

A Brief Report of **Youth Global Summit:** **An International Conference**

March 15-17, 2022

Organized by



Rajiv Gandhi National Institute of Youth Development
(An Institution of National Importance by the Act of Parliament)
Ministry of Youth Affairs and Sports
Government of India

In association with



**UN
VOLUNTEERS**

India

UN Volunteers – India



*Institute for School-based
Family Counselling, USA*



*National Institute of Technology
Uttarakhand, India*

Sponsored by



*Indian Council of Social Science Research
(ICSSR), New Delhi*

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Foreword and Acknowledgements

Our country is passing through the exclusive phase of demographic changeover with a significant shift in the age structure, resulting in the largest cohort of young populace in the age group of 15-29 years. Never before has the country seen such a huge youth potential that can be transformed into a catalytic force, for the growth and development of the nation. Converting this large segment of youth resource into a well-trained human capital requires right policies, pragmatic programme designs and strategic investments.

Rajiv Gandhi National Institute of Youth Development (henceforth RGNIYD), as an apex youth development Institution in the country, and as a think-tank of the Ministry of Youth Affairs and Sports, Government of India, embarked upon the task of deliberating on the core concerns and challenges that impact the quality of life of the contemporary young people, by organising the **Youth Global Summit** during March 15 - 17, 2022 through online mode, in association with UN Volunteers - India, Institute for School-based Family Counselling, USA, National Institute of Technology - Uttarakhand, India and fully sponsored by the Indian Council of Social Science Research (ICSSR), Ministry of Education, Government of India.

Youth Work is an emerging academic discipline, which is globally recognized and is gaining momentum. Within this milieu, the themes incorporated in the Youth Global Summit 2022, are considered to be highly befitting to focus upon and worth exploring. As research studies are rare and sporadic on youth work and still remains unexplored, Youth Global Summit 2020 was organized by RGNIYD as an attempt to integrate research and insights with the mainstreams of allied disciplines, through mutual exchange of knowledge between experts and practitioners across different countries.

This Summit is expected take Youth Work Profession to the next level by scientifically exploring, elucidating and creating unified, interwoven and integrated paradigms, which collect together existing models and practices, which are to be considered useful, practical approaches, spawning a collection of tools and techniques for optimizing the potentials of youth and to enhance their social functioning, performance, health, resilience and happiness, and nation building at large. Besides promoting ingenious understanding of the contemporary youth issues among the key stakeholders, this Summit aided inputs for research, policy and programme formulation for transforming the youth into valuable assets of our nation. A Summit of this nature provides a great opportunity to the academic fraternity and professionals in allied fields, not only to update knowledge with latest developmental in theory- practice nexus, but also offers a platform to the participants, to exchange ideas and interact with each other.

This Youth Global Summit was successful because of the outstanding role played by the teams of the Organizing Institutions and Sponsoring Organization, the ICSSR. I profusely thank the Heads of each of these organizations for their continued guidance and support in organizing this remarkable Youth Global Summit.

I wish to extend my heartfelt gratitude to all the invited speakers who delivered insightful lectures on the sub-themes of the Youth Global Summit from countries such as Bhutan, Germany, India, Myanmar, Sri Lanka, United Kingdom and the United States of America.

I would like to express my appreciation to all the paper presenters who presented their valuable research insights based on empirical evidences, which added new vistas of knowledge to the existing fund of research in the field of Youth Work.

In particular, I would like to congratulate my team at RGNIYD for their support in organising the conference successfully. Mr.David Paul, Training Officer of RGNIYD deserves a special appreciation for his untiring efforts in organising the Youth Global Summit 2022 and preparing the draft report.

PROF. SIBNATH DEB, PhD, DSc

Director,

Rajiv Gandhi National Institute of Youth Development

(An Institution of National Importance by Act of Parliament No.35/2012)

Ministry of Youth Affairs and Sports, Government of India, Sriperumbudur, Tamil Nadu – 602 105, India

Member, Board of Directors, Institute for School-based Family Counseling, California, USA

Adjunct Professor, School of Justice, Faculty of Law, Queensland Univ. of Technology, Brisbane, Australia.

संजय कुमार, भा.प्र.से.
Sanjay Kumar, IAS



MESSAGE

सचिव
भारत सरकार
युवा कार्यक्रम और खेल मंत्रालय
युवा कार्यक्रम विभाग

Secretary
Government of India
Ministry of Youth Affairs & Sports
Department of Youth Affairs

June 6, 2022

Our country is undergoing an important phase of demographic changeover with a significant shift in the age structure, resulting in the largest cohort of young populace in the age group of 15-29 years. Never before has the country seen such a huge youth potential that can be transformed into a catalyst force for the growth and development of the nation. Converting this largest segment of youth resource into a well-trained human capital requires right policies, pragmatic programme design and strategic investment.

I am glad to learn that the RGNIID, Sriperumbudur, as an apex Youth Development Institution in the country and as a think-tank of the Ministry of Youth Affairs and Sports, Government of India, has organized "Youth Global Summit: An International Conference" from March 15-17, 2022 to deliberate on the core concerns and challenges that impact the quality of life of the contemporary young people and it also closely examined the imperative factors that provided vital inputs for charting interventions for their growth and development. I feel happy that the Institute has brought in professionals of international acclaim, from various countries, who shared global perspectives, knowledge and experiences to widen the conceptual and empirical horizons of Youth Development.

This Brief Report of the Youth Global Summit: An International Conference presents vital inputs for research, policy and programme formulation and for transforming the youth into valuable assets of our nation. The path-breaking ideas which have evolved through this Summit will provide useful strategies for taking Youth Work Profession to the next level through research and mutual exchange of knowledge between experts and practitioners globally.

I am sure that the recommendations that have emerged through this Youth Global Summit will be of immense use to the Ministry of Youth Affairs and Sports, Government of India and other stakeholders, academicians and researchers - nationally and internationally. It would also facilitate the Union and State Governments in India to fashion suitable policies and consequently make concerted efforts to promote youth development initiatives to enable creating a New and Prosperous India.


(Sanjay Kumar)

Introduction

Welfare and well-being of the youth has become a special concern for every nation, resulting in various youth development programs across the world. Global estimations indicate that there are over 1.2 billion young people around the world, within the age group of 15 and 24 years, which accounts for approximately 16% of the global population. Statistical projections further suggest that India houses the world's biggest youth population, despite having a smaller population than China, according to a UN Study. China follows India in the second place (269 million youths), followed by Indonesia (67 million), the USA (65 million), Pakistan (59 million), Nigeria (57 million), Brazil (51 million), and Bangladesh (48 million). It is expected that the demographic transition will eventuate in more than 60 countries, which are opening a window for the demographic dividend. (UNFPA).

India lies on the cusp of a demographic transition. Youth in the age group of 15-29 years comprise 27.5% of the population. At present, about 34% of India's Gross National Income (GNI) is contributed by the youth, aged between 15 and 29. India is expected to become the 4th largest economy by 2025, contributing between 5.5% and 6% to the world GDP, next to the United States, China and Japan. The demography of Indian Youth constitutes about 20% of the global youth population. While most of these countries face the risk of an ageing workforce, India is expected to have a very favourable demographic profile. This 'demographic dividend' offers a great opportunity to India. By 2030, India is poised to be the youngest nation in the world.

The Government of India currently invests substantially on youth development programmes, through youth-targeted initiatives like higher education, skill development and healthcare, and non-targeted programmes such as food subsidies, as well as employment through various flagship programmes and schemes. Under such circumstances, progressive understanding on youth issues is of paramount significance, particularly in the light of fast changing socio-economic and political dimensions of the country.

Youth development necessitates a progressive procedure to empower the youth in facing their challenges and achieving their fullest potential, which are promoted through programmes and policies for the development of social, ethical, emotional, physical, and cognitive competencies. Youth leadership is an integral component of youth development.

About the International Summit

Research and practice in areas concerning youths has underpinned the need for effective interventional programmes that promote the strength of youths, instead of focusing only on the risk factors concerning them. Positive engagement of the youth in learning and social processes have drawn them away from high-risk and self-defeating behaviour. Developing the youth requires focused planning, programming, interventions, monitoring and evaluation, besides engaging them as partners in various developmental processes.

Youth Work is an emerging academic discipline, which is globally recognized and is gaining universal impetus. As research endeavours on youth work are rare and sporadic, they sustain their nascence. The Youth Global Summit: An International Conference, from March 15-17, 2022, organized by the Rajiv Gandhi National Institute of Youth Development, Sriperumbudur, Tamil Nadu, is an attempt to integrate research and insight within the mainstream of allied disciplines, through mutual exchange of knowledge between experts and

practitioners across different countries. This summit attempted to closely examine the imperative sub-themes that would provide vital inputs for charting interventions for the growth and development of the youth.

Objectives of the Youth Global Summit - 2022

The objectives of this summit were to:

- Closely examine the contemporary global concerns and challenges of the youth
- Review Youth Development initiatives/programmes/policies for a holistic youth development at the global, national and regional levels
- Encourage Youth Development Professionals to disseminate their effective intervention models, contributions and success stories
- Delineate critical Youth Development areas for focused interventions
- Recommend requisite strategies and synergic actions for Youth Development Professionals
- Recommend and advocate for global sustainable Youth Development Practices.
- Establish a strong network of youths, researchers, academicians, professionals and officials, involved in the Youth Development sector, for initiating collaborative research projects
- Inspire young people to evolve as Youth Leaders, thus initiating Youth-Led Development

Theme and Sub-Themes of the Summit

Broad Theme: Tapping into the resources offered by the youth, for social, cultural, economic and political transformation, thus creating a healthy and prosperous global community through partnership.

The Sub-themes of the Summit were:

- Demographic dividend of youths and its implications
- Youth and education
- Wellbeing of youths and adversities faced by them
- Youth and sports
- Youth and culture
- Youth and work
- Youth and community development
- Youth and climate change
- Impact of COVID-19 on the youth
- Youth leadership and participation in political processes
- Youth work as a profession
- Protecting youth from harm and risk
- Marginalized youth and inequality

Invited Lectures

To widen the conceptual and empirical horizons of Youth Development, RGNIYD has formed collaborations with International Organizations, to usher in professionals of high

acclaim from the USA, UK and Australia, who will share their knowledge and experience. This Summit is expected to articulate the issues and concerns of the youth, which require focused attention across the globe and in the process, suggest recommendations to undertake concerted efforts to promote youth development initiatives and aid in establishing a renewed young generation.

Outcomes of the Summit

This International Conference is expected to take the Youth Work Profession to greater heights by scientifically exploring, elucidating and creating unified, interwoven and integrated paradigms, which assimilate existing models and practices that evolve into useful, practical approaches, spawning a collection of tools and techniques and optimizing the potentials of the youth. The summit also aimed to enhance their social functioning, performance, health, resilience and happiness, and nation building capabilities. Besides the promotion of ingenious understanding of the contemporary youth issues, for the key stakeholders, it was expected that the Summit will provide inputs of research, as well as policies and programme formulation, for transforming the youth into valuable assets. The Summit offered opportunities for academicians, researchers, practitioners, consultants, students etc., from various countries, to participate and present their empirical work. Ambitious and budding Youth Work professionals, yearning to carve a niche in this specialized domain, gained advance research skills and received exposure to path-breaking ideas of specialists in the area, due to this summit.

Further, this Youth Global Summit equipped the participants with knowledge and skills that are prerequisite to becoming effective professionals/leaders in Youth Development. Participants received ideas and connections to build relationships with a cross-section of Global Professionals/Youth Development Leaders, gained valuable insights and experience regarding successful Youth Development Models, for expanding their capabilities, learn, network, and professionally engage with like-minded leaders.

Mode of the Summit

Due to increasing concerns over the spread of Coronavirus across the globe and the imposed restrictions to curb the pandemic still enforced, the Summit was held through the virtual mode (Google Meet Platform).

Participants of the Summit

The Summit was attended by academicians, researchers, practitioners, consultants, students and experts from seven countries viz., who spoke on various themes and 36 papers were presented by Academicians and Research Scholars from various institutions across India. Over 300 participants attended the Summit. The Youth Global Summit had 20 invited speakers from seven countries such as Bhutan, Germany, India, Myanmar, Sri Lanka, United Kingdom, and United States of America. 36 Academicians and Research Scholars presented their papers during the Summit on the above listed themes. Over 300 delegates participated in this Summit.

Proceedings of the Youth Global Summit 2022 held between March 15 and 17, 2022

RGNIYD organised the Youth Global Summit 2022 during March 15 - 17, 2022 through online mode in association with UN Volunteers - India, Institute for School-based Family Counselling, USA and National Institute of Technology, Uttarakhand, India and fully sponsored by the Indian Council of Social Science Research, Ministry of Education, Government of India. The programme Schedule of the Youth Global Summit is attached here as Annexure – A.

Inaugural Programme

The Inaugural Session began with the Welcome Address, delivered by Prof. Sibnath Deb, Director, Rajiv Gandhi National Institute of Youth Development (RGNIYD), India who welcomed the guests and delegates and detailed the purpose of the Youth Global Summit. Prof. Deb, in his address, mentioned that a person in the age brackets of 15-29 years is regarded as Youth as per the National Youth Policy of India. He delineated upon the fact, how the youth in India constitute about 27.5% of the total population, estimating to about 1.37 billion persons as per 2011 census. He also stated that Youth globally account for 1.2 billion individuals within the age group of 15 and 24 years, which accounts for approximately 16% of the global population.



He emphasised upon the fact that the demographic transition will continue in more than 60 countries, which opens up a window of opportunity for the demographic dividend. Therefore, he called for more focus on positive engagement of the youth, curbing the high-risk

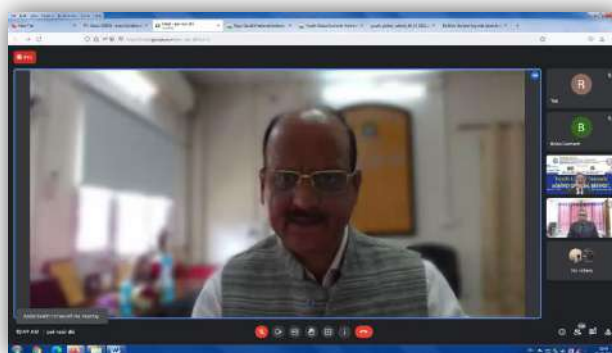


behaviour among this segment of population, for which he emphasized upon the requirement of immense planning and delivery of appropriate services, for the holistic development of youth, to harness their potentials. In his address he also shared his experiences as a Jury Member for scrutinizing the illustrious workers of young community leaders, for various national and international awards and highlighted upon some of the outstanding achievements by

the youth. He also mentioned that recently in the city of Chennai, India, a 28-year-old woman was elected as the City Mayor, which is rather a great achievement for a young person. Highlighting the need for organizing the Youth Global Summit, he mentioned that the themes for the Summit have been included covering the entire landscape of youth development, upon which the deliberations would be grounded upon. He thanked the dignitaries, guests and the

delegates for joining the significant programme and urged them to actively participate in the discussions during the Summit.

Prof. Lalit Kumar Awasthi, Director, NIT, Uttarakhand, India delivered the Presidential Address during the Inaugural Session. Shri Sushil Chaudhury, Country Director, UN Volunteers – India gave the Special Address. In his address Prof. Lalit Kumar spoke at length about the demographic window of opportunity that has been bestowed upon India and called for a progressive understanding on youth in the light of fast changing socio-economic and political dimensions. He expressed his joy for partnering with RGNIYD and other organizers viz., UN Volunteers - India, Institute for School-based Family Counselling, USA and Indian Council of Social Science Research, while organizing the Youth Global Summit.



He mentioned that a Summit of this nature provides a great opportunity to the fraternity of academicians and professionals in allied fields, not only to update knowledge with latest developmental in theory- practice nexus, but also offers a platform to the participants, in order to exchange ideas and interact with each other. He exhorted the delegates, particularly the youth participating in the Summit, to take the advantage of the programme by taking up need-based research studies based on the ideas provided by international experts in different areas of youth development.

Later, Shri Sushil Chaudhury, Country Director of the United Nations Volunteers (UNV) – India delivered a special address. Shri. Sushil, in his special address, cited that one in three persons in the world is below the age of 13 years and 19% of the youth are living in different developing countries and in Asia and Africa. India is no different, which is home to the largest youth population in the world. Youth in India constitutes one-fifth of India's total population and represent the largest demographic group and a significant share of working people. These are mere statistics and they stand for credentials of young people, whose capabilities and capacities will greatly escalate the progress of India towards sustainable development goals. Youth can play a significant role in making the world a better place economically, socially, technologically and politically. Education, skilling and employment – all require the participation of the youth in decision making, debating and governance. Harnessing the potential of this demographic dividend will therefore depend on the employability of the working population, their education, health, training, skilling, policy and good governance.



He indicated that by the time many of elderly population will retire, youth of today will still continue making choices and decisions that will either make it easier or harder to achieve

these Sustainable Development Goals. Thus, the task of shaping a more sustainable future for all undoubtedly depends on how we can guide and shape the youth today and an even more critical factor is the contribution that youth can make in building a strong society. Youth of today are more informed, more tech-savvy, and more connected than any generation before. But what kind of future can young people look forward to? Here comes of the importance of this Youth Global Summit. Given the right skills and opportunities, young people can develop innovative ideas for their communities, but they need the enabling environment and the scope to test and implement their ideas. This is where the key stakeholders come together in such summits.

Unfortunately, today's young generation continues to be left behind when it comes to education and employment, according to the world youth report. One in four secondary school going youth is not enrolled in a school and less than half of young people are participating in the labour market. Even among those, who have jobs, one in six live in extreme poverty. Ensuring access to inclusive quality education is essential for young people in finding decent work. Good primary and secondary education are not enough. It must be complemented by affordable quality vocational and tertiary education with relevant skills and intervention, which can prepare them to effectively participate in the job market.

After returning from a UN Volunteers Program, he said that Youth have a vital role in volunteering programmes to shape their future. Volunteer programs provide unique opportunities for the youth to be part of the society, to address the challenges our planet faces today. We generally believe that volunteering is a catalyst to engage people in national planning, laying a fertile ground for allowing people and communities to participate in their own progress. Volunteerism provides greater access to diverse skills, which ultimately benefits the individual and the country. Working with people from different backgrounds, youth are provided with opportunities to build their levels of confidence, as well as learn new technical and communication skills. This is ultimately preparing them to join the work force as well as shape their own future, instilling in them a desire to work for the betterment of their local community. I also appeal that young people must influence the present and shape their own future. He stated that the UN Volunteers stand by the youth and are ready to work with the young people and help them realize the strategies and develop their own vision. He hoped that the Youth Global Summit would help in re-imagining the future and ignite the young minds to advance volunteering and define new ways in which volunteering youth can escalate the achievement of the Sustainable Development Goals. He was also confident that the Youth Global Summit will not only help in capturing the issues and concerns of young people, but also provide futuristic and actionable recommendations for taking forward the agenda of youth development, for the overall development of the country.

Lastly, if there is a message that he would like to give the youth of today, he stated that "voice your ideas whenever you can! So live with a passion to make a difference however you can, wherever you go and whatever path you choose". He once again thanked RGNIYD for hosting this Youth Global Summit-2022 and giving UNV-India an opportunity to collaborate and also thanked the delegates for their participation in the programme.

Subsequently, Dr.Brian A. Gerrard, Executive Director, The Institute for School-based Family Counseling, USA delivered the Keynote Address on the topic "Promoting Youth Development Through School-Based Family Counselling".

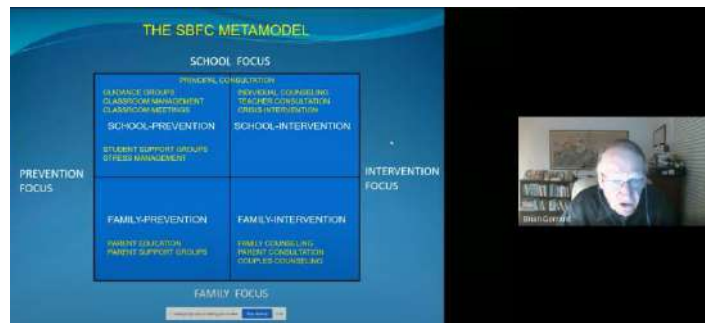
His presentation provided an overview of School-Based Family Counseling (SBFC) and its relevance for promoting youth development globally. Dr. Brian spoke on the origins of SBFC in the work of Dr. Alfred Adler. A case study involving an Indian youth was discussed with a detailed description of how a SBFC



practitioner would intervene. The strengths of SBFC were reviewed, along with evidence-based support for the family and school centred approach, towards promoting youth academic and personal success.

In his keynote address, Dr. Gerrard spoke on the traditional school mental health approach versus School-Based Family Counselling Approach and explained the Ecological Systems Theory. He mentioned the importance of the Primary, Secondary and Tertiary levels of interventions. For school-based family counselling, he mentioned that the services of a team of cross-functional professionals such as School Counsellors, School Psychologists, School Social Workers, Family Counsellors, Social Workers, Counsellors, Psychologists, Psychiatrists, Special Education Teachers and Teachers at large, would be required to typically carry out school-based family counselling.

He cited that Alfred Adler, an Austrian Psychiatrist, was the first School-based Family Counsellor, who was the proponent of the Individual Psychology Approach. He also worked with schools and families. In the 1920s, he developed Adlerian Guidance Clinics (about 28 guidance clinics) throughout Vienna and each one attached to a school. Dr. Gerrard quoted Adler, saying, "Psychology and Education are two phases of the same reality and the same problem".



He mentioned two important publications which provide foundations of School based counselling such as the Discipline without Tears - A Reassuring and Practical Guide to Teaching Youth Child Positive Behaviour(2nd Edition) and Maintaining Sanity in the Classroom - Classroom Management Technologies (2nd Edition) both authored by Rudolf Dreikur.

He mentioned that the problems in schools are but a reflection of the problems in the society; the solution to those problems lies in understanding the systematic nature and interdependence of schools, families and communities. Later, he detailed about traditional school mental health interventions such as academic counselling, guidance groups, individual counselling/therapy. In addition, he delineated upon various mental health strategies involved in the School Based Family Counselling process, which encompass strategies such

He listed common school problems, such as learning disorders, poor grades, problems with peers, conflict with teachers, and bullying. Mentioning about the most common family-oriented problems, he pointed out that divorce, marital conflict, child abuse, economic stress, sibling rivalry, ineffective parenting are some of the major problems.

Presenting Problems

Problem	Number of Students
Don't know what to do	128
Don't know what to do	77
Don't know what to do	65
Don't know what to do	61
Don't know what to do	59
Don't know what to do	41
Don't know what to do	36
Don't know what to do	30
Don't know what to do	28
Don't know what to do	25
Don't know what to do	25
Don't know what to do	22
Don't know what to do	18
Don't know what to do	15
Don't know what to do	13
Don't know what to do	11
Don't know what to do	10
Don't know what to do	9
Don't know what to do	8
Don't know what to do	7
Don't know what to do	6
Don't know what to do	5
Don't know what to do	4
Don't know what to do	3
Don't know what to do	2
Don't know what to do	1
Don't know what to do	0

number of students

He detailed about how the School Based Family Counselling works effectively citing the SBFC Metamodel which he developed based on four dimensions viz; School Focus,

THE SBFC METAMODEL APPLIED TO THE CASE OF VIHMAN

The diagram illustrates the SBFC Metamodel applied to the case of Vihman, structured around four quadrants of focus:

- SCHOOL FOCUS (Top):**
 - SCHOOL-PREVENTION (Top-Left):** Focuses on "FAMILY ENGAGEMENT IN A POSITIVE ENVIRONMENT" and "A POSITIVE ENVIRONMENT".
 - SCHOOL-INTERVENTION (Top-Right):** Focuses on "SCHOOL ENGAGEMENT AND TEACHING COOPERATION".
- FAMILY FOCUS (Bottom):**
 - FAMILY-PREVENTION (Bottom-Left):** Focuses on "FAMILY ENGAGEMENT IN A POSITIVE ENVIRONMENT".
 - FAMILY-INTERVENTION (Bottom-Right):** Focuses on "FAMILY ENGAGEMENT IN A POSITIVE ENVIRONMENT".

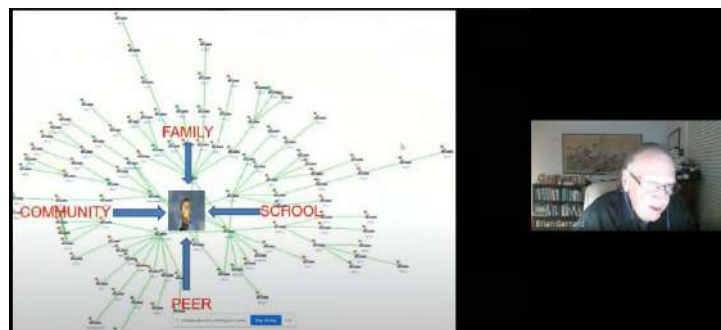
Key actors and roles are identified around the quadrants:

- PRINCIPAL:** Associated with the School Focus.
- TEACHER:** Associated with the School Focus.
- SCHOOL PARENTS:** Associated with the Family Focus.
- FAMILY:** Associated with the Family Focus.

Red curved arrows indicate a clockwise flow between the quadrants, suggesting a cyclical process. A central yellow star with four arrows points towards the center of the matrix.

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1. School-sited: In-service Training
2. School-sited: Family Counselling Staff
3. School-sited: University-School Collaborative
4. School-sited: Agency-School Collaborative
5. Community-sited: Agency
6. Community-sited: Private Practice



1. Systems focus
2. Strength-based

3. Partnership with parents
4. Multiculturally sensitive
5. Child/Youth Advocacy Role
6. Promotion of School Transformation
7. Evidence-based Support

He cited moderate evidence-based support from randomized control-group studies. Later, he briefed about different programmes of the Institute of School Based Family Counselling, USA. He showcased the success of the Institute, which catered to the needs of:



- 20,000 children and families served
- 70 schools participating
- 600 Interns trained in SBFC
- Largest SBFC University-Schools Partnership

In conclusion he mentioned the challenges in School Based Family Counselling which include:

1. Family mental health professionals need to understand school culture, school mental health professionals need to understand family dynamics
2. Silo training programs for mental health professionals in higher education
3. Dealing with "turf" issues between mental health professions
4. School administrators needing to reconceptualise their role as facilitators of trauma sensitive schools

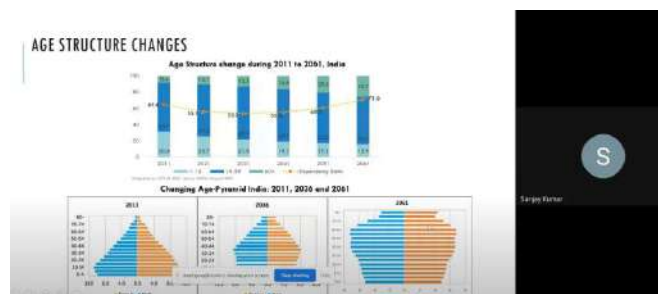
The inaugural session was concluded with the vote of thanks by Dr. Vasanthi Rajendran, Professor and Head, Centre for Training, Orientation and Capacity Building and Centre for National and International Collaboration, RGNIYD.

Proceedings of the Technical Sessions of Day – 1

Plenary Session

Following the Inaugural Programme, the technical sessions and paper presentations took place. The Plenary Session on Demographic dividend of youths and its implications was presented by Dr. Sanjay Kumar, Population Dynamics and Research Specialist, UNFPA, India.

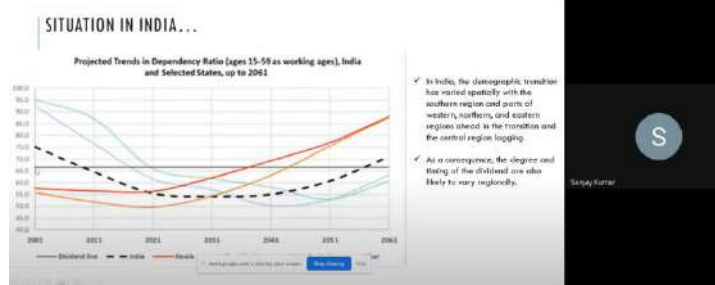
Dr. Sanjay Kumar, a Population Development Specialist, introduced the term Demographic Dividend and he mentioned that with the statement that rapid fertility decline affects the young



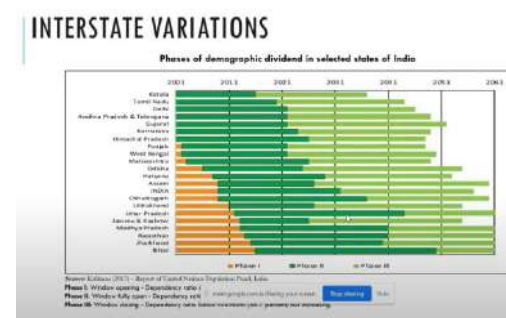
age population and the population of working ages rises substantially, yielding the 'demographic dividend'. The period during which the dependency ratio is low, is the period of demographic dividend (window of opportunity). The dividend is available for a period of time. The dividend is an opportunity and can be beneficial if the labour force participation and the productivity of labour are high.

He further explained when the Demographic Dividend Accrues? The dividend accrues when the share of the working age population is relatively high (or the dependency ratio relatively low). The share of the 15-59 age group is a stationary population, with life expectancy in the range 70-80 range hovering around 60%. Therefore, when the dependency ratio is less than 40% or two-thirds (40/60), the dividend may be said to accrue. This is equivalent to dependency ratio of less than two-thirds (67%), which is considered advantageous, and the demographic dividend accrues.

Regarding the situation of Youth in India, he detailed that India has experienced notably fertility decline in the recent decades and has reached the replacement levels by 2020. The age distribution is becoming older and demographic dividend has begun to accrue. In India, the demographic transition varies spatially, with the southern region and parts of western, northern, and eastern regions ahead in the transition and the central region lagging. As a consequence, the degree and timing of the dividend are also likely to vary regionally.



Discussing about the opportunities and challenges for India, he mentioned that because of the spatial variation in demographic transition, India would not achieve as high dividends as experienced by other countries (eg. China), at any time. However, such a moderate dividend lasting for a long period allows the economy to accommodate the rising working age population in the labour force.



As the phases of dividend vary spatially, the advantages can be obtained only through large inter-state and inter-regional migration of labour. Due to political issues surrounding migration at the place of destination, migrant friendly policies and programmes are needed.



He reiterated that the way forward to reap the benefits of the potential demographic dividend, strategic planning and investments are needed in education, work health and governance sectors.

In terms of Education, he explained how the Asian Countries reaped the benefits and what India should focus upon. Countries such as Singapore, Taiwan and South Korea, over the last half century, managed to achieve incredible economic growth through the demographic dividend, by adopting policies and programmes to empower the young population, in terms of their education, skills and health. South Korea, for instance, shifted its education strategy from compulsory primary education to a skill-oriented educational approach. India ranks last in terms of private human capital spending and second to last in terms of public human capital spending in Asia, in terms of education and health consumption for children. For an individual with average labour income, aged between 30-49 years, there was no gender gap in education enrolment in Philippines, China and Thailand, while it was very narrow in Japan, South Korea, and Indonesia

He mentioned that India should shift its focus from universal education to a skill oriented quality education system. India needs to invest more significantly in nutrition, early childhood and assess investments v/s outcomes in human development more closely. Further, he mentioned that India needs to scale up investment in human capital development for children and youth and especially promote girls' education. He reiterated the need for India to reduce the gender gap in schooling, especially in higher education.

