

ISSN 2394 - 630X

Volume 7 | Number 2 | July 2021

INTERNATIONAL
JOURNAL OF
LIFE
SKILLS
EDUCATION

IALSE FOUNDATION DAY SPECIAL ISSUE



INDIAN ASSOCIATION OF LIFE SKILLS EDUCATION



INTERNATIONAL JOURNAL OF LIFE SKILLS EDUCATION

Editorial Board

Dr. A Radhakrishnan Nair (Thiruvananthapuram, Kerala)
Dr. U.N.B Rao (New Delhi)
Prof. (Dr.) M N Mohamedunni Alias Musthafa (Kasaragod, Kerala)
Dr. A. Rajmani Singh (Imphal, Manipur)

Managing Editor:

Dr. A. Radhakrishnan Nair

Associate Editor:

Sunitha Ranjan

Assistant Editor:

Dr. Gauri Hardikar

Creative Consultant:

Anilkumar P.Y.

Peer Review Board:

Prof. (Dr.) V.D. Swaminathan
Retd. Professor of Psychology
University of Madras
Chennai, Tamil Nadu, India

Prof. (Dr.) Vinod Chandra
Head & Associate Professor of Sociology, JNPG College Lucknow, India
Secretary, Research Committee of Sociology of Population (RC41), ISA
Vice-President, Research Committee of Sociology of Youth (RC34), ISA

Prof. (Dr.) Gautam Gawali
Director
Amity Institute of Behavioural and
Allied Sciences (AIBAS)
Mumbai, Maharashtra, India

Dr. V. Reghu
Former Controller & Dean
Rajiv Gandhi National Institute of Youth Development
Sriperumbudur, Tamil Nadu, India

Prof. (Dr.) Abha Singh
Dean, Faculty of Arts, Humanities,
Journalism and Communication and Social Sciences.
Director Research Amity Institute of
Psychology and Allied Sciences, AUUP, Noida,
Uttar Pradesh, India

Ms. Ceronne Prevatt
Life Skills Technical Consultant
C2#4 Flagstaff, Long Circular St. James
Trinidad and Tobago

Design & Layout : D'Bright Advertising, Statue, Thiruvananthapuram 695 001

Printed at : K M Offset, Venganoor, Thiruvananthapuram 695 523

Published by : Indian Association of Life Skills Education, Door No.17/13, 16th Avenue, Ashok Nagar, Chennai - 600083

All correspondence pertaining to membership of the Association, circulation of the International Journal of Life Skills Education, may be addressed to The Secretary and sent via email at ialse.india@gmail.com

SUBSCRIPTION RATES

Current Issues

| | Per Volume | Per Number |
|---------|------------|------------|
| India | Rs. 750 | Rs. 400 |
| Foreign | \$ 20.00 | \$ 12.00 |

Cheques should be made payable to "Indian Association of Life Skills Association". Outstation cheques should carry an additional amount of Rs. 25/- (Rupees twenty five only).

International Journal of Life Skills Education is published every year in January and July. Those authors who do not receive e-copies may email to The Secretary, Indian Association of Life Skills Education at ialse.india@gmail.com

In case authors/ members want hard copies of the journal, they may communicate to The Secretary, IALSE via email in the above email ID.



Volume 7 | Number 2 | July 2021

INTERNATIONAL
JOURNAL OF
LIFE
SKILLS
EDUCATION

IALSE FOUNDATION DAY
SPECIAL ISSUE



INDIAN ASSOCIATION OF LIFE SKILLS EDUCATION

Editor's Note

I am delighted and proud to be part of the journey of Indian Association of Life Skills Education (IALSE) in its eleventh year. I am also fortunate to be part of the release of this Special Issue of International Journal of Life Skills Education to commemorate the Foundation Day of IALSE.

IALSE a registered society, formed in 2010, by a dedicated group of life skills experts, has been providing a platform for professionals working in the field of life skills education, to interact, collaborate and contribute to life skills education for individual and national development. The societies' focus areas include training, content/curriculum development research and publication in life skills education. In the arena of research, IALSE works towards dissemination of life skills research through its publication - The International Journal of Life Skills Education (IJLSE), taking up research projects and organizing annual international conferences.

The International Journal of Life Skills Education (IJLSE), an exclusive journal on life skills education and related subject, is designed as an Open Access Journal to enable the academicians and readers to access the articles free of cost. The first print copy of the journal was launched in 2015 as a biannual journal with ISSN No 2394-630X and the articles published in the journal are peer reviewed by a panel of reviewers including international subject experts. The research papers and articles in the area of life skills, throw new perspectives to this evolving concept and scientific discipline. The objective is to promote life skills education across the globe.

Being the Founder President of the association and a pioneer in the field of life skills in India, my dream of bringing together like-minded people, professionals, researchers, practitioners, policy makers etc. in life skills education and providing a common platform to interact, share thoughts and work together towards its prime objectives, was possible through IALSE and this will always have profound memories in me.

I convey my best wishes to the entire IALSE fraternity for keeping the light / torch of IALSE high since its inception in 2010 and please do continue to strive forward keeping IALSE's repute and prominence in the fields of education, training and research.

With these words, I present this special volume for your reference.

With best regards,

Dr. A Radhakrishnan Nair
Managing Editor, IJLSE &
Founder President, IALSE

CONTENTS

1. IALSE 2010 to 2021: A Decadal Journey! 8
Ms. Sunitha Ranjan
2. Life Skills for Resilience in Times of
Emergencies: Indian Experiences.
Foundation Day Lecture Synopsis 20
Dr. Shekhar Seshadri
3. Effect of Life skills Training program
on Resilience and Emotional Intelligence
in Nursing Students 34
Ms. Patki, A. A & Dr. Purandare, M. D
4. Qualitative Analysis of Impact of
Life Skills Training on Emotional
Wellbeing of Gifted students 45
Dr. Vasudha Agarwal
5. Relationship between Resilience,
Coping Skills, Self-Control and Self-
Management in College-going Students:
Indian Context 52
Dr. Meghna Basu Thakur, Ms. Shweta Mishra &
Mr. Alvin D'souza
6. Developing an Inclusive Pedagogy for
Primary Education in Rural India
through Life Skills 62
Ms. Parvathi Uppaluri
7. The Influence of Digital World on
Migrating Youth 71
Ms. Sanghamitra Acharya, Mr. Ranjan Kanti Panda
8. Relationship of Workplace Bullying
Victimization with Self-Compassion and
Sense of Coherence 80
Ms. Vani Melwani, Ms. Sudiksha Pandey & Dr. Pooja Soni

ESSAYS

1. Reflections on Life Skills Education, Values and Social Inclusion during the Era of Fake News 98
Dr. Sheila Parvyn Wamahiu
2. Need and Importance of Life Skill Education for Adolescent Girls with special reference to the Covid-19 pandemic 106
Ms. Deboleena Dutta & Ms. Subham Dutta
3. Framework for Assessing 21st Century Skills among Teachers: A Need Analysis 113
Mr. Jijo Varghese &
Prof. (Dr.) M.N. Mohamedunni Alias Musthafa
4. Developing Life Skills in Adolescents for Achieving Sustainable Development Goals 120
Dr. A Smitha

IALSE 2010 to 2021: A Decadal Journey!

Report of the Activities of IALSE from its Inception to Dec 2021

Eleven years ago, we started this journey, the journey for promulgating life skills education in the country and today(28th Dec.) is a special day, the day we started the Indian Association of Life Skills Education (IALSE). It was the beginning of not only the Indian Association of Life Skills Education (IALSE), but a concentrated effort towards popularising the concept of life skills education and training as a noble gesture to empower people, especially adolescents and youth to face challenges in their life.

The doyen of this very idea of bringing like-minded people together on a common platform, reaching out to people through organising workshops, capacity building training programs, training of trainer's programs and providing free access to knowledge sharing through the in-house, open access International Journal of Life Skills Education (IJLSE) is Dr. A. Radhakrishnan Nair, Founder President, IALSE and mentor to many in the field of life skills education, adolescent and youth development.

In 2007, Rajiv Gandhi National Institute of Youth Development, (RGNIYD) under Ministry of Youth Affairs & Sports, Government of India had proposed to convert itself into a Deemed-to-be University under De-Nova category as per UGC Act, 1956. For a Deemed-to-be University, it should have minimum five departments. The discussions with Sri. Gnana Rajasekharan, the then Director, RGNIYD, along with the faculty heads proposed five masters' programmes in Youth Empowerment, Local Governance, Career Counselling, Gender Studies and Life Skills Education. All these innovative programmes were decided, considering the needs and aspirations of the youth workers and youth of the nation, and that RGNIYD courses should be unique and those which are dealing in erstwhile universities and colleges should not be offered by RGNIYD. The courses should address the knowledge and skill gap which the adolescents and youth are missing. All the courses were unique and vital for the youth workers to work in their professional fields.

In 2008, the 2-year M.A Program in Life Skills Education was launched by The Department of Life Skills Education, Rajiv Gandhi National Institute of Youth Development, (RGNIYD) Sriperumbudur, in which 8 students from different parts of the country joined. To promote and popularise this concept, the program was designed to equip the students with the skills and

abilities to face their own challenges in life as also gain requisite domain knowledge of the subject. As part of promoting the subject and to create interest in academicians to initiate research in life skills education, the first International Conference on Life Skills Education, was held at RGNIYD on 6&7th April 2009. This conference with the backdrop of achieving a 'learning society', aimed at discussing various dimensions and practices of life skills education in various sectors. The conference drew many key players, some who were already working in the area of adolescent health and development and life skills, some working in the area of education, adolescent paediatrics, and others who were naturally drawn to the subject, as they were working and doing research in the area of life skills, such as Dr. U. N. B. Rao and his Trust Urvi Vikram Charitable Trust, Delhi; Dr. Mridula Seth, (formerly with UNFPA); Dr. M.K.C. Nair, Director, Child Development Centre, Thiruvananthapuram; Dr. Prema Sundara Rajan (formerly with UNFPA); Ms. A.S. Padmavathi, Gender Specialist, Author, Master Trainer and Patron Member of IALSE; Dr. Swati Bhave, Association of Adolescent and Child Care in India (AACCI), Pune; Dr. Jitendra Nagpal, New Delhi; officials from Dept. of Youth Affairs & Sports, Govt. of India; UNFPA, Delhi; Tamil Nadu State AIDS Control Society; Dr. S. Yamuna & Dr. Preeti Galagali. Several adolescent paediatric physicians joined the conference along with several paper presenters and academicians. The Association continues to provide the platform where much professionals have joined us in our decadal journey today!

It was after the conference in 2009, that Dr. Nair in a meeting that was arranged in the Department of Life Skills Education, very casually put it across to the members present, on 'why not we start an association to propagate life skills....?' During that time, Dr. Nair was heading the Department of Life Skills Education and The Social Harmony & National Unity, (SHANU) Division at RGNIYD. The concept of starting an association of life skills education took shape and the first meeting was called for. The 1st Executive Committee Meeting was held on 28/12/2010. The founder members of the association were the faculties and project staff of the Department of Life Skills Education and Adolescent Health & Development Project of RGNIYD. The first Executive Committee was formed with Dr. A. Radhakrishnan Nair as President and Prof. D. Jayalakshmi as Vice President. Ms. Sunitha Ranjan as Secretary, Mr. Joseph Thiyagarajan, Joint Secretary and Treasurer as Mr. K. Sivakkumar, the EC members were Mr. T. Nagarajan, Mr. S. Kumaravel, Ms. Lalitha & Ms. Adhila Hassan. The following were the founder members of the Association - Mr. G.S. Manoj Babu, Mr. Suresh Kumar, Ms. Vasanth Kumari, Ms. Kaisolo Pazhiini, Ms.

Laishram Bijeta & Mr. J. Jayasankar. Now, IALSE (as on December 2021) has a total of 8 Patron members, 9 Institutional members and 237 life members.

I take this opportunity to present a brief history of IALSE for the information of all and record it for further reference for the future generation.

The first Executive Committee meeting was held on 28th Dec 2010 at 3:00pm in the Department of Life Skills Education, RGNIYD where the name of the association was decided as “The Indian Association of Life Skills Education”. The first Executive Committee consisted of 9 EC members. The association was registered under the Tamil Nadu’s Society Act 1975 on 31st day of March 2011 with Reg. No.47/2011, with the aim “To ignite minds, to unleash the power and empower individuals to face challenges in life”.

The first Annual General Meeting (AGM) was held on 05/04/2011 at School of Life Skills Education & Social Harmony, RGNIYD at 3:00pm in which the types of membership were decided upon, as Patron, Life, Annual & student membership. Designing a suitable logo of the Association, was the next step, which was possible through a competition held from students - both RGNIYD and outside and entries gleaned to finalise the best entry. The Journal of Life Skills Education (print) was started in 2011 and the publisher was Rajiv Gandhi National Institute of Youth Development, Sriperumbudur with ISSN-0975-6019, and Dr.A. Radhakrishnan Nair, its Managing Editor and Ms. Sunitha Ranjan as Editor. The bi-annual Journal was published for two years, i.e.2 vol and 4 Nos. Like other start-ups, the next felt need for the Association was to launch its website, and IALSE launched its website in 2011 <http://www.ialse.in> . Now the domain name is changed to <http://www.ialse.net>.

From 2009 to 2012, International Conference of Life Skills Education was organised by the Department of Life Skills Education, RGNIYD, annually and all the events were attended by hundreds of scholars and academicians from different parts of the country and internationally, in which IALSE was also a partner. Proceedings books of the conference were published with ISBN numbers which further strengthened the development of the subject and its reach.

In 2013, Dr. A. Radhakrishnan Nair left RGNIYD to his parent department, and after that the Department of Life Skills Education, RGNIYD has stopped organising this prestigious event, International Conference on Life Skills Education. Since then, IALSE has taken the challenge of organ-

ising the event in collaboration with various educational institutions across the country and with the support of various organisations. The venues and theme of the International Conference on Life Skills Education (ICLSE) from 2014 are as follows:

- 2014: International Conference on Life Skills Education on the theme LIFE SKILLS AND MAXIMIZING POTENTIALS OF YOUTH, 20-22nd February 2014 at Loyola College of Social Sciences, Thiruvananthapuram, Kerala; Shri Kodikkunnil Suresh, then Minister of State for Labour and Employment inaugurated the 1st Int. Conference, organised by IALSE; Dr. K. Elangovan IAS, Principal Secretary to Department of Higher Education, Government of Kerala; Dr. A. Radhakrishnan Nair, President IALSE, Fr. Joy James, Rector, Loyola College; Dr. Elizabeth Mathew, Principal, Loyola College of Social Sciences, Trivandrum & Rev. Dr. M. K. George, Director, Indian Social Institute, Bangalore, were present. Five Symposia and five thematic sessions were organised in the three-day event and the Proceedings Book of the Conference was released.
- 2015: International Conference on Life Skills Education on the theme SKILL DEVELOPMENT & COMPETENCY BUILDING OF YOUTH THROUGH LIFE SKILLS AS A CUTTING EDGE TOOL, was organised from 12-15th February 2015 at Don Bosco Institute, Guwahati, Assam. Another hallmark for the association was launching of its very own bi-annual journal (print) - "International Journal of Life Skills Education" with ISSN 2394-630X. Sri. Sarbananda Sonowal, Hon. Minister of State (i/c), Ministry of Youth Affairs & Sports, Govt. of India inaugurated the conference and released the first copy of the Journal and Conference Proceedings Book.
- 2016: International Conference on Life Skills Education was organised at Jagran Lake City University, Bhopal on the theme "MAINSTREAMING LIFE SKILLS FOR NATION BUILDING" from 26-27th February 2016.
- 2017: International Conference on Life Skills Education on the theme LIFE SKILLS FOR ACHIEVING SUSTAINABLE DEVELOPMENT GOALS 2030, was organised from 3-5th February, 2017, at S.M. Joshi College, Hadapsar, Pune, Maharashtra.
- 2018: International Conference on Life Skills Education on the theme LIFE SKILLS AND WELL-BEING OF CHILDREN AND YOUTH

IN THE DIGITAL WORLD, from 9-11th February, 2018, hosted by Sri Jai Narain Post Graduate College, Lucknow and the Circle for Child and Youth Research Cooperation in India (CCYRCI) at Renaissance Lucknow Hotel, Lucknow, Uttar Pradesh. An Abstract Book comprising of 190 abstracts and synopsis was released during the event.

- 2019: International Conference on Life Skills Education was organised in collaboration with S-VYASA University, Bengaluru from 1st-3rd Nov 2019, on the theme LIFE SKILLS & YOGA AS CUTTING-EDGE MECHANISMS FOR TRANSFORMATIVE COMPETENCIES. The conference was preceded by a 3-day workshop in Research Methodology in Life Skills Education. An e-book of the proceedings of the conference, comprising of 115 abstracts and synopsis was published on this occasion.
- 2020: Due to Pandemic of COVID-19, IALSE could not organise its annual event of ICLSE during 2020.
- 2021: International Conference on Life Skills Education was organised Online in collaboration with Ajmal Foundation, Ajmal Law College, Maryam Ajmal Women's College of Science and Technology and Nazir Ajmal Memorial College of Education from 18-20th February 2021, on the theme CRISIS MANAGEMENT THROUGH LIFE SKILLS. The conference was, attended by more than 500 delegates, who deliberated on the issues raised by the Covid 19 pandemic, and the role of life skills in addressing the same, through symposium sessions and paper presentations. It provided a platform for academics, researchers and practitioners from India and abroad to present their researches as well as deliberate on issues in the field.

IALSE started organising various programs from 2015 onwards. The major activities organised so far are:

1. Regional Conference: IALSE and UNICEF jointly organized a regional conference ON LIFE SKILLS & ADOLESCENT DEVELOPMENT, 6-7th April 2015 at Loyola College, Chennai, Tamil Nadu. The focus was to bring life skills practitioners and grass root level beneficiaries in Tamil Nadu on a common platform.
2. A Trainers Training in Life Skills for Teachers & Principals, in collaboration with Ajmal Foundation, Hojai from 14-20th May 2015, at Maryam Ajmal Women's College of Science & Technology, Hojai, Assam.

3. A Concept Note on - Framework for Introducing Life Skills Education in Schools of Ethiopia was developed by IALSE for Micro Business College, Ambo, West Shoa, Oromia, Ethiopia.
4. A seven-day Training on 'Life Skills for Competency Development' for students with Thunchathu Ezhuthachan Malayalam University, Thirur, Kerala from 23rd – 29th August 2015.
5. One-day Life Skills Orientation Program, held on 27th September 2015, at Vennala, Ernakulam for 'e-prof', a forum that promotes employability and inter-disciplinarity within English literature studies.
6. Five-day Train the Trainer Program (ToT) on Life Skills, from 27th Nov- 2nd Dec 2015 at YMCA, Thiruvananthapuram, Kerala for the English professionals and others in the teaching profession.
7. Indian Association of Life Skills Education, submitted a concept note 'Incorporating Life Skills Education in National Education Policy' on 4th January 2016 to Ministry of Human Resources Development, Government of India; Secretary, Department of School Education & Literacy; Secretary, Dept. of Higher Education; Director, NCERT & Chairman, University Grants Commission, New Delhi. The objective of this paper was to highlight the importance of life skills education and the need to incorporate the same in the NEP.
8. Module Development: In February, 2016, the IALSE team developed a Life Skills Manual - LIFE SKILLS EDUCATION for TRANSFORMATION (LSET), comprising of 17 modules on life skills for training the youth (19 to 25yrs), to enable them to live a life in all its fullness. This assignment was tailor made for World Vision India, a registered charitable society working to improve the lives of children in need.
9. Teachers' Training Workshop conducted for all Principals, Teachers and staff of AJMAL GROUP OF COLLEGES, from 14-16th May 2016 at Hojai, Assam. The workshop was attended by 250 participants.
10. IALSE tried to form Ad-hoc State Chapters and organised ONE day orientation on Life Skills in each Chapter. Accordingly, State Chapters were formed in Kerala, Karnataka, Maharashtra, Telangana, Tamil Nadu, and New Delhi. Later due to several reasons, the State Chapters become non-functional.
11. Two-day life skills training, 24th & 25th September for staff of SHEESHA, Coimbatore, an NGO who cater to the psychological needs of elderly persons located in Karunya Nagar, Coimbatore.

Around 35 participants benefited from the program.

12. Training of Trainer (ToT) in Life Skills, based on Life Skills Training Modules for the Youth and Children of World Vision India was held at World Vision Community Center, Kalimpong, West Bengal, from 16th- 20th July 2018. The target group were children.
13. Training of faculty, students and staff of the Ajmal Group of Colleges and the Ajmal Foundation was organised during May 2019 in which a 5-day life skills program for student teachers, a 2-day refresher program for Faculty of Ajmal Group of Institutions and a one-day training program was facilitated for the staff of the Ajmal Foundation.
14. Session on Life Skills Education for Prevention of Child Maltreatment – Inner Wheel (Rotary Club) –on 19th July 2019 at Juhu, Mumbai for 200 members of Inner Wheel.
15. 3-day Orientation to Life Skills for staff (counsellors) of Bagyalaxmi-Arumugham Institute of Mental Health and Neurosciences (BHIM-HANS), Coimbatore, Tamil Nadu, on the following dates - 29th June, 6th & 27th July 2019.
16. IALSE online Members' Meet was held on 14th June 2020 to say hello and a platform to share common feelings among members. The objective of the meeting was to ascertain the situation of the members during COVID-19 pandemic and to create brotherhood and fraternity among the members. Two such sessions were held.
17. Zonal Coordinators were appointed to strengthen the activities of IALSE in different Zones of the country. Its objective is to organise the programs at the Zonal level and to increase the membership of IALSE. Dr. Ataulh Khan (South Zone), Dr. Rajmani Singh (North East), Dr. Anshumali Sharma (North), Dr. Rekha Mistry (West) and Dr. Sr. Nirmala Arul (East) were appointed as Zonal Coordinators.
18. IALSE Orientation Program was held online on 7th and 8th of November 2020 with the objective of familiarizing the members to the concept of life skills and the IALSE model of life skills. 36 members joined the programme.
19. Brainstorming Session on Life Skills for IALSE Executive Committee members and Zonal Co-ordinators was a wonderful session, held on 21st November 2020 to gain clarity on the concept of life skills, share views on core life skills, its theoretical underpinnings and deliberate

on its approaches.

20. Memorandum of Understanding (MoU):IALSE formalized MoUs with 'Unique You', Singapore and Jain (Deemed-to-be University), Bengaluru for organizing collaborative programs.
21. The Department of Women's Studies, Bharathidasan University, Tiruchirappalli, Tamil Nadu, in collaboration with IALSE and University Grants Commission (UGC) organized a program on Introduction to Life Skills from 4th to 23rd Jan 2021. The duration for the online program was 21 hours. Total number of participants was 52. The objective was to create awareness on the concept of life skills for conscious practice, the outcome being application of life skills for personal wellbeing.
22. March 2021, in reply to UGC's call for suggestions for the Life Skills (Jeevan Kaushal) Curriculum Development, IALSE had submitted a working paper to bring attention to the need for life skills to have a clearly defined conceptual framework and integrating it into the curriculum, which is echoed in the National Education Policy 2020.
23. BADA KU- Sociocultural Educational Trust Karnataka in collaboration with IALSE organized ENGAGE: A Foundation Program in Life Skills with a Gender Perspective from 22nd March to 23rd April 2021. The focus of this program was application of life skills through the gender perspective.
24. IALSE Members meet was organized online on 13th July 2021, as an occasion for all members to meet and share their experiences of the pandemic times. Members from across India participated in the program and interacted with each other.
25. Online Lecture Series on Sustainable Development Goals 2030 and Life Skills: The SDG 2030 comprises 17 Sustainable Development Goals (SDGs) and 169 targets to be achieved by 2030. The lectures are planned once a month, with the theme covering one SDG in each lecture. Invited eminent resource persons in the field share their perspectives on the theme. The objective of this lecture series was to explore the avenues for application of life skills in realizing the SDGs. The participants included academicians, life skills professionals, mental health professionals and research scholars from India and abroad. IALSE collaborated with institutions of repute for the organization of the lectures.

- (i) The inaugural lecture with focus on Goal No.1- NO POVERTY, was held on 12th August 2021, on The International Youth Day, delivered by Prof. M. V. Rajeev Gowda, Former Member of Parliament, Rajya Sabha and Former Professor, Indian Institute of Management, Bengaluru, Karnataka. This event was jointly collaborated by Nehru Yuva Kendra Sangathan & SAROVARAM, Kerala.
 - (ii) Lecture on Goal No. 2- NO HUNGER, in collaboration with Ajmal Foundation, Hojai, Assam, was held on 11th September 2021.
 - (iii) Lecture on Goal No.3- GOOD HEALTH AND WELL-BEING was held on 9th October 2021 in collaboration with Amity Institute of Behavioural and Allied Sciences (AIBAS), Amity University, Maharashtra.
 - (iv) The E. Sreedharan Center for Life Skills Education, Central University of Kerala, in collaboration with IALSE organised the next SDG Lecture on GOAL No. 4 - QUALITY EDUCATION which was held on 17th November 2021.
26. National Level Online Webinar on “Life Skills for The New Normal”:IALSE conducted a national level webinar with Jain deemed to be University, Bengaluru, Karnataka, on 28 August 2021, to explore the application of life skills for dealing with the new normal. The program was attended by the faculty and post graduate students across India.
 27. Department Of Social Work, Pondicherry University (A Central University under Ministry of Education, Govt. of India), in collaboration with IALSE organised Online Trainer’s Training Programme-Enhancing Self-Empowerment & Resiliency Through Life Skills from 22nd-29th September 2021 (21 hour Program). 48 participants attended the course. Prof. R. Nalini Professor & Head of the Department and Dr. K. Anbu, Associate Professor along with IALSE training vertical team organised the event.
 28. IALSE organized a five-day training of master trainers for Kalinga Institute of Social Sciences (KISS), Bhubaneswar, Odisha, under Project SAMARTHYA. The project aims to promote and integrate life skills education for adolescents with disabilities studying in the special schools of Odisha for promoting their health and wellbeing. Phase I of the training program was organized from 20th to 24th September 2021. Twenty-five participants (from NGOs, KISS, Independent Consultants, Child Welfare Committee etc.) participated in the program.

Mentoring of Master Trainers under SAMARTHYA Project was facilitated by IALSE team and life skills trainers, under Phase II which was carried out in 3 batches from 29th Nov to 15th Dec 2021.

OFFICE BEARERS OF IALSE& AND ITS MEETINGS:

In the last ten years of the association, General Body meetings and Executive Committee meetings were held in regular intervals. The Training Vertical of the Association also met regularly to review the programs organised and to be organised. The frequency of the meetings increased, once the modality became online. Following table gives the details of General Body (GB) and Executive Committee (EC) meetings of IALSE:

**Table No.1
Meetings of General Body and Executive Committee of IALSE**

| Sl No. | General Body Meeting Date | Sl. No. | Executive Committee Meeting Date |
|---------------|------------------------------------|----------------|---|
| 1. | 1st AGM on 05/04/2011 | 1. | 1st EC meeting on 28/12/2010 |
| 2. | 2nd AGM on 21/12/2012 | 2. | 2nd EC meeting on 24/02/2011 |
| 3. | 3rd AGM on 21/02/2014 | 3. | 3rd EC meeting on 10/04/2012 |
| 4. | 4thAGM on 13/02/2015 | 4. | 4th EC meeting on 22/12/2012 |
| 5. | 5th AGM on 26/02/2016 | 5. | 5th EC meeting on 21/02/2014 |
| 6. | 6th AGM on 04/02/2017 | 6. | 6th EC meeting on 11/02/2015 |
| 7. | 7th AGM on 10/02/2018 | 7. | 7th EC meeting on 04/04/2015 |
| 8. | 8th AGM on 02/11/2019 | 8. | 8th EC meeting on 26/02/2016 |
| 9. | 9th AGM held online on 27/09/2020 | 9. | 9th EC meeting on 04/02/2017 |
| 10. | 10th AGM held online on 19/09/2021 | 10. | 10th EC meeting on 10/02/2018 |
| | | 11. | 11th EC meeting on 28/12/2018 |
| | | 12. | 12th EC meeting on 01/11/2019 |
| | | 13. | 13th EC meeting (online) on 27/09/2020 |
| | | 14. | 13-A EC meeting(online) on 18/10/2020 |
| | | 15. | 14th EC meeting (online) on 26/10/2020 |
| | | 16. | 15th EC meeting (online) on 13/12/2020 |
| | | 17. | 16th EC meeting (online) on 03/07/2021 |
| | | 18. | 17th EC meeting (online) on 29/08/2021 |
| | | 19. | 18th EC meeting (online) on 04/10/2021 |

| | | | |
|--|--|-----|---|
| | | 20. | 19th EC meeting (online) on 26/11/2021 |
|--|--|-----|---|

Table No. 2
List of Office Bearers

| Year | President | Vice President | Secretary | Joint Secretary | Treasurer |
|-------------------------------------|---------------------------|----------------------------|-----------------------|------------------------------|----------------------------|
| 2010-12 | Dr. A. Radhakrishnan Nair | Prof. (Dr.) D. Jayalakshmi | Ms. Sunitha Ranjan | Mr. Joseph Thiagarajan | Mr. K. Sivakkumar |
| April 2012 (change of Treasurer) | | | | | Mr. T. Nagaraj |
| December 2012 -2014 | Dr. A. Radhakrishnan Nair | Dr. Indrani Bhattacharyya | Dr. R.J. Solomon | Dr. A. Jonas Richard | Mr. S. Kumaravel |
| 2014 -2015 | Dr. A. Radhakrishnan Nair | Dr. Indrani Bhattacharyya | Dr. R.J. Solomon | Dr. A. Jonas Richard | Mr. S. Kumaravel |
| 2015 - 2016 | Dr. A. Radhakrishnan Nair | Dr. R.J. Solomon | Ms. Sunitha Ranjan | Dr. Rajmani Singh | Mr. S. Kumaravel |
| 2016 - 2018 | Dr. R.J. Solomon | Dr. Vinod Chandra | Ms. Sunitha Ranjan | Dr. Rajmani Singh | Mr. J. Jayasankar |
| 2018-2020 | Dr. Vinod Chandra | Ms. Sunitha Ranjan | Dr. Gauri P. Hardikar | Dr. Ataulah Khan Kak Cenjary | Ms. Padmavathi S. |
| 2020 -2022 | Ms. Sunitha Ranjan | Dr. T. S. Nair | Dr. Gauri P. Hardikar | Dr. Sudhesh N.T. | Prof. (Dr.) N. Manimekalai |

FUTURE PERSPECTIVES AND PLAN:

The prime objective of IALSE is to empower individuals, through life skills education. The association plans to work towards this objective through its continued efforts in training, research and publication.

