



*Celebrating the Confluence of Adolescents
with the Wellbeing Culture of Higher Education*



International Adolescent Leadership Summit ON LIFE SKILLS, RESILIENCE, POSITIVE MENTAL HEALTH & WELLBEING

17th - 19th December 2025, National Bal Bhavan, New Delhi

organized by

**Indian Council of Social Science Research
Ministry of Education**

in collaboration with

Expressions India

The Life Skills, National University & School Mental Health Program



Summary Report

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BACKGROUND & LEARNING OUTCOMES

Over the last many years (from 2012 onwards) as an event celebrating life skills, mental health, and overall wellness of the young minds, the summits had received an overwhelming response from different parts of the country with diverse participation of students, peer educators, teacher mentors, and allied stakeholders. **Through the years, this event has inspiringly nurtured the voices and vision of adolescents in our country. Hon'ble Pranab Mukherjee, Former President of India, inaugurated The International Adolescent Summit (2017 & 2018). His gracious presence and blessings gave a strong impact on the furtherance of the program.**

In pursuance of bringing together and sharing good practices of adolescent life skills enrichment, **Indian Council of Social Science Research, Ministry of Education had organised The International Adolescent Leadership Summit on Life Skills, Resilience and Positive Mental Health & Wellbeing 2025 in collaboration with Expressions India - The Life Skills, National University & School Mental Health Program.**

The aim of this program was to equip and enable students to play a vital role in creating a participatory climate for behavioural change and adaptation and to strengthen the inclusive environment for the psychosocial wellbeing and life skills development of children and adolescents across the country. The learning outcomes of these sessions were well integrated into the larger vision of the NEP 2020 and shall also have the proceedings compiled from various quarters for effective development of best practices model linked to Life Skills, Health, and Wellbeing of students in India.

The empowering platform of the International Summit for Peer Educators and Young leadership had noted experts and erudite mentors from top organizations viz, Ministry of Education, Ministry of Health and Family Welfare, WHO, Min of Women and Child Development, NCPCR, National Institute of Social Defense, Ministry of Social Justice and Empowerment, United Nations, IMA, Noted Media Personalities and Luminaries from the Indian Art and Culture (including Performing Arts).



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It has been noted that, educational institutions were envisaged as nodal centres for skills based Health Promotion Programs and are the key forums for acquisition of Health related Knowledge, Attitudes and Life Skills. They were indeed the source of empowering children towards being aware, responsible & empowered citizens and agents of change.

Why this Summit?

Many adolescents and young adults face mounting pressures that can shape learning, relationships, and motivation. **These pressures often show up in attendance, concentration, behaviour, or withdrawal, long before they appear as a “mental health crisis.”** Social science perspectives emphasise that wellbeing is not only an individual matter. It is shaped by social environments, such as peer culture, institutional routines, expectations, and the growing influence of online life.

India’s National Education Policy (NEP) 2020 reinforces the urgency of moving from intentions to reliable support structures. It explicitly encourages institutions to strengthen student support, including the establishment of “high-quality support centres” to safeguard students’ physical, psychological, and emotional wellbeing. The spirit of NEP 2020 is embedded in the implementation of the Summit by exploring what schools, colleges, or universities should be able to do differently after a policy is announced, and what makes those changes possible in everyday practice.

The Summit Design

The Summit was designed to balance youth voice with professional guidance, and inspiration with practical takeaways. It has used demonstration, dialogue, and artistic expression because adolescent leadership is learned through doing, not just listening. A central feature was **SWASTHYA SANGAM, a national exhibition of mental health, life skills, and wellbeing** approaches that highlighted emerging practices and peer-to-peer learning. The value of an exhibition was that it made good practice visible. **Educators and policy makers could see what was being tried, how it was presented to students, and what might have been feasible to adapt in different contexts.**