With regard to workforce, South Korea's female workforce participation rate is 50%. A few lessons can be drawn from South Korea's experiences such as:

Legally compulsory gender budgeting is allocated to analyse gender disaggregated data and its impact on policies, for increasing child care benefits and for boosting tax incentives for part-time work. Social norms and positive attitudes have also shifted. For India, he mentioned that low female labour force participation masks worrying trends. As of 2019, 20.3% of women are working or looking for work, down from 34.1% twenty years prior. He predicted that, if all women engaged in domestic duties, who are willing to work, had a job, female labour force participation would increase by about 20% in India. He called for Investments in human capital particularly for adolescents, youth and females.

With reference to the Health sector, he mentioned that India needs to

1. Increase its Health Budget: Health spending has not kept pace with India's economic growth; both the magnitude and efficiency of health expenditure remains a challenge. The public spending on health has remained flat at around 1% of GDP, compared to the global average of 5.8% and 4.5% for East Asian Countries.
2. Focus on family planning, mainly spacing methods: Family planning services are an integral part of the development strategy of any country. In Thailand, female sterilization is just 23% of the modern contraceptive use. While in India it is 67%. The unmet need in India at 9.4% as per latest NFHS-5 (2019-21), is higher than China (3.3%), South Korea (6.6%) and Thailand (8.0%).
3. Protecting women's sexual and reproductive health: Good sexual and reproductive health is a state of complete physical, mental and social well-being in all matters relating to the reproductive system. To support reproductive health throughout the life cycle, services

across a variety of sectors must be strengthened, from health and education systems to transport systems – which are required to ensure accessible health care.

4. Focusing especially on low-income populations: Special focus need to be given to incapable families, with strong public sector programs. Poor health is one of the primary causes of loss in income.

Mentioning about the need to bring in reforms in Governance, to tap the benefits of the demographic dividend, he mentioned that work related interstate migration from Northern and Eastern to richer Southern and Western states are taking place, which will intensify in future. Mentioning the experiences of the South Asian Countries, he stated that Vietnam has a labour relocation policy that is aimed at controlling population movements through strict measures, such as the household registration system. In Malaysia, the current policy has been directed towards better control of the intake of migrant workers; encourage legal recruitment of migrant workers; reduce irregular labour migration and provide better protection for migrant workers. About the Philippines, he mentioned that most advanced mechanisms for migrant labour recruitment and deployment. The government provides protection for Filipino migrant workers, starting with the recruitment process and continuing until they return back to the Philippines.

He suggested that way forward for India is in the sector of Governance. He called for more focus on a supportive Pan-India migration strategy for migrants and their families, for harnessing its demographic dividend fully. He appealed for a new federal approach to governance reforms for demographic dividend, which will need to be put in place for policy coordination between states on various emerging population issues e.g.: Migration; Ageing; Skilling; Female workforce participation; and Urbanization. He also suggested that Inter-ministerial coordination for strategic planning, investment, monitoring and course correction should be an important feature of the governance arrangement.

Mentioning about the futuristic Interventions of UNFPA, he stated the following:

- Application of National Transfer Accounts (NTA) at national and state levels in collaboration with NITI Aayog
- State level strategy development to reap the benefits of demographic dividend
- Working with premier Government training institutions to incorporate population dynamics in their curriculum

He concluded by stating that “Investments in youth will not only pay dividends, but will help achieving Development Goals in India”.

Technical Sessions Held on Day – 1

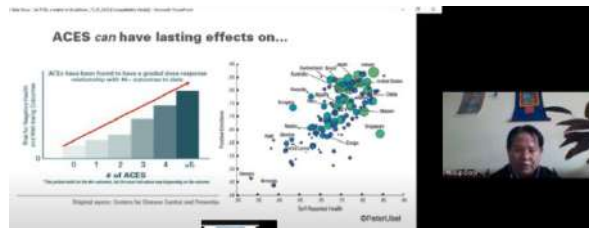
Following the plenary session, the following technical sessions were held and paper were presented. The proceedings of the Technical Sessions held on Day-1 of the Youth Global Summit are presented below (Profiles of the Resource Persons are provided in the Annexure – B):

Dr. Nidup Dorji, Lecturer, Department of Public Health, Faculty of Nursing and Public Health, Khesar Gyalpo University of Medical Sciences of Bhutan, Thimphu, Bhutan and Post-Doctoral Fellow, CRISE, UQAM,



Montreal, CANADA delivered an invited lecture on “Adverse and Positive Childhood Experiences: A matter to Buddhism”.

In his presentation he stated that the benefits we draw from urbanization and economic modernization are indisputable, people, especially the children and youths, are challenged by



multiple demands from different aspects of modernity. However, the issues and challenges faced by children and youths are diverse, differ by country, culture, acculturations, traditions, travels and settlements.

He mentioned that adverse childhood experiences (ACEs), ranges from 33% to 88% across the countries and have a tremendous negative impact on future violence victimization and perpetration, including lifelong opportunities, health and wellbeing across the lifespan. Positive Childhood Experiences (PCEs) are experiences of building a sense of belongingness and connection in childhood. Studies on ACEs and PCEs have revealed a dose-response relationship with adults' mental and relational health.

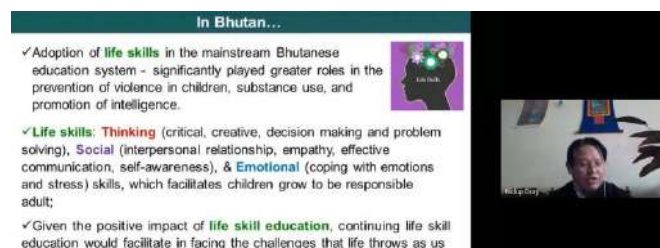


The promotion of PCEs and resilience and the prevention of ACEs could improve health and



wellbeing and better the citizens of any nation. In his presentation, besides talking about teachings of Buddhism, which deals with introspection, he also mentions how Buddhism promotes meaningful living via understanding karma and

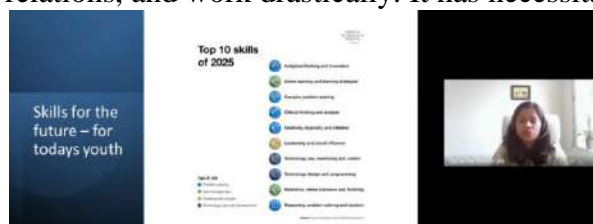
impermanence. He also covered mindfulness exercise of value-based, life skills-based education and how school-based family counselling could potentially promote and facilitate children growth to be productive. The crux of his presentation was that children and youth are our future; they are the asset of any nation-state. The adage ‘It takes a village to raise a child’ continues to be relevant to this day and age, and not only recognizing and nurturing their talents is critical, but also identifying their challenges and countering it for better societal transformation is mandatory.



The next presentation was on the topic “Youth and work from the digitization and its mental health impact perspective” by Dr. Tusharika Mukherjee, Work and Organizational Psychologist, Idenbrockweg, Münster, Germany. Her central theme of presentation was on Youth transitions in the digital age – Balancing digital competency demands and wellbeing.

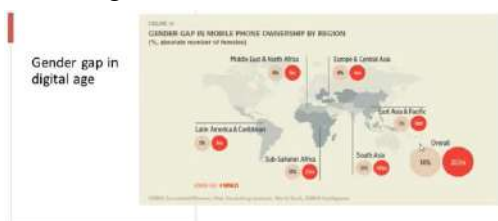


In her presentation she mentioned that the digital age has transformed our thoughts, actions, relations, and work drastically. It has necessitated an increased engagement and participation



on digital platforms for performing routine tasks of learning and social interaction. With the changing trends of the labour market, education, and training systems, the youth entering the workforce are now obligated to capitalize on their digital competencies

more than ever before. The knowledge, abilities, and skills that facilitate digital use have gained more prominence and appeal among the youth, competing for lucrative positions, as well as the employers. While digital competencies have enhanced employability through enhanced self-efficacy and performance, the youth also run the risk of being victims of digital surveillance, a new digitalized identity, and a lack of meaning and purpose in automatized work. Further, the digital transformation for most has brought about digital disruption for others, leading to the marginalization of those who lack the resources to adapt to the technological transition. The rise in the digital usage via smartphones, computers, and other devices have proliferated the use of social networking sites (Instagram, Facebook, TikTok) and instant messaging services (Whatsapp, Signal). Whether the engagement with digital technology is socially active (posting, liking, and sharing), socially passive (watching content of others), or nonsocial (reading, watching videos, gaming, shopping etc.), empirical research links all forms of digital usage with hedonic happiness and frequently with both mental and physical health concerns. In this transition from a non-digital to digital and now to a sustainable digital reliance, the



youth find itself at a juncture where it must prioritize competencies that are future-proof, health facilitating, and give people more advantage over automation.

Prof. K.T. S. Sarao, Professor and Head, Department of Buddhist Studies, University of Delhi, India spoke on the topic “Marginalized youth and inequality”. During his session, he mentioned that globalization is one of the predictors of poverty. While talking about inequalities among the people of the world, he cited that about 2% of rich people in the world own as much as what 90% of the other people own in the world and the lowest 20% population have less than 1% of the resources. Underlying this problem of marginalization and inequality, he reiterated that the Philosophy of Buddhism is centred on the Three Universal Truths, Four Noble Truths, The Eightfold Path, and The Five Precepts which have much relevance in addressing the inequalities in the society. In his lecture, he mentioned that Buddhism possesses significant ways of addressing global



poverty. People as a means of overcoming poverty engage in various undesirable behaviours such as stealing, committing crimes etc., for their living.

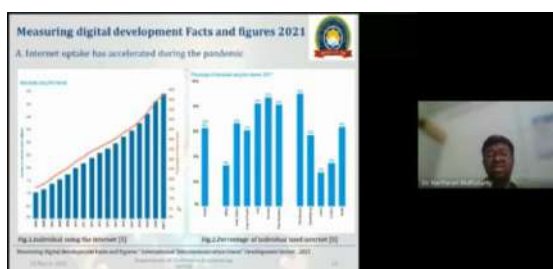
He brought out the facts that the children of the rich pursue education in educational institutions with most modern facilities while the economically weaker students study in educational institutions which lack blackboards, adequate number of teachers etc. This is of disparity in terms of education. Competition in the world creates inequality and therefore a system is to be put in place to address the basic needs of the people. When basic needs of the youth are unmet, they will indulge in unhealthy activities. As a result, they cannot become wholesome individuals and citizens. When problems exist for distribution of resources, poor have less purchase capacity and are comparatively weaker. This disparity creates inequality. While the world is heading towards economic and financial progress, he reiterated the need for ingraining moral values for overall development of the society. Youth are to be properly trained and looked after by instilling moral values.

On the other side of the spectrum, crime and violence exist to a great extent among the youth in developed western countries which have well distributed resources. The reason for this is, the youth are not sensitized properly and they indulge even in terrorism. This necessitates the need for the sensitization of youth on moral values, which is the prime stage of one's lifespan, when an individual can be moulded to become more productive and responsible.

Speaking on the many facets of plurality and Buddhism, sharing resources with others is one of the greatest virtues which will create happiness and peace. He called for a life of Voluntary poverty/simplicity of life and the need to inculcate the virtue of minimal desires.

Rich people waste more resources while poor have access to such resources wherein frugality of consumption can reduce inequalities and disparities in the society. Emphasizing on the need to indoctrinate the youth with the ethical ideologies of Buddhist Philosophy such as *Sila* – which encompass virtues, good conduct, morality and the virtues such as generosity, liberality, empathy, concern for others, compassion, etc, he opined that an equitable society can be evolved through this effort. In conclusion, he hoped that with the implementation of the New Education Policy of the Government of India, the young people will be sensitized on various issues including education and skill development, which will create an equitable society in the very near future.

The next technical session was on “Youth and Technology” delivered by Dr Hariharan Muthusamy, Associate Professor, National Institute of Technology, Uttarakhand. He commenced his lecture by explaining how information technology influences today's youth. He mentioned that today's youth is referred to as GenTech. Technology has become part and



parcel of almost everyone's life, especially the youth. Technology has connected the world and has made life easier, besides creating self-identity in the digital world. Technology has made youth to become more creative, socially and professionally, and has made them stay connected more than ever before. On the other hand, he mentioned that youth have taken

advantage of technology and have changed the world through green thinking and enterprising solutions in preventing violence, enabling robot-assisted participation and multi-dimensional thinking.

He cited the success story of 12 young leaders who travelled to New York to take part and share their project and vision of how young people can help achieve the Sustainable Development Goals.

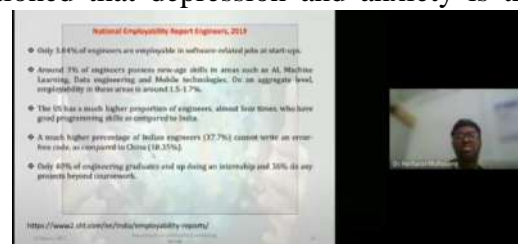
He cited the success story of how Mr. Khalil Fakih, a 23-year-old electrical and computer engineer from Lebanon started a project titled RecLeb – Recycle the Smart Way project, which aims to help Lebanese residents sort their waste through a mobile and web platform. He also quoted Ms. Salma Benhassine of Tunisia, a 21-year old geographic information systems and geology student who developed SafeNes Project to help increase awareness and ensure safe public spaces through a mobile application, to prevent sexual harassment in public places. The project serves as a bridge between NGOs and victims of sexual harassment. He further made a mention of Mr. Khaled Hassan Mohamed of Egypt who started a project titled Esmaany (Hear Me) after receiving the 1st prize in the Ismailia NASA Space Apps Challenge in 2016. His project aims to address communication with deaf-blind people using various technologies such as a glove and a smart bracelet. The Esmaany team hopes to use their innovative solution to ease communication with the deaf-blind as well as assist in their education. He further quoted 18 various examples of how young people around the world spearheaded various innovative initiatives relating to education, employment etc., through the use of technology and have made a big difference.

He further explained with empirical evidence, how information technology came handy to the youth, in particular during the pandemic, and cited various facts and figures on the accelerated use of internet. Further, he explained how internet use has enabled to close gender parity among the youth. He also explained the youth as a category which used more internet and stayed more connected than the rest of the other population groups. In his study he found that YouTube, Instagram and Snapchat were the most popular online platforms among the teens and over 95% of the teens have full access to a smartphone and over 45% revealed that they were online almost constantly. Explaining the behaviour of teens on social media and technology use, he mentioned that lower income teens were more likely than teens from higher income households to use Facebook. His study revealed that smartphones access was more available among the teens while having a home computer depended on the family income.



He brought out the impact of excessive use of technology on youngsters as the youth have become more obsessed with technology and their dependence on technology has made them dumb, rather than more self-aware. He stated that the consumption of technology amongst teens and youngsters is now equivalent to gluttony. Technology has captured all offices, homes, relationships and academics. The youth today have become severely and unapologetically attached to technology. He mentioned that depression and anxiety is the prime effect of excessive use of technology. Further, distracted minds and loss of creativity is another effect, he cited.

The other negative effects on kids and teenagers include lower attention span, increased risk, lack of privacy, risk of depression, obesity, falling



grades, bullying and social interaction issues. He cited the national employability report in respect of engineers, of 2019. Only 3.84% of engineers are employable in software related jobs at start-ups. Around 3% of the engineers possess new-age skills in areas such as Artificial Intelligence, Machine Learning, Data Engineering and Mobile Technologies. On an aggregate, employability in these areas is around 1.5% to 1.7%. The US has a much higher group of engineers, almost four times, who have good programming skills as compared to Indian Engineers. A much higher percentage of Indian engineers (37.7%) cannot write an error-free code as compared to China (10.35%). Only 40% of engineering graduates end up doing an internship and 36% undertake any projects beyond coursework.

Dr. T.V. Sekher, Professor & Head, Department of Family & Generations, International Institute for Population Sciences, Ministry of Health & Family Welfare, Government of India made a presentation on the topic “Youth and Health in India: Status and Challenges”. Prof. T. V. Sekher,

while addressing the delegates on the topic “Youth and Health in India: Status and Challenges” presented facts on adolescents and youth, which comprise about 30% of the India's population, with almost an equal proportion of men and women. He detailed that youth represents India's socio-economic and political future, forming an essential part of its labour force, skills, human capital and ability to harvest the demographic dividend. Today's youth are most educated, healthier and mobile than previous generations. They face several social, economic and health vulnerabilities. Health status of adolescents and youth has received very little attention in India and there is much ambiguity in addressing the needs of this crucial segment of the country's population. The major concerns pertaining to the health



of youth in India are related to their reproductive behaviour and lifestyles. Various international agreements like the International Conference on Population and Development (ICPD-1994) and the United Nations Conference on Population and

Development (2012) emphasize the right to health of young people, including access to counselling and health services, for sexual reproductive health. The national level policies in India - National Youth Policy 2014, Nation Population Policy-2000, National Health Policy - 2002, and the National Policy for the Empowerment of Women – 2001, have all recognized the need to address the health and well-being of the country's young population and to enable them to realize their full potential, to make informed and responsible decisions, related to their health and sexual rights. Despite all these, the health requirements of adolescents and youth have remained mainly neglected and a large number of youth in the country cannot make a healthy transition to adulthood.



He further mentioned the ‘Limitations of Data on Health Status of Youth’. Most health policies and programs in India lack a comprehensive understanding of the health requirements of adolescents and youth. This is mainly due to the lack of comprehensive data on the health

status of youth. Most of the country's national level demographic and health surveys, such as the National Family Health Survey (NFHS), District Level Household and Facility Survey (DLHS), and the Annual Health Survey (AHS), focus on the reproductive health of married women, aged 15-44 years. Practically, no information is available on the health status of unmarried young men and women. In this scenario, many public health programs are not youth-oriented and hence, a majority of young people rarely seek sexual and reproductive healthcare services from government facilities. Due to insufficient data on the health status of the Indian youth, this presentation attempts to portray the scenario by using available data from multiple sources such as Census, National Level Sample Surveys, Official Health Statistics and Micro-level studies.

Population distribution of India by age, sex and place of residence, as per Census of India, 2011 indicates that age group of 10-19(adolescents) constitutes about 21 percent and the age group 20-29 years (youth) constitutes about 18 percent of India's total population. With regard to the Work Participation rates among Adolescents and Youth (as per Census of India 2011) it is found to be higher among the males than in females and more in rural areas than in urban areas, among adolescents and youth.

With regard to Early Marriage, he mentioned that the United Nations Conventions on the Rights of the Child (1989) defines any marriage or union between two people, where one or both partners are under 18 years as child marriage. In India, the Prohibition of Child Marriage Act 2006 states that a girl cannot marry before 18 and a boy before 21 years of age. Despite legislations and universal condemnation, child marriages persist where over six million young girls in the country are married off before 18 years. The younger they are married, the more health risks they face. Though the implications of early marriage, particularly on health are negative for both boys and girls, it has more devastating impact on girls.

Adolescent women/aged 15-19 years who are married (%) by states and UTs, 2005-06 and 2015-16

• In NFHS-5, about 59 percent of women aged 15-19 years were married, an increase of 5 percent from NFHS-4

• Jammu & Kashmir (78 percent), West Bengal (71 percent), Gujarat (69 percent) and Tripura (68 percent) are the states with higher levels of married adolescent women

• States like Meghalay (28 percent), Kerala (23.5 percent), Nagaland (24 percent), and Mizoram (25 percent) are bottom four states with low married women

State/UT	2005-06 (%)	2015-16 (%)
Andhra Pradesh	52.1	56.7
Assam	44.9	48.1
Bihar	46.4	50.1
Chhattisgarh	48.1	51.8
Goa	60.0	64.0
Gujarat	60.7	69.0
Haryana	48.7	51.9
Himachal Pradesh	55.0	58.1
Jammu & Kashmir	77.8	78.0
Jharkhand	47.4	50.9
Karnataka	50.0	53.0
Kerala	23.5	23.5
Madhya Pradesh	48.0	51.0
Maharashtra	50.0	53.0
Mizoram	25.0	25.0
Nagaland	24.0	24.0
Nararnal Pradesh	48.0	51.0
Odisha	48.0	51.0
Punjab	50.0	53.0
Rajasthan	48.0	51.0
Sikkim	50.0	53.0
Tamil Nadu	50.0	53.0
Telangana	50.0	53.0
Tripura	68.0	68.0
Uttar Pradesh	48.0	51.0
Uttarakhand	50.0	53.0
West Bengal	71.0	71.0
Andaman & Nicobar Islands	50.0	53.0
Chandigarh	50.0	53.0
Daman & Diu	50.0	53.0
Lakshadweep	50.0	53.0

Boys and girls subject to early marriage are often forced to drop out of schools and take up menial jobs to support their families. This situation also perpetuates the cycle of poverty and a violation of their fundamental rights. Referring to the scenario of early marriage among the youth in India, across different States and Union Territories, pertaining to the data between 2015-16 and 2019-21, he brought out the implications of early marriage among the youth, such as, the consequences of early marriage and child rearing having harmful health outcomes. Child marriage constitutes a gross violation of human rights, leaving physical, psychological and emotional scars for life, attributed to higher infant, child and maternal mortality rates.

According to NFHS-5, he mentioned that about 23% of women aged between 20-24 years were married before the age of 18 years (IIPS & Macro International, 2021). Besides presenting the above scenario, he also presented the data on women aged 15-19 years, who were already mothers or

Women aged 15-19 years who were already mothers or pregnant at the time of the survey (%) by states and UTs, 2005-06 and 2015-16

State/UT	2005-06 (%)	2015-16 (%)
Andhra Pradesh	4.0	4.0
Assam	4.0	4.0
Bihar	4.0	4.0
Chhattisgarh	4.0	4.0
Goa	4.0	4.0
Gujarat	4.0	4.0
Haryana	4.0	4.0
Himachal Pradesh	4.0	4.0
Jammu & Kashmir	4.0	4.0
Jharkhand	4.0	4.0
Karnataka	4.0	4.0
Kerala	4.0	4.0
Madhya Pradesh	4.0	4.0
Maharashtra	4.0	4.0
Mizoram	4.0	4.0
Nagaland	4.0	4.0
Nararnal Pradesh	4.0	4.0
Odisha	4.0	4.0
Punjab	4.0	4.0
Rajasthan	4.0	4.0
Sikkim	4.0	4.0
Tamil Nadu	4.0	4.0
Telangana	4.0	4.0
Tripura	4.0	4.0
Uttar Pradesh	4.0	4.0
Uttarakhand	4.0	4.0
West Bengal	4.0	4.0
Andaman & Nicobar Islands	4.0	4.0
Chandigarh	4.0	4.0
Daman & Diu	4.0	4.0
Lakshadweep	4.0	4.0

Suicide among Indian youth

• WHO estimates that about 700000 people died due to suicide every year (2010, 2019) and the fourth leading cause of death in age-group 15-19 years

• The major source of suicide statistics in India is the estimates based on National Crime Records Bureau (NCRB) data

• The reliability of NCRB data is questionable and usually underreported because they are based on police reports (NCRB, 2020)

• The prominent reasons reported for suicide among youth were family problems (34 percent), illness (23 percent), love affairs (18 percent), marriage related issues (8 percent), and mental illness (7 percent)

Source: National Crime Records Bureau (NCRB), 2020

State/UT	2015-16	2016-17	2017-18	2018-19	2019-20
Andhra Pradesh	14	14	14	14	14
Assam	14	14	14	14	14
Bihar	14	14	14	14	14
Chhattisgarh	14	14	14	14	14
Goa	14	14	14	14	14
Gujarat	14	14	14	14	14
Haryana	14	14	14	14	14
Himachal Pradesh	14	14	14	14	14
Jammu & Kashmir	14	14	14	14	14
Jharkhand	14	14	14	14	14
Karnataka	14	14	14	14	14
Kerala	14	14	14	14	14
Madhya Pradesh	14	14	14	14	14
Maharashtra	14	14	14	14	14
Mizoram	14	14	14	14	14
Nagaland	14	14	14	14	14
Nararnal Pradesh	14	14	14	14	14
Odisha	14	14	14	14	14
Punjab	14	14	14	14	14
Rajasthan	14	14	14	14	14
Sikkim	14	14	14	14	14
Tamil Nadu	14	14	14	14	14
Telangana	14	14	14	14	14
Tripura	14	14	14	14	14
Uttar Pradesh	14	14	14	14	14
Uttarakhand	14	14	14	14	14
West Bengal	14	14	14	14	14
Andaman & Nicobar Islands	14	14	14	14	14
Chandigarh	14	14	14	14	14
Daman & Diu	14	14	14	14	14
Lakshadweep	14	14	14	14	14

pregnant at the time of the survey (indicated in percentage) conducted by states and Union Territories, in 2015-16 and 2019-21. He pointed out that in NFHS-5, about 59 percent of women aged 15-19 years were anaemic, an increase of 5 percent from NFHS-4. Jammu and Kashmir (76 percent), West Bengal (71 Percent), Gujarat (69 Percent) and Tripura (68 percent) are the states with higher levels of anaemia among women. States like Manipur (28 percent), Kerala (32.5 percent), Nagaland (34 percent) and Mizoram (35 percent) are the bottom four states with less anaemic women.

Referring to the 2020 data of the National Crime Records Bureau (NCRB), he mentioned that WHO estimates about 700000 people to have died due to suicide every year (WHO, 2019) and the fourth leading cause of death in the age-group of 15-19 years. The major source of suicide statistics in India is the estimates based on National Crime Records Bureau (NCRB) data. The reliability of NCRB data is questionable and usually underestimated because they are based on police reports (NCRB, 2020). The prominent reasons mentioned for suicide among youth were family problems (34 percent), illness (13 percent) love affairs (8 percent), marriage related issues (8 percent) and mental illness (7 percent).

With regard to Tobacco Use, based on GYTS-2019 survey, he mentioned that tobacco usage is a major preventable cause of premature death and disease. The Global Youth Tobacco Survey (GYTS, 2019) was undertaken to determine tobacco consumption levels. GYTS is a cross-sectional, nationally representative school-based survey of students in grades associated with ages 13 to 15 years. In India, the sample collected for the survey is 97304 students, from 987 schools participating in the survey (IIPS). Among the students aged 13-15 years, nearly 8.5 percent are current tobacco users, which is almost half from 2003. Tobacco use is higher in rural areas than in urban areas. 4.6 percent of boys and 3.4 percent of girls are current users of smokeless tobacco.



With reference to Youth and Disability, he cited that according to 2011 Census, India has 26.8 million disabled persons of all ages and 8.8 million among the youth population, in the age range of 10-29 years. Among them, male disabled (age group 10-29 years) and movement disability (20.71 percent) has the highest share.

In his concluding remarks, he mentioned that the lack of adequate and nationally representative data on the health status of youth is a significant challenge in understanding health conditions. Even where some data was available, they usually portray youth as one category, ignoring the considerable variations among different youth groups such as poor, disabled, migrants and sexual minorities. Given this scenario, it is important to undertake a comprehensive health survey of the youth, investigating their vulnerabilities towards lifestyle diseases and unsafe behaviours.

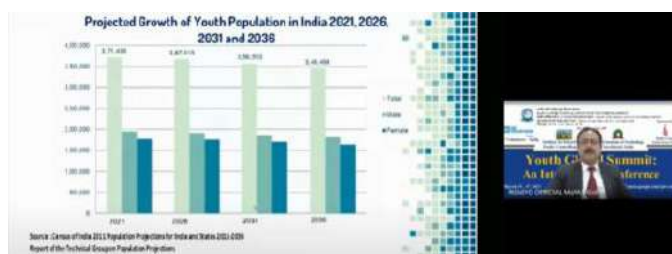
Youth in India are prone to lifestyle factors, injuries, accidents, substance abuse, suicides, sexually transmitted infections and unwanted pregnancies. It is well documented that many deaths and diseases burden the adults, mostly resulting from the health conditions and behaviours initiated in their younger ages,



such as high-risk sexual behaviours, alcohol and drug abuse etc. Available evidence indicates that youth are prone to health affecting conditions, due to personal choices, environmental influences, lifestyle changes and injuries. Teenage pregnancy, high risk of STIs, sex-selective abortions and malnourishment, are major health concerns of the youth today.

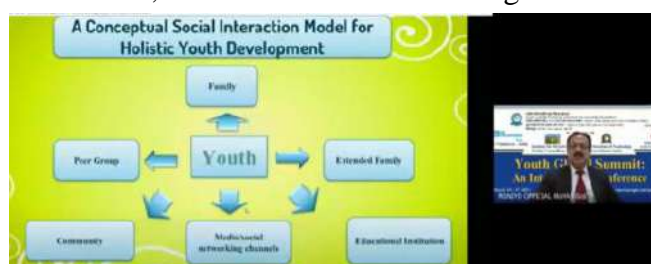
Lack of health and sex education also complicates the situation. Many young people have no access to service providers to seek attention to their health problems, particularly sexual and reproductive needs. Therefore, we need to design and implement health education programmes focussing on the felt needs of adolescents and youth. Mass health communication campaigns are required to engage youth directly, including those who are part of formal educational institutions and those outside the schools. Many health programmes did not yield the desired results due to poor implementation and lack of inter-sectoral coordination. Nearly one-fourth of married young females (15-19 years) experienced physical, sexual and emotional violence from their spouses. A large number of young married women, under pressure from family and community, are forced to undergo sex-selective abortions, often against their wishes. We also need to enforce laws that are required for a healthy society. Most of our health programs and policies lack a comprehensive approach to young people's health. It is high time we recognize the diverse and increasing health needs of youth and adolescents, and their right to health and access to adequate and sympathetic health services.

The next technical session was titled “RGNIYD’s Perspective of Youth Development” presented by Prof. Sibnath Deb, Director, Rajiv Gandhi National Institute of Youth Development, Ministry of Youth Affairs and Sports, Government of India, Sriperumbudur, Tamil Nadu. Prof. Sibnath Deb, Director of RGNIYD presented on RGNIYD’s perspectives of Youth Development. He mentioned that, by 2047, India will be



the most populous nation (1.7 billion; 17% youth) (PRB, 2017), one of the largest economies (ORF, 2021), Global leaders in the field of IT and second largest capital market in the world, after the USA by creating modern infrastructure, taking care of overall wellbeing of children and youth,

empowering them with knowledge and skills and engaging them in development activities. He also projected the growth of the youth population in India during the years 2021, 2026, 2031 and 2036 and presented a note on the demographic dividend the country is bestowed with. He presented a conceptual Social Interaction Model for the holistic development of youth which encompasses interactions with various primary and secondary groups such as Family, Extended Family, Educational Institutions, Media/Social Networking Channels, Community and the Peer Groups. He later mentioned the role of RGNIYD in the development of the Youth. Citing the Vision of the Institute he said that, as the apex national agency for youth development, the Institute strives to develop into a globally recognized and acclaimed centre of excellence in the field of youth development, fully responsive to the national agenda for inclusive growth and the needs and aspirations of young people of the country, to realize their potentials in creating



a just society. He reiterated that the Institute works with a mission to provide substantive inputs in the formulation of youth-related policies and in developing innovative program initiatives that respond effectively to the needs and concerns of young people of the country. Developing professional capacity of all youth development agencies in the country-state-sponsored organizations or voluntary organizations - through training and specialized services, such as consultancies and providing expertise and training manuals for in-house training programs; setting up a world-class and modern Resource Centre that will provide library and other related services and facilities to those involved in youth-related activities - youth organizations, educational and training institutions, researchers, scholars and young people; generating authentic and comprehensive primary and secondary data on all issues and matters that impact the life of the young people in the country through a systematic and extensive program of action research and study, are some of the ways in which the institute works to achieve its goals.