In keeping with the need of the times, IALSE plans to continue its life skills training and research initiatives for empowerment of individuals and through them empowering the communities. According to suggestions received from members and stakeholders, it is envisaged that life skills programs may be planned for the populations which need them, e.g., the people with special needs, the disadvantaged sections of the society, etc.

A pool of expert in life skills trainers all over India, proficient in regional language to ensure this outreach, is needed. To ensure this, IALSE plans to organize Train the Trainer programs for capacity building of life skills trainers at the state level. It plans to actively collaborate with organizations for organizing these programs.

IALSE also aims to provide a platform for dissemination of information in life skills through its website and its pan India network. Hence, it proposes to share information regarding initiatives in life skills and related areas organized by its members on its website and to its members.

In the area of research and publication, there are plans for the International Journal of Life Skills Education, published by IALSE to be an online open access journal from January 2022. This will help to facilitate dissemination of the latest research in life skills education.

CONCLUSION

I place on record my heartfelt appreciation to the IALSE Founder President Dr. A. Radhakrishnan Nair, its former Presidents- Dr.R.J.Solomon, Dr. Vinod Chandra and office bearers for their continuous support and guidance in leading this organisation to greater heights. My present team of IALSE, Dr. T. S. Nair, Vice President; Dr. Gauri P. Hardikar, Secretary; Dr.Sudhesh N.T., Joint Secretary; Prof. (Dr.) N. Manimekalai, Treasurer; and Programme Manager Mr. B. Senthil needs special mention. Without their support my tenure as President in this decadal year would not have been effective and fruitful. I extend my heartfelt thanks to all the members who stood with me in all the programs of IALSE.

Ms. Sunitha Ranjan

President, IALSE

Life Skills for Resilience in Times of Emergencies: Indian Experiences

Prof. Dr. Shekhar Seshadri*

(Transcript of the 1st IALSE Foundation Day Lecture delivered by Prof. Seshadri)

It is a matter of coincidence that I had the privilege of delivering the first foundation lecture of the National Commission of Protection of Child Rights in 2010, and 11 years later to have the honour of delivering the first foundation lecture of this very unique association, it is such a privilege. I want to draw your attention, friends, to a particular word that was used in the introductory remarks and that the word was uncertainty and I want to draw your attention to the fact that resilience in the context of uncertainty is a very interesting combination and the reason for that, resilience is a superordinate construct from a sociological and psychological perspective. And superordinate means that there is a challenge, there is stress, there is a reality, you adapt to it and try and come back to a state that you were before you were challenged with that stress, trauma and reality. It's a superordinate construct and in the context of the pandemic, the question that really arises is, "what do we mean by resilience and what are children trying to adjust to?" And when we speak of emergencies, are we looking at emergencies in a very large sense and what constitutes an emergency, for example, for a child and I am reminded of what Mark Twain said, "Nothing that grieves us can be called little: **by the eternal laws of** proportion a child's loss of a doll and a king's loss of a crown are events of the same size." How do we really conceptualize emergencies, resilience, and life skills? This is really the challenge we have at hand and having said that I bring you to the substance of the first foundation day lecture: Life Skills for Resilience in Times of Emergencies: Indian Experiences.

Now you all know what life skills are, and how WHO-World Health Organization defined it. But I would like to draw your attention to the two words which are adaptive and positive behaviors that enable individuals to deal effectively. Core life skills for the promotion of child and adoles-

* Former Senior Professor and Former Head of the Dept. of Child & Adolescent Psychiatry
Former Dean, Behavioral Sciences Division & Former Director, NIMHANS.

cent mental health as you know the ten classical life skills that WHO has defined in 5 pairs which are decision making and problem-solving, critical thinking and creative thinking, communication, and interpersonal skills, self-awareness and empathy, coping with stress and coping with emotions.

If you then look at the subject that I want to share with you, which is life skills, on the one hand, emergency on the other, and resilience but understand the context of this triangulation of life skills, resilience and emergency to the lived experiences particularly of children. The whole connection between resilience, emergencies, and life skills, the whole triangulation is an interesting construct and triangulation is a very powerful construct in psychology and indeed in intervention practices.

We need to really understand the fundamental construct: how do you define an emergency whether it is natural or man-made, an emergency is something that causes substantial harm to a population or damage to the property. Now, an emergency can be imminent or an actual event that threatens people or property, which requires coordinated and rapid response. By the definition, an emergency is usually unanticipated like an earthquake. Sometimes, a tsunami can be predicted through weather reports and satellites, and so on at least in terms of what happens and where they are likely to take place. So, they can and should be planned for, but sometimes they cannot be.

Therefore, if you look at the whole range of natural disasters which is floods, earthquakes, cyclones, droughts, blizzards or war, national or state emergencies, international disturbances, medical emergencies of the nature that the current pandemic is, and life events such as accidents, loss, and death experiences or the experiences of trauma and abuse. The whole set of issues that occur in people's lives whether they are natural armed conflict or medical emergencies, is something individual that occurs, so there is collective trauma and individual trauma.

I wanted to bring to your attention that there is an International Society for the Study of Trauma and Dissociation. Dissociation is a very interesting psychological construct which occurs in the context of trauma, where you may have memory issues or paralysis or loss of eyesight, or multiple personalities which is called dissociative identity disorder and there is something known as complex post-traumatic stress disorder which is associated with dissociation.

For a child, an emergency can, therefore, span various experiential contexts. If we keep this definition in mind, go back to the point that I made

when I quoted Mark Twain, we really need to broaden our understanding of an emergency, let me take you through this broader definition. What are other situations that can constitute an emergency? Is a diagnosis of mental health disorder an emergency? Either a diagnosis in a caregiver or in a diagnosis in a child himself or herself? If the parents fight for the first time in front of the preschooler is that an emergency for that child? Significant exam stress in an exit or critical exam is that an emergency? The consequences of conduct issues in the adolescent that brings that adolescent in conflict with the law? I draw your attention towards the Nirbhaya Case or in forms of abuse but particularly the complex issue of sexual abuse. The critical issue, therefore, is the word context. That the context matters and for a given child this **context** can become or assume the status and nature of an emergency.

And now what does resilience mean? As I have said, resilience is a super-ordinate construct. Now, if you broadly define what resilience is, it is a capacity to adapt successfully to threats and preparedness. So, it is not merely an adaptation, but also a sense of preparedness. This means a balance with which homeostasis is maintained after the kind of displacement either external or internal occurs in people's lives. So, resilience is not necessarily a personality trait or an attribute that a person has but it's a process of development. It is not the absence of fear and anxiety in the face of adversity but when there is adversity, it is the ability to cope, to go back to a previous normal state. Therefore, resilience in a person reflects a dynamic union of factors that encourages positive adaptation despite exposure to adverse life experiences. If we try to relate life skills to resilience, I draw your attention to the many factors that Dr. Radhakrishnan Nair alluded to, in the comments he made. But if you try to relate life skills to the whole concept of resilience, self-awareness, emotional regulation, adaptability, psychological flexibility, self-efficacy, tolerance of ambiguity, as well as self-compassion and in the light of emergencies and health emergencies of the nature the current pandemic is, there is a whole intolerance of uncertainty, intolerance of ambiguity. Now intolerance of uncertainty has become a pan diagnostic construct that operates in states of anxieties, in stress, or even in the exacerbation of conditions like obsessive-compulsive disorder. Let's examine this whole business of uncertainty. If you ask any human-being, how far in the future have you predicted. You may have a person who tells you that I have made plans since I have completed my Ph.D. for the next five years. I have seed money for a start-up, someone may say I have finished my under graduation, I am going to take a gap year. I have the resources to go into the master's combined Ph.D. If you were to ask a stockbroker, he would

say five minutes if I make a bad investment, my whole world can come crumbling down. So, no matter how law-abiding and traffic-conscious you are, you are always subjective to someone else's error of judgment. So, do you choose to live in the uncertainty and the ambiguity that life sometimes throws at you at challenges or do you develop the life skills and resources and then allow you resilient handling in the face of uncertainty?

If we were to take this thesis forward, let's examine some lived experiences in the cases of disaster or virus outbreaks in the Indian context. Let's look at the tsunami that occurred a couple of years ago and in the aftermath of the tsunami particularly in areas of Tamil Nadu in 2004. The crisis intervention suggested that the involvement of ethnocultural beliefs and practices of communities were aimed at strengthening community-based coping mechanisms. The resilience is not only limited to formal mental health interventions but largely focuses on their unique, individual, spiritual, and religious coping mechanisms. A very interesting concept that came from the University of Auckland is actually a counter to this whole intolerance of uncertainty and that is social cohesion. And the indigenous term for that is He Oranga Hou and it's a very interesting document which really looks at how you can link resilience and cope with life skills as well as emergencies in the post-covid scenario. Or if you look at the case of cyclone Fani, an area in the northern area of Puri, their fishermen were interviewed and the psychological response has been reported in stages which shows us the steps that a certain community takes to the resilient building. Now, initial stage before the cyclone approaches there is a mixed feeling of anxiety and fear because weather prediction has taken place, and combating stage where the cyclone really approaches and the phase of confrontation, exhaustion, slamming stage during the active phase of the disaster which is a state of confusion and uncertainty, and surpassed stage where there is reorganization and normalcy stage which is a state of tranquillity and balance and the time span that occurs during which both systemic, rebuilding approach of the physical damage takes place, the health issues or injury or loss of lives. The shifting of people, setting up of camps and then ensuring that, particularly where children are concerned whether it is depth interventions or depth therapy for those who have post-traumatic stress because of severe trauma or those who require counseling interventions those where you have to meet the developmental needs of children has been compromised because they have been dislocated to just structuring their day so that there is some return to normalcy and your presence there as interventionist merely to express solidarity. This is the kind of framework, a five-point framework of depth interventions, counseling interven-

tions, developmental interventions, structuring of the day and experiences of solidarity and social cohesion.

Let's discuss with you this whole business of the current pandemic as an emergency we know that the whole world has come to a standstill and I guess, no one was really prepared and such emergency calls for actions that are immediate to respond to the kind of damage that it causes in the people's lives to provide relief and not just to individuals but to communities at large and what really happens here is that every country knows the whole social distancing norms, restrictions of travel, educational institutions been closed are the significant alterations in people's lives due to forced behaviors to which we were not used to or accustomed to, and this has a huge impact on the mental being of people really giving rise to anxiety and distress. For children, loss of routine, loss of predictability, loss of structure, loss of educational opportunities, loss of social spaces, loss of peer interaction, and loss of play and how this constitutes this as an emergency in their lives because they are not used to it and there is an anthroposophic approach of Rudolf Steiner if a child cannot go out to the world how do you bring the world back into the house, into the childcare institutions and these become resilient life skills approaches for them to have a stable and predictable framework within which they feel that well-being is protected.

Here is the intervention pyramid for Mental Health, at the bottom of the pyramid are social considerations in basic services and security which involves advocacy. One level up is the community and family support- there is an activation of social networks, traditional community supports, and child-friendly spaces. And then we have focussed on person-to-person non-specialized support which is basic mental health care, it could be by Primary Health Care doctors or by non-professional service providers and then we have specialized services for some of the complex trauma impact that I have alluded to.

In the National Initiative and Integrated Resource that we have been running for the last 16-17 months called SAMVAD, this is exactly what we have been trying to do where we are beading together the challenges the children face, life skills being one construct but we are looking at experiential pedagogies that look at resilient handling and particularly if you look at the second wave in the COVID, where the narrative completely changed, the narrative in the first wave were older people with comorbidities, the narrative in the second wave the people who were vaccinated 45-50 year olds, and we were losing them, the whole narrative of COVID orphan and

we brought out from SAMVAD several series on loss and grief and how do we work with loss and grief, how do we communicate bad news to children. I was reminded so strongly of what Emily Dickinson said so evocatively how do you convey bad news to children, she said,

*Tell all the truth but tell it slant —
Success in Circuit lies
Too bright for our infirm Delight
The Truth's superb surprise
As Lightning to the Children eased
With explanation kind
The Truth must dazzle gradually
Or every man be blind —*

How beautifully put, how do you handle loss and grief experiences to look at resilient adaptation to use an approach that is embedded in some of the founding principles of Life Skills but you do so in a manner that an emergency in a child's life is mitigated. It is my submission on this foundation day that in the next decade where the Indian Association Life Skills is concerned that we strengthen our work on methodologies and we really look at robust research and expand our framework to address the kind of paradigm that I am presenting to you. Look at some of the narratives, “Where is my dad.” “Is he alive” “Can I meet him now” “Can you take me near him? I will take care of my dad”, “I won't be able to sleep without my dad, “- 8 years old; “When is the pandemic going to end? When can I meet my friends or go to school?”; “I have to write on a laptop. I find it difficult. Earlier two fingers would hurt due to a pencil”; “My school gives a lot of homework”.

Now is this an emergency? And one may argue and this is where I state to you that lived experience of children during the pandemic need to be looked at from a unique perspective of their subjectivities and I have often said that the belief that knowledge is constructed on the basis of only double-blind placebo-controlled trials is the poverty of epistemology. What about the subjectivity of the lived experiences of people, particularly people we choose, we hope to assist? And for a child, this is an emergency! And how do you respond to a child who has lost a parent to say “Will my father come back? Where has my father gone?” Does any one of us really know what happens to us when we die? We all have our theories and to work within a theory that a child has, to really look at the whole notion of how the life skills of the awareness that the child has or the whole issue of life and death and work within that narrative and folk theory that the child

has to then build a narrative that is then reassuring to the child is exactly what we are talking about. As we go into a new era of life skills education where we expand the abstraction that the whole framework of life skills allows us to move into complex areas of human experiences or human predicament.

Life skills as a precursor for resilience in emergencies are what I am talking about. There are likely to be future adversities. The definition is not only limited to coping but to thriving even after facing adversity. This skill is one step ahead of all other life skills that we know of and leads to the promotion of psychological well-being. What I am presenting on the foundation day is a very exciting possibility that I think should be the platform on which the Indian Association of Life Skills needs to launch.

Resilience is an interactive process so how do we build resilience in children? So, there are life skills so that happens is, on the one hand, there is physical health, then there is social and community connectedness- social cohesion I referred to. Then there is an expanded notion of health- the ability to regulate emotions and stress management to deal effectively with issues of loss and grief, how do we look at the construct of self-esteem and confidence, bringing predictability and control in one's life. So, there is life skills, emotional support- families caregivers, friends, and extended relatives, there is exercise- there is health, there is a community and social connectedness, loss and grief experiences and then lived realities of self-esteem and self-confidence and efficacy of predictability and how we manage our daily life and then safety and protection risks. So this is a framework, we need to keep in mind because this framework particularly as we emerge from the pandemic and the economic impact of the pandemic particularly on the marginalized populations- the daily wage worker, the migrant worker because the pandemic of the nature of COVID have a disproportionate impact on the more vulnerable populations and this is where the risk of child marriage, child trafficking or of child abuse is going to increase and how do we then look at resilience in the kind of emergencies that will happen in family lives.

And then what has happened is, NIMHANS has set up a centre for Psychosocial Support in Disaster Management, we also have National Institute of Disaster Management, Life Skills in Continuous Comprehensive Evaluation (CCE) of CBSE, the National Health Mission itself is talking about operational guidelines under the Ayushman Bharat and there are new updates on this, there is life skills collaborative that has set-up with a very interesting glossary which I would recommend everyone to look at, SAM-

VAD which we started last year, we have an entire age-based approach where we look at life skills resources which are context-based and that's very important. There are also conflict areas particularly if you look at UN statistics there are at least 100-150 armed conflicts still going on in the world, COVID withstanding, techniques like problem management plus and self-help plus is something we'll do to keep in mind. There are all these initiatives that are started in India and SAMVAD is one initiative we are proud of though we are only operational for only 16-17 months, it is already in 29 states and 2 union territories, working in four verticals in child protection, mental health, education, and policy & law.

(The talk was followed by discussion, the excerpts from the discussion-Editor)

Why are we not including life skills education at all educational levels?

When we talk about all levels of education, we could be talking about age band, we could be talking about higher education, we could be talking about very young children. One of my major concerns in the pandemic, particularly where child development is concerned and I am making the link between life skills and child development, I am reminded of what Saftar Hashmi who was killed in Meerut, once said, "The limit of your capacity is the limit of your experience" ("Saamarth kесеemaanubhavkeseemahai"). Jitnaanubhav, utnasamarth, life skills in terms of handling and anticipating is about how much of an experience you have and how much of conversation takes place. **Now the relationship of adults with children is not constructed on the basis of the culture of conversations, it is about instruction, expectations, control, and obedience** (emphasis added-Editor). My concern about the pandemic is about the 4,5,6-year-olds, a 6-month-old child, a 1-year-old child even pre-pandemic was more or less at home, the 14 and 16 year-olds have the mobile phones, and they are able to go out from their houses, they do all that. What is going to happen to the developmental trajectories of the 4,5 and 6 year-old and children with special needs?

NEP 2020 is a very complex document but there is some alluding to that precisely. Dr. Bhandarkar of what you said, that it's not only K12 but also from Pre-school to professional education and the whole mantra of soft skills. So, it's not just about what your technical knowledge is, ultimately you have to apply it in the social context. This is the point that Dr. Indira Ramarao was making, when we talk about social capital, social capital also operates in a social context, whether you are a doctor, whether you are an engineer, whether you are a mechanic. Ultimately there is a relationship

construct that takes place. So, this notion then of the issue of the power of communication, the power of understanding the predicament of the person who has come to you whether he is a customer, whether he/she is a patient, whether this is an aggrieved person, whether this is business communication. It has been recognized but all this is very checkered and I think what IALSE needs to do for the next 10 years is really get into a persuasive mode in policy and advocacy with education boards, with the education ministry to form certain mandates. This is a non-negotiable construct, there can be no more priority than the preparation for life. So, I think that the effort has been very checkered and bringing all minds in, this whole intersectionality, the whole power of the network, this is what we need to focus our energies on.

Children born during the pandemic have a different outlook on life, how to deal with that, how to cope up with this, they have met people only through the virtual world?

I was at a birthday celebration and to my utter surprise, each child was playing alone it was a group of kids together, and I was just thinking how does one get them to socialize or how do we deal with this?

Children born during the pandemic, which means exposure to social spaces and the social part of the brain. See, learning is a social experience, numeracy, literacy all that apart learning is a social experience and when you take that social experience away and the whole digital reality, the online reality, we know that online education existed even before the pandemic, the point is how do we subvert it, convert it into a social experience. This is where I referred to Anthroposophy by Rudolf Steiner, now anthroposophy is that branch of philosophy that deals with the optimization of human potential. So, there is the anthroposophic practice of medicine, there is anthroposophic communities of adults with intellectual disability and there is the anthroposophic practice of education which is the Waldorf system of schools. Now, what Steiner's system speaks about, pretty much related to some aspects of Montessori as well, is working with materials with nature, with movement, with music, with dance. It brings us to the fundamental questions of what is the purpose of education, life skills, career development, numeracy, literacy, all legitimate, I am not taking away from but truly the purpose of education is the development of egalitarian personhood. The development of a socially responsive and responsible citizen, "nagarikta". "Ek saman adhikarivyaktivta aur nagrikta", and the development of an identity that is input with aesthetic sensibility. Music, culture, dance, "rangmanch, prakriti", what Anthroposophy says is bring the world

back into the families and allow social experiences to take place. The experience of nurturing, throw a couple of mustard seeds or coriander seeds into a pot. Allow the child to nurture it, it germinates in 4 days, the idea that I have nurtured it, mobility can be stopped because of whatever reason imagination cannot be, it doesn't have any boundary. Take two chairs, put a shawl over it, put a blue filter over the light, make a jar of orange juice, put on some Hawaiian music, we feel like we are on the beaches of Hawaii, middle of Hawaii or near the sea. So, play and playfulness, the word Leela (when people say Iswar ki Leela thi) means playfulness. So, the power of play in maintaining social connectedness and communication and the development of the language of imagination and for a child, they don't need expensive toys because even a discarded coffee wrapper is a plaything for a child because it has texture, it has sound and it takes flight and you throw it in the wind, that's how creative a child is an innate creativity, so to work within those parameters of play, to bring in the social context of learning is what we need to do for those children who are pre-schoolers, special needs children and children born in March of 2020 who has not been out and has not seen the world, it's very similar to how neurodevelopment takes place, a perfectly healthy child, you put the child in a jungle, that child would have nutrition and all that but no play, the child will not learn socialization or language. You tie the eye of a child with a cloth, for one year don't take it out. That part of the brain that processes visual cues will not develop so stimulation is necessary for neurodevelopment to take place particularly in the first 3 years of life.

What methodologies can be used with teaching life skills?

I alluded to it in the beginning when I talked about the whole importance of experiential pedagogies. So, life skills and the context in which it operates, decision making in a gender context, decision making in career choice, decision making in relationship conflict and how do you complete the triangulation so one skill can operate in many contexts and a given context more than one skill operates and the idea of experiential pedagogies particularly the use of what Vygotsky calls as the zone of proximal development, so how do you approximate or approach close to the truth, you can do that only by repeated trials and practice, that's why we use/ borrow a lot from Augusto Boal's technique of Forum Theatre, where we take a situation and possibilities of what will happen further and in what way it could have happened, and how else this could have been resolved. So, a given scenario is taken and we call it intent content methodology and process, the process also shifting to meta processing. The intent is to introduce the situation of anger, content justifies anger- unjustified anger, methodology - role play,

seeing of movie clip. Process, what is happening here, what are the feelings involved, how else could it have been handled? Meta process- What have we learned today? How will we apply it?

To link this with a comment from the chat on the intersectionalities particularly the issue of gender and the issue of inequity. We often ask a question, what is equality? People say equality is treating everyone the same, wrong equality is not about treating everyone the same, it is about appreciating the differences. So, there is a difference between equality and equity. I was reminded in the Gender Ted Talk of Michael Kaufman and Michael Kimmel, both workers in the area of masculinity, there was a group of women, white women, black women. Then a woman said, “Oppression is an experience of all women”, so a black woman raises her hand and says, “Look at the mirror in the morning and what do you see?” The white woman said I see a woman, so she said you see that’s the problem. When I look at the mirror and see, I see a black woman because it is invisible to those who have it. Privilege is invisible to those who have it and then he went on to say that there was another talk that he went to and men were talking about reverse gender discrimination saying jobs are being taken away from deserving men in the name of gender equality and the title of the thesis of his talk was that a black woman took my job. Michael says, “I have a problem with one word in the statement a black woman took my job and the word is my”. How did you think it was your job to be taken away? Why not a black woman took a job or a black woman took the job? How did you think it was your job? So, he said masculinity is not about the experience of absolute power because while men enjoy in a patriarchal structure, power over women, men enjoy power over other men based on intersectionality as Dr. Manimekalai points out of caste and of religion, so it’s about entitlement to power and not so much about the experience of absolute power but about the experience of entitlement to power. Apneaap ko adhikari, Haqdar manna, and how through this kind of debate and really looking at this kind of methodologies, we look at the scope that Dr. Manimekalai speaks about, to expose children to the intersectionalities of what vulnerable and marginalized is like, so they understand what discrimination means, what exclusion means, what marginalization means and that’s how children get sensitized. **Children are natural-born empaths, a baby is a natural-born empath because a baby will start crying because she sees someone else crying without knowing why that other person is crying. And there are three processes that systematically destroy that gift and those are called parenting education and growing up.** (Emphasis added-Editor)

Life skills education is not much incorporated in the education system, they have it in the curriculum and CBSE and other boards but still, it is not being taught the way it has to be taught. As you have been mentioning about experiential learning and there is no scope for the teachers also in that way of teaching and as well as the syllabus is not being covered in that and when it comes to the adult andragogy and when it comes to adult education life skills is not being considered. How do you think new education policy, is there any scope on this aspect of life skills being properly incorporated in the syllabus/curriculum in the education system?

I have studied NEP in quite a bit of detail and made some presentations particularly from children's well-being and students wellbeing as well as from the mental health perspective. In fact, I am a member of the UGC committee on the higher institutes of education, the Manodarpan to look at the whole vitalization of mental health and as part of SAMVAD also we are working with the Education Ministry as well as the education boards. We have made some in-roads and we are really looking at a triangulation to change the ideology of how education is perceived.

Let me quote one or two things from NEP 2020: The whole emphasis is on "Learning how to learn", not about facts because facts and knowledge as someone said information is not about knowledge and knowledge is not wisdom and wisdom is not the truth, truth is not love and love is your willingness to process and in your social responsivity. So, this whole business of gap years, of carrying credit forward, working on foundations, so the NEP both at the preschool level and middle school and high school and the alluding to higher school education as well there is a shift but to institutionalize this is really the challenge.

In SAMVAD we are working from 0-18 years, I am working with UGC in Manodarpanas well as NCERT and the Department of Psychology to see the agenda and institutionalize it and as was pointed out just now in terms of the pedagogies involved. How do we get teachers to get out of this traditional mode of teaching? This entire idea, for it to percolate down and excite people to really look at a new lens to look at children, is a fundamental trick question that I often use to ask teachers, "Do you teach because you love teaching or do you teach because you love the subject?" It's a trick question because I teach because I love children and if you really have the love for children and love for play then the knowledge part of it comes on its own.

How important is it to use self-expression framework for Life Skills at the school level programme?

Remember what I said by adults' relationships with children, how it is based on instructions, expectations, control and obedience and not on a culture of conversations. This really refers to the agency of the child. Like a good child equal to a good student therefore a bad student equals to a bad child. A child is not equal to a student, a child equals to son, daughter, grandson, brother, sister, niece, nephew, Marathi, vegetarian, bhav sangeet lover, theatre-lover, disco dancer and a student. So, identity and agency in identity and self-expression or the sense of agency that in my opinion or my thoughts are welcomed and respected in this family. When we speak of equity, this whole equity of expression or how democratic is an average Indian household is? Do we really listen to children's opinions and value them; do they have valence? How attentive and respectful are we to? I think the whole issue of the respect that needs to be given to the children's agency and their personhood the child as a person not as the student is one aspect of who they are and would be an important aspect of how alter the nature of our relationship with the children that we work with.

Life Skills is also imparted only as a form of information only so far, so I have been practicing this behavior change communication or behavior modification communication whichever we call it, so it is a sustained effort with the same group, then only life skills, resilience and behavior modification communication really works, it's a combination. But whatever, so far we are doing, I have been working with Tamil Nadu Government from 2005, it is only passing information about life skills. So, we have to really take this work deeper and combine all these, we have to do advocacy for life skills and resilience.

There are two aspects to this, the advocacy part is important. If you look at the life skills resources on our website www.nimhanschilprotect.in and go back to the point that I made, context matters, life skills operate in a context if you try to teach them outside of context just as information or as intellectual capital then it does not make sense unless you relate it to children it actually lies in the context they come from, which is why we take slice of life, some road rage, some argument with the shopkeeper, two friends fighting or a misunderstanding at home. So, context which are part of their lived realities, their lived experiences and then when you look at enactment and discussion and generation of alternatives and then practice and then coming back. So, to make it iterative not as a one session imparting of some information but something that you debate, discuss, argue, im-

plement, come back and say you know it worked, it didn't work. What are the other alternatives? Someone says but I tried it this way and it worked.

This is what Vygotsky calls as a classroom being a collaborative community where knowledge is jointly constructed, rather than as a one-way imparting knowledge. So, what we have done in our life skills material is we have entirely made it context based and entirely made it based on experiential pedagogy so they are all methodology related to context rather than just information which are conceptual so we have gone from the concept to context and from didactics to experiential pedagogy.

