International Conference on
Life Skills Education

Sustainable Future in the Post Pandemic Era: Life Skills as Strategic Enablers

4–6 November, 2022

CONFERENCE PROCEEDINGS:
BOOK OF ABSTARCTS

INTERNATIONAL JOURNAL OF LIFE SKILLS EDUCATION

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CONTENTS

Message from Managing Editor, IJLSE

This special issue of the Journal includes the essence of the addresses delivered by leading experts at the conference, and researchers from all over India and abroad working in the areas of life skills andsustainability in the post-pandemic era.

This book is our humble endeavour to collate a resource base for all those interested in the advancement of the field based on the strong foundation of evidence-based research.

We hope that the articles in this book will add immensely to the existing body of knowledge in life skills; especially life skills as enablers for a sustainable future keeping the backdrop of the post-pandemic times and serve as an impetus for fresh ideas leading to more innovative research studies in life skills.

The full research studies presented and discussed in the conference will be published in the subsequent issues of this journal.

Dr. A. Radhakrishnan Nair
Managing Editor,
IJLSE& Conference Chair, ICLSE 2022

Message from Dr. Nilesh Deshpande
National Program Specialist
Adolescent and Youth, UNFPA

India is the youngest nation in the world and young people constitute one third of the country's population. It is necessary to empower these young people with necessary knowledge and life skills to harness demographic dividend and accelerate the development agenda for the country. The international conference on life skills education organized by the Indian Association of Life skills Education comes at a very apt time where the world is recovering from the global pandemic. The conference brought subject experts, development partners, senior policy makers and civil society organizations together to reflect and tweak life skills programs implemented by various organizations. Life Skills enable the young person to be better equipped and prepared for any humanitarian crisis, by building resilience and improved quality of life. The conference will also initiate the dialogue and discourse on the importance and design of life skills education programs for empowering adolescents and young people with disabilities, minorities and tribal communities, which are the most vulnerable. The life skills have a positive impact on improving overall quality of life for young people and the conference will offer a avenue for subject experts to initiate the discussion on developing a comprehensive framework for impact assessment of life skills education for promoting youth centrality in programs and policies of government and private sector.

Principal's Message

I am most grateful to Maa Saraswati, The Goddess of Education and Creativity for her blessings in giving us this precious opportunity to gather at this memorable international event. It is my great pleasure to welcome all the dignitaries, delegates, researchers, participants, and organizers present in the International Conference on Life Skills Education (ICLSE 2022) on "Sustainable Future in the Post Pandemic Era: Life Skills as Strategic Enablers". This conference is being organized in association with the Indian Association of Life Skills Education (IALSE) and the Department of Political Science, Rajdhani College, University of Delhi, , Co-organized by Urivi Vikram National Centre for Adolescents, Dwarka, New Delhi and International Hindu University Florida, USA, sponsored by the Indian Council of Social Science Research, New Delhi and United Nations Population Fund (UNFPA) on 4-6 November 2022 at Rajdhani College, University of Delhi, India.

Our college has borne the mantle of excellence, committed to ensure the faculty, researchers and students their own space to learn, grow and broaden their horizon of knowledge by indulging into diverse spheres of learning. In our endeavours to raise the standards of discourse, we continue to remain aware in order to meet with the changing needs of our stakeholders. On the auspicious occasion of the Azadi Ka Amrit Mahotsava Celebration of India as well as centenary celebrations of the University of Delhi, we have been organising many National and International Conference on various subjects.

Our National Education Policy 2020 has laid great emphasis on rediscovering the roots of Indian knowledge system and tradition. It has also focussed on equipping the new generation with Life Skills along with other skills as well. However, many challenges and obstacles are being faced in implementing the very motto of our policy. I strongly believe that

such type of conferences will contribute for the overall growth of new ideas which in turn boost up the economy of the country. Also, as the subject of this conference is most pertinent topic for the present globe, I am very confident that This International event is going to be the best platform to discuss the research outcomes critically and come up with effective solution as well as establishing a good collaboration between academic institutions and industries located worldwide to address the current world issues.

Finally, I would like to thank the team of, Indian Association of Life Skills Education, Urivi Vikram National Centre for Adolescents, Dwarka, New Delhi and International Hindu University Florida, USA. I also wish to thank the sponsors of the international conference the Indian Council of Social Science Research, New Delhi and United Nations Population Fund (UNFPA). I would also like to thank, the teachers, the organisers, and the students, volunteers for their valuable contribution in organising and managing this mega event.

with My best wishes,

Prof. Rajesh Giri

Convener Message

Dear Professors and Researchers,

It is my privilege and honour to welcome you all to the International Conference on Life Skills Education (ICLSE 2022) on "Sustainable Future in the Post Pandemic Era: Life Skills as Strategic Enablers" being organized in association with the Indian Association of Life Skills Education (IALSE) and Department of Political Science, Rajdhani College, University of Delhi, Delhi, Co-organized by Urivi Vikram National Centre for Adolescents, Dwarka, New Delhi and International Hindu University Florida, USA, sponsored by the Indian Council of Social Science Research, New Delhi and United Nations Population Fund (UNFPA) on 4-6 November, 2022 at Rajdhani College campus.

The main goal of organizing this conference is to share and enhance the knowledge in this fast-moving digital world. The recent pandemic phase in human civilization has forced the world to devise alternative ways of living along with redefining Life Skills. The ancient Indian tradition has an answer to most of the problems being faced by the world community today. The conference also aims to discuss on not only the 5P's- people, planet, partnership, prosperity, and peace, rethinking ways to approach the developmental challenges of today but also future scope for policy recommendations and providing a platform for practitioners to come together.

The Conference has given a good opportunity for those who have a thirst in sustainable human life along with Indian tradition and culture and a way for the western world too. I want to thank the conference committee for extending their valuable time in organizing the program and all the authors, reviewers and other contributors for their sparkling efforts and their belief in the excellence of ICLSE 2022.

Looking forward for an active contribution and participation from the researchers, participants, organizers, and faculty members.

Prof. Suman Kumar
Convenor

A brief on:
The International Conference on Life Skills Education (ICLSE2022)

Indian Association of Life Skills Education (IALSE) is an association of professionals working in the field of life skills education and training and endeavours to propagate life skills education through its initiatives in training and research. Through its annual international conferences, IALSE strives to provide a platform for academics, practitioners, policy makers, mental health professionals and the civil society to deliberate upon the current issues and latest trends in life skills education.

As part of its yearly flagship program-international conference and we are proud to share that 2022 is the year of its 9th international conference, which we started during 2013. Each year IALSE organises its conferences on diverse topics of relevance. The chosen theme for this year's International Conference is on 'Sustainable Future in the Post Pandemic Era: Life Skills as Strategic Enablers'. This conference is a three- day event slated from 4th to 6th November 2022, organized by IALSE and Department of Political Science, Rajdhani College, University of Delhi, New Delhi, in collaboration with United Nations Population Fund (UNFPA), sponsored by Indian Council of Social Science Research, and co-organised by the Urivi Vikram National Centre for Adolescents, New Delhi and International Hindu University (IHU), Florida, USA.

About the Conference

This conference focuses on the connection between life skills as the key drivers for capacity building for a proactive, positive recovery in the post pandemic era, towards ensuring a green future. The conference also aims to discuss on the 5P's- people, planet, partnership, prosperity and peace, rethinking ways to approach the developmental challenges of today and the future. Scope for policy recommendations and providing a platform for practitioners to come together are some of the highlights of the conference.

OBJECTIVES OF THE CONFERENCE

- To gain perspectives and discuss frameworks that elicit the role of life skills for recovery and sustainable future in post pandemic times

- To examine the five critical dimensions of people, prosperity, planet, partnership and peace of the 2030 agenda in the light of life skills for resilient recovery from the pandemic and a sustainable future

- To identify key areas and strategies for implementation of programmes infusing life skills / life skills education as a strategic tool for sustainable behaviour change for individual and societal transformation

- To deliberate on the role of life skills for active citizenship for a sustainable future

- To explore the lessons learnt from Indian traditions for a sustainable future

- To facilitate networking and collaboration among academicians, researchers, practitioners working globally in this area

- To serve as a forum for cross-sectional and multidisciplinary dialogue between researchers, practitioners and policy makers on issues related to life skills

STRUCTURE OF THE CONFERENCE:

Inaugural session, Panel discussions, Symposia, Thematic sessions (Face-to-face & in online mode), Plenary, NGO Conclave, Think Tank on Defining Life Skills, Azadi ka Amrit Mahotsav-Voices of Youth, Focus Group Discussion and Valedictory session are planned over three days.

The conference which will be in hybrid mode (in-person as well as online) is expected to cater to over 200 delegates from India and abroad.

PARTICIPANTS

Calling all academicians, social scientists, research scholars/ researchers, government representatives/ officials, members from civil societies, NGO/ INGO practitioners, youth worker, trainers and practitioners of life skills, professional social workers & activists and individuals interested in life skills education, training and research to participate in the conference for deliberations and paper presentations, as delegates, sponsors and partners.

About the Organisers

Indian Association of Life Skills Education (IALSE): The Indian Association of Life Skills Education is a registered society and from its existence in 2010, brings together a forum where officials, academicians, professionals, researchers, policy makers, functionaries and like-minded people would be able to interact, discuss, and thereby promote and strengthen Life Skills Education through an inter-disciplinary and trans-disciplinary approach. It has a pan-India presence, with over 200 members including life members, institutional and patron members from different parts of the country. The association enables life skills professionals/ practitioners/researchers across the country share ideas, resources and expertise. The focus areas of IALSE include training, content/curriculum development, research and publication in life skills education. International Journal of Life Skills Education (IJLSE) is the exclusive journal on life skills educa-

tion and related subject, published by IALSE. (www.ialse.net)

Rajdhani College: Rajdhani College, established in 1964 is a constituent college of the University of Delhi and has completed 50 glorious years of academic excellence. The college today is looked upon by the academic community of Delhi as one of the most excellent institutions for its progressive outlook towards teaching, learning and co-curricular activities. Rajdhani College is committed to provide an enabling environment in which holistic growth of every student is possible. The college tries to maintain a balance between innovation and tradition – a feature that makes the institution stand out. True to the motto, the college remains committed to inculcating a sense of responsibility towards society and the nation, amongst the youth of the country. A focus upon developing scientific temper with a special emphasis on community life vis-à-vis the individual and the family is practiced. Rajdhani College is committed to building a strong foundation of core values of social justice, veracity and service to guide and mould students to achieve sustainability and excellence in all spheres of life. (https://www.rajdhanicollege.ac.in/Index)

United Nations Population Fund (UNFPA): UNFPA is formally named the United Nations Population Fund. The organization was created in 1969, the same year the United Nations General Assembly declared "parents have the exclusive right to determine freely and responsibly the number and spacing of their children." UNFPA calls for the realization of reproductive rights for all and supports access to a wide range of sexual and reproductive health services – including voluntary family planning, maternal health care and comprehensive sexuality education. (https://www.unfpa.org)

UVNAC: Urivi Vikram Charitable Trust (UVCT) is a national level non-governmental organization, with a focus on the social and economic empowerment of young adults (10 to 19 years). The UVCT trust has played a pioneering role in obtaining a distinct status for 'Adolescents' as a significant social group in the Indian planning system. The motto of the trust is 'To find ways and means to transform India's

"Burden of Population" into an "Asset of Human Resources".' UVCT established the first ever 'National Centre for Adolescents', in September 2007 in Dwarka, New Delhi. UVNAC deals with important tasks such as planning, communications of projects and provides all kind of support to state teams. All projects and programmes conducted by UVCT and its state chapters are supervised and monitored by UVNAC. (http://www.uvct.in/)

International Hindu University: The International Hindu University is a non-profit, post-secondary degree-granting institution recognized by the Florida Department of Education and Florida Commission on Independent Education under the authority of Florida State Statutes, Section 1005.06. Its vision is uniting ancient spiritual wisdom of the Hindu dharmic way of life with the curiosity of the West. The University strives to take this mission to students of all ages, faiths, disciplines, and degrees so that they can join in exploring the modern legacy of the oldest religion on earth. (https://www.ihuusa.org/index.php)

PROGRAMME SCHEDULE

Day One: 04/11/2022

08.30 – 09.30 am.	Registration
09.30 – 11.15 am.	Inaugural
11.15 – 11.30 am.	Tea Break
11.30 – 01:30 pm.	Plenary Session
	Symposium I: **Enhancing Personal Agency for Empowering Adolescents**
01.30 – 02.30 pm.	Lunch
	Parallel Sessions
02.30 – 04.30 pm.	Panel Discussion I: **Dealing with Climate Change for a Sustainable Future**
02.30 – 05.00 pm	Symposium II: **Rethinking Policies and Practices of Education in the Post Pandemic Era**
04.30 – 04.45 pm.	Tea Break
04.30 – 06.00 pm.	Thematic paper presentations

Day Two: 05/11/2022

	Book Release:
	Bibliography of Life Skills Education
09:30 – 11:30am	Plenary Session
	NGO Conclave: 'The Role of Life Skills for Recovery and a Sustainable Future through 'Partnerships'

11.30 – 11.45 am.	Tea Break
11.45 – 01.00 pm.	Parallel Sessions
	(1) Panel Discussion on Azadi ka Amrit Mahotsav Voices of Youth: Life Skills and Vision for India 2047
	(2) Focus Group Discussion: Life Skills for Persons with Disabilities – Pathways for Inclusion
01.00 – 02.00 pm.	Lunch
02.00 – 04.15 pm.	Symposium III: **Role of Life Skills for Holistic Well-being**
04.15 – 04.30 pm.	Tea Break
05.00 – 07.00 pm	Panel Discussion II: **Active Citizenship for Global Peace and Prosperity**
04.30 – 06:00pm	Thematic paper presentations

Day Three: 06/11/2022

09.30 – 11.30 am	Parallel Sessions
	(1) Roundtable: Gender Inclusion for a Sustainable Future
	(2) Think Tank: Defining Life Skills in the Changing Landscape
11.30 – 11.45 am.	Tea Break
11.45 – 1.00 pm.	Plenary Session
	Special Lecture: Eastern Philosophy of Life Skills Education
	Parallel Session
	Panel Discussion III: **Atmanirbhar Bharat**
01.00 – 02.00 pm.	Lunch
02.30 – 03.30pm	Valedictory

LIST OF SESSIONS

Symposium I	Enhancing Personal Agency for Empowering Adolescents
Symposium II	Rethinking Policies and Practices of Education in the Post Pandemic Era
Symposium III	Role of Life Skills for Holistic Well-being
Panel Discussion I	Dealing with Climate Change for a Sustainable Future
Panel Discussion II	Active Citizenship for Global Peace and Prosperity
NGO Conclave	The Role of Life Skills for Recovery and a Sustainable Future through 'Partnerships'
Panel Discussion on Azadi ka Amrit Mahotsav	Voices of Youth: Life Skills and Vision for India 2047
Focus Group Discussion	Life Skills for Persons with Disabilities: Pathways for Inclusion
Roundtable	Gender Inclusion for a Sustainable Future
Think Tank	Defining Life Skills in the Changing Landscape
Special Lecture	Eastern Philosophy of Life Skills Education
Panel Discussion III	Atmanirbhar Bharat

SUB THEMES

A. Life skills as strategic enablers to realise a sustainable future for 'People'

B. Development of 'green skills' for a sustainable future for the 'Planet'

C. Combating the widening inequalities, growing unemployment, social and financial exclusion: Role of life skills for sustainable 'Prosperity'

D. Situating life skills for Peaceful and Inclusive Societies for a sustainable future

E. Strengthening 'Partnership' for a sustainable future: Overcoming the Challenges

F. Lessons of life skills from Indian culture and heritage

G. Exploring ancient Indian education history to trace the narratives on life skills

H. Lessons from Indian traditions for a sustainable future

I. 'Atmanirbhar' (Self-reliance) through Life Skills

PLENARY SESSION

SYMPOSIUM – I

Key Note
Empowering Adolescents

Dr K Ellangovan PhD
Managing Director, INKEL Ltd &
Formerly Additional Chief Secretary
Government of Kerala

The caption 'empowering adolescents underlines the assumption – and rightly so - that adolescents today need to empower themselves to cope up with the complex society they live in. Adolescent period is a period between childhood and adulthood wherein the individual adolescent experiences rapid physical, mental and emotional changes that were never experienced before. It is therefore important for every adolescent to understand their bodily changes for them to adapt to the environment they thrive in. In the absence of a guided development, some of them go off the tract and become sociopaths and emotionally challenged persons.

As per some estimation, population in the age group of 10 to 19 years constitute about 40% of the world population and 80% of them live in developing countries. In one sense, their role in future global society is being a determinant factor the adolescents cannot be left to themselves to understand and cope-up with challenges thrown at them. Life skills are essentially soft skills that are of paramount importance not only to understand their bodily changes but also to have an effective communication with the external world. But where from these skills are imparted to them?

By any measure, civic participation of adolescents is going down. Smaller size of the family, both working parents and mobile and gaming gadgets have isolated adolescents from the family and societal happenings. They are lonely and predisposed to several mental issues than ever before.

To my mind, empowering Adolescents begins with improving their

awareness on Adolescence. This will help them realize their potential to achieve what they want to achieve. Educational curriculum across the school boards are heavily focused on academic skills and have very few references to life skills. As mandated in the Right to Education Act 2009, Central Board of School Education (CBSE) introduced the Continuous Comprehensive Evaluation (CCE) system to replace the annual examinations in schools. CCE is a composite measure of scholastic and co-scholastic skills. The idea was to develop the child into a rounded personality with sensitivity to the happening around. This was expected to improve the performance of the child in the psychometric scales. But the outcome of this new system was far short of the expectation. Even in schools with CCE, there is overwhelming importance attached to scholastic skills rather than the co-scholastic skills. A study conducted by CBSE found that schools did not know how to train the teachers to evaluate co-scholastic skills. The system was later withdrawn and the pen and paper method to assess the students was reintroduced in these schools.

At a fundamental level, 'life skill refers to soft skills that enables an individual to assimilate herself/himself into a society they live-in and further contribute to the peaceful existence of the community. At a broader level, life skills can be categorized into 'intra-personal skills' and 'inter-personal skills'. While the intrapersonal skills aid the development of the individual as a rounded person, inter-personal skills help in engaging the community in a desired way. Both these skills are important to achieve success.

Intrapersonal skills are self-communication skills that enables an individual to communicate with his/her inner-self. Meditation, self-visualization, auto-suggestion, creative thinking are some of the powerful intrapersonal skills. They help in achieving self-awareness, social-awareness, improving perceptiveness, self-management, management of emotions especially bad emotions such as anger management, adjustment issues, emotional intelligence, empathy, self confidence and active listening. These skills not only will make them 'good individuals' but are foundations on which the leadership qualities can be built at a later stage.

In a well-reviewed book, 'Triple Package' Prof Ami Chua and Jed Rubenfold, the two professors of Yale University wrote about the three characteristics that make cultural groups succeed in the United States. They studied different ethnic groups living in the US and found that communities that have individuals who have superiority complex, face Insecurity and have impulse control – do better than the rest. These traits are taught to the child quite early in life. Therefore, prevention of developing inferiority complex, and teaching to exercise impulse control as life skills, if taught to the adolescents will greatly help in reducing academic failures and criminal acts of adolescents.

Some of the interpersonal skills are good communicator, ability to be a team member, leadership qualities, active listener, flexibility in attitude, empathy, dependability etc.. A study conducted in the US on who among the equal becomes the CEO of a large and fortune 500 companies revealed that, while academic and work skills being the same, the one with excellent 'inter-personal skills' is chosen as the CEO. Therefore, it can be argued that these life skills are active ingredient for a successful career as well.

Today, an adolescent has numerous distractions. Rise in the disposable income of the family as both the parents earning coupled with lesser number of children is an excellent recipe for the appeasing the children. Availability of drugs, alcohol and other distractions such as mobile and computers games are often cited as reasons for adolescents going the wrong way. They are either introvert or become extrovert with dangerous intentions.

In addition to the life skills mentioned above, critical thinking as a skill will help an adolescent analyze facts and circumstances and form opinion and judgment on issues faced by them and the society. Critical thinking helps to develop rationality, problem solving and decision-making abilities.

Stress management techniques needs to be instilled in adolescents as most of them pass through a stressful period. A simple explanation to manage stress is striking a balance between the reality and expectation in every situation. The need to modulate

the expectations and accept the reality will clear the mind to a large extent and manage stress. Austrian Psychologist Edward De Bono explains the stress model with two concentric circles – the outer ring representing expectation and the inner ring the level of achievement. The distance between the two is essentially a 'zone of disappointment' which leads to stress.

Some of the common mental illness in adolescents are anxiety, mood changes, attention & behavior disorders, alcohol use, drug misuse and risky sexual behaviors. Self-harm or suicide is unfortunately the second leading cause of death in young people aged between 15 and 24 years. Inability to accept failure leads to depression and extreme step of self-harm.

'Digital detox' is a common word used by trainers. This needs to be practiced on adolescents now and them for them to break the continues avalanche of un-censored information that reached through the social media. The information overload the adolescents face often make them lose the reality. They start living in an imaginary world and refuse to accept the reality. Parents have running battles with adolescent children primarily because of the perceptional issues.

Empowering Adolescents is a begging of their civic participation. Adolescent empowerment is a multifaceted training programme involving parents, teachers and peer group. There are several programs available all over the place. Student Police Cadet scheme run by Kerala Police is an example of empowering students to play an active role in disseminating information about the police and criminal justice system. The student clubs in schools are other examples of empowering the adolescents. Preventive health clinics in the schools are another example of empowerment program. The importance of exposure to adequate sunlight, clean water and air, waste disposal, sexual health, de-addiction centers and importance of sleep as a medicine are all the ingredients in health clubs. Finally, making the adolescents aware of the preventive medicine and making them practice the same will go a long way in reducing the disease load in the community.

Enhancing Personal Agency for Empowering Adolescents

Prof. Dr. Shekhar Seshadri
Senior Professor (Retd.), Department of Child & Adolescent Psychiatry
Former Dean, Behavioural Sciences Division
Former Director, NIMHANS
& Advisor-SAMVAD, India

'Rather than criticizing teenagers as lazy and in need of more control and structure, we should recognize the ways our culture infantilizes its teens' - Kerry McDonald

A technical Note prepared by UNICEF's ADAP, Education and Gender teams states that empowerment is a multi-dimensional construct shared by many disciplines. This report defines adolescent empowerment as: A personal journey during which an adolescent (age 10-19), through increased assets and critical awareness develops a clear and evolving understanding of themselves, their rights and opportunities in the world around them, and through increased agency, and voice and participation, have the power to make personal and public choices for the improvement of their lives and their world.

Agency is defined as the personal capability to act and make free and informed choices to pursue a specific goal. Agency is also considered an asset.

This presentation will discuss approaches to putting Empowerment into Practice by Providing opportunities for adolescents to learn life skills and how these are then assets, just as Agency is.

Dr. Shivani Katara, BDS
Submitted PhD Thesis in Medical Sociology
(Delhi School of Economics)
Former State Consultant, UNICEF, Lucknow.

