

REPORT ON THE ADOLESCENT PEER EDUCATORS LEADERSHIP PROGRAM IN LIFE SKILLS, HOLISTIC HEALTH & WELLBEING

(Four Days Training Program for Peer Educators & Teachers/Counselors)

Nov 2021 - May 2025

Organized by

**CENTRAL BOARD OF
SECONDARY EDUCATION**



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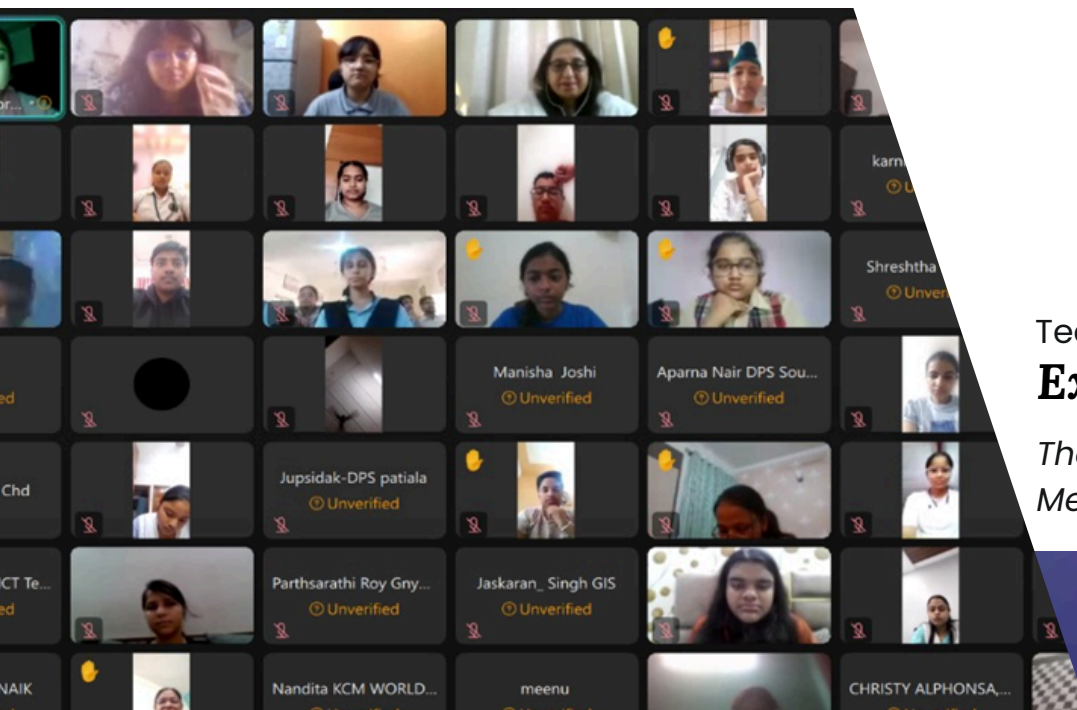
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Technical Support

Expressions India

*The National Life Skills & School
Mental Health Program*

Shaping Wellbeing Ambassadors for the Nation

Online Launch of the 5th Phase of the
Adolescent Peer Educators
Leadership Program in Life Skills,
Holistic Health & Wellbeing



11th July 2024, Thursday, 4:00 pm onwards

Chief Guest

Guest of Honour



Shri Rahul Singh
Chairman, CBSE



Shri Himanshu Gupta
Secretary, CBSE

Interaction with Adolescent Peer Educators &
Mentor Teachers

Enriching the Climate for Healthy and Happy Schools



Aware... Responsible... Empowered...

**Central Board of Secondary Education
Online launch of Adolescents Peer Educators Leadership
Program in Life Skills, Holistic Health and Wellbeing
23 November, 2021**

*The Central Board of Secondary Education in the backdrop of National Education Policy 2020 empowered the learners and peer educators as stakeholders of school health, safety and wellbeing. The program is well supported by various schools across the nation. The online launch of the “**Adolescent Peer Educators Leadership Program in life Skills, Holistic health and wellbeing**” was in the honourable presence of Shri Manoj Ahuja, Chairman CBSE (Chief Guest), Dr Joseph Emmanuel, Director (Academics) CBSE (Guest of honour), Mrs. Ramandeep Kaur, Joint Secretary CBSE and Dr Jitendra Nagpal (Program Director Expressions India).*

*The program envisions empowering of the “**Life Skills and Wellbeing Ambassadors**”. The focus is on the promotion of life skills, wellbeing, mental health, safety, hygiene, sanitation, and nutrition, minimising high risk behaviour and promoting positive school and family climate for health and happiness. Schools across the country shall build up chains of peer educators for mutual learning and peer review. Constant feedback of this training program shall go a long way in enrichment. The good practices shall be appreciated and followed by all the schools.*

The Adolescent Peer Educators’ Leadership Program in Life Skills, Health and Wellbeing by CBSE has completed 68th Batches of the interactive Orientation programs for schools across the country. This has led to widespread enthusiasm in student peer educators to enrich as change makers and empowered leaders along with their nodal teachers as sentinels of life skills and wellbeing climate in the school. In pursuance of the efforts to bring together exemplars of such best practices and provide a common platform for mutual learning, the CBSE Adolescent Summit is envisioned and planned.

The empowering platform for Peer Educators and Young leadership shall have noted experts and erudite mentors from top organizations viz Ministry of Health and Family Welfare, WHO, Min of Women and Child Development, NCPDR, National Institute of Social Defense, Min of SJ & E, UNICEF UNESCO, IMA and Expressions India coming together for strengthening the innovative endeavor from the eyes of the adolescents in promoting best practices in their schools.

The need for a continued dialogue and educational intervention in pursuit of empowering the adolescents of our country as Mental Health and Well-Being Ambassadors has been strongly felt. When adolescents acquire knowledge, values and life skills, they benefit in a variety of ways. These qualities help them to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others and cope with and manage their lives in a healthy and productive manner.

Schools are envisaged as nodal centres for skills based health promotion programmes. It has been noted that schools are the key forums for acquisition of health related knowledge, attitudes and life skills. They are indeed the source of empowering children towards being responsible citizens.

*This is relevant in these times especially when COVID - 19 pandemic has impacted the psychosocial well-being of children and adolescents across the country. **The envisioned outcomes include positive impact on the holistic development and upgrading from core life skills to 21st century skills. This will further amplify in building their resilience, mental wellbeing self-esteem, social sensitivity, better communication skills, enhanced ability to plan and set goals and above all multifaceted well-rounded personality, thereby empowering themselves to lead a socially productive life. Thereby contributing to nation building. In our journey to make Sashaktbharat and empower students with life skills as role models of tomorrow, A dedicated web page on the CBSE website shall carry advisory, practical tips, posters, videos, FAQs, and online interactive platform for various aspects of life skills, mental health, and wellbeing. Orientation modules will also be included in this. This would further serve as an Interactive Chat-Line Platform for contact, guidance, and life skills for 21st century learners shall be made available for schools, students, and teachers. Short films from students all over the country can be encouraged as peer support. On the similar lines, short modules on various aspects of psychosocial and allied healthy behaviour in minimizing risks in children and adolescents shall be added. Peer Educators as part of the regular Life Skills training modules shall be given the opportunity to showcase talent in the Young Film Maker's Festival. The ongoing training program is divided into batches with 8-hour training sessions spread over 4 days. Two school counsellors/ wellness teacher / nodal teachers and 4 peer educators are being trained with 4 modules and 8 themes. The relevant themes involve topics like importance of 21st century life skills, building resilience, nutrition, hygiene, family bonding, dealing with emotions, impact of digital world and effective career choices. Transaction of knowledge, skills and attitude is being done for making the youth awareness, responsible and empowered. The themes shall go on evolving as suggestions come from peer educators and good practices are shared across the country. The launch was concluded by vote of thanks by Mrs. Ramandeep Kaur, Joint Secretary CBSE.***

Layout

RISHA PRIYANKA,G... • Unverified

geeta m... • Unverified

Dr Jitendra ... • Unverified

Aprajita Dixit • Unverified

Divisha jain(bvb j... • Unverified

Hussna Hussain

of the Adolescent Peer Educator Programme Meeting Info 42:10 Layout

ADOLESCENT PEER EDUCATORS LEADERSHIP PROGRAMME IN LIFE SKILL, HEALTH AND WELL BEING

MODULE -IV

Unmute Stop video Share Record Breakout sessions

Construction on NH...

Report on the Adolescent Peer Educators Leadership Program in Life Skills, Holistic Health & Wellbeing

(Four Days Training Program for Peer Educators & Teachers/Counselors)

*The **Central Board of Secondary Education (CBSE)** had introduced **Life Skills based Health and Wellbeing Education as an integral part of its curriculum for the holistic development** of all types of learners so that they are able to develop a sense of self-confidence, eco-sensitivity, and right approaches to lifelong learning. In order to provide a platform to the schools to facilitate Life Skills, Mental Health, and Holistic Wellness as an integral part of day -to-day education as well as the empowerment of young minds.*

*CBSE has announced to initiate and support the **Adolescent Peer Educators Leadership Program for enriching Life Skills, Holistic Health and Wellbeing of its students in collaboration with Expressions India**. The Board launched the programme on **23rd November 2021**. It was very encouraging to note the leaders and peer educators from various esteemed schools across the country share their valuable experiences, anecdotes during the process of training which made it more effective & an interactive one. It was felt that the training program enabled to establish action plans, new goals and ideas during the sessions in align with the progressive educational reforms.*

*The **Adolescent Peer Educators' Leadership Program in Life Skills, Health and Wellbeing by CBSE has completed 165 Batches** of the interactive Orientation programs for schools across the country. This has led to widespread enthusiasm in student peer educators to enrich as change makers and empowered leaders along with their nodal teachers as sentinels of life skills and wellbeing climate in the school.*

***Around 16,692 students 8,346 teachers/ counselors from 4,173 schools participated in this prestigious training programmes from November 2021 to May 2025**. The nominated students (Peer Educators) and teachers from many of these schools who have been trained under this programme have prepared a plan of action for the successful implementation of Life Skills, Health and Well Being in their schools.*

The need for a continued dialogue and educational intervention in pursuit of empowering the adolescents of our country as Mental Health and Well-Being Ambassadors has been strongly felt. When adolescents acquire knowledge, values and life skills, they benefit in a variety of ways. These qualities help them to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others and cope with and manage their lives in a healthy and productive manner.

Celebrated the Inaugural of the 75th Batch of the Adolescent Peer Leadership Enrichment Program in Life Skills, Holistic Health and Well-Being.

CENTRAL BOARD OF SECONDARY EDUCATION

Adolescent Peer Educators Leadership Program for Life Skills, Holistic Health & Wellbeing (Online)

Launched 23rd Nov 2021 - Ongoing July 2023

Celebrating the Commencement of

75 th Batch in July 2023

in technical support

Expressions India

The National Life Skills, School Health and Wellbeing Program

Aware... Responsible... Empowered...



*Join hands to commemorate and take this Landmark
Journey for your School...*

Write to us at peerlifeskills@gmail.com

**Celebrated the 100th Batch
of the Adolescent Peer Leadership Enrichment Program
in Life Skills, Holistic Health and Well-Being.**

**BUILDING THE LIFE SKILLS & WELLBEING
AMBASSADORS FOR THE NATION**



CENTRAL BOARD OF SECONDARY EDUCATION

**ADOLESCENT PEER EDUCATORS LEADERSHIP
PROGRAM FOR LIFE SKILLS,
MENTAL HEALTH, SAFETY & WELLBEING**

(Online)

LAUNCHED NOV 2021 - ONGOING 2024

Completed the Landmark

100th Batch in December 2023

in technical support

Expressions India

The Life Skills & National School Mental Health Program

Aware... Responsible... Empowered...