Effect of Life Skills Training Program on Resilience and Emotional Intelligence in Nursing Students

Ms. Patki A.A.* & Dr. Purandare M.D.**

Abstract

The study was conducted to determine the effect of Life skills Training on Resilience and Emotional Intelligence. The participants were 20 young adults aged between 18-25 years studying in the Auxillary Nursing and Midwifery course in the Metropolis of Mumbai. They all belonged to the low economic strata -a vulnerable section of society and were of Low Resilience. The results showed that there was a significant improvement in Resilience ($t=p<.001$) as well as in Emotional Intelligence($t=p<.01$) post intervention. It implies that Life Skills Training would be an effective way to increase the Resilience and Emotional Intelligence in young women pursuing Nursing as a career. The limitation of the study is that the study did not have a comparable group of students who did not undergo training in life skills during the period.

Keywords: Life skills Training, Resilience, Emotional intelligence, Vulnerable, Women.

Introduction

Life skills as defined by WHO (1997) are abilities for adaptive & positive behaviour that enable individuals to deal effectively with the demands and challenges of work & everyday life. They are essentially those psycho-social abilities that help to promote mental well-being and competence in people. They allow for a full and meaningful participation in life. Life skills training is being increasingly looked at as a transformation tool with immense potential.

The word resilience has evolved from the Latin word 'Resiliens', which

* Doctoral student, Department of Psychology, SNDT Women's University, Mumbai.

** Doctoral Guide, Former Head & Professor, Department of Psychology, SNDT Women's University, Mumbai

refers to the elastic quality of matter to regain its original shape following a period of deformation. So, resilience refers to human being's ability to bounce back, even thrive in the face of serious life challenges (Baumgardner Steve, Crothers Marie 2009). It implies the presence of two pivotal concepts - adversity and positive adaptation (Fletcher David, Sarkar Mustafa 2013). Resilience is an ordinary magic and a common phenomenon (Masten, 2001) and it is borne by evidence of human behaviour across cultures. The various dimensions of resilience namely cognitive, emotional & interpersonal/ social and spiritual find a reflection in the myriad activities which occupy an individual's daily life and hence it would be of immense significance to find out whether training in some of these areas could affect resilience of individuals.

The second variable being considered is emotional intelligence. Emotional intelligence may be defined as the ability or tendency to perceive, understand, regulate, and harness emotions adequately in the self as well as in others (Mayer & Salovey, 1997). Some researchers have conceptualized emotional intelligence as both, an ability and a trait. That positive emotions can be basic building blocks of resilience in adulthood is significant. (Ong A, Bergeman C, Chow S 2010).

Vulnerable populations include the economically disadvantaged, racial and ethnic minorities, the uninsured, low-income children and women. Any society would have these vulnerable sections and efforts need to be taken to integrate them into the mainstream of society by providing them opportunities to strengthen themselves. The present study deals with young women and amongst them also the ones who are economically disadvantaged.

Women are not a statistical minority but they do qualify as a minority group because they tend to have less power and fewer privileges than men. The woman of today has immense potential and the willingness to actualize this potential. This study is an attempt to examine whether equipping her with life skills training would help increase her resilience & emotional wellbeing.

Review of Literature

According to WHO (1997), the training program includes ten core life skills that are: self-awareness, empathy, effective communication, interpersonal relationships, problem-solving, decision making, creative thinking, critical thinking, coping with emotion and coping with stress. Several researches have been done displaying the impact of life skills training program on various age groups.

The folklore from ancient past abounds with stories of stoic heroism & resilience. In the twentieth century a lot of research was devoted to risk and the treatment of symptoms. Decades later systematic studies of resilience in Psychology emerged from the study of children at risk for problems & psychopathology (Masten, 1999; Masten & Garmenzy 1985). Connor et al (2003) put it forth that resilience constitutes not just recovery but growth and strengthening from adversity. The concept has gained immense importance especially after Connor K (2006) opined that it could be used as a sole index of the overall mental health of an individual.

Wu et al (2016) and Lec et al (2017) found that higher incomes were related to higher resilience scores on the Connor Davidson Scale indicating the need for resilience building measures for the economically vulnerable.

Tatiana Nespereira- Campuzano et al (2017) found that emotional intelligence is related to work stress and that understanding one's own emotional states influences personal fulfilment in Nurses and health care assistants of emergency departments. Aganneta Inns et al (2017) found that the interventions aimed at increasing emotional intelligence may help to reduce perceived stress for students in helping disciplines. The sample consisted of 203 undergraduate and graduate students majoring in Psychology, Nursing and Social Work.

Life skills education program reduces risk behaviours among the youth and life skills programs should be an integral part of the education system in order to maintain healthy behaviours (Shukla Priyanka 2018). Life skills training program has an effect on adolescents as it helps in their successful functioning which includes academic achievement, employment, family-peer relationship, (Singh and Kaur, 2013).

Emotional Intelligence is, the ability and freedom to grow from mistrust to trust, self-doubt to self-empowerment, following to leading, incompetence to competence, isolation to synergy and despair to hope (Singh, 2006; Kaur, 2011). Emotional intelligence has a major role in mental health (Lolaty et al. 2012). Life skills training leads to the development of positive self-image, independent decision making, healthy problem-solving, assertive communication, and constructive coping (Persha, 2007; Kaur 2011). Life skills training is viewed as a bridge relating to emotional intelligence and mental health (Lolaty et al. 2012). Few researches have been done with respect to life skills training and Emotional Intelligence

The literature studied showed encouraging results and that life skills training could benefit the individuals and society at large.

Purpose

To study the effect of life skills training program on resilience & emotional intelligence among Nursing students.

Objectives

- To find out whether participation in life skills training program has an effect on resilience in a group of Nursing students
- To find out whether participation in life skills training program has an effect on emotional intelligence in a group of Nursing students

Hypothesis

Ho 1 - The group of participants who have undergone life skills training program will have a significantly higher post-test resilience as compared to their pre-test resilience.

Ho 2 - The group of participants who have undergone life skills training program will have a significantly higher post-test emotional intelligence as compared to their pre-test emotional intelligence.

Method

Sample

Young/adult women studying in a Nursing college in Mumbai, belonging to economically vulnerable group and being of low resilience.

Stage wise sampling

Stage I Survey of young/adult women from economically vulnerable group. Resilience Scale administered to identify young students scoring low.

Stage II

The sample characteristics of selected sample were as follows-

Age Range: 18- 25 years.

Gender: Female.

Education level: Undergraduate students.

Socio economic status: Low-income group. Those students whose families were entitled to Orange Ration Cards from the State Government - Annual income level Rs 15,000/- to Rs 100,000/-

Geographical area: Urban Metropolitan City of Mumbai.

Exclusion Criteria: Those having any physical ailment or those diagnosed as suffering from any mental health disorder have not been included in the study.

Tools

Resilience:

Brief Resilience Scale - Developed by Bruce Smith et al in 2008. It is a 6 item self report measure used for adults (mean age range is 19-62).

Connor Davidson Resilience Scale (CD-RISC Connor Davidson 2003).

It is a 25-item scale measuring the ability to cope with stress & adversity. Alpha Reliability $\alpha=0.89$

Emotional Intelligence Scale

Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe and Upendra Dhar (2001), Vedant Publications, Lucknow. The Reliability of the scale is 0.88 and the Validity is 0.93.

Design:

One Group Design

| Pre-test | Intervention | Post-test |
|------------------------------------|----------------------|------------------------------------|
| Resilience, Emotional Intelligence | Life skills Training | Resilience, Emotional Intelligence |

Variables

Independent Variable: One IV -- Training in Life skills

Dependent Variables: Two DVs Resilience and Emotional Intelligence.

Operational Definitions

Independent Variable: Training in Life skills: A training program in life skills which are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands & challenges of everyday life.

Dependent Variable:

Resilience - One's ability to bounce back as measured by the brief resilience scale. Higher the score, higher the resilience.

Emotional Intelligence - One's ability to understand and manage one's

own and other's emotions as measured by the emotional intelligence scale. Higher the score, higher the emotional intelligence.

Procedure

The researcher made all the preliminary arrangements and began the first stage of sampling - a survey.

A Survey: Resilience levels in 77 young women from the age group of 18- 25 years of age from Mumbai were tested using the Connor Davidson Scale. Results for resilience were analysed using Mean as a measure of central tendency & standard deviation as a measure of variability. After that, young women who fall in the lowest 27% were taken for the next stage of the study. These 20 participants were then taken for training in life skills.

Pre - Testing: The study began after taking the consent of the participants and their demographic details. Resilience and emotional intelligence were measured for the group of participants.

Intervention Program: The participants were given a life skills intervention training program. The modules included self-awareness, empathy, effective communication, interpersonal relationships, creative thinking, critical thinking, decision making, problem solving, coping with emotions & coping with stress considered as core life skills by WHO. The Facilitator's manual on enhancing life skills prepared by Rajiv Gandhi National Institute of Youth development was used for the six-days training program on all the core life skills recommended by World Health Organisation. The training program was designed on the basis of training received by the Researcher from the Indian Association of Life Skills Education & Bombay Psychological Association during a Trainer of Trainers Program. Facilitator's skill training was received by the Researcher from University Grants Commission during Trainer of Trainers Program for Capacity building of women managers.

Post - Testing – Resilience and emotional intelligence were measured post this intervention program. The participants were debriefed & feedback reports taken before the study was concluded.

Ethical Concerns: The participants of this study are young girls with low resilience from the economically vulnerable group. The study followed the ethical guidelines set by the American Psychological Association, namely Institutional Approval, Participant's Informed Consent, Participant Protection & participant's right to leave the study at any point in time.

Results

Data Analysis-Mean as a Measure of Central Tendency.

Standard Deviation as a Measure of Variability

t- test was used to find out Significance between Means.

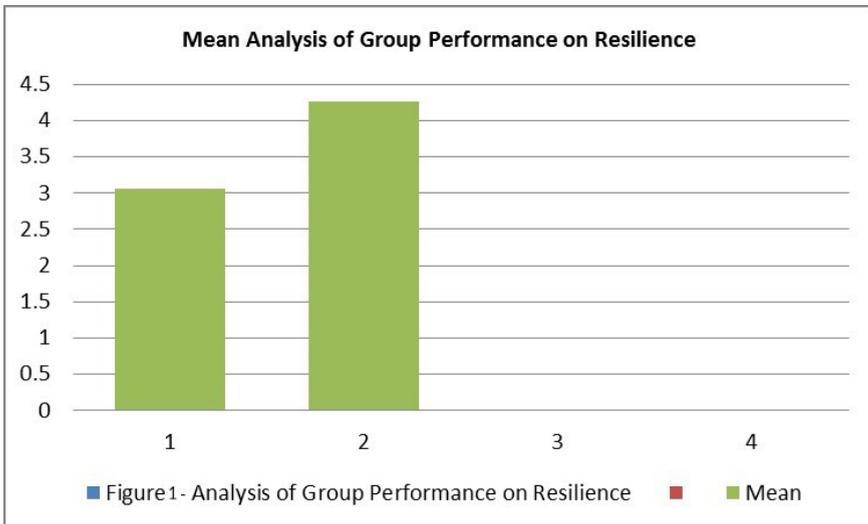
Tables

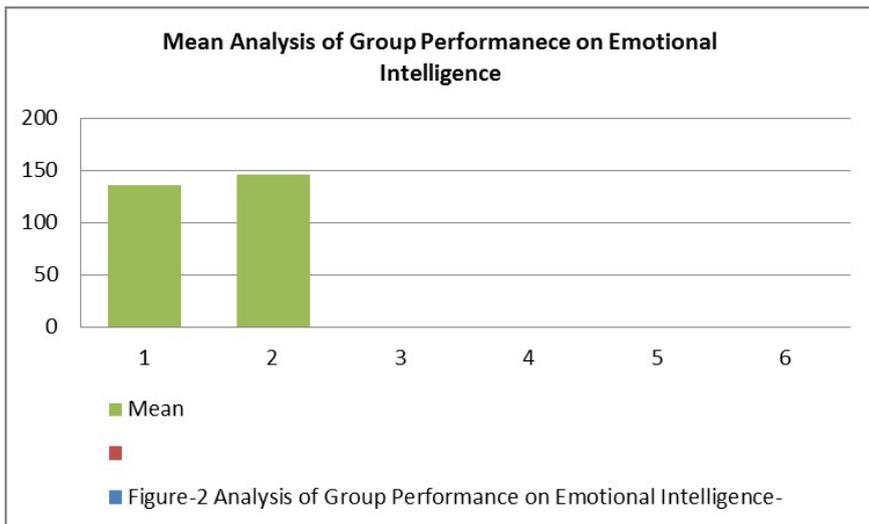
Table 1- Analysis of Group Performance on Resilience

| | Pre-test | Post-test |
|--------|----------|-----------|
| Total | 61.19 | 85.57 |
| Mean | 3.06 | 4.27 |
| SD | 0.47 | 0.35 |
| t-Test | DF 19 | 10.982 |

Table 2 - Analysis of Group Performance on Emotional Intelligence

| | Pre-test | Post-test |
|--------|----------|-----------|
| Total | 2715 | 2928.42 |
| Mean | 135.75 | 146.42 |
| SD | 9.90 | 3.54 |
| t-Test | Df 19 | 3.45 |





Discussion

Record of participant's scores reveals that the Mean for resilience is 3.06 for pre-test & is 4.27 for post-test performance. It shows an increase in the average performance on the post-test. The student t test shows the difference is significant ($t = p < .001$) The variability of the group measured using standard deviation shows a decline in the average performance in the post-test indicating the effectiveness of the intervention. (Table No 1). So, the hypothesis that "The group of participants who have undergone the life skills training program will have higher resilience after the training as compared to before the training" is clearly supported.

Record of participant's scores reveals that the Mean for emotional intelligence is 135.75 for pre-test & is 146.42 for post-test performance. It shows an increase in the average performance on the post-test. The difference is significant ($t = p < .01$) according to the t test. The variability of the group measured using standard deviation shows a decline in the average performance in the post-test. (Table No 2). So, the hypothesis that "The group of participants who have undergone the life skills training program will have higher emotional intelligence after the training as compared to before the training" is accepted. This study has been a successful attempt to relate LS training and resilience and emotional intelligence in Nursing students.

Life skills carved out by WHO are extremely important since by its very name it encompasses the entire gamut of activities in a person's everyday life. Consequently, it has been a topic of research in many countries with studies conducted on diverse populations. The results have been supportive of positive impact of such training.

With ever increasing complexities of current times researchers have been concerned about what can increase resilience and emotional intelligence as both can play a critical role in Mental and Physical wellbeing. Life skills training seems to be an answer to these concerns. Sovani A, Bhave S et al (2010) in a study conducted on nursing students observed that life skills education benefits the students and even makes them hardy and less stress prone. Hossein et al (2015) found mental health and resilience improved when teachers were given life skills training in Iran irrespective of the kind of schools, they taught in.

Sagone E et al (2020) found that perceived self-efficacy in life skills increased resilience from early to late adolescence years. Korkmaz, Sevda et al (2020) found a relationship between low emotional intelligence and problem-solving skills in individuals who attempt suicide and increasing emotional intelligence improves problem solving ability too. Hosein G, Mina F (2021) agree life skills training can increase resilience in students with addiction readiness.

Early studies in the areas of life skills-based intervention for EQ were by Manning, Homel and Smith in 2006; Peggy in 2006 and Sala in 2002 and have a western perspective. In India Broota, 2003 & Singh, 2006, carried out some early studies. Kaur Tarun Deep (2010) found that life skills-based intervention program will have a significant impact on the emotional intelligence of adolescent students. First year medical students in Iran benefitted from an increase in emotional intelligence by Life skills training programs and that itself could lead to academic success, reduced substance abuse and increased stress tolerance in the students (Lolaty et al, 2012). More recently Bidabadi et al (2020) found beneficial effects of life skills education on emotional intelligence and propound that these skills be taught regularly and continuously in educational institutions.

Conclusion

The Hypothesis “the group of participants who have undergone the life skills training program will have higher Resilience after the training as compared to before the training” is clearly supported. From the results it can be clearly seen that the hypothesis “the group of participants who have undergone the life skills training program will have higher emotional intelligence after the training as compared to before the training.” is also accepted.

Limitations

The study did not have a comparable group of students who did not under-

go training in life skills.

Implications

Life skills training can be used for increasing resilience and emotional intelligence.

Acknowledgements

My gratitude to my guide and mentor Dr Mrinalini Purandare under whom I am pursuing my doctoral studies, to my Head of the Department Dr Anuradha Sovani, to the test constructors who mailed their tests or have made them available through open sources, to Ms. Sunita Ranjan, President, IALSE and to Dr Gauri Hardikar, Secretary, IALSE for training and guidance and support in the area of life skills. My gratitude to the UGC for the doctoral research fellowship which enabled me to pursue research whole heartedly.

References

- Baumgardner S & Crothers M. (2016). Resilience. Positive psychology. Pearson Education India. Bidabadi,NS, Nili M, Manani R, Khalili R (2020). The effectiveness of life skills training on improving emotional intelligence in undergraduate students of Isfahan. *Interdisciplinary Journal of Virtual Learning in Medical Science*, 7(1), 73-83.
- Connor, K. M., & Davidson, J. R. (2003). Connor–Davidson resilience scale. *PsycTESTS Dataset*. doi:10.1037/t06346-000
- Elisabetta S, Caroli M., Falanga R., Indiana (2020) Resilience and Perceived efficacy in life skills from early to late adolescence, *International Journal of Adolescence and Youth*, 25:1,882-890,DO10.1080/02673843.2020.1771599
- Fletcher, D., & Sarkar, M. (2013). Psychological resilience. *European Psychologist*, 18(1), 12-23. doi:10.1027/1016-9040/a000124
- Glantz, M. D., & Johnson, J. L. (2006). Resilience and development: Positive life adaptations. Springer Science & Business Media.
- Hosein Ghamari k., Fayazi Mina.,(2021) *Scientific Quarterly Research on addiction* 14 (58),11-30.
- Jenaabadi, H., Nejad, B A., Mostafapour, R., Haghi, R. (2015) The effect of Life Skills Training on the Mental Health and Level of Resilience among teachers of Normal students and teachers of exceptional students Zahedan. *Open Journal of Medical Psycholog*,4,17-22.
- Kaur, T. (2011). A study of impact of life skills intervention training on emotional intelligence of college adolescents. *Indian Journal of Psychological Science*, 112-125.
- Kaur, K., & G, E. (2021). A quasi-experimental study to assess the effectiveness of assertiveness training on level of stress among staff nurses working in selected hospitals at district Sangrur, Punjab *International Journal of Scientific Research*, 23-24. doi:10.36106/2015401

- Korkmaz, S., Kele, D., Kagzan, A., Baykara, S., Gurok Mehmet., Demir, C., Atmaca M., (2020) *Journal of Clinical Neuroscience* 74, 120-123.
- Lolaty, H. A., Ghahari, S., Tirgari, A., & Fard, J. H. (2012). The effect of life skills training on emotional intelligence of the medical sciences students in Iran. *Indian Journal of Psychological Medicine*, 34(4), 350-354. doi:10.4103/0253-7176.108217
- Masten, A. S. (2015). *Ordinary magic: Resilience in development*. Guilford Publications.
- Mental health: Strengthening our response. (2018, March 30). Retrieved from <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>
- Nelson-Jones, R., & Palmer, S. (n.d.). Lifeskills counselling. *The Beginner's Guide to Counselling & Psychotherapy*, 290-303. doi:10.4135/9781473918061.n23
- Nespereira-Campuzano, T., & Vázquez-Campo, M. (2017). Emotional intelligence and stress management in nursing professionals in a hospital emergency department. *EnfermeríaClínica (English Edition)*, 27(3), 172-178. doi:10.1016/j.enfcl.2017.02.008
- Ong, A. D., Chow, S., Bergeman, C. S., & Fujita, F. (2006). Positive emotions as a source of resilience for shame-prone individuals. *PsycEXTRA Dataset*. doi:10.1037/e579062006-001
- RGNIYD, (2008). *Facilitators Manual on Enhancing Life Skills*. Sriperumbadur, Rajiv Gandhi National Institute for Youth Development
- Sarkar, M., & Fletcher, D. (2013). How should we measure psychological resilience in sport performers? *Measurement in Physical Education and Exercise Science*, 17(4), 264-280. doi:10.1080/1091367x.2013.805141
- Sheykhosslami, A., Ghamari Kivi H, Fayazi M. (2021) The effectiveness of lifeskills Training on Resilience in students with addiction readiness. *etiadjahohi*; 14 (58):11-30.
- Sovani A., Bhav S., Veeraraghavan S., Pemde H., Kashyap C., Gupta R. (2010) Exam Anxiety in student Nurses. *Bombay Psychologist*. ISSN0975-0738 Vol XXV No 1& 2
- World Health Organization. (n.d.). SpringerReference. doi:10.1007/springer reference_301104

Qualitative Analysis of Impact of Life Skills Training on Emotional Wellbeing of Gifted Students

Dr. Vasudha Agarwal*

Abstract

Research reveals that gifted children experience similar or more social and emotional concerns as compared to their non-gifted peers. The purpose of this study is to assess the impact of 4 months of life skills training on self-confidence, academic adjustment and emotion management of middle and high school gifted students. The group comprised of 19 gifted students from underprivileged background studying in 8th to 12th grades. All the 19 students received ASSETS life skills training, comprising of sessions on academic, self-confidence, social skills, emotional, thinking and sense of purpose skills. The group training was conducted weekly for one-and-a-half-hour session. The training was conducted in two groups, 8th to 9th grade students and 10th to 12th grade students. The students were assessed with qualitative analysis.

Keywords: Academic adjustment, emotion management, life Skills training, self-confidence, qualitative analysis

Introduction

Although gifted learners are as different from another as any other learners, they face special problems. Gifted students know they deviate considerably from the norm. Because of their personal high expectations, they may have an overly demanding view of an ideal self. Their perfectionist tendencies and unique sensitivity can lead to stress. The number of things one can do and the number of possibilities one can perceive (the embarrassment of riches syndrome) may cause stress, as may awareness of developmental tasks without the physical resources to do them and concern for world problems yet incapacity to do anything about them (Hershey, 1988).

* Life skills Coach, Assets Life Skills Centre, Gurgaon

Because their aspirations, unrealistic goals and low self-esteem do not jibe, they have potential psychosocial dysfunction (Colangelo & Zaffrann,1979; Ross & Parker,1980; Powel & Haden,1984). In a study of adjustment and coping skills among highly gifted young adolescents, Gregory (1984) found that consistent counselling was necessary to help advanced learners adjust to new environments and new demands.

Rationale

Review of literature reveals special counselling needs for gifted students and need for life skills training programmes. Several proactive, school-based, affective curriculum approaches to developmental guidance have been developed for gifted students, though without empirical support (Peterson, 2003). This paper is an attempt to provide qualitative analysis of impact of life skills training programme with the gifted students from the underprivileged background on their self-confidence, academic adjustment and emotion management.

Objective of the paper

A qualitative evaluation of the impact of life skills programme on student’s self-confidence, academic adjustment and emotion management.

Methodology

Sample

The study is conducted with gifted students from underprivileged background under Project Dhruv-The underprivileged gifted child identification and nurturing programme of MENSA India, Delhi. The group comprised of 19 gifted students from underprivileged background studying in 8th to 12th grades.

Table 1 : Distribution of sample according to gender and age group

| Age group and grade | Gender | |
|--------------------------------------|--------|------|
| | Female | Male |
| 14 to 15 years (8th to 9th grade) | 6 | 4 |
| 16 to 18 years (10th to 12th) | 7 | 2 |

As shown in Table 1, there are 13 males and 6 females in the sample.

All the 19 students received 4 months of ASSETS life skills training com-

prising of sessions on academic, self-confidence, social skills, emotional skills, thinking and sense of purpose skills. The group training was conducted weekly for one-and-a-half-hour session. The training was conducted in two groups, 8th to 9th grade students and 10th to 12th grade students.

Details of the sessions

| | |
|---|--|
| <p style="text-align: center;">Month 1 Concentration</p> <ol style="list-style-type: none"> 1. Getting to know each other 2. Awareness of breath 3. What is concentration? Internal and external factors impacting concentration 4. Steps to improve concentration 5. Positive affirmations to improve concentration | <p style="text-align: center;">Month 2 Dream chart, Goal setting and Comparison</p> <ol style="list-style-type: none"> 1. Visualization exercise 2. Prepare your dream chart: What do you want to do, have and be? 3. Set up short, mid and long-term SMART Goals 4. What is comparison? Positive and negative impact of comparison |
| <p style="text-align: center;">Month 3 Learning styles and memory techniques</p> <ol style="list-style-type: none"> 1. What is your learning style? How do you learn the best? 2. Memory techniques: Linking system and Association 3. Memory techniques: Mnemonics and Creative sentences 4. Memory techniques: Mind Maps | <p style="text-align: center;">Month 4 Time Management</p> <ol style="list-style-type: none"> 1. Progressive Muscle relaxation technique 2. Time awareness wheel and balanced Life wheel 3. Prioritization |

How were the sessions conducted?

The sessions were conducted through online medium by the researcher. The sessions begin with the calm body tools like awareness of breath, visualization exercise or muscle relaxation technique. Followed by the questions like “How was the week?” “Anything that triggered positive and negative emotions?” “Feedback on the home task”. After the interaction, topic of the day is presented followed by the experiential activity and the reflection at the end. The sessions end with the home task for the week and the 1-minute awareness of breath exercise. The mediums used in the

session are brainstorming, roleplay, audio and visual aids, self-report questionnaires, small group exercises and feedback.

Data Collection

Semi-structured interviews with students who have attended life skills sessions have been employed as method of data collection. Interview was recorded, key words were extracted and analyzed. These words were then coded and grouped together to form 3 categories: self-confidence, academic adjustment and emotion management for analysis.

Analysis and Interpretation

As described above, the researcher interviewed 19 students after 4 months of life skills programme. The objective and direction of interview analysis was to identify the effectiveness of life skills programme on the students. From students' point of view, this experience allowed them to develop important life skills, such as self-confidence, emotional management skills and academic skills.

Self Confidence refers to student's degree of self-awareness and believing in oneself. To be self-confident, students require self-awareness about their successful attempts in the past, realistic perception of strengths and weaknesses (who they are at present) and what they want to be, have or do in future.

Some of the responses of the students reveal those exercises on making their dream chart, visualization of happy place and model of the programme itself that encourages self-expression have empowered students with self-confidence.

- "I am feeling very confident now. At least now I know what are my dreams and what do I want from life."
- "My future goals are clear. Now I know, what I want to achieve in life. The clarity has given me confidence and made me happy."
- "This life skills programme has given me lot of confidence. I feel that I am the best cricket player."
- "My confidence level has increased because of the life skills sessions. I am able to express myself more. My public speaking skills have improved. I have achieved more than expected in this year as compared to other years."

Academic adjustment refers to a student's degree of confidence in his or her capabilities to accomplish an academic task successfully. To meet the educational demands effectively students, require skills like concentration, memory techniques, time management, goal setting and prioritization. To achieve a high level of academic adjustment, we encourage students to strengthen their time management skills and juggle conflicting priorities to enable efficiency and stress-free progress through the day, week and the study year.

Some of the responses of the students have shown that time management skills, prioritization skills and strategies to develop concentration has given them self confidence in academic area.

1. "Now, I am able to focus on important and urgent work first."
2. "By prioritizing, I am able to organize my time. I am able to complete all my work"
3. "Strategies to develop concentration was very helpful."
4. Now I always sit for studies fully prepared with all the material I need."
5. "Now, I set my goals before studying."
6. "Sometimes when I don't feel like studying I use 5-minute method and it really helps me to sit to study."
7. "The positive affirmation that I am a good student and education will lead me to better life helps me to concentrate".

Emotions management require skills of awareness of one's emotions, regulation of emotions and self-motivation to manage emotions to focus on the goals. Some of the responses of the students have shown that breathing exercise, visualization exercise and muscle relaxation exercises have helped students to stay calm and manage their emotions especially anxiety.

1. "During my half yearly exercise whenever I used to get anxious, I used to practice awareness of breath exercise. It used to calm me down."
2. "The visualization exercise makes me happy and it also helps me to sleep well."
3. "The visualization of my happy place calms my mind. I do it every day after studies."
4. "When my teacher asks me question, though I know the answer,

because of anxiety I forget the answer. Awareness of breath exercise helps me at that time.”

5. “Sometimes I am sad without any reason; I visualize my happy place then sad feeling goes away.”
6. “When I am continuously studying, awareness of breath exercises relaxes me.”

Present research also reveals that students strongly appreciate the life skills programme. The responses like “No one teaches us these things about life”; “We learn a lot about ourselves in these classes”; Some students mentioned to “increase the frequency of this from once a week to twice a week as it will give them a platform to express themselves more”.

Findings

The findings of the present study showed the effectiveness of life skills programme on student’s personal and academic competencies. Key findings highlight that life skills programme for gifted students that focusses on group work, addresses developmental needs of the students, provides a non-judgmental platform for self-expression and take care of special challenges giftedness carries with it has effectiveness in empowering students with self-confidence, better academic adjustment and emotion management.

Conclusion

Life skills programme with gifted students focusing on group work, developmental challenges and learning skills is an effective intervention to promote emotional wellbeing among them. A longitudinal study with pre and post design is recommended to ascertain the long-term effects of the life skills training programme.