He later discussed the adversities experienced by Children and Youth and he listed the following ordeals of the young people: Abuse; Corporal punishment; Neglect; Exploitation; Malnutrition; Lack of medical care; Lack of educational facilities for rural youth; Family violence/parental separation/death of parents; Addiction and dependence on substance under peer group influence; Lack of support facilities and role model; Road traffic accidents due to impulsive behaviour of youth; Unemployment/lack of job opportunity; Ragging and discriminatory peer bullying; Lack of/poorly developed educational institutions that lack latest infrastructure; Poorly functioning recruitment cells in universities and colleges (i.e., lack of students support facilities); Lack of guidance and support facilities for the rural youth; Poor educational and health facilities in rural areas; Suicide among youth/students (every day about 24 students commit suicide as per Crime in India Report) etc.

He further detailed the ways to understand the Youth by adopting the following strategies in the country:

- Listening to the voices of the children and youth, including voices of disadvantaged young population and doing the needful through youth groups under NKYS
- Understanding the needs and aspiration of the youth through systematic study and/or informal discussion
- Identifying youth creative ideas through different group activities and science exhibition
- Searching for youth sports talent through rural camp
- Mapping youths at risk of vulnerable situation
- Collaboration with the Ministry of Women and Child Development and Panchayat leaders for safety of the youth and effective implementation of schemes like ICDS, ICPS and other youth development employment schemes

Speaking on RGNIYD's Perspective of Youth, he mentioned that the Institute perceives the country's Youth as:

- Leaders and politicians
- Educators and researchers
- Health professionals
- Artists and liberal thinkers
- Bearers of law and order
- Policy builders

- Conservators of environment
- Guards of the nation (Youth in defence)
- Community mobilizer

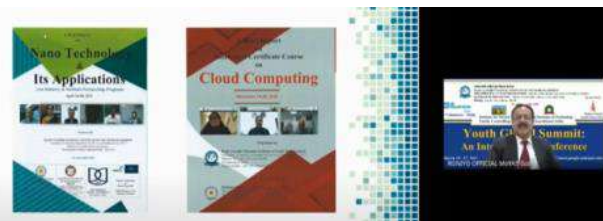
Explaining the present activities of RGNIYD, he spoke at length about the academic, research, training, documentation and outreach activities for the youth. He further reiterated that the training programmes are being organized in partnership with other higher learning institutes and industries, as emphasized in the New Education Policy 2020. He mentioned that during the current academic year, RGNIYD introduced various new academic programmes which included M.Sc. Computer Science (Data Science); M.Sc. Computer Science (Artificial Intelligence & Machine Learning); M.Sc. Computer Science (Cyber Security); M.Sc. Mathematics; M.A. English and M.A. Sociology.

He mentioned that during the pandemic, the Institute conducted several Information Technology related programmes for the benefit of the youth, who were searching for avenues for developing latest IT skills or people who lost their jobs, to enable them secure new jobs. He mentioned that the following courses were offered free of cost in collaboration with other Institutions and Industries for the aspiring youth:

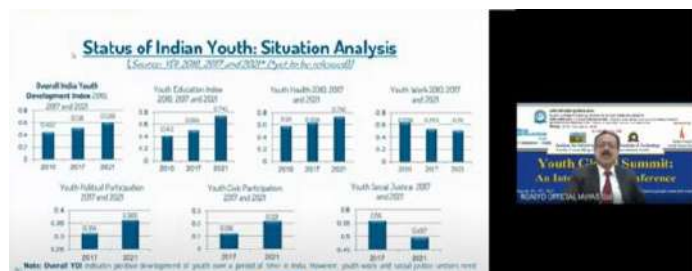


- Cyber Security in collaboration with NIT Jalandhar
- Artificial Intelligence and Machine Learning in collaboration with NIT Jalandhar
- Recent Advances in Data Science in collaboration with NIT Jalandhar
- Cloud Computing in collaboration with NIT Jalandhar

- Short-term Certificate Course on Internet of Things and Automation (An Industry & Institute Partnership Program) organised by RGNIYD in collaboration with NIT Tiruchirapalli, NIT Jalandhar and Neoware Technology Solutions Private Limited, Chennai



- Short-term Certificate Courses on Nano Technology & Its Applications (An Industry & Institute Partnership Program) organised by RGNIYD in collaboration with NIT - Jalandhar, NIT - Tiruchirapalli, Special Centre for Nano Sciences, JNU, Seagate Technology, USA and Boston Scientific, USA
- Five-Day Workshop on Data Science Using Python in association with Department of Computer Applications, CUSAT, Cochin



He presented the developmental status of the Indian Youth: Situational Analysis based on the empirical evidences of the Indian Youth Development Index, RGNIYD which was developed recently and before.

He suggested the following strategies for Children, Youth and their families to have safe, healthy and stable places to live:

- Ensuring child protection in terms of basic care i.e., protecting fundamental rights of every child
- Improving rural economy for creating more job opportunities for the prevention of migration
- Improving the economic condition of marginalized families, ensuring shelter and work for every family and creating a safe community through participatory approach
- Emphasizing on holistic child and youth development i.e., physical, mental, cognitive, social and spiritual, by effectively engaging parents, teachers, administrators of educational institutes and the local community in the child protection process.

In order to ensure that children and youth have opportunities for healthy social and emotional development and access to high quality education, he suggested the following strategies:

- Strengthening family ties through school-based family counselling, emphasizing on socialization process for imparting values among children and youth and providing life skills education for enhancing psychological competence and confidence among children and youth and preventing risk behaviour and dependence on substances and social media.
- Admitting every child in school, ensuring 0% drop-out, continuation of quality education by recruiting qualified teachers in every institution and opening more educational institutions for meeting the needs and bridging the gap between rural and urban disparities.
- Implementing NEP 2020 effectively by arranging orientation for teachers for quality education, revising curriculum from time to time and making all schools IT enabled, arranging vocational methods for slow learners and providing interest and aptitude oriented education.

Talking about the strategies for children and youth to have adequate nutrition, high quality healthcare and safety, he suggested the following strategies:

- Ensuring safe motherhood, early childhood care and preventing girl child marriages
- Providing quality mid-day meals to marginalized children
- Providing basic health care facilities, both physical and mental, to every child at the local healthcare centre, through schools and higher learning institutions, recruiting trained Psychologists as indicated in the NEP 2020
- Sensitizing children and youth for safety measures during disasters, including basic hygiene and healthcare facilities
- Creating positive schooling environment for child safety and developing a mechanism for reporting of abuse and neglect and taking appropriate measures
- Integrating care providers into a digital space, accessible to all
- Diagnosing issues and challenges faced by youth and taking corrective measures based on knowledge gaps.

With reference to Youth participation in social development, achieving Sustainable Development Goals (SDGs), Crisis Management, Decision Making and Political Process he delineated upon the following strategies:

- Encouraging children and youth in volunteering through engagement in NSS, NYKS and NCC
- Organizing special orientation on capacity building for the youth
- Inviting the youth in discussions for any local development activities
- Encouraging youth towards the implementation of SDGs
- Engaging youth in debate and discussion for identifying their leadership qualities
- Encouraging youth for casting vote and joining in the local political process, based on leadership qualities
- Training on critical reasoning for children and youth in educational institutions
- Adopting inclusive approach for youth holistic development

With a view to develop skills and offer entrepreneurship related programmes for the young people, to enhance job opportunities, he suggested various strategies:

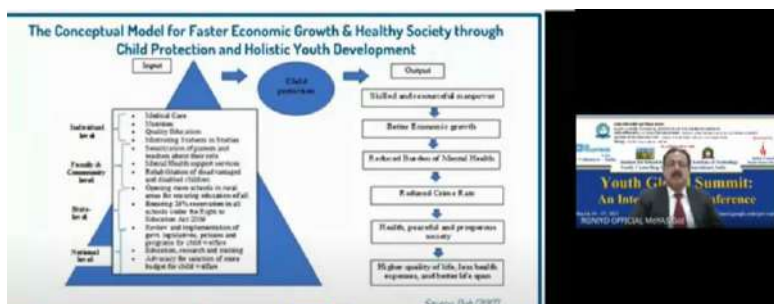
- Arranging special job oriented, skill-based training programmes for youth at various levels
- Encouraging them to take interest in entrepreneurship programs, in order to be a job provider, organizing special orientation programs to familiarize them with the process to be followed and sources of funding and available expertise for guidance
- Creating more job opportunities
- Providing easier and interactive access to open and reputed digital knowledge base
- Empowering all youth with digital knowledge
- Educating the youth about digital safety and training on digital etiquettes, for balanced and inclusive digital communication

For creating modern infrastructure and human resource development for the benefit of young people, Prof. Deb detailed the following strategies:

- Developing world class infrastructure for education and industries
- Developing expertise among youth through training, in association with international institutes
- Emphasizing on Data Science, Artificial Intelligence & Machine Learning, Cloud Computing and Cyber Security to achieve the mission of Digital, Self-reliant and Modern India
- Engaging the youth to address climate change issues.

For monitoring and evaluation of youth related policies and programmes and various international collaborations, he suggested some imperative steps:

- Promoting research on children and youth related issues
- Coordinating with various ministries for effective implementation of all children and youth related policy programs.



For example: safe motherhood, early childhood and adolescent care to be integrated with youth development

- Developing a Task Force by inviting representatives from every Ministry at the National/State and District Levels, for effective coordination and implementation of the policies and programs
- Developing effective mechanisms for documentation of periodic monitoring and evaluation of policies and programs to identify the gaps and taking timely corrective measures
- Formulating a robust National Youth Policy
- Initiating international collaboration for exchange of knowledge and experience and undertaking collaborative programmes.

Suggesting a conceptual model for Faster Growth of Economy of the Country through Child Protection, he mentioned that adequate interventions at individual, family, community, state and national levels, will ensure skilled and resourceful manpower; better economic growth; reduce the burden of mental health; reduce crime rates; enhance health, promote a peaceful and prosperous society and higher quality of life, reduce health expenses and enhances the life span.



Towards the conclusion of his presentation, Prof. Deb made a projection of the India's Youth Development Index for 2026 onwards, which he derived through Lagrange's Interpolation method and stated that if only the country puts in concerted efforts, India's Youth Development Index will exceed 100% growth by 2034 and by 2047, the growth of India's Youth Development Index will reach to 218% from 2021.



He concluded by highlighting his recent publication titled: **“Youth Development in India - Future Generation in a Changing**

World” published by Routledge, which he authored and mentioned that the publication would provide better understanding for Youth Workers and provide in-depth strategies for youth development.

The final technical session of Day-1 of the Youth Global Summit was titled “Well-being of Youths and Adversities faced by them” presented by Prof. Roopesh B.N., Professor, Department of Clinical Psychology, National Institute of Mental Health and Neuro Sciences (NIMHANS), Bangalore, India.

In his presentation, he brought out the need and importance of well-being among the Youth and discussed on various factors that impinge their growth and development, with special reference to mental/psychological health. He mentioned about the Global Youth Well Being Index brought out by the International Youth Foundation 2017, based on the study conducted among 29 Countries with 35 Indicators. He further explained the construct of Gender from a global perspective and presented the results of the study with respect to the Economic Opportunities, Health, Safety, Security, and overall well-being of the youth. He quoted that

India has ranked 122nd on a new Global Youth Development Index 2020, measuring the condition of young people across 181 countries released by the Commonwealth Secretariat in London. He said that Singapore ranked topmost followed by Slovenia, Norway, Malta and Denmark. Chad, the Central African Republic, South Sudan, Afghanistan and Niger ranked towards the end. The triennial rankings of youth development found India among the top five risers on the index between 2010 and 2018, alongside Afghanistan and Russia, advancing their score on an average by 15.74 per cent, across areas such as education and employment.

Speaking about the mental health issues among the youth, he explained the basis of how problems arise with regard to the Thoughts, Actions and Experiences. He said that over most of these, we have control, for example, thinking positive, pursuing meaningful relationships, etc.

Mentioning about the adversities among the youth he listed the major problems as follows:

- Health related burdens
- Eating problems
- Sleeping issues
- Alcohol/drug/nicotine dependence
- Mobile/internet over-use
- Anxiety, depression and suicide

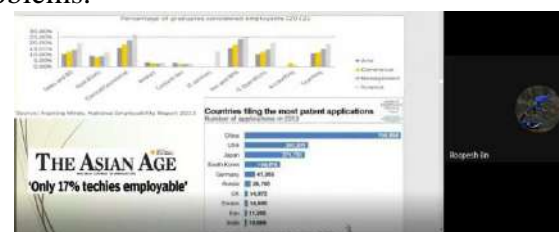
Citing the data of the National Crimes Record Bureau during the pandemic period in 2021, he indicated that there was a big jump in deaths by suicides among the students (21%) as compared to the professionals/salaried persons (16.5%); Daily wage earners (15.67%); Retired persons (11.9%) and Unemployed persons (11.65%), as per the Accidental Deaths and Suicides (ADSI) Report. He further mentioned that drug consumption by children below the age of 18 years was high and reported that there were 40 lakh opioids users, 30 lakh inhalants users, 30 lakh alcohol users, 20 lakh sedatives users, 20 lakh sedatives and cannabis users respectively and 2 lakh children who use hallucinogens and cocaine respectively.



Regarding the access to mental health services among the youth in India, he said that availability and affordability of mental health services are of paramount concern. In India, per 1 lakh population, there were only 3.30 – 0.75 Psychiatrists, 0.15 Psychologists (even less for Clinical Psychologists) and about 50 Child Psychologists. This shows that many young people go untreated of their mental health problems.

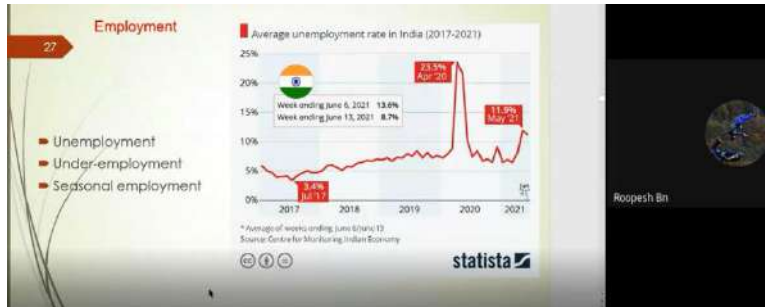


With regard to School and Education he mentioned the Gross Enrolment Ratio (GER) for higher education, which accounted for 34% of education in India and among the developed nations it was over 56%.



As regarding the percentage of graduates considered employable, he cited the study of the Asian Age, which reports that only 17% of the techies are employable, with India at the bottom position with China, USA, Japan, South Korea, Germany, Russia, UK, France and Iran leading ahead India.

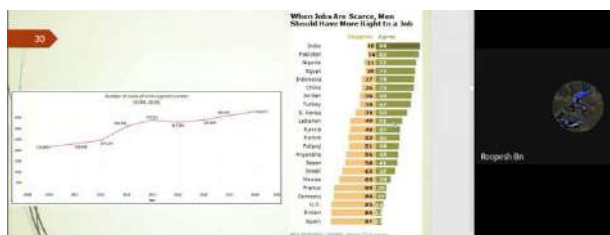
Mentioning the problems associated with youth employment in India, he underpinned three



prime reasons, such as unemployment, under-employment and seasonal employment respectively, quoting the average unemployment rate in India between 2017-2021, with the week ending June 6, 2021, was 13.6% while the week ending

June 13, 2021 was 8.7% in India.

Few important adverse social issues were discussed, pertaining to Gender and Caste system. As per the United Nations Development Program (UNDP) India's Global Rank with

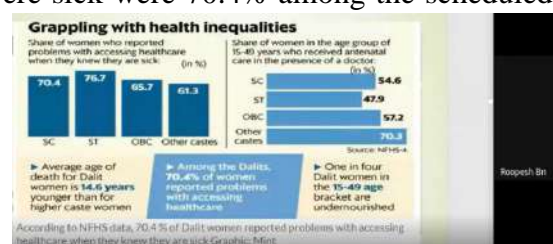


regard to Gender Inequality Index was 132 out of 148 countries and the Gender Gap Index (GGI) rank was 101 out of 136 countries, as reported by the World Economic Forum (WEF) in 2013.

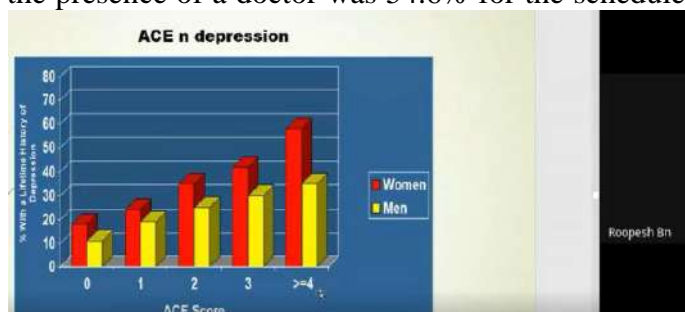
He also enumerated the number of cases of crime against women as per the National

Crime Records Bureau, Ministry of Home Affairs, Government of India in 2018.

Grappling with health inequalities, he cited that the share of women who reported problems with accessing healthcare when they knew they were sick were 70.4% among the scheduled caste women, 76.7% among the scheduled tribe women, 65.7% among the women belonging to other backward communities and 61.3% belonging to other castes. Further, quoting the NFHS data, he mentioned that 70.4% of Dalit women reported problems with accessing healthcare when they knew that they were sick.



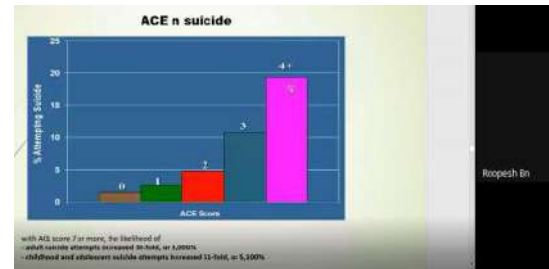
Out of these women, the ones in the age group of 15-49 years who received antenatal care in the presence of a doctor was 54.6% for the scheduled caste women, 47.9% for the scheduled



tribe women, 57.2% for the women belonging to other backward communities and 70.3% for women hailing from other castes as per NFHS-4 data. These trends indicate that the average age of death for Dalit women is 14.69 years younger than for higher caste women. Among the Dalits, 70.4% women reported

problems with accessing healthcare. One in four Dalit women in the 15-45 age bracket are undernourished.

He detailed the state-wise rate of crimes among the youth. He detailed about the Adverse Childhood Experiences (ACE) Study conducted in collaboration between Kaiser Permanente's Department of Preventive Medicine in San Diego and the Centre for Disease Control and Prevention (CDC). This 1998 study was a collaboration between Robert F Anda MD of the Centre of Disease Control and Prevention (CDC) and Vincent Felitti MD, Kaiser Permanente. This was conducted with 17000 patients, who hail from Middle-class American families. This was the landmark study that examined the health and social effects of adverse childhood experiences over their lifespan. He mentioned that the ACE (Adverse Childhood Experiences) categories included emotional abuse; physical abuse; sexual abuse; emotional neglect; physical neglect; mothers treated violently; household substance abuse; household mental illness; parental separation or Divorce; incarcerated household member etc. The study revealed that the number of individuals facing adverse childhood experiences were 64%, who reported to have experienced one or more problems while 37% reported experiencing two or more problems respectively.



The study indicated that higher the ACE score, the greater the likelihood of severe and persistent emotional problems, health risk behaviours, serious social problems, adult disease and disability, high health care and mental health care costs, as well as poor life expectancy.



percentage attempting suicide, it was reported that the adult suicide attempts increased 30 folds or 3000% and the childhood and adolescent suicide attempts increased 51 fold or 5100%. On Health Risk Behaviours, with regard to hallucinations in Adverse Childhood Experiences, he mentioned that the percentage of those experiencing hallucinations increased with the use of alcohol or drugs.



alcoholism in adulthood, on which he presented the results of the Adverse Childhood Experiences study. With regard to serious social problems, he spoke on the risk of being a victim of domestic violence,

He further discussed the adverse effects of smoking and the effect of



particularly the differences of such patterns, among women and men, including perpetuation of domestic violence. Later, he discussed the ACE and indicators of impaired work performance which resulted in absenteeism, serious financial problems and serious job problems.

Detailing about the poor life expectancy and the ACE Pyramid, he captured various problems across the lifespan, from conception to death, as Adverse Childhood Experiences which leads to social, emotional and cognitive impairment, which further exacerbates adoption of health-risk behaviours, in-turn leading to disease, disability and social problems and finally resulting in early death.

With regard to trauma and social location, he illustrated historical trauma/embodyment with special reference to micro-aggressions, implicit bias and epigenetics. He mentioned that



generational embodiment/historical trauma is related to race/social conditions and local context. With regard to complex trauma in ACE, he discussed about the stages which included Allostatic Load, Disrupted Neurological Development, Coping, Burden of disease, distress, criminalization and stigmatization,

which leads to early death. Discussing about Resilience, he described it as the ability to bounce back, adapt from adversities and threat which may vary from person to person, across the lifespan, depending upon various situation. He further detailed the reasons for less resilience, which include entitlement feeling, helicopter parenting, treating young people like infants, the need to be perfect, thinking in extremes and negative emotions, which are wrong. “Failure is the end of it, all students are same, academics is the only thing, higher degree is everything, only first class/Grade A matters, one year gap = life waste, a particular relationship is everything etc.” are some moving stereotypes.

He spoke on the strategies for increasing resilience like stress inoculation, vaccination, psychovac, etc. He stated that resilience increase will be good in considerate parents, supportive teachers, nurturing school/college (infrastructure & teaching), extracurricular activities, sharing relationship with others, becoming more sociable, indulging in pro-social behaviour and individuals who possess a strong attachment with any other individual, good self-control, intrinsic motivation, good self-esteem, self-efficacy, internal locus of control, good sense of humour, ability to solve problems, maintaining a balance between independence and dependence, assertiveness, having a sense of duty, social competence, having mentors, role models, meaningful relationships, affiliation to religion/community/agency, having a life philosophy, cultural or spiritual identification etc are better suited to be resilient.

With regard to social isolation, he said that on an individual, it can have both positive and negative effects when employed as coping strategy. On the positive side, it increases self-reliance and industry in young adults. On the negative side, it reduces help seeking and cooperative behaviour.



He concluded by explaining the six domains of resilience. He reiterated on Education, Secure base, Social Competencies, Positive Values, Talent and Interests, Friendships.



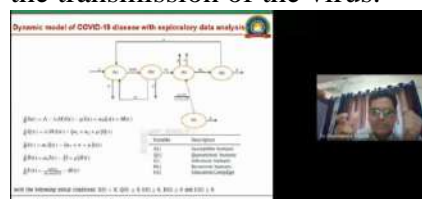
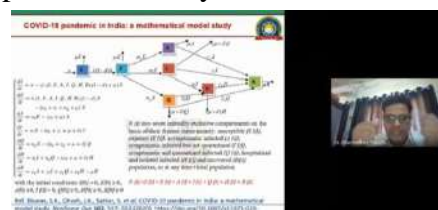
Mentioning about the characteristics of resilient people, he delineated the qualities such as committed to goals, focus on what they can control, not blaming themselves, being empathetic, thinking positively and seeing challenges, as conducive.

Besides the technical sessions, paper were presented by various Academicians, Experts and Research Scholars from various Institutions. The details of the paper presentations made are provided in the Programme Schedule annexed hereto as Annexure – A. The abstracts of the paper presenters are provided in Annexure – C.

Proceedings of Day – 2

The Day – 2 of the Youth Global Summit began with the Technical Sessions.

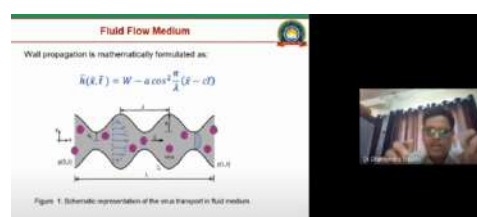
Dr. Dharmendra Tripathi, Associate Professor from the Department of Mathematics, National Institute of Technology - Uttarakhand spoke on the topic “Impact of Mathematical Modelling during the COVID-19 Pandemic on the Youth”. The Spread of SARS-Cov-2 from person to person was one of the challenging problems for the country as well as the world and was affecting the youth. During the pandemic, many mathematical and dynamical models have been presented to see the dynamics of the spread of the SARS-COV-2 and data analysis performed, as per data available like no. of infected persons, recovery rate, no of deaths, etc. Based on the dynamics of SARS-COV-2, various mediums like solid surfaces, air, and viscous mediums are modes for the transmission of the virus.



In this session, he focussed on how the mathematical model helps to examine the movement of the viruses in viscous medium and prediction of the spread of viruses. He also discussed at length the importance of mathematical modelling to the youth during COVID-19 Pandemic.

While detailing the impact of COVID-19 on the youth, he mentioned that with regard to emotional and mental health about 60.8% of respondents reported an increase in anxiety, about 54.1% reported increased depression, 59.8% reported increased feelings of loneliness. About 20% are concerned about the health of loved ones, school/education and lack of productivity. It was also observed that there was an increased prevalence of symptoms for students closer to graduating.

As regards the physical effects, (including exercise and diet), he mentioned that the study revealed, a majority (50%) gained weight due to increased eating (increased feelings of loneliness), 20.2% felt/looked



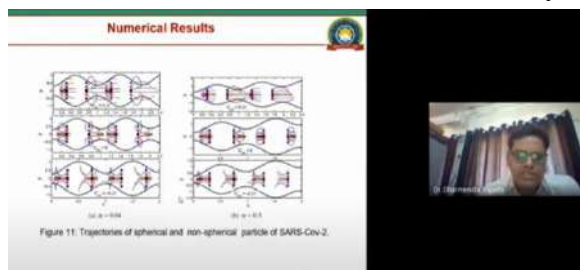
better due to exercise and diet. A minority (13.3%) lost weight due to lack of appetite. 16.6% felt/looked the same.

In terms of Academics, current and future plans, he mentioned that 60.9% found completing the semester at home harder while a majority needed support of their family (31.8%). 27.1% lost an internship/job offer, 22.9% reported taking a gap year/time off from school, 16.6% had other beneficial opportunities and 26.4% reported no impact.

As regards the impact on social relationships, a majority reported no impact (36.5%), 34.1% had strained familial relationships (harder to complete semester at home) and 29.4% reported improved familial relationships. A majority of the youth reported strained (45.7%) friendships, 27.8% reported improved friendships while 26.5% reported no impact.

Referring to the impact on Spiritual aspects, including time spent on self-care, the majority (46.7%) took care of mental health via exercise/physical activity, 29% engaged in mindfulness activities, 22% used a health application, 17.7% obtained mental health care from a professional, 30.3% have not taken any specific actions and a majority of 71% have spent their time watching TV shows/movies.

He further explained the major causes of worry among the students, such as fear of infections, worries about finances, anxiety about lack of productivity, worries for the health of loved ones, concerns about school/continuing education and concerns about future job offers.



Later, he explained the third wave using SIRD Model in Bangladesh. He explained the timelines of post-acute COVID-19 with the help of mathematical equations. Besides describing the fluid flow medium, he also

explained the numerical results of the trajectories of the COVID-19 pandemic.

In conclusion, he mentioned that although the present analysis ignored the biophysical details of the real viruses, it may define the importance of the fluid dynamics in the prevention of COVID-19 spread, and other similar viruses. He mentioned that further research is required to focus on including biological aspects of viruses; studying the rheological effects on transmission of viruses within a non-Newtonian background flow; and thermal effects on the transmission of viruses.

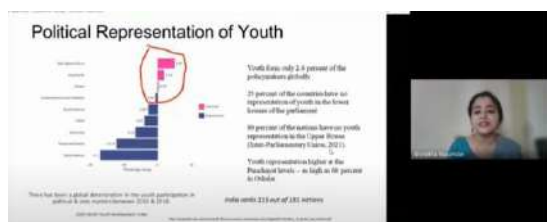
Bishakha Majumdar, Assistant Professor, Indian Institute of Management Visakhapatnam spoke on the topic “Youth and Political Participation: Raising a Voice that Matters”.

In her presentation Dr. Majumdar mentioned that youth, the transition between childhood and early to middle adulthood, from a critical part of human existence, is devoted to education, vocational skilling, career, marriage, and independent social participation. This makes the youth an interesting phase of encounter with institutions such as the government, civil society, law, religion, and the economy. It also makes the youth an important stakeholder in the various policies and programs of the



government of any nation. The political participation of the youth is also subject to challenges such as apathy, misinformation, violence, anti-institutional sentiments, and lack of trust in the politics and institutional processes of the previous generations. Social media has also been a game-changer in youth politics – lending a platform to millions of youths to raise their voices, but has also been a major source of fake news and hate speech in youth politics. She traced the recent trends in political participation of youth worldwide and in India, and the need for policy interventions that may encourage political activism among the youth in a way that is constructive and beneficial for the new generations.

She discussed at length on issues which were obstacles to youth development, such as lack of experience and maturity; distraction from self-development and lack of resolution. She further discussed whether the youth must be involved in politics? She also talked about Youth as direct stakeholder in most policies. She mentioned that the Youth form 50 percent



of the world's population. Youth are expected to form over one-third of India's population post 2020, and more than 40 percent of the labour force (MoSPI, 2017; UNICEF, EY India, & Viamo, 2020). She further delved on policies and practices that have impacts, ranging beyond decades and also mentioned that strong

intergenerational bonds are formed when the youth have opportunities for political and civic participation. Speaking on the need for political representation by the youth, she said that youth have the energy and willingness to challenge the status quo. Quoting various facts, she reflected that Youth form only 2.6 percent of the global policymakers; 25 percent of the countries have no representation of youth in the lower houses of the parliament; 80 percent of the nations have no youth representation in the Upper Houses (Inter-Parliamentary Union, 2021). She also mentioned that Youth representation is higher at the Panchayat levels – as high as 60 percent in Odisha, while there has been a global deterioration in the youth participation in political & civic matters between 2010 & 2018. Referring to the 2020 World Youth Development Index, she stated that India ranked 115 out of 181 nations. Explaining the phenomena of Student Politics in the sphere of Political Participation, she called for greater Policy awareness, affiliation to mainstream political parties, as student or youth wings and highlighted the need for training, to raise student leaders to national leadership.

She also mentioned that there are several challenges to the mainstream youth in the political processes such as:

- Student activism on mainstream political issues causing major disruptions of educational schedules, sanctity, and peace of institutions
- 20 percent opined that big political parties must not interfere in student politics (Statista Research Department, 2020).
- 34 percent of the Indian respondents aged between 18 and 21 in a Statista survey felt that politics had no place in a student's life
- Political violence, where youth are used as foot-soldiers

While speaking about the use of social media by the youth, she mentioned the following facts:

- 2 out of 3 Indian youths use the social media for news and current events (2019 report of UN Volunteers)

- Out of 190 million Indian youths on social media, 30 million follow political pages and handles actively.
- young adult males from urban areas engage more in social media

In conclusion she called for greater youth representation in policymaking; political voice; and policy advisory.

Professor Rana Purushottam Kumar Singh, Dean, Faculty of Buddhist Studies, Nava Nalanda Mahavihara Deemed University Under Ministry of Culture, Government of India spoke on the topic “Youth Culture and the Future World”.

Dr. Rana Purushottam opined that the inculcation of value and ethics among the youth of the world is imperative and this summit could be used for reaching and examining the world scenario. Due to the misinterpretation of various philosophical thought concerning nationalism, religion, economy, growth and development, the youth are misguided and giving rise to a major problem. Dr. Purushottma identifies it as a civilizational problem.