**For further information & facilitation of the program, write at
peerlifefskills@gmail.com**

**Celebrated the 150th Batch
of the Adolescent Peer Leadership Enrichment Program
in Life Skills, Holistic Health and Well-Being.**

**BUILDING THE LIFE SKILLS & WELLBEING
AMBASSADORS FOR THE NATION**



CENTRAL BOARD OF SECONDARY EDUCATION

**ADOLESCENT PEER EDUCATORS LEADERSHIP
PROGRAM FOR LIFE SKILLS,
MENTAL HEALTH, SAFETY & WELLBEING**

(Online)

LAUNCHED NOV 2021 - ONGOING 2024

Nearing the Landmark of
150th Batch in September 2024

in technical support

Expressions India

The Life Skills & National School Mental Health Program

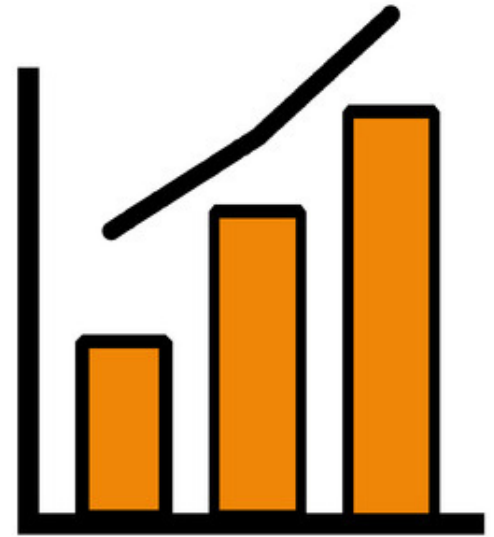
Aware... Responsible... Empowered...



For further information & facilitation of the program, write at
peerlifekills@gmail.com

Data of the Adolescent Peer Leadership Enrichment Program in Life Skills, Holistic Health and Well-Being till 178 batches

- No. of Programs Conducted:
178 Groups
- No of Schools Trained: 4,173
- No of Peer Educators Trained:
16,692
- No of Teachers Trained - **8,346**



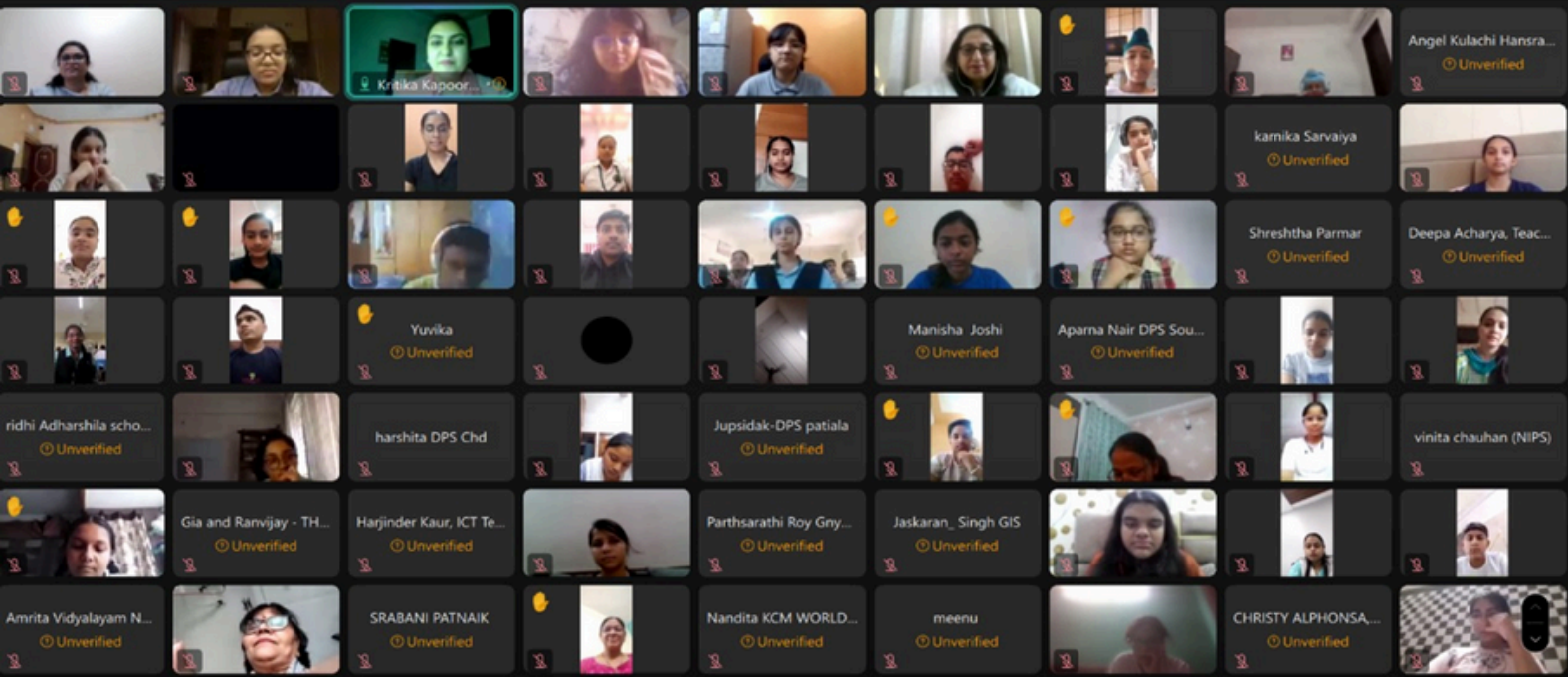
FOUR MODULES COMPRISING EIGHT THEMES

of the Adolescent Peer Leadership Enrichment Program in Life Skills, Holistic Health and Well-Being

The initial orientation program series shall be implemented eight themes as mentioned below:

Sessions

1. Introduction -the journey from core life skills to 21st century skills
2. Building resilience for coping and capacity building
3. Growing up healthy, importance of nutrition and hygiene
4. Family bonding and caring communication-emerging paradigm
5. Healthy expression of emotions, dealing with anger, loss and sadness
6. Developing healthy interpersonal relationships-mobilizing peer support grades
7. Empowering self for the digital world and prevention of allied high-risk behaviours
8. Making effective career choices - integrating the Life skills approach



BE A GOOD DIGITAL CITIZEN

- Be considerate and kind in discussions or on social media.
- Remember that everything you post online is permanent.
- Create a strong password and keep it private.
- USE CAUTION WHEN CLICKING LINKS OR DOWNLOADING FILES.
- Report cyberbullies to parents or teachers.
- Never agree to meet an online friend in person—ask your parents first.
- Don't share your personal information online.
- GET PERMISSION BEFORE SHARING INFORMATION ABOUT OTHERS.

BE ALERT
TELL AN ADULT IF ANYTHING HAPPENS ONLINE THAT YOU DO NOT LIKE

THINK TWICE
DOUBLE CHECK INFORMATION TO MAKE SURE IT IS TRUE

STAY SAFE
DO NOT MEET ANYONE WHO YOU HAVE ONLY BECOME FRIENDS WITH ONLINE

STAY SAFE
DO NOT SHARE YOUR PERSONAL INFORMATION OR PASSWORDS

BE KIND
TREAT OTHERS AS IF YOU WERE FACE-TO-FACE



ACTIVITY 1

GUESS THE LOGOS

Stop video (Ctrl + Shift + V)





Adolescent Peer Educators Leadership in Mental Health and Wellbeing



Introduction:
the journey from
core life skills
to 21st century skills

Making effective career choices -
integrating
the life skills approach

Building Resilience for
coping and
capacity building

Empowering self for the
digital world and prevention
of allied high risk - behaviors

Growing up healthy,
importance
of nutrition and hygiene



Developing healthy
interpersonal relationships -
mobilizing peer support

Family bonding and
caring communication -
emerging paradigm

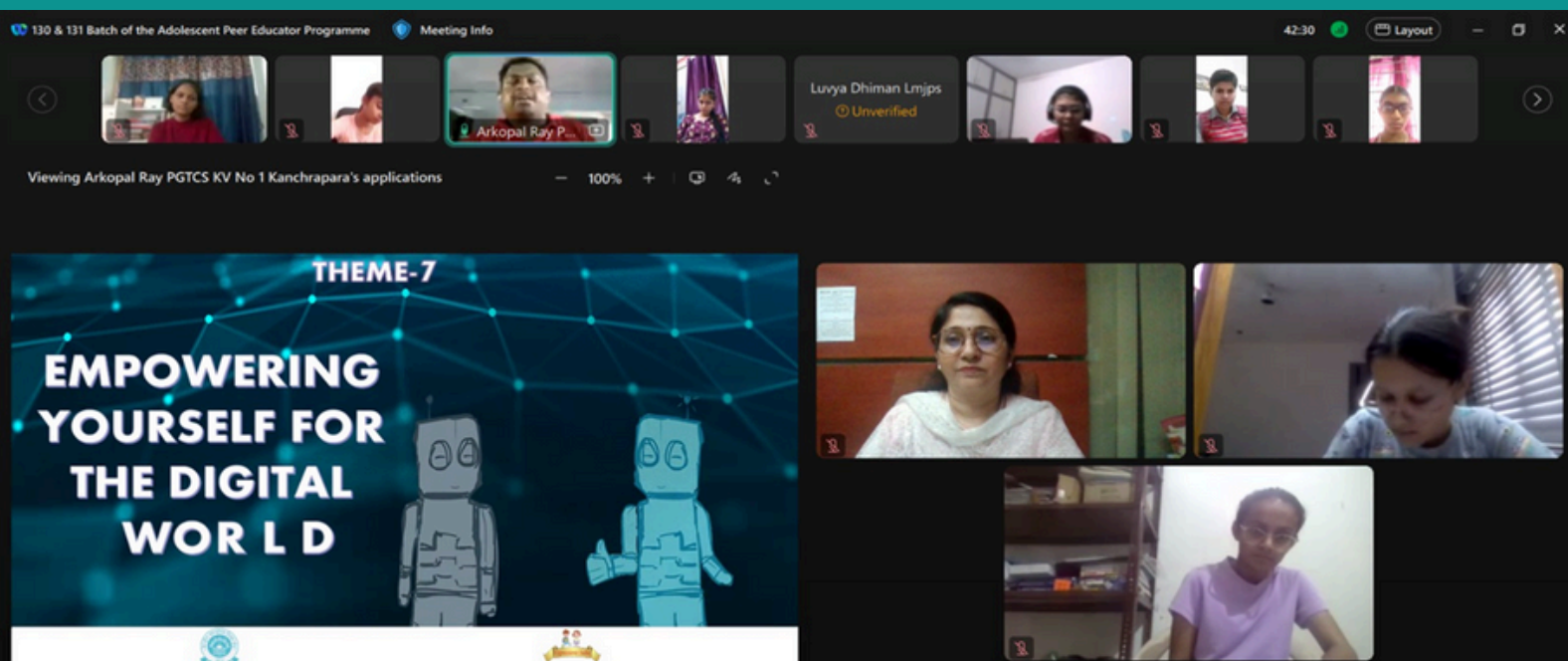
Healthy Expressions of emotions,
dealing with
anger, loss and sadness

Qualities that Peer Educator/Trainer should possess

- P- Positive Outlook**
- E- Enthusiastic**
- E- Empowered**
- R- Responsible**
- S- Sensitive**



Feedback Received by the Participating Peer Educators



·Name : Mehr Menghnani ·Class : 11th
·School : India International school, Ghaziabad, Uttar Pradesh

As the Adolescent Peer Educator, what are your take always and learning experience from the program.

The program gave us an insight into topics that are generally not discussed in this level of depth like mental health of adolescents and psychosocial competence. There are various ways we can talk about them and make a conducive environment around us.

·Name : Birangad Singh Sekhon ·Class : 9th
·School : Billabong High International School, Malad

·How does an effective family-school partnership help in the development of a positive and adaptive climate during school years ?