Synopsis

Adolescence, marks an important stage of growth and development. It is the period of transition from childhood to adulthood and is characterized by rapid biological changes and psycho-social maturation. India is home to maximum number of adolescent populations in the world. According to national estimates, around 40 percentof India's children and adolescents are vulnerable and living in difficult circumstances. Due to complex historical legacy of gender discrimination and obsolete social norms, adolescent girls are often most at risk. Adolescents tend to extend their relationships beyond parents and family and are intensely influenced by their peer groups and the external world in general.The ongoing Covid-19 pandemic has further compounded the issues of young population in India. In this light, it becomes important to talk about adolescent's agency and empowerment. The term agency concerns an individual's ability to take responsibility for his/ her own life. and is influenced by various intersecting economic, cultural, socio-structural factors including deep-rooted gender norms, unequal power relations, expanding mass-media culture, that affects the potential of adolescents in an adverse manner. An agentic adolescent empowered through meaningful education, vocational training and continuous mentorship on various life skills, have the potential to become a socially and economically transformative force for the nation.

PARALLEL SESSION

PANEL DISCUSSION - I

Dealing with Climate Change for a Sustainable Future

Ms. Varsha Ajmera
CEO, World Youth Foundation, Malaysia

Synopsis

There are over 1.8 billion young people in the world today, 90 percent of whom live in the developing countries. Over 60 percent of young people reside in the Asia Pacific region. Young people play a key role in tackling climate change issues and empowering them to take action will enhance their effective participation in achieving a sustainable future for all.

Youth, being the largest stakeholders of civil society should be at the forefront of the sustainable development dialogue, but to do so, they require to be aware and fully participative.

Recent research has shown that by including climate change education, young people develop a strong personal connection to climate solutions, as well as a sense of personal empowerment, which can also have consequential impact on their daily behaviors and decision making that reduces their overall lifetime carbon footprint.

Education can encourage young people to change their attitudes and behavior; it also helps them to make informed decisions. Knowing the facts helps eliminate the fear of an issue which is frequently colored by doom and gloom in the public arena.

CLIMATE CHANGE EMPIRICS AND LEARNINGS: REFLECTIONS AND PERCEPTION

Ms. Ozai Mehr

Std V11, Chinmaya Vidyalaya, Kasaragod

I am here to share some of my scattered thoughts on CLIMATE CHANGE.

Listening to those joyful, colorful, playful child hood narrations of my parents sometimes   I feel sad and asks question who had stolen these wonderful externalities of our living ecosystem?

The changes in living ecosystem as human progresses, in quote is the causative factor for climate change. Obviously, Change is a good thing but when it moves to the detrimental state it is something malicious…

I do respect and endorse the great things I learned from text and web resources shared by the experts here … All are facts and figures and is a new learning for me. But the concern is how we can rejuvenate using the great power of Education as a transformative tool.

Climate change is a change in the statistical distribution of weather patterns when that change lasts for an extended period of time. Climate change today is no longer the exclusive domain of scientific experts and experiments; and it calls for action from all citizens including the student community across the globe. It is very interesting to note that Climate change and sustainability are issues that cut across generations, and the decisions that are made today will have impact not upon the present generation that makes them, but generations to come. Hence, I believe this disposition is for us. It is estimated that 65 per cent of those who will be affected by climate-related disasters every year in the next decade will be women and children.

How should we modify our strategies to deal with climate change is critical in the present scenario. I submit a few strategies in front of this

auspicious forum

- First Increasing Students Engagement in Sustainability

. Student engagement should be increased to create a "green culture" to provide a broad context for all the activities and to demonstrate the breadth of green values, to cultivate a critical mass of students strongly interested in sustainability issues.

- Creating a Green Culture- Promoting Green Values in family and Schools

The programs and initiatives promoting green values should have a safe place for incubation. Here arises the need for creating a green culture. Success in creating this green culture would produce a "green community" on campus which could gradually expand to encompass not only the rest of campus but the community as a whole.

- Creating a Critical Mass of Student Activism

The second and complementary aspect of the strategy should be to cultivate a critical mass of students who are motivated to take action on sustainability issues. Create a multi-year plan to reform physical operations to make campuses model sustainable communities. It would be desirable to promote strategies for fostering: Youth activism, Environmentalism, Green consumerism and Volunteering and social activism for social change and development.

- The next point I want to submit is Developing Programs in Green Living

Beyond supporting programs, more general programming for all of the students should be organized. One of the most successful programming areas has to be the "green living." We should get role model like the parents, teachers and social leaders who are competent assertive enough to take decision and demonstrate green living pattern.

As this conference is the network of different stake holders who are working in the field of life skills education there should be a network

of students who are in the field of green living and who are for doing something and saying something, demonstrating something, incubating something for "climate change."

And finally, the strategy I want to submit to my teacher community with love respect and affection that the approach in the classroom, the living in the school should have a green pedagogical approach. I had some learnings and experiences on environmentalism and values which I got as a part and parcel of NALLAPADAM experiences in my schools. These kinds of small experiences can later transform us and contribute to big changes.

To Conclude …….

It is my sincere request with politeness to this forum that kindly engage in promoting Environmentally responsible behavior which will strongly contribute for the sustainable development. We had the learnings and empirics from the Pandemic period when all our manifestations were ecologically responsible and sustainable. We had parents as our models and home as sacred grooves. We have been informally learning and experiencing life skills lessons, Power of SELF AWARENESS, CRITICAL THINKING, EMPATHY and so on …… Then everything was rhythmic, though we are forced to with a slow and sustained manner. There was sustainability in home and metro. We could also hear the chirping sounds of birds and lulling touch of breeze. The dark clouds on the Top of Taj Mahal disappeared, from Delhi Himalaya was visible. If then why can't we sustain throughout? Or shall we wait for another Pandemic to come…. The question is not from me but from the billions of children.………

PLENARY SESSION

NGO Conclave: 'The Role of Life Skills for Recovery and a Sustainable Future through 'Partnerships'

Synopsis of Dr U N B Rao's Talk on 5th November

UVCT'S motto has been to find ways and means for transforming India's 'Burden of Population' into an 'Asset of Human Resources', as a crucial and well-relevant task for the development of India!

In this regard, a systematic plan was followed by first focusing on in-school adolescents to sustain their interest in education, through programmes of Counselling and Career guidance. While working on strengthening in-school adolescents, it was visualised that India had 70-80% (1995) youngsters as drop-outs and push-outs, who required to be mainstreamed. For their empowerment , UVCT launched an innovative programme "Shakti: Personality Development". Batches of 30 to 40 drop-outs/ under-achievers were given a month's orientation in order to build on their strengths and simultaneously, minimise their weak-points. By the year 2000, 30 batches of students of Shakti programme were given the orientation, resulting in evolving them into socially responsible and economically productive young adults. The UVCT's 'Shakti' caught the attention of UNFPA. At their instance, the UN forum for Population and Development (UN IAWG P&D), thoroughly studied the Programme and ultimately acknowledged UVCT'S Shakti Programme as the BASIS for their "Life Skills for promotion of Health of Out of School Adolescents" (July, 2003).

UVCT, as a Member of the Working Group on Adolescents, alongside advocated for Life Skills , resulting in the then Planning Commission including the concept of Life Skills in their" "Report on Adolescents" (TYFP Working Group Sr. No. 1/2001, notified in June 2001).

Soon thereafter, numerous versions of 'Life skills Manuals' emerged, including those of Delhi Education Directorate's YUVA Programme, A joint programme of Lions Clubs International and Quest International and the like. But more concerted work was done when RGNYAD started Master's Course in Life Skills. You are all conversant with the International Conferences on Life Skills – a master stroke of our friend Dr Radhakrishnan Nair and associates.

Sharing AACCI Experience of Journey in Life skill education

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Background

AACCI was established in 2007 for holistic welfare both physical and mental wellbeing of children adolescents and young adults (AYA). The founder chair was late Padma Bhushan Awardee Dr. R.D. Lele a renowned adult physician and Dr Swati Y Bhave Adolescent Paediatrician in Mumbai with a group of doctors of all specialities. The present Chairperson is Mr Yashwant Bhave.

Its core group consists of doctors from various specialties (adult physicians, teen age specialists, paediatricians, gynaecologists, mental health professionals-including Psychiatrists   clinical psychologists and counsellors); Educationist and teachers from schools and colleges, parents, sports experts and family lawyers etc   in short, all adolescent stake holders (website www.aacci.in)

It is a unique model sustained for 15 years without paid staff or any sustained grant. All are professionals with full time occupations, working with AACCI giving their voluntary time. This model has been appreciated both in India and abroad and we have been in-

vited in various forums to share our experiences. From one centre in Mumbai with 25 people we have now grown to have 4 regional and 8 city centers with over 200 volunteers and an international center. We have collaborations with many organizations both at national and international level. We have got recognition of the work we have been doing, including   awards for our community work and our multi-centric youth-behaviour research.

AACCI mission

Most NGOs work on marginalised, rural, or specially challenged populations, which is the need of the hour and lot of funding is available for the same. Hardly any organisations focuses on the issues faced by highly educated middle and upper middle-class parents and teachers and students from affluent schools, living in the urban areas. Their issues are different -living in a digital world with rising mental health issues, increasing obesity and facing the epidemic of obesity and other NCDs – Non communicable diseases. AACCI focuses on the holistic welfare of this population.

AACCI mission has been -community awareness and change in behaviour for adapting Healthy behaviour for Healthy life- style which is known since the time of Ayurveda in ancient medicine to promote positive mental and physical health and prevent lifestyle disorders like obesity, Type 2 diabetes, cardiac problems, and various cancers.

The vision of AACCI is working for children and AYAs through the pillars in their life parents at home and teachers in school. From 2020 we have included grandparents also. So, we have 4 forums for delivering programs.

We have chosen life skill education approach as our tool for changing health behaviour. Life skill education is well documented to be useful in empowering adolescents to develop Psychosocial competence and ability to deal effectively with the demands and challenges of everyday life. It has been shown useful to reduce incidence of various high-risk behaviour in adolescence including teen age pregnancy, substance abuse, sexually transmitted dis-

eases, and many other medical issues.We do programs for on various issues through interactive workshops with children and teens and also with parents and teachers in schools, colleges, and the community in various parts of the country using the LSE model. Stress management is taught and there is a practical session on yoga, meditation, pranayama and other relaxation techniques like visual imagery and PMR-Progressive Muscular relaxation which is very much enjoyed by the participants

CollaborationAACCI does not believe in doing multiple onetime events, in multiple schools but sets up collaborations with educational institutions – schools and colleges to work on long term interventions for effective change. We also collaborate with like-minded professional associations.

Multicentric research on Youth behaviour – Compared to the western literature we have fewer studies on various aspects of child and adolescent behaviour in our country. Since inception AACCI has conducted surveys on all LSE workshop participants using well standardised free for use scales like Rosenberg's Self-esteem, FTAS etc. We also have collected larger samples through schools and colleges following all ethical guidelines. We have presented and published and also received awards. (https://www.aacci.in/research.html)

Training modules: AACCI has created 40 training modules on a variety of subjects eg menstrual issues, parenting at various ages, mental health issues etc. All AACCI volunteers are trained in delivering these modules and the same standardised modules are taken in all centres so that the message is uniform even if the faculties are different.

International collaborations – we have been actively involved in International Adolescent week celebrations 2020, 21, 22 (https://www.aacci.in/international-activities.html). In 2020-21 Dr Swati Y Bhave was global coleader (https://drive.google.com/file/d/1-6mkO72Paj9ZX9F5LQxqq-5HAcjDwIz9/view?usp=sharing)

AACCI Innovations for LSE training

1   LSE for school and colleges: Most LSE training workshops take 5 to 7 days and covers age group of 13-17 yrs. We have created a special 16-hour modular training program along with EXPRESSIONS India with Dr Jitendra Nagpal and team from Delhi in 2008 We have used this for AACCI LSE Master trainers workshops (participants include all adolescent stake holders -doctors, teachers, parents etc) and AACCI Peer educators workshops for school and colleges from 10 -24 yrs. of age. We have been successfully running our training programs in various parts of the country. We also have created a AACCI Youth forum. We had presented this experience way back in 2009

2   Using LSE workshops for screening for NCD risk factors

We have added in our LSE module a component of Healthy lifestyle. We have a AACCI Lifestyle questionnaire to screen the participants. When school/college gives permission, we also take anthropometric measurements like height and weight to calculate BMI, waist circumference and BP. We also teach them about these parameters.

3   Using LSE workshops for awareness and prevention of various addictions

We teach about the adolescent brain development and vulnerability for various addictions and we deal with awareness and prevention of – substance abuse, junk food addiction, problematic internet use and social media and mobile addiction. We teach how to use life skills to prevent and /or over come all these issues

4   Peer educators:Peer educators are the best way to impart LSE programs. Peer-led education is very effective in reducing high risk behaviour across a variety of settings and cultures.

Medical students - Working with Dr D.Y. Patil Medical college Pimpri, Pune since 2009. Our medical college students have won awards for research paper presentation participated in pre-conference workshops both in India and abroad. They have work as

youth ambassadors for conducting NCD awareness and prevention in Pune schools- AACCI project has won award for this project.

Engineering students – We have worked with Bharati Vidyapeeth college of Engineering for women in Pune and they have also done well as peer educators.

School children – we have also trained school children as peer educators

Our youth have participated in National and international events (https://www.aacci.in/youth-wings-news-and-events.html)

3   Dr Swati Y Bhave has used her LSE expertise to create modules for medical issuesusing LSE approach as she is also dealing with patients and has trained AACCI teams to continue such programs e.g. –healthy weight loss in obesity patients, coping skills for cancer survivors, dealing with chronic diseases e.g. thalassemia, ADHD and conduct disorders, parents, and children of Downs syndrome etc

4   Dr Swati Y Bhave has also created various modules for corporates and parents all based on LSE approach: e.g parenting skills, healthy life style and prevention of NCDs ,emotional regulation and creating happiness , stress and time management etc.

Ongoing work during the COVID Era

As it was the need of the hour - AACCI had to switch to digital mode. Our core team developed online interactive modules using roleplay, case-based discussion, online polling, google survey, FAQs, Mentimeteretc and continued doing programs through webinars.

The covid pandemic shook up the entire lifestyle of families. AACCI developed a lot of content to help adolescents and families adapt to their practical day to day pressures and their emotional and social stress during the pandemic as well as post pandemic. School children were hit hard by the change in delivery of their school lessons, and they missed their friends and social interactions. Teach-

ers were pressured since their work life balance was upset with the work from home format, and corporate employees who were used to Work from Home but did value their face-to-face office interactions felt that their hands were tied. Homemakers were silent sufferers since nobody appreciated the additional burden of work on them.

This entire change affected families, and AACCI stepped in showing how parents and grandparents could rally around, and deal with all these stressors for themselves and their young ones. Increase in screen time became a given, and AACCI put in the years of experience dealing with screen time issues to help out. We conducted nearly 100 webinars through our four forums – parent / teacher /students / grandparents. We did programs showing the importance of healthy nutrition, exercise and where possible, social communication and social support, adequate sleep and enough me-time for those hard hits by the new schedules. The lessons learned during the pandemic have also served AACCI well, since we have always lived by the motto, "when life gives you lemons, make lemonade."

Online workshops also gave us an opportunity to continue training our own volunteers in different part of country in various AACCI modules. We have conducted master trainer program for our ABC Module – Say no to Anger & Bullying in Children as on-going project in different schools all over India using Life Skill based approach in management

Most of AACCI volunteers being doctors – they were active covid warriors – but still most of them continued giving whatever time they could for volunteer activities at AACCI and we are really grateful to have such a committed group of 200 plus volunteers all over the country

LSE workshops -We tried a pilot webinar for LSE and got excellent feedback. After which in the early phase of lockdown in 2020 where coping skills and resilience were the need of the hour, our team did weekly webinars on Life skills for parents, teachers, and

other stakeholders of adolescent health. These webinars were well attended from every corner of the country and well appreciated by all. We also did collaboration with SVT women college Mumbai and St Arnold school Pune.

We are presenting our experience of AACCI LSE workshops during covid in 4 different oral papers in this ILSE conference

International invitations-AACCI organised 3 hours online workshop for LSE in 12th Congress of International Association of Adolescent Health organised at Peru on 18th November 2021 for 100 adolescents from all over the world. (https://drive.google.com/file/d/1gl-7n3vAeq9UG7FcGX0-cbXGp43_8sU7G/view)

We are now doing a Hybrid LSE workshop at the First Asian Adolescent conference in Kolkata 4-6 Nov.

All our webinars are recorded on www.facebook.com/aacci.in and www.aaccitrainingprograms.com . We would appreciate a feedback and suggestions for betterment . To contact us please use email id aacci2019@gmail.com

PARALLEL SESSION

FOCUS GROUP DISCUSSION

Life Skills for Persons with Disabilities – Pathways for Inclusion

LIFE SKILLS of the TEACHERS for INCLUSIVE EDUCATION

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Synopsis

"When teachers view students with a strength-based mindset, they seek to celebrate, support, and accommodate learning differences."- Brookes

Inclusiveeducation(IE) happens when children with and without disabilities participate and learn together in the Same classrooms. Several research studies have proven the benefits of inclusive education for the children with special educational needs (CWSEN).

It involves regular schools and classroom genuinely adapting and changing to meet the needs of all children as well as celebrating and valuing diversities.

The success of inclusive education largely depends among other things on teachers who are bringing the philosophy of inclusive education in practice. It is there awareness, strong faith in inclusion and skills that will help them to be the soldiers of inclusion movement.

The teachers have to shoulder several responsibilitiesfor catering to the needs of the CWSEN.

Teacher in inclusive classrooms is expectedto welcome all children, without any discrimination by making necessary accommodations and arrangements for their education in the same school or classesalong with the non-disabled peers.

To prepare the teachers for these challenging responsibilities the present teacher education needs to be overhauled. It should prepare the pre-service and in-service teachers for the inclusive educational world by equipping them with certain skill sets. They should include:

a.   Learning skills- Which should include communication, critical thinking and collaboration.

b.   Literacy- which should include information literacy and technology literacy.

c.   Life skills –They should include - behavioural skills, flexibility for managing changes in planning and implementation, goal setting and goal attainment, taking initiative, patience,organisation, networking and problem solving.

 It would also require, timely training, mentoring and scaffolding for implementation of inclusive strategies by the mentors and support by the visionary leadership.

PARALLEL SESSION

ROUNDTABLE: Gender Inclusion for a Sustainable Future

Points of Departure: On Life Skill Education, Gender and Development.

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Abstract

This paper attempts to revisit the larger questions related to gender inclusion for a sustainable future in the context of life skills education. It attempts to map the genealogy of the dominant trends related to gender and education in India. Those debates will be examined in the context of existing social and political contradictions. The category of gender in academic terrain and harsh Indian realities has been undergoing drastic change. Education that was part of the social welfare is gaining new shape in the capitalist phase of the neoliberal economy. In midst of such vexed formations, is it possible to seriously engage with the question of gender inclusion concerning life skill education and a sustainable future? The major focus of this paper will be on the gendered inquiry of life skills education. Interdisciplinary and intersectional approaches are usually invoked in the macro debates related to life skills. The binary opposition of school and life in the backdrop of learning also needs to undergo scrutiny in the knowledge versus skills debates. Larger inequalities based on caste, gender, race, ethnicity, and so on have to be mapped in the field of life skill education. The hegemonic ideology of education has the potential to address those big questions and is criticized from different perspectives. Thus, the credibility and tall claims related to life skill education also have to be probed to unfold epistemic and empirical complexities of life skill education. The ruthless proliferation of exploitation based on capitalism is also creating polarization of differences and

fragmentation of the workforce. The question raised is whether life skill education can engage with the penetration of such economic ideologies on the day-to-day gendered citizenship. The commodification of education can be detached from the ideas of economic empowerment ingrained in life skill education. Paradoxical relations between the socially regulated economy and the gig economy are complicating the relations of gender and labor in peculiar ways. Broadly, this paper tries to engage with the aforementioned disciplinary and practical dimensions in an open-ended manner.

THEMATIC SESSIONS

THEMATIC SESSION – A

Life Skills as Strategic Enablers to Realise a Sustainable future for 'People'

Life Skills and Tribal Livelihood System

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Abstract

The general consensus among the mainstream modern societies is that industrialization of tribal areas would usher economic prosperity for many sedentary communities residing in the hills, forests and valleys across different geographic space. This has largely proven to be an illusionary. Establishment of mega projects like steel plants, automotive industry, mining, crude oil etc., was expected to provide employment and livelihood to local indigenous population but it remained far from meeting this. It has never offered any satisfactory alternative to the traditional methods through which the tribal communities eked their livelihood and sustenance. It is here the role of life skills plays a vital role in enabling sustainability to people in the longer run. Traditional skills of the tribal folks have been time tested and has always provided intra and inter-generational sustainability. Every tribe has its own economic system for meeting the basic needs of its members and their skills, both acquired and learned, contributes to it. The present paper intends to study the role of basic life skills in supplementing both life and livelihood of the tribal communities. The objective of the paper is to study the tribal livelihood system from the perspectives of life skills as enabling factor leading to sustainability. The methodology

adopted is simple. Database comprises of secondary information. The secondary sources of data comprise literary references from books related to studies on livelihood, natural resource management, sustainability, tribal studies. Reports of official and unofficial survey and data published by various agencies have also been referred to. Beside these, research journal and other literatures of relevance have been referred to. Proper citations have been given in all those references which have been directly quoted. Literary references comprise both of recent origin as well as works of high significance of different periods of time. Google books, open access digital libraries, UGC Shodganga etc., comprise the main source of secondary data reference. The paper finds and concludes that life skills enable most of the tribal communities in coping with stress and strain and overcoming the livelihood challenges. The core theme which emerged from the study is that rural tribal livelihood in the context of life skills revolves mostly around the natural capital stock. This is mainly due to the fact that in many cases it has been observed that tribal communities for sustainability depends directly in harvesting of natural resources and the traditional skills which is acquired and practised by them acts as an elixir for their survivability.

Impact of Life Skills Training on Self-Esteem of Orphan Children

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Abstract

Background: Childhood evokes memories of unending joy, play, and innocence in the minds of most people. However, for all children, the picture does not appear to be the same such as orphans. Many children are deprived of parental and familial care as a result of traumatic circumstances such as the death of one or both parents, separation or divorce, poverty and so on. Many of these children are placed in orphanages for care and protection. Orphanages due to their limited resources are unable to provide all of the necessities to the children. Enhancing orphan children's life skills will increase their ability to be efficient, to cope with stress related to their life and academics as well as to lead healthy and productive life. Objective: The present research aimed to investigate the impact of life skills training on self-esteem of orphan children. Method: 100 orphan children with the age range of 08-15 years were randomly selected from two different orphanages. The present study is having quasi experimental research design with control and experimental groups. Orphan children were assessed with regard to their self-esteem by administering Rosenberg Self Esteem Scale (Morris Rosenberg, 1965). Independent sample t test, was carried out to test the formulated hypotheses. Results: Comparison at post-test phase showed that control and experimental group orphan children differed significantly very high ($p<0.001$) in their self-esteem ($t= -15.22$). Conclusion: Findings of the present study endorse the necessity of psychological services for orphan children to turn out as productive citizen of the nation with their enhanced self-esteem.