The civilizational journey started before 500 BC in the Indian subcontinent, through the Indus Valley civilization and from there, the journey continued through the Vedic Literature and other literatures. Indians revere and pray to the celestial bodies and even all the planets but contemporary global events are a cause of worry for him. The environment and ecology have become very pathetic. Due to consumerism, man has become a machine and ethical relationships have been minimized due to this consumer culture. Misinterpretation of religion and philosophy have led to situations like Syria, Iraq and other places in Middle East and West Asia. The whole world is suffering from COVID-19, which is also a man-made problem, opined Dr. Purushottam



He looked forward to the kind of training that India should give to the youth and to the whole world so that the world can be saved from the future dangers. Knowledge, science and technology should be used for constructively and in a positive manner. Ancient Indian Scriptures instructed the human beings to pay homage to the water bodies, mother earth, natural resources but, the current situation is a cause of worry, felt Dr. Purushottam. The rivers and glaciers are shrinking.

Buddhism has provided a path to proceed in life with a right attitude, suggest Dr. Purushottam. The correction of views, misunderstanding, right speech and the 8 paths are imperative to him, to possess a right outlook towards life. The four-fold methodology given by Buddha was equally important in this context. The philosophy of life and loss, offered by Buddhism, will help the young generation to correct their vision and views, suggested Dr. Purushottam, and choose the right path as enshrined in the ancient Indian scriptures which must be the inspiration for young people today. The great personalities, thinkers, philosophers cannot change the framework of time and temporality, therefore the meaning of life should be understood in the right sense which are relevant to the whole world and across all times. He also felt that, given the present situation of the world, the correction of vision is important and the Institute had taken right direction to correct the view of the global youth by holding the Global Youth Summit, to inculcate the right values among the youth.

Dr. Purushottam also advised all individuals to limit themselves under the boundary of ethics, morality, friendliness. Buddhism has provided the concept of *brahmavihar* (sublime state), *maithree* (friendliness), compassion and joy, which are antagonistic to enmity. After the industrial revolution various developments took place in the world, but on the other side, the world started furious competition, in terms of economy and others. Theorists have their theories but he felt that we are now in a great civilizational, environmental, ecological, and energy crisis. Within our limited resources, we should learn to lead our lives. He also opined, before concluding his presentation that, India, Pakistan and Bangladesh should not produce atom bomb which, in turn, will face destruction, in spite of possessing great demographic dividend,

The next session was on Marginalised youths and inequalities presented by Dr. Subhasis Bhadra, Associate Professor and Head - Department of Social Work, and Associate Professor and Head - Department of Sports Psychology, Central University of Rajasthan.

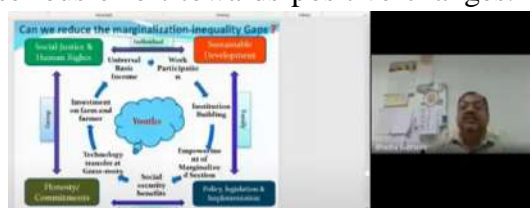
His presentation dealt with denial of rights, lack of access to social justice, and welfare mechanisms, leading to persistent rejection to obtain the opportunities that are essential to attain a decent standard of living. Some of the youths' experience different forms of marginalization, exclusion and often become victims of the oppressed social situation, negatively impacting their aspirations,



opportunities and potentials. Marginalisation of youths is a systemic outcome of numerous factors, namely, socio-economic deprivation, political upheavals, prejudiced stereotypes associated with sex, gender, race, caste, colour, which compounded

the inabilities to cope with the challenges and further experience inequalities in personal, professional, familial or social spheres.

In an environment of systematic deprivation, the possibilities of breaking the barriers to rise against the odds is difficult, because disempowering systems, compounded with a number of hurdles, impose restrictions that limit the availability, accessibility and affordability of every resource, and opportunities, which are essential for development and wellbeing. Thus, inequalities become obvious realities among the marginalised youths that grossly cripple their potentials and aspirations. For instance, a youth belonging to a poor family, living in a remote village or a filthy-crowded urban slum, is made to believe and accept societal deprivation and inequalities as common realities, thus, often failing to question the power structure or make a serious effort towards positive changes. While youths are considered as one of the key role



players in the achievements of SDGs, creating an empowering, barrier-free socio-economic-political environment is not just the need of the hour, rather, it is the only way forward for a sustainable future, and enduring peace.

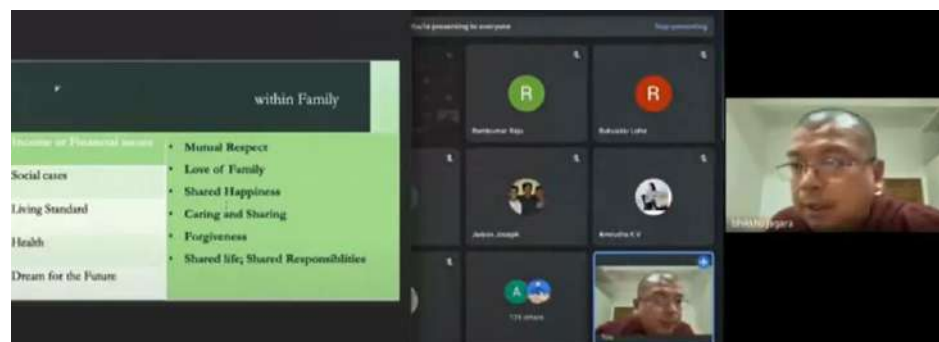
In his presentation, he explained the dimensions and patterns of marginalization and exclusion. He differentiated between inequalities and justice. He further explained the basis for inequalities that lead to marginalization and vulnerabilities. He delved at length into the issues of marginalization and inequalities among the youth. Later, he spoke on the aspects of wellbeing of youth, with regard to sociological and cultural factors and suggested a forward-looking path, for reducing the inequalities among the youth. He suggested ways for equitable engagement of youth in a sustainable development process. He concluded by detailing the ways and means of reducing the marginalization and inequality gaps for the youth.

Prof. Dr Jagaralankara of Dhammaduta Chekinda University, Yangon, Myanmar spoke on the topic “Challenges of Today and the Inner Qualities of Human Being”. He

mentioned that with the development of science and technology, in every sector of today’s world, mankind reaches the richness and higher possibilities, if not the highest. Along with this positive impact, the world today is also facing challenges inevitably. In being so, today we are standing at a point whether we will let chaotic situations occur, in our everyday life, to the global level of politics, economic and the ecosystem so on and so forth.



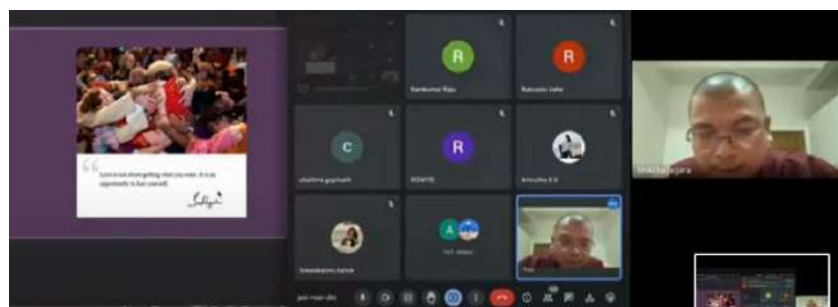
In his presentation, Dr. Jagaralankara expressed his view on how the youth today matters for the world. He addressed the crucial role of the Youth in fixing the world and reengineering



the system of today. The SDGs, known as the Global Goals, adopted by the UN in 2015 as a universal call to end poverty, protect the planet, and ensure that by

2030 all people enjoy peace and prosperity, are now signaling what serious issues people are currently facing. The global goals are integrated and they recognize that action in one area which will affect outcomes in others and that development must balance social, economic, and environmental sustainability. He opined that these are at the surface level of mankind. At the deepest level of being, he discussed the importance of the inner qualities of man for a better society and planet. In his presentation, he also dealt with the challenges of today's Youth, which he detailed at different levels, such as Individual Level, Family life /Societal Level, Work/Professional Level, National Level as Citizen and Global level: SDGs 2030 by United Nations.

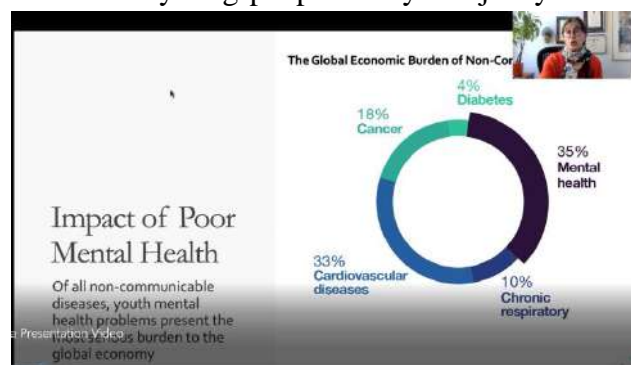
At the individual level, he explained the dimensions of education, social issues, jobs etc, self-realization, self-control, understanding of limitations of life (qualities) by citing various case studies. At the



family level, he talked about the income/financial issues, social issues (mutual respect, love of family, shared happiness, caring and sharing, forgiveness, shared life; shared responsibilities), living standards, health, dream for the future. At the national level, he discussed about economic development, national security, national interest and political issues in some countries, national priority. Discussing on the global issues, he dealt with concerns, such as UN SDGs 2030; New world order or Global Political Change (imperialism, colonialism, cold war, unipolar world, today's situation in the world); The Youth - source of power; abstaining from proxy warfare – abolition of the practice of small countries stooping to superpower countries.

Ilene Naomi Rusk, Director, Healthy Brain Program and Member – Disastershock Global Team, ISBFC, USA delivered a lecture on the “Issues and Concerns of Youth - A Global Perspective with Special Reference to Emotional Health”.

She spoke on the Global Burden of Mental Health and mentioned that mental illness is the leading cause of disability and poor life outcomes for young people today. Majority of the world's population do not live in countries where youth mental health is supported by local or federal funding or backed by the necessary workforce. She cited that according to UNICEF, 1 in 7 adolescents is diagnosed with a mental health disorder. As of 2020, younger people continue to be more affected by major depressive disorder and anxiety disorders than older age groups. Detailing about the Global Economic Burden of Non-Communicable diseases, she mentioned the impact of poor mental health on all non-communicable diseases (diabetes 4%, chronic respiratory problems 10%, cancer 18%, and cardiovascular diseases 33%). Youth mental health problems (35%) present the most serious burden to the global economy.



Discussing about the disruption of normal neural development, she mentioned that the onset of mental illness during adolescence and young adulthood disrupts normal development. The interruption of these vital processes results in a variety of consequences, thus affecting a young person's ability to create their own individual identity, complete their education, find a job, develop friendships and intimate relationships and begin healthy neural habits. Therefore, she opined that mental wellness benefits social relationships, physical health and cognitive health. Early prevention is crucial. Therefore, raising awareness of mental health issues will reduce stigma associated with seeking help and will help young adults form healthy stress resilience habits. Further, she spoke on the global contributors to declining mental health in adolescents and youth and delineated the causal factors, such as chronic



stress; trauma; depression; anxiety; homelessness; being orphaned; childhood trauma and negative family environment; loss of school, sport, community and daily routine; loss of supportive relationships with friends, family members, mentors; refugee status; food insecurity; and the COVID-19 Pandemic.

Detailing about the mechanisms by which adverse childhood experiences affect health throughout the lifespan, she listed various

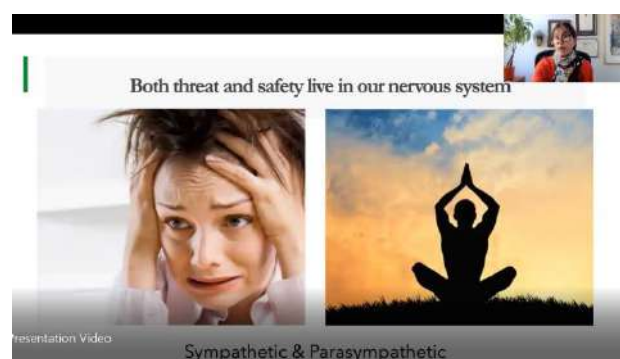
factors, such as adverse childhood experiences; disrupted neurodevelopment; social, emotional & cognitive impairment; adoption of health-risk behaviours; chronic disease: cancer, auto-immune illness, dementia etc.; social, emotional & cognitive impairment; disease, disability and social problems. These often lead to early death. She later presented the devastating toll of COVID-19 pandemic on youth mental health, which also related adversely large and uneven impact on global mental health. She cited that the cases of mental disorder rose sharply during the pandemic, particularly the major depressive disorders and anxiety disorders during 2020, and it was the younger people who were hit the hardest. She estimated that there were about 53.2 million additional cases of major depressive disorders among the baseline cases of 193 million, while there were 76.2 million anxiety disorders which were additionally reported due to COVID-19, among the baseline cases of 298 million people. Further, she also pointed out the fact that due to additional cases of major depressive disorders due to COVID-19, the increase was higher among females than males (35.5 million cases among female and 17.7 million cases among male with a total of 53.2 million cases of major depressive disorders). She also pointed out the similar trend with regard to anxiety disorders, that a total of 51.8 million females were reported to have developed anxiety disorders compared to 24.4 million male who developed anxiety disorders with a total of 76.2 million additional reported cases of anxiety disorders globally.



She mentioned that loneliness is linked with brain changes, while quoting Dr. Stephen Cole's statement that "The body treats loneliness as a state of threat and responds by activating defensive systems like the sympathetic nervous system, which in turn prompts the immune system to enhance inflammation. That's one pathway by which social isolation could accelerate the progression of Alzheimer's disease and another inflammation-related chronic disease". She further mentioned that stress isn't all bad and delineated the three phases of stress as follows:

1. Eustress – feels exciting, is motivating, builds performance
2. Hormesis: a "process of conditioning and adaptation in which low levels of stress stimulate or upregulate cellular and molecular pathways that improve the capacity of cells and organisms to withstand greater stress.
3. Distress – suffering, emotionally it can be hypo or hyper arousal.

She mentioned that some stressors just don't go away and explained the transient stress arousal as a process of fight or flight due to factors such as COVID-19, war, social and food injustice, gender inequality, disasters etc. She explained about trauma, which can be personal, relational, cultural, ancestral etc. Trauma is a high energy threatening experience in which we get stuck, or feel helpless and our bodies bear



the burden, not just our minds. We develop habituations to trauma. Our ways of being become embodied and habitual in the world becomes PERSONALITY. In our current medical model, we tend to support the personal trauma centred identity and this largely occurs because we tend to have an individualistic view. Our lens needs to be collectively cultural and ancestral as well.

She mentioned that all trauma is not created equally and listed few such problems as follows:

- Intergenerational
- In utero
- Perinatal trauma
- Early life ACES
- Neglect
- Medical trauma
- Car accidents
- Inter-relationship Abuse
- Sexual trauma
- Natural disasters
- Human disasters

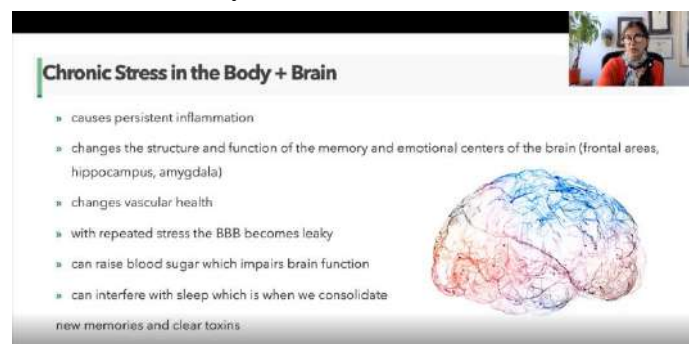


She also explained the neuroanatomy of the threat response. The information loops from the prefrontal cortex to the amygdala and other relevant brain regions (including memory centres), and then circles back to the prefrontal cortex. Speaking about emotional balance, she suggested engaging the lighthouse (cerebral cortex) and calming the amygdala (the tall ship on a calm sea). She also quoted Dr. Rick Hanson that “Our brains are like Velcro for negativity and Teflon for positivity”.

Both threat and safety live in our nervous system (sympathetic and parasympathetic systems).

She explained the biological basis of chronic stress in the body and brain in the following terms:

- Causes persistent inflammation
- Changes the structure and function of the memory and emotional centres of the brain (frontal areas, hippocampus, amygdala)
- Changes vascular health
- With repeated stress the BBB becomes leaky
- Can raise blood sugar, which impairs brain function
- Can interfere with sleep, which is when we consolidate new memories and clear toxins.



- Mental health is a direct contributor to brain health.

There is a very strong relationship between mental health disorders and neurological disorders later in life. Detailing about neuroplasticity, she mentioned that it is what we need for brain health and mental health, it is the nervous system's ability to change and adapt to internal and external exposures. We can develop skills and change our minds and the brain's abilities with intention, practice and effort. Mentioning about healthy lifestyles among the youth, she said that diet plays a big role in mental health: Mediterranean diet along with nuts and omega 3 fatty acids helped relieve depression in two recent clinical trials.

She recommended that breathing exercises reduce stress and increases oxygen and suggested Diaphragmatic Breathing, Box Breathing 4-4-4-4-, Butayko Breathing. Discussing about physical movements she explained that it helps reduce depression, anxiety, stress and traumatic release and provided strategies for practicing aerobics, resistance with weights, high intensity intervals, brain yoga and rest. Discussing various strategies for reducing stress and releasing trauma, she suggested the following interventions:

- Requirement of non-talking type therapies
- Requirement of fear extinction
- Importance of integrating old, traumatic memories
- Somatic therapies, bilateral eye movement, cross over body movements (yoga)
- Treatments can be EMDR, brain-spotting, IFS, DBT, EFT, integrating narrative
- Necessary ingredient – attunement and co-regulation
- The activation of the reward system to seal it. Something positive to look forward to.



While speaking about healing intergenerational trauma, she mentioned about the famous quote of Thich Nhat Hahn “If you look deeply into the palm of your hand, you will see your parents and all the generations of your ancestors. All of them are alive in this moment. Each present in your body. You are the continuation of each of these people”. .. Consider who you are working with and what traumas their mother, father, grandmother, grandfather and ancestors went through? Drought, famine, war, rape, slavery, grief....

Briefing about the healthy habits, she mentioned that brain health and mental health starts with life style and trauma healing. She suggested the following techniques for brain health: Importance of sleep; healthy nutrition; regular exercise including yoga; relaxation techniques; challenge young brain with new activities and hobbies; immerse in nature and growing food; express gratitude, even for small things; nurturing social connections – someone you can share all your feelings and thoughts without shame; learning and education.

She listed the following habits of brain health to help young people stay resilient:

- Consistent sleep schedule



- Move and groove
- Eat lots of vegetables
- Work with difficult feelings like fear, shame, grief and with trauma (allow all feelings)
- Gratitude and positivity habits
- Social engagement and warm connections
- Spirituality or connection to meaning and purpose
- Mindfulness, yoga and breath-work practices
- Trauma-informed safe places to learn.

Trauma-informed support recognizes the role that trauma plays in someone's physiology, psychology, behaviour, relationships and cognition. Trauma burden determines how motivated people will be to learn, stay healthy and be socially engaged. By being aware of this, an individual as their own teacher, mentor or colleague, can provide an environment of safety, healing, recovery and repair. She concluded by saying that we need global collaboration for healing trauma in young people, so that we fertilize a generation of stress resilient, mentally well and brain healthy young leaders.

Dr. Anjali Gireesan, Scientist – B, Defence Institute of Psychological Research DRDO, Ministry of Defence, Government of India, Delhi spoke on the topic “Involvement in Sports: Developing a new culture for the Youth”.

She spoke on the contribution of sports and personality development for young adults and youth and elucidated how sports will shape one's experiences, life events and ultimately personality. She further spoke on the reasons for the youth not engaging in sports and called for development of a healthy culture of sports among the youth population. Speaking about the benefits of sports, she also delineated the barriers which deter the youth from not choosing to engage in sports viz., lack of confidence in participating in sports; performance pressure is very high; competitiveness; less perceived support from parents and peers which may make a person lonely and keeps away from social network; fear of being let alone; not ready to come out of comfort zone; less likely to value sports. Therefore she appealed for the need to promote sports as a traditional value. She reiterated that while more emphasis is placed on academics, she called for introducing compulsory subject of sports as part of academics. As the priorities in life and life transitions changes one's life perspectives, youth also look for a clear self-identity which gives them recognition in the society. Furthermore, technological advancements have driven youth towards pursuing various pursuits which are more technical in nature. She added that peer group and social group support will enhance the engagement of youth in sports. She later spoke on the role of attitude and behavioural aspects in indulging in sports, motivational factors in sports, psychological factors, physical health and wellbeing and self-determination which play vital part in promoting sports among the youth. She also mentioned about the stages of sports development which include denial; resistance; exploration and commitment. She concluded by mentioning about the steps for implementing changes among youth for promotion of sports which include focussing on process not on results; paving way for natural growth into culture; reactivation of indigenous sports activities which are linked with cultural development; preparation of mind and body for sports development in which physical literacy is vital; mindfulness; self-awareness and flexibility in terms of duration, intensity of physical activity and free from pressure.



Prof. Amarjiva Lochan, Foreign Students Adviser and Joint Dean, International Relations, University of Delhi spoke on the topic titled “Youth for Tomorrow's World”.

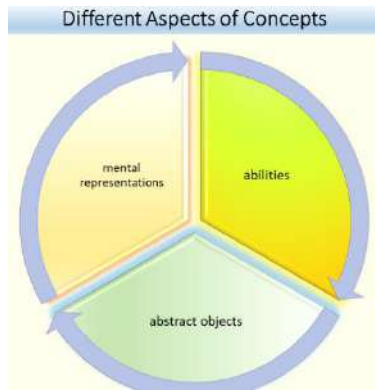
In his presentation he mentioned that this century for India is for youth which is redefined by an environment of learning based on technology. The population of youth is large in India as well as the problems associated with them are also large due to the demographic structure. In this modern Artificial Intelligence age and knowledge Management the challenges of youth have also spirally increased. In his lecture he mentioned that China has vast technology which comes handy to the youth of their nation, while the situation for Indian youth is totally different. He called for stopping brain drain which results in more than 80% of the youth who migrate to other countries from India do not return to home nation. While the



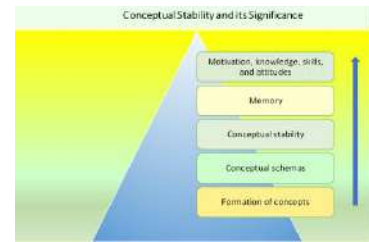
Government of India has paved way for large scale start-up initiatives the employment potential Indian youth is high today. Speaking about the Indian knowledge system, he called for major curricular changes to make adaptations for addressing variety of needs of the contemporary youth, particularly development of communication and flexibility in thinking which is vital to them are to be developed optimally during the bachelor's programmes. Alongside, skill development through academic inputs also needs to be infused for future generation by providing them internship opportunities which provide practical knowledge in the real world of work. He also brought out the need for creating awareness on various avenues for scholarships, both academic and training related. He remarked that gross lack of skills is the hampering factor for unemployment in the country.

Later he mentioned that the learning and work practices have been shaped by the recent global pandemic which poses newer problems for the present youth for which adaptation is required for both teachers and learners which calls for upgradation of the aptitude of the teachers in the first place. He mentioned that the youth, who are employed, beyond their earnings, they should also be concerned about the social responsibility which is vested with them to contribute to the society as well. Apart from education and employment, he also mentioned about the value of sportsmanship which is very important for the youth and brought out the need for inculcating education through sports. With regard to diaspora youth he called for accomplished entrepreneurs to invest more in India which will furthermore generate employment avenues for the Indian youth besides contributing to the GDP of our nation. He concluded by appealing that there is a greater need for embarking on empirical research studies on youth related problems by youth themselves and to suggest strategies for resolving them at large.

The next technical session titled “Enhancement of Conceptual stability of Youth in the Process of Education” was presented by Prof. Rajitha P. Kumara, Senior Lecturer, Dept. of Pali & Buddhist Studies, University of Kelaniya, Sri Lanka. In his session, Prof. Rajitha mentioned that conceptual stability is one of the

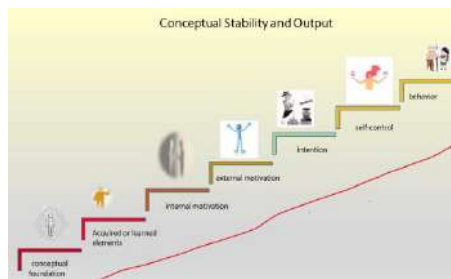


most important requirements in the process of the education of youth and various types of human knowledge come through conceptual stability. He detailed the process of education from a psychological point of view, which he explained, based on various dimensions such as Formation of concepts; Conceptual schemas; Conceptual stability; Memory; Motivation; Knowledge; Skills; and attitudes. He reiterated that in the process of the education of the youth, conceptual stability plays a vital role and there is an inter-relation among the above key psychological processes of the human mind and most of them represent the cognitive



domain of the individual.

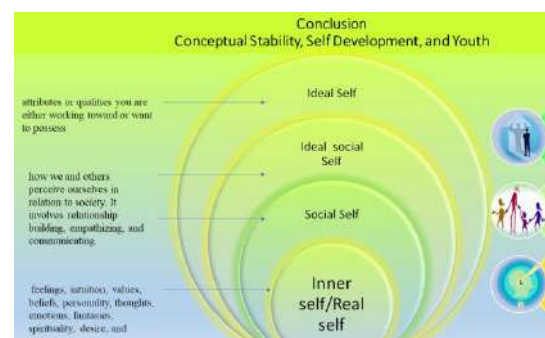
He further explained that generally, concepts are understood as mental representations, abilities, and abstract objects and the proliferation of concepts is a natural process in the human mind. Mental representation signifies an internal cognitive symbol with which, we understand the world of phenomena or external reality and it is important for the expression of



our ideas, identification of the world of objects, and formation of beliefs. Thus, it provides the foundation for decision making and it can be mental imagery as well. Concepts as abilities denote mental states: i.e., our potential to identify something from another, as well as



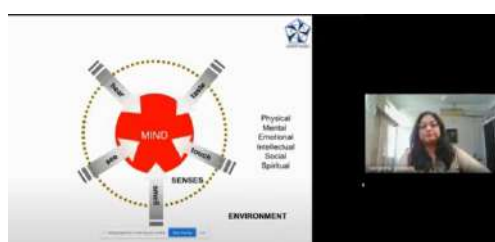
thought, desire, intention, mood, emotion, imagination, etc. Further, concepts as abstract objects represent the formation of supposed ideas about the objects of the world, and those can be metaphysical as well. E.g.: - numbers, freedom, justice, humanity, culture, tradition, etc. However, all types of concepts are the building blocks of thoughts, beliefs, attitude formation, and principles, and therefore, they become vital in the process of education.



Hence, the enhancement of conceptual stability in the process of education is a basic requirement for the creation of an individual, who is dedicated to social harmony and development. Conceptual stability is a mental quality, a state, or a degree of being stable. It can be further explained as the absence of mental illness, where there are no mental disorders such as depression, anxiety, etc. In other words, it signifies one's mental strength to stand or endure something and one's ability to think, feel, and perform in the best way possible. He

resonated that conceptual stability in the process of education can create an individual who is dedicated to social harmony and positive development and who is well balanced in the domains of physical, mental, social, and spiritual wellbeing.

Dr. Sangeetha Goswami, Director, Mind India, Assam made an exhaustive presentation on the topic “Youth - Wellbeing and Challenges”. While beginning her presentation, she covered various impacting factors of the COVID-19 Pandemic on the Youth. Dr. Sangeetha Goswami, Director, Mind India, Assam spoke of the different effects of the pandemic on youth such as Physical, Mental, Emotional, Intellectual, Social, Spiritual aspects. She detailed the period of Youth as a time for seeking inward to find who one is; a searching outward to locate one's place in life; a longing for another with whom to satisfy cravings for intimacy and fulfilment; and remarked that it is a time of turbulent awakening to love and beauty but also darkened by loneliness and despair today (as quoted by Theodore Lidz). In particular, she detailed about the Psychological Crisis of COVID-19 on the youth which encompassed:



Worrying: More negative news around. Negative thoughts.

Feelings of Hopeless: Not sure when things will improve, long term setbacks for life.

Loneliness: Lack of social engagements, no one to share in person.

Feelings of Insecurity: Unknown environment, high-risk, job-related issues, no end to the pandemic.

Anxiety: Overwhelming feeling, fear of virus, constant negative thoughts

Stress: No time for self, lack of work-life balance

Lack of Control: No control over things happening around, routines and plans disrupted forever

Obsessive Compulsive Disorder: Virus related cleanliness, fear of virus attacking



While discussing on the impact of COVID-19 on Mental Health she delineated the following issues:

Anxiety: Overwhelming feeling, fear of virus, constant negative thoughts

Grief: Unexpected Death with 2nd wave

Hopeless Feelings: Not sure when things will improve, long-term setbacks for life

Stress: No time for self, lack of work-life balance due to restrictions

Lonely/Cabin Fever: Locked in house, no social engagements

Lack of Control: Unending uncertainty due to COVID-19

OCD: Virus related cleanliness, fear of virus attacking

Death Anxiety: Fear of death and losing loved ones in this pandemic

Burnout: Work from home, exhaustion, overwhelming

Insecurity: Unknown environment, high risk, job related issues, financial challenges

She further explained how to know one is going through emotional crisis as follows:

- Change in personality or behavior
- Physical Symptoms like unable to sleep, sleeping too much, lack of appetite, weight gain or loss etc.
- Decline in professional performance
- Major changes in mood- Agitation, irritation, anxiety, sadness, emotional numbing
- Withdrawal from life and activities that were previously likeable
- Neglect of personal hygiene/obsessiveness with personal hygiene
- Feeling of anxiety and panic
- Hopelessness and helplessness related thoughts

She gave an observation checklist to check the following:

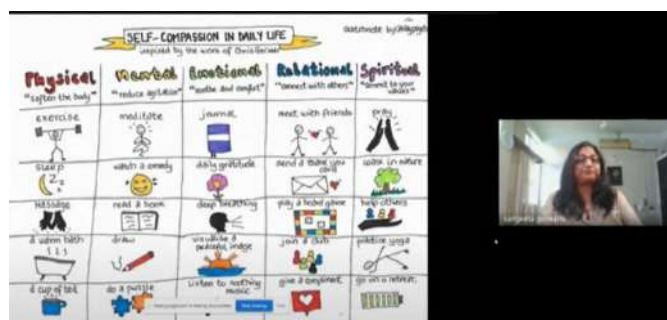
- Check if the daily routine is disturbed (dysfunction caused by symptoms)
- Sleep, appetite, feeling tense/worried/sad (distress due to symptoms)
- Check what is bothering them the most?
- Identify if they are feeling anxious - through their voice, the nature of the concerns and fears
- Identify if they are expressing hopelessness - everything is over I am doomed, there is no hope, I do not know what to do, I feel helpless, I feel like dying
- Ask them to get back to the treating doctor (through phone, mail, helpline of the hospital)

She described the indicators for Positive Mental Wellbeing as follows:

- Feel in control
- Able to make rational decisions
- In touch with one's feelings
- Able to form positive relationships
- Feeling good about oneself
- Knowing how to look after oneself

In order to develop Self-Compassion she suggested the following:

- Have a structure but a flexible routine
- Gradually increase your daily activities
- Eat sufficiently and healthy
- Get enough quality sleep, regularize timings by using alarms



- Explore your creativity: engage in brain exercises like puzzles and computer gaming
- Light exercise: Walk
- VIT D/ Sunlight
- Stay connected but avoid checking social media all the time
- Identify your worry
- Take care of another living being/ thing
- Practice gratefulness, meditation
- Minimizing nicotine and alcohol.
- Smile: when you smile you cannot frown
- Visualize yourself



While detailing the need for development of Self Compassion in daily life, she explained various strategies that could be practiced daily.

