

HOLISTIC DEVELOPMENT OF STUDENTS IN SCHOOLS: LIFE SKILLS

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ABSTRACT:

Life skill education is the process of gaining and developing the sets of abilities that allow people to successfully manage the different challenges and demands of everyday life. These skills and comparability of a wide variety of competences, including personal, social, emotional, and cognitive abilities, as well as practical skills that are required for independent life in well-being Life skill education aims to empower individuals for decision making, problem solving, communication skill, management skills, etc. According to National Educational Policy (NEP 2020), life skill education is the integration into the curriculum to ensure holistic development of learners and recognize the importance of developing skills such as critical thinking, creativity, communication, and collaboration with academic learning (Ministry of Education, Government of India, 2020) and also promotes positive outcomes in domains like academic achievement, mental health and social competence.

Keywords: *NEP 2020, holistic development, primary school, life skill, life skill education, integration of life skills into curriculum*

INTRODUCTION:

In education, holistic development is important as it ensures that students' growth is not restricted to academic achievements only but also to various aspects of students being such as intellectual, emotional, social, physical and moral dimensions which fosters comprehensive growth. This approach enhances the multiplicative nature of individuals and aims to nurture diverse capabilities simultaneously. Educational institutions promote mental health and emotional wellbeing among the students by fostering self-awareness, self-regulation, and positive interpersonal relationship which emphasizes holistic development of the students. Hence holistic education cultivates lifelong learners who are compassionate and responsible global citizens who are capable of surviving in the 21st century workforce and society.

The education system of Delhi is reflected by its diversity, accessibility and inclusivity. Being the capital territory of India, Delhi has government, public and private schools which enhance a wide range of students from different socioeconomic backgrounds. The Government of Delhi has taken various steps to improve the quality of education and took the initiative to enhance the entrance structure, curriculum development and teacher training programs for better learning of the students. It focuses on introducing innovative teaching methods and incorporation of technology into the classrooms to enhance learning through 21st century school. Although there are many challenges faced by the schools such as overcrowded classrooms and disparities in resource allocation, the education system continues to evolve and strives to provide the quality education and opportunity for all the students.

The integration of life skills into the curriculum is basically a strategy which combines vital practical competencies with various subject and educational activities. By incorporating life

skills into different aspects of learning, schools enable students to develop and use the abilities in the actual world. This integration can be done in several forms which includes incorporating life skills into the existing subjects through co-curricular and cross-curricular activities or offering a separate - courses to life skills education and providing opportunities for skill development, extra-curricular activities such as self-defense, sports, arts, dance and community services. Moreover, fostering the acquisition and application of life skills among the students' schools used — project-based learning, role playing, conducting workshops, inviting guest speakers for the sessions, and providing teacher training programs which would be easy for the students for applying the life skills. Through these intentional efforts, school games not only excel the students' academics but also possess the practical abilities and competencies which are necessary for success in various aspects of life beyond the classroom.

The **National Education Policy (NEP) 2020, Government of India**, emphasizes the importance of life skills education as an integral part of the educational framework in India such as holistic development, integration into curriculum, core competencies, experience learning, teacher training, assessment and evaluation, flexible curriculum, and community participation who envisions a transformative approach to education that prioritizes the holistic development of learners, with life skills education playing a central role in preparing students for the challenges and opportunities of the 21st century.

NEED OF THE STUDY:

- To understand the holistic development of students regarding life skill education.
- To know how life skill education is integrated with the present curriculum of education.

RESEARCH METHODOLOGY:

A mixed method research methodology is used to investigate the awareness levels and perceptions of students and teachers regarding life skills education and other essential skills promoted by (Municipal Corporation of Delhi) MCD schools. This methodology includes both qualitative and quantitative data collection techniques to provide a comprehensive understanding of the research topic. The study was located in a primary school in the North-west of Delhi. The data was collected from the field (specified school) in a 45 days long internship program which includes both students and teachers who are actively involved in the educational activities and co -curricular programs of the school. 43 students from Class-4th of the Municipal Corporation of Delhi (MCD) school were observed and interviewed.

The methods used for **data collection** were - **Classroom Observation** (where classroom activities related to life skills education, self-defense, health, and hygiene will be observed. The frequency, effectiveness, and implementation of these activities will be recorded for bringing changes in students life in an effective way), **discussions with students** (where structured or semi-structured discussions will be conducted with students and these discussions helped to explore their perceptions, experiences, and attitudes towards life skills education and other essential skills activities but emphasis will be placed on understanding the implementation of co-curricular activities promoted by MCD schools), **questionnaires** (questionnaires were given to teachers and my co-interns which includes both closed-ended and open-ended questions to assess participants' awareness, participation, and perceived benefits of life skills education and other essential skills activities and additionally, participants will be asked about their preferences, challenges, and suggestions for improvement regarding these activities).

DATA COLLECTION, DATA ANALYSIS AND INTERPRETATION:

The sample was collected from teachers of one private school and one government school.

Responses:

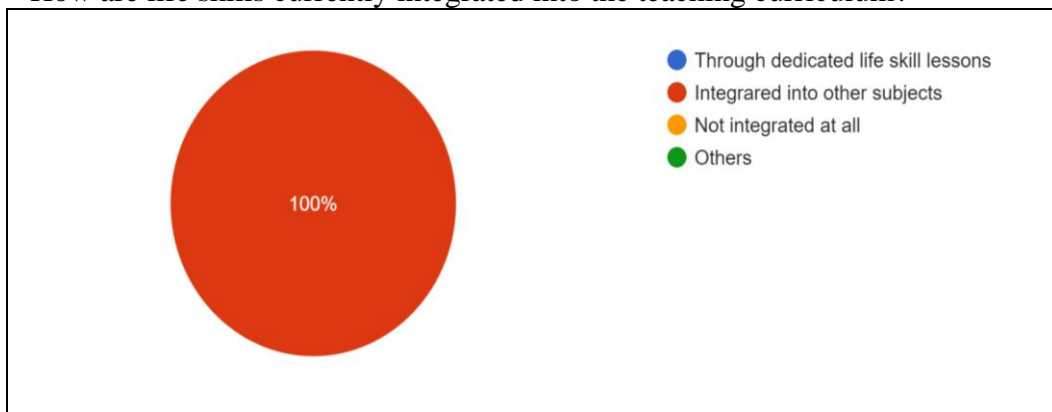
1. What is life skill education?