Keywords: self-esteem, life skills training, orphan children

Factors Related to Absenteeism among Higher Education Adolescents During Online Literacy Sessions in the Era of COVID-19

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Abstract

COVID-19 has affected varied sectors throughout the world and educational institutions are one among the others that has witnessed its impact. Campuses at universities and colleges are sites where students live and study in close quarters. They're also humming cultural hotspots where students from all around the world congregate. The fast spread of the coronavirus outbreak has recently undermined the foundations of this unique ecology, causing uncertainty about the ramifications for higher education. In response to the rising coronavirus outbreak, education officials have been compelled to close campuses around the world in recent months. Along with this, enrolment dropped at the start of a new semester. Though class closures may be temporary, it's difficult to predict if the novel coronavirus will cause long-term damage to higher education. Thus, this study was aimed to understand the underlying factors that were related to student absenteeism in the higher education institutions during the times of online classes and the pandemic. The educational systems have been fighting with COVID-19 from the time when economies all around the world have declared a state of emergency. Academic institutions were forced to close temporarily as a result of government orders, disrupting academic delivery. Svenja et al. (2021) have found the influence of socio-economic status and no teaching as the reason for absenteeism. There is, however, a dearth of studies, thus emphasizing the need to find the reasons behind absenteeism among students to assist them with robust digital methods. The findings of this paper suggest that internet related issues, privacy, motivation, and socioeconomic factors were found significant for absenteeism. This article further suggests the establishment of

sustainable learning models through virtual simulation models that are learner centric.

Taking climate change education outside the classroom

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Abstract

Many people, backed by a plethora of scientific research, know we are facing a climate catastrophe. And as a response, a considerable number of reviews advocate foregrounding sustainability in the education system. Most pedagogical suggestions focus on creating student awareness but don't provide opportunities for translating this awareness into mindful action. Life skill education is the missing piece of this jigsaw. Constant reskilling and upskilling are impertinent in the quest for transitioning into an environmentally sustainable society. The proposed article is conceptual and explores how skills education in Indian scenarios can contribute to creating feasible strategies and instruments to combat climate change.

Effectiveness of Life Skills Education among Residential School Students

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Abstract

Background of the study: Skill development is one of the key functions to facilitate the process for transforming information into healthy behavior. It is a proven fact that, adolescents with lower levels of life skills are more likely to develop behaviors of high risk which could lead to a long-lasting social and health consequences. The residential school students face various problems in their life during their stay at residential institutions. These problems can create a negative impact on the development of the students.

Objectives of the study: Awareness in life skills will help the residential students to overcome the various problems and challenges they face at school and later stages of their life. The present study looks into the effectiveness of life skills education among residential school students.

Methodology of the study: The study follows a quasi-experimental research design. A pre-test was conducted for both the groups in order to analyze their knowledge and awareness of communication and problem-solving skills. After the pre-test, an intervention module was implemented for the intervention group. But no intervention was given to the control group.

Results of the study: While comparing the two groups after intervention there was a significant enhancement in the communication and problem-solving skills among the students of the intervention group. The study will help for addressing the behavioral problems sustainably among students of residential school and convert them into strategic enablers to realize a sustainable future.

Keywords: Life Skills Education, Residential School Students, Sustainability, effective communication skills, problem-solving skills.

Life Skills Learning Digitally:
An Indian Picture

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Abstract

Learning life skills is crucial for adolescents as they stand at the threshold of work facing myriad challenges. If education has to prepare children and adolescents to cope up with challenges, education should impart requisite skills and abilities. Digital technologies are positioned to reduce the gap in access to avenues in learning of life skills in empowering character and employability. The objective of the study is to ascertain the existing state of life skill education in India and if the potential of digital technologies can be harnessed in delivering life skill education. The study seeks to answer following questions: 1) In what ways these DTs are leveraging digital access for specific learning life skills. 2) If life skills are negotiable through peer support and parental involvement. The study considers factors that affect learners in the age group of 12- 16 years from the middle-income group of society in their use of digital technologies in learning life skills, using qualitative research methods (focus group discussion and in-depth interviews) with students, parents and teachers. Results indicate digital technologies have the potential to deliver vast improvements in knowledge and adaptive attitude of students towards new opportunities and life skills by negotiating its use within reasonable oversight and guidance. Parents wield considerable influence on students' development as they negotiate life skills in the complex labyrinth of study, digital iterations, challenges and opportunities of a new world. Findings indicate lack of policy alignment with teaching and infrastructural resources to augment the demand. The pedagogy for imparting life skills needs to be embedded within particular strategies in interesting and fun ways. Combined intervention of

educational and technical institutes along with parents can guide the youth in life skills while traversing digital sphere.

Keywords: Life skills, digital technologies, youth, teachers, parents.

The effect of Life skill training on Cognitive Flexibility among female college students with low Life skill levels

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Abstract

This study was done to investigate the effect of Life Skill training (Critical Thinking, Creative thinking, Problem solving, Decision making) on Cognitive Flexibility of female college students residing in Mumbai. 5 item impact Life Skill Assessment Scale (Kennedy et al, 2014) was used to assess the level of life skills of participants as a screening tool. Pre-test and Post-test administration of Cognitive Flexibility Inventory (Martin & Rubin, 1995) was done to assess the level of Cognitive Flexibility on 3 aspects that are '(a) the tendency to perceive difficult situations as controllable; (b) the ability to perceive multiple alternative explanations for life occurrences and human behaviour; and (c) the ability to generate multiple alternative solutions to difficult situations. Life skill training was used as an intervention for the participants with low Life-skill levels. Limitation of the study is that only female college students were considered so the results cannot be generalized for male population. Implication of Life Skill training from mental health professionals would be beneficial for sustainable society.

Keywords: Life Skills Training, Cognitive Flexibility, Critical Thinking, Creative Thinking, Problem Solving

Effects of Mortality Salience Caused by Climate Change on Generalised Anxiety, Hopelessness, and the Mediating Effects of Resilience

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Abstract

Mortality salience is referred to as the awareness that death is inevitable. The term originates from Terror Management Theory and the awareness of death is said to cause existential crisis in individuals (Whitley et al., 2011). With the rise in climate change and erratic changes in the weather causing natural destruction and displacement across the world, it is reasonable to say that climate change has increased one's mortality salience. Previous research has highlighted the relationship between mortality salience and anxiety (Gordillo et al., 2017), feelings of existential threat (Whitley et al., 2011), and emotional defensiveness (Huang et al., 2021). However, research has not looked into whether the life skill of resilience can buffer these effects that arise from the awareness of one's death. The current research focuses on mortality salience brought on by climate change and its impact on participants' generalised anxiety and hopelessness. It also studies if resilient participants can cope better by taking proactive measures in battling the climate change crisis. The sample size was 190 and a convenient sampling method was used to collect responses through google forms. The demographics were young adults from the ages of 18 to 25. The techniques for data analysis used were multiple regression as well as mediation analysis on the three variables. It was found that both climate change concern and death anxiety had an effect on the participants' generalised anxiety as well as

their feelings of helplessness. Resilience was found to mediate the effects of climate change concerns on both generalised anxiety and helplessness. This indicates that, when it comes to mortality salience induced by the increasing climate change, young adults cope better when they're equipped with the life skill of resilience. The results of the study are discussed along the literature review in detail in the paper.

Keywords: Mortality Salience, Generalised Anxiety, Hopelessness, Resilience

Life skills in Adolescents and Youth in India 2022- A Scoping Study

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Abstract

In the past three years, the COVID pandemic not only brought several challenges and adversities but also gave opportunities to reflect, explore, learn and unlearn. Thus, a study to understand the status of young people in pre- and post-COVID situations with particular emphasis on life skills looked critical. Thus, "Life skills in Adolescents and Youth in India 2022- A Scoping Study" is being carried out across India to examine how life skills have helped adolescents & youth overcome, face, or address adverse situations in life. Secondly, to understand how and why they perceive life skills as core to sustaining quality lives. A survey method is being followed to collect data from multiple locations across India. Close and open-ended interview schedule has been developed for this purpose. Data of around 500 participants will be collected online.

Keywords: Adolescents, Youth, Life Skills, Sustainable, Quality life, menatal health, Resilience

Life Skills and Academic Achievement of High School Students in Shillong, Meghalaya

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Abstract

Life skills and academic achievement has been linked to high school students. Although research has been done in the area of life skills and academic achievement of high school students, the literature review examines the importance and capacity of adolescents in acquiring life skills and many factors that may contribute to the high school students for their career achievement. The present paper aims at studying the Life skills and academic achievement of high school students in terms of their socio-demographic characteristics. The paper focuses on the life skills and academic achievement among the school students of class 9 and class10. Further, the paper attempts to assess the relationship between life skills and academic achievement of the students and their correlates. The present study is descriptive in design and cross-sectional in nature. A stratified disproportionate sampling method was used in the study, consisting of 120 samples from the selected three schools in Shillong. The primary data was collected quantitatively through a questionnaire using the Life Skill Assessment Scale (LSAS) developed by Nair et al (2009). The data were analyzed by using descriptive statistics, percentages, averages, ratios, and correlations in the study with help of the SPSS package. The paper discusses the relationship between class and life skills, achievement and life skills and the correlation matrix of life skills and academic achievement. The life skills dimension of self-awareness (-.262) and critical thinking (-.301) are negatively correlated at 0.01 level of significance with academic achievement. While

the dimension of empathy (-.208), problem solving (-.213) are also negatively correlated at 0.05 level of significance with academic achievement. These statistical findings reveal significantly there is low self-esteem about their academic achievements among the respondents. The finding of the study provides an understanding of the life skills and achievement of high school students in Shillong. The results of the study facilitate policy implications in the field of education for curriculum designing and social work interventions.

Keywords: Life skills, Academic Achievement, School Students

Impact of self-control and self-management on information overload through social media and how it affects general fatigue

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Abstract

Social media is becoming more and more ingrained in people's lives in the digital age. The number of social media users has steadily expanded due to the ongoing development of online social media features and related services. However, a large number of users have also stopped using social media, either permanently or just temporarily, as a result of social media fatigue (Dhir, et al.,2018) . Social Media Fatigue develops when there is information overload brought on by fresh knowledge and information through social media (Bright et al., 2015). The current research aims to study the impact of self-control and self-management on information overload through social media and how it affects general fatigue. The sample size of 82 was collected through an online survey among young adults (18-30), adopting Social media fatigue scale (Gartner Inc.,2010), Self-control and self-management scale (Mezo, P.G. 2009) and Fatigue assessment scale (Michielson et al.2003) and a convenient sampling method was used to collect the responses. Upon employing Regression and mediation analysis, It was found that Self-control and self-management do act as significant predictors towards Social media fatigue (R value=0.36) and General fatigue (R value=0.32). Further discussion of the study's findings is in the paper along with literature review.

Keywords: Self-control and self-management, social media fatigue, General fatigue, Information overload.

Relationship between Covid Anxiety, Self Management, Social Media Fatigue and Locus Of Control

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Abstract

Persistent symptom monitoring and an unwillingness to leave the house, even when there are negligible health risks, are symptoms of a novel illness known as COVID-19 anxiety.According to study, a disaster may lead to PTSD, anxiety, and despair among the general population (Drake 2021).There is a relationship between social media fatigue and internal locus of control(Ahmed 2021 , Stone 2008).The locus of control (LOC) refers to a persistent view about the origin of the cause of or the degree of control over, individual action (Rotter, 1966). The research highlights that people having an internal locus of control are shown to experience less Covid anxiety than those with an external locus of control (Tagini et al.,2021). The current study focuses on the effects on participants from different age groups and the relationship between their self-management, social media fatigue,covid anxiety and their locus of control.Responses were gathered using Google Forms, and the sample size was 107. Adults ranging in age from 18 to 60 made up the demographics. Multiple regression was used. The Covid Anxiety Scale significantly predicted the external locus of control at $R^2 = 0.112$, $p<0.01$ but failed to predict social media fatigue. An internal locus of control and self-management was also found to negatively predict social media fatigue, at $R^2= 0.1$, $p=0.005$. This indicates

that individuals with an internal locus of control have less covid anxiety and they experience less social media fatigue. People with more self-management also experience less social media fatigue. The paper discusses in great detail about the study's observations along with the literature review.

Keywords: Locus of Control, Covid Anxiety, Social Media Confidence, Efficacy , Self -management.

Effects of Emotional Intelligence and Emotional Resilience on Adaptability to new and changing situations

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Abstract

Natural disasters and epidemics are two examples of how stressful conditions can occasionally be more catastrophic on a national or international scale. Emotional Intelligence refers to the ability to perceive, control, and evaluate emotions while Emotional Resilience is an individual's ability to respond to stressful or unexpected situations. For people to navigate challenging situations like the Covid-19 pandemic, not only emotional intelligence but also emotional resilience's fundamental skills are particularly crucial. Previous researches have highlighted the significance of high emotional intelligence and high emotional resilience on people's adaptability to altering and dynamic circumstances. Delhom et al. (2020) stated that emotional intelligence skills are considered to generate positive, cognitive and behavioral outcomes for adaptation during aging. Barrett and Spencer (2021) stated that resilience and adaptability are critical skills rooted in the survival of humankind and that psychological resilience is not a "nice to have" anymore, it's a "need to have". The sample size was 120 which included Indians between the ages of 18-30 and was applicable to all genders. A convenient sampling method was used to collect responses through google forms. The form was inclusive of three questionnaires: Wong and Law Emotional Intelligence Scale, Brief

Resilience Scale, Individual Adaptability Assessment. The present research study focuses on the effect of both emotional intelligence as well as emotional resilience on an individual's adaptability to new and changing environments. The technique for data analysis used was multiple regression and it was found out that when emotional resilience co-exist with emotional intelligence, it contributes to the variability of adaptability. The results were found to be significant with R^2 value as 0.348 and the $p<0.01$. This indicates that emotional intelligence in itself is enough to predict adaptability. Further, results of the study are discussed along the literature review in detail in the paper.

Keywords: Emotional Intelligence, Emotional Resilience, Adaptability

Relationship between Resilience and Self-esteem on coping with Coronaphobia

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Abstract

Resilience is known as the process and outcome of adapting to difficulties or life challenges. With COVID-19, several people across the world developed anxiety associated with it due to its form and dangerousness that came along. Resilience is thought of to be one of the determining factors of coronaphobia. Several previous researches have highlighted the relationship between resilience and coronaphobia. It has been found that higher resilience scores are associated to lesser COVID-19 related worries (Ranbarzilay et al., 2020). Another research suggests that individuals could adopt resilience to diffuse tension, fear and anxiety being generated due to COVID-19 (Enem et al., 2020). While we have evidence for the relationship between resilience and coronaphobia, we also found that self-esteem mediates the relationship between the predictors and their adverse psychological consequences (Rossi et al., 2020). However, research has not looked into whether self-esteem can decrease the effect of coronaphobia. The current research focuses on resilience and self-esteem's effect on coronaphobia. It studies whether higher resilience and self-esteem could affect coronaphobia. The sample size was 120 and a convenient sampling method was used to collect responses through google forms. The demographics were from adolescents to late adulthood which also allows us to see how age can be a contributing factor

towards our variables. The technique for data analysis used was multiple regression. The results were found to be significant with R^2 value as 0.091 and $p < 0.004$. Only resilience was found to be a significant predictor while self-esteem was not. Thus, it was found that resilience in itself is enough to predict the levels of coronaphobia. However, it was found that when self-esteem co-exists with resilience it can contribute to more or less coronaphobia. Further results of the study are discussed along the literature review in detail in the paper.

Keywords: Resilience, Self-esteem, Coronaphobia

Effects of Microaggressions on Coping and Optimism and the Mediating Effects of Resilience

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Abstract

Women all around the world are victims of microaggressions. Microaggressions are defined as verbal, behavioural, or environmental remarks, whether or not intentional or unintentional, that communicate hostile, derogatory, or negative insults in the direction of members of oppressed groups. A consensus definition of microaggressions emerged from the included studies: microaggressions are brief, everyday slights, snubs or insults, that may be subtle or ambiguous, but communicate a negative message to a target person based on their membership of a marginalised group, in this case, people affected by mental illness. (Gronholm et al 2020). Hence, we do use some methods of coping to help us deal with them. Previous research has indicated black women use varied strategies to deal with racism and sexism ranging from active strategies (i.e., cognitive and behavioural efforts to deal with the situation), seeking social support (i.e., seeking support from friends, family, or faith), and avoidance strategies (i.e., not doing anything to resolve the situation) (Lewis et al 2012). Nadal (2014) demonstrated higher frequencies of racial microaggressions negatively predicted participants' mental health and that racial microaggressions were significantly correlated with depressive symptoms and negative affect. A number of studies have found that optimism

leads to better psychological and physical health (Kwon, 2013). However, there has not been research that established whether a life skill as resilience can reduce the effects of discrimination and help with coping and optimism. Current research focuses on whether discrimination is reduced due to coping and an optimistic attitude of women. It also studies the impact of resilience on coping and optimism. Previous research indicates that resilience lies in the ability to tolerate stress by functioning well under currently adverse conditions and to be able to recover to normal functioning after catastrophic adversity or severe deprivation. (Palangi 2020). The sample size was 100 and a convenient sampling method was used to collect responses through google forms. The demographics were female adults of the age 18 and above. The techniques for data analysis used were multiple regression as well as mediation analysis on the four variables. It was found that discrimination can reduce one's coping and optimistic attitude. But if one is resilient, then they face lesser discrimination and tend to have better coping and optimism. This indicates that, resilient women are better at coping and thinking optimistically in the face of discrimination. The results of the study are discussed along with the literature review in detail in the paper.

Keywords: Gender, Microaggression, Coping, Optimism, Resilience

Effect Of Covid Fatigue on Job performance and Employee Productivity mediating illness anxiety

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Abstract

Pandemic fatigue (PF) is a rising health concern among people during the COVID-19 pandemic. According to previous research, PF also referred to as physical and mental exhaustion, can occur during a pandemic as a result of modifications made to a person's regular schedule and activities as a result of various measures implemented to stop the spread of the virus (such as lockdown, quarantine, and social seclusion) (World Health Organization, 2020). Poor mental health harms a person's ability to work. The COVID-19 psychological concern demonstrates that elevated levels of depression, anxiety, and stress unnecessarily record people's varying degrees of vulnerability. The COVID-19 financial crisis had an extensive impact on millions of people who were traumatized due to the massive layoffs. The Affective Events Theory (AET) links workplace stress, feelings, and sentiments to job performance. The affective events theory (AET), according to Martocchio, contends that managing emotions in the workplace is essential (Martocchio et al., 2003). Pandemic fatigue manifests as increased fear, physical and mental exhaustion, a lack of motivation, being easily distracted, and sporadic emotional outbursts (Australian Psychological Society et al., 2020). Hence this current study focuses on whether covid fatigue predicts job productivity

and employee performance. It also studies if illness anxiety plays a mediating role in this study, 120 employees of the age group of 35- 50, who completed a google questionnaire containing scales Stanford Presenteeism Scale, Employee Job Performance Scale, Generalized Anxiety Disorder Questionnaire, The Fatigue Assessment Scale, and Fear of COVID-19 Scale.   The techniques for data analysis used were multiple regression as well as mediation analysis on the three variables. It was observed that Corona Phobia and illness anxiety are not predicting job performance and presentism and are independent of these variables.

Keywords: Covid Fatigue, Job performance, Employee Productivity, Illness anxiety, Corona Phobia.

Effects of financial and mental health challenges of parents of specially-abled children on their coping mechanism with mediating effects of optimism

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Abstract

Financial difficulty is current or upcoming financial circumstances that make it difficult or potentially challenging for a provider to fulfill present or future obligations while Mental challenges can be defined as a condition that affects the brain that can influence the way in which a person thinks, and feels or behaves. In innumerable studies, parents have reported elevated stress, particularly in areas connected to child rearing, despite the fact that families typically acquire positive coping mechanisms and exhibit great resilience. Being a parent of a specially-abled child is indeed a very stressful and time-consuming job, because of which they often face such mental and financial challenges (Nimbalkar et al,2014). Previous research focused on particular mental and physical disorders in children and their effect on parents, like stress faced by parents of children with Autism spectrum disorder (Rivard, M., Terroux, A., Parent-Boursier, C. et al. Determinants of Stress in Parents of Children with Autism Spectrum Disorders. J Autism Dev Disord 44, 1609–1620 (2014) or stress faced by parents of children with cerebral palsy (Pousada, M., Guillamón, N., Hernández-Encuentra, E. et al. Impact of Caring for a Child with Cerebral Palsy on the Quality of Life of Parents: A Systematic Review of the Literature. J Dev

Phys Disabil 25, 545–577,2013). This research tries to take into consideration all the physical and mental challenges as a whole and understand the effect of financial and mental challenges of parents of specially-abled children on their coping mechanisms. It also tries to find out if optimism can help them cope any better with such challenges. The sample size was 144 and the method used to collect responses was google forms. The demographics were parents of specially-abled children (Adults). The Technique used for data analysis was multiple regression and mediating analysis on the three variables. It was assumed that perceived stress and financial well-being both would be predicting optimism but from the individual analysis, it was found out that it was only the financial well-being and not the perceived stress that was predicting optimism. We could not conduct mediation analysis as financial well-being does not affect coping, since it is a non-significant predictor, we cannot assess the mediation effects. Both perceived stress and financial well-being were not found to predict coping, however, financial well-being was found to affect optimism significantly and optimism was in turn found to predict coping mechanisms, which simply means that people who were financially doing well were more optimistic and people who were more optimistic could cope better. This indicates that life skills can be more helpful than financial well-being when it comes to coping with stress that arises from being parents of specially-abled children.

Keywords: Financial challenges, Mental challenges, Optimism, Coping.

Effects of Interpersonal Relationship Satisfaction on Life Satisfaction and Mental Well-being and the Mediating Effects of Resilience and Emotional Control

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Abstract

Relationship anxiety is the fear and avoidance of interactions involving evaluation by others,especially significant others. Several studies have shown that marriage and stable romantic relationships are associated with higher life satisfaction among married individuals, those in other committed relationships and singles (Braithwaite et al. 2010; Simon and Barrett 2010; Uecker 2012). Using emotion control skills in stressful times promotes relationship quality and a positive affective state; therefore, it is positively associated with relationship stability (Rusu etal., 2019; Williams et al., 2018). There is, however, a lack of research on emotion control in couples and the way that emotion control impacts relationships. Mental well-being depends heavily on interpersonal relationships. Several studies have examined marriage specifically and found it to be associated with improved mental health than other relationship forms (Bulloch etal., 2017; LaPierre, 2009; Wadsworth, 2016). Marriage and intimate relationships are associated with greater mental well-being because these relationships provide social support, financial support, and a sense of purpose (Soulsby and Bennett, 2015; Umberson et al., 2013). The current research focuses on interpersonal relationship anxiety and its impact on participant's

life satisfaction and mental well-being. It also studies if resilient and emotionally stable participants can cope better by taking effective measures. The sample size was 103 and a convenient sampling method was used to collect responses through google forms. The demographics were adults from the ages of 25 to 63. The data were analyzed using multiple regression. It was found that interpersonal relationship anxiety, resilience and emotional control affected mental well-being. However, none of the three affected life satisfaction. Resilience and emotional control did not affect relationship anxiety therefore, mediation analysis could not be done. This indicated that relationship anxiety, resilience and emotional control were uniquely predicting only one of the dependent variables i.e., mental well-being. Thus, emotional control help people in reducing their relationship anxiety and increase their life satisfaction. In this paper, the results of the study are discussed along with the literature review in detail.

