Seminar Hall 1 T &amp; P Cell KISS DU</b></p> <p>Parallel Session</p>	<p><b>PANEL DISCUSSION V</b></p> <p><b>Social Inclusion through Life Skills: Advancing Equity and Participation among Tribal and Disadvantaged Communities</b></p>	
	<p><b>Chairperson</b></p> <p><b>Prof. (Dr.) Akhil Bihari Ota, IAS (Retd.)</b> Former Director and Special Secretary, Tribal Research Institute, Government of Odisha</p>	
	<p><b>Keynote</b></p> <p><b>Prof. (Dr.) Zoengpari (Online)</b> Dept of Applied Psychology Mizoram University.</p>	
	<p><b>Discussants</b></p>	
	<p><b>Dr. A. Radhakrishnan Nair</b> President, Indian Association of Life Skills Education (IALSE) &amp; Former Registrar, Central University of Kerala</p>	<p><b>Mr. Avik Dey</b> Senior Manager Girls' Education Program Room to Read India</p>
<p><b>Dr. Chandita Baruah (Online)</b> Assistant Professor &amp; Head Department of Psychology Assam Don Bosco University Tapesia Gardens, Sonapur, Assam</p>	<p><b>Dr Janmejay Sahu, OAS-I(JB)</b> OSD to Hon'ble Minister, Panchayati Raj, Drinking Water and Rural Development Govt of Odisha</p>	
<p><b>Ms. Linu Munda Majhi</b> Research Scholar KISS DU</p>		

<p>Date: 07.02.2026</p> <p>Time: 11.30 – 01:00 p.m.</p> <p>Venue: <b>Seminar Hall 2, T &amp; P Cell KISS DU</b></p>	<p><b>ROUND TABLE-II</b></p> <p><b>Gender Justice through Life Skills Education: Disrupting Patriarchy and Building Equitable Futures</b></p>	
	<p><b>Chairperson</b></p> <p><b>Dr. Sushi Kadanakuppe</b> Associate Professor, Department of Public Health Dentistry, V.S. Dental College and Hospital, Bengaluru, Karnataka</p> <p><b>Keynote</b></p> <p><b>Mr. Saktibrata Sen</b></p>	

Parallel Session	<b>Senior Director, Programs Room To Read India</b>	
	<b>Speakers</b>	
	<b>Prof. Namita Mohanty</b> Professor Emeritus Kalinga Institute of Social Sciences (KISS) DU, Bhubaneswar	<b>Prof. Swarnamayee Tripathy</b> Professor Emeritus Kalinga Institute of Social Sciences (KISS) DU
	<b>Prof. Vikash Keshri</b> Associate Professor Jindal School of Public Health & Human Development OP Jindal Global University Sonipat, Haryana	<b>Dr. Sudha G(Online)</b> Associate Professor Dept of Political Science SM Govt. First Grade College Kollegal, Karnataka
	<b>Mr. Ansula Basumantary</b> Student, KISS DU, Bhubaneswar	<b>Prof. Maya S</b> Mar Theophilus Training College, Thiruvananthapuram
<b>Dr M S Geetha</b> Former Dean, Faculty of Education University of Kerala	<b>Prof. Bindu R L</b> Dean School of Education, University of Kerala, Thiruvananthapuram	

	<b>VALEDICTORY</b>
	<p>WELCOME ADDRESS <b>Dr. Gauri Hardikar</b> Vice President, IALSE &amp; Executive Director, Indian Ocean Comparative Education Society</p> <p>REPORT PRESENTATION <b>Ms. Rama Bhide</b> Secretary, Indian Association of Life Skills Education (IALSE)</p> <p>REFLECTIONS from CONFERENCE DELEGATES</p> <p>CHAIRPERSON'S REMARKS <b>Dr. A. Radhakrishnan Nair</b> President, Indian Association of Life Skills Education</p> <p>ADDRESS <b>Prof. (Dr.) Raju K.D</b> Pro Vice Chancellor, Kalinga Institute of Industrial Technology (KIIT DU)</p> <p style="text-align: center;"><b>Prof. Deepak Kumar Behera</b></p>
Date: 07/02/2026	
Time: 02:00p.m. - 3:30 p.m.	
<b>Venue AUDITORIUM CAMPUS 4 KISS DU</b>	

Sr.Adviser Kalinga Institute of Social Sciences (KISS DU)

ADDRESS BY GUEST OF HONOUR

**Sr. Prof. K.S. Chandrasekar**

Vice Chancellor

Jammu Cluster University, Jammu

**Honoring Dr. Achyuta Samanta with the Honorary Membership of IALSE by  
the President, IALSE**

VALEDICTORY ADDRESS BY CHIEF GUEST

**Dr. Achyuta Samanta**

Founder, KIIT, KISS & KIMS

VOTE OF THANKS

**Dr. Bignya Patnaik**

Convener, ICLSE2026

Assistant Professor, Faculty of Management

School of Humanities, Kalinga Institute of Industrial Technology (KIIT DU)

**NATIONAL ANTHEM**



## 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 Training College, 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 Thiruvananthapuram, Kerala, India.

**Office Bearers:**

Dr. A. Radhakrishnan Nair

Founder President & President, Indian Association of Life Skills Education; Director, Global Givers Foundation

Dr. Gauri Hardikar

Vice President, Indian Association of Life Skills Education; Senior Vice-President of the World Curriculum, Comparative Education Societies

Ms. Rama Bhide

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

Mr. B. Senthil

Joint Secretary, Indian Association of Life Skills Education |Hon’ble Member, Juvenile Justice Board Thiruvallur District, Dept. of Children Welfare and Special Services, Govt. of Tamil Nadu

Dr. G. Sureshkumar

Treasurer, Indian Association of Life Skills Education; Director, Sreevidyadiraja International Study and Research Centre

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.



## **KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS DU)**

Kalinga Institute of Social Sciences (KISS), Bhubaneswar, India, is the largest institute for the indigenous communities in the world and a home for 80,000 underprivileged indigenous children (30,000 students at KISS, Bhubaneswar, 40,000 well-placed alumni; and 10,000 students in various satellite centres), who are provided holistic education from Standard I to PhD free of cost along with lodging, boarding, healthcare facilities. It was founded in the year 1992-93 by its founder Dr. Achyuta Samanta, noted philanthropist and social entrepreneur headquartered in Bhubaneswar, Odisha, India. KISS, follows the motto of eradication of hunger through education, and focuses on teaching and research in areas of tribal culture, philosophy, gender, food security, nutrition, agriculture, rural development, climate change, science and technology to improve lives and livelihoods of rural population, especially, indigenous population in India. KISS adheres to 3E approach- Educate, Enable, Empower- while ensuring that it contributes towards the attainment of Sustainable Development Goals 2030 in its entirety. It has been in Special Consultative Status with the Economic and Social Council (ECOSOC) since 2015 and is also associated with the United Nations Department of Public Information (UNDPI). KISS has been conferred with UNESCO International Literacy Prize 2022, for promoting inclusive learning space as well as International Green Gown Award 2023 for Diversity, Equity & Inclusion in Sustainability.

Kalinga Institute of Social Sciences advances its mission through the design and delivery of a comprehensive, multi-tiered ecosystem that provides holistic education, social protection and community-centred development opportunities for Indigenous children and youth. The institution offers a full-scholarship model encompassing multi-disciplinary education, vocational training, nutritious meals, safe residential facilities, healthcare, psycho-social support and sports for empowerment. This integrated approach ensures that financial barriers and geographical isolation does not hinder access to quality education. By embedding skill education and vocational training within its curriculum, KISS equips Indigenous learners with the skills needed to pursue sustainable livelihoods or entrepreneurship opportunities upon completion of their studies.

The institution holds a firm belief in the transformative power of children as catalysts for positive societal change, particularly within their own communities. Guided by this philosophy, the institution translates its commitment into action through sustained collaborations with governmental bodies, UN agencies, international and national organizations, academia and civil society partners to deliver high-impact programmes at scale. These partnerships strengthen institutional capacity, expand outreach and ensure that the students are exposed to global best practices and contemporary skill sets. Recent and ongoing examples of these collaborations include UNFPA's Life Skills Education based Adolescent Reproductive and Sexual Health Program (ARSH) and MTBMLE, which extend beyond the confines of the institute to reach students across Odisha. Furthermore, KISS provides a diverse array of programs focused on life

skills education, skill development, sustainable food systems, sports empowerment and climate action, among others. Some key initiatives include:

KISS organizes a series of international and national conferences, symposiums, seminars and workshops aligned with the SDG Goals. In this endeavour, KISS achieved significant academic milestone by organizing major scholarly events such as the **Round Table of UNESCO Chairs in South Asia in 2024**, Annual Kalinga Fellowship, **World Anthropology Congress 2023**, the International Conference on **“Fostering Indigenous Entrepreneurship, Innovation and Sustainability: (FIEIS-2025)**, the **Annual Research Conclave 2025 on “Setting Trends for Shaping the future of Research”**, **66th All-India Adult Education Conference-2026** and the **All India Political Science Conference and International Seminar-2026**. These events exemplify the institution's deep commitment to promoting Indigenous innovation, entrepreneurship and academic excellence rooted in sustainability and equity and its capacity to host national and international conferences.



## **TECHNICAL SESSIONS**

## **MASTER CLASS - I**

# **Life Skills Beyond 2030: Learning to Live Together in an Interconnected World**

Dr. A. Radhakrishnan Nair

Founder & President Indian Association of Life Skills Education  
Former Registrar, Central University of Kerala  
& Dean, School of Behavioural Sciences  
International Hindu University, Florida, US

### **Synopsis**

What is the purpose of education? Is it solely for economic gain, or does it also play a role in addressing the ongoing crises and conflicts worldwide? The highly publicised 21st-century skills, or more accurately, corporate skills, focus on developing young people's competencies to fit into corporate roles and boost employee productivity. This has opened numerous opportunities for youngsters. While the world advances toward prosperity, it also faces challenges in achieving peaceful coexistence among its people. UNESCO (2014) rightly states that, "the world remains vulnerable to political, social, and environmental changes and fluctuations, and education plays a fundamental role in fostering a deeper, more harmonious form of human development". The tension between prosperity and societal unrest has prompted us to consider promoting life skills for living together in an interconnected world beyond 2030.

In a world faced with climate challenges, social inequalities, and technological disruptions, life skills are more important than ever for helping people live comfortably. Skills like collaboration, self-awareness, empathy, effective communication, and cultural competence are not just desirable; they are essential for peaceful coexistence in an interconnected global society. Educational initiatives such as Global Citizenship Education (GCSE) and Education for Sustainable Development (ESD) play a key role in developing these life skills. They foster social-emotional intelligence, self-awareness, emotional regulation, and critical decision-making, enabling individuals to respect diversity, uphold human rights, and work together toward a more just and sustainable world.

India's National Education Policy (NEP) 2020 reflects this imperative by emphasising holistic development and preparing learners for the realities of a complex future. As we move further into the era of artificial intelligence and widespread climate migration, the need for robust life skills will only intensify. Learning to live together demands not only knowledge but also the skills to understand different perspectives, resolve conflict peacefully, and make decisions that benefit both people and the planet.

Education should be designed to enhance life skills, such as emotional intelligence, reduce stress, foster creativity, and encourage prosocial behaviours, such as compassion and patience. It may strengthen resilience, social bonds, and self-control, and improve qualities essential for thriving in diverse communities.

Drawing from India's philosophical heritage, principles such as Vasudhaiva Kutumbakam ("the world is one family") and Loka Samastha Sukhino Bhavantu ("may all beings be happy") emphasise the universal importance of living in harmony. These values align closely with the United Nations' Sustainable Development Goal 16, which advocates for peaceful and inclusive societies.

This paper asserts that life skills are the foundation of learning to live together. By embedding them into education and daily life through policy, practice, and a renewed connection to nature, we can build a more compassionate, resilient, and unified global society. Introducing life skills or social-emotional learning classes by updating the policy will help ensure a future where humanity truly flourishes as one.

**PANEL DISCUSSION I:**

**Re-imagining Life Skills Education in the Age of Disruption:  
Purpose, Paradigms, and Policy Pathways**

**Emotional Intelligence as a Pathway to Human Well-Being and Flourishing**

Rabindra Kumar Pradhan  
Professor of Psychology, OB & HR  
Department of Humanities and Social sciences  
Indian Institute of Technology Kharagpur, WB, INDIA

**Synopsis**

Emotional intelligence refers to a set of hierarchically organized competencies involved in perceiving, understanding, using, and regulating emotions in oneself and others. A growing body of research links emotional intelligence to mental health, stress regulation, life satisfaction, and overall quality of life, positioning it as a crucial psychological resource for well-being. Since its formal definition, emotional intelligence has been conceptualized through multiple models, including performance-based competency models, self-report ability models, and self-report mixed models. These approaches allow a nuanced understanding of how emotional abilities and perceived competencies relate to well-being outcomes. Well-being is increasingly understood as a multidimensional construct that encompasses both hedonic well-being, reflected in life satisfaction and affective balance, and eudaimonic well-being, reflected in personal growth, environmental mastery, and a sense of purpose in life. Contemporary perspectives within positive psychology integrate these dimensions through the concept of flourishing, which represents an optimal state characterized by high levels of both hedonic and eudaimonic well-being. Within this framework, emotional competencies such as self-awareness, self-regulation, social awareness, and relationship management play a central role in linking emotional intelligence to well-being. These competencies support effective emotion regulation and adaptive coping with stress while strengthening interpersonal functioning. Importantly, emotional competencies are learned and developable capacities rather than fixed personality traits, which highlights their relevance for intervention. Positioning emotional intelligence as a modifiable pathway to well-being underscores its value for mental health promotion, prevention efforts, and positive psychology interventions aimed at fostering sustained psychological well-being and flourishing.

## **SYMPOSIUM – I**

### **Life Skills for Adolescent Reproductive and Sexual Health: Agency, Consent, and Rights-Based Learning**

#### **Life Skills for Adolescent Reproductive and Sexual Health**

Dr. Ramya Pinnamaneni  
Director, School of Public Health, KIIT-DU

#### **Synopsis**

Adolescence is a critical period for shaping lifelong health behaviors, agency, and decision-making related to reproductive and sexual health (RSH). In India, adolescents, particularly those from low socio-economic and marginalized backgrounds, face intersecting challenges of limited health literacy, restrictive gender norms, stigma, and constrained access to information. Drawing on applied public health work with adolescents through community- and school-based programs, including engagement through Harvard University with Salaam Bombay Foundation (SBF), this talk emphasizes life skills-based approaches that center agency, consent, and informed choice as foundational to adolescent RSH.

Building on evidence from large-scale studies among low-income adolescents in urban India, including research examining the role of communication environments and social determinants in shaping health behaviors, this approach recognizes that individual knowledge alone is insufficient. Social norms, media exposure, family dynamics, and structural inequities strongly influence adolescents' perceptions, risk behaviors, and help-seeking patterns. Findings from prior research demonstrate how gender, socio-economic status, parental education, and media narratives shape health behaviors during adolescence, underscoring the need for early, contextually grounded interventions.

A rights-based life skills framework for adolescent RSH education integrates critical thinking, negotiation, consent, emotional literacy, and media literacy alongside biomedical knowledge. The framework foregrounds participatory learning, culturally sensitive pedagogy, and youth voice, while engaging schools, families, and community systems. Life skills education can move beyond risk reduction to foster autonomy, dignity, and informed decision-making, contributing to healthier transitions to adulthood and advancing equity in adolescent sexual and reproductive health outcomes.

**MASTER CLASS – III****Building Transformative Citizenship through Life Skills:  
Participation, Advocacy, and Ethics in a Polarised World****Ethics for the Citizenry in the Polarized World**

Prof. Aditya Kumar Mohanty  
Central University, Tripura

**Synopsis**

Arrival of man on this planet is relatively recent. Much before, Nature was propitious to welcome him with food to satiate his hunger, water to slake the thirst and held out her bounty for flora and fauna to grow into fullness. Man stands out unique among the created manifold on account of the developed psyche that led him to unveil the secrets of nature. Science gives knowledge and technology, the know-how. Science is directed at piecemeal explanation of reality through observation and experiment whereas Philosophy seeks to offer rational explanation of the cosmos. Quest to unravel the ultimate mystery led man to tread the path of spirituality which is often confused with Religion. All religions are based on the bedrock of spirituality i.e. cardinal values constituting the secular core of the 'Sacred'.

Once, the worshipper of Nature but today, man brags to have conquered the forces of nature. Technology brings empowerment but devoid of direction, it can be misused. Intellect is a double edged sword. When righteously used, it helps man to evolve higher but when abused, it takes man on the path of depravity. In the absence of a goal, empowerment works to the detriment of man, the creator. Myopic vision of the man about himself and the nature around, made him arrogate himself as the 'end' and everything else as 'means' leading to mindless exploitation of non-human species resulting in the ecological catastrophe. There is the belated realization that nature is not for man but 'man' and 'nature' are for one another and are parts of integral whole whereof every part is inalienably bound up with the rest. Despite such knowledge, man stands alienated from the rest of the creation. The paradox is that: animals, though psychically less developed, cannot live contrary to the ways of nature whereas man can. In spite of developed psyche man has employed it as a means to promote individual interest at the cost of collective interest. Our ancestors were fighting with natural tools whereas man today, having been empowered by technology, fights with inter-continental ballistic missiles and drones leading to dreadful catastrophes. Expediency has taken priority over sustainability. The jarring irony is that the capacity for destruction is taken as the parameter of superiority of a nation over another. Pollution of air, water, denudation of forest cover, warming of the planet, erosion of soil threaten the very existence of man on this planet. Though the natural barriers have been greatly overcome holding out the prospect of global co-existence man has created artificial barriers in the name of ethnicity, religion, nationality, language, community. Though man is in the privileged possessor of 'Reason' (discriminative faculty) there is increasing absence of mutuality tolerance and fellowship due to the self-cultivated ignorance that we are different from one other. The crisis today is not caused by over population nor dearth of natural resources because Nature cannot have a populace which it cannot feed. The crisis today pertains to human psyche and is, verily, crisis of values. Values not only impart a sense of goal but thereby, the sense of direction and nature of values depend on the state of nature and societal dynamics. What we need today are holistic values which can help man opt for a social order free from discrimination, disparity and exploitation. Man the most developed creature ought to assume the role of a steward, protector and the custodian not the exploiter. The million dollar question is: how to effect the transition from knowledge to praxis? This is possible only when there is a supportive socio-economic ambience and sustained effort to ward off the baneful influence of divisive ideologies and practices. Holistic values can be infused in collective psyche through education, Art, Literature, Music, Print and digital platforms. The expansion of human psyche is possible through Intuition practice which results in continual expansion of human psyche, leading to progressive identification of man with others (empathy), so that man would not construe himself as the 'end' but as a 'means' in extending love to the rest of the created species, promoting the survival interest and optimal growth of the non-humans, making room for the creed of Live and let Live.

## **SYMPOSIUM: II**

### **Life Skills and Human Rights: Educating for Dignity, Justice, and Global Solidarity**

Keynote: S. Sivakumar

Senior Professor, Indian Law Institute, & President, Common wealth Legal Education Association

Member, National Legal Service Authority, & Former Member, Law Commission of India

#### **Synopsis**

Life skills education, when anchored in human rights norms, becomes a means of cultivating dignity, justice, and global solidarity across diverse learning contexts. Grounded in the Universal Declaration of Human Rights and subsequent UN frameworks on human rights education and global citizenship, life skills are framed as “human rights skills” that nurture empathy, cooperation, critical inquiry, and democratic engagement as everyday capacities rather than abstract ideals. Drawing from Indian constitutional guarantees of the right to life with dignity and the right to education under Articles 21 and 21A, together with the statutory framework of the Right of Children to Free and Compulsory Education Act, 2009, this approach translates constitutional promises of equality, fraternity, and social justice into classroom culture, curriculum design, and school ethos. Policy initiatives such as comprehensive life skills frameworks in India demonstrate how structured development of psychosocial and civic competencies can empower marginalised learners, enhance participation, and build inclusive school communities aligned with a rights-based vision of education. The article proposes an integrated normative and curricular model in which human rights content, participatory pedagogy, and assessment of values and competencies are inter-linked, positioning education as a central pathway to realising constitutional dignity domestically and advancing global agendas on sustainable development, peace, and shared responsibility.

### **Learning to Live with Dignity: Life Skills, Human Rights, and the Making of Global Citizens**

Dr. Niraj Kumar

#### **Synopsis**

This talk emphasizes the importance of integrating life skills and human rights education to foster global citizens who live with dignity. It highlights how critical skills like empathy, critical thinking, and communication empower individuals to understand and uphold justice, equality, and respect in diverse societies. By promoting global solidarity, responsible leadership, and inclusive learning environments, educators can nurture responsible, empathetic citizens capable of addressing contemporary challenges such as inequality and intolerance. Ultimately, the talk advocates for education as a transformative tool, shaping individuals who not only succeed but also contribute to a more just, peaceful, and humane world.

## **PANEL DISCUSSION: II**

### **Life Skills for Entrepreneurial Mindsets: Fostering Agency, Innovation, and Resilience**

Keynote: Prof. Kanishka Bedi

President, World Council of Comparative Education Societies (WCCES)

#### **Synopsis**

Entrepreneurship is the tallest climb of a management professional, in which the wherewithal of a manager is tested to its extreme potential. It requires survival skills under most daunting circumstances and a tendency to be able to dwell into the dark when a clear path to success is not visible. A professional must therefore be equipped with life skills and a conducive mindset to surmount the inevitable challenges one encounters in an entrepreneurial venture.

For fostering agency, the need for the entrepreneurial project, the fundamental approach should be to consider the benefits it will bring to the targeted customer population. Unlike the conventional way to entrepreneurship and management, which is led by financial viability and sustainability, it is proposed that the utility of the concept to the customers should be the driving force behind the entrepreneurial project. Likewise, innovation should focus upon identifying and solving a human problem and expanding its outreach through the entrepreneurial venture.

Resilience to withstand the ups and downs of the fledgling business, requires life skills to survive under all circumstances as an entrepreneur. It boils down to making the mindset to be prepared for living a basic lifestyle, with senses under control, and the mind unruffled by success or failure. It may sound difficult to achieve, however by practice and understanding of the "self" and the "ego", this resilient mindset is possible.

### **Life Skills for Entrepreneurial Mindsets: Fostering Agency, Innovation, and Resilience**

Neel Dhuruva

Founder & Executive Director of Peer-to-Peer Global Teens, Florida, USA

#### **Synopsis**

The question is - How do we create a mindset amongst youth so that they view entrepreneurship as an initiative built on solving problems in their community or providing a resilient solution to an issue, rather than the traditional mindset of starting a business?

Across education systems worldwide, students are leaving school academically prepared but underprepared to handle the challenges of adulthood. This means they are making financial decisions, adapting to change, communicating effectively, and thinking independently. This presentation examines how a peer-led life-skills program can develop an entrepreneurial mindset, enabling youth to navigate complex environments with confidence and purpose.

Drawing on my experience as the founder of P2P Global Teens, a global youth-led non profit, this session examines a facilitator-training model that enables life-skills education to reach large and diverse student populations across regions and contexts. The organization's model empowers student facilitators to run locally relevant workshops, allowing its impact to spread through human connections rather than formal systems.

Since our inception, P2P has implemented its program in multiple regions, including the United States, Nigeria, and India, where we have successfully applied our learnings and turned life-skills training into real outcomes, such as smarter financial decisions and meaningful personal and community initiatives.

As a discussant, I will also address the broader impacts for educators, institutions, and policymakers on how best to promote an entrepreneurial mindset using sustainable, low-cost approaches to youth development. Particular attention will be given to the advantages of peer credibility, contextual relevance, and experiential learning.

Ultimately, this presentation shows that building entrepreneurial mindsets through life-skills education isn't just about the economy, but more about strengthening society as a whole. By enabling young people with transferable skills and a sense of ownership over their decisions, we prepare them with the confidence and competence to respond thoughtfully to complexity - and to contribute meaningfully to the systems they inherit.

**NGO Conclave**

**Assessing the Impact of Life Skills Education:  
Indicators, Innovations, and Interrogation**

**Life Skills Beyond 2030: Learning to Live Together  
in an Interconnected World-An Adolescent Perspective**

Dr. Santwana Adhikari

Senior Programme Manager, Adolescent Resource Centre, Child In Need Institute (CINI)

**Synopsis**

Life Skills Beyond 2030: Learning to Live Together in an Interconnected World underscores the growing importance of equipping adolescents with the capacities required not only to succeed individually, but to coexist peacefully and responsibly within diverse, rapidly changing societies. In a post-2030 context beyond the timeline of the Sustainable Development Goals, life skills are understood as a broad set of social, emotional, ethical, digital, and civic competencies that enable young people to navigate complexity, uncertainty, and interdependence.

The scope of life skills after 2030 extends beyond traditional emphases on employability and personal development to include emotional well-being, empathy, conflict resolution, gender equality, digital citizenship, climate consciousness, and active civic participation. As adolescents grow up in environments shaped by technological acceleration, social polarization, health and climate crises, and persistent inequalities, life skills education becomes central to fostering resilience, adaptability, and inclusive mindsets. These skills support adolescents in making informed decisions, building healthy relationships, engaging constructively with difference, and exercising agency in both online and offline spaces.

The significance of life skills lies in their transformative potential for individuals and societies alike. For adolescents, they enhance mental health, self-confidence, and life choices while reducing vulnerabilities to risk behaviors, misinformation, and social exclusion. At a societal level, life skills contribute to social cohesion, peaceful coexistence, gender equity, democratic participation, and sustainable development. By strengthening adolescents' ability to think critically, act ethically, and collaborate across differences, life skills serve as a foundation for inclusive and resilient communities.

Looking ahead, the future of life skills education demands a holistic, rights-based, and participatory approach that is embedded across education systems, health and social programmes, and community spaces. Post-2030 frameworks must prioritize contextual relevance, adolescent voice, and equity, ensuring that no young person is left behind. In doing so, life skills will remain a powerful enabler, preparing adolescents not just to adapt to a changing world, but to actively shape a more just, connected, and humane future.

**A General and Adolescent Perspective**

Life Skills Beyond 2030: Learning to Live Together in an Interconnected World reflects a growing recognition that the challenges facing humanity after 2030 ranging from climate change and technological disruption to social polarization and global health risks cannot be addressed through technical knowledge alone. Life skills, in this context, refer to the social, emotional, ethical, civic, and digital competencies that enable individuals and communities to navigate complexity, build relationships, and act responsibly in an interdependent world.

From a general perspective, life skills are essential across the life course. For children, youth, adults, and older populations alike, skills such as empathy, critical thinking, communication, adaptability, and collaboration are fundamental to social harmony, democratic engagement, and collective well-being. In increasingly diverse and digital societies, "learning to live together" emphasizes respect for differences, peaceful conflict resolution, responsible citizenship, and shared accountability for global challenges. Life skills thus become a cornerstone for inclusive development, social cohesion, and sustainable futures beyond the SDG era.

Within this broader framework, the adolescent perspective holds particular significance. Adolescence is a formative stage where identities, values, and behaviours are shaped. Equipping adolescents with life skills after 2030 supports their transition into adulthood by strengthening emotional resilience, informed decision-making, gender-equitable attitudes, digital responsibility, and civic participation. These skills help reduce vulnerabilities to mental health challenges, violence, misinformation, and exclusion, while enabling adolescents to become active contributors to their families, communities, and societies.

The scope of life skills in a post-2030 world spans individual well-being, social relationships, economic participation, environmental responsibility, and global citizenship. Their significance lies in their ability to bridge individual agency and collective responsibility, ensuring that people are not only prepared to cope with change but are also capable of shaping inclusive, peaceful, and resilient societies. Looking ahead, the future of life skills education calls for integrated, lifelong, and context-sensitive approaches that cut across sectors and generations, reinforcing the idea that learning to live together is a shared human endeavour, not limited to any single age group.

Vandana Sharma

PFEL, Co-Leader LSC 2.0, Magic Bus

### Synopsis

As Life Skills Education becomes central to building holistic and future-ready learning, a critical question emerges: how do we assess its impact meaningfully, without reducing life skills to a checklist or a score? This synopsis explores impact assessment through three connected lenses—Indicators, Innovations, and Interrogation—to strengthen how systems understand, measure, and use evidence of life skills development.

First, it highlights the need for clear and multidimensional indicators that reflect real learning outcomes in children and adolescents. These include observable changes in learners' agency, emotional regulation, relationships, collaboration, decision-making, problem-solving, and classroom participation, going beyond only self-reports or knowledge-based questions. Strong indicators must be age-appropriate, context-sensitive, and aligned to how life skills are expected to show up in day-to-day learning and lived experiences.

Second, it focuses on emerging innovations in assessment design that aim to balance rigour with feasibility at scale. These include scenario-based tools, performance tasks, reflective prompts, teacher observations, student voice measures, and integrated reporting formats that capture growth across cognitive, socio-emotional, and behavioural domains. Such approaches help shift assessment from a one-time measurement exercise to an ongoing feedback mechanism that informs pedagogy, support systems, and student wellbeing.

Finally, it emphasises interrogation as a necessary practice, asking what we choose to measure, whose definitions of success are prioritised, and how assessment design can unintentionally reproduce bias or inequity. It surfaces key tensions such as standardisation versus contextualisation, quantitative versus qualitative evidence, and accountability versus learning improvement.