References

- Colangelo, N., & Zaffrann, R. T. (Eds.). (1979). *New voices in counseling the gifted*. Dubuque: Kendall/Hunt Publishing Company.
- Gregory, R. P. (1984). Streaming, setting and mixed ability grouping in primary and secondary schools: some research findings. *Educational studies*, 10(3), 209-226.
- Hershey, M. (1988). *Gifted Child Education*. The Clearing House 6(1)280-282 Taylor & Francis, Ltd.
- Peterson, J. S. (2003). An argument for proactive attention to affective concerns of gifted adolescents. *Journal of Secondary Gifted Education*, 14, 62-71.
- Powell, P., & Haden, T. (1984). The intellectual and psychosocial nature of extreme giftedness. *Roeper Review*, 6(3), 131-133
- Ross, A., & Parker, M. (1980). Academic and social self-concepts of the academically gifted. *Exceptional Children*, 47, 6-1

Relationship between Resilience, Coping Skills, Self-Control and Self-Management in College-going Students: Indian Context

Thakur M.B. *, Mishra S.** & D'souza A. ***

Abstract

The objective of this study is to understand how resilience plays a role during unforeseen and crucial times such as the coronavirus pandemic. The study sets to explore how resilience affects coping mechanisms as well as self-control and self-management behaviours. It was hypothesized that resilience will predict the use of adaptive coping mechanisms by college-going students in India. It was also hypothesized that college-going students who score high on resilience will also show more self-control and self-management behaviours in relation to the covid-19 pandemic. The rationale being that research has found that individuals who have high resilience are consistently better at adapting to changes and self-management due to high perseverance, self-esteem, and self-efficacy as compared to those who have low resilience. The technique used for analysis of data will be linear regression on the two hypotheses. The results were found to be in line with the hypothesis, i.e., resilience is a significant predictor of adaptive coping mechanisms, self-control and self-management behaviours in students.

Keywords: Resilience, Coping mechanisms, Self-control, Self-management, Students, Covid-19

Introduction

COVID-19 was declared as a pandemic by the World Health Organization in March 2020 due to its rapid spread and resulting in high death toll (Mundial de la Salud, 2020). The pandemic did not just result in problems in the healthcare system but also on an average individual's socioeconomic and psychological implications. With the severity and persistence of the virus, there was a clear indication for all countries around the world to be locked

* Associate Professor, Head of Psychology Department, R.D National College, Mumbai

** Assistant Professor, Assistant Professor (CHB), R.D National College, Mumbai

*** Child Psychologist and SOI Trainer, Energia SOI, Mumbai

down in order to control for its global implications.

Researchers had predicted that the effects of the pandemic would lead to posttraumatic, anxiety, or depression disorders as an aftermath of the pandemic in people (de Miranda et al., 2020). However, the effects of the pandemic were predicted to be worse for young adults because; young adults have been deprived of their experiences of going to college, especially the ones who have just made a transition from school to college. They have also missed out on huge memorial events such as their graduation days, first day of work, etc. Young adults have also been forced to adjust to the new normal with little or no complain (Son et al., 2020). Other problems that have resulted from the pandemic are excessive use of screen devices, and adjusting to a new means of education. Online education has impacted the performance of students who were not able to cope with the adverse effects of pandemic as well as having to adjust to new method of studying (Gonzalez et al., 2020).

Resilience has been studied in detail over the past four decades since researchers observed that individuals could cope and adapt in spite of the adversity they face (Ahern, Ark, & Byers, 2008). The most common definitions of resilience emphasize the capacity of an individual to successfully adapt to circumstances in the face of stress, adversity, or disturbance (Masten & Obradović, 2006). A resilient individual is that who has been tested with challenges yet they continue to demonstrate healthy responses to the psychological and physiological stress (McEwen, 2003).

Coronavirus pandemic was a situation that was both adverse and unambiguous that set some people at a higher risk of developing mental health alterations, such as biopsychosocial disorders, while other people tend to adapt to these adversities and resist the development of any potential psychological distress. This adaptation is referred to the ability of an individual to change their functioning in response to the changing environment. These changes, or adaptations, can be in relation to one's sensory, behavioural, cognitive, or emotional functioning. These changes generally prove to be beneficial to the individuals by improving their adjustment to the currently adverse environment (Bjorklund, 2015). One way in which people actively resist the side effects of adversity is by being resilient and not letting the uncertainty get the best of them.

Ward et al (2011) have developed the psycho-social interactive model of resilience. The model entails the interaction between individual resilience factors (coping, confidence, self-efficacy and self-esteem) and external resilience factors (financial security, management of time, family support) in

facilitating the development of resilience. While various researchers have considerably studied the environmental effects of the coronavirus pandemic on individuals by evaluating their family environments, effects of loss of jobs, delayed graduation, and lack of employment opportunities due to the economic crisis following covid-19 (Aucejo et al., 2020).

However, in the quest of finding out everything that covid-19 affected for the worse, there has been a considerable lack of literature on the effects of the pandemic being moderated by resilience in young adults. Research has consistently ignored that some individuals are coping better with the pandemic while others seem to be suffering (Altuntaş & Tekeci, 2020). For this reason, the current study sets out to explore the effects of resilience on the use of coping mechanisms, self-control and self-management.

The reasoning behind studying these variables in combination is that, research has shown that individuals who are resilient tend to use more active coping mechanisms as compared to passive ones (Masten & Coatsworth, 1998). Several studies have also uncovered that there are a core set of factors that have shown to be predicted by resilience, including; good problem-solving skills, good intellectual functioning, and high self-esteem (Masten & Coatsworth, 1998). Research has also highlighted that resilience has a positive correlation with self-efficacy (Hamil, 2003).

Resilient people tend to have higher levels of emotional intelligence, and emotional intelligence has been linked with self-control and self-managing behaviours (Armstrong et al., 2011). Self-control and self-managing behaviours are linked to committing with the goals one sets, coming up with attainable plans, and following them through the end. Direct link between resilience and self-management has been found in patients with hypertension, where resilient individuals took better health-management steps (Qui et al., 2019).

Method

Objective: The current study aims to explore the influence of resilience on the coping mechanisms used by students while adjusting to online education, their self-control and self-managing behaviours during the pandemic.

Variables: The variables studied in this study were: Resilience, Coping mechanisms, Self-control and self-management behaviours.

Hypothesis:

H1: High scores on resilience will predict the use of active-emotional

and active-problem coping as compared to passive-emotional and passive-problem coping in students.

H2: High scores on resilience will predict more self-control and self-managing behaviours in students.

Sample: Participants were recruited for the study through the method of convenient sampling. Only cis-gendered, heterosexual participants were considered for the study in order to avoid any other stressful factors that could possibly affect the stress levels of the participants. Data was gathered from 248 students.

Research Tools:

The Connor-Davidson Resilience Scale: This scale was developed by Connor & Davidson (2003) to assess resilience in participants. Cronbach's alpha for the full scale was found to be 0.89 and the test-retest reliability of the scale is 0.87. The scale meets the sufficient criteria of convergent and discriminant validity.

Stress Coping Style Scale (SCSS) developed by Şahin & Durak (1995) was used to assess the coping mechanisms used by students to cope with online education. The coping mechanisms this scale measures are active/passive emotional coping and active/passive problem coping. The reliability (Cronbach's alpha = 0.830) and validity of the scale has been well established. The scale measures active emotional coping which refers to the use of managing emotions, stress, and uncomfortable feelings adaptively. Whereas passive-emotional coping refers to giving into negative emotions, and catastrophizing them. Active problem coping refers to using constructive and doable problem-solving mechanisms instead of avoiding the problems, and procrastination. The latter refers to passive problem coping.

The Self-Control and Self-Management Scale (SCMS) developed by Mezo (2008) was used to assess self-control and management behaviours that students engaged during the covid-19 lockdown. The scale has established good internal item consistency and convergent validity.

Procedure: The participants were given a consent form, assured of the confidentiality of their answers, and were provided with contact information if they had any questions regarding the study. The participants first filled in their demographic details, Resilience Scale, Stress Coping Style Scale, and finally the Self-Control and Self-Management Scale.

Data Analysis:

The results of the study were analysed using Linear Regression. The data

was analysed using PSPP Software.

Results and Discussion

Data Analysis:

Table 1: Descriptive Statistics:

| | N | Mean | Std Dev | Range |
|-----------------------------|-----|-------|---------|-------|
| RESILIENCE | 248 | 29.63 | 5.54 | 26.00 |
| ACTIVE EMOTIONAL COPING | 248 | 28.84 | 5.25 | 22.00 |
| PASSIVE EMOTIONAL COPING | 248 | 14.71 | 4.90 | 24.00 |
| ACTIVE PROBLEM COPING | 248 | 21.74 | 3.74 | 15.00 |
| PASSIVE PROBLEM COPING | 248 | 22.34 | 5.86 | 30.00 |
| SELF CONTROL AND MANAGEMENT | 248 | 43.87 | 7.12 | 28.00 |
| Valid N (listwise) | 248 | | | |
| Missing N (listwise) | 0 | | | |

Table 2: Regression between Resilience and Active/Passive Emotional Coping Mechanisms:

Model Summary (ACTIVE EMOTIONAL COPING)

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-----|----------|-------------------|----------------------------|
| .37 | .14 | .14 | 4.88 |

ANOVA (ACTIVE EMOTIONAL COPING)

| | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|-------|------|
| Regression | 951.47 | 1 | 951.47 | 39.90 | .000 |
| Residual | 5866.08 | 246 | 23.85 | | |
| Total | 6817.55 | 247 | | | |

Model Summary (PASSIVE EMOTIONAL COPING)

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-----|----------|-------------------|----------------------------|
| .12 | .01 | .01 | 4.88 |

ANOVA (PASSIVE EMOTIONAL COPING)

| | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|------|------|
| Regression | 86.73 | 1 | 86.73 | 3.65 | .057 |
| Residual | 5852.36 | 246 | 23.79 | | |
| Total | 5939.10 | 247 | | | |

Table 3: Regression between Resilience and Active/Passive Problem Coping Mechanisms:

Model Summary (ACTIVE PROBLEM COPING)

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-----|----------|-------------------|----------------------------|
| .47 | .22 | .21 | 3.31 |

ANOVA (ACTIVE PROBLEM COPING)

| | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|-------|------|
| Regression | 750.17 | 1 | 750.17 | 68.42 | .000 |
| Residual | 2697.31 | 246 | 10.96 | | |
| Total | 3447.48 | 247 | | | |

Model Summary (PASSIVE PROBLEM COPING)

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-----|----------|-------------------|----------------------------|
| .05 | .00 | .00 | 5.87 |

ANOVA (PASSIVE PROBLEM COPING)

| | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|-----|------|
| Regression | 25.45 | 1 | 25.45 | .74 | .391 |
| Residual | 8462.10 | 246 | 34.40 | | |
| Total | 8487.55 | 247 | | | |

Table 4: Regression between Resilience and Self-control & Self-Management:

Model Summary (SELF CONTROL AND MANAGEMENT)

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-----|----------|-------------------|----------------------------|
| .51 | .26 | .26 | 6.12 |

ANOVA (SELF CONTROL AND MANAGEMENT)

| | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|-------|------|
| Regression | 3315.10 | 1 | 3315.10 | 88.56 | .000 |
| Residual | 9208.77 | 246 | 37.43 | | |
| Total | 12523.87 | 247 | | | |

Results and Discussion

Table 1 indicates the descriptive statistics of the participants on all the 3 scales administered. As can be seen, the mean score of resilience was found to be 26.63 and the standard deviation (SD) was found to be 5.53. The SD indicates that the participants did not vary a lot in their scores, and their scores were homogenous to one another. The mean of Active Emotional Coping scale was found to be 28.84 and SD was found to be 5.25. The mean of Passive Emotional Coping scale was found to be 14.71 and SD was found to be 4.90. The SD indicates that the participants did not vary a lot in their scores, and their scores were homogenous to one another. The mean of Active Problem Coping scale was found to be 21.74 and the SD was found to be 3.74. The mean of Passive Problem Coping scale was found to be 22.34 and the SD was found to be 5.86. The SD indicates that the participants did not vary a lot in their scores, and their scores were homogenous to one another. The mean of SCMS scale was found to be 43.87 and the SD was found to be 7.12. The SD reflects that there was some variance in the responses of participants for the SCMS scale.

Table 2 indicates the regression analysis between resilience and active/passive emotional coping. The results showed that resilience was a significant predictor of active emotional coping leading to 37% variance in active emotional coping. The F value was found to be 39.90 which was significant at $p\text{-value} < 0.001$. The R-value obtained for passive emotional coping was found to be insignificant, indicating that resilience significantly predicts the use of active-emotional coping skills and not passive-emotional coping skills.

Table 3 indicates the regression analysis between resilience and active/passive problem coping. The results showed that resilience was a significant predictor of active emotional coping leading to 47% variance in active problem coping. The F value was found to be 68.42 which was significant at $p\text{-value} < 0.001$. The R-value obtained for passive problem coping was found to be insignificant, indicating that resilience significantly predicts the use of active-problem coping skills and not passive-problem coping skills.

Table 4 indicates the regression analysis between resilience and self-care and self-management behavior. The results showed that resilience was a significant predictor of self-control and self-management behavior leading to 51% variance in active emotional coping. The F value was found to be 88.56 which was significant at $p\text{-value} < 0.001$. The R-value indicates that

resilience significantly predicts the use of self-control and self-management behavior.

The findings can be understood in the light of the literature reviewed in this study. Previous research has established a strong link between resilience and the use of active coping mechanisms (Charney, 2004). This could be because resilient people tend to be more proactive, they adapt to challenging situations and actively seek to solve their problems. Resilient people also tend to be more emotionally intelligent (Charney, 2004) this can explain that they may be better able to work through the complicated negative emotions that arose during these difficult times. Resilience is also interlinked with locus of control, and researchers have found that internal locus of control is a predictor of adaptive coping mechanisms and comprehensive problem solving (Rutter, 2006)

One interesting finding is that resilience has been found to predict self-control and self-management behaviors. This link had only been established indirectly before (Qui et al., 2019). The intricate relationship of resilience and confidence, self-efficacy and self-esteem can help explain why it positively predicts determination and motivated behaviors in students. Self-control and self-managing behaviors are linked to committing with the goals one sets, coming up with attainable plans, and following them through the end. All of these factors are also correlated with resilience and hence, it explains the findings of the study (Armstrong et al., 2011).

Limitations

As this study was conducted during the COVID-19 pandemic in person administration of the questionnaires for the participants was not possible, and was done through online circulation of forms where participants filled them in different environments and different timings and this could have caused biased responses.

This study used convenient and purposive sampling which are non-probability sampling methods and compromise the external validity of the study. This study also only used responses from 109 participants, future studies on a bigger sample need to be conducted to show more proof and accurate results that reflect the population accurately.

Practical Applications

The study's biggest advantage is that it focuses on the more positive aspect of human coping. Since resilience can be learned and adapted to, it provides scope for an alternative towards better coping in general. It also

shows that perceived control over ambiguous situations can enhance the way individual proceeds in life, and helps them adapt to new situations that they had not previously faced. However, during the covid-19 pandemic, an average individual had no way to control how long the pandemic will last, what would the effects of the pandemic be in terms of physical, mental, and social health, and individuals were forced to adapt to a new means of normalcy. This study was important because it establishes that resilient individuals, indeed, tend to cope and adapt better in such ambiguous situations where they don't have control towards the external environment.

Conclusion

We can hence conclude that resilience not only helps individuals adapt to situations that they can objectively control but also to naturally occurring ambiguities. The study established a strong predictive relationship between resilience, coping, self-control and management behaviours.

References

- Ahern, N. R., Ark, P., & Byers, J. (2008). Resilience and coping strategies in adolescents – additional content. *Paediatric Care*, doi:10.7748/paed2008.12.20.10.1.c6905
- Altıntaş, O., & Tekeci, Y. (2020). Effect of COVID 19 on Perceived Stress, Coping Skills, Self-Control and Self-Management Skills, doi: <https://doi.org/10.21203/rs.3.rs-48393/v1>
- Aucejo, E. M., French, J., Araya, M. P. U., & Zafar, B. (2020). The impact of COVID-19 on student experiences and expectations: Evidence from a survey. *Journal of public economics*, 191, 104271.
- Armstrong, A. R., Galligan, R. F., & Critchley, C. R. (2011). Emotional intelligence and psychological resilience to negative life events. *Personality and Individual Differences*, 51(3), 331–336. doi:10.1016/j.paid.2011.03.025
- Bjorklund, D.F. Developing adaptations. *Dev. Rev.* 2015, 38, 13–35.
- Connor, K. M., & Davidson, J. R. (2003). Development of a new resilience scale: The Connor-Davidson resilience scale (CD-RISC). *Depression and anxiety*, 18(2), 76-82.
- Charney, D. S. (2004). Psychobiological mechanisms of resilience and vulnerability: implications for successful adaptation to extreme stress. *American journal of Psychiatry*, 161(2), 195-216.
- de Miranda, D. M., da Silva Athanasio, B., de Sena Oliveira, A. C., & Silva, A. C. S. (2020). How is COVID-19 pandemic impacting mental health of children and adolescents? *International Journal of Disaster Risk Reduction*, 101845.
- Director, W. H. O. (2020). General's opening remarks at the media briefing on COVID-19-11 March 2020. Erişim: <https://www.who.int/dg/speeches/detail/>

- who-director-general-sopening-remarks-at-the-media-briefing-on-covid-19-11-march-2020.
- Gonzalez, T., De La Rubia, M. A., Hincz, K. P., Comas-Lopez, M., Subirats, L., Fort, S., & Sacha, G. M. (2020). Influence of COVID-19 confinement on students' performance in higher education. *PLoS one*, 15(10), e0239490.
- Hamill, S. K. (2003). Resilience and self-efficacy: The importance of efficacy beliefs and coping mechanisms in resilient adolescents. *Colgate University Journal of the Sciences*, 35(1), 115-146.
- Malmendier, U., Nagel, S., 2016, February. Learning from inflation experiences. *Q. J. Econ.* 131 (1), 53–87.
- Masten, A. S., & Coatsworth, D. J. (1998). The development of competence in favourable and unfavourable environments: lessons from research on successful children. *American Psychologist*, 53 (2), 205-220.
- Masten, A. S., & Obradović, J. (2006). Competence and resilience in development. *Annals of the New York Academy of Sciences*, 1094(1), 13-27.
- McEwen, B. S. (2003). Mood disorders and allostatic load. *Biological psychiatry*, 54(3), 200-207.
- Mezo, Peter. (2008). The Self-Control and Self-Management Scale (SCMS): Development of an Adaptive Self-Regulatory Coping Skills Instrument. *Journal of Psychopathology and Behavioural Assessment*. 31. 83-93. 10.1007/s10862-008-9104-2.
- Niitsu, K.; Rice, M.J.; Houfek, J.F.; Stoltenberg, S.F.; Kupzyk, K.A.; Barron, C.R. A Systematic Review of Genetic Influence on Psychological Resilience. *Biol. Res. Nurs.* 2018, 21, 61–71.
- Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F. (2020). Effects of COVID-19 on college students' mental health in the United States: Interview survey study. *Journal of medical internet research*, 22(9), e21279.
- Qiu, C., Shao, D., Yao, Y., Zhao, Y., & Zang, X. (2019). Self-management and psychological resilience moderate the relationships between symptoms and health-related quality of life among patients with hypertension in China. *Quality of Life Research*, 28(9), 2585-2595.
- Rutter, M. (2006). Implications of resilience concepts for scientific understanding. *Annals of the New York Academy of Sciences*, 1094(1), 1-12.
- Ward PR, Muller R, Tsourtos G, Hersh D, Lawn S, Winefield AH, Coveney J. (2011). Additive and subtractive resilience strategies as enablers of biographical reinvention: a qualitative study of ex-smokers and never-smokers. *Soc Sci Med.* 2011;72(7):1140–8.

Developing an Inclusive Pedagogy for Primary Education in Rural India through Life Skills

Ms. Parvathi Uppaluri*

Abstract

In our experience of establishing and running a new primary school in rural Tamil Nadu, we are engaging with a community that is pushing for English language education as a stepping stone to integration into the mainstream and improve access to employment as a long-term goal. Children in our school are aged 4 to 10 years. Many of them have come into class 3 or 4 with almost nonexistent reading and arithmetic abilities. They were accustomed to a learning style where they were simply asked to copy content written on the blackboard. Without having basic instruction in their mother tongue, and copying material written in English, their inherent capacity to question and to think has been severely compromised. Rural children are marginalized and excluded from most mainstream opportunities. Our paper will explore how adopting a life-skills based approach can be re-contextualized to develop an inclusive pedagogy.

Keywords: Life skills, pedagogy, primary education, rural

Introduction - Essential Life Skills for Personal and Professional Success

For young children to be educated in a way that allows them to engage with global realities and be effective locally is the need of the hour. The days when education meant the three R's (reading, writing and arithmetic) are now obsolete. An accessible and equitable form of education must take into account, ways in which the pedagogical methods can develop the whole child – their personal development, community engagement along with their academic growth.

We believe the following skills are essential for personal and professional success. These skills need to be developed in all children from an early age.

* Principal & Head, Surya Nursery & Primary School, Janapanur, Dharmapuri, Tamil Nadu

Rural children in particular, are at disadvantage since they do not have access to good quality education from an early age.

Essential Life Skills for Personal and Professional Success

Communication
Self-confidence & Assertiveness
Problem-solving
Individual & Team-work

The mainstream curriculum and pedagogical approaches are almost counterproductive to the development of these skills in the following ways:

1. Communication

The current educational system is authoritarian and does not allow children to speak freely, ask questions or dialogue with teachers or with each other. They are often quite literally asked to put a finger to their lips, physically forcing them to control their speech and curb expression. How can communication skills be developed?

2. Self-confidence & Assertiveness

When a child's opportunity to express her/his thoughts and feelings are taken away and her/his ideas and emotions are not validated and appreciated, how can such essential skills of self-confidence and assertiveness be developed in such an atmosphere?

3. Individual and Team-work

Children are not given the opportunity to think independently and express their creativity. The current teaching methods emphasize memorization and rote-copy. How can a child develop the skills required to work independently or within a group?

4. Problem-solving

Rote-memorywork, and step by step instructions do not give children the opportunity to solve the problem even at a very basic level.

II. Context & Background - Dealing with our Mistakes

1. Low quality education - family and community support - language problems

There are many willing and dedicated teachers. Though they are qualified, they themselves lack the appropriate training to provide a supportive environment for students to gain the essential academic and life-skills

mentioned above. Indeed, this presents a vicious cycle in which untrained teachers educate future rural students. Usually, they are not given the opportunity to develop their own life skills and lack the exposure to pedagogical skills and are also not equipped with basic general knowledge. The English language skills are also severely lacking. Within such a context, students cannot receive a high quality education from their teachers.

Example 1. Rote memorization

Students were asked to learn the spelling of 10 simple 4-letter words that were written on the blackboard. When those words were dictated to the students in a different order that was initially given, they wrote the words exactly in the same order they were written on the board.

The parents of these children are well aware of the importance of education and are keen on putting the children through school. However, parents do not and are often unable to provide any additional support to these children their parents due to theirtheir own lack of abilities to support such an education - many parents of rural children are not themselves formally educated. Often, parents believe that sending their children to a private school and giving tuition will help them be successful and gain skills to get good jobs.

In many rural communities, English proficiency is seen as the path to success. However, students lack fluency in English due to numerous reasons discussed below. Even if they complete their schooling, they are at a significant disadvantage compared to their urban counterparts when required to take standardized nationwide exams for higher education which are almost exclusively in English. The lack of communication and life skills also impede rural youth in obtaining gainful employment.

2. Children’s lack of skills in comprehension, dealing with mistakes and personal development

Within this environment, children are not provided any guidance at home or at school for personal development. As such, children often have behavioural issues, use bad language, display a lack of personal hygiene, and continously complain about their peers. These issues are all symptoms of lack of problem solving skills and self confidence which arise from the fact that parents and teachers do not give them an opportunity to think for themselves.

3. Massive discrepancy between rural and urban lifestyle, thinking and exposure

Urban children are exposed to a variety of stimuli without much effort by virtue of their family, school, and communities. On the other hand, rural schools often lack basic facilities, and cannot afford to provide their children the opportunity to have the same skills to be on par with their urban counterparts. Rural children are not equipped to deal with their own local environments and have further difficulty in competing in nation-wide exams.

III. Steps forward - Dealing with Reality

1. Unlearning

A key step forward in removing some of the obstacles formed due to the current system, will be in unlearning some of the deeply rooted methods, and behaviours that have stunted student's creativity and freedom. Namely, teaching methods must encourage the student's ability to express and explore. Such a process will naturally lend itself to independent thinking and problem solving. The ability to analyse an issue, make choices, and solve problems will enable them to gain self confidence.

2. Back to basics

The following particular pedagogical tools have been used in our school to improve student learning.

- i. Reassessment – student knowledge base, languages and math skills were re-evaluated and placed into the appropriate level.
- ii. Phonic methods were utilized to improve English reading and comprehension
- iii. Practice based methods – participatory and inquiry based activities allowed students to ask questions without being embarrassed or rushed for time.

3. Sensorial and experiential learning- abstract to concrete and back

Children often question why they are learning abstract concepts. Particularly in mathematics, immediate and instrumental objectives are not easy to conceive. To this end, we teach mathematics by using tangible objects that they can experience through their senses. For instance, the addition or subtraction using of everyday objects from their environment makes abstract notions of arithmetic understandable. Much of the curriculum was taught outside the classroom setting, with real world examples.

4. Confidence building

Curiosity and learning have been hampered by fear of reprimand. An open environment without constant angst caused by potential punishment allows students to express and explore. We observed that students were initially very measured in their speech and movement. They were always afraid. In our school, no form of punishment is imposed. However, when a student has not completed his work, he is not allowed to move forward until it is completed. We have observed that this provides motivation so that they don't fall behind and they are able to set their own personal goals – giving them control over their own education. We can thus move from punishment to accomplishment and inculcate pride, and confidence.

5. Developing a sense of self through appropriate exposure

Example 2 - Children were introduced to Jigsaw puzzles and they were surprised by their own abilities to quickly assemble the puzzle. Steady successes in being able to repeat the process thrilled them, and help them perceive their own value and abilities – reinforced by the appreciation of their peers and teachers.

Once a child begins to identify him or herself as an individual capable of valuable contribution, a sense of self naturally arose. This sense of self was palpable as a marked change in their physical appearance (including personal hygiene), their stance, their confidence and their ability to make eye-contact.

Furthermore, exposure to external realities outside their own communities piqued their curiosities and provided them with the courage to learn about new and unfamiliar topics.

IV. Moving Forward with Outcomes

It is important to note some main features of the students that were noticed when they first came to our school:

1. They were waiting to be told everything – they demonstrated no decision making skills, even something as simple as what to play
2. They were not used to asking questions or being asked questions
3. The one thing they were actively doing was to complain constantly about their peers – which was a very negative attention seeking behaviour
4. There was no response when they were given positive feedback or constructive feedback. It appeared that they did not care one way or the other. The only activity that they concentrated on was playing.

5. In terms of studies, children demonstrated no initiative, and only knew how to learn through repetition.

After adopting a life-skills based approach, we noticed that:

1. A remarkable shift was noticed: Students now engage in conversations and answer questions without being fearful or shy. The blank look they wore in the past seems to have faded.
2. Complaining about their peers has almost stopped. The approach adopted was that when they complained, total attention was given to what they were saying and validated their feelings. We involved them in decision making by asking them what would be the best action to be taken in that situation! It was really interesting to note as time progressed, that the kids would come to complain, and run back even without waiting for the reply from the teachers. They were satisfied that someone is there to listen to them without judgement.
3. Now they have so many questions which they ask without fear, even if it is something very out of context, they seem to have gained the capacity to recognize it and immediately laugh off.
4. They are responding appropriately to positive and constructive feedback.
5. The student's ability to sit and concentrate on tasks for long periods of time has remarkably increased.
6. They come and ask for the subjects they want to study. The teachers are asked to continue the class time even after the designated period is finished. Primarily, they have begun to enjoy the class so much that they do not miss, need or ask for a separate playtime. But care is taken by the teachers in balancing the task and time.

More specific examples include:

- 1) A 4th grade child now asks us if she can write the answers for the questions for the lesson in her own words.
- 2) During the reading time they do not keep mum if they do not know the word but try hard somehow to try and read correctly with their newly gained phonics knowledge.
- 3) They understand the concept of multiplication and learning the multiplication tables.
- 4) They volunteer with the chores at school.
- 5) Take leadership role and suggest to us how we can delegate work.
- 6) The personal hygiene has hugely improved.

The most significant outcome of the method we employed in our school is that the children overcame their fear. They were able to express themselves freely and discovered their own inherent skills as described in the earlier section.

V. Formalized Framework

It became clear that what was being developed as an intuitive and responsive approach to teaching children who were deeply conditioned by an authoritarian and fear-induced environment, needed to be formalized. A consistent life-skills based pedagogical framework was needed that would be context-based, addressing the needs of the rural setting of our school as well as the minimal training that our teacher themselves had.

We felt that it was imperative to develop a method where the children will be able to comprehend, process and articulate information. This needed a clear framework that would help articulate pedagogical steps which can be consistently applied to all parts of our curriculum. Without such a framework, we cannot train our teachers in a consistent way to teach students in a way that they develop essential life skills.