Keywords: Interpersonal Relationship Anxiety, Life Satisfaction, Mental Well-being, Resilience, Emotional Control

Life Skill Education for Haitha Karma Sena Workers: A Training Module

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Abstract

The Haritha Keralam mission is one of the four people's missions that started in 2016 as part of the government's Nava Kerala Mission (Ramachandran, 2018). It aims to bring together voluntary organizations, NGOs, activists, environmentalists, students, youths, and other discerning individuals and groups under the leadership of local self-government institutions (Shakir et al., 2020). Hygienic Waste Management, Soil-Water Conservation, and Agricultural Development are identified as the project's focal points. Local self-government institutions conduct hygienic waste management with the help of neighbourhood groups (Ayal Koottam and Kudumbasree units). They are called Haritha Karma Sena Workers. They collect non-biodegradable waste from houses and establishments and send it to shredding units for recycling. Research points out the need to provide effective life skill interventions aimed at increasing their awareness and skills (Siji, 2014; Dhanalakshmi, 2014; Kaithery et al., 2019). They require interpersonal skills, leadership skills, and a proper understanding of sustainable development. This will help them to generate awareness in society as a whole regarding the same.

The objectives of the present study are, to study the demographic profile of the respondents, to study the activities carried out by Harithakarma Sena workers, to study the awareness of the respondents regarding proper waste management and waste segregation, and to propose a life skill module for the Harithakarma Sena workers for enhancing their interpersonal, leadership and understanding on sustainable development.

The study is explorative study and quasi-experimental in nature. The data was collected through the self-prepared questionnaire and in the intervention part the prepared module was used. A pre-test was conducted before the intervention. The Haritha Karma Sena workers of Kanhangad Municipality, Kasaragod District of Kerala are the universe for the study, and 45 samples were selected randomly from the population.

The results of the study show the changes in the awareness level and skills of the respondents after the intervention.

Keywords: Ecology Conservation, Haritha Karma Sena, Life Skill, Sustainable Living

Effects of changed Locus Of Control caused by Covid Anxiety on self management and social media efficacy and confidence of people belonging to different age groups

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Abstract

Persistent symptom monitoring and an unwillingness to leave the house, even when there are negligible health risks, are symptoms of a novel illness known as COVID-19 anxiety.According to study, a disaster may lead to PTSD, anxiety, and despair among the general population (Drake 2021). The symptoms of COVID-19 anxiety syndrome in a manuscript include naming avoidance, compulsive symptom-checking, worrying, and threat monitoring (Nikevi & Spada ,2020). The locus of control (LOC) refers to a persistent view about the origin of the cause of or the degree of control over, individual action (Rotter, 1966). The research highlights that people having an internal locus of control are shown to experience less COVID anxiety than those with an external locus of control (Tagini et al.,2021).As a consequence of the post-covid adjustment in locus of control, the present study focuses the effect on the participants from different age groups and their self-management skills as well as social media efficacy & amp; confidence.Responses were gathered using Google Forms, and the sample size was 107. Adults ranging in age from 18 to 60 made up the demographics. Multiple regression was one of the data analysis techniques followed on the variables. Although it affected locus of control,covid

anxiety did not display any relation to social media usage and self management. A multiple regression between locus of control and self-management as an ancillary observation and it was discovered that it strongly predicts management,social media efficacy and confidence. This demonstrates that people with an internal locus of control are able to cope better ,have a higher social media confidence and manage their health relatively efficiently when it comes to impacts of covid anxiety.The paper discusses in great detail about the study's observations along with the literature review.

Significance of life skills in achieving sustainable future for adolescents: A review

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Abstract

Life Skills is defined as "the abilities for adaptive and positive behaviour that enable the individuals to deal effectively with the demands and challenges of lifestyle." Background of the study: Adolescents struggle with a good range of issues, like antisocial behaviour, starvation, poverty, addiction, sexual assault, and alcoholism. Young adults with higher levels of education are mostly concerned about things like intense competition and job uncertainty. In India, there is a growing emphasis on teaching children and young adolescents a broad range of life skills in order that they are empowered and capable of becoming contributing members of society. The priority is now on developing those skills or competencies that are required to fulfil the desires of the more vulnerable conditions in our various communities, additionally to academic, vocational, and technical talents. Children and adolescents can understand their power and potential and take constructive action to encourage social inclusion, peace, and equitable opportunity for all by using their intrinsic life skills, which have the power to elicit empowerment and active involvement from them. Young adolescents must be given the chance to learn new things and acquire pertinent values, attitudes, and talents that will allow them to engage fully in society and pursue further education. Objective: The current paper's goals include highlighting and outlining the importance of life skills in India as well as realizing sustainable development through them. Methodology: The relevant databases were searched for eligible studies with a vast range of relevant search terms for life skills and the sustainable future of adolescents over the past few years. Studies that were found were properly selected

before being either included or eliminated based on previously set standards. Data was retrieved and aggregated from the research studies that were included. <u>Result:</u> Adolescents can use their intrinsic life skills, which also have the ability to inspire empowerment and active involvement from them, to grasp their power and potential and take good actions to promote social inclusion, peace, and equitable opportunity for everyone. Behavioural, cognitive, psychosocial, and interpersonal competencies are among the many components of life skills that help people overcome obstacles, grow, and thrive in a variety of contexts. <u>Conclusion:</u> Students' life skills as well as their workforce education and employability skills are both developed through the operationalization of life skills education (LSE). Exercising life skills leads to the development of these qualities, which include improved decision-making abilities, abilities that support mental health, and competencies to deal with life's realities. It also results in the ability to articulate life's issues, one's fundamental rights, negotiation and denial, and promote gender equality. Therefore, by teaching young people about life skills, we can foster their empowerment and make success more attainable.

Keywords: Life skills, Psychosocial competency, Abilities, Skills development, Challenges, Sustainable growth

Need for imparting Life-skills education to MBBS Students by Interns by using the peer-education methodology

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There is a growing need to impart life-skills education to medical students owing to the increasing cases of poor mental health and increasing stress levels which adolescents may not be able to cope with. Imparting this education through interns and peer educators benefits both the interns as well as the adolescent undergraduate MBBS students. Since adolescent health is also a part of the new CBME Curriculum, this training can be considered as an integral part of undergraduate training itself. Hence, the present study efforts to explore perceived stress levels as well as the needs of medical students. For the purpose, interns were chosen as they will be used as peer educators and they have just undergone the stressors of undergrad medical education. The study included data from 37 interns from Padmashree D. Y. Patil Medical College and Research Center, Pune, Maharashtra, India. Data was collected using the Perceived Stress Scale by Cohen and through personal interviews of the interns. The results showed that 65% of interns experience a moderate level of stress. This finding is supported by the qualitative results obtained through the interviews. Qualitative data also revealed an immense need for implementing a Life-Skill Education Program during the academic course of MBBS.

Keywords: Life skills education, Peer education, Adolescent health

Coping and Self-Management Skills among the Research Scholars in Kerala: Addressing the Invisible Disabilities

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Abstract

The Researchers, spend their adult life focusing on and achieving academic pursuits along with their social responsibilities. In the Kerala context, PhD scholars are facing a lot of issues to balance their work and personal life. A survey conducted among PhD students in two public universities in Kerala has reported that close to 70% of the students suffer from mild to severe depressive disorders (Leethu et al., 2021). Life skills such as Coping and self-management skills are pivotal for balancing the various aspects of life to achieve goals and aspirations and also to manage their emotions, thoughts, and behaviours related to personal and professional lives. The objectives of the study are to find the level of coping and self-management skills among research scholars and their invisible disabilities. The study was also intended to find whether there exists any relationship between their level of coping and self-management skills and the level of certain invisible disabilities. The normative survey method was adopted to collect data from a sample of 120 research scholars in Kerala. The tools used were the Coping and Self-Management Skills Scale and the Depression Anxiety Stress Scales (DASS-21; Lovibond & Lovibond, 1995b). The findings revealed that there is a relationship between coping and self-management skills and the selected invisible disabilities of research scholars. The result implies the need to address the selected invisible disabilities faced by the research scholars in Kerala and help them to tackle the difficulties by strengthening their Coping and Self-Management Skills.

Keywords: life skills, coping and self-management skills, invisible disabilities, mental health, research scholars

Techno Emotive Pedagogy: A strategic enabler for catalyzing sustainable learning and living

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Abstract

In this era of digitalization, the imbibition of technology in all walks of life is immensely felt. In a fast-pacing world, a desirable demand for an easy life makes it necessary for the burgeoning of technological prospects. Moreover, technology would have acclimatized in the educational sector one day or the other, like Scandinavian countries, for sure: but this anticipation was met rapidly in the pandemic period. As a consequence, most of the educationists felt the necessity for an alternative to leverage the learning loss across the globe. In order to forge our country as 'Vishwa Guru' and to save pedagogical principles from the clutches of the devastating pandemic, technology performed the role of a Godmother. Educational resources began flooding from various technological tools like water let out from the reservoir by lifting the shutters of a dam. A serious concern that knocks this scenario is 'will this amalgamation of technology and education remain harmonious or this synchronization will be able to resolve all the ethical or ontological questions of Homo sapiens in the post pandemic period'? At this juncture there is the relevance of a shift from techno pedagogy to techno emotive pedagogy. Techno emotive pedagogy is potentially sound to function as a sustainable approach in the field of education by embracing life skills to adapt to the fast-changing modern society. Undoubtedly, technology would be enthroned as the ultimate dependent variable of education, but without neglecting the emotional canvas. It relies on the strong footing that human

is essentially emotional than intellectual. A single-track system of techno dependence neglecting the organismic emotional contour of individual and social tenets of human will result in a chaos. This paper intends to present techno emotive pedagogy as a pedagogical experimentation and innovation in teaching and learning process by utilizing an exploratory approach on the various emotional handicap intruded the learning and living system due to the single strategic path adopted during covid period by analyzing the empirics from the education stakeholders. Attempt is also made to design and develop an instructional strategy which is synchronized with this paradigm. The findings showed techno emotive pedagogy plays a strategic enabler for catalyzing sustainable learning and also the derivatives of this attempt expected to contribute a sustained strategic system for learning and living.

Keywords: Techno Emotive pedagogy, Strategic enabler, Sustainable learning and living, Covid-19, Digitalization.

Inculcation of Life Skills Among Secondary School Students

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Abstract

At present, individuals are facing interpersonal conflicts, mental & emotional instability and uncertainty in decisions, self-doubts, drug abuse, unemployment, poverty, inequity, violence, and environmental destruction in day-to-day life, and in these conditions, they need to develop more skills, abilities and problem-solving potential to overcome it. It's very necessary to inculcate more skills and abilities other than education, in individuals from the very beginning. So, life skills prepare individuals for livelihood to face their day-to-day life challenges. A composite approach to life skills, that embeds within it, concerns livelihood, and social development. Keeping this in view investigators attempted to throw light on life skills and what are the methods and strategies teachers use to inculcate life skills among secondary school students of Hyderabad. Objectives of the study were: 1. To find out the methods and strategies used by teacher's, gender-wise (Male & Female) to inculcate life skills among secondary school students. 2. To compare the methods and strategies used by male and female teachers to inculcate life skills among secondary school students. Investigators adopted a survey method with a sample of 100 (Male & Female) secondary school teachers. Five-point rating scale with 30 items was constructed by the investigators and its reliability and validity were taken into account. Statistical techniques such as percentages and t-tests were calculated.

This paper highlights the methods & strategies adopted by teachers to enhance life skills and how teachers facilitate this active involvement by working in small groups and pairs, brainstorming, role plays, games, and debates. In this study, the results have shown that there were no differences in the methods and strategies used by teachers to inculcate life skills among secondary school students with reference to gender. This study will be helpful to teachers in realizing their responsibility and accountability toward the holistic development of student's potential. It will also be helpful to aware the teachers about the transaction of life skills through appropriate curriculum, strategies, and methods among students.

Keywords: Life Skills, WHO-Life Skills, Secondary School Students, Teachers, Hyderabad.

Re-Imaging Parenting Skills
In The Post- Covid Period for Reducing
Learning Resistance

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Abstract

The Covid- 19 pandemic has created massive modifications in all the domains of human life, especially in the educational system. The sudden closures of educational institutions and other learning spaces have impacted more than 94% of the world's student population. As a result, social distancing and restrictive movement policies have significantly affected traditional educational practices. The instantaneous surge to online mode has altered the typical ways of learning. Teachers have to face higher limitations in the initial stage of online teaching. At the same time, there was a rapid change in the role of parents, especially for those who have a child studying in the lower classes- a highly disciplined time schedule-oriented classroom transformed into a self-paced learning system. The home became the school. The over-dependency on gadgets leads to a loss of control over screen time. As the devices are used for multipurpose like social media, browsing, photography, videography etc., there is a higher chance of deviating from learning. This creates difficulty in monitoring the student engagement in learning. Social isolation, loneliness, anxiety and stress due to the covid- 19 scenario had further affected the child and parental mental health. Online mode of education continued approximately up to 18 months and these conditions give rise to unlearn certain behaviours replaced it with new ones. As a ripple effect, many students experienced resistance to learning in a varying range of severity. The innately motivated learners are unaffected in their learn-

ing as they need minimum supervision and guidance. At the same time, the vulnerable group consists of students who are weak in learning to face severe difficulties. Across the globe some educationist and policy makers integrate this issue under missed learnings and try to compensate through remedial curriculum. Whatever may be the success stories of these efforts, at home the parental perception management should be shifted to an unlearning process. It is difficult to solve any problem with the perception and tools at the level of their origin. Parents need to adopt a voracious role. The parenting skills have to be revisited. This paper deals with the process of reducing learning resistance through re-imaging parental perceptions, perceptions about self and their wards. An awareness which leads to quality readiness and engagement has to be formulated. New skills have to be designed and validated. To augment this, data will be collected from parents on their self-perception styles and skills during the pandemic and post- pandemic period. The derivatives generated will be utilized for formulating novel life skills based parenting approach to equip the parents for dealing effectively with learning resistance. Learning resistance has to be assessed with the help of a tool developed by the investigator and endeavours to lessen the resistance by equipping the parents with certain skills and techniques.

Key words: Learning Resistance, Parenting Skills, Post- covid behaviour, Life Skills

Developing An Understanding of The Importance Of Life Skills Education In Adolescents In A Vocational Education Setting

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Abstract

Life skill education (LSE) enables adolescents and young adults to navigate through life's challenges, like peer pressure, bullying, violence, suicidal ideation and tendencies, unemployment and dropping out, etc. LSE facilitates the development of a holistic, strong, matured and competent sense of self in them. The objective of the present study was to expose adolescents to LSE, who were either out of school or dropouts, in order to help them in developing an understanding of the importance of life skills education in a vocational training setting. The students of the vocational courses primarily belonged to the marginalised communities and had attended some school. The study was based on a quasi- experimental research design which included a pre and post assessment, before and after administration of five basic modules from the Learner's Guide Of 'Life Skills For Health Promotion of Out-of-School Adolescents by UN-IAWG (Population and Development). A total of 30 trainees enrolled in various vocational courses run by UVCT Centre of Vocational Sudies were selected through a convenient sampling method from a cohort of young population living in and around the poor neighborhood in Delhi. The socio demographic variables and a global score on ten core life skills were collected through the Life Skill Assessment Scale questionnaire. The result of the study showed a statistically significant increase between the pre and post assessment scores using t-test. It was also observed

that early intervention of like skills during childhood leads to less resistance among the individuals for such programs in their adulthood. Based on our results, it can be affirmed that educational policies should seek reform in the integration of life skills into the school curriculum of adolescents so that resilient individuals could tide over major life events later such as loss of confidence, divorce, death, job transfer/termination and many more.

Experience of Using Customised Sessions of Life Skills

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Abstract

Background: DFC, a coaching Institute at Aurangabad takes weekly sessions for their students on topics related to Personality Development, Emotional, Mental and Physical Health. These Sessions are in the form of Surveys, Activities and Lectures. Purpose/objectives: Identification of Issues that students face in their day-to-day life and providing them solutions through proper channels. Methodology: Sample - 218 Students (15 to 18 years) of DFC Tools :1) Online google form a) 7 Questions (SWOT Analysis) b) 10 Questions (Problem-Solving and Decision-Making Skills) Results: DFC administered total 18 questions. Due to word limit, all results will be discussed during presentation. Few results suggest that Students consider their family, themselves or a quality that drives them as their biggest strength(86.70%). Weaknesses majorly lie in Emotional Vulnerability and Academic Problems (66.30%). They have

good insights about their short-term goals but need clear vision towards their long-term goal. Career/Educational Opportunities are well recognized by the students (73.40%) yet they feel their personal life to be more of threat-providers (82.56%). The last question of the survey was for students to realize that they can solve their own problems and it was reflected in the answer as 87.16% Students answered Yes/Mostly. Conclusion: AACCI conducted an interactive session based on the WHO Life skills of coping with stress and emotions and problem-solving skills. We also repeated the first question about thoughts which showed a change. Before and after results: 36.23% positive vs 59.17%; 27.9% neutral vs 9.17%. We also did a survey on Exam anxiety on these students.

Keywords: AACCI, DFC, WHO Life Skills, coping with emotions and stress, problem-solving

Comparative Analysis on Green Skills Framework for Sustainable Development: Issues and Challenges

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Abstract

The Green Technology or clean technology is the application of one or more of environmental science, green chemistry, environmental monitoring and electronic devices to monitor, model and conserve the natural environment and resources, and to curb the negative impacts of human involvement. Although it has been adopted as an important component for Sustainable Development, it has not been sufficiently tackled to this date. This literature review study presents a comprehensive comparative analysis and gives an insight into existing green skills frameworks to transform skills development for sustainable development. Moreover, to make this comparative analysis more in-depth, a matrix on existing green frameworks in chronological order is presented. It presents the main conceptual models on greening Technical Vocational Education and Training (TVET) institutions to support green technology industry requirements with the support of the TVET sector. Despite this, the key characteristics of the existing frameworks also discussed and stated. Furthermore, the proposed matrix encourages TVET stakeholders and green industries to work together to produce skilled workers in green sectors. In addition to this, another matrix on the empirical research on Green Skills/Technology is depicted which provides several evidences on the workplace skills

most relevant in the transition toward environmentally sustainable economies. These empirical research articles fulfil the demand of the training providers, green sector organizations, industry associations and unions etc. The purpose of the matrixes is to compare the existing work done by the different researchers on green skills.

Keywords: Green Technology, Green Skills, Green Skills Framework, Green Matrix

Reinforcing the Role of Life Skills As Strategic Enablers in Contemporary world

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Abstract

The habitation of mankind is social and the amalgam of life is inclusive. The integrated approach towards development would surely be including the importance of life skills as anything which is related to life has to be significant. These have become all the more important in view of complexities of life .All countries of the world are trying to combat various challenges in their own ways. However, being human suggest us that we need to carve out certain components which may be necessary enablers to help us to move further. Human being is not just an individual but a social being. Life skills are the abilities that enable the individual to deal with different situations in overcoming challenges of life These skills have the capacity to act as strategic enables in contemporary world. Today's life in juxtaposition with all round development in various fields of human activity have necessitude to explore the significance of life skills in our lives. These skills are required for the overall growth of the individual for the required balance in life externally and internally. These life skills can be in the category of psychological and social abilities.

The interaction of individual with society would be easier in comparison of individual interaction with himself or herself. Here the internal emotional strength can be measured in terms of life skills. Thus, the knowledge of the facts is important to arrive at a conclusion but there may be many situations which erupt as challenges. There these life skills sound so important.

The present paper further explores the significance of the life skills in today's scenario and to look into the ideas that serve as enablers and guiding light to have an all-round development of mankind.

The methodology is descriptive and analytical. Life skills are significant components of overall growth and can be understood in terms of socio psychological attributes particularly in contemporary times where life may require certain skills   to lead further. These skills smoothen the path and act as a broad organizing element that help an individual and society in their efforts to contribute towards the broader goals of development.

Keywords: Social habitation, life skills for sustainable development goals, individual responsibility

Life Skills Education Among First Generation Tribal Learners

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Abstract

Tribal communities in India have historically been marginalised sections of the society. Notwithstanding several measures for their social, economic and educational upliftment, inequalities exit and become prominent in access to quality education. A unique government-supported scheme named Anwesha exists in Odisha to provide, free education to tribal children of below poverty line families from rural areas in private English medium schools in cities. Rural learners from deprived sections of the society with no exposure to English, compete with better-placed urban children who have studied English for three years. Tribal learners struggle to cope with their inadequacies in English language as well as unfair competition. Facing unfair competition from city-bred privileged learners, many of them start losing interest in studies. An intervention in the form of a pilot project on a structured course on Life Skills Education has been found to be effective. A group of 40 first generation tribal learners were offered a one week course. The course comprised of introducing life skills. Life Skills were introduced to the students as an after- school project. After the course the participants were asked to submit a feedback form and responses were recorded in a 5 point Likert Scale. Focus group discussions were conducted before and after the programme. Majority of the participants found the programme to be effective and life changing. This paper investigates the content of the workshop based life skilled education and aims to project the positive results of a pilot-project and suggests a comprehensive course for to help policy makers in educational institutions to induce the course for first generation tribal learners.

Keywords: Anwesha, Life Skills, First Generation Learners, Tribal Learners

Revisiting the Need for Life Skills Education for Post Covid times: Stakeholder Perspectives

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Abstract

The Covid pandemic has been a turning point for the world. The pandemic affected all spheres of life leading to innumerable loss of human life, health crisis, economic slowdown, psychological trauma, scientific challenges, loss of learning etc. The unprecedented challenges that the pandemic presented, also underlined the need for the competencies to face these challenges. Life skills, as psychosocial abilities have the potential to equip individuals with the capabilities to cope and overcome challenging situations with resilience and fortitude. Hence, in post pandemic times, life skills education assumes critical importance as enabler of empowerment for individuals and societies to deal with uncertain futures.

Various initiatives of life skills education have been implemented in India and abroad. Research evidence points to positive outcomes of life skills education in areas like well-being, resilience and employability (Dalvir Singh, 2017; Amrei & Farahani, 2016; Golby & Wood, 2016; and Steptoe & Wardle, 2017; Assadi, Nasiri, & Nesayan, 2017; Huang, Chen, Jin, Stringham, Liu and Oliver, 2020). Life skills education for adolescents provides them with the skill sets needed for transition to adulthood, and for being transformational change agents in an uncertain world. Hence, life skills education is emphasized in educational policy papers, at the national level (NEP 2020) as well as by international agencies like OECD, IBE etc. Life skills education is contextual in nature and effective pro-

grams need to consider the current needs. In post covid times, as the world undergoes a drastic change in ways of thinking, living and being, a need analysis of the current needs for life skills education would give a firm basis for planning and implementation of life skills education programs. Hence, this study aimed to explore the need for life skills education in post pandemic times. The study uses mixed methods research to explore the need of life skills education from the perspectives of stakeholders. The study was conducted in two phases. The first phase was qualitative in nature. Focus Group Discussions (FGD) were conducted with heads of schools, teachers, students and parents to find the perceived need for life skills education. These findings were used to construct the survey tool for needs analysis. The second phase of the study was quantitative in nature. After establishing the validity and reliability of the constructed tool, it was administered to a sample of school heads (N=20), teachers (N=75), students (N=500) and parents (N=500) from secondary schools in suburban Mumbai. Responses were analyzed. Findings are discussed in the light of the existing research evidence in literature. Suggestions for implementation of life skills programs to cater to the felt needs are also given.

