



# NSDC CONNECT

## POLICY UPDATES ON LIFELONG SKILLING AND EDUCATION

SEP 2023

ISSUE# 1

BEST PRACTICES:  
LEMON TREE HOTELS

**INDUSTRY  
PERSPECTIVE**



LENS ON GLOBAL LIFE  
SKILLS: UNICEF, OECD, WHO

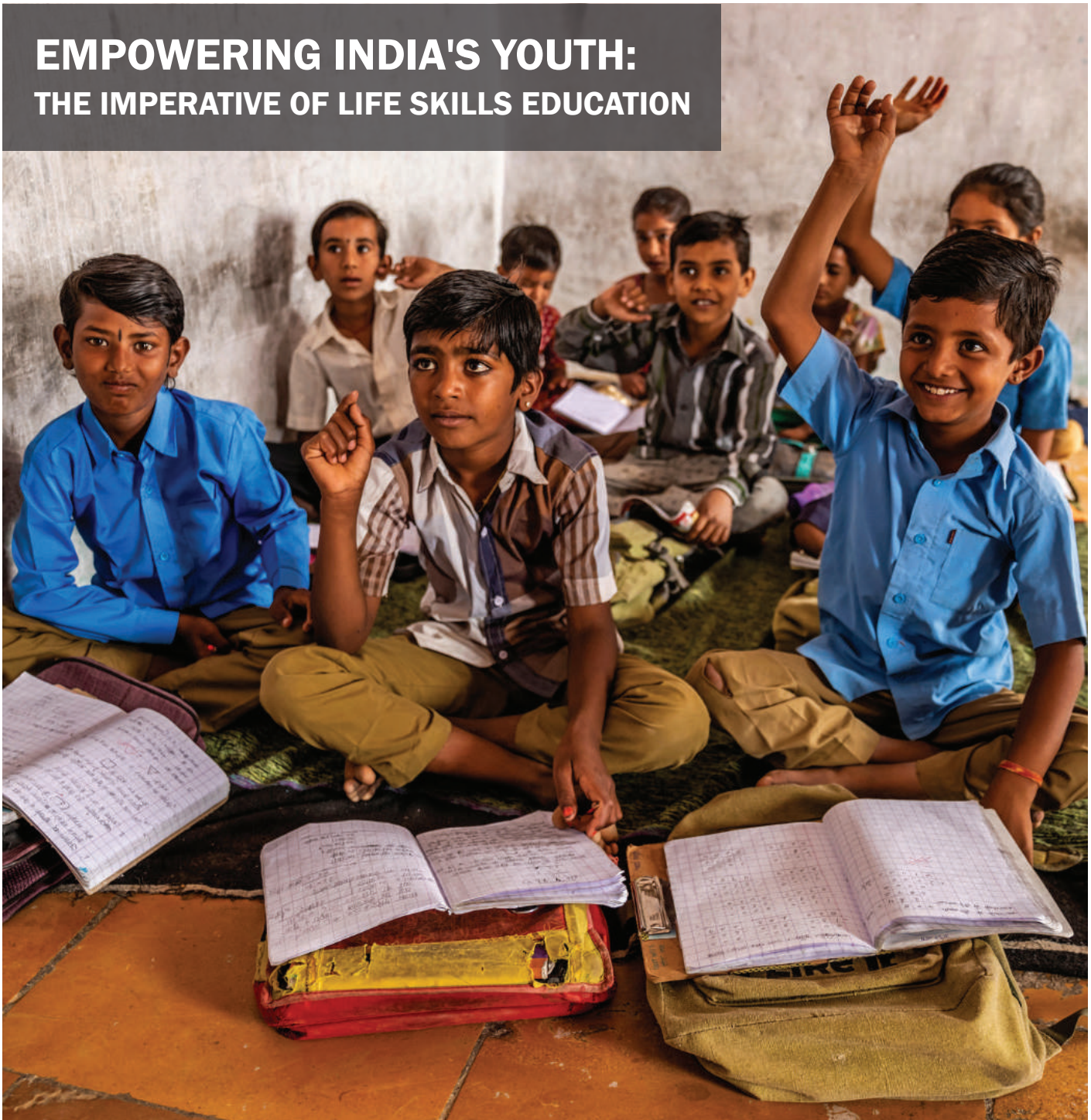
**INTERNATIONAL  
FRAMEWORKS**



NEURODIVERSITY AND  
LIFE SKILLS EDUCATION

**INCLUSION  
PERSPECTIVE**

### EMPOWERING INDIA'S YOUTH: THE IMPERATIVE OF LIFE SKILLS EDUCATION





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Dear Readers,

I am delighted to introduce the inaugural issue of "NSDC Connect," the policy and knowledge newsletter by the National Skill Development Corporation. At this crucial juncture, India's education and skill development landscape is undergoing changes – we are strengthening foundational abilities, building capacities of institutions, integrating technology, and creating a flexible credit-based system. Reforms are aimed at creating a forward-looking ecosystem, where education and skill development converge with a futuristic perspective.

As India takes the lead in global education discussions within the G20 Education Working Group, under the guidance of the Hon'ble Minister of Education, Skill Development and Entrepreneurship we find ourselves at an epochal moment.

Amidst this transition, NSDC Connect emerges as a platform dedicated to fostering constructive dialogue and collaboration. Our mission is to keep our readers well-informed about policy updates related to skill development, education, and entrepreneurship, thereby encouraging active participation in reshaping this landscape.

In our pursuit of comprehensive coverage, we are keen to showcase the dedicated efforts of various institutions under the Ministry of Education and Ministry of Skill Development and Entrepreneurship as they work towards the implementation of the National Education Policy 2020. These collective endeavors are instrumental in crafting a more inclusive, equitable, tech-enabled, and forward-looking education and skill development

ecosystem. We are committed to remain at the heart of these policy updates, continuously resonating with the beat of informed change.

Our goal is to provide diverse perspectives from industry leaders, educators, practitioners, and policymakers. We will take a "pulse check" of the ecosystem, amplifying the diverse viewpoints of various stakeholders.

This month, we delve into the theme of Life Skills Education. While we prepare our youth to excel in the fast-paced world of work, it is equally vital to nurture their personal development, empathy, and civic awareness. Young individuals often grapple with negative peer pressure, risk-taking behaviors, and uninformed decision-making, all of which significantly impact personal growth and societal well-being.

Hon'ble Prime Minister, Shri Narendra Modi, has consistently emphasized the need for a futuristic education system that molds ideal citizens. Life skills play an important role in realizing this vision, empowering individuals with the confidence and competence needed for higher education, specialized knowledge, and adaptability in the professional world.

As we move forward, it is imperative that teaching methods prioritize real-world problem-solving and the imparting of life skills. This will empower students to become the leaders and innovators of tomorrow. Life-skill-embedded education should bridge the gap between basic functionality and capabilities, enabling individuals to navigate contemporary challenges effectively. Therefore, by investing in life skills, we are not only securing a brighter future but also building a more resilient, prosperous, and inclusive society for generations to come.



VED MANI TIWARI  
CEO (OFFICIATING), NSDC

NSDC Connect embodies NSDC's values: Integrity, Innovation, Inclusion, and Impact. We aim to provide trustworthy, innovative, and inclusive content that aims to make a positive impact on education and skill development. Join us in reimagining a better future.

## EMPOWERING INDIA'S YOUTH: THE IMPERATIVE OF LIFE SKILLS EDUCATION

*Jazreen Deboo, NSDC*



The total enrolment in 2021-22 from primary to higher secondary levels of school education was a little over 25.57 Crore.

The Gross Enrolment Ratio for higher education has increased from 24.1 percent in 2016-17 to 27.3 percent in 2020-21.

In 2023-24, the Ministry of Education was allocated Rs. 1,12,899 crore. Hon'ble Union Education Minister Dharmendra Pradhan announced that FY23-24 has seen the 'highest ever allocation' to the education sector and would pave the way to transform India into a "Knowledge-Based Economy".

Last month, we celebrated the third anniversary of the National Education Policy 2020. NEP 2020 marks a seminal shift in policymaking by putting a new lens on education and its role in shaping the country in Amrit Kaal. When it comes to thinking about education, India has seen it all: from the Vedic gurukul system, vihara-style Buddhist higher education to madrasas, and missionaries, to Nayi Talim as espoused by Mahatma Gandhi to post-pandemic digital education and the rise of Ed Techs.



Since independence, we have seen many attempts, advisories, and experiments with the objective of offering education that is in sync with the human development needs of the time. From the Kothari Commission Report in 1964, the Education Policy of 1968 and 1986, the Programme of Action in 1992, the National Curriculum Framework 2005, Right to Education Act 2009, – we have built an education system that solves

the problems of access, equity, inclusion while ensuring scale and sustainability of its operations to a large extent. Over the years, the spending on education and human resource development has also increased.

It has been an uphill climb, post-independence. Creative schemes and projects like Sarva Shiksha Abhiyaan, Midday Meal, Vocationalization of School Education, and the creation of School Management Committees have played a big role in the growing enrolment in schools and a shift of mindset towards formal education. The States have tackled ground-level challenges of attendance, literacy, pupil-to-teacher ratio, infrastructure, capacity of teachers and education leaders, and digital empowerment of schools. Education has also attracted philanthropic contributions that have further supported our education policies' agenda.