Together, these lenses frame life skills assessment not merely as a technical exercise, but as a powerful lever for strengthening teaching, learning environments, and equitable outcomes ensuring every child has the opportunity to grow, thrive, and contribute meaningfully beyond school.

PFEL played a key role in Life Skills Collaborative (LSC) Phase 1 with SCERT, Odisha, supporting the development of a shared narrative and common vocabulary for life skills. This resulted in a contextualised Life Skills Glossary featuring 42 competencies, enabling over 1.5 lakh teachers to adopt a shared understanding of life skills in classroom practice. PFEL also supported Odisha's first large-scale life skills assessment (AMULYA), reaching 56,687 students, and the insights contributed to the design of a more holistic student report card across cognitive, affective, and psychomotor domains.

Nagendra R

Program Manager, Pi Jam Foundation

**Synopsis**

For the majority of students in India's government schools, "21st-century skills" often remain a buzzword, disconnected from the reality of limited infrastructure and rote-based curricula. Pi Jam Foundation exists to close this gap—not merely by providing devices, but by embedding a culture of problem-solving and computational thinking directly into public education systems.

Moving beyond the traditional extracurricular model, we employ a systemic "Prototype-Propagate-Proliferate" approach. We pilot low-cost innovation labs, upskill government educators, and work with state administrations to integrate future-ready skills into the regular school day. Over the past eight years, this work has scaled from a pilot in Pune to a movement across five states, empowering over 9,600 teachers and impacting 1 million students. By prioritizing gender equity and local context, we are shifting the classroom dynamic from passive consumption to active creation, ensuring that every child has the agency to shape a digitally empowered future.

## **SEMINAR: II**

### **Status of Life Skills Education across the States and UTs of India**

#### **Status of Life Skills Integration across Curricular Stages in Sikkim**

Dipika Rai

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#### **Synopsis**

The present study aims to assess the status of life skills integration across various curricular stages in Sikkim. Life skills education plays a crucial role in fostering holistic development among learners, beginning at the foundational stage and progressing through subsequent levels of schooling. In alignment with NEP 2020, textbooks are expected to incorporate social, thinking, and coping skills through age-appropriate content and assessment strategies.

This study examines the presence and absence of life skills in both state- and nationally-developed textbooks through systematic content analysis. A lesson-wise matrix across different school stages was employed to map the integration of social skills (self-awareness, empathy, effective communication, and interpersonal relationships), thinking skills (critical thinking, creative thinking, problem-solving, and decision-making), and coping skills (coping with stress and emotions).

The findings reveal that state-developed textbooks at the foundational and preparatory stages demonstrate a strong presence of life skills, primarily through experiential learning tasks, reflective questions, and activity-based assessments. Social and thinking skills are well integrated across subject areas, while coping skills are addressed through stories, discussions, and participatory activities.

In contrast, a few nationally-developed textbooks show that life skills are addressed implicitly through narrative content and general activities, with minimal focus on coping skills.

The study concludes that state textbooks better support life skills development, whereas nationally-developed textbooks require deliberate, explicit, and more balanced integration of life skills and assessment strategies to facilitate effective classroom implementation.

## **THINK TANK**

### **Life Skills in the National Education Policy (NEP) Era: Opportunities and Challenges for Systemic Integration**

#### **Nature-connectedness and Sustainability Mindset**

Bhaswati Patnaik

Professor, Department of Psychology, Utkal University

#### **Synopsis**

Nature-connectedness, the feeling of being part of the natural world, is a powerful pathway to a sustainability mindset, fostering pro-environmental behaviors, deeper understanding of ecological issues like climate change, and increased well-being. It moves beyond mere exposure to nature, creating an emotional and cognitive bond that makes individuals more likely to value, protect, and act sustainably for both human and planetary health. A spirit of cut throat competition unleashed since the era of Industrial revolution across the world has not only changed the face of business and commercial transactions; but also has its essence seeped into our homes. A child's psyche is mechanized and 'digitized' to such an extent that the innate dispositions are suppressed. Explorations and discoveries have made human life on earth take a giant leap from a primitive stage to what it is today. However, the underlying helplessness is palpable. The whirlwind of development has left its indelible mark in material and psychological ecosystem. Pollution is not the concern just for our mother nature rather it has been more pronounced in loss of innocence in human nature. The impact of the humans' alterations of the ecosystem has led to widespread and/or long-lasting consequences. Termed as 'ecocide', it refers to the extensive damage to, destruction of or loss of ecosystem(s) of a given territory, whether by human agency or by other, to such an extent that peaceful enjoyment by the inhabitants of that territory has been or will be severely diminished. So far as psychological effects of estrangement from nature are concerned, it translates into psychical ecocide. The presentation outlines the steps for nurturing life-skills towards a sustainability mindset. Implications for parenting, teaching and educational contexts are enumerated for championing a healthy and meaningful life for future generation.

### **Life Skills in the NEP Era: Opportunities and Challenges for Systemic Integration**

Jayeeta Ganguly

Program Head (Education), Child in Need Institute

#### **Synopsis**

The National Education Policy (NEP) 2020 marks a significant shift toward holistic, learner-centred education by placing strong emphasis on life skills essential for the 21st century. Life skills—such as critical thinking, problem-solving, communication, collaboration, emotional regulation, and adaptability—enable learners to manage academic demands, social relationships, and future work environments effectively.

NEP recognizes these skills as core educational outcomes rather than supplementary components. NEP creates several opportunities for systemic integration of life skills. Its focus on holistic and multidisciplinary education supports the inclusion of socio-emotional and cognitive competencies across subjects. Flexible curricula, experiential learning, project-based approaches, internships, and community engagement provide natural platforms for nurturing life skills through real-world contexts. Reforms in assessment, with a shift toward competency-based and formative evaluation, align well with measuring life skills development beyond rote learning. Additionally, the policy's emphasis on teacher professional development and the use of technology opens avenues for innovative pedagogies that promote collaboration, reflection, and self-directed learning.

Despite these opportunities, significant challenges remain. Many teachers lack adequate training to facilitate life skills learning, and entrenched exam-centric practices limit pedagogical transformation. Curriculum overload and rigid school schedules often constrain meaningful integration. Assessing life skills poses another challenge, as qualities like - empathy, creativity, and resilience are difficult to measure using standardized tools. Resource and infrastructure gaps, particularly in rural and underserved areas, further hinder implementation. Socio-cultural resistance to participatory and reflective learning methods also affects acceptance at the classroom and community levels.

To address these challenges, sustained teacher capacity building, curriculum redesign, innovative assessment frameworks, equitable use of technology, and strong community engagement are essential. , NEP 2020 offers a powerful framework for embedding life skills systemically, but translating policy vision into classroom practice requires coordinated, well-resourced, and context-responsive implementation.

**ROUND TABLE: I**

**Well-being as an Educational Outcome: Positioning Life Skills as Central to Mental, Emotional, and Social Health**

**Beyond Livelihood:  
Education for Life as the Foundation of Student Wellbeing**

Dr. Rooplekha Khuntia

Assistant Professor, School of Humanities and Social Sciences, NISER, Bhubaneswar

**Synopsis**

Mental health concerns among students are steadily rising in educational institutions across the globe. While, awareness and investment in student mental health have increased, institutional responses remain largely reactive, focusing on alleviating distress, rather than preventing it. This can be ascribed to the fact that the contemporary education system continues to prioritize preparing students for livelihood that emphasize performance, competition, and employability – often neglecting students' psychological wellbeing. Educational environments on the other hand, through their curriculum, transmit powerful psychological messages that shapes how students think, feel, relate to themselves and engage with the world. If education plays such a formative role, wellbeing cannot be external to education, rather, it is one of its most crucial and inevitable outcomes.

Highlighting the role of life skills education in developing self-awareness, emotional regulation, resilience, and meaning-making, this discussion reframes wellbeing as a learned psychological capability that can be nurtured purposefully. Combining education for life with education for livelihood would foster an environment that would promote holistic development and wellbeing.

**Self Awareness: The Essential Life Skill for Well-Being**

Prof. Jagdish Khatri

Former Director & Chair Holder of UNESCO Network Chair at Mandsaur University

**Synopsis**

'Knowing yourself is the beginning of all wisdom' has been the message of several philosophers, saints and scriptures. Yet, we hardly ever find time to explore our own self to find our uniqueness. Self Awareness is an essential life skill for well-being that includes three elements: Self Concept, Self Ideal and Self Image; and covers the four components of Self: Physical, Intellectual, Emotional and Spiritual. A unique concept of Self Empowered Life Framework (S.E.L.F.) is presented in six steps of Self Awareness, Self Exploration, Self Analysis, Self Development, Self Empowerment and Self Esteem.

## **VOICES FROM THE FIELD - I PLENARY**

### **Evidence, Experience and Best Practices of Independent Life Skills Practitioners**

#### **Re-Imagining Life Skills Education-The Chinmaya Vision Programme**

Dr. Chandrasekharan Praveen  
Former Principal, IASE, Thrissur, India

#### **Synopsis**

This presentation explores the Chinmaya Vision Programme (CVP) at Chinmaya Vishwa Vidyapeeth, (Demed to be University), Ernakulam, India emphasizing its integrated, holistic approach to student development rooted in Indian Knowledge Systems. It reflects on the alignment between CVP and Life Skills Education (LSE) principles, based on the presenter's experience as a faculty member. The study compares CVP with traditional LSE sessions, highlighting its potentially deeper impact within the Indian educational context. The discussion also considers the relevance of CVP in light of the National Education Policy (2020) and aims to inspire educators to adapt life skills education to India's cultural and educational landscape.

## **VOICES OF YOUTH - I PLENARY**

Nagendra R  
Program Manager, PI Jam Foundation

#### **Synopsis**

Life skills are the essential building blocks of human resilience, enabling us to manage emotions, resolve conflicts, and engage meaningfully with others. To truly "learn to live together" in a diverse society, we must prioritize empathy, ethical reasoning, and social responsibility as the glue that holds our interconnected communities together. These human-centric abilities ensure that our interactions remain rounded in mutual respect and shared humanity.

As we approach 2030, the rapid integration of Artificial Intelligence into our daily lives presents a unique challenge to these core abilities. This Voice of Youth forum explores the vital role of life skills in an age where AI must function as a powerful enabler tool rather than a replacement for human thinking. Through a participatory exchange, students will address three pivotal inquiries:

1. The Wisdom Gap: How do life skills transform AI's data into human wisdom?
2. The Connection Test: Can algorithms facilitate the deep empathy needed to live together?
3. The Agency Dilemma: How do we protect our cognitive autonomy in an automated world?

By deriving insights directly from the "AI Native" generation, this session identifies the specific skills and challenges students believe are critical for a future where technology serves humanity, rather than defining it.

## **PANEL DISCUSSION: I**

### **Life Skills and Climate Resilience: Nurturing Sustainability Mindsets**

#### **Climate Resilience**

Dr. Sandhya Ajit Thakur  
Educator and Researcher

#### **Synopsis**

Climate change represents one of the most significant challenges, humanity is facing in the 21st century. Climate change is increasing the frequency and intensity of severe heat waves, floods, cyclones with long lasting consequences. All the countries are affected, however, because of geographical location, reliance on climate sensitive natural resources and development gaps in general, developing countries and low income countries in particular, are at the greatest risk of catastrophic climatic disasters. Left unattended, climate disasters are likely to increase poverty, worsen inequalities, and aggravate food in security.

In response to these challenges, resilience building has emerged as a critical strategy for communities, governments and organisations to adapt to and mitigate the impact of climate change. Extreme weather events have shown that resilience is an essential component of any comprehensive climate action programme as climate change is both global and local issue at the same time. By fostering resilience, societies can better withstand the shocks and stress associated with climate change. Resilience building refers to the process of enhancing the ability of individuals/systems to anticipate, prepare for, response to and recover from any adverse event. It is a concept to describe how well people or ecosystems are prepared to bounce back from certain climate related hazards. The life skills such as citizenship, adaptability, self-confidence, the ability to organise, creativity, problem solving skills, etc. are crucial for resilience and coping with the effect and complexity of the climate crisis and dealing with climate emergency.

A future characterised by resilience, not only envisions communities and ecosystems that can adapt and thrive, but also embodies a broader commitment to sustainability and equity. By fostering a culture of resilience, we create spaces where everyone can contribute to collective vision for the planet, ensuring that no one is left behind.

### **Life Skills and Climate Resilience – Nurturing Sustainable Mindsets**

Umi Daniel  
Aide et Action India, Bhubaneswar

#### **Synopsis**

Climate change is increasingly shaping the social, economic, and educational realities of children and young people across the globe. Beyond environmental degradation, climate stress manifests through livelihood insecurity, displacement, learning disruptions, and psychosocial distress. In this context, life skills education emerges as a critical pathway for building climate resilience and nurturing sustainable mindsets.

My talk will explores how core life skills—critical thinking, problem-solving, emotional resilience, communication, collaboration, and responsible decision-making—equip learners to understand climate risks, adapt to uncertainty, and adopt sustainable behaviours in everyday life. Life skills enable young people not only to cope with climate-induced challenges but also to actively participate in solutions at individual, community, and institutional levels.

The presentation emphasises the importance of moving beyond awareness-based climate education towards behaviour change, value formation, and youth agency. It highlights experiential and participatory learning approaches such as project-based activities, school-community initiatives,

disaster preparedness exercises, and integration of indigenous ecological knowledge. Special attention is given to children from vulnerable and marginalised contexts—migrant families, tribal communities, and the rural poor—who face disproportionate climate impacts and require inclusive, resilience-oriented education systems.

The session also links life skills education to future-ready competencies for green livelihoods and climate-smart innovation. By strengthening partnerships among schools, governments, civil society, and global institutions, education systems can mainstream climate resilience as a core life skill.

The talk concludes by reinforcing that life skills are not optional competencies but essential survival skills for a climate-uncertain world, and that nurturing sustainable mindsets is central to building a resilient, equitable, and environmentally responsible future.

## **Barren to Bloom: The Power of a Sapling**

Dr. Sasikant Das  
Former Registrar, Pondicherry University

### **Synopsis**

Clean air and pure water are now questions rather than guarantees in the silent crisis of the twenty-first century. Our ecosystem is in dire straits due to years of careless exploitation. When I took over as principal of Tagore Government Arts and Science College in Puducherry in 2017, the oldest institution and the largest with nearly 8 hectares in the Union Territory then waiting for someone to transform its desolate grounds into a cradle of green, my resolve to change truly took shape. Over the course of seven years, a journey that started with a single sapling, now having nearly 8000 and a dream turned a barren area into a flourishing forest. The once-dry, unsettling campus is now bustling with life, with cooler air, peaceful thoughts, lively classrooms and sustainable ecosystem.

From emptiness to ecosystem, the college became the pride of Pondicherry and the urban forest/nagar van is recognized by Sustainable Tourism India, Ministry of Tourism, GoI as a “Must Visit Place in Puducherry”. Govt. Of Puducherry has awarded the Principal as the best administrators of Puducherry for the green initiatives. What began as a glimmer of hope blossomed into a sustainable legacy. As we expand this vision to neighboring villages and cremation sites today, we spread the message that one act of planting can start the battle against urban chaos. Because a sapling has the ability to heal the entire world, let every barren patch bloom once more.

Plantation has been one of the skills and is the simplest way of climate resilience for nurturing sustainability in the 21st century.

**ROUND TABLE - II**

**Gender Justice through Life Skills Education:  
Disrupting Patriarchy and Building Equitable Futures**

**Bridging Vision and Practice: Life Skills Integration in India's NEP 2020**

Dr. M. S. Geetha

Former Dean, Faculty of Education, University of Kerala

**Synopsis**

The National Education Policy (NEP) 2020 represents a landmark reform in the evolution of India's education system, articulating a bold vision for nurturing capable, responsible, and future-ready citizens. Central to this vision is the purposeful integration of life skills—such as critical and creative thinking, communication, collaboration, problem-solving, emotional intelligence, and adaptability—which are indispensable for addressing the complex social, economic, and technological challenges of the 21st century.

NEP 2020 provides a robust policy framework for embedding life skills across all stages of education through multidisciplinary learning, experiential and vocational pathways, curricular flexibility, and competency-based assessment. By moving beyond rigid disciplinary boundaries and rote-based learning, the policy creates unprecedented opportunities to align education with real-world contexts and learner aspirations. Equally significant is the policy's reimagining of teachers as mentors and facilitators of learning, emphasizing participatory, inquiry-driven, and activity-based pedagogies that organically foster life skills and learner agency.

However, translating this progressive policy vision into classroom practice remains a critical challenge. The persistence of examination-centric educational cultures, gaps in teacher capacity and preparedness, limited access to sustained professional development, and infrastructural constraints pose substantial barriers to effective implementation. Moreover, the assessment of life skills continues to demand policy attention, as traditional evaluation systems are ill-equipped to measure competencies such as collaboration, creativity, ethical reasoning, and socio-emotional development. Socio-economic inequities and regional diversities further underscore the need for context-sensitive and inclusive implementation strategies.

This paper offers a critical and constructive examination of the opportunities and challenges associated with integrating life skills within the NEP 2020 framework. It advocates for coherent curriculum reforms, continuous and meaningful teacher professional development, innovative assessment practices, and systemic policy support to ensure equitable implementation. The study aims to contribute to national policy discourse and academic deliberations by advancing actionable/practical insights and strategic recommendations for the effective, sustainable, and transformative integration of life skills education in the NEP era.

**Gender Justice through Life Skills Education:  
Disrupting Patriarchy and Building Equitable Futures**

Namita Mohanty

Professor Emeritus, Department of Psychology, KISS-DU, Bhubaneswar

**Synopsis**

Though there have been changes in the personality attributes among women in our country and across the globe, in different domains of personal and professional life; still then it is yet to be significantly perceptible as expected over the centuries. Gender based inequality, injustice and lack of equity continues to exist in every society and the very thought that women are the weaker sex; the myth which is deeply rooted in our psyche, suppresses their zeal, enthusiasm, curiosity

and motivation to be successful in life and be at par with their male counterparts. In fact, there is every possibility that they can even go beyond the socio-culturally built barriers and unleash their potentialities. Educated women are empowered to fight against the centuries old discrimination and exploitation against them. Life skill education strengthens their self-concept, self-esteem and self-confidence which in turn helps them to accept themselves as capable of reasoning, decision making, problem solving and leadership qualities to shoulder heavy responsibilities. Finally, all these qualities significantly contribute to their well-deserved status in the society. Through education, exposure, encouragement and life skill training, women can do each and every task that were earlier exclusively marked as gender specific tasks for men. However, the scenario is changing fast; women have come forward to prove that they are not feeble, poor decision makers and not adept in problem solving. They protest to be branded as self-sacrificing and self-compromising. Constitutional provisions and legal rights ensure that by instilling hope, optimism and resiliency, women can fight for their rights to have equal status with men; enjoy the rights and privileges which they rightfully deserve in their life. They too have to break open artificial barriers like gender, caste, creed and religion created by the powerful patriarchy and live with dignity, freedom, liberty and social justice.



## **THEMATIC SESSIONS**



**Sub Theme I:  
Reimagining Life Skills Education in the Age of Disruption:  
Purpose, Paradigms, and Policy Pathways**

## ***From Problem to Practice: PBL as a Pathway to Life Skills through Critical Thinking and Collaborative Learning in Medical Education***

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The University of the West Indies, St. Augustine, Trinidad and Tobago  
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### **Abstract**

#### Background:

Medical education is increasingly shifting from traditional lecture-based instruction to student-centered models that cultivate essential life skills for professional practice. Among these, critical thinking and collaborative learning are vital for preparing future physicians to navigate uncertainty, solve complex problems, and function effectively within healthcare teams. Problem-Based Learning (PBL), implemented in small-group classrooms, offers a promising framework for embedding these competencies into medical curricula.

#### Objectives:

This study aimed to assess the impact of PBL on critical thinking and collaborative learning skills among medical students, examining differences based on gender, age, and year of study.

#### Methods:

A descriptive cross-sectional design was employed, utilizing a 32-item questionnaire developed from a comprehensive literature review. The questionnaire was distributed to 860 medical students in Years 1–3 at the University of the West Indies, St. Augustine, via online platforms. Data were analyzed using IBM SPSS, with findings presented through descriptive statistics, comparative tables, and bar charts.

#### Results:

The majority of participants were female ( $n = 189$ , 70.5%) and second-year students ( $n = 113$ , 42.2%). No significant gender differences were observed in students' perceptions regarding the influence of PBL on critical thinking and collaborative learning. However, significant differences were identified based on age ( $p = 0.003$ ) and year of study. Post hoc Tukey tests revealed a significant difference between first- and second-year students in their perceptions of PBL's influence on critical thinking ( $p = 0.002$ ).

#### Conclusion:

The findings suggest that PBL differentially impacts medical students' development of critical thinking and collaborative learning skills depending on age and year of study, but not gender. These results highlight the importance of tailoring PBL approaches to account for student characteristics, thereby optimizing its potential to foster vital life skills essential for effective medical practice.

*Keywords: Life skills, Problem-Based Learning, Critical Thinking, Collaborative Learning*

### ***Integrating Life Skills and Financial Resilience: A Literature- Based Exploration***

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#### **Abstract**

This paper offers a qualitative, literature-based study that intersects life skills and financial resilience, emphasizing their increasing relevance amid mounting uncertainties. The primary aim of this study is to integrate theoretical and empirical evidence illustrating how psychosocial skills—including problem-solving, critical thinking, communication, and emotional intelligence—influence individuals' financial flexibility, resource management, and sustained well-being. The review focuses on scholarly articles, policy papers, and institutional reports from the WHO, OECD, UNICEF, and the World Bank. Sources exhibiting strong relevance, conceptual depth, and contemporary insights were included, with a focus on publications from 2000 to 2025 to reflect the evolving global understanding of resilience and financial stability.

The findings indicate that life skills are crucial for building financial literacy and adaptive financial behaviour, thereby enabling individuals to effectively withstand and recover from financial shocks. The review identifies core components of financial resilience—including savings, income stability, and adaptability—while also considering cultural and demographic factors that influence financial choices and well-being. The study emphasizes the importance of integrating life skills education with financial education programs to promote comprehensive empowerment, prevent economic illusions, and foster sustainable development. Overall, the paper affirms the significance of conceptual frameworks and policy relevance in integrating psychosocial capacities with financial resilience in the contemporary economy.

*Keywords: financial resilience, life skills, financial literacy, economic inclusion, adaptability*

### ***Life Skills Education and Academic Achievement: An Empirical Study of Learner Outcomes***

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#### **Abstract**

This study explores how life skills learning functions as an invisible yet powerful force shaping students' academic journeys. Rather than viewing life skills as an additional curriculum component, the research examines them as a set of everyday practices that subtly reorganize learners' thinking patterns, classroom behaviour, and approaches to academic tasks. Using qualitative content analysis, the study interprets stories, classroom moments, and learner–teacher interactions to understand how academic achievement emerges from subtle shifts in self-awareness, communication styles, emotion management, and task ownership. The research objectives aimed to uncover (a) how learners experience life skills education in relation to their academic routines; (b) what academic behaviours change when life skills are internalized; and (c) how teachers perceive the

academic value of life skills beyond measurable scores. Guided by these questions, the inquiry focused on understanding how life skills reshape students' learning processes, how these competencies interact with classroom demands, and how academic responsibilities are renegotiated as students adopt more reflective and collaborative thinking. Data was collected through analysis of classroom dialogues, reflective writing samples, teacher logs, and small-group conversations. The analysis traced how concepts such as responsibility, cooperation, and self-regulation became embedded in learning behaviours. The results reveal that academic improvement was not a direct consequence of life skills instruction; instead, it emerged through shifts in learners' dispositions—such as increased patience during problem-solving, a greater willingness to ask questions, calmer responses to academic pressure, and a heightened readiness to revise work. The findings suggest that life skills education strengthens the academic ecosystem by nurturing a mind-set conducive to persistence, thoughtful engagement, and meaningful collaboration. Ultimately, academic achievement grows from transformed learning identities rather than isolated skill acquisition..

*Keywords: Life Skills Education, Academic Transformation, Self-awareness, Classroom Behaviour, Emotional Regulation, Collaborative Learning*

### **Learning Together: A Study of Collaborative Intelligence as a Life Skill for the Future**

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#### **Abstract**

**Background:** The Indian school education system has adopted NEP 2020, which emphasizes skills development, vocational education, and technical learning to enhance students' employability. The definition of life skills has also evolved with the advent of 21st-century competencies. Collaborative intelligence is one such skill that focuses on learning together. Developing this skill at an early stage can help children adapt more easily to social and academic environments.

**Objectives:** The study aims to understand how students develop collaborative intelligence through peer learning, identify effective strategies for collaboration, and assess its impact on academic performance and emotional well-being.

**Design/Methodology/Approach:** The study employs a mixed-methods approach, including surveys, interviews with students, and observational data. It focuses on a case study of one section of Class IX over an eight-week intervention period.

**Originality/Value:** The study provides empirical evidence of the positive impact of project-based learning (PBL) on fostering collaborative intelligence within the Indian education system. It seeks to integrate teamwork and pedagogy to prepare learners with essential 21st-century skills.

**Results:** The findings demonstrate that PBL is an effective strategy for enhancing collaborative intelligence. Structured teamwork enabled students to practice communication, cooperation, negotiation, and leadership—skills that are rarely developed through traditional lecture-based teaching.

**Conclusion/Discussion:** The study confirms that Project-Based Learning significantly contributes to the development of collaborative intelligence among secondary school students, helping learners build skills such as collective responsibility and conflict resolution.

*Keywords: school education, collaborative learning, teamwork, 21st-century skills, project-based learning, life skills, peer learning*

## ***Digital Disruption and Life Skills: The Imperative Framework For Gen Z***

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### **Abstract**

Disruption is experienced in every aspect of daily life today. The floodgate of information has opened with technological advancements, significantly impacting the most important cohort—Generation Z—across the world. The digital overload resulting from the internet, mobile devices, and other electronic gadgets has created a bizarre array of experiences among them. Artificial intelligence, social media, and various applications (apps) are redefining their social, psychological, and emotional health. Negatively, these changes are leading many in this cohort to become internet addicts, cognitively impaired, socially isolated, and at risk of suicidal tendencies. Furthermore, ongoing stress, relationship issues, disregard for values, and other challenges pose numerous problems for them. At this critical juncture, policymakers, educators, and development professionals are emphasizing the importance of the contextual application of life skills. This paper examines the applicability of life skills across disciplines—both academically and beyond.

*Keywords: Generation Z, Digital Overload, Life Skills Education, Artificial Intelligence, Social Media, Psychosocial Well-Being, Cognitive and Emotional Health, Cross-Disciplinary Learning*



**Sub Theme II:  
Life Skills for Adolescent Reproductive and Sexual Health:  
Agency, Consent, and Rights-Based Learning**

## **Reproductive Health Problem and Their Awareness Among Adolescent Girls: A Study on Khadia Tribe of Mayurbhanj District of Odisha**

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### **Abstract**

This study examines the sexual and reproductive health (SRH) status of adolescent girls belonging to the Khadia tribe in Jasipur block, Mayurbhanj district, Odisha. Tribal girls often face neglect due to inadequate educational outreach and limited health services in remote areas. The research identifies common SRH challenges such as early pregnancy, anemia, malnutrition, inadequate access to contraception, unsafe abortion practices, and increased vulnerability to sexually transmitted infections. A combination of socio-cultural, political, and economic barriers—including traditional belief systems, family attitudes, and gaps in youth-friendly healthcare delivery—further hinder effective health service utilization. Through primary data collected via self-administered interviews with 120 participants, the study highlights how traditional healing practices coexist with—or obstruct—the use of modern healthcare. Menstrual hygiene is also severely compromised by a lack of safe, private sanitation facilities and culturally acceptable menstrual products. The findings advocate for culturally appropriate, community-based interventions that integrate traditional practices with modern medicine, improve infrastructure, and raise awareness. This multi-faceted approach aims to enhance health education, nutritional status, and access to non-judgmental, adolescent-friendly services, ultimately promoting the well-being of Khadia girls in Odisha.

#### Objectives

1. To assess reproductive health indicators, including nutrition, anemia, menstrual hygiene, contraception use, and access to maternal healthcare.
2. To evaluate awareness and sources of SRH information available to adolescent girls and their family members.

#### Findings and Conclusion

The study underscores the urgent need for multi-faceted interventions to improve SRH among Khadia adolescent girls, including: strengthening sanitation infrastructure and ensuring the availability of safe, culturally acceptable menstrual products; providing nutritional support and anemia control through community-based programs with tailored food supplements; conducting health education campaigns focused on reproductive rights, contraception, menstrual hygiene, and STI prevention; and training healthcare providers to deliver non-judgmental, adolescent-friendly services that respect local traditions. Additionally, integrating indigenous knowledge systems with modern medicine—by collaborating with traditional healers—can help build culturally sensitive healthcare pathways.