Enhancing Parental coping skills during covid pandemic by LSE - AACCI experience during Covid lockdown

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Abstract

Background: LSE has been well documented to empower young people with coping skills. Over last 15 years, AACCI regularly conducts LSE workshops for parents and teacher through a AACCI customized module and has received positive feedback for enhancing parental skills. In covid lock down it was important to empower parental skills to increase the resilience themselves and their children by LSE. Training both parental and children with LSE leads to a sustainable partnership and harmony and peace at home. This paper shares our experience on effectiveness of Digital mode of LSE workshop for parents. Objective: 1) Assess the effectiveness in a webinar mode to continue LSE online for enhancing parental skills when live sessions were not possible. Methods: During Pandemic we conducted a series of LSE webinars for parents. These were done on live-stream-based delivery platform with Parents in each session ranging from 40 to 95 in number. 45 min to 90-minute sessions on various life skills were done. Parental engagement was enhanced by brainstorming and chat feedback, interactive polling, and question answer sessions. Results: Post session interaction and feedback - showed good impact of the digital mode: better understanding about all life skills. The participants enjoyed

recorded role plays and were able to identify and relate to various styles of communication and impact of non -verbal components. Conclusions: In today's digital world, LSE webinars can be done, without compromising the essence of training. It is very economical, easy to organize and time-saving, for both faculty and participants and can reach out to a large number. Wherever feasible live sessions should be preferred as they are more engaging, but they pose logistics and space constraints. We are continuing both.

Keywords: Parental skills, LSE Webinars

THEMATIC SESSION – B

Development of 'Green Skills' for a Sustainable Future for the 'Planet'

Adolescents attitude towards Agricultural Sustainability: Gender and School wise Comparison

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Abstract

Sustainable Agriculture is being one where concern over long term impacts on the environment and other aspects guide the application of prior experience and the latest scientific advances to create, integrated, resource conserving, equitable farming system. Attitude towards Agricultural sustainability refers to the student's beliefs, feelings and behaviours towards agricultural sustainability. Agricultural production is integrally tied to natural resources and systems, relying heavily on the availability of suitable land, soil, water, climatic conditions and other ecosystem services. At the same time, farming and food processing often pose a threat to biodiversity and ecosystem functions, while being threatened by shifting weather patterns and the impacts of climate change. Green skills in the agricultural sector can assist the sector not only in creating and sustaining livelihood opportunities and building resilience to threats such as climate change and water scarcity, but also in making the sector a leading competitor in the regional and global market. So, our younger generation should have an attitude towards agricultural sustainability. This study examines adolescents' attitude towards Agricultural Sustainability. The main objective of the study is to know the attitude of adolescents towards agricultural sustainability. Survey method was used, stratified random sampling technique was used and sample of the study comprised of 608 higher secondary school students from different schools of Kozhikode, Malappuram and Kannur districts in Kerala. The instru-

ment used for the study was Attitude Scale on Agricultural Sustainability. The reliability of the scale was 0.7 and content validity was established. Statistical technique used for the study was Percentile, Test of significance of difference between means (t) and one –way ANOVA. Percentile analysis shows the below and above agricultural sustainability score of 169, an equal number of adolescents lie P50=169. This shows that majority of the students have positive attitude towards agricultural sustainability. There is no significant difference in the mean score of agricultural sustainability based on the sub samples Gender (t=1.28) and the management type of school (F=.170, Sin= .84). Youth must be informed and well versed in the benefits of sustainable agriculture so that they can initiate the changes that need to occur to reach the goal of environmental awareness. Education is the only way to create in our next generation, a favourable attitude towards agricultural sustainability and we should conduct different programmes to improve the attitude of students. Some programes advisable for that are, school farms, medicinal gardens, vegetable gardens, etc. which are to be developed with the participation of students; organize awareness programmes and contact classes by experts involved in the field of agriculture; give provisions to visit agricultural research stations, fields or other places from which they get scientific knowledge about sustainable agriculture.

Keywords: Adolescents, Attitude, Agricultural sustainability

Life Skills Lessons for People and Planet: Insights for Sustainable Livelihood from Pastoral Communities

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Abstract

Environmental Degradation and Climate Change are issues having local to global implications. With the change in ecology and usual climate, certain communities are losing their traditional livelihoods and are forced to adapt to new livelihood means. Today, pastoral communities shoulder the greatest burden of such losses being closely associated with nature. The changing environment demands these communities to adapt new life skills. This paper attempts to bring out robust evidence of sustainable livelihood practices from different pastoral communities. Literature on a total of four pastoral communities (Bakarwal, Changpa, Gaddi, and Van Gujjar) from northern India has been reviewed thoroughly considering their self-sustaining livelihood practices. Life skills lessons employed by these pastoralists for livelihood and environmental sustainability were drawn under the themes: 'Performance of transhumance while considering seasonal change by Bakarwals of Jammu and Kashmir', 'Changpa Pashmina growers of Ladakh: Ensuing resource management in the snow', 'Sustainable Forest dwelling among Van Gujjars of Uttrakhand', and 'Hill barter by Gaddis of Himachal Pradesh'. A total of 60 articles and 10 books (for the past 3 decades) were taken into consideration from open access search engines like Google Scholar, Academia, and Research Gate using relevant keywords. Examples from field observations by the authors were also included. The review findings

suggest that to be resilient and viable in combating the emerging environmental and livelihood challenges, these pastoral communities continued to adapt new life skills. Further, this paper highlights the role of the family, governmental, private, and non-governmental sectors in enhancing the life skills to deal with the climate change-induced ramifications on these pastoral communities.

Keywords: Life Skills, Pastoralists, Climate Change, Sustainable Livelihoods, Environmental Sustainability

Climate Change Awareness, Death Anxiety and Gratitude in Individuals with varying levels of Religious Attitudes

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Abstract

There is little doubt that religion and religious beliefs have an impact on human behavior. One of these behavioral implications include how individuals engage and evaluate their physical environment. The objective of this research is to focus on religious affiliation as a potential determinant of attitudes to climate change, death anxiety and gratitude. According to WHO, climate change is regarded as one of the greatest threats in the 21st century. Furthermore, thanato centric conceptions of religion, death anxiety is higher among less certain individuals and lowest in very religious and nonreligious individuals, indicating an inverted-U relationship. Due to a limitation of research on how gratitude moderates the effect of religious attitudes on climate change awareness and death anxiety, this study intends to investigate the same. An online survey was circulated amongst young adults (18 to 30 years) using reliable instruments namely The Centrality of Religiosity Scale, Climate Change Attitude Survey, Templer's Death Anxiety Scale and The Gratitude Questionnaire. The data was formulated on a sample of 75. Google forms were employed to gather data through convenience sampling. Regression and mediation analysis were the techniques utilized for analyzing the data. It was found that religiosity does not act as a significant predictor of climate change

and death anxiety. However, results obtained also indicate a significant relationship between religiosity and gratitude. In-depth discussion of the study's findings is included in the paper along with the literature review.

Keywords: Climate Change, Death Anxiety, Religiosity and Gratitude

Green Skills Practices Among Post Graduate Students - An Exploration

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Abstract

Developmental reforms had a positive impact on reducing poverty, hunger and inequality that improved the life and lifestyle but at the same time had an adverse effect on the environment such as global warming, environmental pollution, degradation of natural resources. These environmental consequences directly or indirectly affect the present as well as the future generations. Concern for the environment is nothing new, as a result, environmental education has been introduced at every stage of education. The wheel of development can be made sustainable only through practicing a life style where there is synchronous balance between economic cost and environmental cost. As the young mind has been considered as the most powerful space to make any changes in existing environment, but the lack of environmentalism is a big challenge. Practicing environmentally sustainable generic green skills at different stages are consider as important steps toward the protection of the environment. Green skills are defined as soft skills which majorly emphasize on initiatives for balancing environment though sustainable practice. Indian population is described as youth population and 50% of the total population comes under this chronological category. Hence our tertiary education system should ensure whatever behaviors nurture among them put into practice for their own and wellbeing of others. The ethos of environmentalism is to be actualized among the higher education students without any fail. This research paper tries to analyze the existing practices of green skills among the post graduate students and reflect its

significance in enhancing environmentalism among younger generation for sustainable future. Questionnaire based on five demine i.e. fanatical/procurement aspects, energy conservation, water/soil conservation, waste/pollution management, technological aspects to see knowledge, skill and attitude among the PG students. Study found knowledge of green skills among the students were satisfactory, but attitude and skills at low level and found not to be satisfactory. Study suggests that here is need to create positive attitude toward environment and their concern and make the students equipped with green skills by practicing the different green skills which will helps to fulfill the dream of sustainable development through green skills practices. It will directly or indirectly leading to green economy and sustainable future.

Keywords: Environmentalism, Green Skills, University Students, Sustainable Future

Understanding the need of Green Skills as drivers for ensuring Sustainability in the Indian Context

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Abstract

The outbreak of Coronavirus (COVID-19) has exposed many structural realities of urban settlements and the fragility of the environment. In the Indian context, many livelihoods were lost which led to migration from urban to rural areas. The Indian economy has been worst affected by the virus. We have also witnessed the finitude trait of the resources with disruption causing havoc. In order to address these shortcomings, it has become important to focus on positioning sustainability in this context which also requires certain life skills for eco-friendly approaches. Furthermore, these sustainable life skills will bridge the gap by acting as enablers for the future.

However, there is need for restructuring of attitudes on handling natural resource for their optimum utilisation. This paper explores the need for development of green skills and its alignment in ensuring the achievement of sustainable development goals. Green skills refer to the abilities, values and attitudes needed by humans to support the sustainable and effective utilisation of resources in the workplace (CEDEFOP, 2012). Additionally, the need of the hour is not only to bring awareness among the among public about environmental and sustainability concerned issues. But, to provide an education which infuses problem solving skills and transforms their daily life practices by following best practices such as sustainable consumption and sense of responsibility towards the planet Earth.

Education with green skills can be instrumental in instilling motivation and commitment in the individuals by making them practice

habits which can guide them to reduce carbon footprints and pre-serve the Earth. With the transformation to the path of going green we would be able to create green labour market i.e., green job for ensuring sustainability, monitoring and evidence-based policy making for enhancing greener economic growth. To cap it all, there will be paradigm shift in a way to maintain the environmental qual-ity for that upskilling and upgrading of trends aligned with green skills promoting sustainable lifestyle is the way forward. Therefore, to minimize the climate change after effects, depletion of resourc-es and adverse virus outbreaks caused by natural calamities the best way to imbibe green skills and development a sense of sus-tainable lifestyle is through educating them on the development of green skills to be followed in their day-to-day habits.

Methodology:

The present study employs qualitative analysis as a method to understand the imperatives of green skills to bring in eco-friendly practices for a sustainable lifestyle. As part of the study, a school was chosen to observe the trend in awareness campaigning for eco-friendly practices through their inter-school art competitions using sustainability as a theme.

Objectives:

i.   To Determine the pattern of life skills which can induce green skills as part of their capacity building and awareness programs.

ii.   To Study the need to Equip Green skills which will bring their daily lifestyle into eco-friendly practices.

iii.   To Assess the understanding and sensitization towards con-sumption and carbon footprints to induce changes in the attitudes.

Keywords: De-Urbanization, Knowledge, Skills and Attitude, Net-Ze-ro Emissions, Carbon Footprints, Eco-Friendly, Sustainable Lifestyle

THEMATIC SESSION – C

Combating the Widening Inequalities, Growing Unemployment, Social and Financial Exclusion: Role of life Skills for Sustainable 'Prosperity'

Muslim Girls and Gender Stereotyping in Higher Education: An Analysis

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Abstract

Outline: Gender stereotyping continues to be an obstacle to the achievement of equality between men and women. Traditionally, girls have been at a realm of disadvantage in and around the globe and it continues to be so even today (Jha & Kelleher, 2006). Apart from the personal and social significances for both women and men, of gender stereotyping, it also has negative repercussions on countries' economic development and competitiveness. Area: The researcher intended to study the Bandipora district of Kashmir Division being one of the most educationally backward districts where female literacy rate was recorded 44.34 percent as per Census of India 2011. Aim: The primary goal of this study was to investigate the gender stereotyping in higher education among Muslim girls in Bandipora District of Kashmir division. Design and Instrument: The data was collected by using self-structured questionnaire among 450 Muslim girls through descriptive research design. Method of Sampling: A systematic random sampling technique was adopted to meet the meaningful sample size of the study. Data Analysis: The statistical analysis comprised of frequency distribution, mean and standard deviation. Outcome: The results revealed that the

respondents above 20 years encountered higher gender stereo-typed behaviors. It was obvious from the results that girls belonging to Scheduled Tribes face higher gender stereotypes as boys enjoyed more freedom in family compared to girls. The analysis depicted that the type of family did play a strong role towards girls achieving higher education. Conclusion: it was cited by the girls that there were several reasons for entering higher education and these ranged from personal interest, career aspirations, financial stability, personal independence and choices while thinking about marriage. More and more girls were found to carry out the goal of higher education and become employed. They reported a diverse range of careers and aspirations that challenged the popular stereotypes of Muslim girls as being confined to the domestic sphere.

Keywords: Gender stereotyping, Higher Education, Muslim Girls

Life Skill-Based Intervention Among Adolescents Exposed to Domestic Violence

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Abstract

Background of the study: The 'Social Learning Theory' of Albert Bandura explains the reasons why adolescents growing up in violent homes display violent behaviour, as they observe and learn to imitate violent behaviors from their parents. Adolescents in these families fail to learn skills like nonviolent conflict resolution and effective problem-solving methods. Hence interventions for developing life skills can help young people to avoid violence, by improving their social and emotional competencies, teaching them how to deal effectively and non-violently with conflict. This paper discusses the short life skill-based intervention programme conducted among adolescent girls growing up in violent families. The results showed significant increase in their self-esteem and coping skills.

Purpose of the Intervention: Based on the findings of the research conducted as part of my thesis work titled "Impact of Domestic Violence on Adolescents" (using mixed methods), an intervention programme was designed and delivered to a selected sample of the respondents to check the effectiveness of the programme. The components of intervention focused on self-esteem and coping skills of adolescents.

Research Design: Post-test only equivalent groups design was used for the study. The intervention programme was the independent variable and dependent variables were self- esteem and coping strategies of the adolescents exposed to DV. 't' test for comparison of the mean of the two groups independent small sample was calculated.

Self-esteem was measured with Rosenberg's Scale, and the coping of adolescents exposed to domestic violence was measured

using the inventory, Adolescent-Coping Orientation for Problem Experiences (A-COPE) developed by Joan Patterson and Hamilton McCubbin (1983a).

The respondents were selected from a total of 33 adolescents identified as exposed to domestic violence in the pre-survey of students from 8th & 9th classes (in the age group of 13-15years) of the Government Schools in Kasaragod, Kerala. The students were then randomly assigned to two groups consisting of 14 respondents each in experimental and control group. This intervention was delivered in the form of a programme to the selected group of 14 adolescent girls.

Contents of the package were, awareness on domestic violence, its causes and consequences, the impact of domestic violence exposure on adolescents' "self" and relationships, identifying the protective factors in the adolescent's environment, preparing a safety plan, Life Skill education, Legal Awareness and Gender sensitivity, Plan for the future. There were total of 10 sessions exclusive of pre and post measurements.

Results: Hypothesis was tested with comparison of Post Test Self-Esteem Scores and Coping strategies Scores of adolescents of Experimental and Control Group.

Self-esteem: The t –value of 3.754 was higher than table value of 2.479 at 26degrees of freedom ((14+14)-2).

Coping Strategies: The t –value of 2.689 was higher than table value of 2.479 at 26degrees of freedom ((14+14)-2).

In both tests, the t -value was significant at 0.01 level. Hence the hypothesis that the mean score of the experimental group on post -test was proved to be higher than that of the control group for self-esteem and coping strategies of adolescents.

The intervention showed improvements in coping in terms of ventilating, developing self-reliance and optimism, social support, investing in close friends and engaging in demanding activities.

Keywords: Life skills, Adolescents, School-based interventions, Adolescents exposed to violence, Self-esteem, Coping skills

A COMPARATIVE STUDY ON THE IMPACT OF LIFE SKILL EDUCATION FOR GIRLS IN STEM EDUCATION ON THEIR CAREER

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Abstract

Women account for only 28% of the workforce in science, technology, engineering, and math (STEM), while men outnumber women in most STEM subjects in college. In several of the future professions that will develop the fastest and provide the best wages, such as computer science and engineering, there are disproportionately large gender inequalities. This paper highlights the seminar subtheme "Combating the widening inequalities, growing unemployment, social and financial exclusion: Role of life skills for sustainable Prosperity" with respect to girls in STEM acquiring life skill education and its impact on their career path. The paper is a comparative study between girls who have acquired life skill education with their counterparts who haven't acquired the same throughout their engineering journey. The paper also attempts to study the level of self-awareness and confidence at the workplace, level of social empowerment, and placement and compensation. The study will be conducted using a mixed methodology to present multiple findings. A sample size of 60 will be used (30 Girls with Life skill education & STEM training and 30 girls in STEM education without life skills education) and data will be collected using the Survey method. Findings will be discussed in light of the impact of life skills education during STEM training. The Paper also provides a few suggestions on imparting life skill education to girls in STEM subjects.

Keywords: Life skills, STEM, sustainable prosperity, social empowerment, self-awareness.

Experiences in Health Care and Patient Satisfaction: The Indian Context

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Abstract

The Covid - 19 Pandemic has highlighted several existing disparities and shortcomings in the health care system of the world. Limited data exists on patient - provider interactions and resulting satisfaction especially in the Indian context. Research suggests that individuals who perceive being discriminated against in medical settings may become increasingly reluctant to seek care. (Rivenbark & Ichou, 2020) Furthermore, it is also found that patient satisfaction significantly impacts prognosis and resolution of diseases along with resulting quality of life. (Baummer - Carr & Nicolau, 2017) Perception of discrimination in medical settings can include suggesting the patient to be inferior and incapable of adequately communicating or understanding the depth of their illness. (Hausmann et al., 2008) This paper thus aims to establish a causal link between a patient's perception of discrimination in healthcare settings and resulting patient satisfaction with various aspects of care across socioeconomic groups. A sample of 134 participants above 18 years of age were recruited for the study and Discrimination in Medical Settings (DMS) Scale (Peek et al., 2011) and Patient satisfaction Scale (PSQ - 18) (Marshall & Hays, 1994) were used to assess perceived discrimination and seven domains of patient satisfaction in health settings respectively. Both Perceptions of Discrimination and Socioeconomic status significantly predicted various aspects of Patient Satisfaction at R value 0.86 at 0.01 p

– level; while Perceptions of Discrimination was also found to be significantly higher in low socioeconomic groups than in moderate or high socioeconomic groups with an F value of 39.50 at 0.01 p – level. No such differences were noted among binary genders. This has strong implications in urgent implementation of interventions to improve healthcare in the country. The findings are discussed in detail with the literature review.

Keywords: perceived discrimination, health care, patient satisfaction, socioeconomic status, medical settings, gender

Impact of Covid-19 on Job Performance, Mental health and Perceived Stress of Employees in the IT sector

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Abstract

The Covid-19 started to spread towards the end of December 2019, and with such a large number of cases surfacing around the world, on March 11, 2020, the WHO officially labelled the outbreak a global pandemic. Since then, lifestyles have changed dramatically in almost every aspect of our lives, including mental health, physical health issues, a sudden change in the working patterns (such as work from home) and the complete online environment (Akala, 2020; BBC News, 2020; Khetarpal, 2020) . In this fast-paced life, the workings of the world rely heavily on information and technology around the world, and the use of IT applications such as Google Meet, Zoom Call for meetings and meetings is growing rapidly and increase in the use of various shopping apps such as amazon, myntra and also, the use of these apps (IT appliances) for everyday requirements such as groceries, medicines, and other daily requirements has increased (Branscombe,2020). The impact of Covid-19 on employees performance can be clearly seen through a research conducted by Narayanamurthy and Tortorella, 2021. Having conducted a Pre vs Post Covid research on 160 people working in the IT sector the effect of Covid-19 was seen on the employee job performance, mental well being, and perceived stress levels of employees. The responses were collect-

ed using google forms. The demographics were adults aged 30 yrs to 45 yrs working in the IT sector. Using MANOVA, it was seen that there is a difference in the pre and post Covid era which has affected the Employee performance, mental health or stress levels of employees. MANOVA doesn't indicate which Dependent Variable had the most significant impact from COVID-19, and hence 3 independent repeated measures t-test was conducted for further post-hoc analysis. The mental well being and perceived stress of employees does not show a significant difference; rather, the analysis shows that the mental well being of employees is better than in the pre covid era. Further regression analysis was used to check if the employee Performance or the perceived stress predicts the mental well being. It was found that covid-19 negatively predicts perceived stress levels and the mental well being while it can be seen that better the mental well being better the job performance is. The results are discussed in detail in the paper.

Keywords: Employee Job Performance, Mental well-being, Perceived Stress

Life Skills as an Enablers for Social and Financial Calibration: An Exploration from the Pandemic life of Labor Migrants in Malabar

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Abstract

Migration is one of the major survival strategies used by majority of people all over the world. Migrant workers play a crucial role in sustaining the economic and social equilibrium in the country. The economic and manual necessities of the southernmost state of India, Kerala is largely facilitated by this phenomenon. The global COVID 19 pandemic adversely affected the life of migrant workers all over the world. Apart from tremendous economic depletion, the migrant workers in Kerala also socially deprived and excluded from the local society. Economic and social exclusion of labor migrants during pandemic reflected through different challenges and issues they faced in the host state. Due to lack of proper skills labor migrants excluded from workplace and society in a vulnerable manner. In this paper the researcher identifies major factors behind the social and economic exclusion faced by labor migrants and also try to analyzehow practicing life skill enable them to overcome the issues and challenges. By using survey method, the researcher collected data from labor migrants in Kerala. The participants of the study are labor migrants in Malabar (northern districts of Kerala state) and data collected by Focus Group Discussion. The result of the study explores the need of life skill training and practices to enable the economic and social inclusion of labor migrants in the host place. The labor migrants engaged in informal sector job and experiencing lack of economic and social security due to lack of proper identity and official documents. They are largely excluded

from the mainstream social settings because of exploitation, inappropriate policy, and violation of human rights. A field kind of intervention with life skills as an inhaler, no doubt is envisioned to revert the exclusion factors by enabling them for a positive response and interaction to the host state.   So, the informal labor migrants should be registered to avail social and economic security and government should launch helpline to facilitate the provisions for enabling economic and social inclusion of labor migrants in the country.

Keywords: Life Skills, Social and Financial Calibration, Labor Migrants, Covid-19

Situating Gender Equality by inculcating Life Skills as Harbinger of Inclusivity

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Abstract

The social construction of roles for male and female defines relations between men and women on an unequal plane. The ascribing of roles in a patriarchal society tied to cultural and societal norms has deprived individuals of developing human faculties to the fullest. There arises a need to address unequal relations often transformed to power relations by adopting a programme enabling holistic development of individual. Life skill education is a strategic method to enable students to develop their human capacities besides literacy and academic learning. The education programme with its focus on developing cognitive, social physical and emotional learning enhances the human potential to overcome strains of inequity and injustice. The objective of the paper is to study the proposed topic from a gender lens. The words of French philosopher Simon de Beauvoir in 1956 "One is not born, but rather becomes a woman" truly elaborates the limitations of learning embedded in self-created norms to be followed by male and females. Life Skills unfolds the hope of rebuilding an inclusive and a sustainable society offering hope of peace and prosperity. The paper undertakes to study secondary sources, government reports and news briefs to outline the problem of study.