With my background as a certified Life Skills coach from Canada, I have attempted to adapt a tried-and-true framework developed by New Start Inc.(Saskatchewan,Canada). This conceptual frame is built on a five-step process: stimulus, evocation, objective enquiry, skills practice, application and evaluation. We have successfully used this approach to develop lesson plans and teaching subjects as varied as Social Studies, English and even Mathematics.

The process was adopted with a focus to build a participatory, content based and enquiry driven pedagogical approach. Within three months of implementing this life skills based method, we observed significant improvement in critical thinking and comprehension in the children. They demonstrated an understanding that the content they are learning can be framed as choices and that they have the capacity to problem solve. This approach also showed us an unexpected benefit - students began taking responsibility for their learning.

The model which we have adopted in life skills methodology is from the NewStart Inc, Saskatchewan, Canada. The model basically addresses five areas: self, family, leisure, community and job.

This model comprises of five steps or phases. Stimulus, evocation, objective enquiry/ skills practice, application and evaluation:

Stimulus: This is the introduction, where the teacher introduces the topic through a simple word, a story or a game or description of a situation. This will make the students start thinking about the topic and generate the discussion.

Evocation: The teacher now slowly eases into the second stage of evocation where the students express and talk about the topic what they know about it. Even if the students go completely wrong. The teacher without judging and stopping them slowly bring them back to the topic and helps them to come on track and helps them with new facts.

Objective enquiry: The new knowledge acquired by the students will now be applied to the day today living situation. They may at this point go through some literature or text to authenticate the new knowledge and will be ready to be tested.

Skills practice: In skills practice, the students will do some projects, learn to express the new knowledge in a more structured form.

Evaluation: The final stage of evaluation the teacher and the student assess what the learning was about, and what knowledge was gained.

This method we have used in learning languages and subjects like science and social studies and even arithmetic. Some examples of the application are:

1. A third standard class has a lesson in plants and parts of plants, we start as stimulus to walk around the school and look at different types of plants, creepers, shrubs, big trees small plants, etc. The students are encouraged to find similar and different samples. We all sit and look at the different parts and the students draw, make some models and learn the names of the parts. By the time the session is done the students would have learnt the lesson and will be able to answer all the questions. The knowledge thus gained will never be forgotten.

2. Similar process is applied to social studies. When we teach a lesson in transportation, we use the word transportation as stimulus. The students then are encouraged to talk about transportation. Then the teacher asking questions and while giving them other information all the while expanding, authenticising and structuring the information. The teacher helps them to understand different modes of transport, different routes, advantages, cost, effectiveness of various modes of transportation.

3. We take language lesson and use a story telling method(using a mix

of tamil and English). The children understand the story – children learn to paraphrase and retell the story – during this exchange, we ask questions and children answer in a conversational style. By the end of this exchange, they understand the content of the lesson and we use this opportunity to teach English words, relevant grammar and related knowledge is also imparted within the context

VI Conclusion

Unless we move away from authoritarian education system that does not focus on helping children to gain those key skills we will not be able to equip them to cope with global challenges. Their sense of isolation is very great. Equipping them with these lifeskills. We focus on providing them with the opportunities to grow, learn and assimilate in their own space, in their village classrooms and develop a personality which will enable them to make conscious informed decisions in their lives which will lead to success for them personally and to the community and the country at large. The rural communities are the food providers and food suppliers for the rest of the urban population. The children of the farming community should be made aware of the importance of their parents/communities who are working in the fields in order to grow food. They are in no way less than any city parents who are computer engineers, doctors or professors.

Our hope is that students will become self-sufficient through a well-rounded education. Innovative teaching methods will be utilized and ensured that the students are provided with:

- Strong foundations in Sciences, Mathematics, History and Geography
- Life skills such as self-confidence, communication skills, problem-solving and decision-making skills and assertiveness
- An understanding of the importance of Nature and respect for the environment
- An awareness of rural sanitation and rural health and personal hygiene
- Values of a strong work ethics

References

Saskatchewan New Start Inc. for The Training Research and Development Station.
(1982)

The Influence of Digital World on Migrating Youth

Ms. Sanghamitra Acharya*, Mr. Ranjan Kanti Panda**

Abstract

Globalization has its own perks and perils that a youth is often unable to differentiate between. The outcomes are disproportionate growth and development, given their transitional status within an uncertain and rapidly evolving global perspective. The digital world transforming every day plays like an invisible hand to shape the stance of the youth. The case is no different in Jharkhand where the tribes lack enough educational facilities, information, recreational avenues, and adequate health services. Over the period of time, the awareness to seek education at higher levels and participation in institutional decision making has grabbed attention with the young women only in past few years. With peer influence, very limited livelihood choices to make and ambition to grow faster, most accessible solution to these challenges seems to migrate. The rural youth is attracted to the digital world, a world of commerce and transaction and migration due to unemployment are foreseeable consequences. It is often pursued early in life by the tribal youth in the state and thus leading to various forms of modern slavery (forced and early marriages, distressed migration, trafficking). The Child in Need Institute (CINI) with its stakeholders has aimed to enable adolescents realize their full potential by making informed and responsible decisions related to their education, health, employment and overall well-being. This paper intends to focus the challenges of rural youth in Jharkhand, efforts to impart life skill education in them and bringing replicable practices into larger picture. The paper adds up to the knowledge and scope of community-based mechanisms in building life skills of adolescents who are prone to regressive practices of child marriage, trafficking and unsafe migration.

Keywords: Globalization, youth, adolescents, child marriage, trafficking, unsafe migration, education, health services, decision making, unemployment, well-being.

* Project Coordinator, Child in Need Institute, Jharkhand,

** Deputy Director, State Programme Coordinator, Child in Need Institute, Kolkotta

Introduction

Global estimates¹ reveal that 40 million people were victims of modern slavery. The average was 5.4 victims of modern slavery for every thousand people in the world in 2016. The report also highlights that 25 million people are in forced labour and 15 million people in forced marriage (44% were forced to marry before the age of 15 years) where women and girls accounted for 71 % of modern slavery victims. One in four victims of modern slavery was children and in the adolescent stage. Coupled within the estimates of slavery are issues of early marriages and migration of youth who are facing challenges in establishing selves as decision makers in their local context.

Distressed migration of women is an inevitable reality of the growing global market. More is so in the cases of informal sector and unorganized form of labour. Such migrant workers are particularly vulnerable since there is no systematic monitoring to ensure that their rights are protected (domestically, except in a few provinces which have taken the initiative to pass and enforce legislation protecting inter-state migrant worker's rights). Several studies by International Labour Organization (ILO) says that young women from the interiors of this tribal dominated state, Jharkhand migrate for petty services like, domestic work, care givers, cook, in the garment sector, sometimes as construction workers, etc. International migration includes their transaction from Asian countries like China, Filipino, Bangladesh, and India to OECD countries. What develops as a matter of concern is the challenging pathway of seeking livelihood and therefore migration during which they are prone to multiple vulnerabilities. An uninformed decision to safely migrate for better livelihood becomes a basis of exploitation, debt, bondage, abuse and slavery. The endangered state begins as early in the childhood of the weaker communities where livelihood is an existential challenge. Like, child labour, another distressed state in India, a form of modern slavery that has gained conscious momentum over few decades now. Children are manhandled at construction sites; drug abused, sexually abused, deceived and forcefully carried through numerous regressive labour activities that have destructed their natural course of growth. Losing cognitive skills gradually, they become perpetrator of this vicious circle. The course of actions; with considerable influence on children and youth are also driven by petty services promised to them. As the youth fails to not only judge the existent opportunities at domicile regions, their gradual movement into the global market from the traditional economy

1 Global Estimates of Modern Slavery: Forced Labour and Forced Marriage, ILO, 2017

is emerging as a threat. The contractors or popularly known “dalals” and “bicholiya” have major say in the kind of employment opportunities the youth seek and decides to take up. The decisions made by the tribal youth are largely affected by their peers without a proper thought on the pros and cons of the temporary movement. The peers exemplify the glory of life in an urban settlement and habitually act as middle men to supply labourers in the informal market. The migration thus, is not only raising questions at the government schemes and services but the basic education and life skills that are earned through institutions, like family, community and academic platforms in a later stage.

Adolescence is a vulnerable period of transition from childhood to adulthood marked by rapid physiological and psychosocial changes. Adolescents are prone to taking uninformed decisions on important issues. Sexually active adolescents face greater health risks. Circumstances leading to forced or willful migration and early marriages make the girls susceptible to mental and emotional problems related to trafficking, early sexual initiation, early motherhood and forms of cultural and communal anxiety. Young people as advocates, therefore, need both thinking and social skills for consensus building and advocacy on issues of concern. In the tribal corners of Jharkhand, the emergence of mass media over the past decades has made most adolescents aware of the fact that it is illegal to supply labour below the age of 18 years but it is the peer pressure that instigates glorious pictures of the world outside. House help and attendants for adults and child care are most sought after forms of informal labour supply that young girls and women are choosing promptly. Tribal groups are strong and united as a community that works like one. This has been by and large observed with the trends followed by them as workforce, in taking up higher education and influencing others to follow suit. They trust the hovering eyes of the middle men who are going to settle them soon with a heavy pay cheque. They are assured of some other hand to settle them in a foreign land where there are more opportunities lying. For the young, it is hard to make a pragmatic assessment of the aftermath of their decision. It appeases them to look wise to rest of the peers and portray a life of inspiration to the community to be left behind.

Child in Need Institute is an Indian Civil Society Organisation (CSO) aimed to build sustainable structures in the sectors of education, protection, health and nutrition. With this aim, in the state of Jharkhand, CINI interacts and engages with the community at large including the systems at various levels. Children, adolescents and women being the center-stage of

CINI's strategic intervention, a range of factors influencing their vulnerabilities have been brought in prime light over several decades in the states of West Bengal, Jharkhand and Odisha. Rural youth in the states have been found to be influenced by peers in taking up decisions due to lack of positive enabling factors. They tend to drop out early from school, deprived of family or institutional care begin to head families at considerably younger age and even found to be working within and outside their communities at meagre pay.

Under the *Work in Freedom*² programme supported by International Labour Organisation (ILO), the interiors of Jharkhand with as many as 127 villages have shown trends in migrating women who are married, or unmarried and even widowed heading the families. Migration is a reality in many states of India including Jharkhand. Individuals (both male and female, adolescents and adults) migrate seasonally, periodically or for longer durations within and outside in search of better livelihood opportunities. Trends in migration patterns for women reveal that from the three Work in Freedom (WiF) Programme intervention districts³ of Jharkhand reveal that majority of women migrants went to Bihar (40%), followed by Delhi (17%), West-Bengal (10%), Ranchi (10%), in Mumbai (6%) others (17%) such as to U.P, Goa, Punjab, Orissa and Banaras. Other destination states were Jammu and Kashmir, Uttarakhand, Rajasthan and the North Eastern states of Mizoram and Assam. The reasons for migration are poverty (80%), no other earning member in the family (17%) and other reasons such as for completion of further studies (3%). Majority of women migrated with their family and agents (47%), followed by only with agent (27%), with family (23%) and others (3%) where the employee itself took her from the village. Most of the migrants returned back after 6 – 10 months. The migrants worked as brick kiln labourer (60%), as domestic worker (27%), as construction worker (6%) and others (7%) including maintenance of church and as housekeeper. The mode of sending money to the families through relative 7%, through banking 13%, through agents 17% and mostly could not send money during migration is 63%.

Women and children mostly migrate for work as a consequence of male members moving out of their locality and finding better markets where

2 Work in Freedom Programme, implemented in Jharkhand since September, 2014 aims at "Empowering Potential Women Migrants (for domestic work), Adolescent Girls and their Families, and Community at large to promote safe and informed migration, and to facilitate linkages to government and non-government services and schemes".

3 "Study on Migration of Women and Status Analysis of Returnee Migrants in Jharkhand", Internship Report, Suvandu Roy, CINI 2015.

integration is of higher possibility. However, the women who later add to the labourforce are not regarded with proper citizenship and provisional rights to social security. As a part of the project, an assessment of 108 villages of the tribal belt was carried out to understand the role played by government service providers in empowering women and enabling them with required education. It is found that 90% of women are forced to distressed migration. Though the unorganized workers add considerably to remittances inflow to source states, they are highly prone to modern slavery. The source state has minimal ownership in ensuring labour entitlements to such migrants with hardly any rehabilitative plan under implementation.

Under the programme, strategic efforts have brought age group at a single platform wherefrom emerges the concept of Adolescent Groups in villages. The groups that are laid on the principle of Peer Education to create community level platforms enabling them with choice making capacity for education, improved health and livelihood options to choose from. Given the reality of high numbers of adolescent migrant girls in the intervention areas, the groups promise to ensure a more empowered generation of young girls. From the various engagements, Sports has been most affective in bringing confidence to speak their minds, leadership in small groups and amongst each other and teamwork that promoted consultation with each other. The initiative that intended to provide them with a safe space to learn about life skills and other health, nutrition education issues, resulted into aspiring youth who want to begin their own work, raise the cattle and invest assets to incur higher returns from their landholdings, some even want to establish small shops and never return back to mining sites but are forced due to familial pressure. Many of the adolescents in the intervention areas lacked adequate family support for their overall development. Therefore, the adolescent groups and other capacity building efforts with adolescent girls provided them opportunities for peer support and development.

Not just the case of decisions regarding employability or marriage, exploitation of young and adolescents have been grabbing attention through the massive use of technology in its negative stride. The technology that is swift in improving accessibility of services, information related to scheme, digitization of mediums over the period has brought the far to reach communities in front of the service providers. Given the opportunity to young people for a comfortable setting to sit together and discuss on issues, they can reduce the likelihood of engaging in risk through abrupt decision making. While digitization has made it easier to process any information and accessibility, however it approaches to handle the same piece of informa-

tion is a matter of skill that one nurtures through discussion and reflection. Such culture of exchange and open discussion that nurtures self-assurance is an outcome of informal education, in house, through families, peers and surroundings. In arguing that investment in informal learning pays economic and social dividends, it is important to keep in mind that young people are more than just a potential workforce, and should not be perceived only in the context of their situation in the labour market.

While it is true that digital world has been a boon to the 21st century, it has also given scope to lot of malpractices nurtured behind the public eye. In the rural and tribal pockets, it is a matter of curiosity and fascination to possess gadgets, dig into applications (App) and be interactive in social mediums. Because there is lack of just actions and control in accessing it, the after effects of the medium are against the best interest of the child. There are increasing number of cases on cyber-bullying with children, misuse of information used by marketers and online management systems and cases of sexual exploitation through online mediums that hamper the process of comprehensive growth in the prime years of learning and connecting with society. Their capacity can be measured in terms of the decisions taken by them to empower fellows around, influence the head of families and engage in conscious choice making practices in improving living standards and wellbeing of the family and community. The perplexed youth exposed to media, animated visuals, fictional stories of urban set up and at times pornography at a tender age faces dilemma whether to opt for higher education or go for informal work paying meager amount. Usually, the youth from rural spots tend to follow peers and find solace in temporary employments. Out of curiosity, the youth wish to travel and see the world outside that is very much out of their access. Early marriages of adolescent girls, unconsciously pursuing migration and effortlessly obtainable unskilled jobs are the options on their fingertips. Articulating the needs of self and capacity to weigh the pros and cons of a decision are important elements in bringing the overall well-being.

Global market and its push and pull factors have been affecting the traditional way of living and communal harmony. The popular century old “brain-drain” conception is still upheld in the corners of rural India, draining and transforming the agrarian producers as cheap labour forces into the urban set up. India’s economic agenda, as laid out by the present government, largely focuses on economic revival and inclusive growth. It aims to carry these out by financially empowering citizens, focusing on industrial development and reducing subsidies through the use of digital technolo-

gies. The agenda has the following action points: poverty elimination, containing food inflation, agricultural reforms, co-operation between Centre and states, transparent and time-bound delivery of government services, e-governance and governance enabled through mobile devices, ease of doing business, job creation and development of infrastructure⁴. There has been considerable push on government of the state through various sources to mitigate the delivery of services in order to increase the accessibility by the young and growing. However, there are layers that the youth claim has been hindering the path to meet their aspirations. These hindrances are not only limited to family level disputes and cultural baggage but also to the levels of system. We are moving ahead to the path of digitization even in the deepest corners of the state. With every scheme reaching the difficult most corners of jungles, it is assumed that the science has more to offer.

Conclusion

Weak economic situation among migrant families, lack of family/community support mechanisms, lack of knowledge about work destinations and workers' rights, informal and exploitative network of agents in search of cheap contracted labour, weak institutional support mechanisms for migrants leads to unsafe migration and increases vulnerability of migrants, particularly women and adolescent girls to exploitation and abuse. The extent of challenges in the delivery mechanisms of government services in skill building and higher education to far flung rural youth makes it necessary to create alternate avenues. Small platforms and clubs can engage youth in more discourse among themselves and develop strategic decision-making skills. Where communication lays a fundamental setback, peer guidance and behavior change communication through CSOs and youth clubs could be alternative to short lived income generating activities. In the decentralized system, where the fragile sections like women and elderly have emerged as strong agents over the period of time, it is now necessary to pay attention to the participation of youth in responsible decision making to mitigate prevalent issues of unsafe migration, challenging marriage decision and taking up discourses on choices and preferences. It is the life skill education that can lead a child, adolescent and growing youth in taking informed decisions about life, health and education and an ideal society they are part of.

Acknowledgement:

This paper brings in practices and learning towards sustainable develop-

⁴ "E-governance and Digital India Empowering Indian Citizens Through Technology", Deloitte-ASSOCHAM, September 2015

ment of children, adolescent and women in a holistic manner through various field-based programmes of Child in Need Institute (CINI) supported by UNICEF, OAK Foundation, International Labour Organization, SIMA-VI. We thank our colleagues and stakeholders from the interiors of all intervention districts who provided insight and expertise that greatly assisted the research, although they may not agree with all of the interpretations/conclusions of this paper.

We thank administration at the panchayat, block and district level for assistance in engaging with adolescents and women in the rural pockets and conduct surveys, interviews and participatory research to deeply understand the communities and stakeholders and greatly improved the manuscript.

We would also like to show our gratitude to the communities, groups, women and children we interacted with for sharing their pearls of wisdom with us during the course of this research, and we thank internal reviewers in CINI for their insights. We are also immensely grateful for their comments on an earlier version of the manuscript, although any errors are our own and should not tarnish the reputations of these esteemed persons.

Appendix:

Modern Slavery

There are an estimated 40 million people trapped in Modern Slavery. Women and girls are disproportionately affected by modern slavery, accounting for almost 29 million, or 71 per cent of the overall total. One in four victims of modern slavery are children, or about 10 million children. Some 37 percent (or 5.7 million) of those forced to marry were children

Forced labour

An estimated 25 million people were in forced labour at any moment in time in 2016. Out of them, 16 million people were in forced labour exploitation in the private sector such as domestic work, construction, agriculture. About 5 million persons were in forced sexual exploitation, and just over four million persons (or 16 per cent of the total) were in forced labour imposed by their state authorities.

Forced marriage

An estimated 15.4 million people were living in a forced marriage at any moment in time in 2016. Of this total, 6.5 million cases had occurred in the past 5 years (2012-2016) and the remainder had taken place prior to this

period but continued into it. More than one third of all victims of forced marriage were children at the time of the marriage, and almost all child victims were girls.

Child labour

152 million children – 64 million girls and 88 million boys – are subject to child labour and account for almost one in ten children around the world. The highest number of children aged 5 to 17 engaged in child labour were to be found in Africa (72.1 million), followed by Asia and the Pacific (62 million), the Americas (10.7 million), Europe and Central Asia (5.5 million) and the Arab States (1.2 million). Approximately one third of children aged 5 to 14 engaged in child labour are outside the education system. 38 per cent of children in hazardous work aged 5 to 14 and almost two-thirds of those aged 15-17 work more than 43 hours per week.

References

- Cortina, J., & Ochoa-Reza, E. (2013). 6. Women, children, and migration: Developmental considerations. In *New perspectives on international migration and development* (pp. 139-164). Columbia University Press.
- Deshingkar, P., & Farrington, J. (Eds.). (2009). *Circular migration and multilocal livelihood strategies in rural India*. Oxford University Press, USA.
- Rogaly, B., Castillo, A., & Romero Serrano, M. (2004). Building assets to reduce vulnerability: microfinance provision by a rural working people's union in Mexico. *Development in Practice*, 14(3), 381-395.
- Srivastava, R., & Sasikumar, S. K. (2003, June). An overview of migration in India, its impacts and key issues. In *Regional Conference on Migration, Development and Pro-Poor Policy Choices in Asia* (pp. 22-24). Dhaka: Eldis Document Store.
- Unicef. (2017). *Children in a Digital World*. United Nations Children's Fund (UNICEF). ISBN 978-92-806-4930-7
- <http://www.srhralliance.in/pdf/Stop-Child-Marriages.pdf> "Experiences from Jharkhand and Odisha on Child Marriage Program, India", SIMAVI, VHAI
- <https://sanh.inms.international/partners/londonschoolofhygieneandtropicalmedicine>
- <https://documents.worldbank.org/en/publication/documents-reports>

Relationship of Workplace Bullying Victimization with Self-Compassion and Sense of Coherence

Ms.Vani Melwani*, Ms.Sudiksha Pandey** & Dr. Pooja Soni***

Abstract

Workplace bullying is very prevalent and has a significant negative impact on the productivity and well-being of employees, their families, and the financial gains of the institution. Past literature revealed the role of sense of coherence and self-compassion in influencing workplace bullying victimization, but this was not explored much in the Indian population. The current study investigated the relationship of workplace bullying victimization with self-compassion and sense of coherence. The EAPA-TWorkplaceBullying Scale, Self-Compassion Scale and the Sense of Coherence Scale were administered to 86 participants (M=57, F=29) in Banking and Financial firms in Mumbai. Statistical analysis revealed negative, low, and statistically not significant relationship between workplace bullying victimization and self-compassion. The relationship between workplace bullying victimization and sense of coherence was positive, low, and statistically not significant.

Keywords: Self-Compassion, sense of coherence, workplace bullying victimization

Introduction

Bullying is a common and serious concern not only among children but also in adults and thus a whole body of research has been dedicated to it. However, bullying in the workplace in Indian context is a phenomenon that has been paid relatively less attention in terms of research. In the workplace, acts of bullying may seem trivial to victims, perpetrators and even observers. But research showed that workplace bullying victimization (WBV) can have a significant negative impact on the wellbeing of individuals and ultimately their productivity which then determines the profits of the respective firm. Therefore, it is a real problem with wide

* Student, Department of Psychology, KishinchandChellaram College, Mumbai, India

** Student, Department of Psychology, KishinchandChellaram College, Mumbai, India

*** Assistant Professor, Department of Psychology, KishinchandChellaram College, Mumbai, India

-ranging implications that deserves attention in research.

Research has indicated that workplace bullying is prevalent widely. Thus, studies on prevalence in the workplace become significant to discover. A study conducted in the United States of America reported that 62% of higher education administrators had experienced or witnessed workplace bullying (Hollis, 2015). A meta-analysis of prevalence rate of bullying victimization from several countries (North America, Scandinavian and other European) was recorded at 15% (Nielsen, Matthiesen, & Einarsen, 2010). The prevalence rate of workplace bullying among Information Technology Professionals in India was recorded at 41.4%, frequenting weekly (Ciby, 2016). A survey, conducted at a Government Medical College in Tamil Nadu, reported bullying prevalence to be 53% in men and 48% in women. Moreover, 90% of these incidents went unreported (Bairy et. al, 2007).

Not only is workplace bullying widely prevalent but also leads to serious & negative human costs-physical and psychological, institutional costs, and spillover costs. Research has established a connection between workplace bullying victimization and physical ill-health (Ciby, 2016). Some of the physiological effects documented include type 2 diabetes. Bullied participants were found to have 1.46 times higher risk of developing type 2 diabetes compared with non-bullied participants (Xu et al., 2018). Some other physiological issues included sleep problems, musculoskeletal complaints and lower salivary cortisol (Hershcovis, Reich, & Niven, 2015). Research suggested an association between bullying and PTSD diagnosis based on a moderate correlation between bullying and an overall symptom-score of PTSD (Nielsen, 2015).

Moreover, Matthiesen & Einarsen (2004) found that victims had higher levels of post-traumatic stress disorder (PTSD) than several other non-bullied high trauma control groups (divorced, war zone persons). Positive associations were found between workplace bullying and symptoms of depression, anxiety and stress-related psychological complaints. Furthermore, effects of workplace bullying were observed on mental health, causing complaints in the long run (Verkuil et al. 2015). Victims of bullying reported overt anger, higher levels of burnout and emotional exhaustion (Hershcovis, Reich, & Niven, 2015).

Bullying affects far too many people than the prevalence rates. The effects of bullying can also be seen in the observers of bullying who have reported emotional exhaustion and some even reported anger at the perpetrators and took actions to punish them. Therefore, consequences of bullying are

unhealthy and undesirable for anyone at the workplace (Hershcovis, Reich, & Niven, 2015).

Outcomes of workplace bullying are not limited to the employees but are also extended to the whole institution. In a meta-analysis, exposure to workplace bullying was moderately associated with increased risk of sickness absence as victims experienced emotional and physiological impairments (Nielsen et al. 2016; Hershcovis et al 2015). In another meta-analysis, the long-term effect of exposure to bullying on absenteeism was weak (Nielsen, Einarsen, 2012). When victims did show up at the office, they exhibited lower task performance, creativity, job satisfaction, life satisfaction, organizational commitment and higher counterproductive work behavior and intentions to quit (Hershcovis et al. 2015).

As a result of these adverse consequences of bullying, Sheehan et al. (2001) made a case that workplace bullying costed Australian businesses billions of dollars annually and in the United States, organizations lost USD 14,000 per employee in lost performance (Hershcovis, Reich, & Niven, 2015).

Workplace bullying also has a trickle-down effect in which supervisors who felt unfairly treated by their organization were more likely to indulge in abusive supervision which in turn increased the chances of these abused employees to abuse their family members; spouses of targets of workplace bullying demonstrated adverse health effects (Hershcovis et al. 2015).

Prevention is always better than cure. Thus, factors influencing workplace bullying in India need more emphasis in literature. This paper explored the relationship of workplace bullying victimization with two constructs: Self-Compassion (SC) and Sense of Coherence (SOC).

Workplace Bullying Victimization

Workplace bullying refers to acts that offend, socially exclude, negatively affect work tasks or harass someone. Subsequently, the target person faces such negative social acts systematically and finds himself/herself in an inferior position (Escartín et.al, 2010).

According to Escartin et. al workplace bullying consists of 4 components each of which are a subscale in the Workplace Bullying Scale EAPA-T. (1) Control and manipulation of the work context subscale captures the indirect acts of aggression towards the work context of the victim as a result of which the victim may be excluded from social gatherings in the work space, find his/her materials altered/damaged, etc. (2) Emotional Abuse Subscale covers acts of direct aggression such as being threatened with

harm to ensure compliance and attack on one's opinions and beliefs. (3) Professional Discredit Subscale covers aspects such as being reminded of one's mistakes and contempt expressed over correct decisions and achievements. (4) Role Devaluation Subscale refers to being assigned either impossible or lower level tasks than previously set roles.

A body of literature has been devoted to understanding the characteristics of the environment that increases the likelihood of the occurrence of bullying. Consequently, research has also focused on the defining characteristics of perpetrators and victims.

Certain factors in the work environment can also increase the likelihood of bullying. Job insecurity, low job autonomy, high workload was associated with being both a perpetrator and a target of workplace bullying (Hershcovis, Reich, & Niven, 2015). Leadership also played an important role in the occurrence of bullying, for example, perpetrators reported having less charismatic and more abusive leaders whereas targets reported less fair and supportive leaders.

Previous research also demonstrated workplace injustice as a predictor of bullying (Hershcovis, Reich, & Niven, 2015).

Perpetrators typically portrayed personality traits such as narcissism (Penney & Spector, 2002), trait anger (Hershcovis et al., 2007), vengefulness (Douglas & Martinko, 2001), and trait anxiety (Fox & Spector, 1999). They were more likely to have a history of being bullied themselves, also reporting lower self-esteem (Hershcovis, Reich, & Niven, 2015). The perpetrator can be in any role in the workplace. However most often, the perpetrator was the one with more power (or perceived power) than the victim (Mikkelsen & Einarsen, 2002).

Research by Olweus (1978) argued that some employees may possess characteristics and traits that made it likely for them to become targets of workplace bullying. This body of research has also suggested that such traits may cause some to perceive bullying even in its absence. Fascinatingly, some research has shown that victims possess similar traits as perpetrators i.e. higher levels of trait anger and anxiety, negative affectivity, disagreeability, cognitive ability and conscientiousness (Hershcovis, Reich, & Niven, 2015).

A study by Ariza-Montes et al. (2013) demonstrated the factors that increase the likelihood of healthcare workers perceiving themselves as victims of bullying: working on a shift schedule, performing monotonous and

rotating tasks, work stress, little satisfaction from working conditions, and seemingly little opportunities for promotions.

That being said, according to a meta-analysis on the factors influencing workplace bullying, organizational factors (organizational tolerance, supervisor incivility, job stress, group morale, group support, supervisor leadership, group identity, and structural empowerment) played a much greater role than individual factors (self-esteem, psychological capital, and marital status) (Kang & Minjoo, 2016).