Proceedings of Day – 3

Day – 3 of the Youth Global Summit began with the keynote address by Allen R. Dyer, Professor of Psychiatry and Behavioral Sciences and Vice-chair for Education, The George Washington University, Washington, DC USA.

Allen R Dyer, Professor of Psychiatry and Behavioral Sciences and Vice-chair for Education, The George Washington University delivered the Keynote Address on the Impact of COVID -19 Pandemic on Youth: Building a Resilient Community on March 17, 2022.

Impact of Covid -19 Pandemic on Youth :
Building a Resilient Community

Allen R Dyer, MD PhD
Professor of Psychiatry and Behavioral Sciences
Vice-chair for Education
The George Washington University
March 17, 2022



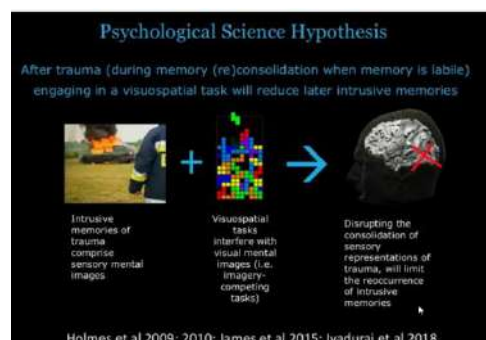
In his address, he detailed about the strategies of evolution, stages of

Psychosocial Development and various issues and challenges during transition from childhood to adolescence, through the youth period, with special reference to adverse childhood experiences. He gave an account of the impact of trauma and health risk behaviours and spoke on the strategies to ease the pain and long-term consequences of unaddressed trauma.



He provided a detailed note on the psychological basis of memory consolidation after trauma and the role of visuospatial tasks in reducing intrusive memories. He cited the case studies of Tsunami survivors' experiences in India and brought out their post-trauma feelings.

Later, he spoke about the



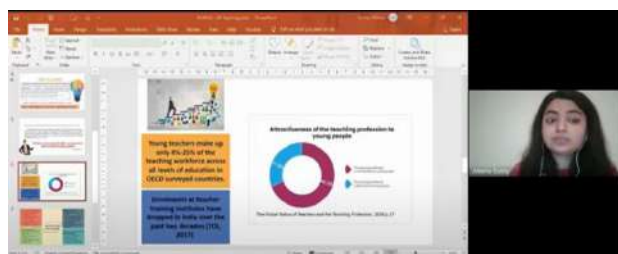
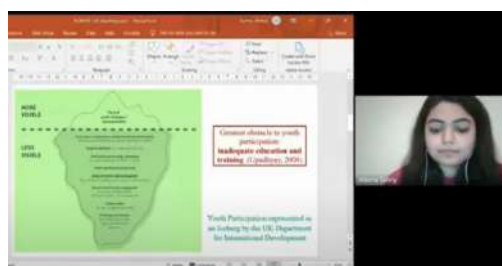
biological basis of stress, traumatic stress implications on the physiology, besides delineating upon the Psychological Stressors of COVID-19 and types of stress.

He explained ‘Mindful Pausing’ as a means of relaxation, including the Non-pharmacological approaches to dealing with stress and anxiety. He gave a comprehensive note on the Psychological skills that are required for non-psychologists during the process of building resilience. He called for building a ‘Resilient Community’ to handle the stressors caused by sudden pandemic situations like COVID-19 and explained the means of building community resilience.



Following the Keynote Address by Dr. Allen R. Dyer, the following technical sessions were held and papers presented. The technical sessions held on the third day of the Youth Global Summit were held as presented below:

Ms. Aleena Maria Sunny, Faculty of Psychology at the Garth Hill College, Bracknell & UCL Institute of Education, London made a presentation on “Understanding Youth Development in Education: Youth as Teaching Professionals”. In her session, she mentioned that the contribution of youth is crucial to two interrelated areas of nation building, namely, social development and policy formulation. At the moment, youth participation is mostly restricted to having formal dialogue and a few representative information gathering from them, which is generalised to the whole population. Only a limited portion of their potential is tapped and



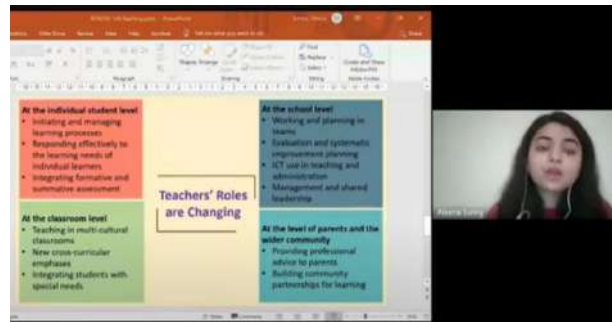
utilised and a huge lot is remaining untouched and unexplored. Quoting the study conducted by Upadhyay (2006), she identified key obstacles to youth participation in the ‘Child and Youth Participation Guide’ for UNICEF as inadequate education and training. Her session dealt at length about the lack of young people in teaching profession in light of reports from various studies across the world.

In her session, referring to the Organization for Economic Cooperation and Development (OECD), she mentioned that many advanced economies already face teacher shortages and that will grow in the near future as large numbers of teachers reach retirement age. Even where general teacher supply and demand are in balance, many countries face shortages of specialist teachers and shortages in schools, which are serving disadvantaged or isolated communities (OECD, 2011, p.10). She also pointed that the World needs almost 69 million new teachers to reach the 2030 Education goals (UNESCO, 2016). She further enumerated that young teachers make up only 4% - 25% of the teaching workforce across all levels of education in OECD surveyed countries. Enrolments at teacher training institutes have dropped in India over the past two decades (TOI, 2017).

Later, she presented a brief overview of the changing roles a teacher has to play in the current setting, where the teacher's role is changing. Detailing on the different changing roles at various levels she mentioned the following:

At the individual student level:

- Initiating and managing learning processes
- Responding effectively to the learning needs of individual learners
- Integrating formative and summative assessment



At the classroom level

- Teaching in multi-cultural classrooms
- New cross-curricular emphases
- Integrating students with special needs

At the school level

- Working and planning in teams
- Evaluation and systematic improvement planning
- ICT use in teaching and administration
- Management and shared leadership

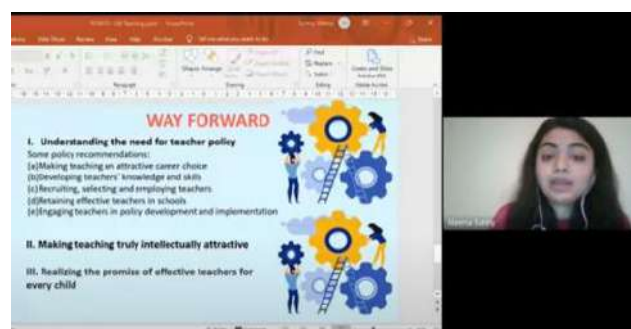
At the level of parents and the wider community

- Providing professional advice to parents
- Building community partnerships for learning

Concluding her session, she suggested few policy recommendations for interventions:

1. Understanding the need for teacher policy (Some policy recommendations):

- Making teaching an attractive career choice
- Developing teachers' knowledge and skills
- Recruiting, selecting and employing teachers
- Retaining effective teachers in schools
- Engaging teachers in policy development and implementation
- Making teaching truly intellectually attractive
- Realizing the promise of effective teachers for every child



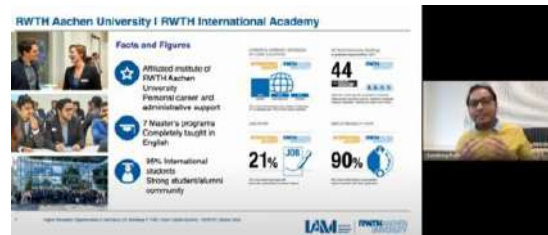
Dr.-Ing. Sandeep P. Patil, Group Leader, Institute of General Mechanics, RWTH Aachen University, Germany in his session on “Youth and Education with special reference to the Higher Education Opportunities for International Students in Germany” gave an introduction about RWTH Aachen University, Germany and its position



among the other established technological universities in Germany and across the globe. He mentioned that RWTH Aachen University is a public research university located in Aachen, North Rhine-Westphalia, Germany. With over 45,000 students currently enrolled in 144 study programs, it is the largest technical university in

Germany. RWTH Aachen has been accredited as a University of Excellence among nine other universities in Germany. RWTH Aachen is a founding member of IDEA League, a strategic alliance of five leading universities of technology in Europe. The university is also a member of TU9, DFG (Deutsche Forschungsgemeinschaft) and the Top Industrial Managers for Europe network. He described the strength of the students, faculty members and various facts and figures relating to the academics at the RWTH Aachen University.

He also mentioned the industrial partners of the RWTH Aachen University, who offer various training, internships, and placements etc for their students. Mentioning about RWTH Aachen University's International Academy, he mentioned that it is an affiliated institute of the RWTH Aachen University which offers personal career and administrative support for international students and offers 7 Master's programs, completely taught in English, with over 95% international students, strong student strength and alumni community.



He further detailed about the Academy IAM which is a cooperation between the Institute of General Mechanics (IAM) - RWTH Aachen University and RWTH International Academy which is located in Pune, India, which functions with the goals to get the best quality students for master's degree programmes, to establish research-based collaborations between RWTH and reputed Indian Universities, encouraging industries and industry professionals to connect with RWTH.

He explained why one should choose to pursue higher education in Germany if one aspires to study abroad? The major reasons to choose Germany as a site for abroad study location were explained as: Germany is a Leader in Science and Technology, fourth only to the US, China and Japan, in Research and Development spending and output; 2.5% of GDP spent on Research and Development; 8.2% of articles in international scientific Journals (SCI): (US: 31.8%, Japan: 8.5%, UK 7.3%); strongest in engineering, physics, optics, polymer chemistry, automotive, environmental, nuclear and food engineering. He further mentioned that Germany is a convenient base to explore Europe, provides a chance to learn German language and enables access to a vibrant culture.



Explaining about four main types of higher education institutions in Germany he mentioned the following:

- Research Universities carry out original academic work (i.e., research) in various subjects
- Technical Universities traditionally specialize in science, technology and engineering research
- Universities of Applied Science focusses on practical subjects such as engineering, business or social sciences
- College of Art, Film and Music

He listed the outstanding research institutions in Germany which fall outside the purview of Universities as:

- Max Planck Institutes
- Helmholtz Research Centres
- Fraunhofer Institutes

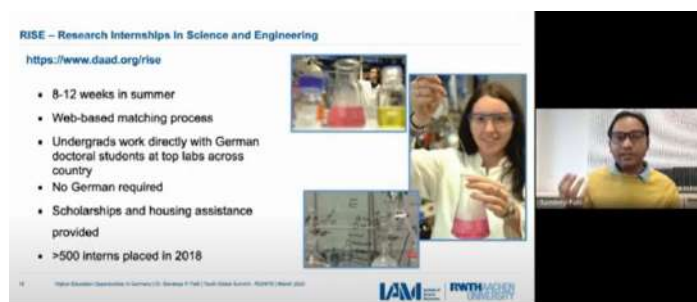
Talking on how to select the right program or University, he explained the following strategies:

- Searchable database of all programs taught at German Universities (www.higher-education-compass.de)
- Research Training Groups, Collaborative Research Centres, Graduate Schools and Research Clusters supported under the Excellence Initiative (www.dfg.de)
- Program rankings from Centre for Higher Education Development (www.university-ranking.de)
- General information about study and research in Germany (www.study-in.de/www.research-in-germany.de)

He later provided an overview of the Deutscher Akademischer Austauschdienst (DAAD) opportunities for undergraduate students, which encompasses semester or full year study abroad support, summer schools for language acquisition and internships.

Detailing about the undergraduate scholarship, he mentioned about the following features of scholarship and he requested the interested youth to refer to the website: <https://www.daad.org/undergrad>:

- Funding study, thesis research and/or internships
- Independently designed or organized programs



- For second and third year students
- All academic fields
- 4 to 10 months during the German academic year
- €650 / month, insurance, travel stipend

Explaining about the University Summer Course Grant, he mentioned that the funding for summer courses is taught in German at German Universities for undergraduate and graduate students, for a minimum of 2 years with language requirements. The courses will be of 3-4 weeks duration with focus on literary, cultural, political and economic aspects. (<http://www.daad.org/summrscourse>)

He further explained about the Research Internships in Science and Engineering (RISE) which involves 8-12 weeks in summer, web-based matching process, undergrads work directly with German doctoral students at top labs across the country for which no German language knowledge is required. Under the RISE internship, scholarships and housing assistance is provided. Talking about the success of this internship programme, he mentioned that in 2018 more than 500 interns have been placed. (<http://www.daad.org/rise>)

He gave a few tips for success for applying to DAAD Scholarships some of which include the following:

- Express why a stay in Germany is critical for your academic or professional goals
- Obtain a letter of invitation from a German Professor or Institution
- Explain clearly why you chose the location or program you did
- Submit quality letters of recommendation
- Make sure your application is on time and complete.

Master Studies in Germany

Germany's higher education system is split between:

- Public universities
- Private universities

Steps to apply for a Master's Degree in Germany

- Find a suitable university and programme
- Check the requirements
- Language proficiency
- Submit your application and wait for the admission letter
- Get health insurance, finances and student visa

In order to pursue Masters Study in Germany, he mentioned that there are about 520 Universities with one of the oldest University (University of Heidelberg - 1386) with over 244,575 International Students pursuing their studies. The Course duration is 2 Years. With regard to the Cost of Living and Studying he gave the following details:

- Cost of Living: Euro 700-850/month (2 year Masters degree, Max. Euro 20,400)
- Student Fees: Depending on the University per semester including transit pass
- Hiwi jobs in the University
- Work Permission: 90-180 days/year

He oriented about the Erasmus Mundus Scholarships for Master's Programs and provided the below mentioned information:

- An Erasmus Mundus Joint Master Degree (EMJMD) is a prestigious, integrated international study programme jointly delivered by an international consortium of higher education institutions.
- Applications are to be submitted between October and January for courses starting the following academic year.
- Students and potential scholars/guest lecturers should contact the relevant consortium directly for more information on courses and application procedures.

Ph.D Studies in Germany

The following salient features for studying PhD in Germany were mentioned by him:

- Globally ranked Institutions: Germany is home to more globally ranked Institutions than any other country outside the USA and UK and eight of them feature in the current top 100
- Dedicated Research Institutes: In addition to its universities, Germany is also home to networks of dedicated research centres, including its prestigious Max Planck Institutes
- Affordability - Most German Universities charge no tuition fees for PhD Students regardless of nationality
- The home of the PhD - The PhD (in its modern form as a thesis-based research degree) was actually developed in Germany - perhaps this "original contribution to knowledge"



Types of PhD in Germany

- The traditional PhD - the student will identify a research project and pursue it independently with the guidance of an expert supervisor (Doktorvater/Doktormutter). The candidate chooses the institution where they would like to conduct their research at a university or non-university organisation or within a German Company
- Structured doctoral programmes - these are conducted largely in English and are internationally oriented. The student will complete additional training alongside the thesis, sometimes including collaborations and placements with external research institutes.

Scholarships for PhD Programs

- Study grant - the supervisor may nominate for a grant of € 1250 per month from the German National Academic Foundation (Studienstiftung des Deutsche Volkes)
- DAAD Scholarships - The German



Academic Exchange Service (Deutscher Akademischer Austausch Dienst) offers scholarships of €1200 per month for foreign students to study a PhD in Germany

- Stipendium Plus - provided by a group of 13 organizations that offer funding of € 1350 per month to international students in Germany
- DFG Funding - German Professor has available fundings
- Structure doctoral programme for various companies which will be done in companies (eg. VW, Mercedes Benz, Audi)

Application Process for PhD:

- A statement from doctoral supervisor - on application to complete a traditional PhD project one must submit a statement from a chosen supervisor describing their intent to supervise the thesis
- Academic documents - one will need to provide certified copies of certificates and academic transcripts from previous degrees
- Proof of recognition - one must obtain recognition of qualifications from the Dean's Office or University Board of Examiners
- Academic references - Referees should include at least two professors who have worked with the applicant.

Post Doctoral Programmes at a University in Germany

- Members of research staff in a research group or third party funded projects: one will either receive a grant or salary will be financed out of the research funds eg: DFG
- Temporary employment: 6+6 year rule for publicly funded (nearly all universities)
- Application: After advertisement, the appropriate subject area and depending on the job profile, experience in research and teaching, methodical expertise and a relevant list of publications. In cases if there are no advertisements, then one may contact the Professors
- Salary: According to tvl 13 scales (Entgeltgruppe 13)

Pursuing Post-Doctoral Programme at a non-University Research Institute

- The four largest Government funded research organizations: Fraunhofer-Gesellschaft, the Helmholtz Association, the Leibniz Association and the Max-Planck-Gesellschaft
- Research Associate
- Research Fellow
- Temporary employment
- Alexander von Humboldt Stiftung for postdoc



Post-Doctoral Programme in Industry at Germany

German industry is strong in research and development: the large, internationally active companies that invest most strongly in research and development, eg, BASF, VW, BMW

- Discoveries flow directly into new products or solutions
- High demands for engineers and natural scientists
- Application or project oriented research

Online Resources for Study and Research in Germany

DAAD India Website: www.daad.in

General information about study and research in Germany:

- www.research-in-germany.org
- www.myscience.de
- www.eui.eu
- www.academics.com
- www.academics.de
- www.forschung-und-lehre.de
- www.juniorprofessur.org

Funding resources:

- www.finding-guide.de

Besides the technical sessions, papers were presented by various Academicians, Experts and Research Scholars from various Institutions.

Conclusion

Rajiv Gandhi National Institute of Youth Development organized the Youth Global Summit 2022 during March 15 - 17, 2022 through online mode in association with UN Volunteers - India, Institute for School-based Family Counselling, USA, and National Institute of Technology - Uttarakhand, India and fully sponsored by the Indian Council of Social Science Research, Ministry of Education, and Government of India.

The objectives of this summit were to closely examine the contemporary global concerns and challenges of the youth, review Youth Development initiatives/programmes/policies for holistic youth development at the global, regional, and national levels, encourage Youth Development Professionals to disseminate their effective intervention models, contributions and success stories, delineate upon critical Youth Development areas for focused interventions, recommend requisite strategies and synergic actions for Youth Development Professionals, advocate for sustainable global Youth Development practices, establish a strong network for youths, researchers, academicians, professionals and officials involved in the Youth Development sector, for initiating collaborative research projects and inspire young people to evolve as Youth Leaders, thus initiating Youth-Led Development.

Prof. Sibnath Deb, Director, Rajiv Gandhi National Institute of Youth Development (RGNIYD), India welcomed the guests and delegates and delineated the purpose of the Youth Global Summit. Prof. Lalit Kumar Awasthi, PhD Director, NIT, Uttarakhand, India delivered the Presidential Address. Shri Sushil Chaudhury, Country Director, UN Volunteers – India gave the Special Address. Dr. Brian A. Gerrard, Executive Director, The Institute for School-based Family Counselling, USA delivered the Keynote Address on the topic “Promoting Youth Development Through School-Based Family Counselling” during the inaugural session.

The main theme of the Youth Global Summit was to tap the resources of the youth, for social, cultural, economic, and political transformation, thus creating a healthy and prosperous global community through partnership. The Youth Global Summit had 14 sub-themes.

The Youth Global Summit had 19 invited speakers from seven countries such as Bhutan, Germany, India, Myanmar, Sri Lanka, the United Kingdom, and the United States of America besides two Keynote Addresses by Experts from the USA.

Thirty Four Academicians and Research Scholars presented their papers during the Summit. The Guest Speakers and the paper presenters spoke on the sub-themes which include Demographic dividend of youths and its implications; Youth and education; Well-being of youths and adversities faced by them; Youth and sports; Youth and culture; Youth and work; Youth and community development; Youth and climate change; Impact of COVID-19 on the youth; Youth leadership and participation in political processes; Youth work as a profession; Protecting youth from harm and risk; and Marginalized youth and inequality. After each session and paper presentation, the participating delegates actively participated in asking questions, adding information, and made the interactions very lively. Over 350 delegates participated in this Summit.

All the technical sessions and paper presentations were highly informative and were centered on the youth work cutting across several academic fields such as Medicine particularly Psychiatry, Psychology, Social Work, Education, Demographic Studies, Population Studies, Development Studies, Public Administration, Rural Development, Management, Science and Technology, Engineering, and other disciplines covering Humanities and Social Sciences, including Professionals from NGOs of and for the Youth.

The lectures and paper presentations dealt with the contemporary issues and concerns of the youth across the globe and with special reference to the situation of youth in India which were thought-provoking and provided several strategies and recommendations to address these social problems of the youth at large. The paper presentations also explicated the depth of research rigour.

The Youth Global Summit emerged as a rewarding academic endeavour by adding new vistas to the existing fund of knowledge in the discipline of Youth Work. We do hope and trust that this Youth Global Summit 2022 was an evidence-based concourse to the need for instilling imperative values, calls for more commitment and responsibility among the youth and the youth workers to create a productive and healthy future generation that can lead a better quality of life with a positive outlook.

Declaration of the Youth Global Summit

As an outcome of the Youth Global Summit, we would like to promote the declaration of the Youth Global Summit – 2022 jointly by the organizing Institutions and participating Delegates by:

- Endorsing the need for inculcating the sense of understanding and concern for others thereby instilling the value of humanity among the youth of all countries and eschewing violence in any form to transform the world into a better place for living.
- We recommend that all concerned Government agencies, voluntary organizations, Civil Society and Community based organizations including the youth and youth workers should strive towards holistic youth development at the global, regional, and national levels to the maximum possible extent.
- We call for effective strategies for the preparation of Information, Education, and Communication (IEC) material by the Organizations of and for Youth Development for creating from time-to-time awareness on imperative youth issues and calling for collective effort to address those issues by adopting best practices/replicable models, particularly in times of disasters, pandemic, wars, destructions etc.
- We agree that working towards sustainable Youth Development can be achieved through rigorous lobbying and advocating efforts by all concerned at appropriate levels.
- We call for suitable synergy between the Governments and Youth Organizations to hear the voices of youth and for the creation of appropriate spaces and platforms for promoting youth-led development initiatives that will inspire other youths to evolve as youth leaders and work for the cause of youth development.
- We endorse the need for creating a network for youths, researchers, academicians,

professionals and officials involved in the Youth Development sector to index and archive their research/empirical/evidence-based strategies for addressing the youth issues so that interested individuals/organizations can use them for variety of purposes such as intervention, research etc.

- We affirm that we would take a lead role as volunteers to serve the needy during the natural calamities, disasters and pandemic situations to lend a helping hand to the youth and other citizens facing adversities.
- We recommend that the organizing Institutions to provide skill-based education for youth across various sectors covering various categories of youth including those hailing from marginalized, underprivileged sections covering youth who are less educated from rural backgrounds as enshrined in the National Youth Policy and New Education Policy towards realizing our nation's goal of creating a Skilled India.
- We resolve to undertake concerted efforts to include and mainstream the marginalized youth and ensure equity in terms of education, and employment through creating more awareness on the Government's schemes and programmes.
- We endorse the need for creating awareness among the youth across the country for helping youth to abstain from high-risk behaviour, adopt healthy practices through fitness and sports for creating a healthy young generation, conserving environmental resources and addressing climate change issues.
- We uphold the need for sensitizing the youth on the local governance process and train the youth to assume leadership positions in local governance for their effective engagement and promoting political participation of youth.

The Youth Global Summit came to a conclusion with a vote of thanks by Ms. Avinu Veronica Richa, Assistant Professor, RGNIYD.

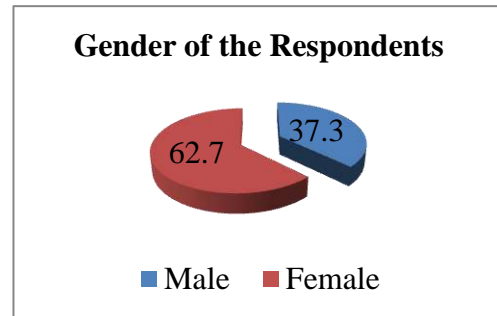
Feedback of the Participants about the Youth Global Summit 2022

A Semi-structured questionnaire was developed and the link was sent to all the participants of the Youth Global Summit – 2022: An International Conference to obtain the feedback of the delegates. A total of 161 responses (52% of the delegates who attended the Youth Global Summit – 2022) were obtained through online mode voluntarily.

Section – I: Preliminary Details of the Respondents

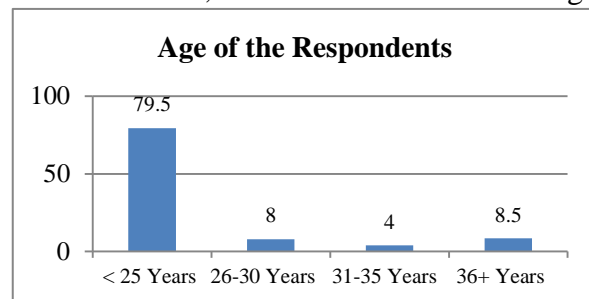
1. Gender

With regard to the gender of the respondents, among the 161 delegates, 62.7% were male and 37.3% were female. No third gender participated in the feedback and evaluation of the Youth Global Summit - 2022.



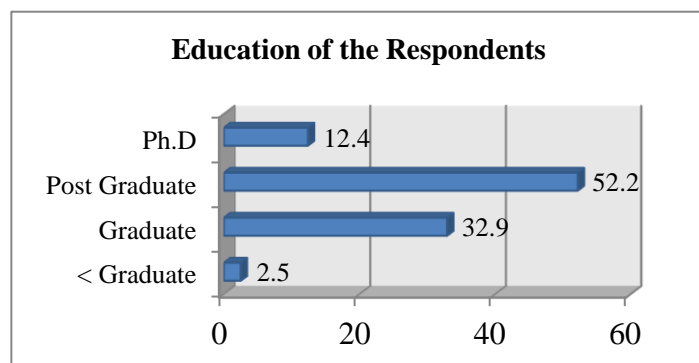
2. Age

From the details provided by the delegates who provided feedback on the Youth Global Summit – 2022, it was ascertained that a large segment of the delegates was below the age of 25 years while those between the age of 26-30 years constituted 8% of the total respondents. The delegates who were in the age range of 31- 35 years comprised of 4% of the total respondents and about 8.5% of the delegates who provided feedback on the Youth Global Summit – 2022 were over 36 years of age.



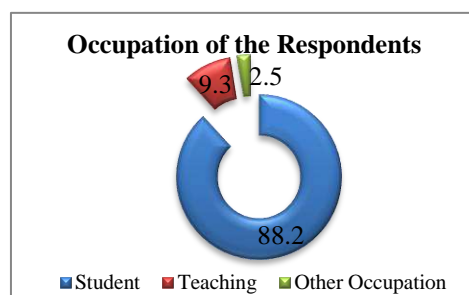
3. Education

With reference to the level of education of the respondents who provided feedback on the Youth Global Summit – 2022, it was observed that the highest number of participants were either Post Graduates or were pursuing post-graduation studies at the time of the Summit comprising a major chunk of about 52.2% of the respondents. Whereas, those possessing graduation degrees who provided feedback constituted 32.9%. The delegates who had a Ph.D Degree, attended and provided feedback on the Youth Global Summit – 2022 comprised of 12.4%. The least number of delegates (2.5%) who provided feedback on the Youth Global Summit possessed education below the level of a Bachelor's Degree.



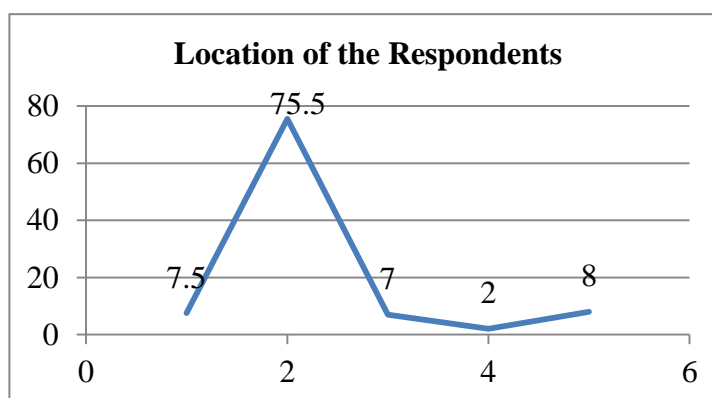
4. Occupation

With reference to the occupation of the respondents, it was found that a majority of them (79%) were young people who were students followed by 15% of the participants who were currently engaged in the teaching profession. A miniscule segment of the respondents (6%) were practicing other occupations.



5. Location of the Respondents

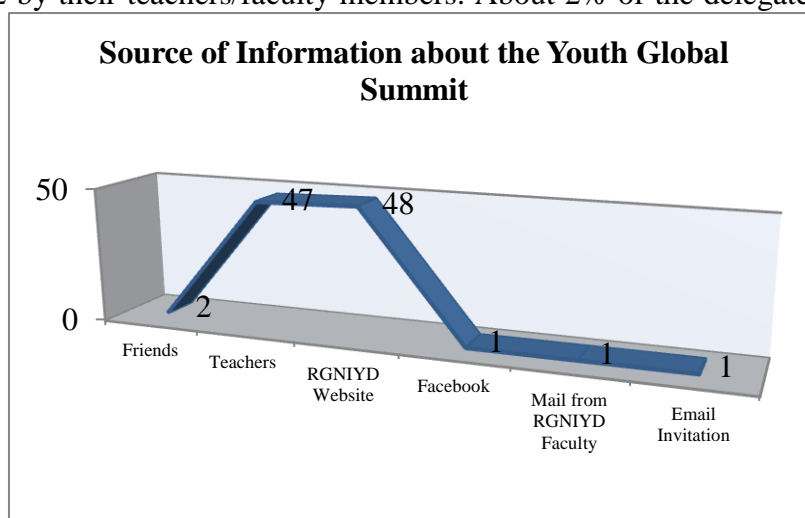
With regard to the location of the Respondents, a vast majority of them were from the southern part of India with 75.5%. A total of 8% of the respondents were from the North-Eastern Region of the respondents was from North India. 7% of the respondents were from country while 7.5% of the Eastern part of India and the least number of the respondents belonged to the Western region of the country.



Section – II: Feedback about the Youth Global Summit - 2022

6. Source of Information about the Youth Global Summit – 2022

Through the feedback, the information on the source of information about the Youth Global Summit -2022 was learnt. A large section of the delegates (48%) who provided feedback informed that they came to know about the Youth Global Summit – 2022 from the RGNIYD's Website. About 47% of the delegates stated that they were informed about the Youth Global Summit – 2022 by their teachers/faculty members. About 2% of the delegates learnt about the Youth Global Summit – 2022 from their friends and 1% of those who provided feedback specified they got the information either through Facebook, Mail from RGNIYD Faculty and Email Invitation respectively.