Keywords: Life skills, gender, inclusive, holistic development

New Literacies: Life Skills for the Age of Information Economy

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Abstract

The Covid-19 pandemic has completely altered our realities. Our physical world had to overnight shift to the virtual realm. The educational landscape also transformed with teaching-learning processes going digital. This shift however created new fissures of inequalities and the need for new skills to navigate the virtual world. The Covid-19 pandemic has subsided, but the inequalities and the structures it created still remain, and have indelibly become a part of our daily life. The virtual world we created to connect and sustain socio-emotional, economic, and pedagogical relations during the Pandemic has forever changed our realities. More than ever, in the present, we are engaging with information in diverse multimodal settings. We are living in an era of information overload where one is almost bombarded with information/misinformation from every side in various modes. This increased interaction with information in diverse settings has raised the need for looking beyond the life skills of 'foundational literacies' and 'traditional literacies' to 'new literacies.' It is quite pertinent nowadays that one possesses the ability to discern true and false information. The youth and children should be taught how to become critical consumers of information around them. Therefore, through literature-review this paper explains the importance and relevance of new literacies as a defining life skill for this age of information economy in the post-pandemic world. Further, it examines the ways in which the lack of new literacy skills impacts the socio-emotional well-being, especially of children and youth. It will also discuss the idea of new literacy as a central life skill across the curriculum.

Design/methodology/approach: This theoretical paper draws on the existing literature to posit 'new literacies' as an important 21st Century Life Skill.

Finding: This paper introduces 'new literacies' as a 21st century life skill that can significantly impact one's engagement with information by helping one discern true or false information. Thus, making it an important life skill that should be taught across curriculum to the children and youth.

Keywords: Life Skills Education, New Literacies, Information, Misinformation, 21st Century Skills.

A conceptual paper on the Importance of life skills education for adolescents and youth from the DNT community

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Abstract

Life skills education plays a vital role in building the morale of the youth. DNT communities are exposed due to the stigma of criminality attached to their identity. This stigma impacts their social, economic, and mental health status and leads them vulnerable to a lack of resources to uplift themselves. The majority of adolescents from the DNT community drop school before finishing their secondary education. This makes it difficult for them to cope with stigma, resulting in dysfunctional psycho-social behavior. This conceptual research paper tries to underline the importance of life skills education for adolescents and youth from the DNT community. A literature review discovered the inept education status amongst DNT adolescents and youth. It also uncovered how DNT youth struggles day in daily life due to identity crisis. On the other hand, several studies have pointed out the effectiveness of life skills education on youth from marginalized or vulnerable backgrounds. Life skills education for youth and adolescents from DNT communities will help them regain their self-esteem. It will support them while coping with negative psycho-social behavior. It will promote aspirations of higher education among them.

Keywords: De-notified tribes, youth, marginalized communities, life skills.

Synchronizing the Social gap through Life Skill Education

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Abstract

Background: Today's world is full of uncertainty. The young generations are facing many difficulties to match with the uncertain and stressful environment particularly after Covid-19 pandemic. Today's market/job demands competent human resource, which can manage the rapidly changing environment very smoothly. But on the other side most of the graduate and post graduate candidate of our country are not getting any job due to the lack of required skill set. This creates a huge gap between haves and haven't which is a great challenge in the path of building a balanced society or nation. Objective: The current paper aims to analyze "why our young generations are not able to cope with the emerging uncertain situations and face difficulties to get the right job after higher study. Why they are leading an unemployed life with financial scarcity and mental stress? The study will focus on the positive impact of Life skills education upon individual and how it helps to get ready not only for job but also to lead a balanced life without harming self and others. Methodology: The study makes use of secondary data sources and focus on the present scenario of unemployment. This paper will analyze the impact of life skill education in an individual's life to be able to use their potential to the fullest and adapt with any kind of situation. Conclusion: This paper will recommend strategies to improve the current skill set of young generation and to make them ready to face the emerging personal and professional changes, challenges and demands harmonically. This will help to synchronize the social gap.

Keywords: Unemployment, challenges, life skill, social gap, young generation

THEMATIC SESSION – D

Situating Life Skills for Peaceful and Inclusive Societies for a Sustainable Future

Developing Life Skills and Tolerance for Ensuring Sustainable Future of Adolescents

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Abstract

The relevance of this paper is determined by the fact that unfortunately life skills and tolerance does not appear to be the central focus of existing Indian education system in the upbringing of adolescents. Adolescents are the most vibrant group in our society who have to become highly innovative and productive members of society. In the present study, the systematic analysis was done through the searches from various online electronic research databases. The aim of this study was to provide an overview of the evidences and current practices that were carried out in the area of life skills and tolerance. The purpose was also to gain a comprehensive understanding on development of life skills and tolerance among adolescents at both national and international levels. Life skills and tolerance are the vital tools which helps in transforming knowledge, attitude and values of individuals into real abilities to live and act constructively in this diversified world. In the present scenario, empowering adolescents by developing life skills and tolerance are very much important for building peaceful and inclusive society. The research findings revealed that there were significant differences in the development of life skills and tolerance among adolescents within developing countries and developed countries. In general, it was found that developed countries had an increasingly stronger focus on developing comprehensive life skills and tolerance among adolescents. Whereas, lack of systematic implementation, evaluation, monitoring and strengthening of life skills

and tolerance in adolescents were found in majority of developing countries. The research findings can be used as the valid inputs for developing life skills and tolerance among adolescents through effective implementation of multi-strategy life skills education programme. This study will prove to be extremely beneficial for administrators, policy makers, researchers and teacher educators to promote quality education by implementing effective multi-strategy life skills education programmes to foster life skills and tolerance among adolescents for ensuring their sustainable future.

Keywords: Life Skills, Tolerance, Sustainable Future, Adolescents

Life Skills for Peaceful and Inclusive Societies

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Abstract

Background of the study: Knowledge and experiences of 24 years of teaching BA/ MA/ B.Ed. and M.Ed. students. Purpose and Objectives: To share my experiences and critical analysis to enable others to adopt life skills to build a peaceful and inclusive society. Methodology: Introspection and Critical analysis. Results/ Conclusions: Students were able to develop life skills as critical thinking, decision making for a peaceful and inclusive society, conflict resolution, perspective building, problem solving, individual reflection and attitudes for global concern.

Keywords: Peace, inclusive, knowledge, skills, attitudes

Self-Awareness- A Must of Life skill Education: A Study Among Children of Special Homes In Kerala

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Abstract

We all face many challenges in different phases of our life. To adapt and cope with the situation in changing environment is very significant. The capability of an individual to deal with the life challenges with a positive spirit and tackle them very effectively is known as life skills. Self-Awareness means knowing one's strength and weakness along with the flaws, perception, thoughts, ideals, beliefs, attitudes, reactions, emotions and feelings. The present study is an attempt to investigate the self-awareness among children of special homes in Kerala. Special home is an institution established by a State Government or by a voluntary or non-governmental organisation, registered under section 48 of the JJ Act (2015), for housing and providing rehabilitative services to children in conflict with law, who are found, through inquiry, to have committed an offence. After committing the crime and getting punished, they might be worried about surviving the rest of their life as normal. Here comes the importance of Life Skills in to account. The present study focused on Self-awareness. A test of self-awareness is developed by the investigator and administered among seven children of special home in Kozhikode district of Kerala. The result led the investigator to develop an activity package which is specially meant to create and develop self-awareness among the children. The package includes various activities which are helpful to strengthen self-awareness. The study has many implications too. It will be an eye opener to everyone concerned in the sense that the activities included in the package is highly useful to nourish self-awareness.

Keywords: Self-Awareness, Life Skill Education, Special Homes

Situating Life Skills for A Sustainable Future

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Abstract

Background- Sustainable future has to be prioritized and insured while proposing or implementing energy planning and development globally. For a sustainable future, the sustainable development of the country is necessary. Brundtland report defined Sustainable development as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Objectives-The purpose of this paper is to investigate the role of life skills for sustainable future. Methods- An attempt has been made to systematically review various studies related to the subject for better understanding and analyzing multiple factors to discuss the role of life skills for sustainable future. The secondary data has been collected. For this purpose, various magazines and journals have been used. Result- The overall goal of sustainable development is the long-term stability of the economy and environment; this is achievable through the integration of economic, environmental, and social concerns throughout the decision-making process. Human influences all system-Economic, environmental and social. So, for sustainable future we have to focus on human action and human actions are directed through their life-skills. WHO describes life skills as the abilities and positive behaviors that enable individuals to deal effectively with the demands and challenges of everyday life. Life Skill Education is important to support and live life in a better way. It has been felt that life-skills education bridge the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of present society and helps in dealing with social, economic and environmental issues. Conclusion- For

a sustainable future, sustainable development is necessary. Sustainable development affects by human action and human actions depend on their life skills so we can say that life skills play a very important role in a sustainable future.

Keywords: Sustainable future, Sustainable Development, Life Skills Education

Empowering sexually abused girls with life skill training in care institution: Does it work?

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Abstract

Sexual abuse is one of the most important threats to the mental health of girls in the world. Life skills are personal and social skills that help girls perform better toward themselves and other people by learning them. The impact of sexual abuse is pervasive and results in a series of mental health and social problems. Mental health enhancement among sexually abused girls using life skill training is a novel idea. Therefore, this study aimed to determine the effectiveness of life skills training on empowering sexually abused girls by administrating the life skill module for girls who are in care homes. The study attempts to highlight the scope and importance of life skill training interventions for the sexual abused girls living in care institution.

Materials and Methods: This study was an educational trial with a pre-test, a post-test and a follow up with a control group. The statistical population of the study was sexually abused girls living in care homes in Kerala during the period of 2018-2022.A total of 40 people were assigned to each of the experimental (20 subjects) and the control (20 subjects) groups. Data were collected by using a general health scale in the experimental group, life skills training was conducted in a total of nine sessions, with two sessions every week, each session lasting 120 minutes. After finishing the training, both groups received a post-test, and two months later the follow-up was done. An Analysis of Covariance (Ancova), was used to analyse the data (f Value = 28.044).

Results: The results of this study showed that life skill training has a significant effect on mental health and adolescent girl's sexual abuse. The experimental group has observed a positive change on the post-test and follow up stages in comparison with the control group.

Coclusion: Life skills training can improve the girl survivor's mental health and control the psychological symptoms of sexual abuse. The adjunct individual, family and care givers, psychoeducation is recommended to these girls besides their routine psychological treatments.

Keywords: Sexually abused, Life Skills training, Mental health, Assertiveness, Girl survivors

Private Location vs Public Position: Situating Life Skills for Inclusion of Single-Parent Women in Rural Rajasthan

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Abstract

Women constitute half of the total population of India. As per the 2011 census, the country registered 71.4 million single women. These include widows, divorcees, unmarried women, and women separated from their spouses. In a patriarchal society, women are seen as more dependent on men for their survival and protection. They are primarily involved in learning skills required to handle household responsibilities. This results in limited interaction with the public sphere and makes them vulnerable to the outside world. Considering these social norms and cultural influences, single-parent women struggle to get accepted and become a part of mainstream society. The authors attempt to look into this phenomenon for single-parent women of the Rajput community in the village Mundoti of Ajmer, Rajasthan. The single-parent women (25-35 years) will make the sample for the study. Five case studies would be taken to collect relevant data and understand the role of life skills in their inclusion process. The study results focus on situating life skills for single-parent women in their journey from a private location to a public position. Narratives and the personal experiences of single-parent women form bases for analysis. It is found that life skills play a significant role in pursuing personal boundaries and positioning oneself in the public sphere. Being a single parent, a woman requires establishing her own identity while shouldering the family responsibilities. Significant local initiatives are helpful in sustaining the efforts to ensure inclusion of the single-parent women.

Keywords: Life skills, private location, public position, single parent women, rural Rajasthan

Positive Education Model for Enabling Subjective Well-Being and Life Skills Among School Secondary School Students

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Abstract

Positive education is an approach to education that blends academic learning with character and well-being. Subjective well-being (SWB) is defined as 'a person's cognitive and affective evaluations of his or her life' (Diener, Lucas, & Oshi, 2002). Life skills are the psycho-social competencies that lead to well-being amongst individuals. The primary goals of positive education are to enhance student wellbeing through harnessing academic growth and promoting student retention and engagement (White, 2016).By adopting the ethos of positive education and committing to educating the whole-student (academic as well as well-being, life skills), some schools are now teaching preventative skills that will help students to be resilient, lead meaningful lives, and engage positively with the world around them (White M, Murray S, 2015). Life skills include knowledge, attitude, skills and behaviour and what directs all this is our 'values'. According to Martin Seligman, Character Strengths are values in action. From a strengths' perspective, everyone has unique abilities and capacities that can help them to flourish and perform at their best (Wood, Linley, Maltby, Kashdan, & Hurling, 2011). Individuals who use their strengths have been found to report increased vitality and subjective and psychological wellbeing (Govindji & Linley, 2007) increased progress towards their goals (Linley et al., 2010), and enhanced resilience after stressful events (Peterson & Seligman, 2003). The aim of this study

is thus to provide context of positive education program leading to subjective well-being and life skills inculcation in schools. Extensive analysis of literature was done to conceptualize a framework connection between Positive Education, subjective well-being and life skills through the Positive Education Program Model. In conclusion, the authors surmise that for the scientific pursuit of positive youth development, education must include life skills and character strengths for educators and students as it helps build personal resources for ensuring happiness, well-being, social integration and generativity (Chadha, Nidhi, 2017).

Adult Attachment as a Predictor of Ambivalent Sexism and its Relationship with Self-Management and Self-Control

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Abstract

The complex interpersonal relationship between a man and a woman has been in the forefront of research for decades. Although several researches have been conducted to study the interplay between attachment styles and its effect on adult romantic relationships (Feeney & Noller, 1990, Simpson, 1990) as well as it's psychological influence (Bifulco et al., 2002), not much is known as to how personality factors such as the nature of an individual's attachment predispose them to adopt sexist ideologies. This study focuses on adult attachment as a predictor for ambivalent sexism and its relationship with self-management and self-control. Self-Management and Self-Control skills not only come under the domain of essential life skills but are also considered to represent a cognitive - behavioral coping skills model (Mezo, 2009) , which has been previously linked to mental health as well as quality of life (Musekamp et al., 2017) and successfully applied to assessment and treatment. A sample of 140 participants aged 18 - 25 years

were recruited for the study. To quantify adult attachment, ambivalent sexism and self -management and self-control skills, the scales Revised Adult Attachment Scale (Collins, 1996), The Ambivalent Sexism Inventory (ASI) (Glick & Fiske, 2018) and The Self-Control and Self-Management Scale (SCMS) (Mezo, 2009) were used, respectively. Regression analysis was used as the statistical tool and the R value was found to be 0.40 and the t values for Attachment Anxiety, Attachment Avoidance and Self-Management and Self-Control were found to be 0.64, 2.00 and -6.03. Therefore, the data analysis indicated that Attachment Avoidance was a significant predictor for Ambivalent Sexism whereas Self-Management and Self-Control negatively predicted the same.

Keywords: Adult attachment, ambivalent sexism, self-management, self-control

Appropriating Life Skills for Social Inclusion: An Analysis of Janice Pariat's the Nine Chambered Heart

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Abstract

A sustainable future demands the inclusion of people in society irrespective of their religion, ethnicity, gender or sexuality. However, in the post-pandemic era, when the society is approaching new horizons of inclusivity, multiple aspects of human life are going unaddressed if not unnoticed. Janice Pariat, a celebrated name in the realm of Northeast Indian English Literature, in her novel The Nine Chambered Heart is portraying an unnamed female protagonist- a loner in a crowded world. She is overburdened with childhood trauma, abandonment issues and lack of real connection to the outside world or her family. It is also hinted that she lacks awareness of her own sexuality. For this study, the needed data will be extracted from different primary and secondary literature. The abovementioned novel will be used as the primary source and related texts such as various theoretical discourses, research papers, articles etc. will be utilized as secondary source. Through the analysis of these literacy texts the objective will be achieved. The objective of this paper is to delve deeper into the psyche of the protagonist to analyze how lack of essential life skills such as effective communication, interpersonal relation, self-awareness, coping with stress and coping with emotions makes her isolated and traumatized. In conclusion it is established through this paper that without addressing the lack of these quintessential life skills amongst members of society, the ideas of inclusion and sustainable future will always remain far-fetched dreams.

Keywords: Abandonment, Gender, Inclusion, Life skills, Sexuality, Trauma.

Study on Self-Awareness Among College-Going Late Adolescents
In Tiruchirappalli District

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Abstract

In adolescence, self-awareness is one of the most important things because anyone who is dedicated to self-improvement, personal development or the higher goal of spiritual growth, needs to actively seeks to understand oneself. The main aim of the present study is to assess the level of self-awareness among college going late adolescents in Tiruchirappalli district of Tamil Nadu. Multi-stage random sampling has been adopted for the data collection and the collected data has been analyzed by using SPSS Version 20. Statistical test such as Karl Pearson coefficient of correlation, independent sample T-test, and chi-square test are applied to draw the meaningful inference. This research concludes that there is no significant relationship between the age of respondents and self-awareness, the level of self-awareness among adolescents is very low in both urban and rural areas and the female respondents are having high level of self-awareness than the male respondents.

Keywords: Adolescents, Self-awareness, Rural, Urban, Private, Public and Surrounding.

Life Skills Programme Efficacy on Peer Pressure: A Quasi Experimental Study among University Students

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Abstract

Emerging adulthood is a critical period of transition from adolescence to adulthood and enrollment in college is a key milestone this stage of life. During college years, most of the individuals get influenced by their peers that have significant impact on their actions and personality. The phenomenon of peer pressure has indeed found its way into our tertiary institutions and among our youths who are leaders of tomorrow. The primary objectives of the current study were to assess gender difference in peer pressure among first-year undergraduate students and to evaluate the efficiency of the life skills-based enrichment programme on that peer pressure. The study was conducted on purposively identified sample of 60 freshman undergraduate students (30 males and 30 females) having low life skills, from five constituent colleges of Punjab Agricultural University enrolled in academic session 2020-21, to assess the status of peer pressure at pre/post-intervention phase. Life Skills Assessment Scale by Nair et al (2010) and Peer Pressure Scale by Singh and Saini (2010) were used to collect data through online questionnaire. Data analysis was done by using independent t-test, paired t-test and correlation. Non-significant gender difference in peer pressure has been reported among students. The results proved significant effectiveness of core life skills-based enrichment programme on the status of peer pressure among participants. The correlation analysis also revealed significantly negative relation of peer pressure to most of the dimensions of life skills. Study findings indicated that life skills education is effective strategy for youth at the stage of emerging adulthood to

cope with negative peer pressure in effective manner and helps in accepting themselves for who they are

Inclusion as a Life Skill among Managers for Sustainable Future

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Abstract

This scientific investigation attempts to study the relationship between the aspect of inclusion as a life skill among managers and job performance of employees with disabilities at workplace. The aspect of inclusion as a life skill is very important in the social as well as in the organisational context. When an organisation embarks upon a conscious journey towards enhancing the inclusion quotient, it rightly focuses on equipping the people managers. Inclusion is essentially a life-skill which transforms an individual, transcends the workplace and is important for the growth. Diversity and inclusion are essential assets for any organization's sustainable future as it enhances productivity and efficiency, ensures better decision-making, and make it easier to adopt structural and operational changes that benefit the organization. Employees with disabilities are one such marginalized group of our society who can contribute immensely towards the goals of the organization with greater level of commitment and job performance if provided with an inclusive environment.

The research design employed both qualitative and quantitative data through surveys and interviews which were subjected to Correlation and Content Analysis. Results indicated a significant relationship between inclusion as a life skill among managers and job performance of employees with disabilities. The study has implications for human resource professionals, managers and researchers.

Keywords: Life skill, fair implementation of policies, decision making, employees with disabilities, job performance, managers, sustainable future.

THEMATIC SESSION – E

Strengthening 'Partnership' for a Sustainable Future: Overcoming the Challenges

Strengthening Life Skills Education: Some Initiatives

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Abstract

With cultures and lifestyles in transition, many young people are not adequately equipped with life skills to help them deal with the augmented demands and stresses they experience. The Indian Education system prior to the advent of British was such that life skills got inculcated into children from a very young age without even them knowing. The environment, and the outlook of life were far better and simpler in ancient times than today. Moreover, after independence several policies and programmes related to LSE were formulated by the Indian Government to augment the Life Skills of the children. In the present paper an effort has been made to document the policies, programmes and initiatives made by the Government. Contribution of non-governmental organisations and other stakeholders has also been looked upon. For this purpose, a comprehensive study of the secondary data available on this aspect has been made. This includes policy documents, web-based information and research papers available on the topic post-independence. The results indicated that there is a global understanding about the importance of LSE for the children as well as the youth. In India some policies are in place to augment the specific life skills and soft skills but there is a felt need for a comprehensive and all-inclusive LSE programme. Though NGO's and associations are contributing a lot still the need for hand holding from the Government is felt.

Integrating Life Skills, Leadership and Functional English for Empowering Girls in Marginalized communities in Delhi, Bihar and UP, India.

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Abstract

Poverty, discrimination and regressive gender norms restrict not only access to basic living resources but also thwarts the possibility of thriving young girls' skills by limiting education opportunities to unleash their potential. 'Girl Champions English and Life Skills Empowerment' is a year-long intervention model which integrates Life skills, Language skills (Functional English literacy) and Leadership skills. This program is a collaborative partnership of i-4 Connect foundation, Center for Social Equity and Inclusion and 5 women-led Community-Led Organizations (CLOs) to build a sustainable future for the young girls in the community.

The project aims to provide Learning and Life Skills through an interdisciplinary approach and by integrating technology for remote learning. The learners are provided smart phones with internet connection to access learning from wherever they are. The facilitators coordinate the learning process from Delhi, Hyderabad and Chennai. Every quarter the learners participate in offline learning camps to reflect and act further based on the needs analyzed. The pedagogy is curated to enrich English and life skills through participatory learning process. The English curriculum includes A1 and A2 level of English skills as per CEFR standard. 21st century skills of critical thinking, creativity, communication and collaboration and optimizing the use of technology are well integrated into the curriculum. In addition, enhancing their leadership skills through molding their self-esteem, dignity, team work, talents to develop their inner confidence. 120 hours of activity-based learning curriculum

is implemented through joyful, and creative learning process using games, song, creative movement, drama, storytelling, art and craft, digital skills for presentation and field exploration. The learners build an environment for learning and skill building through promoting their peer-group of school going girls in their habitations.

The project is mid-way, in this short span, we observed significant results. The young girls in our program, despite limitations of resources, time and cultural constraints, they decided to commit, have negotiated and convince the parents to attend camps outside their villages, for many, this opportunity is first time to move and explore. Over 6 months their keen interest to learn remotely and participate actively in class. They have broken their fear and inhibition to ask questions, learnt to think and express. They work together to develop projects, empathize with learners who lag behind and help each other. We also observe significant improvement in their confidence in using English skills and willing to learn more. They accept constructive feedback, cope with emotions and deal with stress positively as young girls in their life. This learning program also has given them the opportunity to evolve as young inspiring leaders in their community. They have been taking leadership to reach out to younger children to share what they learnt. It is creating a ripple effect.

Keywords: Life Skills, English Skills, Leadership, Inclusion, Marginalized Communities, Empowering Girls, Gender based discrimination, Contextualized curriculum, 21st Century Learning, Community mobilization, Community led intervention, Optimizing technology for remote learning, Creative learning tools, participatory learning approach.