An effective family-school partnership helps in the development of a positive and adaptive climate during school years by giving the students a safe and secure place to study with friends that will help you instead of bullying you.

·Name : Mrunmayee Mainkar ·Class : 11th
·School : School Of Scholars, Amravati

·Suggest methods by which schools can implement awareness about Life Skills education for a healthy and happy life.

Schools can teach about important life skills such as critical thinking, stress management etc. by putting students in actual situations and guiding them about tackling the problems using various life skills.

·Name : N.Kanishk ·Class : 11th
·School : MES International school, Pattambi

·List various challenges/risks about Health & Wellbeing confronting adolescents today (Physical Health & Mental Health).

Physical Health:-Children nowadays don't have proper diet plan or don't eat much healthy food.This affects their physical health. Mental Health:-Children are nowadays addicted to mobile phone where they use many social media platforms and online games which make them mentally unhealthy.

·Name : Urja Chakkilala ·Class : 9th
·School : Jindal Vidya Mandir Kalmeshwar

·How can Adolescent Peer Educators play a supportive role in preventing mental health problems and interpersonal concerns?

My method is to talk it out.. I believe talking about all the things out is better than any other method, and even talking it out by different methods like games, or debates or discussions or whatever the other person likes. My way is to make them feel comfortable and talk it out even a therapist or counsellor could do that but when you talk to someone of your own age they feel more free while sharing and i' hv experienced this in my school as well that's why I think they'll feel more comfortable while sharing it with someone of thier age or with someone who are like minded.

·Name : Satwinder kaur ·Class : 10th
·School : B.N.L.P School ,Sri Anandpur Shaib (Punjab)

·Suggest ways to empower oneself with safety in the digital world.

Empower ourselves with the safety in the digital world knowing more about the latest technology like the coding , basic computer etc(because if we doesn't know about the enemy how can we face it) and do not trust anyone easily rather than your parents.

·Name : DEV CHAWLA ·Class : 9th
·School : S. L. SURI DAV PUBLIC SCHOOL JANAKPURI NEW DELHI

·Please share your suggestions on few topics of interest, wherein you would like to get further empowered or need some more inputs.

Software developing , editing, app making, poster creating.

·Name : Shreya Ghosh ·Class : 9th
·School : St. Gabriel's Sr. Sec. School, Ranjhi, Jabalpur

·What types of multiple participatory activities can schools promote for Life Skills, Health and Wellbeing of students? (making short films, Nukkad Natak etc.)

By nukkad natak, several other activities including games as well as short films.

·My suggestions for effective counseling services in schools for 21st century learners.

Sessions should be among the peer educators as well as peers only. As they will feel free to share their thoughts as well as feelings.

·Name : Yamunadevi Prakash ·Class : 11th

·School : Kendriya Vidyalaya OCF Avadi

·As the Adolescent Peer Educator, what are your take always and learning experience from the program.

From the program I learnt that we should be resilient in order to achieve our goals. I also learnt how important mental health is and how the relationship we have with our family and friends help in being successful in life. I realised that we must never bottle up our emotions whether it is a negative or a positive emotion. We must build a career rather than go for a job just for money.

·Name : Manisha Sharma ·Class : 11th

·School : DAV MODEL SCHOOL SECTOR 15A CHANDIGARH

·Suggest methods by which schools can implement awareness about Life Skills education for a healthy and happy life.

My personal perception suggests that we should keep learning ; focus on interpersonal skills ; surround yourself with positive people ; develop and practice self awareness.

·Name : Hanoona Najoom ·Class : 9th

·School : Alangad Jama-ath Public School Karumalloor, Kerala, India

·How does an effective family-school partnership help in the development of a positive and adaptive climate during school years ?

By family-school partnership, they create important opportunities for children to develop social, emotional, and academic capabilities. Most home-school communication between the parent and teacher is important for enhancing both teacher and parent outcomes. Through this relationship, both can enhance children's learning and development, as well as address any obstacles to learning...

·Name : Akanksha Chauhan ·Class : 9th

·School : Sunbeam School Mau

·List various challenges/risks about Health & Wellbeing confronting adolescents today (Physical Health & Mental Health).

What the problem faced by today's adolescent is that study pressure, due to this they get depressed and lead to suicide.

·Name : Oviya Rachit Jain ·Class : 9th
·School : Broadway International School, Surat, Gujarat

·As the Adolescent Peer Educator, what are your take aways and learning experience from the program.

I have learn many new things like ways of integrating life skills in the curriculum and the importance of life skills . I learned more about adolescence , ways to manage emotions , stress, etc.

·Name :Vaishali Pilkhwal ·Class : 9th
·School : Beersheba senior secondary school, Haldwani, Uttrakhand

·How does an effective family-school partnership help in the development of a positive and adaptive climate during school years ?

An effective family-school partnership fosters open communication, mutual support, and shared goals, creating a positive and adaptive school climate. It enhances students' well-being by aligning home and school environments, reinforcing consistent expectations, and promoting a collaborative approach to education. This collaboration positively influences students' motivation, academic performance, and social-emotional development, contributing to an overall healthy and supportive learning environment.

·Name :Dr ALPNA PODDAR ·Class : 12th
·School : Saffron Public school Faridabad

·As an adolescent peer educator , I wish to bring about changes in[complete the sentence].

Fearless environment in the school. School should be a happy place to come. Parents should be willing to here from the adolescent.

My suggestions for effective counseling services in schools for 21st century learners.
Regular visits of counselor. A setup of career corner and effective ways to overcome the difficulties

·Name : Urveen Kaur Sekhon ·Class : 11th

·School : Delhi Public School, Patiala

·List various challenges/risks about Health & Wellbeing confronting adolescents today (Physical Health & Mental Health).

1. **Sedentary Lifestyle:** Increased screen time and reduced physical activity contribute to sedentary behaviors, affecting adolescents' physical health.
2. **Unhealthy Eating Habits:** Poor nutrition choices and irregular eating patterns can lead to obesity, nutritional deficiencies, and related health issues.
3. **Substance Abuse:** Experimentation with drugs and alcohol poses a significant risk to both physical and mental health among adolescents.
4. **Sleep Deprivation:** Irregular sleep patterns and insufficient sleep negatively impact physical health, cognitive function, and emotional well-being.
5. **Body Image Issues:** Social pressures and media influence can contribute to body image concerns, leading to mental health challenges like eating disorders.
6. **Bullying and Peer Pressure:** Peer interactions can result in bullying, peer pressure, and social stressors, affecting mental health and overall well-being.
7. **Technology Overuse:** Excessive use of technology, including social media, may contribute to mental health issues such as anxiety, depression, and social isolation.
8. **Academic Stress:** High academic expectations and performance pressure can lead to stress, anxiety, and burnout, impacting both physical and mental health.
9. **Family Issues:** Family dynamics, conflicts, or lack of support can contribute to emotional and mental health challenges for adolescents.
10. **Access to Healthcare:** Limited access to healthcare services can hinder early detection and intervention for both physical and mental health issues in adolescents.

·Name : Arya Acharya

·Class : 9th

·School : Capitol public school (Main campus), Gokalpur, Delhi

·Suggest methods by which schools can implement awareness about Life Skills education for a healthy and happy life.

Using means that attract children like illustrations - videos, charts, images, etc.

·Name : Rinki Manna ·Class : 11th

·School : Gyan Devi Senior Secondary School, Gurugram, Haryana

·List various challenges/risks about Health & Wellbeing confronting adolescents today (Physical Health & Mental Health).

Adolescents require more nutritious diets in their life. Any deficiency may lead to a serious problem. They are also more prone to mental health risks like depression, social anxiety, etc.

What types of multiple participatory activities can schools promote for Life Skills, Health and Wellbeing of students? (making short films, Nukkad Natak etc.)

Schools can provide students with various posters on such topics that can be seen and noticed by students at various places.

·Name : Sanya Dhamija ·Class : 11th

·School : MGN Public School, Jalandhar, Punjab

·Suggest ways to empower oneself with safety in the digital world.

the first and most important thing is being aware about safety and why there's the need to be digital secure. one should have the knowledge . we should keep strong passwords.enable 2 factor authentication , keep apps updated. we should be skeptical and cautious with the emails, messages from unknown sources. we should limit personal information on social media platforms and also backup data.

·Name : Deepthanshu vudaru ·Class : 9th

·School : Delhi Public School ,Miyapur, Hyderabad

·How can Adolescent Peer Educators play a supportive role in preventing mental health problems and interpersonal concerns?

As peer educators, we can support your friends by teaching them the value of getting mental health assistance when needed. If they exhibit any signs of a mental disorder, urge them to consult a mental health expert.We can also encourage good practices that will enhance the mental health of your peers. Urge them to eat a balanced diet, get adequate sleep, and exercise on a regular basis.It's also critical to establish a secure and encouraging space for your peers to discuss mental health

·Name : Parth Kumar Singh ·Class : 9th
·School : Delhi Public School, Firozabad, Uttar Pradesh

·Suggest ways to empower oneself with safety in the digital world..

using an email account that they cannot access. changing your passwords and user names often. keeping your passwords hidden. deleting private emails, files, and documents and making sure they're not in your email trash or computer recycle bin.

As an adolescent peer educator , I wish to bring about changes in[complete the sentence in about 15 -20 words].

The society and encourage engagement into care and support adherence to treatment by providing client centered individual and group level skill building activities to achieve client goals.

·Name : Vibha Kotecha ·Class : 9th
·School : Podar International School, Beed, Maharashtra

·What types of multiple participatory activities can schools promote for Life Skills, Health and Wellbeing of students? (making short films, Nukkad Natak etc.)

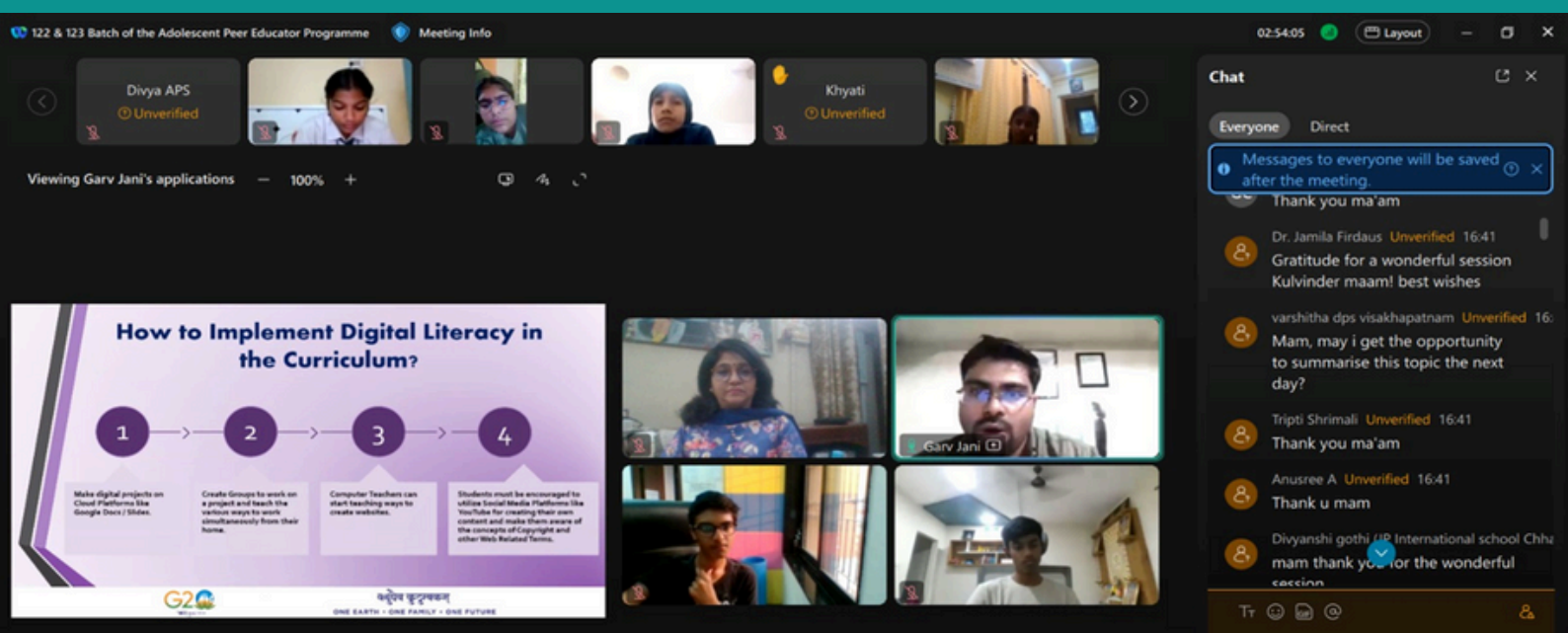
The school can encourage students to share their feeling and believe more in themselves. Career option that are not commonly pursued but majority of the students. And also about dealing with our mental growth.