*Keywords: Hill Khadia, reproductive health, indigenous knowledge, adolescent girls, health status*

## **Menstrual Health Education and its influence on Adolescent Life Skills: A Pre-Post Assessment in North 24 Parganas, West Bengal**

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Sutapa De

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### **Abstract**

This study examines the impact of a menstrual health management (MHM) intervention, conducted over six months, on the sexual and reproductive health (SRH) awareness and life skills of adolescents in selected schools across all blocks of North 24 Parganas district, West Bengal. A total of 6,008 adolescents (3,838 girls and 2,170 boys) participated in structured pre- and post-intervention surveys using a standardized questionnaire. The pre-test assessed baseline knowledge, attitudes, and practices related to menstruation, while the post-test, conducted after targeted MHM sessions, measured changes in awareness and skill development regarding the same indicators. Analysis of responses indicates a significant improvement in adolescents' understanding of menstruation, hygienic practices, myth dispelling, and supportive peer behaviors. More than 85% of girls demonstrated enhanced self-efficacy in managing menstrual health, while over 80% of boys exhibited increased sensitivity and supportive attitudes toward menstruating peers. Overall, the intervention substantially strengthened MHM-related life skills among both groups, highlighting the effectiveness of school-based, gender-inclusive SRH education. These findings underscore the importance of integrating menstrual health education into adolescent health programs to promote equity, reduce stigma, and support healthier transitions to adulthood.

*Keywords: Menstrual Health Management (MHM), Sexual and Reproductive Health (SRH), Adolescents, Life Skills Education, Gender-Inclusive Health Education, School-Based Intervention*

## **The Effectiveness of Life Skills Training on Adolescent Sexual Health Education: A Quasi-Experimental Study**

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### **Abstract**

Sexual health education for adolescents is a crucial aspect of overall well-being, yet it often faces social and cultural barriers. This study aims to assess the effectiveness of a life skills training program in empowering adolescents and increasing awareness of sexual and reproductive health. A quasi-experimental, one-group pre-test–post-test design will be employed. A total of 200 adoles-

cents aged 15–17 years from 11th and 12th standards will be selected through purposive convenience sampling. The Life Skills Scale of Vranda (2009) will be used to measure skill levels before and after a ten-session training program. A post-test will be conducted immediately following the intervention. The findings are expected to demonstrate the positive impact of life skills training on enhancing adolescents' sexual and reproductive health outcomes.

*Keywords: Adolescent, Life Skills, Sexual Health, Quasi-Experimental Study*

### **Imparting Life Skills Education Among Peer Educators to Improve Adolescent Health Outcomes in Bhadrak District, Odisha**

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#### **Abstract**

**Background:** The Centre for Catalyzing Change (C3) supported the implementation of the Life Skills Education Program in Bhadrak district, Odisha, to improve health outcomes among over three lakh adolescents through the platform provided by the RashtriyaKishorSwasthyaKaryakram (RKSK). The initiative was led by 5,500 trained Peer Educators ('KishorSathi'), 178 Adolescent Friendly Clubs (AFCs), and 280 health functionaries to engage adolescents in life skills education.

**Objectives:** The objectives of the intervention were to enhance adolescent health and wellbeing, increase agency, improve access to services, strengthen the role of Peer Educators, operationalize AFCs, and improve the delivery of adolescent health services.

**Methodology:** The core components of the intervention included training Peer Educators, working closely with frontline health functionaries, sustaining village-level adolescent groups, organizing monthly AFC meetings, and facilitating the delivery of adolescent health services through facilities and community outreach.

**Results:** The intervention yielded significant improvements across various domains in the district. School attendance among 15–21-year-olds was higher (71% girls, 87% boys) compared to the comparison district. Aspirations for higher education increased to 98%. Among girls, 99% reported using sanitary napkins, and 95% were aware of the menstrual hygiene scheme. Knowledge related to anemia improved significantly, with 95.7% of adolescents demonstrating awareness. Additionally, 92% of girls and 61% of boys reported receiving IFA tablets. Uptake of adolescent health services improved, especially among girls (69%). Mental health status was found to be better among those who had received RKSK sessions with Peer Educators.

**Conclusion:** The implementation of RKSK in Bhadrak has led to notable positive changes in adolescent health knowledge, educational attainment, digital access, decision-making capacity, and health-seeking behaviour, with girls experiencing more pronounced benefits.

*Keywords: Life Skills Education, Peer Educators, Sexual and Reproductive Health, Adolescent Health Services, RKSK*

## **Empowering Adolescents by through Life Skills Education under the School Health and Well-Being Program in Jharkhand**

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### **Abstract**

**Background:** The Centre for Catalyzing Change (C3) is supporting the implementation of the School Health and Wellness Program (SHWP) across all 24 districts of Jharkhand. The support includes ensuring effective program delivery, strengthening stakeholder capacity, and establishing continuous monitoring systems to maintain the quality of life skills education in schools. The program aims to promote the holistic well-being of school-going adolescents by integrating life skills-based health and well-being education into the school ecosystem.

**Objectives:** The initiative seeks to enhance adolescents' knowledge of health and well-being, promote agency, and equip students with essential life skills for responsible and respectful behaviour.

**Methodology:** The program is delivered through classroom sessions facilitated by trained school teachers, using interactive methods such as group discussions, storytelling, and role plays. This approach creates safe, inclusive, and non-judgmental learning environments, enabling adolescents to express themselves, clarify doubts, and challenge stereotypes.

**Results:** Assessment findings (2023–2025) show significant improvements across key domains. Knowledge about growing up increased from 76% to 91%; gender equality from 63% to 82%; and awareness of anemia improved (boys: 72% to 94%, girls: 75% to 97%). Knowledge of a healthy lifestyle rose from 86% to 95%, SRH from 51% to 81%, and HIV/AIDS awareness from 33% to 90%. Awareness of human trafficking reached 82%. Knowledge of the legal age of marriage improved (boys: 23% to 90%, girls: 28% to 91%). The use of the internet and gadgets, including mobile phones for entertainment, social media, and WhatsApp, increased to 70%.

**Conclusions:** Integrating life skills within health and well-being education effectively enhances adolescents' knowledge, awareness, and agency, contributing to more informed and gender-sensitive school environments.

*Keywords: Life Skills, Adolescent Health, Agency, Gender-Sensitive, Responsible and Respectful Behaviour*

## **Imparting Life Skills-Based Learning to Adolescents Through Interdepartmental Convergence in Jharkhand**

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### **Abstract**

**Background :**TheCentre for Catalyzing Change (C3) implemented a Life Skills Education Program (2011–2023) for adolescents in Jharkhand to address barriers to accessing sexual and reproductive health (SRH) services. These barriers included limited awareness, social taboos, and fragmented service delivery, which were addressed through the platform extended by RashtriyaKishorSwasthyaKaryakram and Sabla.

**Objectives:**The initiative aimed to create a supportive ecosystem by fostering operational convergence among government departments and strengthening community engagement to enhance the delivery of adolescent health services, including SRH.

**Methodology:** The program adopted a multi-faceted approach involving collaboration between the Departments of Health, Education, and Women & Child Development. It engaged community leaders, local governance bodies, and school committees to support girls' education and prevent child marriage. The capacity of health and education functionaries was strengthened, facilitating the operationalization of Adolescent Friendly Health Clinics (AFHCs) to provide accessible services linked with schools and peer educators. Capacity-building activities and health awareness events were organized, alongside evidence collection to measure improvements in service access and delayed pregnancies, ensuring comprehensive adolescent health support.

**Results:** Key improvements included increased awareness of anemia (girls: 48% to 89%; boys: 49% to 64%) and reduced intoxicant use (girls: 6% to 2%; boys: 40% to 17%). Menstrual hygiene awareness improved (girls: 78% to 91%; boys: 25% to 52%), with sanitary pad use rising to 96%. Awareness of contraception and AFHC services also increased, along with a rise in adolescent visits to AFHCs (girls: 30% to 35%; boys: 32% to 58%). Participation in health and wellness days doubled (25% to 51%).

**Conclusion:** Operational convergence significantly improved adolescent health outcomes. Collaborative, structured engagement between departments and communities is vital for ensuring sustained access to SRH services and empowering adolescents.

*Keywords: Life Skills Education, Adolescents, Convergence, SRH, Accessibility, Community Engagement*

### **An assessment on problems of child marriage among adolescent girls in Mahakalpara Block of Odisha**

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Dr. Bibhabari Bal

#### **Abstract**

Child marriage is a major sociological problem that has persisted for centuries in India. It is often said that marriages are made in heaven and celebrated on earth. Child marriage is a harmful traditional practice that violates child rights. Victims of child marriage are deprived of their childhood rights. It challenges the child's right to health, education, protection, and development. Although child marriage adversely affects both boys and girls, it has a specific gender dimension, as it perpetuates discrimination against girls. It violates many rights of the girl child, including the right to education, freedom from violence, access to reproductive health, and the right to consensual marriage.

This study follows a descriptive research design. The sample consists of 100 adolescent mothers from ten remote villages in the Mahakalpara block of Kendrapara district. The objectives were to understand the factors related to child marriage, assess the knowledge of adolescent mothers regarding the problems associated with early marriage and early motherhood, and explore the morbidity and mortality status of early pregnancy. A questionnaire was developed based on these research objectives and administered individually to collect information.

The findings revealed that:

- Poverty is identified as one of the primary causes of early marriage by 92% of respondents.
- Increased risks of complications during childbirth (90%) and maternal mortality (84%) are major effects of early marriage.
- 94% of respondents emphasized that the legal age of marriage should be strictly enforced.
- 96% believed that early marriage increases infant and maternal mortality.

- 92% reported that RTI, STI, and HIV infections are prevalent among adolescent mothers.
- 96% opined that awareness of the negative consequences and strict enforcement of laws are essential to prevent early marriage.
- 72% agreed that early marriage constitutes a violation of human rights.

To eliminate the practice of child marriage, there is a need for greater understanding of its various dimensions and its impact on children, families, and communities. Collective action by all stakeholders is essential to ensure that future generations can enjoy their childhood and reach their full potential.

Despite focused research and policies aimed at reducing child marriage, the phenomenon remains prevalent in many areas. Therefore, targeted interventions are necessary to improve education, reduce poverty, and address inequality. Such efforts can contribute to achieving the Sustainable Development Goals by 2030.

*Keywords: Child marriage, health, poverty, gender, girl child*

### **Exploring Underutilized Medicinal Plants Used for Menstrual Disorders in Tribal Odisha**

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#### **Abstract**

**Background:** In ancient practices such as Ayurveda, Unani, and Siddha, herbal treatments have been used to prevent and cure various ailments. Women in tribal societies frequently suffer from menstrual problems such as menorrhagia, amenorrhea, irregular menstruation, and dysmenorrhea. Ethnic populations primarily rely on traditional plant-based remedies due to limited access to formal healthcare. Odisha's districts—Koraput, Rayagada, Nuapada, and Bargarh—are home to diverse tribal communities with significant ethnomedical knowledge, including the Paraja, Gadaba, KutiaKandha, DongriaKondh, Saora, Gond, Bhunjia, Binjhal, and others. This study catalogs the plants traditionally used in these districts to treat menstrual disorders.

**Objectives:** To investigate the traditional herbal remedies used by indigenous women to alleviate menstrual discomfort; to explore the feasibility of cultivating these plants on wasteland, degraded forest areas, or community land; to develop Ayurvedic medicines from underutilized plants as alternatives to synthetic drugs; and to enhance research on sustainable production and conservation.

**Methods:** A modified questionnaire method was employed to identify and document plant species—including local names, parts used, preparation methods, and specific menstrual problems addressed district-wise. A qualitative ethnobotanical review was conducted using published literature and field-based ethnomedical reports from Odisha. Convenient sampling was used to select a total of 100 local and indigenous individuals (age group: 15 to 50 years).

**Results:**

Plants such as *Asparagus racemosus*, *Plumbagozeylanica*, *Woodfordiafruticosa*, *Vitexnegundo*, *Premnalatifolia*, and many others are traditionally used by tribal women in these districts to treat dysmenorrhea, amenorrhea, and delayed menstruation.

**Conclusion:** The tribal communities in southern and western Odisha possess extensive ethnomedical knowledge utilizing locally available flora for the treatment of menstrual disorders. Integrating tribal practices with scientific research could lead to the development of affordable, effective herbal therapies for women's reproductive health.

*Keywords: Dysmenorrhea, Amenorrhea, Woodfordiafruticosa*

## **Gond Adolescent Girls' Awareness of Menstruation Health Care**

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### **Abstract**

Menstruation is a natural biological process that occurs in most women between the ages of 12 and 51 years. Healthy menstrual practices are essential for the overall well-being of women. This study focuses on the rights and awareness related to menstrual health care among adolescent girls of the Gond tribe in Kalahandi District, Odisha. Although menstruation is a natural process, adolescents in Gond communities continue to adhere to traditional taboos, restrictions, and beliefs that limit open discussion and access to accurate information. Consequently, adolescent girls often experience confusion, fear, and a lack of proper guidance during their menstrual cycles.

The study aims to assess the awareness level and knowledge of rights among these girls. It also explores the cultural beliefs and social challenges that influence their menstrual behavior and daily activities during their periods. A mixed-method approach was employed in the study. The results indicate that educated Gond girls are aware of the do's and don'ts during menstruation; however, the majority lack knowledge about their reproductive health rights.

*Keywords: Menstrual Health Care, Rights and Awareness, Gond Tribe, Cultural Practices*

## **From Avoidance to Engagement: A Life Skills Based Approach to Sexuality Education in Schools**

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### **Abstract**

Adolescence is a period characterized by curiosity about relationships, intimacy, exploration, and experimentation, which are normal parts of development. However, these developmentally typical processes also increase adolescents' vulnerability and risk of grooming and sexual abuse, especially in the absence of adequate guidance and support from schools and families. The primary source of information for adolescents is often school-based sex education, which is frequently limited to chapters on reproduction, focusing mainly on physiology rather than the socio-emotional components of sexuality. Such approaches tend to be avoidant and cautionary, offering few opportunities for adolescents to develop the emotional and relational skills necessary to navigate sexuality responsibly.

In many schools, teachers and counsellors lack training in delivering sex education, often feeling personal embarrassment due to cultural taboos or concerns that these discussions might encourage risky behaviour or disapproval from parents. Additionally, academic pressures, limited time, and fears related to child sexual abuse laws further hinder meaningful engagement on this topic. Nevertheless, schools frequently encounter situations where adolescents face boundary issues, interpersonal conflicts, or disclosures of abuse, underscoring the urgent need for practical guid-

ance on responding safely and appropriately.

This paper presents a life skills-based approach that offers an entry point for sexuality education in schools. It conceptualizes sexuality as relational rather than purely biological and demonstrates how core life skills—such as communication, negotiation, assertiveness, conflict resolution, and problem-solving—are critical to comprehensive sexuality education. It also introduces a framework designed to gradually foster understanding of emotions such as attraction and love, explore various relationship contexts, and recognize abuse and coercion. The paper details the content of life skills-based sexuality sessions and the facilitation skills required for effective delivery. This approach provides a structured, developmentally appropriate model to navigate complex conversations about sexuality while promoting agency, safety, and healthy, responsible sexual decision-making among adolescents.

*Keywords: Life skills, Sexuality education, School, Adolescence, Protection, Socio-emotional learning.*

**Life Skills Based Sexual Reproductive Health (SRH) Education as  
an Effective Model for Adolescent Girls: Evidence from  
Kalinga Institute of Social Sciences**

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**Abstract**

Adolescence is a period of dreams, discoveries, and growth. During this time, adolescent girls experience significant physical, emotional, and social changes that necessitate accurate knowledge and supportive guidance related to reproductive and sexual health (RSH). Inadequate awareness and negative attitudes toward SRH often increase health risks, gender inequality, and vulnerability among girls, especially those from marginalized communities. Conventional adolescent reproductive and sexual health (ARSH) education alone is insufficient to address these challenges. Integrating life skills education with ARSH offers a holistic approach, enabling girls to apply knowledge effectively in real-life situations.

The Kalinga Institute of Social Sciences (KISS) has adopted a life skills-based ARSH education model to promote informed decision-making, self-confidence, and overall well-being among adolescent girls. This study was conducted to assess the effectiveness of this integrated approach in improving knowledge, attitudes, and practices among adolescent girls at KISS, as well as to understand its role in empowering girls to make informed health choices. A descriptive research design was employed, with 200 adolescent girl students selected through purposive sampling. Data were collected using interview schedules, focus group discussions, and observational methods. Both quantitative and qualitative techniques were used to analyze the data and assess changes in knowledge, awareness, and attitudes related to ARSH.

The findings reveal a significant improvement in girls' knowledge and awareness of reproductive health, menstrual hygiene, personal safety, and reproductive rights. The integrated approach helped reduce myths, stigma, and fears surrounding reproductive health.

The study concludes that life skills-based ARSH education at KISS is an effective and sustainable model for empowering adolescent girls. This approach contributes to healthier behaviours and holistic development, with strong potential for replication in similar educational and community settings.

*Keywords: Life Skills, ARSH Education, Adolescent Girls, Empowerment, KISS*

## ***Evaluating Self-Awareness Skills among the Students at Secondary Level***

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### **Abstract**

Introduction Self-awareness skills (SAS) refer to the ability of individuals to identify, perceive, and self-monitor their thoughts, emotions, and behaviors that influence personal interactions and deliberate actions. As a core component of emotional intelligence and life skills, SAS aims to enable students to exercise self-control, actively engage in the learning process, and develop holistically. Although self-awareness is highly critical, it is often assessed in schools through simple self-perception questions, which may not accurately capture the true interaction between students and their inner worlds.

Purpose: This study was conducted to objectively assess the actual level of SAS among secondary-level students using standardized measurement tools.

Methodology: A cross-sectional quantitative study was carried out with 168 tenth-grade students from Daffodil Public School, Budhanilkantha-10, Kathmandu. Participants were selected through purposive sampling. Data were collected using a self-administered questionnaire that included a direct self-perception measure of SAS and a validated, reliable standardized SAS assessment. Data analysis was performed using SPSS, and SAS levels were categorized into low, medium, and high based on normalized scores.

Results: The findings indicated that nearly 80% of participants self-identified as possessing SAS. However, standardized testing revealed that most students had low SAS levels. This significant discrepancy suggests a gap between students' self-perception of their SAS and their actual abilities.

Conclusion: The study concludes that youth tend to overestimate their SAS, highlighting the importance of utilizing standardized assessment tools. The results support the integration of institutional teaching of SAS and life skills to improve students' emotional awareness and self-regulation.

*Keywords: Self-awareness skills, engagement, emotional intelligence, life skills*

**Enhancing Adolescent Reproductive and Sexual Health, Agency, Consent, and Rights through Life Skills-Based Learning in Odisha**

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**Abstract**

Adolescence is a crucial developmental stage characterized by social, psychological, and physical changes. Adolescents from tribal and rural communities in Odisha face specific challenges related to sexual and reproductive health, such as low awareness, socio-cultural ties, early marriage practices, and poor decision-making. These barriers often hinder adolescents' ability to exercise autonomy, understand their rights, and make informed decisions about their health and well-being. Life skills-based education provides a structured way to equip adolescents with important skills such as critical thinking, communication, problem-solving, decision-making, and self-awareness. Integrating life skills education into schools and community programs in Odisha can enhance adolescents' knowledge of reproduction and sexual health, strengthen their sense of autonomy, and increase awareness of consent and individual rights. Studies have shown that adolescents who participate in life skills programs exhibit increased self-confidence, better health habits, and a greater ability to cope with social pressures. Furthermore, involving teachers, parents, and community members creates a supportive environment that promotes positive behaviors and challenges harmful cultural norms.

*Keywords: Adolescence, Life skill, Reproductive and sexual Health, Agency and autonomy, Consent and Right*



**Sub Theme III:  
Building Transformative Citizenship through Life Skills:  
Participation, Advocacy, and Ethics in a Polarised World**

## **Strengthening Citizenship and Inclusion through Participation, Advocacy, and Ethics in Special Education Teacher Training**

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### **Abstract**

**Background:** In today's polarized world, characterized by social inequalities and exclusion, teacher preparation extends beyond academic instruction to include nurturing democratic values, empathy, and ethical responsibility. For pre-service teachers in special education, this responsibility is particularly crucial, as they work with learners who are often marginalized or unheard in mainstream educational settings. Life skills such as participation, advocacy, and ethics serve as vital tools to foster inclusive classrooms and resilient, socially responsible communities.

**Objective:**

1. To examine the development of participation, advocacy, and ethical awareness among pre-service special education teachers.
2. To evaluate how life skills training can enhance transformative citizenship within special education contexts.

**Methodology:** A single-group pre- and post-test experimental design was employed with a sample of 16 pre-service special education teachers. The intervention included participatory learning activities, advocacy-building exercises, and ethical reflection sessions. Data were collected through structured assessments, group discussions, and reflective exercises to measure changes in knowledge, attitudes, and practices.

**Results:** The findings demonstrated significant improvements in participants' ability to engage in democratic classroom practices, advocate effectively for learners with disabilities, and apply ethical reasoning in complex scenarios. Participants also reported heightened empathy, greater confidence in addressing discriminatory practices, and increased readiness to foster inclusive participation. The study highlights that structured exposure to life skills can strengthen pre-service teachers' capacity to function not only as competent educators but also as ethical leaders and advocates for social justice.

**Conclusion:** Integrating life skills into teacher education programs enhances the role of pre-service special educators as agents of transformative citizenship. By cultivating participation, advocacy, and ethical awareness, these teachers are better equipped to navigate polarized environments, champion inclusive education, and uphold the rights and dignity of all learners.

**Keywords:** *Life Skills, Transformative Citizenship, Special Education, Participation, Advocacy, Ethics, Inclusion*

## **Empowering Responsible Governance: Life Skills For Ethical Administrative Practice**

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### **Abstract**

This paper explores the transformative potential of life skills education in fostering responsible

and ethical administrative practice. By equipping administrators with essential life skills such as critical thinking, empathy, and problem-solving, we can promote more effective and accountable governance. Responsibility, respect, and human values are fundamental in administration, as they guide decision-making, shape organizational culture, and foster healthy relationships. The paper discusses the significance of life skills education for administrative practice, along with strategies for integrating life skills into administrative training. Ethics play a crucial role in the actions of every administrator and in life skills education. Conduct's practicality is never sufficient in itself; unless a course of action can be adequately justified on ethical grounds, it cannot be considered responsible. The full meaning of responsibility encompasses both ethical and practical accountability. This ethical responsibility fosters beneficial activities that contribute to the effective functioning and governance of both public and private organizations. The paper also highlights innovative approaches to integrating life skills into administrative training and discusses the implications for cultivating transformative citizenship in a polarized world.

*Keywords: Accountability, Transformative citizenship, Ethical administration, Life skills education.*

***Impact of life skills education on adolescents' socio-emotional development in the TATA CSR project region in Jamshedpur: A research using mixed approaches***

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**Abstract**

This study aimed to assess the effect of life skills education (LSE) combined with the regular curriculum on the self-esteem, self-efficacy, adjustment, and psychosocial functioning of students from TATA CSR-funded project schools, in comparison to students receiving only the regular curriculum. The secondary objectives were to evaluate the feasibility of implementing such sessions and to identify factors influencing their effectiveness.

In 2023 and 2024, we conducted a mixed-methods study in TATA CSR-funded project schools. The quantitative component involved a cluster-randomized experiment utilizing activity-based learning techniques across ten sessions in the intervention arm (IA). The difference-in-differences (DID) approach was employed to account for natural changes in scores over time. Changes in outcome variables (self-esteem, self-efficacy, adjustment, and psychosocial behaviour) from baseline to post-intervention were calculated within each group. Qualitative data were collected through focused group discussions (FGDs) involving students and teachers. The analysis was grounded in a positivist paradigm and an inductive-deductive methodology.

The mean (SD) age of 258 participants was 13 (1) years in both groups. The mean (SD) difference in scores from baseline to end-line for the intervention arm (IA) and control arm (CA) was 0.3 (4.4) and -0.1 (4.0) for self-esteem ( $P = 0.38$ ), 0.03 (6.0) and -1.1 (6.1) for self-efficacy ( $P = 0.12$ ), and 0.04 (3.5) and 0.05 (4.3) for adjustment ( $P = 0.73$ ), respectively. Similarly, the median (interquartile range [IQR]) difference in the conduct problems scale of the Strengths and Difficulties Questionnaire was -1 (-2, 1) and 0 (-1, 1) ( $P < 0.01$ ). Five FGDs revealed multiple positive effects on anger management, conduct, self-awareness, and responsible behaviour. All ten teachers viewed LSE positively.

While adolescents' socio-emotional functioning is positively impacted by LSE, longer exposure times are necessary to observe significant improvements. The feasibility of implementation depends on the curriculum and health policies.

*Keywords: adolescent, curriculum, education, mental health, problem-based learning, randomized controlled trial, social interaction*

## ***Beyond Compliance: CSR and Life Skills Education as Catalysts for Transformative Citizenship in India***

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### **Abstract**

**Background:** In India, Corporate Social Responsibility (CSR) has evolved from philanthropic and compliance-oriented practices to a strategic instrument for social transformation, promoting education, empowerment, and citizenship engagement. Concurrently, Life Skills Education (LSE) is gaining recognition as a framework that cultivates critical thinking, empathy, socio-emotional resilience, and ethical reasoning—competencies essential for sustainable development. In an era marked by social and political polarization, aligning CSR with LSE presents an opportunity to foster transformative citizenship that emphasizes participation, advocacy, and social inclusion.

**Objectives:** 1. To examine how CSR initiatives, when integrated with life skills education, can move beyond philanthropic compliance to foster participatory, ethical, and transformative citizenship among youth. 2. To analyze CSR-funded educational and community programs that embed life skills training. 3. To critically assess the impact of CSR-supported life skills initiatives on participatory citizenship, ethical responsibility, and empowerment.

**Methodology:** This narrative review adopts a systematic approach, drawing from peer-reviewed articles published between 2005 and 2025. Sources include Scopus and Google Scholar, with keywords such as “corporate social responsibility,” “life skills education,” and “transformative citizenship.” Studies were screened for relevance, and a thematic synthesis was conducted to identify trends, challenges, and directions for future research.

**Results:** Findings indicate that CSR interventions incorporating participatory pedagogies—such as debates, role-plays, and community projects—enhance students’ civic agency and advocacy skills. They also improve employability, leadership, problem-solving, decision-making, and environmental awareness. Ethical reasoning emerged as a significant outcome when CSR initiatives explicitly linked life skills with social responsibility. However, the impact varied: compliance-driven CSR programs produced limited results, while strategically designed initiatives generated deeper social transformation.

**Conclusion:** CSR-driven life skills education fosters transformative citizenship by embedding ethical participation, sustainable responsibility, and empowerment. Moving beyond mere compliance, CSR–LSE initiatives strengthen democratic values, bridge education–livelihood gaps, and prepare youth to navigate the complexities of a polarized and globalized society.

*Keywords: Corporate Social Responsibility (CSR); Life Skills Education (LSE); Transformative Citizenship; Sustainable Development*



**Sub Theme IV:  
Life Skills and Human Rights: Educating for  
Dignity, Justice, and Global Solidarity**

## **Human Rights Education as Political Formation: Teaching Dignity and Justice in the Global Age**

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### **Abstract**

This paper reinterprets Human Rights Education (HRE) as a form of political formation rather than merely a moral or legal enterprise. It contends that, in the context of accelerating globalization, rising authoritarianism, and social fragmentation, HRE must cultivate not only knowledge of rights but also the capacities for critical judgment, empathy, and collective responsibility that underpin democratic life. Drawing on the theoretical perspectives of Paulo Freire, Hannah Arendt, and Martha Nussbaum, the paper situates HRE within traditions of critical pedagogy and cosmopolitan ethics. Using a qualitative and interpretive approach, it examines key UNESCO and Indian educational policy frameworks, classroom practices, and curricular models to demonstrate how human rights education can serve as a transformative pedagogy. The analysis reveals that when life skills—such as ethical reasoning, intercultural communication, and reflexivity—are integrated into HRE, education becomes an emancipatory process that empowers learners as active agents of justice and dignity. The paper concludes that reimagining HRE as political formation reaffirms education's potential to foster democratic subjectivities and global solidarity. By linking dignity and justice to everyday pedagogical practices, this study contributes to ongoing debates on how education can sustain human rights as lived, enacted, and shared realities.

*Keywords: Human Rights Education, Political Formation, Dignity, Justice, Global Citizenship, Critical Pedagogy, Democratic Education*

## **A study on influence of Life Skill on attitude about Women's Rights of female undergraduate students**

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### **Abstract**

Biologically, human beings are animals. However, human intelligence, societal norms, and discipline distinguish humans from other animals. Human behaviours, perceptions, attitudes, and skills are shaped by the social environment. The present study is grounded in Social Learning Theory (Bandura, 1977), Gender Schema Theory (Bem, 1981), and the WHO Life Skills Education Model (1997), which explain how cognitive, social, and behavioural processes contribute to the development of life skills and attitudes toward women's rights.

This paper aims to examine the influence of life skills (i.e., critical thinking, decision-making, effective communication) on shaping attitudes toward women's rights. The researcher employed a descriptive correlational study design. Data were collected using a life skills scale and a scale measuring attitudes about women's rights from 90 female undergraduate students at Guru Ghasidas Vishwavidyalaya, Bilaspur.

The findings revealed a significant difference in attitudes toward women's rights among female students based on their academic stream. Further, the LSD post-hoc test indicated significant mean differences between arts and commerce, and science and commerce streams. Conversely, the study found no significant difference in life skills among female undergraduate students across different groups.