The NEP 2020 is a turn-of-the-century policy that enhances focus on quality– the quality of infrastructure, quality of teachers' education, quality of the curriculum, quality of assessments, and more. It strives to be futuristic in its approach while also imbibing the culture, and ancient education practices of India – a beautiful amalgamation of the old and the new. With its concept of the academic bank of credits, it allows students to accumulate, transfer, and redeem credits across the education and skill ecosystem, creating multiple-entry multiple-exit options and flexibility for customizing one's lifelong learning journey.

With this new outlook that focuses on making students future-ready, importance has been given to life skills education. Earlier life skills education has seen many forms and has been used interchangeably with other terms like soft skills development, employability skills, foundational skills, 21st-century skills, and moral and value education. While importance has been given to these skills in the past, they are usually a product of experiential learning rather than a formal teaching-learning and assessment process. When a child plays a sport, it is assumed

that he is exposed to teamwork, collaboration, and resilience to the winning and losing phenomena. When a child participates in social service for her Socially Useful Productive Work (SUPW) project, it is assumed she is learning how to be empathetic, and compassionate and feel a sense of responsibility towards giving back to society. NEP 2020 taking a leap forward, has taken the initiative to formalize life skills education and bring it into the mainstream curriculum, assigning credits for its learning giving it equivalence with other subjects, and striving to measure and assess life skills in students. This is a herculean task – from defining life skills, building the curriculum from scratch, creating appropriate content, building the capacity of educators to deliver life skills education, and coming up with creative assessment strategies.

This article aims to delve deep into understanding the genesis of life skills education in ancient knowledge systems of India and how it can inspire and implementation and delivery of life skills education across various age groups and institutions in today's day and age and in the future.

### Life Skills: An integral component of India Knowledge Systems

Life skills have deep roots within Indian education systems, reflecting the country's rich heritage of holistic learning. Traditional Indian education, often imparted in Gurukuls, emphasized the development of not only academic knowledge but also a wide array of life skills. These skills encompassed self-discipline, effective communication, ethical conduct, critical thinking, empathy, and interpersonal harmony. Ancient Indian texts and philosophies, such as the Vedas, Upanishads, and Bhagavad Gita, underscored the significance of cultivating virtues and practical wisdom alongside scholastic pursuits. Even today, contemporary Indian educational frameworks draw inspiration from these timeless principles, recognizing that



education should be beyond mere academic pursuits. The integration of life skills not only reflects the essence of Indian educational traditions but also prepares learners for a well-rounded and purposeful life journey.

The Vedas and Upanishads emphasize the development of virtues like self-discipline, compassion, self-control, and ethical conduct. These qualities were seen as essential for leading a balanced and meaningful life. The Bhagavad Gita promotes the cultivation of key life skills such as self-awareness, decision-making, and resilience. It teaches the importance of performing one's duties with dedication and detachment from the outcomes, thereby fostering mental equanimity. The Arthashastra, emphasizes the importance of leadership skills, diplomacy, ethical governance, and interpersonal relationships for the well-being of society. The Panchatantra imparts life lessons and moral values through stories featuring animals. These stories often highlight the importance of qualities like wisdom, courage, and practical intelligence. Ayurveda

recognizes the importance of life skills such as proper diet, self-care, stress management, and maintaining a balanced lifestyle to achieve physical and mental well-being. Yoga and meditation emphasize self-awareness, mindfulness, and inner peace. These practices enhance self-control, concentration, emotional balance, and overall mental clarity.

“Bhartiya civilization celebrated life in all aspects and endeavored to live life vibrantly and meaningfully to the fullest extent. Therefore, the Jeevan Kaushal or life skills were an integral part of all educational systems and societal and cultural practices. Recognizing the importance of life skill education for everyone, multiple methods were employed to ensure no one was left behind. For example, Taittariya Upanishad demonstrates the use of various methods of instruction for students. Various kavyas, puranas, and itihisas exemplify the use of various tools to imbibe various life skills.”

**Professor Ganthi Murthy, Indian Knowledge Systems,  
All India Council of Technical Education**

## Various Government Initiatives that promote Life Skills

### Life Skills in School Curriculum

The transition from childhood to adulthood is a critical stage of growth and development. This period is marked by rapid physical and psychological changes that greatly influence an individual's behavior. During these years, young people undergo peer pressure, risks, experimentation, and decision-making, all of which not only shape their lives but also have implications on society's well-being and overall development. In view of this, the recently introduced National Curriculum Framework emphasizes the integration of life skills in the pedagogy of the school. Integrating life skills into the school curriculum requires a thoughtful pedagogical approach that engages students and helps them develop practical skills for life. By adopting experiential learning methods such as role-playing, stories, music, art, craft, and real-world simulations, students actively apply skills like critical thinking, problem-solving, and effective communication. Collaborative projects encourage teamwork, while inquiry-based approaches promote curiosity and research skills. Engaging in reflective practice helps develop self-awareness, emotional intelligence, and decision-making abilities. Through pedagogical innovation, schools empower students to navigate life's challenges with competence and confidence.



The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), an institution under the National Council of Educational Research and Training (NCERT), is leading the initiative to create curricula and learning material centered around learning outcomes. The goal is to combine vocational and general qualifications to offer students opportunities for career advancement. This effort is a part of the Centrally Sponsored Scheme of Vocationalization of Secondary and Higher Secondary Education.

One essential component within this curriculum is Employability Skills, which are mandatory for school-appropriate vocational education. The curriculum's objective is to equip students with skills that enhance their employability, supporting them in transitioning between occupations and promoting lifelong learning. This curriculum intends to enable students to acquire specialized job-related skills that fulfill immediate employer requirements. The instructional approach involves interactive classroom sessions, hands-on laboratory and workshop activities, projects, field trips, and exposure to professional environments.

The curriculum is divided into five units which include communication skills, self-management skills, entrepreneurial skills, green skills, and information and communication technology skills.

“Integrating employability and life skills into curricula is essential for preparing students not only for academic success but also for success in their future careers and personal lives. The PSS Central Institute of Vocational Education (PSSCIVE) has developed learning outcome-based vocational curricula for NSQF (National Skill Qualifications Framework) aligned job roles in various sectors. Education systems, community organizations, industries, workplaces, and families will have to play a vital role in imparting and cultivating employability and life skills.”

Employability skills are best learned through practical application, experiential learning, and role-play in real-world scenarios. Engaging students in hands-on experiences, internships, projects, and simulations allows them to practice and develop these skills in authentic settings. Adapting teaching methods to cater to diverse learning styles of learners and tailoring programs or workshops that focus on specific employability skills can provide targeted learning experiences.”

**Dr. Vinay Swarup Mehrotra, Head, PSS Central Institute of Vocational Education (PSSCIVE)**

## Life Skills in Higher Education

### University Grants Commission

The first edition of the life skill curriculum was developed by the University Grants Commission (UGC) in 2019 to support undergraduate learners to realize and bring to the fore their true potential and make them socially responsive citizens. The revised guidelines and curriculum were released recently by the UGC for the introduction of life skills courses for undergraduate students (Jeevan Kaushal 2.0). The new curriculum contains four modules: Communication Skills, Professional Skills, Leadership and Management Skills, and Universal Human Values. Within these four, there are components like presentations, brainstorming, social media management, cyber security, and many more. Each module carries two credits, and the entire range of courses carries eight credits in all. Students are required to comply with the credit requirements of each course whether taken as independent 2-credit courses in individual

semesters or in groups of two. Additionally, these courses will be deemed equivalent to 'foundational courses' and shall be offered across disciplines.

"Life skills in the curricula empower students to navigate life challenges confidently and contribute to personal, professional, and societal growth. Inclusion of life skills will equip our students with vital soft skills enhancing their employability and self-esteem."

**Prof. Jagdish Kumar, Chairman, University Grants Commission**



### AICTE Finishing School Program

Finishing School courses are being offered in government polytechnic colleges to provide students with hands-on training, practical skills, and soft skills that are highly valued by employers. The program aims to make students industry-ready, enhancing their technical competence and professional demeanor. Its curriculum includes personality development, technical skills and



### Life Skills in Skill Ecosystem

The Ministry of Skill Development and Entrepreneurship has enhanced the Employability Skills curriculum, which is delivered to numerous young individuals enrolled in Industrial Training Institutes, Government Short Term Training Programs, and various skill development schemes across India. This updated curriculum consists of twelve modules focusing on diverse aspects such as career development, digital literacy, work preparation, self-employment, citizenship, and other essential 21st-century skills. This comprehensive 120-hour curriculum is designed to facilitate a smooth transition for young individuals from their educational institutions to the professional world.

The curriculum encompasses topics that will assist young individuals in:

- Cultivating a mindset inclined towards self-directed learning and acquiring essential skills for the modern era.
- Becoming well-prepared for careers in a post-COVID world, adapting to changing work environments and requirements.
- Gaining insight into emerging career opportunities, including roles within the gig economy and environmentally sustainable jobs.
- Addressing the gap between industry demands and existing skill sets.

Furthermore, the curriculum's flexibility is evident through its multiple versions, varying in duration from 30 hours to 90 hours (about 4 days). This adaptability ensures its integration into both short-term and long-term skilling initiatives undertaken by the Ministry.