·Name : Hanoona Najoom
·Class : 9th
·School : Alangad Jama-ath Public School Karumalloor, Kerala, India

·How can Adolescent Peer Educators play a supportive role in preventing mental health problems and interpersonal concerns?

Peer educators can act as role models of attitude and behavior for their peers.They can be a good listeners and motivate their peer's how to face all of their problems with a spite..They can build cooperation, empathy and problem solving strategies between them...

Feedback Received by the Participating Teachers/ Counselors



·Name : Ekta Ranadive

·School : Sanmati Higher Secondary School Indore

·From a Teacher/Counselor perspective, what are the various health and wellbeing concerns for children & adolescents? The various concern are as follows -

- *·Unhealthy food habits*
- *·Not taking proper balance diet*
- *·Not aware about nutrition properly and their role*
- *·Busy schedule of school and tuition and coaching so not having time for exercise and outdoor games*
- *·Too much influence of mobile phones*
- *·Laziness*
- *·Obesity in young age*
- *·Mood swings due to hormonal changes*
- *·Health issue*
- *·Weak immune system*
- *·Prone to other diseases*
- *·Wrong eating habits*
- *·Lack of awareness of neat and clean habits.*

·Name : Ravleen Kaur

·School : Shivalik Public School Patiala

·What is an 'Inclusive School? Mention five ways to enable a physically, mentally and socially inclusive school environment ?

The law ensured all children with disabilities would have access to free and appropriate education. It offered special education students specialized accommodations and services as outlined in their individualized education plans (IEPs) and a chance to learn alongside their peers. Today, inclusion in schools means so much more than this. It means ensuring students from all backgrounds—regardless of socioeconomic status, ethnicity, race, gender, household income, or have equal access to education and services.

Creating a school that is truly inclusive starts in each classroom, but it must also be wider in scope. It requires specific strategies and a shift in culture that is shared and encouraged by the school administration, teachers, and students.

·Name : Ekta Ranadive

·School : Sanmati Higher Secondary School Indore

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- *·Unhealthy food habits*
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- *·Not aware about nutrition properly and their role*
- *·Busy schedule of school and tuition and coaching so not having time for exercise and outdoor games*
- *·Too much influence of mobile phones*
- *·Laziness*
- *·Obesity in young age*
- *·Mood swings due to hormonal changes*
- *·Health issue*
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Creating a school that is truly inclusive starts in each classroom, but it must also be wider in scope. It requires specific strategies and a shift in culture that is shared and encouraged by the school administration, teachers, and students.

·Name : Sonali Khanna

·School : Delhi Public School Patiala

·Mention the common adolescent mental health issues/concerns which emerged during Covid-19 times. Kindly mention in points?

- *Increased Anxiety and Stress*
 - *Loneliness and Social Isolation*
 - *Depression*
 - *Increase in Screen time*
 - *Comparison ideology*
 - *Grief and loss*
-

·Name : Sonal Saini

·School : Shree Krishna Pranami Public School Siwani Mandi, Bhiwani-127046

·How do you envisage the “Peer Life Skills Leadership’ Program implementation in your school? Kindly mention in points?

- *...Assessment: Will assess the current life skills needs of the students.*
 - *...Planning: Will develop a detailed program outline and timeline.*
 - *...Training: Will provide necessary training to teachers on Peer Life Skills Leadership Programme.*
 - *... Student Selection: Will identify potential peer leaders based on criteria.*
 - *...Curricular Integration: Integrate the program into the existing curriculum.*
 - *... Mentoring: Peers will connect leaders with mentors for guidance.*
 - *...Monitoring and evaluation: Establish regular evaluations to measure program effectiveness.*
 - *...Community Engagement: Will involve parents and the community in supporting and reinforcing life skills.*
 - *...Feedback mechanism: Establish a feedback system for continuous improvement.*
 - *...Celebration: Recognize and celebrate accomplishments to motivate participants.*
-

·Name : MR. VISHAL DOGRA

·School : Army Public School, Rakhmuthi

·Suggest innovative ways for improving the Family/Parenting role in promoting health and safety of children during the schooling years. Kindly mention in points

Enjoy the great outdoors! Schedule a time each day for an outdoor activity with your children. Schedule family playtime. Take a walk or play a game of tag after dinner each night. Choose toys wisely. Limit screen time. Plant a garden. Chip in with chores

·Name : Kalyani P

·School : Vedanta Academy, Chennai

·Enumerate themes to be covered for Teacher Capacity Building for positive mental health of children & adolescents. Kindly mention in points

1. *Understanding Mental Health: Enhance teachers' understanding of mental health, including common issues faced by children and adolescents.*
2. *Identifying Warning Signs: Train teachers to recognize warning signs of mental health challenges in students.*
3. *Effective Communication: Build skills in open and supportive communication to create a safe space for students to express their emotions.*
4. *Crisis Intervention Training: Provide training in crisis intervention to equip teachers to respond effectively to immediate mental health concerns.*
5. *Promoting Resilience: Focus on strategies to promote resilience and coping skills among students.*
6. *Collaboration with Mental Health Professionals: Facilitate collaboration between teachers and mental health professionals for comprehensive support.*
7. *Creating Inclusive Classrooms: Encourage inclusive practices that support the mental health of all students, fostering a positive learning environment.*

·Name : Meenakshi Bhakuni

·School : Beersheba Sr Sec School, Almora, Uttrakhand

·What methods can be adopted for everyday School Counseling Services in a comprehensive manner. Kindly mention in points?

- *Individual Counseling: Address specific student concerns.*
- *Group Sessions: Foster peer support and shared experiences.*
- *Classroom Workshops: Provide preventive education on relevant topics.*
- *Crisis Intervention: Immediate support for urgent issues.*
- *Parent Collaboration: Engage parents for holistic support.*
- *Career Guidance: Assist with academic and vocational planning.*
- *Referral Services: Connect students to external resources.*
- *Skill-Building Programs: Enhance social and emotional skills.*
- *Regular Assessments: Monitor students' well-being over time.*
- *Collaboration with Teachers: Ensure a cohesive approach to students development*

·Name : Hemangi P Prasad

·School : D.A.V Public School New Panvel, Navi Mumbai

·Enumerate themes to be covered for Teacher Capacity Building for positive mental health of children & adolescents. Kindly mention in points

- 1)The lure of substance abuse in teenage
 - 2)Sex and intimacy in adolescents
 - 3)Breaking the model of shielding and bubble wrapping adolescents
 - 4)journey from being students to becoming employable citizens
 - 5) reinforcing life skills
-

·Name : Pranathi Raj N

·School : Pallavi International School, Hyderabad

·What methods can be adopted for everyday School Counseling Services in a comprehensive manner. Kindly mention in points?

Individual Counseling Sessions:

Conduct one-on-one sessions to address specific student concerns and provide personalized support.

Group Counseling Workshops:

Organize group workshops to address common issues, promote peer support, and build a sense of community.

Classroom Guidance Lessons:

Integrate counseling topics into classroom lessons to reach a wider audience and create a positive learning environment.

Crisis Intervention:

Be prepared to provide immediate support and intervention during crisis situations, collaborating with school staff and parents.

Parental Collaboration:

Involve parents through regular communication and workshops, fostering a collaborative approach to students' well-

·Name : Neha Grover

·School : Delhi Public School, Patiala

·From a Teacher/Counselor perspective, what are the various health and wellbeing concerns for children & adolescents?

Mental illness is a general term for a group of illnesses that may include symptoms that can affect a person's thinking, perceptions, mood or behaviour. Mental illness can make it difficult for someone to cope with work, relationships and other demands.

Involve parents through regular communication and workshops, fostering a collaborative approach to students' well-

·Name : Rakshita Shah

·School : Beersheba Sr. Sec.School, Almora

·What is an "Inclusive School? Mention five ways to enable a physically, mentally and socially inclusive school environment ...

Schools can provide accommodations such as assistive technology, adapted curriculum, and other resources to support the learning of students with disabilities. This can help to create an environment that is inclusive and welcoming to all students.

- 1.Promote a Positive Classroom Climate:
- 2.Embrace Students' Diversity:
- 3.Increase Our Own Cultural Competence:
- 4.Encourage Student Interactions:
- 5.Foster a Community of Learners Within Our Classes:

·Name : Sahil vishwakarma ·School : St. Aloysius, Sen Sec School, Rimjha Jabalpur , MP

·Enumerate themes to be covered for Teacher Capacity Building for positive mental health of children & adolescents.

Depression can be first thing because nowadays it is causing more effect on children which cause to suicide , then attraction toward wrong thing , hormonal changes etc

What methods can be adopted for everyday School Counseling Services in a comprehensive manner. (80-100 words) Kindly mention in points

Methods are

- 1 ppt or pdf must be shown twice a week
- 2 health and counseling session should be there
- 3 drama should be performed related to various adolescence problem
- 4 debate
- 5 speech

·Name : Jagdeep kaur

·School : GNDDAV Public School, Bhikhiwind

·From a Teacher/Counselor perspective, what are the various health and wellbeing concerns for children & adolescents? (80-100 words)

During adolescence there are many changes in them like physical and emotional .Many health related issues like bad eating habits, smoking and lack of exercise occur due to peer pressure. Adolescence is also an optimal time to target health-related behaviors, as the interventions/behaviors will have more time to take effect and thus will maximize the impact on enhancing an individual's health in the years ahead. Students should be motivated time to time by telling them motivated stories to take care of their heat.

What is an "Inclusive School? Mention five ways to enable a physically, mentally and socially inclusive school environment (80-100 words)

Inclusive school is that where all the students even with disability can take equal access to education .

1 All students are given equal chance to participate in general school education.

2 Visual learning equipments should be there to impart education.

3 Equal dignity for all students

4 Effective communication with all students

5 Using five E's in imparting education Engage, Explore, Explain, Elaborate, and Evaluate.

·Name : Sonal Saini

·School : Shree Krishna Pranami Public School Siwani Mandi, Bhiwani

·From a Teacher/Counselor perspective, what are the various health and wellbeing concerns for children & adolescents? (80-100 words)

about exams caused heightened academic pressure.

3. Anxiety and Uncertainty: Fear of the unknown, health concerns, and disrupted routines contributed to heightened anxiety levels.

4. Screen Time Challenges: Excessive screen time for virtual learning and socializing posed challenges for mental well-being.

5. Disrupted Routines: Closure of schools and activities disrupted daily routines, impacting mental health and stability.

6. Family Strain: Increased time at home sometimes intensified family conflicts and strained relationships.

7. Loss and Grief: Adolescents experienced grief due to loss of normalcy, milestones, or even loved ones to COVID-19.

·Name : Rupinder Kaur

·School : Nehru International Public School, Noida

·Suggest innovative ways for improving the Family/Parenting role in promoting health and safety of children during the schooling years (80-100 words) Kindly mention in points

Here are some ideas:

Enjoy the great outdoors! Schedule a time each day for an outdoor activity with your children. Hike a local nature trail or ride a bicycle path.