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Youth voice and leadership were expressed through **YUVA SANSAD, a National Adolescent and Youth Parliament**, where young participants debated and had proposed ideas with a policy lens. In addition, the Summit included platforms such as **ELOQUENCE**, which invited young orators to articulate what wellbeing and leadership mean to them, and creative expression spaces such as **UTOPIA (thematic painting)**, alongside performances including classical dance and street theatre addressing contemporary social themes. These formats had helped students practice communication, empathy, perspective-taking, and civic courage - skills that also strengthen mental wellbeing and social belonging. **The Summit created a space for evidence-to-practice dialogue through curated sessions and panels. For example, the programme included discussions that explicitly connected leadership with socio-emotional learning, such as "Heart Over Hierarchy: The Rise of the Empathic Leader," and it included attention to inclusion and accessibility in schools, including neurodiversity.**

Skills-building was addressed through experiential workshop formats, including **the International MindSmart Festival, an adolescent life skills leadership workshop for peer ambassadors.**

The emphasis was on ideas that students and teacher-mentors could implement as activities and small-scale initiatives. The Summit also treated prevention and safeguarding as essential, such as in a panel on prevention of self-harm and suicides, framed through the idea of ecosystems for prevention and the responsibilities of institutions and communities. For educators and psychologists, many sessions of the Summit had introduced a non-academic vocabulary to guide practice.

On the final day, it also included a workshop on child protection, legal literacy, and holistic wellbeing with attention to effective inclusion related to the POCSO Act 2012. These sessions aimed to support clearer institutional readiness on how to reduce risk factors, how to respond appropriately, and how to build trust without fear-based messaging.

The Summit ended with a Rapporteur Session intended to consolidate insights and translate them into recommendations. This closing synthesis had turned a workshop and activities-based event into usable outcomes: shared lessons, implementable signals of "good practice," and policy-relevant directions that can inform next steps for educational institutions.

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Guiding Themes

The Summit was grounded in life skills as daily capabilities that fit real school and campus life, including communication, relationships, decision-making, coping, and responsible leadership. It has treated wellbeing as an institutional culture rooted in routines and support. It had emphasised inclusion of all learners, including those with diverse needs, backgrounds, and different ways of learning and engaging. It had also recognised transitions across life stages, connecting what works in school environments with what is needed in universities and early adulthood. Where relevant, the Summit presented integrated perspectives on wellbeing that align social science insights with cultural practices, including Indian Knowledge Systems and yoga-based approaches.



INTERNATIONAL ADOLESCENT LEADERSHIP SUMMIT

Inaugural Program

The International Adolescent Leadership Summit 2025, focusing on Life Skills, Resilience, Positive Mental Health and Wellbeing, was inaugurated on 17 December 2025 at National Bal Bhavan, New Delhi. The summit was organized by the Indian Council of Social Science Research (ICSSR) in collaboration with Expressions India, under the Life Skills, National School & University Mental Health Programme.

The inaugural ceremony was graced by Prof. Dhananjay Singh, Member Secretary, ICSSR, as the Chief Guest, and Prof. Max Bergman as the Guest of Honour.

The inauguration witnessed the launch of “SWASTHYA SANGAM”, a National Exhibition on Mental Health, Life Skills and Wellbeing, showcasing student-led initiatives and innovative practices aimed at promoting adolescent resilience and mental wellbeing.

The programme commenced with a welcome address, felicitation of dignitaries and ceremonial lamp lighting, accompanied by Ganesh Vandana. A thematic welcome song presented by school peer educators set the tone for the summit, followed by an address by adolescent peer educators outlining the vision and objectives of the summit.

A compelling thematic Nukkad Natak performed by students of Dev Samaj Modern School highlighted issues of child rights, mental health, safety and wellbeing in a rapidly changing world. Cultural performances by students from Delhi Public School, Faridabad added vibrancy to the event.



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Addressing the gathering, Prof. Dhananjay Singh emphasized the importance of evidence-based research, life skills education and institutional collaboration in strengthening adolescent mental health frameworks across the country. He appreciated the active participation of students and educators in promoting resilience and leadership among adolescents.

The ceremony also marked the release of “Sandarshika 2025”, a souvenir documenting good practices in life skills, mental health, safety and wellbeing.

The inaugural session concluded with the Charter of Adolescents Pledge, led by **Dr. Jitendra Nagpal** along with adolescent peer educators, reaffirming a collective commitment to fostering mental wellbeing, leadership and responsible citizenship among young people. The event ended with a vote of thanks by **Dr. Abhinav Piyush**, followed by the National Anthem.