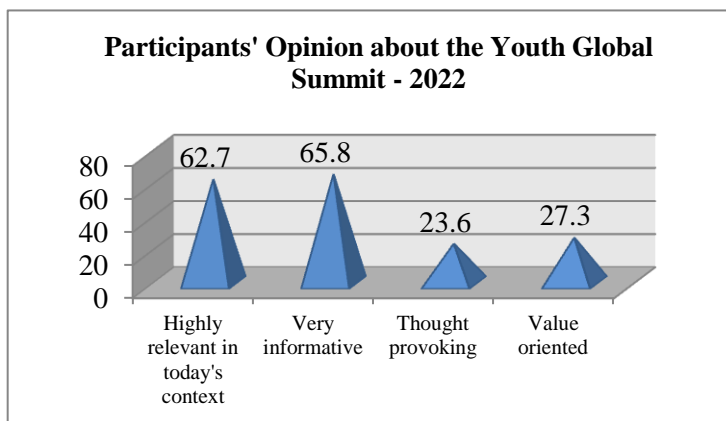


This information brings to the light that the visibility of RGNIYD's activities are showcased through regular updates of the RGNIYD's website and serves as a major source of information about the youth development programmes and activities for the youth of the country. This fact recognizes the effort of

RGNIYD in constantly updating the information on its website which people are looking for on regular basis.

7. Respondents' Opinions about the Youth Global Summit - 2022

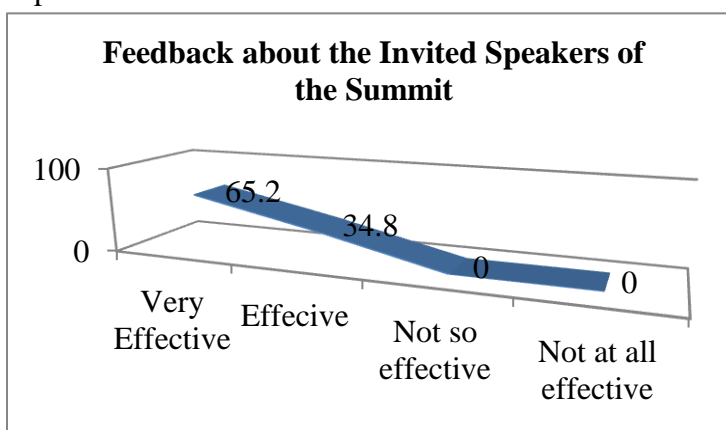
On quantifying the opinion of the delegates who attended and provided feedback on Youth Global Summit – 2022, 65.8% of the delegates informed that the Summit was very informative, while another large group of the delegates who constituted about 62.7% opined that the Summit was highly relevant in today's context of youth development. Among those delegates who provided feedback, 27.3% of them regarded that the Summit was highly value-oriented and another section of the delegates comprised of 23.6% mentioned that the Youth Global Summit – 2022 was much thought-provoking.



8. Respondents' Feedback about the Resource Persons of the Youth Global Summit - 2022

In response to the request of the organizers' to provide feedback on the quality and resourcefulness of the resource persons made various presentations on the thematic areas of the Youth Global Summit - 2022, who spoke during the technical sessions of the Youth Summit, 65.2% of the delegates who provided feedback.

They felt that the Resource Persons were very effective in communicating the information. Further, another 48% of the respondents adjudged that the Resource Persons were effective in communicating the information. None of the respondents stated that the Resource Persons were either not so effective in communicating

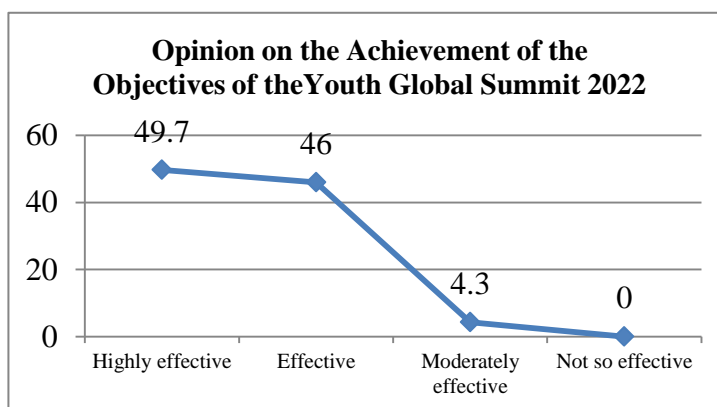


information or not at all effective in communicating information. This demonstrates the success of the Conference. As communication is the key to reach the desired information among the stakeholders, this conference has achieved this purpose of disseminating the right messages on inculcating time-honoured values centred on Buddhist Philosophy which has high relevance for the contemporary youth. Further, this is a worthy indication that the organizers have taken utmost effort in carefully selecting the Resource Persons for the Conference from various countries. This adds on to the fact that the Resource Persons who interacted with the youth in the Conference held high stature in their respective domains and were authorities in Buddhist Philosophy and doctrines who were selectively chosen keeping in mind the standards of international participants.

With regard to the feedback on the invited speakers, 65.2% of the participants informed that the invited speakers were very effective and the rest 34.8% of the respondents gave a feedback that the invited speakers were effective. There were no participants who said that the invited speakers were not so effective or not at all effective.

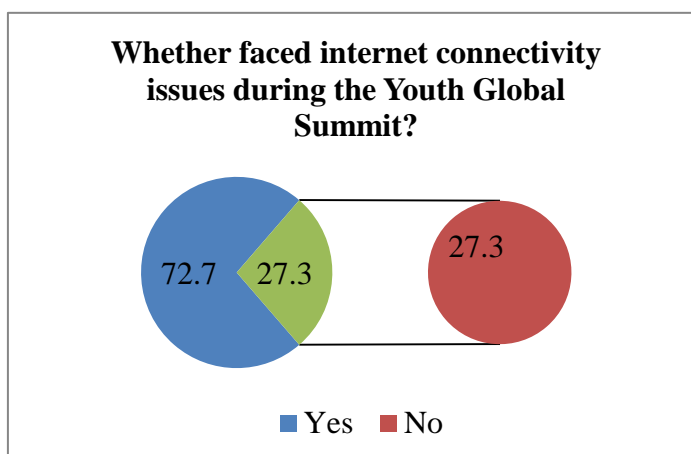
9. Opinion about the Delegates on the Achievement of the Objectives of the Summit

When the participants were asked about their opinion on the achievement of the objectives of the Youth Global Summit 2022, vast majority of 95.7% of the participants (49.7% and 46% respectively) opined that the Youth Global Summit 2022 was highly effective and effective in achieving its objectives. Only a meagre section of the participants constituting about 4.3% indicated that the Youth Global Summit 2022 was moderately effective in achieving its stated objectives. No participant mentioned that the Youth Global Summit 2022 was not so effective in achieving its objectives.



10. Respondents' Feedback on the Internet Connectivity Issues Faced During the Summit

As few participants mentioned that internet connectivity issue was the major problem while attending the sessions during the Youth Global Summit 2022, it was felt necessary to what extent the internet issues were hampering the attendance of this Summit. Therefore, the participants were required to mention whether they faced any internet issues while attending the sessions. Majority of the participants (72.7%) mentioned that the sometimes faced internet connectivity issues. The remaining 27.3% of the respondents indicated that they never faced any internet related problems while attending the sessions during the Youth Global Summit. It was further observed that the delegates who attended the Youth Global Summit from rural and far flung areas including those in the north-eastern region frequently encountered internet connectivity problems.



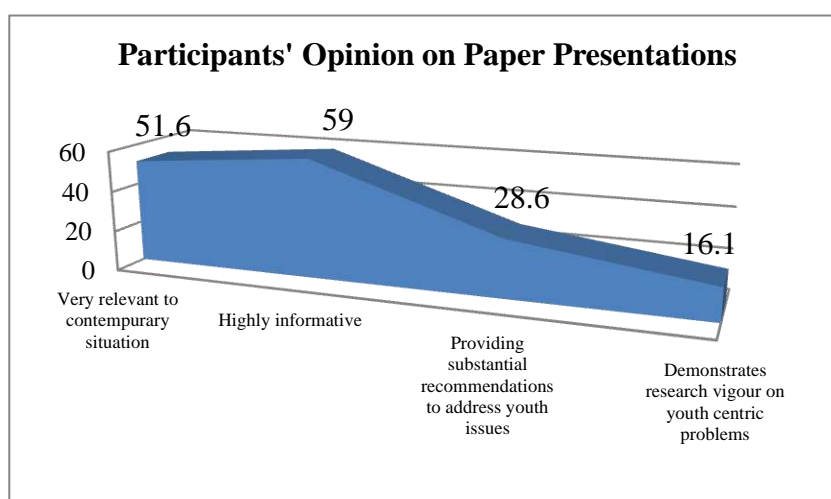
11. Participants' Response on their Willingness to participate in Similar Youth Development Programmes

The participants were asked whether they like to attend programmes similar to the Youth Global Summit 2022. In response to this, a vast majority of the participants (98.1%) mentioned that they were interested and willing to attend similar youth development programmes in future. Only a meagre part of the respondents (1.9%) expressed that they did not want to attend the programmes as there were wide varying levels of participants ranging from senior academicians/experts to students pursuing graduation. This is an evident fact that most of the participants of the RGNIYD Programmes are looking forward to many youth related programmes and brings forth the need that RGNIYD should organize more youth development programmes and include variety of stakeholders to collectively contribute to youth development sector.



12. Participants' Opinion on the Paper Presentations during the Youth Global Summit 2022

Thirty Four Academicians and Research Scholars presented their papers during the Youth Global Summit 2022. The participants as part of the feedback were required to indicate their opinion on the paper presentations. Among the respondents, 59% mentioned that the paper presentations were highly informative while a majority of the participants comprising of 61.6% said that the paper presentations were very relevant to the contemporary situation. Another 28.6% of the participants mentioned that the papers which were presented in the Youth Global Summit 2022 provided substantial recommendations to address the youth issues and another 16.1% of the respondents indicated that the papers presented demonstrated research vigour on youth centric problems.



It is evident from this feedback that the paper presentations made on various youth centric themes were highly relevant and informative which provided valuable interventional strategies for dealing with the contemporary concerns of youth in the country and abroad.

With regard to the suggestions on the future Youth Summits to be organized by RGNIYD, almost all the respondents who provided feedback requested to organize through offline mode as it would provide them engage in more productive face-to-face discussions with the experts as they can benefit through the experiences of highly accomplished academicians and youth development specialists. Further, the participants also suggested including focused topics related to gender mainstreaming among youth, youth mental health, combating poverty and hunger, youth action on environmental issues and climate change.

Annexure – A

Programme Schedule

Youth Global Summit: An International Conference March 15-17, 2022

Organized by



Rajiv Gandhi National Institute of Youth Development
(An Institution of National Importance by the Act of Parliament)
Ministry of Youth Affairs and Sports
Government of India

In association with



UN Volunteers – India



Institute for School-based
Family Counselling, USA



National Institute of Technology
Uttarakhand, India

Sponsored by



Indian Council of
Social Science Research

Day – 1: March 15, 2022 (Tuesday)		
Time	Session	Resource Persons
10:30 – 10:45 Hrs (IST)	Inaugural Session	
	Welcome and About the Youth Global Summit	Prof. Sibnath Deb, PhD, DSc Director, Rajiv Gandhi National Institute of Youth Development (RGNIYD), India
10:45 – 11:00 Hrs (IST)	Presidential Address	Prof. Lalit Kumar Awasthi, PhD Director, NIT, Uttarakhand, India

11:00 – 11:15 Hrs (IST)	Special Address	Shri Sushil Chaudhury Country Director, UN Volunteers - India
11:15 – 12:00 Hrs (IST)	Keynote Address: Promoting Youth Development Through School-Based Family Counselling	Dr. Brian A. Gerrard, PhD Executive Director, The Institute for School-based Family Counseling, USA
12:00 – 12:05 Hrs (IST)	Vote of Thanks	Prof. Vasanthi Rajendran Head – CTO&CB/CNIC, RGNIYD
12:05 – 12:20 Hrs (IST)	Tea Break	
12:20 – 12:40Hrs (IST)	Plenary Session on Demographic dividend of youths and its implications	Dr. Sanjay Kumar Population Development Specialist UNFPA, India
12:40 – 13:10 Hrs (IST)	Adverse and Positive Childhood Experiences: A matter to Buddhism	Dr. Nidup Dorji Lecturer, Department of Public Health Faculty of Nursing and Public Health Khesar Gyalpo University of Medical Sciences of Bhutan, Thimphu, Hhutan and Post-Doctoral Fellow, CRISE, UQAM, Montreal, CANADA
13:10 – 14:00 Hrs (IST)	Lunch Break	
14:00 – 14:30 Hrs (IST)	Youth and work from the digitization and it's mental health impact perspective	Dr. Tusharika Mukherjee Work & Organizational Psychologist Idenbrockweg 199 48159 Münster Germany
14:30 – 15:00 Hrs (IST)	Marginalized youth and inequality	Prof. K.T. S. Sarao PhD (Delhi); PhD (Cantab); DLitt (HC) Professor and Head Department of Buddhist Studies University of Delhi, India
15:00 - 15.30 Hrs (IST)	Youth and Technology	Dr Hariharan Muthusamy Associate Professor National Institute of Technology, Uttarakhand
15:30 – 15:45 Hrs (IST)	Tea Break	
15:45 – 16:15 Hrs (IST)	Youth and Health in India: Status and Challenges	Dr. T.V. Sekher Professor & Head Department of Family & Generations International Institute for Population Sciences Ministry of Health & Family Welfare, Government of India
	Tea Break	

16:15 – 16:45 Hrs (IST)	Youth Development Perspectives in India – A Futuristic Roadmap	Prof. Sibnath Deb, PhD, DSc Director, Rajiv Gandhi National Institute of Youth Development (RGNIYD), India
16:45 – 18:15 Hrs (IST)	Paper Presentations	
Theme: Wellbeing of youths and adversities faced by them	Violence against Women in India: An Assessment with Theoretical View	Dr.Pushpender Yadav Assistant Professor Maulana Azad National Institute of Technology Bhopal Department of Humanities and Social Sciences MANIT Bhopal MANIT Bhopal-Madhya Pradesh
	Effect of Social Media Usage, Perceived Social Support and Gender on Psychological Wellbeing of Adolescents	Ms. Deepika Kajal Lecturer in Psychology Govt Model Sanskriti Sr. Sec. School Sushant Lok, Sector 43 Gurugram, Haryana 122009 Contact No. : 9312000001 kajaldeepika09@gmail.com
	Guidelines for Adolescent Development	Mr. Surendra Kalagara Chairman Nandigam Venkatara Rao Charitable Trust, Dommeru, Kovvur Mandal, W.G. Dt, A.P, India.
	A qualitative study of teenagers' Experiences on dealing with their parental divorce in Kerala, India	Mr. Fasul Rahman M Research Scholar Tata Institute of Social Sciences, Mumbai
	Challenges Faced by the Youth in Kashmir: A Conflict Zone	Mr. Aehsan Ahmad Dar Department of Psychology, School of Liberal Arts & Social Sciences, SRM University Mangalagiri Mandal, Andhra Pradesh, India.
	Predictors of Resilience in young adults	Ms. Shruti Patawari PhD Scholar Amity University, Gurugram
	Understanding Vulnerabilities associated with Developmental Disabilities in the Indian Socio-cultural Context	Ms. Varuni Sethi PhD Scholar Female Amity University, Haryana Amity Education Valley Gurugram (Manesar), Haryana
18:15 – 18:45 Hrs (IST)	Well-being of youths and adversities faced by them	Prof. Roopesh B.N. Professor Department of Clinical Psychology National Institute of Mental Health and Neuro Sciences (NIMHANS) Bangalore, India.
Summing Up		
Day – 2: March 16, 2022 (Wednesday)		
10:00 – 10:45 Hrs (IST)	Impact of Mathematical Modelling during the Covid- 19 Pandemic on the Youth	Dr. Dharmendra Tripathi Associate Professor, Mathematics, National Institute of Technology,

		Uttarakhand
10:45 – 11:15 Hrs (IST)	Youth and Political Participation: Raising a Voice that Matters	Dr. Bishakha Majumdar Assistant Professor Indian Institute of Management Visakhapatnam Andhra Bank School of Business Building Andhra University Campus Visakhapatnam – 530 003.
11:15 – 11:30 Hrs (IST)	Tea Break	
11:30 – 12:00 Hrs (IST)	Youth Culture and the Future World	Professor Rana Purushottam Kumar Singh Dean faculty of Buddhist Studies Nava Nalanda Mahavihara Deemed University Under Ministry of Culture Government of India
12:00 – 12:30 Hrs (IST)	Marginalised youths and inequalities	Dr. Subhasis Bhadra Associate Professor and Head - Department of Social Work, and Associate Professor and Head - Department of Sports Psychology Central University of Rajasthan NH-8, Bandar Sindri, Dist-Ajmer-305817, Rajasthan.
12:30 – 13:00 Hrs (IST)	Challenges of Today and the Inner Qualities of Human Being	Prof. Dr Jagaralankara Dhammaduta Chekinda University Yangon, Myanmar
13:00 - 14:00 Hrs (IST)	Lunch Break	
14:00 – 14:30 Hrs (IST)	Issues and Concerns of Youth - A Global Perspective with Special Reference to Emotional Health	Ilene Naomi Rusk, PhD Director, Healthy Brain Program Neuroscience-Based Emotional Health and Cognitive Skills for Optimal Longevity, Canada Member – Disastershock Global Team, ISBFC, USA.
14:30 – 15:00 Hrs (IST)	Involvement in Sports: Developing a new culture for the Youth	Dr. Anjali Gireesan, Scientist - B Defence Institute of Psychological Research DRDO, Ministry of Defence Lucknow Road, Timarpur Delhi-110054.
15:15 – 15:45 Hrs (IST)	Youth for Tomorrow's World	Prof. Amarjiva Lochan, PhD Foreign Students Adviser, University of

		Delhi, India Joint Dean, International Relations, University of Delhi, India
15:45 – 16:15 Hrs (IST)	Enhancement of Conceptual stability of Youth in the Process of Education	Dr. Rajitha P. Kumara, Senior Lecturer, Deptt. Of Pali & Buddhist Studies, University of Kelaniya, Kelaniya, Sri Lanka.
16:15 – 16:45 Hrs (IST)	Youth - Wellbeing and Challenges	Dr. Sangeetha Goswami Director, Mind India, Assam
16:45 - 18:30 Hrs (IST)	Paper Presentations	
Theme: Demographic dividend of youths and its implications	Demographic Dividend of Youth and its Implications	Dr Uttam Jakoji Sonkamble Assistant Professor Male BMC's College of Social Work Chopda Dist Jalgaon Maharashtra
Theme: Youth and Education	Beyond Policies and Enrollment: A Study on Higher Education of Scheduled Caste Youth in Tamil Nadu	Ms. Gadha M Das PhD Scholar RGNIYD
	A Study on Awareness about Right To Education (RTE) Act 2009, among School Teachers and Students in Satakha Town, Zunheboto District	Ms. Khekashi Rotokha RGNIYD
	Youth Education and Skills	Mr. MD Arif Nizam Research Scholar RGNIYD
	Socio-Economic Status And Career Aspiration Among Student Youth In Aizawl, Mizoram	Dr. C.Devendiran Professor and Ms. Ngurhlunchhungi M.Phil Scholar Department of social work, Mizoram university. Tanhril, Mizoram.
Theme: Youth Work as a Profession	Promotion of Youth Social Work Profession in India - New Models, Approaches and Practice	Dr. S. Kumaravel Assistant Professor Department of Social Work, RGNIYD
Theme: Youth and Health	Nutritional status of adolescent girls in India	Dr.T.Radhakrishnan Assistant Professor in Health Education, Dept of OBG, Govt. Medical College, Thiruvananthapuram Mob 8590070844 email: radhakrishnan.thi@gmail.com

	Interstate Variations of Nutritional Anemia among Female Youth in Southern India: Evidence from NFHS V	Dr P.K. Babu and Dr.T.Radhakrishnan Govt. Medical College, Thiruvananthapuram
Day – 3: March 17, 2022 (Thursday)		
10:00 – 10:45 Hrs (IST)	The Impact of the COVID-19 Pandemic on Youth	Allen R. Dyer, MD, PhD Professor of Psychiatry and Behavioral Sciences Vice-chair for Education The George Washington University Washington, DC USA
10:45 – 11:15 Hrs (IST)	Youth and education	Ms. Aleena Maria Sunny Faculty of Psychology Garth Hill College, Bracknell & UCL Institute of Education, London
11:15 - 11:30 Hrs (IST)	Tea Break	
11:30 – 13:00 Hrs (IST)	Paper Presentations	
Theme: Youth and Work	Re-imaging Village Economy through the lens of Rural Youth	Mr. Dibyajoti Gogoi State Project Coordinator Kudumba Shree National Resource Organization, Govt. of Kerala, Trivandrum, Kerala
	Social Capital ‘a capital within’: An Observational Study of Migrant Youth from Assam	Dr. Arif Rasheed Guest Faculty, Department of Social Work, RGNIYD & Ms. Avinu Veronica Richa, Assistant Professor, RGNIYD
	Deciding career and social identity: Case studies from social realist perspective	Mr. Biswajit Apat PhD Scholar School of Humanities and Social Sciences, National Institute of Science Education and Research (NISER), Bhubaneswar
Theme: Youth and community Development	Role of Social Incubation in Nurturing Youth as Social Entrepreneurs for Community Development in India	Mr. Shaik Salman Asharaf Ph.D. Research Scholar RGNIYD
	Role and Importance of Youth in Community Development	Mr. Pawan Kumar State Resource Associate Indian Institute of Management Ranchi
Theme: Youth and culture	Contemporary Perspectives in Classical Dance: A Sociological Enquiry among Young	Mr. Al Ameen J PhD Scholar University of Hyderabad

	Performers in Kerala	
13:30 - 14:00 Hrs (IST)	Lunch Break	
14:00 – 14:30 Hrs (IST)	Paper Presentations	
Theme: Impact of COVID-19 on the youth	Impact Of Short Video Streaming APP during COVID 19 on Unenlightened Tribal Youth : Case Study of Eastern Rajasthan	Mr. Amit Meena Student Department Of English RGNIYD
	Healthcare seeking behaviors of Paniya tribal youth during the Covid-19 pandemic outbreak: Reflections from Wayanad, the tribal	Ms. Rajasree M R Research Scholar RGNIYD
	A study of mental health issues among youth in India during covid pandemic	Ms. Linitoli zhimo Student RGNIYD
	Impact of COVID-19 on the Youth	Ms. Ringchamdinliu Ngaomei Student National Institute of Technology, Manipur Langol, Imphal West District Manipur
14:30 – 15:00 Hrs (IST)	Youth and Education with special reference to the Higher Education Opportunities for International Students in Germany	Dr.-Ing. Sandeep P. Patil, Group Leader, Institute of General Mechanics, RWTH Aachen University, Germany
15:00 – 17:30 Hrs (IST)	Paper Presentations	
Theme: Youth and climate change	Youth and Their Responsibility for the Clean Future	Mr. Suraj P. Deokate Research Scholar Gandhigram Rural University, Dindigul, Tamil Nadu, India.
Theme: Marginalized youth and inequality	Inclusive Policy Formation for people of Diverse Genders, Sexes and Sexualities in the New Normal	Mr. Anagh Research Scholar Mahatma Gandhi University Kerala
Theme: Protecting youth from harm and risk	History Of Teasing as Predictor of Developing Body Image Dissatisfaction Among Youth of Assam	Dr. Banani Basistha Assistant Professor NERIM Group of Institutions Guwahati, Assam
	Developmental Trajectory of Transition From Adolescent To Adulthood: A Positive Youth Development Approach	Patnayakuni Anitha, Research Scholar, Department of Applied Psychology, RGNIYD

	A Sociological Analysis of Substance Abuse among the Youth: Concerns and Discourses in Indian Context	Dr Sharmistha Bhattacharjee, Associate Professor Dr. Anbu Kavitha, Assistant Professor and Dr. Avinu Veronica Richa, Assistant Professor, RGNIYD
	Global Summation of Youth At Risk: Special Reference to Substance Abuse	Mr. Vishal Mishra Research Scholar Department of Social Work, University of Delhi
	Global Summation of Youth At Risk: Special Reference to Substance Abuse	Dr Rambabu Botcha Assistant Professor Department of Social Work, RGNIYD
	Youth Suicide In India: A Growing Threat	Name Ms. Parishmita Dutta Research Scholar, Department of Social Work. University of Delhi. Department of Social Work, 3-University Road, University of Delhi, India
	Prevalence of Alcohol Use Among Adolescents in the Northeast States of India	Mr. Saurav Roy Research Scholar Amity Institute Of Behavioural & Allied Sciences, Amity University, Gwalior, Haryana
17:30 – 18:00	Youth Global Summit – 2022 Declaration and Concluding Remarks	Prof. Sibnath Deb, PhD, DSc Director, Rajiv Gandhi National Institute of Youth Development (RGNIYD), MoYAS, India
18:00 – 18:30 Hrs (IST)	Feedback and Evaluation	Prof. Sibnath Deb, PhD, DSc Director, Rajiv Gandhi National Institute of Youth Development (RGNIYD), MoYAS, India
	Summing	
	Valedictory	

Annexure – B

Profiles of Resource Persons

Dr. Brian Gerrard, USA

Dr. Brian has a PhD in Sociology, from the University of New South Wales, Sydney, Australia and a PhD in Counseling Psychology, from the University of Toronto. He has extensive experience in teaching a wide variety of Masters and Doctoral level courses in counseling psychology and higher education and holds teaching awards from two universities. Brian is an Emeritus faculty member of the University of San Francisco (USF) where he developed the masters MFT program and for 14 years served as MFT Coordinator. His orientation emphasizes an integration of family systems and problem-solving approaches. He is former Chair of the USF Counseling Psychology Department. Currently, Brian is the Chief Academic Officer, and a core faculty member, for the Western Institute for Social Research (WISR) in Berkeley, California. He is a member of the Board, Center for Child and Family Development, at WISR. The Center, co-founded by Brian, has for years managed the largest longest-running School-Based Family counseling program of its type in the USA. Its Mission Possible Program has served more than 20,000 children and families in over 70 Bay area schools. Brian is also the Chair of the Institute for School-Based Family Counseling and Symposium Director for the Oxford Symposium in School-Based Family Counseling. He is the senior author of several books on School-Based Family Counseling. During the 2020 pandemic he was actively involved in co-leading the Disastershock Global Volunteer Team which developed 26 different language translations of the book *Disastershock: How to Cope with the Emotional Stress of a Major Disaster* which are available free on disastershock.com. Brian lives in Stuart, Florida with his wife Olive Powell.

Dr Nidup Dorji, Bhutan

Dr Nidup Dorji is an Assistant Professor at the Faculty of Nursing and Public Health (FNPH), Khesar Gyalpo University of Medical Sciences of Bhutan. After obtaining his Doctor of Philosophy in Public Health from Queensland University of Technology, Australia, he rigorously worked in the area of psychological wellbeing, happiness, and quality of life among older adults in Bhutan. He also obtained his Postdoctoral Fellowship from the University of Quebec at Montreal (UQAM), Canada. He has published scientific articles in the national and international peer-reviewed journals as first and second author through independent research undertakings and collaborations. Dr Dorji is currently teaching international public health, epidemiology and biostatistics, environmental health, sexual and reproductive health including HIV/AIDS, and health research at FNPH. He also developed his patience to study more on adverse and positive childhood experiences and their lifelong influence on the health and wellbeing, in addition to happiness, quality of life, elderly health, life skills education, end-of-life care and spirituality.

Dr. Tusharika Mukherjee, Germany

Tusharika Mukherjee is work and organizational psychologist from Germany. In her 15 years of experience, she has been primarily engaged in university lectureship, scientific research, organizing self/ work management and development workshops, and consulting. She has been associated with Justus Liebig University Germany, International University of Applied Sciences Germany, Calcutta University, West Bengal State University, and Amity University. After completing her doctoral research on workplace negative perfectionism from Calcutta University, she pursued her postdoctoral research on situation contingent performance variability from Justus Liebig University, Germany. Her areas of expertise include personality and performance, group dynamics and team effectiveness, work-life balance, sustainability, intercultural communication competence, organizational change and development, and diversity and inclusion, that form contemporary organizational values, have global relevance, and demand active engagement and policy. She has also been engaged in teaching at the tertiary level (train the trainer didactics and knowledge transfer training) for Deutsche Welle Akademie, along with consulting services for organizations both in the academic and non-academic sectors.

Prof. K.T. S. Sarao, India

Prof. Karam Tej Singh Sarao is currently working as a professor and head, Department of Buddhist Studies, University of Delhi. He has also served as Chair of Buddhist and Sanskrit Studies in various illustrious universities in Cambodia, France, and is an Annual Visiting Professor in South Korea, Taiwan, Austria, including McMaster University, Hamilton Canada, and other countries.

He is specialized in Indian Buddhism; Udāsin Paramparā; Vedānta; Aśokī Brāhmī Script; Ancient Indian History, Culture & Archaeology; Pilgrimage; Interfaith Dialogue, and Ancient Indian Religions.

Prof. Sarao has significantly travelled, researched, and studied in India, Sri Lanka, Bhutan, Nepal, Bangladesh, Pakistan, Afghanistan, Thailand, China, Taiwan, Egypt, Canada, Myanmar, Singapore, the United Kingdom, Tibet, Cambodia, Laos, Vietnam, Uzbekistan, Azerbaijan, and France.

He also has around 92 peer reviewed research papers, 73 articles, 11 book-reviews and 136 entries in encyclopedia in his name.

Dr Hariharan Muthusamy, India

Dr. Hariharan Muthusamy received the Ph.D in Mechatronic Engineering (2010) from University of Malaysia Perlis (UniMAP), Malaysia, Master of Engineering in Applied Electronics (2006) from Government College of Technology (Affiliated to Anna University), Coimbatore, Tamil Nadu, India and Bachelor of Engineering in Electrical and Electronics Engineering (2002) from Government College of Technology (Affiliated to Bharathiar University), Coimbatore, Tamil Nadu, India. He is currently working as an Associate Professor in the Department of Electronics Engineering, National Institute of Technology Uttarakhand, India since June 2018. Prior to that, he has worked as an Associate Professor (2017-18) in the Department of Biomedical Engineering, SRM Institute of Science and Technology, Kattankulathur, Tamil Nadu, India and as a Senior Lecturer (2010 –17) in the School of Mechatronic Engineering, UniMAP, Malaysia. He has published more than 150 papers in referred journals and conference proceedings with more than 2371 citations in Google Scholar (with H-index of 28). He is a Senior Member of IEEE, USA, Member of IE, India and Member of IET, UK. In 2016, he received Chartered Engineer status from Engineering Council, UK. He has served as Guest Editor for 4 SCI/SCIE journals and currently serving as Academic Editor, PLOS ONE Journal, Associate Editor, International Journal of Biomedical and Clinical Engineering, IGI Global, Editorial Board Member, Journal of Mathematical Problems in Engineering (Hindawi), [IF:1.305\(2020\)](#), Editorial Board Member, Journal of Telecommunication, Electronic and Computer Engineering (JTEC), Universiti Teknikal Malaysia Melaka (UTeM). His major research interests include speech signal processing, biomedical signal and image processing, Machine Learning, Deep Learning and Optimization Algorithms. He has supervised 9 Ph.D and 4 Masters (research) students in the field of his expertise.

Dr. T.V. Sekher, India

Dr T.V. Sekher is a Fulbright-Nehru Academic and Professional Excellence Fellow, from Cornell University, USA, 2016-17. His Ph.D. is in Sociology/Demography, from Institute for Social and Economic Change (ISEC) Bangalore in 1994. His Masters Degree is in Sociology from University of Calicut, India. 1985.

His areas of Research Interest are Social Demography, Gender Issues, Population Ageing, Health Services and Management, Reproductive and Child Health, History of Population and Health, Family Studies, Social Welfare Programs.