Schedule family playtime. Take a walk or play a game of tag after dinner each night. Choose activities that require movement, such as bowling, catch or miniature golf. Choose toys wisely. Give children toys that encourage physical activity, such as balls, kites, skateboards and jump ropes.

Limit screen time. Experts warn that one to two hours of screen time a day should be the limit for children, but some are logging more than double that amount. Set boundaries, keep the television and electronic media out of your child's bedroom and limit computer usage to school projects. Plant a garden. Caring for plants gives your children a reason to get outside each day. Learning how to grow a garden teaches the food system while sampling the harvest encourages healthy eating habits.

As a Teacher/Counselor Mentor " My view for empowering the adolescents of 21st century....."

Some of the most prominent components of 21st-century education i.e. "problem-solving, critical thinking, collaboration, authentic learning, appropriate use of technologies, and cross-disciplinary teaching" are our key focus in "Integrating the curriculum" to engage and challenge children. In fact, the 4Cs of Communication, Collaboration, Critical Thinking and Creativity are often described as the "new basics".

·Name : Nitesh Kumari

·School : Shree Krishna Pranami Public school

·From a Teacher/Counselor perspective, what are the various health and wellbeing concerns for children & adolescents?

If we talk about physical health main concern is healthy diet, students are facing the problem of fat. Students are also lacking in physical activities, so they don't have enough stamina. Social media addiction is also major challenge now a days.

•Name : Archana Joshi

•School : T.N Rao School For Girls, Rajkot

•What methods can be adopted for everyday School Counseling Services in a comprehensive manner. (80-100 words) Kindly mention in points

School counseling takes place in public and private school settings in grades K-12. Counseling is designed to facilitate student achievement, improve student behavior and attendance, and help students develop socially. Mental health professionals with master's degrees or beyond, school counselors both provide counseling and serve an educational role in and around schools. Many schools have full-time counselors on staff in order to support students who are experiencing personal or academic challenges, help students choose careers and plan for college, and intervene when students face behavioral, physical, or mental health challenges.

•Name : Aruna Sood

•School : Satluj World School Derabassi, Punjab

•Suggest innovative ways for improving the Family/Parenting role in promoting health and safety of children during the schooling years (80-100 words) Kindly mention in points

- 1) *Interactive Workshops: Organize workshops for parents to enhance their knowledge on child safety and health.*
- 2) *Digital Platforms: Create an online platform for parents to access resources, tips, and expert advice on child well-being.*
- 3) *Community Engagement: Foster a sense of community by encouraging parents to share experiences and support each other.*
- 4) *Emergency Preparedness: Conduct drills and provide resources for parents to handle emergencies effectively.*
- 5) *Health Education: Integrate health education into the curriculum to empower parents with essential health information.*
- 6) *School-Home Collaboration: Establish regular communication channels between teachers and parents to discuss and address health and safety concerns.*
- 7) *Counseling Services: Offer counseling services for parents to address psychological aspects of child development.*
- 8) *Parenting Workshops: Conduct specialized workshops focusing on age-specific parenting challenges and solutions.*
- 9) *Technology Awareness: Educate parents about the safe use of technology, ensuring a balance between screen time and physical activities.*
- 10) *Health Monitoring Tools: Provide tools for parents to monitor and track their child's health, fostering a proactive approach to well-being.*

·Name : Neetisha Ratn

·School : Presidium School, Indirapuram

·As a Teacher/Counselor Mentor " My view for empowering the adolescents of 21st century....." (Kindly complete the paragraph in 80-100 words)

"My view for empowering the adolescents of the 21st century involves nurturing not just academic growth but also emotional intelligence. By fostering a safe and inclusive environment, we enable them to explore their identities, build resilience, and develop essential life skills. As a mentor, I advocate for open communication, embracing diversity, and instilling a passion for lifelong learning. By guiding adolescents to navigate challenges with empathy and critical thinking, we empower them to become confident, compassionate, and adaptable individuals ready to face the complexities of the modern world."

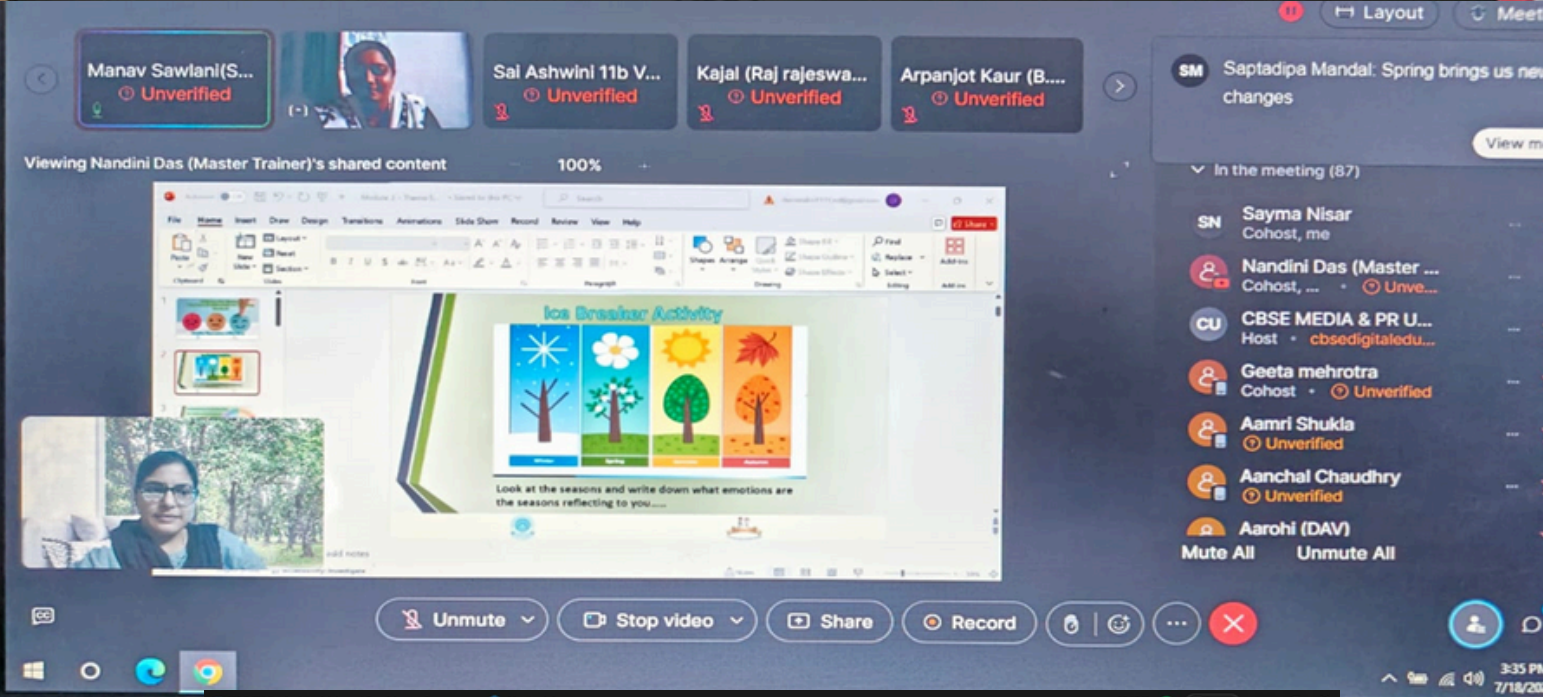
·Name : Kalyani P

School : Vedanta Academy, Chennai

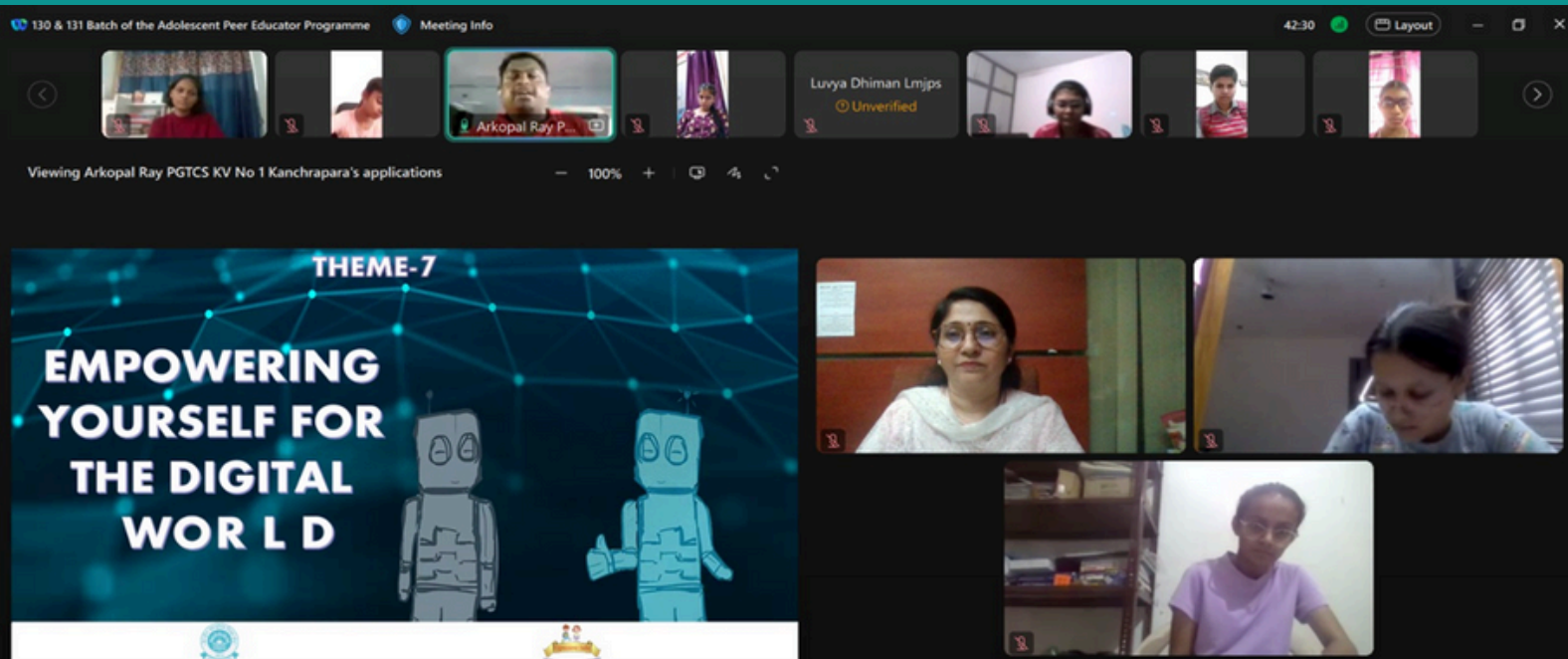
·How do you envisage the Peer Life Skills Leadershipâ Program implementation in your school? (80-100 words) Kindly mention in points

Implementing the "Peer Life Skills Leadership" Program in our school involves a strategic and comprehensive approach:

- 1.Training Workshops: Conduct workshops to equip selected peers with leadership and life skills.*
- 2.Peer Mentoring Structure: Establish a structured peer mentoring system for effective guidance and support.*
- 3.Inclusive Activities: Organize inclusive activities to promote teamwork, empathy, and communication among peers.*
- 4.Regular Assessments: Conduct regular assessments to track the progress of peer leaders and provide constructive feedback.*
- 4.Integration with Curriculum: Integrate aspects of the program into the school curriculum to ensure its seamless incorporation into the overall educational framework.*



Experience Shared by the Master Trainers



Ms Yogeeta Khanna
Master Trainer
Rajhans Vidyalaya school, Mumbai

I Yogeeta Khanna a master trainer in life skills Mumbai. I am privileged to be the part of CBSE Peer leadership programme. Life skills involves honing expertise in various areas such as communication, leadership, problem-solving, and emotional intelligence. It's about not only mastering these skills yourself but also effectively teaching and inspiring Adolescents to develop them. It requires patience, empathy, and the ability to tailor your approach to the needs and learning styles of your audience. The journey as a master trainer started in 2021 since then every session lights up with Sharing real-life examples, providing constructive feedback, and creating interactive learning experiences.