Pearson correlation analysis showed a moderate positive correlation between life skills and attitudes toward women's rights. The results of simple linear regression indicated that 18.3% of the variation in attitudes toward women's rights could be explained by the students' level of life skills.

*Keywords: Life skills, Attitudes toward women's rights*



**Sub Theme V:  
Gender Justice through Life Skills Education: Disrupting Patriarchy and Building Equitable Futures**

***Reel Life, Real Lessons: Gender Justice and Life Skills in Contemporary Indian Cinema With References To Tribhanga (2021) And Laapata Ladies (2024)***

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**Abstract**

Cinema has long served as a cultural mirror, reflecting and reshaping societal attitudes toward gender roles, justice, and empowerment. Contemporary Indian films increasingly emphasize stories that challenge patriarchy while highlighting women's resilience and tenacity. This research uses Tribhanga(2021) and Laapataa Ladies (2024) as case studies to explore how cinematic narratives promote gender justice and underscore the importance of life skills in overcoming systemic injustices.

The aim of the study is to examine how these films depict women's struggles against social norms, the strategies they employ to assert themselves, and the life skills—such as self-awareness, empathy, resilience, and decision-making—that enable them. It also investigates how films can be used as educational tools to raise awareness of gender equality.

Employing a qualitative and interpretive methodology, the study analyzes narrative structures, character development, and symbolic representations through feminist film theory and frameworks of life-skill education. Secondary research on gender studies and cultural pedagogy is integrated with close readings of specific scenes, dialogues, and character arcs.

The analysis reveals that Tribhanga depicts an urban, intergenerational story of women confronting trauma, nonconformity, and reconciliation, while Laapataa Ladies challenges patriarchal control in rural India through stories of women who find their voice and independence. Both films emphasize life skills as transformative tools that empower women to challenge social norms, develop their sense of self, and seek justice within inequitable systems.

These movies demonstrate how Indian cinema can promote introspection, discussion, and social change alongside entertainment. Laapataa Ladies and Tribhanga exemplify how cinema can critique and reimagine cultural norms by integrating gender justice with life-skill education, making "reel life" a powerful vehicle for "real lessons."

*Keywords: Gender justice, life skills, feminist film theory, Indian cinema, Laapataa Ladies, Tribhanga, empowerment.*

## ***Shaping Adolescent Futures through Life Skills and Gender Equity: Evidence from the Magic Bus Programme in Delhi***

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### **Abstract**

#### **Background**

Adolescence is a critical phase when aspirations, resilience, and gender attitudes shape educational and livelihood trajectories. However, adolescents in low-income communities face barriers, including weak school engagement and entrenched gender norms. To address these challenges, the Magic Bus programme in Delhi implemented a school-based intervention aimed at strengthening adolescents' life skills, self-efficacy, and gender-equitable attitudes.

#### **Objectives**

The programme aimed to enhance adolescents' life skills—such as resilience, problem-solving, and decision-making—while fostering gender-equitable attitudes and expanding their aspirations. It also sought to promote community environments that support girls' schooling and equal opportunities.

#### **Methodology**

The study employed a baseline–endline design across eight government schools in Delhi, involving 1,200 adolescents. Quantitative surveys were conducted with 317 adolescents at baseline and 316 at endline, complemented by school records and 25 community observations. Outcomes were assessed across three domains: (i) educational aspirations and school engagement, (ii) psychosocial life skills, and (iii) gender-equitable environments.

#### **Results**

Findings demonstrated significant gains in life skills. Educational aspirations increased, with adolescents aspiring to higher education rising from 74% to 96%. Despite a slight decline in attendance (97% to 91%), qualitative data indicated increased motivation. Life skills showed marked improvement: resilience rose from 3% to 94%; girls' self-efficacy from 72% to 99%; decision-making from 21% to 94%; and problem-solving from 58% to 79%. Attitudes towards gender shifted positively: belief in mixed-gender play increased from 61% to 97%; regressive household norms decreased from 86% to 0%; agreement with dowry fell from 54% to 5%; and views supporting girls' leadership expanded. Additionally, girls attending school during menstruation increased from 34% to 88%, reflecting reduced stigma.

#### Conclusions/Discussion

The study highlights the transformative potential of integrated life skills and gender equity interventions. By strengthening resilience, self-efficacy, and equitable attitudes, the programme prepared adolescents for future education and employment while reshaping social norms. Sustaining these gains requires integrating career guidance, resilience modules, and gender sensitization into school curricula, alongside strengthening livelihood linkages.

*Keywords: Life skills, Adolescents, Gender equity*

### **Understanding Masculinity and Gender Dynamics with a Life Skills Lens – Perspective from Boy’s Landscape Study in India**

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#### **Abstract**

Gender-based inequalities and stereotypes have been researched to have adverse long-term effects on both young girls and boys. Early adolescence (10–14 years) is an especially critical period, as changes associated with puberty reshape gender relations and self-perception. Societal and structural notions of masculinity influence the attitudes and behaviors of men and boys, often justifying discrimination, violence, and inequality, thereby questioning gender justice in society.

This study examines masculinities in relation to patriarchy and the gender dynamics that underpin boys’ lives. It explores how life skills education, along with intergenerational engagement, can shift power structures toward a more equitable society. The research employs a primarily qualitative design, with data collected across four states—Madhya Pradesh (North/Central), Maharashtra (West), Jharkhand (East), and Telangana (South). Data collection included 24 focus group discussions with 198 boys and 45 girls, as well as 71 key informant interviews with parents, teachers, community stakeholders, and government officials.

Findings reveal that rigid patriarchal norms and peer pressures significantly influence boys’ understanding of masculinity, often reinforcing inequitable attitudes and limited emotional expression.

The study emphasizes that engaging boys requires a social justice framework that values diversity, opposes discrimination, and makes visible their conflicting experiences of power. It advocates for multi-pronged interventions involving families, schools, and communities—creating safe spaces for dialogue and addressing the absence of a gender lens in existing life skills programming through tailored approaches that meet boys’ specific needs.

*Keywords: Masculinities, Adolescent Boys, Gender Norms, Life Skills Education, Social Justice Framework.*

### **Empowering College Students to Challenge Patriarchy Through Digital Literacy and Advocacy**

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#### **Abstract**

Patriarchal norms and gender biases persist in higher education, limiting equitable opportunities. This study explores how life skill education—emphasizing digital literacy and advocacy—can pro-

mote gender justice among college students. Grounded in Feminist Theory and Critical Pedagogy, the research examines how these skills reduce gender biases and empower students to challenge entrenched social norms.

An intervention-based program was conducted, including workshops, online campaigns, and advocacy projects. Pre- and post-intervention assessments measured gender bias awareness, advocacy behaviors, and digital literacy. Results showed a 20–40% reduction in gender bias awareness, a 25–40% increase in advocacy behaviors, and a 20–35% improvement in digital literacy. Female students exhibited slightly higher gains in advocacy behaviors (30–40%) compared to male students (25–35%), while bias reduction was comparable across genders.

These findings demonstrate that structured life skill programs can foster critical awareness and proactive engagement, enabling students to challenge patriarchal norms. The study offers practical strategies for integrating gender justice into college curricula and informs higher education policies aimed at cultivating inclusive, equitable learning environments. By highlighting the transformative potential of digital literacy and advocacy, this research contributes to the development of empowered, socially conscious students capable of advancing gender equity.

*Keywords: Gender justice, life skill education, digital literacy, advocacy, college students, patriarchy, empowerment*

### **Voices of Change: A Qualitative Exploration of Girls' Life Skills Education Program in Telangana and Uttarakhand**

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#### **Abstract**

Adolescent girls in India face systemic barriers to education and agency due to entrenched gender norms and socio-economic disadvantages. Room to Read's Girls' Education Program (GEP) addresses these challenges through life skills education, mentorship, and family-community engagement, equipping girls with confidence, resilience, and decision-making skills to complete secondary school and advocate for themselves. This study explores the role of life skills within GEP in fostering girls' empowerment, educational continuity, and gender-equitable change

A qualitative evaluation design using an eco-systemic approach was employed, adapting principles of developmental evaluation to capture complex change processes. Data were collected in December 2024 from 12 intervention schools (Telangana—5 and Uttarakhand—7). Methods included 209 in-depth interviews with girls, alumni, parents, teachers, and social mobilizers; 12 focus group discussions; and 20 body mapping exercises with girls. Thematic analysis of the qualitative data was conducted to present the findings.

Four thematic domains emerged from the study: (i) Personal growth and empowerment — girls reported increased confidence, voice, and communication skills, overcoming hesitation and self-doubt; (ii) Improved decision-making and negotiation — participants applied life skills to delay marriage, advocate for education, and navigate peer and family conflicts; (iii) Increased self-reliance and resilience — observed in improved time management, stress regulation, and emotional coping; and (iv) Challenging gender stereotypes and parental engagement — families demonstrated greater support for girls' education, with shifts in attitudes toward gender roles. Comparative analysis revealed that girls in Telangana emphasized confidence, financial literacy, and career

clarity, while girls in Uttarakhand highlighted resilience, gender equality, and safety concerns. Persistent barriers included restrictive norms on girls' mobility, academic scheduling conflicts, and uneven community-level acceptance.

GEP has effectively strengthened girls' agency, educational retention, and socio-emotional resilience, while fostering supportive family and school environments. Recommendations include institutionalizing life skills in curricula, deepening teacher awareness, expanding to rural areas, and including boys to catalyze wider gender-equitable change.

*Keywords: Voices of Change, Adolescent Girls, Life Skills, Uttarakhand, Telangana*

### **Disarming Patriarchy through Life Skills Education**

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#### **Abstract**

Patriarchy, as a longstanding social construct, has shaped gender-based roles and established hierarchical divisions within human relationships. Rooted in tradition and reinforced by moral and property-based power structures, patriarchy has perpetuated unequal participation and limited opportunities for women in civic and professional life. However, the emergence of modern education and women's active engagement in the workforce are beginning to challenge these conventional norms, blurring the rigid boundaries of gender-defined roles. This transition has exerted pressure on existing patriarchal frameworks, prompting society to re-evaluate its notions of authority, leadership, and social contribution.

Life Skills Education offers a transformative approach to this shift by promoting gender equity through the development of critical thinking, empathy, self-awareness, effective communication, and decision-making. These skills empower individuals—regardless of gender—to function based on competence and moral independence rather than traditional roles. By nurturing social-emotional intelligence and mutual respect, life skills education encourages cooperative rather than competitive gender relations.

This research, based on primary and secondary desk studies, examines the socio-cultural and philosophical foundations that have sustained patriarchy and identifies how modern interventions such as Life Skills Education can dismantle these structures without creating imbalance. This paper argues that the goal is not to replace patriarchy with matriarchy but to establish a balanced social order through cooperation and coordination between genders. Ultimately, this study envisions a model of social harmony where equity, rather than hierarchy, becomes the defining principle of human relationships.

*Keywords: Life Skills, Gender Equity, Patriarchy, Cooperation, Gender Roles, Social Harmony.*

## **A Study of The Relationship Between Positive Psychological Attributes With Mental Well-Being Among Mizo Youth**

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### **Abstract**

Change is inevitable in life; as time progresses, individuals must adapt and confront various obstacles. The ability to effectively engage with one's environment and overcome challenges at each stage of life determines overall well-being in adulthood. Creating positive experiences in young people's surroundings can help them find purpose and direction in life (García-Moya et al., 2015). However, promoting well-being requires identifying the factors that hinder it.

In light of this, the present study aims to examine the roles of psychological attributes—such as authentic pride and self-efficacy—on well-being among a randomly sampled group of Mizo participants (N = 303), including males (n = 170) and females (n = 133), aged 16-30 from Mizoram. The findings revealed a significant positive relationship between these variables. Gender differences were observed, with females scoring higher than males on all behavioral measures. Additionally, results showed that authentic pride, self-efficacy, and life satisfaction positively predicted mental well-being in the male sample, while increasing age was associated with a significant decrease in mental well-being. For females, only self-efficacy and life satisfaction positively predicted mental well-being. Overall, authentic pride, life satisfaction, and self-efficacy significantly predicted positive mental well-being.

These empirical findings are discussed in relation to existing literature on the constructs studied.

*Keywords: Authentic Pride, Self-efficacy, Life Satisfaction, Mental Well-being*



**Sub Theme VI:  
Life Skills and Climate Resilience:  
Nurturing Sustainability Mind-sets**

## ***Environmental Practices: The Essential Life Skills for Nurturing Sustainability***

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### **Abstract**

Life skills refer to the fundamental skills necessary for individuals to effectively navigate their everyday lives. They contribute to holistic development and help us lead better lives. To live healthily, it is also essential to maintain a healthy environment. However, in the 21st century, our planet faces numerous environmental crises. In this context, green practices—an integral aspect of life skills—play a crucial role in fostering sustainability by promoting sustainable lifestyles among people. Green practices are actions that enable individuals to address various environmental issues and develop environmentally responsible behaviors and strategies in their daily lives, thereby reducing negative impacts on the environment.

According to the 2023 World Air Quality Report by IQAir, Guwahati, the largest city of Kamrup district and all of Assam, has become the second most polluted city in the world. This highlights the urgent need to inculcate green practices as part of life skills. This study aims to explore the significance of green practices as a component of life skills and to assess the level of green practices among higher secondary students in Kamrup (M) district, Assam. The research employs both quantitative and qualitative approaches, utilizing standardized tools and secondary sources to collect data.

*Keywords: Green Practices, Life Skills, Sustainability, Environmental Responsibility*

## ***Environmental Empathy as a Catalyst for Promoting Conservation Ethics among Adolescent Learners through Life Skills***

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### **Abstract**

The cultivation of pro-environmental attitudes and actions in teenagers is essential for promoting sustainable communities. Adolescents need to adopt pro-environmental behaviors and attitudes to foster environmentally responsible cultures. This study explores how environmental empathy can serve as a catalyst for developing conservation ethics among adolescent learners through the integration of life skills. Environmental empathy, defined as the capacity to care for and empathize with the natural world, is increasingly recognized as a vital component in shaping ethical and responsible environmental behavior. Life skills—such as problem-solving, critical thinking, decision-making, and social responsibility—enable adolescents to transform their humanitarian concerns into effective conservation strategies. Using a correlational research design, data were collected from a sample of 200 adolescent learners by assessing environmental empathy, life skills proficiency, and conservation ethics orientation. The results indicate that environmental empathy and conservation ethics are significantly positively correlated, with this relationship being influenced by the level of life skills. This suggests that combining life skills with activities aimed at enhancing environmental empathy can effectively encourage adolescents' ethical responsibilities

for safeguarding the environment. By highlighting how affective, cognitive, and behavioural factors interconnect to promote sustainable habits, the study advances insights in educational and environmental psychology. The importance of incorporating empathy-driven, skill-based approaches to foster compassionate adolescents capable of making morally sound decisions for the sustainability of natural resources is emphasized in the discussion of implications for curriculum design, pedagogical strategies, and youth-focused environmental programs.

*Keywords: Environmental empathy, conservation ethics, life skills, adolescent learners, pro-environmental behaviour, sustainable habits, environmental psychology.*

## **Life Skills for Sustainable Management: Building Human-Centric Workplaces**

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### **Abstract**

**Background:** In today's fast-paced business environment, sustainable management requires a paradigm shift from profit-driven systems toward human-centric strategies that prioritize resilience, ethics, and well-being. Fostering such work environments necessitates the development of life skills such as self-awareness, empathy, flexibility, communication, and decision-making. These skills not only support organizational sustainability but also enhance individual effectiveness. This discussion focuses particularly on the banking industry, where human-centric approaches are vital for balancing efficiency with employee well-being. Given that banking professionals often contend with heavy workloads, rapid digitization, and pressure to satisfy customers, cultivating life skills is especially crucial for promoting emotional stability, moral conduct, and long-term institutional resilience.

**Purpose:** The purpose of this paper is to analyze how life skills can assist the banking industry in adopting more sustainable management practices, explore various ways in which these skills contribute to creating human-centered corporate cultures, and identify key mechanisms through which life skills enhance sustainability and employee well-being at personal, relational, and organizational levels.

**Methodology:** Based on secondary research, the study adopts a conceptual and analytical approach, examining theoretical models such as sustainability frameworks, positive organizational behavior, and emotional intelligence theory. To illustrate the relationship between life skills, human-centric management, and sustainable banking practices, relevant literature from academic journals, publications, and international policy documents (such as the UN Sustainable Development Goals) was reviewed.

**Results/Discussion:** The findings indicate that life skills support sustainable management across three interconnected dimensions: relational sustainability, driven by empathy, teamwork, and inclusive communication; organizational sustainability, characterized by innovation, a trust-based culture, and responsible leadership; and personal sustainability, encompassing emotional regulation, moral conduct, and resilience. Integrating life skills into staff development can enhance customer satisfaction, organizational agility, and employee engagement, aligning with SDGs 3, 4, 8, and 12.

*Keywords: Life Skills, Sustainable Management, Human-Centric Workplaces, Emotional Intelligence, Banking Industry, Organizational Sustainability*

## **Essential Life Skills for Promoting Disaster Resilience and Environmental Adaptability Among Secondary School Students**

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### **Abstract**

The increasing frequency and intensity of natural disasters and environmental crises underscore the urgent need to foster disaster resilience and environmental adaptability among school students. This study examines the role of essential life skills—such as critical thinking, problem-solving, communication, empathy, and coping skills—in enhancing disaster resilience and environmental adaptability among secondary school students. The concepts of Life Skills, Disaster Resilience, and Environmental Adaptability highlight their collective importance in promoting sustainability-oriented education. Life skills are defined as the abilities for adaptive and positive behaviour that enable individuals to effectively address the challenges of everyday life (WHO, 1997). Disaster resilience refers to the capacity of a system, community, or society exposed to hazards to resist, absorb, accommodate, and recover from their effects efficiently and effectively (UNISDR, 2005). Environmental adaptability denotes the ability to adjust and respond constructively to environmental changes (UNESCO, 2017). The interconnection among these concepts suggests that students with higher life skills tend to exhibit stronger resilience and adaptive behaviours when faced with environmental challenges. The findings underscore the transformative potential of integrating life skills education and disaster resilience training into the school curriculum to foster environmental consciousness, responsible citizenship, and sustainable living practices. This study has significant implications for policy development, teacher education, and curriculum design, aligning with the principles of Education for Sustainable Development (ESD) and global priorities such as SDG 4.7 (Education for Sustainable Development) and SDG 13 (Climate Action).

*Keywords: Life Skills, Disaster Resilience, Environmental Adaptability, Secondary School Students*

## **Exploring Eco-Reasoning: Nexus of Scientific Reasoning and Environmental Justice among Higher Secondary School Students in the Post-NEP era**

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### **Abstract**

In the context of India's National Education Policy 2020 (NEP 2020), which emphasizes both scientific literacy and environmental sustainability (Ministry of Education, 2020), this study explores the relationship between scientific reasoning and awareness of environmental justice among higher secondary school students. Growing climate challenges and widening social disparities make it imperative to integrate environmental justice into school curricula so that future generations can become advocates for equitable climate action (Chiles, 2022). Developing students' capacity for scientific reasoning fosters evidence-based decision-making—an essential skill for evaluating socio-scientific trade-offs and promoting sustainability (Bhaw et al., 2023; Ministry of Education, 2020).

In this study, scientific reasoning is defined as the ability of higher secondary students to structure their learning through inductive, deductive, causal, probabilistic, and correlational reasoning.

Awareness of environmental justice refers to students' understanding of its various dimensions: distributive, recognitional, and procedural (including participation and decision-making), as well as the capabilities approach (Menton et al., 2020).

The study population comprised higher secondary school students in Kerala. A random sample of 250 students from Grades 11 and 12 across various schools in the Alappuzha district was surveyed. Data were collected using a Test of Scientific Reasoning and an Awareness Test on Environmental Justice developed for higher secondary students. Findings reveal a positive and statistically significant relationship between scientific reasoning and awareness of environmental justice, with scientific reasoning emerging as a strong predictor of environmental justice awareness.

These results suggest that strengthening students' scientific reasoning can enhance eco-reasoning, aligning with NEP 2020's vision of developing scientifically literate and socially responsible citizens. The study recommends that curricula and teacher development programs integrate inquiry-based science education with environmental justice education.

*Keywords: Eco-Reasoning, Scientific Reasoning, Environmental Justice, Higher Secondary School Students, Post-NEP Era*

### **Millet Culture for a Sustainable Future**

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#### **Abstract**

In the present era of environmental challenges and changing lifestyles, developing life skills and climate resilience among students is of utmost importance for environmental sustainability. It is imperative that educators integrate sustainable practices into daily life. Such approaches help build responsible citizens and strengthen community health and ecological balance. One such initiative promoted by our school is the use of millets—a traditional, climate-resilient, and highly nutritious grain—among children and their families.

The rationale behind this is that millets require low water maintenance, have a short growing cycle, and possess high nutritional value, making them eco-friendly. Incorporating millets into daily meals nurtures a sustainability mindset and fosters skills like decision-making, critical thinking, and responsible consumption.

Our main objective was to create awareness about millets and promote sustainable, climate-resilient food habits. Though we adopted a whole-school approach, our primary target group was students in Grades VI–VIII. This activity is not just year-long but an ongoing, continuous effort. We employed a mixed-method research design, organizing activities such as farm-to-plate initiatives and community engagements, assessed through qualitative and quantitative methods like checklists, interviews, and presentations.

Our project reaffirmed our belief that education, family participation, and sustainable food choices can collectively nurture climate resilience and holistic well-being. The inclusion of millets is not merely a dietary shift but a movement toward a more sustainable and self-reliant future.

*Keywords: Climate resilience, sustainability, ecological balance, eco-friendliness, responsible consumption, mixed-method research*

## ***A Cross-cultural Analysis of Life Skill As Climate Intelligence: Integrating Indigenous Women's Knowledge Into The Modern Management System***

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### **Abstract**

Indigenous women across diverse cultural contexts possess generations of ecological knowledge and practical life skills that function as forms of climate intelligence. This can be defined as the capacity to anticipate environmental risks, adapt resource use, and strengthen community resilience in the face of disasters. This study conducts a cross-cultural analysis, drawing on documented evidence from Asia, Africa, Latin America, and the Pacific to explore how women's traditional ecological knowledge contributes to disaster preparedness, early warning interpretation, livelihood adaptation, and post-disaster recovery. Using exclusively secondary data from UNDRR, UN Women, FAO, IPCC reports, and peer-reviewed research, the paper situates its findings within the global policy landscape shaped by the Sendai Framework and the Sustainable Development Goals (SDGs).

The analysis reveals that indigenous women's life skills—such as seed preservation, water and forest management, traditional weather forecasting, sustainable housing techniques, and community coordination—complement modern disaster science. These culturally grounded strategies enhance anticipatory action and reduce vulnerability. Case studies demonstrate that communities integrating women's indigenous knowledge exhibit greater resilience and more rapid recovery during climate-induced disasters. Despite this, significant policy gaps persist, including limited institutional recognition of women's climate intelligence within national disaster governance systems.

The paper proposes an integrative conceptual framework that blends traditional knowledge with scientific and technological approaches to create hybrid, gender-inclusive models of disaster management. The study contributes to the global discourse on climate resilience by emphasizing the need to validate, protect, and operationalize indigenous women's knowledge within formal disaster management frameworks.

*Keywords: Indigenous knowledge, Climate intelligence, Women's life skills, Disaster risk reduction, Gender mainstreaming.*

## ***Role of Indigenous Knowledge and Life Skills in Climate Adaptation among Tribal Communities of Odisha***

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### **Abstract**

Climate change poses serious challenges to the survival and livelihood systems of indigenous communities. The Saura tribe of Odisha has developed unique ecological knowledge and adapted life skills through centuries of close interaction with nature. This study explores how traditional knowledge systems, local ecological practices, and everyday life skills contribute to climate resilience among the Saura community. The research examines indigenous farming methods, forest-based subsistence strategies, water conservation practices, and cultural rituals that protect the local ecosystem. Guided by the objectives of the study, the researcher investigated how cul-

tural beliefs, rituals, and community values are integrated with life skills in shaping climate-resilient behaviours. The study adopts a mixed-method approach—comprising interviews, participant observation, and case studies. The findings reveal that the integration of cultural knowledge, intra- and interpersonal management skills, problem-solving abilities, collective decision-making, and intergenerational learning strengthen resilience against changing climatic conditions. Overall, the study emphasizes that the Saura worldview promotes a sustainable human–nature relationship, offering valuable insights for climate adaptation policies and community-based environmental planning.

*Keywords: Indigenous knowledge, Saura tribe, life skills, climate resilience, traditional practices, Odisha, sustainability, adaptation*

### **Life Skills Education in Uttarakhand B.Ed. Programme as a Pathway to Education for Sustainable Development**

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#### **Abstract**

Education for Sustainable Development (ESD) emphasizes equipping learners with the knowledge, skills, values, and attitudes necessary to contribute to a sustainable future. Life skills education plays a crucial role in achieving this goal by fostering critical thinking, problem-solving, communication, collaboration, and responsible citizenship. This paper explores the integration of life skills education within the second-year B.Ed. programme in Uttarakhand, with particular reference to its alignment with the Sustainable Development Goals (SDGs). The study involved 55 second-year B.Ed. students who participated in structured learning activities related to life skills and sustainable development.

Through this academic initiative, students developed a clear understanding of the concept of life skills and their relevance in personal, professional, and social contexts. Emphasis was placed on the role of education in promoting life skills that support employability, social responsibility, and sustainable livelihoods. Uttarakhand has strategically integrated life skills and skill development into its educational framework to advance SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth). The state's approach focuses on practical and non-monetary support systems, encouraging self-reliance and community-based development.

A distinctive feature of Uttarakhand's strategy is the promotion of "green skills," which are essential for environmental conservation, sustainable agriculture, eco-tourism, and climate resilience. These skills are particularly significant in addressing poverty and ensuring sustainable development in rural and remote mountainous regions. The participation of B.Ed. students in life skills education not only enhanced their professional competencies as future teachers but also sensitized them to sustainability challenges and solutions.

The findings highlight that integrating life skills education within teacher education programmes strengthens the foundation of Education for Sustainable Development. It prepares future educators to act as change agents who can promote sustainable practices, inclusive growth, and lifelong learning in diverse educational settings.

*Keywords: Life Skills Education, Education for Sustainable Development, B.Ed. Programme, Sustainable Development Goals, Green Skills, Uttarakhand.*

## ***Fintech Innovation Driven Green Finance in Indian Emerging Economy: Pathways, Barriers and Future Road Maps***

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### **Abstract**

Green finance refers to organized financial activities that utilize tools such as loans, investment mechanisms, and targeted financing to promote environmental improvement. It reflects the understanding that sustainable growth requires incorporating environmental considerations into financial decision-making, as economic development cannot continue without addressing ecological decline. Sustainability frameworks, such as the 2030 Sustainable Development Goals (SDGs), which aim to balance environmental, social, and economic objectives, have gained increasing prominence in international forums and policy discussions.

This study investigates the challenges and current status of green finance in India, employing a panel regression approach to address endogeneity concerns when examining the relationships among fintech, green finance, and economic development. The analysis indicates that fintech enhances the role of green financial systems in promoting financial stability and environmental quality by improving their efficiency and transparency. In addition to facilitating the transition to renewable energy sources such as hydro, solar, wind, geothermal, and biomass, green finance enables financial institutions to influence consumer behaviour by providing credit for eco-friendly products like electric vehicles.

Based on the findings, the study recommends policy measures for India, including establishing a long-term regulatory framework to encourage private sector involvement, better integrating fintech innovations with green finance, and developing robust environmental disclosure guidelines to improve the implementation and outcomes of green finance initiatives.

*Keywords: green finance, climate change, fintech, economic development, environmental quality, financial structure*

**Sub Theme VII:  
Social Inclusion through Life Skills: Advancing Equity and  
Participation among Tribal and Disadvantaged Communities**

## ***Inclusive Development of Persons with Disabilities through Community Level Institutions***

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### **Abstract**

#### Background

Persons with Disabilities (PWDs) constitute nearly 15% of the global population (WHO, 2020). Despite policy commitments, they continue to face barriers to education, livelihoods, decision-making, and access to resources. Community-level institutions (CLIs), including Self-Help Groups (SHGs), Village Organizations (VOs), Community Learning Forums (CLFs), and cooperatives, have emerged as transformative platforms for social and economic development in rural areas. Embedding disability inclusion within these institutions ensures that PWDs move from the margins to the mainstream. This paper explores the role of CLIs in advancing inclusive development for PWDs, with specific reference to grassroots practices in India.

#### Objectives

1. To analyze the role of community-level institutions in promoting the inclusion of PWDs.
2. To identify opportunities and challenges faced by PWDs in accessing and participating in CLIs.
3. To suggest strategies and policy recommendations for strengthening inclusive development through CLIs.

#### Methodology

This paper is based on a qualitative review of secondary literature, field case studies, and policy documents related to disability inclusion and community institutions in India. Evidence is drawn from the experiences of PWD-led SHGs and federations promoted under the National Rural Livelihoods Mission (NRLM) and similar community-driven initiatives. The analysis includes insights from training modules, NGO reports, and convergence practices with government schemes.

#### Results

- Economic Empowerment: SHGs and federations provide access to microfinance, livelihood activities, and skill development opportunities.
- Access to Schemes: CLIs serve as a bridge for convergence with government schemes, ensuring that entitlements reach PWDs.
- Leadership and Participation: PWDs gain representation in CLIs, contributing to decision-making processes at the grassroots level.