### Importance of Vocational Education in Building Life Skills

When a child engages in applied learning and vocational education, for example, when he/she makes a table with his own hands or creates an electrical system, grows a vegetable garden, or bakes a cake, he/she understands the physical, mental, and emotional effort that has gone into it, which allows them to imbibe the dignity of labor.

When youngsters are sensitized about the scarcity of resources, the waste that is created as a process of their product, and how it is disposed of or managed or recycled safely through a planned arrangement of learning experiences, it prepares them for seeking sustainability and develops resource consciousness. Working together with co-learners inculcates teamwork and collaboration.

They also learn how to be patient and manage their time well to get the desired outcomes. They learn about the cost of each ingredient or element and understand the value of money. Well-designed vocational learning experiences can have so many learning outcomes!

The successful implementation of life skills education relies heavily on the readiness of the education system at all levels. The education system serves as the key entity capable of scaling life skills education effectively. Therefore, it is crucial to comprehensively assess the system's preparedness, encompassing various aspects of life skills education, including policy formulation, budget allocation, infrastructure development, curriculum design, and capacity building.

This assessment ensures that the necessary foundations are in place for widespread and successful implementation. The importance of preparedness and evaluation is also emphasized in the National Education Policy (NEP) 2020, which provides systemic recommendations for life skills education.

The National Education Policy focuses on holistic development and seeks to empower students with a comprehensive skill set required for their future careers. This incentive has been serving as a catalyst for the implementation of the policy by providing students with the opportunity to acquire relevant skills alongside their academic studies.

By integrating hands-on experiential learning, life skills, foundational skills, vocational training, and industry-relevant skills into mainstream education, the program ensures that students are prepared for the challenges and opportunities of

LIFE SKILLS DEFINED:



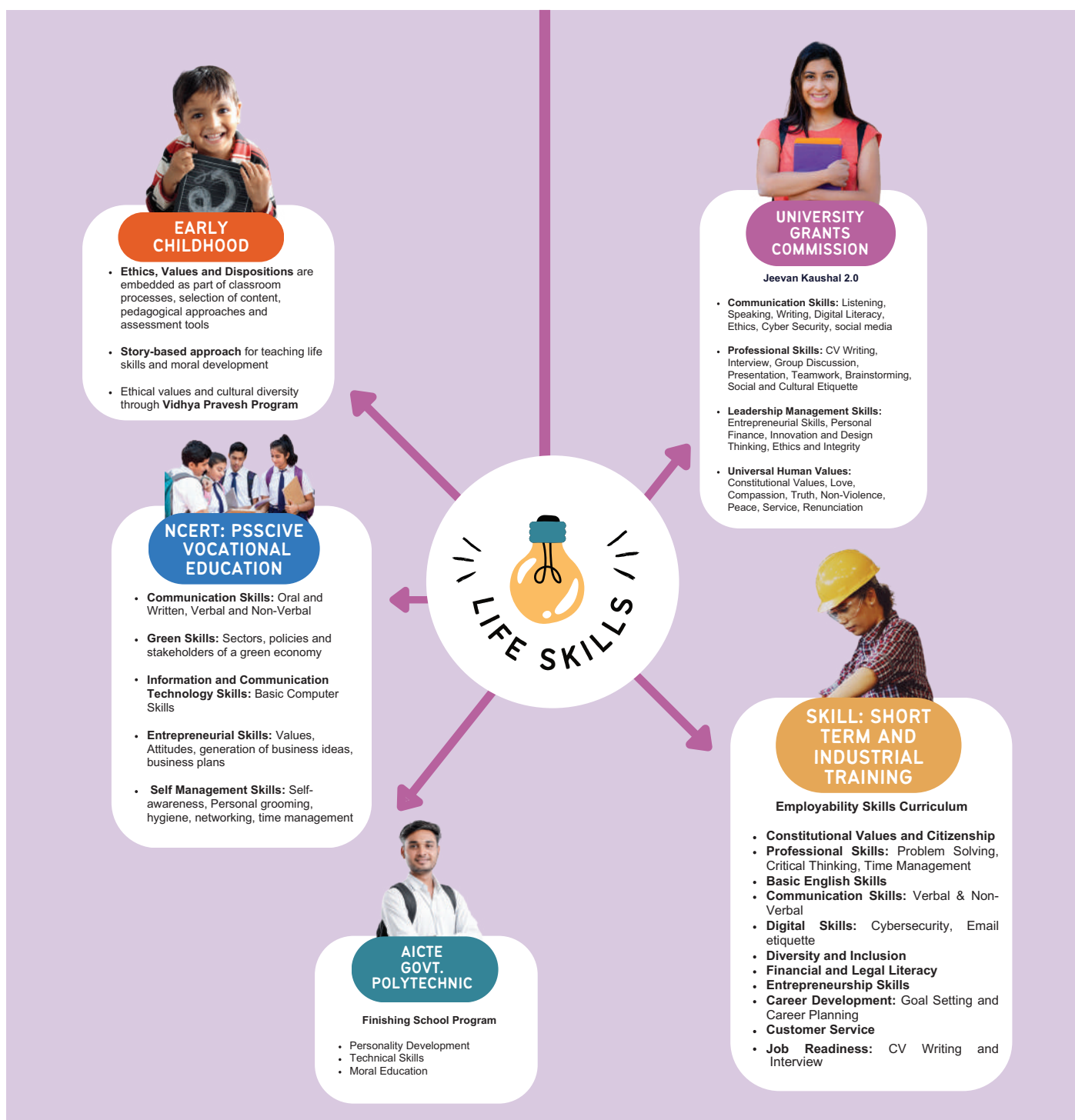
UNICEF has defined Life Skills as “A behavior change or behavior development approach designed to address a balance of three areas: Knowledge, Attitudes, and Skills”.



OECD defines Life Skills as “The ability to dress oneself, prepare food and drink, keep oneself clean; and the ability to mobilize one’s capacities, including strength, muscular flexibility and stamina.”



According to the World Health Organization, “The abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life are the Life Skills.”





# POLICY BITES



## PM VISHWAKARMA KAUSHAL SAMMAN YOJANA

The Cabinet Committee on Economic Affairs chaired by Prime Minister Shri Narendra Modi, approved a new Central Sector Scheme "PM Vishwakarma" with a financial outlay of Rs.13,000 crore for a period of five years (FY 2023-24 to FY 2027-28). Under the PM Vishwakarma scheme, the artisans and craftspeople will be provided recognition through the PM Vishwakarma certificate and ID card, Credit Support up to Rs. 1 lakh (First Tranche) and Rs.2 lakh (Second Tranche) with a concessional interest rate of 5%. The Scheme will further provide Skill Upgradation, Toolkit Incentives for Digital Transactions, and Marketing Support.

## LAUNCH OF DIRECT BENEFIT TRANSFER IN NATIONAL APPRENTICESHIP PROMOTION SCHEME

To bolster the participation of both industries and young individuals in apprenticeship training on a nationwide scale Direct Benefit Transfer (DBT) was launched in National Apprenticeship Promotion Scheme (NAPS). An amount of approx. Rs.15 crores were disbursed to one lakh apprentices by the Minister marking the launch of DBT in NAPS. A total of 25 lakh young Indians have been engaged as apprentices since the inception of the National Apprenticeship Promotion Scheme in 2016, till 31st July 2023. Around 2.6 lakh Apprentices have completed training in FY 23-24

## NCVET RELEASES GUIDELINES FOR RECOGNITION OF PRIOR LEARNING

The guidelines align with the National Credit Framework and aim to enhance the standards of RPL assessment, and consistency within vocational education. The guidelines introduced a provision to accrue credits through their participation in RPL, facilitating the accumulation of credits in the Academic Bank of Credits.

## NEW INDIA LITERACY PROGRAMME

A new centrally sponsored scheme on Education for All (erstwhile known as Adult Education), "New India Literacy Programme (NILP)", has been approved by the Government of India with a financial outlay of Rs.1037.90 crore for implementation during FYs 2022-23 to 2026-27, in alignment with the recommendations of National Education Policy (NEP) 2020. The scheme is targeted at all non-literates of age 15 years and above.

## NATIONAL RESEARCH FOUNDATION BILL 2023

NRF is a key recommendation of the National Education Policy (NEP) 2020, which envisages a high-level body to provide strategic direction and coordination of scientific research in India. The Anusandhan National Research Foundation Bill, 2023 was introduced in Lok Sabha on August 4, 2023. It repeals the Science and Engineering Research Board Act, 2008, and dissolves the Science and Engineering Research Board set up under it. The Bill provides for establishing the Anusandhan National Research Foundation (NRF), an apex body to provide high-level strategic direction of scientific research at a total estimated cost of Rs. 50,000 crores during five years (2023-28).

## JEEVAN KAUSHAL 2.0 FOR HIGHER EDUCATION

UGC released revised guidelines and curriculum for the introduction of life skills courses for undergraduate students - Jeevan Kaushal 2.0. To effectively implement the curriculum at the Undergraduate level by incorporating the major recommendations of NEP 2020, new modules have been added.



### SHRI DHARMENDRA PRADHAN ANNOUNCES NCERT AS DEEMED-TO-BE-UNIVERSITY

NCERT has been given the status of a Deemed-to-be-University. According to the Minister, the transition of NCERT into a research university opens doors for global partnerships and contributions to the worldwide educational landscape.