He has the on-going and completed research projects in the following areas: Longitudinal Ageing Study in India, Study on Global Ageing and Adult Health, District Level Household and Facility Survey, Research and Intervention in Sexual Health: Theory to Action, Lives at Risk: Discrimination of Female Children in Modern India, in collaboration with Lund University, Sweden, A Functional Review of Department of Health and Family Welfare in Karnataka, etc.

Prof. Sibnath Deb, India

Dr. Sibnath Deb has a Ph.D in Applied Psychology and Doctor of Science (D.Sc.) from the University of Calcutta.

He has an illustrious career of over 3 decades in teaching, training, research, outreach and academic administration, besides practicing Clinical and Counselling Psychology. His specialties include family dynamics, parenting styles, child safety, students' mental health, adolescent reproductive health, applied social psychology and Research Methods.

He has guided over 25 doctoral research scholars in addition to publishing more than 150 research papers in National and International Journals of very high repute besides presenting research papers in over 50 National and International Conferences. He has published several books on Children, Adolescents and Youth, protection, safety and empowerment and on Psychology through internationally acclaimed publishers such as Sage, Pearson, Springer, Routledge, etc.

He is presently a Member of the National Youth Advisory Council, MYAS, GOI, Member - Board of Directors of the Institute for School-based Family Counseling, California, USA and an Adjunct Professor in the School of Justice, Faculty of Law, Queensland Univ. of Technology, Brisbane, Australia.

Professor Deb has received three national and three international awards in recognition of his contribution in the field of psychology. To his credit, in 2019, Prof. Deb has received the "Visitor's Award' 2019" from the Hon'ble President of India Sri Ram Nath Kovind for his contribution in the field of health psychology, child protection and students' mental health.

Prof. Roopesh B.N., India

Dr. B. N. Roopesh is a faculty in the Department of Clinical Psychology at the National Institute of Mental Health & Neurosciences, (NIMHANS). He is currently rendering teaching and clinical consultancy services in NIMHANS. Dr. Roopesh has authored and co-authored multiple peer-reviewed scientific papers and presented works at many national and International conferences.

His contributions have acclaimed recognition from renowned subject experts around the world. Dr. Roopesh is actively associated with different societies, academies and professional bodies. His academic career is adorned with several reputed awards and funding. His research interests include Neurology and Psychiatry.

Dr. Dharmendra Tripathi, India

Dr Dharmendra Tripathi has been working as an Associate Professor in Department of Mathematics, National Institute of Technology, Uttarakhand. Prior to joining NIT Uttarakhand, he has worked more than 10 years as faculty member (Associate Professor, Assistant Professor) in various reputed institutions like Manipal University Jaipur, NIT Delhi, IIT Ropar and BITS Pilani Hyderabad. He has completed his PhD in Applied Mathematics (Mathematical Modelling of Physiological flows) in 2009 from Indian Institute

of Technology BHU and MSc in Mathematics from Banaras Hindu University.

He has supervised 06 PhD students and 03 are working under his supervision. He has also guided 20 B.Tech projects. He has published more than 150 papers in reputed international journals, 01 edited Book in Springer, 01 edited Book in CRC, 10 book chapters and presented more than 40 papers in International and National Conferences. He has delivered more than 100 lectures as Invited Speaker, Keynote Speaker and Resource person in various conferences, workshops, FDP, STTP, STC, refresher courses, etc. His research h-index is 43 and i-10 index is 129 and his papers have more than 5400 citations.

He has been listed in top 2% researchers/scientist across the World as per Updated science-wide author databases of standardized citation indicators in year 2020 and year-2021. He has received President Award in 2017 by the Manipal University Jaipur for outstanding contribution, Prof PR Sharma Memorial award from International Academy for Physical Sciences (IAPS) in 2021 and also become Associate Fellow of IAPS in 2022. He has been recognized by the Head of Institution for excellent work and contribution for the NIT Uttarakhand and also recognized by various reputed journals for reviewing the articles and editing the special issues for the journals. He was awarded some prestigious fellowships INAE fellowship in 2015 & 2016, 2017 and 2018, postdoctoral fellowships (NBHM, Dr. D.S. Kothari and Indo-EU) in 2010 etc. He has also organized various events like National and International conferences/STC/STTP /FDP/Workshops/Winter Schools on various emerging topics. He is life time member of various professional bodies, member of editorial board of two journals, and reviewer of more than 50 International Journals.

He has been discharging additional administrative responsibilities as Dean (R&C) at NIT Uttarakhand since June 2019 and He has discharged many administrative responsibilities of the Institutes like I/c Registrar, CVO, Dean (SW), Chief Warden, and Chairman of various Institutes committee.

His research work is focused on the mathematical modelling and simulation of biological flows in deformable domains, Peristaltic flow of Newtonian and non-Newtonian fluids, Dynamics of various infectious diseases; microfluidics; CFD, Biomechanics; Heat Transfer; Nano fluids; Energy Systems; Numerical methods; etc.

Dr. Bishakha Majumdar, India

Bishakha Majumdar is a PhD from the Indian Institute of Management Indore, and an M.Sc. in Applied Psychology from the University of Calcutta. She has taught Psychology and Organizational Behaviour at the undergraduate and postgraduate levels in University of Calcutta and has been an Assistant Professor in OB & HRM at FORE School of Management, New Delhi. She has authored two books, and several research papers, and case studies in HRM, psychology, and public health, and has received, among others, the first Prize in HRM in the ISB-Ivey Global Case Competition 2018, the WDI Case Competition Award 2018 (University of Michigan, USA), the Best Management Research Award 2013 (National Academy of Psychology), and the Young Scientist Award, 2011 (Indian Academy of Applied Psychology). She has conducted corporate trainings and workshops extensively, in areas such as Strategic Human Resource Management, HR Analytics, Leadership, Workplace Ethics, Transactional Analysis, Team Building, Time Management Techniques, HR Storytelling, Stress Management, and Work Life Balance, for organizations

such as Airport Authorities of India, Coal India Limited, Eisai Pharmaceuticals, Indian Oil Corporation Ltd., Hindustan Petroleum Corp. Ltd., Hindustan Shipyard Ltd., Ministry of Labour and Employment-Govt. of India, National Academy of Customs Indirect Tax & Narcotics (NACIN-GOI), NHPC Limited, Oriental Insurance Company Limited, Relaxo Footwear, and Sonic ZF Private Limited. She has also conducted faculty development programs in teaching, management, and leadership for Technical Education Quality Improvement Programs (TEQIP) NPIU, Ministry of HRD, GOI, CBSE School Principals, and National Institute of Business Management, Sri Lanka. She is presently the Associate Editor of the Journal - South Asian Survey by Sage.

Professor Rana Purushottam Kumar Singh, India

Prof. (Dr.) Rana Purushottam Kumar Singh started his academic career as an Assistant Professor in the Department of Buddhist Studies, University of Delhi, after completing M. Phil and Ph.D. in the same Department and University.

In September 2010, he was appointed Assistant Professor in the Department of Pali, Nava Nalanda Mahavihara, Nalanda, Bihar, a Deemed University under the Ministry of Culture, Government of India. In November he became Professor in the Department of Buddhist Studies Nava Nalanda Mahavihara, Nalanda. Currently he heads the Department of Buddhist Studies Nava Nalanda Mahavihara, Nalanda.

In pursuance of his research, he has presented a number of papers in various seminars and conferences held from time to time in India and abroad. He has many published articles and books to his credit. In order to broaden his academic horizon and expand insightful paradigms, Prof. (Dr.) Rana has done field work at different archaeological sites in Thailand, Cambodia, Vietnam, the Philippines, Pakistan, Malaysia, Sri Lanka, China etc. in search of tangible as well as intangible Buddhist heritage.

In 2015, Prof. (Dr.) Rana was sent to Medan and Jakarta as an expert on Buddhism during the Buddha Carika Exhibition Organized by Ministry of Culture, Government of India, Embassy of India in Jakarta and Nava Nalanda Mahavihara. Prof. (Dr.) Rana Purushottam Kumar Singh has also been associated as a member with various professional academic bodies of eminence such as SSEASR, ICAPS, ISBS, IOC, IHC, IPC BLIA etc.

Dr. Subhasis Bhadra, India

Dr. Subhasis Bhadra, Associate Professor in the Department of Social Work, and Head of the Department of Sports Psychology, Central University of Rajasthan, India. Dr. Bhadra completed Masters of Social Work (Vidyasagar University), and holds M.Phil and Ph.D. in Psychiatric Social Work (NIMHANS, Bangalore). He started teaching from Assam Central University 2009 and then taught seven and half years in Gautam Buddha University, Greater NOIDA, Uttar Pradesh. Dr. Bhadra started his career in 2001 from intervention in Gujarat earthquake and subsequently worked in Gujarat conflict, Indian-Ocean Tsunami, Kashmir earthquake and ongoing conflict, Mumbai Train Blast, Uttarakhand flashflood, and in various disaster affected areas in India in other Asian countries like, China, Japan, Indonesia, Myanmar, through different organizations, namely, Care India, American Red Cross (India Delegation), International Federation of Red Cross, Oxfam India, Action Aid, International Medical Corps. During the ongoing pandemic, COVID-19, Dr Bhadra is actively engaged in providing psychosocial support to different

groups through NGOs and Government Institutions. His research interest includes peace building, youth empowerment, psychosocial support, disaster mental health, community & school mental health and sustainable development. In his credit there are number of academic articles and book chapters, 2 books published by nationally and internationally reputed publishers.

Prof. Dr Jagaralankara, Myanmar

Born in Myanmar, Prof. Dr. Jagaralankara is Theravada Buddhist monk, engaging himself in various socio-religious activities in his homeland while occasionally visiting some Asia and Europe countries for Dhamma-teaching.

He is traditionally well-versed in Pali and highly qualified “Pali Dhammacariya” with wide knowledge of Pali Tipitaka, and meditation teacher. In Pali language and literature, Buddhist history, *Theravada Abhidhamma* Philosophy, Myanmar Buddhism, Meditation and Socially Engaged Buddhism are his research interests and several articles have been presented and published at home and abroad.

In 2017, his academic work “*Dynamics of Socially Engaged Buddhism in Myanmar*” has been published in New Delhi, India and currently, he is working as professor & registrar in Dhammaduta Chekinda University, Yangon, Myanmar.

Dr. Ilene Naomi Rusk, USA

Dr. Ilene Naomi Rusk completed her PhD in Psychology (Neuropsychology and Psychopharmacology) at The University of Birmingham, UK, and a Fellowship with the British Government Department of Education and Science in Neuropsychology. In Canada, she did a Fellowship in neuropsychology and novel treatment strategies for Alzheimer’s disease and Movement Disorders at the Royal Ottawa Hospital. Dr. Rusk was the Parkinson’s disease Fellow for Canada and she has worked collaboratively with pharmaceutical companies authoring numerous peer-reviewed articles in neuroscience & brain and behavior relationships.

She is trained in Cognitive Rehabilitation with the American Congress of Rehabilitation Medicine and draws upon numerous trauma resolution techniques (EMDR and Brain spotting, among them) in her brain health practice. Dr. Rusk draws from training in ancestral trauma healing and mindfulness practices, and uses them as an integral part of her functional mind and brain health program. Spiritual guidance is intrinsic to her work.

Dr. Rusk co-founded the Brain and Behavior Clinic in Boulder, CO and developed the Healthy Brain Program. While training in a functional medicine approach to treat cognitive decline in with neurologist Dr. Dale Bredesen, she developed a team-based program to integrate functional and personalized medicine with trauma work to optimize cognitive and psychological healing. She is the Director of Community Medical Education for Grillo Health Information Resource Center. Dr. Rusk's work focuses on blending personalized integrative healthcare and psychological wellness within a scientist-practitioner model. She has woven spirituality, mystical texts and mindfulness into her practice for over 35 years. Being a mother has been her best education.

Dr. Anjali Gireesan, India

Dr Anjali Gireesan obtained her M.Sc and Ph.D from the Pondicherry University (a central university), has been working as Scientist 'B' in the Defence Research and Development Organisation (DRDO), Ministry of Defence, Government of India. She has five years of full-time teaching and research experience. She has published six research papers and written a book chapter titled 'Contexts of Risks and Exploitation' with Professor Sibnath Deb for an edited book titled The SAGE Handbook of Early Childhood Research (2015, SAGE Publications, Australia). Her two more chapters, namely (a) 'Enhancing Education: Improving Learner Outcomes with Principles of Psychology' and (b) 'Children with Disability in India: Policies, Assessment and Management', have been published in an edited book titled Positive Schooling and Child Development: International Perspectives (2018) edited by Prof. Sibnath Deb. Her areas of research interest include child development, childhood disability, child abuse and neglect, and student's mental health.

Prof Amarjiva Lochan, India

Prof Amarjiva Lochan teaches at the University of Delhi and is presently the Deputy Dean of International Relations. He is also the Foreign Students Advisor of Delhi University. He is Governing Council Member in the India Centre for Migration (ICM), Ministry of External Affairs, Government of India.

Prof Lochan also serves the Ministry of Culture and Education Ministry in various capacities. He looks into the issues of Indian Diaspora, Indic elements in Southeast Asia, and Buddhism. Prof Lochan has been President of the South and Southeast Asian Association for the Study of Culture and Religion (SSEASR). He has recently been appointed as the Vice President of the International Association for the History of Religions (IAHR) under the International Council for Philosophy and Human Sciences (ICPHS), an initiative of UNESCO. For pursuing research and academic endeavours, he has widely travelled across 84 countries.

Prof. Rajitha P. kumara, Sri Lanka

Dr Rajitha is currently a Senior Lecturer in the Department of Pali & Buddhist Studies at the University of Kelaniya, Sri Lanka. Earlier, he has worked with Beijing Foreign Languages University, Buddhist Library, Singapore, Nagananda Academy/ Sri Lanka and is a Foreign Expert (Sinhala Studies) at Chongqing Normal University.

His research interest includes Sinhala Language & Culture, Early Buddhist Psychological Ethics and Buddhist Psycho-Analysis. His works are widely published with around 29 research articles and 5 books to his credit.

Dr Sangeeta Goswami, India

Dr. Sangeeta Goswami is the first Counselling Psychologist to set up an independent counselling clinic in North East India in 1996. She is the founder member and President of MIND India, Institute of Positive Mental Health & Research at Guwahati, Assam, India. (www.mindindia.org)

MIND India is an endeavour dedicated to the cause of ushering in the benefits of positive mental health & wellbeing to the general population, especially young people and women at a national level more specifically in the eight states of the North East region of India.

Understanding the need for trained human resources in the area of mental health and wellbeing at the grassroot level, Dr. Goswami has developed a course on *Barefoot Counselling* for frontline workers to act as first responders to psychological distress in the community in collaboration with PHFI.

Her interest in Life skills for young people, which started as her Thesis topic was translated into the field to empower adolescent girls in tea gardens of Assam through Life Skills Training. This endeavour was supported by UNICEF from 2012 to 2015.

She is also involved as an independent consultant, trainer and subject matter expert in areas of mental health, school mental health, women & violence, child rights and child protection, counselling skills, soft skills, Life Skills, social behaviour change communication and manpower development programmes for schools, Government & Non-Government Institutions and organizations and corporates.

Dr. Allen R. Dyer, USA

Allen R. Dyer is a professor of psychiatry and behavioural sciences at George Washington University. He is a distinguished life fellow of the American Psychiatric Association. As of January 2017, he is the sole surviving member of the committee that formulated the Goldwater rule of the American Psychiatric Association.

Dr. Allen Dyer, MD is a Psychiatry Specialist in Washington, DC and has over 50 years of experience in the medical field. He graduated from Duke University School Of Medicine medical school in 1972. He is affiliated with The George Washington University Hospital.

He received his Bachelor's Degree from Brown University, then both his medical degree and a Ph.D. in religion and biomedical ethics at Duke University. He then completed psychiatry residency at Duke and psychoanalytic training at the University of North Carolina/Duke University Psychoanalytic Institute.

Formerly he was Senior Health Advisor at the International Mental Corps. Previously he has been on the faculty at Duke University, Albany Medical College, where he served as Associate chair of the department of psychiatry and Chief Medical Officer of the Capital District Psychiatric Center, and East Tennessee State University, where he served as chair of the department of psychiatry.

He is the recipient of several awards including Attending of the Year, Nancy C.A. Roeske Award in Recognition of Outstanding and Sustained Contributions to Medical Education, An Award and Recognition for service to the Iraqi people, and the Bruno Lima award of APA for disaster psychiatry. He served on the editorial board of the Encyclopedia of Bioethics. A Distinguished Life Fellow of the American Psychiatric Association, Dr. Dyer has received numerous fellowships and grants during his career, including the Kent Fellowship of the Danforth Foundation and the Institute of Human Values in Medicine Fellowship, received the Nancy Roeske Award for Excellence in Medical Student Education, and was recently selected by the American Psychiatric Association as the recipient of its Bruno Lima Award in Disaster Psychiatry in 2017.

He is the author of several books including Idealism on Medical Ethics: The Problem of the Moral Inversion; Ethics in Clinical Medicine; The Humanities and the Profession of Medicine; Ethics and Psychiatry: Toward Professional Definition, co-author of Concise Guide to Ethics in Clinical Care and author of One More Mountain to Climb: What my Illness Taught Me About Health. His major interests are Global Health and Mental Health, Medical Ethics and Professionalism, cancer survivorship, spirituality and health, and clinical care.

Ms. Aleena Maria Sunny, London

Ms. Aleena Maria Sunny is presently a faculty of Psychology at the Garth Hill College, Bracknell & teaches at the UCL Institute of Education, London.

She has recently submitted her Ph.D. Thesis in the Department of Applied Psychology, Pondicherry University (A Central University) under the supervision of Prof. Sibnath Deb. She completed M.A. in Applied Psychology (with a specialisation in Clinical Psychology) from Tata Institute of Social Sciences and B.A. in Psychology Honours from Christ University, Bangalore.

She has been teaching the UG and PG students of Psychology and was formerly serving as a faculty in the Department of Applied Psychology, RGNIYD for M.Sc. Counselling Psychology Programme.

She has co-authored three books titled “Community Psychology: Theories and Applications” (Sage,), “Disadvantaged Children in India: Empirical Evidence, Policies and Actions” Springer Nature Singapore and “Childhood to Adolescence: Issues and Concerns” (Pearson) with Prof. Sibnath Deb.

She has also presented several papers at various conferences and published her research articles in various refereed journals.

Her research interests include social psychology, child development and gender minority.

Dr.-Ing. Sandeep P. Patil, Germany

Dr. Sandeep P. Patil is a Group Leader at the Institute of General Mechanics at RWTH Aachen. In 2010, he finished his Masters of Science in Computational Mechanics of Materials and Structures at, University of Stuttgart, Germany. He obtained his Ph.D. (Dr.-Ing.) under the supervision of Prof. Markert at the Institute of General Mechanics in 2015. He is an Academic Study Advisor for M.Sc. Degree Programs (CAME and MME-CAME) at RWTH. His fields of interest are Continuum mechanics, Molecular dynamics simulation, Multiscale modelling, Advanced materials, Brittle fracture, Material forming, and Biomaterials. He is a recipient of a Hilti Scholarship 2010. Hilti Corporation offered a scholarship to the master thesis at Schaan, Principality of Liechtenstein.

Annexure – C

Abstracts of the Paper Presenters

Theme – 1: The demographic dividend of youths and its implications

Demographic Dividend of Youth and its Implications - Dr.Uttam Jakoji Sonkamble

Abstract: The Demographic dividend occurs when the proportion of the working population is high and the dependent proportion is low which means more people have the potential to be productive and contribute to the growth of the economy. The present paper aim to find out the youth population and its implication on development. The secondary data source has been used for the paper. India's youth population (15-24 years) is 229.0 million which is the second-highest in the world after China's 242.2 million (2011). The Population between the age group of 15-and 64 will be 767 million. It suggests that there is a lot of scope for work force to contribute in health, education employment, manufacturing and services deliveries for national development. Many higher qualified young students have higher degrees but no jobs so they were ready to pick up even clerical jobs. Because in India over the two decades economic development was growing in a positive direction but the unemployment rate is not decreasing. In areas where job opportunities were available such as industrial manufacturing sector services, the sector has never grown that's why there are negative implications of population dividend of youth in India. So there is an urgent need to create new jobs for the sustainable development of youth in India. Also, poor, jobless, frustrated youth are committing suicide or habituated to various lifestyle-related diseases in India. Keywords- Demographic Dividend, youth and Implications

Theme – 2: Youth and Education

Beyond Policies and Enrollment: A Study on Higher Education of Scheduled Caste Youth in Tamil Nadu - Gadha M Das & Dr. S Lalitha

Abstract: Investment in higher education increases human capital as it accelerates the process and rate of economic growth by building the knowledge and skills of young people. Education breaks the intergenerational transmission of poverty. Consequently, it enables optimal participation by all societies (Lawrence et al., 2020) and lays the foundation for sustainable and inclusive development. Higher education in India has been expanding in recent years in terms of higher education institutions (HEIs) and enrolment. However, the country struggles to ensure equal opportunity for all sections of society where social inequalities are mainly based on caste. Students from Scheduled Castes often face challenges in gaining access to higher education. Tamil Nadu, however, is an exception since it shows a positive trend in the enrolment of SC in higher education (Ministry of Education, 2020) in comparison with other highly SC populated states. The State's affirmative actions have increased SC youth participation in higher education, however, its success beyond enrolment remains elusive due to a lack of data on successful completion and social category dropout rates from higher education. This paper analyses the reasons for unsuccessful completion of higher education among SC youth and analyses how policy measures to improve higher education have been implemented in Tamil Nadu's higher education sector based on the empirical investigation conducted in the Government Arts and Science Colleges in Tamil Nadu using the descriptive cum explanatory design and by adopting

multi-stage sampling method. Keywords: Higher education, Policy measures, Scheduled Caste youth, Social Inclusion, Tamil Nadu,

A Study On Awareness About Right To Education (Rte) Act 2009, Among School Teachers And Students In Satakha Town, Zunheboto Dist - Khekashi Rotokha

Abstract: Education is a significant tool that provides knowledge, skill, technique, and information and enables people to know their rights and duties towards their family, society and the nation. The Government of India has been putting its efforts to make education universal and accessible for everyone by giving equal opportunities to every child to study and learn. Right of Children to Free and Compulsory Education Act, 2009, is the recent reform in the area of elementary education. Nagaland adopted and implemented the RTE Act in the year 2012. The present study attempts to examine the awareness level of the teachers and students in schools of Satakha, Zunheboto District of Nagaland.

Youth Education and Skills - MD Arif Nizam

Abstract: Despite Youth forming the largest segment of the working age population in India, the gross enrollment ratio is very low (27.1 per cent) in comparison to other developing countries. Even with this low enrollment ratio, the quality of learning is very abysmal and hierarchical. To offset the effect of low-quality learning outcomes, the government has to spend a lot of money on skilling, re-skilling and compensatory skilling. In this scenario, this paper seeks to map the skill and education landscape of youth in India highlighting the basic fault lines while suggesting ways to overcome them through various participatory mechanisms.

Socio-Economic Status And Career Aspiration Among Student Youth In Aizawl, Mizoram - Ms.Ngurhlunchhungi & Dr.C. Devendiran

Abstract: Social Economic status plays a significant role in any individual's development in terms of acquiring knowledge, and skills-building for their career aspiration, especially among the student community. The present paper aims at studying the career aspiration of student youth in terms of their Socio-Economic Status (SES). The paper focuses on the assessment of Socio-Economic Status and Career Aspiration and their relationships among the secondary schools in Aizawl. The present study is descriptive in design and cross-sectional in nature. A stratified proportionate sampling method was used in the study, consisting of 193 students (n=193), 98 boys and 95 girls selected from government and private schools within Aizawl, Mizoram. A revised and updated version of Kuppaswamy's Socioeconomic Scale and Career Aspiration Scale (CAS) were used for an assessment. The data were analyzed by using descriptive statistics, non-parametric test and parametric test t-test and one-way ANOVA in the study with the help of SPSS package. The paper discusses the relationship between SES and Career Aspiration among secondary school students by gender and type of school and its correlates. The finding of the study provides an understanding of the predominant SES determinants which influences their career aspirations. The results of the study facilitate policy implications in the field of education for curriculum designing and social work interventions.

Theme – 3: Well-being of youths and the adversities faced by them

Violence against Women in India: An Assessment with Theoretical View - Dr.Pushpender Yadav

Abstract: Violence against women is a global scenario and women face this threat every day in every step of life. One or other form of violence is experienced by a woman on every note of her life. From the beginning of life till the end, this struggle to be safe and secure continues. Domestic violence in the form of female foeticide, infanticide, child marriage, dowry demand, physical abuse, emotional abuse and sexual violence are the crimes, women experience in life. These kinds of violence prove fatal in many cases where a woman loses her life due to intolerant torture which she is forced to bear. A woman is forced to sacrifice her independence and right in the family in the name of giving respect and honour to her husband and their family. Thousands of women in India are either killed or forced to end their life on their own every year due to unsatisfied and not unfulfilled demands of dowry, male child, or due to heinous sexual violence. Attempt to disfigure the women and trafficking for prostitution are also crimes prevalent in India even after the strict laws against such crimes.

Effect of Social Media Usage, Perceived Social Support and Gender on Psychological Wellbeing of Adolescents - Deepika Kajal

Abstract: There are many researches exist regarding the effect of social technologies on the psychological wellbeing of adolescents. As many individuals are associated with the Internet, scientists have begun to inspect the impacts of Internet on the their psychological wellbeing. The aim of this study is to see the effect of social media usage, perceived social support (parents , friends, classmates , teachers and school) and gender on psychological well being of adolescents . Social media sites like Facebook, Instagram , you tube , twitter and many more have become very important in the lives of adolescents, as maximum percentage of adolescents in college have created their own social media profile. Excess of social media can affect psychologically and physically like stress, depression, anxiety, sleeplessness, poor sleep quality, identity exploration, fake information that leads to panic, poor eyesight, eating problems, obesity , compulsive use, fear of missing out. Perceived social support means how a person perceive friends, family members and others at the time of need and support. When a person receives social support then it provides a positive psychological well being and if a person does not receive any support from others it has negative impact on person's psychological well being. As we know that psychological well-being is a multidimensional concept. After analysis of many factors , it is revealed that happiness , optimism, playfulness, enjoyment , self-control, detachment, and freedom from frustration, anxiety, stress and loneliness are indicators of psychological well-being and we need to manage all our tensions and negativity. In this paper we will discuss all these factors in detail.

Guidelines for Adolescent Development - Surendra Kalagara

Abstract : In this paper I would like to present the features that are important for adolescent development, which include Physical and Psychological Safety, Adult Supervision, Supportive Relationships, Opportunities to Belong, Positive Social Norms. These features are based on interaction and supervision of the child at families, schools, neighborhoods, and the community.

A qualitative study of teenagers' Experiences on dealing with their parental divorce in Kerala, India - Fasalurahman M

Abstract : In Kerala, divorce is still considered a stigma. It affects not only spouses but also their children. This qualitative study explored adolescents' experiences in Kerala in dealing with parental divorce. Participants were 20 adolescents of divorced couples, aged 17 to 19—data collected through semi-structured interviews and analyzed thematically. The findings show that adolescents felt more helpless due to the parents' divorce, feeling of losing their identity, and blaming their parents. Adolescents' ability to cope with crises, psychological and financial support from friends and relatives, and the willingness of divorced parents to communicate and assist and act as their parents helped youth to overcome the crisis and lead an everyday life.

Challenges Faced by the Youth in Kashmir: A Conflict Zone - Aehsan Ahmad Dar

Abstract: Kashmir is a volatile place where life of people has become uncertain and full of tension since the insurgency started in 1989. Almost everyone living there has been impacted by the protracted conflict, specifically the youth who in their developing years have been trapped in the turbulence throughout their lives. Given the potentially negative impact of armed conflict, the present study examined the challenges faced by the youth of Kashmir in terms of their relationships with social agents, mental health, physical health and education. This was a cross-sectional study conducted on the challenges faced by the youth in all the ten districts of Kashmir Valley using multi-stage sampling method. Data were collected from 800 students studying in different colleges and universities of Kashmir with the help of Semi-Structured questionnaire. Findings revealed uncongenial family environment and disturbed relationships with friends and teachers. The majority of the youth reported violence, feelings of insecurity, development of mental and physical sickness, negative impact on their education and a year loss because of violence in Kashmir. The findings suggest mental health support services to prevent the development of mental disorders. Moreover, educational instructions, voluntary organizations and local government should pay attention toward the safety, welfare and growth of Kashmiri youth, in addition to smooth running of educational institutions.

Predictors of Resilience in young adults – Ms. Shruti Patawari

Abstract: India is a young nation. Around one-fourth of our population comprises of young people. According to the census conducted by the government of India in 2021, around 41% of Indian population is between the age brackets of 18-25 years. This younger generation is essentially the future of our nation. They are the backbone of a society and hence they determine the future of any given society. Keeping these factors in mind it is very important that a healthy resilience and Emotional intelligence (EI) is maintained among the adolescents and young people. This will help them face the situations more effectively and bounce back to adversities with positive approach. Resilience is a quality closely related to Emotional Intelligence, they both reduce the psychological distress (Benson et al., 2010; Min et al., 2013) which have important implications for life and work success in the face of obstacles. Emotional Intelligence and Resilience are traits that have been found to be associated with the skills required to handle such challenges, as self-awareness, assertiveness and stress management (Chan, Sit, & Lau, 2014; Holston & Taylor, 2016). Researches have showed that students with higher EI reported very less stressful situation that caused them distress (Armstrong et al., 2011) and Tugade & Fredrickson in 2002 stated that people with higher

resilience are able to use positive emotions to their advantage to produce beneficial outcomes. This study can also help in designing various intervention programmes.

Understanding Vulnerabilities associated with Developmental Disabilities in the Indian Socio-cultural Context - Rajesh Nair & Varuni Sethi

Abstract: Researchers and experts in the field of psychology have construed adolescence as a challenging life stage as it is associated with a number of developmental changes, is a period of transition from childhood to adulthood and is closely associated with one's identity development. Current trends indicate that there are a number of challenges faced by adolescents during this critical period of development which are further exacerbated for those living with developmental disabilities. The stigma attached to neurodevelopmental disabilities and the lack of understanding and awareness around the conditions in a developing country like India further enhances the problem. While measures are being taken towards inclusion and to steadfast the efforts directed at spreading awareness, the adversities remain and are further compounded by very real challenges being faced both by the country and the world at large including the disproportionate distribution of resources, gap in creating robust support systems, lack of focus on care and well-being of caregivers, paucity of healthcare facilities and the widespread effects of the global coronavirus pandemic. Thereby, a number of adolescents face these risks. This article is an examination of the trajectory of risks and influence of these very challenges faced by a community of individuals who are marginalized in several ways and therefore are at a greater risk for developing emotional challenges as they transit into adulthood. This review brings forth significant findings from existing literature. Furthermore, this article explores ways in which these challenges can be combated and safer spaces can be created for adolescents living with developmental disabilities, including quality parent-training programs, promoting inclusive participation and policy development.

Theme – 4: Youth and Culture

Contemporary Perspectives in Classical Dance: A Sociological Enquiry among Young Performers in Kerala - Al Ameen J

Abstract: Classical dance forms are recognized by Sangeeta Nataka Academy and the Government of India are considered the epitome of cultural expression in India. *Natya Shastra*, a Hindu Scripture written by Bharata considered as the theoretical base for performative tradition in Indian classical dance. The tradition intersecting with cultural outliers has been one of the interesting characteristics of classical dance forms. But classical dance also undergoes rejuvenation and innovation through creative interventions in this field. Globalization has created newer possibilities among youth to reimagine classical dance forms in terms of the formation of the cultural capital and institutional structures in the market space. This paper tries to examine the contemporary perspectives on classical dance among youth, their aspirations and how they negotiate with cultural capital along with the institutional structures in the market. The theoretical lens of cultural capital by Bourdieu is used to analyze the phenomena. This study is an outcome of a mini qualitative social enquiry conducted through in-depth interviews of young classical dancers, key informant interviews with scholars along with analyzing extensive literature on the same.