In response to question 1, life skill education is a form of learning that focuses on teaching practical skills that are essential for everyday life. These skills can include communication, problem solving, decision making, critical thinking, interpersonal skills, time management, stress management, and financial literacy among others. Life skill education aims to empower individuals to navigate the challenges of daily life more effectively and to become more independent and self-sufficient. It also tells us how to face the challenges in life and fostering the skills that helps one to lead a dignified, satisfactory and efficient life.

2. Is it important to teach these skills to primary students? Why or why not?

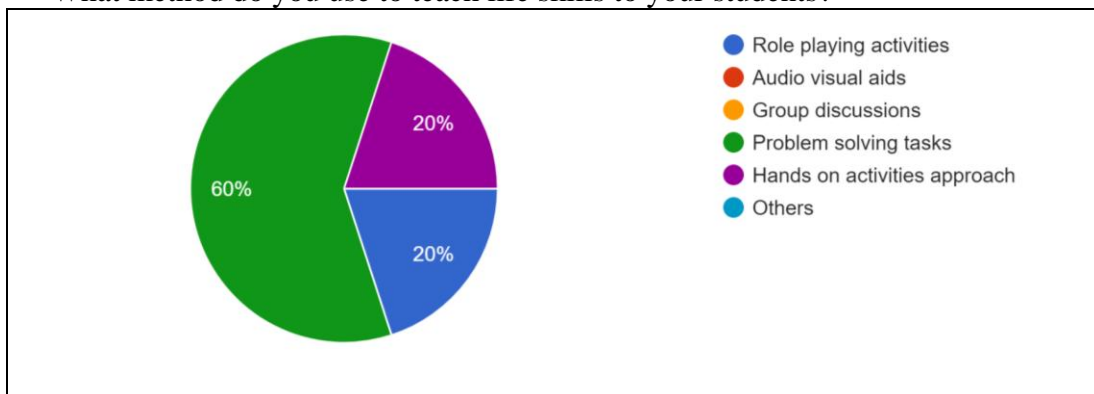
Yes, it is important to teach students about life skill education because with the help of these skills students are navigating various aspects of life beyond the classroom such as financial literacy, time management, communication skills, critical thinking, problem solving, and emotional intelligence. This is to empower students to succeed in their personal and professional lives, contributing to their overall well-being and success. And primary school students need to learn how to deal with their life right from the beginning.

3. How are life skills currently integrated into the teaching curriculum?



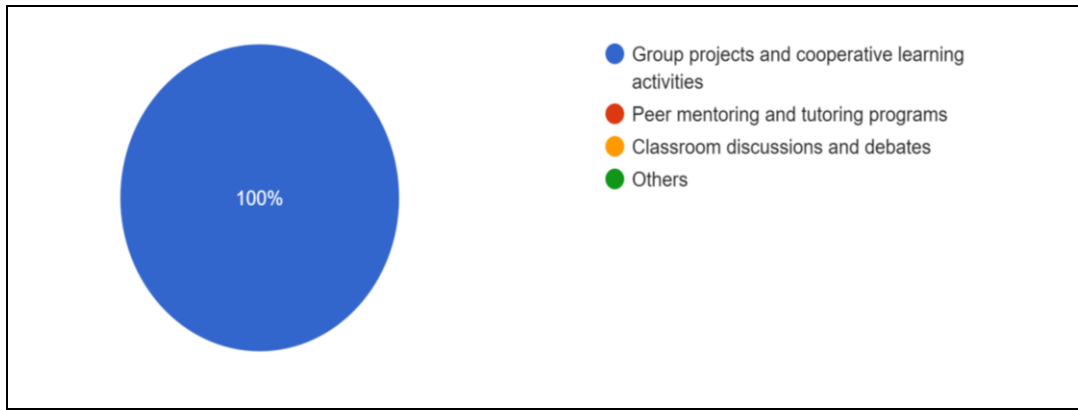
In both the schools, private and government, Life skills are currently integrated into other subjects in the teaching curriculum.

4. What method do you use to teach life skills to your students?



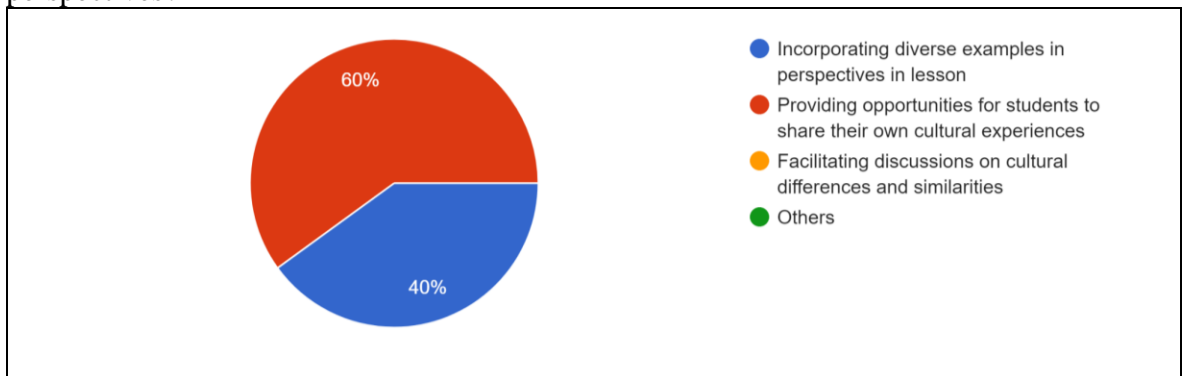
For this question most of the teachers use problem solving tasks, hands on activities approach and role- playing activities to teach life skills to the students.