The summit brought together students, educators, researchers and mental health professionals from across the country, reinforcing a shared vision of empowering adolescents as agents of positive change.



YUVA SANSAD : THE NATIONAL ADOLESCENT & YOUTH PARLIAMENT

A Platform for Leadership, Preparation and Democratic Learning

A prestigious **YUVA SANSAD** was organized at the International Adolescent Leadership summit on Life Skills, Resilience, Positive Mental health and Wellbeing held from 17 - 19 December 2025 at National Bal Bhawan, New Delhi by Indian Council of Social Science Research, Ministry of Education, Government of India in collaboration with Expressions India- The Life Skills, National University & School Mental Health Program. The event aimed to nurture democratic values, leadership skills, and civic awareness among students by providing them with a realistic exposure to the functioning of parliamentary democracy. **The competition stood as a remarkable example of experiential learning, where students moved beyond textbooks to actively engage in governance-based discussions.**



Pre-Event Preparation and Planning

The preparation for the YUVA SANSAD was extensive and well-structured. Prior to the event, students underwent rigorous training sessions focused on parliamentary procedures, rules of debate, ministerial responsibilities, and public speaking skills through online meetings with mentors and teacher in-charge. Participants were guided to study current national issues, government policies, and constitutional values. Mock sessions, rehearsals, and role-play activities were conducted to help students gain confidence and accuracy in their roles.

Students were trained in drafting speeches, framing questions, responding to supplementary queries, and maintaining parliamentary decorum. Special emphasis was laid on teamwork, coordination, time management, and discipline

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Division into Ministries and Role Allocation

All participants were systematically divided into five different ministries and one press wing:

1. Ministry of Education
2. Ministry of Health and Family Welfare
3. Ministry of Social Justice and Empowerment
4. Ministry of Women and Child Development
5. Ministry of Information and Broadcasting
6. Press



Each ministry represented a vital area of governance. Each ministry was assigned specific responsibilities, agendas, and policy matters. Students assumed various roles such as ministers, defenders, spokespersons and researchers, enabling them to understand both leadership and collaborative decision-making.

Each ministry worked independently to prepare their presentations, discussions, and responses, while also coordinating with other ministries to ensure smooth proceedings.

Performance and Parliamentary Proceedings

During the performance, every ministry delivered an impressive performance. Student representative from each ministry was given exactly 3 minutes to bring out the functions and achievements of each his/ her ministry. Students spoke with confidence, clarity, and logical reasoning while addressing national and social issues. Debates were conducted in a disciplined and formal manner, reflecting a strong understanding of parliamentary language and procedures. The sessions showcased critical thinking, analytical ability, and respect for differing viewpoints.



Press Interaction and Question Hour

One of the most engaging segments of the event was the press interaction session. Members of the press posed insightful and challenging questions related to governance, policy implementation, and public welfare. Students from all five ministries responded effectively, demonstrating presence of mind, strong subject knowledge, and excellent communication skills. Their well-articulated answers were appreciated by the audience and evaluators.



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Skills Developed and Learning Outcomes

The YUVA SANSAD significantly enhanced students' leadership qualities, confidence, public speaking ability, teamwork, and problem-solving skills. It also developed a deeper understanding of democratic processes, responsible citizenship, and the importance of informed decision-making.

Conclusion

Overall, the YUVA SANSAD proved to be an enriching and transformative experience. It successfully empowered students to think critically, speak responsibly, and act as future leaders. The event left a lasting impact by inspiring young minds to actively participate in the democratic framework of the nation.

UTOPIA: THEME BASED PAINTING COMPETITION

As part of the International Adolescent Leadership Summit 2025, UTOPIA: On the spot Thematic Painting Competition witnessed enthusiastic participation from more than 90 schools, bringing together young minds in a vibrant celebration of creativity, self-expression, and emotional wellbeing. Students were asked to pick a chit for an on-the-spot thematic painting topic, encouraging spontaneity, imagination, and resilience. Each participant received a unique theme, and in moments of doubt or lack of confidence, the coordinators stood by them offering clarity, reassurance, and continuous encouragement.