There is a suggestion to set up Augmented Reality, Virtual Reality, and Artificial Intelligence laboratories in all seven regional centers of NCERT. This initiative aims to harness the potential of advanced technologies to enrich the educational environment and support NCERT's educational objectives.

### GENDER INCLUSION FUND

National Education Policy, 2020 provides recommendations for setting up a Gender Inclusion Fund (GIF) especially for girls and transgender students to build the nation's capacity to provide equitable quality education for all girls as well as transgender students. The objectives of NEP for equitable and quality education for girl children are being met through specific provisions under Samagra Shiksha 2.0 by allocating dedicated resources for Socio-Economically Disadvantaged Groups (SEDGs).

### MALVIYA MISSION BY UGC

Shri Dharmendra Pradhan launches the Malaviya Mission – Teachers Training Programme by University Grants Commission. Capacity building of 15 lakh teachers of HEIs to be ensured across 111 Malaviya Mission Centers across India.

### LAKHPATI DIDI SCHEME FOR WOMEN EMPOWERMENT

The Indian government has introduced the 'Lakhpati Didi' scheme, a forward-thinking initiative aimed at transforming women's empowerment in rural regions. This visionary program, highlighted by Prime Minister Narendra Modi in his recent Independence Day address, has the goal of equipping women with essential skills to establish small-scale enterprises within their villages.

The scheme recognizes and builds upon the significant roles already played by women in rural communities, such as 'bank-wali didis,' 'Anganwadi didis,' and 'dawai-wali didis.' This initiative seeks to foster economic self-sufficiency in rural areas and empower women to be financially independent.



### MANTHAN: NORTH-EASTERN SKILL & ENTREPRENEURSHIP CONCLAVE

Shri Rajeev Chandrasekhar, Hon'ble Minister of State for Skill Development & Entrepreneurship and Electronics and Information

Technology, and Rajkumar Ranjan Singh, Hon'ble Minister of State for Education and External Affairs inaugurated the "Manthan North-Eastern Skill & Entrepreneurship Conclave" held from 1st September to 3rd September 2023, at Guwahati, Assam.

Earlier, a special initiative 'Transforming Lives, Building Futures: Skill Development and Entrepreneurship in North-East' was launched to create a robust skill-centric and industry ready ecosystem in North-Eastern Region (NER). The Government has earmarked a substantial fund of Rs. 360 crore to facilitate inclusive development, nurture entrepreneurial talent, and propel the socio-economic growth of the region.



### AKHIL BHARTIYA SHIKSHA SAMAGAM 2023

The Prime Minister, Shri Narendra Modi inaugurated Akhil Bhartiya Shiksha Samagam on 29th July at Bharat Mandapam jointly organized by the Ministry of Education and the Ministry of Skill Development & Entrepreneurship in Delhi. It coincides with the 3rd anniversary of National Education Policy 2020.

A technical session was led by the MSDE Secretary, Shri Atul Kumar Tiwari, focused on the critical issue of creating synergy between education and skill development in the context of the future of work.

NSDC, DGT, NIESBUD and IIE signed MoUs with esteemed organisations and industry partners.

### GLOBAL INITIATIVE FOR ACADEMIC NETWORK

Global Initiative for Academic Network (GIAN) has also been implemented which seeks to tap the talent pool of scientists and entrepreneurs from abroad, including those of Indian origin, to augment the country's existing academic resources. The Scheme for Promotion of Academic and Research Collaboration (SPARC), aims at improving the research ecosystem of India's higher educational institutions

## LIFE SKILLS AND EMPLOYABILITY



**NSDC CONNECT**  
IN CONVERSATION WITH  
**Aradhana Lal, Senior Vice President - Sustainability and ESG, Lemon Tree Hotels**

**How do you perceive the evolving role of life skills in today's competitive job market?**

Life skills are fundamental to any young adult looking for mainstream employment today. It helps a person contribute to the organization he/she becomes a part of, especially with the need for people to stay innovative and think out-of-the-box. This is particularly true in industries like hospitality that are very competitive and have a plethora of brands operating in the sector. Specifically, today there is a growing mid-market segment – in which Lemon Tree Hotels operates.

A good grounding in life skills becomes even more important for marginalized segments of society i.e. Persons With Disability, people from Economically/Socially marginalized backgrounds like orphans, widows/battered women, transgender, school drop-outs, etc. Lemon Tree Hotels is an inclusive employer and has been hiring people from these two major segments for seventeen years now

**In the dynamic landscape of today's workplace, which specific life skills do you believe hold the potential to set candidates apart and lead to career advancement?**

The life skills that help a young adult (marginalized or not marginalized) go a long way include the ability to be a team player and work for the team while making clear individual contributions; adaptability to evolving scenarios (like customer demand, manpower availability/team strength, global events like the recent pandemic, etc.); and taking initiative – whether it is in performing the required tasks as per the SOP and in a timely manner or it is learning new skills and growing with the organization.

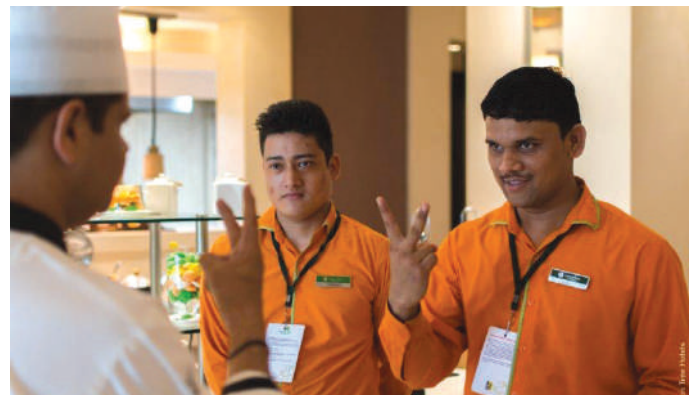
**Could you share a behind-the-scenes glimpse into how your organization prioritizes and fosters the development of life skills amongst employees? Please share an example of an innovative program or initiative your industry has undertaken to cultivate life skills among entry-level professionals.**

Learning and Development is a crucial pillar of the Lemon Tree business model as is our Diversity, Equity and Inclusion program.



In the last two decades of the company's existence we have found that each of these pillars supports the other and in fact drives the organization forward.

Lemon Tree believes that the brand should stand for more than 'just profit' and we are therefore driving the brand to become truly Indian and Trusted. In order for us to make these values a part of our DNA, we have focused our efforts on



creating a socially inclusive work environment which seeks to bring in people of different backgrounds, abilities and ethnicities and offer them work as a unified team with a common goal.

We believe that persons with disabilities (which can be physical, social or economic disabilities leading to an opportunity deprivation) must be provided the same opportunities as others to realize their full potential and live with dignity. By creating a supportive environment in the organization that allows them to deliver their best, we are able to play a part, however small, in social inclusiveness, opportunity/livelihood creation and therefore nation building.

tivity training for all employees on board, including new hires every month. This was led by external experts whose forte is Indian Sign Language (ISL) and who have worked closely with SHIs. This has since become an integral part of our system and employees now welcome their differently-abled colleagues.

This sort of commitment also requires substantial investments in training and refresher modules to keep their skill and knowledge levels up to standard since EWD are vulnerable to being left behind over time.

The training formats need to be customized to their needs and the course material cum delivery systems need to be in tune with the specific requirements of such employees. We have found the differently abled to be diligent learners and as, if not more, competent as others provided they are trained appropriately.

Another compelling aspect of our inclusion initiative has been the work done over the last ten years with Intellectual and Developmental disabilities including Down Syndrome, Slow Learner, Mild MR, and IDD at the coffee shop and with Autism in Housekeeping.

This has been done across Delhi/NCR and in Mumbai and Bengaluru. We partner with an expert NGO in this space and their job coach/special educator supports the internship on our premises. The six-month internship allows the IDD or Autistic trainee to learn on the job and in the process Lemon Tree and the partner NGO provide them with subject matter training and Life Skills training.

Lemon Tree has defined the goal as mainstreaming 'Opportunity Deprived Indians' i.e. ODIs into its workforce.

Our Training and Sensitization program requires sensitization and awareness building of the entire team and brings its own share of challenges. However, we have been able to implement a comprehensive program pan India that is functioning well. We have successfully conducted sensi-

# NURTURING EDUCATORS TO DELIVER LIFE SKILLS EDUCATION



**Nikita Bengani**

Director - Youth Program, Quest Alliance

For over 15 years, Quest Alliance has been on a rewarding journey of empowering young people through life skills education. As practitioners committed to this transformative mission, we've gained valuable insights into effectively delivering life skills to learners, preparing educators, overcoming challenges, and assessing the impact of our programs. In this article, we'll share our experiences, strategies, and innovative solutions, inviting individuals and organizations to collaborate with Quest Alliance in shaping a brighter future for our youth.

## EDUCATOR'S ROLE IN BUILDING EXPERIENCES

Life skills are the everyday skills and behaviors that empower individuals to navigate life and career situations effectively. We believe that every young person possesses some level of these skills. Our approach centers on exposing young people to diverse perspectives and encouraging reflection on their current thought processes to improve practice.

Educators play a pivotal role in imparting life skills. At Quest Alliance, we view them as key stakeholders rather than a means to the end. Our commitment to educators' development is as strong as our dedication to young learners.