Self-Compassion

Self-compassion (SC) consists of being kind and understanding towards oneself while experiencing difficult situations or pain instead of criticizing oneself; understanding that one's experiences are not isolated but part of the larger human experience; and being mindful about difficult and painful thoughts and feelings instead of over-identifying with them. Neff described self-compassion as a positive self-attitude that may protect one from various negative consequences of self-judgment, isolation, rumination, and even counter the tendencies towards narcissism, self-centeredness, and downward social comparison (Neff, 2003). The Self-Compassion Scale by Kristin Neff consists of six subscales, three positive and three negative. The positive subscales are Self-kindness, Common humanity and Mindfulness. The negative subscales are Self-judgement, Isolation and Over-identification. To have compassion towards oneself, one needs to be mindful of one's feelings (Mindfulness) instead of overidentifying with them (Over-identification) and be able to act kindly towards oneself when in difficult/ painful situations (Self-kindness) instead of criticizing (Self-judgement). This should be accompanied by an understanding that one's experiences are part of the human experience (Common humanity) and not isolated (Isolation).

Past Research Studies on Bullying and Self-Compassion

Research done on a bullied younger cohort has paved the way for further research on adults; Gonynor (2016) researched the relationships among mindfulness, self-compassion, bullying perpetration, and bullying victimization in middle school students. Students from the urban school were enrolled in the bullying prevention program while the students in the rural school were not. The results supported the hypothesis that a negative relationship exists between mindfulness and bullying (perpetration and victimization). Similarly, the relationship between self-compassion and bullying victimization was found to be negative i.e. more self-compassionate the

students were, the less likely they were to be bullied.

In a longitudinal study of the relationship between peer victimization and non-suicidal self-injury (NSSI) conducted by Jiang et al. (2016), the buffering effects of self-compassion were studied. In a sample of 525 secondary school students, peer victimization significantly predicted NSSI. However, this association was weak in victims with high levels of self-compassion.

Mindfulness is one of the subscales of SC and a quasi-experimental study was conducted on a sample of 20 children (grade 3-5) to investigate the effectiveness of mindfulness-based child cognitive therapy (MBCT-C) on bullying behaviors in children. Participants in both experimental and control groups were required to answer the Illinois Bullying Scale before and after the intervention of MBCT-C. An analysis of covariance demonstrated that MBCT-C can greatly reduce (effect size=0.89) bullying behavior (Faraji, Talepasand, &Boogar, 2019). Thus, mindfulness interventions not only reduced bullying behaviors but also helped victims in the process of coping.

Zhang & Wang (2019) studied the mediating role of self-compassion in the association between bullying victimization and depression. The sample for this study consisted of 112 college students with physical disabilities in China. Results showed that bullying victimization was positively associated with depression through decreased self-compassion. Thus, self-compassion also helped in recovering from bullying victimization.

Zhou et al. (2017) investigated resilience as the mediator and mindfulness as a moderator in the relationship between bullying victimization and symptoms of depression. The sample consisted of 448 Chinese children (grade 3 to 6) who were asked to complete the revised Bully/Victim Questionnaire, the Chinese version of the Center for Epidemiologic Studies Depression Scale for Children, the Child and Youth Resilience Measure, as well as the Child and Adolescent Mindfulness Measure. Results showed that resilience partially mediated the relation between bullying victimization and depressive symptoms and both the effect of bullying victimization on depressive symptoms and the mediating effect of resilience were moderated by mindfulness. These two effects were stronger on children with lower mindfulness scores. This study suggested that interventions designed to increase resilience and mindfulness can ward off the negative consequences of bullying victimization.

Chua et al. (2018) conducted a study with the aim to study the underlying processes- hopelessness and self-compassion, that may mediate or moder-

ate the relationship between cyberbullying victimization and depression & anxiety. The sample consisted of 489 Chinese adolescents (age ranged from 11 to 15) who filled out measures of cyberbullying victimization, hopelessness, self-compassion, depression, and anxiety. Results achieved by the bias-corrected bootstrap method revealed that hopelessness was negatively correlated with sense of coherence and partially mediated the relationships between cyberbullying victimization and depression & anxiety. The effects of cyberbullying victimization on depression & anxiety and the mediation effects of hopelessness were both moderated by self-compassion. Thus, it can be claimed that self-compassion offered some benefits in cases of victimization (Forintos et al., 2013).

Self-Compassion has a significant impact in clinical and social settings. However, its role in the organizational domain has seldom been examined (Dev et al., 2018). Specifically, with self-compassion being viewed as a resilience factor and as a valid predictor of well-being, empirical evidence has revealed associations between self-compassion, emotional exhaustion, and burnout at the workplace (Alkema et al., 2008; Raab, 2014; Dev et al., 2018). Furthermore, self-compassion enhanced performance as it offered a pathway to overcome mental barriers, aversive thoughts, fear of failure, and negative emotions (Neff and Knox, 2017). Compared with those lower in self-compassion, high self-compassionate individuals were more emotional, connected, accepting, and less controlling partners (Neff and Beretvas, 2013). They tend to be more empathic and compassionate toward other people (Longe et al., 2010), and express more prosocial behaviors (Lindsay and Creswell, 2014). These qualities may contribute to their willingness to express more prosocial behaviors at work thereby reducing their chances of being bullied in the workplace.

Recent meta-analyses have provided consistent and significant empirical support indicating that self-compassion is positively associated with personal well-being (Zessin et al., 2015) and negatively associated with psychopathology (MacBeth and Gumley, 2012). For example, self-compassion has been shown to decrease anxiety and depression, even when controlling for negative affect and self-criticism (Neff, 2003; Neff and Germer, 2017).

Sense of Coherence

Aaron Antonovsky conceptualised sense of coherence in 1987, defining it as a global phenomenon that refers to the extent of one's confidence that stimuli in one's environment are predictable and that resources required to

deal with these stimuli are available and these demands from the environment are worth to be invested in. The concept consisted of three components:

(1) Comprehensibility, (2) Manageability, and (3) Meaningfulness. The first subscale deals with the extent of one's capacity to predict internal as well as external stimuli and the level of clarity about feelings. The second subscale refers to the strength of one's perception of control and ability to manage the challenges posed. The last subscale captures the individual's view whether the resources spent on the challenges posed are worth the effort and in line with their goals in life.

Past Research Studies on Bullying and Sense of Coherence

A study conducted by Høgh and Mikkelsen (2005), on a large sample of the Danish workforce, analysed the relationships between exposure to violence at work, sense of coherence, and stress reactions. The findings showed that employees subjected to violence had a weaker sense of coherence as compared to the rest of the respondents. The evidence from this research suggested that sense of coherence acted as a mediator and not as a moderator of relationships between exposure to violence and psychological, psychosomatic, and cognitive stress reactions. However, it displayed a link between sense of coherence and violence at work.

García-Moya, Suominen & Moreno (2014) conducted a study aimed to look at the prevalence of bullying victimization and its impact on physical and psychological complaints in a sample of adolescents and to explore the role of sense of coherence (SOC) in victimization prevalence and consequences. A sampling of Spanish adolescents (N = 7580, mean age = fifteen.41) was chosen as a part of the Health Behaviour in school-aged kids. Bullying victimization, physical and psychological symptoms, and SOC were measured, and comparisons were created between strong-SOC and weak-SOC adolescents relating to their probability of being a victim of bullying. Henceforth, the negative effects of bullying victimization were seen in their health. The findings showed that weak-SOC adolescents were more vulnerable to bullying victimization regardless of the sort (non-physical vs physical) or means (traditional vs cyberbullying). Additionally, bullying victimization showed important increasing effects on weak-SOC adolescents' physical and psychological symptoms. Whereas, in strong-SOC adolescents, bullying victimization was not related to an increase in physical complaints. Its effects on psychological complaints were perceived to be weaker. The research concluded that weak-SOC adolescents appeared

to be at a higher risk of changing into bullying victims. Victimization experiences seemed to have increased negative effects on them as compared to adolescents with a stronger SOC.

A study by Nielsen, Matthiesen & Einarsen (2008) investigated the sense of coherence (SOC) to be a protective factor for the targets of workplace bullying. A cross-sectional sample of 221 self-labeled targets of workplace bullying was tested for the hypothesis that strong SOC lessens the relationship between exposure to bullying and symptoms of posttraumatic stress. The findings suggested that SOC offers the most protective benefits to targets exposed to low levels of bullying, whereas the benefits of SOC diminished as bullying became more severe. Additionally, the results also supported the idea that regardless of the targets' available coping resources, workplace bullying was a traumatic experience for people exposed to it. Within their sample of 221 participants (age range from 28 to 75 years), a negative correlation was found of SOC with both- symptoms of PTSD and exposure to bullying.

Cunniff (2012) studied the correlation between workplace bullying, socio-demographic characteristics, sense of coherence, and diversity experiences in a sample of South African employees. The findings indicated that workplace bullying was a prevalent problem in South Africa with people experiencing frequent overall bullying. It additionally showed that individuals with a higher SOC experienced lower levels of bullying as compared to individuals with a lower SOC. This study viewed SOC as a resiliency indicator that might have both direct and indirect effects on an individual's well-being because it influenced the individual's perception of his/her coping-abilities. SOC was found to moderate stress that ought to be relevant to the consequences of bullying as the experience created stress for the victims exposed to bullying. Individuals with a low SOC tended to be less able to manage stress experiences (such as workplace bullying) and reported higher levels of workplace bullying than individuals with a higher SOC.

Method

Operational Definitions of Variables

- 1. Workplace bullying** was referred to as “harassing, offending, socially excluding someone or negatively affecting someone’s work tasks. It is an escalating process in the course of which the person confronted ends up in an inferior position and becomes the target of systematic negative social acts” (Escartín et. al, 2010).

- 2. Self-Compassion** “entails being kind and understanding toward oneself in instances of pain or failure rather than being harshly self-critical; perceiving one’s experiences as part of the larger human experience rather than seeing them as isolating; and holding painful thoughts and feelings in mindful awareness rather than over-identifying with them” (Neff, K.,2003 pp85-101).
- 3. Sense of Coherence**, as defined by Antonovsky (1987), is “a global orientation that expresses the extent to which one has a pervasive, enduring though dynamic feeling of confidence that (1) the stimuli deriving from one’s internal and external environments in the course of living are structured, predictable and explicable; (2) the resources are available to one to meet the demands posed by these stimuli; and (3) these demands are challenges, worthy of investment and engagement.”

Hypotheses

Null hypotheses

1. There will be no significant relationship between workplace bullying victimization and self-compassion.
2. There will be no significant relationship between workplace bullying victimization and sense of coherence.

Alternative Hypotheses

1. There will be a significant relationship between workplace bullying victimization and self-compassion.
2. There will be a significant relationship between workplace bullying victimization and sense of coherence.

Tools used for data collection

1. The Workplace Bullying Scale EAPA-T (Escala de AbusoPsicologico Aplicadoenel Lugar de Trabajo, Scale of Psychological Abuse Applied in the Workplace) was used to measure workplace bullying victimization. The EAPA-T is a 12-item instrument that can be used uniormulti-dimensionally. It consists of 4 subscales: (1) control and manipulation of the work context (2) emotional abuse (3) professional discredit (4) professional devaluation. Statements on the EAPA-T scale were rated on a scale of 0 (never) to 4 (almost daily) by participants (Escartin et al., 2010).

2. The Self-Compassion Scale (SCS; Neff, 2003) was used to measure self-compassion among the participants. The scale included six subscales with the three core components being self-kindness, common humanity, and mindfulness and the other three being negative opposite constructs- self-judgment, isolation, and over-identification (Neff, 2003). Statements on the Self-Compassion Scale were rated on a 5 point likert scale. The self-report 26-item SCS explicitly represented the thoughts, emotions, and behaviors associated with the three components of self-compassion and included items that measured how often people respond to feelings of inadequacy or suffering within each of six components.
3. Antonovsky's (1987) Sense of Coherence-13 (SOC-13) scale which was a shorter version of the original SOC-29, was used to measure the concept of SOC. The shorter version of the SOC scale consisted of three subscales: (1) Comprehensibility (to which 5 items contribute), (2) Manageability (4 items), and (3) Meaningfulness (4 items). Participants responded to each item on a 7 point likert scale (1 indicated totally disagree and 7 indicated totally agree). The score ranged between 13 and 91 points.

Procedure of Data Collection

The time period of data collection was from 7th to 14th January in the year 2020. The survey was conducted manually by approaching employees in different workplaces in South Mumbai (Banking and Financial firms) after seeking institutional permission. Participants were guaranteed confidentiality of the information they were to furnish. Questionnaire packets were distributed to groups of 8-10 participants at a time. The questionnaire packet included informed consent form and demographic details on the first page. Following which, the three scales were organized in a random order. They took approximately 10-15 minutes to complete the packet. Researchers were present nearby to answer any doubts/queries of the participants. After completion of the questionnaire packet, participants were debriefed by one of the researchers and thanked for their participation.

Sample Size and Participants' Characteristics

The sample size was 104 but 16 were eliminated due to incomplete questionnaires and 2 more were eliminated as their workplace bullying scores were outliers. Therefore, the final sample size was 86, comprising 29 females and 57 males. They were employed in various private and public sector firms in Mumbai. Among these, 55 participants reported themselves

to be married, 30 reported to be unmarried and 1 participant did not report his/her marital status. Additionally, 60 participants reported that they belong to the public sector, whereas 19 participants reported themselves to belong to the private sector and 7 participants didn't report their sectors. The age range of the participants was 20-72 and the mean age of participants was 39 years . The mean years of work experience was 14.74 years.

Statistical analysis

Descriptive statistics such as mean and standard deviation were calculated to determine the nature of data. Non - parametric Spearman's Rho correlation was done to find out the relationship between workplace bullying victimization and self-compassion and workplace bullying victimization and sense of coherence respectively since the data wasn't normally distributed as seen after doing Royston's Multivariate normality test.

Results and Discussion

Table 1. Descriptive statistics of the variables

| Variables | Range | Mean | SD |
|--------------------|-------|-------|------|
| Workplace Bullying | 0-48 | 4.64 | 5.64 |
| Self-Compassion | 1-5 | 3.39 | 0.55 |
| Sense of Coherence | 13-91 | 50.91 | 5.99 |

Table 2. Spearman's Rho of the variables

| N=86 | SC | SOC |
|--------------------------|-------|------|
| WBV | -0.13 | 0.20 |
| Statistical significance | ns | ns |

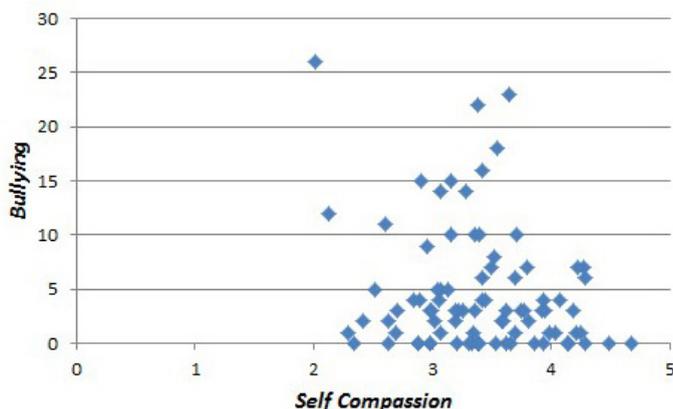


Figure 1. Self-compassion and Bullying scatterplot (n=86)

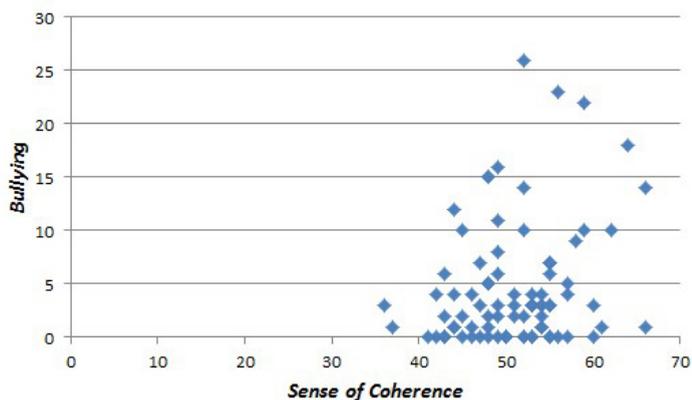


Figure 2. Sense of Coherence and Bullying scatterplot (n=86)

Table 1 described the mean and SD scores of all the 3 variables respectively. The mean score of bullying was 4.64 which indicated low on the possible range of 0-48, the mean score of SC was 3.39 which was moderate on the possible range of 1-5 and the mean score of SOC was 50.91 which was moderate on the possible range of 13-91. SD scores showed that individual differences were high and similar in Bullying and SOC (B-5.64, SOC-5.99), but were low in SC (0.55) as seen in table 1.

Royston's Multivariate Normality Test on the sample revealed that the sample was not normally distributed. Therefore, a non-parametric Spearman's Rho was used to find the correlation between variables.

As seen in Table 2, the correlation between workplace bullying victimization and self-compassion was negative, low, and statistically not significant ($r_s(84) = -0.13$, ns). As also seen in figure 1, it showed a scatter plot representing the relationship between Bullying and SC. This finding suggested that the researchers do not have sufficient evidence to reject the null hypothesis.

A low, positive, but statistically not significant correlation was found between workplace bullying victimization and sense of coherence ($r_s(84) = 0.20$, ns). As also seen in figure 2, the graph shows a scatter plot representing the relationship between Bullying and SOC. This suggested that researchers do not have enough evidence to reject the null hypothesis.

Both the correlation values were found to be statistically not significant. The researchers failed to reject the null hypotheses. This could have happened due to low sample size or sampling error. Another possibility may be that there is no linear correlation between workplace bullying and self-com-

passion & sense of coherence. There might exist a non-linear correlation. It is also possible that self-compassion or sense of coherence act as mediators or moderators between bullying and stress at work. Other factors of work environments (like job demand, resources provided, promotion prospects, job responsibilities) were not carefully observed or measured or controlled which might have influenced the data. Although many studies have been conducted that state an important role of SOC in influencing how individuals respond to stressful circumstances (Nel, Crafford, & Roodt, 2004).

Limitations

Some worth to ponder over factors might have affected the obtained results. First, the sample size was small resulting in limited power to detect significant associations. The study also utilized self-report surveys for data collection which may have introduced bias in the survey responses. Also, males were more in the data as compared to females and males are inclined to under-report their problems especially when researchers administering the questionnaires are of the opposite gender (females). There was a possibility that participants would have given non-frank responses as the survey was conducted at their workplaces and there could be a sense of fear due to the presence of their supervisors around. Another validity issue was social desirability (faking good) which may have influenced an individual to report higher levels of self-compassion and sense of coherence and lower levels of bullying to be viewed favorably by others. Additionally, it may be possible that the participants' language handicap could have biased the data. The results obtained are hard to generalize over the larger population because of lack of statistical significance and a low sample size. Also, the unmeasured unobserved factors (mediators and moderators or errors) could have influenced the results.

Suggestions for future research

Research on workplace bullying in India is still in its infancy. The questionnaires used in this study were not designed keeping the Indian context in mind and so would have been more appropriate to foreign population samples. In future bullying can be assessed in the Indian context the way it relates and is more suitable to the Indian population. Questionnaires that are more suitable to the Indian population in terms of practices, context, languages, and culture can be used. Perhaps pilot work can be done on the most crucial manifestations of bullying in Indian workplaces and make sure to assess those by choosing a more appropriate tool. Also, a larger representative sample can be used in future research. This sample was fo-

cused on the financial sector, so maybe a sample of different sectors can give different insights into the matter.

Possibly, a more qualitative research method like an interview or observation which focuses on below the surface details can be used to collect data. It might be worth investigating whether factors outside of the organizations influence diversity experiences in them and their effects on the occurrence of workplace bullying.

Current research has not tested mediating, moderating, and interactive relationships among bullying victimization, self-compassion, and sense of coherence. But at the same time, the current study contributed to the literature by testing the direct associations of bullying victimization on self-compassion, and sense of coherence among Indian adults. Thus, this paper extended what is currently known about the association between bullying victimization, self-compassion, and sense of coherence.

Conclusion

There was no significant relationship found between Workplace Bullying Victimization & Self-Compassion and Workplace Bullying Victimization & Sense of Coherence.

References

- Antonovsky, A. (1987). *Unraveling the mystery of health: How people manage stress and stay well*. Jossey-bass.
- Ariza-Montes, A., Muniz, N. M., Montero-Simó, M. J., & Araque-Padilla, R. A. (2013). Workplace bullying among healthcare workers. *International journal of environmental research and public health*, 10(8), 3121-3139.
- Bairy, K. L., Thirumalai Kolundu Subramanian, P., Sivagnanam, G., Saraswathi, S., Sachidananda, A., & Shalini, A. (2007). Bullying among trainee doctors in Southern India: a questionnaire study. *Journal of Postgraduate Medicine*, 53(2), 87.
- Balducci, C., Fraccaroli, F., & Schaufeli, W. B. (2011). Workplace bullying and its relation with work characteristics, personality, and post-traumatic stress symptoms: An integrated model. *Anxiety, Stress & Coping*, 24, 499–513. doi:10.1080/10615806.2011.555533
- Chu, X. W., Fana, C. Y., Liua, Q. Q., & Zhoua, Z. K. (2018). Cyberbullying victimization and symptoms of depression and anxiety among Chinese adolescents: Examining hopelessness as a mediator and self-compassion as a moderator. *Computers in Human Behavior* (2018), doi: 10.1016/j.chb.2018.04.039
- Ciby, M. (2016). *Workplace bullying: Prevalence and effects on turnover intention & physical health among information technology professionals in India* (Doctoral dissertation).

- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Hillsdale, NJ: Lawrence Erlbaum Associated. doi:24 -7-2020
- Cunniff, L. (2011). *Workplace bullying of South African employees: Prevalence and the relationship with sense of coherence and diversity experiences* (Doctoral dissertation, North-WestUniversity).
- Dev, V., Fernando, A. T. III, Lim, A. G., and Consedine, N. S. (2018). Does self-compassion mitigate the relationship between burnout and barriers to compassion? A cross-sectional quantitative study of 799 nurses. *International Journal of Nursing Studies* 81, 81–88. doi:10.1016/j.ijnurstu.2018.02.003
- Douglas, S. C., & Martinko, M. J. (2001). Exploring the role of individual differences in the prediction of workplace aggression. *Journal of applied psychology*, 86(4), 547.
- Eriksson M., Mittelmark M.B. (2017) *The Sense of Coherence and Its Measurement*. In: Mittelmark M. et al. (eds) *The Handbook of Salutogenesis*. Springer, Cham
- Escartín, J., Rodríguez-Carballeira, Á., Gómez-Benito, J., & Zapf, D. (2010). Development and validation of the workplace bullying scale EAPA-T. *International Journal of Clinical and Health Psychology*, 10(3), 519-539.
- Faraji, M., Talepasand, S., & Rahimian Boogar, I. (2019). Effectiveness of mindfulness-based cognitive therapy for child on bullying behaviors among children. *International Archives of Health Sciences*, 6(1), 52-57.
- Folkman S. (2013) *Stress: Appraisal and Coping*. In: Gellman M.D., Turner J.R. (eds) *Encyclopedia of Behavioral Medicine*. Springer, New York, NY. https://doi.org/10.1007/978-1-4419-1005-9_215
- Forintos, D. P., Rózsa, S., Pilling, J., & Kopp, M. (2013). Proposal for a short version of the Beck Hopelessness Scale based on a national representative survey in Hungary. *Community mental health journal*, 49(6), 822-830.
- Fox, S., & Spector, P.E. (1999). A model of work frustration–aggression. *Journal of organizational behavior*, 20(6), 915-931.
- García-Moya, I., Suominen, S., & Moreno, C. (2014). Bullying victimization prevalence and its effects on psychosomatic complaints: can sense of coherence make a difference?. *Journal of school health*, 84(10), 646-653.
- Gonynor, K. A. (2016). *Associations among mindfulness, self-compassion, and bullying in early adolescence* (Doctoral dissertation, Colorado State University Libraries).
- Herscovis, M. S., Reich, T. C., & Niven, K. (2015). *Workplace bullying: causes, consequences, and intervention strategies*, SIOP White Paper Series. Society for Industrial and Organizational Psychology, UK, London.
- Herscovis, M. S., Turner, N., Barling, J., Arnold, K. A., Dupré, K. E., Inness, M., ... & Sivanathan, N. (2007). Predicting workplace aggression: a meta-analysis. *Journal of applied Psychology*, 92(1), 228.
- Hogh, A., & Mikkelsen, E. G. (2005). Is sense of coherence a mediator or moderator of relationships between violence at work and stress reactions?. *Scandinavian Journal of Psychology*, 46(5), 429-437.

- Hollis, L. P. (2015). Bully university? The cost of workplace bullying and employee disengagement in American higher education. *Sage Open*, 5(2), 2158244015589997.
- Holmefur, Marie & Sundberg, Kay & Wettergren, Lena & Langius-Eklöf, Ann. (2014). Measurement properties of the 13-item sense of coherence scale using Rasch analysis. *Quality of life research : an international journal of quality of life aspects of treatment, care and rehabilitation*. 24. 10.1007/s11136-014-0866-6.
- Jiang, Y., You, J., Hou, Y., Du, C., Lin, M. P., Zheng, X., & Ma, C. (2016). Buffering the effects of peer victimization on adolescent non-suicidal self-injury: The role of self-compassion and family cohesion. *Journal of Adolescence*, 53, 107-115.
- Kang J, Lee Minjoo (2016). The Related Factors to Workplace Bullying in Nursing: A Systematic Review and Meta-analysis. *Korean Journal of Adult Nursing*, 28(4).
- Longe, O., Maratos, F. A., Gilbert, P., Evans, G., Volker, F., Rockliff, H., et al. (2010). Having a word with yourself: neural correlates of self-criticism and self-reassurance. *Neuroimage* 49, 1849–1856. doi: 10.1016/j.neuroimage.2009.09.019
- MacBeth, A., and Gumley, A. (2012). Exploring compassion: a meta-analysis of the association between self-compassion and psychopathology. *Clinical Psychology Rev*. 32, 545–552. doi: 10.1016/j.cpr.2012.06.003
- Matthiesen, S. B., & Einarsen, S. (2004). Psychiatric distress and symptoms of PTSD among victims of bullying at work. *British journal of guidance & counselling*, 32(3), 335-356.
- Mikkelsen, E. G. E., & Einarsen, S. (2002). Basic assumptions and symptoms of post-traumatic stress among victims of bullying at work. *European journal of work and organizational psychology*, 11(1), 87-111.
- Neff, K. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and identity*, 2(2), 85-101.
- Neff, K. D., and Germer, C. K. (2013). A pilot study and randomized controlled trial of the mindful self-compassion program. *Journal of Clinical Psychology*, 69, 28–44. doi: 10.1002/jclp.21923
- Nel, D. J., Crafford, A., & Roodt, G. (2004). The relationship between sense of coherence and goal setting. *SA Journal of Industrial Psychology*, 30, 46–55. doi:10.4102/sajip.v30i2.154 [Crossref], [Google Scholar]
- Nielsen, M. B., & Einarsen, S. (2012). Outcomes of exposure to workplace bullying: A meta-analytic review. *Work & Stress*, 26(4), 309-332.
- Nielsen, M. B., Indregard, A. M. R., & Øverland, S. (2016). Workplace bullying and sickness absence: a systematic review and meta-analysis of the research literature. *Scandinavian journal of work, environment & health*, 359-370.
- Nielsen, M. B., Matthiesen, S. B., & Einarsen, S. (2008). Sense of coherence as a protective mechanism among targets of workplace bullying. *Journal of occupational health psychology*, 13(2), 128.
- Nielsen, M. B., Matthiesen, S. B., & Einarsen, S. (2010). The impact of methodological moderators on prevalence rates of workplace bullying. A meta-analysis. *Journal of Occupational and Organizational Psychology*, 83(4), 955-979.

- Nielsen, M. B., Tangen, T., Idsoe, T., Matthiesen, S. B., & Magerøy, N. (2015). Post-traumatic stress disorder as a consequence of bullying at work and at school. A literature review and meta-analysis. *Aggression and violent behavior*, 21, 17-24.
- Olweus, D. (1978). *Aggression in the schools: Bullies and whipping BOYS*. D. Olweus. Washington, Hemisphere Publ. Corp., 1978. No. of pages: xiii 4 + 218. *European Journal of Social Psychology*, 10: 101-101. doi:10.1002/ejsp.2420100124
- Penney, L. M., & Spector, P. E. (2002). Narcissism and counterproductive work behavior: Do bigger egos mean bigger problems?. *International Journal of Selection and Assessment*, 10(1-2), 126-134.
- Reizer A (2019) Bringing Self-Kindness Into the Workplace: Exploring the Mediating Role of Self-Compassion in the Associations Between Attachment and Organizational Outcomes. *Frontiers in Psychology*, 10:1148. doi: 10.3389/fpsyg.2019.01148
- Sheehan, M., McCarthy, P., Barker, M., & Henderson, M. (2001, June). A model for assessing the impacts and costs of workplace bullying. In Standing Conference on Organisational Symbolism (SCOS), Trinity College, Dublin (Vol.30).
- Verkuil, B., Atasayi, S., & Molendijk, M. L. (2015). Workplace bullying and mental health: a meta-analysis on cross-sectional and longitudinal data. *PloS one*, 10(8).
- Xu, T., Hanson, L. L. M., Lange, T., Starkopf, L., Westerlund, H., Madsen, I. E., ... & Hansen, Å. M. (2018). Workplace bullying and violence as risk factors for type 2 diabetes: a multicohort study and meta-analysis. *Diabetologia*, 61(1), 75-83.