Throughout the competition, coordinators remained actively present, regularly checking in with students, boosting their morale, and creating a safe, supportive space where emotions and uneasiness could be openly addressed. By providing emotional support, motivation, and all necessary resources, Utopia beautifully reflected the summit's core values of wellbeing, empathy, and positive mental health showing how creativity can become a powerful medium for self-connection and confidence-building among adolescents.

Beyond artistic display, the event emphasized the significant psychological value of art in enhancing mental health and emotional well-being. Artistic activities such as drawing and painting are widely recognized for reducing stress, improving emotional regulation, and promoting mindfulness by allowing individuals to express complex feelings non-verbally.

From a psychological perspective, art facilitates cognitive development by strengthening problem-solving skills, visual-spatial reasoning, and creative thinking. It also serves as an alternative channel of communication for emotions that may be difficult to articulate through words. The competition further aligned with psychodynamic principles, as spontaneous artwork often reveals unconscious wishes, fears, and symbolic representations of internal conflicts and relationships.



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Processes such as projection, sublimation, and catharsis were naturally reflected in the participants' creative expressions. Several art works also displayed Jungian elements, including archetypal imagery and themes of harmony and integration. In many cases, the act of painting itself functioned as a healing modality, offering emotional release, self-reflection, empowerment, and symbolic exploration consistent with principles used in art therapy.

Throughout the event, participants exhibited deep concentration and a therapeutic "flow state," while their artworks captured personal aspirations, emotional themes, and visions of peace and ideal living. Overall, the competition served not only as a platform for artistic talent but also as a meaningful psychological experience, demonstrating the powerful role of art in supporting mental well-being, fostering introspection, and encouraging emotional healing and personal growth.

In the utopia event, many school kids participated which helped them express their view points through poster making. Some of the topics were- Life Skills, Attitudes, Values, Health and Wellbeing, Physical Education and other allied areas like Child Rights, Peer Mentoring, Positive Parenting. With the given topics, the students were able to express their viewpoints on how mental health and well-being affect the presence of inequality or discrimination among genders.



Learning of the Day

The event Utopia taught us how powerful creativity and expression can be in helping individuals connect with their inner selves. Through this on-the-spot thematic competition, we witnessed how art is not just about perfection, but about honesty, courage, and self-belief.

A particularly meaningful moment was when a participant joined the competition at the very last minute. **Despite being given extra time, she felt overwhelmed and began to lose hope. Instead of letting her give up, we sat with her, reassured her, and reminded her that even incomplete creations can hold deep beauty and meaning. Encouraged by this support, she chose to continue. On the remaining empty space of her sheet, she wrote a powerful line: "Something beautiful yet incomplete."**

She walked out with a smile, reminding us all that encouragement can transform self-doubt into confidence, and that the essence of creativity lies in expression, not completion.

Through this experience, we learned the importance of empathy, encouragement, and emotional safety in creative spaces. The event reminded us that sometimes the greatest outcome comes not winning a competition, but helping someone rediscover hope, self-worth, and the courage to keep trying. Utopia thus became a space where creativity met compassion, and where expression mattered more than completion.



'MANONRITYA'- INDIAN CLASSICAL DANCE (SOLO)

Steps that inspire a Leap of Wisdom

Manonritya - Dance and Mental Health unfolded as a sensitive and evocative exploration of adolescent inner worlds through the medium of classical dance. As part of the International Adolescent Summit, supported by the Ministry of Education, ICSSR, and Expressions India, the event offered a thoughtfully curated space where tradition, creativity, and psychological awareness came together in meaningful dialogue.

The event witnessed participation from **more than 70 schools across India**, with one solo classical dancer representing each school. Each child presented a performance inspired by themes such as emotional struggles, mental health, resilience, healing and mythological symbolism. An integral component of the presentation required every participant to articulate their personal interpretation of the dance and its connection to mental health, encouraging conscious reflection alongside performance.

The performances were marked by emotional sincerity and expressive clarity. Many were deeply touching, as dancers conveyed vulnerability, conflict, compassion, strength, and hope through nuanced abhinaya and movement. The stage became a reflective space where inner experiences—often difficult to verbalize—were translated into symbolic expression.



“Dance is a timeless interpretation of life.”

– Michael Jackson.

Manonritya emerged not merely as a dance event, but as a meaningful intervention—affirming the role of art in supporting adolescent mental health.