The educator journey comprises two aspects: the educator's own learning journey and their ability to facilitate effective learning experiences for young people. For effective delivery of life skills, it requires a mindset shift in educators first and then internalizing the life skills practice in the everyday and especially in their own classrooms.

We encourage educators to thoroughly prepare for their sessions, following a well-defined process. This preparation is a critical step in ensuring the success of life skills

education.

Our support for educators extends beyond initial training. Continuous professional development is essential, as the real work begins after they complete their training and return to their classrooms. We advocate for ongoing assessment and recognition to motivate and ensure the quality of educators' work.

Educators are encouraged to use a problem-solving and collaborative learning approach for the delivery of life skills. In the flipped classroom model followed by Quest Alliance, learners would complete a bunch of digital lessons before they come to the trainer-led sessions. Educators would then facilitate discussion with the young people around stories and situations from digital lessons so that they can discuss, debate, and get exposure to diverse perspectives. It is during these discussions' life skills get enhanced, applied, and hence internalized for young learners.

Ideally, educators should seamlessly integrate life skills into all subjects, making it a fundamental part of the learning process rather than it being a separate subject. Life skills are more about the way

of being than just being a skill.

Our experience in the field also shows that there is an urgent need to boost the morale of the educators. Assessment and recognition for educators is the need of the hour if we want to build quality and motivation.



### Real Challenges Encountered On-Ground & Solutions

While we passionately champion life skills, we acknowledge the challenges faced on the ground. One significant hurdle is the lack of mainstream recognition, both in the skilling system and the industry. Learners and educators often don't grasp the importance of life skills, hindering their willingness to invest in this aspect of education.

Furthermore, the diverse definitions of life skills compli-

cate matters. There isn't a universal understanding of what these skills entail, leading to confusion among stakeholders. Additionally, despite numerous organizations working on life skills, there's limited exchange of teaching-learning resources.

Assessing the impact of life skills education presents a unique challenge. These skills primarily deal with behavioral change and are qualitative in nature.

Carefully designed assessment instruments, including formative self-assessments and summative assessments with Likert scale-based baselines and endlines, are essential to measure progress accurately.

Customization is crucial as each learner's needs and comprehension of life skills terms vary. Tailoring teaching-learning materials and experiences to local contexts and individual requirements enhances effectiveness.

In the vocational education system, educators often lack a consistent understanding of life skills. Investing in their own life skills development is the first step to creating a classroom environment that fosters life skills learning in action.



*Learners in ITI together exploring digital lessons on life skills anytime, anywhere*

## ASSESSING THE IMPACT OF LIFE SKILLS EDUCATION

To assess the impact and effectiveness of life skills education, we employ a variety of methods:

### **Formative Self-Assessments:**

These instill a sense of ownership among learners, encouraging them to treat assessments as opportunities for self-improvement.

### **Likert Scale-based Baseline and Endline Assessments:**

These provide a structured way to measure progress and change over time.

### **Scenario-based and Application-based Questions:**

Incorporating such questions in both formative and summative assessments allows us to gauge practical application and understanding.

**Long-term Tracking:** Tracking learners over time is crucial to understand how life skills become integrated into their lives beyond the classroom.

To enable blended learning models and support educators, Quest Alliance has developed **QuestApp, a Learning Platform** that enables blended learning for life skills. It offers digital content with over 300+ mobile-first interactive lessons, providing learners with a flexible and engaging way to acquire crucial life skills.

One of the alumni, Adarsh of the Government Industrial Training Institute Soraba, currently working as an apprentice at a factory in Bidadi in Karnataka said,

In conclusion, life skills education is the cornerstone of preparing young people to thrive in an ever-changing world. With your support, Quest Alliance can continue its transformative journey, equipping future leaders with the tools they need to succeed. Together, we can shape a brighter and more empowered future for our youth.

We invite individuals and organizations to collaborate with us in our mission to empower young people with these critical future skills. Join us in making a lasting impact on the lives of countless young individuals. Together, we can shape a brighter and more empowered future for our youth.

**"I underwent sessions on Life skills, which included handling one's emotions and being more self-confident. These skills were what I struggled with in my life. Now, I can face any situation with confidence. Through lessons on employability skills, I was well prepared for interviews and professional behavior on the job."**

**Adarsh, ITI Soraba**

## A HOLISTIC PARADIGM FOR SKILLING: LIFE SKILLS FOR THE FUTURE OF WORK

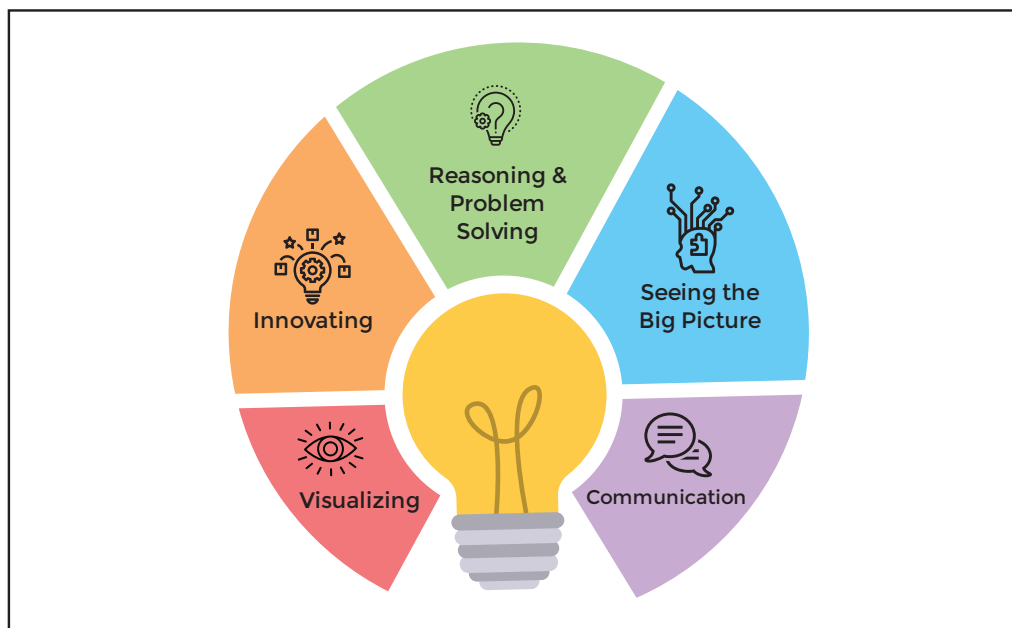
Life skills are known by many names, their importance underscored by the fact that these are also known as 'employability skills', 'transferable skills', or even 'core skills', which is how the International Labour Organization (ILO) identifies them. These encompass a range of abilities that enable individuals to navigate daily life and work, including problem-solving, communication, teamwork, creativity, and critical thinking, among others.

With rapidly evolving education systems and working cultures, life skills are no longer an optional add-on; they are indispensable. They are critical to ensuring that all individuals are firm on their pathways of success, and actively contributing to economic growth and innovation. When we consider the technological context of work, it becomes even more clear that core skills are crucial for how well individuals adapt and how harmoniously they are able to work with technological advances.

In India, where employability in the context of rapid change has been an area of focus, it's important to remember that the National Education Policy (2020) emphasizes the role of core skills as it asserts that education must go beyond academic outcomes to focus on holistic development. What's more, core skills go hand-in-hand with vocational skilling in ensuring career readiness, as they can be acquired outside the bounds of the traditional schooling and higher education systems, and throughout the individual's life.

Unsurprisingly, HR and talent management leaders name attributes like "critical thinking," "big picture thinking," "adaptability," "agility," and "innovation" as some of the most critical in making hiring decisions. In the burgeoning discourse on core skills, most people don't realize that there exists an untapped treasure trove of talent within the community of neurodiverse individuals, including those with Specific Learning Disabilities (SLDs) like Dyslexia. Leading researcher Dr. Sally Shaywitz of the Yale Center for Dyslexia and

### The Hidden Potential of Neurodiversity



Creativity, in her "Sea of Strengths" framework, argues that many of the life skills highly valued by employers today are already resident in these individuals.

In fact, she suggests that the challenges posed by Dyslexia are like an island, surrounded by a sea of strengths in reasoning, problem-solving, understanding concepts, critical thinking, and empathy.

Ernst and Young (EY)'s "The Value of Dyslexia Report" (2019) concludes that the strengths of Dyslexic individuals are critical to succeeding in the World Economic Forum's jobs of the future. The report identifies competencies that are most likely to be automated - those that Dyslexic individuals may typically find challenging (such as reading skills, memory ability).

However, enhanced tasks and new jobs that are projected to be created demand competencies that align with the strengths of Dyslexic thinking, such as leadership and social influence, creativity and initiative, and analytical thinking and innovation. What's truly transformative for the skilling landscape in India is the sheer magnitude

of these in-demand skills within the population. According to global estimates, 1 in 5 individuals, or an estimated 200 million Indians, are dyslexic. This statistic is not just a numerical figure, but a testament to the vast reservoir of untapped potential that can revolutionize the way skilling and employment are viewed.