I sincerely thank my mentors for believing in me and selecting me as a life skills trainer. I am truly honored and grateful for this opportunity to share my knowledge and help our peer educators develop essential skills for success."

Ms Pramila Sharma
Baha'i School
Gangtok, Sikkim.

The CBSE Peer Leadership Program has taught me to be more happy, systematic, and full of life as it has helped me to equip myself with various life skills. I'm now able to visualize the goals and aspirations of my life more clearly .It has given a very clear and meaningful direction to all the steps I take. This program has helped me to understand the purpose of my life as well by trying to make difference and by contributing to our society and making it a better place to live in. As a Master Trainer I have been working together very closely with lovely and vibrant Adolescents and have literally seen lots of positive changes taking place in these young minds. The training Program has turned them into Priceless Pearls.

Manmeet Kaur Sawhney,
Senior Counsellor
MGN Public school, Jalandhar

As a Master Trainer, my experience with Peer Educators has been transformative, enhancing my skills in communication, empathy, and guidance. I've developed invaluable life skills like adaptability, resilience, and problem-solving. Conducting career guidance sessions has been rewarding, fostering growth in students and myself. This program has strengthened mentor-mentee relationships, promoted self-awareness, and benefited the broader school community. I'm grateful for this enriching experience.

Master Trainer: Mrs. Swati Banerjee

School Name: Delhi Public School, Bangalore South

Master Trainer: Mrs. Swati Banerjee School Name: Delhi Public School, Bangalore South My journey as the Master Trainer in the Peer educators Leadership Program has been nothing less than transformative both from my professional level as a Trainer, Counsellor but also from my personal level. Guiding and mentoring the nationwide students attending the training with sincerity and commitment has allowed me to be a part of their growing journey. The 4 days training session are like a collaboration between the trainers and students. Just as we impart them information on 21st century life skills, they share with us some valuable insights into their adolescents life and experience. I've cultivated a nurturing environment where individuals develop essential leadership skills, foster empathy, and embrace diversity. Each session is a journey of self-discovery, where participants unlock their potential and become catalysts for positive change in their schools and communities. I feel grateful for this journey which continues to enrich my own leadership qualities shaping me into a more impactful mental health mentor and guide.

NAGA SUDAA

HEALTH WELLNESS TEACHER

D.A.V PUBLIC SCHOOL

CHENNAI -42

"Empowering young minds is the key to shaping a better future." Serving as a Master Trainer in the CBSE Adolescent Peer Educators Leadership Program has been a transformative experience, enhancing my expertise in adolescent psychology and mentorship. Engaging with peer educators has refined my facilitation, leadership, and communication skills while fostering adaptability and critical thinking. The reciprocal learning process has deepened my understanding of adolescent challenges, strengthening my commitment to holistic development. With CBSE's collaboration across countries, this initiative has broadened my global perspective on life skills education. "Education is not the filling of a pail, but the lighting of a fire."

Reetu Sabharwal (Headmistress)

Master Trainer

AMI Shishu Mandir, Gwalior

As a Master Trainer for CBSE Peer Leadership Program, I ignited the spark of Leadership in hundreds of young minds. Equipping them with communication, conflict resolution, and teamwork skills, I witnessed their transformation from shy observers to confident change makers, from brainstorming creative solutions to tackling social issues in their communities, their enthusiasm was contagious. The program's impact resonated beyond the training sessions, leaving me with a deep sense of fulfillment and the belief that these empowered peers would shape a brighter future.

Sreekala Karunakaran
Master Trainer
SBOA Public Sr. Sec. School, Ernakulam

I have been fortunate to be a master trainer for the peer educators program right from its ideation stage, preparation of contents and grooming of the first group of Peer educators. Little did I know then that this program had the power to transform teenagers across the nation into confident individuals equipped with life skills, ready to take on the world. I witnessed the surge in momentum of this program. Under the able leadership of the people who spearheaded this program-Dr. Jitendra Nagpal, Mrs Geeta Mehrotra and Mrs Aparajita Sinha from Expressions India, many more master trainers were groomed and inducted into the programme to meet the huge demand in training students from CBSE school Schools across India. The energy level of the peer educators and their views and questions during the interactions have been a huge motivating factor for me. Every session is a fulfilling experience that keeps me energised and wanting for more.

Kulvinder Kaur Agarwal
Senior School Counsellor
G.D. Goenka Public School, Siliguri
West Bengal

Working as a Master Trainer for the CBSE Peer Educators Leadership Program was a transformative journey spanning over one and a half years. Guiding young minds through interactive sessions, I witnessed remarkable growth in their leadership skills and confidence.

Each session was an opportunity to inspire and empower future leaders, fostering a culture of empathy and inclusivity. Witnessing their enthusiasm and commitment to creating positive change in their communities was incredibly rewarding. The program not only honed their leadership abilities but also instilled values of compassion and teamwork. Being part of their journey towards personal and collective growth was truly fulfilling. Thank you so much for providing me this great opportunity.

Priti Rathore
St. Teresa's School
Jhotwara Jaipur Rajasthan

Initiating the role of a Master trainer in the CBSE Adolescent Peer Educators leadership Program has been an incredibly fulfilling expedition, brimming with advancement, motivation and the profound influence of shaping upcoming leaders I have observed the immense capabilities of the Peer Educators being a Master trainer my professional life has changed a lot as those life skills taught to Peer leaders have reformed me .To conclude ,I express my gratitude for being chosen to partake in this transformative odyssey.

Tannu Kapila
Master Trainer
Peer Educators Leadership Programme
AKSIPS 41 Smart School, Chandigarh

Being a Master Trainer and actively participating in the National Adolescent Summit has been an incredibly enriching experience for me. In today's world, where the youth is often drawn towards the prospect of going abroad, it is unfortunate that many schools in India primarily promote programs like MUN. These programs allow young adults to learn about initiatives in other countries. However, my enthusiasm is heightened by the efforts of the Expressions Team India, which encourages our youth to engage in YUVA Sasad, fostering awareness about various ministries such as education, health, women, and child welfare etc. The summit serves as a platform that empowers our youngsters, providing them with a voice that resonates and inspires daily.

As a Master Trainer during the summit, I had the opportunity to actively contribute and be a part of this transformative journey. Whether it was organizing quiz or assisting in other events, each moment made me feel a sense of fulfilment. Collaborating with fellow Master Trainers from across India and connecting with approximately 270 schools provided valuable insights and made the entire experience insightful and rewarding.

Sucheta Bose Laha
Master Trainer
Gwalior Glory High School
Gwalior

From being an 'attendee' as a mentor teacher to getting an opportunity to host modules as 'Master Trainer' for the Adolescent Peer Leadership Program, the journey has been extremely enriching as it has built on my perspective enormously in terms of my approach in addressing the concerns of the teen groups - driving their thoughts in tandem to the core skills that are promoted through the program, stirring their inquisitiveness during the sessions. The anecdotes by the participants bring in additional aspects to the content that is quite a learning to see life with different notion. The way the peer educators 'agree to disagree' speaking their heart out is absolutely amazing. Children nowadays understand that having a 'say' is important, expressing one's thought is essential, it is necessary to believe in self and accept the fact that not necessarily there will be validation all the times, and the program gives 'direction to individual narratives' to best suit the holistic development is the best part of associating with the endeavour.

Kritika Kapoor
PGT Psychology, School Counsellor
HDFC School, Pune
(Ex DPS, Chandigarh)

When I was given the responsibility of becoming a master trainer, I took it upon myself to fulfil this responsibility to the best of my capability, as being a counsellor, I realize the importance of peer mentorship in children, especially adolescents. My association with Expressions India has been for 3 years now and this role has given me a lot of gratification to see students being so aware about themselves. This enriching experience allowed me to equip the Peer Educators with essential life skills, fostering a holistic approach to learning and development. In return, this program has made me better equip with the unique challenges and concerns of my students. This program has strengthened my communication skills, adaptability, active listening, critical and creative thinking. Here, I not only see myself as a trainer, but also as a learner, as in every session, I learn so much from the young minds. This experience has enriched my both personal and professional life.

Shangrila Dubey
School Counselor
Delhi Public School, Chandigarh

As a school counselor and Master Trainer for Peer Educators in the CBSE Adolescence Program for the past three years, my journey has been transformative both professionally and personally. Training peer educators and taking Life Skills sessions has enhanced my communication, leadership, and mentoring skills, allowing me to empower students to become role models and change agents in their schools. Engaging deeply with adolescent issues such as mental health, peer pressure, self-identity, and digital well-being has broadened my understanding of the complexities young people face today. This experience has refined my ability to design effective interventions, foster safe spaces for discussions, and adapt to the evolving needs of students. Witnessing the positive impact of peer-led initiatives has reinforced my belief in collaborative learning and the immense potential of youth-driven change. This journey is not only enriching me as a school counselor, but it is also fulfilling my passion for youth empowerment and holistic education.

Paridhi Jain
Master Trainer

Being a Master Trainer helped me to develop my Life Skills. I experienced more confidence. Interacting with Peer Educators helped me to know more about their world, their perspective and their concerns. Peer Educators were from different cities but still were so connected. I came to know how much important it is for all of us- being a teacher, mentor, counsellor, parent, principal, staff, helpers etc. to work integratedly towards the wellbeing of healthy schooling. When these sessions will be further delivered by us together in school set-up, it will make a huge change. Also I observed Peer Educators developed more confidence and were able to feel Empathy and for sure are going to beautifully execute it ahead.

KSayma Nisar
Health and Wellness Counselor
Delhi Public Global School Moradabad

Working as a Master Trainer (MT) for Peer Educators has been an incredibly rewarding experience, shaping both my professional growth and personal development. One of the most impactful initiatives I introduced was the Safe Space Box, where students could anonymously share their concerns, allowing them to voice issues they might otherwise hesitate to discuss. This initiative has provided invaluable insights into the real challenges adolescents face, from mental health struggles and academic pressure to peer conflicts and self-esteem issues. Addressing these concerns in a thoughtful and supportive manner has strengthened my ability to communicate effectively, foster trust, and create an inclusive environment. It has also enhanced my problem-solving skills, as each concern requires a sensitive and well-informed response. By guiding peer educators in tackling these topics and encouraging open discussions, I have witnessed students become more confident, self-aware, and empathetic toward their peers. This journey has deepened my commitment to advocating for adolescent well-being, reinforcing the need for safe, non-judgmental spaces where young minds can express themselves and seek guidance without fear. Through this work, I have not only become a better educator and mentor but also an active promoter of mental health and life skills education.

Shikha Jha
Master Trainer
Delhi Public School, Bhopal

My experience in the CBSE Master Trainer Programme has been truly transformative. It provided me with the opportunity to learn from some of the most esteemed professionals in the field and greatly enhanced my ability to connect with and support students at my own school. The programme has deepened my understanding of student needs, enabling me to assist them more meaningfully and effectively.

I am particularly grateful for the guidance and the unwavering support of the CBSE community, whose mentorship has been a pivotal factor in my growth as a school psychologist. The collaborative efforts of the Master Trainer team have fostered a strong sense of camaraderie and community, which I believe is essential for mental health professionals.

This experience has been invaluable, and I remain deeply appreciative of the opportunity to be a part of such a remarkable journey.

Ms. Ila Sinha

Master Trainer

Asst. Head CPX Trainings and Educational Programs

ODM Educational Group

If you're synergistic, combining your strength with theirs, you create far better solutions."...says Steven Covey.