5. How do you foster peer-to-peer learning and collaboration in the development of life skills?



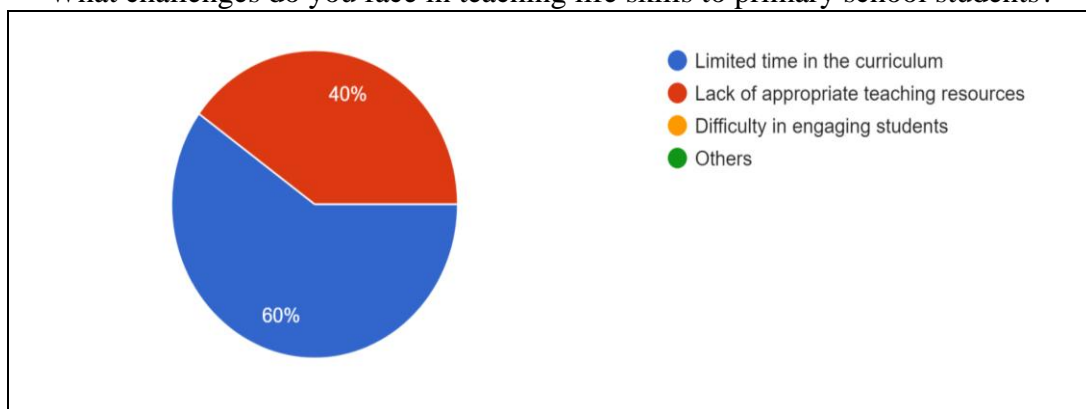
In both the schools, both government and private, mostly uses group projects and cooperative learning activities to foster peer-to-peer learning and collaboration in the development of life skills.

6. How do you ensure that life skill education is culturally sensitive and inclusive of diverse backgrounds and perspectives?



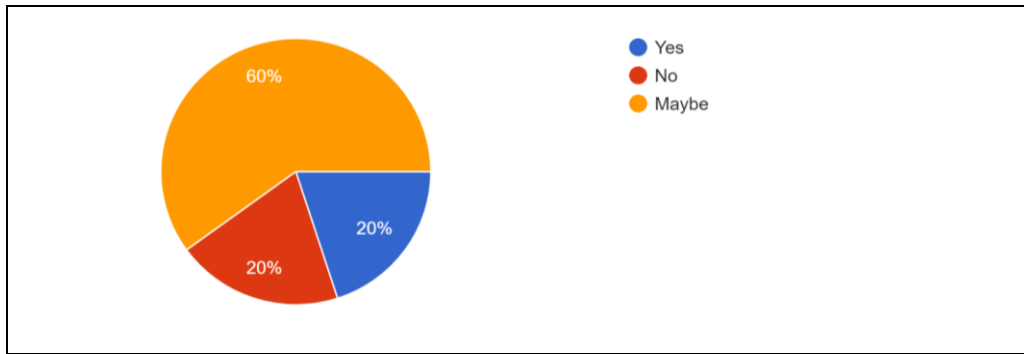
In both the school, government and private, 60% teacher provides opportunities to the students for sharing their own cultural experiences and 40% teacher incorporates diverse examples in perspectives in lesson to ensure that life skill education is culturally sensitive and inclusive of diverse backgrounds and perspectives.

7. What challenges do you face in teaching life skills to primary school students?



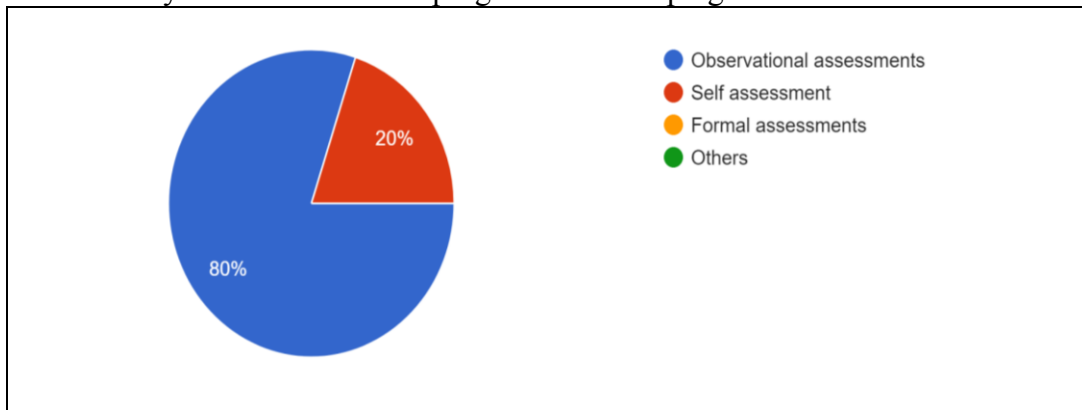
For this question, teachers responded that 60% teachers have limited time in the curriculum as they have to look after other things too and 40% have lack of appropriate teaching resources for teaching life skills to primary school students.