#### Embracing Neurodiversity at Work: A Win-Win Proposition

In parallel with upskilling their existing teams, harnessing and growing the potential of a neurodiverse workforce is a win-win proposition for employers. Recognizing that cognitively diverse teams are necessary for an organization's successful future, global companies like SAP, Hewlett Packard Enterprise (HPE), Microsoft, Ernst & Young, and the Virgin Group have instituted strong neurodiversity inclusion programs. In

India as well, the movement for inclusion has gained momentum, with leading industry alliances like NASSCOM, FICCI, and CII steadily championing neurodiversity inclusion in business.

By valuing and including diverse ways of thinking, we can unlock new perspectives, ideas, and solutions that will propel us forward. It is time for India to champion neurodiversity and embrace its potential in accelerating innovation and progress while reaffirming its commitment to promoting inclusive economic growth.

Neurodiverse individuals have the potential to unlock the creativity and innovation necessary for India to achieve its vision of becoming a USD 5 trillion economy by 2025, as envisioned by the Honorable Prime Minister.



**Deepika Ghosh**  
Lead, Employment & Entrepreneurship  
Change Inkk Foundation

## LIFE SKILLS IN INDIA: THE NEED FOR A COMMON VOCABULARY

In a world pulsating with constant change, the narrative of education has undergone a profound transformation. As we navigate the complexities of the 21st century, it's become evident that academic prowess alone is no longer sufficient to equip our youth for the challenges they'll encounter. The National Education Policy (NEP) of 2020 recognizes this shift and underscores the urgency of recalibrating India's education system to nurture 21st-century skills such as adaptability, innovativeness, and critical thinking. The vision is clear – to transform education into an experience that is more holistic, experiential, integrated, and inquiry-driven.

The data corroborating the same is resounding. The India Skills Report 2022 throws a spotlight on how the increase in youth employability is directly proportional to skilling initiatives amongst other things. The report further emphasizes that skill enhancement will continue to play a vital role in preparing India's youth for the workforce.

Echoing a similar voice is another report that evaluates the Effect of Life Skills Training on Employability, and underlines how life skills are crucial for adapting to the dynamic challenges posed by technology, pandemics, and workplace changes. It additionally reiterates that regardless of gender, age, or program, life skills training has a positive effect on students' employability preparation.

### A Lack of Common Language

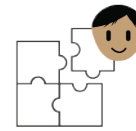
However, in the vibrant tapestry of India's education landscape, a crucial thread has often been overlooked – the language of these skills. Imagine a world where vital skills like communication skills, adaptability, and emotional resilience act as guiding constellations for our youth through life's complexities. There is no doubt whatsoever about the pivotal role these skills play in shaping the present and future of our youth. Yet within this world, these essential skills are shrouded in ambiguity. Some refer to them as Life Skills, others as Social and Emotional Learning Skills, while still others as 21st Century Skills, Core Skills, High Order Thinking Skills, or Thriving skills.

The confusion gets amplified, with a plethora of frameworks for life skills existing within the entity of education, each rooted in their own perspective, context (mostly focused on the global North, thus lacking the Indian perspective), and purpose. And hence, echo a different cadence when defining the same skill. Take the example of 'communication skills' While it's a term that we frequently encounter, its definition remains fluid. Is it the art of expressing oneself eloquently, or is it the ability to listen actively and understand? In the same vein, the UNICEF Framework defines 'critical thinking' as the "ability to appropriately/adequately analyze information in order to come to a judgment" while the WHO Framework defines it as "analyzing peer and media influences; analyzing attitudes, values, social norms, beliefs, and factors affecting them; identifying relevant information and sources of information." The key difference is that UNICEF says the result is making a judgment, whereas WHO does not call out making a decision as a factor in critical thinking. Based on which framework you adopt; you would end up teaching the children differently. This impacts the curriculum, content, and assessments.

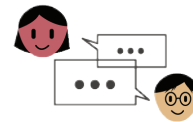
These core skills along with being multi-disciplinary and transferable, apply across sectors and job roles. The lack of a standardized definition means that we are building different foundations for our people across different programs. The lack of accepted definitions leaves educators, parents, and policymakers grappling with a fundamental question – How can we effectively teach and measure life skills when their essence lacks clarity?

**Need of the hour: A Unified and Contextualized Lexicon for Life**

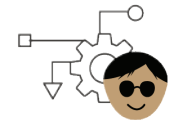
### Skills



Adaptability



Communication



Critical Thinking

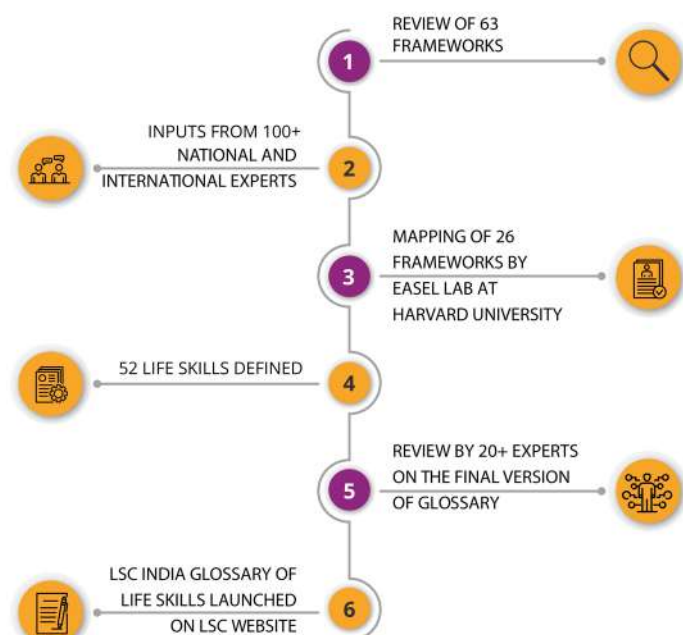
The need of the hour is a unified lexicon, a dictionary of life skills tailored to India's socio-cultural landscape presented with simple, relatable examples of how these skills come to life in action. A resource that offers simple definitions of these skills that are contextual to India and are not colored with the various interpretations done by so many different frameworks.

But standardization doesn't mean homogenization; it means creating a common ground where every stakeholder can engage in a meaningful dialogue. It means educators across the nation can be on the same page when imparting skills like 'critical thinking' knowing that they are shaping a generation with a shared understanding.

It will mean that curriculum and content, contextual for the local setting, can be created on the foundation of the same definition and not addressing different areas of growth for a child under the same life skill's name.

### The LSC India Glossary: A Standardized and Contextual Repository of Life Skills

The development of the Life Skill Collaborative's (LSC) Glossary commenced as an answer to this very pressing issue. This comprehensive resource not only addresses the long-standing lack of standardized life skills definitions but also serves as a concrete solution to unify our approach towards equipping India's youth with essential life skills.



resource, pieced together through comprehensive research and collective insights. From a pool of 63 frameworks that span the global spectrum of social-emotional learning, life skills, and 21st century skills, the Glossary emerges as a definitive guide for tackling our vocabulary predicament. Further, refined with inputs from over 100 experts from across various Indian states. It is available in 4 languages (Hindi, English, Marathi, Mizo). It is currently being translated into 5 additional languages.

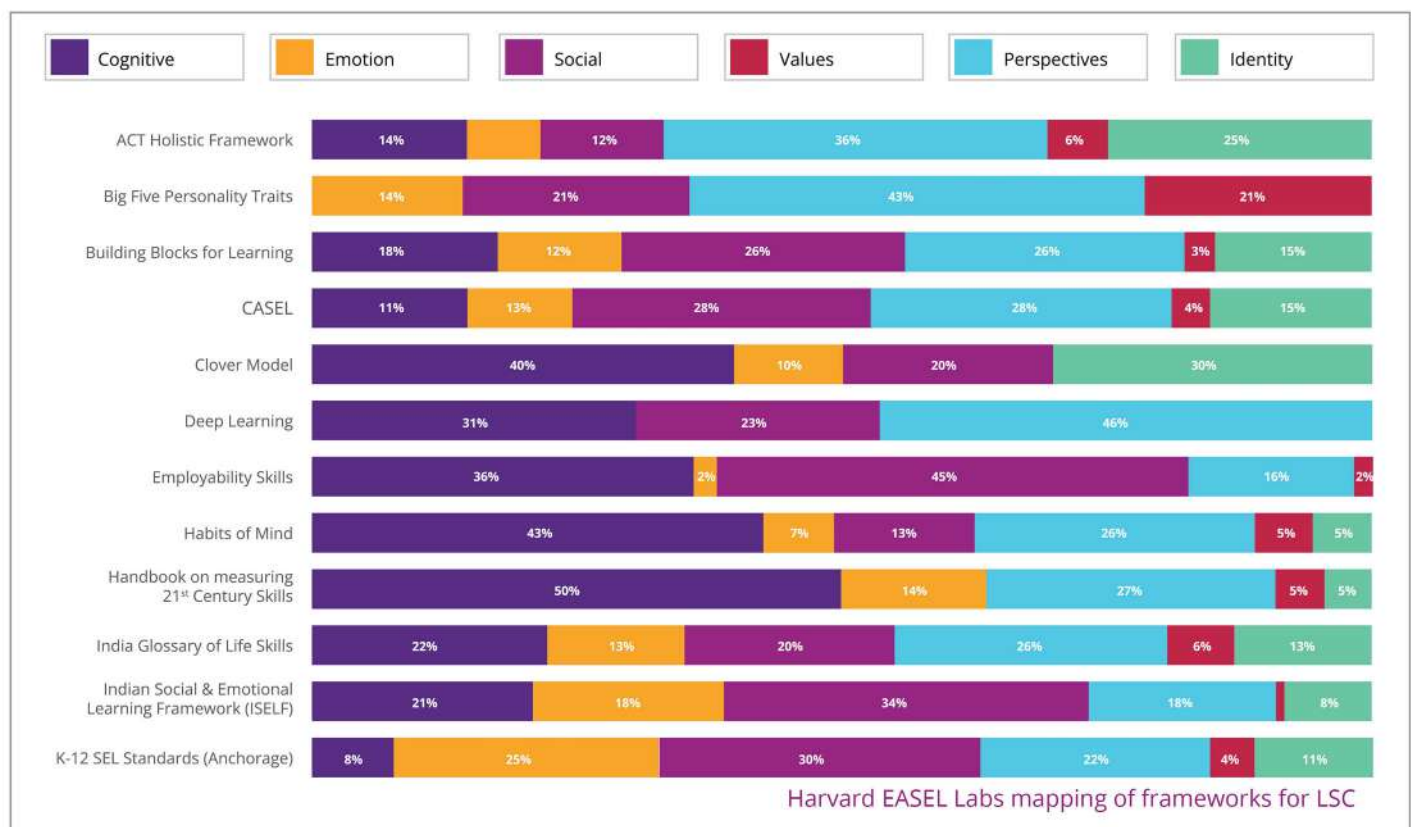
From this comprehensive collection, a subset of 26 frameworks was carefully selected based on the most commonly used frameworks in India and thus being most relevant to our context. These chosen frameworks underwent a rigorous mapping process at the esteemed EASEL Labs of Harvard School of Education. This mapping exercise provides a clear visual representation of how different skills are defined by different frameworks and where the similarities and differences of definitions exist.