There is no win in life if others do not win too....live your life in crescendo... It means that the most important work you will ever do is always ahead of you... Regardless of what you have or haven't accomplished, you have important contributions to make.

I feel privileged to be a part of CBSE Adolescent Peer Leadership Program which intends to equip our amazing demographic dividend-the adolescents to take advantage of what 21st Century offers to them. As a Master Trainer, I feel deeply connected to the Adolescent Peer Education Leadership Program as I am always looking forward to empowering the children who are in their second decade of life.

Becoming a Master Trainer has become a life changing episodeI am more introspective & thoughtful to co-create dynamics for children.

My association with CBSE Adolescent Peer Leadership Program has bestowed me with a noble purpose in my life. Helping the adolescents rehearse life skills and empowering them to be LIFE READY has been an enchanting journey towards a higher & radiant self.

Maninder Kaur

Master Trainer and Wellness Teacher

PMS Alwal Hyderabad

My journey with the CBSE Adolescent Program has been a transformative experience, both professionally and personally, filled with invaluable learning. Engaging with educators, students, and school communities has shaped my approach to teaching, learning, and adolescent development. I have contributed to training modules focused on mental health, emotional well-being, and life skills, equipping teachers and students with crucial support tools. Leading initiatives to promote mental health awareness has fostered a compassionate school environment. Collaborating with passionate educators through workshops and webinars has refined our approach, ensuring lasting impact. Witnessing empowered educators uplift students has been deeply fulfilling, and I look forward to continuing this journey of shaping education in India.

Rachna Luthra

School Counselor, Green fields School

As a master trainer, I had the opportunity to help build the modules.

I also feel an improvement in my delivering abilities and ability to connect with adolescents. As they noted, the engaging quality of the sessions helped the participating peer educators better understand life skills and the need of developing them. They found the sessions engaging and felt prepared and confident in presenting similar sessions in their schools.

Parvathy P.S

Counsellor

Sri Sri Ravishankar Vidya Mandir, Kochi

As a Master Trainer, my experience with Peer Educators has profoundly enhanced the quality. Working closely with them has not only improved my own life skills but also contributed significantly to my professional growth. Through interactive training sessions, I've seen Peer Educators transform into confident to share their experiences and ready to be change-makers. This journey has broadened my understanding of adolescent issues, fostering empathy and patience. Moreover, it has taught me the value of collaborative learning, creative facilitation, and fostering a safe, non-judgmental space for open discussions. Overall, this experience has been a rewarding blend of personal and professional growth, and I'm grateful for the opportunity.

Gauri Prabhu

Balmohan Vidyamandir, Mumbai

Special Educator, English language teacher

“The expert in anything was once a beginner”.

An opportunity just happened to knock on my door in the form of a Master Trainer when I attended a Capacity building Programme in Mumbai. For me interacting with teenagers is something that I enjoy thoroughly as I have a teenaged daughter. We come from a generation where we were expected to follow what the elders told us as they were more experienced. But the Gen Z is learning with their own experience and more so very vocal about their own views. So, interacting with them, getting to know their views and their thought process is interesting and challenging. I started as a master trainer from November 2024 and it was such an uplifting experience. Getting to know the peer educators, their perspective on a particular topic, their need to express, their psyche, overall was broadening and gratifying. As a teacher, I, also could imbibe from my fellow Master trainers- their questioning techniques, their skill to evoke a topic, maintain the same interest throughout the session and most importantly the ability to listen.

Dr. Priti Gulati

PGT Psychology and School Counsellor

Modern Convent School, Dwarka, New Delhi

I am immensely grateful to be a part of the CBSE Life Skills Peer Educator Programme as a Master Trainer for the past three years. This journey has been truly enriching, allowing me to guide and mentor educators and students in developing essential life skills. The teaching-learning experience has been transformative, filled with insightful interactions, meaningful discussions, and impactful training sessions. Witnessing the growth of young minds and educators in areas like emotional intelligence, communication, and decision-making has been deeply fulfilling. This program has not only strengthened my passion for holistic education but has also reinforced my belief in the power of life skills to shape confident, empathetic, and resilient individuals.

Swati Banerjee
Master Trainer and School Counsellor
Delhi Public School Bangalore South

My experience as a Master Trainer has been immensely rewarding and transformative. From the time I was selected as the Master trainer, I have given all my energy to create a positive atmosphere in my school with the Peer Educators. It was beyond just teaching the Life Skills modules, it was all about my emotional growth, deep responsibility and drive to create a wave of positive change. My journey began in 2021 when I was chosen to be a part of this revolutionary movement of the 21st-century Adolescent Peer Educators Leadership Program. I found it rewarding to interact with students across India on various Life Skills modules and found the interactions insightful and transformative. The role has improved my presentation skills, creative skills and has also made me more insightful. The kind of initiatives carried out by the Peer Educators of our school has greatly enhanced school culture by helping to create a more open-minded and supportive environment for everyone.

Ms Anita Bhatt
Senior School Coordinator
Aryaman Vikram Birla Institute of Learning, Haldwani, Nainital

"As a Master Trainer for Life Skills Peer Educators Programme with CBSE Expression Series, I got a chance to empower the Peer Educators and the learners with essential life skills. I designed and delivered training sessions, conducted workshops, and developed educational resources. By mentoring dynamic minds, I enhanced peer educators' capacity to integrate life skills and equip them to navigate through academic and personal challenges. This experience reinforced my commitment to empowering young minds.

Thank you, CBSE Expression Series, for this opportunity!

Prachi Vaidya Bhatnagar
(PGT Psychology)
Little Angels High School, Gwalior MP

It has been a valuable and impactful role! It's been an amazing journey as a Life Skills Coach, we learn together to help individuals develop essential personal and interpersonal skills for success in various aspects of life. Every session brought learning and helped me to grow as a wholesome personality and I am looking forward to many more such interactive sessions. Becoming an MT is definitely a laurel to my profession. This program has such a gravity to function at the core level of adolescents' personalities. My association with Expressions India has been for 2 years now and I always admire my decision to opt for it because of its gratifying nature. This program has given me a perspective for the importance of life skills training to kids. It helped me to improvise my own communication skills, agility and flexibility, active listening, and creative thinking. I adore that it's a mission to fetch transformation into the lives of children and the realization is a pleasure that I am a part of it.

MRS. REETU SABHARWAL
HEAD MISTRESS
AMI SHISHU MANDIRGWALIOR

My journey as a Master Trainer has been a deeply transformative experience, an ongoing cycle of learning and growth. From meticulously designing training modules to facilitating dynamic and engaging sessions, every step has expanded my understanding of both the subject matter and the art of pedagogy. The challenges inherent in this role, such as addressing complex questions and adapting to diverse learning styles, have pushed me beyond my comfort zone, strengthening my problem-solving skills and enhancing my ability to think on my feet. Through continuous feedback and self-reflection, I have refined my communication and presentation techniques, becoming a more effective and impactful trainer.

This role has not only shaped my professional expertise but has also influenced my personal growth. A particularly rewarding milestone was the opportunity to conduct training sessions for school principals in Gwalior and its surrounding districts, further deepening my commitment to fostering meaningful learning experiences.

T. PRIYADARSHINI
PGT PSYCHOLOGY & SENIOR COORDINATOR,
ASAN MEMORIAL SENIOR SECONDARY SCHOOL,
ANDERSON ROAD, CHENNAI-6.

Peer Educator program, I feel is the need of the hour. Through the same I have gained more knowledge & experience to enhance my skill as a trainer. Working closely with students always has been helpful to learn many new facades of skill development. It helps to gain more insight about the various issues that students face on a daily basis. The Peer Educator program also helps to create a ripple effect amongst the students which would always enable them with a helping & coping strategy in a very positive way. This program for me as a trainer as given me a lot of insight & comprehensive ideology to provide more solutions which one may face. Valuing family, mental & physical health, empathy in any situation, problem solving skills, boosting confidence, self-esteem, conflict & stress management are some of the areas which would always be beneficial for students. Advocating Mental Health has always been my top agenda. This program is one of the best way for me to reach the younger generation & guide them towards the same. Peer educator program helps a great deal to enhance various skills necessary for students on a daily basis. I am extremely happy to be a part of the Nation building initiative. JAI HIND.

The challenges inherent in this role, such as addressing complex questions and adapting to diverse learning styles, have pushed me beyond my comfort zone, strengthening my problem-solving skills and enhancing my ability to think on my feet. Through continuous feedback and self-reflection, I have refined my communication and presentation techniques, becoming a more effective and impactful trainer.

Garv Jani

Master Trainer – Life Skills & Digital Literacy

Clinical Psychologist, Department of Psychiatry,

Index Medical College Hospital & Research Center, Indore.

Being a Master Trainer in Life Skills, with a special focus on Digital Literacy, has been a truly enriching experience. In today's world, where technology influences every aspect of our lives, helping young minds develop critical digital skills is more important than ever.

Throughout this journey, I have seen firsthand how digital literacy goes beyond technical know-how—it builds confidence, sharpens critical thinking, and fosters responsible online behavior. At the same time, working across other life skills, such as emotional intelligence, resilience, and communication, has reinforced my belief that true learning is about empowering individuals to navigate both the digital and real world with confidence and integrity.

This experience has not only helped me refine my teaching and facilitation skills but also deepened my understanding of the challenges young people face today. More than just imparting knowledge, I have learned the value of creating safe spaces where students feel heard, supported, and encouraged to grow. Above all, this journey has strengthened my passion for helping young people become informed, responsible, and empowered individuals. I look forward to continuing this work and making a meaningful impact.

Mrs Anupa Saikia Bora

PGT (ENG) & Senior coordinator

DPS Paradip Refinery, Paradip , Odisha

Embarking into the journey of a Master trainer for the Peer Educators leadership program has given me and my students a lot of learning.

I mean the word 'learning' here is learning about my own personal and professional development – as well as supporting my colleagues' family' and students' wellbeing. I have been able to prompt a sense of responsibility among my students for one's own and others' learning and development and increase confidence and self-esteem throughout. . This has given me a lot of confidence to go ahead with the programme. It has also broadened my perspective in adolescents' issues and ways to handle it effectively to a great extent. I am in fact looking forward to even better learnings and involvement in the near future.

Pratibha Maheshwari
Global City International School, Bangalore

In April 2021, my life changed when I joined the 21st Century Adolescent Life Skills training program. Listening to inspiring master trainers, I learned how adolescents can be guided to create positive change. The trainers' engagement, even online, was impressive, and I actively participated.

The biggest surprise came when my mentor teacher invited me to become a master trainer. With proper training and modules, I learned to conduct sessions and engage students nationwide. This experience transformed my perspective, enhancing my professional skills and confidence while helping young minds think critically and contribute to society.

I feel privileged to be a part of this program, guiding and inspiring the youth.

Ms Hussna Hussain
Master Trainer for Peer Educators Programme,
Principal Golden International School , Kolar district, Karnataka

As a Resource Person and educator with a passion for empowering young minds, I had the privilege of serving as a Master Trainer for Life Skills Education by CBSE Expression Series. The interaction with igniting minds helped me Design and deliver training sessions for educators, focusing on effective life skills integration of the same in the curriculum and got opportunity to get guidance from my Mentor Ms. Geeta ma'am, for ma'am's guidance and support I'll be thankful for ever. I got a chance to provide guidance to other learners and colleagues at the work place as well, this helped me guide rural students and hold them through various activities. As a Master Trainer for Life Skills Education, I had an opportunity to make a positive impact on the lives of peer educators and students. This experience reinforced my commitment to empowering young minds .both as MT and as a counselor at Schools with essential life skills, preparing them for success in academics, career, and beyond. My hearty Gratitude to CBSE Expression Series for this programme and the Torch bearers of it. It's the best experience in my professional and personal life.