8. Do you collaborate with other teachers to integrate life skills into the curriculum?



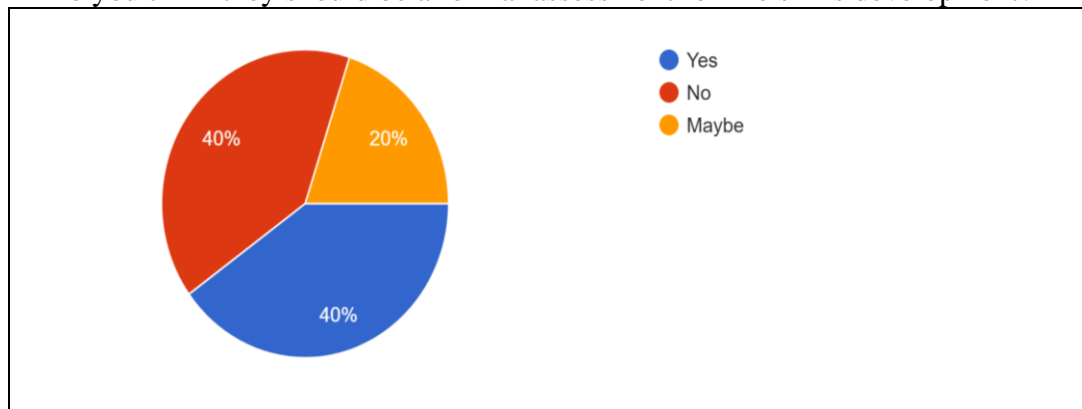
20% teachers collaborate with other teachers to integrate life skills into the curriculum, 20% do not collaborate with other teachers, and 60% maybe collaborate to integrate the life skills into the curriculum for better understanding and in-depth knowledge of the students.

9. How do you assess students' progress in developing life skills?



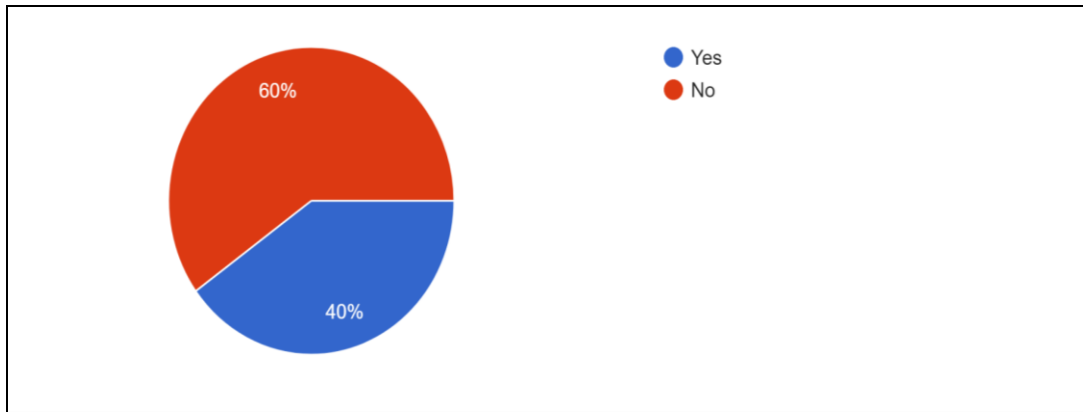
To assess the students' progress in developing life skills, 80% teachers mostly use observational assessments and 20% use self- assessment.

10. Do you think they should be a formal assessment for life skills development?



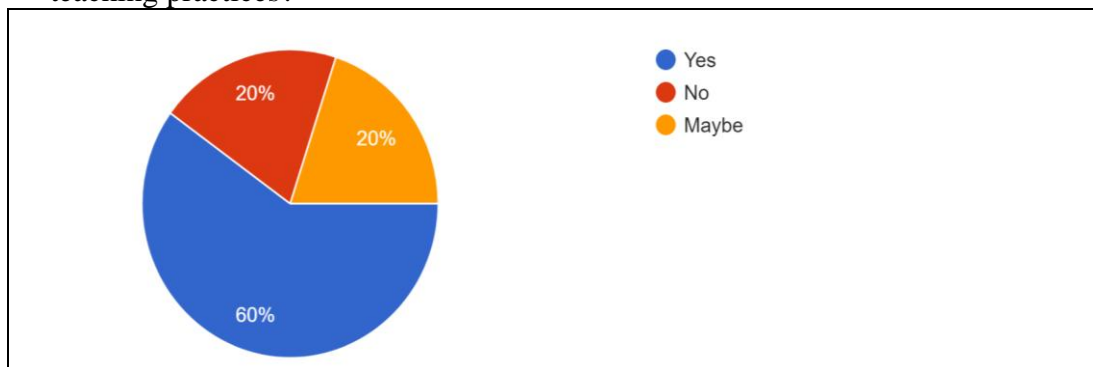
40% teachers think that there should be a formal assessment for life skill development whereas 40% don't think so and 20% are still in maybe situation.

11. Have you received any training or professional development related to teaching life skills?



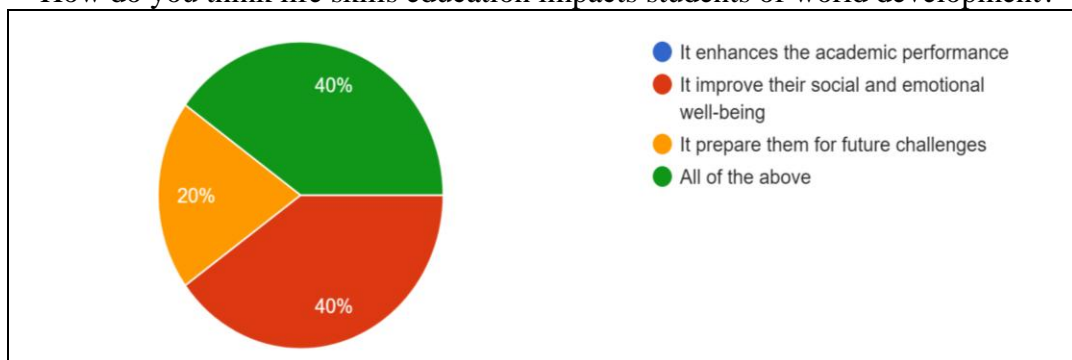
80% teachers didn't get any training or professional development related to teaching life skills to the students but 40% teachers in private schools got the training or professional development to do so.