The LSC India Glossary represents clarity, cohesion, and empowerment. Its true strength, however, lies in its invitation - an invitation to educators, parents, learners, and policymakers to collectively embark on a journey towards a shared understanding of life skills. It also helps drive standardized curriculum and content and hence plays an important role in assessments.

As India's education ecosystem seeks transformation, the LSC Glossary acts as a timely resource that enriches and accelerates conversations around making life skills an integral part of mainstream education. It aims to empower educators, parents, and policymakers with a shared vocabulary that transcends linguistic and cultural barriers, fostering a more coherent approach to life skills education.

This journey calls for collaboration. Much like the Glossary's creation, its adoption and implementation hinge on the combined efforts of all stakeholders.

**The Call to Collaborate: Forging the Path Ahead**



**Arjun Bahadur**

Lead - Life Skills Collaborative, Sattva Consulting

The Life Skills Collaborative (LSC) focuses on championing life skills for India's young people to thrive, through an extensive on-ground outreach program. Life Skills - or social emotional skills - are guiding principles that help navigate through adversity. These are essential for India's youth to grow, thrive and succeed.

## EXPLORING GLOBAL FRAMEWORKS FOR LIFE SKILLS DEVELOPMENT

A holistic, lifelong vision of education is essential for maximizing the potential of children and youth as they navigate transitions from childhood to adulthood, education to work, and unreflective development to responsible and active citizenship. Commonly known as life skills or transversal/transferable skills, this includes abilities such as communication, critical thinking, emotional intelligence, and problem-solving, which are keys to personal and professional success.

The new generation that is joining the workforce is always “plugged in”. Technology has been a part of their childhood, and they are quick to adopt new things. However, their reliance on the internet and technology for all answers makes them vulnerable to many situations in life that cannot be faced using the web.

Being great “multi-taskers” – handling many screens at the same time, interacting with colleagues and teachers, responding to emails and checking their social media – they are efficient but likely to get overwhelmed which will affect their mental health and overall well being.

Their self-esteem hinges on the number of likes, comments, and subscribers. However, building actual personal relationships, feeling empathy for people, and maintaining friendships and professional boundaries by managing one’s emotions well is something that cannot be learned online.

There is an urgent need to transform and expand education to ensure that all children and youth acquire these skills for success in school, work, and life. Despite global efforts, transversal skills are not consistently developed for all children and adolescents. While there’s no magic solution, it’s valuable to explore global frameworks and adapt them to our country’s context.

### UNICEF: Comprehensive Life Skills Framework

The UNICEF Framework defines transferable skills as cognitive, social, and emotional skills, and it outlines lifelong learning outcomes: employability, entrepreneurship, personal empowerment, and active citizenship.

It also proposes 10 guiding principles, including human rights, gender responsiveness, child and youth participation, inclusivity, innovation, context responsiveness, and evidence-based practices. These dimensions and principles are valuable for developing life skill programs.

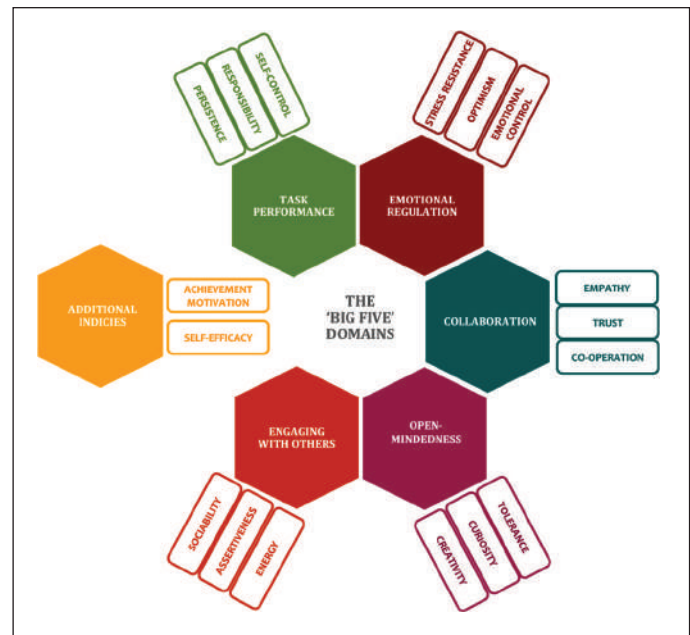


Source: Comprehensive Life Skills Framework UNICEF- 2019

The framework’s operationalization involves three steps:

- 1) Identifying skills for lifelong learning outcomes
- 2) Selecting core skills relevant to the local context
- 3) Balancing cognitive, social, and emotional skills while finalizing the core set and standardizing descriptors

### OECD: Social and Emotional Skills Well-being, connectedness, and success



Source: Social and Emotional Skills-Well-being, connectedness and success; OECD (2018)

The OECD framework introduces the Big Five model, which evaluates 15 social and emotional skills distributed across six broad domains and organizes them hierarchically.

Each category within this framework represents a cluster of interconnected social and emotional skills. For example, the task performance category includes skills like achievement orientation, reliability, self-control, and persistence, all of which share a common focus on goal-directed behavior. These groupings serve a dual purpose: they highlight the inherent similarities among these skills and ensure a systematic, comprehensive, and balanced assessment of individuals’ social and emotional competencies.

Moreover, the study incorporates the concept of “compound” skills, which are combinations of two or more individual skills. For example, self-efficacy is a compound skill that stems from components within conscientiousness, emotional stability, and extraversion.

### World Health Organization (WHO) Life Skill Education Framework

The WHO’s Life Skills Education approach outlined in its Programme on Mental Health (1996), primarily emphasizes abilities that enhance the mental well-being and competence of young individuals as they confront life’s complexities. This framework acknowledges the significance of considering the unique circumstances and context of each country and locality when identifying life skills.

This approach entails two key steps. First, it involves learning skills for adaptive and positive behavior, equipping individuals to effectively address the demands and challenges of their daily lives. Second, it encourages learners to practice these skills through child-centered and activity-oriented methods, thereby empowering children and adolescents to assume greater responsibility for their actions.

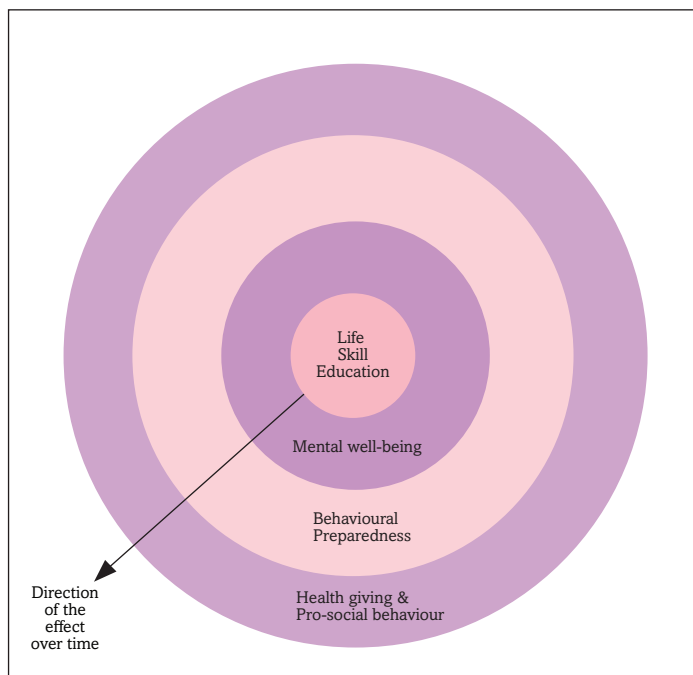
The acquisition of life skills has been facilitated by the development of curricula for schools. The study of various interventions based on this approach has identified critical areas of life skills that are taught to promote the health and well-being of children and adolescents.