Web sources

- Monzani, L. (n.d.). *The Workplace Bullying Scale-Reduced (EAPA-T-R): A Useful Instrument for Daily Diary and Experience Sampling Studies*. Retrieved June 18, 2020, from https://www.academia.edu/28087093/The_Workplace_Bullying_Scale_Reduced_EAPA-T-R_A_Useful_Instrument_for_Daily_Diary_and_Experience_Sampling_Studies
- The Self-Compassion Scale and Test (Incl. PDF). (2020, February 11). Retrieved June 18, 2020, from <https://positivepsychology.com/self-compassion-scale/>

ESSAYS

Reflections on Life Skills Education, Values and Social Inclusion during the Era of Fake News

Dr. Sheila Parvyn Wamahiu

Abstract

We live in a highly unequal world fueled by misinformation, myths, violence, and hate for the other. Our social identities structure our realities and access to social privileges. For those who are poly-deprived, the accumulation of inequalities through life results in their exclusion from the mainstream and prevents them from participating fully in the social, economic and political life of their societies. Though social exclusion is not a new phenomenon, social media channels enable exclusionary beliefs and ideologies supported by “fake” news to spread much faster and to reach wider audiences than previously. The focus of Life Skills Education (LSE) on nurturing foundational psychosocial competencies like critical thinking, empathy, negotiation and values like respect, non-discrimination, diversity, and social justice should - ideally - contribute to a more inclusive society. It has the potential to help learners break out of discriminatory mindsets that foster and entrench social exclusion. However, there is a disconnect between the ideal and the practice. Even when LSE is a curriculum subject, it is not prioritised in the time table and its delivery is largely ineffective, as is the case in East Africa. In order to break the cycle of discrimination and social exclusion in and through formal education, orientation of school leaders on the value of LSE is a must as is building capacity of teachers to nurture (not “teach”) life skills and associated values in learners so that they are weaned away from discriminatory mindsets and violent, hateful behaviours and learn to distinguish between facts and myths.

Introduction

Good afternoon, to all wherever you may have joined in from. I would like to begin by thanking the Indian Association of Life Skills Education, the Ajmal group of institutions and the Ajmal Foundation. It is a privilege for me to have the opportunity to share my reflections on life skills education, values and social inclusion in the era of “fake news”

Today we live in an era of “fake news” in the form of misinformation, disinformation, myths, propaganda, stereotypes, labelling and othering. This is not a new phenomenon; “fake news” as conceived in this talk have been used by people all over the world, over the centuries to reinforce social identities and entrench socio-economic, cultural, religious, ethnic and gender and other boundaries. Our social identities structure our realities and access to social privileges. For those who are poly-deprived, the accumulation of inequalities through life results in their exclusion from the mainstream and prevents them from participating fully in the social, economic and political life of their societies.

In the contemporary world, however, “fake news” has assumed pandemic proportions assisted by the Internet, spreading across countries and continents at an unprecedented pace and reaching more people than never before. We have witnessed “fake news” being used as a tool for manipulation in the Machiavellian sense, as in the USA, to polarize people, instill fear and entrapping the underprivileged in a vicious cycle of inequality and exclusion. During the COVID -19 pandemic, we have seen all manners of “advice” flying around that counter scientific evidence on prevention and containment of the virus. This affects not only children but also adults. Controls are short term measures at best - while there may be some need of putting in place measures that prevent children accessing certain media, is it really enough? If children (and adults) were to be nurtured into a culture that encourages critical thinking, problem solving, collaborative actions and is respectful of others, the impact would be stronger and longer- term.

In my talk, I shall connect the dots to argue that though “fake news” fuels social exclusion, values and life skills education has the potential to extinguish the flames through nurturing the values of mutual respect, compassion and social justice, and the ability to think critically, to empathize with the other and resolve conflicts peacefully. However, using my experiential knowledge and research findings, I shall highlight key insights that demonstrate the relegation of Life Skills Education in educational practice in Kenya, and the absence of non-discriminatory values and life skills from many of the classrooms.

Learning Values Early

I will start with my personal journey with values and life skills education. My journey with Values Education began almost from the time I was born - my parents believed in and practiced universal values and the human right principles of non-discrimination and inclusion. My siblings and I grew up

in an inclusive environment that was welcoming and respectful of people from diverse backgrounds - Muslims (I am a Muslim), Christian, Hindu, people of faith and people who did not subscribe to any particular religion. Our friends, family and influencers were also multiracial, multi-religious and multiethnic. We soaked in messages of social justice and peace through the music and poetry of Nazrul Islam, Tagore, Allamah Iqbal, and the fakirs and Sufi saints of the South Asian sub-continent. At my school, run by Catholic missionaries, emphasis was once again on respect for diversity. At the core was the message of our common humanity and learning to differentiate between the rhetoric of hate and divisiveness on the one hand (the “fake news” in today’s language) and universal, humanistic values on the other hand.

Values that are nurtured in early childhood and reinforced through adolescence remain for life. And so here I am, in my multiple roles as educationist, researcher, and human rights advocate, exploring ways in which positive, universalistic values may be nurtured in children through the education systems in East Africa.

Key Takeaway: My experience illustrates that early childhood socialization matters in inculcating positive values, but the values must be congruent across the home, social environment and school and needs to be reinforced during adolescence.

Question: Given the critical importance of early childhood socialization in the learning of values and life skills can these be learnt later in life during adolescence?

My Debut into Life Skills Education

Life Skills Education is perceived to contribute to the transformation of mindsets and attitudes and reduction of risky behaviours. It targets learners of different ages and in the assumption that yes, it is possible to learn values and life skills even in adolescence.

My engagement with Life Skills Education came later in life in East Africa at the peak of the HIV and AIDS pandemic around the 1990s/2000s. UNICEF/UNAIDS and WHO introduced Life Skills Education in the region as a response to HIV, as a prevention strategy, for adolescents to protect themselves and others as well to optimise their health. Right from the beginning, social inclusion was embedded into the life skills curriculum though the language of inclusion may not have been used at the time. By 2008, LSE in East Africa was no longer tied to HIV and AIDS, and in Ken-

ya where I am based, it had been introduced as a standalone and non-examinable subject and rolled out in both primary and secondary. The new LSE curriculum in Kenya also incorporated values. These developments were reflective of:

1. The realisation of the relevance of Life Skill Education not only as a HIV preventive strategy but as a subject that could effectively be used to address other challenges confronting adolescents and young people.
2. The inculcation of life skills needs to go hand in hand with values to ensure that their impact remains positive.

Kenya is currently going through curriculum reforms. In the new competency-based curriculum framework, values are one of the four pillars and life skills education is given due emphasis. It is still too early to assess the impact of values and life-skills education in the new curriculum. However, there are insights that one may draw upon from past experiences that I would like to share at this point. The insights highlight gaps and challenges in the implementation of life skills education in the eastern and southern African region.

Key Takeaway: The gaps and challenges militate against the effective teaching and learning of Life Skills and Values through the formal curriculum, thereby reducing its potential for extinguishing the flames of “fake” news and transforming mindsets.

Insights from Research in Eastern Africa

Insight # 1: Life Skills Education is a curriculum subject but it is either not taught at all or taught ineffectively.

- Life skills as a subject is time - tabled but not taught. The examination ethos of schools’ shape what is “taught” and since LSE is non-examinable, in practice it is replaced by the teaching of core examinable subjects such as Maths, English, and Kiswahili.
- When it is taught, it is assigned to teachers who are already overloaded, or to religious education teachers who tend to make the teaching and learning of LSE, and especially values, moralistic and pedantic.
- Inappropriate pedagogy: Cramming takes over from active, experiential pedagogies.

Insight #2: Social inclusion is embedded in the Life Skills Curriculum in schools but not actualized. The “hidden curriculum” reproduces harmful

messages transmitted uncritically by teachers and peers demonstrating the absence of life skills (e.g. critical thinking and empathy) and the value of social inclusion from many Kenyan classrooms. Social exclusion is the result, as the following examples indicates:

- Gender discriminatory messaging excludes girls from developing to their full potential, undermines their self-image and self confidence in their capacity to excel and be leaders alongside their male peers. The gender unequal messaging is perpetuated by teachers, school leaders and peers and reinforced at home through patriarchal beliefs and practices.
- Ethnic/religious/socio-economic/physical ability used to divide and exclude.

Stories recreated from classroom observations and interviews with teachers and learners demonstrate multidimensionality of exclusion. Here I shall share the experience of Boy X, who is a child with disability from a poor home and a minority ethnic and religious group in Nairobi. The key actors in the scenario described below - the boy and the teacher - shall remain anonymous; I shall not reveal their ethnicity or religion for obvious reasons.

The classroom enrolment register shows that Boy X, who is hearing impaired is frequently absent from class. On being asked by the researcher, Teacher Y explains that he is frequently absent because his mother is illiterate. Moreover, she is an adherent of a certain religion, and thus does not understand the teachings given to those with hearing impairment. The mother accuses Teacher Y of saying that Boy X smells. In this scenario, Boy X is alienated from school by the conduct of Teacher Y who uses ethnic and religious stereotypes to demean him, leading to psychological exclusion.

Insight #3: Violence as a tool of exclusion: Though corporal punishment is illegal, it's use is widespread. Schools continue to use it to varying degrees for various reasons ranging from improving grades to instilling discipline [read subservient attitude that does not question or challenge the teacher or school leadership]. Corporal punishment combines with other humiliating strategies of “disciplining” and “Trumpism” which may be described as the open display of violence and disrespect of others instead of dialogue by sections of the prominent individuals (politicians, celebrities) and significant others in the public space festered by the spread of “fake news”.

What are the consequences of all this on the learner?

- Psychological alienation especially of those from disadvantaged and poorer homes as exemplified by the case of Boy X in Insight #2
- Internalisation by children of the message that violence is a justifiable means of resolving interpersonal conflicts.
- This is reflected in increasing acts of school-based violence such as arson, destruction of school property, gender and sexual violence against school children against peers.
- The labelling of children, usually from minority and impoverished homes, as disruptive, delinquent, extremist and their consequent physical exclusion from school. The consequences for children from more affluent and powerful homes may not be the same as their family names and connections tend to protect them from exclusion.

Insight #4: Civil society is more effective in providing Life Skills and Values Education

but their reach and impact in countering “fake news” is limited: The Kenyan education system allows for co-curricular activities such as clubs and associations, many of which are supported by civil society organisations including Transparency International, Amnesty, Kenya Alliance of Children’s Rights to mention a few. Organisations such as these use life skills methodologies to inculcate in children their rights and obligations, as well values of non-discrimination, inclusion and social justice. However, there are two issues emerging from this that is of relevance to the present discussion:

- While there are some clubs that explicitly focus on life skills, not all link the content of their intervention or the methodology they use to transmit relevant values and life skills.
- Club memberships are exclusive. There are criteria in place for joining the clubs and the numbers are restricted to relatively few numbers of students in a school or class. This means that however effective a club is in changing mindsets and attitudes of its members, it is unlikely that they are able to make a difference in the school as a whole.

Insight #5: Teachers are not adequately prepared for the teaching of Life Skills or Values Education through the formal curriculum despite recognition of its importance by policy makers. If teachers are to be the vehicle for transformation of the mindsets of learners, then they themselves should

have non-discriminatory and inclusive mindsets, which currently is not so in significant numbers of cases. There is a notable absence of a critical scrutiny of stereotypes and myths by teachers in the classroom. Instead, they use these mechanisms to label and demean learners from particular ethnicities, gender, religious affiliations and socio-economic groups.

Conclusion:

We live in a highly unequal and polarised world. We live in a world where the richest 1% own 44% of the world's wealth. (Credit Suisse Global Wealth Report, 2020). We also

live in a world where the gender gap remains wide; it has been predicted that none of us will see gender parity achieved in our lifetimes, and nor likely will many of our children. That's the sobering finding of the Global Gender Gap Report 2020, which reveals that gender parity will not be attained for 99.5 years if we continue in the current trajectory. (Global Gender Gap Report, World Economic Forum 2020). Compounding the situation is the COVID -19 pandemic.

The Covid - 19 pandemic has revealed the fault lines in our societies and is aggravating the existing inequalities. There is increasing violence associated with COVID-19 mitigation measures including school closures. In Kenya, schools were closed for eight months. Though we do not have reliable data from Kenya, global trends indicate that during the school closure the incidence of sexual and gender-based violence, child marriages, and teen pregnancies has accelerated. And in the education sector, the learning loss has been more acute for children of the poor, living in remote and marginalised areas, who have not been able to access remote learning like their more privileged peers in urban areas and enjoying higher socio-economic status.

The focus of Life Skills Education (LSE) on nurturing foundational psychosocial competencies like critical thinking, empathy, negotiation and values like respect, non-discrimination, diversity, and social justice should - ideally - contribute to a more inclusive society. It has the potential to help learners break out of discriminatory mindsets that foster and entrench social exclusion. However, there is a disconnect between the ideal and the practice as we have demonstrated. In order to break the cycle of discrimination and social exclusion in and through formal education, orientation of school leaders on the value of LSE is a must as is building capacity of teachers to nurture (not "teach") life skills and associated values in learners so that they are weaned away from discriminatory mindsets and violent,

hateful behaviours and learn to distinguish between facts and myths.

FINALLY

- **Placing values and life skills at the centre of Quality Education:** For education to be transformative, for it to liberate the mind and mindsets, we must ensure that values and life skills are at the core of the definition of Quality Education in theory and practice.
- **Critique of the teaching of life skills in the curriculum:** It may be argued that these are already in the school curricula across countries of the region. However, we also know that space for them on the timetables are taken up by the teaching of examinable subjects like maths, science, languages. When they are “taught”, they are “taught” badly - inappropriate pedagogy, inadequate understanding/communication of content.
- **Learning from civil society:** The civil society has had better success with delivering on life skills through clubs co/extra-curricular activities - use of active and experiential learning pedagogies.
- **Recognising the power of the family in early nurturing of values and life skills for social inclusion.** While children can learn values of non-discrimination and social inclusion, and learn empathy and critical thinking later in life, it is easier to start at the beginning. For this, quality values and life skills education programmes that teach parents and caregivers to reject “fake news” and embrace critical thinking are needed.
- **Targeting teachers for transformative action:** Teachers who are unable to differentiate between fake news and facts, use violence as means of disciplining and resolving problems, are rigid in the way they do business, are unable to see the connections, cannot be expected to nurture life skills and values in learners. Investment in quality training for teachers in life skills and values is absolutely essential.

References

- Shorrocks, A., Davies, J., Lluberas, R. (Oct 2020) Global Wealth Report 2020. Credit Suisse Research Institute.
- Wamahiu, S.P., Watola, C., Bunyi, G., Ferej, A., Rimbui, Z., and Kariuki, W. (2015). Value-based Education in Kenya: An exploration of meanings and practices. Women Educational Researchers of Kenya (WERK). Nairobi.
- World Economic Forum (2019) Global Gender Gap Report 2020. World Economic Forum. Geneva.

Need and Importance of Life Skill Education for Adolescent Girls with special reference to the Covid-19 Pandemic

Ms. Deboleena Dutta* & Ms. Subham Dutta**

Abstract

WHO defines life skills as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. The contemporary education system till date emphasizes on and is obsessed with production of individuals who conform. Skills defined in terms of ability to assess a problem situation and find solution, ability to communicate effectively, having effective interpersonal skills, capacity for convergent and divergent thinking are not given due importance. Education is important, but a socially responsible system of education to support and live life better is more important particularly in case of adolescent girls during emergencies and the crisis period like the one created by the Covid -19 pandemic where they may be facing increased and heightened risks ranging from psychologically, physically and others. Adolescence is a period of transition between childhood and adulthood. The terms adolescent and youth refer to individuals between the ages of 10 to 19 and 15 to 24 years respectively. Life skills programming for adolescent girls contributes to psychosocial, health, economic and learning outcomes, reduced exposure to gender-based violence (GBV), personal wellbeing, greater social, political, and economic inclusion, postponed marriage and greater agency in family planning. The promotion and acquisition of life skills is an important element in preparing highly marginalized adolescent girls for their smooth transition into adulthood. This is particularly important in contexts where access to appropriate information, guidance, role models and services is limited.

The present paper will therefore focus on the importance of life skills education and the benefits of imparting life skill education i.e. developing social, emotional and thinking skills among the adolescent girls so that they can become creative, productive and dynamic citizens who can cope up with future challenges and survive well.

* Assistant Professor of Law, Ajmal Law College,

** LLM Student, J.B. Law College

Keywords: Adolescence, Adolescent girls, Challenges, Covid-19 pandemic, Creative, Dynamic, Productive, Life Skills, Education

Introduction

Life skills are the potentialities in adolescents which uphold their physical, mental and emotional welfare and proficiencies and which help them front onto the truth of life. Life skills includes recognizing and describing one's emotions and sentiments, sharing opinions, framing and setting practical goals and using various techniques to get solutions to the problems. UNICEF defines life skills as, "a behavior change or behavior development approach designed to address a balance of three areas: Knowledge, Attitude and Skills". Life skills mainly helps people to answer those questions which they face in their day-to-day life. It can either be acquired through various teachings or direct experiences.

Adolescence is a period of transition between childhood and adulthood. Research reveals that this period of transition affects the adolescents which has a lasting impact for the rest of their life regarding their own image, sentiments or interactions with family, friends or peers. Due to numerous reasons like anti-social acts, drug abuse, sexual exploitations, juvenile delinquency, poverty etc., adolescents are not able to use their competencies to the maximum. It is believed that a socially responsible education system can address these issues and here we see the need and importance of life skill education for adolescents which will help them to channelize their potentialities in a right way.

Now, when we speak about Life Skill Education for Adolescents, it involves a sequence of sessions which mainly focuses on self-development. In these sessions basically skills such as effective communication, assertiveness, creative thinking to solve life problems, how to handle stress, anger management are taught as also cultural values. Their prime focus is on the adolescents; to make them understand the changes that they go through in their life especially during their adolescence. They are made aware of things, both positive and negative, which will leave an imprint for the rest of their life. They are taught how to respond to things which will bring a positive outcome and to make informed decision in every step of their life.

It is evident from the previous emergencies and crises, that adolescent girls are the one who face most of the problems during the time of crises. They are subjected to increased violence, be it sexual or gender-based and

unwanted pregnancies. A study reveals that in 2008-09, when there was food, fuel and financial crisis, the adolescent girls and young women were the most to be infected by HIV. Further, in Sierra Leone, there were approximately 18,000 additional teenage pregnancies during the Ebola crisis. During the time of crises, access to education for girls lessen, which ultimately increases the drop-out rates in the school after the crises.

Accordingly, COVID-19 is also not an exception to this. It is seen that throughout the world, the COVID-19 pandemic has wrecked the lives of humans as it has a direct effect on our health and as stated from the previous crises, during COVID-19 also, the adolescent girls are facing increased and heightened risk in their daily life. COVID-19 has put a lot of stress amongst the people be it economic or mental stress, but ultimately girls are being targeted in the society out of that stress, for which they are largely subjected to sexual exploitation, child labour and gender-based violence.

Therefore, in such a situation, proper life skill education for the adolescent girls becomes very important. Life skill education for adolescent girls contributes to their emotional, physical and mental well-being. It minimizes their exposure to gender-based violence. The learning, being participative in nature, life skill education helps the adolescent girls to involve themselves in greater social and political activities. Thus, the need and importance of life skill education for adolescent girls in the times of global crisis is mainly felt when they have lesser or no access to the appropriate and correct information, proper guidance and where role models and services are limited.

Challenges faced by adolescent girls

Due to globalization and liberalization, it is seen that adolescent girls are meeting with new challenges in their life which they never faced before. It is quite apparent, that adolescent girls need to face with problems such as gender violence, sexual exploitation, child labor, cyber crimes, drug abuse, early marriages, immature pregnancy, rape etc. A study was conducted in 2015 in Kerala to figure out the areas in which adolescent girls need to face challenges the most. The study revealed that adolescent girls face many challenges particularly which are related to gender role perception, conflict of emotions, safety issues, peer pressures, misperceptions regarding inter personal relationship, accepting bodily changes, menstrual hygiene and reproductive health, curiosity regarding sex and sexuality, choice of career, educational aspirations, gender discrimination and usage of ICT.

| Sl. No | Challenges | Percentage |
|--------|---|------------|
| 1. | Safety issues | 76.8% |
| 2. | Menstrual Hygiene and Reproductive health | 74.4% |
| 3. | Gender discrimination | 74% |
| 4. | Gender role perception | 73% |
| 5. | Usage of ICT | 67.6% |
| 6. | Confusions regarding interpersonal relationship | 65% |
| 7. | Peer pressure | 62.8% |
| 8. | Choice of career and lack of role models | 58% |
| 9. | Educational aspirations | 53% |

1. Challenges Related to Safety: For majority of adolescent girls, safety issue is the most important challenge which is 76.8%. Issues like eve-teasing, sexual abuse from relatives, teachers, and neighbors receive prime concern.
2. Challenges Related to Menstrual Hygiene and Reproductive Health: 74.4% girls responded that they are scared of white discharge and connection between wearing sanitary pads and wearing jeans as also infertility. They are confused with the right age of marriage and getting pregnant.
3. Challenges Related to Gender Discrimination: Around 74% of the girls responded that their freedom of opinion is restricted in comparison to boys; where their brother had cell phones they did not have the same. They wanted to be treated the same like boys, be it in school, or courtyard or home or in the society.
4. Challenges Related to Gender Role Perception: 75% of the respondents have stated that household works are the only responsibility of women. They need to complete household works before going out to their works. Employed women are less likely to take care for their children properly.
5. Challenges Related to the Use of ICT: Adolescent girls are benefitted by the rapid use of technology, mobile phones, computer, laptops, and internet. But at the same time, they are also facing a lot of problems by its use as several forms of cyber crimes like pornography, morphing and traps are emerging these days in the social networking sites. They have the fear of being cheated in those sites, so their parents do not allow them to use ICT much.

6. Challenges Related to Interpersonal Relationship:65% of girls are confused as to maintaining good relations with the opposite sex. They are unsure whether they should encourage adolescent's love affairs or not. They believe that support from friends is necessary for withstanding in emotionally challenging circumstances.
7. Challenges Related to Peer Pressure:62.8% of the girls have challenges related to peer pressure. Delinquency and Depression are some severe problems which are being faced by adolescent girls when they are being neglected or rejected by their peers. Adolescent girls must learn how to avoid harmful peer pressures.
8. Challenges related to Choice of Careers and Lack of Role Model:As to the matter of choosing the appropriate career, 58% of the girls are confused regarding choosing the right one and they lack proper role models. Their interest's conflict with what their parents want them to become.
9. Challenges related to Educational Aspirations:53% of adolescent girls relating to their own educational aspirations are totally confused. Dowry and marriage expenses stand as a main hurdle for the higher education of girls. They conveyed, it is difficult for educated girls to be a good bride.

Need and importance of life skill education amongst adolescent girls during covid-19 pandemic

The home quarantine measure which has been followed globally during COVID-19 requires the government to identify different approaches to continue to help girls to develop life skills during their time of increased helplessness. The best practice approaches such as girls clubs and safe spaces must be implemented to develop adolescent girls' life skills during COVID-19, both during lockdown period and post-lockdown period till life resumes to normal phase.

There is a need to understand the changing realities of adolescent girls lives to support them during this crisis. There is also a need to design some alternative means and relevant content that can be delivered effectively during this time of crisis. In the context of COVID-19, COVID specific needs should be considered and in-built while organising life skill programmes. It is necessary to speak with the girls and understand their specific and prime needs. For example, during the lockdown period in Zimbabwe, a Supporting Adolescent Girls' Education (SAGE) project was conducted where-

by the SAGE project supported upto 21,780 highly marginalized, out-of-school adolescent girls in 11 districts. It kept contact with its beneficiary girls through SMS and mobile phones by messaging them on well-being and safeguard topics.

Similarly in Kenya, a project was conducted for expanding inclusive education strategies for girls with disabilities. Under this project, around 2,260 girls with disabilities were provided a resource pack to support with information on specific needs which included life skills contents on gender-based violence prevention and response & COVID- related health and hygiene.

It is not possible to underestimate the importance of relationship during crisis. As there is a disruption of social networks, girls are more exposed to violence, exploitation and abuse. Therefore, there is a need of interventions that supports social networks and relationship-building which in turn will help the girls and protect them from early marriages, physical violence and early pregnancy. Schools as well as extra-curricular activities are at halt due to this pandemic. In this situation safe spaces can provide an environment by delivering essential life skill contents through the development of peer networks.

During COVID-19, there is a need for adolescent girls to have access to certain services, resources and information. Life Skill Education will enable the girls to navigate where those essential services are being provided and as to latest information about COVID-19 including how to protect themselves from the virus as well as their family. Also they need information about economic assistance to meet the economic crisis during this period.

Conclusion and Suggestions

During this COVID-19 pandemic, girls throughout the world are being confronted with many challenges and risks which are increasing day-by-day making their life troublesome. At this stage, it is very difficult to find innovative and creative ways for supporting adolescent girl's with life skills programming as all schools are closed. Life Skill Education needs to be properly implemented as because it is the need of the hour for today's adolescent girls in the society. Not only the adolescent girls but also students and children across the globe must be imparted life skill education so that their needs can be specifically addressed, fostering sustained motivation. Life Skill Education will definitely bring a change in their attitude. It will yield positive results in the long run by providing a supportive envi-

ronment for the adolescent especially during the time of crisis.

Suggestions

In order to understand the significance and importance of life skill education for adolescent girls, it is very much imperative that every school must include this in their regular curriculum like appropriate components on proper body image, menstrual hygiene and reproductive health, respect for opposite sex, trafficking and sex rackets, cyber-crimes – mobiles, internet and pornography, legal provisions and rights of girls, stress management etc. There is a need of appointing life skills trainer and counselors who will help to build capacities of the adolescent girls by imparting life skills training, and enhance their mental health, equip them with better skills and make them capable enough to meet the challenges of life both during normal time and at the time of crisis. Mental support is very much needed during the time of crisis for the girls because if they are mentally strong enough then, they can at least stand on their own to face the risks and challenges. For providing psychological support to the girls, programmes can be conducted in TV's, Radio's or Social Networking sites where they can learn those skills while sitting at home at the time of crisis. Parents, at the same time also have a duty to impart life skills education at home by engaging the girls in various creative activities.

References

- Girls' Education Challenge, Life Skills for Adolescent Girls in the COVID-19 Pandemic. Centre for Universal Education at Brookings, 1-10 retrieved from https://dfid-gec-api.s3.amazonaws.com/production/assets/51/GEC_Guidance_Note_Life_Skills_and_COVID-19_July_2020.pdf.
- Kuruwill, M. & Nisha, P. (2015). Challenges Faced By Adolescent Girls in the Indian Context, *International Journal of Current Research*, 12(7), 23823-23825. Retrieved from <https://www.journalcra.com/article/challenges-faced-adolescent-girls-indian-context>.
- Kumar, J. & Chabra, A. Life Skill Education for Adolescents: Coping with Challenges. *Scholarly Research Journal for Humanity Science & English Language*, 182-187 from <http://oaji.net/articles/2015/1201-1422516605.pdf>.
- Prajapati, R., Sharma, B. & Sharma, D., (2017) Significance of Life Skill Education, *Contemporary Issues in Education Research- First Quarter 2017*, 10(1), 1-3 retrieved from <https://files.eric.ed.gov/fulltext/EJ1126842.pdf>.

Framework for Assessing 21st Century Skills among Teachers: a Need Analysis

Jijo Varghese* & Prof. (Dr.) M.N. Mohamedunni Alias Musthafa**

Abstract

Globalization, advancements in science and technology, economic crisis, demand for skilled employees accelerated the urgency for 21st century learners to develop creativity, innovation and digital proficiency. Hence the present century teaching must be rooted in the methodologies and pedagogies suitable for 21st century learners. This necessitates teachers to be equipped with the 21st century skills. Therefore, the teacher education programme, curriculum and policies prepare for the pre-service teachers must aim to equip them with 21st century skills and develop a framework for assessing these skills. Hence this study aimed (i) to analyze the existing tools and techniques to assess the 21st century skills used for teachers (ii) to propose essential core areas to be included for the assessment of 21st century skills.