Theme – 5: Youth and Health

Nutritional Status of Adolescent Girls in India – T.Radhakrishnan, P.K.Babu, & N.C. Anilkumar

Background: Under-nutrition during adolescence is a public health problem in developing countries particularly in India. India has the largest absolute population of adolescents in the world with over 250 million young people between 10 and 19 years. The present paper aims to assess the level of under nutrition among adolescents in India and its states.

Methods: The data for the present analysis comes from the Rapid Survey on Children (RSOC-2013-14). The data was analyzed to explain the level of under nutrition among adolescent girls. The levels of under nutrition in terms of under nourished (BMI <18.5), normal (18.5-24.9) and overweight (≥ 25.0) of the adolescent girls in the age group of 10 to 18 were described in the study.

Results: In the present study 62.5 percent of adolescent girls were under nourished. The under nutrition rate was high in Rajasthan (74.4%) and Goa (74%). Lowest percentage of thin adolescent girls in India were reported in states like Meghalaya (31%) and Mizoram (36.8%). The level of under nutrition was higher in rural area than in urban.

Conclusions: The burden of under nutrition among adolescent girls had far reaching consequences for the nation, family and individual. It is important to include adolescent nutrition as an integral component in National Adolescent Health Strategies that are being formulated. It is now the need of the hour to involving adolescents and young people in the design, planning, implementation and evaluation of measures to taken improve their health and nutritional status.

Interstate Variations of Nutritional Anemia among Female Youth in Southern India: Evidence From NFHS – V - Dr P.K. Babu and Dr.T.Radhakrishnan

Background: Nutritional status of adolescents and youth are varied in different states of India. Nutritional anemia is a prime indicator to assess the nutritional status of adolescents and youths.

Methodology: The present study is based on the NFHS V data from south Indian states.

Results: As recorded in the earlier studies the prevalence of nutritional anemia was high in Telangana state among the south Indian states. Data from NFHS V showed that above half of the youth in the age group of 15-24 in the states of Nādu and Andhra Pradesh reported nutritional anemia. The nutritional anemia was reported lowest in the state of Kerala among the south Indian states.

Conclusion: Socioeconomic and demographic factors positively relate to the nutritional anemia among youth.

Theme – 6: Youth and Work

Re-imaging Village Economy through the lens of Rural Youth - Dibyajyoti Gogoi & Vyshnavi KSN

Abstract: People between the ages of 15 and 29 are considered Youth according to the National Youth Policy (2014). This age group constitutes 27.5% of India's population. Moreover, 70% of the youth population in India is rural. Relevant to this population type, this research paper "Re-imaging Village Economy through the lens of Rural Youth", we try to set the background by understanding the livelihood opportunities Rural Youth usually adopt and subsequently try to establish self-employment as the rising opportunity for the youth. In this process, we highlight the concept of entrepreneurship in the rural context and how youth contributes to the rural economy withstanding their dignity of labour. This paper will present some statistics of youth engagement in village entrepreneurship from multiple states of India along with some live examples of Young Entrepreneurs of Rural India who took their steps toward self-employment. Then we discuss this self-employment trying to answer if this could be the new normal of sustainable livelihoods as opposed to the forced and distressed migration. This paper slightly touches upon concepts of the dignity of work, livelihoods, urban & rural contexts of work and aspects of skill in the labour force. The main areas highlighted in this research paper are youth engagement & participation in the rural economy, youth and entrepreneurship and the role of youth in rural transformation while putting forward recommendations on how to increase youth participation in rural entrepreneurship.

Social Capital 'a capital within': An Observational Study of Migrant Youth from Assam - Dr. Arif Rasheed & Ms. Avinu Veronica Richa

Abstract: The paper attempts to highlight the social capital among the migrants from Assam as they migrate to different states and cities in search of better opportunities where the majority of them are young people. Social capital is defined as "networks together with shared norms, values, and understandings that facilitate co-operation within or among groups" (Hanifan, 1916). In this definition, we can consider social capital as consisting of social networks as real-world links or relationships between groups or individuals. Think of networks of friends, family networks, networks of former colleagues, and so on (OECD, 2001). Social capital in the context of this paper is considered as the enduring social networks built among and within the community of migrant workers from Assam to Lucknow city and their relations with land, livelihood, and other social bonds which are gradually developed over time with trust and mutual understanding in an entirely new place. Through this study, it is found that there is intense networking within the migrant community which involves the strata of waste-pickers/collectors, contractors, etc. Such a relationship not only allows the livelihood/ business to thrive but at the same time sustains the livelihood of the people within the social circle leading to other social arrangements within the community. In this way, the paper explores the various nuances of social capital highlighted through the intense relationships of a migrant community in the light of the conceptualization of Lyda Hanifan and Robert D. Putnam. **KEYWORDS:** Social Capital, Migrant Youth Culture, Ethnography, Poverty alleviation

Abstract: Making a career decision is a crucial and ineluctable undertaking for the youth. Although popular culture advises young people to discover their passions or follow the trendsetters in selecting a career, in most cases career decision making is neither a result of pure rational analysis nor an accurate reflection of personality. Previous research suggests that people's stories of making career decisions often contain contingencies, discoveries, and negotiations. From Archer's social realist perspective, career decision-making is an interplay between one's identity (unique combination of concerns and priorities) and social identity (adopting a role and personifying it). Structural and cultural circumstances also play an important role by shaping what kinds of roles are available to whom in a particular time and place. Understanding the process of career decision-making highlights which structural and cultural properties act as either enablement or constraints for which group. It also reveals to what extent one is ready to invest in the chosen career and whether the chosen path would complement life's other concerns. This paper analyses the narratives of seventeen early career teachers of Odisha to understand why they decided to become teachers. The data suggest the importance of a) role models during youth, b) experiencing 'work' during youth and c) awareness of structural and cultural enablements. The findings of this paper are relevant for guiding youth in pursuing a career path.

Theme – 7: Youth and Community Development

Role of Social Incubation in Nurturing Youth as Social Entrepreneurs for Community Development in India - Shaik Salman Asharaf & Dr. Sharmistha Bhattacharjee

Abstract: Social problems in India are continuously in existence in all communities. These problems are predominantly troubling various sections of society. These social problems require global attention with an aim to address them by connecting with Agenda 2030 with a special emphasis on promoting innovative social entrepreneurial solutions for sustainable community development. Social entrepreneurs can solve social problems sustainably by implementing impact-oriented ideas. Community development seeks to solve social problems with social innovations. Youth has the huge potential to become social entrepreneurs for addressing social problems. However, there is a need to create a supportive ecosystem for nurturing youth as social entrepreneurs through social incubation. In the emerging scenario, the concept of social incubation is becoming widespread and social entrepreneurship ecosystems are strengthening in India. Though the business incubation concept has evolved much earlier with reference to technological innovations, but social incubation is still in a growing phase in India. Social incubation can be defined as an approach for supporting the early-stage social enterprises by providing the required support in terms of effective mentoring, networking, coaching, providing co-working spaces, access to impact investors etc. This approach turns the ideas into action by minimizing the risk of failure. The authors seek to explain in this paper the importance of social incubation in nurturing youth as social entrepreneurs toward sustainable community development. The authors will also explain by highlighting the social incubators and their efforts in nurturing social enterprises focusing on community development.

Abstract: Empowering youth have been active architects in Community Development and continued engagement in the frameworks, processes, follow-up, and review has been extremely important for the implementation of sustainable development efforts at all levels. Youth have the potential to contribute toward social progress and development through innovative solutions in their communities. They are agents of change, mobilizing to advance the Sustainable Development Goals to improve the lives of the people and the health of the planet. A nation must promote young people and their potential to bring change as once young people are empowered with the knowledge of their rights and equipped with leadership skills, they can drive change in their communities and country. They can be partners in communicating the development agenda to their peers and communities in the local as well as regions. In addition to this young people bring fresh perspectives and insight into the issues youth face and can offer new ideas and alternative solutions. Youth participation is a mechanism that enables youth to gain skills while simultaneously changing their communities. The involvement of today's youth in community development especially in its decision making and implementation is critical to community development. The youth have a strong formation where they come together and talk about pressing issues concerning the community. They help in keeping the law of the land and cultural values by assisting the elders in the development of their areas. The above implies that for community development to occur there is a need for greater participation of local youth in the development process which will change the nature and direction of development interventions as well as result in a type of development that will have local people's support and recognition.

Theme – 8: Youth and Climate Change

Youth and Their Responsibility for the Clean Future - Suraj P. Deokate & M. Boopathy

Abstract: Youth are known as one of the nine main groups of society in Agenda 21, everyone has the moral right and responsibility to participate in sustainable development. It has been highlighted by the eminent United Nations Framework Convention on Climate Change, in Article 6 on Public Awareness, Education, and apprenticeship. Encouragement has been done for the active participation of Youth in governments to implement educational and training programmes on climate change to educate, empower and engage all as stakeholders. The active participation of all the youth by age and also the human beings with the thought of incredible ambition would help any nation to become self-sufficient. It is the basic need for every youth to follow the rules and regulations framed so they become the safeguards of the environment and nature. Sustainable development would definitely help us to find growth with a balanced approach.

Theme – 9: Impact of COVID-19 on the youth

Impact of Short Video Streaming App During COVID-19 on Unenlightened Tribal Youth: Case Study of Eastern Rajasthan - Amit Meena

Abstract: In the fast-changing technological world, the use of social media apps and services has seen a boom among youth around the globe. During the covid 19 pandemic short video streaming applications like tik-tok, reels by Instagram, youtube shorts, moj, snapchat, and many more were the first choice among youth. This paper examines the impacts of these emerging short video apps on the under-educated tribal youth of eastern

Rajasthan who were isolated in their villages during the nationwide lockdown and how these apps have changed their minds. Impact of these services on changing socio-demography, change of thoughts on racial segregation, and outcomes as criminal activities due to social media services.

The aim of this study is to bring out the unheard voices and concerns related to the fast-changing behaviour of the young generation and the long-term impacts of covid 19 across the youth.

To bring out this paper, interacted with and analyzed many tribal youths and took opinions of civil administration departments around the eastern Rajasthan.

Paper also dealt with how the parents were unaware of their children using such video streaming apps and most of them reported the change in social interaction patterns in the young generation. Participants reported how they slowly got addicted to such services. The change of pattern is how they turned from book literate to digital literate.

Healthcare seeking behaviors of Paniya tribal youth during the Covid-19 pandemic outbreak: Reflections from Wayanad, the tribal - Rajasree M R & Dr P H Kalesh

Abstract: The Covid-19 pandemic has become a huge threat to world nations, placing indigenous tribes in jeopardy who have been living on restricted resources. The Paniya tribe is one of Wayanad's backward tribal groupings from a sociopolitical and economic perspective. The community living among them with insufficient amenities was a key issue, contributing to Covid-19's rapid growth. In light of the current situation, this research investigates the Paniya youth's health-seeking activities, learns about the socioeconomic conditions of Paniya tribes during the Covid-19 outbreak in Kerala, examines individual and institutional health care practices of Paniya youth during the outbreak, and to identify the health belief factors of Paniya youth during the outbreak. The study's key finding was that the community's younger population preferred modern healthcare institutions to traditional healers. Despite the fact that the pandemic created an economic blockade among Kerala's disadvantaged tribal groups' youth, they fought back hard against the spread of the disease and sought treatment at contemporary medical facilities. Key words: Covid-19, Pandemic, Healthcare Seeking Behaviors, Paniya Youth, Indigenous Communities Keywords

A study of mental health issues among youth in India during the covid pandemic - Linitoli zhimo

Abstract: Mental health has become a very serious issue lately and to top of it, COVID 19 pandemic have had a great impact on the youth's mental health across the country.

Impact of COVID-19 on the youth - Ringchamdinliu Ngaomei & Gaipuilan Remei

Abstract : "Youths are the pillars of the nation". This has been an age-old saying in every society. The COVID-19 pandemic has affected every aspect of our lives be it social, emotional, physical, or mental. Though all sections of society are affected, the lives of the youths are the most stirred by it. It has affected both positively and negatively. Positively, the COVID-19 pandemic has taught us the value of our life and hygiene. They got to spend quality time with their families and increase their bonding. Several waves of COVID-19 and the advancement in technology amidst the pandemic have taught the youths, the need to create innovations, prepare for the future, and the awareness of the situations. The pandemic has affected the lives of the youths negatively in many aspects too. At a time when they should have been out and about, exploring and experiencing the vast world, due to the

pandemic, their lives have been restricted to tiny corners of their room. With limited interactions and lack of exposure, not only their physical but also their mental health has severely deteriorated. The youths are now lethargic, addicted to social media, and more anti-social rather than outgoing and sociable. Youth, whose means of escape out of a toxic environment such as an abusive household is the outside world have been denied this opportunity, worsening the condition of their psychological distress. This has driven countless youths into the pits of depression from which it's almost impossible to get out. Everything in life comes in pairs i.e., both good and bad. But to get the most positive impact out of it lies on the person who is in it. This abstract is based on my survey among several college students from Manipur State and several other friends from different states of India who are studying engineering in IITs, NITs, and other engineering colleges.

Theme – 10: Youth Work as a Profession

Promotion of Youth Social Work Profession in India - New Models, Approaches, and Practice - Dr. S. Kumaravel

Abstract: Promotion of Youth Social Work Profession in India - New Models, Approaches and Practice Global estimations indicate that there are over 1.2 billion young people around the world which constitutes of 16% world population. India houses the world's biggest youth population in the first place. The youth in India in the age group of 15-29 years comprise 27.5%. At present, about 34% of India's population comprises youth. Youth work also is emerging in India for holistic development. Various Government and Non-Profit organizations are working with youth for their development in the areas of education, employment, skill training, career, and personal. The practice of youth is done with limited knowledge, less professional skills, and a vague attitude towards youth. The majority who work with the youth are professional social workers. Hence the social work methods are used as intervention models and approach borrowing a few successful intervention models from western. The youth work in India in this line has been influenced mainly by social workers. However, the youth work needs to gain its identity and practice. Equally the practice of youth work in India is to be acknowledged, recognized, and professionalized as compared to western countries in the global forum. This paper examines the underline assumptions, strengths, and similarities of different social work approaches to work with youth and advocates for a review of the youth work in India and makes it a standalone profession as Youth Social Work. Keywords: Youth Social Work, Models and Approaches.

Theme – 11: Protecting youth from harm and risk

History of Teasing as Predictor of Developing Body Image Dissatisfaction among Youth of Assam - Dr. Banani Basistha

Background: Body image dissatisfaction denotes the the negative attitude of an individual towards his/her own body size, shape, colour, weight etc. This feeling of satisfaction and dissatisfaction is not inborn, rather it develops from various sources surrounded our environment, such as negative comments about body image from parents, friends; portraying thin body as the Ideal body in TV media, magazines or via social media etc.

Aim: Present study was carried out to examine whether the previous history of teasing was related to body image dissatisfaction among college-going undergraduate students of Assam (N=289) ages between 18 years to 21 years.

Method: The present study was a cross-sectional design and explorative in nature. Participants were selected using the convenience sampling method. **Tools:** The appearance Evaluation scale (a subscale of MBSRQ-AS), and a sociodemographic profile were administered.

Results: Results showed that out of total 289 youth only 16.3% were dissatisfied with their body image, whereas, 83.7% were satisfied. Regression analysis indicated a history of teasing as a significant predictor of the development of body image dissatisfaction among youth ($R=.145$, $p=.013$).

Developmental trajectory of transition from adolescent to adulthood: A Positive Youth Development Approach - Patnayakuni Anitha & Suresh Sundaram

Abstract: Previous studies state that recognizing the developmental assets of youth and enhancing them will contribute to positive youth development. The assets can be either individual or contextual and vary globally. It is important to study the effect of variation in contextual conditions on the developmental trajectory of an individual in their transition from adolescence to adulthood. A qualitative research design is followed in the present study which is part of a major study where the mixed method design is used to gather the perceptions and the levels of positive youth development among Indian youth. Four focus group discussions were conducted among the youth age ranges from 19 to 25, each group consists of 6-8 participants with a total number of 26 participants for four groups. The gathered data were transcribed verbatim manually and the thematic analysis was done. The themes that emerged are broadly classified as individual and contextual assets each with four sub-themes. It is found that due to the collectivistic societal nature, and cultural diversity existing in Indian society, new perceptive on contextual dimensions like community, spirituality, culture and religion were observed, which differed from existing literature. This study shows Individual and contextual factors play an equally significant role in positive youth development.

A Sociological Analysis of Substance Abuse among the Youth: Concerns and Discourses in Indian context - Dr Sharmistha Bhattacharjee, Ms Avinu Veronica Richa & Dr Anbu Kavitha

Abstract : Substance use has a long tradition. Substance addiction has a significant impact on individuals, families, and communities because of its cumulative impacts, which contribute to social, physical, and mental health issues. Many harmful behaviours begin in youth and pose significant public health risks. Substance misuse affects academic performance, increases the risk of unprotected sex and sexually transmitted infections, increases the number of undesired pregnancies and abortions, and is the leading cause of psychiatric problems such as depression and suicide attempts. There is a lot of emphasis on the major efforts taken by various organizations to understand the phenomena but there is very less focus on how culture influences the adoption of substance addiction. This research article emphasizes how the community is concerned about substance abuse, factors contributing to the growth of substance abuse among the youth who participated in the training programme, and the impact of substance abuse among the youth. A micro survey was conducted online during a training programme on youth and prevention of substance abuse. The paper is supplemented by a systemic review of articles from reputed journals, government reports, and grey literature sources. The survey elucidated that the community has a major bearing on concerns regarding substance use and peer pressure is one of the

major contributors. It is also found that the impact of substance abuse largely affects interpersonal relationships. The article also recommends a way forward analyzed through the interpretation of data collected during the study.

Global Summation of Youth at Risk: Special Reference to Substance Abuse - Mr Vishal Mishra & Dr Rambabu Botcha

Abstract: Youth is a more fluid category than a fixed age group. A few segments of the youth population require special attention. These include economically backward youth, women, youth with disabilities, youth living in conflict-affected regions including left-wing extremism, and youth at risk due to substance abuse, human trafficking, or hazardous working conditions. (NYP, 2014). As youth at risk—are a source of inequality, poverty, exclusion, and much of the crime and violence that plagues every region in the world. Youth at risk can be defined as individuals who face “environmental, social, and family conditions that hinder their personal development and their successful integration into society as productive citizens.” They have a greater propensity than their peers to engage in or be subject to risky behaviour, including school absenteeism, risky sexual behaviour, delinquency, violence, and substance use and abuse. Around 275 million people used drugs worldwide in the last year (2020), while over 36 million people suffered from drug use disorders, according to the 2021 World Drug Report, released by the United Nations Office on Drugs and Crime (UNODC). The authors of the paper seek to explain the global scenario of youth at risk with special reference to substance abuse by exploring the secondary data from various sources. The data will be analyzed and presented for more comprehension of the scenario in various countries.

Youth Suicide in India: A Growing Threat - Parishmita Dutta

Abstract : Suicide is a significant public health concern that causes death of more than seven lakhs people every year globally and 77% of global suicides occur only in low and middle-income countries including India (United Nations, 2021). According to the study “Suicide worldwide in 2019”, suicide was the fourth leading cause of death among the youth (15-29 years). In India also, the age group (18 years-below 30 years) was the most vulnerable group of the population resorting to suicide (Accidental Deaths & Suicides in India, 2020). Suicide among youth is a tragedy that has long-lasting effects on the entire nation. But being a complex issue, it has not gained the required attention from researchers, academicians, and civil society. This paper is an attempt to present the present trends and nature as well as dimensions of youth suicides in India. It will also analyze the risk factors associated with youth suicide and the role of social work interventions in preventing suicide among the youth population of the country. This paper is based on secondary data. The author concludes this paper with an overview of the current policy implications and with some suggestions to the Government, civil society organizations, and social work professionals for protecting the youth from the danger of suicide and attempts to suicide. Keywords: suicide, risk factors, social work interventions, youth. References: National Crime Records Bureau. (2021). Accidental Deaths & Suicides in India, 2020. New Delhi. National Crime Records Bureau, Ministry of Home Affairs, Government of India. UN News Global Perspective Human Stories (2021) Retrieved March 4, 2022, from United Nations website: <https://news.un.org/en/story/2021/06/1094212>

Abstract: Every year worldwide nearly 3 million people perish (5.3 %) due to the harmful use of alcohol. According to the WHO report of 2018, globally around 2.3 billion people (i.e., 43% of the population) are current drinkers. As per the report from the National Survey on the extent & pattern of alcohol abuse in India in 2019, there are 16 crores (14%) of alcohol users (age 10-75 yrs.), out of which 5.7 crores (5.2%) are problematic consumers and the prevalence of heavy & episodic drinking among young people in India was 50.7 % of the population. Several studies on alcohol use among adolescents predicted that if a person is addicted to an initial substance, his chances of abusing a second substance increase greatly (also known as “The Gateway hypothesis”). In a study from Meghalaya, it was found that 45.3 % of college students are drug users in the North East, and 29 % of these students used alcohol. It was reported in a study from Assam that 36% of youth consumed homemade liquors, as these were socially acceptable than hard liquors (IMFL- Indian Made foreign liquors), and 12.3% consumed commercial drinks. The study was conducted to assess the prevalence of alcohol misuse among the younger population in the Northeastern states of India, to examine their attitude & knowledge of alcohol, and to understand the various myths & misconceptions around the use of alcohol. The research was a systematic review to understand the prevalence of alcohol use among young people in the northeast. The population of this study consisted of undergraduate college students and out of college youth in the age group of 18 to 28 years from the northeast. The study not only identified the risk factors of alcohol use but also assessed the various socio-cultural implications of alcohol use.

Theme – 12: Marginalized Youth and Inequality

Inclusive Policy Formation for people of Diverse Genders, Sexes and Sexualities in the New Normal - Anagh

Abstract: There is a whole range of words to describe that experience – ‘transgender’ and ‘gender diverse’ are the two most common ones. For a lot of people, gender might not be strictly male or female. It could be somewhere in between, or something else entirely!” Gender Diversity is acknowledging that people identify as male/masculine, female/feminine, and everything in between (or outside that structure altogether). Gender Inclusion is acknowledging that everyone deserves to be treated with respect irrespective of gender, and ensuring that systems and processes treat all genders equally.

This paper intends to bring the ‘real normal’ for sustainable development where all are equal. Real equality is not where a certain section is marginalized. In an equal space, people don’t have to think about their sexual orientation and whether or not it’s on display. Normality should exist where people don’t have to hide their gender identity (or even really think about it that much). For sustainable development, people should not hesitate when filling out forms asking for their sex or gender. A society where people don’t receive condemnation, harassment, or discrimination because of their sexual orientation, gender identity, or intersex status. Now it is seen that once a came out person tries to procure their passion, they are marginalized and opportunities are absent for them. A society where people won’t be fearful of their sexual orientation, gender identity, or intersex status affecting their career is the need of the hour for inclusion of the society with sustainable development. In media and entertainment fields, homophobic and transphobic jokes are

normal. But for an inclusion what matters is people won't be the target of constant jokes, innuendo, or negative commentary as a result of their sexual orientation, gender identity, or intersex status.

Annexure – D

Guidelines for Paper Presenters

1. The inaugural session of the **Youth Global Summit** will at 10:30 am (Indian Standard Time) on the 15th March, 2022. It is requested that all the Registered Participants and Paper Presenters to join the Inaugural Session before 15 Minutes of the commencement of inauguration.
2. The link for all the three days is: <https://meet.google.com/pei-rsai-dbi>
3. It is expected that the Paper Presenter must attend at least 70 percent of the sessions to obtain Participation Certificate.
4. The Paper Presenters must be available online for their respective sessions before 15 minutes of the commencement of their paper presentation session.
5. The Paper Presenters are expected to have access to the presentation/documents/materials to be shared during their respective session.
6. The Paper Presenters may prepare their PowerPoint Presentations with about 10-12 slides only.
7. Each Paper Presenter will be provided 10 minutes time for presentation and about 2-3 minutes for discussion.
8. In case Paper Presenters find difficulty in presenting or for any other technical issues, Shri. Ramkumar, Technical Officer (Mobile No. 6383669226, E-mail: rambca@gmail.com, ramkumar.rgnyd@gov.in) or Shri. P. David Paul, Training Officer, RGNIYD (Mobile No.: 09840875815, E-mail: davidpaul.rgnyd@gov.in) may be contacted.
9. The Paper Presenters in case are unable to answer to any queries, they may use the chat option. For any further difficulty during presentation, the Paper Presenters may use the chat option to communicate with the Facilitation Team at RGNIYD for any assistance instantly during their session
10. Towards the end of their presentation, the Paper Presenters may kindly check their private/open chat window to view the queries of the delegates or sometimes the participants may you may use the raise hand function in the participant panel which may also be checked.
11. The Paper Presenters are required to put their video on while making their paper presentation
12. The Paper Presenters may choose an appropriate place/sitting area with non-distracting background and outside distractions (i.e., there should not be other people talking or any distracting activity going around during the session).
13. The Programme Schedule is attached herewith for your kind reference to check the details of your session.

Annexure – E

Instructions to the Delegates

1. Participation in all the sessions is compulsory and certificate for participating in the Summit will be provided only to those who attend at least 70% of the sessions.
2. Session-wise attendance and active period of login during each session will be generated automatically which will be used for the purpose of issue of participation certificate.
3. Ensure good internet connectivity for staying throughout each Session
4. On the first day ie., **15th March 2022** all delegates are expected to login into the Summit Link created for the purpose of this programme and **be present before 10:15 am. The Online Link for the Inaugural Session and all the three Days is the same as follows:**

<https://meet.google.com/pei-rsai-dbi>

5. **For all the other sessions it is a must that all the delegates must be available online before 10 minutes before the commencement of each session.**
6. Treat this online Summit as if it is a real Program and participate in the same way as you would do during a face-to-face Summit
7. Listen/read to what other participants and your Resource Persons are saying, and if you have a question, ask for clarification.
8. In case, any queries, clarifications ought to be sought towards the end of each technical session (about 5-10 minutes will be allotted for Q&A session)
9. The participants are encouraged to use the chat window to key in their queries.
10. When you have a question or something you would like to say, you may use the raise hand function in the Participant Panel.
11. In case you would like to ask questions to the Resource Persons during the Q&A Session, you may unmute your audio. Once the question is presented again the audio may be muted.
12. All participants must put their video on.
13. While attending the programme, all participants are requested to mute their audio.
14. Find a sitting area with a plain, non-distracting background

15. Use chat to communicate technical issues to the Speaker or Moderator
16. There should be limited outside distractions during the sessions you are attending (i.e., there should not be other people talking or any distracting activity going around during the session).
17. All background noise should be kept to a minimum during the online sessions (i.e., TV sound, radios, audio players, mobile music players or any other entertainment devices should be turned off). Try to be in a quiet environment.
18. No screen shots or pictures are to be taken during the online sessions without prior permission of the host or the other participants.
19. Remember that written messages can read differently than if they were said orally. Keep this in mind while writing questions or responses to the questions of the Speakers / co-participants of the programme.
20. Public and private messages written in the chat window during a session are saved automatically. Be mindful of what you write and share.
21. Be respectful of others while they are talking. Stay off your phones, other devices, and social media to respect the efforts of the Speakers and the Delegates while the session is in progress.
22. You are expected to demonstrate appropriate etiquette as a Delegate and be mindful that this is an academic exercise. Therefore treat your fellow Delegates with respect.
23. During the question and answer session, if you are not speaking during the session, please make sure to keep your microphone muted so it does not interfere with everyone's audio.
24. On the concluding day ie., **March 17, 2022 (Thursday)** it is a must that all the Delegates have to be present for the valedictory session which will continue immediately after the Paper Presentations. The valedictory session will be held for about 15 to 20 minutes.
25. All the participants are required to send in their feedback on the online form for which a link will be sent to you by e-mail on the last day of the programme. Your feedback will be very valuable to the organisers to modify the future programmes.
26. E-Certificates to the eligible participants who have adequate attendance (at least 70% of all sessions) will be sent to the registered E-mail IDs which can be downloaded at the recipient's end by entering additional details provided at the time of registration.
27. Disrupting the online session during the Summit in any form is a violation of the code of conduct of the RGNIYD, Un Volunteers - India, NIT-Uttarakhand, Institute for School-based Family Counselling, USA and ICSSR's Online Programmes. Participants engaging in any form of disorderly act and attempting to disturb the sessions shall be debarred from future learning opportunities of the organising Institutions.

About the Organizing Institutions

RGNIYD

The Rajiv Gandhi National Institute of Youth Development (RGNIYD), is an Institute of National Importance by an Act of Parliament No. 35/2012 under the Ministry of Youth Affairs and Sports, Government of India. RGNIYD functions as a vital resource centre with its multi-faceted features of offering academic programmes at the Postgraduate level, encompassing various dimensions of youth development, engaging in seminal research in the vital areas of youth development and coordinating Training Programmes for state agencies and the officials of youth organization, besides Extension and Outreach initiatives across the country.

United Nations Volunteers, India

The United Nations Volunteers (UNV) programme is the UN organization that promotes volunteerism to support peace and development worldwide. UNV contributes to peace and development by advocating for volunteerism globally, encouraging partners to integrate volunteerism into development programming, and mobilizing volunteers. The work of UN Volunteers in India commenced from 1971 in collaboration with the Government of India and works on imperative social and developmental issues such as Women empowerment; Access to Justice for marginalized; Physical and Mental Health; Child protection; Community Resilience to Climate Change & Disaster Risks; Nature conservation and biodiversity; Good Governance; The Post-2015 Agenda; Support in refugee status determination and protection; and Education.

The Institute for School-based Family Counseling

The Institute for School-Based Family Counseling based in USA, is the primary sponsor of the Oxford Symposium in SBFC. The Institute for School-Based Family Counseling promotes the development of School-Based Family Counseling as a discipline through multi-culturally sensitive programs that educate mental health professionals, educators, and the general public on the nature and value of School Based-Family Counseling at global level. With a view to document and disseminate the research and interventional strategies as an integrated approach to mental health intervention that focuses on both school and family, the Institute brings out the International Journal for School-Based Family Counseling besides other publications.

NIT Uttarakhand

National Institute of Technology, Uttarakhand (NITUK) is one of the 31 National Institutes of Technologies (NITs) in the country established in 2009 under the Act of Parliament by Ministry of Education. The Institute offers full time B. Tech. and M.Tech. Programs in Computer Science & Engineering, Electrical & Electronics Engineering, Electronics & Communication Engineering, Mechanical Engineering and Civil Engineering besides offering Ph.D. program in various streams of Engineering, Science and Humanities. NITUK provides world class education, training and research to create proficient human resources to address the futuristic requirements of the society, through advanced research in fields of Health Care, Information Technology, Artificial Intelligence, Machine Learning, Deep Learning, Cryptography Technologies, Cognitive Science, Energy, Battery Management System, Waste Utilization, Water Treatment, Renewable Energy, Data Science, Transportation, Constructions, Photonics, Spintronics, as well as Smart and Intelligent Material



For More Details Contact:

Rajiv Gandhi National Institute of Youth Development

(An Institution of National Importance by the Act of Parliament No. 35/12)

Ministry of Youth Affairs and Sports, Government of India

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