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From a **psychodynamic perspective**, Manonritya functioned as a **symbolic channel for adolescents to externalize unconscious emotions and internalized experiences**. By embodying characters and narratives, children projected inner emotional states in a safe and culturally grounded manner. This process supported emotional release, self-integration, and increased psychological awareness.

Learning reflections from the event highlighted important insights. Children demonstrated increased emotional awareness by identifying and expressing feelings through dance. Articulating the mental health meaning behind their performances strengthened communication skills and self-understanding. Preparing and performing fostered discipline, focus, confidence, and resilience, while the collective setting nurtured empathy and a sense of belonging.



PATHSHALA NUKKAD KI

A Theatrical Journey Exploring Contemporary Social Themes

The main theme for the summit was International Adolescent Leadership Summit'25 on Life skills, Resilience, Positive Mental Health and Well-being. In this summit, school kids and many counsellors attended it where they participated in many different events, ie Utopia, Pathshala Nukkad ki, Manoritya etc which helped them to understand about mental health and able to share their thoughts through drama (nukkad natak), poster making (utopia), dance (manoritya) etc.

The Pathshala Nukkad ki on contemporary social themes was organized with the purpose of promoting creativity, imagination and expressive freedom among students. The event aimed at improving communication skills, to develop confidence and helps in developing social skills.



Beyond the drama there were psychological and psychodynamic backgrounds where the school kids understood positive mental health by doing drama on multiple topics related to social themes like Say no to bullying, stigma and stereotypes of Mental Health, Media and mental health: pros and cons etc.

From the psychological view: **The drama/skit plays an important role as it helps in gaining the insight as to how the past experiences and the unconscious conflicts influence the current behaviour and relationships.** It also helps in overcoming the powerful release of repressed emotions and tension which helps them in strengthening the emotional resilience and in improving the coping strategies.

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Now, from the psychodynamic view: As, it connects directly to the unconscious mind- the hidden emotions, conflicts, desires and fears that strongly shape adolescent behaviour. Also, the drama helps in development of ego (Freud theory, ego: reality- based decision making) and identity formation.

In a deep sense, drama is not just a storytelling but it is a psychological work happening beneath awareness.

Throughout the event, the participants demonstrated sustained attentional engagement and help in role exploration functioned as vehicles for spontaneous self- expression and insight, enabling participants to externalize internal experiences. It also them in unconscious material processing, supporting emotional regulation and intra psychic integration. These processes were evident in participant's performances, which conveyed personal aspirations, affective themes and internalized representations of peace, well - being, and idealized mode



In the Pathshala Nukkad ki event, **over 80 schools have participated which helped them to express their view points on contemporary themes through 4-minutes of drama/skit.** Some contemporary themes were- Save the girl child, Say no to bullying, Inclusive education for all, Positive parenting, Adolescent peer leader as a stakeholder in the future of education etc. With all these topics, the school kids were able to perform a 4 - minutes skit/ drama which reflects their critical thinking, their way of solving the problem as the school got the theme on the spot at the venue to present the drama.

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Learning of the Day

The event "Pathshala Nukkad Ki" highlighted the powerful role of dramatic expression in enabling individuals to connect with their inner psychological and emotional worlds. Through the on-the-spot thematic skit performances, participants were engaged in spontaneous role-play and embodied storytelling, demonstrating that drama is not centered on technical perfection alone, but on authenticity, emotional courage and confidence in self-expression.

A particularly meaningful moment when one of the school kids had prepared their skit little bit long which exceeded the time - limit. But, when we told them that their time is going to end soon, then with their presence of mind and their own creativity they ended their skit on time by **skipping the between part and just saying the moral of their skit. They exited the stage with a positive mindset rather than being disheartened due to the incomplete skit.**

Through this dramatic experience, we gained a profound appreciation for the essential role of empathy, supportive feedback and emotional safety in fostering psychologically attuned and creatively enriching performative spaces.

The event illuminated that **the most meaningful outcomes of dramatic engagement extended far beyond competitive success, encompassing the facilitation of emotional catharsis, the affirmation of self - worth and the cultivation of resilience and psychological insight through embodied and symbolic enactment.** Pathshala Nukkad Ki thus became a transformative performative space where creativity intertwined with compassion, and where the authenticity of expression, the depth of emotional engagement and the journey of self - discovery were valued above technical performance or final outcomes.