Analytics of Google and Facebook platform business models for sustainability

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Abstract

The platform business model is a business model which describes the foundation of how business generates, supplies, and seizures valuation in commercial, societal, ethnic or other frameworks. The expansion of business model is in the form of assembly processing with innovation and adaptation is known as business model innovation and its systems is a part of business stratagem. A business model is a term of art, company's blueprint and strategy for creating profit for the organization. Drucker's theory states that a business model is a set of assumptions and rules about what a business will and won't do, which is nearer to Michael Porter's meaning of strategy. In addition to what a company is paid for, "these assumptions are about markets. They are about identifying customers and competitors, their values and behavior. They are about technology and its underlying forces, about a company's strengths and weaknesses. It categorizes the products and services and delivers the products according to the community prerequisites and business ethics to get concentrated profits. Google and Facebook both are undertaking prodigious business for the digital society demand. This paper addresses the platform global strategy of Google and Facebook business ecosystems it aims to discuss and analyze the marketing analytics of Google and Facebook platform business models. Both platforms are using cutting edge technology to flourish their businesses. These tech giants are

very influential in digital business sector and occupying the maximum business share in digital cosmos. We have analyzed marketing analysis of Google and Facebook business model framework. These business model is not about just money generating machine, it is indeed more than that. This paper also explore the business models analysis of Google platform and Facebook platform to provide how these platforms are earning money in the digital market space and global business share.

JEL Classification: M10, M12, M13, M15, M16, M21, M31, M37.

Keywords: Digital Business Models, Performance Analysis, Digital Platform, Innovation, Business Model Framework.

Post Covid Institutional Crisis

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Abstract

The pandemic from 2019 till to-date has caused havoc to human lives and Institutions. The present study brings to light the damage done to educational Institutions by the corona pandemic in terms of its sustenance and ability to survive. A pre-test and post-test experiment was designed and carried out to study the effect of Covid on the structure and function of an Institute and subjected to statistical analyses. The results of the analyses have been discussed.

Keywords: Pandemic, Institutions, Crisis, sustenance, statistical analyses

Exploring the role of 'State' in Indian Education System and challenges of Covid-19

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Abstract

Education is one of the strongest enablers in the process of skilling the human being and makes them ready to face any challenges in life. Pandemic, like Covid-19, has again proved the relevance of state sponsored initiatives while treating universal population across the countries. Indian education system has always been dominated by the state from Vaidik era to till date. Before the origin of modern state and democracy, Indian education system was predominantly helped and assisted by the kings and their establishments. The ancient 'Gurukul' system was backbone to skilling the students of those era. They not only trained to fight the war but the basic spirit of this system was to make them ready to face any crisis and learn how to survive. The gurus like Dronacharya, Panini, Chanakya and Kalhan and their teaching system are the few examples. The Mughal invasion on India in medieval time following the colonization by Britain almost destroyed the traditional learning system in India. After few decades of Independence, due to economic compulsion and other exigencies of development and modernization, state was started pulling back from sponsoring education and skilling its citizens but global pandemic forced states across the globe to rethink over role of itself. During the pandemic while saving lives and skilling the citizens to face the pandemic, State was in a leading position highlighting its role.

In the context of above-mentioned propositions, this paper will try to critically enquire the role of state in the Indian education system, particularly in the time of Covid-19 like pandemic.

Keywords: State, Indian Education System, Gurukul, Development, life-skill, Covid-19

THEMATIC SESSION – F

Lessons of Life Skills from Indian Culture and Heritage

Lessons of life skills from Indian culture and heritage through ancient scripts and books

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Abstract

Life skills are one of the key ingredients for successful life, it not only plays a role for a successful life but also discipline an individual's life style. In this rapid developing country like India, we do not have the time to take note of ancient books and scripts through which we can learn life skill lessons. India is one of the ancient countries where we can see culture and heritage bounded with ancient scripts and ancient books. In this, some books and scripts were teaching lessons for life skills and guiding individual to reach their way of success in a disciplined and positive way. It also built an individual's ability to face challenges which was demanded by societies, communities and this world. Aim of the study is to understand how ancient books of South India such as Thirukurral, Manimegalai, Silapathikaram, Tholkappiyam and Thiruvarutpa were taught as life skill lessons based on culture and heritage of India. The study is based on literature review which throws light and highlights the core life skills such as decision making, self-awareness, empathy and importance of time managements which are mentioned in the books on bases of culture and heritage in India among Indians. The results of the study emphasize that life skills lessons were inbuilt in our culture and heritage from ancient period of time. We recommend that this may be studied under a progressive method.

Keywords: Life Skills, Indians, Culture, Heritage, Lessons

Sustainability Lessons from Indian traditions for better future

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Abstract

The phenomenal speed of economic development in modern era is the causing agent for serious environmental problems in near future, much worse than those that we are facing at present. Sustainable future should be built in a manner to ensure positive ethical, social, cultural and economic growth with sound environmental upgradation. Identifying sustainability issues necessitates humans to think and appreciate the extended chains of cause. Ancient Indian literature is a storehouse of knowledge, providing in-depth knowledge of practices which have evolved as life skills providing sustenance to generation after generations. The present paper is a review-based paper. The objective of the paper is to assess different natural products and associated practices from the Indian history and how those practices as basic life skills have evolved over the years as a rich knowledge leading to evolution of various sciences like Ayurveda etc. The methodology of the paper is based on review of secondary sources of literature related to the theme under study. The paper finds and concludes by citing Indian history as example that ancient culture and societies adopted practices which were not only nature friendly but also ensured sustainability in the long run.

Keywords: Development, Tradition, Life Skills, Sustainability

Imparting Life Lessons-An Analytical Study of 'Ramlilas'

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Abstract

Since centuries the 'Ramlias' (dramatic enactment of the life and deeds of Lord Rama), have been part and parcel of the Hindu society in India. Ramlilas galore especially during the Dussehra festival and they are staged across villages, towns and cities, particularly in the northern Indian states. Some Ramlilas have hundreds of years of history. Ramlilas are not merely for entertainment. They are for spreading message of peace, social harmony, sacrifice, protecting social values and adherence to the righteous path even in the midst of adversity. Lord Rama is the embodiment of truth. He is an ideal son and equally ideal spouse. He is also the Ideal King. Lord Rama can never do anything wrong. When he eats the berries after they were tested by Shabari, a character in the Ramayana, he shows that no one is untouchable for him. Although Rama is said to be the 7 th incarnation of Lord Vishnu, yet he has also been depicted as 'Maryada Purushottam (Perfect Man). He is the one to be followed by every human being. This is the message of Ramlilas. Ramlilas also have secular character. At several places, the Muslims also play different characters in the Ramlilas. The Ramlilas disseminate the message of the triumph of virtue over sin, the significance of making sacrifices to put an end to greed, the concept of making sacrifices to uphold life's integrity, honesty, promise-keeping, and commitment to duty, etc. In this paper, the researchers will try to find out the life lessons in Ramlilas which are still relevant in the current era and helpful to live life happily. Research Methodology- The research methodology will include content analysis of the written material on Ramlilas and their social and cultural significance. The researchers also intend to gather information on the topic through a schedule/questionnaire in the rural areas of Uttar Pradesh, where the Ramlilas are organised on a regular basis. We also intend to interview office bearers of some

Ramlila Committees as well as the experts from the academia to ascertain their opinion on the subject. Conclusions/Results- The research is expected to throw light on the social and cultural significance of the Ramlilas and provide an insight into whether it does impart life lessons and if so in, what way does it affect the lives of those who watch them.

Bhavatu Sabba Mangalam: Decoding Ancient Buddhist Education, Ethics and Values as 'Life Skills for Global Peace'

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Abstract

Life skills can be defined as the highest human values, ethics, and analytical skills aims cultivation of human mind to experience real happiness and peace. It is not a modern phenomenon but deeply rooted in ancient Indian culture of Buddhism (Saliently 3rd Century B.C) in which the real wisdom is considered beyond the materialistic world; and ultimately the holistic development of mind. The roots of In Indian formal education system can be found in the establishment of world`s ancient universities such as Nalanda and Taxila where life skill education was given. The role of Buddhism in shaping of the ethos of Indian Education is crucial and inseparable. Welfare of the humanity without violence is at the core of its philosophy. The contemporary world witness of war, violence, hatred, psychological issues. The twenty first century Indian life skills education should be metamorphosed from its own ancient education life skills from Buddhism. It has become wider open in all walks of life. Buddhism and its life values aim at personality transformation into a highest form of humanity. It becomes more essential for modern global youth. The basic of Buddhist education provides human ethical guidelines and philosophy of life. Systematic review method would be used. Research papers, books, feature articles, audio visual material, based on Buddhist ethics, Philosophy will be reviewed. The methodology combines of systematic analytical review and discursive approach. Systematic search for authentic sources of the literature will be ensured for the reliability and validity of the findings.

This review paper attempts to define life skills in context of Indian Buddhist education, values and principals as life skills for global

peace; as a lesson from ancient Indian culture. It is a discursive research paper explores intense literature review. The main objective is to decode Buddhist education values as life skills for the present and a peaceful future.

Keywords: Life Skills, Buddhist Education, Indian Culture

Indian Culture and Sustainability

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Abstract

The heritage of India's culture includes its social structures, moral codes, traditional practices, governmental structures, artefacts, and technological advancements. India's culture, which dates to around 4,500 years, is regarded as one of the oldest civilizations. Indian culture is different and diverse and differs from place to place. Sustainability can be defined as the capacity to constantly support or maintain a process across time. Sustainability in business and policy aims to stop the depletion of natural or physical resources so that they will be available for a long time. Indian culture has traditionally placed a high value on sustainability. Its ideals and philosophies have emphasised living sustainably. Consider the yogic idea of aparigraha, which is the virtue of being unattached to materialistic goods and just retaining what is necessary at a certain stage of life. Humans and nature coexist together, and this harmony even extends to our regard for various species of flora and wildlife. This has helped in efforts to conserve biodiversity. The Bishnoi community in the Jodhpur district of Rajasthan, for whom the preservation of wildlife is a tenet of their faith, is a prime example. Ayurveda and yoga are two of the most well-known holistic Indian practices. The lifestyle and culture still incorporate sustainable and environmentally favourable behaviours. India is known for its thriftiness as well as its culture of hoarding. This paper will focus on Indian Civilisation, both ancient and modern and how India promotes sustainability with ecological protection and conservation of natural resources and what steps should be undertaken to have a more sustainable future. Objectives: 1. To understand the contribution of Indian culture toward sustainability 2. To understand the various measures taken for a sustainable future with reference to Indian traditions. Methodology: The study will be based on secondary data from various archives, government data and other websites.

Keywords- Indian Culture, Sustainability, Sustainable Development, Indian Traditions, Sustainable Living

The Essentials of Life: Learning Life Skills through Indian culture and heritage

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Abstract

Life skills are various psycho-social and interpersonal skills which enhances one's dexterity to make informed decisions, communicate effectively, and develop coping and self-management skills. Ancient Indian classics are considered to be one of the best pieces of literature in this arena. Though written millenniums ago, its principles are still relevant in present day contexts and stand as an embodiment of human life and imbibes the positive human attributes. The Ramayana portrays a lesson on how to lead a prodigious and righteous life even in the midst of grim situations. The Mahabharata depicts virtuous as well as wicked human attributes reflected through the actions of the Pandavas and the Kauravas. Shanmukhan's Shiva - The Source of Life Skills sheds light on various skills that would be immensely useful for any common man, working community at various levels, students, general readers, teachers and trainers. This paper focuses on the perpetual and illuminating skills that challenge human beings at an individual level and helps them distinguish between the right (Dharma) and the wrong (Adharma) through its eloquent message presented in the above-mentioned texts. The objective of the paper is to portray culture as the main learning ground through which human civilizations acquired skills and societies progressed and sustained. The paper is based on secondary sources of literature which comprises mostly references from historic texts, published and unpublished literatures. The main theme which evolves from the study shows that how life skills influenced contemporary societies which led to shaping of modern-day cultural landscapes. The paper finds and concludes that learning life skill lessons through the lenses of culture and history provide the necessary key for opening the door to new conceptions of what has been going on in life skills education.

Keywords: Life skill, Culture, History

Transformational Education Practices: Understanding Meta-skills through the Indic Knowledge System for improving School Well-being

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Abstract

Many questions about education models for a sustainable future have been raised in light of the Covid-19 pandemic. What does it mean to 'learn' and 'teach'? What are ' life skills' and their importance? The one-size-fits-all classroom approach has failed. It is time to reinvent educational pedagogy that places experiential learning and life skills at the center. The Indic knowledge systems, particularly Ayurveda, have delved deep into developing a holistic understanding of human beings – an integration of mind, body, and soul.

Over the decades, classroom instructions have evolved using transformational education practices. These practices share important underlying features, including active, student- centered, collaborative, experiential, problem-based, and life skills. Transformational education practices involve creating dynamic relationships between teachers, students, and a shared body of knowledge to promote learning, personal growth, and well-being of students and teachers. Indic Knowledge Systems emphasizes ayurvedic profiling as a tool to understand self, teaching, and learning styles. .Meta skill is "a skill that allows one to magnify and activate other skills and is made up of practical knowledge tied to an internal sense of self-efficacy". It is a high-order skill that allows you to engage with functional expertise more effectively. It is a catalyst for learning and building new skills more effectively and efficiently. Meta-skills encompass the emotional intelligence, self-awareness, and self- management that govern the engagement of oneself with

others and the surroundings.

The current paper uses exploratory research methodology to develop an understanding of Meta-Skill of self-awareness and self-management through the Indic Knowledge System of Panch Mahabhootas and Tri-Doshas for transformational learning and teaching experiences in schools to improve the well-being of students and teachers. The current paper provides a review analysis of studies done on Meta-skills, Indic Knowledge System and School well- being in the reputed journals available as Open Source from JStor, PubMed, Google Scholar, Research Gate, and Web of Science. The current paper proposes that the understanding of Meta-skills (self-awareness and self-management) through the Indic Knowledge System of Panch Mahabhootas and Tri-Doshas that will help in enhancing transformational learning and teaching experiences in schools to improve the well-being of students and teachers.

Analysis of Panchatantra Stories and their Role in Developing Life Skills Among Pre-Schoolers

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Abstract

There is news clipping commonly published in media related to children attempted suicide, or indulge in drug addiction cases etc. If one would find out reasons, it would probably be dehumanized social-system and lack of inbuilt life skills. Over the years the raising pattern of child in the family has been drastically changed. Presently, most of the children are reared in nuclear families whereas few generations back it is the responsibility of grandparents and other family members to nurture the younger generations. Children learn the social skills and values from grandparents and other family members who are living together. One of the best ways of imbibing life skills and values is through narrating stories present in Indian folk tales and fables like Panchatantra, Jataka tales, etc. So, these stories act as influential means to impart various skills of life. But with the passage of time and digital influence, parents reared their young ones through digital platforms. Moreover, grandparents an important source of these stories hardly live with their grandchildren, so a lesser chance of transmitting those social skills and values? Therefore, it is essential that pre-schoolers in early formative years should listen to these folk tales to imbibe values and skills rather than digital platforms. Panchatantra is one such Indian animal fable, that were usually narrated to young kids. These stories develop certain life skills among kids. The Present study would analyse few of the Panchatantra stories and identify life skills associated with each story that can be helpful in fostering life skills among pre-schoolers. Content analysis method would be adopted for the present study. On analysis stories one would find each of the stories would develop among kids like relationship management, communication skill, working together etc.

Keywords: Panchatantra stories, Life Skills, Pre-Schoolers, folk tales, parents

Perceptions of Parents Towards Life Skills Education Programme in Punjab

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Abstract

Children in today's era need to be adequately equipped with life-skills to help deal with the stress and challenges of modern life. Parents being the first teachers for their children try to provide a favorable environment and values at home. The main objective of the present study was examined the perception of parents of secondary school students towards life skills education programme of Punjab. For the purpose of data collection, Questionnaire and Information sheet were prepared by the investigator herself. 20 items of questionnaire could be rated on five-point scale, indicating the direction of strongly agree to strongly disagree of opinions. Descriptive statistics namely mean, median, mode and SD was calculated. The use of t-test and one-way analysis of variance was made to study the significance difference across gender, locale, no. of children and education level of the parents. The sample of 600 parents was randomly selected from CBSE schools of Punjab. The finding of the study revealed that there is significant gender-wise difference between the perceptions of parents towards life skills education programme. The result concluded that urban parents have significantly better perceptions towards life skills education programme than the rural parents. Moreover, the result showed that there are significant differences in perceptions of parents towards life skills education programme in relation to their number of children. Further result indicated that the perceptions of parents towards life skills educations programme are differ across the various levels of education.

Keywords: perceptions, parents, secondary schools, life skills education programme.

Analysis of Srimad Valmiki Ramayana as a potential tool for teaching life skill Education

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Abstract

Life skills are the adaptive and positive behaviours that enable people to deal effectively with the demands and challenges of daily life. Self-awareness, empathy, critical and creative thinking, decision making, problem solving, effective communication, interpersonal relationships, coping with stress, and emotions are the core life skills. Life skills are mainly attained through experience. Many epics teach the importance of various life skills and their importance to leading a successful life. The Srimad-Valmiki Ramayana is a pivotal epic that teaches various life skills. A study has been conducted to identify the important life skills envisaged in Ayodya Kanda Valmiki Ramayana. Information was gathered from primary and secondary sources such as the Valmiki Ramayana, the translation of Ramayana, books written on Ramayana, journals, and other e-learning materials. The result showed that the Ramayana teaches life skills such as decision-making, problem solving, self-awareness, empathy, effective communication, and coping with emotions. Decision-making by individuals plays a vital role if carefully carried out, and can change their lives. The epic reminds us of our duty as children to serve our parents, particularly during their old age and need for empathy. Devotion is a combination of worship, love, respect, truthfulness, and sacrifice, which are essential life skills. The Ramayana teaches these qualities, which do not exist in everybody except individuals with broad-mindedness and patience to give up anything. Likewise, communication skills are the most fundamental of all skills. Honest communication is built on truth and integrity and is based on respect for each other. The epic teaches us that speech should not be long and tedious but should be wholesome, distinct, and remarkable. A person with more patience creates peace and unity in society. The Ramayana emphasises importance of human interdependence for well-being of individuals and society as a whole. Similarly, planning and structuring will help to make the problem-solving

process successful. The study reveals various life skills that are depicted in the Srimad Valmiki Ramayana, which could be a powerful tool for teaching life skill education.

Keywords: Life skills, Potential tool, Srimad Valmiki Ramayana

Essence of Ancient Indian Education System for imbibing Life Skills

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Abstract

The purpose of education is to protect and nurture a child's mind and not mere academic excellence. In the present scenario, education should aim to prepare a child for life through accomplishment of an intelligent, self-disciplined and resilient mind. Several research studies have highlighted the need of enriching the quality of present education system. Moreover, considering the mental, physical and emotional well-being of students, New Education Policy (NEP) 2020 is targeting on holistic development by imparting 21st century skills in each learner of which life skills has a major role in witnessing an era of intense global transformation. Ancient Indian education system (AIES) involved the best teaching learning practices and stands globally high and noble which aimed on cultivation of character, personality development since it was skill and value based. Therefore, this paper aims to revisit some of the major teaching learning practices of ancient Indian educational system that could be focused for imbibing life skills considering the practical applicability to improve the quality of present educational system.

Keywords: Resilient, holistic, AIES, NEP 2020

'Coping with Stress' as a life skill and the role of Indian culture and heritage responses to stress management

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Abstract

WHO, UNICEF, and UNESCO have acknowledged that 'coping with stress' is one of the key components of life skills in relevance to resilience. Stress has become a severe mental and physical health concern and global problem among every age, sex, and group of individuals, further affecting their ability and efficiency to deal with the challenges and demands of ordinary life within the individual, social transformation, and nation-building aspects. This article would provide a brief understanding of stress, its impacts on Indian society, the Indian culture and responses which are still relevant and are practically practised and useful in stress management, also it would discuss the role of Indian traditional knowledge systems such as meditation, yoga, and philosophical ideations in coping with stress. The data and reports have been used from the WHO, UNICEF, Mental Health Foundation, Global Organization for Stress, and other various organizations to further deconstruct the causes and effects of stress, and stress management for the development of life skills for returning to the previous level of stasis from some form of disruption, stress, or change. This article would also investigate the discourses on the sustainability of these Indian cultural heritages, ideations, and the critical analytical role of global organisations in coping with stress.

Keywords: Life skills, Stress, Stress management, Indian culture and heritage, Meditation, Yoga

Experience sharing of the AACCI LSE Youth webinars during Covid - Lesson from Indian Culture and Heritage

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Abstract

Background: LSE has become the need of the hour in today's world owing to the increased burden of mental health issues and other challenges associated with the modern era. During pandemic of COVID-19 offline delivery of LSE was interrupted so we switched over to an online, webinar-based delivery system in order to maintain the continuity of delivery of LSE to adolescents. Objective: The objective was to provide and equip adolescents with LSE, especially in times of the pandemic to prepare them to face the challenges that came with the pandemic. Methods: Using an online, live-stream-based delivery platform, several webinars were conducted by AAC-CI youth forum members for the adolescents. Some of the topics included in webinars were 'challenges of E-learning during the pandemic', and 'involvement of grandparents in imparting life-skills education to adolescents. A video compilation of all the issues that could be faced by adolescents in light of the COVID-19 pandemic was also made to sensitize them about adolescent health. Results: The webinars were highly effective in delivering the message to the community about adolescent health and the feedback

about the sessions was positive. This indicated that the webinars especially in the background of the pandemic, was suitable and feasible to convey important information about life-skills education. Conclusion: Such webinar-based delivery of life-skills education can be used frequently to deliver life-skills education, especially in today's digital world. The method is feasible, cost-effective and saves time without compromising on the quality-of-life skills education imparted.

Keywords: Adolescents, Life Skills Education, Webinars

The Role of Life Skills Education: Constructing Character and Building Nation

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Abstract

The state manifests the nation as an "imagined community" into a distinctive reality through various means. The study draws on the background that education is a powerful method for constructing a nation. The paper mainly discusses the role of life skills education in acting as a formidable tool in creating the idea of a strong and unified nation by building the character of its citizens. Life Skills relate to a set of positive behavioral attributes and adaptive ways that helps an individual deal with the exigencies of everyday life. The paper purposefully highlights that life skills education plays a dual yet integrated role as it is instrumental in constructing individuals of character, embodied with essential life skills, and the construction of aware, responsive, and responsible citizens helps foster the agenda of nation building. The study is qualitative with an interdisciplinary approach and uses the social constructivist method of learning that emphasizes the significance of society and culture in deriving knowledge. In this sense, education is a shared as well as a collaborative experience and not an individualist phenomenon, as it is instrumental in creating a social setup in which individuals equip themselves with critical life skills by learning, observing, adapting, and interacting with their social and cultural contexts. Life skills and citizenship education create active and participative citizens by molding their character, accentuating nation-building. The study discusses the philosophy of Swami Vivekananda to establish a linkage between life skills education and nation-building. Swami Vivekananda emphasized an education that stands for man-making and character-building. The conclusion argues that the socio-cultural context of a man is essential to the spiritual awakening as man is indeed a social being, and life skills education transforms man into becoming a true asset to the nation.

Keywords: Life Skills Education, Character Building, Nation Building, Swami Vivekananda

Exploring evidences of life skill education imparted through Indian culture and heritage

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Abstract

Background - Life skills are the skills that help an individual to adjust and adapt to the challenges that are faced by them every day. Decision Making, Problem-Solving, Communicative Skills are few of the essential skills that should be learned by the kids to excel in their life while they are growing. The ancient Indian education, tradition, culture is supremely intended to nurture life skill in the people. The characteristics of Indian culture like cosmic vision of life, sense of harmony, joint family system, receptivity, tolerance, continuity and stability, adaptability, morality and ethics, emphasis on duty, strategically enhances the life skills. Objectives – to acquire an understanding of ancient Indian culture & heritage with special reference to life skills.