12. Would you be interested in receiving training or incorporating life skills into your teaching practices?



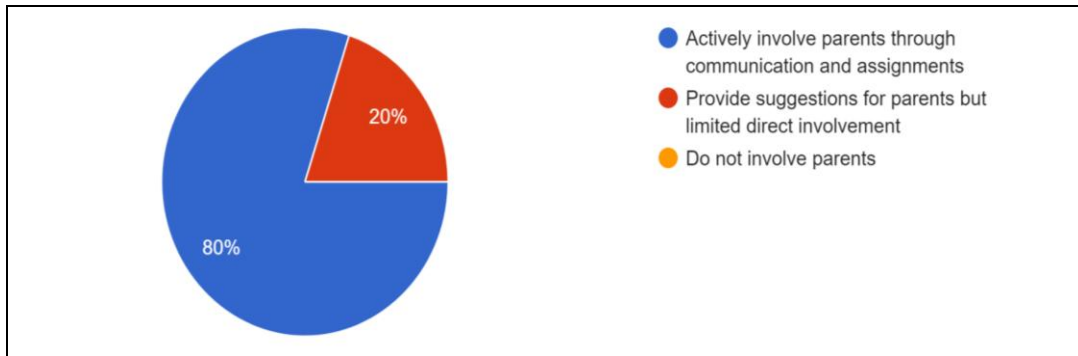
80% teachers were interested to receive training or incorporating life skills into the teaching practices whereas 20% were not interested to do so and 20% are in maybe situation.

13. How do you think life skills education impacts students of world development?



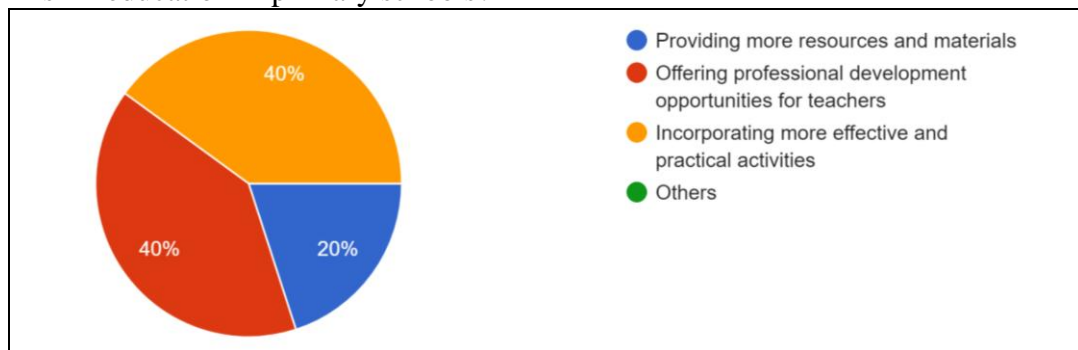
Life skill education impacts students of world development as 40% teachers respond that it improves their social and emotional well- being, 40% teachers respond that it enhances the academic performances of the student and 20% teachers respond that it prepares students for future challenges.

14. To what extent do you involve parents or guardians in reinforcing life skill education at home?



80% teachers responded that they actively involve parents through communication and assignments to reinforce life skill education at home and 20% teachers provide suggestions for parents but in a limited direct environment to promote the life skill education at home for the students' well-being and development.

15. What do you think can be done to improve the integration and effectiveness of life skill education in primary schools?



40% teachers thought that offering professional development and opportunities for teachers improve the integration and effectiveness of life skill education in primary schools whereas 40% teachers thought that providing more resources and materials will improve the integration and effectiveness and 20% teachers' thoughts to incorporate more effective and practical activities to do so for better development of the students through life skill education.

16. Any additional comments or thoughts on the topic of life skill education in primary schools?

Life skills are the real education to be given to students and needs attention for sure and this learning should be incorporated.

A comparison of the teachers' responses over the life skill education and its importance from both the private and government school

Questions	Government School	Private School
Is life skill education important for the students?	Yes	Yes
Is life skill education included in the curriculum (formal/informal)	Yes, it is included but integrated with into different subjects	Yes, it is included but integrated with into different subjects but also thought to separate sessions or workshops
Is life skill education taught or delivered as a whole school approach or a class approach?	Both	Both
How do you assess students' progress in developing life skills?	observational assessment and self-assessments	observational assessment, self-assessment and formal assessment
Do you have trained teachers to support life skill education?	No	Yes
Would you be interested in receiving training on incorporating the life skills into the treating practices?	Yes	Yes
Do teachers have adequate support for teaching life skill education?	Not that much	Yes
Do schools have resources needed to teach life skill education?	No	Yes
What methods do you use to teach life skills to your students?	problem solving task, hands on activities, role playing activities	role playing activities, audio-visual aids, group discussions, problem solving task, and hands on activities approach
How do you foster peer-to-peer learning and collaboration in the development of life skills?	group projects and cooperative learning activities	group projects and cooperative learning activities, classroom discussion and debates, and peer mentoring and tutoring programs.
What challenges do you face in teaching life skills to primary school students?	Limited time in the curriculum and lack of appropriate teaching resources.	Limited time in the curriculum
Would you be interested in receiving training on incorporated life skills into your teaching practices?	Yes	Yes
Does it address pre service teacher education for all teachers?	Maybe	No
Do you think life skill education impact students' overall development?	improves their social and emotional well-being and prepare them for future challenges	enhances the academic performance, improves the social and emotional well-being and prepare them for future challenges
Do you involve parents or guardians in reinforcing life skill education at home? To what extent?	actively involving parents through communication and assignments	actively involving the parents through the communication and assignment and also provides suggestions for the parents but limited direct involvement.