#### Conclusion

Inclusive development of PWDs through community-level institutions is not only a matter of social justice but also a pathway to resilient and equitable societies. By integrating PWDs into SHGs, federations, and local governance structures, communities can shift from a welfare-centric approach to one grounded in rights, dignity, and capacity building. Strengthening CLIs with inclusive frameworks will accelerate progress toward the Sustainable Development Goals, particularly SDG 10 (Reduced Inequalities) and SDG 16 (Inclusive Institutions).

*Keywords: Inclusive development, persons with disabilities (PWDs), community-level institutions, empowerment, SHGs..*

## ***Life Skills Education as a Catalyst for Social Inclusion: Insights from Tribal Adolescents in Odisha, India***

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### **Abstract**

**Background:** In 2023–24, the Government of Odisha, in partnership with Magic Bus India Foundation, launched a Life Skills Education program in 6,000 government schools and over 2,000 government-aided schools across all districts of the state, reaching more than one million adolescents. Given the demographic composition of the state, which includes several tribal districts, the intervention ensured the systematic inclusion of young people from marginalized communities. The program's experiential pedagogy, delivered through a sports-integrated curriculum, fostered active participation and collective engagement among diverse groups of learners.

**Purpose:** The program aimed to enhance adolescents' cognitive, social, and emotional capabilities—essential for 21st-century skills—by embedding 10 life skills within a sports-based pedagogy. The curriculum was delivered to students in grades 9 and 10, and its impact was assessed through a structured evaluation of the participants.

**Methodology:** A mixed-methods evaluation was conducted with 4,044 students from 108 schools across six districts. Intervention groups (grades 9–10) were compared with non-intervention peers (grade 8). Outcomes were measured using Situational Judgment Tests (SJTs), complemented by qualitative interviews and observations.

**Results:** The program enabled tribal adolescents not only to match but, in some domains, to surpass their peers in life skills-related outcomes. The proportion reporting high agency increased by 17 points (from 49% to 66%), compared to a 7-point rise among non-tribal peers. Additionally, 72% of tribal adolescents reached advanced levels in life skills, surpassing 69% of non-tribal peers. Emotional skills showed the strongest gains, with 29 percentage points increasing to 85%, with tribal youth outperforming non-tribal peers (20 percentage points to 83%).

**Conclusion:** By positioning life skills as a shared domain of growth, the initiative not only strengthened adolescents' capacities to manage personal and social challenges but also contributed to social inclusion.

*Keywords: life skills, social inclusion, tribal adolescents, equity, participation, Odisha*

**Qualitative enquiry on - The level of life skills, opportunities and challenges among first generation learners and others among tribal communities in Tamil Nadu**

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**Abstract**

Dr. B.R. Ambedkar's vision of "Educate, Agitate, Organize" underscores the transformative power of education in empowering marginalized groups. Similarly, Tecumseh's axiom, "Show respect to all people, but grovel to none," reflects the dignity and resilience inherent in tribal traditions. This paper examines how life skills serve as bridges between indigenous traditions and modern societal structures, fostering inclusion without erasing cultural identities. India is home to 104,545,716 Scheduled Tribe (ST) individuals, including 36 recognized tribes in Tamil Nadu alone. Despite constitutional safeguards under Article 46, tribal communities remain among the most deprived in education, livelihood, and social participation—largely due to the ongoing effects of caste-based exclusion.

Drawing on qualitative data from intensive interviews with members of tribal settlements in Javvadhu Hills, Tamil Nadu, this study explores perceptions and applications of life skills within the contexts of education, livelihood, and community participation. The objectives are: (i) to explore tribal perspectives on life skills; (ii) to identify barriers and opportunities in integrating life skills for inclusion; and (iii) to suggest a customized life skills intervention for equitable growth. Key life skills identified include communication, critical thinking, decision-making, negotiation, self-management, and confidence-building.

Life skills not only enhance individual agency but also create collective opportunities for integration into education, governance, and employment. Therefore, this study aims to assess the level of life skills among first-generation learners in a tribal community and to aid in designing a tailored life skills intervention. By analyzing the lived experiences of tribal individuals, this paper highlights the dual challenge of navigating exclusion while preserving cultural identity, offering insights into how life skills can function as vehicles of dignity and justice. It also examines differences in perspectives between first-generation tribal individuals and those whose parents have already been exposed to education.

*Keywords: Life skills, Tribal communities, Javvadhu Hills, Social inclusion, Education, Tamil Nadu*

**A Study on the Impact of 7E Learning Cycle Utilising Life Skills on Language Development of Learners at Beginners Level Studying in Middle School**

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**Abstract**

Problem Specification:

This study aimed to examine the question: "Would the 7E Learning Cycle, utilizing life skills, have an impact on the language development of learners at the beginner level studying in middle school?"

Background:

The National Education Policy (NEP) 2020 emphasizes fulfilling Sustainable Development Goal (SDG) 4 by establishing quality educational institutions where every student feels welcomed and cared for. It advocates for a safe and stimulating learning environment that offers a wide range of learning experiences (p. 5, NEP 2020). Is there an existing model that ensures children come to school and develop their fullest potential by following the fundamental principles of NEP 2020, guiding both the education system and individual learners?

Objective:

To establish a model teaching-learning environment where life skills—such as communication, cooperation, teamwork, and resilience (NEP 2020, p. 5)—are integrated into the academic system and are essential for recognizing, identifying, and fostering the unique capabilities of each student.

Methodology:

a. Sixth-grade students were exposed to one month of traditional teaching, after which Periodic Test 1 was conducted to identify learners at the beginner level. Selected teachers, trained in the 7E Learning Cycle-based lesson plans, were guided to conduct activity-based learning at the Explore (E3) stage. They implemented 7E-based classroom lessons (E1–E7) in English, Science, and Social Science, covering one topic per week over three months.

All students engaged in the Explore stage of the 7E cycle, using methods such as role play, chart making, model creation, real-life experiences, and simulation of real-life situations, once weekly. Group work emphasized clear communication, cooperation within groups, resilience in completing assigned tasks, and teamwork in presenting their work to the class. A term-end assessment was conducted to compare pre- and post-intervention data.

Findings:

Comparison of pre- and post-intervention data for beginners revealed a significant improvement in language development. Focus group interviews with trained teachers indicated that, although initial activities generated excitement and noise, the noise level decreased over time. Teachers observed that students enjoyed working in groups, bringing materials, engaging in various activities, generating ideas, and showing marked improvements in reading, writing, and sentence formation.

Conclusion:

Beginner learners demonstrated increased confidence in participation, resilience in overcoming innate difficulties, and overall better performance within a student-centric environment.

*Keywords: communication, cooperation, teamwork, resilience, 7E Learning Cycle-based lesson plans, beginners*

## ***Empowering Adolescent Girls in Gumla, Jharkhand through the Integration of Digital Literacy and Life Skills***

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### **Abstract**

Background: From 2021 to 2022, the Centre for Catalyzing Change (C3) implemented an intervention to empower 15,000 tribal adolescent girls by integrating life skills education, sexual and reproductive health (SRH), digital literacy, and skill-building. The program addressed key challenges related to education, health, mobility, and economic participation, helping girls overcome societal barriers and access new opportunities.

**Objectives:** The intervention aimed to empower adolescent girls by enhancing their knowledge and decision-making abilities, improving digital literacy and life skills, addressing risks such as early marriage, adolescent pregnancy, and school dropout, and promoting informed health-seeking behaviour.

**Methodology:** The program employed a multifaceted approach to enhance digital skills for accessing reliable information, raise awareness, improve access to health services, connect girls with skill-building opportunities, engage parents and gatekeepers to support adolescent health, collaborate with schools and local communities, foster structured interactions, provide mentoring to strengthen knowledge, and facilitate access to sexual and reproductive health services. It also involved operationalizing the delivery of adolescent health services.

**Results:** Endline findings showed significant improvements. Awareness of puberty increased from 14% to 53%, HIV/AIDS awareness from 26% to 70%, and 69% of girls understood the risks of pregnancy from first intercourse. Menstrual myths were debunked among 92% of participants. Internet use rose from 37% to 54%, and usage for educational purposes increased from 25% to 57%. Awareness of cyberbullying more than doubled (28% to 70%). Awareness of Adolescent Friendly Health Clinics (AFHC) increased from 30% to 87%, while access to adolescent health services rose from 12% to 65%. Anaemia testing improved from 13% to 74%.

**Conclusion:** The intervention demonstrated that integrating digital literacy with SRHR education can significantly enhance life skills and agency among tribal adolescent girls.

*Keywords: Life Skills, Adolescent Empowerment, SRHR, Digital Inclusion, Tribal Girls, Gender Equity*

### **Promoting Social Inclusion through Life Skills Education: An Analysis of Diverse Tribal Students in KISS**

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#### **Abstract**

Social inclusion is an effective approach for reducing inequalities and promoting active participation among diverse tribal students. Life skills education—comprising self-awareness, effective communication, critical thinking, decision-making, problem-solving, self-management, and socio-emotional competencies—serves as a powerful mechanism to help tribal students navigate their social, educational, and economic environments confidently, without compromising their self-respect. This paper analyzes how life skills education fosters social inclusion among diverse tribal students, focusing on challenges such as poverty, limited access to quality education, cultural marginalization, and systemic exclusion.

Centering on the Kalinga Institute of Social Sciences (KISS) as a primary case study, the paper explores how a holistic, culturally responsive, and fully residential educational model integrates life skills into everyday learning for tribal students from varied ethnic and linguistic backgrounds. KISS provides free education, nutrition, healthcare, vocational training, and psychosocial support, creating an enabling ecosystem where life skills are practiced and reinforced. Evidence from the institution highlights improvements in student self-confidence, school retention, gender equity, conflict resolution skills, employability, leadership, and community participation.

The analysis demonstrates that when life skills education is embedded within a comprehensive, culturally sensitive support system, it significantly enhances social inclusion and helps tribal students overcome historical barriers. The paper concludes that a life-skills-based, inclusive educational model is essential for fostering equity, empowerment, and sustainable development among diverse tribal populations in India.

*Keywords: life skills education, social inclusion, tribal students, KISS, equity, empowerment*

### **Life Skills enable the Paraja for greater social inclusion through participation in the community**

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#### **Abstract**

The Paraja tribe of Odisha is one of the socio-economically backward communities and one of the most culturally rich communities in the Koraput district, with very limited access to mainstream systems of education, economy, and social life. This paper, titled "Promoting Social Inclusion through Life Skills Education: Enhancing Participation among the Paraja Tribes," examines how life skills education can be transformative in increasing participation, empowering tribal communities, and promoting inclusive development.

With two broad objectives, the first is to identify the barriers that hinder the inclusion of the Paraja tribes in key development sectors, and the second is to explore successful strategies to improve their social inclusion through life skills, by closely assessing challenges linked to poverty, illiteracy, gender inequality, limited digital exposure, and inadequate access to quality education and government welfare programs.

The results reveal that weak communication skills, low self-confidence, and a lack of decision-making abilities are critical issues contributing to the low participation of youth and adults. Based on insights from the field and secondary literature, the research demonstrates that implementing life skills education—encompassing communication, critical thinking, problem-solving, leadership development, financial literacy, health awareness, and digital skills—can significantly enhance individual capacity building and overall empowerment.

Furthermore, community-based life skills programs and culturally relevant interventions can help tribal people articulate their needs, understand their rights, and achieve greater participation in social processes. The study recommends integrating life skills modules into tribal schools, community education centers, and livelihood projects. Additionally, policy support, stakeholder partnerships, and participatory approaches are essential to ensure that life skills programs reflect the voices, cultures, and aspirations of tribal communities.

*Keywords: Life Skills Education, Social Inclusion, Paraja Tribe, Community Participation, Participation Barriers*

***Learning to Live Together: An Experiential Psychology  
Review of How the Tutor-Mentor System at KISS Fosters Future-Ready  
Life Skills in Tribal Scholars***

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**Abstract**

This paper presents an experiential psychological review of the Tutor-Mentor System (TMS) at the Kalinga Institute of Social Sciences (KISS), focusing on its role in cultivating future-ready life skills among tribal scholars. KISS, a unique residential institution providing free education to over 40,000 tribal children, serves as a living laboratory for holistic development.

Our review is grounded in the collective experiences of the authors. The co-authors have 14 years of direct lived experience within the system (from 4th grade onward), having personally benefited from the TMS structure they now critically examine. The first author, Dr. Sasmita Pattanaik, provides academic oversight, drawing on two years of experience as an Assistant Professor in the Department of Psychology, including one year as the Head of the Department.

The study employs a qualitative and experiential review methodology, drawing on personal narratives and an analysis of the psychological foundations of the TMS within the unique community living environment of KISS. The TMS operates through a dual structure: faculty members act as Tutors and Mentors, providing hierarchical guidance, while scholars engage in peer learning, fostering a cycle of shared responsibility, empathy, and collaboration within the "Learning to Live Together" environment.

Our analysis confirms that this faculty-guided peer structure is an exceptionally effective mechanism for imparting core life skills. It leverages faculty expertise for ethical and structured guidance, while peer interactions promote self-awareness, empathy, critical thinking, problem-solving, interpersonal relationship skills, and communication.

This review posits the KISS faculty-led TMS as a highly effective and replicable best-practice model for life skills education.

*Keywords: Life Skills, Experiential Review, Tutor-Mentor System, Peer Learning.*

***Core Life Skills for Today's Graduate:  
Identifying Priorities for inclusion in Higher Education***

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**Abstract**

Nepal's higher education system is gradually shifting away from examination-oriented pedagogy toward more comprehensive, student-centered learning. However, the effective development of life skills among university students remains hindered by deeply ingrained sociocultural and structural constraints, such as patriarchal norms, hierarchical classroom practices, gender and caste disparities, and weak connections between academic knowledge and practical competencies. This study examines the most important life skills for bachelor's-level students in Nepal and investigates teachers' perceptions of Life Skill Education (LSE) as a means to promote social inclusion in higher education classrooms. The study draws on global frameworks developed by the World Health Organization, UNESCO, and the OECD.

Employing a sequential explanatory mixed-methods design, the research first surveyed 60 bachelor's students from public, constituent, and private campuses in the Kathmandu Valley using a structured Likert-scale questionnaire. This was followed by in-depth interviews with nine higher education teachers selected through maximum variation sampling. Quantitative data were analyzed using descriptive statistics, while qualitative data were thematically analyzed.

The findings indicate that interpersonal communication, critical thinking, and coping with stress are prioritized as the most essential life skills, reflecting concerns related to classroom silence, exam-oriented pedagogy, and student well-being. Teachers conceptualized LSE not as a separate subject but as an embedded pedagogical approach that promotes dialogue, participation, and inclusion—particularly for marginalized students. However, rigid curricula, hierarchical norms, and limited professional training emerged as major barriers.

The study concludes that, while Life Skill Education has significant transformative potential for fostering inclusive higher education in Nepal, its successful implementation requires curriculum reform, institutional support, and ongoing professional development for teachers to align practice with holistic educational goals.

*Keywords: Critical Thinking, Higher Education, Life Skills, Nepalese Context, Social Inclusion, Teacher Perceptions.*

### **Mankirdia tribe and forest conservation: A case study of Mayurbhanj district of Odisha**

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#### **Abstract**

The Mankirdia tribe of Mayurbhanj district, Odisha, classified among India's Particularly Vulnerable Tribal Groups (PVTGs), embodies a rich reservoir of ecological intelligence, adaptive resilience, and community-oriented life skills that hold profound relevance for the global vision of "Life Skills Beyond 2030: Learning to Live Together in an Interconnected World." As one of the 64 tribal communities contributing to Odisha's exceptional ethnocultural mosaic, the Mankirdia illustrate how indigenous systems of knowledge, coexistence, and sustainable living can guide future pathways for a harmonious relationship between humans and nature.

Historically semi-nomadic foragers, the Mankirdia evolved a sophisticated livelihood system rooted in mobility-based subsistence, siali bark rope-making, hunting and gathering, and a deeply embedded network of indigenous food, nutrition, and health practices led by the Ojha, Mati, and Dirhi.

**Ojha:** This term refers to an herbalist healer who enjoys good social recognition within the community and primarily uses traditional herbal medicines to treat physical ailments.

**Mati:** This refers to a spiritual healer or shaman. Similar to the Ojha, they hold a strong social standing and trust among community members, focusing on healing through spiritual practices.

**Dirhi:** This is the community priest. The Dirhi is called upon when diseases or misfortunes are believed to be caused by the dissatisfaction of gods and deities. They use methods like the "Oil-Water method" to diagnose the specific deity responsible and cure the patient through worship and religious rituals.

Ethnographic accounts by Sarat Chandra Roy, Verrier Elwin, and later researchers document their extensive ecological intelligence, encompassing seasonal diets based on wild tubers, uncultivated greens, mushrooms, forest fruits, and small game foods rich in micronutrients—central to their adaptive nutrition ecology.

However, twentieth-century conservation policies precipitated profound ruptures in these interconnected food, health, and livelihood systems. The conversion of Similipal into a protected forest, tiger reserve, and later a biosphere reserve progressively restricted access to foraging corridors, high-quality siali bark zones, and habitats for medicinal plants. Such exclusionary fortress conservation models destabilized the Mankirdia's subsistence economy and curtailed their culturally embedded food security strategies. Reduced access to wild edible biodiversity limited nutrient-rich traditional diets, thereby weakening health outcomes and undermining indigenous food sovereignty frameworks. The erosion of siali bark availability further jeopardized their primary craft-based livelihood, prompting a shift toward low-value alternatives such as plastic thread rope making—an economically fragile and environmentally unsustainable substitute.

These disruptions coincided with broader socio-economic precarity. Declining monkey-catching occupations, shrinking forest-based income, and poor access to healthcare and education heightened vulnerabilities, increased seasonal migration, and weakened the transmission of ecological, nutritional, and medicinal knowledge to younger generations. The resulting fragmentation of cultural and subsistence systems underscores systemic tensions within India's conservation governance, where biodiversity protection often marginalizes Indigenous groups who have historically sustained these ecosystems.

This study examines these dynamics through an interdisciplinary approach integrating ethnography, political ecology, indigenous nutritional studies, and forest governance analysis. It investigates how regulatory shifts reshape autonomy, well-being, and ecological agency among the Mankirdia, and how their adaptive responses—including innovations in craft, diversified foraging, and community-based environmental monitoring—offer valuable lessons for an interconnected future beyond 2030.

The research advocates for a transformative development framework grounded in Indigenous life skills, food sovereignty, the revitalization of traditional healing systems, and guaranteed access to forest commons. By centering Mankirdia knowledge systems, the study reimagines conservation as a collaborative, community-led model essential for biodiversity protection, climate resilience, and intercultural coexistence. Ultimately, the Mankirdia experience demonstrates that the life skills needed for a world beyond 2030—cooperation, ecological stewardship, collective resilience, and mutual respect—are already embedded within Indigenous worldviews and must be recognized as foundational for sustainable global futures.

*Keywords: Mankirdia tribe, Particularly Vulnerable Tribal Groups (PVTGs), Traditional healing systems, Indigenous food and nutrition systems, Forest conservation, Similipal Biosphere Reserve, Indigenous ecological knowledge (TEK), Traditional health systems, Socio-ecological resilience, Kumbha*

### ***Necessity of Life Skills Education for Children with Special Needs: A Systematic Review***

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#### **Abstract**

Background: Life skills education is essential for fostering independence, social adjustment, and psychological well-being among children with special needs, to promote their inclusion in mainstream settings. Despite its importance, life skills training is often insufficiently emphasized within

special and inclusive education systems.

**Purpose:** This systematic review aimed to examine the necessity of life skills education for children with special needs and to synthesize evidence on its impact on adaptive functioning, social competence, emotional regulation, and overall quality of life.

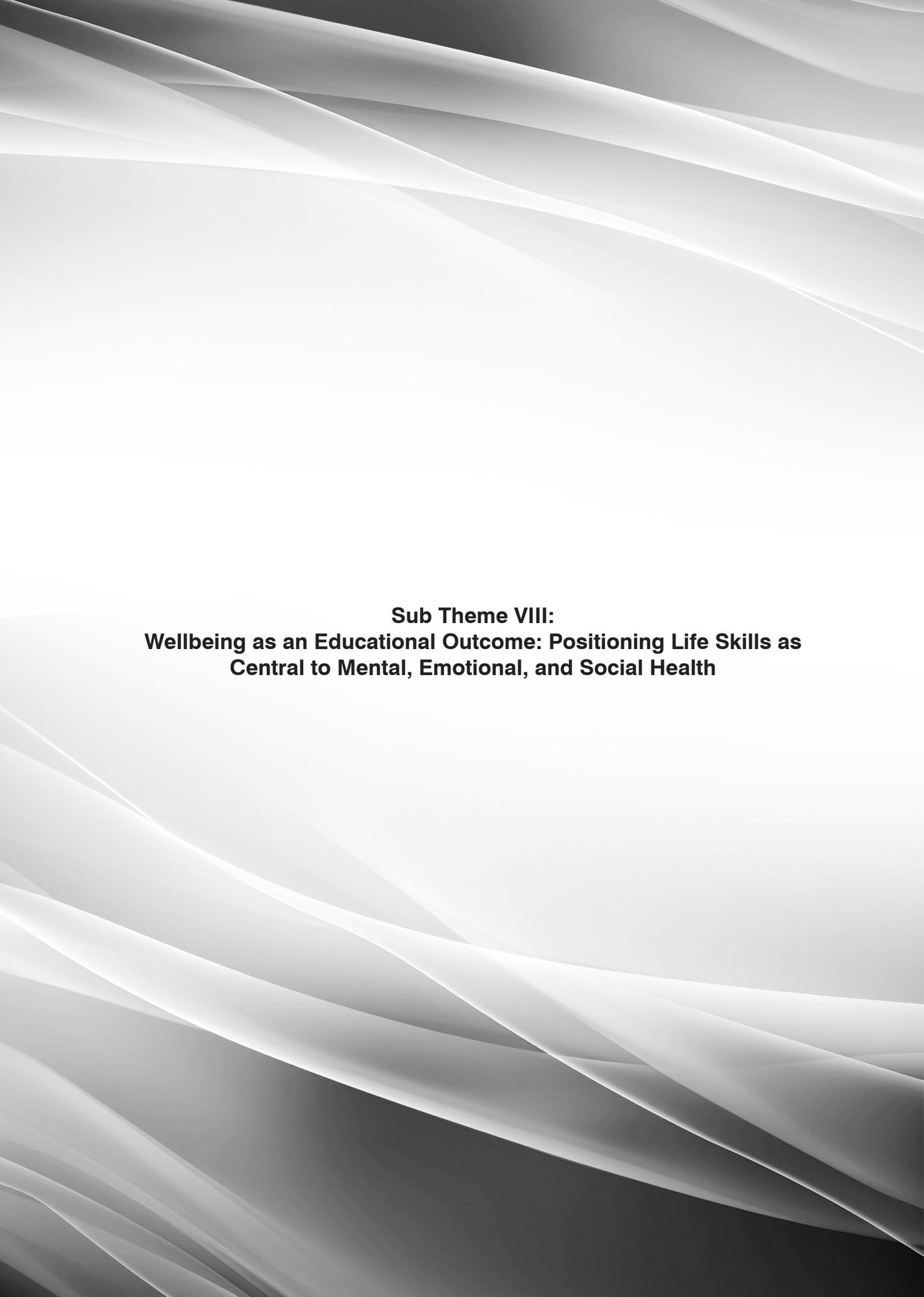
**Methodology:** A systematic review was conducted following PRISMA guidelines. Peer-reviewed studies published in English were retrieved from PubMed, ScienceDirect, Scopus, Web of Science, and Google Scholar. Studies focusing on life skills interventions for children with special needs were included. After screening titles, abstracts, and full texts using predefined criteria, eligible studies were thematically analyzed.

**Results:** This review consistently demonstrated that life skills education leads to significant improvements in daily living skills, communication abilities, emotional self-regulation, and social participation. Children receiving structured life skills training showed increased autonomy, reduced behavioural difficulties, and improved adaptive functioning. Additionally, positive secondary outcomes such as enhanced self-esteem and better family functioning were reported.

**Discussion:** The findings emphasize the critical role of life skills education in promoting holistic development among children with special needs. However, variations in intervention design, outcome measures, and implementation approaches highlight the need for standardized and culturally sensitive programs.

**Conclusion:** Life skills education is a fundamental component of effective special education. Integrating structured life skills programs into educational frameworks is essential for supporting the long-term independence and social inclusion of children with special needs.

*Keywords: Life Skills Education, Special Needs Children, Adaptive Functioning, Independence, Inclusive Education*



**Sub Theme VIII:  
Wellbeing as an Educational Outcome: Positioning Life Skills as  
Central to Mental, Emotional, and Social Health**

## ***Real Talk: What Life Skills Do Indian Teens Need?***

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### **Abstract**

With increasing academic stress, online exposure, and mental health issues among India's youth—estimated at approximately 253 million—there is an urgent need to prioritize Life Skills Education (LSE) as a key educational outcome. At the national level, evidence from an NCERT survey of over 379,000 students indicates that 81% of students in Classes 6–12 identify “studies, exams, and results” as their primary source of stress. In 2021, more than 13,000 students committed suicide. This article examines whether current LSE provisions align with the lived needs of adolescents and how the NEP 2020 is being operationalized in classrooms.

Using a mixed-methods approach—comprising policy and program analysis, a student questionnaire, and semi-structured interviews with adolescents and teachers—the research highlights a consistent gap between policy and practice. While NEP 2020 aims to train 1.5 million teachers in life-skills pedagogy by 2025, implementation has been uneven: pilot assessments indicate that approximately 70% of sessions are rated as highly interactive, yet systemic roll-out remains tokenistic, hindered by limited teacher training and inadequate assessment systems.

Young people prioritize skills such as emotional management, stress control, digital citizenship, money management, and decision-making, many of which they acquire outside formal education settings. The findings showcase encouraging examples, such as the Delhi Happiness Curriculum, where 85% of teachers reported improved student emotional regulation, and various LSE programs demonstrating a 10–15% increase in academic engagement.

The article concludes with practical recommendations to integrate LSE across curricula, invest in sustained teacher professional development, implement context-specific experiential modules, and develop robust wellbeing indicators for monitoring and scaling up initiatives.

*Keywords: Life Skills Education; adolescent wellbeing; NEP 2020; social-emotional learning; experiential pedagogy.*

## ***Development And Try Out of a Model Community School Part II***

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### **Abstract**

Community schooling is a synergistic and holistic approach to education that involves students, families, and the community of a locality. Building a community school, therefore, requires five basic criteria: integrated student supports, expanded learning opportunities, family and community engagement, impact and challenges assessment, and an understanding of the community's demographics. Life in a community also necessitates the adoption of inherent customs, ideas, and beliefs of a particular society or country, which collectively constitute its culture.

The objectives of this study are to identify problems within the community sample, to highlight the life skills promoted in a community school setup, and to promote the cultural values and mores of the community. [Life skills are a group of psychosocial competencies and interpersonal skills that enable individuals to succeed in work, school, and daily societal life.] Additionally, the study aims to develop a model community school rooted in life skills and cultural values. Cultural values, in particular, are closely related to life skills. In the Indian context, a community school should incorporate both life skills education and moral or value education.

The questionnaire was analyzed qualitatively for indicators of life skills and cultural values. A tabulated account of student responses to various criteria was created using an Excel sheet, based on 64 questions. These questions were categorized into five principal criteria of a community school. Each question was analyzed for its reflection of integrated life skills and cultural values.

The study identified, promoted, and strengthened key life skills such as critical thinking, creative thinking, problem-solving, empathy, effective communication, and self-awareness through responses to the questionnaire. As the saying goes, "Necessity is the mother of invention." Societal needs related to health, food, and nourishment underscore the importance of a model community school.

External stakeholders, including health services, farmers, and charitable organizations, are seen to facilitate extensive cooperation with the school. Local issues and community needs foster good neighborliness and promote peace within the community. Nuclear families highlight the importance of the family as a social unit, a sentiment also reflected by unmarried men and women in the community.

Marriage as an institution and its principles are still recognized. Other cultural values identified include mutual exchange, reverence for the elderly, protection of children and women, and offerings and worship by workers for the needy. A Venn diagram illustrating the five principal criteria, life skills, and cultural values—derived from this study—has been created to conceptualize a model community school suitable for the Indian scenario.

*Keywords: Community school, community schooling, life skills, cultural values, integrated student supports, expanded learning outcomes, family and community engagement, demographics, implementation, challenges.*

## **Professional Commitment and Role Conflict of Female Secondary School Teachers in Relation to Their Life Skills**

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### **Abstract**

In the evolving educational landscape, teachers are expected to fulfill multiple roles beyond subject instruction, requiring a high degree of professional commitment and personal competence. These multifaceted responsibilities—such as teaching, administration, caregiving, and social obligations—often lead to role conflict and stress. Female secondary school teachers, in particular, are required to balance numerous personal and professional obligations. Life skills such as emotional adaptability, effective communication, stress management, interpersonal competence, and self-awareness play a critical role in enabling teachers to manage these challenges. This study investigates the relationship between professional commitment and life skills among female secondary school teachers, while also identifying the role conflicts they experience. A descriptive survey method was employed, involving a sample of 100 female teachers selected through random sampling from the Pub Nalbari Block in Nalbari District. An adapted version of three standardized tools was used to collect primary data. The findings aim to provide valuable insights into how life skills contribute to managing role conflict and sustaining professional commitment among female teachers.