The ancient Indian education, tradition, culture & heritage is supremely intended to nurture life skill in the people. The characteristics of Indian culture like cosmic vision of life, sense of harmony, joint family system, receptivity, tolerance, continuity and stability, adaptability, morality and ethics, emphasis on duty, strategically enhances the life skills. The narratives on life skills in the ancient Indian education history vividly infuse the same spirit among the pupils. Just of mention a few, the story of Eklavya's loyalty to his guru Dronacharya, teaches one to be focused on one's goal and be respectful to the teacher; the story of Abhimanyu tells us to be determined and never give up even when the situation is not in our favour. The Bhagavad Gita's teaching on nishkama karma, an action performed without any expectation, fruit or result frees us from the bondage of expectation and makes one focus solely on action.

Keywords: Ancient Indian Education, life skills

THEMATIC SESSION – G

Exploring Ancient Indian Education History to Trace the Narratives on Life Skills

Developing the 360 Degree Holistic Report Card by Exploring the Life Skills learning as encompasses in Ancient Indian Education System

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Abstract

National Education Policy (NEP) 2022 laid down emphasis on the 360 degree holistic report card of the learner with focusing on the development of the life skills. The NEP-2020 also laid emphasis on the assessment model consisting of the self-assessment, peer assessment and the teacher assessment. The life skill teaching is not a subject of rote learning; instead it contains varieties of activities based learning with critical and creative thinking. Agencies like W.H.O, UNICEF etc. defined the Life skills in terms of various definitions. Life Skills such as resilience, team work, cooperation, communication are some of the fundamental principles that will help to flourish not only the education system but as well as the individual institution as stated in NEP 2020.. In the Ancient Education system, there are lots of examples which are stated in the sacred literature books like Ramayana, Mahabharata, and Jataka Stories etc and which are very excellent source of Life Skills learning. The various Ancient Indian literature incidences when presented to learner in the form of the questionnaire and subsequent reflection by the learner, will definitely extract out the best hidden qualities of the learner. This reflection activities by the learner helps to develop the 360 degree holistic report card covering Life Skill aspect of

the learner. The reflection activities when carried out using semi structured interview schedule as well as with questionnaire form will definitely provide an excellent source of Life Skill learning in efficient as well in effective manner.

Keywords- 360 Degree Holistic Report Card, Self-Assessment, Trainee Primary Teacher, Ancient Education System, Life Skills

A qualitative study on the role of narratives in Upanishads and Panchatantra tales in conceptualizing life skills in the Indian context

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Abstract

Education is an important stage in everyone's life. It helps everyone to acquire the moral education and skills necessary to be competent in work and also teaches life lessons. The Indian education system has seen in many stages the Gurukul system, the British education model, the regulated mechanism of government and universities and now a trend towards an online and satellite education platform. In India, education is divided into several stages such as primary, upper primary, higher education and research. This research aims to understand the role of narratives in conceptualisation of life skills and find the feasibility of including ancient narratives as a curriculum to incorporate the required life skills. Systematic review of Upanishads and tales of Panchatantra have provided foundation for learning life skills. Many academicians and industry people have expressed their view that Indian formal education has failed to cultivate the employable skills required for graduates as expected of industries. Looking at this feedback and comments, learning from ancient literature and narratives is an integral part of Indian evolution. Storytelling is one of the oldest art forms known to mankind from ancient India. It stimulated the imagination and even built communities of storytellers and listeners. The findings can be used as inputs for developing sustainable life skills programs to ensure transfer of knowledge and skills.

Keywords: narratives, upanishads, panchatantra, gurukul system, sustainable life skills

Life as a Drama: A Basic Tenet of Rajyoga and It's Potential as a Life Skill Enabler

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Abstract

Rajyoga is a set of teachings and practices of the Brahma Kumaris Ishwariya Vishwa Vidyala - a spiritual organisation that was established in the year 1937. Its teachings are based on a series of divine messages received and visions experienced by its founding father, and offers a deep understanding about profound questions such who we are, who is God, and what the world cycle is all about. The three significant tenets of Rajyoga are Soul Consciousness (awareness of humans as souls), God Consciousness (God as a supreme soul) and Life Cycle as Drama.

Taking a phenomenological approach, researchers penned their reflections on the tenet of Rajyoga - life as a drama. This tenet sees life as a play and people as actors in this play. Using the daily discourse based on murli (recorded teachings), the researchers analysed the narratives therein with respect to this tenet and its sub-tenets. Various points which are talked about 'life as a drama' in murlis were retrieved and analysed to extract meaning and implications of this tenet. Additionally, on the basis of the experiences that researchers have had with the practice of this tenet, they deciphered its deeper meaning and then teased out the life skills that one may develop. The analysis indicated that when one looks at life through this lens, one develops life skills of wilful surrender, acceptance, forbearance and contentment through the preordained nature of the drama. Spiritual detachment, equanimity, interpersonal understanding and forgiving are additional expertise one may acquire through the psychological distance that the drama demands from the audience. The awareness of the cyclical dimension of the drama anchors the rajyoga practitioner in a better value system and reset his goals in the right direction.

Keywords: Rajyoga, Life as a Drama, Life Skills

A Review on Analysing the Feasibility of Following Yoga as a Lifestyle Guidance for a Sustainable Future

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Abstract

Background: Indian traditions and culture, renowned for imparting a knowledge base for every aspirant has guided him toward humanity by following a balance between nature and the self. This traditional education system focused on the holistic development of an individual. Among the various sources of learning, Yogasadhana was an important pillar that concentrated on the mind-body coordination of an individual and communicated an appropriate lifestyle guidance principle for holistic well-being. Yoga helps in building gratitude and kindness toward the self. The Ashtanga yoga principles rendered by Sage Patanjali during ancient times can be considered suitable life skills in dealing with everyday life situations. Routine maintenance of these simple guiding principles of yoga can ideally make an individual capable of creating and developing positive health habits, making healthy diets including proper hydration, and staying active throughout with proper relaxation and mindfulness.

Purpose: In the present scenario, the Yogic lifestyle helps the individual to adapt to the dynamic environment and can be undoubtedly followed. Hence, the review focused on identifying the presence of life skills among Indian traditional knowledge systems, especially on the Yogic Principles to sustain well-being in the present as well as in the past.

Methodology: The practical philosophy of Yoga was used as a re-

search methodology in the study whereby the research on the processing of thoughts after relaxation is analysed. For this purpose, various articles have been reviewed to extract the data to study the course of action and its effects.

Conclusion: Indian traditional knowledge system known as Yoga, which is being addressed as a Complementary and Alternative Therapy can be used as an optimum strategy in adapting dynamic behaviour to maintain sustainability in the future.

THEMATIC SESSION – H

Lessons from Indian Traditions for a Sustainable Future

Revisiting Sustainable Development Goals through Indian Knowledge System

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Abstract

Human beings gather knowledge primarily for two purposes: survival and development in the level of livelihood. For that purpose, they always try to understand and come to grips with the environment in order to survive that go beyond the intuitive reaction to physical threats. Human beings by utilising the bestowed brain tried to manipulate the environment for their development and progression. This indiscriminate exploitation as time progress even threats the existence of human on this planet. This realisation leads the forums at local and global level to evolve for concerted healing strategies which guarantee the sustainable progression of the Homo sapiens. The concept of sustainable development goal in fact an outward sign of this internal drive. Sustainable development goals (SDG) first came to lighten as a determination in the report of the United Nations Conference on Sustainable Development, held in Rio de Janeiro, Brazil, 2012. Literal meaning of this term that "meets the needs of the present without compromising the ability of future generations to meet their own needs" or a set of techniques to create and sustain development which seeks to relieve poverty, equity in life, satisfaction. The 17 Sustainable Development Goals (SDGs) were adopted by all United Nations

Member States in 2015 to end poverty, reduce inequality and build more peaceful, prosperous societies by 2030 are there to empower globally. Covid 19 Pandemic has put a drastic and dramatic shift which necessitated inventing new tools and techniques for survival and sustainable living. At this juncture it is worth enough to redefine the SDG through Indian Perspectives of Knowledge and living which is widely accepted as Indian Knowledge System (IKS). This attempt is expected to initiate an intellectual discourse that necessitate formulation of further strategic plans for sustainability in the context of pandemic. This discourse attempts to reimage the future perspectives of sustainable Development Goals taking Indian Knowledge System as the epistemological considerations. Until relatively recently, in modern conception of knowledge is bound by the philosophy and methods of Western science, Philosophy. In Indian scenario our ancient heritage is full of treasures which need to be preserved, documented and propagated. Indian knowledge and practices can be seen as a pivot between natural or ecological resources on the one hand and other hand human intervention and social and economic development (Berkes & Folke, 1994; Cochrane, 2006). There is a mass possibility to implications of indigenous knowledge in sustainable development. Indian traditional knowledge plays role in conserving the natural environment, Ayurveda, land conservation and resource management, eco-tourism, climate change and disaster risk reduction.

Indian Knowledge Systems, which seeks to introduce the epistemology and ontology of the Indian Knowledge Systems in all domains of life. Upliftment of any individual, his/her roots must be strong, and to conserve these roots. The contribution of Indian knowledge system to local empowerment and development & Increase the self-sufficiency and strength self-determination (Ulluwishewa 1993). Application of Indian knowledge system gives us its legitimacy and credibility in the eyes of both rural people as well as developed societies. Learning from the Indian knowledge system, we can definitely understand agriculture, healthcare, food security, education and also issues related to natural-resource management. Indian knowledge system may be defined as the un-

derstanding of the skills and practices which has been acquired by the population with long histories of interaction with Mother Nature and their surroundings. Especially in rural area, Local knowledge involves the vital process of decision-making about the fundamental aspects of the day-to-day life.

Keywords:Indian Knowledge System, Sustainable development goals, Life Skills, Covid-19

Role of Indian Family Traditions in imbibing Life Skills in Youth: An Exploratory Study

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Abstract

The family is an important institution that plays a central role in the lives of most Indians. As a collectivistic society, Indians often emphasize loyalty and interdependence. The interests of the family usually take priority over those of the individual, and decisions affecting one's personal life are generally made in consultation with one's family. The role of the family especially the traditions and customs followed in the family cannot be overlooked in developing life skills in our children and youth. The role of family and parents is therefore critical for the preservation of our cultural norms and traditions and to imbibe important life skills in youth to help them face the challenges of life. Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Inevitably, cultural and social factors will determine the exact nature of life skills. However, there is growing recognition that with changes in many cultures and lifestyles in families and society, many young people are not sufficiently equipped with life skills to help them deal with the increased demands and stresses they experience. They seem to lack the support required to acquire and reinforce life skills. It may be that traditional mechanisms for passing on life skills (e.g. family and cultural factors) are no longer adequate considering the influences that shape young people's development. These include media influence and the effects of growing up in situations of cultural and ethnic diversity. The rapid rate of social change also makes the lives of young people, their expectations, values, and opportunities very different from that of their parents.

The present research is an exploratory study. The researchers

here present a research proposal in which an exploratory study is planned on youth studying in various colleges and Universities in Lucknow city to identify the extent of their involvement in family traditions and values and how far this involvement with the family traditions help them cope with the challenges in their lives with a positive attitude. The sample for the study will be youth studying in colleges and universities enrolled in various courses in Lucknow. Approximately, 100 youth would be contacted and interviewed through unstructured questionnaire. So the tool planned to be used for the study is interview method. The working hypothesis formed is that the ability of the youth to face and solve problems in life, their power of resilience, cooperation, empathy, coping with emotions and development of many such life skills depends on their involvement in family traditions and customs. Since it is a research proposal the data collected through the interview will be analyzed, themes identified and conclusions would be drawn accordingly.

Keywords: Family traditions, customs, Life Skills, Youth

Comparative Analysis on Green Skills Framework for Sustainable Development: Issues and Challenges

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Abstract

The Green Technology or clean technology is the application of one or more of environmental science, green chemistry, environmental monitoring and electronic devices to monitor, model and conserve the natural environment and resources, and to curb the negative impacts of human involvement. Although it has been adopted as an important component for Sustainable Development, it has not been sufficiently tackled to this date. This literature review study presents a comprehensive comparative analysis and gives an insight into existing green skills frameworks to transform skills development for sustainable development. Moreover, to make this comparative analysis more in-depth, a matrix on existing green frameworks in chronological order is presented. It presents the main conceptual models on greening Technical Vocational Education and Training (TVET) institutions to support green technology industry requirements with the support of the TVET sector. Despite this, the key characteristics of the existing frameworks also discussed and stated. Furthermore, the proposed matrix encourages TVET stakeholders and green industries to work together to produce skilled workers in green sectors. In addition to this, another matrix on the empirical research on Green Skills/Technology is depicted which provides several evidences on the workplace skills

most relevant in the transition toward environmentally sustainable economies. These empirical research articles fulfil the demand of the training providers, green sector organizations, industry associations and unions etc. The purpose of the matrixes is to compare the existing work done by the different researchers on green skills.

Keywords: Green Technology, Green Skills, Green Skills Framework, Green Matrix

Life Skills in the Present Era of Automation and Artificial Intelligence

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Abstract

The modern era is altogether different from the traditional society. In the modern age of digitalization, the significance of automation and artificial intelligence has made it abundantly evident that important skill development is essential for both India and the rest of the world. The need for technical and managerial skills is constantly growing in the era of automation and artificial intelligence, the contemporary period is abundant with new sets of challenges. Life Skills are important for a sustainable human life but in order to apply these skills in our contemporary life, they have to be re-oriented in the light of modern scientific developments and innovations. The uses of artificial intelligence and its relevance need blended set of expertise in addition to Life Skills.

The main difficulty in this situation is how to integrate the youth population with the process of skill development and prepare an employable young populace keeping in view the demands of artificial intelligence. India has enormous potential to produce a sizeable workforce but at the same time they have to enhance various skills along with life skills. The current article is a meager attempt to look into the difficulties and opportunities of Life Skills Development vis a vis automation and Artificial Intelligence. The growing mechanization of human life has a cure in the ancient values and traditions. This study will also make an attempt to highlight the need of the nation to save the future generation from the ill effects of technology and equip the generation with a new set of expertise in addition to Life Skills.

Keywords: Life Skills, Artificial Intelligence, modern age, digitalization

Development Vs Climate Justice

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Abstract

Climate change and anthropocentric activity driving the momentum of this change is reflected in the vast information that we have collected and observed in the rising temperature, unseasonal weather, increasing floods and hurricanes' etc. But the degree of impact of climate change has varied depending on one's geography, access to facilities, and even your profession. Low lying nations, developing economies, the farmers, economically and socially vulnerable communities are most susceptible to the adverse impacts of climate change. The Global community has recognised the challenge and since 1992 Rio Summit, conscious action has been initiated. The Brundtland Commission concept of 'sustainable development' based on principles of justice for this generation as well as the next generation has been promoted to this end. However, 'sustainability' has become an oxymoron and over the past 3 decades growing inequality and injustice has been observed. Narratives and unrecorded oral traditions promoting eco centric perspectives of close existence of human-environment interaction have been ignored in the formation of policies of climate change that has resulted in this contradiction. This paper reviews the concept of 'sustainability' by critically examining the anthropocentric and eco centric perspectives. The entire debate between Development Vs Sustainability is a false construct that promoted anthropocentric activity while leading to more un-development of the poor and vulnerable. Thus, this paper examines traditional knowledge-based technologies which were harmonious with our environment through the use of both primary and secondary research. The primary data is based on discussion and observation of traditional housing structure in Shilpgram Udaipur and secondary research is based on newspaper reports. This paper

concludes with a call for revising existing policy on climate change with an eco-centric approach that will lead to sustainable development in the true sense of the word and promote climate justice.

Keywords: Climate change, sustainability, development, climate justice, eco-centricism.

भारतीय लोक परम्पराओ मे जीवन-कौशल तथा कोविड़-19 के बाद उसकी प्रासंगकिता

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Abstract

भारत का विश्व मे सबसे पुराना और गौरवशाली इतिहास रहा हैं, सम्पूर्ण विश्व भारत भूमि को आध्यात्मिक ज्ञान, जीवन-शैली तथा जीवन-कौशल का स्रोत्र मानता है| भारतीय समाज मे विश्व की सभी विभिन्न सभ्यताओ, संस्कृतियों, मूल्यों, तथा जीवन-कौशल की झलक प्राचीन काल के विभिन्न लोक परम्पराओ मे देखने को मिलती है, जिसने आज वैश्विक महामारी के बाद जीवन कौशल के आयाम को अतीव प्रासंगिकता के रूप मे हमारे समक्ष पुन: नई दृष्टि से देखने, समझने तथा उसको आज के परिवेश में अपनाने को प्रेरित किया है | जीवन कौशल क्षमताओं, उपागमो, और सामाजिक, भावनात्मक दक्षताओ का एक समूह जो व्यक्तियों को स्वस्थ, एवं उत्पादक जीवन जीने के लिए, सीखने, निर्णय लेने आदि में सक्षम बनाता है | अतएव भारतीय लोक परम्पराओ मे जीवन-कौशल के विषय में एक व्यापक दृष्टिकोण प्रदान करता है, जो नई शिक्षा नीति 2020 में भी परिलक्षित होती है| इसके अनेक उदाहरण हमें भारतीय संस्कृति मे देखने को मिलते हैं - महाभारत के युद्ध मे श्री कृष्ण द्वारा अर्जुन को दिया गया उपदेश, महावीर और गौतम बुद्ध के बताए गए त्ररित्न और आष्टांगिक मार्ग तथा संयमति और संतुलित जीवन की सीख, आधुनिक युग में जीवन-कौशल के सबसे बड़े प्रणेता महात्मा गांधी के विचार और उनकी जीवन शैली भी नए संदर्भो मे समझने की जरूरत है | मेरे इस विषय का मुख्य उद्देश्य भारतीय लोक परम्पराओ मे जीवन-कौशल को उसके विभिन्न आयामों मे समझना तथा कोविड़-19 के बाद उसकी प्रासंगिकता को नई दृष्टि से उसमे नए शोध की खोज करना है |

की वर्ड - भारतीय लोक परम्परा, जीवन-कौशल, वैश्विक महामारी, नई शिक्षा नीति

THEMATIC SESSION – I

'Atmanirbhar' (Self-reliance) through Life Skills

Re-emphasizing on strengthening the skills of life to bridge the massive India's skill gap through the practice of Aatmanirbhar

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Abstract

Prime Minister Narendra Modi gave a clarion call for Aatmanirbhar Bharat, with a hope of building India that can protect itself and keep moving forward ahead. He had always believed in the phenomena of 'turning crisis into an opportunity'. Being Aatmanirbhar is one -step solution to improvise our skills. The World Health Organization has defined the life skills as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". Self-awareness, self-esteem, and self-confidence are three important factors to have trust in one's skill and keep working on it further. With life skills, one can identify the problem and take rational decisions to solve it.

The ruling government has a special focus on 'Skill India', which basically promotes developing one's skill to build a self-reliant India (Aatmanirbhar Bharat). There is a need of skilling, re-skilling, and up-skilling people's capabilities to bridge the massive India's skill gap. There is going to be a huge demand of this due to fast use of technology in every sector of life. Realizing the need for skill development of the youth, must be accommodative with proper infrastructure and basic utilities like electricity and health care, irrespective of these institutions being public or private.

Objectives

This paper aims to describe the relationship between improvising the life skills and being Aatmanirbhar. It also tries to provide the solution to bridge the India's skill gap by emphasizing on various schemes being implemented by the government. It has also tried to bring in the practical use of those schemes in youth's skill development.

Methodology

This paper basically follows qualitative research method including content analysis of important books and articles. It also involves analytical study of government schemes under Skill India program.

Keywords:Re-skilling and up-skilling, Aatmanirbhar, upliftment of youth.

Can LSE be effective in a Webinar mode? AACCI experience with college girls during Covid lockdown

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Abstract

Background: Over last 15 years, AACCI regularly conducts many workshops for school and college students including LSE. AACCI has a customized 16-hour LSE module. In covid lock down it was important to increase the resilience of young people by empowering them with coping skills. This paper shares our experience on effectiveness of Digital mode of LSE workshop with college girls. Objective: 2) Assess the effectiveness in a webinar mode to continue LSE online for empowering female AYAs when live sessions were not possible Methods: Sample -200 female college students from 2nd and 3rd year – from Home -Science stream, SVT college Mumbai- attending LSE for the first time.

Online, live-stream-based delivery platform - LSE workshop conducted -2 sessions over 2 days. 100 students (maximum for Zoom)

with 4 faculty from AACCI. Modalities used: a) Brain storming b) Role Play c) polling d) Pre and post session questionnaires e) direct feedback. <u>Results:</u> Pre and post poll results – showed good impact of the digital mode: better understanding about of all the life skills. The participants enjoyed recorded role plays. They were able to identify and relate to various styles of communication and impact of non - verbal component. <u>Conclusions:</u> In today's digital world, LSE can be done with webinars, without compromising the essence of training. It is very economical, easy to organize and time saving, for both faculty and participants and can reach out to a large number. However, compared to the results of impact evaluation seen by pre and post session questionnaires in our previous AACCI live sessions, this showed lesser effect. Wherever feasible live sessions should be preferred. We are continuing both.

Keywords: Adolescents, Life Skills Education, Webinars

Role of MSME in Entrepreneurship Development: A Comparative Study of Rajasthan and Uttarakhand

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Abstract

MSMEs continue to be the backbone of the economy for countries like India where the problem of unemployment is steadily escalating and the agriculture land holdings continue to shrink. With the limited data and information, this paper aims to examine the recent developments in women participation / entrepreneurs in India. This paper focuses on Vision of Atma Nirbhar Bharat role and significance of   micro, small and medium enterprises. The objective of the paper is ; a) to estimate the ratio and share of the labour force in registered and unregistered MSMES . b) To analyse the growth and progress of MSME in India., c) to identify the socio-economic problems faced by MSME's d) credit availability, e) development of women entrepreneurship under planning.   The State of Uttarakhand and Rajasthan in India is looking at sustainable and inclusive industrial growth as it faces an acute problem of migration from the hilly terrain to the plains due to lack of employment and business opportunities. The purpose of this paper is to comprehensively analyse the role of women participation in micro, small and medium enterprises in Rajasthan and Uttarakhand and to explore the reasons responsible for hindering their growth. A descriptive study was conducted with the help of secondary data and is based on extensive review which significantly contributes in directing the stakeholders to take appropriate measures for speedy development of the region   The recent trends show that when women are better educated and have better paid employment opportunities, then participation of women might decline in SMES and they may move towards large scale industries.

Skill Development as the backbone of Atmanirbharta

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Abstract

The Atmanirbharta is the need of the hour and a national mission to enhance the youth of India to be self-reliant so that they are prepared for sustainable future in the post pandemic era. The success depends on how we all come forward for the cause and work together in a mission mode. Hence, this presentation aims to critically discuss the present status of skill development with special reference to the Indian context in enabling the youth with skills for promoting self-reliance. In doing so, the authors examine the skill development in India. Hence the objectives of the present study were (1) to analyze the concept of skill, reskill and upskill, and (2) how skill development acts as backbone of atmanirbharta by analysing various initiatives in this regard by the government of India. The method for data gathering and analysis was done by critically analyzing the results of various studies conducted in a similar area and by analyzing newspapers, educational policies, public survey results, and literature regarding the trends and developments in the skill development.

Keywords: Atmanirbharta, Life Skills, Skill development, Skill, Reskill & Upskill