THE YOUNG ORATORS FOR WELLBEING

The Voice of Change from the eyes of our Adolescents

As an integral segment of the International Adolescent Leadership Summit 2025, **ELOQUENCE- The Young ORATORS for Wellbeing: The Voice of Change from the eyes of our Adolescents** unfolded as an inspiring platform where adolescents articulated change, wellbeing, and leadership through their voices. The event witnessed enthusiastic participation from over 100 schools, with one student representing each school, speaking for two minutes on an on-the-spot topic drawn from the Topic Box at the venue.

The competition focused on **contemporary, youth-relevant themes such as mental health, education, anger and aggression, cyber influence, adolescent participation in policy-making, and the vision of a child-centric school system.** These topics encouraged students to reflect deeply, think critically, and articulate their perspectives with clarity and confidence.

From a **psychodynamic perspective, on-the-spot speaking acts as a channel for the expression of unconscious thoughts, internalized experiences, and emotional conflicts.** Adolescence is a developmental stage marked by **identity formation, emotional turbulence, and the negotiation of autonomy.** Through spontaneous speech, adolescents externalize inner narratives shaped by family dynamics, societal expectations, and personal struggles. The act of verbal expression helps reduce internal tension, enhances ego strength, and supports emotional integration. Being heard and acknowledged validates the adolescent's sense of self, fostering psychological growth and emotional maturity.

The venue was electrified with the charisma, confidence, and authenticity of young voices. Each speech carried a unique blend of passion, insight, and hope, reflecting the lived realities and aspirations of today's adolescents. The audience and judges were deeply moved by the clarity of thought and emotional depth demonstrated by the speakers. The hall resonated with powerful ideas, fearless opinions, and an unmistakable sense of collective purpose.



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ELOQUENCE truly transformed the space into a vibrant forum where adolescent voices were not only heard but celebrated, reinforcing the belief that when youth are given the stage, they speak not just for themselves, but for the future of wellbeing, inclusion, and positive change.

Learning of the Day

The day reinforced the powerful insight that when adolescents are given a safe and respectful platform, their voices carry depth, clarity, and purpose. The on-the-spot speaking format highlighted how spontaneous expression nurtures confidence, emotional awareness, and authenticity. Students learned to trust their thoughts, organize ideas under time constraints, and speak with conviction despite uncertainty, an essential life skill for both personal and professional growth.

The event also emphasized that expression itself is therapeutic. **As adolescents articulated their perspectives on wellbeing, education, mental health, and social change, it became evident that speaking helps release emotions, reduce anxiety, and foster self-understanding.** Many participants transformed initial nervousness into meaningful articulation, demonstrating resilience and adaptability.

Most importantly, the day affirmed that adolescent voices are insightful, empathetic, and solution-oriented. Listening to young orators reminded everyone present that youth are not just future leaders, but active contributors in shaping healthier, more inclusive societies today.



SWASTHYA SANGAM : NATIONAL MENTAL HEALTH , LIFE SKILLS & WELLBEING EXHIBITION

'Learning for Life, Health & Harmony'

The 'Swasthya Sangam': National Mental Health, Life Skills & Wellbeing Exhibition: Best Practices from Across the Country, is an event that reflects the diverse perspectives to understand the concept of mental health and well-being, with the initiatives that are undertaken by schools, led by students that promote emerging practices to enhance and build better adolescent resilience and mental well-being and peer-to-peer learning.

More than **70** schools participated in the exhibition to display the creative expressions related to the work being undertaken by their respective schools in promoting the key areas of comprehensive school health promotion such as- life skills, mental health, attitudes, values, gender, health, safety, sanitation and wellbeing, physical education and other allied areas like child rights, peer mentoring, positive parenting etc.



The exhibition serves as an interacting learning space that allows students to build and transact their understanding of the abstract concepts into visible experiential practices. This process supports emotional expression, perspective-taking and social learning which are the core components of psycho-social development during adolescence.

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Further, the act of conceptualizing and presenting a stall also strengthens essential life skills such as team work, communication, leadership, problem solving and decision making.