*Keywords: Professional Commitment, Role Conflict, Life Skills, Female Secondary School Teachers*

## **Impact of Life Skill Training on Adolescents living with HIV**

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### **Abstract**

Adolescence is a crucial developmental phase marked by rapid cognitive, behavioural, and physical changes. For adolescents living with HIV, these challenges are compounded by stigma, misconceptions, and anxiety about the future. This study aimed to assess the impact of life skills training provided by the Child in Need Institute (CINI) on self-esteem, self-confidence, decision-making abilities, and resilience among HIV-infected and affected adolescents. In alignment with the CINI method—which adopts a human rights-based framework emphasizing participation and empowerment—a one-year life skills training program was implemented for adolescents living with HIV.

Of the 76 vulnerable adolescents (aged 13–18 years) from HIV-affected families, 30 were selected through purposive sampling from South 24 Parganas, West Bengal, due to the area's high HIV vulnerability and significant adolescent needs. CINI's presence in the region supported effective intervention (WBSAP&CS, 2023). A structured life skills training module was delivered throughout

the year from April 2024 to March 2025, covering communication, self-awareness, coping strategies, and decision-making. Outcomes were assessed using both qualitative and quantitative methods, including pre- and post-training interviews, facilitator observations, and self-reports.

Post-training, 70% of adolescents demonstrated increased self-esteem, confidence, greater clarity of life goals, and improved decision-making abilities. Additionally, they reported reduced self-stigma and increased willingness to engage socially. Preliminary findings suggest that life skills training enhances resilience and psychosocial well-being. Overall, life skills training is a promising intervention to empower adolescents living with HIV, helping them cope with stigma and build purposeful futures.

*Keywords: Wellbeing, Life Skills, Adolescents, HIV-positive, Stigma, Empowerment*

### ***Integrating Life Skills into Education: Promoting Wellbeing, Inclusion, and Holistic Growth of Learners***

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#### **Abstract**

Holistic development in learners encompasses physical, emotional, social, and cognitive growth, which collectively contribute to a well-rounded and adaptable individual. Life skills are essential companions in supporting learners' holistic development. Life Skills Education (LSE) is a comprehensive approach that nurtures all dimensions of personality. It can facilitate the development of physical, spiritual, and moral aspects, ultimately leading to the overall growth of an individual.

This paper examines the integration of life skills into education and everyday experiences as a vital catalyst for well-being, inclusion, and the holistic development of learners. Skills such as critical thinking, emotional intelligence, communication, and problem-solving help develop resilience and adaptability, preparing learners for future challenges.

The paper explores the theoretical foundations, applications, and policy implications of life skills education, with a focus on its transformative impact on learners' overall development. The objectives of this study are: 1) to analyze the concept of life skills; 2) to examine how life skills contribute to the holistic development of learners; and 3) to explore ways to integrate life skills into education. The methodology is qualitative, primarily based on an extensive review of literature and theoretical analysis.

The integration of life skills as a driver of comprehensive learner development is both a necessity and a challenge in educational reform. The paper concludes that promoting cognitive, emotional, social, and physical development through life skills enables learners to effectively manage the challenges of contemporary society.

*Keywords: Holistic development, Life Skills, Life Skills Education (LSE)*

## **Empowering Girls: Evidence from a Life Skills Education Program in Maharashtra**

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### **Abstract**

Room to Read's Girls' Education Program (GEP) supports adolescent girls in developing life skills, accessing mentoring, and engaging with families and communities to strengthen educational continuity and informed decision-making. While the program has been implemented across diverse regions, evidence from urban and peri-urban contexts remains underexplored. This study qualitatively assessed GEP's outcomes in Mumbai and Palghar, focusing on girls' life skills, parental engagement, and the role of mentorship in achieving girls' aspirations.

A mixed-method, descriptive research design was employed for the study. Data were collected in February 2025 from Grade 8 and Grade 11 students in schools across Mumbai and Palghar, along with girls, parents, teachers, and Social Mobilizers (SMs). The integration of multiple perspectives provided a comprehensive understanding of the program's progress, successes, challenges, and opportunities.

The study found improvements in emotional regulation, with younger participants adopting basic coping strategies (e.g., deep breathing) and older girls demonstrating more nuanced approaches to managing stress and conflict. Life skills sessions also enhanced practical competencies such as time management and financial literacy, progressing from simple scheduling and savings among younger students to budgeting for higher education among older students. Parental mindsets shifted significantly: initial skepticism gave way to active support for higher education and career pathways, influenced by home visits and workshops. Mentorship by SMs emerged as a trust anchor, helping girls navigate daily challenges and long-term aspirations while fostering stronger school-family linkages. Key barriers identified included scheduling conflicts during exams, staff turnover affecting mentorship continuity, and the lack of programmatic inclusion of boys, which limited broader gender-equitable shifts.

Findings underscore GEP's role in enhancing girls' socio-emotional and life skills, strengthening family support, and positioning mentorship as a cornerstone of the model. The study highlights the potential of expanding the program to include boys, thereby fostering mutual respect and advancing gender-equitable norms.

*Keywords: Adolescents, Girls, Education, Life Skills, Maharashtra*

## **Empowering learners through Life Skills: Education for Happiness and Well being**

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### **Abstract**

The education system running during the current scenario focuses mainly on academic achievement where the norms and criteria are set to predict the success of a student. The standardized instructional modules and rigid curriculum are the cause of gloominess and struggle among the

youths. The inability to use ones maximum potential , understand ones strength and trust on one's own capability results in misleading goals. The changing environment, technological advancement, global survival demands for a socially responsible system of education, where importance to live a life is more valued than mere scholarly achievement. This requires for a shift in paradigm where imparting life skill education will empower the youth to live a life rather than fighting for survival. This paper focuses on importance of inculcating life skill through education for which a semi structured interview of both teachers (n=5) and students (n=10) of Delhi Government schools were conducted. Findings from related literature review and the views of the respondents were in favour of life skill education highlighting the role of Life skill education in preparing a dynamic citizen, equipped with social, emotional and cognitive skills and ready to face the future challenges.

*Keywords: Positive psychology, Happiness curriculum, life skills, holistic development*

### **Exploring the Interplay Between Life Skills, Mindfulness, and Subjective Well-Being Among the Higher Secondary Student**

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#### **Abstract**

In today's rapidly changing world, helping young people develop life skills has become a key goal in education. One effective approach to supporting this is through mindfulness. When students practice mindfulness, it can enhance their emotional resilience, improve mental health, and foster overall personal growth—leading to better life skills and a stronger sense of well-being.

This study focuses on higher secondary school students, as this stage of life is particularly important. Adolescents at this age often face academic pressures, emotional fluctuations, and social challenges. Many are still exploring their goals, strengths, and future responsibilities. It is essential to understand how life skills, mindfulness, and subjective well-being are interconnected during this period.

To explore these relationships, the study employs a descriptive research design. A total of 263 students from Nalbari district were selected through simple random sampling. Data were collected using three adapted versions of standardized tools designed to measure mindfulness, life skills, and well-being. The results will be analyzed using quantitative methods.

The paper also aims to propose a practical framework that schools can adopt to promote life skills through mindfulness and well-being practices. This may provide new insights into how we can better support students in becoming more resilient, self-aware, and prepared for life.

*Keywords: Life Skills, Mindfulness, Subjective Well-being*

## ***Home is the First and Best University: A Multipronged Approach to Holistic Development of Adolescents***

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### **Abstract**

#### Background:

Adolescence is a critical stage of growth characterized by rapid physical, emotional, and social changes. While schools primarily focus on academic instruction, the home serves as the first and most influential learning environment—often called “the first and best university.” It is within the family setting that adolescents learn essential skills such as respectful communication, empathy, decision-making, problem-solving, and resilience—not through formal instruction, but through observation and experience. In today’s complex world, where digital exposure and societal pressures challenge traditional parenting, there is an urgent need for a holistic, home-centered approach to adolescent development.

#### Purpose/Objectives:

This presentation aims to (1) highlight the vital role of the home in shaping adolescent behaviors and competencies; (2) introduce a comprehensive, multipronged model for holistic development; and (3) demonstrate how parents can nurture positive growth through conscious, value-based parenting.

#### Methodology:

The framework integrates evidence-based parenting practices, the WHO’s Life Skills Education model, and experiential insights from adolescent mentoring and family interventions. The model is built around four key pillars:

1. Positive Parenting and Supportive Ecosystems
2. Career and Personality Development
3. Empowerment through Life Skills
4. Physical and Mental Well-being

#### Results:

Applying this multipronged model promotes physical and mental well-being, enhances self-confidence, emotional intelligence, empathy, decision-making, and strengthens family bonds. Adolescents nurtured within such environments demonstrate greater resilience, adaptability, and clarity in their career and life choices.

#### Conclusions/Discussion:

The home is not merely a place of residence but the foundational institution where children learn how to live. Parents who model discipline, effective life skills, and compassion create the most enduring educational environment—one that prepares adolescents to become responsible, confident, and compassionate adults. Holistic adolescent development begins and flourishes at home.

*Keywords: Positive Parenting, Adolescent Development, Life Skills, Resilience, Holistic Education and Development, Youth Empowerment.*

## ***The impact of life skills education on socio-emotional development and school-related outcomes among adolescents in India***

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Adolescents aged 11 to 15 are the target audience for the JSW Foundation's Life Skills Education Program, also known as the Childhood to Livelihood Program. The program's main objectives are to promote education, gender equality, and the development of socio-emotional skills through a three-year curriculum. This study assesses the short- and long-term effects of the program on socio-emotional skills and school-related outcomes, providing insights into its efficacy across several locations in India.

Data were collected from five study sites using a pre-post cohort research design. Baseline, mid-line, and end line data were gathered at different stages. The study employed harmonized data across sites, with a sample of 1,898 children for short-term analysis and a larger sample of 5,582 children for long-term analysis. Using multiple linear regression models and longitudinal data analysis, the empirical approach evaluated the impact of the program on variables such as gender attitudes, self-efficacy, resilience, and school attendance.

The short-term analysis showed significant improvements in participants' aspirations, socio-emotional skills, and school attendance. Specifically, the Childhood to Livelihood Program increased perceived self-efficacy by 14% and egalitarian gender attitudes by 60% on average. Over the long term, perceived self-efficacy increased by 25%, resilience by 11%, and egalitarian gender attitudes by 45%. Additionally, there was a 66.5% increase in the likelihood of regular school attendance. Overall, the program positively impacts teenagers' educational and socio-emotional outcomes.

The findings suggest that life skills education interventions can effectively improve gender attitudes, self-efficacy, resilience, and school attendance. These results have significant policy implications, demonstrating that integrating socio-emotional learning (SEL) into school curricula can enhance the educational and developmental outcomes of adolescents, especially in resource-limited environments.

*Keywords: Life skills, Aspirations, Adolescents, Attendance, Educational development.*

## ***Effectiveness of Group-Based Scenario Learning Approach in Facilitating Pre-Service Teachers' Competence in Life-Skills Education for Adolescent Well Being***

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### **Abstract**

In adolescents, well-being comprises an array of emotional, social, and behavioral determinants (Avedissian&Alayan, 2021), which can be influenced by conscious and trained teachers (Kleinkorres et al., 2023; Suldo et al., 2009). However, in-service teachers often find it challenging to cope with issues arising from various adolescent concerns (Greif Green et al., 2017), particularly in the context of imparting life skills, due to insufficient sensitization and training. This gap can be ad-

dressed by integrating innovative adolescent education pedagogy at the pre-service stage.

In this study, we report an action research conducted within the ITEP teacher education curriculum framework that incorporates collaborative learning through scenario-based group activities. The aim was to enhance pre-service teachers' ability to address adolescent issues via life skills development in educational settings. Twenty-five pre-service teachers participated in activities centered around curated scenarios related to critical adolescent concerns such as body shaming, peer pressure, exam stress, suicidal tendencies, and social media anxiety. The learning process was reinforced by aligning activities with the WHO and NCERT life-skills domains, utilizing structured peer evaluation checklists, observer assessments, and guided discussions.

Assessment of post-activity perceptions was conducted through open-ended reflective questions in written format. The findings indicate that participants demonstrated increased self-efficacy and sensitivity toward handling adolescent challenges. Additionally, peer evaluation facilitated the recognition of diverse perspectives. It is hoped that this study not only positions life skills development at the core of teacher education curricula to strengthen adolescent well-being but also provides an initial framework for integrating well-being as a central educational outcome in teacher preparation programs.

*Keywords: Adolescent Education, Life Skills, Pre-Service Teachers, Teacher Education Curriculum, Collaborative Learning, Scenario-based Learning*

### **Understanding Life Skills, Coping Mechanisms, and Psychological Wellbeing in Community-Based Youth Programs: A Mixed-Methods Study**

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#### **Abstract**

Young people engaged in community-based NGO programs represent heterogeneous and underserved groups navigating diverse academic, socio-emotional, and environmental challenges. Evidence suggests that psychosocial competencies, particularly life skills and coping mechanisms, significantly influence youth adjustment and mental health outcomes. However, research in India has largely examined these constructs within school-based or homogenous samples, leaving a critical gap in understanding how community-engaged youth conceptualize life skills and how their coping patterns relate to psychological well-being.

This study addresses this gap through an exploratory convergent mixed-methods design. Participants (n = 50) were recruited from community-based classes at the UriviVikram Charitable Trust (UVCT). Quantitative data were collected using the Brief COPE questionnaire to assess adaptive and maladaptive coping strategies and the WHO-5 Well-Being Index to evaluate psychological well-being. Semi-structured qualitative interviews elicited youth perspectives on essential life skills, focusing on domains such as communication, emotional regulation, problem-solving, decision-making, and stress management.

Quantitative analyses included descriptive statistics, internal consistency estimates, Pearson correlations, and multiple regression to assess the predictive influence of coping strategies on well-being, with age and gender examined as exploratory covariates. Qualitative data were analysed through inductive thematic analysis, and mixed-methods integration was achieved using a joint display technique.

Preliminary findings indicate a positive association between adaptive coping strategies and higher well-being scores, while maladaptive strategies are linked to reduced psychological well-being.

Qualitative themes further highlight life skills such as self-regulation, proactive help-seeking, and reflective decision-making as foundational competencies shaping youths' coping repertoires.

Integrated results suggest that targeted life skills training within NGO programs may strengthen adaptive coping pathways, thereby enhancing overall psychological well-being.

*Keywords: life skills, coping mechanisms, psychological well-being, mixed-methods, community youth programs, NGO-based interventions*

### ***Influence of Gender on Adjustment of Adolescents: A Study on Educational Adjustment***

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#### **Abstract**

Adolescence is a crucial period marked by significant physical, emotional, and social transformations, making adjustment an important area of study within educational psychology. The present research investigates the influence of gender on the educational adjustment of school-going adolescents. The study population consisted of Class XI students at DAV Public School, Cuttack. A random sample of 100 adolescents (50 boys and 50 girls), aged between 16 and 17 years, was selected from this population. All participants belonged to a medium socioeconomic background and demonstrated normal levels of academic achievement. A standardized Adjustment Inventory was used to assess educational adjustment.

The mean educational adjustment scores for boys and girls were 6 and 7, respectively, with a standard deviation of 1.87. The obtained t-value (0.77) was found to be statistically insignificant at both the 0.05 and 0.01 levels. This indicates that there is no significant gender difference in the educational adjustment of adolescents within the selected school context.

The findings suggest that educational adjustment is more influenced by developmental, environmental, and institutional factors rather than gender. Implications for educators, school psychologists, and counsellors are discussed, emphasizing the importance of creating supportive learning environments for all students, regardless of gender.

*Keywords: adolescents, gender differences, educational adjustment, school environment, psychological development, academic adaptation*

### ***What Children Tell Us About Wellbeing: Implications for Creating Inclusive Digital Learning Environments***

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#### **Abstract**

In an era where digital technologies influence every aspect of childhood, understanding children's subjective well-being has become essential for developing inclusive educational practices. This paper presents findings from a sociological study of school-going children aged 10-16 years in Lucknow City, India, which explored children's own perspectives on their well-being across five critical life domains: health, education, and family relationships.

Employing a child-centered methodological approach, this research prioritized children as expert informants of their own lives, asking not merely whether they are healthy or academically successful, but whether they feel happy about their childhood. Children's narratives revealed both opportunities and challenges in navigating digital and physical worlds. This paper offers a framework for understanding inclusive education through the lens of holistic child well-being, demonstrating how

listening to children's voices can inform the design of digital learning environments that genuinely support the flourishing of all learners, including those with disabilities.

*Keywords: child well-being, inclusive education, digital learning, childhood perspectives, holistic development, child-centered research*

## **Coping with Stress, Coping with Emotions and Resilience as Key Skills for Adolescent Wellbeing: A Narrative Review**

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### **Abstract**

**Background:** Adolescence is a period when young people face numerous emotional, social, and mental pressures. Life skills such as stress management, emotional regulation, and resilience are considered essential for healthy development. In recent years, there has been a growing body of global research exploring how these life skills influence various aspects of adolescent wellbeing.

**Objectives:** This study aims to summarize how life skills related to stress management, emotional coping, and resilience support adolescent mental, emotional, and social health. The broader goal is to demonstrate how education systems can integrate these life skills to enhance adolescent wellbeing.

**Methodology:** A narrative review approach was employed. Peer-reviewed studies published from 2020 to 2025 were identified through major academic databases. Included studies focused on adolescents aged approximately 10 to 18 years and examined life skills related to stress management, emotional regulation, or resilience. Both intervention and observational studies were considered. Studies reporting outcomes related to mental health, emotional regulation, or social relationships were included. The findings were organized thematically.

**Results:** The literature consistently links stress management, emotional regulation, and resilience with improved wellbeing among adolescents. Many intervention studies report reductions in symptoms of anxiety, stress, and low mood when programs teach adolescents how to handle emotions and navigate difficult situations. Research also indicates that resilience is bolstered when adolescents have supportive relationships at school and opportunities to practice problem-solving. Improvements in social skills, communication, and confidence are also common findings.

**Conclusion:** Life skills are vital contributors to adolescent wellbeing. Teaching adolescents how to cope with stress, manage emotions, and build resilience can help protect their mental, emotional, and social health.

*Keywords: Adolescence, Stress Management, Emotional Regulation, Resilience, Mental Wellbeing, Emotional Wellbeing, Social Wellbeing*

## **Reflective Journaling as a Transformative Tool for Life Skills Development in Teacher Education**

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### **Abstract**

The teaching internship in teacher education provides prospective teachers with authentic classroom experiences that foster both professional and personal transformation. Among the various reflective practices integrated into B.Ed. programmes, reflective journaling has emerged as a powerful pedagogical tool for cultivating life skills essential for 21st-century educators. This study examines how reflective journaling functions as a transformative process for developing key life skills—such as communication, empathy, emotional regulation, problem-solving, classroom management, and decision-making—among B.Ed. student teachers during their internship.

Adopting a qualitative research design, reflective journals maintained by a purposive sample of prospective teachers were collected and thematically analyzed. The findings revealed that reflective journaling enabled interns to make sense of classroom challenges, evaluate their actions critically, and explore alternative strategies, thereby enhancing their decision-making and problem-solving abilities. Journaling further promoted emotional awareness, empathy, adaptability, and professional confidence while providing a safe and constructive space for self-expression and growth.

The study concludes that reflective journaling operates not merely as a reporting exercise but as a transformative tool that nurtures holistic life skills development and professional identity formation. Integrating structured reflective writing practices within teacher education curricula is recommended to prepare emotionally intelligent, self-aware, and adaptive future educators.

*Keywords: Reflective Journaling, Life Skills Development, Teacher Education, Transformative Learning, Prospective Teachers*

## **Holistic Student Development through Life Skills Education in Odisha - A case study on KISS Deemed to be University, Bhubaneswar**

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### **Abstract**

Holistic education aims to nurture all dimensions of a student's personality—cognitive, emotional, social, and practical—beyond mere academic learning. Life-skills education (LSE) has emerged as a key strategy to facilitate such comprehensive development. In Odisha, the Kalinga Institute of Social Sciences (KISS), the only university exclusively for tribal students, systematically integrates LSE into its curriculum and outreach programs. Since 2009, life skills education interventions have been implemented to enhance students' knowledge and skills related to life skills and sexual and reproductive health (SRH) through classroom transactions at the school level and peer education at the college level. By combining academic instruction, vocational skill development, residential care, counselling, peer education, and life skills training, the institution seeks to equip students with the capacities to navigate socio-economic challenges, build self-reliance, and participate meaningfully in society.

The main objective is to evaluate, through secondary documents, the overall effectiveness of KISS-DU's holistic educational model in empowering marginalized student communities. This holistic approach helps bridge gaps in opportunity, fosters the empowerment of tribal adolescents—

especially girls—and promotes equitable access to higher education and employment. This case study underscores how integrating life-skills education within a holistic institutional framework—comprising free residential education, vocational training, psychosocial support, and community-oriented outreach—can make a significant impact.

Based entirely on secondary sources, this paper highlights how KISS-DU's holistic educational model fosters empowerment and expands opportunities for tribal students in Odisha over the long term.

*Keywords: LSE, holistic student development, KISS DU, tribal students, Odisha education*

### **Life Skills Education and Adolescent Well-Being: Understanding High-Risk and Suicidal Vulnerability Through Stakeholder Perspectives**

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#### **Abstract**

**Background:** Adolescents today face increasing emotional, academic, and social pressures that significantly impact their well-being and heighten vulnerability to psychological distress and high-risk behaviors. In many Indian households and schools, conversations about emotional crises or suicidal vulnerability remain limited, reducing opportunities for early identification and support. Life Skills Education (LSE), endorsed by the WHO and emphasized in NEP 2020, provides a preventive and developmental framework for strengthening emotional regulation, decision-making, problem-solving, and coping skills—key components in enhancing adolescent well-being.

**Objectives:** This study aims to understand how adolescents experience and cope with high-risk situations in their lives. It also explores the extent to which parents and teachers identify high-risk behaviors among teenagers and their perceptions of how Life Skills Education can enhance well-being and reduce emotional vulnerability.

**Methodology:** A qualitative exploratory design was employed. Scenario-based activity cards depicting high-risk contexts (e.g., academic pressure, cyberbullying, peer conflict, social rejection, emotional overwhelm) were administered to adolescents from Classes 9 and 10 in government and private schools in Lucknow. These scenarios prompted reflective conversations without explicitly referencing suicide. Data were collected from 30 adolescents, 20 teachers, and 20 parents through focus group discussions and semi-structured interviews. Thematic analysis (Braun & Clarke, 2006) guided data interpretation.

**Results:** Four themes emerged: (1) Hidden Emotional Distress and Its Impact on Adolescent Well-Being; (2) Parental Communication Barriers in Addressing Emotional Well-Being; (3) Unstructured School Support and Limited Teacher Preparedness; and (4) Life Skills Education as a Protective Pathway to Well-Being and Reduced Vulnerability.

**Conclusion:** The study highlights that Life Skills Education is essential for promoting adolescent well-being and preventing escalation toward psychological crises. The findings support NEP 2020's vision of socio-emotional learning and call for structured integration of LSE and stronger stakeholder collaboration to safeguard youth well-being.

*Keywords: Life Skills Education; high-risk vulnerability; resilience; socio-emotional learning; NEP 2020*

## **Counsellors as Catalysts of Emotional Safety: Re-imagining Life Skills Delivery Beyond 2030**

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### **Abstract**

As classrooms evolve into complex socio-emotional ecosystems, the role of school counsellors is shifting from episodic problem-solvers to ongoing architects of student well-being. In this landscape, MHITR's Igniting Minds Programme offers a structured life-skills framework that enhances adolescents' emotional clarity, resilience, decision-making, and behavior regulation. Embedding life-skills-based models into counselling is increasingly vital for addressing emotional, behavioral, and academic challenges.

This paper examines the need for an integrated life-skills approach in school counselling and presents outcomes from the SamagraShiksha Andhra Pradesh residential counsellor training programme, conducted in collaboration with SCERT, UNICEF, NIMHANS, AIIMS, and MHITR's Igniting Minds framework. The model emphasizes six pillars: Time Management, Emotional Regulation, Growth Mindset, Relationship Management, Digital Discipline, and Structured Problem Solving—positioning counsellors as facilitators of long-term socio-emotional development.

A total of 255 counsellors underwent intensive training on socio-emotional learning (SEL), Igniting Minds-based life-skills facilitation, and student-centered therapeutic practices. Data from pre- and post-surveys, reflective assessments, and facilitator observations were used to identify key adolescent concerns and evaluate counsellor readiness.

Findings indicate that emotional dysregulation, low self-esteem, withdrawal, aggression, digital dependency, academic disengagement, and peer stress are common adolescent challenges. The training strengthened counsellors' ability to conceptualize cases and plan interventions by addressing students' thoughts, feelings, beliefs, and behaviors. Core counselling protocols—such as professional presentation, non-verbal warmth, confidentiality, cultural sensitivity, and creating a safe space—emerged as essential for improving help-seeking behaviors. However, counsellors reported gaps in managing high-emotion cases, standardized assessments, family conflicts, substance use, exam anxiety, and mobile addiction.

Early identification and structured, life-skills-based counselling anchored in Igniting Minds can shift school counselling from reactive intervention to preventive, resilience-building systems—empowering India's learners to thrive beyond 2030.

*Keywords: Socio-Emotional Learning, Life Skills Education, Igniting Minds Programme, MHITR, Counsellor Training, Emotional Regulation, Student Well-Being, Safe-Space Protocols, Adolescent Mental Health, Digital Discipline, Resilience Building.*

## **Generation Z Perspectives on Parenting Styles**

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### **Abstract**

Parenting plays a crucial role in shaping a child's physical, emotional, social, and psychological development. The four major parenting styles—authoritative, authoritarian, permissive, and uninvolved—each influence personality formation in distinct ways. Understanding these styles within

specific cultural contexts provides valuable insights into adolescent growth.

This study aims to identify the predominant parenting styles practiced among members of Generation Z and to examine their prevalence rates. Data are being collected from young adults using structured questionnaires administered through a convenience sampling method. The study captures trends in parenting styles and highlights their impact on adolescent development. A detailed analysis and discussion of the findings will be presented.

*Keywords: Parenting styles, authoritative, authoritarian, permissive, uninvolved, child development, adolescence, young adults, personality formation, cultural context, Generation Z*

### **Educating for Wholeness: Life Skills as the Core of Holistic Learner Development**

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#### **Abstract**

**Background:** Across educational systems worldwide, academic performance and cognitive achievement continue to dominate definitions of success, often marginalizing learners' mental, emotional, and social well-being. This narrow focus has contributed to increased stress, anxiety, emotional dysregulation, and social disconnection among learners. The National Education Policy (NEP) 2020 envisions education as a means to foster emotional maturity, social and ethical grounding, alongside cognitive development. Within this context, life skills education offers a powerful pathway to holistic development by integrating mental, emotional, and social health into educational practice.

**Purpose/Objectives:** This study aims to reposition life skills education as a central pillar of holistic learner development, drawing on Manam Foundation's practice-based insights regarding mental health awareness. Its objectives are to conceptualize life skills as foundational to mental, emotional, and social well-being, and to examine how these skills can be embedded within pedagogical processes and learning environments.

**Methodology:** A conceptual and practice-informed approach is adopted, drawing on interdisciplinary literature from education, psychology, and social development, alongside experiential evidence from Manam Foundation's programs. These initiatives employ structured life skills modules, participatory learning methods, and psychosocial support frameworks implemented across educational and community settings.

**Results:** The integration of life skills such as self-awareness, emotional regulation, empathy, communication, resilience, and ethical decision-making has demonstrated positive outcomes. Observed impacts include reduced stigma around mental health, stronger peer relationships, and increased help-seeking behaviour among learners.

**Conclusions/Discussion:** The study concludes that life skills education must move beyond an add-on model to become an integral part of educational systems. Positioning well-being as both a process and an outcome enables education to serve as a transformative space that nurtures resilience, belonging, and purpose—contributing to more inclusive and sustainable societies.

*Keywords: Life Skills Education; Holistic Development; Educational Well-being; Mental Health; Emotional and Social Health; Inclusive Education; Transformative Learning*

## **Culturally responsive teaching practices as life skill education for teacher trainees: A study on Santiniketan**

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### **Abstract**

Gurudev Rabindranath Tagore's envisioned Santiniketan as a model of outcome-based and community-specific education, where learners can realize their fullest potential through a mutual understanding of nature. Culturally responsive teaching practices—such as woodworking, horticulture, weaving, and artistic handicrafts—are integrated into course material for B.Ed. teacher trainees, alongside their other regular papers, in the Department of Education, Vinaya-Bhavana, Visva-Bharati, Santiniketan. These practices equip learners with essential competencies to navigate personal, social, and professional challenges while fostering inclusivity and respect for diverse cultural identities.

This study aims to identify the adaptive and problem-solving abilities acquired by B.Ed. students through these practices; to explore how culturally responsive methods foster tolerance and intercultural understanding among them; and to examine how B.Ed. students face challenges in affirming their cultural identities. A qualitative and interpretive research design was employed, with data collected through students' real-life experiences, observation schedules, photographs, and focus group discussions.