Analysis of Questionnaire filled by teachers of government and private school:

The analysis of the above data collected through the questionnaire responses by the teachers indicate several key trends in the implementation of life skill education in both government and private schools. Both the schools acknowledge and understand the importance of life skill education for the better development of the students and incorporates the same into their curriculum through various means. Government schools integrated the life skill education into the different subjects where as private schools offers separate session or workshops for the life skills education which suggest a more comprehensive approach to life skill education in the private schools. Both the schools deliver the life skill education using both the whole school and class approaches which indicates a commitment to ensure that all the students receive this essential education for their holistic development. The assessment methods vary in both the schools where Government schools relay on the observation and self-assessment where as private schools incorporates the formal assessment too with suggest that private school have a more structured approach to access the students' progress in developing the life skills. In terms of training or professional development of the teachers, private schools generally have trained teachers to support the life skill education, Government school have a shortage of trained teachers in this area and both the school expresses their interest in receiving the training on incorporating light skills into the teaching practices which indicates recognition of the importance of ongoing professional development in the area of life skill education. Private schools have more support and resources for teaching the life skills as compared to the Government schools. However, both the schools face the challenges such as the limited time in the curriculum and lack of appropriate teaching resources which should be an area for improvement in both the schools. Keeping these challenges aside, both the school uses effective methods to teach the life skills which includes problem-solving tasks, hands on activities approach, role playing, group discussion and many more which fosters peer-to-peer interaction and collaboration through group projects, cooperative learning and guided instructional programs. It concludes that both the schools believe that life skill education positively impacts the student's overall development and enhances this social and emotional well-being and prepare them for the future challenges. Involvement of parents to some extent in reinforcing the life skill education at home is also necessary for promoting holistic development of the students but it should be limited in terms of direct environment.

SELF- CLASSROOM OBSERVATION:

This data is recorded from primary school internship during which, intern thoroughly designed a variety of activities aimed at fostering the holistic development of students while aligning with the principles of life skill education as outlined in the National Education Policy (NEP) 2020. These activities were designed to not only enhance academic learning but also inspire students with essential life skills necessary for their overall growth and well-being. Firstly, through engaging in *role-playing* (where the intern provided them a story to act out which was based on **gender inequality** in terms of play as girls (sister) have to come early at home and boy (brother) doesn't care about it at all as he has the freedom even if he is younger than the sister, **discrimination on the basis of caste and religion** where elders like grandparents ask the kids to not to drink water from their friends house as he belongs to lower caste and religion and **decision making among family** where most elder male figure took decision for the other members of the family and no authority was given to females and the youngsters who are even adult too) and *collaborative discussions* upon the same where I encouraged students to put their point of views and thoughts upon the situation of gender inequality, caste and religion discrimination and decision making among family. Students were encouraged to **create musical instruments** by providing everyday used material like cap of pen, rubber band, comb, water in bowls, balloons, yarn, etc. and they were asked to

do this in group and also have to present their instruments and findings in front of other groups of class which *fosters creativity, teamwork, and communication skills*. By providing **different types of clothes** for students to explore and feel their textures, intern aimed to stimulate sensory awareness and empathy towards diverse materials and experiences where intern blindfolded them and gave them a piece of cloth and they had to talk about its name by feeling the texture. Furthermore, I facilitated *discussions and categorization* activities to help students observe and understand various **occupations and works**, emphasizing their significance in everyday life where I provided a picture to them in which different kinds of works were being done and they have to identify which kind of work is being done in the picture and further categorize which kind of work is liked by the people to do and which is not and further provided flashcards to them to relate different kinds of works and occupations with their uniforms. These activities promoted *critical thinking, decision-making, and social responsibility*, in line with the life skill education objectives of NEP 2020. In addition, I utilized multimedia resources such as showcasing videos on topics like **good touch and bad touch** to sensitize students about the touch and related it with the present scenario, and the **journey of water** to explain how water comes from the mountains to the sea and **different types of rivers** flows in India along with its distance, significance, and origination, which raise *awareness* and *facilitate discussions* on sensitive issues. Storytelling sessions through video presentation, like the **story of Komal on child sexual abuse** to sensitize the students about the touch and further extended it towards the child sexual abuse where students got to understand that what they have to do in that situation and how to deal with that and also made a chart of the same by using their responses for better understanding of the concept and related it with the child helpline and women helpline number to contact when needed and provided students with opportunities for *reflection* and *emotional intelligence development*. Furthermore, *hands-on experimentation activities* were employed to explore scientific concepts such as **solubility and color changes in solutions**, we are different types of solutions were given to them along with some solutes and they have to identify which things are soluble in water like- salt and sugar and which are not like- key, blocks, sand and which changes the color of the solution like- pouring shampoo into the detergent solution for nurturing *curiosity, problem-solving skills, and scientific literacy*. Through discussions on the **Right to Education policy** where I discussed each and every article related to their education and its need with them to sensitize that no one can take the education back from them and the hidden factors of the RTE, 2009 which they should know and **categorization of animals based on their reproduction methods**, where I provided some flash cards to them of different animals and they need to categorize that which kind of animals lays eggs (oviparous) and which gives birth to young ones (viviparous) and through this, students gained *community awareness and environmental consciousness*. Most of the activities were done by **dividing the class into groups**, which facilitated *peer-to-peer interaction* and *collaborative learning*, fostering deeper understanding of the concepts and retention. Overall, these activities were created to integrate academic learning with the development of essential life skills, in accordance with the objectives outlined in NEP 2020. Through experiential learning and peer interaction, students were empowered to navigate the complexities of the modern world with confidence, competence, and compassion.