From the **mental health and well-being promotion, perspective, they function as safe spaces for dialogue, awareness, peer to peer learning, normalize the conversations around mental health, gender, safety, reducing the stigma and encouraging help-seeking behaviors within the school community.**

The **Swasthya Sangam** stands as an active participatory platform which reflects the school's commitment to a whole school approach wherein students aren't mere recipients but active contributors to change and strengthen collective responsibility, empathy, reinforcing the value that well-being is a shared and sustained effort.



YOUNG SOCIAL SCIENTISTS – MINI WORKSHOP

A Young Social Scientist Workshop was conducted as part of the International Adolescence Leadership Summit (December 17 to 19, 2025), workshop was conducted by Prof. Manfred Max Bergman, University of Basel for the students of the Senior Secondary section. The workshop, which lasted for 3 hours, was designed in alignment with the National Education Policy (NEP) 2020 and the CBSE competency-based education framework, with a strong focus on experiential, inquiry-based, and research-oriented learning.

This workshop was first of its kind, as it successfully introduced the concept of research at the school level, particularly in the domain of social sciences. It aimed to move beyond textbook learning by enabling students to understand how research helps in identifying, analyzing, and addressing real-life social issues. The initiative provided students with an early exposure to academic research practices, thereby nurturing curiosity and intellectual engagement.

The workshop was activity-based and highly interactive in nature, ensuring active student involvement throughout the session. It was efficiently coordinated by Ms. Preethi Gyanmote, whose academic planning and coordination ensured smooth execution, structured flow of activities, and enthusiastic student participation, while also aligning the objectives of the workshop with NEP 2020 goals and curricular outcomes.

During the session, Mr. Max introduced students to the concept, relevance, and scope of research in social sciences through real-life examples, guided activities, and reflective discussions. Students actively participated in activities related to:



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- Identifying contemporary social issues
- Framing meaningful research questions
- Understanding basic research design and methodology
- Exploring data collection tools and ethical considerations
- Interpreting findings and presenting conclusions

The interactive pedagogy, which included questioning techniques, group discussions, scenario-based activities, and guided reflection, encouraged students to think critically and express their ideas confidently. This approach strongly reflected NEP 2020's emphasis on experiential learning, student engagement, and multidisciplinary understanding.

Students participated with great enthusiasm and curiosity, showing keen interest in understanding how research is systematically conducted. The workshop enabled students to gain deep insight into the research process, helping them appreciate the role of research in social awareness, education, governance, policy-making, and societal development.

Many students expressed a strong interest in learning more about research, indicating increased academic motivation and readiness for advanced inquiry-based learning.



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Learning Outcomes (Mapped to NEP 2020)

Through this workshop, students achieved the following learning outcomes in alignment with NEP 2020:

1. Critical Thinking & Inquiry Skills

Students developed the ability to observe social realities, identify issues, and frame research-based questions.

2. Research Literacy & Conceptual Clarity

Students gained foundational understanding of research methodology, tools, and processes.

3. Experiential & Competency-Based Learning

Activity-based learning enabled students to apply concepts practically rather than memorizing content.

4. Interdisciplinary Understanding

Students connected social science research with real-world contexts such as education, governance, and community development.

5. Communication & Collaboration Skills

Interactive tasks enhanced articulation of ideas, peer learning, and teamwork.

6. Ethical & Responsible Research Awareness

Students became aware of ethical values, objectivity, and responsibility in conducting research.

7. Student Agency & Academic Curiosity

The workshop fostered curiosity, confidence, and a desire to explore research further, strengthening student agency.

Overall, the Young Social Scientist Workshop emerged as a highly enriching and impactful academic initiative, successfully fostering a research-oriented mindset among senior secondary students. The workshop not only strengthened students' conceptual understanding of social sciences but also encouraged them to view learning as an active, inquiry-driven process, thereby reinforcing the school's commitment to NEP 2020 and CBSE educational reforms.

A heartfelt gratitude to ICSSR and Expression India for organizing such meaningful initiative and for bringing new academic perspective, inspiration, and research awareness to young learners. Their efforts have illuminated the path for students to explore research, leadership, and social responsibility from an early stage.