Keywords: Adolescence, Adolescent girls, Challenges, Covid-19 pandemic, Creative, Dynamic, Productive, Life Skills, Education

Introduction

Various studies have reported that there is an urgent need for equipping the present century learners with 21st century skill in workplaces (Rotherham & Willingham, 2009; National Research Council, 2012). It is a fact that, across the globe, together with the overall development of personality, preparing and enabling the learners to be career and job oriented is the major concern of the teaching and educational systems. To actualize this, twenty-first century skills get ready learners to meet the challenges of present day workforce with the skills and capacities to think critically and creatively, collaborate with others, take the initiative, apply technological skills to its maximum. If students lack these skills which are essential for them in labour markets, the responsibility must be held on the educators

* Research Scholar, School of Education, Central University of Kerala, Email:jmecheril@gmail.com

** Professor and Dean, School of Education, Central University of Kerala

for not teaching these skills to the graduates (Scott, 2017). These skills prepare the learners to solve problems critically and creatively, assume leadership roles, deal effectively with multicultural groups, adapt easily with the changing situations, communicate clearly and efficiently with others, practice social skills etc. Integrating 21st century skills in the curricular and pedagogical practices of the classroom definitely enable the graduates to be well prepared with 21st century skills and succeed in this fast developing global economy (Girlando, 2013). Hence the education systems should consistently take efforts to organize learners to acquire these skills that boost them for better life after their education (Symonds, Schwartz, & Ferguson, 2011). In this regard, skills and abilities like creativity, communication, digital skills, problem solving skills, adaptability are vital to guaranteeing the success of students (Girlando, 2013).

Nationally and internationally, various stakeholders of educational agencies have identified the need and significance of 21st century skills for the learners and teachers to be successful in today's society (Rotherham, & Willingham, 2009, National Education Policy, 2020), and whoever have deficiency in 21st century skills will be definitely at a disadvantage when searching for careers (Girlando, 2013). The graduates need to have a thorough comprehension of 21st century skills to be successful job applicants in a continuously growing global society (Williams, 2017), but the evaluation method used by many educational agencies and institutions have formed a gap between the knowledge and skills of the learners gained from school and the knowledge and skills essential to be successful in the workforce (Battelle for Kids, 2009). Application of the pedagogical styles and curricular practices of previous century even in today's classrooms make an inability to assess students' ability to think critically, problem solve, and collaborate (Rotherham & Willingham, 2009).

Girlando (2013) states that it is very crucial for the students to learn academic contents /subjects taught in the classroom because this theoretical knowledge enable them to use the information to practical world. However, the situation today is that learners find it difficult to grasp the core academic contents taught in the classroom and hence they are unable to apply the information in the practical life situation. Hence the classrooms of this technologically advanced century want a paradigm shift in the functions and responsibilities for teachers that they need to shift their role as mere instructors of information to the facilitators of 21st century education in all its sense (Girlando, 2013). The current scenario of the teacher education programs in India must have a vision for preparing the teachers for future.

It means that a teacher in the 21st century must acquire 21st -century skills and ability to facilitate their learners through project-based learning, encourage the learner to be the knowledge constructors and the classroom to be a centre of knowledge production centres (Heick, 2018). It would mean that the teachers need a different set of assessment techniques to ensure whether or not the learners are learning

in light of 21st century skills. Means to say that there is a great need of standardized methods and practical ways to assess the level of 21st century skills among teachers who teach 21st century learners.

What are 21st century skills?

Before discussing the framework for the assessment of 21st century skills for teachers, it is relevant to understand what do 21st century skills mean to us and what are the various frameworks which define these skills. Among the various organizations and frameworks, P21 & OECD have acted as catalysers, contributed to the pioneered a joint effort between educators, companies and governments, and for enhancing twenty-first-century skills among various stakeholders especially in youth and teachers. The skills and competencies for students of higher education need to be enhanced in their career and personal life and these are determined by mutual collaboration among various stakeholders (Johnson, 2009). This necessitates the need to integrate the twenty first century learning competencies in the curriculum at all levels. Partnership for 21 century (P21) learning framework magnifies and strengthens previous century skill models in which education was mainly focusing on learning or mugging up subject matters and content. P21 framework identifies core twenty-first-century themes, such as standards and assessments, curriculum and instruction, professional and learning development, and three types of skills essential for the twenty-first century, as showed in Figure 1 (Trilling & Fadel, 2009). Figure 1 displays the core skills recommended for students to acquire in the twenty-first century: life and career skills, learning and innovation skills, and information, media and technology skills. Each of these three core skills focuses on specific domains considered necessary for twenty-first-century life.

(i) Learning and Innovation Skills consists of skills for engaging in critical, creative and innovative thinking and communication and collaboration with others (Trilling & Fadel, 2009). These skills are very essential for those who are engaged in more and more complex life and work and these skills essentially prepare the learners for the future (Kay & Greenhil, 2011).

(ii) Digital Literacy Skills include three components like information, media, and technology skills. Information literacy is considered as ability to access, locate and evaluate information effectively (American Library Association, 1989) and media literacy points out the ability to analyze, produce and evaluate the print and electronic media (Aufderheida,1997) and technology literacy refers to the capacity to apply and use digital/ICT tools and create information (Kay&Greenhil, 2011; Trilling &Fadel, 2009).

(iii) Life and Career Skills consist of abilities which make one to be flexible, adaptable, making one to have socio-multi cultural interactions, accountable and productive etc. (Trilling & Fadel, 2009; P21, 2015).

21st century skills are essential for the 21st century learners and therefore the education system must first enrich the teachers with these skills and need to understand the level of these skills among them and how far they are successful in applying the skills of the 21st century in their classroom situations. This calls for a need to develop a framework for assessing the level of 21st century skills among the teachers.

Framework for assessing 21st century Skills

How can we really know that the students do learn? For the 20th century educationists, the answer would be related to the grades or marks the learner acquires in the summative tests. But for 21st century, the common response for the same question would be different that how far students able to apply the knowledge they acquired into the real life situations. It means that there was a shift from knowledge acquisition to knowledge application. In this scenario, the teachers do have significant responsibility of preparing contents and methods to evaluate the students in terms of their skills and application level. This necessitates the need of acquiring 21st century skills for the teachers and there needs to have a framework to assess the 21st century skills among the teachers.

Construction of any tool for the teachers needs to be related to teaching, curriculum, leadership, communication and demographic factors. Hence analysis of these variables can give valuable intuitions on the framework for assessing the 21st century skills among the teachers. Douglas Reeves (2010) identified five core elements for the assessment of 21st century skills: (1) Learn, (2) Understand (3) Create, (4) Explore, (5) Share. The speciality of this framework is that it is adaptable to every academic level and subject.

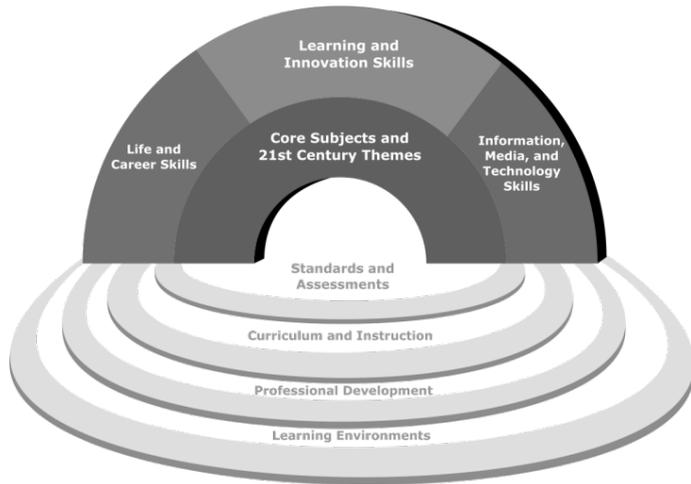


Figure 1: P21 Framework for 21st Century Learning

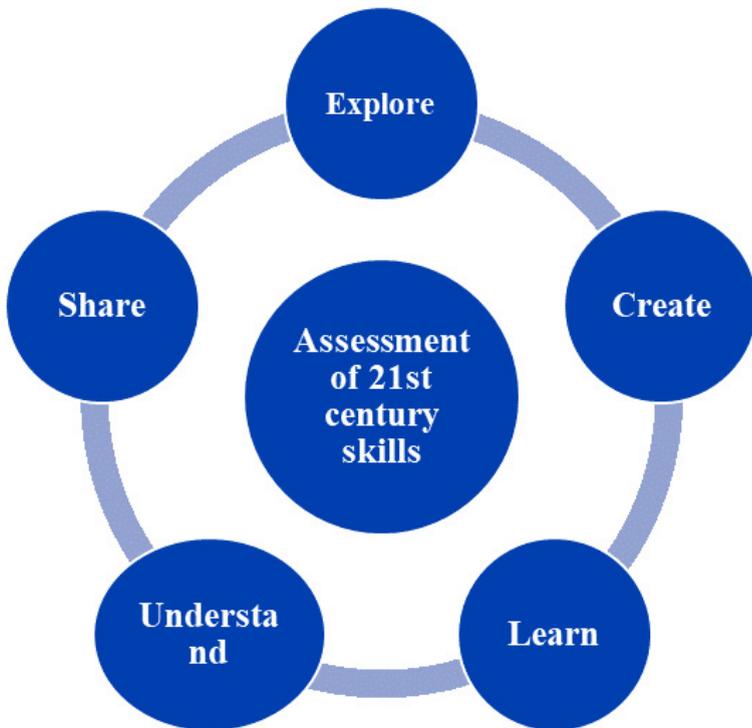


Figure 2: Framework for assessing 21st century skills

The circle surrounding the core of 21st century skills proposes the nonlinear nature of the framework.

1. Learning- what do you know? What are you able to do? Assessment of 21st century skills requires subject/content knowledge. Learning is only the first step and if we stop with this step, we end up in reproduction of someone else' idea.
2. Understanding- what is the proof that you can apply learning in one area to another? Learners' understanding is their ability to explain their learning to others.
3. Exploration- what did you learn beyond the limits of the lesson? Learners gain most when they explore.
4. Creativity- what new ideas/knowledge you can contribute?
5. Sharing- how did you apply the knowledge to help and guide a person in your locale/globe?

Each of these elements is essential while developing an assessment tool to assess the 21st century skills among teachers. Any tool or test developed for assessing achievement, perception and the like must place value on learning the content knowledge as well as the application level of the gained knowledge.

Conclusion

As the advancements in science and technology reflect in societal changes, the education system is also get affected by its alluring contributions. Science and technology have opened the door of possibilities in the market places for the graduates and the quality bench marks for every teacher demand for the production of highly skilled generation who can create new and challenging tasks. In this regard, the capacity or the performance of every teacher is measured by the number of skilled students. Hence the prime concern is to bring out strategies and plans to assess the 21st century skills among the teachers who teach the 21st century learners.

References

- American Library Association. (1989). American library association presidential committee on information literacy. From <http://www.ala.org/ala/acrl/acrlpubs/whitepapers/presidential.htm>. Accessed January 2021
- Aufderheide, P. (1997). Media Literacy in the Information Age: Current Perspectives. Editor: Robert William Kubey
- Battelle for Kids. (2009). Assessment: A 21st -century skills implementation guide. The partnership for 21st -century learning. Retrieved from <http://www.p21.org>
- Girlando, G. (2013). Making the Shift in 21st Century Teaching (Doctoral dissertation, Walden University). Retrieved from www.eric.ed.gov

- Heick, T. (2018). The inside-out learning model: A 21st -century learning model. Retrieved from: <https://www.teachthought.com/learning-models/inside-out-school-21st-century-learning-model/>
- Johnson, P. (2009). The 21st century skills movement. *Educational Leadership*, 67(1), 11.
- Kay, Ken. & Greenhill, Valerie (2011). "Twenty-First Century Students Need 21st Century Skills". In G.Wan, D.M. Gut (Eds.), *Bringing Schools into the 21st century, Explorations of Educational Purpose* 13. New York: Springer
- Kubey, R. W. (Ed.). (1997). *Media literacy in the Information Age: current Perspectives*.
- National Research Council. (2012) *Education for life and work: Developing transferable knowledge and skills in the 21st -century*. Washington, DC: The National Academy Press.
- Reeves, Douglas (2010). "A Framework for assessing 21st century skills". In Bellanca, James, Brandt, Ron (Eds.), *21century Skills: Rethinking How Students*, Bloomington: Solution Tree.
- Rotherham, A. J., & Willingham, D. T. (2009). "21st -century" skills not new, but a worthy challenge. *Educational Leadership*, 67(1), 16-21.
- Scott, L. A., (2017). *The partnership for 21st -century learning, 21st -century skills early learning*. Retrieved from <http://www.p21.org>
- Symonds, William C., Robert Schwartz, and Ronald F. Ferguson. "Pathways to prosperity: Meeting the challenge of preparing young Americans for the 21st century." (2011).
- Symonds, W. C., Schwartz, R. B., Ferguson, R. (2011). *Pathways to prosperity: Meeting the challenge of preparing young Americans for the 21st -century*. Retrieved from: <https://dash.harvard.edu/handle/1/4740480>
- Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. John Wiley & Sons.
- Williams, S. (2017). *Career and college readiness: Building 21st century competencies in our students through regional occupational programs*. California State University, Fullerton.. (Doctoral dissertation). Retrieved from <https://search-proquest-com.dist.lib.usu.edu/docview/1972076977>

Developing Life Skills in Adolescents for Achieving Sustainable Development Goals

Dr. A. Smitha*

Abstract

The present paper aims at exploring the potential contribution of life skills towards achieving the sustainable development goals 2030. Based on the recent evidence, it is found that life skills education plays as a catalyst which is highly responsible for the positive reinforcement in adolescents to empower them to handle difficult life situations and to manage challenging people living around them. Life skills play a major role in building the psycho-social competence of individuals which in turn supports the socio-economic development of our country. The wide focus of the paper is on the innovative approaches which need to be adopted by the school authorities for the overall development of adolescents. The ultimate target is to contextualize the sustainable development goals on life skills education by integrating them with the current subjects. An attempt has been made to elucidate the importance of life skills development in adolescents which leads to an optimum contribution to the sustainable development mainly through their changes in attitudes and behaviours.

Keywords: A Life skills, adolescents, empowerment, life skills education, sustainable development goals

Introduction

Every citizen of the country has a major role to play in taking appropriate actions for achieving sustainable development goals by 2030. A gamut of life outcomes for adolescents will surely increase and improvise through the development of life skills. Life skills will enable adolescents to develop psycho-social and emotional competencies to protect themselves from risk taking behaviours. There is a great need to focus on developing life skills in adolescents to empower and to transform them to become a responsible citizen. Life skills are needed for meeting the demands of the growing vulnerable circumstances in the diverse community. In this contemporary

* Guest Faculty, School of Education, Central University of Kerala, Kasaragod

world, life skills have inherent characteristics to evoke leadership and active participation among adolescents.

Life skills are complementary and not a substitute to basic skills which adolescents acquire from schools. It is very important to integrate life skills with all subjects of school curriculum to achieve the objectives of four pillars of education i.e., learning to know, learning to do, learning to live together and learning to be. According to World Health Organisation (WHO, 2020), life skills are the “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.” The ten core life skills propounded by World Health Organisation (WHO) are self-awareness, problem solving, decision making, critical thinking, creative thinking, effective communication, empathy, interpersonal relationships, coping with emotions and coping with stress.

The existing education systems tend to emphasize the acquisition of knowledge but it is now crucial to conceive and reshape education for increasing life skills. There is a lot of evidence which demonstrates the significance of life skills in promoting socio-economic growth and development of nations by benefiting people at all levels such as personal, family, community and society. Life skills will play a vital role to attain inclusive growth and progress in developing countries to build the likelihood of success. Developing life skills through a multi-disciplinary approach will strengthen adolescents to encounter all kinds of pressures from their peers, parents, relatives and other members of society. Increasing life skills among adolescents will lead to good physical and mental health conditions for better prosperity in the community. Aligning with the sustainable development goals through the implementation of life skills education in schools to a greater extent will support the globalized population of the modern world to get rid of poverty, hunger, physical or mental diseases, inequality and degradation of the environment. After all, we can sustain the salubrious planet in the pursuit of a tolerant world.

Why Educate Adolescents for Life Skills?

The basic skills or competencies such as reading, writing and numeracy are the essential prerequisites for adolescents but the integration of life skills will find the appropriate solution for sustainable development. The World Health Organisation (WHO) has defined adolescence as the period of life between the age group of ten and nineteen years. Adolescence is a transitional phase which lies between childhood and adulthood. Adolescence is considered to be one of the most significant physical, psychological, social

and emotional developmental phases in life. According to the 2011 census, 21% of the overall population is adolescents and India has the largest population of adolescents in the world i.e., about 253 million. Adolescents will act as the driving force in creating awareness in oneself and others. They will be able to provide services to solve problems in critical and creative ways by using their passion through volunteerism. They will be able to become effective partners to communicate assertively about the sustainable development agenda among their peers or community members at the local level, national and international level. They will be able to advocate in bringing changes to the policies and laws. Adolescents will be able to gain maturity in applying their life skills learning by incorporating the core areas of sustained development for creating awareness and reducing vulnerability. To create awareness and work for the achievement of sustained development goals is a basic necessity for the progress of a nation.

In the present scenario, there is an urgent need for recognition, understanding, acceptance, respect and appreciation of oneself and others among adolescents to deal with all kinds of sensitive issues. Life skills will enable adolescents to work collaboratively. Life skills will enable adolescents to create a trusting environment where they will have complete freedom to voice their opinions, feelings or beliefs. Life skills will empower adolescents with knowledge, skills, values and attitudes for addressing the inter-related major challenges at global level to meet the sustainable development goals 2030. The development of life skills will prepare adolescents to find alternative solutions to the problems of the present scenario. The enhancement of life skills in adolescents will act as a transformation by allowing them to make informed decisions to act individually and collectively for bringing positive change in our society.

The adolescents in the year 2021 will be the adults in 2030, so schools must be able to mould them for the work which is not yet created, for the new or innovative technology which is not yet invented, to make decisions or to solve problems or to think critically which is not yet anticipated and to cope up with failure and rejection which is not yet evolved. Life skills development will enable students to develop flexibility, imagination, curiosity, self-control, assertiveness and resilience for navigating through these uncertainties. Life skills development is the need of the hour for adolescents to identify, understand, accept, respect and appreciate the ideas, perspectives and values of others to encounter all kinds of adversities. Life skills will enable adolescents to translate their knowledge, attitudes and values into actions on what to do, when to do, how to do and why to do.

Life skills will enable adolescents to develop self-efficacy, self-esteem, self-confidence and self-determination through their positive attitudinal and behavioural changes.

Educational institutions are an ideal place for equipping adolescents with the ten core life skills of the World Health Organisation (WHO) which are required for their overall wellbeing. School is a micro society and a perfect platform to access students from different backgrounds regardless of race, ethnicity, culture, socio-economic status and religion for implementing life skills education through multi-strategic ways. Schools must act as a wider society to demonstrate tolerance, democracy, justice, peace and equality. The school education system at secondary level is a prime setting for life skills development of adolescents because a greater part of their life is spent in these locations. Life skills will enable adolescents to learn to live independently and make the best of their abilities by taking great care of themselves. The acquisition of life skills at school will create a chance to introduce important elements of a healthy lifestyle among adolescents from an early age. When adolescents learn, acquire and practice life skills in their myriad life situations, they become highly equipped in tackling the day-to-day challenges and for setting up their right goals of life. Adolescents become more capable in rational decision making and problem-solving negotiation.

What are Sustainable Development Goals 2030?

The agenda 2030 is an action framework for five aspects: people, planet, prosperity, peace and partnership for the support of the present and future world. The following five P's will enable people to recognize and understand the significance of the sustainable development goals and its benefits by addressing each goal by the year 2030.

1. **People:** Ending poverty and hunger and ensuring that they are able to fulfil their capabilities with the power of dignity and fostering equality in a conducive environment.
2. **Planet:** Protecting it from degradation via managing, consuming and producing the natural resources sustainably and also taking immediate actions related to climatic change for enlightening the present as well as the next generation.
3. **Prosperity:** Ensuring healthy and prosperous lives of people by taking into account the socio-economic and technological advancements occurring in harmony with the natural world.

4. Peace: Fostering a tolerant, peaceful and inclusive world set free from all kinds of prejudices, fear and conflicts to envisage the whole world of universal equity, equality and justice.
5. Partnership: Mobilizing through the global partnership of strengthening the interconnection and solidarity by specifically focusing on the requirements of the vulnerable groups along with other stakeholders across the world.

The seventeen sustainable development goals are aiming at securing a tolerant and equitable life for the empowerment of people which are as follows:

- Goal 1: No poverty;
- Goal 2: Zero hunger;
- Goal 3: Good health and well-being;
- Goal 4: Quality education;
- Goal 5: Gender equality;
- Goal 6: Water management and sanitation;
- Goal 7: Affordable and reliable energy;
- Goal 8: Economic growth, full employment and decent work;
- Goal 9: Industry, innovation and infrastructure;
- Goal 10: Reduced inequalities;
- Goal 11: Sustainable cities and human settlements;
- Goal 12: Responsible consumption and production;
- Goal 13: Climatic change action;
- Goal 14: Life below water;
- Goal 15: Life on land;
- Goal 16: Peace, justice and inclusive institutions and
- Goal 17: Global partnerships.

The integration of all the above-mentioned sustainable development goals is crucially significant for ensuring that the motive of the new agenda is recognized and understood. It is very clear that all the sustainable development goals are interrelated and interconnected, so there is a need to work holistically on these goals which will become a reality through the effective implementation of life skills education.

Life Skills Education as a New Paradigm towards Sustainable Development

Quality education will nurture empowered adolescents to learn effectively and fulfil their civic duties and responsibilities, while also being successful in academics. Life skills education is an obligatory agent for adolescents to stimulate their overall growth and development to improvise their standard of living. Investment done for the implementation of life skills education will prove to be one of the best ways to break the cycle of poverty. When individuals acquire life skills along with basic literacy skills will support them in their rapid economic growth. Strengthening the quality of life skills education and providing access for people is to put a big step forward for declining the poverty rate. Life skills education has to be addressed with specific content for change in the attitudes and behaviours of adolescents which is needed to achieve the sustainable development goals. Implementing life skills education for adolescents will help them to make better choices in their lives. Life skills education is the key to a sustainable world. Life skills education are to be imparted by using innovative participatory and experiential methods effectively by taking the full support of school administration. The life skills education framework must provide a vision and its underpinning principles for attaining the sustainable development goals 2030. Life skills education help adolescents to develop as a whole person by fulfilling their potential to shape a good future. In the world of increasing uncertainty, complexity, volatility and ambiguity, life skills education will enable adolescents to embrace the issues or challenges encountered by them. Life skills education provides a chance to adolescents for re-imagining, recreating and re-posting for the psychological, social and emotional wellbeing. By incorporating life skills education in the school education system, adolescents will be able to balance the economic, social and environmental dimensions of sustainable development. Hence, sustainable development will not be achieved without life skills education and its development in adolescents.

Multi-Strategy Life Skills Education Programme for Sustainable Development

The strategies being implemented in life skills education programmes must aim to facilitate the greater impact for the active expansion of actions at local, national and global level to address the basic needs specially to advance the rights of adolescents which exists in all their diversity. Designing and developing multi-strategy techniques for imparting life skills education programmes will surely ensure their constructive engagement

and participation in implementing, reviewing and follow-up of sustainable development goals along with other relevant agendas and frameworks at global level. The development of life skills among adolescents will happen through multi-strategy techniques such as role play, simulation, discussion, extempore, debate, story-telling or story writing, workshop, physical and mental exercises, webinar, drama and theatre, skit, virtual field trips, case study, chart preparation, model making, collage making, poster making, online games, small group/buzz group, situation analysis, brainstorming, decision mapping, problem trees, demonstration and guided practice, film shows, music, art, photography, poem recitation or poetry writing and write ups which will enable them to enhance their psycho-social competencies by aiming at the sustainable development agendas. The participatory and interactive method of acquiring life skills must be based on the components such as experiential or practical activities, feedback, reflection, consolidation, reinforcement and application of life skills are required to encounter daily life challenges. Active participation and involvement of adolescents in multi-strategy life skills education programmes will lead to the empowerment and overall well-being of adolescents. Thus, the target of a multi-strategy life skills education programme should be to foster self-confidence, self-esteem, resilience, perseverance, conscience, tolerance, subjectivity, objectivity, sociability, adaptability, self-efficacy and social efficacy.

Recommendations

- The life skills learning framework has to be co-created in collaboration with policy makers, relevant ministries, governmental and non-governmental representatives, life skills experts, institutional networks, educational leaders, teachers, students or youths, parents, universities, local organizations and social workers for addressing national, regional and local needs and demands.
- Allowing teacher educators, life skills experts, policy makers and curriculum developers to exchange innovative ideas for discovering and practicing the recent ecosystem of life skills learning in order to achieve the sustainable development goals 2030.
- The different education boards need to update by re-framing the content of textbooks based on social, economic and environmental dimensions through action oriented and experiential learning for ensuring life skills development.

- Multi-strategic life skills interventions are, hence, necessary to help in reforms of educational policies, efficient planning, organizing and implementing life skills education programmes by coordinating well with adolescents as well as other stakeholders.
- Focusing on life skills management, research and innovation in life skills, life skills training and development to reach out directly even to the disadvantaged people of the society.
- Designing and developing the school curriculum by embedding life skills and implementing life skills education effectively among adolescents is essential for creating awareness on life skills.
- Contributing to life skills education and its development through new, innovative and diversified pedagogic approaches in schools, including the public-private partnerships will aim at strengthening civil society.
- Conducive settings are to be provided to the life skills experts for implementing life skills education and for conducting life skills training for school students.
- Modification in attitudes and behaviours are needed in adolescents as they have to apply their knowledge and skills to think, behave and perform. These modifications can be achieved by integrating life skills education in systematic ways into all levels of school education.
- Integrating life skills with all subjects and allowing adolescents to practice life skills during the conduct of co-curricular activities is very important.
- Training the school teachers and life skills trainers on sustainability issues in different ways to integrate them into their daily practices as they are the role models for students.
- Sufficient funding is very important for implementing life skills education among adolescents through multi-strategy in an effective manner.

Conclusions

Empowerment, development, participation and engagements of adolescents with relevant life skills is a new paradigm in itself, just as a means to assemble a sustainable world. Universal access to quality life skills education is essential for disseminating best practices among people irrespective of their age, gender, socio-economic status, sexual orientation, religion,

culture, ethnicity, race, language and political orientation. Life skills education must be the priority for activating awareness, understanding and action by strengthening individuals to contribute towards the achievement of the sustainable development goals. Hence, there is a high requisite to promote life skills for building an equitable, tolerant and inclusive society which will act as a vital tool for effective transformation of the world.

References

- Bangay, C. (2016). Protecting the future: The Role of School Education in Sustainable Development – an Indian Case Study. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1167824.pdf>.
- Chupradit, P. W. et. al. (2020). New Paradigm for the Life Skills Development of Children and Youth in Elementary Education Schools in the Rural Highland of Omkoi District, Chiang Mai, Thailand: Towards Achieving the Sustainable Development Goals (SDGs). Retrieved from <https://www.sysrevpharm.org/abstract/new-paradigm-for-the-life-skills-development-of-children-and-youth-in-elementary-education-schools-in-the-rural-highland-65854.html>.
- Garba, M. et. al. (2021). Educating Adolescents in Life Skills for Achieving Sustainable Development in Nigeria. <https://www.rsisinternational.org/journals/ijriss/Digital-Library/volume-5-issue-2/172-176.pdf>.
- Manitoba Council for International Cooperation (MCIC, 2018). A Guide for Teaching The Sustainable Goals. Retrieved from <http://mcic.ca/uploads/public/files-sf/SF-Full-FINAL-WEB-ISBN-2021-EN.pdf>.
- Nehru Yuva Kendra Sangathan(NYKS, 2019). Guidelines for Organizing of Life Skills Education Camps, Under NYPAD Scheme of Ministry of Youth Affairs & Sports Govt. of India. Retrieved from <https://nyks.nic.in/schemes/LifeSkillEducation/GuidelinesLifeSkillEducation2019.pdf>.
- Organisation for Economic Co-operation and Development (OECD, 2018). The Future of Education and Skills Education 2030. Retrieved from [https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf).
- Pandey, B. (2018). Achieving SDG 4 in India: Moving from Quantity to Quality Education for All. Retrieved from <http://newasiaforum.ris.org.in/sites/default/files/Publication%20File/DP%20232%20Dr%20Beena%20Pandey.pdf>.
- United Nations Educational, Scientific and Cultural Organization (UNESCO, 2017). Education for Sustainable Goals. Retrieved from [file:///C:/Users/DELL/Downloads/247444eng%20\(1\).pdf](file:///C:/Users/DELL/Downloads/247444eng%20(1).pdf).
- United Nations (UN, n. d.). Transforming Our World: The 2030 Agenda for Sustainable Development. Retrieved from <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>.
- World Health Organisation (WHO, 2020). Life Skills Education School Handbook. Retrieved from <https://apps.who.int/rest/bitstreams>.

UNESCO International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC, 2012). Promoting Skills for Sustainable Development. Retrieved from https://www.iau-hesd.net/sites/default/files/documents/promoting_skills_for_sustainable_development.pdf.

Youth Workers 4 Global Goals (n.d.). MODULE 4: Providing youth with the right competencies and skills to reach the SDGs. Retrieved from https://www.salto-youth.net/downloads/toolbox_tool_download-file-2425/Module%204_%20EN.pdf.



INDIAN ASSOCIATION OF LIFE SKILLS EDUCATION

Door No. 17/13, 16th Avenue, Ashok Nagar

Chennai - 600 083. Tamil Nadu, India.

E: ialse.india@gmail.com | www.ialse.net

