

The Skills That Shape Life: A CBSE Training Session on Life Skills

Pune, Maharashtra | 31st August, 2026



S.B. Patil Public School, Ravet, organised an all-day training session on Life Skills for its teachers on 31 August 2026. The session focused on the importance of life skills in education, the core life skills identified by the United Nations, and the ways in which these essential abilities can be meaningfully integrated into classroom teaching and everyday learning.

The training was conducted by Ms. Kalyani Pethkar, Psychologist and Counsellor at Intelligent Cadet International School, and

Mr. Neeraj Tripathi, an experienced education professional with over 14 years of expertise in CBSE teaching, academic coordination and school leadership.



The session began by exploring a fundamental question: What are life skills, and why do we need them? While academic knowledge equips students with information and subject-specific competencies, life skills enable them to navigate the situations, relationships, decisions and challenges they encounter beyond the textbook. They influence how individuals think, communicate, respond to difficulties, solve problems and make choices in everyday life.

The resource persons introduced the participants to the life skills identified by the United Nations, including skills such as critical thinking, creative thinking, decision-making, problem-solving, effective communication, interpersonal relationships, self-awareness, empathy, coping with emotions and coping with stress. The discussion emphasised that these skills are interconnected and play an important role in helping young people become confident, responsible and adaptable individuals.



A significant focus of the training was on moving beyond a theoretical understanding of life skills. Rather than treating them as a separate topic or an additional item in the curriculum, teachers were encouraged to recognise the opportunities already present within their subjects and classrooms. Life skills can be developed naturally through the way a lesson is designed, a question is posed, a discussion is conducted or a problem is approached.

The participants explored how life skills can be imbibed into teaching across subjects. Critical thinking can emerge through analysing information and questioning assumptions; creative thinking can be encouraged through open-ended tasks; problem-solving can be developed through practical situations; communication and interpersonal skills can grow through collaborative learning; while decision-making, empathy and self-awareness can be nurtured through discussions, reflections and classroom interactions.



The training encouraged teachers to look at life skills from a realistic and practical perspective. The emphasis was on connecting classroom learning with situations that students encounter in their everyday lives. Whether it is managing time, resolving a disagreement, making a responsible choice, understanding another person's perspective, coping with disappointment or approaching an unfamiliar problem, life skills are constantly at work.



This perspective also reinforced the idea that everyday experiences are opportunities for learning. A classroom is not merely a space where students acquire academic knowledge; it is also a place where they learn how to listen, collaborate, question, communicate, adapt and respond to the world around them. Teachers, therefore, have an important role in creating experiences that allow these skills to develop organically.

The session also prompted teachers to reflect on their own role as facilitators of holistic education. Integrating life skills into different subjects does not require every lesson to become a formal life-skills lesson. Instead, it calls for greater awareness of the skills that students are developing alongside academic concepts and deliberate opportunities for students to practise them.



The day-long programme offered teachers an opportunity to rethink the relationship between education and real life. It highlighted that the true value of learning lies not only in what students know, but also in how effectively they can use that knowledge to think, communicate, make decisions, solve problems and navigate the complexities of everyday life.

The training was a meaningful professional development experience that encouraged educators to look beyond the conventional boundaries of the curriculum and recognise life skills as an integral part of meaningful education. By weaving these skills into everyday teaching, schools can help students become not only better learners, but also more capable, thoughtful and resilient individuals.