ANALYSIS OF SELF-CLASSROOM OBSERVATION:

The analysis of the data collected from self-classroom observation of my primary school internship included a variety of activities aimed at fostering holistic student development, in line with the National Education Policy (NEP) 2020's emphasis on integrating academic learning with the development of life skills. The activities designed covered important topics such as gender inequality, discrimination on the basis of caste and religion, decision

making within the families, sensory awareness, empathy are important for students' holistic development which alliance with the life skill education objectives of NEP 2020, which emphasizes and covers various aspects such as creativity, teamwork, communication, sensory awareness, empathy, critical thinking, decision-making, social responsibility, emotional intelligence, scientific literacy, community awareness, and environmental consciousness. I used a variety of teaching methods to engage students in classroom activities and promote their understanding of complex issues, including role-playing, collaborative discussions, sensory exploration, multimedia resources (such as videos), storytelling sessions, hands-on experimentation, and real-world exploration. These strategies accommodate various learning styles and encourage active participation among students in the classroom, encouraging creativity, teamwork, communication skills, and emotional intelligence. I also tackled real-world concerns by incorporating multimedia to promote awareness and facilitate discussions on delicate themes like child sexual abuse and right to education policies, empowering students to make informed decisions. The exercises emphasized skill development across many disciplines and fostered peer-to-peer interaction and collaborative learning to increase students' knowledge of subjects.

CRITICAL ANALYSIS:

Both Government and private schools agreed that life skill education plays an important role in the overall development of the students. Zinset. al. (2004) found that life skills are necessary for success in various aspects of life, including academic, personal, and professional realms. However, despite its relevance, there are several challenges and variations in its implementation across different educational settings. In both government and private schools, life skill education is integrated into the curriculum, either by embedding it into different subjects or conducting separate sessions or workshops. This approach aligns with the principles of holistic education, as advocated by Wilsman (2012), who emphasizes the importance of embedding life skills within subject areas to make learning more meaningful and relevant. While life skill education is delivered through both whole school and class approaches, where assessment methods vary. Government schools primarily rely on observational and self-assessment, while private schools incorporate formal assessment as well. This difference in assessment methods may impact the effectiveness of evaluating students' progress in developing life skills. One significant challenge faced by both types of schools is the lack of trained teachers and adequate support for teaching life skills. Research by Hargreaves and Fullan (2012) emphasizes the importance of continuous professional development for teachers to effectively integrate life skill education into their teaching practices. Additionally, limited time in the curriculum and lack of appropriate teaching resources further hinder the implementation of life skill education, especially in government schools. Despite these challenges, various teaching methods are employed to teach life skills, including problem-solving tasks, hands-on activities, role-playing, audio-visual aids, and group discussions. These methods align with experiential learning theories, such as Kolb's Experiential Learning Theory (1984), which suggests that learning occurs through a cycle of concrete experiences and reflection. Furthermore, fostering peer-to-peer learning and collaboration is essential in the development of life skills. Both government and private schools utilize group projects, cooperative learning activities, classroom discussions, debates, and peer mentoring programs to facilitate peer interaction and collaborative learning, consistent with the sociocultural theory proposed by Vygotsky (1978). In conclusion, while there is an agreement on the importance of life skill education, there are challenges in its implementation across different educational settings. By addressing these challenges and employing effective teaching methods, schools can better equip students with the essential life skills needed for their overall development and success in life.

On the basis of the self-classroom observation:

The primary school internship provided a comprehensive strategy for integrating life skills education into the curriculum, which corresponds with the objectives specified in the National Education Policy (NEP) 2020. The internship sought to improve academic learning while also developing important life skills for students' general growth and well-being through a range of engaging activities. Role-playing and collaborative discussions helped students develop their creativity, teamwork, and communication skills. Doherty and Roach (2014) found that role-playing activities can improve social skills and foster empathy, both of which are important components of life skill education. Furthermore, the emphasis on sensory awareness through tactile interactions with different types of clothes is consistent with study by Meehan and Riggio (2002), which underlines the role of sensory exploration in building empathy and understanding of perspectives. Facilitating discussions and categorization activities to help students understand various occupations and works promoted critical thinking, decision-making, and social responsibility, as emphasized by Zins et al. (2004). By integrating multimedia resources and storytelling sessions to raise awareness and facilitate discussions on sensitive issues such as child sexual abuse, the internship addressed emotional intelligence development, consistent with Mayer and Salovey's (1997) theory of emotional intelligence. According to Holstein and Lunetta's (2004) research, hands-on experimentation activities to examine scientific topics foster curiosity, problem-solving skills, and scientific literacy. Furthermore, discusses how the Right to Education policy and animal categorization based on reproductive methods enhanced community understanding and environmental consciousness, in accordance with the principles of citizenship education articulated by Chiodo et al. (2008). Activities based on real-world exploration, such as observing root patterns in vegetables, provided hands-on learning opportunities that enhances observation skills and environmental management, in accordance with Kolb's (1984) experiential learning concepts. Furthermore, the collaborative nature of these activities increased peer-to-peer contact and collaborative learning, resulting in deeper knowledge and retention of concepts, which is consistent with Slavin's (1996) research on collaborative learning. In short, the described activities demonstrate the thoughtful integration of academic learning with the development of critical life skills, as defined in the NEP 2020. The internship prepared students to navigate the complexity of the modern world with confidence, competence, and compassion by providing them with experiential learning opportunities and encouraging peer interactions.