Furthermore, the study advocates for culturally responsive pedagogy as a powerful interdisciplinary tool for socio-emotional development in B.Ed. trainees, which they can actualize in classroom settings. The outcomes are expected to demonstrate increased student engagement, stronger social-emotional competencies, and heightened cultural awareness. Learners develop resilience, empathy, and effective communication strategies, while educators foster equitable learning environments. Ultimately, life skills education combined with culturally responsive pedagogy contributes to the creation of empowered individuals capable of navigating complex social realities with confidence and respect for diversity.

*Keywords: Culturally responsive learning, Socio-cultural theory of learning, Life skill education at Santiniketan, Holistic education, Students' wellbeing*

## **Beyond Academics: Integrating Sports, Yoga and Arts as Core Life Skills for the 21st Century**

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### **Abstract**

Background: The modern education system predominantly emphasizes academic achievement over the holistic development of students. It focuses mainly on cognitive outcomes, often at the expense of students' psychological and overall well-being. However, studies have shown that cognitive excellence alone cannot equip individuals to handle the complexities of modern life—especially as social media and artificial intelligence increasingly influence daily experiences. Incorporating sports, yoga, and the arts into the core curriculum is essential for developing comprehensive life skills necessary for long-term well-being in an era of rapid technological advancement, sedentary lifestyles, and rising mental health challenges.

**Objective:** The main objective of this review is to synthesize existing literature on sports, yoga, and art as core life skills—rather than merely extracurricular activities—and to explore their significance for overall physical, psychological, and social development in the 21st century.

**Method:** The review was conducted by including peer-reviewed articles, theoretical papers, and book chapters published in the last 10 years. Electronic databases such as PubMed, PsycINFO, and Google Scholar were searched using keywords including “yoga education,” “life skills,” “holistic development,” “art-integrated learning,” and “sports training.”

**Results:** The findings suggest that integrating sports, yoga, and art as core components of life skills training can be highly beneficial for students in contemporary times. Such integration can significantly enhance stress resilience, real-life problem-solving abilities, self-regulation skills, and emotional awareness.

**Conclusion:** Incorporating sports, yoga, and art as fundamental life skills is crucial to meet the complex challenges of a post-2030 world and to promote the holistic development of individuals.

*Keywords: yoga education, life skills, holistic development, art-integrated learning, sports training*

### ***Life Skills Education for School Teachers in implementing the Inclusive Education: A case study of Hojai District, Assam***

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#### **Abstract**

Inclusive Education is a milestone strategy of the Government of India aimed at streamlining school education for all, regardless of caste, creed, color, religion, gender, ability, or disability. It represents a sustainable and innovative approach to education for everyone. The present study was conducted among 38 schools at both secondary and higher secondary levels, including private and government-aided schools in Hojai District, Assam. Inclusive education advocates that children of all abilities and disabilities should be accommodated in the same classroom, enjoy the same curriculum, and be taught by the same teacher. This approach safeguards the educational rights of all children and helps them reintegrate into mainstream education, moving away from the earlier practice of segregated special schools. It benefits students by enhancing their tolerance skills, broadening their perspectives, and fostering learning in a diverse educational environment.

The study observed that teachers need to develop their life skills—such as empathy, communication, and understanding—to effectively support children with special needs (CWSN). Both primary and secondary data were used in this research. Primary data were collected through questionnaires from different schools in Hojai District, while secondary data regarding school facilities for CWSN were obtained from school offices. Data were analyzed using simple percentages, and graphical representations were employed where necessary.

*Keywords: Inclusive education, CWSN, life skills*

## ***Prevalence and Risk Factors of Nomophobia Among Students***

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### **Abstract**

**Introduction:** Nomophobia, defined as the fear of being without a smartphone contact, has emerged as a significant psychosocial risk in the digital era. Rapid technological advancements have increased smartphone addiction, leading to technostress and behavioural changes, particularly among students. Understanding the nature and extent of nomophobia is essential for promoting digital well-being and healthy technology use. This research aimed to assess the prevalence of nomophobia among college students, with specific objectives and research questions.

**Methodology:** A cross-sectional quantitative study was conducted involving 231 students from higher secondary schools. Data were collected using a semi-structured, self-administered questionnaire, following ethical approval and informed consent. Descriptive statistics and associations between variables were analyzed using SPSS.

**Results:**\* The mean age of participants was 17.18 years. Nearly half of the students (49.8%) spent more than 1-3 hours daily on their smartphones, and 28.1% checked their phones more than once a day. The findings indicated that 32% experienced mild nomophobia, 34.2% moderate, and 33.8% severe nomophobia. Additionally, 67.5% of participants primarily used social media on their mobile phones. While no significant relationship was found between socio-demographic factors and levels of nomophobia, daily smartphone usage was significantly associated with the extent of nomophobia.

**Conclusion:** The study highlights a high prevalence of nomophobia among students, underscoring the need for early diagnosis and preventive strategies to promote healthy cognitive and mobile phone use.

*Keywords: Smartphone Use, Technostress, Nomophobia, Students, Digital Well-being*

**Sub Theme IX:  
Life Skills in the National Education Policy (NEP) Era:  
Opportunities and Challenges for Systemic Integration**

## **Developing Life Skills in the Science Classroom: Reflections from My Experience**

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### **Abstract**

**Background:** Science classrooms offer more than just formulas and facts; they are vibrant spaces where curiosity and practical engagement foster essential life skills. Through my own journey as a student and later as a science facilitator, I observed how experiments, discussions, and real-world applications help learners develop critical thinking, effective communication, and collaborative skills. These experiences highlight the science classroom as a powerful environment for personal growth alongside academic achievement. Science is not only about facts; it teaches how to think, question, and solve problems. In my school and teaching journey, science lessons have built skills applicable to real life. The National Education Policy 2020 (NEP 2020) also emphasizes the importance of life skills, creativity, and critical thinking.

**Objectives:** This reflective paper aims to:

1. Illustrate how participation in school science activities fostered my own development of life skills.
2. Highlight teaching and learning strategies that effectively cultivate critical thinking, problem-solving, and teamwork.
3. Guide teachers in integrating life-skill development into science lessons in line with NEP 2020 objectives.

**Methodology:** Using an autoethnographic approach, I analyzed personal journals, lesson notes, and classroom observations from my teacher-education period and graduate-level teaching experiences at HBCSE. The narrative is supported by informal conversations with peers and mentors, offering multiple perspectives on the influence of science education on skill development.

**Results:** My reflections reveal that inquiry-based experiments, group investigations, and project presentations consistently enhanced adaptability, communication, and ethical awareness. Tasks such as designing experiments or debating environmental issues encouraged decision-making and respect for diverse viewpoints. These activities not only deepened scientific understanding but also built confidence to address everyday challenges.

**Conclusion:** Personal experience confirms that science education is a fertile ground for life-skill development. By blending real-life contexts with hands-on inquiry, educators can help students grow as thoughtful, responsible citizens. Intentional reflection—by both teachers and learners—amplifies these benefits and fosters lifelong learning.

**Keywords:** Science education, life skills, reflection, inquiry-based learning, personal experience, critical thinking, collaboration

## **National Education Policy (NEP) 2020 and Life Skills: A New Era for Opportunities and Development**

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### **Abstract**

Since ancient times, Indian knowledge has been rooted in nurturing Indian culture, education, and ethics. There are numerous examples of higher education encompassing various aspects of life, such as medical studies, astronomy, town planning, and diverse practices of Yoga as a means of controlling Prana (breath), which serves as a medium to regulate the body, mind, and soul.

Similarly, the National Education Policy 2020 is a comprehensive framework aimed at achieving economic and social mobility, social inclusion, up-to-date knowledge, and a scientific temperament. Its goal is to reform India's old education system (dating back to the British era) into an education system focused on quality, accessibility, equity, and life-skill development. The policy promotes multidisciplinary learning, critical thinking, and creates an environment conducive to digital and information technology, coupled with innovative high-tech methods. E-commerce, e-governance, and e-banking are integrated into the curriculum and professional studies.

Finally, life skills and education, as embodied in the National Education Policy 2020, aim to generate more employment opportunities aligned with the needs of the IT sector, medical sciences, science and technology, robotics, and the emerging field of Artificial Intelligence. This will be a game-changer for India's national interests, security, and social transformation.

This research paper highlights the concepts of the National Education Policy 2020, emphasizing a holistic approach for teachers and students to develop life skills for growth, education, employment, and AI in the digital age. The methodology used in this research is historical and analytical, incorporating both primary and secondary sources.

India's educational legacy is renowned globally. Pioneers such as Aryabhata, Acharya Sushruta (the father of plastic surgery), Kautilya, and the Harappan culture have significantly contributed to the development of humanity.

*Keywords: National Education Policy 2020, Life Skills, Development, Indian Culture*

### ***Awareness, Perception, and Readiness towards Life Skill Education: An Empirical Study on Pupil Teachers of Western Odisha***

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#### **Abstract**

Teachers play a decisive role in integrating life skills into classroom practices. Pupil teachers, as future educators, are the architects of tomorrow's classrooms, making it essential to examine their awareness, perception, and readiness to implement life skill education. This study aims to explore these dimensions among pupil teachers in Western Odisha to identify gaps and opportunities for strengthening teacher preparation programs. The study employed a descriptive survey method with a sample of 237 pupil teachers enrolled in teacher education institutions in Western Odisha. A structured questionnaire covering awareness, perception, and readiness regarding life skill education was administered. Quantitative data were analyzed using descriptive statistics and correlation techniques to identify patterns and relationships among the variables. Preliminary analysis suggests that while pupil teachers generally perceive the importance of life skills positively, their awareness of specific frameworks and pedagogical approaches remains moderate. Readiness to integrate life skill education is influenced by prior exposure, institutional emphasis, and personal motivation. By highlighting the preparedness of pupil teachers in Western Odisha to incorporate life skills into future classrooms, the study underscores the need to redesign pre-service teacher education curricula to embed life skills more explicitly. The findings provide valuable insights for policymakers, teacher educators, and curriculum developers to ensure that future generations of educators are well-equipped for the evolving educational landscape.

*Keywords: Life Skill Education, Pupil Teachers, Awareness and Perception, Readiness for Implementation, Teacher Education in Odisha*

### **Integration of Life Skill Education in National Education Policy 2020- Opportunities and Challenges**

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#### **Abstract**

Life Skills Education in India is gaining prominence under the National Education Policy 2020, emphasizing the holistic development of children by teaching psycho-social competencies such as communication, decision-making, problem-solving, critical thinking, and emotional regulation. The primary objective is to empower young people to make informed choices, build relationships, and navigate life's challenges—particularly those from underprivileged backgrounds. NEP 2020 underscores the development of essential life skills such as critical thinking, problem-solving, communication, creativity, digital literacy, collaboration, and adaptability to ensure readiness for the 21st century.

The policy aims to cultivate well-rounded, adaptable, and responsible individuals by integrating these competencies, along with socio-emotional learning and vocational training, throughout the education system to prepare students for both personal and professional success. NEP 2020 presents opportunities for life skills education by promoting a holistic, skill-based, and experiential curriculum, incorporating professional training, and fostering 21st-century skills like critical thinking and digital literacy.

However, challenges remain, including infrastructural and resource constraints, the need for extensive faculty training, ensuring equity and inclusivity, developing appropriate curricula and assessment methods, and overcoming resistance to change within traditional education systems. This paper highlights the importance of life skills education in NEP 2020, along with the opportunities and challenges associated with its integration into the curriculum.

*Keywords: Life Skills Education, NEP 2020*

### **Learning Beyond the Classroom: A Qualitative Inquiry into Life Skills Development through Student-Led Psychology Clubs**

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#### **Abstract**

This qualitative study explores how student-led academic clubs serve as incubators for life skills development among undergraduate psychology students. The Department of Psychology operates four active student-led initiatives—the Industry Readiness Cell, the Research Reading Club, the Psychological Well-being Club, and a Psychology-Themed Magazine Collective. Each club functions under a teacher-mentor model, where faculty provide guidance while students take primary responsibility for planning and executing activities such as guest lectures, résumé-building sessions, LinkedIn optimization workshops, research paper discussions, psychological well-being campaigns, event organization, financial management, and creative content development. Through these authentic, collaborative experiences, students cultivate key life skills including communication, teamwork, leadership, problem-solving, emotional intelligence, and adaptability.

To understand the lived experiences and perceived outcomes of these initiatives, focus group dis-

cussions were conducted with core student members. Preliminary thematic analysis indicates that involvement in these clubs enhances self-efficacy, interpersonal sensitivity, and reflective thinking—qualities essential for personal and professional growth. The findings highlight the transformative value of experiential and participatory learning within higher education, aligning closely with the National Education Policy (NEP) 2020's emphasis on skill-based and holistic education. Furthermore, the study supports the University Grants Commission's Life Skills (JeevanKaushal) 2.0 framework, which aims to embed life skills as credit-based components within higher education curricula. By positioning student-led clubs as dynamic ecosystems for experiential learning, this study contributes to the discourse on implementing NEP's vision for holistic, life-skill-oriented education.

*Keywords: life skills, student-led learning, experiential learning, higher education, NEP 2020, JeevanKaushal 2.0, psychological well-being, psychology education*

### **Life Skills in the NEP 2020 Era: Opportunities and Challenges for Systemic Integration through the INSPIRE Instructional Framework**

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#### **Abstract**

##### Background

The National Education Policy (NEP) 2020 envisions a transformative shift from rote learning toward holistic, value-oriented, and competency-based education. Central to this reform is the integration of life skills education, which is essential for nurturing critical thinking, empathy, collaboration, and responsible citizenship. However, translating this policy vision into classroom practice requires pedagogical innovation and systemic alignment across curricula, assessment, and teacher training.

##### Objectives

1. To examine the philosophical and policy foundations of life skills education within the NEP 2020 framework.
2. To identify opportunities and challenges in integrating life skills across the school system.
3. To propose the INSPIRE Instructional Framework as an effective pedagogical model for operationalizing life skills education in classroom contexts.

##### Methodology

This study adopts a conceptual-analytical approach, reviewing national and international literature on life skills education, policy documents (such as NEP 2020, UNESCO, and OECD frameworks), and theoretical perspectives from constructivism, humanism, and socio-emotional learning (SEL). The paper also interprets how the INSPIRE Framework—comprising Initiate, Nurture, Seek, Provide, Investigate, Reflect, and Empower—aligns with the NEP's core principles of learner autonomy, inclusivity, flexibility, and holistic development.

##### Discussion

Findings reveal that NEP 2020 provides strong policy momentum for integrating life skills education; however, curriculum rigidity, teacher capacity, and assessment practices remain significant challenges. The INSPIRE Framework demonstrates potential as a pedagogical bridge—linking theory to practice by embedding life skill domains within interactive, reflective, and empowering classroom processes. Each phase of INSPIRE systematically nurtures key competencies such as curiosity, empathy, collaboration, problem-solving, and decision-making.

## Conclusion

Integrating life skills education through the INSPIRE Instructional Framework offers a viable pathway to realizing NEP 2020's vision of education for life, not merely for livelihood. By transforming classrooms into inclusive spaces of inquiry, reflection, and empowerment, INSPIRE supports the development of socially conscious, emotionally balanced, and globally competent learners, thereby bridging the gap between policy intent and classroom practice.

*Keywords: NEP 2020, Life Skills Education, INSPIRE Framework, Holistic Development, Systemic Integration, Socio-emotional Learning, Transformative Pedagogy*

## **Mathematical Deductive Reasoning as a Determinant of Life Skills among Secondary School Students**

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### Abstract

Mathematical deductive reasoning plays a crucial role in shaping the cognitive abilities and life skills of students, particularly in fostering higher-order thinking competencies. This study aimed to examine mathematical deductive reasoning as a determinant of thinking-related life skills—specifically, creative thinking, critical thinking, and problem-solving—among secondary school students. The main objective was to investigate the extent to which students' mathematical deductive reasoning abilities influence these essential life skills. A normative survey research design was employed for the study. The sample consisted of 120 secondary school students selected through simple random sampling from two schools in the Trivandrum district, following the Kerala State Syllabus. The research tools used were the Mathematical Deductive Reasoning Test, Creative Thinking Test, Critical Thinking Test, and Problem Solving Test.

The findings revealed a significant positive relationship between mathematical deductive reasoning and all four thinking-related life skills. Students with higher deductive reasoning abilities demonstrated enhanced creative thinking, more effective critical thinking, superior problem-solving skills, and better decision-making capabilities. Regression analysis indicated that mathematical deductive reasoning could significantly predict the variance in these life skills, highlighting its role as a key cognitive determinant.

Based on these findings, it is recommended that mathematics instruction in secondary schools incorporate activities that strengthen deductive reasoning, with a focus on tasks that promote critical, creative, and problem-solving thinking. Integrating reasoning-based learning strategies can equip students with essential life skills necessary for academic achievement and real-life decision-making, in line with contemporary educational frameworks and the NEP 2020 vision of holistic development.

*Keywords: Mathematical Deductive Reasoning, Life Skills, Problem-Solving, Creative Thinking, Critical Thinking, Secondary School Students*

## **Life Skills in the NEP 2020 Era: A Policy Analysis of Systemic Integration and Implementation Challenges**

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### **Abstract**

The National Education Policy (NEP) 2020 recognizes life skills as an essential component for achieving quality, competency-based, and future-ready education in India. This research critically examines the policy stipulations, systemic integration, and implementation challenges of life skills education within the NEP 2020 framework. Employing a qualitative policy analysis approach, the study evaluates national policy documents, curricular frameworks, and implementation reports to assess the alignment between policy objectives and practical application. The findings indicate that, although NEP 2020 aligns closely with UNESCO's Education 2030 Agenda and the concept of "learning to live together," gaps remain in teacher preparedness, pedagogical frameworks, and institutional collaboration. The analysis underscores the need for cohesive legislative mechanisms, context-specific teacher training, and comprehensive assessment frameworks to facilitate effective implementation of life skills education. This research contributes to evidence-based policy discussions and highlights strategies for integrating life skills into India's evolving educational landscape beyond 2030.

*Keywords: Life Skills Education, NEP 2020, Policy Analysis, Policy Implementation*

## **Integrating Life Skills in the Science Curriculum: A Comparative Analysis of CBSE and MBSE Textbooks in the NEP 2020 Era**

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### **Abstract**

The present study examines the integration of WHO's ten core Life Skills within Class X Science textbooks prescribed by the Central Board of Secondary Education (CBSE) and the Mizoram Board of School Education (MBSE), in alignment with the goals of the National Education Policy (NEP) 2020. A qualitative research design was employed, utilizing thematic content analysis as the primary method. Both textbooks were analyzed across three major sections—content, activities, and questions—to identify Life Skills components under the three dimensions of Thinking Skills, Social Skills, and Emotional/Coping Skills.

Findings from the CBSE Class X Science textbook reveal that out of a total of 473 identified Life Skills items, Thinking Skills dominate with 459 items, followed by Social Skills (4) and Emotional Skills (10). The textbook emphasizes cognitive development through critical thinking, problem-solving, and creativity, aligning well with NEP 2020's focus on inquiry-based and experiential learning. However, emotional and social dimensions such as empathy, communication, and self-awareness are underrepresented.

In contrast, the MBSE Class X Science textbook recorded a total of 555 Life Skills items, with 532 related to Thinking Skills, 2 to Social Skills, and 21 to Emotional Skills. While this textbook demonstrates strong alignment with cognitive and analytical learning objectives, it remains highly examination-oriented, with limited experiential and socio-emotional content.

The comparative analysis indicates that although both textbooks align with NEP 2020 and WHO's Life Skills framework, they emphasize cognitive development over emotional and social growth. The study concludes that holistic education requires a balanced integration of all three dimen-

sions. It recommends incorporating reflective activities, collaborative projects, ethical discussions, and community-based learning to strengthen emotional and social competencies alongside cognitive development, thereby supporting NEP 2020's vision of whole-child education.

*Keywords: Life Skills, WHO, Science textbook, Curriculum, NEP 2020, CBSE, MBSE*

### ***Nyaya Darshan for Life Skill Empowerment: Bridging Ancient Knowledge and the NEP 2020 Vision***

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#### **Abstract**

The National Education Policy (NEP) 2020 emphasizes the cultivation of life skills that enable learners to think with clarity, act responsibly, and navigate real-life problems through informed judgment. These life skills—critical thinking, communication, creativity, decision-making, and ethical understanding—form a multidimensional framework for holistic development. In this evolving educational landscape, India's ancient knowledge systems offer profound epistemic resources. Among them, NyayaDarshan, the classical Indian school of logic, emerges as a significant mode of epistemic inquiry, capable of strengthening life-skill education through its rigorously structured methods of thought. Rooted in disciplined intellectual practice, NyayaDarshan introduces learners to a refined system of cognitive negotiation. Its key concepts—**pramāṇa** (valid knowledge), including **pratyakṣa** (perception), **anumāna** (inference), **upamāna** (analogy), **śabda** (verbal testimony), supported by **tarka** (logical reasoning) and **vāda** (constructive debate)—constitute a comprehensive framework for analytical rigor and evidential validation. These processes train the mind to examine facts, question assumptions, and approach conclusions through reasoned deliberation. As a result, learners develop clarity of thought, communicative confidence, and sensitivity to diverse viewpoints—abilities that align closely with NEP 2020's vision of cultivating scientific temper and problem-solving competence.

This perspective argues that integrating NyayaDarshan into life-skill education creates a pedagogical environment rich in interpretive reasoning, structured rationality, and reflective interrogation. Students not only learn to avoid confusion and evaluate information with methodological precision but also develop emotional balance and responsible behaviour. Through accessible classroom practices—such as reasoning drills, dialectical engagement, case-based analysis, and evidence-oriented discussions—Nyaya principles can be effectively aligned with NEP-based learning. By linking ancient logical traditions with contemporary educational needs, this paper demonstrates that NyayaDarshan serves not merely as a philosophical system but as a practical instrument for life-skill empowerment. It enhances cognitive coherence and moral character, ultimately serving as a vital bridge between India's intellectual heritage and the progressive pedagogical vision of NEP 2020.

*Keywords: Life Skills Education, NEP 2020, NyayaDarshan, Indian philosophy, epistemic inquiry, critical thinking, logical reasoning, cognitive development, holistic education, ancient knowledge systems*

### **Life Skills Perception Among the Undergraduate Students in the light of NEP 2020**

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#### **Abstract**

The implementation of the National Education Policy (NEP) 2020 has renewed emphasis on holistic development, competency-based learning, and the cultivation of essential life skills among undergraduate students. Life skills—such as critical thinking, effective communication, problem-solving, emotional regulation, and decision-making—are increasingly recognized as foundational elements for academic success, employability, and personal well-being. NEP 2020 envisions an educational system that equips learners with practical competencies, adaptability, and creativity to meet the demands of a rapidly changing world.

The perception of life skills among students plays a crucial role in determining how effectively these competencies are internalized and applied. This study highlights students' views on the importance of life skills within the reformed curriculum and identifies key areas where life skill development is most valued. It also examines students' awareness of NEP-driven educational reforms and their expectations regarding enhanced learning experiences.

*Keywords: Life skills, gender, NEP 2020, perception, undergraduate*

### **Awareness of Pre-Service Teacher-Trainee Towards Life Skill Education With Special Reference to NEP 2020**

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#### **Abstract**

The National Education Policy (NEP) 2020 emphasizes that life skills education is essential for students' overall development and aims to equip them with the necessary skills for the twenty-first century. This study examines the awareness of pre-service teacher trainees regarding life skills education as defined by NEP 2020. It is a descriptive study employing a survey method. The population includes all pre-service teachers in B.Ed. colleges within Hojai district, Assam. The sample consisted of 300 teacher trainees from various B.Ed. institutions. Data were collected using a self-designed questionnaire, which employed a five-point Likert scale to tailor the instrument to the specific context of the study. The data collection was carried out through incidental sampling. Data analysis was conducted using IBM SPSS Statistics version 2025 for Windows, employing T-tests and Cronbach's Alpha for reliability assessment.

The findings indicate that pre-service teachers possess a modest understanding of the integration of life skills. While many trainees acknowledge the importance of these skills, gaps remain in their knowledge of effective educational methodologies and real-world application strategies advocated by NEP 2020. The study underscores the need for focused curriculum enhancements and targeted training initiatives in teacher education to boost readiness and confidence in implementing life skills education.

*Keywords: Life skill education, quality education, teacher-trainee, NEP 2020, awareness*

## **Preparing Future Teachers for Life Skills Education: Theoretical Perspectives in the NEP Framework**

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### **Abstract**

One of the primary objectives of NEP 2020 is to guide the education system in imparting life skills education, such as communication, cooperation, teamwork, and resilience. Life skills are considered crucial for fostering 21st-century skills within a comprehensive, competency-based education framework. This policy envisions integrating Life Skills Education (LSE) with sports and other pedagogical activities to cultivate character and promote holistic development, including collaboration, self-initiative, self-direction, self-discipline, responsibility, and citizenship. To realize this vision and prepare students to face real-life challenges, it is essential to make them aware of key life skills like communication, critical thinking, problem-solving, collaboration, creativity, and emotional resilience—roles primarily fulfilled by teachers. Prospective teachers will impart LSE through experiential learning, modelling, and reflective practice.

This paper provides a theoretical framework regarding the preparation of prospective teachers in LSE and their pedagogical approaches, transitioning from traditional to experiential modules—moving from concrete to abstract concepts and emphasizing reflective practice. Before teaching LSE, teachers need to be competent in cognitive, social, emotional, and self-management skills. The present paper discusses the requirements for technology integration, efficient faculty, assessment strategies, and institutional preparedness to meet the expectations set by NEP 2020 in schools. It examines opportunities, challenges, resource availability, teacher readiness, and the need for standardization across multiple perspectives, considering existing limitations.

This study rigorously incorporates educational theories aligned with NEP guidelines to train educators in teaching life skills across different subjects. It emphasizes recognizing policy goals for holistic development and fostering socially, emotionally, and independently capable individuals through trained educators.

*Keywords: National Education Policy (NEP) 2020, Life Skills Education (LSE), Teacher Education (TE), 21st Century Skills, Holistic Development*

## **Incorporating Life Skills in the Era of the NEP: Possibilities, Challenges, and Implications for Teacher Education**

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### **Abstract**

The National Education Policy (NEP) 2020 signifies a transformative shift in educational practices in India, moving away from rote-based learning toward a holistic, multidisciplinary, competency-based approach that places life skills—such as critical thinking, problem-solving, creativity, communication, collaboration, digital literacy, and socio-emotional learning (SEL)—at the core of its mandate. This paper aims to explore the opportunities, challenges, and implications of integrating life skills instruction into teacher education, as outlined by NEP 2020.

This is a conceptual and analytical paper that examines NEP 2020's vision regarding life skills and its implications for the current structure and functioning of teacher education, drawing upon the policy's recommendations for pedagogical and curricular reforms. NEP 2020 offers unique possibilities to reinterpret teacher education through the new four-year Integrated Teacher Education

Programme (ITEP), advocates for experiential and project-based pedagogy, and emphasizes the necessity of 50 hours of annual Continuous Professional Development (CPD) to cultivate “scholar-practitioner” teachers capable of modeling and facilitating life-skill-based teaching and learning.

However, the development of life skills instruction faces several challenges, including outdated curricula, inadequate infrastructure and digital resources, unprepared faculty, resistance to pedagogical change, and the lack of valid, competency-based assessment tools that consider diverse socio-cultural contexts. The implications for teacher education are significant, demanding a comprehensive redesign of curricula, improved quality assurance, increased funding from public sources, and a fundamental shift in teachers’ roles—from mere content providers to facilitators, mentors, and socio-emotional supporters.

This paper offers recommendations to strengthen teacher education and align operationally with the National Curriculum Framework for Teacher Education (NCFTE), supporting NEP’s vision of developing a future-oriented, life-skill-based education system.

*Keywords: life skills, NEP 2020, teacher education, competency-based education, continuous professional development, assessment challenges*

## **21st Century Skills Through STEAM: A Holistic Approach to Learning**

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### **Abstract**

Education in the context of 21st-century skills adopts a holistic approach that extends beyond traditional academics to develop a broad set of competencies essential for success in a rapidly changing world. It emphasizes critical thinking, creativity, collaboration, communication, and problem-solving. The STEAM model shifts learning from rote memorization to active, practical application and problem-solving, preparing students to be adaptable, innovative, and engaged citizens and professionals. In the current era, integrating these skills into teaching is crucial, and the STEAM approach facilitates this by linking modern educational practices.

The aim of this paper is to explore the significance of STEAM in fostering learning skills, based on various previous studies. Drawing on the methodologies employed in those studies, this paper proposes a STEAM framework that encompasses all essential skills. It discusses different strategies that can be adopted in curriculum development, teacher education, industry, and the STEAM approach itself to strengthen these 21st-century skills for lifelong learning in a fast-paced world.