The underlying hypothesis is that to encourage individuals to attain better health and exhibit positive behavior within society, moving towards the outer circle, it is essential to first focus on the inner and middle circles, such as their mental well-being and life skills education.

To achieve this goal, life skills education should be viewed as a long-term intervention rather than a brief program lasting only a few weeks.

The desired outcomes of such skill development encompass shifts in attitudes and behaviors concerning health and well-being, improvements in school-related conduct, and enhancements in social behavior, including the reduction of violence and prevention of substance usage.

There is some evidence indicating that educators also derive benefits from teaching and learning life skills, leading to reduced burnout and stress levels. This, in turn, allows them to wholeheartedly contribute to the development of young individuals.



"Source: Life Skills Education Planning For Research WHO 1996"

The analysis of the three life skills frameworks reveals a concerted effort to prioritize the development of cognitive, social, and emotional skills in individuals across various life stages.

- WHO's Life Skills Education Framework places a particular emphasis on mental well-being and long-term interventions, aligning with the idea that positive change begins from within.
- Meanwhile, OECD's Big Five Model introduces a comprehensive and hierarchical approach to assessing these skills, recognizing their interconnectedness and the potential for compound skills.
- Lastly, the UNICEF Global Frameworks for Life Skills Development underscores the dynamic nature of our world, emphasizing the role of transversal skills as the "magic glue" connecting diverse competencies. Moreover, it highlights the necessity of national policies, safe learning environments, and the capacity building of educators for the successful implementation of life skills programs.

*This journey begins with a deep dive into India's social, cultural, and economic diversity, allowing us to craft tailor-made life skills programs that resonate with India's social and demographic context.*

India stands at critical crossroads, and the path forward demands nothing short of a profound transformation. To lead its youth towards a brighter future, the nation must embrace the integration of life skills education into its educational schema. This journey begins with a deep dive into India's cultural, and economic diversity, allowing us to craft tailor-made life skills programs that resonate with India's social and demographic context. But this is no sprint; it's a marathon, that requires steadfast, long-term commitment. Our classrooms must become incubators of cognitive, social, and emotional prowess, with educators at the helm, armed with specialized training.

Collaboration must be the watchword – among educational institutions, government bodies, and grassroots organizations – to ensure the widespread reach and enduring impact of these life-altering programs. Let us not forget the foundation: creating learning environments that are not only safe but also inclusive, nurturing the seeds of resilience and wisdom. As we embark on this transformative journey, we empower the youth of India to conquer the challenges of an ever-evolving world, not merely surviving but thriving, with the potential to shape our Bharat's destiny.



### Dr Maneesh Mishra

Executive Vice President and Head – WorldSkills India, NSDC

He has extensive experience in consulting, program management, education, skill development sustainability.



## #COMMUNITY CHRONICLES



READERS  
ANSWER  
THE QUESTION

WHICH LIFE SKILL IS  
IMPORTANT TO ME?

## THE THRILL OF SEEKING CREATIVE SOLUTIONS



**Name:** Urvashi Meena  
**Age:** 25  
**Location:** Delhi

The life skill that has undeniably played the most pivotal role in shaping my journey toward success is none other than the indomitable problem-solving attitude. It is a quality that transcends boundaries, irrespective of situations, positions, or responsibilities, and sets the course for personal and professional growth. This essential life skill has not only been my guiding light but has also been the driving force behind my journey so far.

From the very beginning, I've approached life's challenges with the enthusiasm of a child facing a new set of Sudoku puzzles. The thrill of seeking solutions to problems has been ingrained in me since childhood. It's this innate curiosity and determination that has propelled me forward, even in the face of seemingly insurmountable obstacles.

Reflecting on my high school days, I recall being heavily involved in extracurricular activities, each with its own set of hiccups and challenges. Instead of feeling overwhelmed, I adopted a systematic approach. I compartmentalized my challenges, methodically wrote them down, and tackled each one, step by step. This method not only helped me overcome hurdles but also paved the way for achieving my goals.

My tenure as a Mahatma Gandhi National Fellow transformed me from a mere challenge seeker into a change-maker. I realized the importance of nurturing an entrepreneurial mindset, which I fused with my problem-solving attitude. Through various workshops and initiatives, I aimed to instill this potent combination in the younger generation. In a world marked by rapid development, these skills are not just desirable but imperative.

Thus, the life skill of having a problem-solving attitude has been the compass guiding me through the labyrinth of life. It's not merely a skill; it's a mindset, a philosophy, and a way of life. As I continue on my path to success, I carry with me the profound belief that every problem is an opportunity in disguise, and every challenge is a chance to shine.

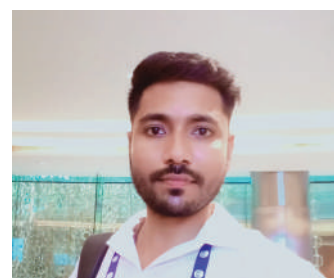
## RESILIENCE IN THE FACE OF ADVERSITY

The pivotal life skill propelling my success and selection into the Mahatma Gandhi National Fellowship is the unwavering blend of resilience and problem-solving prowess. Resilience empowers me to persist in the face of adversity, sustaining my commitment to service and community betterment even when challenges seem insurmountable. Meanwhile, my adept problem-solving ability equips me to dissect complex socio-economic issues, identify root causes, and devise innovative solutions that can drive positive change.

Together, these skills have not only propelled my personal success but have also positioned me as a catalyst for social transformation within the fellowship. They embody Mahatma Gandhi's spirit of perseverance and unwavering dedication to the greater good, making them invaluable assets on this transformative journey.



**Name:** Mr. Rahul Kashyap  
**Age:** 27  
**Location:** Delhi



## COMMUNICATION: KEY TO SUCCESS!

The life skill most important to me is Communication. I am a student of Pradhan Mantri Kaushal Kendra and am pursuing the course of Customer Care Executive. I have learned to handle all aspects of customer management and can handle their queries well. I am becoming better at having effective conversations that are helpful to customers. This requires empathy, being calm and composed and the ability to solve problems quickly. Patience and perseverance will help me achieve my goals and be good at my job. My communication skills are not limited to speaking on the telephone. I am also working on improving my listening, reading and writing skills to become a good communicator.

**Name:** Mr. Mohit Thakur  
**Age:** 18  
**Location:** Delhi

# GUESS THE LIFE SKILLS



You've been working in the same job for many years, and you're highly skilled in your current role. However, your company has recently adopted new technology and processes that will change the way you and your team work. This change is met with mixed reactions among your colleagues, with some feeling anxious and resistant. Which life skill will help you and your team tackle these changes effectively while maintaining your professional well-being?

- Options: **a. Adaptability**  
**b. Leadership** **c. Emotional Intelligence**  
**d. Collaboration**



You are a project manager in a multi-national company overseeing a team of diverse individuals located across different time zones. Your team is responsible for developing a complex software application. As the project progresses, you encounter various challenges related to communication, cultural differences, and conflicting working styles. Which life skill will help you address these challenges and lead your team to success?

- Options: **a. Leadership**  
**b. Collaboration** **c. Emotional Intelligence**  
**d. Critical Thinking**



You are a manager in a large organization, and your team consists of members from various cultural backgrounds and experiences. One of your team members, Maria, recently lost a family member and is going through a difficult grieving process. She has been struggling to meet deadlines and participate actively in team meetings. Which life skill will help you support Maria during this challenging time while maintaining a productive and supportive work environment?

- Options: **a. Compassion**  
**b. Emotional Intelligence**  
**c. Empathy** **d. Collaboration**



You are a project manager tasked with leading a team to improve the efficiency of a manufacturing process in your company.

The process involves multiple steps, and the team has encountered bottlenecks and inefficiencies that are impacting production. Which life skill will help you and your team examine the situation, identify weaknesses, and develop a strategy to resolve these issues?

- Options: **a. Critical Thinking**  
**b. Analytical Thinking**  
**c. Decision-Making**  
**d. Self-Regulation**



You are a manager in a fast-paced, deadline-driven workplace, and two of your team members, Sarah and John, have been having ongoing issues that are affecting their productivity and morale. Sarah believes that John isn't pulling his weight, while John feels that Sarah is overly critical. The tension is beginning to impact the entire team's performance. Which life skill will help you address this issue and restore harmony within the team?

- Options: **a. Leadership** **b. Conflict Resolution**  
**c. Emotional Intelligence** **d. Collaboration**



You are a recent graduate who has just started a new job in a rapidly evolving tech company. Your role requires you to adapt to new technologies and programming languages frequently. You've noticed that some of your colleagues are grasping and adapting quickly, while others struggle to keep up with the pace of change. What life skill, based on the definition provided, will help you succeed in this dynamic work environment and continue to grow professionally?

- Options: **a. Ability to Learn**  
**b. Collaboration** **c. Critical Thinking**  
**d. Emotional Intelligence**



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# MEET THE TEAM