FINDINGS:

The findings of the data collected from teachers of both the government and private school through **questionnaires**, indicates the importance of life skill education for the students' overall development which is included into the curriculum either by integrating into the different subjects or taught through separate sessions workshops. Life skill education in both the schools is delivered through using both the whole school and class approach which indicates the commitment to ensure that all the students receive this essential education for their holistic development. The assessment of students' progress varies in developing the life skills between Government and private schools whereas Government schools use observational and self - assessment methods while private schools also incorporate the observational, self- assessment method but uses formal assessment too. Private schools have more support and resources for teaching life skills as compared to the Government schools. However, both the schools face the challenges such as the limited time in the curriculum and lack of appropriate teaching resources which should be an area for improvement in both the schools. Keeping these challenges aside, both the school uses effective methods to teach the life skills which includes problem-solving tasks, hands on activities approach, role playing, group discussion and many more which fosters peer-to-peer interaction and collaboration

through group projects, cooperative learning and guided instructional programs. It concludes that both the schools believe that life skill education positively impacts the students' overall development and enhances this social and emotional well-being and prepare them for the future challenges. Also, involvement of parents to some extent in reinforcing the life skill education at home is also necessary for promoting holistic development of the students but it should be limited in terms of direct environment.

The findings from **classroom observation** were that the primary school internship involved a diverse range of activities aimed at fostering holistic student development, in line with the National Education Policy (NEP) 2020's emphasis on integrating academic learning with the development of life skills. The activities designed covered important topics such as gender inequality, discrimination on the basis of caste and religion, decision making within the families, sensory awareness, empathy are important for students' holistic development which alliance with the life skill education objectives of NEP 2020, which emphasizes and covers various aspects such as creativity, teamwork, communication, sensory awareness, empathy, critical thinking, decision-making, social responsibility, emotional intelligence, scientific literacy, community awareness, and environmental consciousness. I used a variety of teaching methods to engage students in classroom activities and promote their understanding of complex issues, such as role-playing, collaborative discussions, sensory exploration, multimedia resources (like videos), storytelling sessions, hands-on experimentation, and real-world exploration. These strategies accommodate various learning styles and encourage active participation among students in the classroom, boosting creativity, teamwork, communication skills, and emotional intelligence. I also addressed real-world issues by combining multimedia to raise awareness and facilitate debates about sensitive topics such as child sexual abuse and right to education regulations, allowing students to make educated decisions. The activities stressed skill development across several disciplines and promoted peer-to-peer contact and collaborative learning to boost students' knowledge of subjects.

RESULT:

The research project provides a comprehensive review of the current situation of life skills education in primary schools in Delhi, with an emphasis on both government and private schools. It indicated that, while educators recognize the value of life skills, they face obstacles in implementing them, particularly in government schools with limited resources. Despite these limitations, attempts are underway to incorporate life skills into the curriculum through a variety of instructional approaches and peer participation. Creativity, teamwork, communication, sensory awareness, empathy, critical thinking, decision-making, social responsibility, emotional intelligence, scientific literacy, community awareness, and environmental consciousness are among the key life skills that should be integrated. Insights into educators' and students' attitudes and opinions about integrating life skills reveal a general interest in getting training and support, as well as a knowledge of the benefits to students' overall development. However, difficulties such as restricted curricular time and a lack of sufficient resources must be addressed in order to ensure that life skill education is implemented effectively in primary school.

SUGGESTION:

Government school:

- To advocate for increased funding and resources from the government authorities to support the implementation of life skill in MCD schools by seeking the partnerships with local businesses, NGOs and community organizations to provide the additional resources like funding and materials for life skill initiative.
- Provide comprehensive professional development programmed for teachers and their knowledge and skills in delivery education effectively to integrate Life skills into their teaching practices.
- Organizing regular parental workshop seminars and community events to educate the parents about the importance of life skill education and involve them in the school initiatives. They should work with local agencies and non-profit groups to provide social economic support services for students and families, such as health care, nutritional programs, and counseling services.
- Government officials should give teachers with training and professional development opportunities to help them improve their cultural competence and establish inclusive learning environments.

Private school:

- Include examining and rewriting the curriculum to allow for the integration of life skills education without overburdening students or teachers, as well as seamlessly merging it into current academic areas.
- They should educate parents on the importance of life skills education and the long-term benefits to their children's personal and professional success and development.
- Providing adequate support, resources, and time to effectively plan and implement life skill education programs promotes a culture of collaboration and teamwork among teachers and allows them to share their responsibilities for incorporating life skill education into their teaching practices.
- The resources must be accessible and supportive to implement the life skills in education programs which include curriculum development, teacher training and extra-curricular activities.
- To assess the effectiveness of life skills education programs and identify the areas for improvement. A continuous evaluation and assessment should be done which encourages a culture of innovation in experimentation and allow teachers and administrators to apply new approaches and strategies for integrating the life skill education into the school curriculum.

CONCLUSION:

In summary, the study examined students' and teachers' perspectives of life skills education in Municipal Corporation of Delhi (MCD) schools. The study used a mixed-methods approach, which included classroom observation, discussions, and surveys. The findings demonstrated an understanding of the need for life skills education among instructors in both public and private schools, with variable levels of implementation and support. Despite constraints such as time and finances, efforts were made to include life skills into the curriculum via diverse teaching approaches and peer participation. The primary school internship also displayed a complete approach to life skills teaching, with an emphasis on creativity, empathy, critical thinking, and environmental consciousness among children.

Life skills education must be integrated into primary school curriculum in Delhi to ensure children' complete development. It not only improves academic performance but also provides students with critical skills for their overall development and well-being. Life skills education equips pupils with the confidence and expertise to manage the challenges of the modern world by cultivating creativity, empathy, and critical thinking. Furthermore, it

improves social and emotional well-being, prepares pupils for future obstacles, and adds to their overall success in life.

Future study should focus on approaches to overcoming barriers in effectively integrating life skills education, particularly in government schools with limited resources. Furthermore, more research on the long-term effects of life skills education on students' academic achievement, social development, and career readiness would provide significant insights. Research might also focus on identifying best practices and novel approaches to incorporating life skills education into the curriculum, while taking into account the different needs and settings of Delhi's primary school students.

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