*Keywords: STEAM, 21st-century skills*



**Sub Theme X:  
Holistic Tools for Life Skills Education: Yoga, Art, and Sports as  
Catalysts for Connection and Wellbeing**

## ***Integrating Art-Based and Somatic Practices into Life Skills Education for Resilience and Wellbeing in Marginalised Communities***

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This study examined the effects of a combined somatic and art-based therapy intervention on life skills development in adolescents from marginalized communities in Maharashtra, India. Participants included 70 adolescents aged 11–15 years from lower socioeconomic and socially excluded settings, recruited through convenience sampling from nearby communities. The qualitative study involved over 20 sessions incorporating breathing exercises, mindful movement, and creative expression to promote key psychosocial competencies, including emotional regulation, communication, and social interaction. Data were collected through interviews and systematic observations, assessing mood, peer engagement, and openness in group activities. The findings indicated increased self-awareness, resilience, problem-solving skills, and willingness to engage with others. Observations also suggested improvements in quality of life and confidence in social settings. These results support the use of culturally responsive somatic and creative practices as effective tools for life skills training, fostering adaptive coping and social-emotional growth among adolescents in low-resource contexts.

*Keywords: Life skills education, marginalized communities, art-based therapy, somatic practices, resilience, emotional intelligence, well-being*

## ***Art Integration in Mathematics: A Holistic Tool for Life Skills Education in Secondary School Learners***

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### **Abstract**

The integration of art into mathematics education is increasingly recognized as a transformative approach to fostering holistic learning experiences. This conceptual shift aligns with both global and national initiatives advocating for interdisciplinary and learner-centered educational paradigms that not only enhance academic skills but also cultivate essential life competencies. For secondary school students—who are undergoing complex cognitive, emotional, and social development—the combination of art and mathematics offers an engaging pathway to nurture creativity, collaboration, critical thinking, and emotional resilience—skills that form the foundation of long-term success. This instructional approach is strongly supported by national educational policies.

This paper explores the integration of art into mathematics as a comprehensive tool for life skills education. Art integration in mathematics is more than a pedagogical innovation; it embodies a holistic educational philosophy that redefines the purpose and practice of teaching. The study examines the historical context of art integration within mathematics, the life skills enhanced through this approach, and the cognitive and emotional benefits derived from such pedagogical practices. The overarching conclusion is that by embedding life skills into mathematical learning through artistic expression, educators can empower students to become not only effective problem-solvers

but also compassionate, resilient, and reflective individuals. This approach aligns with the broader goals of 21st-century education: to cultivate learners who are prepared not just for exams but for life.

*Keywords: Art Integration, Mathematics, Holistic Education, Life Skills, Emotional Resilience, Secondary School Students*

### **Art therapy as an important intervention for inculcating life skills among school students**

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#### **Abstract**

Art therapy is a form of mental health treatment in which an art therapist guides individuals to express their thoughts and feelings through the process of creative art-making. The artistic mediums used in art therapy can include paintings, music, dance, and other forms of artistic expression. Art therapy has been shown to enhance self-esteem, self-awareness, emotional regulation, and stress-coping abilities. Since life skills education aims to foster skills such as self-awareness, stress management, and emotional regulation, art therapy interventions can serve as valuable tools when integrating life skills education into school curricula.

In the study titled "Art Therapy as an Important Intervention for Inculcating Life Skills among School Students," the investigator explores how art therapy interventions can effectively promote the development of life skills among school students. The study primarily relies on content analysis to examine the relationship between art therapy and the inculcation of life skills. The investigator concludes by emphasizing the importance of incorporating art therapy interventions in schools to facilitate the development of essential life skills among students.

*Keywords: Art therapy, Intervention, Inculcate, Life skills, School students*

### **Impact of Performing Arts Education for Creativity Enhancement and Holistic Development on Modern Education**

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#### **Abstract**

Integrating the performing arts into the academic curriculum offers numerous benefits for promoting creativity and holistic development among students. Performing arts education provides students with unique opportunities for self-expression and exploration. Participation in activities such as theatre, dance, and music allows students to demonstrate their problem-solving skills and creative abilities. Since performing arts emphasize improvisation, collaboration, and experiential learning—encouraging students to think beyond conventional boundaries and embrace new perspectives—they also significantly contribute to the development of students' emotional and social skills. Through engaging in drama, dance, and song, students learn the value of teamwork, communication, and empathy, which in turn strengthens their mental and emotional well-being. The primary aim of this paper is to discuss the positive aspects of incorporating performing arts education into the academic curriculum. Additionally, it explores the physical, psychological, cognitive, emotional, social, and physical benefits of performing arts, highlighting their role in fostering creativity and overall student development. The paper also presents an analytical study of the challenges faced in integrating performing arts subjects into the modern education system and proposes potential solutions.

*Keywords: Holistic development, collaborative teamwork, co-curricular activities, performing arts, education*

### **Role of Co-Curricular Activities in Strengthening Life Skill for Peaceful Coexistence: A Study**

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#### **Abstract**

In an increasingly interconnected and diverse world, fostering life skills is a fundamental educational priority beyond 2030. The development of life skills equips individuals to live harmoniously in multicultural societies by promoting cooperation, empathy, and respect for social diversity. Schools, as key educational institutions, play a vital role in nurturing these competencies through the integration of co-curricular activities. Such activities provide practical, interactive settings that encourage students to learn how to live and work together peacefully.

The concept of 'learning to live together' emerges as a crucial life skill for young learners. It enhances cultural awareness, nurtures social cohesion, and supports the building of peaceful and sustainable communities. Co-curricular activities, including sports, arts, community service, group projects, and real-life student engagement, offer opportunities for learners to develop interpersonal skills through interactions and cooperative efforts toward shared goals. These activities also help students apply theoretical knowledge in practical contexts, thereby strengthening their problem-solving, communication, and leadership abilities.

This research paper aims to examine the important role of co-curricular activities in strengthening life skills essential for peaceful coexistence in a dynamically changing global society. A descriptive survey design was used, and data were collected from 10 upper primary school head teachers, 30 teachers, and 50 students from the Laharighat Education Block of Morigaon District, Assam, using purposive sampling techniques. The study indicates that by actively involving students in diverse collaborative experiences beyond the classroom, schools can effectively contribute to shaping responsible, empathetic citizens and peaceful individuals equipped to face global challenges.

*Keywords: co-curricular activities, peaceful coexistence, life skills*

### **Does Dance Influence Big Five Traits and Life Skills?**

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#### **Abstract**

**Background:** Dance, as taught in India, is mentioned in the National Education Policy (NEP) 2020. Its role in shaping personality and developing life skills warrants further exploration.

**Objective:** This study aimed to examine differences in Big Five Personality Traits and Life Skills between dancers and non-dancers.

**Methodology:** Samples—50 dancers and 50 non-dancers aged 18-30 years—were purposive-

ly selected from Kolkata city. Tools—The Big Five Personality Questionnaire (John & Srivastava, 1999) and the Life Skills Scale (Kumari&Tripathi, 2018)—were administered to the participants.

Results: Statistical analyses (mean, standard deviation, t-test, and correlation) indicated no significant differences in personality traits and life skills between dancers and non-dancers. For dancers, extroversion, agreeableness, and conscientiousness were positively correlated with life skills, while neuroticism was negatively correlated. For non-dancers, agreeableness and conscientiousness showed positive correlations with life skills, and neuroticism was negatively correlated.

Conclusions and Implications: The findings suggest the potential to reimagine dance education as a holistic tool for nurturing life skills in the modern Indian context, aligning with NEP 2020. Incorporating reflective practices and developing innovative assessment frameworks can foster prosocial traits and competencies through dance education.

*Keywords: Big Five Personality Traits, Life Skills, Dance*



**Sub theme XI:  
Situating Life Skills in Global Contexts:  
Comparative Perspectives from Global South**



**Sub Theme XII:  
Digital Citizenship and Life Skills: Navigating Misinformation,  
Surveillance, and Disconnection in Hyper connected Spaces**

## ***The Effect of Social Media Use on Fear of Missing Out in Hyperconnected Spaces***

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### **Abstract**

#### Background

In the hyperconnected digital age, social media has become central to communication, identity formation, and community building. While it offers numerous benefits, it also fosters vulnerabilities such as the Fear of Missing Out (FoMO), which reflects anxiety about being excluded from meaningful experiences. Examining this link is crucial for understanding digital citizenship and developing essential life skills beyond 2030.

#### Objectives

This study investigated whether social media use significantly predicts FoMO among young adults.

#### Methodology

A total of 100 young adults were surveyed using the Social Media Use Questionnaire (SMUQ) and the Fear of Missing Out Scale (Przybylski et al., 2013). Simple regression analysis was conducted with FoMO as the dependent variable and social media use as the predictor.

#### Results

Findings revealed a moderate positive correlation between social media use and FoMO ( $r = .458$ ,  $p < .001$ ). Regression analysis further confirmed that social media use significantly predicted FoMO ( $\beta = .458$ ,  $p < .001$ ), accounting for 21% of the variance. The unstandardized coefficient ( $B = 0.485$ ) indicated that higher levels of social media use are associated with increased FoMO.

#### Conclusion

The results highlight how social media contributes to psychological vulnerabilities in hyperconnected spaces. Addressing FoMO is essential for building resilience, fostering healthier engagement, and strengthening digital life skills. Such efforts are vital for preparing young adults to live responsibly and meaningfully in a future shaped by digital saturation, surveillance, and disconnection.

*Keywords: Social Media Use, Fear of Missing Out, Young Adults, Digital Citizenship, Hyperconnected Spaces*

## ***Loneliness in The Hyperconnected Society: A comparative Study of Adults Across Gender and Residential Backgrounds***

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Sneha Rani Sahoo

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### **Abstract**

The present study aimed to examine the relationship between hyperactivity and loneliness and to explore the effects of gender and place of residence (metro and non-metro) on these variables. Hyperconnectivity is defined as excessive use and constant engagement with social media platforms and was measured using the Social Media Use Scale. Loneliness is characterized as a feeling of

social isolation and a lack of meaningful social relationships, assessed with the UCLA Loneliness Scale. Data were collected from individuals residing in metro and non-metro areas, representing both male and female participants. The study employed Pearson's correlation to determine the relationship between hyperconnectivity and loneliness and conducted four independent samples t-tests to compare mean scores based on gender and place of residence for both variables.

Results revealed a positive correlation between hyperconnectivity and loneliness. A significant difference was found in social media use based on place of residence, with metro residents exhibiting higher levels of social media engagement. However, no significant gender differences were observed in loneliness or hyperconnectivity. Similarly, there was no significant difference in loneliness scores between metro and non-metro participants.

These findings suggest that living conditions influence digital behavior, while gender does not significantly affect hyperconnectivity and loneliness. The results highlight the growing impact of urban lifestyles on social media dependency and emotional well-being.

*Keywords: Hyperconnectivity, Loneliness, Social Media Use Scale, UCLA Loneliness Scale, Place of Residence (Metro and Non-Metro), Correlation, Independent Samples T-Test*

### **Impact of Social Media on the Interpersonal Communication Skills of Indian Youth**

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#### **Abstract**

The usage of social media has been increasingly prevalent among Indian youth in recent times. With advancements in technology and easier access to the internet, this shift in social media engagement is inevitable. Many young individuals spend significant amounts of time daily—often exceeding 2-3 hours—on platforms like Instagram, WhatsApp, and Facebook. This extensive use can impact their interpersonal communication skills, as face-to-face interactions become limited. Face-to-face communication provides rich social information, such as facial expressions, eye contact, gestures, tone of voice, posture, and spatial cues (Knapp & Hall, 2010), which are crucial for understanding social interactions with the world around them. The ability to read non-verbal cues also depends on in-person peer interactions (Bosacki & Astington, 1999). Many aspects of learning social skills are primarily accessible through direct face-to-face encounters (Gross & Ballif, 1991). Understanding non-verbal communication is vital because it enables individuals to modify their behavior in response to others' reactions in various social situations (Knapp & Hall, 2010), ultimately fostering better social skills and more positive peer relationships (Blakemore, 2003). Therefore, extensive social media usage may hinder face-to-face experiences essential for developing and mastering key social and interpersonal skills (Giedd, 2012).

This research aims to study social media usage behaviors among Indian youth aged 15-29 and examine how it impacts their interpersonal and familial communication through a survey. Employing a quantitative approach and grounded in media dependency theory, the study investigates the effects of extensive social media engagement. Statistical analyses using SPSS are conducted on the collected data, and the results are discussed accordingly.

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

## **Digital Literacy as a Pathway to Digital Resilience: Managing Misinformation, Online Risks, and Wellbeing**

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### **Abstract**

The rapid expansion of digital technology has increased young users' exposure to misinformation, online risks, and psychological vulnerabilities. Digital literacy has emerged as a crucial competency that enables individuals to evaluate online content, navigate threats, and maintain digital wellbeing. However, tribal students remain understudied in this domain, despite their unique socio-cultural and technological realities. Prior research has examined life skills, digital literacy, data literacy, and digital resilience separately, primarily focusing on urban or mainstream adolescent populations. A review of existing literature reveals significant gaps, including limited attention to culturally distinct groups such as tribal learners, insufficient integration of personal, cognitive, emotional, and social dimensions of resilience, and a lack of holistic frameworks linking digital literacy directly to the ability to evaluate misleading information, manage online threats, and sustain psychological wellbeing.

Addressing these gaps, the present study investigates how digital literacy functions as a pathway to digital resilience among tribal undergraduate and postgraduate students aged 18–25 years. Using a qualitative approach, data were collected through a systematic review of literature and semi-structured interviews with participants selected via purposive sampling. Data analysis was conducted using Braun and Clarke's (2006) thematic analysis method. Preliminary findings suggest that digital resilience among tribal youth is shaped by critical information-filtering skills, privacy and security awareness, emotional regulation, time management, and respectful online engagement. Contextual challenges such as uneven digital exposure and limited access to credible online sources influence their vulnerability to misinformation.

The study concludes that strengthening digital literacy significantly enhances digital resilience and promotes digital wellbeing. Implications are offered for educators, policymakers, and mental health practitioners designing culturally responsive digital literacy programs.

*Keywords: Life Skills, digital literacy, digital resilience, misinformation, online risks, digital wellbeing, tribal students, qualitative research*

## **Factors Associated with Internet Addiction among Adolescents**

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Background: The internet has become an essential part of adolescents' daily lives for various purposes. However, a lack of mindful and regulated internet use may lead to problematic behaviours

and addiction. Internet addiction is influenced by multiple factors, including socio-demographic characteristics and internet-related variables such as device type, duration of use, monthly expenditure, social media accounts, and purpose of use. Although several studies have explored internet addiction, limited research has examined these factors within the specific local context of Nepal.

**Objective:** This study aimed to examine the factors associated with internet addiction among adolescents in selected schools of Besishahar Municipality, Lamjung District, Nepal.

**Methodology:** A cross-sectional study design was adopted. Data were collected in April and May 2024 from 232 adolescents selected from schools in Besishahar Municipality using a complete enumeration method. A validated and reliable modified version of Young's 20-Item Internet Addiction Test was used after obtaining permission from the original authors. Data were analyzed using descriptive statistics to determine prevalence, and the chi-square test was applied to examine associations between internet addiction and selected variables.

**Results:** All respondents (100%) reported internet use, with most using the internet for 1–5 years. Mobile phones were the most used devices, and Wi-Fi was the primary mode of access. Nearly half of the adolescents used the internet for more than seven hours daily. Moderate internet addiction was observed in 49.1% of participants, while 42.2% exhibited mild addiction. Significant associations were found between internet addiction and study grade, monthly internet expenditure, and daily duration of internet use.

**Conclusion:** Internet addiction was highly prevalent among adolescents, highlighting the need for targeted awareness programs and interventions to promote responsible and balanced internet use.

*Keywords: Internet addiction, Adolescents, Internet use patterns, Associated factors, Nepal*



**Sub Theme XIII:  
Life Skills for Entrepreneurial Mind-sets:  
Fostering Agency, Innovation, and Resilience**

***Life Skills for the 21st Century: Status of Students and School Initiatives in Fostering Entrepreneurial Mindset***

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**Abstract**

Developing an entrepreneurial mindset has become a vital component of 21st-century life skills, equipping young learners to foster agency, creativity, innovation, and resilience. This study examines the status of entrepreneurial mindset among middle-school students in Odisha and explores the role of school-based initiatives in promoting these skills. Using a descriptive survey design, data were collected from a representative sample of adolescents through a self-developed multiple-choice questionnaire measuring dimensions such as productive risk-taking, stress tolerance, team and money management, adaptability, innovativeness, and decision-making. The questionnaire was piloted with a small group of students, and reliability testing ensured its robustness. Complementing the quantitative data, qualitative insights were obtained through semi-structured interviews with head teachers and teachers, focusing on school programs, activities, and challenges related to entrepreneurial skill development. Preliminary findings indicate that students exhibit a moderate level of entrepreneurial mindset, with significant gender differences in certain dimensions. School initiatives such as student clubs, food exhibitions, projects, and idea contests were reported as effective in fostering creativity and resilience, though limited resources and a lack of structured integration of these skills into the curriculum remain barriers. The study emphasizes the importance of embedding entrepreneurial competencies within the broader framework of 21st-century life skills and offers implications for curriculum planners, educators, and policymakers aiming to prepare adolescents for dynamic socio-economic environments.

*Keywords: 21st-century skills, life skills, entrepreneurial mindset, adolescents, gender differences, school initiatives.*

## **Strengthening Adolescents' Employability Pathways through Life Skills Education: Evidence from Prayagraj, Uttar Pradesh**

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### **Abstract**

#### Background

Conventional education alone is insufficient to prepare adolescents for the 21st-century workforce. Life skills—such as communication, digital literacy, financial awareness, and career planning—are critical for employability and overall development. This paper presents evidence from a blended life skills programme by Magic Bus India Foundation in Prayagraj, Uttar Pradesh, designed to strengthen adolescents' transition from education to livelihood.

#### Purpose/Objectives

The objectives were to enhance adolescents' life skills and employability, improve school engagement and career awareness, and strengthen gender equity and psychosocial outcomes through inclusive pedagogy and community engagement.

#### Methodology

The intervention took place across nine government schools in underserved blocks of Prayagraj, reaching over 2,000 adolescents through weekly sessions. Evaluation employed a mixed-methods baseline–endline design, with surveys of 244 adolescents at baseline and 306 at endline, complemented by qualitative interviews with adolescents, parents, teachers, and alumni. Data were analyzed using descriptive statistics, thematic coding, and the OECD-DAC framework.

#### Results

Findings revealed substantial gains across various life skills domains. School attendance increased from 48% to 55.6%, while awareness of schooling benefits rose from 55% to 77.5%. Career awareness improved markedly, with knowledge of three or more career options increasing from 17% to 88.9%. Communication skills showed significant progress, with basic English expression rising from 50% to 100% and advanced use from 46% to 91.6%. Financial literacy also strengthened, with budgeting knowledge increasing from 2% to 90.5%, and awareness of insurance and government schemes rising from 14% to 71.6%. Digital literacy proficiency rose from 17% to 89.5%. Psychosocial outcomes improved, with self-efficacy increasing from 40% to 68% and resilience from 35% to 68.3%. Qualitative findings confirmed enhanced confidence among adolescents, especially girls.

## Conclusions/Discussion

The study demonstrates that structured life skills education within school systems enhances adolescents' employability, agency, and psychosocial wellbeing. Embedding such programmes into mainstream education can foster inclusive youth development and workforce readiness.

*Keywords: Life skills, Adolescents, Employability*

### **Life Skills for Sustainable Entrepreneurship: Cultivating Realistic and Smart Goals**

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#### **Abstract**

Sustainable entrepreneurship is increasingly recognized as a vital driver for achieving inclusive growth and environmental stewardship in the twenty-first century. It goes beyond conventional business creation by emphasizing long-term social, economic, and ecological well-being. However, the success of sustainable entrepreneurship relies not only on innovative ideas or financial capital but also on entrepreneurs' life skills—adaptive and psychosocial competencies that enable individuals to navigate complex challenges effectively. This paper explores how essential life skills such as emotional intelligence, critical thinking, empathy, creativity, and resilience form the foundation of sustainable entrepreneurial behavior. It also discusses how the SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goal-setting framework provides direction and accountability in achieving sustainable outcomes. By integrating psychological, educational, and entrepreneurial perspectives, this paper proposes a conceptual understanding of how life skills and SMART goal-setting work together to cultivate realistic and sustainable entrepreneurial goals.

*Keywords: life skills, sustainable entrepreneurship, emotional intelligence, resilience, SMART goals, sustainability education*

### **Life skills, sustainable entrepreneurship, emotional intelligence, resilience, SMART goals, sustainability education**

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#### **Abstract**

Astronomy and space science education provide a powerful foundation for developing essential life skills aligned with the themes of the 11th International Conference on Life Skills Education (ICLSE 2026), particularly agency, innovation, and resilience. At The Sky Explorers, we advocate for introducing these subjects at the school level because they naturally spark curiosity, broaden learners' perspectives, and foster the cognitive flexibility required in a rapidly evolving technological landscape. Astronomy encourages children to ask profound questions, evaluate evidence, and interpret complex systems—skills that mirror real-world problem-solving and entrepreneurial thinking.

Our educational approach is rooted in Socratic pedagogy, where learning occurs through guided questioning, dialogue, and reflective reasoning. Encouraging students to ask "why," examine assumptions, and construct explanations enhances self-agency, intellectual independence, and critical thinking. This method shifts learners from passive recipients of facts to active participants in discovery, fostering deeper understanding and creative confidence.

Through interactive astronomy modules—covering topics such as planetary science, satellite technology, climate connections, and space engineering—students engage in iterative cycles of inquiry, experimentation, and refinement. This process cultivates resilience as learners encounter uncertainty, adapt ideas, and view failure as part of growth. Real-world applications, including remote sensing, data interpretation, and sustainability, further enhance scientific and digital literacy while preparing students for emerging global opportunities.

This paper argues that integrating astronomy and space science into school curricula, supported by the Socratic method, transforms classrooms into dynamic environments for life skills development. The approach nurtures curiosity, adaptability, problem-solving, and future readiness—empowering young learners to navigate and shape an increasingly complex world as confident, innovative thinkers.

*Keywords: Life Skills, Astronomy Education, Inquiry-Based Learning, Resilience and Innovation, Critical Thinking*

### ***Impact of Financial Literacy on Entrepreneurship Development***

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#### **Abstract**

India with its fast growing population could be termed as a country with highest youth human capital. The energy of these young population needs to be intelligently tapped and harnessed for the development of the country. Entrepreneurs play a crucial role in the progress and economic growth of a country. Financial literacy is an essential skill for entrepreneurs and small business owners. Concepts like budgeting, cash flow management and investment strategies needs to be understood thoroughly. For running a business successfully, these principles are significant to make informed decisions, manage resources effectively, and avoid financial downfall. Entrepreneurs drive innovation and growth, hence it is essential that they make the right financial decisions. The OECD defined financial literacy of entrepreneurs as combination of awareness, knowledge, skills, attitudes of micro, small and medium business owners to make effective financial decisions to start a business. The paper is based on secondary sources of data. This paper studies the relationship between entrepreneurship and financial literacy and examines its implications on economic development of a country. Financial literacy is important as it helps in reducing asymmetric information and assists in attaining better financial decisions.

*Keywords: Financial literacy, entrepreneurship, development, impact.*



**Sub Theme XIV:  
Assessing the Impact of Life Skills Education:  
Indicators, Innovations, and Interrogations**

## **Assessment of Life Skills – Tool Development and Validation in Haryana**

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### **Abstract**

**Background:** Life skills education has emerged as a fundamental principle guiding the education system in India, as outlined in the National Education Policy 2020. To assess the impact of life skills education on adolescents, Magic Bus India Foundation developed an assessment tool to measure adolescents' learning across specific competencies related to key life skills.

**Objective:** The aim of developing this assessment tool is to provide a reliable and validated measure of adolescents' proficiency in life skills and to identify learning gaps. Relevant stakeholders can use the aggregate scores to better target areas requiring improvement.

**Methodology:** A four-point proficiency level rubric was created for each competency. Forty-four Situational Judgment Test (SJT) items were developed, with response choices mapped to each proficiency level on the rubric. The tool was piloted with 1,019 adolescents, followed by psychometric testing (Bartlett's test = 0.00, KMO = 0.79, Cronbach's  $\alpha$  = 0.76). Qualitative methods, including enumerator observations and adolescent cognitive interviews, were also employed. Based on item-total correlations and feedback from adolescents, 11 items were removed, 40 difficult words were simplified, and names and situations were contextualized, resulting in a refined 33-item tool ( $\alpha$  = 0.79).

**Results:** The tool was administered to 65,768 adolescents across intervention schools in Haryana. Large-sample analyses (KMO = 0.97, Cronbach's  $\alpha$  = 0.88) confirmed strong internal consistency. Exploratory Factor Analysis with oblique rotation identified a four-factor structure. Applying statistical thresholds, 21 items were retained ( $\alpha$  = 0.83). Item difficulty ranged from 0.22 to 0.76, and discrimination ranged from 0.22 to 0.71, ensuring a balanced scale.

**Conclusion:** The Life Skills Annual Assessment Tool is an innovative, robust, and scalable measure of adolescents' life skills. It is currently being used across intervention schools in partnership with state education departments, providing evidence of program impact and informing policy planning for life skills curricula across states.

*Keywords: Life skills, measurement, Situational Judgment Tests*

## **Self-Awareness as a Foundational Life Skill for Student Mental Health**

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### **Abstract**

Self-awareness is increasingly recognized as a core life skill that directly influences student mental health and well-being. While counselling services are widely available in educational institutions, many students delay or avoid seeking professional support due to an inability to recognize their own psychological distress. This paper examines the role of self-awareness in facilitating help-seeking behaviour among students. Drawing on theories of emotional intelligence and self-awareness, as well as empirical studies on counselling utilization, the paper argues that self-awareness serves as the initial trigger enabling students to identify their struggles, acknowledge the need for assistance, and approach counselling services. A review of existing literature highlights that low self-awareness is linked to poor coping strategies, increased stigma, and delayed intervention. The paper also identifies gaps in current research, particularly in developing structured interventions to cultivate self-awareness as part of life skills education. By framing self-awareness as a preventive and promotive tool, this study emphasizes its potential in reducing mental health crises, fostering resilience, and normalizing counselling as a resource within academic environments.

*Keywords: self-awareness, life skills, student mental health, counselling, help-seeking behaviour, emotional intelligence*

## **Prediction of Science Attitude Based on Academic Motivation and Life Skillsof Higher Secondary Boys and Girls**

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### **Abstract**

Life skills, academic motivation, and attitudes towards science are attributes that enhance students' abilities to confront future challenges, meet unique needs, and influence their educational outcomes and future aspirations. This investigation aimed to determine whether academic motivation and life skills of higher secondary boys and girls can predict their attitudes towards science. The study involved 54 higher secondary students (boys and girls) studying in the science stream across different schools in West Bengal, India. The research focused on three main variables: science attitude, academic motivation, and life skills. These variables were measured using three standardized tools: the Adolescents' Holistic Scientific Attitude Scale by Gaikwad and Sonawane (2018), the Academic Motivation Inventory by Misra (2019), and the Life Skills Assessment Scale by Nair, Subasree, and Ranjan (2010). Data analysis was conducted using t-test, Pearson's correlation, and regression analysis.

The results revealed a significant difference in mean scores between boys and girls in science attitude ( $p = 0.006$ ), academic motivation ( $p = 0.002$ ), and life skills ( $p = 0.02$ ), with girls scoring higher than boys in all three categories. Pearson's correlation analysis showed positive and significant relationships between science attitude and academic motivation ( $p < 0.001$ ), as well as between science attitude and life skills ( $p = 0.01$ ). Regression analysis indicated that academic motivation and life skills together significantly predicted science attitude,  $F(2, 51) = 16.8$ ,  $p < 0.001$ . The adjusted R-squared value suggested that 37.3% of the variance in science attitude was

explained by these two variables. Further examination of the regression coefficients revealed that academic motivation had a significant positive impact on science attitude ( $\beta = 0.56$ ,  $t = 4.83$ ,  $p < 0.001$ ).

*Keywords: Science Attitude, Academic Motivation, Life Skills, Higher Secondary Students (Boys and Girls)*

**Sub Theme XV:  
Status of Life Skills Education across the States and UTs of India**

## **Communication, Interpersonal, and Leadership Skills of Pupil Teachers: A Study of Status and Correlation**

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### **Abstract**

The present study aimed to examine the status of key life skills—namely communication skill, interpersonal relationship skill, and leadership skill—among pupil teachers, and to explore the correlations among these competencies. A descriptive survey research design was employed. The sample consisted of pupil teachers selected through simple random sampling from teacher education institutions in Varanasi District. A standardized Life Skills Assessment Tool, validated through expert review and item analysis, was used to collect data. The tool measured the three dimensions using a five-point Likert scale. Descriptive statistics, including mean, standard deviation, and percentage, were applied to determine the levels of each life skill, while Pearson's correlation coefficient was employed to assess the relationships among the variables.

The findings revealed that pupil teachers demonstrated a moderate level of communication, interpersonal, and leadership skills. Furthermore, the results indicated a positive and statistically significant correlation among all three life skills, suggesting that improvement in one skill is likely to enhance the others. The study highlights the need for teacher education programmes to incorporate structured life skills training to strengthen these essential competencies. Enhancing communication, interpersonal relationships, and leadership abilities is crucial for preparing effective, confident, and collaborative future teachers.

*Keywords: Communication Skill, Interpersonal Relationship Skill, Leadership Skill, Life Skills, Pupil Teachers.*



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