Experience Shared by the Master Peer Educators

The screenshot displays a Webex meeting interface. At the top, the meeting title is "Webex (Moderated unmute mode)" and the status is "Meeting Info". The menu bar includes "File", "Edit", "Share", "View", "Audio & Video", "Participant", "Meeting", "Breakout Sessions", and "Help". The time is 01:30:23. The main content area shows a slide titled "LIFE SKILLS" with a diagram illustrating the relationship between Thinking Skills, Social Skills, and Negotiation Skills.

Thinking Skills

- Self awareness
- Problem solving/decision making
- Critical thinking/creative thinking
- Planning and goal setting

Social Skills

- Interpersonal relationships
- Communicating effectively
- Cooperation & teamwork
- Empathy building

Negotiation Skills

- Self-management skills
 - Managing feelings /emotions
 - Resisting peer /family pressure
- Consensus building
- Advocacy skills

The diagram shows arrows indicating that Thinking Skills and Social Skills both influence Negotiation Skills, and there is a bidirectional arrow between Thinking Skills and Social Skills.

On the right side, the "Participants (79)" list is visible, showing names such as pradyut Sharma aps k..., Prajakta Amalkar Counsell..., PRAJAKTA KAIGIKAR, Praval Vyawahare - Podar L..., Praveena Polaswar..., Preeshti Mehta N..., Radha Pandey AP..., rakhilal, and Reetika sinohSPSI. A chat window is open with the message: "Bharvi Nandaniya PIS,Chinchwad: if my father is working on laptop Is would send him an email and he would read it and we would have interaction".

***Khushdeep Kaur** (Peer Educators): This summit marked the most enriching experience of my life. I gained significant insights and knowledge, broadening my understanding of various subjects. Interacting with people and learning a new language elevated my confidence, a skill that proved invaluable. As a teenager, dealing with social anxiety was a challenge, but the summit equipped me with the tools to overcome it. Throughout the event, I absorbed diverse knowledge, engaged with experts, and participated in interactive sessions that offered practical insights. Exploring real-world applications and challenges expanded my perspective, making the summit an invaluable experience. Overall, it fuelled my curiosity and passion for continuous learning. If given another chance, I would eagerly revisit this summit, committed to giving my absolute best.*

***Prapti Chadha** (Peer Educator): I would like to express my gratitude for having the golden opportunity to be a part of National Adolescents Summit organized by CBSE, collaboration with Expressions India held from 19th December to 21st December, 2023. It was a wonderful experience being a part of such a great summit. It was really a transformative journey which helped refining my prowess in effective interpersonal communication skills and realization of my aspiration to contribute positively to the society. I was a part of SUR SANGAM - Solo Indian Classical Dance. I got the lucky chance to meet new people all around the country and learn a lot about their diverse cultures which was a wholesome experience. From breathtaking sights to endless laughter, every moment was a highlight. It was a great exposure and I would love to be a part of such event ahead.*

Dhanshika M,
Peer Educator
SBOA Public Sr. Sec. School,
Ernakulam.

My journey as a peer educator was transformative to say the least. It made me realize the importance of life skills and gave me an opportunity to educate my fellow peers on the same. I was able to discover different facets of myself through peer education. Moreover, it boosted my confidence tremendously by exposing me to various opportunities. It most certainly became a significant part of my high school and I'll forever cherish it.

Ishan Agarwal

Peer Educator

G. D. Goenka Public School

Siliguri, West Bengal

My journey as a Peer Educator in the CBSE Adolescent Peer Educator Leadership Program was empowering. Guiding fellow adolescents through discussions on mental health and self-esteem, I witnessed their growth in confidence and resilience, knowing our efforts were shaping a brighter future.

Thank you for the opportunity dear ma'am.

Ritwik Agarwal

Peer Educator

G. D. Goenka Public School

Siliguri

My experience as PE-

Engaging as a Peer Educator in the CBSE Adolescent Peer Educator Leadership Program was a transformative experience. Facilitating workshops on bullying and peer pressure, I saw the impact of our conversations on peers' attitudes and behaviors, fostering a supportive and inclusive environment.

Anushka Gupta

Peer Educator

Gwalior Glory High School

Gwalior.

Being a Peer Educator has been an opportunity that I will cherish always. It provided me a wonderful platform to enhance my communication skills, leadership qualities, decision making and other life skills. As a teenager I can completely co-relate with the issues and concerns discussed during the training program on focal themes. The CBSE sessions are of a great help to understand the problems and also provide us with solutions to embrace the problems gracefully. Serving as a bridge between experts and our fellow peers always give me immense pleasure.

Neil Gaiman (Peer Educator)**Gangtok.**

In the role of Master Trainer in CBSE Adolescent Peer Education Leadership program, my efforts, enthusiasm & capabilities have stepped into the quantum field of infinite possibilities to equip & empower the adolescents of India. Crafting a joyous journey, the leadership team has entrusted immense belief in my ability & role as a facilitator. I have learnt how to learn & use the magic of words to make a difference to the lives of future of tomorrow. I feel privileged to be a valued member of the pack whose vision is to equip the most powerful segment of the demographic dividend of India i.e. the youth with 21st century skills through the means of life skills training & peer education. True for this impressive program by Expressions India, the Vision of the program leads the adolescent towards a newer understanding of themselves and the world around ...A wise conglomeration of alphabets by Neil Gaiman matches its wavelength with the vision of this noble initiative, "Words can be worrisome, people complex, motives and manner unclear. Grant them the wisdom to choose the path right, free from unkindness and fear." As a master trainer, I have found my magic spark, found treasure trove of strengths & brighter opportunities. Through this program...I have learnt to alchemise my thoughts with wisdom, my actions with purpose and my enthusiasm with newer paradigm shifts. Above all, I have refound my zest to live life with a purpose. I have found the magic which Roald Dalh spoke about..."And above all, watch with glittering eyes the whole world around you because the greatest secrets are always hidden in the most unlikely places. Those who don't believe in magic will never find it."

Diki Palmu Bhutia**Peer Educator****Baha'i Senior Secondary school****Tadong Gangtok**

I am Diki Palmu Bhutia a Peer Educator from Baha'i Senior Secondary school Tadong Gangtok. Mental Health and Life skills are often ignored in our school's and society but in reality it is a very important topic, the CBSE Peer Leadership Program is really a great platform in which Mental health and life skills are highly focused. This program not only helps the adolescents to be aware about the life skills and our mental health but also gives us an opportunity to contribute to the mental health in both school and community level as a Peer educator overall the CBSE Peer Educator Leadership Program is really the type of program that we really needed for a more brighter future of the adolescents of our country.

Experience Shared by the Peer Educators

C.B.S.E. Adolescent Peer Educators Leadership Program Life Skills, Holistic Health and Well-being

The need for a continued dialogue and educational intervention in pursuit of empowering the adolescents of our country as Mental Health and Well-Being Ambassadors has been strongly felt. When adolescents acquire knowledge, values and life skills, they benefit in a variety of ways. These life skills are not similar to academic development, which is completely ensured by the educational environment of the student. They start from the environment of one's home, heading towards any social environment that requires interaction and further, any situation pushing one into some responsibility.

The ten major life skills include interpersonal relationships, critical thinking, creative thinking, coping with stress, coping with emotions, empathy, self-awareness, decision-making, effective communication, and problem solving. These life skills are hugely beneficial for one to survive and thrive in today's extremely competitive world.

The Role of Peer Leaders in Intervening to Mould 'A Positive Growth' in Adolescence

Undeniably, Peer Leaders trained by CBSE under the Adolescent Peer Educator Leadership Program, are adolescents who have learnt and further developed a progressive mindset with regard to **WHY** exactly life skills are required. With the innate leadership they have nurtured over the years, they have accepted a responsibility of making other adolescents and peers around them aware about the same knowledge i.e. the **NEED** of the hour when it comes to life skills and holistic well-being.

Practically speaking, once a Peer Leader is inducted and oriented, there are two important things which he/she must imbibe so as to become an exemplary Peer Leader:

<p style="text-align: center;">Responsibility - Planning and deep thinking</p> <ul style="list-style-type: none"> • Making action plans and effective techniques to inculcate the idea of life skills and their need in young minds • Taking quick decisions and being able to articulate such a complex topic in a simple manner • Understanding in detail the applications of each life skill in various day-to-day situations 	<p style="text-align: center;">Relatability - Interacting and socialising</p> <ul style="list-style-type: none"> • Effectively understanding the grievances/inputs of their peers to be able to relate to life skills or values in general • Using humour or informal lingo, rather than sermonising monotonously, to interest the adolescents • Allowing peers to know that they are not alone and they can rely on the peer leaders
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As such, Peer Leaders are like guiding forces for the adolescents around them. They motivate each adolescent to spend time wisely, and to become better at handling situations with a balance of different life skills.

By observation, an adolescent benefits from a Peer Leader in the following ways:

- Motivation for making important decisions (*decision-making*) with rationale (*critical thinking*) and proper consideration (*creative thinking*), like thinking of a variety of careers revolving around the adolescent's talent set and then deciding which path to eventually choose.
- Inspiration to develop a healthy relationship with peers (*interpersonal relationships*) and seamlessly handle individual, as well as, herd responsibility in activities requiring collaborative effort, by communicating effectively. (*effective communication*)
- Inspiration to *know thyself (self-awareness)* via constructive introspection, i.e. thinking about one's behaviour and emotions in various situations.
- Providing the knowledge of how to cope with stressful situations (*coping with stress*) in the future, including the ones which are caused by stressors outside our control, like developing an injury and being stuck in congested traffic.
- Getting an idea of, and exemplifying, empathetic mindset, by *putting oneself in someone else's shoes* to exactly understand how they feel.
- Understanding the necessity of developing core values as an assist to life skills.

BE A GOOD DIGITAL CITIZEN

Be considerate and kind in discussions or on social media.

Remember that everything you post online is permanent.

Create a strong password and keep it private.

USE CAUTION WHEN CLICKING LINKS OR DOWNLOADING FILES.

Report cyberbullies to parents or teachers.

Never agree to meet an online friend in person—ask your parents first.

Report cyberbullies to parents or teachers.

Don't share your personal information online.

GET PERMISSION BEFORE SHARING INFORMATION ABOUT OTHERS.

BE ALERT
TELL AN ADULT IF ANYTHING HAPPENS ONLINE THAT YOU DO NOT LIKE

THINK TWICE
DOUBLE CHECK INFORMATION TO MAKE SURE IT IS TRUE

STAY SAFE
DO NOT MEET ANYONE WHO YOU HAVE ONLY BECOME FRIENDS WITH ONLINE

STAY SAFE
DO NOT SHARE YOUR PERSONAL INFORMATION OR PASSWORDS

BE KIND
TREAT OTHERS AS IF YOU WERE FACE-TO-FACE

Grid of participant video thumbnails with names and 'Unverified' status:

- Kriika Kapoor
- Angel Kulachi Hansra
- karnika Sarvaiya
- Shreshtha Parmar
- Deepa Acharya, Teac
- Yuvika
- Manisha Joshi
- Aparna Nair DPS Sou...
- ridhi Adharshila scho...
- harshita DPS Chd
- Jupsidak-DPS patiala
- Parthasarathi Roy Gry...
- Jaskaran, Singh GIS
- Gia and Ranvijay - TH...
- Harjinder Kaur, ICT Te...
- Nandita KCM WORLD...
- meenu
- Amrita Vidyalayam N...
- SRABANI PATNAIK
- CHRISTY ALPHONSA...

Meeting Info: Adolescent Peer Educator Programme

Participant thumbnails at the bottom of the meeting grid.

100%

ADOLESCENT PEER EDUCATORS LEADERSHIP PROGRAMME IN LIFE SKILL, HEALTH AND WELL BEING

MODULE -IV

Arkopal Ray PGTCs KV No 1 Kanchrapara

Participant video thumbnail